

AN ASSESSMENT OF THE IMPLEMENTATION OF
INTEGRATED FUNCTIONAL ADULT LITERACY
PROGRAMS IN ADDIS ABABA THE CASE OF GULELLE
SUB CITY.

By

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Table of Contents

Contents	Page
Acknowledgments	i
Table of Contents.....	ii
List of tables	v
Abbrivations	vi
Abstract.....	vii
1. Introduction.....	1
1.1 Background of the study	1
1. 2 Statement of the problem.	5
1.3 Objective of the study	6
1.3.1 General objective	6
1.3.2 Specific objective	7
1.4 Significance of the Study	7
1.5. Delimitation of the study.....	8
1.6 Limitation of the study	8
1.7 Definitions of terms	8
1.8. Organization of the study	9
CHAPTER TWO	10
2. Review related literature.....	10
2.1 Non-Formal Education and Literacy	10
2.1.1 Non- Formal Education	10
2.1.2 Literacy	11
2.2 Historical background of non formal education in Ethiopia.	12
2.2.1. Non formal education during the emperor regime.....	12
2.2.2. Non formal education during Derg regime	14
2.2.2.1. The National Literacy Campaign.....	14

2.2.2.2 Problems and challenges.....	16
2.2.2.3 Major achievements of the campaign.	17
2.3. Literacy after 1991.....	17
2.4. Functional Literacy.....	18
2.4.1. The importance of functional literacy.	19
2.4.2. The need of functional adult literacy.....	19
2.5. Functional literacy in Ethiopia.....	20
2.5.1. Challenges of FAL program implementation in Ethiopia.	22
2.6 Integrated functional adult literacy program in Ethiopia.....	23
2.6.1. Integrated functional literacy program implementation in Gulelle sub city.....	24
CHAPTER THREE	25
RESEARCH METHDOLOGY	25
3.1 Research method	25
3.2 Population and Data Source	25
3.3 Instruments of data collection	26
3.3.1 Questionnaires.....	26
3.3.2 Interview	27
3.3.3 Document analysis.....	27
3.4 Methods of data analysis.....	27
CHAPTER FOUR	28
4.1 Major findings of the study.....	28
4.2. Characteristics of respondents	28
4.2.1. Integrated functional adult literacy participants.....	28
4.2.2. Adult literacy teachers:	28
4.2.3 Sex, Age and Education qualification profiles of respondents.....	29
4.3. Adult's main reason for not attending the classes regularly	31
4.4. The training of the facilitator	32
4.5. Factors related to the level of IFAP implementation	36
4.5.1. Degrees of stakeholders' participation	38
4.6. Problems related to IFALP implementation	39
4.6.1 Facility related problems	42

4.6.2. Learners related problems.	42
4.6.3. Facilitators' related problems.....	43
4.6.4. Problems related to management of IFALP implementation.....	43
4.6.5. Problems related to stakeholders.	44
4.7. Main challenges in the process of implementing IFALP and its possible solutions.	44
4.7.1 Main challenges in the process of implementing IFALP.....	44
4.7.2. Possible solutions suggested by the respondents.....	45
CHAPTER FIVE	46
5. summary , conclusions and Recommendations of the study.	46
5.1. Major findings of the study.....	46
5.2. Conclusion	48
6.3. Recommendations.....	50
Reference	
Appendices	

List of Table

	Page
Table -1 Sex, Age and Education qualification profiles of respondents	29
Table -2 The response of adult learners on the benefits of attending on the program	30
Table-3 Adults' main reason for not attending the classes regularly	31
Table-4 General profiles of the facilitators (adult teachers).....	33
Table-5 Degree of IFALP implementation and factors affecting on its implementation	34
Table -6 Planning activities before implementation.....	36
Table -7 Degrees of stakeholders' participation.....	38
Table -8 Problems related to IFALP implementation.....	40

LIST OF ABBREVIATIONS AND ACRONYMS

AAEB	Addis Ababa Education Bureau
ADEA	Association for the Development of Education in Africa
IIZ/Dvv	Institute for International Cooperation of the German Adult Education Association
ESAA	Educational Statistics Annual Abstract
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
GTP	Growth and Transformation Plan
IFAL	Integrated Functional Adult Literacy
IFALP	Integrated Functional Adult Literacy Program
MOE	Ministry of Education
NGO	Non Governmental Organization
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

An Assessment of the implementation of Integrated Functional Adult Literacy Program in Addis Ababa the Case of Gulelle Sub City.

The main purpose of this study was to investigate and analyzed the current practices of the implementation of integrated functional adult literacy program in Addis Ababa the case of Gulelle sub city. Hence to find out the current states of IFALP implementation, descriptive survey method was employed. The subjects in this study were 142 adult learners, 20 facilitators, 5 coordinators being a total of 167 respondents. Simple random sampling technique was employed to select respondents of the study. Frequency count, percentage and mean were used to analyze the collected data. The study used more of quantitative method so that questionnaire, interview and observation were the main instruments of data collection. The result of the study discovered that adult students' profile especially the age limits were in line with the idea in the National Adult Education strategy of the country. And the level of implementation of integrated functional adult literacy program in the sub city found in average level. For this level of achievement the study found different problems. Weak participation of stakeholders, lack of effective leadership skill, adult learners' persona problems like attitude, economic and social problems of adult learners ,inappropriate salary allotments of the facilitators, improper budget allotment for the program were some of the problems. Finally based on the findings possible conclusion and recommendation were given below. Successful program implementation practice is the product of hard work and inspiration of stakeholders at different levels. Thus all stakeholders have to make energetic effort for the successful implementation of the program as the desired level. Sufficient budgets with their clear policy and implementers should be allotted for the flourishing implementation of IFALP particularly in the sub city, in general in the country. Finally training has to be given for education officials on how to use efficiently both human and material resource in the implementation of IFAL.

1. Introduction

1.1 Background of the study

One of the major instruments that helps the society to transmit knowledge, skills, life style, culture, history etc from generation to generation is education. Therefore, education is an engine for the survival of the given society. It also serves as a means for the development of human rights, democratic values, equity and equality, among member of the society.

The assumption education has significant contribution for the development of a country, has got wide acceptance among governments of various countries and international agencies. (Mulugeta, 2002:1). Education is a cornerstone of economic and social development. It has become an indispensable key to personal and social improvement (Firdissa Jebessa, 2002:1)

Regarding the significance of education for development, Bishop (1989) stated the Consensus that says "...implant education-growth and development would follow..." (Cited in Mamo, 1999:21). Besides, the importance of education for development, Article 26 of the United Nations Human Rights declaration states that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory..." (UNESCO: 1990:22). Consequently, most countries of the world are attempting to educate their citizens by applying various means of education. Education could be provided to citizens using the formal, non-formal and the informal approach.

In the formal approach, education is provided to learners in an institution, which has chronologically graded and hierarchically structured system. According to Bock et al (cited in Mamo 1999:34-35), characteristics of the formal human learning are: -

Students are recruited based on age-grade level cohorts without their willingness, staff is recruited on contractual basis as trained professionals, the school has bureaucratic structure and the school office has the responsibility toward their clientele and to the public.

On top to the above stated points, schools in the formal education system are preparing children to be socialized for the future, adult life. Thus, what students are learning in the formal education program has no direct relevance in searching solutions for current problems in the society.

In addition the costs of formal education are unaffordable for poor countries like Ethiopia. Whereas, the results obtained from the system were found to be unsatisfactory, due to school dropouts, class repeaters and wastage of human resource through unemployment (Fagerlind and Saha, 1991).

Consequently, governments preferred to implement the non-formal education system, side by side with the formal education system, to fulfill the fast growing educational needs of the people.

Non-formal education, which is a cost-effective way to reach those who have not benefited from the formal education provisions, comprises any organized and semi organized educational activities for school dropouts, for illiterate rural and urban adults, for youth, and large for all age cohort, and both sexes (UNESCO, 2001: 6; Bishop, 1989:131; Mani, 1984:53). For poorer countries like Ethiopia, it can be the means of achieving most of their educational objectives at a price they can afford.

According to Wana Laka (1999:62) there are various types of non-formal education, some are:-

School equivalence programs to provide a second chance to those who have missed school or dropped out early.

- ❖ Training in occupational skills and on the job training.
- ❖ Agriculture extension and farmer training programs.
- ❖ Adolescent and adult literacy programs.
- ❖ Youth activities with substantial educational purposes.

Among the above stated types of non-formal education, the adolescent and adult literacy program is the main point of emphasis in this study.

Adult education denotes the entire body of organized educational processes, whatever the content, level, method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship, whereby persons

regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turning a new direction and bring about changes in their attitudes or behavior in a twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development (UNESCO, 2005).

The importance of adult education or training for development is indicated by different scholars. According to Yalew (2005), Adult education is pre-requisite for development which is aimed at the balanced growth of the whole man, socially, economically and culturally.

The National Integrated Adult and Non-formal Education Board document Retrieved (Nov. 3, 2014) (<http://www.ethpress.gov.et/herald/>) indicates that the previous system of implementing adult education was simply limited to reading, writing and calculation. It was not about problem solving and attaining skill for better livelihood. Joint effort and cooperation among concerned development sectors towards the program was absent.

The fact that Ethiopia has planned to be one of the middle income countries by 2025 puts it in a critical time to have knowledge-intensive, skillful and positive productive force in order to achieve the goal. To this effect, the national board of integrated adult education was established four years back comprising Ministries of Education, Agriculture, Health, Women, Youth and Children Affairs and Labor and Social Affairs.

The board has also extended its branch to regional states headed by chief or deputy chief of states to guide and monitor the activities of the program.

The socio-demographic and socio-economic situation of Ethiopia is characterized by a steady growth of the population. With an adult illiteracy rate of close to 70%, it is clear that the country can reach neither the MDG nor its own development targets unless the situation of those who are 15 years old or older (this is the official definition of an adult in Ethiopia) can be addressed. The overall target group to be reached by interventions of integrated functional adult education (IFAE) is estimated to be 36 million persons, a majority of them being female. Triennial on Education and Training in Africa (Ouagadougou, Burkina Faso, February 2012:4) with an adult illiteracy rate of close to 70%, it is clear that the country (ADEA, 2012). Ethiopia has now declared adult education, ("Integrated Functional Adult Education") a priority. A strategic

framework is created with a National Adult Education Strategy (since 2008) and a Master plan for Adult Education, which is part of ESDP IV (since 2010), The practical approach is functional and geared to the specific needs observed in the respective constituency of the adult learners. It can combine the provision of:-

- ❖ Literacy and numeracy skills;
- ❖ Life skills, awareness on issues related to health, family planning, environmental protection,
- ❖ Elements of civic education for the development of the constituencies of the learners;
- ❖ Vocational skills geared towards improved livelihoods and adding value to local resources;
- ❖ Business skills to handle gainful occupations, micro credits and participate in economic life

So, integrated functional adult literacy is considered as an essential tool for poverty reduction and sustainable development program implement in developing countries where people suffer from object poverty since it has enabled people to solve their daily problems (Dvv , 2007)

Regarding IFAL program implementation (ESAA,2013/14) in Addis Ababa ,enrolment of students in 2003 E.C was about 29, 053 and during the year 2006 E.C the enrolment is 49, 658 which is increased by 41.49%. Even though an increase of IFAL participants compared to 2003 E.C, its performance is poor compared to the actual number of adult who need education and design target to educate IFAL in bureau GTP, ESDP IV and annual plans. (ESAA, 2013/14). And the report suggests some of distracters why this program doesn't achieve its objectives.

Inspections on the program implementation of integrated functional adult literacy report in the sub city identify different problems. Some of them are the following :- Not enough facilitation center, high turnover of the facilitator, documentation problems of adult learner, shortages of class room facility (for example electricity) , providing the lesson with out in accordance of the guidelines, trained facilitators and weak public relation were some of the shortcomings of IFAL implementation of in the sub city (AAEB, 2014). Similarly Gullele sub city education bureau, department of IFAL supervision report (November, 2014) has identified 21 problems on the implementation of the program

Planning problems of the facilitator, Poor coordination of stakeholders

Level 1 and level 2 of the learners are not identified in some of the facilitation centers , Shortage of well trained facilitator and inadequate in number , Poor documentation on adults profile example attendance and identification card. The adult progresses is not measured in continue assessment was and lack of preparing portfolio for the individual participants were some of the major problems.

Hence, this study is designed to investigate the implementations of integrated functional adult literacy program in relation to the developed strategy document and the master plan in Addis Ababa particularly in Gullele sub city. The study particularizes mainly on the execution of the strategy document in the adult and the master plan for IFAL programs.

The main points that the study focuses on are:

- The general profile (age, sex, marital status, educational background, occupation) of IFAL participants.
- The selection and training of adult literacy teachers.
- The selection of literacy centers (places of educational provision)
- The participation of the community to support literacy centers.
- Duration of the program
- Organization and management of the literacy program.
- Stakeholders' participation.
- Major problems and possible solution of the program.

1. 2 Statement of the problem.

A literate population is a precondition for any nation to become competitive within a global economy and without a significant increase in the adult literacy rate Ethiopia will not be able to achieve a middle-level income status within a expected time. Increasing adult literacy rates will support other development goals.

The State Minister and Chairman of National Integrated Adult and Non-formal Education Board in MoE (2012) said that integrated functional adult education has multifaceted purpose. It

increases productivity and per capita and ensures equitable wealth distribution. It also brings about economic growth by generating more income. Besides, it helps have healthier society. Adult education has indispensable role in strengthening democratic system and ensuring good governance in the country.

But the achievement obtained in Non-Formal education activities was indicated in the annual review report (ESAA,2013/14) tells that, although a new strategy documents and guidelines were developed and recently exercised, the achievements obtained were found to be unsatisfactory. The report indicates that, even though different problem can be the cause for this unsatisfactory results drawback on the implementation takes the lion's share.

Therefore a great emphasis on implementation of IFAL program is not about a choice. In my research area (Addis Ababa, Gullele sub city), most of the people are living, with hand crafts , weaving , pottery and so on . And the place become highly dominated by migrants of people mostly from northern and Sothern parts of Ethiopia

Thus, the intention of this study is to investigate the implementation of integrated functional adult literacy program in Addis Ababa particularly in Gullele Sub City. And the study attempts to answer the following basic questions

1. To what extent do adults of the sub city participate in the program?
2. Do adult literacy teachers have satisfactory training and the required qualification that enables them to teach adult participants effectively?
3. How much do adult literacy learners show interest to participate in literacy programs?
4. What are the challenges in the process of IFAL implementation?
5. What should be done to overcome the challenge?

1.3 Objective of the study

1.3.1 General objective

The general objective of the study is to evaluate the integrated functional adult literacy program implementation in Addis Ababa, Gullele sub city.

1.3.2 Specific objective

In order to relate its purpose, the study aims at treating the following specific objectives so that the research at the end will be able to:

1. Check whether adults whose profile (age, sex, occupation, etc.) stated in the strategy documents are participating in the program or not.
2. Investigate whether adult literacy teachers have satisfactory training and the required qualification that enables them to teach adult participants effectively or not.
3. Find out whether adult literacy learners have interest to participate in literacy programs or not.
4. Examine the problems encountered and to propose possible solutions for the successful implementation of the program

1.4 Significance of the Study

Education enables human beings to think critically, to be more productive and to have better understanding about their environment. According to Janice Taylor (cited in Mamo, 1999), when people are unable to read or write, they cannot work effectively and are poor, do not have active participation in the community affairs, and even couldn't understand what others are saying to them. Thus, because education is essential for conscious activities of human beings, then to study conditions related to the implementation process may have contribution to identify major constraints of the program, and it enables to suggest possible recommendations that could assist to alleviate problems.

Besides, there are also some more studies conducted by private individuals, NGO's and government agencies, such as: MOE and Addis Ababa Education Bureau. But, this study differs from others:

1. It focuses mainly to explore implementation problems of the IFAL Programs in Addis Ababa particularly in Gullele Sub City.
2. It particularly attempts to identify major problems of the IFAL program implementations and recommend the possible solution , in relation to the guidelines

stated in the non-formal education and training strategy particularly the master plan of IFAL.

Consequently, the study is expected to have the following significance:

- Revealing the extent to which the Non-formal Education strategy is implemented, identifying major problems that were the implementation of the adult literacy program in Addis Ababa, Gullele sub city
- providing information on the current condition of IFAL program in Addis Ababa, particularly in Gullele sub city and
- Serving as spring board for those who would like to undertake further study, on the implementation of IFAL in the area..

1.5. Delimitation of the study

The study attempts to investigate the implementation of IFAL program in relation to the guidelines stated in the Strategy document and with master plan. However, the strategy document consists of detailed implementation guidelines for community skills training and adults literacy program. Because of this, it would be unmanageable to study all types of non-formal education.

Thus, the study particularizes IFAL program implementation at the study focuses on the period after the Non-formal education strategy and structure document was implemented, which is starting from the year 1998.

1.6 Limitation of the study

As mentioned in above Study is restricted in a single sub city of Addis Ababa, the conclusion and recommendations might have weakness to have application in other the whole sub cities of Addis Ababa. Besides, although the non-formal education and training strategy consists of various education and training activities for different age groups, this study particularizes mainly IFAL.

1.7 Definitions of key terms

Adult -is a person who (15 years old and older) performs socially productive roles and who has assumed primary responsibility for his or her own life (Darkenwald and Marriam, 1982).

Adult Basic Education- an instructional program for the under educated adult planned around those basic and specific skills most needed to help him function more adequately as a member of a society (Good,1959).

Literacy :- is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts it involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society .(UNESCO 2005).

Literacy Education- the teaching or acquisition of reading, writing and number skills to prepare persons to function in society (Tilahun, 1997:34).

Non-formal Education- refers to all organized education and training activities that operate outside the regular structure and routines of the formal educational system, serving a great variety of learning needs of different subgroups of the population both young and old.(Bishop,1989:25).

Functional literacy:- is 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 and so on (Ministry of Education, 2006).

1.8. Organization of the study

This thesis is a composite of five chapters. Chapter one (the problem and its approach) deals with background of the study, statement of the problem, objective of the study, objective of the study, significance of the study ,limitation of the study , delimitation of the study, ethical consideration and organization of the study. Chapter two (related literature review) discusses a concise and coherent account of what is known in adult education. This is the chapter where controversies and different opinion among scholars in adult education were elucidated .Chapter three explains the design and methodology of the study. Chapter four, consolidates, analyzes and presents the study. Chapter five, comprises of the summery of the main findings conclusions and recommendations.

CHAPTER TWO

3. Review Related Literature

Introduction

This is the section where different opinions among scholars in the field of functional adult literacy program implementation were explained. A concise and coherent account of what is known in the area of functional adult literacy program implementation presented.

2.1 Non-Formal Education and Literacy

2.1.1 Non- Formal Education

Non-formal education is assumed and believed by many writers as any educational activity outside the formal education system. Several educators also consider non-formal education as an alternative to the formal education that could help to provide basic education for illiterates. Paul Fordham (cited in Mamo, 1999:33) defined Non formal education as "...any activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community, be they are children youth and adult...".

UNESCO (1997a, p. 14; 1997b) describes non-formal education as "any organized and sustained educational activities that do not exactly correspond to the definition of formal education." In other words, non-formal education may refer to any educational activity organized by different agencies for a particular target group in a given population, especially adults outside the framework of formal education to provide selected types of skills.

Similar definition was also given to non-formal education by Coombs and Ahmed (cited in Wana, 1999:69), as an organized and systematic educational activity carried on outside the framework of the formal system, to provide selected types of learning, to particular subgroups in the population, adults as well as children. Moreover, Tekeste (1996:28) defined Non-formal education as "any education activity organized outside the established formal-education system and designed to serve identifiable groups and with identifiable educational objectives."

From the definition stated above, it is possible to generalize that non-formal education is an education activity that is:

- 1.) Organized outside the formal education structure.
- 2.) Systematically organized and has selected contents.
- 3) provide education for children, youth and adults.

According to Bhola's (1992) argument non-formal education provides participants with the necessary knowledge, skill and conviction that enable them to improve their living conditions. Hence, Non-formal education has significant role for the development of a society.

Non-formal education has its own general characteristics Mamo (cited in Argaw Adane, 2010) summarized the most important characteristics of non-formal education program as follows;

- It provides relevant education to the needs and aspiration of target groups.
- It can be adjusted to the time constraints and related circumstances of the participants particularly the disadvantaged groups.
- It offers opportunity for lifelong learning in conjunction with formal education.
- It provides experiences that can be of value for immediate practical use.
- It has greater and more intense applications of the local resources of the community.

2.1.2 Literacy

Literacy is broadly conceived as the basic knowledge and skills needed by all in a rapidly-changing world and throughout the lifespan. It is a right which enables the individual to function effectively in sustainable personal, community and societal development. It is a concern for all, in both developing and developed countries (Adama Ouane, 2010 :2)

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, in most developing countries being literate is considered as practicing writing and reading skills. But the current meaning of literacy moves more than writing and reading.

Literacy is too wide a concept, too complex and too embracing to be narrowed down to a technical definition. The precise meaning of “literacy” continues to be subject to intense academic debate. There are no clear-cut dividing lines between the literate and the non-literate (UNESCO,2010).

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(cited in Mulugeta, 2002)

More than half a century ago UNESCO defined a literate person as someone “who can with understanding both read and write a short simple statement on his or her everyday life (UNESCO, 1958).

More recently, in the report of an Expert Meeting on literacy assessment, UNESCO published a related working definition of literacy which reflects the emphasis on context and use and serves primarily assessment purpose:

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society” (UNESCO, 2005).

2.2 Historical background of non formal education in Ethiopia.

2.2.1. Non formal education during the imperial regime

Modern secular education was introduced in Ethiopia with the establishment of Menilik II School at Addis Ababa at the beginning of the Twenty century (Tekeste, 1990:1). cited in Mulugeta , 2002) . After the opening of MenelikII, School several other schools were constructed in different parts (provinces) of the country in which the expansion continued till the present day.

Prior to the opening of Menelik II School, traditional education (Church and Quranic School) have dominated the education system of the country. Even though the expansion of Modern secular schools had been continued year after year, large percentage of the population remained illiterate (90%) till the outbreak of the revolution. However, this doesn't mean that there weren't non- formal education practices in the years, prior the revolution (Mulugeta ,2002).

After modern education introduced to Ethiopia in 1908, the literacy efforts used to focus mainly in giving communicative skills and the fundamentals that was necessary to run the modern bureaucracy that was being established (TGE/ESS, 1994: 1).

The Berhaneh Zare New Institute was opened by the government and financed by the emperor with the aim to promote evening education for adults. Evening classes were started in almost all schools in the capital city and in Addis Ababa University College (Bekele, 1966).

In 1954 a voluntary ‘organization’ called *Yefidel Serawit* (literally, army of the Alphabets) was formed by university students, with the purpose to expand education to the rural mass. This is a stage of growing volunteerism by students who could recognize the adverse state of illiteracy in the country and the adult literacy movements in other parts of the world. The approach seemed to be campaign (“army”) type and yet there were multiple constraints including restrictions from the imperial government towards formation of such organizations, the limited capacity of the university students (in number, finance and time) and the receptivity of the population (very weak awareness of the value of education).(Ambissa Kenea ,2012)

In the emperor period, 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 ages are between 18- 50 were requested to learn in the nearest government, private schools or to hire private literacy teacher that could teach them basic education (Hailegebriel, 1971). At this period subjects to be taught were reading and writing in Amharic. All government, Private, religious and charity organizations were also requested to show their cooperation and support in the implementation

of the program (MOE, 1988.). One important progress on this period was the issuance of 1944 memorandum on the education policy for Ethiopia. (Ambissa Kenea ,2012)

The scope of adult literacy during the pre-revolutionary Ethiopia was only for those who volunteered to learn. No means were in place (at least from the Government side) to deal with the social disequilibrium connected to wealth, cultural and ideological power relations. Hence, literacy was practically limited to the reaches of the upper (aristocratic) class, male and was for those whose attributes the system most values. (Ambissa Kenea ,2012)

2.2.2. Non formal education during Derg regime

The pro-socialist, revolutionary government (commonly known as Derg) took government power in February 1974 and soon issued a proclamation known as “Development in Cooperation-Campaign for Knowledge and Work” (MoE, 1989).

During this period over 90% of the population was illiterate (Mulugeta Menkir , 2002). Because of this, it was assumed that it would be difficult and impractical to bring change and development in a country, where the majority of the population is illiterate. Programs that were designed to spread education among the people were aiming at raising the political consciousness of the people and to make them participants in the economy of the country. Non formal education was given a high priority during this Military regime. Major literacy programs practiced to educate adults in this period include: Development through cooperation campaign, Basic Development Education, Community Skills Training Centers and The National Literacy Campaign.

2.2.2.1. The National Literacy Campaign

The most extensive and large scale program during the Derg Regime was the National Literacy Campaign carried out all over the country between 1979–1990. (Dechassa Merga , 2010 :17)

The Provisional Military Administrative Council (PMAC) announced a Program of “National Democratic Revolution of Ethiopia” (NDR) in April 1976 in which it expressed its commitment

to eradicate illiteracy in Ethiopia. PMAC stated in the NDR that “All necessary measures to eliminate illiteracy will be undertaken” (NLC, 1989:16) cited in (Mammo, 2005)

The National literacy campaign was designed to achieve the following objectives(Mulugeta, Menkir, 2002)

1. The eradication of illiteracy from all urban areas and their surroundings. (Short range plan).
2. The total eradication of illiteracy from Ethiopia. (long range plan)
3. The use of literacy as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs.
4. To apply literacy in everyday activities to improve living conditions.
5. To lay the foundation for continuing education.

To achieve the above objectives different strategies were implemented

According to “Paper commissioned for the EFA Global Monitoring Report 2006, Literacy for Life”.

A number of strategies were used during the Campaign to mobilize the whole society for literacy. Catchy slogans were used frequently as one of the effective strategies such as:

“Let the educated teach and the uneducated learn”;

“I pledge to eradicate illiteracy either through teaching or learning”;

“To be free from illiteracy is like to be reborn”, etc.

Another amazing strategy was the mobilization and dispatching of the literacy campaigners colorfully celebrated at national and regional levels in the presence of high officials, parents and sympathizers and replicated at woreda and local levels. Similar celebrations were repeated when the campaigners returned to the capital after the completion of their assignment. (Mammo, 2005)

2.2.2.2 Problems and challenges

Understandably, the Campaign had to face a number of problems and challenges, which included the following:

➤ Inadequate preparation for post literacy (PL)

Literacy campaigns need adequate preparations for the post-literacy stage so that the new literates can continue learning and consolidating their literacy skills. Unless opportunities are provided for continuation and consolidation of the literacy skills, the likelihood for relapse is high. Correlation was observed between the supply of easy-to-read materials, such as local newsletters, to those newly literate people and their achievement and maintenance of the literacy skills (MoE, 1987:VI).

In the case of the NLC, although several PL books were produced and distributed widely, they were not contextualized. They were produced in Amharic and translated into 14 other languages without proper localization and contextualization to the taste and situation of the potential learners/readers (Mammo 1989:)

(Mamo, 2005:13) summarized the major problems and challenges of the campaign

1. Shortage of paper and printing facilities in the regions and provinces coupled with shortage of trained writers of readable materials hampered provision of post-literacy materials and local newsletters. This situation might have contributed significantly to the relapse of a large group of new literates into illiteracy.
2. Another and serious problem was lack of trained human power to handle the data at various stages, i.e. from literacy centers to the national level. There are doubts that, in some instances, there may have been double counting when a participant repeats or joins remedial classes.
3. Another and still considerably serious problem was lack of a literate environment especially among the rural communities. Primarily, the objective realities of the lifestyle

of the rural communities did not demand the skills of literacy that much. Most of the rural communities could live the way their Parents lived. Moreover, supply of localized literacy materials was either non-existent or in short supply.

2.2.2.3 Major achievements of the campaign.

The achievements of the Campaign were crowned by several, international awards such as International Reading Association's Literacy Prize, Honorable Mention of UNESCO (Krupskaya) Literacy Prize and NOMA Literacy Prize all from UNESCO (NLC, 1989). The Campaign also received a Medal and Certificate from the Academy of Simba (Italy), Iraq Literacy Prize and a prize from International Gold Mercury (Mammo, 1989:29).

2.3. Literacy after 1991.

The new Government Immediately after coming to power, the first thing was the formulation of a new Education and Training Policy (TGE, 1994) but adult literacy was not taken as an important issue in the policy.

The policy document of the FDRE indicates that basic education will focus on literacy, numeracy, environment and related areas but in practice it has been emphasizing formal education only (ETP, 1994:10). Although the ETP (1994), under one of its sub-topics, (Educational Structure), declares that non-formal education (NFE) will be provided and be integrated with basic education at all levels of the formal education, it was not included in ESDP I. However, after a lot of efforts NFE considered as a mode of delivery for basic education and included it in ESDP II.

In ESDP II, MoE underscored that NFE is an alternative to the formal education and accepted that the three-year cycle of alternative basic education is equivalent to the formal basic education (grades 1 – 4). Program Action Plan of ESDP II (June 2002:16) even indicated that 320,581 out-of-school children of 7 – 14 years attended alternative basic education in 2000/01. The same document mentioned that 1,049,061 whose age was 15 years and above attended adult and NFE in that same year (PAP, 2002:16).

Again in ESDP III (2004) document, non-formal and adult education is included and properly addressed (PP.26 – 27). The document invites and encourages local governments, religious and international organizations, the private sector and communities to offer NFE and training. The document says that the government will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings.

Realizing the importance of non-formal and adult education, MoE has began collecting the data of the participants in these programs. Finally after different observation made on the ESDPs and other documents that concern on NFE, ESDP IV formulated with specific concern of integrated functional adult literacy (ESDP IV, :16).

2.4. Functional Literacy.

Literacy to a layman is just the act of reading, writing and being able to do simple arithmetic. This could be equated with the basic literacy which is the minimum but adequate ability to read and write and when mention is made of basic literacy.

It is, however, important to note that literacy goes beyond activities designed to teach adults to read and write simple sentences the emphasis on literacy campaign now is functional literacy, which is focused on the achievement of a level of reading, writing and numeracy adequate for effective participation in the life of one's community.

Functional literacy according to (Gray, 1956) is defined as “A person is literate when he/she has acquired the essential knowledge and skills which enable her/him to engage in all those activities in which literacy is required for effective functioning in his /her group and community, and whose attainment is reading, writing and arithmetic make it possible his or her to continue to use this skills towards his /her own and the community development ”

It is largely accepted that the foundation for effective literacy promotion is the political commitment of governments, the allocation of sufficient resources and a stronger partnership with civil society and networks. The provision of valid and reliable data and evidence (from assessments and past experience) on literacy levels is needed for adequate policy design, planning and action. Last but not least the quality and effectiveness of literacy programmes depend on a systematic professional approach. (UNESCO,2010 : 22)

2.4.1. The importance of functional literacy.

Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts. The major problems facing in Ethiopia are hunger, poverty, unemployment and under development. The solution lies in adult education because, when people are functionally literate, they will think on being self reliant and thus make a living that will lift them above poverty level.

Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to people.

(Uganda:www.ifad.org).

Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health and so World Health distributes materials on adult literacy and English skills and advocates for public awareness and policy changes to emphasize the powerful connections between low literacy and poverty and health outcomes (Literacy and Health. www.worlded.org).

2.4.2. The need of functional adult literacy.

The need to encourage adults to be functionally literate includes:

- ❖ Being literate will help them tackle many problems that they are faced with.

- ❖ Being functionally literate provides avenue for change in individuals, community, societies and nation at large.
- ❖ It helps adult learners to experience a transformation and a change of circumstances and it has been a source of providing opportunities to go higher in the wrung of development.
- ❖ Being functionally literate will increase their efficiency on their various assignments on daily activities.
- ❖ Being functionally literate will enrich the minds of the adult not only on their job performance but in contributing intelligently to political, social and economic development of their environment (Adedokun, 2008).

Functional literacy is more than a set of skills. It includes the ability to use those skills to solve problems in daily life. The problems of functional literacy/illiteracy is not a peculiar problem to Ethiopia alone, it is a world-wide problem. For example, The National Centre for Educational Statistics in the United States of America (2010), states the following:

- ❖ Over 60% of adults in the U.S. Prison System read at or below the 4th grade level.
- ❖ 85% of young prisoner are functionally illiterate
- ❖ 43% of adults at the lowest level of literacy live below the poverty line as opposed to
- ❖ 4% of those with highest levels of literacy.

2.5. Functional literacy in Ethiopia.

In 2008, the MoE adopted a National Adult Education Strategy with the objectives of establishing a well planned, organized and coordinated adult education system for youth and adults with a focus on access, quality, and relevant learning program. Adults and youth 15 years and above who did not get chance to go into regular programs are targets of the strategy.

The Education Sector Development Program III for 2005/2006 – 2010/2011, the Ethiopian national action plan on education, specifically discusses the adult and non formal education program and defines it to include a range of basic education and training components for out-of-school children and adults.

The action plan defines the content of the adult and non formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non formal education:

- 1) alternative basic education for out-of-school children between the ages of 7-14
- 2) a functional adult literacy program for youth and adults over 15
- 3) Community skills training centers for youth and adults

The major policy provisions in the strategy (MoE, 2008) can be summarized as follows:

1. Increase coverage equitably: expand adult education for peasants, pastoralist, women, and citizens with special needs through a modular approach.
2. Address quality and relevance.
3. Create an institutional system and capacity for continuous adult education: management and organization of adult education (coordination among agriculture and rural development, health, women's affairs, youth and sports, labor and social affairs); and creation of a national adult education management body at federal level that provides guidance and supports to regions.
4. Create an effective network and partnership between government and nongovernmental organizations.

The strategy is assumed to enable the education sector play its role as a tool for development and contribute to the MDG of reducing literacy by 50%.

The focus of adult education is to impart important knowledge and skill among the adult and to facilitate condition for the provision of the functional adult literacy (FAL) program. In addition, it enables adult to read and write in order to acquire knowledge and skill in agriculture, health, cultural education etc. (MoE, 2008: 2).

Elements of strategy given in the document for adult education include how functional adult literacy programmes shall be expanded: each region shall organize adult literacy programme which would involve developing materials in the mother tongues of learners covering various areas of life skills. (MoE, FDRE, 2008, 8).

One of the seven goals of ESDP III is to provide increased access to Adult and Non- Formal Education (NFE) in order to combat the problem of adult literacy. The Adult and NFE programme is planned, through its functional adult literacy component, to reach 5.2 million adults in the programme period, quite an ambitious target. Moreover, it plans to train 143,500 adults in different skills in the existing 287 CSTCs.

Achieving functional literacy in Ethiopia will mean give artificial respiration to Adult and Non formal education which had previously being neglected in favor of formal education. Establishment of more centers for Adult education in the country should be embarked upon so that everybody will have easy access to education and thus become more functional on their job performance and in the community in which they live and this will be accompanied by change in attitude and behavior.

2.5.1. Challenges of FAL program implementation in Ethiopia.

There are a number challenges in implementing FAL program in Ethiopia. The following are some of the are the following

- Lack of motivation of adult to attend on the program.
- Poverty of parents in deprived community and drought prone areas and lifestyle of communities in the pastoral area.

- Absence of clear policy guideline for the program supervisory service.
- Shortage of budget for supervision, logistics and fiancé for monitoring. (MoE 2010 : 46)

The problems of functional adult education is related with the quality and relevance of training; low participation of women; insufficiency of resources; insufficiency of systematic record-keeping and follow-up; weak organizational structure, co-ordination and supervision (Oromia Education Bureau, 2010; MOE, 2010; and MOE, 2008).

To mitigate the problem the Ministry has endorsed the national adult education strategy and developed implementation guideline in 2008 and 2010 respectively which acknowledged FAL and as a means for better livelihood of the wider community.

2.6 Integrated functional adult literacy program in Ethiopia

ESDP IV is committed to an integrated approach. This includes:

A focus on integrated functional adult literacy

It is recognized that the high levels of illiteracy in the adult population in Ethiopia is a barrier to achieving its development goals. This is why the NAES puts a special focus on integrated Functional Adult Literacy (FAL). In general terms, FAL builds on indigenous knowledge and seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture (including off-farm activities), 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 (ESDP IV: 14)

Ethiopia has declared adult education, (“Integrated Functional Adult Education”) a priority. A strategic framework is created with a National Adult Education Strategy (since 2008) and a Master plan for Adult Education, which is part of ESDP IV (since 2010). The practical approach

is functional and geared to the specific needs observed in the respective constituencies of the adult learners. It can combine the provision of

- ❖ Literacy and numeracy skills;
- ❖ Life skills, awareness on issues related to health, family planning, environmental protection,
- ❖ Elements of civic education for the development of the constituencies of the learners;
- ❖ Vocational skills geared towards improved livelihoods and adding value to local resources;
- ❖ Business skills to handle gainful occupations, micro credits and participate in economic life.

The new guideline document for the implementation of IFAL, reprint (MoE, 2014:2-3) has set seven guideline to measure the efficiency of adults in category of integrated functional adult literacy namely agriculture, health, income generate activities , civic and ethical education, environment conservation , family planning and social life.

2.6.1. Integrated functional literacy program implementation in Gulelle sub city.

In Addis Ababa, the IFAL program has been implementing in all sub cities based on the guideline of the master plane (MoE, 2010). In the research area (Gulele sub city), currently implementing integrated functional adult literacy program with 24 literacy centers,96 facilitators and 2,468 adult learners.

Even though improvements were found in number of facilitator, number of participants and literacy centers the achievements of the program are still face different problems. Supervision reports of the sub city (November, 2014) has identified different implementation problems some of them were the following.

- ❖ Shortage of trained manpower
- ❖ Shortage of budget and other resources.
- ❖ Problems in preparing plans, organizing and evaluation and lack of planning to work with stakeholders.
- ❖ Improper handling of document's of the adult
- ❖ Shortages of proper class rooms (well facilitated classroom).

CHAPTER THREE

RESEARCH METHDOLOGY

3.1 Research Design

Since the researcher engrossed to collect data to evaluate the current implementation on the target area, descriptive survey research method was applicable. According to Gay (2000 : 11) descriptive survey design is carried out to obtain information about the preference , attitudes, practices, concerns, or interests of some group people. Moreover quantitative and qualitative methods were used.

3.2 Population and Data Source

The study attempted to investigate the implementation of integrated functional adult literacy program in Addis Ababa particularly in Gulele Sub City.

To this end, it examines the IFAL implementation in relation to the guidelines stated in the Non-Formal Education Training Strategy and Structure document and the action plan. The information sources of the study were people working in Gulelee sub city, who have direct connection with the execution of the integrated functional adult literacy program. This includes coordinators of IFALP, facilitators and adult learners. Moreover, different documents that were related with the issue investigated and used as a sources of information.

In Gullele sub city there were 10 woredas .In each woreda, there were education officials that has the responsibility to organize and facilitate all educational activities that comes from the sub city. And there are 3,004 adult students in 25 centers. I took 5% (150) of adult learners to be a sample for the study. Among 10 woredas of the sub city 5(50%) were selected randomly by the lottery type, to be sample areas of the study. These Woredas were: Woreda 4, Woreda 5, Woreda 6 Woreda 7 and Woreda 8. There were 10 literacy which is 40 %(25) centers in those Woredas and chose purposely all the ten centers. Furthermore, from each literacy center, 15 adult literacy participants (Male and Female) were selected to be respondents of the study by simple random sampling method.

In addition, 4 literacy teachers (facilitators) were selected in each woreda by simple random sampling to be sources of information and 5 coordinators from those Woredas were also selected by purposive sampling to be another source of information for the study.

Hence, the total number of the sample population in the study is: -

- 5 coordinators of integrated functional literacy in the sub city.
- 10 literacy centers
- 20 literacy facilitators (teachers)
- 150 adult literacy students.
- Different documents related to the IFALP.

3.3 Instruments of data collection

Instruments used for data collection in the study were

- 1) Questionnaire
- 2) Interviews and
- 3) Investigation of related documents. Using those instruments both quantitative and qualitative data collected and the analysis and interpretation is made based on the information collected.

The instruments of data collection are presented as follows.

3.3.1 Questionnaires.

A questionnaire which includes respondents' background was employed as the main source of data collection. It was used to collect data from adult students, facilitators and coordinators about the different aspects of the implementation of IFAL in the study area. The questionnaires were two kind one for adult learners and the other one for facilitators and coordinators. The adult learners' questionnaire has three background questions and eight general question related to IFAL implementation were consisted of seven alternative questions one open ended item in order to give opportunities to list the main problems and the possible solution of the implementation of the program. The questionnaire which was prepared for facilitators and coordinators has six parts. Part one was about personal information which consists of six questions, part two was about general information about IFAL which consists of seven questions, part three was about issue related to IFAL implementation which consists of four questions, part

four was about level of implementation which consists of twenty questions, part five was about problems related to IFAL implementation and part six was about the problems encountered and the possible solution. Finally a total of 150 questionnaires were administered for adult learners and 25 for facilitators and coordinators. The questionnaires prepared for adult learners were primary in English and then translated in to Amharic version, in order to collect information from adult students. And the Amharic version was checked by expertise.

3.3.2 Interview

In addition to questionnaires, the guided interview was used to generate information from IFAL coordinators and facilitators. The main reason that the interview method was selected for this group of respondents was because they were few in number.

3.3.3 Document analysis.

Related documents were used as sources of information for the study. The documents can be mainly reports and statistical data prepared for the purpose of quarterly progress evaluation the sub city level. The information were collect from these reports also used to confirm the data that was collected by applying the questionnaire & interview methods. Hence an attempt will be made to crosscheck the data collected using different instruments in the analysis & discussion part of the study.

3.3.4 Methods of data analysis.

The information collected using the questionnaire method from the respondents (IFALP facilitators and students) was first tabulate on tables and then the analysis and interpretation made using the percentage and frequency mean. This is because of the belief that the information collected can be more clearly analyzed with the percentage and frequency mean approach than other statistical approaches.

CHAPTER FOUR

4.1 Characteristics of the respondents

The research data for this study was collected using the questionnaire and interview methods. The questionnaires designed for the study were two types. The first one was prepared to be completed by integrated functional adult literacy students, where as the other was to be filled by adult literacy facilitators and coordinators.

The interview was conducted for supervisors and coordinators of integrated functional adult literacy program as well as the sub city. All these respondents have responsibilities that are directly related with the integrated functional adult literacy program exercised at the woreda level. Literacy teachers and the Adult participates are the actual implementers of the program and have the first hand information about the program. The general profile of respondents is stated as follows.

4.1.1. Integrated functional adult literacy participants (students).

All the sample populations selected among the integrated functional adult literacy students were individuals who were learning in the program at level two only. Because the participants of this level are believed to have at least one year experience about the program, and they are also assumed to have the literacy skills (reading and writing) that enable them to understand and respond freely to questions incorporated in the questionnaire. The total number of respondents was 142, because 8 questioners were not filled properly. Among which 85(59.9. %) were female and 57(40.1 %) are male.

4.1.2. Adult literacy teachers:

Among randomly selected 20 literacy teachers, 3(15%) were grade (10-12) , 4(20%) were certificate and 13(65%) were diploma holders. But most of their fields of study were not directly related to education. For example pharmacy and drafting. In Sex wise, 13(65%) were female and 7 (35%) were male.

4.2.3 Sex, Age and Education qualification profiles of respondents

TABLE -1 Sex, Age and Education qualification profiles of respondents

Items	Respondents = 167					
	Adult learners		Facilitators		Coordinators	
	No	%	No	%	No	%
Sex						
Male	57	40.1	7	35	3	60
Female	85	59.9	13	65	2	40
Total	142	100	20	100	5	100
Age						
Less than 20	13	9.2	-	-	-	-
20-30	56	39.4	16	80	3	60
31-40	51	35.9	4	20	2	40
Above 40	22	15.5	-	-	-	-
Total	142	100	20	100	5	100
Education level						
Level -2	142	100				
10-12	-	-	3	15	-	
Certificate	-	-	4	20	-	
Diploma	-	-	13	65	1	20
BA/BSC/BED	-	-	-	-	4	80
Total	142	100	20	100	5	100

The above table reflects the age of all adult learners were exactly similar to the age limit which is found in the strategy document MoE (2008), 85(59.9%) of adult learners female and 57 (40.1%) of adult learners are male. This suggests that the participation of females is very attractive. In the case of facilitators, 13 (65%) are diploma holders, 4(20%) are certificate holders and the rest 3(13%) are grade 10 and 12 complete, therefore from this information it is possible to conclude

that every facilitators meet the requirements of the facilitators. 4 (80%) of the coordinators are degree holders and the rest 1 (20%) of them are diploma holder this shows that the sub city has qualified coordinators. 3(60%) of the coordinators are found on the age limits of 20-30, the researcher have a little doubt whether the coordinators in this age limit have a proper experience or not.

Table -2 The response of adult learners on the benefits of attending on the program

Item	Respondents(N=142)	
	No	%
1. What is/are the benefits that you obtain from the IFALP?		
A. Developing literacy skills (reading , writing and arithmetic)	84	59.2
B. Improving daily activity and to make money	32	22.5
C. To understand children at school	18	12.7
D. Getting respect from the community	8	5.6

From the above table one can conclude that the adult’s main reason attending on the program is to develop the basic literacy skills (reading, writing and arithmetic). Because these group takes the highest percentage 84 (59.2 %) of the total respondents. In the other end of this response, 8(5.6%) of the respondent’s main reason is to get respect from the community. Even though the percentage of respondents whose basic reason attending the program is improving daily activity and to make money 32(22.5%) , to understand children at school 18(12.7%) is medium, in the researchers view those respondents have a better understanding on adult education.

They explained the benefits of attaining the class as briefly as possible as shown in the above table but only 59(41.6%) of the total respondent was answered ‘No’ for the question ‘do you attend the class regularly?’ And the students suggest the reason why they can’t participate regularly.

4.3. Adult's main reason for not attending the classes regularly

To find out the major problem that makes the adult not attending the class regularly an item in the questioner was included the following table shows their response

TABLE-3 Adult's main reason for not attending the classes regularly

Item	Respondents(N=142)	
	No	%
What is /are the main reasons for not attending the class regularly?		
A. Individual (personal) problem	101	71.1
B. Shortage of stationary materials such as pencil, pen , exercise book	13	9.2
C. Poor understanding of adult education	19	13.4
D. Location of the literacy center (farness)	9	6.3

As we can see from the above table, individual (personal) problem is the main reason for the adult not attending the class regularly. In the questioner 101(71.1%) of the respondent tells clearly about the problem. As mentioned in chapter one, most people migrated from northern and southern parts of Ethiopia are found in the sub city. And most of them are house hold servants and daily worker. So they are too tight to attend this class.

The other main reason for the adult not attending the class regularly is poor understanding of adult education. 19(13.4%) of the respondent asserts this condition. I have discussed the issue informally with the students; apart from their personal problem they feel shame when they are going class with this age. 13(9.2%) of the respondent consider shortages of stationary materials

for not attending regularly. Finally 9(6.3%) the respondent consider the location of the literacy center is the reason not attending the class.

4.4. The training of the facilitator

It is crystal clear that facilitators (adult teachers) play an important role to implement the IFALP. The strategy document requires a minimum of grade 10 and 12 complete to be an adult facilitator. And they have to be trained in teaching of adults and professional ethics.

In addition to the qualification and the training, in my opinion it is better if the facilitator is aware the life style of the adults.

TABLE-4 General profiles of the facilitators (adults' teachers)

No	Item	No	%
1.	Sex		
	Male	7	35
	Female	13	65
	Total	20	100
2.	Qualification		
	Grade 10-12	3	15
	Certificate	4	20
	Diploma	13	65
	Total	20	100
3.	Condition of training		
	Trained	12	60
	Untrained	8	40
	Total	20	100

As we can see from the above table the qualification of facilitators (adult teachers) is more than the expected qualification which was stated in the strategy document. But most of their field of study was not related with education. And 8(40%) of the facilitators were not trained. Since this amount of number is close to the trained facilitator, the sub city education bureau has to give a special attention to give training for the rest of the facilitators.

Even though 12(60%) of the facilitator were trained, facilitators asserts that the training only takes place for a short period of time even for two days and the like. The other issue is about the continuity of the training. And most of the training is in-service.

In the selection process of the facilitator, the most important criteria were interest (motivation), qualification of the individual and creating job opportunity. The selection process was takes place in the woreda education bureau. But during the process of interviewing, one of the facilitator said that:-

“... apart from the above criteria to be a facilitator some of them were selected with their political participation in the woreda . They had got the chance because of their membership of the ruling party. (April 19 2015).”

TABLE-5 Degree of IFALP implementation and factors affecting on its implementation

No	Item	Respondents = 25			
1.	What is the level of IFALP implementation in your woreda ?	Facilitators		Coordinators	
		No	%	No	%
	Very high	-	-	-	-
	High	2	10	1	20
	Medium	10	50	3	60
	Low	8	40	1	20
	Very low	-	-	-	-
	Total	20	100	5	100
2.	If your answer in the above question is “ low” what is /are the main reason/s	No	%	No	%
	A. Lack of stockholders’ partnership	4	50	1	100
	B. Absence of allotted budget to implement the program	1	12.5	-	-
	C. Poor attitudes towards the program	1	12.5	-	-
	D. Lack of adult learner interest	2	25	-	-

As indicated in the above table item 1, 10(50%) of the facilitators and 3(60%) of the coordinators answered that the implementation of IFALP in the sub city was in a medium level. And 8(40%) of the facilitators and 1(20%) of the coordinators answered that the level of IFALP

implementation was found in low level. Having this information in mind the respondents were asked in the item 2 to indicate why is /are the reason/s.

Therefore 4(50%) of the facilitators and one coordinator asserts that the main reason for the low level of implementation is lack of stakeholders' partnership. The second most important reason for low level of implementation was lack of adult learners' interest. Finally absence of allotted budget to implement the program and poor attitude towards the program were the third most important reason for low level of implementation of the program. Because a total of 2 respondents out of 8 facilitators were justified it

4.5. Factors related to the level of IFAP implementation

Table -6 Planning activities before implementation

No	Item	Respondents =25													
Contents of before planning		Facilitators =20 Scales							Coordinators =5 Scales						
		1	2	3	4	5	rank	fmf	1	2	3	4	5	rank	fmc
1	Needs are assessed before planning	2	9	5	4	-	6	2.55	-	-	1	3	1	1	4
2	Problems in life of adults will be targeted to be solved	3	7	5	3	2	5	2.7	-	1	1	3	-	5	3.4
3	All stakeholders are encouraged to participate	1	4	8	6	1	3	3.1	-	2	1	2	-	6	3
4	More attention is given for economically disadvantaged group	2	3	7	7	1	3	3.1	-	1	1	2	1	3	3.8
5	Flexibility of the programs in terms of time, place, content etc. is taking in to account.	-	4	6	7	3	2	3.45	-	1	1	2	1	4	3.6
6	Accessibility of the program	-	-	4	9	7	1	4.15	-	-	1	3	1	1	4
7	Quality indicators such as facilitator training , education facilities etc. taking in to account	4	5	8	2	1	7	2.35	-	2	1	2	-	6	3
Average mean								3.06							3.54
Weighted mean =3.3															

fmf= frequency mean of the facilitator

key:- (5 = Very High, 4= High , 3 = Medium,

fmc = frequency mean of the coordinator

2 = Low and 1= Very Low)

. The facilitators and the coordinators have little divergence on the activities of planning before implementations. The coordinators response showed that the activities of planning before implementation were very close to high. But, in the process of interviewing, one of the woreda (Y) facilitator said that:-

“... some of the activities of planning before implementations have had only paper value specially participation of all stakeholders” (April 16, 2015)”

From all the activities under planning before implementation, accessibility of the program was ranked first in both of the respondents.

From this one can conclude that still the accomplishment of planning activities before implementation was found in average. Therefore the concerned bodies had to struggle to bring the desired objectives.

4.5.1. Degrees of stakeholders' participation

Table -7 Degrees of stakeholders' participation

The responses were collected using likert type scale of (5 = Very High, 4 = High, 3 = Medium, 2 = Low and 1 = Very Low).

No	Item	Respondents =25													
Degree of stakeholders participation		Facilitators =20							Coordinators =5						
		Scales							Scales						
		1	2	3	4	5	ra	fmf	1	2	3	4	5	r	fmc
							n							a	
							k							n	
														k	
1	Non- Governmental organization	1	5	8	6	-	3	2.95	-	1	2	2	-	3	3.2
2	Community and community leaders for example' Edir' and 'Ekub'	4	8	5	2	1	4	2.4	-	1	3	1	-	4	3
3	Health sector (extension worker)	8	6	6	-	-	5	1.9	1	2	2	-	-	5	2.2
4	Participants (learner and facilitators)	-	3	7	7	3	1	3.5	-	-	1	3	1	1	4
5	Education sector experts (supervisors, principals etc.)	-	4	7	6	3	2	3.4	-	1	1	3	-	2	3.4
Average mean								2.83							3.16
Weighted mean = 2.96															

fmf= frequency mean of the facilitator

fmc = frequency mean of the coordinator

As stated in the above table, the response of both facilitators and coordinators showed that the average means of the facilitator 2.83, for the coordinators 3.16 and the weighted mean value of the two groups 2.96. From this one can conclude that the participation of stakeholders was closer

to average .the frequency mean of facilitators and learners was 4, this implies that the implementation of IFALP totally left to this group. During interviews of some woreda education officials and discussion of the facilitators said that :-

“... different stakeholders were sign the agreement to work collaboratively For the successful implementation of IFALP, for example women’s and children Affair, health sector and some other local NGOs but practically they had continuity problems. Even the higher officials of the sub city do not know the exact number of centers and students. This implies that they had some problems on commitment, attitudes and sense of belongingness for the implementation of IFALP April, 28, 2015.”

4.6. Problems related to IFALP implementation

In the process of IFALP implementation in the sub city, so many problems were assessed. Some of them were selected to be rated by the respondents. Using likert scale the selected problems arranged for the respondents with their magnitudes of seriousness. Thus the followings are the scales.

- ❖ Very serious problem = 5
- ❖ Serious problem =4
- ❖ to some extent serious problem =3
- ❖ observed but not as such a serious problem =2
- ❖ not observed (no problem) =1

Table -8 Problems related to IFALP implementation

No	Item	Respondents =25													
Problems related to IFALP implementation		Facilitators =20							Coordinators =5						
		Scales							Scales						
1.	Lack of facilities	1	2	3	4	5	r	fmf	1	2	3	4	5	r	fmc
							a							a	
							n							n	
							k							k	
1.1	Lack of learning materials such as books , manuals and other facilities	-	2	9	7	2	3	3.5	-	2	2	1		2	2.8
1.2	Distance of literacy centre (in average).	9	8	3	-	-	1	1.7	3	1	1	-	-	1	1.6
1.3	Condition of IFALP .	-	3	8	8	1	2	3.35	-	2	2	1	-	2	2.8
	Average mean							2.58							2.4
	Weighted mean = 2.49														
2.	Learners related problems														
2.1	Lack of awareness on IFAL program	-	2	5	9	4	3	3.75	-	1	1	3	-	3	3.4
2.2	Lack of interest	2	3	8	5	2	2	3.1	1	1	2	1	-	2	2.6
2.3	Child care (specially for females),domestic duties	5	6	8	1	-	1	2.25	1	2	2	-	-	1	2.2
	Average mean							3.03							2.73
	Weighted mean = 2.88														
3	Facilitators' related problems														
3.1	Lack of motivation	2	5	9	4	1	3	3.2	-	1	2	2	-		3.2

3.2	Lack of training (skill on helping adult)	2	3	8	7	-	1	1.6	-	1	1	2	1		2.6
3.3	Absence of payment or incentives (the payment not enough)	-	4	3	11	2	4	3.55	-	-	2	2	1		3.8
3.4	Lack of discipline (the way to treat adult learners)	-	5	8	6	1	2	3.15	-	1	1	2	1		3.6
	Average mean							2.88							3.3
	Weighted mean = 3.09														
4	Problems related to management of IFALP implementation														
4.1	Absence of good strategy.	2	5	7	6	-		2.88	1	1	1	2	-	1	2.8
4.2	Lack of resource (finance, budget, human and material)	-	3	6	11	-		3.4	-	1	1	3	-	2	3.4
4.3	Resistance or misunderstanding on the program itself.	4	7	5	4	-		2.45	1	1	2	1	-	2	3.4
	Average mean							2.9							3.2
	Weighted mean = 3.05														
5	Problems related to stakeholders														
5.1	Weak participation of responsible body to implement the IFALP.	-	4	3	11	2	3	3.55	-	-	1	3	1	3	4
5.2	Lack of commitment.	-	3	6	9	2	2	3.5	-	1	2	2	-	1	3.2
5.3	Attitude problems for the implementation of IFAL.	1	5	7	6	1	1	3.05	-	2	1	1	1	1	3.2
	Average mean							3.37							3.47
	Weighted mean = 3.42														

4.6.1. Lack of facilities

As indicated in table lack of learning materials is found closer to a serious problem because it was rated by facilitators having a frequency mean of 3.5 and the issue again rated by the coordinators showed that it was found as to some extent a serious problem because it has a frequency mean of 2.8. And distance of the literacy centers were not as such a serious problems. Because the frequency mean of this issue was 1.7 for the facilitators and 1.6 for the coordinators. In coordination of IFALP, the frequency mean for the facilitators was 3.35 and 2.8 for the coordinators. The issue on the eyes of facilitators was above the average problem rather getting in to a serious problem. But in the eyes of the coordinators was to some extent a serious problem.

In general the weighted mean for facility problems is 2.49. This showed that in the sub city there were not as such series problems of facilities. But during my observation of the centers in one of the woredas , I have seen a problem of single hard paper to prepare the identification card for adult learners.!

4.6.2. Learners related problems.

As mentioned in the above table for the item lack of awareness on the IFALP, the facilitators rated a frequency mean of 3.75. This showed that there was a very serious problem on creating the awareness about the IFALP. By the same token, the coordinators were also rated the issue 3.4 as a frequency mean. Thus in the eyes of the coordinators the issue is still to some extent a serious problem. For the item “lack of interest” a frequency mean of 3.1 was rated by the facilitators and 2.6 by the coordinators. Facilitators and coordinators had found that to some extent there were problems of interest on the learners. For the case of child care, facilitators were rated a frequency mean of 2.25 and the coordinators 2.2. This showed that in the sub city, child care and domestic duties especially for females was not as such a series problem.

4.6.3. Facilitators' related problems

To be an adult facilitator interest or motivation is the primary one. Respondents were asked to rate to find the degree of interest of the facilitators. The frequency mean rated by the facilitator and coordinators was the same which is 3.2 (31.25%). This means the interest of facilitators have got to some extent a serious problem. In the case of training 62.5% of the facilitators or 1.6 of a frequency mean was rated. This means lack of training in the sub city is observed but not as such a serious problem.

A question which is related to payment of the facilitators in the questionnaire was presented for the facilitators and coordinators and a frequency mean of 3.55 for the facilitators, 3.8 of the coordinators. Its implication was payment of the facilitators in the sub city was in a serious problem. And the study also indicates that there was also a problem of treating adults in the facilitators.

4.6.4. Problems related to management of IFALP implementation

As indicated in the above table both facilitators and coordinators were rated a frequency mean of 2.88 for the question absence of good strategy. This implies that the problem of good strategy for the implementation of the program was found in average or to some extent a serious problems in the sub city. There is also to some extents a problem in resistance or miss understanding of the IFALP.

The weighted mean, for the problem related to management in the program implementation is 3.05 or 32.78% of the total respondents. This implies that. The problem related to management in the implementation process in the Sub city was found some what a serious problem.

4.6.5. Problems related to stakeholders.

From the above table the participation of all stake holders found in a series problem because facilitators rated 3.55 frequencies mean and the coordinators 4.0. There was also a problem of commitment towards IFALP. In general the weighted mean of problems related to stack holders was 3.42. This implies that stakeholder participation in sub city found in “ to some extent a serious problem.”

Main challenges in the process of implementing IFALP and its possible solutions.

Open-ended questions were presented at the last part of each questionnaire prepared for adult students and for their facilitators and coordinators. These questions require respondents to list down some major problems and suggest possible solutions. In the same manner, in the interview with facilitators and coordinators were requested to state some major problems of IFALP and its possible solutions. Finally I had presented the result that I got from the questionnaires and interviews as follow.

4.7.1 Main challenges in the process of implementing IFALP

1. Absence of sense of belongingness from different stakeholders.
2. Poor coordination, lack of effective leadership from the woreda and the sub city education bureau.
3. Inadequate budget allocation for the program.
4. Shortage of trained adult facilitators, inappropriate salary of the facilitator and continues turnover of the facilitators.
5. Lack of stationary materials like exercise book, pen, pencil and hard paper to prepare the adults' identification card.
6. Adult's personal problems like attitudes, economic and social to participate on the program.
7. Rare and irregular supervision by woreda education officials.

4.7.2. Possible solutions suggested by the respondents.

1. To change the attitude of every stakeholders towards IFALP, the concerned body has to give continues awareness creation program through different ways like training, mass media, news paper and so on.
2. Providing, enough stationary materials and motivating adult education facilitators with relatively good payment and incentives like upgrading opportunity.
3. Strengthen the capacity of education officials on planning. Organizing directing and supervising the IFAL in the subcity.
4. Strengthen the problem solving capacity of adult learners and relating the lesson directly to income generating activities.
5. Allotting proper budget to lead the program and has to give a great attention on training of the facilitators.
6. In order to assess the implementation process the concerned body has to give a planned and regular supervision and has to take urgent and necessary measure.

CHAPTER FIVE

5. Summary, Findings, Conclusions and Recommendations of the study.

5.1. Summary

The main purpose of this study was to investigate and analyzed the current practices of the implementation of integrated functional adult literacy program in Addis Ababa the case of Gullele Sub city. Hence to find out the current status of IFALP implementation, descriptive survey was employed and data were collected from IFAL facilitators, coordinators, adult learners and different documents using different instruments such as questionnaires, semi-structured interviews and observation. Moreover probability sampling was used to select the varies respondents. Thus a total of 167 respondents were participated in the study. And the data drawn from different sources were analyzed by using percentage and mean in relation to the major points stated in the strategy document and the master plan.

To study the problem and meet its objectives, the study was guided by the following questions

1. To what extent do adults of the sub city participate in the program?
2. Do adult literacy teachers have satisfactory training and the required qualification that enables them to teach adult participants effectively?
3. How much do adult literacy learners show interest to participate in literacy programs?
4. What are the challenges in the process of IFAL implementation?
5. What should be done to overcome the challenge?

Therefore, the study was designed to find the gap between the actual implementation and the plan to be implemented in the strategy document and the master plan. The study focuses only main points which were stated in the strategy document. These are:-

1. The general conditions of integrated functional adult literacy students facilitators, coordinators and education officials (age, sex, educational background).
2. Participation of adults in the program
3. The selection and training of facilitators (teachers).
4. Stakeholders participations
5. Problems that affect the implementation process. And possible solution to improve IFAL.

5.2. Findings of the study

1. Out of the total respondents of adult learners 85 (59.9%) were female and 57 (40.1%) were male. This suggests that the participation of female in the sub city was high and their participation was more by 9.9% which was planned to be achieved. And almost all adult learners were found on the age limit (15-45) in the strategy document.
2. The study disclosed that out of 20 -facilitators, 13 (65%) were diploma holders, 4(20%) are certificate holders and the rest 3(13%) are grade 10 and 12 complete, therefore from this information it is possible to conclude that every facilitators meet the requirements of the facilitators. 4 (80%) of the coordinators are degree holders and the rest 1 (20%) of them are diploma holder this shows that the sub city has qualified facilitators which were
3. In the study 84 (59.2%) of adult learners were answered that the main purpose of attending the program was to develop literacy skills (reading, writing and arithmetic). But their individual problems were the major factor not attending the program regularly. Because 101 (71.1%) of the total respondents were asserted. As I explained in chapter one t most of the students were migrants so that they have a lot of challenges in their day to day activities.
4. The level of implementation of IFALP in the sub city was found in medium (average) level. 10(50%) of the facilitators and 3 (60%) of the coordinators rated the question about the level of implementation.

5. 8(40%) of the facilitators and 1(20%) of the coordinators answered that the level of IFALP implementation was found in low level. And the main reasons for low level of implementation were lack of effective stakeholders' partnership, lack of adult learners' interest, absence of allotted budget to implement the program and poor attitude towards the program.
6. The study found out the following major problems that hinder the successful implementation of the program. Shortage of learning materials with frequency mean of (3.5), problems on coordination of IFALP (3.35) , lack of awareness of the program (3.75) , not enough payment for the facilitators (3.55) , lack of discipline (the way to treat adult learners) of the facilitators (3.15) , shortage of resource (human and material) (3.4) , weak participation of responsible body (3.55) , lack of commitment , (3.5) and attitude problems on the implementation of the program (3.05).
7. The sub city education bureau has confronted with problem of coordinating the IFALP with other sectors in a practical situation. And weak participation of responsible body, not enough payment for the facilitators, and lack of awareness on the IFALP were found serious problems in the study.

5.3. Conclusions

1. Irregularities of attending the class, closer to 50% dropout rate and no clear controlling mechanism for students' absenteeism were some of the challenges of the program in the sub city. This is because of going back of some adults to their families for some holydays and spending as a daily worker to increase their income. Therefore one can conclude that more effort should be added to bring the level of implementation in the desired level.
2. The implementation practice of IFALP enabled the adult learners to read, write and to solve some arithmetic calculations besides the experience of their life skill. But in the case of promotion, there was no smooth promotion or transfer principle from IFALP

to formal primary school program. Therefore, the certificates given from the IFALP were viewed as inferior standard to those from comparable formal school.

3. Because of weak coordination effort, poor attitude towards the program, weak integration of stakeholders and not allotting enough budgets brought the level of implementation of the program in an average level.
4. The study revealed that the participation of facilitators to implement the program having a frequency mean of 4. This implies that the implementation of IFAL totally left to this group. And they are not satisfied with the amount of money paid for their service.
5. The study confirmed that the training of adult literacy facilitators was takes place for a short period of time even for two days in the sub city. This was directly against the guidelines stated in the strategy document action plan, which recommends 10-15 days of training.
6. In the study, the frequency mean rated by the facilitator and coordinators which was about their interest of participating on the program was 3.2 (31.25%). This implies that the interest of facilitators have got to some extent a serious problem.

5.4. Recommendations

In light of the major findings and conclusions on the study the following recommendations are forward to improve the level of IFALP implementation particularly in the sub city and in general in Addis Ababa.

1. Successful program implementation practice is the product of hard work and inspiration of stakeholders at different levels. Thus all stakeholders have to make hearty effort for the successful implementation of the program as the desired level.
2. Sufficient budgets with their clear policy and implementers should be allotted for the flourishing implementation of IFALP particularly in the sub city, in general in the country. Because in the study budget is found one of the main factors that hinders the successful implementation of the program. In addition to this training has to give for education officials on how to use efficiently both human and material resource.
3. The concerned body has to work effectively to create smooth promotion or transfer principle from IFALP to formal primary school program to bring the certificates given from the IFALP were viewed as superior and tangible standard to those from comparable formal school.
4. To bring the desire level of implementation and quality in IFALP, the IFAL centers should be equipped facilities with different facilities and relevant learning materials.
5. Skilled and trained facilitators play the most important role to improve the quality of IFALP implementation. Thus capacitating facilitators through different kinds of training with equivalent incentives is advisable. In addition to providing such training regular supervision and timely based evaluation of the program also recommended.

6. There are different factors can decrease the level f implementation of IFAL. Thus conducting further research that hysteries the current situation of the sub city, Addis Ababa and in Ethiopia as a whole is highly recommended.
7. The success of IFALP implementation is highly depending on real (practical) participation of all stakeholders. And regular follow up and timely made supervision on the program should be made by education experts.
8. In the Sub city, the study found that 8(40%) of the facilitators were not trained. Since this amount of number is close to the trained facilitator, the Sub city education bureau has to give a special attention to give training for the rest of the facilitators.

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Appendices
ADDIS ABABA UNIVERSITY
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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
Department of Educational Leadership and Management
Questioner to be field by facilitators and coordinators.

The purpose of these questionnaires are to assess the level of IFALP implementation process in Gulelle sub city.

Note: No need of writing your name.

Please indicate your response by putting "X" mark in the box.

Part one: personal information.

1.1. Name of the IFAL center _____ Woreda _____

1.2. Sex : A. Male ☐ B. Female ☐

1.3. Age: A. Less than 20 ☐ C. 31- 40 ☐
 B. 20-30 ☐ D. Above 40 ☐

1.4. Education: A. Grade (10-12) ☐ D. BA/BSC/BED ☐
 B. Certificate or TTI ☐ E. Other (if any) _____
 C. Diploma ☐

1.5. Field of study _____

1.6. Current job: A. Employed facilitator ☐ D. Extension worker (health) ☐
 B. Volunteer ☐ E. primary school teacher ☐
 C. Education expert ☐ F. Other (if any) _____

Part two: General information

2.1. Are IFAL facilitators in your woreda / center trained?

A. Yes ☐

B. No ☐

2.2. If your answer is "Yes" when?

A. Before two months ☐

D. Before eight months ☐

B. Before four months ☐

E. One year ☐

C. Before six months ☐

F. Other (if any) _____

2.2.1. For how long the training was conducted?

A. Less than 5 days ☐

C. 11-15 days ☐

B. 6-10 days ☐

D. more than 15 days ☐

2.2.2. What type of training?

A. Pre – service ☐

B. In – service ☐

C. Other (if any) _____

2.3 How does payment of the facilitator look like?

A. Paid ☐

B. volunteer ☐

C. Partially paid ☐

D. Other ☐

2.4. What is/are the selection criteria of the facilitators? (More than one answer is possible).

A. Motivation / interest ☐

B. Qualification ☐

C. Creating job opportunity ☐

D. Other (if any) _____

2.5. Who select the facilitator? (More than one answer is possible).

A. woreda education bureau ☐

B. Gullele education bureau ☐

C. Addis Ababa education bureau ☐

D. other (if any) _____

Part three: Issue related to IFALP program implementation.

3.1. How do you rate the implementation of IFALP in your woreda / center?

A. Very high ☐

D. Low ☐

B. High ☐

E. Very low ☐

C. Average ☐

3.2. How is the Government's attention to implement IFALP?

A. Very high ☐

D. Low ☐

B. High ☐

E. Very low ☐

C. Average ☐

3.3. How is the interest of participants / learners?

A. Very high ☐

D. Low ☐

B. High ☐

E. Very low ☐

C. Average ☐

3.4. How is the budget allotted to implement the IFALP?

A. Very high ☐

D. Low ☐

B. High ☐

E. Very low ☐

C. Average ☐

Part Four: Factors related to level of IFALP implementation

Many possible factors can be resulted to high or low level of implementation of IFALP. Among these, some of the following statements are listed below. Please mark "X" to indicate your answer that seems to be the main cause for high or low level of implementation IFALP in your woreda /center.

Note: - Please rate on the following way

Very high = 5

Average = 3

Very low =1

High = 4

Low = 2

4.	Statements	Scales				
4.1	Before and/or After planning IFAL	5	4	3	2	1
4.1.1	Needs are assessed before planning					
4.1.2	Problems in life of participant will be targeted to be solved					
4.1.3	All stakeholders are encouraged to participate					
4.1.4	More attention will be given for economically disadvantages group.					
4.1.5	Flexibility of the program in terms of time, place, content etc. is taking in to account.					
4.1.6	Accessibility of the program					

	Quality indicators such as facilitator training , education facilities etc.					
4.2	During implementation program	Scales				
4.2.1	Duties and responsibilities of stakeholders are clearly described	5	4	3	2	1
4.2.2	All stakeholders are involved.					
4.2.3	The structure of the program is clearly stated.					
4.2.4	Suitable learning environment is created.					
4.2.5	Community participation is facilitated.					
4.2.6	Coordinating to improve efficiency and quality in learning is taking in to account.					
4.2.7	Assembling, mobilizing and better utilization of resources capacity (Human, financial, material etc.)					
4.3	Degree of stakeholders participation					
4.3.1.	Non- Governmental organization					
4.3.2	Community and community leaders for example' Edir' and 'Ekub'					
4.3.3	Health sector (extension worker)					
4.3.4	Participants (learner and facilitators)					
4.3.5	Education sector experts (supervisors, principals etc.)					

Part Five: problems related to IFAL implementation

The following are some of the factors / problems that encountered IFALP implementation rate there degree of influence from your woreda/center experience. Mark < sign .

5	Statements	Scales				
		5	4	3	2	1
5.1	Lack of facility problems					
5.1.1	Lack of learning materials such as books , manuals and other facilities					
5.1.2	Distance of literacy centre (in average).					
5.1.3	In poor condition of IFAL centers.					
5.2	Learners (participant) related problems					
5.2.1	Lack of awareness on IFAL program					
5.2.2	Lack of interest					
5.2.3	Child care (specially for females),domestic duties					
5.3	Facilitators' related problems					
5.3.1	Lack of motivation					
5.3.2	Lack of training (skill on helping adult)					
5.3.3	Absence of payment or incentives					
5.3.4	Lack of discipline (the way to treat adult learners)					

5.4	Problems related to management of IFALP implementation	Scales				
5.4.1	Absence of good strategy.	5	4	3	2	1
5.4.2	Lack of resource (finance, budget, human and material)					
5.4.3	Resistance or misunderstanding on the program itself.					
5.5	Problems related to stakeholders					
5.5.1	Absence of responsible body to implement the IFALP.					
5.5.2	Lack of commitment					
5.5.3	Attitude problems for the implementation of IFAL.					

Part six: comments or strategies to enhance IFALP

6.1. What should be done to improve the implementation of IFALP

6.2. What are the challenges and possible solutions to overcome the challenges?

6.2.1 Challenges

6.2.2. Possible solutions

Thank you

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Leadership and Management

Interview guide for the sub city education experts

This is to consider the perception of the of the sub city education experts (supervisors, adult education commute members and officials guided question).

Part one: personal information

1. Work place _____
2. Sex _____
3. Age _____
4. Education level _____
5. Field of study _____
6. Current job _____

Part two : General information

1. How is the implementation of IFALP planned and organized in your woreda / center?
2. To what extent the stakeholders participate in the IFALP?
3. How is the community participation in the program? How is the interest of adult learners?
4. To what extent the program implemented in your woreda / center?
5. What major challenges are come across during the implementation? What should be done to overcome the challenge?
6. If you have comments that help to improve IFALP implementation you are well come.

Thank you.

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Leadership and Management

Questionnaire to be completed by IFALP participants.

This questionnaire will be prepared with the aim to study the implementation of integrated functional adult literacy program in Addis Ababa the case of Gulelle sub city.

Hence, after reading each question carefully respondent are expected to provide their actual and reliable response to each item.

Part one: personal information

1.1. Name of the IFAL center _____ Woreda _____

1.2. Sex : A. Male ☐ B. Female ☐

1.3. Age: A. Less than 20 ☐ C. 31- 40 ☐
 B. 20-30 ☐ D. Above 40 ☐

Part two: General information

2.1. Are you attending the literacy program based on your own interest to get Knowledge and skills?

A. Yes ☐ B. No ☐

2.2. Do you think the time (the day, hour and the month) has convenience to attend education?

A. Yes ☐ B. No ☐

2.3. How far is the distance of the place of educational provision (literacy center) from your home?

A. Very far ☐

B. Far ☐

C. Average ☐

D. near ☐

E. Very near ☐

2.4. Do you attend the literacy program regularly?

A. Yes ☐

No ☐

2.4.1. If your answer for the above question is "No" what is your reason?

A. Place of the literacy center ☐

B. Time of the program ☐

C. Lack of interest ☐

D. personal problem ☐

E. other (if any) _____

2.5. What is / are the benefits that you obtain from IFALP? (More than one answer is possible)

A. Developing literacy skills (reading, writing) ☐

B. Improving daily activities and to make money. ☐

C. Understand children at school ☐

D. Getting respects from the community ☐

E. Other (if any) _____

2.6. Do you think IFAL teachers (facilitators) are competent and cooperative in teaching adult participants?

A. Yes ☐

B. No ☐

2.7. Usually teachers / facilitators treat IFALP participants with respect?

A. Strongly agrees ☐

B. Agree ☐

C. Disagree ☐

D. Strongly Disagree ☐

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

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

Thank you

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የስነ ባህሪ ጥናትና የትምህርት ኮሌጅ

የትምህርት አመራርና አስተዳደር ትምህርት ክፍል

የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በጎልማሶች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በጉለሌ ክፍለ ከተማ ተግባር ተኮር የተቀናጀ የጎልማሶች ትምህርት አፈጻጸም ያለበትን ሁኔታ ለመገምገም የተዘጋጀ ነው።

ማሳሰቢያ፡- ስምዎትን መጻፍ አያስፈልግም መልስዎትን በአራት ማእዘን ውስጥ የX ምልክት በማድረግ ያስቀምጡ።

ክፍል አንድ

የግል ሁኔታ

1.1-ትምህርት የሚሰጥበት ጣቢያ ስም _____ ወረዳ _____

1.2-ፆታ ወንድ ☐ ሴት ☐

1.3-እድሜ ሀ) ከ20 የሚያንስ ☐

ለ) በ20 እና 30 መካከል ☐

ሐ) 31 እስከ 40 ☐

መ) ከ40 በላይ ☐

ክፍል ሁለት

አጠቃላይ ሁኔታ

2.1-እውቀትና ክህሎት ለማግኘት ትምህርቱን በራስህ/ሽ ተነሳሽነት /ፍላጎት/ ነው

የምትከታተለው/ይው?

ሀ) አዎ ☐

ለ) አይደለም ☐

2.2- ትምህርት የሚሰጥበት ቀን፣ ሰዓት እና ወራቱ ትምህርቱን ለማከናወን ምቹ ናቸው ?

ሀ) አዎ ☐

ለ) አይደለም ☐

2.3- ቤትህ/ሽ ትምህርቱ ከሚሰጥበት ጣቢያ/ቦታ/ ምን ያህል ሩቅ ነው?

ሀ) በጣም ሩቅ ☐

መ) ቅርብ ☐

ለ) ሩቅ

ሠ) በጣም ቅርብ

ሐ) መካከለኛ

2.4- ትምህርቱን በአግባቡ ትክክታተላለህ/ሽ?

ሀ) አዎ

ለ) አልከታተልም

2.4.1-ከላይ በቀረበው ጥያቄ መልስህ/ሽ አልከታተልም ከሆነ ለምን?

ሀ) ትምህርቱ የሚሰጥበት ቦታ ሩቅ ስለሆነ

ለ) ትምህርቱ የሚሰጥበት ጊዜ ምቹ ስላልሆነ

ሐ) ፍላጎት ስለሌለህ/ሽ

መ) የግል ችግር ስላለብህ/ሽ

ሠ) ሌላ ካለ ይገለጽ _____

2.5- የተቀናጀ የጎልማሶች ትምህርት በመከታተልህ ያገኘሽው/ሽው ጥቅም የቱ/የትኛዎቹ

ነው/ናቸው::(ከአንድ በላይ መልስ ሊመርጡ ይችላሉ)

ሀ) የመጻፍና የማንበብ ችሎታን ማዳበር

ለ) የእለት ተእለት እንቅስቃሴዎን ማሻሻል እና ገቢ ማግኘት

ሐ) የሚማሩ ልጆችን ያሉበትን ሁኔታ ለመረዳት

መ) ከማህረሰቡ ከበሬታን ለማግኘት

ሠ) ሌላ ካለ ይገለጽ _____

2.6- የተቀናጀ የጎልማሶች ትምህርት አስተባባሪ ወይም መምህራን ተወዳዳሪና ተባባሪ ናቸው

ብለው ያምናሉ

ሀ) አዎ ናቸው

ለ) አይደሉም

2.7- አብዛኛውን ጊዜ የተቀናጀ የጎልማሶች ትምህርት መምህራን ወይም አመቻቾች ለጎልማሶች

ትልቅ ክብር ይሰጣሉ ይባላል እርስዎ በዚህ ላይ ምን ያህል ይስማማሉ?

ሀ. እስማማለሁ

ለ. በመጠኑ እስማማለሁ

ሐ. በመጠኑ አልስማማም

መ. አልስማማም

2.8- እርስዎ ትምህርትዎን በሚከታተሉበት ጣቢያ ትምህርቱ በአግባቡ እንዳይከናወን የሚያደርጉ ዋና ዋና ችግሮች የትኞቹ ይመስሉታል።

2.9- ከላይ የጠቀሷቸው ችግሮች እንዴት ሊፈቱ ይችላሉ? ምን ቢደረግ ይሻላል?

አመሰግናለሁ!!

Deceleration

I, The Undersigned, Declare That This Thesis Is My Original Work And That All Sources Of The Materials Used For The Thesis Have Been Duly Acknowledge.

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