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The Current Practices and Challenges in Organization and Management of Integrated Functional Adult Literacy Program in Sibu Sire Woreda, East Walaga Zone, Oromia Regional State.

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Abstract

The current *practices and the challenges in the organization and mangment of IFAL program in sibu sire woreda east zone of wallaga oromia regional stat*

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Literacy is the most important precondition for development. It is the basic instrument to improve living standard of adults, but literacy become effective when it becomes functional and properly organized and managed. Hence the purpose of this study is to examine the current practices and the challenges encountering organization and management of integrated functional adult literacy in sibu sire woreda. Different related literatures were reviewed to set the research frame work and to consolidate scientific background of the study. To come up with proper findings, descriptive survey design was employed to manage both quantitative and qualitative data. The sources of data were both primary (trainees, facilitators WAEBTC) and secondary (IFAL documents, reports and minutes). In selecting facilitators and WAEBTC members' purposive sampling was employed and simple random sampling techniques were used in selecting trainees groups of respondents. Questionnaire, open ended questions, semi-structured interview, observation and document analysis were used as the tools of data collection. Finally the data were analyzed using descriptive statistics (frequency, percentage and mean). Each quantitative analysis was triangulated by qualitative analysis. Following the analysis the following findings were drawn: lack of proper criteria in selecting facilitators and WAEBTC; lack of sufficient training for facilitators, and coordinators, Poor training delivery system in IFAL centers, inadequate material provision, absence of clear organizational structure, lack of proper IFAL planning, lack of domestic political commitment and low level stake holders participation in IFALP organization and management in the woreda were identified. It was concluded that the current IFALP practices were poorly coordinated in the woreda. Based on the findings it was recommended that human resource capacity building and material provision should be fulfilled by the WAEBTC; all stake holders should actively participated to improve the currently retarded practices of IFALP organization and management in the woreda.

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List of Acronyms and Abbreviations

WAEBT- Woreda Adult Education Board Technical Committee

CSTC- Community skill Training Center

EWLP- Experimental world Literacy Program

ILO International Labor Organization

IZZ/DVV I Institute for international Cooperation of the German Adult Education Association

MDGS Millennium Development Goals

NGOs Non Governmental Organization

REFLECT – Regenerated Frerian Literacy through Empowering Community Technique

UN- United Nations

GM- Grand Mean

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICF- United Nations Children's fund

USAID- United state Agency for International Development

WEO – Woreda Education Office

WEOAEC- Woreda Education Office Adult Education Coordinators

MOE Ministry Of Education

ESDP- Education Sector Development Program

SIDA- Swedish International Development Agency

IFALP Integrated Functional Adult Literacy Program

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the introductory part of the study which consists of background of the study, statement of the problem, objectives and significance of the study. It also included scope, limitation, and definition of key terms and organization of the study.

1.1. Background of the Study

Education is the most important social service that society must get it to cope up with current dynamic economic, social and political affairs of the world. Country leaders and actors set developmental goals to promote the economic, social and political progress of their own respective countries. Efforts to promote development are realized when human resource capacity building is properly controlled towards the pre set goal. Particularly in the 21st century, world is becoming a global village due to the impact of globalization. Among other things, fast information dissemination across the world without geographical barriers is one of the manifestations of globalization. Hence, education is the basic input to be equipped by people to consume fresh information from its sources.

In the life of human beings, education has manifold importance. For this importance of education UN documents such as UNESCO (1991); and UN (1991) have considered education as a human right. The universal declaration of human rights (1979) clearly indicated that "everyone has a right to education and education shall be free at least at the elementary and fundamental stages".

In spite of the great importance placed on education, it is difficult to cover the increasing demand for education both by individual and government policies through the most predominantly used formal education system(Mulugeta2002:18).

To respond to ever expanding demands as well as to feed the achievements of developmental goals with literate labor force different educational programs have been developed. Among these, functional adult literacy program is included to provide adult portion of the people with basic skills and knowledge.

As described by Bhola cited in Amare (1989:13), literacy has two major effects cognitive and social.

The cognitive effects result from sheer cultivation of the ability to encode and decode a language irrespective of what is read. The social effects related to the realignment of status, economic and power, relationships and to the development of mutual expectations that follow once the new literate has been initiated in to the circle of the literate.

From this, it is ideal to draw that literacy enhances individual abilities in giving and receiving information as well as social values in the community.

Literacy is a potential instrument of individual to be effective in various aspects of life. Literacy has positive correlation with high productivity and quality of life (Manuary 1995:40, as cited in Ali, 2011).

Literacy is assumed to be an important input for the meaningful take part of people in any developmental activities. As stated by MOE (2011), the integrated functional adult literacy vision of Ethiopia corresponds with this idea. It is aimed at producing literate adult citizens who will take initiatives in combating poverty so as to improve their standard of living and enable them to actively participate in and benefit from democratic process and nation building.

Despite nations and global commitments, education as a right still denied million of children, youth, and adults around the world (UNDP, 2008). There are still a billion illiterates on the globe out of which 98% live in the third world, most of them in the rural area (Bhola, 1995). As stated in the same source, the 1965 world conference at Teheran, in Iran agreed on the congruence of maps of illiteracy and poverty both within and across nations. The correlation between illiteracy and poverty continues

to be strong. This fact brings the need of functional literacy to the list of programs which are recommended to be implemented to alleviate poverty.

In line with this Bhola, (1995) stated that functional Adult Literacy is considered to be a necessary tool for learning new skills to increase productivity both on the farm and in the factory and, therefore essential to any development strategy for reducing poverty.

Literacy is an instrument to support the achievement of the millennium development goals (MDG) and to empower the poor in particular with strong commitment from the leadership and broad participation of the society.

It is also a particular time to Ethiopia to mobilize the public participation with appropriate financial and technological resources to increase the commitment to literacy, for it plays paramount role in running the goal of "Ethiopian renaissance". Education in Ethiopia has long history which traces back to the time of introduction of Christianity to the state. However, the current literacy rate of the country does not indicate as such accumulated skilled man power.

For this reason, Ethiopia has making efforts to promote progress in education through implementation of the 1994 education and training policy of the country. In this policy due attention has been given to improve the issue of quality, equity, access and relevance in education system. In the implementation of the policy functional adult literacy is emphasized as important program areas. Currently, Ethiopia has developed a rolling growth and transformation plan (GTP). The achievement of GTP is realized through the implementation of different sustainable development packages which focus on rural development, health extension, youth development, women development, agricultural extension and micro and small enterprises development. Hence, to build the capacity of participants of the development agendas mentioned above, the government has developed literacy program which help improve the above and other aspects of life. The program is named integrated functional adult literacy (MOE, 2011:4-5).

1.2. Statement of the Problem

Functional adult literacy is regarded as the important tools to equip adult people with necessary skills that enable them take part in the effort made to promote economic growth, reducing poverty, consolidating political participation and to take responsibility in harmonizing apparent national development strategies and program.

In order to realize the successful attainment of the purpose of IFAL program the integration of livelihood led and literacy program is crucial. Thus to combat challenges of development in general and illiteracy in particular the expansion of a comprehensive adult education system, which is central to improving the quality of life of every citizen, is essential to complete the learning continuing in Ethiopia. In line with this, ministry of education published in 2008 the national adult education strategy (NAES) of which functional adult literacy (FAL) is one of the focus areas.

Integrated functional adult literacy program at national policy level has been set as a part of national development strategies. A national task force composed of governmental and nongovernmental organizations has helped developing a number of basic documents on integrated FAL. These include the FAL curriculum framework, the FAL implementation guide line, the FAL facilitators training manual, national adult education strategy and the FAL benchmarks (MOE; ESDPIV).

Such attempts and facilitation of preconditions are put in to practice under the active management process. Successful IFAL program implementation practices are achieved through considerable managerial process at different level. Particularly, Woreda levels IFAL program managers are on the first line to contact with facilitators, learners and close to identify challenges impairing implementation of the program. However, IFAL program has been yielding hardly adequate returns in Eastern Wollega Zone of Sibu sire Woreda.

Thus, to collect properly ripe fruit from the integrated functional adult literacy program attention must be given to its management.

Management of integrated functional adult literacy focuses on the process of managerial functions: planning, organizing, leadership and controlling in which issue of communication, motivation, human resource development, supervision, managing change and others are included.

The world research result of (Middleton & Ziderman, 1997:23) cited in Bultosa (2010:77) stated that "due to unsuccessful coordination and management of literacy program, the countries were finding it extremely difficult to hire and retain highly competent, qualified, motivated, flexible and creative coordinators, facilitators and trainees with the necessary skills and experiences and thereby the training was poor in quality". In support with this, Bhola, (1984:29) stated that" functional literacy was failed due to lack of consideration and resource needed from the side of policy makers, planners, and practitioners". In (ESDP IV) MoE proposed to allocate 8.8% of the education budget. Hence, in this study attention is given to the assessment of IFAL managerial process in the woreda.

On the basis of this, the purpose of this study is to examine the current practices and the challenges in the organization and management of integrated functional adult literacy in Sibu Sire Woreda of East Wollega Zone of Oromia Regional state. Accordingly, the study was assumed to provide response to the following basic questions.

1. What do the current practices look like in the organization and management of integrated functional adult literacy in Sibu Sire woreda of East Wolega Zone?
2. What are the major challenges that influence the organization and management of integrated functional adult literacy?
3. To what extent the stake holders are exercising their responsibility in organizing and managing integrated functional adult literacy?

1.3. Objectives of the Study

1.3.1. General Objectives

The overall objectives of the study is to examine the current practices and the challenges in the management of integrated functional adult literacy program in sibu sire woreda of Eastern Wolega Zone of Oromia Regional state.

1.3.2. The Specific Objectives

Specific Objectives of the Study is to:

1. Identify the current practices in the organization and management of integrated functional adult literacy (in terms of planning, organizing, leadership and controlling) in the Sibu Sire Woreda East Wollega Zone of Oromia Regional state.
2. Distinguish major factors and challenges encountering management of integrated functional adult literacy.
3. Examine stakeholders' participation level in the organization and management of IFAL program in the woreda.

1.4. Significance of the Study

Integrated functional adult literacy is aimed at building capacity of productive force (adult) providing them with basic skills to enhance their productivity (MOE2011:6). Since IFALP has been charged with such important development agenda, the study informs Zonal, Woreda and other levels coordinators of integrated functional adult literacy major factors and challenges currently encountering implementation of IFAL pertaining to managerial process. Since integrated functional adult literacy is assumed as one means of enhancing inputs of the country's development effort, the study serve as the source of information for researchers who want to extensively conduct research in the area. Besides, the study helps the Woreda integrated functional adult literacy coordinators to revise and closely look at the managerial

process in the implementation of the program particularly in planning, organizing, leading, controlling and evaluating the IFALP.

1.5. Delimitation of the Study

The study was concentrated on the current practices and the challenges in organization and management of integrated functional adult literacy program in Sibu Sire Woreda. So as to make the study manageable, its scope was delimited to six CRC of the woreda(Sire, Walegabi, Bujuira Cingi , Muja amblta and Xalo). Data were collected from WAEBTC and WEOAEC (wreda level), trainees, and Facilitators of IFAL in the selected CRCs.

The study is assumed to deal with current practices, challenges and stakeholders participation in the organization and management of integrated functional adult literacy. Hence the attention was given to the managerial practice and challenges facing the program in terms of planning, organizing, leading, controlling and evaluating.

1.6. **Limitation**

Reluctance of trainees and facilitators in filling the questionnaire; for instance, 3 facilitators did not turn back the administered questionnaire to them. Interviewed respondents postponed interviews appointment two times claiming that they have urgent meeting , lack of transport service to IFAL centers and lack of proper documents in IFAL centers were factors that limited the researcher to collect data on intended time. However, under intensive efforts made by woreda education office curriculum development case team coordinator and the researcher commitment the necessary data were collected, analyzed interpreted and reported objectively.

1.7. Operational Definition of key terms

- **Integrated functional adult literacy** – is a type of functional adult literacy which is intended to develop basic reading, writing and numeracy skill embedded with livelihood skills like income generation, health care, knowledge of discharging rights and responsibilities.
- **Integrated functional adult literacy training centers** -are localized centers where IFAL program are implemented with the help of facilitator and coordinators within specific period of time.
- **Program management** refers to managerial functions like organizing, planning, leading, controlling and evaluation in implementing the given program.
- **Training** is the process of arranging resource to build capacity of human resource through provision of intended skill and knowledge.
- **Program** – is a plan of action to accomplish a specific end
- **Stakeholders** refer to individual, groups, business firms, societies and government office with a rested interest (stake) in the success of IFALP goals.
- **Non Governmental organization (NGOs)** is any non profit, voluntary group which is organized on a local, national or international levels to improve live of citizens.
- **Facilitators** refer to trainers who facilitate adults learning in IFAL centers.

1.8. ORGANIZATON OF THE STUDY

The first chapter deals with introductory part of the study which encompasses background of the study, statement of the problem, objectives of the study, significance, scope and limitation of the study.

In the second part review of related literature is included from different sources to relate and conceptualize the study with related literatures.

Section three covered research design and methodology which included sample, sampling techniques, instruments of data collection, procedures of data collection and pilot test result. In chapter four data presentation, analysis, and interpretation was made both quantitatively and qualitatively. Chapter five is all about summery, conclusion and recommendation of the study

CHAPTER TWO

This chapter encompassed review of related literature from different sources pertaining to conceptual development of literacy and an over view of historical development of literacy in Ethiopia. It also included practices, challenges and stake holders' participation in promoting literacy program from different sources.

2.1. The concept of literacy and functional Adult Literacy Program

Country leaders, professionals and well to do organizations ever struggle to improve the living standards of the society. To address their goal they want to equip their respective target stakeholders and customers with education. To this end, history has been telling us that literacy is the burning issue both in developing and developed countries. In line with this, Johnston, (1990), stated that the concept of literacy in different literature is often a mixture of values, objectives, functions, methods, and levels and contents of skills required. This shows that no single underlined definition of literacy. Its definition is highly "purpose oriented" i.e. it is defined on the basis of the objectives of the program it serves.

According to Paulo Freire(1996:79) as cited in Turuwork(2o12) "reading the word is reading the world.", according to this idea, literacy is a potential means of acquiring information so as to adjust one's own goal and community with what is going on in larger world. Patha (2003), consolidating this, described literacy as the ability to understand and use different types of information in life's daily activities at work and in community.

2.1.1. Approach to Literacy

According to Fordham (2007) approaches to teach literacy skills can be divided into two broad categories. Namely: bottom up approach and top-down approach.

As described in the same source, the bottom up approach starts with learning a single unit, such as letter, character, or syllable which is later combined with others, to build up words or sentences. The top-down approach starts with learning a unit of meaning, such as word or a sentence, which is later broken down into individual letter or character. Among others, for its special relevance to the study integrated literacy approach is considered in broader view than others approach in the next sub section.

2.1.1.1. Integrated or Embedded approach

The other most widely appreciated way is in which livelihood and income generation activities and basic skills of literacy are integrated /embedded. Here the term integrated refers not only to the livelihood skills but also with time and place i.e. basic skills of literacy must be contextual TuruWark Zalalem, (2012).

In such approaches Rogers, (2005), stated that literacy skills are integrated within the productive skills to help the trainees to develop their literacy skills and consequently see their learning as immediately relevant to their own set purpose. He also added that basic skills of literacy are part of the necessary skills to become a proficient skilled worker; they are not an 'add on' to the main task of livelihood skills training.

A wide range of benefits has been associated with integrated approach of basic skills provision. For instance, integrated approach engage learner who would not otherwise attend discrete basic skills program.

Integrated provision can facilitate first steps into learning relevant contents to the practical life of the learners (Eldred, 2005).It also helps to motivate basic skills literacy learners by high lightning the relevance of basic skills to their wider learning and career goals (Rogers, 2005). In addition, as to Rogers, embedded learning can be a powerful means of situating learning within contexts that are meaningful in relation to learners' lives and purpose.

Casey (2006) also added that integrating supports the achievement of vocational skills by equipping learners with the basic skills they need to succeed, i.e. embedding is associated with higher retention and success rates on vocational skills.

Moreover, the above writer asserted that embedding is more efficient way of delivering basic skills. More importantly embedding is part of a learner centered approach. As has been said, embedding emphasizes the importance of grounding hearing in learner's everyday lives and purposes. It also relates learners' affective and cognitive developments.

2.2. The changing Notion of Literacy

At first glance, 'literacy' may seem to be the term that everyone understands easily. But at the same time, literacy as a concept has proved to be both complex and dynamic to be interpreted and defined in a multiplicity of ways (GMR, 2006). As included in the same source, people's notion of what literacy means to be literate or illiterate are influenced by academic research, institutional agendas, national context, cultural values and personal experiences. To this end, the analysis of literacy from different sources is addressed bellow.

2.2.1. The Eradication of illiteracy (1940s-1960s)

Following the Second World War, UNESCO supported the international drive to spread literacy as part of its attention area to promote basic education. In effect, in

1947, UNESCO recognized a wide range of skills, including the acquisition of literacy as fundamental aspects of individual development and human rights (UNESCO, 1947).

A year later the universal Declaration of Human Right defined education as a fundamental right. Accordingly, as stated in UNESCO (2004b) during the second international conference on Adult education in Montreal, Canada in 1960, the international community agreed on the need to 'eradicate illiteracy in just a few years'. Hence, until, the mid 1960s the right to literacy was primarily understood as a set of technical skills reading, writing and calculation. Promoting literacy was fundamentally a matter of enabling individuals to acquire these skills.

This conception has led to mass literacy campaigns aimed at the eradication of illiteracy within a few years. UNESCO (2004b) further stated that, contrary to their intention, such campaigns revealed that literacy cannot be sustained by short term operations primarily directed towards the acquisition of technical skills without due consideration to the contexts and motivation of learners.

2.2.2. Functional Literacy and the EWLP (1960s-70s)

Acknowledging the limitations of a skill-based approach to literacy, some scholars have tried to focus on the application of these skills in "relevant" ways (GMR, 2006).

By the mid 1960s the world congress of Ministers of Education on the eradication of illiteracy stressed for the first time the interrelationships between literacy and development.

The congress further elaborated that literacy should not be regarded as an end by itself and should be regarded as a way of preparing man for social, civil and economic role.

Literacy comes to be viewed as a necessary condition for economic growth and national development. Hence, the 1960s and 1970s brought attention to the ways in

which literacy is linked with socio-economic development, and the concept of "functional literacy was come to the world" of literacy. During that time, programs designed to promote reading and writing as well as arithmetical skills necessary for increasing productivity was the subject of many national and international campaigns (UNESCO, 2004b).

For example, Experimental World Literacy program was conducted by UNESCO in conjunction with the UN'S first development decade, for which literacy was valued as technical solution to socio-economic problems.

Though the direct socio-economic returns of the program could not be proven duet to many reasons; the concept of functional literacy has got a great status. As a result, the concept marked a turning point in the history of education for it allied literacy with socio-economic development and expanded the understanding of literacy beyond the imparting of rudimentary technical skills.

UNESCO (1978) defined a functionally literate person as one who is able to engage in all those activities in which literacy is required for effective functioning of one's own group and community. In connection to this, MOE (2011, ii) IFAL program is not only intimately related to health, income generation, productivity but also improves other aspects of life.

This indicates that the IFAL program of the country is intended to integrally address development issues of the country by enabling adult being informed and served from the activities.

2.2.3. Paulo Freire and Literacy as Transformative (1970s)

As noted in Saandhas (2007), in his 1970 work "pedagogy of the oppressed", P. Freire, Brazilian Adult educator, activist and theorist, has elaborated the educational theory of radical social change and expressed in a literacy training programs. The central concept is "concenticization" meaning "consciousness-raising and critical

awareness" which stated among other things, that social awareness and critical enquiry are key factors in social change (GMR, 2006). As indicated in this report, the theory of P.Freire had influenced the evolving conception of literacy in many international organizations including UNESCO.

During this period the view that literacy must go beyond the process of hearing the skills of reading, writing, arithmetic, and contribute to the "liberation of man" and to his full development came to world of literacy.

In general, through his theories and methods, P. Freire added the political dimension of literacy. And his works moved literacy beyond the narrow socio-economic confines of EWLP and emphasized connections between literacy and political active participation in social and economic transformation.

2.2.4. Literacy during the 1980s And 1990s

Despite notable efforts made by countries around the world to ensure the right to 'education for all', millions of children had no access to primary schooling; and many millions of adults were remained illiterate. This is partly, due to the decline in international agencies interest in funding of literacy programs during the 1980s and the early 1990s. They began to focus heavily on formal primary schooling to the relative neglect of adult and non-formal education. The national focuses and budgets for the formal education increased at the expense of non-formal and adult literacy (Truwark Zelalem,2012).

At the same time, the world faced downing problems, notably the threat of economic stagnations and decline, rapid population growth, widening economic disparities among and within nations, war, violent crime; preventable deaths of millions of children and wide spread environmental degradation. So, the investment in literacy had reduced significantly during the 1980's (Jomtien, 1990). This declaration further asserted that, these problems constrained efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population

prevented societies from addressing such problems with strength and satisfying the demands of new technologies at work place.

Consequently in 1980s many millions remained unschooled (illiterate). This all forced the international community to reconsider the idea of literacy /education for all/. Accordingly, the world conference on education for all was held in Jomtien, Thailand, in March 1990.

The purpose of education for all, among other is meeting basic learning needs which comprise both essential learning tools and the basic learning contents required by human beings to be able to survive, to develop full capacities, to live and work in dignity, to participate fully, in development, to improve the quality of lives, to make informed decisions and to continue learning (Jomtien, 1990).

Here meeting basic learning needs should not be understood as minimal learning need or instrumental knowledge for survival but as knowledge, attitude and skill to improve the quality of life. Literacy that has been recognized as skill and as a set of culturally and socially determined practices, is newly conceived as basic learning needs, which is a continuum including formal, and non-formal education, extended to people of all ages (UNESCO, 2004 as cited in GMR, 2006).

Hence, through the EFA declaration, conceptual clarification has made. The new concept of literacy together with the "four pillars of education" learning to know, learning to do, learning to live together and learning to be-proposed by the international commission on education for the twenty first century in 1996, is solidly linked with that of "lifelong learning" and foundational contribution of literacy(UNESCO, 2004b).

It also added another area of concern like HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education on the EFA goals.

In general, the 1990s and years from 2000 brought a new conception of literacy and acknowledged its pluralities. As UNESCO (2004b), clarified, the plurality of literacy

refers to the many ways in which literacy is employed and the many things with which it is associated in a community or society throughout the life of an individual. UNESCO further added that people acquire and apply literacy for different purpose in different situations all of which are shaped by culture, history, language and religion, and socio economic conditions. In other words it tells us that literacy not uniform but diverse across culture and time.

2.3. An overview of functional literacy in Ethiopia

Though the introduction of modern secular education to Ethiopia was an event of the early decade of 20th c, the country has long history of indigenous education which goes back to the introduction of Christianity in 4th B.C.

As stated by Dessu, (2005), "adult education did not exist in the past education system in the form it exists today". The dominant religious and clan based institutions used to offer adult education using different platforms. In this sub-part the overview of adult education in Ethiopia is reviewed.

Modern and organized adult education program was introduced to Ethiopia in the first decade of 20th c in association with the entry of modern education (Mamo 1999).

However historical development of adult education consisted of three periods. The imperial period, the Dergue (1974-1991) period and the current status (post 1991 period).

During the Imperial period, adult education was both responsibilities of government and NGos. Adult education program were flexible and government control over its activities was limited. "Berhane Zare New" institute was started in 1948 with the objectives of enhancing adult education with the help of independent reading and study, evening class and discussion for the general public and in service education for teachers. The other most important activity laid down during this period was the establishment of Majjete (1956) and Debrebrehan (1957) Community schools (Tilahun, 1991). In 1955, the government issued proclamation on adult literacy

education and the ministry of education labeled to responsible to coordinate the program. In the proclamation, it was noticed that every illiterate citizens whose age between 18-50 years were requested to learn in the nearest government, private schools that could teach them basic education Mulgeta Menker (2002:20).

Moreover, "Beherawi ye Fidel Serawit" was also established as a voluntary organization to promote literacy activities by using foreign aid.

The training was aimed at training community school teachers and leaders. The community school teachers were primarily to work with children and the community school leaders were to work with adults. The curriculum included Amharic, reading and writing, arithmetic, English language, hygiene, geography, history, vocational skills of various forms including home science and child rearing, agriculture, trade and military lessons (Zelleke, 2000).

There was an attempt to make adult literacy work related in functional literacy centers. To mention some of the centers Jima Agaro, WADU (Wolayta Agricultural Development Units), and CADU (Chilalo agricultural development units) were established.

During the era of Dergue (1974-91) Literacy was got better attention with the advent of military government to the power. Regardless of the weakness in the program of that time, the military rule had given strong political support to adult education. It was during this period that adult education emerged as an academic program for the first time in the post secondary institutions of the country (Tesfaye, 2010).

Different institutions were established to run the literacy program in the country. Moreover, in 1979 the national Literacy Campaign (NLC) was proclaimed under the slogan of "Let the literate teach and illiterate learn" which was a pledge to mobilize people to participate in the fight against illiteracy. The program was managed by the national literacy campaign coordinating committee set up in 1979. This national committee brought together about 36 representatives from government agencies, mass organizations, professional associations and religious institutions, with joint responsibilities to eradicate illiteracy. This operational committee was also found at

regional, provincial, district and local level. Moreover, the campaign had been conducted in 15 nationality languages (Tesfaye; 2010).

The campaign was viewed as a national process rather than an individual opportunity for educational advancement. So, it was decided that voluntary approach would not adequate. Participants of the campaign were secondary school students (grade 11 and 12), university students, and members of army, secondary school and university teachers (NLCCC, 1984). Arguably, at the end of the campaign in February 1990, the national literacy rate was reported to reach 72.2% (Tekeste 1996).

However, the NLC was criticized for lack of meaning full impact on socio-economic development. Despite recognition of the achievements, Tekeste (1996) argued that the increases in literacy rate did not translate into concrete achievement in terms of discernable economic growth. In hinge sight, Zelleke (1999) described, the governments action as a "top down prescriptive approach" characterized by complete control and lack of flexibility that totally ignored the needs of adult learners. This finally led to lack of interest and commitment even to attend literacy classes leave alone impacting development.

Since 1991 (after the down fall of Dergue regime) Ethiopia has developed relatively flexible and nation and nationalities oriented education and training policy. Since then, Ethiopia has making efforts to promote the education progression through the new education and training policy since 1994 ever than before.

Adult education is viewed as a means of and an integral part of the implementation of different development policies, strategies and packages (agriculture and rural development, industrialization, health and packages related to youth and women) to achieve accelerated and sustained development to end poverty in the country is well organized.

It is safely stated that the different development policies and strategies relay on the ability to build the capacity of the economically active human power (the youth and the adult) through education and training in order to increase productivity by proper utilization of land and other material resources.

From the three periods the imperial, Dergue and post Dergue regime, it is clear that adult and non-formal education is emphasized as an important area of promoting education and literacy for effective development.

Particularly, the imperial regime started adult education at the early age of inclusion of education as a fundamental human right in the UN documents of 1948. Furthermore, the Dergue regime conducted both intensive and extensive literacy campaign all over the nation though it was rigid. The current (ETP) was also given due attention to adult education to address both international and national agendas of millennium development goals. However, lack of skilled man power, political commitment, and lack of material resources are still hindering factors of implementation of FALP.

To this end, the study conducted by Tesfaye Semela (2010:35), revealed that, in the education front, after the end of the protracted civil war, there has been a rapid enrollment growth at primary, secondary, and tertiary levels in Ethiopia. This fast increase, however, is in a sharp contrast with state of adult education as national adult (15 years and above) literacy rate which stood at 35.9% (UNDP 2008), which is well below the sub Saharan African Average (i.e. 60%). The arguments that the attention accorded to adult and non-formal education (ANFE) is disproportionately minimal. This tells that the government must look far beyond the formulation of strategies to its implementation in extending proper organizational structure and management system as far as functional adult literacy program is concerned.

2.4. Challenges of organization and Management of IFALP.

2.4.1. Socio-economic constraints

Socio-economic problems are the main factors which hinder the effectiveness of the organization and management of functional adult literacy program in most African countries. In line with this functional Adult literacy program report of (UNESCO, 2007:11) revealed that, in Uganda financing of Adult literacy has been inadequate,

inconsistent and un coordinated due to lack of finance, un like other programs such as HIV/AIDS prevention, environmental protection, physical infrastructure provision and fund raising for adult literacy program has increasingly become a dream for civil society organizations (CSOs).

Concurrently to the UNESCO's report of 2007 Ethiopian Ministry of Education (MoE 2008:10-13) indicated that inadequate supervisory services, shortage of budget for supervision, shortage of logistics and finance for monitoring and evaluating practices of functional adult literacy program at learning centers. Poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral areas, personal health problems, family health problems, death of family members, changing living quarters, etc are the current serious problems with regard to organization and management of practices of functional adult literacy program in its centers.

Research finding of (MOE, 1999) also shown that unwillingness of the date of registration, engagement in different economic activities for winning daily bread, a feeling of boredom due to heavy work load at home, poverty of families and large class size were also identified as hindering factors of organization and management of functional adult literacy program in most regions of Ethiopia.

2.4.2. Problems Related to Unskilled Human Power

Availability of resources, willingness of the participants, promulgation of different declarations and proclamations alone never brings the intended goals to be achieved from certain policies or programs. Hence in any development endeavors human resource is the one and the central inputs to be focused on for it coordinates, plan, organize, manage, direct, lead, monitor, supervise and evaluate the process to be delivered for effective implementation of the program. In line with this, National Functional Literacy reports of (UNESCO 2007) stated that, in Ghana and Uganda, lack of knowledge and insufficient experiences among functional adult literacy staff volunteers and tutors were the major problems to select different training styles in

leading the program in accordance with the actual environments of the program centers.

MoE, (2010), stressed that, lack of managerial skills and experiences in developing training materials according to the need of trainees; infantry stage conceptual understanding of integrated functional literacy program; lack of standardized parameters, unskilled facilitators with the required skills and knowledge, less confidence amongst a number of trainers on the benefit of functional adult literacy program and lack of clarity among adult professionals and practitioners in the meaning of adult literacy learning were identified as hindering factors of effective implementation of functional adult literacy program. This depicts that qualities that put human resource at the fundamental stage of resources like skills, knowledge, experiences, commitment, etc are important to coordinate the rest resources so as to achieve the intended goal.

2.4.3. Institutional Problems

As reported by Robert and Johanson, (1968) cited in (Tekalign Minale 2010:4) a major problem raised by all institutions was the shortage of resource (both financial and physical facilities). In some training centers shortage of stationery, absence of latrine, water, power supply and transport service were identified as problem areas. In some other training centers selection of methodologies and duplication of training materials were reported as hindering factors of the success of the FALP. Accordingly, (MOE, 2008:10-13) stated that in most rural and pastoral areas of the country; improper learning schedule, lack of appropriate learning centers, distance from learning centers, were the prevailing institutional problems in functional adult literacy program. To this end, Fordham (2007) stated that lack of appropriate and available material is often felt to be a problem in the success of literacy program. According to the writer, many literacy program relay on highly structured work book which introduces learners to new lesson and a new topic, often new character.

However, ordinary materials (especially prepared materials) which are highly related with lives of learners are appreciated.

2.4.4. Social resistance

In nature, human beings resist changes, not for they know the negative impact of the new but for they have experienced with the old with its multiple drawbacks.

For instance, some parents are fearful that the literacy program would lead to the marginalization of their rituals, beliefs, religion, norms and other cultural aspects of the society. In fact, literacy is to encourage beneficial cultures and to discourage harmful practices "like genital mutilation, removal of epiglottis", and other healthy education and development related bad attitudes and practices. However; convincing and awaking people towards the needed change is neither simple nor an overnight process. It needs commitment, skills and knowledge to dialogue the aged and out raged bridge. In connection to this, (MOE, 1999) asserted that unwillingness of parents/ guardians/ to send their family members to FAL centers low regard for education and culture barriers such as labeling educated people as evils, lack of family supports to continuing FAL program, low regard to girl education considering literacy only as for employment in government institutions etc are among the known problems which reflected in most regions of Ethiopia.

2.6.5. Lack of Domestic Political Commitment

Domestic political commitment is an engine to carry as well as to move any developmental goals of the country in all angles. In a country where political commitment goes wrong: the fruit of development perish soon or remain futile. As indicated by Firdisa Jabessa, (2002), due to lack of political commitment and challenge resulted from political issues, trainees seek employment first rather than

improving their basic skills. This shows that when the domestic political commitment remains silent citizens are unable to identify their rights and responsibilities in regard with time and place.

As included in the research findings (MOE, 1999) in Ethiopia lack of efficient coordination, within government and other stakeholders, absence of due consideration in using political leaders of different political administration units like zone, woreda and kebele in coordinating functional adult literacy program were problems identified related to domestic political commitment.

2.5. Stakeholder's contribution in Achieving Millennium Development Goals of FALP

Education is a master key and fundamental need that every professions and development goals consider in their program planning and implementations. Accordingly education is one of the Millennium Development Goals (MDGS) of the 2000, dedicated in reducing poverty. However, adult literacy and adult education is not explicitly included in the MDGS. It is implicitly embedded in goal 3 as a means to promote gender equality and empowering women. This reveals that international perception of literacy has shifted from defining literacy as technical and discrete skills to functional human resources skills for economic growth to human capabilities for socio-cultural and political change (UNESCO, 2007).

To address UNESCO MDGs of FALP, stakeholders (government, non-government and private sectors) are expected to enforce its implementation.

2.5.1. Government contribution on IFAL program

As stated in the new IFALP policy and strategy MoE, (2010:43-47), the Government strives to enable the education sector play its role as tool for development by

providing educational support for strategies as well as development packages and programs developed for the productive part of the society by the different organizations to reduce poverty and to ensure sustainable development so as to open up venues for post secondary institutions. Furthermore, the policy help implement beneficiaries need and development package based educational program in a continuous and sustainable manner, by integrating adult education programs run by regions with the different development organizations, to contribute to the achievement of the Millennium Development Goals and education for all goals by reducing illiteracy rate by 50% through launching consistent and comprehensive program to educate the adult population who take part in national development as a tool for the different development strategies of the government , especially, agriculture, health, women and youth development packages.

2.6.2. Non-Governmental Organizations' (NGOs') Contribution

Different Non-Governmental Organizations (NGos) support implementation of functional adult literacy program in different ways at different levels. As described by Anthony (2006:17), there are a number of literacy working groups (LWG) member organizations which contribute a lot in the area of functional literacy to achieve MDG. Among these, Action Aid works in 40 countries with an annual budget of about 150 million Euros where education is one of the six priorities in its strategic plan "right to end poverty" 2005-2010. Book Aid International also promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realize their full potential to reduce poverty.

MOE (1999:33) indicated that in Afar, Somalia and most pastoral area of Oromia NGos support the functional Adult Literacy centers in organizing and sponsoring workshops, Providing training materials, paying salary for some of FALP

facilitators, providing some amount of fund to the FAL program (e.g. Action Aid-Reflect, IRISH Aid-FAL).

2.5.3. Communities and private sectors Contribution

In most developing countries nearby communities to the functional adult literacy training centers play paramount role in supporting implementation of FAL. In line with this, (UNESCO, 2009:9) reports cited in (Tekalegn Minalu, 2010), indicated that communities and private sectors take part in enforcing implementation of functional adult literacy by providing material resource aid and by providing free service in India.

In the report UNESCO also added that in Uganda, due to decentralization, most of the authority to control the affairs of functional adult literacy program such as planning, policy analysis, curriculum and examination reform, national assessment, monitoring and evaluation were effectively done by the private sectors. Besides, by funding on the job training communities promote the involvement of adult literacy facilitators in advocating, planning, implementing and evaluation of the functional literacy and adult education program.

In relation with this, in most African countries communities and private sectors are participating in functional adult literacy program implementation both by providing funds, material and technical assistances (Guboku and Lekoko, 2007).

Accordingly, to collect the fruit of intended goals from the functional adult literacy program all the stake holders should work cooperatively.

2.6. Organization and Management of Integrated Functional Adult Literacy

2.6.1. Organization and Management

Management is a more comprehensive process that includes planning, organizing and controlling the work of the others Bhola (1947). Furthermore, management is the collection of activities which is undertaken to guide every effort of the individuals & groups towards the success of the organization. This process needs close look at managerial functions like planning, organizing, leading controlling, communicating, motivating, decision making and situational analysis.

Organization refers to the group of people organized in some structure to achieve or to enforce the achievement of organizational goal; whereas management, as a fuzzy word, encompasses activities like planning, organizing, leading and controlling (Ayalew, 991).

Atchison and Hill (1978:3) cited in Ayalew, (991:1) stated management as common set of activities that are designed to promote and direct purposeful work". However; as included in the same source, management becomes a major and distinct filed of activity, only when people come together in a formal relationship, such as organization. This implies that managerial functions-planning, directing, controlling, leading and evaluating are properly conducted under the formal organization in which activities and performers rights and responsibilities are clearly stated.

In this line management process mainly focuses on arranging of resources be it human or material towards common organizational goals.

Marshalling of human and material resources towards common organizational goal is neither simple nor superficial function. It needs special skills of the firm or service sector. Accordingly managers are expected to have three types of managerial skills. These are technical skills, interpersonal and communication skills, conceptual and decision making skills.

Interpersonal and communication skills improve the manager's ability to motivate staff; to improve the quality of decision made; to enhance relationships with

stakeholders and raise the level of employee performance and commitment to organizational goals.

Conceptual and decision making skills enable a manager to identify issues facing the organization, examine the factors behind these issues and provide solutions. These tasks enable managers to perform special directing and budgeting which in turn demand the use of various technical skills gained through study and work experience. Management approach is a frame work that consists of knowledge and skills required to design and maintain an environment in which the manager works together with staff, facilitators, practitioners and learners to attain the vision and mission of the organization. Accordingly successful project requires dedicated people with viable ideas and commitment. It also requires planning, monitoring, evaluation and professional excellence (USID, 2001).

2.6.2. Planning of Functional Adult Literacy program

Guboku and Lekoko, (2007:50) defined planning as "the process of determining objective, arranging resources and activities to be considered to achieve the pre-determined objective." Accordingly, planning is a managerial function which helps as guideline in arranging, activities, resources and facilitating for running specific educational program.

According to Dakenwald, and Merriem (1982), functional adult literacy program planning should put into consideration determination of content on the bases of the need and relevance to the real life of the trainees.

In line with this, integrated functional adult literacy program planning process ought to give due consideration to contents, facilitators, coordinators, IFALP committees, conditions of learning centers, training materials and supra environment of training centers. Hence, planning plays a vital role in the management of functional literacy centers by providing direction and creating framework for decision making and

necessary to make some adjustments at any of the stages in order to identify constraints faced in the process of implementation.

As included in Raghuaram (2009), India developed 'farmers' functional literacy program (1967-68) as inter ministerial project for farmers training and functional literacy which was aimed at popularization of high yielding varieties of seeds through the process of adult education. On the other hand, under its "polyvalent Adult education centers" India formulated literacy program for workers in urban areas.

In its functional literacy for adult women (FLAW), India aimed at enabling illiterate adult women to acquire functional skills along with literacy to promote better awareness of health, hygiene, child care practices and to bring attitudinal change. This implies that planning of adult education needs consideration from different angles of functionalities and acting to enforce implementation of the program.

2.6.3. Monitoring and Evaluation of FAL program

According to (Juliet, et al. 2007:43), monitoring is a systematic way of checking and reporting on day-to-day operations; while evaluation is done at the end of certain section to 'value' how well the working and its outcomes is.

Furthermore, monitoring is a process of measuring, recording, collecting, and processing program management for decision making. The central essence of program implementation monitoring system is the continuous comparison of the actual situation against the plan. When the monitoring report shows a deviation between the planned activities and actual progress; the managers get insight to make remedial action. As stated above, monitoring is the management tools used to collect information to enable manager analyzes progress of implementation and takes timely decisions to ensure that the progress is being maintained according to set schedule.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with methodological background of the study. It brings forth research methods, research design, and source of data and instruments of data collection. Procedures of data analysis and result of pilot test were also included.

3.1. Research Design

The purpose of this study was to examine the current practices and the challenges in the organization and management of IFAL in Sibu Sire Woreda, East Zone of Wallaga, in Oromia regional state. Research topic is powerful in determining research methods to be used. To this end, Seyoum & Ayalew(1989) and Koul(1996) stated that the research design employed is determined by research topic . To collect, present and analyze data from relatively large number of respondents and to come up with appropriate findings descriptive survey design was employed in this study. Best and Kahn cited in Engidayehu(2010), explained that descriptive design helps to collect data from relatively large number of cases within a limited period of time . In the collection of data different types of instruments were employed to collect qualitative and quantitative information in the study. Hence, survey design is applicable to conduct triangulation between quantitative and qualitative analysis of data. The quantitative aspect, close ended questionnaires were used to collect relevant data from selected sample groups.

3.2 Sources of Data

For the success of the study both primary and secondary data sources was taken into account.

Primary data were collected from IFAL trainees, IFAL facilitators, Woreda Adult Education Board Technical Committee (WAEBTC), and Woreda Education Office Adult Education Coordinators (WEOAEC). All these sources were assumed to provide original facts about the existing situation and could guess measures to be taken to alleviate challenges currently facing implementation of the IFAL program in the woreda.

Secondary data were taken from documents such as work plan, reports and guides related to integrated functional adult literacy at Woreda level.

3.3. Sample size and Sampling Techniques

In Sibu Sire Woreda there are 10 Clustered Resource Centers (CRCs) from which 6(60%) of them were purposefully selected for they are currently offering IFAL trainings in relatively better way than the rest CRCs in the woreda.

All the Woreda Adult Education Board Technical committee members (10), all the 6 CRC IFAL facilitators (18), Woreda Education Office Adult Education coordinators (2) were selected in the study. Woreda Adult Education Board committee members are more resourceful on the organization and management of IFAL program at IFAL centers. IFAL program facilitators closely know what the actual practices looks like in IFAL training centers to provide more information to the study.

From 7254 registered adult trainees of the Woreda 2062 is found in six (6) CRCs. Among these for the purpose of managing the response, 62(3%) (Sire) (4), Walegabi (17), Bujuira (13) Cingi (16), Muja amblta (3) and Xalo (9) were selected by proportionate stratified sampling technique. Under each CRCS there were 2 to 5

training centers. Hence so as to ensure correspondence between a sample and population all the population size under each CRC were multiplied by 3% and the result was taken as a sample representative of the CRC it stands for.

The same technique was employed to decide sample size of each training center under each CRC. Because, this technique help keep the proportionate of participants in each CRC of the training center

Here under, Table (1) Shows Trainees and facilitators who were selected in the Study.

No	CRC	Respondents group	Population size	Sample size	Sampling technique	Remark
1	Sire	Trainees	146	4	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage
2	Cingi	Trainees	517	16	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage
3	Muja ambelta	Trainees	90	3	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage
4	Xalo	Trainees	312	9	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage
5	Bujura	Trainees	437	13	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage
6	Wallagabi	Trainees	560	17	Proportionate stratified and simple random sampling	To give equal chance
		Facilitator	3	3	Purposive sampling	More resourceful and small to manage

As indicated in the table all the facilitators and WAEBTC members were purse fully selected and included in the study. As far as trainees selection technique is concerned, in collaboration with each sample CRC supervisor and facilitators the trainees were selected by simple random sampling to allow each individual equal chance in the selection process. To relatively keep balance between male and female

participants, their list was separately taken and numbered. Finally, representatives were selected using lottery method sampling.

3.4. Instruments of Data Collection

3.4.1 Questionnaire

As stated by F. Gravetter and B. Forzano(2012), survey and questionnaires are used extensively in the behavioral science as relatively efficient ways to gather large amount of information.

Hence, in this study questionnaire was considered to gather data related to current practices, and challenges in the management of integrated functional adult literacy program from relatively large number of respondents at a time. Concerning this, two sets of questionnaires were prepared to collect data from three groups of respondents (WAEBTC&WEOAEC members), IFAL facilitators and IFAL trainees at learning centers.

The first set of questionnaire was administered to WAEBTC&WEOAEC members and IFAL facilitators while the second was arranged for IFAL trainees. The questioners for each respondent have similarity and difference based on the position of the respondents in the IFAL program. To set sufficient and appropriate information from respondents both close ended and open ended questionnaires were administered to all group of respondents.

3.4.2. Interview

Semi Structured interview was used to collect factual and detail information from the coordinators of WAEBTC, from WEOAE coordinators Woreda's education office head and heads of agriculture, and heads of health office of the Woreda. Because, this section of the respondents are awarded responsibility of enforcing implementation of IFAL and facilitators of the program are selected from their

office. Thus they are resourceful to provide supplementary information to support information collected through questionnaire.

3.4.3. Observation

To check availability of resources and arrangements of the program at the learning centers the researcher developed observation check list and observed each selected IFAL training centers to collect information regarding IFAL centers capacity to offer IFAL.

3.4.4. Document Analysis

Different documents like FAL guide lines, research books, and other related documents were reviewed to obtain the purpose of the study.

3.5. Procedures of Data Collection

To collect necessary data via the above instruments from the respondents, the researcher informed all the responsible bodies to get permission and to make the research ethical. On the basis of the permission, the researcher collected the data using the aforementioned instruments. The researcher used three data collectors to collect and administer the questionnaires from the learning center for the nature of the learning center of the Woreda is dispersed. The researcher gave orientation to three data collectors in order to aware them that they could give freedom to respondents and to allow situational based data collection.For the security purpose the researcher covered and took the questionnaires to each sample learning centers of the woreda.

3.6. Data Analysis

Depending on the nature of data both qualitative and quantitative analysis was employed.

Data collected through questionnaire was statistically analyzed. To analyze the quantitative data frequency, percentage and mean value were used. Descriptive statistics like percentage Frequency, mean, etc. are used to report facts as they are described by respondents. To this end they were used in the study to analyze the way respondents rate the current practices and the challenges facing IFALP organization and management in the woreda.

Beside, the statistical analysis, the data was narrated qualitatively using words, sentences and paragraphs. Data collected through open-ended question and semi-structured interview was closely analyzed to supplement statistical analysis. So as to draw practical findings from different respondents' response statistical analysis were intensively and extensively triangulated by data collected through open-ended question, observation and semi-structured interview.

In the procedures of analysis Likert scale of summated rating was used. This scale is designed to measure the level with which the problem is expressed by respondents. In line with this in the study where the Likert scale was employed the mean value for each statement has value 1, 2, 3,4and 5 which represents (strongly disagree/very low, disagree/low, difficult to decide/medium, agree/high, strongly agree/very high) respectively.

For the analysis purpose on the bases of options included in the table the respondents' response were rated as: below 1.49 strongly disagree/very low, 1.50-2.49 disagree/low, 2.50-3.49 difficult to decide/medium, 3.5o-4.49 agree/high and above 4.50 strongly agree/very high so as to identify the position of the response of majority of the respondents. Furthermore Grand mean was calculated for each item where Likert scale is applied to analyze cumulative result of respondents' response; the value for grand mean is similarly considered with the above. The mean value below 2.5(strongly disagree, disagree, very low, low) was taken as (weakness or threats) and 2.5-3.49for an option (difficult to decide) result was identified by triangulation using information from open-ended question and interview where as mean value above 2.5 for (medium, agree and strongly agree) was regarded as strength or opportunities.

Pilot study

Following the preparation of the questionnaire, translation to Afaan oromo was made. Before the final distribution, to test its validity the questions were administered to 3 expertises of East Wallaga Zone education office and 4 first degree holders of primary (5-8) schools principals in sibu sire woreda who have taken their degree in educational planning and management (EDPM) from different government universities in Ethiopia. Because they are resource full and familiar with the issue under study and they closely know background of the respondents. Based on the comments given, questionnaires were rearranged in line with guiding question and 6 items were excluded because of redundancy. Language use was also arranged in accordance with the comment given.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter consists of two major parts. The first part presents about the characteristics of respondents in terms of sex, age, marital status, literacy background, current occupation and field of specialization. The second part deals with the analysis and discussion of the data collected from the subjects of the study to search answer for the basic questions raised in statement of the problem. After the collection, the data was arranged and presented in tables. Tabulated data were statistically analyzed, discussed and interpreted. Finally findings were drawn and summarized under chapter five.

4.1. Respondents' background Information

In the study trainees, facilitators, WAEBTC members and woreda education office adult education coordinators were included. To make the characteristics of the respondents more explicit, background qualities like literacy, current occupation and field of specialization was analyzed independently on the bases of the respondents' characteristics. Respondents background like sex, age, literacy background, marital status, current occupation, field of specialization, service years in the current position were included in the study for they plays pivotal role in analyzing female participation, appropriateness of the selection criteria, availability of potential human resource to run integrated functional adult literacy program organization and management at the woreda and in IFAL training centers of the study area.

Table (2) background information of trainees, facilitators, WAEBTC and WEOAEC

Background Information		Respondents Group								Total(N=89)	
		Trainees(N=62)		Facilitators(N=15)		WAEBTC(N=10)		WEOAEC(N=2)			
		F	%	F	%	F	%	F	%	F	%
Sex	M	33	53.22	6	40	9	90	2	100	50	56.18
	F	29	46.77	9	60	1	10	-	-	39	43.82
	T	62	100	15	100	10	100	2	100	89	100
Age	<15 years	-	-	-	-	-	-	-	-	-	-
	15-25 yrs	17	27.42	-	-	-	-	-	-	17	19.1
	26-45 yrs	41	66.13	15	100	7	70	2	100	65	73.03
	46-55 yrs	4	6.45			3	30			7	7.86
	>55 yrs	-	-	-	-	-	-	-	-	-	-
Literacy background	*Unable to read and write*	12	19.36%	-	-	-	-	-	-	-	-
	1-4 level	33	53.22	-	-	-	-	-	-	-	-
	5-8 level	17	27.42	-	-	-	-	-	-	-	-
	9-10 level	-	-	-	-	-	-	-	-	-	-
	11-12 level	-	-	-	-	-	-	-	-	-	-
	Diploma	-		15	100	3	30	1	50	-	-
	First degree	-	-	-	-	7	70	1	50	-	-
	M.A/Med/MSC	-									
Marital status	Single	32	51.61	13	86.67	3	30	-	-	48	53.93
	Married	27	43.55	2	13.33	7	70	2	100	38	42.69
	Divorced	3	4.84							3	3.37
	Widowed	-	-	-	-	-	-	-	-	-	-
Current occupation	Farmer	45	72.52	-	-	-	-	-	-	-	-
	Daily laborer	14	22.58	-	-	-	-	-	-	-	-
	Unemployed	-	-	-	-	-	-	-	-	-	-
	House ladies	3	4.84								
	Government employee			15	100	10	100	2	100		
Field of specialization	Teaching	-	-	6	40	2	20	2	100	10	37.03
	Agriculture	-	-	6	40	1	1o	-	-	7	25.92
	Health	-	-	3	20	1	1o	-	-	4	1.48
	Others	-	-			6	60	-	-	6	22.22
Service year in the current position	<2y ears	-	-	11	73.33	7	70	-	-	18	66.67
	2-5 years	-	-	4	26.67	3	30	2	1oo	9	33.33
	>5 ears	-	-	-	-	-	-	-	-	-	-

4.1.1. Sex Composition of the respondents

The sex composition of the respondents included (33)53.22 % male and (29) 46.77% female trainees. This is almost proportional which in turn revealed that in sibu sire woreda female trainees' participation is relatively medium as compared to male trainees' respondents. As indicted in the same table facilitators sex composition contains (6) 40% male and (9) 60 % female respondents. On the other hand the table depicts that WAEBTC members respondents composed of (9) 90% male and 1(10) female. Sex composition of the Woreda education office adult education coordinators is (2) 100% male. As it can be seen from the tables (2), in sibu sire woreda, female participation with regard to WAEBTC and WEOAEC members on IFALP were low when compared with male participants, particularly as committee members. Less participation of females in committee may hinder women's discussion making and empowerment on program planning, provision, organization and management in general.

4.1.2. Age Group of the Respondents

Concerning the age of the respondents table (2) revealed that majorities of respondents (trainees, facilitators, WAEBTC and WEOAEC) were found under age categories of 26-45 years. Other things being constant, this age groups are matured enough to analyze and interpret what they have trained into their real life situation as well as they are able enough to analyze current situation in identifying constraints in organizing and managing IFAL program.

4.1.3. Literacy Background of the Respondents

Regarding the literacy background of the respondents table 2 illustrated that (12)19.36 % were unable to read and write, (33)53.22%, (17) 27.42 % trainees were 1-4 and5-8 grade level literate respectively. This indicates that, trainees' selection mainly focused on both school dropout and those disadvantaged farmers who missed their early formal schooling program due to different problems in sibu sire woreda. As included in the same table small numbers of trainees are unable to read and write. Consequently, training trainees of different education levels needs great efforts. It

requests multi-grade system teaching learning process. This might be difficult for facilitators to train trainees who are unable to read and write. To this end, Samuel, (2005:225) indicated that teaching adults in combined grade classroom can be intimidating. Teaching different curricula requires great deal of patience, energy and commitment.

As stated in the same table 100%(15) facilitators were diploma holders while 30% (3) and 70% (7) of the Woreda adult education board technical committee members were diploma and degree holders in their order. The table also elaborated that 50 % (1) of the woreda education office adult education coordinators expert was diploma holder and the remained 50% (1) was degree holder. Regarding to facilitators educational back ground the data revealed that they have good academic concepts to positively influence the success of IFAL in terms of literacy, numeracy and in terms of wide ranges of lively hood skills for trainers are experts of different development issues.

As far as WAEBTC and WEOAEC was concerned, the table revealed that they are qualified enough to understand and to let others understand the broader vision of IFAL program as well as to create more awareness on the study area effectively.

4.1.4. Marital Status of the Respondents

As revealed in table (2) 32 (51.61%), 27(43.55%), 3(4.84%) of the trainees were single, married and divorced respectively. On the other hand, the table portrayed that 13(86.67%), 2(13.33%) of the facilitators were single and married respectively. The table also displayed that 3(30%) and 7(70%) of the WAEBTC were single and married in their sequence. As indicated in the same table all the 2(100%) of the office adult education coordinators, officers were married.

In aggregate, table (2) demonstrated that 48 (53.93%), 38(42.69%) of the respondents marital status were single, married and divorced respectively. This depicted that majority of trainees and facilitators were single. Involvement in IFALP may help them learn how to take responsibility in handling family matters for instance, family planning in adjusting their future life.

4.1.5. Respondents current occupation

Table (2) revealed that 45(72.52%), 14 (22.58%) and 3(4.48%) of the trainees were farmers, daily laborers and house ladies in their order. In the same table it was depicted that 15(100%) of facilitators, 10(100%) of WAEBTC, and 2(100%) of the woreda education office adult education coordinators were government employees. As discussed in the table, majority of the trainees were farmers while small numbers of trainees were daily laborers. This indicated that facilitators were in assignment of arranging conducive learning time schedule based on the intersection of the need of three groups of nature of occupation. All the facilitators and WAEBTC and WEOAEC were government employees. This may provide the program with potential human resources to implement or to enforce implementation of the IFALP for they have access to broader vision of IFALP and its contribution in development.

4.1.6. Respondents field of specialization

As indicated in table (2), all the trainees did not attended education to the level of field of specialization. However, according to the same table 6(40%) of the facilitators were specialized in teaching profession while 3(20%) of the facilitators were specialized in health profession and 6(40%) of the facilitators were specialized in agriculture profession. As illustrated in the same table, among 10WAEBTC 2(20%), 1(10%), 1(10%) specialized in teaching, agriculture and health in their order. 6(60%) specialized in fields other than education, agriculture and health. Both of the WEOAEC were specialized in teaching profession. In sum majority of the respondents were qualified in teaching, agriculture and health. This indicates that in sibu sire wereda there were no respondents qualified in non formal education program to run IFAL program properly. This may delay effective identification of challenges in organizing and managing IFAL program in sibu sire woreda. In addition it may also lead facilitators and WAEBTC members towards the misunderstanding and less awareness on the theoretical and philosophical underpinning of IFALP. Though not only the sole solution, assigning more qualified and field based facilitators and committee members might solve the problems.

4.1.7. Respondents' service year on the current position

As described under chapter three of this thesis, facilitators' current occupation included teaching, development agent (D.A agriculture expert), and health extension workers. Accordingly, table (2)depicted that 11(73.33%) of the facilitators served less than 2 years in their current position while 4(26.67%) facilitators served between 2-5 years in their current position. In the same table 7(70%) and 3(30%) of the WAEBTC reported that they served less than 2 years and between 6-10 years in their current position in their order. Both of the WAEC respondents reported that they served between2-5 years in their current position.

Total responses of the respondents service year in the current position revealed that 18(66.67%) and 9(33.33%) of the respondents served less than 2 years and between 6-10 years in their current position. This shows that most of the facilitators and WAEBTC did not accumulate long years experience to with stand challenges in organization and management of implementation of integrated functional adult literacy program. Particularly, lack of experience leads to lack of on job problem identification which in turn paralyzes practices of SWOT analysis in developing IFALP plan.

4.2. Analysis of Data on the Current Practices and the challenges encountering. Organization and Management of IFALP in sibu sire woredag

In any institutions availabilities of luxuriant resources alone could not guarantee achievement of institutional goals. One and the most important factors in achieving institutional goal is the way institutions organize and manage the resources towards the intended goal. In the same fashion, organization and management practices in integrated functional adult literacy program in the study area has influential role in achieving IFAL goals of the woreda under study. Thus, IFALP organization and management practices of the woreda were emphasized as the basic issue to be investigated in this study. To this end, under this part attention was given to human resource capacity building, condition of IFALP organizational structure, participation of leading sectors in IFALP implementation, and current practices of some managerial activities implementation IFALP. Therefore, hereunder, data collected from sample groups of the study area through questionnaire, open ended question and interviews was presented, discussed and interpreted. Accordingly, the summary of the response obtained from sample groups were presented in the following consecutive tables.

4.2.1. Human Resource Capacity Building Practice in the Woreda

Even though human resource capacity building takes several practices into consideration, under this part current practices of trainee selection and provision of trainings were considered for their special importance in the study than other human resource development activities. Accordingly, trainees' selection criteria and provision of trainings to facilitators, WAEBT and WEOAEC were analyzed in the next immediate section.

4.2.1.1. WAEBTC, Facilitators and Trainees selection criteria

For the purpose of effective implementation of integrated functional adult literacy (IFALP) government has assigned different structures at different administration units. Accordingly, at woreda level WAEBTC and facilitators of the program at

IFALP centers are important elements for they deal with managerial and technical aspects of the IFAL program implementation close to the trainees. Accordingly, concerning the current practices of WAEBTC, facilitators and trainees selection criteria were presented in the table (3)

Table (3) IFAL Facilitators, Coordinators and Trainees Selection Criteria

No	Items	Responses	Respondents Group						Total(N=89)	
			Trainees(N=62)		Facilitators (N=15)		WAEBTC& WEAEC(N=12)			
			F	%	F	%	F	%	F	%
1	Criteria in selecting WAEBTC	Educational background	9	14.5	3	20	-	-	12	13.48
		Experience in IFAL	7	11.2			-	-	7	7.86
		Political nomination	35	56.4	12	80	12	100	59	66.29
		Individual interest	11	17.7			-	-	11	12.36
2	Criteria in selecting IFALP facilitators	Educational background								
		Experience in IFAL								
		Political nomination								
		Individual interest	26	41.9			-	-	26	29.21
		Assignment by kebele leaders	36	58	15	100	12	100	63	70.79
3	Trainees are selected by their own request	Strongly agree					2	16.66	2	2.24
		Agree	8	12.9			10	83.33	18	20.22
		I do not know	-		-		-	-	-	-
		Disagree	31	50	8	53.3	-	-	39	43.82
		Strongly disagree	23	37.1	7	46.6	-	-	30	33.71

As can be observed in table (3) out of 89 respondents 7(7.86%) of them stated that WAEBTC members were selected based on their previous experience in IFALP where as majority 59(66.29%) responded that WAEBTC were politically nominated. The interview data from WAEBTC coordinator underlined that the WAEBTC members were woreda political leaders of different sectors. However; they were not deliberately nominated for this purpose alone, they were political leaders of different government office sectors. Woreda administration head, coordinators; Woreda education office head, secretariat; Woreda agriculture head, Woreda health center

head, children and youth affairs office and other sectors leaders were members. In the interview, the WAEBTC coordinators stated that the structure was deliberately organized by the government to ensure that literacy issue is the issue of all sectors if one is to effectively achieve growth and transformation plan.

This implies that WAEBTC members of the woreda are among the important decision making bodies particularly in mobilizing resources towards achievement of developmental goal of which IFALP is the precondition.

As indicated in item 2 of table (3) out of 89 respondents 63(70.59%) stated that facilitators were assigned by Kebele leaders.

Information from interview with education office functional adult education coordinator is concurrent with this response. The coordinator elaborated that the kebele leaders together with cluster supervisor nominate facilitators.

Contrary to this, Roger (2008) stated that literacy facilitators should not have been appointed. They need to be selected based on their knowledge, skill and experience in the areas of literacy. As depicted in item 3 of tale 3 out of 62 trainees only 8(10.39%) were selected by their own request. Majority 69(89.61%) trainees stated that they were not selected by their own request. However majority of WAEBTC and woreda education office adult education coordinators stated that the trainees were selected by their own request (83.33%).

According to the information from the interview trainees were not selected by their own request. Instead house to house registration was made by kebele commanders, IFAL facilitators, agriculture extension experts and health extension experts who were closely working in community in their respective site. This implies that trainees might not be properly oriented importance of IFALP to attend the program intrinsically motivated.

4.2.1.2. Provision of Training to Facilitators, WAEBTC and WEOAEC.

To make integrated functional adult literacy program fruit full implementers capacity building activities must be focused. Integrated functional adult literacy program

integrates different literacy activities which take into account functional literacy on which trainees are required to apply to their income generating effort, hygiene and liberating themselves from backwardness. So if the issue of integrated functional literacy is the issue of social, political and economical development issues; role players of the program i.e. facilitators committee members and officers who are working for the effective implementation of the program should get access to different training in the area so as to shape their most important human resource qualities knowledge, skills and attitudes towards the implementation of the program. On this issue, Rogers (2008) pointed out that "it is better to run few classes with better trained instructors than to have widespread but ineffective facilitators which will hinder the work in the area". Based on this, the researcher has tried to investigate the activity of IFALP coordinators training practices in the woreda as presented below.

Table (4) Provision of Training to Facilitators, WAEBTC and WEOAEC

No	Activities		Responses	Groups of Respondents				Total	
				Facilitators(N=15)		WIFALCM & WEGOIFALPC(12)			
				F	%	F	%	F	%
1	Have you ever taken training related to implementation of IFALP		Yes	9	60	7	58.33	16	59.26
			No	6	40	5	41.67	11	40.74
2	Who provided the training		Gov't	9	60	7	58.33	16	59.29
			NGOs	-		-	-	-	
3	Contribution of the training in implementing IFALP		Vh	-	-	3	25	3	18.75
			H	6	66.67	2	16.67	8	50
			M	3	33.33	2	-	5	31.25
4	Frequency of the training in a year		Once	9	100	7	100	16	100
			Twice						
			Above two						
5	Appropriateness of the training in terms of	Contents of the training	VH			3	42.85	3	18.5
			H	6	75	2	28.57	8	50
			M	3	25	2	28.57	5	31.25
		Duration of training	L	2	22.22			2	12.5
			VL	7	77.78	7	100	14	87.5
		Attractiveness of Methods of the training	H	3	33.33	3	42.85	6	37.5
			VL	6	66.67	4	57.14	10	62.5
		Clarity of the training materials	L	9	100	7	100	16	100
			VL						

VH: very high H= high M=medium L= low VL= very low SA= Strongly agree A= Agree DD=Difficult to decide DA=Disagree SDA strongly Disagree

As presented in the item 1 of table (4) out of 15 facilitators 9 (60%) stated that they have taken training regarding Organization and management of implementation of integrated functional adult literacy program in IFAL centers. The remaining 6(40%) of the facilitators did not get training related to organization and management of implementation of integrated functional adult literacy program. Out of 12WAEBTC and woreda education office adult education coordinators 7(58.33%) of them reported that they have taken training concerning implementation of IFAL while 5(41.67%) of them responded that they did not get training related to implementation of IFAL. However, interview with WAEBTC coordinators indicated that general orientation was given for all facilitators and WAEBTC by 9 facilitators and 7 WAEBTC who had taken trainings at Zuway and Nekemte concerning organization and management of implementation of integrated functional adult literacy program at IFAL centers. He also added that woreda education office adult education coordinators have given general orientation to 10 cluster supervisor concerning implementation of the program at integrated functional adult literacy centers.

Furthermore, the woreda functional adult education senior coordinator reported through interview that by year 2003E.C a sort of training was given on the issues of IFALP at Zway. The participants of the training were one IFALP coordinators and two facilitators from woreda. This trained individuals were expected to train others who were participating in IFAL program. To this end, WEO tried a lot to get fund from different governmental and nongovernmental organizations. With a fund the woreda got from the NGOS called NEVA, sire development area had given trainings to 6 WAEBTC, 7facilitators and 22 kebele commanders at woreda level for 3 days by pre-trained individuals at Zuway. The interview information also added that though the individuals who trained at zuway were expected to train others who were participating in the IFALP,they did little due to shortage of budget and less consideration given to IFALP.

However this deviates much from what MOE (20011:19-20) directed in FAL implementation guide lines. It stated that fifteen-day and thirty-day trainings should be given based on back ground of the facilitators, committee members and coordinators. This deviation implies that due attention was not given to organize, manage and implement IFALP by building capacity of implementers in sibu sire woreda.

Hukins (1988) in Wakshum (2010) also suggested that facilitators need to get in service training to update them with methodological innovation particularly integrated functional adult literacy facilitators and other implementations need training for the activities brings together experts of different background with different functions to be performed under one program, integrated functional adult literacy.

When we compare the woreda's facilitators training tasks with this it could be said that some facilitators get three day training once a year while some did not attend training except general orientation given to them by cluster supervisors.

As can be concluded from the interviews with woreda education office integrated functional adult literacy program coordinators, even the cluster supervisors gave orientation having taken three days training given to them at woreda level.

From this, it is clear that, most facilitators were not given formal training required to teach at IFAL center. Three day training at woreda level and one day general orientation at IFAL centers for facilitators who did not have experience of teaching cannot be sufficient if the program is needed to be implemented properly.

As indicated in the table (4) out of 16 training participants at different levels, majority11 (58.75%) of them supported that the training has high contribution in implementing the IFALP. All the respondents get access to the training once a year. As included in item5 of table11 (68.75%) participants evaluated appropriateness of the training, in terms of contents as very high. Majority of the training participants evaluated appropriateness of the training in terms of duration (87.5%) and method employed (62.5%) as s very low and unattractive respectively. As indicated in the

same table both respondents group responded that clarity of the training material was low.

From the above, it could be said that though the given training was appropriate in terms of content relevance, the trainees (facilitators and WAEBTC) members were not satisfied with duration, methods and clarity of the training materials. Therefore, in such hardly provided training opportunity, the providers should give close attention to the preparation of training materials and its duration for they are factors of effective trainings.

4.2.2.1. Material Provision and their Current availabilities in IFAL Centers of the Woreda

Under this part, material provision and their current availabilities in sample IFAL Centers of the woreda was discussed in terms of availabilities of documentary materials like IFALP strategies, IFALP implementation frame works, training materials, training aids and availabilities of water and latrine services.

Table 5: Responses on the Material Provision and their Current availabilities in IFAL Centers

No	Activities	Responses	Groups of Respondents						Total(89)	
			Trainees(62)		Facilitators (15)		WAEBTC & WEOAEC(12)			
			F	%	F	%	F	%	F	%
1	Availabilities of IFALP strategies frame works and other IFALP related documents in IFALP centers	L	13	20.9	2	13.3	12	100	27	30.3
		VL	49	79.1	13	86.6	-	-	62	69.66
2	Suitability of training centers and sufficiency of seating.	DA	47	75.8	15	100	9	75	71	79.77
		SDA	15	24.1	-	18.18	3	25	18	20.2
3	Water and latrine services are available to serve trainees in IFALP centers	SA								
		A	4	6.4					4	4.49
		DD								
		DSA								
		SDA	58	93.5	15	100	12	100	85	95.51
4	IFALP centers have training materials	DSA	23	37.1	6	40	12	100	41	46.07
		SDA	39	62.9	9	60	-	-	48	53.93
5	Availabilities of locally prepared training aids	L	3	4.8					3	3.3
		VL	59	95.2	15	100	12		86	96.7

VH= Very High, H =High, M= Medium L= Low, VL= Very Low SA= Strongly Agree, A= Agree, DD= Difficult to Decide DA= Disagree, SDA strongly disagree

As depicted on item 1 of (table5), 49(79.1%) of the facilitators and trainees group and 12 (100%), WAEBTC and WEOAEC groups responded that availabilities of IFALP related strategies, implementation frameworks and other related documents was very low and low respectively. Regarding to this, information gathered from observation indicated that availabilities of IFALP related documents were very low at IFAL centers. In spite of the fact that IFALP strategies, IFALP implementation frame works importance for decision making and andragogical preparation at IFALP centers, they were hardly available at IFAL centers in sibu sire woreda.

Regarding item 2 of the same table, 47(75.8%), 9(75 %) facilitators and trainees and WAEBTC and WEOAEC disagreed with the suitability of training centers and sufficiency of seating materials in IFAL centers respectively. The information gathered from interview question and observation check list confirmed lack of seating material and inconvenience of the IFAL training centers and that most centers were the 1-4 primary level schools in the rural area. Because in the normal time schedule the school serves as formal education center and as IFAL training center outside the formal education time schedule which in turn causes non-flexibility of IFALP time schedule. This strongly retarded the situational and flexibility of IFAL training program and its capacity building as a center.

Concerning item 3 of (table5), almost all of the respondents 85(95.51%) of the facilitators and trainees group of respondents disagreed on the availabilities of water and latrine services at IFAL centers to serve IFAL trainees. 12(100%) of the WAEBTC and WEOAEC strongly disagreed the existence of water and latrine in IFAL centers to serve trainees.

From the information gathered from interview and observation check list except 1(sire) training center all the IFAL training centers were running out of water and latrine service.

Pertaining to item 4 of table 5 majorities of the trainees and facilitators 48(53.93%) reported unavailability's of training materials in IFAL centers. Concerning item 5of (table5) all the respondents groups stated that locally prepared training aids were not

available in IFAL centers of the woreda. Generally, respondents' response of these two items revealed that lack of training materials and lack of locally prepared training aids. Information from interviews and observation check list also concurrent with respondents' idea on these two items. However, integrated functional adult literacy program strategies and implementation frame works recommends local training materials preparation (MOE2011:23).

As indicated earlier under IFALP role players-facilitators, WAEBTC and WEOAEC training section; it was identified that facilitators did not get sufficient training to properly implement the program. Other things being constant, capacity of facilitators is one of the major factors in developing IFALP centered training materials and training aids. Therefore government ought to take certain measures to build capacity of implementers.

4.2.3. **Mode of IFAL Training Delivery System at IFAL Centers in the Woreda.**

Table 6: Responses on mode of IFAL training delivery system

No	Activities	Responses	Groups of Respondents				Total (77)	
			Trainees(62)		Facilitators(15)			
			F	%	F	%	F	%
1	IFALP centers teaching learning process is highly participative	SA			3	25	3	3.89
		A			12	75	12	15.58
		DD	28	45.16			28	36.36
		DA	34	54.84			34	44.15
		SDA						
2	Facilitators are knowledgeable and experienced in preparing manual and training materials according to the need of trainees.	SA			-	-		
		A	4	6.45	2	13.33	6	7.79
		DD		-				
		DSA			13	86.67	13	16.88
		SDA	58	93.55			58	75.32
3	Trainees have an opportunities to criticize IFALP delivery system of their centers	SA						
		A	6	9.68	13	86.67	19	24.68
		DD						
		DSA	56	90.32	2	13.33	58	75.32
		SDA						
4	models that portray best practices in the IFALP centers are available	SA						
		A	7	11.29			7	9.09
		DD						
		DSA						
		SDA	55	88.71	15	100	70	90.91

SA=Strongly Agree, A=Agree, DD=Difficult to Decide, DA=Disagree, SDA=Strongly Disagree

As indicated in table (6) concerning item no 1, most (54.84 %) of the trainees reported that the IFALP centers teaching learning process was not participative. On

the other hand, all the facilitators confirmed that the IFALP centers teaching learning process was participative. However information from observation approved that most of the facilitators were using formal lecture method without participating trainees.

As far as item no 2 is concerned, 13 (86.67%) facilitators disagreed with the idea that proposed "facilitators are knowledgeable and experienced in preparing manuals and training materials according to the need of trainees". In the same way 58(93.55%) of trainees disproved the idea that states" facilitators are knowledgeable and experienced in preparing manual and training materials according to the need of trainees. From this it is ideal to from that most facilitators were not skilled and experienced in preparing manuals and training materials on the bases of the need of the trainees in sibu sire woreda. Information gathered from observation check list confirmed that facilitators use formal classroom teaching material in giving training for IFALP participants (trainees). This indicated that the practices of IFALP implementation process in sibu sire woreda strayed multiple of its intended integrated functional literacy mission unless the proper measure has been taken.

According to item no3 13(86.67%) of the facilitators agreed that trainees have opportunity to criticize IFALP delivery system. Among 62 trainees respondents 56(90.32 %) of them reported that they did not have opportunity to criticize IFALP delivery system. Regarding item 3 information gathered through interviews stated that there were discussion on the issues of IFALP and other social and development agendas per month at kebele level among leaders of the kebele who represented different political structures of kebeles. However, as interviews affirmed, the discussion was not about technical and delivery system of IFALP; it was all about over all administration aspects of the kebeles and if IFAL presented as an agenda it could be dealt with as sub element of the discussion of the day as included in the interview information. This implies that in most centers trainees did not have opportunities to criticize IFAL delivery system.

Regarding item no 4 of table (6) majority of the trainees (88.7%) and the entire facilitators group of respondents strongly disagreed with the availabilities of models

that portray best practice in the IFALP centers. As indicated under demographic characteristics of trainees respondents most of the trainees were farmers. Hence, providing them with models of best practices like selected seed, pictures of selected dairy and beef farming, best hygiene practices, and others plays paramount role in motivating trainees both towards productivity and participation on IFAL program.

4.2.4. **Organizational structure of IFALP in the Woreda**

Table (7) Responses on the current condition of the IFALP organizational structure in the woreda

No	Activities	Responses	Groups of Respondents				Total	
			Facilitators (15)		WAEBTC & WEOAEC(12)			
			F	%	F	%	F	%
1	IFALP has clear organizational structure	SA						
		A	5	33.33	10	83.33	15	55.56
		DD						
		DA	10	66.67	2	16.67	12	44.44
		SDA						
2	Existence of clearly identified authority, duties and responsibilities of tasks	SA						
		A			8	66.67	8	29.63
		DD						
		DA	15	100	4	33.33	19	70.37
		SDA						
3	IFALP organizational structure allows fast information communication in the woreda	SA						
		A						
		DD						
		DA	15	100	9	75	24	88.89
		SDA			3	25	3	11.11

SA=Strongly Agree, A=Agree, DD=Difficult to Decide, DA=Disagree, SDA=Strongly Disagree

As presented in table (7) item no 1 out of 15 facilitators 10(66.67%) of them disagreed with the idea that states IFALP has clear organizational structure. Out of 12 WAEBTC and WEOAEC group of respondents10 (83.33%) confirmed that the IFALP has clear organizational structure. Information collected through open ended question and interviews concerning the item revealed that though the organizational structures existed and cascaded down the organizational units, there was no clear organizational conception among facilitators, trainees and other stake holders because of lack of enforcing IFALP implementation in creating awareness. Information from interview also added that, even though most WAEBTC members

are the woreda administrators, they did not give due attention to the implementation of the IFALP which in turn hidden clarity of organizational structure across the woreda IFALP participants.

As indicated in item 2 and 3 of table (7), in relation to the clarity of the organizational structure in creating sense of accountability in the managerial hierarchy, all the facilitators disagreed while 8(66.67%) of the WAEBTC and WEAEC respondents group agree. Hence, the difference in response between the two groups was mediated by the information collected via open ended question and interviews.

Information from interviews and open ended questions indicated that though different structures were extended from woreda down to the kebele level, no documents that describe roles and responsibilities of the committee, facilitators and trainees in sibu sire Woreda IFAL centers.

However, during data collection the researcher observed availabilities of IFALP strategies and implementation frame works at woreda education office adult education expert section. Here, the above response on item 2 revealed that woreda did not give much attention to the implementation of IFAL program in IFAL centers and most of IFALP activities were paper valued and mainly used for the sake of report to the higher managerial hierarchies.

As can be seen from the item no 3 of table 7 almost all the respondents (88.89%) disagreed with the question that states IFALP organizational structure allows fast information communication. This revealed lack of relationship among different IFALP stakeholders in sibu sire woeda. However, among important resources of the organization of any kind, information is one and the soul of other resources for it facilitates ways in which different parts interwoven for more effective and efficiency. Thus the woreda AEBTC is expected to create awareness and conduct continues follow up through discussion, report and feedback with other IFALP implementers' structural units starting from the woreda down to the kebele level or vice versa.

4.2.5. Participation Level of the Leading Stakeholders in IFALP Implementation In the Woreda.

Though the issue of integrated functional adult literacy is the issue of feeding the ongoing development activities with skilled human labor which is the concerns of all citizens, for the purpose of strategically enforcing implementation of the IFAL program government assigned three sectors as a fore front stakeholder in the IFAL program implementation. These include education sector, agriculture sector and health sector. Facilitators of IFALP at woreda and IFALP center are also selected from these aforementioned sectors. As a result, they are assumed resource sectors to be considered in the research. From the views of this point, their participation level was presented and analyzed in the following immediate sections.

Table (8) responses on the participation level of the leading stakeholders of the program

Item	Responses	Groups of Respondents							
		Trainees (N=62)		Facilitators N=15		WAEBTC & WEOAEC N=12		Total N=89	
		F	%	F	%	F	%	F	%
Among the leading stakeholders of IFALP which one is actively participating	Education sector	36	58.1	9	60	7	58.33	52	58.4
	Agriculture sector	18	29.1	3	20	3	25	24	26.9
	Health sector	5	8.1	2	13.3	1	8.33	8	8.9
	Young and women affairs sector	3	4.8	1	6.6	1	8.33	5	5.6
	Others								

As revealed in table 8, out of 89 trainees, facilitators, WAEBTC and WEAEC 52(58.4%) of them verified that education sector was actively participating in implementation of IFALP program in Sibu Sire woreda. On the other hand, 24(26.9 %) of trainees, facilitators, WAEBTC and WEOAEC reported that agriculture sector was actively participating in the implementation of the IFALP program in the

woreda. Active participation of health sectors in IFALP implementation was supported by 8 (8.9%) of facilitators, trainees, WAEBTC and WEOAEC groups of respondents. 5(5.6 %) of facilitators, trainees, WAEBTC and WEAEC group of respondents rated young and women affairs sector as active participant in the implementation of IFALP in the woreda

Result from the above analysis revealed that education sector was actively participating in the implementation of IFALP program followed by agriculture, health sector and young and women affairs sectors respectively in Sibu Sire woreda in relative comparison.

Therefore, the participation level of the leading stakeholder sectors is needed to be reviewed and some managerial measure must be considered to ensure equal participation in the woreda IFAL implementation practices.

4.2.6. Current Practices of Supervisory Service in IFALP Implementation in the Woreda

In the current education and training policy of Ethiopia, supervision is included as one principal organ starting from ministry of education down to the woreda level. Supervision is a service given to curriculum or program implementers to ensure effective and efficient implementation of the curriculum /program.

Supervision service is mainly conducted to encourage facilitators' high performance and to collaboratively identify institutional, social and political constraints that currently impairing effective implementation of the program. Target of supervision is to provide technical support in implementation of program/innovations (Getachew 2001).

In line with this provision of supervisory service in the implementation of integrated functional adult literacy program in the woreda has great supportive role to build capacity of facilitators, to identify social, institutional, political and other challenges in implementing the IFAL program of the woreda. Hence, data concerning the

condition of current supervisory service was tabulated and analyzed in the next immediate sub-part of the study.

Table (9) Response on provision of supervision service

No	Activities	Responses	Groups of Respondents						Total	
			Trainees		Facilitators		WAEBTC & WEOAEC			
			F	%	F	%	F	%	F	%
1	Existence of supervisory services	Yes	13	20.9	5	33.3	12	100	30	33.71
		No	49	79.1	10	66.7	-	-	59	66.29
2	Supervision plan	Yes	13	20.9	5	33.3	12		30	33.73
		No	49	79.1	10	66.7			59	66.29
3	Frequency of supervisory service to IFALP centers	Per month					12	100	12	13.48
		Once in a year								
		Every quarter								
		Once in a semester	26	41.9	4	26.6			30	33.71
		Not clearly known	36	58.1	11	73.4			47	52.81
4	How often WAEBTC and WEO evaluates IFALP practices at woreda level	Per month	4	6.4					4	4.49
		Per quarter								
		Half of the budget year	12	19.3					12	13.48
		At the end of the budget year	46	74.1	15	100	12	100	73	82.02

As indicated in item 1 of table (9) 59(66.29%) of the respondents reported inadequate supervisory service in IFALP implementation practices in the woreda. Almost all the WAEBTC and Woreda education sector adult education coordinators underlined that supervisory service was being given in IFALP implementation process in the woreda.

To triangulate the difference, information was taken and analyzed from open ended question and interviews. Accordingly, formal education cluster supervisors of the woreda were assigned to give supervisory service to IFALP program implementation. However, degree of supervisory provision shows variation from center to center and from cluster to cluster particularly remote IFALP program centers were denied supervisory service. This implies that though integrated functional adult literacy needs collaborative effort, supervisors were assigned only from education sector. The analyses indicated that the education sector supervisory activity was not effective with regarding to IFALP.

As included in item 2 of table9, 59(66.29%) groups of trainees and facilitators replied that IFALP supervision activities were not planned in the woreda. All the WAEBTC and WEOAEC groups of respondents verified that the IFAL supervision service was planned in the woreda.

Information from IFALP document observation indicated that IFAL supervisory plan was stated as sub part of formal education supervisory activities. Information from interview told that, though supervision service was planed, its implementation was not considerably evaluated in the woreda.

As can be seen from item "3" of (table 9), 47(52.81 %) trainees and facilitators group of respondents rated that the provision of supervisory services at IFAL centers was not clearly known. Besides, all the respondents of WAEBTC and WEOAEC replied that a supervision service was provided to IFALP centers per month. Information from open ended question and revealed that cluster supervisors visited nearby IFAL centers per month mainly for the purpose of collecting monthly report. This indicated lack of regular and stable supervisory service in IFAL implementation in Sibu Sire woreda.

Regarding to item no "4" of table 9 majority (82.02%) of respondents replied that IFAL program implementation was evaluated at the end of budget year at woreda level. Results from open ended question stated that evaluation of IFALP was presented as elements of annual education sector plan and achievement evaluation rather than putting emphasis on IFALP implementation as independent agenda in the woreda.

From this, it is possible to conclude that IFALP implementation plan and achievement evaluation did not get attention among IFALP implementers sectors except education office in Sibu Sire woreda.

4.2.7. The current status of some IFALP managerial activities in the woreda

In the implementation of IFAL program the way the program is treated in managerial aspects plays pivotal role for the reason that power and authority of decision making is charged in managerial segments of the program implementation activities. In line with this IFAL planning, level of participation on decision making, status of situational analysis, resource management ability, awareness on mission, vision and values of IFALP, existence of IFAL centered rule and regulation and activities of setting flexible time schedule in IFALP implementation centers in Sibu Sire Woreda was presented and analyzed in the following section.

For the purpose of analysis Likert scale was employed. The rating scales are 1,2,3,4, and 5 which stands for strongly disagree, disagree, difficult to decide, agree and strongly agree respectively. The mean score was obtained from the data and were interpreted as 0.05 --- 1.49 (strongly disagree), 1.50-2.49 (disagree), 2.50-3.49(difficult to decide), 3.50-4.49 (agree and) above 4.50 (strongly agree).

Table10: Response of respondents on the current status of some IFALP managerial activities.

No	Items	Respondents Group																		
		Trainees (N=62)						Facilitators (N=15)						WIFALCM & WEGOIFALPC (N=12)						
		Rating scale						Rating scale						Rating scale						
		1	2	3	4	5	M	1	2	3	4	5	M	1	2	3	4	5	M	G.M
1	Situational analysis	57		5			1.16	13			2		1.4	1	11				1.92	1.49
2	Existence of plan	8	54				1.87		15				2				7	5	4.42	2.43
3	awareness on mission, vision and value of IFALP	20	42				1.68		8	7			2.47				8	4	4.53	2.89
4	participation on decision making	34	21			7	1.23	2	13				1.87	4	8				2.67	1.92
5	IFALP centered rule and regulation	18	34		10		2.0		12		3		2.4				12		4.00	2.80
6	good resource management ability	39	21		2		1.44		4	11			2.73	9			3		1.75	1.97
7	Flexibility of time schedule	40	17		5		1.52				9	6	4.4				7	5	4.42	3.45

Where,M=mean,GM=GrandMean

5= Strongly Agree 4= Agree 3= Difficult to decide, 2= Disagree, 1= Strongly Disagree

As described in the table (10) the mean score of trainees' response for item 1and 2 is found in the mean range of for item no 1 (0.05-1.49) strongly disagree and for item no 2 the mean score range of (1.50-2.49) disagree.

That means majority of the trainees reported that IFALP implementation process of the woreda was running out of situational analysis and without short and long term plan. The mean score from facilitators group of respondents on item no 1and 2 (1.4, 2) is found respectively in the range of 0.05-1.49 (strongly disagree) and in the mean score range of (1.50-2.49) disagree.

This indicated that majority of the facilitators strongly disagreed existence of situational analysis in the IFAL program implementation in Sibu Sire woreda while all the facilitators denied the existence of long and short term plan in IFALP implementation in Sibu Sire woreda. On the other hand the means score from the responses of WAEBTC and WEOAEC group of respondents for item "1 & 2" is (1.92 and 4.42) which is found in the range of 1.50-2.49 (disagree)for item 3 and 3.5-4.49 for item "4" (agree). This group of respondents stated lack of situational analysis and existence of long and short term plan in IFAL program implementation. Responses of the WAEBTC&WEOAEC on question no "1and 2" contradicted with each other because it states existence of short and long term IFAL plan in the absence of situational analysis. However, situational analysis is one of the basic activities of plan to identify strength weakness, opportunities and threats to continuously clean road for plan/program implementation.

The grand mean score for item no "1" is 1.49 which is in the range of (0.05-11.49) strongly disagree and GM for item no "2" is2.43 which is in the range of (1.50-2.49) disagree.

This implies lack of situational analysis and lack of short and long term plan in IFAL program management practices in Sibu Sire woreda.

Information from open-ended question and IFAL document revealed that IFALP was planned only as sub-content of the woreda education office formal education plan. This indicates that WAEBTC did not give close attention to multi-faceted nature of adult education and its contribution in development.

As revealed in item "3" of table 10 the mean score from trainees (1.68) disagree. Facilitators (2.47) disagree and WAEBTC & WEAEC (4.53) strongly agree demonstrates that trainees and facilitators group of respondents reported that stakeholders were not aware of mission, vision and value of IFALP". Contrary to this, WAEBTC and WEAOEC group of respondents strongly agreed that stakeholder were aware of vision, mission and value of IFAL program. The grand mean score of the item 2.89 reveals that majority of the respondent groups were not sure if stakeholders were aware of IFALP vision, mission and values in Sibu sire woreda.

The deviation between the response of facilitators, trainees and, WAEBTC and WEOAEC was triangulated by the information collected via open ended equation and interview.

Information from interview and open ended question revealed that most stakeholders and practitioners of IFALP in the woreda were not provided with the vision, mission and values of the program.

As included in item "4" of table (10) regarding participation of stakeholders on decision making mean score from the responses of trainees 1.68 (disagree), facilitators 2.47 (disagree) and WAEBTC and WEOAEC 1.78 (disagree). This implies that in Sibu Sire woreda stakeholders did not participate on decision making in the process of IFAL program implementation. However, this contradicts with the principles of integrated functional adult literacy program which states active and inclusive practitioners and community participation in planning, managing and contributing resource for IFAL implementation (MOE 2011: 4-5).

Concerning existence of IFALP centers oriented rule and regulation the mean score of trainees, facilitators and, WAEBTC and WEOAEC is (2.0, 2.4 and 4.00) respectively as can be seen from table 10 item no5.The grand mean of the item is 2.80. This shows that majority of the respondents of trainees and facilitators denied existence of IFAL centers oriented rule and regulation at IFAL centers. But WAEBTC and WEOAEC group of respondents reported existence of IFAL centers oriented rule and regulation. The grand mean of the item depicts that majority of the respondents not know whether the IFAL centers have their own center oriented rule and regulation.

For the purpose of mediating deviation between the responses of trainees and facilitators (disagree) WAEBTC and WEOACEC (agree) the researcher used information from observation checklist. Accordingly, information from observation check list confirmed that majority of the IFAL centers did not have IFAL center oriented rule and regulation. This depicts that IFALP implementers of the woreda were not actively working on the localization of the program.

As can be seen from item (6) of table (10) the means score of trainees response 1.44 is found in 0.05-1.49 (strongly disagree) and mean score of facilitators (2.73) found in the mean range of 2.50-3.49 (difficult to decide) while the mean score from the responses of WAEBTC and WEOAEC 1.75 (disagree). The grand mean score of the item is 1.97 (which means (disagree).

Response from the item implies that majority of the respondents rated lack of good resource management ability in IFALP centers in Sibu Sire woreda. Information from observation check list also consolidated respondents' idea.

As stated in item no 7of table 10 the means score of responses of trainees 1.52 (disagree), facilitators 4.4. (Agree) WAEBTC and WEOAEC 4.42 (agree). The Grand mean score of the item is 3.45(difficult to decide).

As described in the item majority of the trainees reported that time schedule of IFALP learning session was not flexible while facilitators and WAEBTC and WEOAEC reported that time schedule of IFAL program learning classes was flexible.

Information from open ended question underlined that in most of IFAL centers the time schedule when classes met was not flexible because most of the IFAL centers were schools and their facilitators are teachers, agriculture and health extension experts. According to the information from the same source facilitators adjusted time schedule according to their own need, but not based on the need of the trainees. In contrast to this (MOE 2011:4) stated that the time set when classes meet is decided based on the discussion between the trainees and program management, i.e. IFAL class time setting is contextual wise.

2.4.8. Constraints of IFALP organization and Management in Sibu Sire Woreda IFAL centers

Major challenges currently encountering implementation of integrated functional adult literacy program are among burning issues to be investigated in the study. Regardless of existence of several factors that affect proper organization and management practices in the implementation of IFAL program, emphasis was given in this study to the constraints related to socio-economic, unskilled human resources, social resistance, institutional and domestic political commitment, because, these problems are directly or indirectly the sources of other challenges.

Table: 11 Respondents response on the challenges of IFALP organization and management

No	Activities	Groups of Respondents																		G.M
		Trainees (N=62)						Facilitators (N=15)						WAEBTC & WEOAEC (N=12)						
	Socio economic factors	1	2	3	4	5	M	1	2	3	4	5	M	1	2	3	4	5	M	
1	budget allocation	38	24				1.39	15					1		12				2	1.46
2	Reluctance of the community	42	20				1.32	3	12				1.8	1	11				1.91	1.68
3	Girls members participation				41	21	4.34				9	6	4.4				10	2	4.17	4.30
	Factors related to human resources																			
4	Commitment of facilitators & coordinators in implementing IFALP	35	27				1.44	4	11				1.73	4	5		3		2.17	1.78
5	Facilitators and coordinators capacity to manage IFALP	19	43				1.69	8	3		1		1.33	5	4		3		2.08	1.7
	Social resistance																			
6	Lack of willingness in family to send their members to IFALP	18	1		40	3	3.15	1			8	6	4.13		3		7	2	3.67	3.64
7	Existence of under valuing of importance of IFALP	4	5		36	17	3.92		3		7	5	3.93	5			5	2	2.92	3.59
	Institutional problem																			
8	Existence of adequate facilities in IFAL centers	44	13		5		1.45	10	5				1.33	1	11				1.92	1.57
9	Availability of transport service	33	29				1.47	8	7				1.47		9		3		2.5	1.81
	Factors related to domestic political commitment																			
10	Clarity of IFALP policy and strategies	41	13		18		2.24	3			12		3.4				8	4	4.33	3.32
11	Political leaders commitment	45	27				1.16		12	3			1.2		2		10		3.67	2.01

SA= Strongly agree, A= Agree, DD= Difficult to decide, DA= Disagree, SDA= strongly disagree

As presented in item "1" of table (11) mean score of responses of sample group of trainees, facilitators and, WAEBTC and WEOAEC is 1.39, 1 and 2 respectively. The G.M of the groups of respondents' response is 1.46. This implies that majority of the respondents groups reported that inadequacy of government budget allocation is among the factors that affecting organization and management of IFAL program implementation in Sibu Sire Woreda.

As stated in item no 2 of table 11 no families' resistance to send their members to IFAL centers because of their religious doctrine (GM 1.68).

This indicated that reluctance of family to send their members to IFALP program due to their religious restriction was not the challenging factor in organization and management of IFALP in Sibu Sire Woreda. As revealed in item "3" of table '11' majority of the respondents agreed that families were volunteer to send their girl member to IFAL program (GM4 .3). This indicates that families has positive attitude on literacy of their girl members and it is not among challenges of IFALP organization and management in sibu sire woreda.

As illustrated on item 4 and 5 of table (11) above, regarding facilitators and coordinators commitment and experience in running IFALP management system responses of the three group of sample respondents were disagree (GM 1.78 and 1.7). This implies that majority of respondents underlined that facilitators and coordinators were not committed, experienced and skilled to equip trainees with necessary skills, knowledge and attitude as well as lack sufficient experience to run management system in IFAL centers.

As reported on item no 6 & 7 above, majority of families were not voluntary to send their families to IFAL center and undervalue importance of IFALP(GM 3.64 and 3.59)agree) . That means, respondents agreed that majority of families were not

volunteer to send their members to IFALP and that they undervalue importance of the program.

Information gathered through interview and open ended question confirmed that though communities were free from religious and gender separation to send their families to IFALP centers, their participation was low because of lack of continuous and educative orientation regarding the importance of the IFALP.

This revealed that WAEBTC and other concerned bodies did not conduct awareness creation and continuous discussion with communities regarding importance of IFALP in Sibu Sire Woreda.

Concerning item 8 of table 11 the mean score of three respondent groups trainees, facilitators and (WAEBTC and WEOAEC) on the existence of necessary materials in IFAL centers were respectively (1.45, 1.33 and 1.92) which means strongly disagree to, the first two (trainees and facilitators) disagree for the later one (WAEBTC and WEOAEC).

The GM score of the responses, of respondents on the item is1 .57 (disagree). This shows that, in Sibu Sire Woreda, there were no necessary facilities in IFAL centers to run the program effectively.

As included in item 9 of table 10 responses of trainees and facilitators group of respondents strongly disagreed with existence of transport service to supervise over all activities of IFAL in all IFAL centers where as reports from WAEBTC and WEOAEC group of respondents disagree with the idea. This implies that shortage of transport service is one of the problems to supervise the overall activities of IFAL program at IFAL centers in Sibu Sire Woreda.

As implied on item 10 of table 11 trainees group of respondents' response (2.24) disagreed with clarity of IFALP policy and strategy. Facilitators group of respondents stated that they were not sure to rate IFALP policy as clear or not clear

(mean=3.4). WAEBT and WEOAEC responded that IFALP policy and strategy is clear (mean=4.68) strongly agree.

From the data gathered through observation and interview IFAL has clear policy and strategy. However, WAEBTC and Woreda administrators did not actively cascade issues of the IFALP policy and strategy down the managerial hierarchy. This implies lack of proper discussion with trainees, facilitators and other stakeholders on IFALP policy and strategy in Sibu Sire Woreda.

As depicted in item no 11 of table 11 lack of political leaders commitment in facilitating and enforcing proper organization and management system in implementation of IFALP was identified as hindering factor of IFALP proper implementation in Sibu Sire Woreda (GM 2.01).

2.4.9. Stakeholder's participation level

No	Activities	Groups of Respondents																	
		Trainees (N=62)						Facilitators (N=15)						WAEBTC & WEOAEC (n=12)						
A	**Government's contribution**	1	2	3	4	5	M	1	2	3	4	5	M	1	2	3	4	5	M	G.M
1	Commitment in creating linkage among stakeholders	26	21	15			1.82		12	3			2.2		4	6	2		2.83	2.28
2	Degree of material provision		19	33	10		2.85		14	1			2.06	2	10				1.83	2.24
3	Extent of coordinators and facilitators motivation	34	28				1.45	15					1	2	9	1			1.91	1.45
4	commitment in creating awareness using favorable condition	17	38	7			1.84		12	3			2.2		2	10			2.83	2.29
B	**Non- Governmental Organization**																			
5	Material & financial resource contribution	49	13				1.28	11	4				1.29	7	5				1.41	1.32
6	NGOs role in provision of training for IFALP coordinators and facilitators	14	33	15			2.01	2	9	4			2.67	2	7	3			2	2.23
7	Extent of Visiting the IFALP centers	54	8				1.12	15					1	12					1	1.06
C	**Contribution of communities and private sectors**																			
8	Contribution of community's in providing financial & material resources	32	27	3			1.53		15				2		2	10			2.83	2.12
9	Community's participation on planning, monitoring and evaluation IFALP	12	38	12			2	10	1	4			1.6	4	7	1			1.75	1.78
1o	Community's interest and sense of ownership		1	19	42		3.67		2	9	4		3.13		2	4	6		3.67	3.49
11	Private sectors participation	52	7	3			1.21	15					1	12					1	1.07

VH= Very High H= High M= Medium L= Low VL= Very Low

As reported from items (1 and 4) of table 12 the Grand mean value of the responses of three respondents groups for each items are found in the range of (1.50-2.49). This figure indicates low rating scale. This implies that in Sibu Sire Woreda government bodies' commitment in creating linkage among different government stakeholders office and its use of favorable condition to aware people on the importance of IFAL was low.

With regard to item no 2 of table (12) facilitators group of respondents rated medium (2.85) government bodies level of material provision while facilitators and WAEBTC and WEOAEC rated governments material contribution as low (2.01 and 1.83) respectively.

Information from open ended question and interview stated that though not adequate, government material provision to IFAL center weight over all other stake holders' contribution in sibu sire woreda.

In relation to item no 3 of table 12 all the three groups of respondents response identified that government bodies level of facilitators and coordinators motivation was very low.

As discussed in table 12 under items 5 and 7 all the respondents response mean score value is found in the range of 0.05-1.49 (very low). This indicated that non-governmental organizations material and financial resource contribution as well as their extent of visiting IFAL center were very low (GM 1.32 and 1.06) respectively in Sibu Sire Woreda to run IFALP.

As presented in item 6 of table 12 trainees, facilitators and WAEBTC and WEOAEC rated NGOS role in provision of training for IFALP coordinators and facilitators as low (2.02), medium (2.67) and low (2.00) respectively. The GM (2.23) of the responses of the respondent indicated that role of NGOs was low in providing training for IFALP coordinators and facilitators in Sibu Sire Woreda.

Information from open ended question and interviews revealed that though three NGos (one international and two home born) were currently working in Sibu Sire Woreda on different social service issues including education, their contribution in training IFAL coordinators and facilitators were low.

As illustrated on item 10 of table 12 the mean score of all groups of respondents lie in the range of 1.5-2.49 (low). This depicted that participation of community on planning, monitoring and evaluation of IFALP was low in Sibu Sire Woreda.

Reports from item no 11 of table 12 elaborated that communities interest and sense of ownership in constructing, repairing, cleaning and protecting of IFALP centers was medium (GM 3.49).

With regarding to private sectors participation, the mean results of all groups of respondents range between 0.05-1.49(Very low). This revealed that private sectors participation in investing their labor and money to strengthen IFALP centers was very low (GM 1.07). However, the researcher closely know that the woreda has a number of private sectors investing on different economic activities particularly agricultural sectors employing unskilled labor as an interim workers.

Information gathered through open ended question and interview pertaining participation level of government, NGOs communities and private sectors in running IFALP stated that government role, followed by community participation is relatively appreciable while NGos and private sectors are playing low and the least contribution in their order. This depicts that government as a key responsible participant is needed to take certain measures to encourage other stakeholders' participation in running IFAL program in Sibu Sire Woreda.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter deals with the summary of the findings, conclusion and optional solutions recommended that assumed possibly reduce problems encountering in the process of organization and management of integrated functional adult literacy program in sibu sire woreda.

To address the aforementioned objectives the following basic research questions were set.

1. What do the current practices in the organization and management of integrated functional adult literacy program in Sibu Sire woreda of East Wolega Zone look like?
2. What are the major challenges in the organization and management of integrated functional adult literacy program in Sibu Sire Woreda of East Walaga zone?
3. To what extent stake holders are supporting organization and management of integrated functional adult literacy program in terms of implementers' capacity building, financial and material contribution to the success of the program?

In the process of answering these questions descriptive survey method was used. To this end, questionnaires, interviews and observation check list were utilized as an instrument during data collection.

In search of result, a total of 89 respondents (62 trainees, 15 facilitators and 12 WAEBTC &WEOAEC) were considered to provide relevant data for the study. These informants were participated and provided dependable data for the study. To analyze the data statistical instruments-frequency, percentage and mean value were employed. In the course of interpretation statistical analysis were intensively and extensively triangulated by the information collected through interviews, open ended questions and observation check list.

5.1. Summary of Major Findings

- The findings of the study disclosed lack of clearly stated criteria in the selection of WAEBTC members and facilitators in the woreda. Majority of the trainees (89.61%) stated that they were not selected by their own request rather house to house registration was conducted by kebele commanders, teacher, and agriculture and health extension workers. Findings of the study also revealed inadequate training provision to facilitators, WAEBTC and WEOAEC.
- The findings of the study indicated inadequate policy documents and teaching materials provision in IFAL centers of the woreda.
- Findings of the study revealed that majority of respondents of trainees (54.84%) reported that the IFALP centers teaching learning process was not participative and had yet not been localized.
- The findings of the study showed that majority of the trainees and facilitators did not have clear concept about IFALP organizational structure.
- Findings of the study disclosed that majority of respondents verified that education sector was actively participating in the organization and management of implementation of IFALP program in Sibu Sire woreda.
- The findings of the study indicated absence of the regular and stable supervision service in IFALP implementation process in the woreda.
- The findings of the study revealed that the current IFALP implementation process of the woreda was running out of situational analysis, short and long term plan, good resource management ability, awareness on vision, mission and value of IFAL program, participating stakeholders on decision making and absences of IFALP centers oriented rule and regulation in IFALP centers of the woreda.
- Findings of the study showed that majority of the respondents reported that inadequacy of government budget allocation, shortage of necessary facilities in IFAL centers to run the program effectively, shortage of transport service to supervise the overall activities of IFALP, lack of commitment, experience and skill

in facilitators and coordinators to equip trainees with necessary skills, knowledge and attitude were major challenges encountering IFALP organization and management in sibu sire woreda.

- Findings of the study disclosed that the government bodies did little in creating linkage among different government stakeholder sectors and low level participation of Nongovernmental organizations and low level communities participation on IFALP implementation process in the woreda.

5.2. CONCLUSION

The study was intended to examine the current practices and the challenges encountering in the organization and management of IFALP in Sibu Sire Woreda East Walaga zone of Oromia. To deal with the topic, current status of IFALP was considered in terms of human resource capacity building, material provision, delivery system, organizational structure and other managerial functions. Challenges encountering IFALP organization and management, and stake holders' contribution on IFALP implementation were raised as the basic question and discussed accordingly in chapter four. From the discussion under chapter four the following major conclusions were drown.

- The findings of the study conveyed that the current practices of IFALP organization and management process were poorly coordinated in Sibu Sire woreda.
- From the findings of the study pertaining to constraints of IFALP organization and management, it could be concluded that inadequate budget allocation by government bodies, lack of necessary facilities in IFAL centers, and Lack of commitment, experience and knowledge in contextualizing IFALP were distinguished as socio-economic and human resource constraints of the woreda IFAL Program implementation process.
- Pertaining to participation level of government, NGOs, communities and private sectors in running IFALP the findings of the study stated that government role, followed by community participation is relatively appreciable while NGos and private sectors were playing lower and the least contribution in their order

5.3. Recommendations

The main objective of IFALP is to feed development efforts with adults and young people who have been functionally literate. It is to equip functional literacy participants with lively hood skills in a way that they can properly manage their income generation effort, health care effort, social coordination, their literacy and numeracy skills as well as their political participation in discharging rights and responsibilities in accordance with law, which has direct contribution in uplifting living standard of the people. Over all, adults are immediate demographic groups of the population to participate on development endeavors than other demographic groups to start implementation of innovation of their time in promoting development activities. To this end, based on the findings and conclusions drawn from the study the following are recommended to be used by practitioners and decision makers so as to alter and improve the current ineffective IFALP organization and management in reducing challenges encountering IFALP in sibu sire woreda.

- ✓ To enable integrated functional adult literacy program satisfactorily responsive in adults' development participation and in changing individual and community life, government in collaboration with other stake holders ought to give due consideration to the selection of facilitators, committee members and coordinators in providing clearly stated selection criteria in which professional competence is prevailed. As facilitators, WAEBTC and coordinators are charged with responsibility of preparing IFALP oriented manuals, training materials and participative teaching approach, government bodies and other IFALP supporting organizations should provide them with continues, sufficient and relevant trainings so as to enable them properly organize and manage IFALP implementation at IFAL centers in sibu sire woreda.
- ✓ Concerning material provision so as to satisfy IFALP centers need WAEBTC should actively request ideal budget allocation for IFALP implementation purpose in preparing clear work plans supported by budget during budget allocation for different government sectors of the woreda. Besides, WAEBTC, coordinators and woreda cabinets should take responsibility of mobilizing communities, NGOS,

private organizations and associations to contribute financial and material aid in order to furnish IFALP centers with necessary materials.

- ✓ Regarding to non participative mode of training delivery system in IFALP centers, WAEBTC and IFALP coordinators in collaboration with other stake holders should be committed to build capacity of facilitators, raise fund to prepare localized teaching materials, continuously supervise IFALP centers training delivery activities and should look for mechanisms of motivating facilitators either through financial or moral motivation in order to create sense of competition and responsibilities in delivering trainings.
- ✓ Findings of the study stated that clear and convenient organizational structure was not established in IFAL centers of the woreda. But management science states that clear organizational structure ensures well defined duties and responsibilities for identified tasks to contribute to organizational over all purpose. To this effect, Oromia regional bureau ought to establish and extend organizational structure which clearly identifies duties and responsibilities of stake holders at all levels in a way that sound communication can be conducted so as to monitor and evaluate IFALP practices in IFAL centers.
- ✓ Findings of the study reported lack of relatively equal participation among leading government sectors stakeholders and inappropriate supervision service. Hence, WAEBTC is expected to continuously discuss with education office, agriculture office and health sectors and should evaluate their participation level at certain regular time for the reason that facilitators of IFALP are selected from these sectors. On the other hand the study revealed that formal education cluster supervisors were assigned to supervise IFALP activities. However IFALP training takes into account integrated functions from agriculture, health and education. Hence, to provide stable and supportive supervisory service supervisors should be assigned from the three leading sectors and made accountable to properly give supervision in IFAL centers.

- ✓ The findings of the study identified lack of situational analysis, lack of proper IFALP planning and non flexibility of time schedule. Situational analysis brings to view strength, weakness, threats and opportunities which are there in a system either to encourage or to discourage organizational goals achievement where as planning pre determines the resources, methods, and technologies to be used in efforts made to achieve organizational objectives. Thus WAEBTC together with other stake holders should build capacity of practitioners and capacity of IFALP institution in providing necessary trainings and materials for effective IFAL implementation. Adults learn better if they participate on determining what, when, where and how to learn process. Hence, facilitators should arrange content, time when IFALP class is conducted and methods employed on the bases of the needs of trainees so as to make teaching effective in IFALP centers.
- ✓ The study shows that lack of skilled human resource, lack of domestic political commitment and trainees' lack of awareness were identified as major constraints of IFALP in the woreda. In order to reduce these problem s woreda's cabinets should considerably discuss on issues of IFALP as one of the international and national agendas with concerned bodies to improve IFALP organization and management in allocating adequate budget, motivating practitioners through material or moral rewards, and they should devote their time and able to use favorable conditions like meetings, conferences and workshops to aware communities importance of IFALP.
- ✓ With regard to stakeholders' contribution, fewer efforts were made by governments, communities and non government bodies to run IFALP effectively. It is recommended that WAEBTC should intensively work in making coordination among different government sectors staring from the woreda down to the keblele level and NGOS to meaning fully participate on IFALP organization and management in the woreda. NGOs in the woreda working on different social service issues ought to play significant role in funding IFALP, conducting research works on constraints of IFALP, providing technical assistance to aware communities on the importance of IFALP in a way that communities develop sense of ownership in

attending on IFAL program, funding, constructing, protecting and repairing IFAL centers. Private sectors should also participate in funding and sending their unskilled labor to IFALP. WAEBTC bodies have to evaluate their progress against Millennium Development Goal of "education for all education" which let IFALP bear international agenda.

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Apendex-1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

QUESTIONNAIRES:

The questionnaires were prepared to collect data relevant and appropriate for the successful accomplishment of the study entitled "The current Practices and the Challenges in the Organization and Management of Integrated Functional Adult Literacy Program in Sibu Sire Woreda, East Wollaga Zone of Oromia"

Set of questionnaire to be filled by woreda Adult Education Board and Technical Committee, IFAL coordinators and IFAL facilitators of the woreda.

The questionnaire is intended to collect information for the success of the study entitled "the current practices and the challenges in the management of integrated functional adult literacy program in Sibu Sire Woreda, East Wollaga Zone of Oromia".

As mentioned above the purpose of these questionnaires were to collect relevant and appropriate data concerning the title at Woreda and CRC levels to provide possible recommendation on the bases of the identified problems from the responses gathered if there were any. For this reason, the success of this study highly depends on the collaboration honesty, frankness, tolerance and impartiality of your response. To this end, the researcher kindly requests you to act accordingly. Furthermore, the researcher has ethical responsibility to keep your response strictly confidential.

Part I. Personal Information

1. Age: ☐ less than ☐ 15years ☐ 15-25 years ☐ 26-45 years ☐

   46-55 years ☐ above 55 years ☐
2. Sex Male ☐ Female ☐
3. CRC_____
4. Marital status:- Single ☐ Marriage ☐ Divorced ☐ Widowed ☐
5. Educational level:- Below Grade 10 ☐ Grade 11-1 ☐ TTI ☐ Diploma ☐

   First degree ☐ MA/MSc ☐
6. Field of specialization:-

   Teaching profession ☐ Agriculture ☐ Health ☐ Others ☐
7. Service Year in your current position

   Less than 2 years ☐ 2-5 years ☐ above 5 years ☐
8. Write any if you have best practice or recognized research experience in IFALP area.

Direction1:- Dear participant the researcher kindly requests you to read each instructions before you start filling the questions. Furthermore the researcher also like to inform you that you are required to read each questions, alternatives and scales set for this purpose before you respond.

1. Where you are required to show your reactions following "rating scales" please put an "X" symbol below the number of choice parallel or in the table provided in front of each statement.
2. In the case of alternative responses, please read each questions and encircle the letter of your choice.
3. When you are replying to open-ended questions please, try to make it short and brief. If you have additional comments, use back side of the question paper by clearly indicating the numbers(s) you responded to.

Thank you for your heart full cooperation!

Human resource development

Facilitators and IFALP committee member's selection criteria:

1. What are the criteria to select members of IFALC committee at Woreda level? You can choose more than one alternative.

   A. educational background /level/

   B. previous experience in the area

   C. political nomination

   D. position in the local society (like religious leader and other social institutions)

   E. the voluntarily of the individual

2. What are the grounds in selecting IFALP facilitators of IFAL centers?

   A. educational background /level/

   B. previous experiences in the area

   C. political nomination

   D. interest of the individual

   E. role of the individual in social institutions

   F. list if others criteria are in use _____

Provision of training for facilitators and IFALP committee members:

3. Have you ever taken training related to implementation of IFAL program?

   A. yes B. No

2. If your answer for question No 7.1 is "yes" who coordinated and financed the training

3. If your answer for question No 1 is "yes"; how do you evaluate the contribution of the training in building your capacity and attitude in implementing IFALP effectively?

   A. Very high B. High C. Medium D. Low E. Very Low

4. How many times have you taken IFALP related training within a year?

   A. once B. Twice C. three times D. four times

   E. above three times

   F. describe if any_____

5. How do you evaluate the relevance and appropriateness of the training in terms of the following?

Items	Responses				
	very high	High	medium	Low	very low
Clarity of the training materials					
A. contents of the training					
B. duration of time					
C. methods of training					

Direction: The following statements from no (1-4) are prepared to collect data about the current condition of IFAL program in terms of organization, provision, leadership/ management and participation. Hence for each of them indicate your response by assigning 5(strongly agree), 4 (agree), 3(difficult to decide), 2(Disagree), 1 (strongly Disagree)

Organization and management

No	Organizational structure	Options of response				
		5	4	3	2	1
1	IFAP has clear organizational structure					
2	IFALP organizational structure clearly indicates authities, duties and responsibilities of tasks of all managerial levels					
3	IFAL organizational structure allows fast information communication					
4	Woreda political leaders actively use favorable conditions like meetings, conference, and valley development campaign to aware communities to participate on IFALP.					

Direction: The following statements from no (1-7) are prepared to collect data about the current condition of IFAL program in terms of provision, management and participation. Hence for each of them indicate your response by assigning 5(strongly agree), 4 (agree), 3(difficult to decide), 2(Disagree), 1 (strongly Disagree)

No	Provision of materials to IFALP centers	Degree of response				
		5	4	3	2	1
1	IFALP centers have training materials					
2	IFALP strategies,implementation frame works and other relatd documents are available in IFAL centers					
3	Communities are highly participated in financing IFALP centers.					
4	Communities are actively participating in construction and repairing of training centers and its materials.					
5	Governments, NGos and local communities are working together to provide training centers with training materials and infrastructures					
6	Learning centers have water and latrine supply					
7	Locally prepared agricultural models; example- plot of land, selected seeds, pictures that show best practices are available in IFAL centers.					

8. Among the leading stakeholders of IFAL Program Implementation sectors, which one is actively participating?

A. Educations Sector
B. Agriculture Sector
C. Health Sector
D. Youh and women affairs office
E. Others

Direction- following (1- 7) are set of statements about the management of IFALP. For each of them indicate your response by saying 5(strongly agree), 4(agree), 3(Difficult to decide), 2 (Disagree), 1(strongly disagree)

No	Some managerial activities	Rating scales				
		5	4	3	2	
1	IFALP coordinators actively promote situational analysis to assign facilitators, material resource and to determine training time in terms of seasons and duration of each of training session from the actual training centers environmental contexts.					
2	There is long term and short term IFAL plan program					
3	Vision, mission, and values of the IFAL program is properly cascaded down the IFALP organizational structure and known by all stakeholders and beneficiaries/ trainees					
4	Trainees need, suggestion, comment and questions related to IFALP is					

No	Provision of materials to IFALP centers	Degree of response				
		5	4	3	2	1
1	IFALP centers have training materials					
2	IFALP strategies,implementation frame works and other relatd documents are available in IFAL centers					
3	Communities are highly participated in financing IFALP centers.					
4	Communities are actively participating in construction and repairing of training centers and its materials.					
5	Governments, NGos and local communities are working together to provide training centers with training materials and infrastructures					
6	Learning centers have water and latrine supply					
7	Locally prepared agricultural models; example- plot of land, selected seeds, pictures that show best practices are available in IFAL centers.					

8. Among the leading stakeholders of IFAL Program Implementation sectors, which one is actively participating?

A. Educations Sector
B. Agriculture Sector
C. Health Sector
D. Youh and women affairs office
E. Others

Direction- following (1- 7) are set of statements about the management of IFALP. For each of them indicate your response by saying 5(strongly agree), 4(agree), 3(Difficult to decide), 2 (Disagree), 1(strongly disagree)

No	Some managerial activities	Rating scales				
		5	4	3	2	1
1	IFALP coordinators actively promote situational analysis to assign facilitators, material resource and to determine training time in terms of seasons and duration of each of training session from the actual training centers environmental contexts.					
2	There is long term and short term IFAL plan program					
3	Vision, mission, and values of the IFAL program is properly cascaded down the IFALP organizational structure and known by all stakeholders and beneficiaries/ trainees					
4	Trainees need, suggestion, comment and questions related to IFALP is					

No	Some managerial activities	Rating scales				
		5	4	3	2	1
	respected and addressed in democratic manner.					
5	The time or program schedule is flexible to cope up with the situational factors and interest of the trainees at IFALP training centers.					
6	IFAL centered rules, regulations are formulated based on the practical situation of the training centers to lead and regulate the attendance of the trainees and facilitators.					
7	re is appreciable resource management ability in the IFAL training centers.					
8	re is a discussion on the objectives of planning, organizing and implementation of IFAL program with trainees, local communities and facilitator to make shared decision.					

Supervisory service

Direction- the following statements are stated to collect data about current condition of super vision service.

1. Does your Woreda IFALP coordinator arrange supervisory service to oversight the ongoing practice of IFALP at training centers?

A. Yes B. No

2. If your answer for question No "1" above is "yes"

2.1. Do you have supervisory plan? A. yes B. No

2.2. How often you give supervisory service to each IFALP training centers

A. Per month B. Every quarters C, once in a semester

D. once in the year

2.3. If your response to question no_2 is "No" how do you follow the strong and weak side of the program at IFALP?

Constraints of IFALP organization and management

Direction: The following statements are stated to generate response about major factors hindering effective organization and management of IFAL program.

Accordingly, indicate your opinion by putting "X" sign on the appropriate box which stands for

5(strongly agree), 4(agree)' 3(difficult to fix), 2(disagree), 1 (strongly disagree)

No	ɔcio economic factors	Rating scales				
		5	4	3	2	1
1	Adequate budget is allocated to run IFAL program in the IFAL training centers					
2	Some communities are reluctant to send their members to IFAL training centers due to their religious restriction					
3	Some families are not volunteer to send their girl family members to IFAL training centers					
	Factors related to unskilled human resources					
4	Facilitators have skills and experience to manage IFALP					
5	Facilitators and coordinators devote their time and knowledge in implementing IFALP					
	Challenges related to social resistance					
6	Lack of willingness of family to send their members to IFAL centers					
7	There are some people who under value, importance of IFAL					
	Challenges related to institutional problems					
8	IFALP centers are adequately supplied with necessary materials.					
9	Transportation problem and logistics supply to supervise the day to day progress of the IFALP implementation.					
	Issues related to domestic political commitment					
10	IFAL training policy and strategies are clearly stated to the needs of the society					
11	Political leaders are strongly committed in facilitation and implementation of IFALP					

Stakeholders' involvements

Direction: The following set of statements is stated to seek response about the level of participation and contribution of government, Nongovernment organizations, private sectors and communities to the success of IFAL program. Thus indicate your opinion by assigning 'X' symbol in front of each statement by referring to 5, very high 4, High 3, medium 2, low 1, very low.

No	Government contribution	Rating scales				
		5	4	3	2	1
1	Commitment of creating linkage among different stakeholders sectors to let them contribute their own efforts to the success of IFALP					
2	The degree of material supply to furnish IFAL centers with important equipments					
3	Extent of coordinators and facilitators motivation either in providing material rewards or professional development training (up-grade)					
4	Level of commitment in using favorable conditions like political					

	conference and 1to5units to aware people to attend IFALP program.					
	Non- government organizations (NGos constitution)					
5	Participation in financial and physical resource contribution					
6	Commitment in inviting IFALP coordinators and facilitators on IFAL related workshops					
7	To what extent NGos encourage trainees of IFALP at training centers.					
	Contribution of community and private sectors					
8	Communty's participation in providing financial and physical resources to build capacity of IFALP centers					
9	Private sectors participation on investing their labor and money to strengthen IFALP centers.					
10	Community's interest and attitude of ownership in constructing, repairing, cleaning and protecting IFAL training centers.					

OPEN ENDED QUESTIONS

Direction: - The following open-ended questions are prepared to aid the responses of close ended questions. Hence, clearly and honestly describe issues/ facts you know towards each questions stated bellow.

1. How do you describe the current IFALP practices in your respective Woreda /IFAL centers in terms of :

1.1. Provision

_____

1.2. Organization and management.

_____

1.3. Stake holders participation

_____

1.4. Woreda Administrations commitment

_____

2. List major organization and management challenges hindering effective implementation of IFAL centers in relation to

2.1. IFALP coordinators

_____

2.2. IFAL facilitators

_____

2.3. IFAL trainees

_____

2.4. IFAL centers

_____

2.5. Communities around the IFAL centers

2.6. Describe socio-economic, political and other social inertias against effective implementation of IFAL program.

_____

3. Write any managerial problems currently retarding IFALp implementation?
4. Functional adult literacy is one of the programs "UNESCO" suggested to be implemented to achieve universal primary education by the year 2015. To this end, what is expected from

4.1. Government organization

4.2. Nongovernmental organization

4.3. Stakeholders and

4.4. Communities at large to address "UNESCO" millennium development goals.

Thank you!

Apendex-2

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by trainees

Part II- The questionnaire is intended to collect information for the success of the study entitled "the current practices and the challenges in the management of integrated functional adult literacy program in Sibu Sire Woreda, East Wollaga Zone of Oromia".

As mentioned above the purpose of these questionnaires is to collect relevant and appropriate data concerning the title at Woreda and CRC levels to provide possible recommendation on the bases of the identified problems from the responses gathered if there are any. For this reason, the success of this study highly depends on the collaboration honesty, frankness, tolerance and impartiality of your response. To this end, the researcher kindly requests you to act accordingly. Furthermore, the researcher has ethical responsibility to keep your response strictly confidential.

Part: Personal Information

1. Age: - less than ☐ 15 years ☐ 15-25 years ☐ 26-45 years ☐
   46-55 years ☐ above 55 years ☐
2. Sex Male ☐ Female ☐
3. CRC_____
4. Marital status:- Single ☐ Marriage ☐ Divorced ☐ Widowed ☐
5. Education background: Unable to read and write ☐ grade1-4 ☐ grade 5-8 ☐ grade 9-12 ☐ above grade 12 ☐
6. Your occupation: farmer daily laborer☐ unemployed ☐ house ladies ☐ other ☐

Issues related to IFAL program provision

Direction: The following statements from no (9-19) are prepared to collect data about the current condition of IFAL program in terms of provision, organization, leadership/ management and participation. Hence for each of them indicate your response by assigning 5(strongly agree), 4 (agree), 3(difficult to decide), 2(Disagree), 1 (strongly Disagree)

No	Program provision	Options of responses				
		5	4	3	2	1
1	Trainees are selected by their own request					
2	Trainees have an opportunity to criticize IFAL program delivery system.					
3	Functional adult literacy center teaching learning process is highly participative and trainees centered.					
4	Facilitators are knowledgeable and experienced in preparing manuals and training materials according to the needs of trainees.					
5	IFAL training sessions are fully supported by teaching materials					
6	Training centers are convenient and equipped with sufficient seating.					
7	Water and latrine services are available to serve trainees in IFALP centers					

Part : organization and management

Direction.2. the following statements from no (1-8) are prepared to collect data about the current condition of IFAL program in terms of provision, organization, leadership/ management and participation. Hence for each of them indicate your response by assigning 5(strongly agree), 4 (agree), 3(difficult to decide), 2(Disagree), 1 (strongly Disagree)

Organization and management Organization and management

No	Organizational structure	Options of response				
		5	4	3	2	1
1	IFAP has clear organizational structure					
2	IFALP organizational structure clearly indicates authities, duties and responsibilities of tasks of all managerial levels					
3	IFAL organizational structure allows fast information communication					
4	Woreda political leaders actively use favorable conditions like meetings, conference, and valley development campaign to aware communities to participate on IFALP.					

Direction: The following statements from no (1-7) are prepared to collect data about the current condition of IFAL program in terms of provision, management and participation. Hence for each of them indicate your response by assigning 5(strongly agree), 4 (agree), 3(difficult to decide), 2(Disagree), 1 (strongly Disagree)

No	Provision of materials to IFALP centers	Degree of response				
		5	4	3	2	1
1	IFALP centers have training materials					
2	IFALP strategies,implementation frame works and other relatd documents are available in IFAL centers					
3	Communities are highly participated in financing IFALP centers.					
4	Communities are actively participating in construction and repairing of training centers and its materials.					
5	Governments, NGos and local communities are working together to provide training centers with training materials and infrastructures					
6	Learning centers have water and latrine supply					
7	Locally prepared agricultural models; example- plot of land, selected seeds, pictures that show best practices are available in IFAL centers.					

8. Among the leading stakeholders of IFAL Program Implementation sectors, which one is actively participating?

F. Educations Sector

G. Agriculture Sector

H. Health Sector

I. Youh and women affairs office

J. Others

Direction- following (1- 7) are set of statements about the management of IFALP. For each of them indicate your response by saying 5(strongly agree), 4(agree), 3(Difficult to decide), 2 (Disagree), 1(strongly disagree)

No	Some managerial activities	Rating scales				
		5	4	3	2	1
1	IFALP coordinators actively promote situational analysis to assign facilitators, material resource and to determine training time in terms of seasons and duration of each of training session from the actual training centers environmental contexts.					
2	There is long term and short term IFAL plan program					
3	Vision, mission, and values of the IFAL program is properly cascaded down the IFALP organizational structure and known by all stakeholders and beneficiaries/ trainees					
4	Trainees need, suggestion, comment and questions related to IFALP is					

No	Some managerial activities	Rating scales				
		5	4	3	2	1
	respected and addressed in democratic manner.					
5	The time or program schedule is flexible to cope up with the situational factors and interest of the trainees at IFALP training centers.					
6	IFAL centered rules, regulations are formulated based on the practical situation of the training centers to lead and regulate the attendance of the trainees and facilitators.					
7	re is appreciable resource management ability in the IFAL training centers.					
8	re is a discussion on the objectives of planning, organizing and implementation of IFAL program with trainees, local communities and facilitator to make shared decision.					

Supervisory service

Direction: The following statements are stated to collect data about current condition of super vision service.

1. Does your Woreda IFALP coordinator arrange supervisory service to oversight the ongoing practice of IFALP at training centers?

B. Yes B. No

2. If your answer for question No "1" above is "yes"

2.1. Do you have supervisory plan? A. yes B. No

2.3. How often you give supervisory service to each IFALP training centers

A. Per month B. Every quarters C, once in a semester

D. once in the year

2.3. If your response to question no_2 is "No" how do you follow the strong and weak side of the program at IFALP?

Constraints of IFALP organization and management

Direction: The following statements are stated to generate response about major factors hindering effective organization and management of IFAL program.

Accordingly, indicate your opinion by putting "X" sign on the appropriate box which stands for

5(strongly agree), 4(agree)' 3(difficult to fix), 2(disagree), 1 (strongly disagree)

No	Socio economic factors	Rating scales				
		5	4	3	2	1
1	Adequate budget is allocated to run IFAL program in the IFAL training centers					
2	Some communities are reluctant to send their members to IFAL training centers due to their religious restriction					
3	Some families are not volunteer to send their girl family members to IFAL training centers					
	Factors related to unskilled human resources					
4	Facilitators have skills and experience to manage IFALP					
5	Facilitators and coordinators devote their time and knowledge in implementing IFALP					
	Challenges related to social resistance					
6	Lack of willingness of family to send their members to IFAL centers					
7	There are some people who under value, importance of IFAL					
	Challenges related to institutional problems					
8	IFALP centers are adequately supplied with necessary materials.					
9	Transportation problem and logistics supply to supervise the day to day progress of the IFALP implementation.					
	Issues related to domestic political commitment					
10	IFAL training policy and strategies are clearly stated to the needs of the society					
11	Political leaders are strongly committed in facilitation and implementation of IFALP					

Stakeholders' involvements

Direction: The following set of statements is stated to seek response about the level of participation and contribution of government, Nongovernment organizations, private sectors and communities to the success of IFAL program. Thus indicate your opinion by assigning 'X' symbol in front of each statement by referring to 5, very high 4, High 3, medium 2, low 1, very low.

No	Government contribution	Rating scales				
		5	4	3	2	1
1	Commitment of creating linkage among different stakeholders sectors to let them contribute their own efforts to the success of IFALP					
2	The degree of material supply to furnish IFAL centers with important equipments					
3	Extent of coordinators and facilitators motivation either in providing material rewards or professional development training (up-grade)					
4	Level of commitment in using favorable conditions like political conference and 1to5units to aware people to attend IFALP program.					

	Non- government organizations (NGos constitution)					
5	Participation in financial and physical resource contribution					
6	Commitment in inviting IFALP coordinators and facilitators on IFAL related workshops					
7	To what extent NGos encourage trainees of IFALP at training centers.					
	Contribution of community and private sectors					
8	Communty's participation in providing financial and physical resources to build capacity of IFALP centers					
9	Private sectors participation on investing their labor and money to strengthen IFALP centers.					
10	Community's interest and attitude of ownership in constructing, repairing, cleaning and protecting IFAL training centers.					

OPEN ENDED QUESTIONS

Direction: - The following open-ended questions are prepared to aid the responses of close ended questions. Hence, clearly and honestly describe issues/ facts you know towards each questions stated bellow.

5. How do you describe the current IFALP practices in your respective Woreda /IFAL centers in terms of :

5.1. Provision

_____

5.2. Organization and management.

_____

5.3. Stake holders participation

_____

5.4. Woreda Administrations commitment

_____

6. List major organization and management challenges hindering effective implementation of IFAL centers in relation to

6.1. IFALP coordinators

_____

6.2. IFAL facilitators

_____

6.3. IFAL trainees

_____

6.4. IFAL centers

6.5. Communities around the IFAL centers

6.6. Describe socio-economic, political and other social inertias against effective implementation of IFAL program.

---

7. Write any managerial problems currently retarding IFALp implementation?

---

8. Functional adult literacy is one of the programs "UNESCO" suggested to be implemented to achieve universal primary education by the year 2015. To this end, what is expected from

8.1. Government organization

-

8.2. Nongovernmental organization

8.3. Stakeholders and

8.4. Communities at large to address "UNESCO" millennium development goals.

Apendex-3

Interview questions to be answerd by woreda Adult Educaiton Board Technical committee and coordinators.

The purpose of this interview is to gather relevant and appropriate data concerning the current practices and the challenges in the management of IFALP in Sibu Sire Woreda, Eastern Zone of Walaga, and Oromia Regional State. The information collected from you is meant only for academic research purpose. Hence, you are requested to provide valuable information honestly and frankly.

Interview date_____ time _____ place_____

Personal information of interviewees:

Age: ---------- sex: _____ education level: _____ Field of study_____

Service year in the current position----------

1. What is the current IFALP practices looks like in your respective Woreda /IFAL centers in terms of :

1.1. Provision

_____

1.2. Organization and management.

_____

1.3. Stake holders participation

_____

1.4. Woreda Administrations commitment

_____

2. List major organization and management challenges hindering effective implementation of IFAL centers in relation to

2.1. IFALP coordinators

_____

2.2. IFAL facilitators

_____

2.3. IFAL trainees

_____

2.4. IFAL centers

2.5. Communities around the IFAL centers

-

2.6. Would you describe socio-economic, political and other social inertias against effective implementation of IFAL program?

---

3. How do you evaluate effectiveness of managerial functions in runinig IFALP in the Woreda interms of planinig, organizing, supervising, controlling, communicating and decision making?

---

4. Functional adult literacy is one of the program "UNESCO" suggested to be implemented to achieve universal primary education by the year 2015. To this end, what is expected from

4.1. Government organization

-

4.2. Nongovernmental organization

-

4.3. Stakeholders and

4.4. Communities at large to address "UNESCO" millennium development goals.

Thank you for your cooperation

Apendex-4

Observation

Observation checklist and guide line

The purpose of the observation is to know capacities of IFALP centers in terms of man power, training materials, availabilities of IFAL frameworks and other IFAL related documents.

Observation date_____time _____ name of CRC_____ center_

Observation checklist: Availabilities of equipments

No	Type of materials	Availability		If available current condition				Remark
		Available	Not available	Very good	good	poor	obsolete	
1	Training room							
2	Workshops							
3	Models for health related education							
4	Multipurpose whole							
5	Store							
6	Documentation office							
7	Latrine							
8	Documentation area							
9	Agricultural materials							
10	Books							
11	Libraries							
12	Examples of locally produced materials							
13	Pictures							
14	Documents of best practice							
15	Teaching aids							
16	Teaching materials							

Apendex-5

Universitii Finfinneetti

Mana Barumsa Eebba Boodaa koollejjii Barnootaa Muummee Hooggansaa fi Karoora Barnootaa

Gaafannoo

Gaafunnoon Kun gaaffilee adda addaa of keessatti hammateera. Kaayyoon gaafilee kanas qorannoo mata dureen isaa "Hudhaalee bulchiinsa BGQGX mudatani fi haala raawwiin BGQGX naannoo Oromia godina Baha Wallaga, Aanaa sibuu Siree keessatti yeroo amma irra jiru" jedhuuf odeeffannoo ittin funaanuuf kan qopha'ani dha. Kanaafuu, tumsi hirmaattonni taasisan qulqullina, dhugaa qabeessummaa fi furmaata qu'annichaan kennamaniif shoora olaana waan qabuuf yaada keessan xiyyeeffannoon akka laattan qu'atichi "maaloo" jedha.

Gaafannoo koree, Qindeessitoootaa fi haala mijeessitoota sagantaa BGQGX tiin guutamu

Gaafannoon kun armaan dura akkuma ibsame qorannoo mata dureen isaa "Hudhaalee bulchiinsa BGQGX mudatanii fi haala rawwiin BGQGX aanaa sibuu siree irra jiru" jedhu xinxaluuf odeeffannoo ittin guuruuf kan qopha'edha. Kanaafuu, odeffannoo isiin laattan milka'ina qu'annichaaf bakka ol-aanaa qaba. Kana beekuun deebii fi yaada keessan xiyyeeffannoo guddaan akka laattan qu'atichi kabajan isin gaaafata.

Ajaja waliigalaa

1. Gaaffilee dhiyaataniif deebii ykn yaada osoo hin kenniin dura ajaja, gaaffii, filannoo fi mallattoo gaafficha keessatti dhiyaatan sirriitti dubbisi.
2. Bakka gaaffileen gabatee keessatti bifa tuutaan qopha'anii iskeeliin ta'anitti deebii kee gaafficha fuulduratti mallattoo "X" irraa gadi lakkofsa deebii kee simu jalatti barreessuun ibsi.
3. Baka gaaffileen bifa filannoon dhiyaatanitti qubee filannoo deebii kee qabatetti maruun deebisi.
4. Gaaffilee banaa dhiyaataniif deebii kee bifa ifaa fi gabaaba ta'een deebisi.
5. Yaada dabalataa yoo qabaatte, duuba waraqaa gaaffii irraatti lakkofsa deebii kee barreessuun deebii ifa ta'ee kenni.

Gaafannoo irraatti maqaa kee barreessuun hin barbaachisu

Hirmaanna Ho'aa Gootteef Galanni Koo Guddaadha!

Kutaa1: Odeeffannoo Dhuunfaa

1. **Umurii**

   Waggaa 15 gadi ☐ waggaa 15-25 ☐ waggaa 26-45 ☐

   Waggaa 46-----55 ☐ waggaa 55 ol ☐

2. saala dhiira ☐ dhalaa ☐
3. Wiirtuu CRC_____buufata _____
4. Haala gaa'elaa:

   Kan hin fuune / heerumne☐ Kan fuudhe / heermte☐ Kan hiikte ☐

   kan abbaan /haati warra irra du'e/te☐
5. Sadarkaa barnoota

   Kutaa 10 gadi ☐ kutaa11-12☐ Dh.LB (TTi) ☐CLb (TTC)☐

   digrii jalqaba ☐ digrii 2ffaa ☐
6. Gosa Barnootaa ittiin eebbifaman.

   Ogummaa barsiisummaa ☐ ogummaa qonnaa☐ ogummaa fayyaa☐

   ogummaa Kan biroo ☐
7. Muuxannoo hojii BGQGX keessatti

   Wagga 2 gadi☐ wagga 2-5 ☐ waggaa 5 ol ☐

Misooma humna namaa

1. Haala filannoo miseensota fi haala miijeessitoota BGQGX

1.1 Miseensota koree BGQGX sadarkaa aanaa filachuuf ulaagaaleen maal fa'i?

A Sadarkaa barnootaa

B Muuxannoo BGQGX irraatti qaban

C Muudama siyaasaa

D Dhageetti hawaasa keessatti qaban

E Fedha dhuunfaa

1.2 Ulaagaaleen haala mijeesitoota BGQGX sadarkaa buufata leenjii BGQGX ittiin filataman maal fa'i?

A Sadarkaa barnootaa

B Muuxannoo BGQGX keessatti qaban

C Muudama siyyaasaa

D Fedhii dhuunfaa

E Gahee /dhageetti/ hawaasa keessatti qaban

2. Haala dhiyyeessa leenjii haala mijessitoota fi miseensoota koree BGQGX:

2.1. Leenjiin haala hojiiraa oolmaa BGQGX ilaLchisee siif kennamee beeka?

A. Eeyyee B. lakki

2.2. Yoo deebiin kee gaafii 2.1 "eeyyee" ta'e leenjicha kan qindeessee fi maallaqaan gargaare eenyu?

.3 Deebiin kee gaaffii ' 2.1' "eeyyee " yoo ta'e lenjichi hojii irra oolmaa sagantaa BGQGX karoorsuu, hoogganuu, madaaluu fi raawwachiisu keessatti dandeetti kee hangam tokko tumse jira?

A. Baay'ee guddaa

B. Guddaa

C. Giddu galeessa

D. Gadi bu'aa

E. Baay'ee gadi bu'aa

2.3. Waggaa keessatti leenjii BGQGXan wal qabate al meeqa leenjite?

A. Al –tokko B. al –lama C. al –sadii D. al sadii ol

2.4. Qixa qabeessummaa fi walitti dhufeenya leenjiin fudhatte BGQGX hojiirra olchuuf gumaachu attamiin madaalta:

2.4.1 Gama iftoomina meehsaa leenjiitiin?

A. Bay'ee guddaa B. Guddaa C. Giddu galeessa D. Gadi bu'aa

E. Baay'ee gadi bu'aa

2. 4.2. Gama qabiyyee leenjichaatiin

A. Baay'ee Guddaa B.Guddaa C.Giddu Galeessa D.Gadi Bu'aa E. Baay'ee Gadi Bu'aa

2.4.3 Gama turtii yeroo leenjii tiin

A. Bay'ee Guddaa B.Guddaa C.Guddaa Galeessa D.Gadi Bu'aa

E. Baay'ee Gadi Bu'aa

2.4.4 Gama tooftaa leenjiitin?

A. Baay'ee Guddaa B.Guddaa C.Giddu Galeessa D.Gadi Bu'aa E. Baay'ee Gadi Bu'aa

Ajaja 2: Himoonni armaan gaditti gabatee keessatti qinda'an haala rawwiin BGQGX yeroo amma irra jiru gama qindoomina, hooggansa, bulchiinsa fi hirmaannan maal irra akka jiru odeeffannoo guuruuf kan qopha'a ni dha. Haaluma kanaanan deebii kee ykn yaada kee himicha fuulduratti 5 (baaay'een waliigala), 4(waliin gala), 3 (Murteessuuf na dhiba), 2(walii hingalu), 1(Gonkuma walii hin galu) jechuun mallatto "X" ka'un agarsiisi.

Qindoominaa fi Bulchiinsa BGQGX Ilaachise

Lakk	Haala caasseffama BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX caaseffama ifa ta'e qaba.					
2	Haalli caaseffama BGQGX yaa'insa odeeffannoo fi qunnamtiif mijata dha.					
3	Caasseffamni BGQGX sadaarkaa hundattuu gahee fi itti gaafatamummaa qaama hunda ifatti ka'e jira.					
4	Angawoonni aanaa dhimmi ilaalatu haala mijata argameen Fkn walga'ii, yaa'ii, duula misooma suluula irratti BGQGX ilaalchisee hojii hubannoo uumu ni hojjetu.					

Ajaja 3. Armaan gaditti tuutni himootaa gabatee keessatti qinda'ani jiru. Himoonni kannen haala dhiyyeessin BGQGX yeroo ammaa aanaa kee keessatti maal irra akka jiru odeeffannoo funaanuuf kan qopha'ani dha. Kanaafuu, 5 (Baay'een walii gala), 4 (Waliin gala), 3(Murteessuf na dhiba), 2(Walii hin galu) 1(Gonkuma walii hin galu) jechuun mallattoo"X" gaafficha fuuldura bakka filannoo deebii ketti bareessuun yaada kee ibsi.

lakk	Haala dhiyyeessi meeshaalee buufata leenjii BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Buufataaleen BGQGX dhiyyeessa meeshaalee leenjiin kan misoomanidha.					
2	Mootummaan, dhaabileen miti –mootummaa fi hawaasni naanoo sagantaa BGQGX milkeessuuf wal mari'atanii ni hojjetu.					
3	Buufatni leenjicha dhiyyeessa bishaan fi mana booli qaba.					
4	Buufatni leenjii BGQGX moodeloota naannootti tolfaman kan akka meehaalee qonnaa, 'madabii' qonnaa barsiisaaf qopha'e: fakkenyata sanyii filatamoo, fakkilee fi barreeffamoota muuxannoo gaggaarii babal'isan ni qaba.					

8) Sekteroota mootummaa hojii irra oolmaa BGQGX abbummaan hordofan keessa kamtu si'ayinan hirmaata?

A Sektera barnooota

B Sektera qonnaa

C Sektera fayyaa

D Kan biroon yoo jirate bakka duwwa dhiyate irratti tarreessi.

Ajaja 4: Tuutonni himoota aramaan gadii hoggansaa fi bulchiinsa BGQGX ilaalchisee yeroo amma maal irra akka jiru odeeffannoo guuruuf Kan qopha'ani dha. Kanaafuu tokko tokkoon himoota erga dubbistee booda 5(Baay'een walii gala), 4(Waliin gala) , 3(Murteessuf na dhiba) 2 (Walii hingalu) 1(Gonkuma walii hin galu) jechuun yaada kee himicha fuulduratti mallatto "X" ka'un ibsi

lakk	Raawwilee Bulchiinsa	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX qajeelfamootaa fi gahee rawwii /hojii/ ifa ta'e qaba.					
2	Sagntaan BGQGX bakka, gahee, aangoo fi itti gaafatamummaa qindeessitoota, haala mijessitoota fi koreewwani ifatti ka'e jira.					
3	Qindeessitoonni BGQGX mi'oota leenjiif barbaachisani fi haala mijessitoota ramaduufis ta'e sagantaa leenjii baasuuf xiinxala haala qabatama naannoo buufata leenjii ni gaggeessu.					
4	Sagantaa BGQGX hojii irra oolchuuf sadarkaa aanaatti karoorri yeroo dheeraa fi gabaaba qopha'e jira.					
5	Mult'atni, ergamni fi dudhaaleen sagantaa BGQGX sadarkaa hundattuu kan diriiree fi qooda fuhattota hunda biraatti ni beekama.					
6	Fedhii, gaaffiin fi yaadni leenjitootni BGQGX irratti keennan haala dimokratawa ta'en ni kessummeffama.					
7	Iskejuliin sagantaa barnoota BGQGX sadarkaa buufata leenjii haala qabatama naannoo buufaticha fi fedha leenjitoota irratti hunda'un ni jijjirama.					
8	Heerri, seerri fi danbiiwwan naamusaa sadarkaa buufata BGQGX ati fedhaa fi walii galtee haal mijeessitoota fi leenjitootatiin qoppha'e haala hordoffii fi hirmaana hawaasa cimsuun itti hojjema jira.					
9	Caasa BGQGX keessatti sirna hoggonsa sagantichaa irraatti hariiroo fi itti gaafatamummaan sirnaan diriire jira.					
10	Qooda fudhattoonni milka'ina sagantaa BGQGX fiixaan baasuuf hordoffii fi qunnamtii cimaa ni taasisu.					
11	Haalli hoggansa qabeenya buufata leenjii BGQGX hawwata dha.					
12	Kaayyoo, karoora, qindoomna, raawwii, to'annoo fi madaalli sagantaa BGQG irratti haala mijeesitoota, leenjitootaa, hawaasa naannoo fi abbooti amantaa waliin mareen ni taasifama.					

Haala Kenninsa Tajaajila Supervizinii Ilaalchise

Ajaja 5: Himoonni armaan gadii haala kenninsa tajaajila suppervizinii ilaalchise odeeffannoo funaannuf kan qopha'ani dha. Kanaafuu hala gaafatamteen deebii kenni.

1. Aanaan kee haala raawwii BGQGX sadarkaa buufataa tumsuuf tajaajila supervizinii kennaa jira?

A Eeyyee

B Lakki

2. Yoo deebiin kee gaaffii '1ffaa' armaan oliif "eeyyee" ta'e:

2.1. Sagantaan supervizinii qopha'e jira?

A Eeyyee

B Lakki

1.2. Tajaajilli supervizinii sadarkaa buufata BGQGX atti yeroo turtii hangamiin kennama?

A Ji'atti al –tokko B .Semistreeratti al –tokko C.Waggaatti al –tokko

2.3. Yoo deebiin kee gaaffii "1" ffaaf lakkii ta'e ciminaa fi dadhabina raawwii attamiin hordofama?

Hudhaalee Sagantaa Hoggansa BGQGX Mudachaa Jiran Ilaalchisee

Ajaja 6: Tuutni hima armaan gadii hudhaalee qindoominaa fi hoggansa BGQGX mudacha jiran adda baasuuf Kan qopha'ani dha. Haaluma kanaan 5(Baayeen waliigala) 4 (Waliigala), 3(Murteessuuf na dhiba) 2(Walii hingalu) , 1(Gonkuma walii hin galu) jechuun mallattoo"X" bakka deebii keetti barreessi.

lakk	Hudhaalee hawaas- dinadgee waliin wal qabadan	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX sadarkaa buufata leenjii sochoosuuf baajetni ga'an ramadameeera.					
2	Maatiin tokko tokko sababa amantaaan wal qabateen miseensa isaanii leenjii BGQGX tti hin ergani.					
3	Maatiin gar- tokko miseensa shammarranii leenjii BGQGX irratti hirmaachisuuf eyyemamoo miti.					
	Hudhaalee misooma humna namaan walqabatan					
4	Qindeesstoonni fi haala mijessitoonni BGQGX ogummaa fi muuxannoo ittiin gaggeessan qabu.					
	Hudhaalee rincica hawaasa waliin wal qabatan					
5	Maatiin tokkko okko miseensota isaanii gara buufata BGQGX erguuf fedha hin qaban.					
6	Namoonni muraasni sagantaa BGQGX ni tuffatu.					
	Hudhaalee dhaabbata/buufata/ BGQGX waliin wal qabatan					
7	Buufataalen BGQGX dhiyyeessi meesha ga'a qabu.					
8	Dhiyyeessin geejibaa fi mi'oota leenjiif oolani to'annoo raawwii BGQGX guyyati gara guyyaatti gaggeessuuf mijata dha.					
	Hudhaalee kutannoo kallatti siyaasa raawwachiisuu waliin walqabate mul'atan					
9	Polisii fi tarsimoon BGQGX haala fedha hawaasa guutuu danda'uun qopha'e jira.					
10	Mul'anni, ergamni fi dudhaalen leenjii BGQGX ifaa fi sadarkaa hundattu kan gadi bu'e dha.					
11	Abooliin taayitaa sadarkaan jiran hojii irra oolma BGQGX deggaruuf kutannoon hojecha jiru.					

Hirmaannaa Qooda-Fudhattootaa

Ajaja 7 Himootni armaan gadii haala sochii qooda fudhattootaa ilaalchise odeefannoo funaanuuf kan qopha'e dha. Haaluma kanan 5(Baay'ee guddaa), 4(Guddaa), 3(Mutreessuuf na dhiba.), 2 (Walii hin galu) 1(Gonkuma walii hin galu) jechuun mallatto "X" himicha fuuldura ka'un yaada ke ibsi.

lakk	Gumaacha gama mootumman taasifamu	Filaannoo deebii				
		5	4	3	2	1
1	Kutannoon dhaabbatni mootummaa qooda fudhattoota walitti fidee sagantaa BGQGX raawwachiisuuf qabu maal fakkaata?					
2	Gumaacha mootummaan gama dhiyyeessiin taasisu.					
3	Qindeessitoota fi haala mijesitoota milka'insa BGQGX aaf hojjetan onnachiisu keessatti (leenjii n, sadarkaa barumsa fooyyessuun, mallaqaa k.k.Fn) tumsi jiru.					
4	Kutannoon qaamni mootumma sadaarkaa aanaa jiru haala mijataa naannootti fayyadamuun BGQGX hojirra oolchuuf qabu maal fakkaata? Fkn ya'ii siyyaasa, ijaarsa gareefi gooxii.....					
	Gumaacha dhaabbilee Miti- Mootummaa ilaalchisee					
6	Hirmaannaa gama meeshaalee fi mallaqaatiin dhaabbileen-miti-mootummaa taasisan.					
8	Dhaabbilee mit-mootummaa qindeessitoota, haala mijeessitootaa fi hoggantoota BGQGX leenjiisun hangam tokko fiixan ba'insa saganticha tumsu.					
9	Dhaabbileen mit-mootumma leenjifamtootaa bakka buufata leenjiitti argamani jajjabeessuu irratt hirmaanna qaban.					
	Gumaacha hawaasi naannoo ilaalchise					
10	Hirmaannaa hawaasni naannoo sagantaa BGQGX karoorsuu, to 'achuu, raawwachuu fi madaaluu keessatti taasisu.					
11	Fedhaa fi ilaalcha abbumma haawaasa birati gama ijaarsa, supha fi kunuunsa buufata BGQGX aatiin jiru.					
12	Hirmaannaan aboolii qabeenyaan jiru gama human namaa, ijaarsa buufataa fi maallaqaan sagantaa BGQGX tumsan maal fakkaata?					

Gaaffii Banaa

Ajaja – Gaaffilee banan armaan gadii odeeffannoo gaaffilee cufaan funaanaman tumsuuf kan qopha'ani dha. Kanaafuu gaaffilee arman gaditti dhiyyaatan hubannoobn erga dubbifte booda deebii kee haala qulqulluufi gabaaba ta'en bakka duwwaa dhiyaate irratti tarreessi.

1. Haala qabatama aanaa / buufata leenjii BGQGX naannoo keetiin hojii irra oolmaan saganticha haalota armaan gadiin maal irra akka jiru tarreessi /ibsi.

1.1 Gama dhiyyeessiin

_____

1.1. Gama Qindoominaa fi Bulchiinsaan

_____

1.2. Gama Hirmaannaa Qooda-Fudhattootaatiin

_____

1.3. Gama kutannoo Abboolii Taayitaa Aanaatiin

_____

2. Hudhaalee yeroo ammaa qindoominaa, bulchiinsa fi raawwii sagantaa BGQGX mudachaa jiran qaama raawwattoota armaan gadiin maal akka fakkaatu ibsi.

2.1 Qindeessitoota BGQGX aattiin _____

_____

2.2 Gama Haala Miijessitoota BGQGX aatiin_____

2.3 Gama Leenjitoota BGQGX aatiin _____

_____

2.4 Gama Hawaasa naannoo Buufata BGQGX atiin _____

2.5 Gama Buufata BGQx aatiin _____

Hudhaalee Gama Hawaasa-diinagdee, siyyaasaa fi rincica hawaasaan saganticha gufachiisa jiran tarreessi._____

Dhaabbanni "UNESCO" sagantaa" barnoota sadarkaa 1ffaa lamii hundaaf bara 2015tti" jedhu hojii irra oolchuuf saganta BGQGX akka haala mijataa tokkootti xiyyeeffannoo kennee fi jira. Kanaafuu, ergama idil addunyaa fi sadarkaa biyyoolessaa sagantaan Kun qabu galmaan ga'uuf qaamolee armaan gadii irraa maaltu eegama jetee yaada deebii kee gabaabsi bifa if ta'een kenni

1.1 Gama mootummaatiin

_____

1.2 Gama dhaabbilee Mit–Mootummaatiin

_____

1.3 Gama Hawaasa Naannootiin

_____

Gaaffii Leenjifamtootaan Guutamu

Kutaa1: Gaaffannooleen kun kan qopha'an qo'annoo mata dureen isaa" Hudhaalee Bulchiinsa Barnoota Ga'eessotaa Qindawwaa Gocha Irraatti Xiyyeeffate Mudachaa jiranii fi Haalli Raawwiin isaa yeroo ammaa Aanaa Sibuu Siree, Godina Baha Wallagaa, Naannoo Oromiyaatti" jehuuf ragaalee bu'uraa funaanuuf kan qopha'edha.

Kanaafuu, fiixaan ba'insa qu'annichaaf gumaachi keessan bakka ol-anaa qaba. Haaluma kanaan, gaaffilee adda addaa kutaalee gaafannoo kana keessatti bifa adda addaan qopha'an hubannoon dubbissun deebii keessan akka laattan qu'atichi kabajan isin gaafata.

Ajaja: 1

Kabajamtoota hirmaattota qu'annoo kanaa, gaaffilee armaan gaditti dhiyaatan utuu hin deebisiin dura ajaja, gaaffii fi filannoo dhiyyaatan sirriitti adda baasuun dubbisaa.

1. Gaaffilee sadarkaa fi yaada gaafatan hubannoon erga dubbistanii booda fuuldura gaaffichaatti mallattoo "X" kaa'un yaada keessan ibsaa.
2. Yeroo gaaffii banaaf deebii laattan deebii keessan ifa, gababaa fi qulqullinaan kennaa.
3. Bakka gaaffiin bifa filannootiin dhiyaatetti qubee filannicha qabatetti maruun deebisaa.
4. Gaafannoo irratti maqaa keessan barreessuun hin barbaachisu.

Qu'atichi deebii keessan icciitiin eeguuf dirqama ogummaa qaba.

Kutaa : Odeeffannoo Dhuunfaa Hirmaattotaa

2. Umurii waggaa 15 gadi ☐
   Wagga 15 -25 ☐ Wagga 26-45 ☐
   Waggaa 46ol ☐
3. Saala dhiira ☐ dhalaa ☐
4. (wiirtuu) CRC_____
5. Haala ga'elaa:

- Ga'ela kan hin dhabbanne ☐
- Ga'elaan kan jiru/tu ☐
- Ga'ela kan hiike/te ☐
- Kan abbaan warra irraa du'e ☐

- Kan haati warra irraa duute ☐

6. Haala barnoota:

- Dubbisu fi barressu kab hin dandeenye ☐
- Hanga kutaa 4 kan barate/tte ☐
- Kutaaa 5-8 ☐ kutaa 9-12 ☐
- Kutaa 12 ol ☐

7. Haala hojii: Qonnaan bula ☐ Hojii dhabaa/du ☐

- Qaxarrii guyyaan ☐ hadha warraa ☐ kan biro ☐

Ajaja : Yaadonni armaan gadii haalli dhiyyeessiii BGQGX wiirtuu kee keessatti maal irra akka jiru xinxaaluuf adeeffannoo guuruuf kan gopha'e aha.

Kanaafuu, lakkoofsota 5(baayee waliin gala), 4(waliingala), 3(Murteessuuf na dhiba), 2(walii hingalu), 1(Gonkuma walii hin galu) bakka bu'uun gabatee keessatti qinda'an full duratti mallattoo "x" ka'uun deebii / yaada kee kenni.

Lakk	Haala sagantaa ilaalchisee	Filaannoo deebii				
		5	4	3	2	1
1	Filannoon leenjifamatoota fedha irraatti kan hunda'e dha.					
2	Leenjifamtootni haala qindoominaa fi kenninsa sagantaa BGQGX ceepha'ufis ta'e yaada kennuuf caarran ni kennamaaf.					
3	Haalli kenninsa leenjii BGQGX: haala dhiyyeessa meeshaa fi humn namaa wiirtichaa giddu galeessa kan godhate dha.					
4	Adeemsi leenjii BGQGX wiirticha haala leenjitootaa giddugalessaa kan godhatee fi hirmachisaa dha.					
5	Haala miijessitoonni BGQGX, majulootaa fi meeshaalee leenjii qopheessuuf dandeetti fi muuxannoo ga'a qabu.					
	Dhiyyeessi ilaalchise					
6	Sagantaan leenjii wiirtichaa meeshaalee leenjiitiin kan deeggarame dha.					
7	Wiirtuun leenjiicha mijataa fi dhiyyeessii- teessumaa, man afincaanii fi bishaanii kan qabu dha.					

Kutaa 3. Caaseffamaa fi bulchiinsa BGQGX ilaalchise

Ajaja3 Himootni arman gadii haala yeroo ammaa caaseffamni BGQGX wiirtu keessanii maal irra aka jiiru adeeffannoo guuruuf Kan qopha'edha. Haaluma kanaan 5(baayeen walii gala),4 (walliin gala), 3(murteeessuf na dhiba), 2(walii hin galu), 1(gonkuma walii hin galu)

Lakk	Haala caasseffama BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX caaseffama ifa ta'e qaba.					
2	Haalli caaseffama BGQGX yaa'insa odeeffannoo fi qunnamtiif mijata dha.					
3	Caasseffamni BGQGX sadaarkaa hundattuu gahee fi itti gaafatamummaa qaama hunda ifatti ka'e jira.					
4	Angawoonni aanaa dhimmi ilaalatu haala mijata argameen Fkn walga'ii, yaa'ii, duula misooma suluula irratti BGQGX ilaalchisee hojii hubannoo uumu ni hojjetu.					

Ajaja 3. Armaan gaditti tuutni himootaa gabatee keessatti qinda'ani jiru. Himoonni kannen haala dhiyyeessin BGQGX yeroo ammaa aanaa kee keessatti maal irra akka jiru odeeffannoo funaanuuf kan qopha'ani dha. Kanaafuu, 5 (Baay'een walii gala), 4 (Waliin gala), 3(Murteessuf na dhiba), 2(Walii hin galu) 1(Gonkuma walii hin galu) jechuun mallattoo"X" gaafficha fuuldura bakka filannoo deebii ketti bareessuun yaada kee ibsi.

lakk	Haala dhiyyeessi meeshaalee buufata leenjii BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Buufataaleen BGQGX dhiyyeessa meeshaalee leenjiin kan misoomanidha.					
2	Mootummaan, dhaabileen miti –mootummaa fi hawaasni naanoo sagantaa BGQGX milkeessuuf wal mari'atanii ni hojjetu.					
3	Buufatni leenjicha dhiyyeessa bishaan fi mana booli qaba.					
4	Buufatni leenjii BGQGX moodeloota naannootti tolfaman kan akka meehaalee qonnaa, 'madabii' qonnaa barsiisaaf qopha'e: fakkenyata sanyii filatamoo, fakkilee fi barreeffamoota muuxannoo gaggaarii babal'isan ni qaba.					

Kutaa 3. Caaseffamaa fi bulchiinsa BGQGX ilaalchise

Ajaja3 Himootni arman gadii haala yeroo ammaa caaseffamni BGQGX wiirtu keessanii maal irra aka jiiru adeeffannoo guuruuf Kan qopha'edha. Haaluma kanaan 5(baayeen walii gala),4 (walliin gala), 3(murteeessuf na dhiba), 2(walii hin galu), 1(gonkuma walii hin galu)

Lakk	Haala caasseffama BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX caaseffama ifa ta'e qaba.					
2	Haalli caaseffama BGQGX yaa'insa odeeffannoo fi qunnamtiif mijata dha.					
3	Caasseffamni BGQGX sadaarkaa hundattuu gahee fi itti gaafatamummaa qaama hunda ifatti ka'e jira.					
4	Angawoonni aanaa dhimmi ilaalatu haala mijata argameen Fkn walga'ii, yaa'ii, duula misooma suluula irratti BGQGX ilaalchisee hojii hubannoo uumu ni hojjetu.					

Ajaja 3. Armaan gaditti tuutni himootaa gabatee keessatti qinda'ani jiru. Himoonni kannen haala dhiyyeessin BGQGX yeroo ammaa aanaa kee keessatti maal irra akka jiru odeeffannoo funaanuuf kan qopha'ani dha. Kanaafuu, 5 (Baay'een walii gala), 4 (Waliin gala), 3(Murteessuf na dhiba), 2(Walii hin galu) 1(Gonkuma walii hin galu) jechuun mallattoo"X" gaafficha fuuldura bakka filannoo deebii ketti bareessuun yaada kee ibsi.

lakk	Haala dhiyyeessi meeshaalee buufata leenjii BGQGX	Filaannoo deebii				
		5	4	3	2	1
1	Buufataaleen BGQGX dhiyyeessa meeshaalee leenjiin kan misoomanidha.					
2	Mootummaan, dhaabileen miti –mootummaa fi hawaasni naanoo sagantaa BGQGX milkeessuuf wal mari'atanii ni hojjetu.					
3	Buufatni leenjicha dhiyyeessa bishaan fi mana booli qaba.					
4	Buufatni leenjii BGQGX moodeloota naannootti tolfaman kan akka meehaalee qonnaa, 'madabii' qonnaa barsiisaaf qopha'e: fakkenyata sanyii filatamoo, fakkilee fi barreeffamoota muuxannoo gaggaarii babal'isan ni qaba.					

8) Sekteroota mootummaa hojii irra oolmaa BGQGX abbummaan hordofan keessa kamtu si'ayinan hirmaata?

E Sektera barnooota

F Sektera qonnaa

G Sektera fayyaa

H Kan biroon yoo jirate bakka duwwa dhiyate irratti tarreessi.

Ajaja 4: Tuutonni himoota aramaan gadii hoggansaa fi bulchiinsa BGQGX ilaalchisee yeroo amma maal irra akka jiru odeeffannoo guuruuf Kan qopha'ani dha. Kanaafuu tokko tokkoon himoota erga dubbistee booda 5(Baay'een walii gala), 4(Waliin gala) , 3(Murteessuf na dhiba) 2 (Walii hingalu) 1(Gonkuma walii hin galu) jechuun yaada kee himicha fuulduratti mallatto "X" ka'un ibsi.

Lakk	Raawwilee Bulchiinsa	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX qajeelfamootaa fi gahee rawwii /hojii/ ifa ta'e qaba.					
2	Sagntaan BGQGX bakka, gahee, aangoo fi itti gaafatamummaa qindeessitoota, haala mijessitoota fi koreewwani ifatti ka'e jira.					
3	Qindeessitoonni BGQGX mi'oota leenjiif barbaachisani fi haala mijessitoota ramaduufis ta'e sagantaa leenjii baasuuf xiinxala haala qabatama naannoo buufata leenjii ni gaggeessu.					
4	Sagantaa BGQGX hojii irra oolchuuf sadarkaa aanaatti karoorri yeroo dheeraa fi gabaaba qopha'e jira.					
5	Mult'atni, ergamni fi dudhaaleen sagantaa BGQGX sadarkaa hundattuu kan diriiree fi qooda fuhattota hunda biraatti ni beekama.					
6	Fedhii, gaaffiin fi yaadni leenjitootni BGQGX irratti keennan haala dimokratawa ta'en ni kessummeffama.					
7	Iskejuliin sagantaa barnoota BGQGX sadarkaa buufata leenjii haala qabatama naannoo buufaticha fi fedha leenjitoota irratti hunda'un ni jijjirama.					
8	Heerri, seerri fi danbiiwwan naamusaa sadarkaa buufata BGQGX ati fedhaa fi walii galtee haal mijeessitoota fi leenjitootatiin qoppha'e haala hordoffii fi hirmaana hawaasa cimsuun itti hojjema jira.					
9	Caasa BGQGX keessatti sirna hoggonsa sagantichaa irraatti					

	hariiroo fi itti gaafatamummaan sirnaan diriire jira.					
10	Qooda fudhattoonni milka'ina sagantaa BGQGX fiixaan baasuuf hordoffii fi qunnamtii cimaa ni taasisu.					
11	Haalli hoggansa qabeenya buufata leenjii BGQGX hawwata dha.					
12	Kaayyoo, karoora, qindoomna, raawwii, to'annoo fi madaalli sagantaa BGQG irratti haala mijeesitoota, leenjitootaa, hawaasa naannoo fi abbooti amantaa waliin mareen ni taasifama.					

Haala Kenninsa Tajaajila Supervizinii Ilaalchise

Ajaja 5: Himoonni armaan gadii haala kenninsa tajaajila suppervizinii ilaalchise odeeffannoo funaannuf kan qopha'ani dha. Kanaafuu hala gaafatamteen deebii kenni.

1. Aanaan kee haala raawwii BGQGX sadarkaa buufataa tumsuuf tajaajila supervizinii kennaa jira?

C Eeyyee

D Lakki

2. Yoo deebiin kee gaaffii '1ffaa' armaan oliif "eeyyee" ta'e:

2.1. Sagantaan supervizinii qopha'e jira?

C Eeyyee

D Lakki

1.3. Tajaajilli supervizinii sadarkaa buufata BGQGX atti yeroo turtii hangamiin kennama?

B Ji'atti al –tokko B .Semistreeratti al –tokko C.Waggaatti al –tokko

2.4. Yoo deebiin kee gaaffii "1" ffaaf lakkii ta'e ciminaa fi dadhabina raawwii attamiin hordofama?

2.5.

Hudhaalee Sagantaa Hoggansa BGQGX Mudachaa Jiran Ilaalchisee

Ajaja 6: Tuutni hima armaan gadii hudhaalee qindoominaa fi hoggansa BGQGX mudacha jiran adda baasuuf Kan qopha'ani dha. Haaluma kanaan 5(Baayeen waliigala) 4 (Waliigala), 3(Murteessuuf na dhiba) 2(Walii hingalu) , 1(Gonkuma walii hin galu) jechuun mallattoo"X" bakka deebii keetti barreessi.

lakk	Hudhaalee hawaas- dinadgee waliin wal qabadan	Filaannoo deebii				
		5	4	3	2	1
1	Sagantaan BGQGX sadarkaa buufata leenjii sochoosuuf baajetni ga'an ramadameeera.					
2	Maatiin tokko tokko sababa amantaaan wal qabateen miseensa isaanii leenjii BGQGX tti hin ergani.					
3	Maatiin gar- tokko miseensa shammarranii leenjii BGQGX irratti hirmaachisuuf eyyemamoo miti.					
	Hudhaalee misooma humna namaan walqabatan					
4	Qindeesstoonni fi haala mijessitoonni BGQGX ogummaa fi muuxannoo ittiin gaggeessan qabu.					
	Hudhaalee rincica hawaasa waliin wal qabatan					
5	Maatiin tokkko okko miseensota isaanii gara buufata BGQGX erguuf fedha hin qaban.					
6	Namoonni muraasni sagantaa BGQGX ni tuffatu.					
	Hudhaalee dhaabbata/buufata/ BGQGX waliin wal qabatan					
7	Buufataalen BGQGX dhiyyeessi meesha ga'a qabu.					
8	Dhiyyeessin geejibaa fi mi'oota leenjiif oolani to'annoo raawwii BGQGX guyyati gara guyyaatti gaggeessuuf mijata dha.					
	Hudhaalee kutannoo kallatti siyaasa raawwachiisuu waliin walqabate mul'atan					
9	Polisii fi tarsimoon BGQGX haala fedha hawaasa guutuu danda'uun qopha'e jira.					
10	Mul'anni , ergamni fi dudhaalen leenjii BGQGX ifaa fi sadarkaa hundattu kan gadi bu'e dha.					
11	Abooliin taayitaa sadarkaan jiran hojii irra oolma BGQGX deggaruuf kutannoon hojecha jiru.					

Hirmaannaa Qooda-Fudhattootaa

Ajaja 7 Himootni armaan gadii haala sochii qooda fudhattootaa ilaalchise odeefannoo funaanuuf kan qopha'e dha. Haaluma kanan 5(Baay'ee guddaa), 4(Guddaa), 3(Mutreessuuf na dhiba.), 2 (Walii hin galu) 1(Gonkuma walii hin galu) jechuun mallatto "X" himicha fuuldura ka'un yaada ke ibsi.

lakk	Gumaacha gama mootumman taasifamu	Filaannoo deebii				
		5	4	3	2	1
1	Kutannoon dhaabbatni mootummaa qooda fudhattoota walitti fidee sagantaa BGQGX raawwachiisuuf qabu maal fakkaata?					
2	Gumaacha mootummaan gama dhiyyeessiin taasisu.					
3	Qindeessitoota fi haala mijesitoota milka'insa BGQGX aaf hojjetan onnachiisu keessatti (leenjii n, sadarkaa barumsa fooyyessuun, mallaqaa k.k.Fn) tumsi jiru.					
4	Kutannoon qaamni mootumma sadaarkaa aanaa jiru haala mijataa naannootti fayyadamuun BGQGX hojirra oolchuuf qabu maal fakkaata? Fkn ya'ii siyyaasa, ijaarsa gareefi gooxii.....					
	Gumaacha dhaabbilee Miti- Mootummaa ilaalchisee					
6	Hirmaannaa gama meeshaalee fi mallaqaatiin dhaabbileen-miti-mootummaa taasisan.					
8	Dhaabbilee mit-mootummaa qindeessitoota, haala mijeessitootaa fi hoggantoota BGQGX leenjiisun hangam tokko fiixan ba'insa saganticha tumsu.					
9	Dhaabbileen mit-mootumma leenjifamtootaa bakka buufata leenjiitti argamani jajjabeessuu irratt hirmaanna qaban.					
	Gumaacha hawaasi naannoo ilaalchise					
10	Hirmaannaa hawaasni naannoo sagantaa BGQGX karoorsuu, to 'achuu, raawwachuu fi madaaluu keessatti taasisu.					
11	Fedhaa fi ilaalcha abbumma haawaasa birati gama ijaarsa, supha fi kunuunsa buufata BGQGX aatiin jiru.					
12	Hirmaannaan aboolii qabeenyaan jiru gama human namaa, ijaarsa buufataa fi maallaqaan sagantaa BGQGX tumsan maal fakkaata?					

Gaaffii Banaa

Ajaja – Gaaffilee banan armaan gadii odeeffannoo gaaffilee cufaan funaanaman tumsuuf kan qopha'ani dha. Kanaafuu gaaffilee arman gaditti dhiyyaatan hubannoobn erga dubbifte booda deebii kee haala qulqulluufi gabaaba ta'en bakka duwwaa dhiyaate irratti tarreessi.

2. Haala qabatama aanaa / buufata leenjii BGQGX naannoo keetiin hojii irra oolmaan saganticha haalota armaan gadiin maal irra akka jiru tarreessi /ibsi.

1.1 Gama dhiyyeessiin_____

2.1. Gama Qindoominaa fi Bulchiinsaan _____

_____

2.2. Gama Hirmaannaa Qooda-Fudhattootaatiin _____

2.3. Gama kutannoo Abboolii Taayitaa Aanaatiin _____

3. Hudhaalee yeroo ammaa qindoominaa, bulchiinsa fi raawwii sagantaa BGQGX mudachaa jiran qaama raawwattoota armaan gadiin maal akka fakkaatu ibsi.

2.1 Qindeessitoota BGQGX aattiin _____

2.2 Gama Haala Miijessitoota BGQGX aatiin_____

2.3 Gama Leenjitoota BGQGX aatiin _____

2.4 Gama Hawaasa naannoo Buufata BGQGX atiin _____

2.5 Gama Buufata BGQx aatiin _____

Hudhaalee Gama Hawaasa-diinagdee, siyyaasaa fi rincica hawaasaan saganticha gufachiisa jiran tarreess_____

Dhaabbanni "UNESCO" sagantaa" barnoota sadarkaa 1ffaa lamii hundaaf bara 2015tti" jedhu hojii irra oolchuuf saganta BGQGX akka haala mijataa tokkootti xiyyeeffannoo kennee fi jira. Kanaafuu, ergama idil addunyaa fi sadarkaa biyyoolessaa sagantaan Kun qabu galmaan ga'uuf qaamolee armaan gadii irraa maaltu eegama jetee yaada deebii kee gabaabsi bifa if ta'een kenni

3.1Gama mootummaatiin_____

3.2Gama dhaabbilee Mit–Mootummaatiin _____

3.3. Gama Hawaasa Naannootiin _____

Tumsa gooteef galanniko kaasuu guutuu dha!

Declaration

I, the under signed declare that this thesis is my original work and has not be submitted for a degree in this or any other university and that all the sources used in this study has been properly acknowledge

Name Dire Girma

Signature _____

Date _____

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

Name Yalew Ingidayehu (PhD)

Signature _____

Date _____