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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**FACTORS AFFECTING THE IMPLEMENTATION OF INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM IN GUDEYA BILA
WOREDA, EAST WOLLEGA ZONE, OROMIA REGION**

BY:

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ADDIS ABABA, ETHIOPIA

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BY:

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**A Thesis Submitted to the Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for Master of Arts
Degree in School Leadership**

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Addis Ababa, Ethiopia

DECLARATION

I Getahun Gebeyehu Endashaw declare that this research work entitled, **Factors Affecting the Implementation of Integrated Functional Adult Literacy in Gudeya Bila East Wollega Zone, Oromia Region** is an outcome of my own effort and study except for the guidance and suggestion of the research advisor it is submitted as partial fulfillment of the degree of MA in school Leadership. It is not submitted for any degree in this or any other university. In due course, all sources of materials used for the study have been duly acknowledged.

By Getahun Gebeyehu Endashaw

Advisor: Zenebe Baraki (PhD)

Signature_____

Signature _____

Date_____

Date _____

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List of Acronyms and Abbreviations

IFAL - Integrated Functional Adult Literacy

OEB - Oromia Education Bureau

MOE - Minister of Education

FTC - Farming Training Centre

NLCC - National Literacy Campaign Coordinating Committee

ESDP - Education Sector Development Program

ABSTRACT

The purpose of this study was to assess the factors affecting the implementation of integrated functional adult literacy in Gudeya Bila Woreda, East Wollega zone, Oromia Region. The sources of data were 164 IFAL participants,4 literacy teachers,4 literacy facilitators,28 IFAL committee,2 school supervisors, 2 woreda education experts ,4 school directors ,4 health extension workers,6 agricultural workers,4 kebele chair persons. The simple random sampling and census sampling techniques were employed to select the respondents of the study. Relevant documents related to the issue. This study used both quantitative and qualitative methods questionnaire, interview and document analysis. To analyze the collected data, frequency, percentage, mean and standard deviation were used. Woreda education expert, teachers, facilitators and literacy participants' good knowledge and understanding about the IFAL related to the strategy document and others integrated sectors they know about the IFAL program but they lack commitment to implement it. The support provided by the community members to construct literacy centres and the attention provided by coordinating committee to support the program was unsatisfactory. The finding revealed that in Gudeya Bila woreda the major factors that affect the implementation of IFAL were the lack of commitment among integrated sectors to implement IFAL program, inadequate budget, lack of regular supervision, ineffective leadership from the woreda education office. Finally based on the finding and conclusions of the study recommendations forwarded that Woreda Education Office, should strength the power to discharge their duties and responsibility as indicated in the IFAL guide lines.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social program of community as a whole including personal advancement of individuals. If properly targeted and made relevant, adult education results in better health and better living condition, improved facilities and so on (ANFEAE, 2011). In April 2000, 164 countries attended the world education forum held in Dakar, Senegal. Among the goals to be achieved by 2015 was 50% improvement in levels of adult literacy and equitable access to basic and continuing education for all adults. Ethiopia being among them started promoting adult literacy. However, policies and directions in promoting adult literacy education differ in each country (UNESCO, 2006).

The present Ethiopian education sector development program III advocates for the use of functional adult literacy program in expanding universal access to education. The action plan issues a directives that functional adult literacy program will be expanded and that regional states will organize adult literacy program and develop materials in the mother tongue (MOE, 2005).The adopted national adult education strategy with the objectives of establishing well planned, organized and coordinated adult education system for youth and adults with focus on access, quality and relevant learning program (MoE, 2008). Adult and youth 15 years above who did not get chance to go in to regular school program are targets of the strategy. The major policy provisions in the strategy are: Increase skill, knowledge and confidence equitably by expanding adult education for peasants, pastoralists, women and citizens with special need through a modular approach, address quality and relevance, create an institutional system and capacity for continuous adult education, and create effective network and partnership between government and non-governmental organization (MoE, 2008). The strategy is assumed to enable the education sector play its role as a tool for development and contribute the Millennium Development Goals (MDG) of reducing literacy by 50% and emphasizes increasing adult literacy rates supports other development goals and growth in both economic output and GDP. Example, children with literate parents stay in school longer and achieve more in keeping with

international thinking which advocate for each greater investment in adolescent girls because of the long term benefits to girl themselves and families the strategy points to the link between mothers education and a decline in infant mortality and improved child health. Adult literacy program contribute to reducing the spread of HIV and AIDS (MoE, 2008).The ESDP IV foresees a major program in adult education that will allow all adult illiterates with particular focus on women, to participate 2 years integrated functional adult literacy course. Master plan for adult education has been drafted and it is expected to guide efforts in this sub- sector. The government intends to put more efforts in mobilizing resources and developing partnership necessary for sustained adult literacy complied final program are considered as vehicle for newly literate population to engage in to social and economic development of the country (MoE, 2008).

The newly implementing adult education program is integrated functional adult literacy (IFAL).This IFAL program has the following national benchmarks. These are: Literacy is about acquiring and using reading, writing and numeracy skills that contribute to the enhancement of social, economic and political participation of children, youth, and adults. Functional adult literacy program should be based on learners need and interest encourages problem solving and improves the livelihood of learners and should be given in a mother tongue of the learners and/or in the working language of the region (MoE, 2008).

Functional Adult Literacy program is the comprised program which is providing skills of reading, writing and numerical calculating, and basic vocational skills that are linked to occupational desires of the productive citizens (Denial and Kofi, 2009). According to UNESCO report, adult literacy program encompassed family literacy and intergenerational learning; health promotion and HIV prevention; empowerment and economic self-sufficiency (UNESCO, 2007). Functional adult literacy is therefore very important and the most effective strategies for insuring that the skills of functional literacy and numeracy do support the struggle of very poor to develop livelihoods sufficient to lift themselves out of poverty (IIZ/DV, 2011).

Potential learners and the local community should be involved in the planning and delivery of functional adult literacy programs. Government, NGO and civil society organization should work collaboratively for the expansion of IFAL programs that contribute to national sustainable development. There should be regular supervision and monitoring to ensure the effectiveness of functional adults literacy programs and data about these programs should be included in the regional and national annual education abstracts. Government education offices should

coordinate the work of the governmental and NGO organizations as well as those in the private sector to ensure the availability of developed related reading materials for adults. Governmental education office should take the primary responsibility for leading, coordinating, controlling and allocating the required resources for functional adult literacy programs. Taking account of the capacity of the country, appropriately trained staff and the necessary financial resources should be allocated within the government education sector to enable the expansion of high quality functional adult literacy program (ANFEAE, 2011).

Education and training policy of Ethiopia (ETP) emphasizes the adult education program as one of the objectives of educations is to develop the physical and mental potential and problem solving capacity of individuals by expanding education for all (ETP, 1994). However, there is still a great gap between theory and practical implementation in many areas of our country. Even though adult education is important for adults and country development, the commitment of the leaders, the integration of the concerned government officials and the community representatives challenges its implementation. In the same way, from researcher's experience and observation in the East Wollega Zone, the practice of integrated functional Adult Literacy, in the zone particularly in Gudeya-Bila Woreda is unsatisfactory due to some existing problems.

1.2 Statement of the Problem

The integrated Functional Adult Literacy program focusing on adult literacy is integrated with other sectors and wide livelihoods concerns. This collaboration has been part of a wider campaign to make education more accessible to all and thus to improve literacy levels, development, poverty reduction and social transformation (UNESCO, 2013).

It is quite clear that adult education is very essential for sustainable development of the country and to improve adults the ability to calculate, to read and write, to integrate what he/she learns with their day today improvement to get the skill of using best seeds, to improve their health condition, to develop culture of saving and poverty reduction (ANFEAE, 2011). To achieve this, the Education and Training Policy of Ethiopia calls for adult education. However, there is the problem of implementation of integrated functional adult literacy in rural and urban areas of our country. It is the program that needs the integration of other sectors like health, agriculture, women and children affair, youth; administration and NGO (MoE, 2008). However, there are few studies that were conducted in relation to non-formal education program in Ethiopia. For

instance, study by Mulugeta (2002), Ambissa (2014), and some other studies conducted focused on NGO`s and government agencies.

This study differs from others because it mainly focuses on factors affecting the implementation of integrated functional adult literacy program in East Wollega Zone, Gudeya-Bila Woreda. Whereas, Mulugeta (2002) studied on implementation of Adult literacy program East Wollega Zone and Ambissa (2014) studied on change and community of functional adult literacy in East Wollega Zone, Gudeya-Bila Woreda. In line with the above problems, still there is no empirical investigation undertaken. This is why the researcher is motivated to conduct the study on factors affecting the implementation of integrated adult literacy in Gudeya-Bila Woreda.

1.3. Research Questions

The followings were major questions answered in this study.

1. What are the perceptions of participants towards integrated functional adult literacy implementation in Gudeya-Bila Woreda?
2. How is integrated functional adult literacy implemented in line with the strategy document designed at National level?
3. What are the major problems encountered in the implementation of integrated functional adult literacy in Gudeya-Bila Woreda?

1.4. Objectives of the Study

1.4.1. General objective of the study

The overall objective of the study was to assess the factors affecting the implementation of integrated functional adult literacy in Gudeya-Bila Woreda.

1.4.2. Specific objectives of the study were:

1. To analyze and describe the perception of participants toward integrated functional adult literacy implementation in Gudeya-Bila Woreda. To describe how integrated functional adult literacy is implemented in line with the strategy document designed at national level.
2. To identify the major problems of the implementation of integrated functional adult literacy in Gudeya-Bila Woreda?
3. To recommend ways in which the challenges of the implementation of integrated functional adult literacy would be improved in the study area.

1.5. Significance of the Study

The significance of conducting this research is mainly to assess the major factors affecting the implementation of integrated functional Adult literacy program in Gudeya-Bila Woreda. The findings of the study would be significant in the following ways:

- It would help woreda educational leaders to seek solution for problems that encountering integrated functional adult literacy program in study areas.
- It would provide information to woreda administration to know the problem of integrated functional adult literacy program in the study area.
- It may help all the stakeholders (health and agricultural sectors) and administration to pay attention for the implementation of the program in the study area.
- It would provide information for other researchers and helps policy makers.

1.6. Scope of the Study

The researcher is aware that it would have been appropriate to conduct this study in large scale. However, due to time and financial constraints the study is restricted to assess the major factors affecting the implementation of integrated functional adult literacy in the two selected clusters namely Bila and Zangi in Gudeya-Bila Woreda in East Wollega Zone.

1.7. Limitation of the study

It is obvious that research work cannot be totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation during interview was that most of the coordinating committee members, adult learners and integrated sectors were busy and had no enough time to respond to questionnaires and interview. Some of them who had enough time showed reluctance to fill in and return the questionnaire as per the required time. Another limitation was lack of recent and relevant literature on the topic and updated books in the study area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.8. Definition of Key Terms

Adult: is a person who performs socially productive roles who has assumed primary responsibility for his/ her own life.

Illiteracy: is inability to read, write and understand critically.

Integrated Functional Adult Literacy: is the education that is given by cooperation of different sectors to teach adults (MoE, 2008).

Literacy: is the ability to reading, writing and understanding signs, numeracy, language skills, autonomy or empowerment, life skills, and critical thinking (UNESCO, 2006)

1.9. Organization of the Study

This research paper is organized in to five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, Research questions, Objectives of the study, significance, scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire, interview format, and other related materials are part of the document.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. The Concept of Adult Literacy

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

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

Courtney (1989) has identified *Adult Literacy as the work of institution and organization*. -- It is a profession or scientific discipline. It is as especial kind of relationship as in the concept andragogy, it is as stemming from a historical identification with social movement and it is distinguishable from other kinds of education by its goals and function. Therefore, adult literacy means many different things to many different people. Adult literacy is lifelong experience and training. So it is good to keep this set broad prospective in mind when thinking about the various definitions. The Government of Ethiopia endorsed the National Adult Literacy Strategy in 2008. The adult Literacy has significant contribution to poverty reduction, national socio economic development, addressing the motto 'Education for All' and ensuring the achievement of millennium Development Goal/MDG/. In order to successfully implement the National Adult Education Strategy, the Ministry of Education in collaboration with the concerned stakeholders had prepared the necessary curriculum framework and the program implementation manual. The documents focused on expanding Integrated Functional Adult Education (IFAE) which is strongly related to trainees 'occupation and everyday life i.e. reading, writing and basic arithmetic skills. The results and outcomes of Integrated Functional Adult Education (IFAE)

highly demand the coordinated effort from the concerned development ministries, the government and the community at large.

2.2. Adult learning Theory

Adult learning theory can trace its philosophical roots back to the experiential learning philosophy of education stressed the importance of experience in the learning process, the participation of the learner in the learning process, and the importance of perceiving learning as lifelong process. There is no point in the philosophy of education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of the purposes which direct his/her activities in the learning process. The idea that education was related to the whole of life's experiences, and that the educational experience required active participation of the learner, was quite radical for the time while the adult learning community has utilized these concepts as theoretical underpinnings of its pedagogy, it's interesting, reading his work, to note resurgence in these educational concepts in education in the recent movement toward learner-centered teaching (Weimer, 2002).

The concept of andragogy versus pedagogy that is, adult learning versus child learning, is widely accepted as a seminal work in the field. (Knowles, 1984) was first introduced to the concept of andragogy. The concept of andragogy had been evolving in Europe for some time, and was further refined. Andragogy, the art and science of teaching adults, is contrasted with pedagogy, the art and science of teaching children (Knowles, 1984). In the former, the learning experience is driven by the learner; in the latter, the learning experience is driven by the teacher. The assumptions posited by Knowles have been the subject of much debate, a frequent criticism being that Knowles was more descriptive than analytical in presenting his ideas and that andragogy is perhaps his own ideological exposition.

The more students practice the skill, the more proficient they become. While the desire and the ability to learn are not shared equally by everyone, both can be fostered by good teaching, by careful guidance, by building and enlarging sympathetic enclaves, and by providing a range of educational opportunities. These tasks are too great for partial and divided efforts. The inquiring minds of the past have produced most of the advances of civilization. Our hopes for the future must rest in large measure on our capacity to increase the number and the ability of those who continue all their lives to share in the benefits and the pleasures of intellectual inquiry. The environments in which adult learners live and work as well as the people in their lives have an

impact on their persistence. Understanding systems theory will provide a foundation for understanding what role faculty and family support have in the persistence of adult (Awal Mohammed, 2012). Therefore, to educate adults it needs focusing on social, environmental, working area and condition.

2.3. Adult Literacy and its Approaches

According to Bhola (1984), literacy is defined as the ability to read and write in the mother tongue, but sometimes literacy could be defined also as the ability to read and write in the national or even international language. Furthermore, literacy was defined by Hunter and Harrison (cited in Darkenwald and Marriam, 1982) as the ability to read, write and understand signs, labels, and instruction and so on necessary to get along in one's environment. To be literate has different levels, among literates some could be able to read and write simple statements, while others have the skills of reading newspapers and other print materials.

Literacy skills could be provided in two forms: 1) traditional literacy 2) functional literacy. The traditional literacy is to educate learners reading, writing and arithmetic skills. The Functional literacy is the teaching of economic skills. A functionally literate should also be able to read a simple instruction leaflet and write legible letter (Amare 1989). Moreover, the advantage of functional literacy is explained as it could enable adult learners to engage effectively in activities that literacy is assumed in his culture or group. Because the functional literacy programs are linked with the needs, interests and livelihood of the learners, it may result in better retention of literacy skills and hold the interest and attendance of participants longer than the mass literacy programs (UNESCO, 1997).

Adult literacy education could be provided using different approaches. According to Hamadache and Martin (1986), there are three approaches to conduct literacy program: 1) Selective approach 2) Mass campaign approach 3) Combined approach.

2.3.1. Selective approach

This approach sometimes termed as the selective intensive approach (Lind, 1988). The aim of this approach is to teach a target population that is selected based on different criteria, such as: Socio-economic, geographic, linguistic, (Hamadach and Martin, 1986). In the selective-intensive approach, participants are expected to follow up specific timetable, and to reach at determined literacy level. Moreover, the content, methods of teaching, duration of class and resources are

directed towards the successful implementation of the program. The selective approach is believed that it helps to maintain quality of education and to assure the needs of the community. Thailand was among countries that applied this program. However, the approach has its own limitations. The selective approach focuses mainly on small group of individuals and creates separation among people. In addition, it deprives the right of the majority to learn. Moreover, the time it requires to minimize the rate of illiteracy took several years (Hamandache and Martin, 1986).

2.3.2. The mass campaign approach

Mostly exercised in socialist countries, this approach focuses to teach every individual in the society. In this approach all segments of the society are involved to make adults literates with in a limited time span. According to Lind (1988), the mass campaign approach has two distinct types. These are 1) short single campaign to eradicate illiteracy 2) Eradication of literacy by a series of campaigns. In the short single campaign type Cuba, Nicaraguan and Southern Vietnam succeed to eradicate illiteracy within 2-3 years. The achievement of the campaign was mainly based on the commitment of the people, determination of the government and relatively low rate of illiteracy. The eradication of literacy by a series of campaign was practiced in Tanzania, Burma, Ethiopia, Angola and Mozambique. These countries preferred the mass campaign approach due to the high literacy rate. This approach enabled them to be successful in reducing the rate of illiteracy and to maintain the participation of adults.

2.3.3. Combined approach

It is the combination of selective and mass literacy approaches. Although its final goal is to educate the nation as a whole, the assumption in this approach is to reach at the level of eradicating illiteracy through various stages. The combined approach prefers to use the scarce resource wisely and it attempts to protect wastage of resource. Hence, it is not "uncommon for a given country to use both approaches (the combined approach), either in turn or simultaneously"

(Hamadache and Matin, 1986). To conclude, in the provision of adult literacy selection of approach mainly depends upon the objective of the country. Besides, factors including participants, age, sex, language, economic condition, the rate of literacy, etc. also determine the selection of an approach.

2.4. Link between Literacy and Development

Besides literacy has advantages for the individual to be independent in his daily activities, it helps the individual to increase productivity, to improve his status in the society and to assist him in the "upward mobility" in the social structure (Bhola, 1984). In addition, it contributes also to the community to experience improvements in demographic transformation, through change in fertility and mortality rates. Even though there are arguments on the positive relationship between level of literacy and the social, economic and political development of the society .Bhola (1984), stated that illiteracy could hinder development. However, literacy alone doesn't automatically lead to development. According to the assumptions of different writers, illiteracy is associated with poverty and underdevelopment, whereas, literacy is the manifestation of development. Bhola (1984) confirmed, that "the map of the world illiteracy and the map of world poverty to be congruent. In addition, (Hamadache et al., 1986) also stated that throughout the world illiteracy principally affects the least privileged groups, frequently, as an accompaniment to poverty. The highest rates are encountered in rural areas, which is where two-thirds of the world population live often in extreme poverty.

In defining development (Fagerlind and Saha. 1991), explained that development is ambiguous and have been argumentative. This is because development is associated with political and ideological interpretations used in variety of contents and there are many words with similar meanings with development, such as: social change, growth, evaluation, progress, advancement and modernization. With the exception of social change, all others imply change in a specific direction, which is regarded by users as positive, or highly valued.

The definition provided by (Bhola, 1992) elaborates that definition for development is many, but Modernization and Democratization are at the core of all definitions. In these writers' view, "development is related to higher production, consumption and services, particularly in the third world countries". However, this couldn't be actualized without using achievements of science and technology, which are associated with modernization. On the other hand, development includes democratization for which is the participation of the people in the political, social and economic affairs of the society. The participation of the people in the above stated affairs enables them to ensure that what institutions are performing is related with the benefit of the society. All the above stated assumptions couldn't be realized without acquiring basic knowledge, skills and attitudes. Hence, literacy should be at the center of all development support communications.

Supporting the views and assumptions stated above (Fagerlind and Saha, 1991), argue that basic writing and basic arithmetic appear to have been major requirements for the emergence of civilization. There is a qualitative difference between pre-literate and literate societies, in terms of the mobilization of human resources through more effective and efficient communication, more complex forms of social organization and the ability to create and utilize higher levels of technology. Moreover, (Bhola, 1984) described that literacy is one of human kinds paramount achievements the invention and use of symbolic systems. It is the denial of the essential elements of human heritage and the imposition of an intellectual bondage. In addition illiteracy is difficulty in rationalization, calculation, perceiving images, inability to reason and consequent dependence on intuition Illiteracy is seen as danger to the principle of the equality of man and an obstacle to human right.

Additionally, (Bhola, 1984), found that literacy contributed to economic development in raising productivity of new literate, expediting the flow of general knowledge to individuals (instruction about health and nutrition), and thus reducing cost of transmitting useful information, stimulating the demand for vocational training and technical education) selecting the more able and enhancing their occupational mobility, and Strengthening the tendency for people to respond positively to a rise in the rate of reward for their efforts.

As (Fagerlind and Saha, 1991), pointed out the importance of literacy was not only trade, commerce and the economic sector of society radically altered, but also the nature of human interaction was transformed. But, finally it would be valuable to cite the conclusion of (Bhola. 1984) which says that literacy alone may not create a just society, but it is important for the establishment and sustenance of egalitarian and participative institutions. However, regarding the relation between literacy and development (Mammo, 1999) suggested that threshold of male literacy of 40 percent was necessary, before there could be any significant take-off in economic development. To sum up, all assumptions stated above confirm the relation between development and education in general and literacy in particular. Hence, it is possible to conclude by quoting from the consensus of the international conferences of adult education on the decisiveness of education for personal and national development.

The right to learn is an indispensable tool for the survival of humanity, no human development without the right to learn, if we want peoples of the world to be self-sufficient in food production

and other essential human needs; they must have the right to learn and there will be no breakthrough in agriculture and industry, no progress in community health and indeed, no change in living conditions without the right to learn. Generally literacy and development are inseparable.

2.5. The Implementation of Adult Literacy Program in Developing Countries

Bhola (1984), stated because the illiterate is desperately poor, hungry, sick and powerless. To overcome all these problems governments took literacy education as their best solution. For instance, Tanzania is one of the African nations that attempted to practice literacy programs right after their independence. As stated above, the driving force of the literacy programs in these countries was the ambition of governments and ruling parties to mobilize peoples of their countries and to eradicate illiteracy out of their countries with in limited period of time (Lind, 1988 and Bhola, 1984).

2.5.1 Adult literacy program in Tanzania

Tanzania is one of the East African countries that practiced the literacy program after independence and achieved results that could be mentioned as model for other African Nations and developing countries in general (Unisiker, 1987). In Tanzania, adult education in general and literacy education in particular has been exercised starting from the Germans colonial period and the British time of protectorate. But, the great majority of the people of Tanzania hadn't been beneficiaries from the program. As a consequence at least 75% men and 85% of the women were illiterate at the time of independence (Bwatawa, et al., 1989). Thus, it was to educate the illiterate population and to reach the stage of development that the adult education (the Literacy campaign) was started in Tanzania.

i) Goals and Objectives:

The Goals and objectives of the literacy campaign were clear. As such they were totally integrated with the development objectives of the country (Bhola, 1984). According to (Bawatawa, et al., 1989) specific objectives of the adult education program in Tanzania were: To mobilize the rural and urban masses in to a better understanding of the national policies and self-reliance, to provide leadership training in various aspects of life and at all levels, to eradicate illiteracy, to give knowledge and skills in agriculture and rural construction, health and home economics, that will raise people's productivity and standard of living, to provide follow-up

education for primary and secondary school leavers with a view to settle them in Ujamaa village and to provide continuing education progressively at various stages in the form of Seminars, evening class, in service training programs, correspondence courses and vocational training. To realize the above stated objectives, different programs were implemented. Among these the national literacy campaign was the first to be mentioned. The main emphasis of the literacy campaign was to teach adults the literacy skills (reading, writing and arithmetic), which was integrated with economic activities of each respective area.

ii) Organization and administration

It was the responsibility of different Ministries of the country to follow up the adult education program. Particularly, Ministry of Education was in charge of the literacy campaign. To facilitate activities of the literacy campaign different institutes and department were established, which were working independently and some under the Ministry of Education. The Department of Adult Education (Ministry of Education) was responsible to organize the mobilization of masses and training of field workers, whereas the Institute of Adult Education (an independent institute) was working mainly on program planning and production of teaching materials (Bawatawa et al., 1989). In the coordination of the campaign, party cadres, government officials, teachers, secondary school students participated and district officers, regional coordinators, and division supervisors were appointed, to coordinate activities of the campaign (Bwatawa, et al., 1989; Unsicker, 1987).

iii) The Delivery System

To actualize the campaign literacy classes were established in schools, health centers, Factories, offices, Army camps, prisons, specially constructed literacy center, cooperatives and in the open air (Bhola, 1984; Bwatawa et al., 1989). Workers were encouraged to attend literacy classes in their working areas, and every Tanzanian above the age of 14 and who was a drop out from the formal education system was required to join the literacy class (Bwatwa, et al. 1989). At the village level, primary schools played a significant role in organizing the literacy campaign in which school head teachers were designated also as the local education coordinator (Bwatawa, et al, 1989; Unsiker,1987). Literacy teachers got training at workshops and most of them were "volunteers" who got small amount of money as honorarium (30 shillings) per month. In the literacy campaign different supporting activities were also organized. These were: a) Rural

Newspaper b) Rural Libraries c) Radio Education Program Several foreign nations and development agencies supported the Tanzanian literacy Campaign, among these supporters one was the Swedish International Development Agency (SIDA). SIDA financed the literacy campaign and provided paper supplies for the program, where as Germany donated materials like motor vehicles, motor boats, printing press and others, which were valuable to coordinate activities of the campaign. (Bwatawa 1989; Unsicker, 1987).

iv) Major achievements and weaknesses

As stated earlier, the main objective of the literacy campaign in Tanzania was to eradicate illiteracy out of the country with in limited time. The ambition was created to make citizens of Tanzania to be participants in the development of their country with a short period of time. In Tanzania, within four years' time frame, 5 million persons participated in the literacy campaign and over 3.8 million took the national examination, which was developed with the aim to assess the success of the campaign. The result demonstrated that about 1.4 Million people passed to levels, where one was judged as functionally literate. The achievement obtained confirmed the reduction of illiteracy rate to 39%. Moreover, the official illiteracy rate fell to 15% after the 1983 examination (Unsicker, 1987). According to (Bhola, 1984), among lessons that the Tanzania literacy campaign teaches the rest of the world, some are: The poorest countries could be able to reduce the rate of literacy and didn't wait until the economy grows, the political will of the country is necessary to produce structures and to allocate resources, the role of effective leadership is important to implement large scale transformational actions and the government established the structure for adult education and it used also the party cadres, literacy committees, and volunteers to make the campaign.

On the other hand, weakness of the Tanzania literacy campaign were exposed in the research of (Unsicker, 1987) as:-inadequate training of literacy teachers and in ability of teachers to get respect from illiterate elders, due to their age (they were too young to teach elders). Pressures on illiterates to pay heavy fines by party members if they aren't registered for the literacy education, lack of an objective relationship between contents of the teaching materials and agricultural practices in the rural areas. Based on the results of his study Von Frey-hold concludes that education had no organic link to village development. (Bwatawa, et al., 1989) also listed down a number of pedagogical short comings of Tanzania adult literacy campaign. Some are: poor quality of teachers, lack of sufficient educational materials and equipment, which leads the

learners to memorization. In general, although, the objective to wipe out illiteracy from Tanzania wasn't realized, achievements obtained were remarkable and encouraging for developing countries.

2.6. Adult Literacy Education in Ethiopia

Ethiopia is one of the African countries which have long history of formal and non-formal education. Ethiopia has a history of having its own alphabet for centuries, the only country in the Sub-Saharan Africa. It is paradoxical, however, to possess an alphabet for centuries and yet be one of the countries with the lowest literacy rate (Mammo Kebede, 1999). Its adult literacy history is given in the following section.

2.6.1. History of adult literacy education

Modern secular education was introduced in Ethiopia with the establishment Menelik II School at Addis Ababa at the beginning of the century (Tekeste, 1990). After the opening of Menelik School several other schools were constructed in different parts (provinces) of the country in which the expansion continued till the present day. Prior to the Opening of Menelik II School, traditional education (Church and Koran school) have dominated the education system of the country. Even though the expansion of Modern secular schools had been continued year after year, large percentage of the population remained illiterate (90%) till the outbreak of the revolution. However, this doesn't mean that there weren't non-formal education practices in the years, prior the revolution. Prior the revolution, non-formal education system of Ethiopia has been an adult education program, that entirely focused on literacy and work oriented literacy/functional literacy programs. Hence, non-formal education activities were mainly related with adult literacy education, which was organized and assisted by government, private and religious institutions in Ethiopia.

2.6.2. The national literacy campaign

In Ethiopia, although secular modern education was started a century ago and attempts were made to spread formal education in the country by government, non-government, private and religious institution, to realize the eradication of illiteracy and to have literate citizens wasn't found to be a simple task. Hence, the new government which assumed power after the 1974 revolution decided to launch a massive nation-wide literacy campaign (Tasew et al., 1995). The National literacy campaign was designed to achieve the following objectives: The eradication of illiteracy from all urban areas and their surrounding (Short range plan), the total eradication of

illiteracy from Ethiopia. (Long range plan), the use of literacy as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs, to apply literacy in everyday activities to improve living conditions, to lay the foundation for continuing education. Realizing these objectives a National Literacy campaign Coordinating Committee was established in which Ministry of Education was made committee chairperson. The National Literacy campaign Coordinating Committee holds 28 representatives of government agencies, mass organization, Professional associations and religious institutions. Moreover, the National Literacy campaign Coordinating Committee has executive committees, which was responsible to plan, coordinate and implement activities of the campaign. In addition, the National Literacy campaign Coordinating Committee had also 4(four) different sub committees, which were responsible for: Educational materials procurement and distribution, recruitment, training and placement of teachers, propaganda and aid coordination data collection, supervision and certification committees and sub- committee were also established at the Region, Provincial, District and local levels to perform activities, which were similar to the central committee (NLCCC, 1984).

2.6.3. Adult literacy education after the socialist period

After the fall of the socialist government in May 1991, the administrative structure introduced in Ethiopia was a Federal system. Following the introduction of the federal Government system, decentralization of authority was implemented based on the proclamation that empowered the newly organized regions to manage their own affairs. Consequently, among sector offices established in the Oromia region, the Education Bureau was one, and it was responsible for both formal & non-formal education activities in the region. The sectors like health, Agriculture are also given responsibility to teach integrated functional adult literacy. Now days little bites these sectors are planning to teach IFAL. But no satisfactory result is gained. ESDPII and III put literacy as major agenda; accordingly regional educational bureaus have strived to establish low cost non formal learning centers in which adults and non-formal education programs are carried out. The ANFEAE centers are mean to cater education needs out of schoolchildren and adults with special emphasis on women. Thousands of rural young who are highly school leavers have been recruited and trained to serve as professional teachers (MoE,2008).In spite of all efforts ,Ethiopia had forced problem of coordination among several actors .

There have been several un recognized and un coordinated piecemeal efforts that are related to adult education in one way or another .In order to address this problem ,the Ethiopian

government has taken fruitful measures such as developing national adult education strategy and establishing government and NGO forums at various levels .the new strategy launched in 2008 developed the three year national action plan to expand integrated functional adult literacy in Ethiopia with active involvement of stake holders.(MoE. 2008).According to the conference held in May, 2012 there are 20.4million adults aged from 15-60 illiterate in Ethiopia the Ministry has planned to maximize the literacy rate by 95% and aimed to educate 17 million adults in the rest of GTP period (Ethiopian Herald, 2013).

2.7. Major Challenges in Adult (Literacy) Education Implementation

One of the seven goals of ESDP III is to provide increased access to Adult and Non-Formal Education (NFE) in order to combat the problem of adult literacy. The Adult and NFE programme is planned, through its functional adult literacy component, to reach 5.2 million adults in the programme period – quite an ambitious target. Moreover, it plans to train 143,500 adults in different skills in the existing 287 CSTCs (Community Skills Training Centers). ESDP III recognizes that government alone cannot provide sufficient financial or human resources to support the programme and hence to seek support from other stakeholders: multilateral and bilateral development partners, NGOs, local governments and communities. The targets need a well-designed, professionally implemented strategy to ensure that these goals are achieved (Ziyn, 2012). Elements of the strategy provided in the document for Adult Education include how functional adult literacy programme was expanded. Each region was organize adult literacy programme which was involved developing materials in the mother tongues of learners and covering various areas of life skills. The areas listed in order to enable the population as a whole to participate in the development process are: primary health care, prevention of diseases such as malaria, HIV/AIDS, etc., family planning, environment, agriculture, marketing, banking, and gender issues. On teaching arrangements, ESDP III provides that teaching was a voluntary activity organized at schools, ABECs and at the village level. The programme, it is further explained, was utilize teachers, ABEC facilitators, literate adults, secondary and tertiary level students, while the main investments was in the provision of literacy readers, training manuals and in the training of literacy volunteer teachers. Recent statistical evidence from the Federal Ministry of Education has revealed that the literacy target set at 5.2 million in ESDP III was not achieved due to lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals and unavailability of human resources

at the grassroots level. According to ESDP IV, the major challenges in the Adult Education sector include (Ziyn, 2012).

- ❖ Differences in the conceptual understanding of integrated FAL and lack of standardized parameters.
- ❖ The limitation of Adult Education to FAL despite broader provisions in the national Adult Education strategy.
- ❖ Failure to recognize the Adult Education activities conducted by various ministries, NGOs and the private sector.
- ❖ Difficulties in the coordination, linkages, and monitoring of Adult Education programs due to the fragmentation of the provision.
- ❖ Low level of relevance in relation to daily life situations
- ❖ Low level of quality Adult Education due to the absence or poor quality of Adult Education structures, programs and materials and unskilled human resources.
- ❖ Low level of human, financial and material resource allocation.
- ❖ Low capacity for data collection, evaluation, monitoring and reporting capacities at all levels.

2.8. Problems and Possible Solutions in Adult Literacy Program

Literacy, as mentioned above, enables the adult to have independent personal contact. It is a struggle against poverty and hence, simultaneously for social and economic development, justice, equality, respect for traditional culture and recognition of the dignity of every human being (Muller, 1997). However, even though literacy contributes for development, there are various problems that arise in the implementation of the program. According to (David, 2001), it is essential to consider the involvement of all groups of participants (organizers, learners, and educators) in the planning stage. Among problems identified from different literacy programs, some are listed as follows: Deficiencies in planning the program, inadequate teaching materials, lack of coordination and delays in implementation and decision making, staff turnover because of low motivation and payments for coordinators and literacy teachers, inadequate training of teachers, voluntarily teaching and attendance, a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted high dropout, poor research activities on issues related with the program and inadequate budget allocation for the program implementation. Similarly, in our country the recent statically evident from the federal ministry

education has revealed that the literacy target set 5.2 million ESDP III was not achieved due to lack of funding, lack structure at all levels to support activities, poor coordination, absence guide lines and training materials and unavailability human resources at grassroots level. According to ESPP IV the major challenges in adult education sector include: Difference in the concept of understanding of integrated FAL to recognize the adult education activities conducted by various ministers difficult in the coordination, linkages and monitoring of adult program and low level of human, financial and material resources lack of culture of volunteerism to serve free like another country (Ethiopian herald: July, 2013).

Due to the above problems the IFAL is not implementing as designed in the strategy document, so it needs the commitment of sectors, community and adult participant. As a solution to the above listed and other related problems in literacy programs, different recommendations were suggested and passed in seminars and workshops organized at different time and places. Among these recommendations (David, 2001) summarized few of them as follows: National commitment and support for any literacy effort, adult education professionals should be hired to lead, direct and evaluate the literacy program at national, provincial, district and village level, salaries for these professionals should be commensurate with their qualifications, in this way, staff retention would be enhanced, to publicize literacy program objectives to the community, people's differing needs must be considered in the planning and coordination stages and authorities should use experiences obtained in the program implementation for the improvement of other programs.

2.9. Specific Governance Model for the Adult Education System

With the aim of creating an efficient institutional system for adult and non-formal education, the subsequent analytical considerations, assumptions and pre-requisites have been retained in the master plan of adult education in ESDP IV (MoE, 2008).

Under the federal system of government, educational is shared responsibility of the federal, regional state and worked administrations. The relationship in the federal and regional state government is not hierarchal. Accordingly, MoE has no direct and line authority over the regional state education bureaus (REB). It has the responsibility of initiating and enforcing policy matters and promulgating laws to implement by sector offices in the regions. MoE gives technical and policy support to the regional state. Regional state and woreda council and their

sub-units for example regional state education bureaus and woreda education offices have a mandate for other levels and types of formal and non-formal education programs.

In the past although adult education is part of mandate of the MoE and REB, there has been little recognition of adult education in national planning (e.g., ESDP II and ESDP III) the adult education structure is not represented on the organizational charts on MoE statically abstract that being said, there is a new enthusiasm for adult education especially since the acceptance of ANFEAE.

2.10. Adult Education since 1991

Under the federal system of government, education is a shared responsibility of the federal, regional state and woreda governments. The relationship between the federal and regional state governments is not hierarchical. Accordingly the Ministry of Education has no direct and line authority over the Regional Education Bureaus. It has the responsibility of initiating and enforcing policy matters and promulgating laws to be implemented by sectors offices in the regions. The twenty year Education and Training Policy consists of rolling five year Education sector Development programs, started in 1997, to meet the Education For All and Millennium Development Goals by 2015. Education Sector Development Plans I, II, III, IV have already been developed and implemented and ESDP V is under implementation. Bearing in mind the close and dynamic relationship between the federal and regional state governments the following roles and responsibilities for adult education can be identified.

At federal level the MoE roles include: Determining country wide goals, Formulating policy guidelines, networking and co-ordination with other stakeholders in adult education, Liaising with Regions regarding the planning of adult education, Regulation of adult education providers, Accreditation of learning within adult education programs and Research, documentation and dissemination of research findings. At regional level the regional education bureaus roles include: Specification of regional priorities, identifying organizations and agencies to participate in implementing adult education in the region and making formal arrangements to enable them in them to do so, providing guidelines for adult education planning and implementation in the region, Ensuring the integration of adult education in regional plans and budgets, Ensuring the development of appropriate curricula and materials for adult education in regional languages, Building capacity for adult education at various levels through training and in other ways,

Mobilizing resources for adult education work in the region, Supervising and monitoring the implementation of adult education programs.

The roles of zones include: Serving as a link between the regional and the woreda, promoting and coordinating the provision by different stakeholders in the woreda and helping the region to provide the woreda with services. The roles of woreda include: Identification of woreda priorities in relation to regional goals, Planning for adult education and ensuring that it is integrated into woreda plans and budgets, mobilizing additional services for adult education, ensuring the implementation of adult education programs that respond to the needs and demands of the local population and supervising and monitoring the implementation of adult education programs in the local communities. The roles of kebeles include; Co-ordination of services to support implementation of programs, identification of locals learning needs and demands, assisting with the recruitment and enrolment of learners.

2.11. Selecting the Appropriate Teaching Method

The major type set is active learning strategies for adult education. As current the thinking and practice in education highly support the need to actively involve learner in their learning teachers, health extension workers, DAs, facilitators should use different active learning methods to be effective in their teaching learning process of adult education. However, only some of them that are commonly used is discussed in this section.

Group work: Group work is apart collaborative strategies of teaching learning. According to (Kyriacou, 1998), group work can take many forms; involving pairs of learners work together, more than four learns together or it can involve student who work individually and come together in groups to compare and discuss the result of their group.

Role play: Role playing is a deliberate acting of a social role in which the teachers provides the learners with real or imaginary context along with a range of relevant characteristics or ideas to improvise dramatic interaction among their Characters in classroom.

Discussion: Discussion and amercing kind of active leering method to examine information in order to develop adept and broader understanding of the topic (ICDR, 1999) however to lead an effectible discussion the presenter should be a good facilitator guide the discussion to cover the important points and deep discus ton to the relevant punts following its logical order similarly

according to (Nards, 2000) this strategy give room for students to exchange, explore and air their views.

Brain storming: Brain storming is a method of collaborative (or individual problem solving in which all members of a group spontaneously contribute ideas to generate rapidly and record variety possible solution. That is, the student generate as many ideas as possible about a topic it can be great way to start access on any given topic and is a good way of finding out of learners what they already know a subject as well as an excellent review activity (Bowell and EISON, 2003).

Project work: Project is natural, life like learning activity involving the investigation and solving of problem by individuals or group of student ICDR, (1999). Ideally project work should consist of task to achieve some definite goals of real personal value. It involves cooperative investigation of real life situation or problem under supervision of the teacher. It encourages learners to plan and carryout investigations real life situation in learners' immediate environment individually in a group.

Demonstration: Demonstration is an activity which learners are asked to show how to do something standing in front of their class. Its purpose is to illustrate how to do something to whole class both in words and actions. When students demonstrates he/she points out the process step by step having written instruction on the board on piece of chart or land is also helpful way of demonstrating something. Therefore, demonstration is an interesting learning technique that facilitates learners learning from one and other.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

Research design was the plan of action that links the philosophical assumptions to specific methods (Creswell &Planoclark, 2007).The main aim of this study was to assess the major factors that affect the implementation of integrated functional adult literacy in Gudeya-Bila Woreda. The researcher used descriptive research design. The design was used for it is conducive to describe the nature of the existing conditions (Kumar, 1999).

3.2 Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006).In order to achieve the objective of the study the researcher used both quantitative and qualitative research methods in order to get adequate data on the problem of the study.

3.3. Sources of data

The study employed both primary and secondary sources of data.

3.3 .1 Primary Sources of Data

The primary sources of data were adult learners, kebele chair persons, facilitators, teachers, Agricultural and health extension workers, supervisors, adult education coordinating committee, school directors and woreda education experts.

3.3.2 Secondary sources of data

The secondary sources of data were adult education document such as attendance, plan, reports, mark list/roster, minutes of sectors on integrated functional adult literacy implementation, policy and strategy documents.

3.4 Population, Sample and Sampling techniques

The study was conducted at Gudeya-Bila Woreda. Gudeya-Bila Woreda has 5 clusters of functional adult literacy centers. These are Bila, Jare, Zangi, Ifa biya, and Gute chancho in which integrated functional adult literacy was given. From this clusters the two clusters were selected using simple random sampling techniques. In these two (2) clusters, to make the study more manageable four (4) kebeles were selected from six (6) kebeles by simple random sampling

techniques. In these sample kebeles, as statistical data obtained from Gudeya Bila educational office of 2019/2020/2012/ there were 306 adults who were learning integrated functional adult literacy, 4 teachers, 6 health extension workers, 12 agricultural extension workers, 2 supervisors, 4 school directors, 35 adult literacy committee, 4 chair persons, 4 facilitators and 2 woreda education experts forming a total of 379 population. Due to time and resources scarcity, it was difficult to study the whole population at a time .Therefore, the researcher sample population under the study. From 306 adults, 169 respondents 98(58%) males and 71(42%) females and 28 coordinating committees were selected for the study by simple random sampling techniques. Accordingly, Woreda educational experts, supervisors, school directors, facilitators, teachers, chair persons, agricultural workers and health extension workers were selected by census sampling techniques and included in the study. So that 169 adults, 4 teachers, 4 health extension workers,4 facilitators, 6 agricultural workers,2 supervisors, 4 school directors, 28 adult literacy committee, 2 woreda education experts and 4 chair persons would be respondents of this study . The summery is given below.

Table 1.Population and sample of respondents

<i>No</i>	<i>Respondents</i>	<i>Population</i>	<i>Sample</i>	<i>%</i>	<i>Sampling techniques</i>
1	Adult learners	306	169	55.2	Simple random sampling
2	Coordinating committee	35	28	80	Simple random sampling
3	Experts of woreda education office	2	2	100	Availability sampling
4	School directors	4	4	100	Availability sampling
5	Supervisors	2	2	100	Availability sampling
6	Health extensions	6	4	66.6	Simple random sampling
7	Agricultural workers	12	6	50	Simple random sampling
8	Teachers	4	4	100	Availability sampling
9	Facilitators	4	4	100	Availability sampling
10	Chair persons	4	4	100	Availability sampling
<i>Total</i>		<i>379</i>	<i>227</i>		

3.5. Data Collection Instruments

In order to achieve the objectives of the study questionnaire, interviews and documents were used as data gathering instrument for this study.

3.5.1 Questionnaire

Questionnaire helps to obtain adequate primary data from relatively large or small numbers of people in any topic within a given time limit(Abiy et al,2009) .The researcher employed both 8

open and 39 closed ended questions developed on the bases of the objectives of the study. The questionnaires translated in to Afan Oromo for adult learners to avoid language communication barriers.

Then, the developed questionnaires were administered by the researcher and data collectors for the selected Adult participants and Committee. The researcher oriented the data collectors in order to assist adult participants in the completion of the questionnaire process in reading and clarifying concepts of the questionnaire. Before actual study conducted, the pilot test was conducted at Gudeya-Bila Woreda, Bila town so as to check the appropriateness of the items in the questionnaires. All the dispatched pilot test questionnaires were returned, necessary modification on 4 items and complete removal and replacement of 1 unclear question were done.

3.5.2. Interview

Interviews are a type of survey where questions are delivered in face to face encounter by an interviewer to obtain information relevant to particular topic .Today; interview is more popular as a means of gathering information widely in qualitative research (Robson, 2002).Thus, the purpose of the interviews was to collect more supplementary data, so as to triangulate the questionnaire response. With this in mind, the interview was conducted in Afan Oromo to make communication easier with respondents. Therefore, the researcher used structured interview and held with selected 4 health extension workers, 4 teachers, 4 facilitators, 2 supervisors, 4 school directors,4 kebele chair persons, 6 Agricultural workers and 2 woreda education experts a total of 30 respondents were selected from the position they hold in the area.

3.5.3 Document Analysis

To collect relevant data from documents at different levels, check lists were prepared and used to gather data from various adult education documents such as attendance, roster, reports, minutes of meetings, plan and written documents of IFAL and the like.

3.6. Data collection procedures

For the data collection, a total of 4 data collectors (one from each sample kebeles) were recruited. They were selected for their local language skills, educational qualification, experience in research works and familiarity to the areas and on the basis of recommendations of the woreda education office. One day training has been given for the data collectors. The training focused on clarifying about general procedures for completing questionnaires. A convenient time was also chosen for the respondents for filling questionnaire so as to maximize the quality of responses

and degree of return. After the respondents have been identified, questionnaires were dispatched independently according to the time schedule. The final questionnaires were administered to sample adult learners and coordinating committees. The participants were allowed to give their own answers to each item independently and the data collectors closely assist and clarifying as well as supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and made ready for data analysis. Then, open ended and structured interview was conducted. Lastly, document analysis was conducted in order to counter check the data obtained through questionnaire and interviews.

3.7. Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a closed ended questionnaire items were presented and analyzed by using frequency, percentage, mean and standard deviation followed by discussion of the most important points. For the ease of analysis, 5 rank responses of the questionnaires of the following likert scales, i.e., 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree respectively. The data gathered through interview, document analysis and some of the open ended questions were analyzed qualitatively by narration.

3.8. The Validity and Reliability checks

Validity refers to the extent to which an instrument measures what it is intended to measure (Gravetta, 2009). Content validity refers to the extent to which an instrument represents the objectives under study. This was guaranteed by discussions with Advisors and professional colleagues. The Advisors checked ambiguity, confusing and poorly prepared items. The instrument was validated by advisors.

Before the actual study was conducted, the pilot test was conducted to check the appropriateness of the items in the questionnaires. The pilot test was conducted at Gudeya Bila Woreda; Jare town which is out of the sample kebeles. The pilot study was carried out on 10 adult learners and 4 coordinating committees to pre-test the instrument. The pre-test was provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording/sequence (Admas.et.al.2007). After the dispatched questionnaires were returned, necessary modification on 4 items and complete

removal and replacement of 1 unclear question were done. Additionally, the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As shown in the questions in each construct are measuring a similar concept that is the reliability coefficient is 0.81. As suggested by Cronbach (as cited by Tech-Hong and Waheed, 2011), the reliability coefficients between 0.70-0.90 are generally found to be internally consistent.

Table 2:-Reliability test results with Cronbach’s alpha

No	Detail description of the title of the questions	Number off item	Cronbach alpha
1	Perception of participants towards IFAL implementation	18	0.85
2	Implementation of IFAL with line to the strategic document	10	0.79
3	Factors affecting the implementation of IFAL	6	0.81
	Average reliability coefficient		0.81

3.9. Ethical Consideration.

The researcher used an introductory letter from Addis Ababa University. Accordingly, Permission was obtained from woreda educational office in order to collect the data from concerned body. The researcher assured the respondents that their identity would be protected; the information would be kept confidential and used for research study purpose.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRATATION OF DATA

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Thus both quantitative and qualitative data analysis was combined in this chapter. Hence, the qualitative data includes the data gathered through open ended, structured interview and document analysis. The data was collected from a total of 164 respondents. To this, a total of 169 copies of questionnaires were distributed to 169 Adult learners and among the distributed questionnaires 164 (97.04%) were returned and analyzed. Additionally, 28 copies of questionnaires were distributed to 28 coordinating committees and among the distributed questionnaires 28 (100%) were returned and analyzed. Moreover, 4 teachers, 4 health extension works, 4 facilitators, 6 agricultural workers, 2 supervisors, 4 school directors, 2 woreda educational experts and 4 chair persons are interviewed and documents were analyzed.

The chapter consists of two major parts. The first parts deals with the characteristics of the respondents and the second part present the analysis and interpretation of the data. Hence the basic questions raised in the chapter one were given appropriate treatment. Thus, in order to assess the factors affecting the implementation of integrated functional adult literacy in the study area, it was necessary to elaborate on the research questions and to describe the following four aspects relating to integrated functional adult literacy: perception of participants towards IFAL implementation in line with strategy document, factors that affecting implementation of IFAL and their solutions.

The data (closed ended items) were analyzed in terms of the frequency, percentage, mean scores and standard deviation. Items scores for each category were arranged under five rating scales. The ranges of rating scales were strongly agree=5, agree=4, uncertain=3, Disagree=2 and strongly disagree=1 or Very high=5, high=4, medium=3, low=2, and very low=1. Besides, data from interviews and document analysis were triangulated to validate the findings. Mean scores from data analysis were calculated and interpreted based on the terms of reference forwarded by Fowler(1996). Thus, for the purpose of easy analysis and interpretation, the mean values of each item and dimension have been interpreted as follows.

In this study, implementation of integrated functional adult literacy with a mean value of 0- 1.49 strongly disagree (very low), 1.50-2.49 as disagree (low), 2.50-3.49 uncertain (as medium), 3.50-4.49 agree (high) and 4.50-5.00 as strongly agree (very high) respectively and other options.

4. 1:- Perception of Adult learners towards IFAL implementation

Table.3. Responses that shows the Perception of Adult literacy

No	Items	Adult learners respondents N=164													
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean	St. Deviation		
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
1	You attend the literacy program based on your own interest to get knowledge and skills.	11	6.70	11	6.70	5	3	96	58.2	41	25	3.97	1.07		
2	The content of adult literacy relevance	6	3.66	5	3	4	2.4	48	29	101	61	4.44	0.95		
3	Knowledge you have acquired has helped you to improve your life	6	3.66	9	5.49	4	2.44	109	66	36	21.9	3.99	0.89		
4	You attend the literacy program regularly	8	4.87	98	59.76	4	2.44	39	23.78	15	9.14	2.86	1.15		
5	Kebele workers or coordinators empower you in involving in decision making because of participating in IFAL program	27	16.46	106	64.64	5	3.04	17	10.36	9	5.49	2.25	1.02		
6	You are interested in teaching approach of your teachers	4	2.44	4	2.44	3	1.83	115	70.12	28	23.17	4.09	0.74		
7	Community should have to contribute financial and other resources to fulfill facilities to literacy center	89	54.27	51	31.09	6	3.66	10	6.09	8	4.08	1.85	1.10		
8	Literacy teachers are competent in teaching adult learners	3	1.83	7	4.27	2	1.22	131	79.88	21	12.80	3.98	0.69		
9	Adult are understand the importance of the lesson in improving their living conditions	2	1.22	14	8.54	2	1.22	113	68.90	33	20.12	3.98	0.81		
Mean score											3.5	0.93			

Keys:-Scale Range of Mean Value: 0- 1.49 strongly disagree (very low); 3.50-4.49 agree (high); 1.50-2.49 as disagree (low); 2.50-3.49 uncertain (as medium); & 4.50-5.00as strongly agree (very high)

As indicated in table 3 above adult learners were asked to rate their perception towards implementation of integrated functional adult literacy. Thus, the adult learners' perception over all mean value is 3.5 with the standard deviation of 0.93. This shows that the respondents agree on the perception towards integrated functional adult literacy implementation positively and they have knowledge of integrated functional adult literacy

As can be seen in the item number 1 of table 3, Adults attend the literacy program based on their own interest to get knowledge and skills or not. Thus, 11(6.7%) of adult respondents responded that they strongly disagree and disagree respectively .The majority 96(56.2%) and 41(25% of adult respondents replied that they do agree and strongly agree with mean value 3.97 and standard deviation 1.07 that their literacy attendance is based in their interest. This indicates that adult learners were attending the literacy program based on their own interest to get knowledge and skills (reading, writing and arithmetic). Accordingly, in order to obtain knowledge and skills as well as changing their own life adults attend the literacy program based on their own interest. However, 5(3%) of the respondents did not give their decision on the program. Land (2001), found out in a study in South Africa that adult learners had positive perception of adult literacy program classes because they felt that participation in integrated functional adult literacy program by their own interest results in many highly valued gains.

In the Item 2 of the table 3 above Adult learners were asked whether the content of adult literacy relevant to them or not. In this respect, 6(3.6%), 5(3%) and 4(2.4%) of the respondents responded that strongly disagree, disagree and uncertain respectively on the relevance of the contents. While, the majority 101(61%) and 48(29.27%) of the respondents responses that they strongly agree and agree respectively .Thus, the mean value is 4.44 with standard deviations of 0.95. This shows that the content of integrated functional adult literacy was relevant and integrates the learning of literacy skills with agriculture, health, civics and ethics, environmental conservation and protection (OEB,2006). In addition to this, the content teaches, the way to improve their everyday lives, write and sign, calculate, using of modeling farming activities, the way to live a better life ,crop farming ,the way to generate income and social life.

As can be seen in the 3rd item of the table 3, Respondents were asked to check whether the knowledge they acquired was helped them in improving their life or not. Accordingly, 6 (3.66%), 9(5.49%) and 4(2.44%) of adult learners responded that strongly disagree, disagree and uncertain respectively on the issue. The majority 109(66.46%) and 36(21.95%) of respondents replied that agree and strongly agree respectively on the importance of knowledge they acquired from the program in improving their life. Thus, the mean value is 3.99 with standard deviation of 0.89 shows that adult learners believed that the knowledge they acquired from the integrated functional adult literacy was helped them to improve their daily life. Adult learners who participate in the adult literacy programme may have positive or negative perception. As study of adult learners perception done in Mozambique(Linda and Rungo,2004) found out that some of the learners may perceive that literacy is useful and the following answers were given by the participation: surviving, developing ones full capacity, living and working in dignity, participation fully in development and improving the quality of life. Ephraim Nuwagaba, (2006) suggested that adult learners may be leading a better life as a result of the knowledge and skills acquired from the integrated functional adult literacy program. It was felt that learners utilized what they learned from the programme and the programme is relevant for improving/transformation of people's standards of living and is capable of making them live as useful citizens in their communities. From the above table 3 of item 4, Adult learners were asked whether they attend on the literacy programme regularly or not. The majority, 98(59.76%) of respondents replied that they disagree on them. This shows that adults do not attend the literacy programme regularly due to the private and social problem. In the literacy centers, there was an attendance which shows their continuous follow up of the learners. But the learners did not attend the program continuously. Accordingly, 8(4.87%),4(2.48%),39(23.78%) and 15(9.14%) of the respondents reveals that they strongly disagree, uncertain, agree and strongly agree respectively on the issue raised.

As indicated in the table 3 of the item no 5, respondents were asked to rate whether kebele workers or coordinators involved in decision making or empowered or not. The majority 106(64.64%) of the respondents responded that they disagree on it. It shows that they did not involve in decision making or empowering to lead "Gote" or 1-5 network system at kebele level. Thus, mean value 2.25 with standard deviation of 1.02.This shows that the coordinators or kebele workers cannot engage and involved in decision making to participate. This was de-motivated and lowers the self-confidents of the learners to participate in integrated functional adult literacy.

Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills and adult literacy is thus beneficial to the extent that reduces ignorance, poverty and brings awareness to people (Uganda: <http://www.ifad.org>). The role of kebele workers were coordination of implementation of program, assisting with the recruitment and enrolment of learners and involved learners in decision making. On the other hand, 27 (16.46%), 5(3.04%), 17(10.36%) and 9(5.49%) of the respondents responded that strongly disagree, uncertain, agree and strongly agree respectively on the issue raised.

Further in the table 3 of item 6, the respondents were asked they interested in teaching approach of adult literacy or not. The majority 115(70.14%) of the respondents replied that they agree with it. Thus, mean value is 4.09 with standard deviation of 0.74. This shows that adults are interested in teaching approach of integrated functional adult literacy programme. Teachers use participatory teaching approach such as group discussion and followed by the lecture method. Aduaram,(2005), stated that adults feel motivated if they have some degree of control over their learning and motivated to learn when learning is stimulated, learning centered and needs oriented. On the other hand, 4(2.44%), 4(2.44%), 3(1.83%) and 38(23.17%) of the respondents replied that they strongly disagree, disagree, uncertain and strongly agree respectively on the teaching approach of adult literacy teachers.

Moreover in table 3 above of item no 7, respondents were asked whether community should have to contribute financial and other resources to fulfill facilities to literacy center or not. The majority of the respondents 89(54.22%) confirmed that they disagree on the idea. Thus, mean value is 1.85 with standard deviation of 1.10. This shows that the community surrounding area lack interest to support literacy center by contributing finance and fulfill facilities in the literacy centers. In strategic document of integrated functional adult literacy programme stated as communities participated by their own interest in contribution of literacy center facilitated with the necessary educational materials and raising funds.

In most developing countries, Functional adult literacy centers nearby communities play a great role. In India (UNESCO,2009) cited in (Tekalign,2010) communities and private sectors involved in the implementation of Functional adult literacy program in the identification and preparation of learning materials and resources as well as in the coordination of the program in collaboration with the community learning center. Himanot, (2014), indicated that In Ethiopia,

communities and private sectors have tremendous contribution in assisting the implementation of integrated functional adult literacy program. This includes recruiting and selecting integrated functional adult literacy facilitators, raising funds, constructing functional adult literacy center, and actively engaging in the management of the integrated functional adult literacy program. To conclude that community contribution was against with strategic document. On other hand, 51(31.09%), 6(3.66%), 10 (9.09%) and 8(4.88%) of the respondents responses that they disagree, uncertain, agree and strongly agree respectively

In table 3 item 8 respondents were asked whether teachers are competent in teaching adult learners or not. The information collected from the respondents revealed that 131(79.88%) responded that they agree on them. Thus mean value 3.98 with standard deviation of 0.69 shows that teachers are competent and cooperative in teaching and treating adults. Accordingly, 3(1.83%), 7(4.27%), 2(1.22%) and 21(21.80%) of the respondents responded that they strongly disagree, disagree, uncertain and strongly agree respectively on the teaching approach of the teacher. As indicated in table no 3 above of the item no 9, Respondents were asked whether they understand the importance of the lesson or not. The majority 113(68.90%) of the respondent responded that they agree on the idea. Thus, mean value 3.98 with standard deviation of 0.69. This shows that the learners have adequate awareness on the about the importance the lesson of IFAL program. It is believed that they understand the importance of the lesson in improving their living condition and participated on poverty reduction and brings sustainable development in National development. However, 2(1.22%), 14(8.54%), 2(1.22%) and 33(20.18%) of the respondents responded they strongly disagree, disagree, uncertain and strongly agree respectively on the issue raised.

Generally, from this we concluded that the mean value of the items 1,2,3,6, and 9 are 3.97,4.44, 3.99,4.09 and 3.98 respectively above the mean score value that is 3.5. This implies that adult learners have a good perception toward integrated functional adult literacy implementation. On the other hand the mean value of the items 4, 5 and 7 are below the mean score value that is 3.5 and the respondents were undecided.

The interview results also indicated that the majority of the respondents responded that they have a good knowledge and understanding on the basic concepts of the strategic document of the integrated functional adult literacy program implementation. They viewed that adult attend the literacy program based on their own interest without committee or kebele leader enforcement.

Accordingly in the study area adults attend the literacy program based on their own interests to get knowledge and skills. But due to the social and private problems they had not attend regularly. Besides, the contents of integrated functional adult literacy program was very relevant to the learner in changing and improving their living condition as well as the knowledge they acquired used to improve their life. For example: The information obtained from the interview in some kebeles, the majority was used in toilet, constructed kitchen, houses from grasses for hen, donkeys, calves separated from their bedroom. On the other hand the majority of the interviewee knew that integrated functional adult literacy program need the contribution of the community in order to facilitate the program sufficiently but due to the lack of the commitment of the committee and other integrated sectors community lack interest to contribute finance and supporting literacy centers. In the study area, teaching of the adult literacy was takes place only by teachers and facilitators. Accordingly, the information collected through the interview, confirmed that functional adult literacy was implemented in integrated way with other sectors. But, integrated sectors were lack of integrated approach in running Adult functional literacy and they run individually to accomplish their office job. Woreda educational office runs only alone.

4.2. Implementation of integrated functional adult literacy with line to the strategic document

Table 4- Respondents adult learner in implementation of integrated functional adult literacy program

No	Items	Adult learners Respondents N=164											
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree			
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
1	Time is convenient to attend functional adult literacy	43	26.21	91	55.48	5	3.04	14	8.53	11	6.70	3.88	1.07
2	Place of educational provision is convenient to attend the program	8	4.82	16	9.75	3	1.82	102	62.19	35	21.34	3.85	1.02
3	Integrated sectors support you co-ordinately	117	71.34	24	14.64	3	1.83	12	7.32	8	4.88	1.59	1.14
4	Literacy teachers treat you with respect	10	6.09	7	4.27	5	3.05	103	62.80	39	23.73	3.93	0.99
5	Are there adequate educational materials available in the literacy Centre	39	23.8	91	55.49	5	3.05	19	11.58	10	6.09	2.20	1.11
6	Do all stakeholders have a commitment to support you?	33	20.12	107	65.25	4	2.43	9	5.49	11	6.70	2.13	1.07
Mean score											2.93	1.05	

Keys; Scale range of mean value; 0-1.49=strongly disagree; 3.5-4.49=Agree; 1.50-2.49=Disagree; 2.50-3.49=Uncertain; and 4.5-5.0=strongly agree

On the other hand, as indicated in the item 1 of table 4, respondents were asked whether the time is convenient to attend functional adult literacy or not. Accordingly, the majority of the respondents 91 (55.48%) replied that they disagree and among the respondents, 43 (26.21%) of the respondents strongly disagree on the idea. Thus, the mean value is 3.88 with standard deviation of 1.07. This implies that, the time assigned was not convenient to attend functional adult literacy class. The community surrounding was lived in agricultural activities and they emphasize on farming activities. They know the importance of Integrated Functional Adult Literacy program but they don't want to stay long time in IFAL class. So that in identifying the most appropriate time to conduct literacy classes was one of the challenging factors, particularly in area where the majority of the population was engaged up on agricultural activities. Although, the non-formal education action plan recommends conducting adult literacy at all levels without interruptions on actual situations the program is implemented for 9 months long in a year and day are not less than 3-5 days per week. Each day, there are 2-3 hours of literacy class in each Centre. But, as stated in strategic document it was not implemented. Tangibly, in the study area adult learners attend the literacy class two days per week and for 1 hour in each day. As stated in strategic document, it is not practiced. Others, 5(3.04%), 14 (8.53%) and 11(6.70%) responded that uncertain, they agree and strongly agree respectively.

As depicted in the item 2 of table 4 above, respondents were asked whether educational provision was convenient or not. The majority 102(62.19%) responded that they agree and among the respondents, 35(21.34%) responded that they strongly agree on the idea. Thus, mean value of 3.85 with standard deviation of 1.02. This indicates that, the place for provision of literacy program was convenient for adult learners to participate in Integrated Functional Adult Literacy. It is also located in a place where not far away from residence of the learners. According to the strategic document, IFAL should be given in a place of regular school, church FTC, under dash, working area (OEB, 2004) otherwise; it should be given on a Centre constructed by the community interest. The strategic document recommended that the learners and concerned bodies of the implementers of functional literacy and other members of the community should select the site. So that, the learners select regular school class to attend the literacy class. As a result, the place of the literacy Centre was convenient to them.

Similarly, in the interview the respondents replied that the place of educational provision was convenient for adult learners to attend the program. The learner had selected the place of literacy Centers by their own interest and it was convenient for them to attend the program as well as the centers not far away for their residence. The majority of respondents held the view that the literacy participants were encouraged to select or recommend the place of literacy Centre. As the result of this the adult learners have no objection to attend in selected place of adult literacy Centers. In sample cluster of the study, the majority of literacy Centre was in primary school classroom and FTC center. On the other hand, 8 (4.07%), 16(9.75%) and 3 (1.82%) respondents responded that they strongly disagree, disagree and uncertain respectively.

In the item number 3 of the same table above, respondents were asked whether Integrated sectors are supporting them or not. The majority 117 (71.34%) responded that they strongly disagree. It shows that disagreement. Thus, mean value 1.59 with standard deviation of 1.14. This shows that lack of integration of different sectors in supporting adult literacy coordinately. On the other hand, integrated sectors were not working together with the literacy classes enabled learner to acquire knowledge and skill from a variety of sources for example extension worker in the health, agriculture and developmental sectors.

As stated in strategic document IFAL program was implemented at federal and regional level integrated manner with different sectors The sectors involved are agricultural ,health ,labor , and social affair and woman affair, youth and sports . The evidence of this study shows that relevant sectors were not functioning in integrated manner. Other respondents 24(14.64), 3(1.83)12(7.32) and 8(4.88) replied that disagree, uncertain, agree and strongly disagree respectively.

In this respect, the results of the interview indicated the lack of integration of different sectors in implementing integrated functional adult literacy program. The interviewee argued that the program was implemented in integrated manner with different sectors such as agricultural, extension and others as stated in strategic documents. But in the Gudeya-Bila Woreda integrated sectors in implementing integrated functional adult literacy program were not functional. The integrated sectors run individually to accomplish their sector job and they left the activities only for woreda educational office. So that, integrated sectors lack commitment and they need incentives for the implementation of integrated functional adult literacy.

As indicated in the table 4 of item 4, Respondents were asked whether teachers treat them with respect or not. Accordingly, 103(62.88) of the respondents replied that they agree on the idea. Thus, mean value is 3.93 with standard deviation of 0.99. This shows that the teachers treat, motivate and respect the learners in order to participate in integrated functional adult literacy program without shyness. Since they are illiterate and teachers treat them according to their behavior. As the name indicated integrated functional adult literacy an education given for adults and adults must be respected and treated. So, accordingly, in the literacy center teachers and facilitators treat the learners with respect. On the other hand, 39(23.78%), 10(6.09), 7(4.27) and 5(3.05) responded that strongly agree, strongly disagree, disagree and uncertain respectively.

As can be seen from the table 4 of item 5, Respondents were asked the adequacy of educational materials in the literacy Centre. The majority of the respondents, 91(55.49%) responded that they show their disagreement. Thus, mean value is 2.20 with standard deviation of a 1.11. This indicates inadequate educational materials in the literacy Centers. The Provision of adequate educational materials in the literacy center such as text books and modules were insufficient. This might affect the effective implementation of integrated functional adult literacy in the study area. On the other hand, 39(23.8%), 5(3.04), 19(11.58) and 10(6.09) of the respondents responded that they strongly disagree, uncertain, agree and strongly agree respectively on the accessibility of educational materials in the literacy Centers.

As shown in the above table 4 of item 6, Respondents were asked the commitment of all stakeholders in implementing functional adult literacy. Accordingly, 4(2.43), 9(5.49), 11(6.70%) and 33(20.12%) of the respondents responded that uncertain, they agree, strongly agree and strongly disagree respectively. The majority 107(65.25%) of the respondents replied that they disagree in commitment of stakeholders. Thus, mean value is 2.13 with standard deviation of 1.07. The available evidence revealed that stakeholders lack commitment to support and implement integrated functional adult literacy in the study area. Various stakeholders have played a significant role in the designing and implementation of integrated functional adult literacy program. Accordingly, in the study area all the stakeholders were not involved in the implementation of integrated functional adult literacy program and they lack commitment. As stated in strategic document it was not practiced.

In the interview the majority of respondents agreed that the encouragements were made by all stakeholders (agricultural, health sectors, committees and private sector as well as non-

governmental organization) to coordinate and facilitate the program was insufficient. All the stake holders lack commitment to support, coordinate and facilitate integrated functional adult literacy program in the study area. The committees transmit message only when the community were collected for different purposes during meeting. Only teachers and facilitators were run by themselves to support the learners and facilitate them. The provision of integrated functional adult literacy program in the study area was almost left to the woreda education sectors unlike what was stated in the National adult education strategy of 2008. Thus it could be said that implementation of integrated functional adult literacy program ineffective.

In sum, the implementation of integrated functional adult literacy in line with the strategic document the responses overall mean value 2.93 with standard deviation of 1.05. This indicates that the respondents lack participation related to the strategic document.

4.3:-The major problem that encounters the implementation of integrated functional adult literacy program

Table.5. Shows that Adult learners responses on the problem of the implementation of integrated functional adult literacy

No	Possible problems	Adult learners Respondents N=164										mean	Standard deviation
		Strongly disagree		disagree		Uncertain		Agree		Strongly Agree			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Lack of encouragement from the woreda Administration.	4	2.43	9	5.49	11	6.70	79	48.17	61	37.19	4.12	0.93
2	Lack of commitment from the concerned bodies.	13	7.92	19	11.58	9	5.49	91	55.49	32	19.5	3.67	1.15
3	Lack of tem working of all sectors.	9	5.48	12	7.32	7	4.27	110	67.07	26	15.86	3.80	0.97
4	Distance from the literacy Centre.	15	9.15	135	82.31	3	1.83	5	3.05	6	3.66	2.09	0.74
5	Lack of motivation or certification from one level to other	11	6.70	9	5.49	7	4.27	107	65.24	30	18.29	3.82	1.01
Mean score value											3.5	0.96	

Keys: scale range of mean value 0-1.49=strongly disagree; 1.50-2.49=Disagree; 2.50-3.49=uncertain 3.50-4.49=Agree; and 4.5-5.0=strongly agree;

As indicated in the above table 5, Respondents were asked to rate the factors that affecting the implementation of integrated functional adult literacy program in the study area. Thus the respondents overall mean score is 3.5 with standard deviation of 0.96. This shows that their agreement on possible factors. In the study area these factors were seem to affect the effective implementation of integrated functional adult literacy.

As shown that in the table 5 above of item no 1, respondents were asked whether the lack of encouragement from the woreda administration affect the implementation of integrated functional adult literacy or not. Accordingly, the majority 79(48.17%) of the respondents replied that they agree on the idea. Among 61(37.19%) responded as strongly agree. Thus, mean value 4.12 with standard deviation of 0.93. This indicates that woreda administration had not encouraged and agitate the program. The interviewed also expressed their view that encouragement given from woreda administration for proper implementation of integrated functional adult literacy was insufficient. The strategic document plan demands woreda administration to make a plan for adult education and ensuring that it is integrated into woreda plan and budgets, mobilizing additional services for adult education, ensuring the implementation of adult education programs that respond to the needs and demands of the local population and supervising and monitoring the implementation of adult education program in the local communities (MOE, 2006). The available data indicated that lack of practice as stated in the strategic document.

Similarly, the data in the table 5 above briefly indicates that except item no 4, all factors affecting the implementation of integrated functional adult literacy in the study area. Thus item no 1, 2, 3 and 5 mean values are 4.12, 3.65, 3.80 and 3.82 with standard deviation of 0.93, 1.15, 0.97 and 1.01 respectively. The mean values were above the mean score value implying their agreement on the possible factors.

In the item no 5 of the above table, Respondents were asked whether the lack of motivation/certification from one level to other affect the implementation of integrated functional adult literacy or not. The majority 107(65.24%) respondents responded that lack of certification from woreda education office affect the learners' participation on the program. This

implies that the learners lacked motivation or certification that shows their completion of one level to the next level was not provided for them. This was not practiced as strategic document action plan. Certificates had been awarded for learners who successfully passed on the tests and could able to obtain the passing mark 50% at each level. The strategy document indicated that the value to be assigned to successive tests or continuous assessment to be counted of 50% and these tests to be prepared by literacy teachers and the final tests to be prepared by the woreda IFAL committee would be graded 50% participant who attend the level three education and received oral, written and practical test and obtained a pass mark grade of 50% and above obtain certificate. In the study area tests had been given and rosters of the learners were observed. But, there was no certificate which shows the qualification level.

Open ended question were presented at the last part of questionnaire prepared for adult learners, coordinating committees as well as in the interview question indicates that the following are the major challenges that encountered the implementation of integrated functional adult literacy in Gudeya-Bila Woreda. Integrated sectors lack commitment to teach integrated functional adult literacy in integrated manner. The integrated offices run individually to accomplish their office job (lack of strong networking), Lack of incentives for integrated functional adult literacy implementers (teachers, agricultural workers and health extension), Inadequate budget allocation to literacy program, Poor support from the all stakeholders and community to the program due to the ineffectiveness of the coordinating committee, Lack of regular supervision, Inconvenient time, Lack of NGO surrounding area, Lack of commitment from the different organization to support the program, Lack of certification for learners and lack of cooperation in the committee and effective leadership from the woreda training committee and leave all responsibility to woreda education office. The problems that are reflected by respondents are also constraints that were observed in other countries and real problem of the program. In a report a study Tour to Uganda Nov.2002 as summed up the difficulties of integrated functional adult literacy programs in to the following points. Lack of commitment, lack of strong networking, lack of adequate trained man power in the implementation, lack of adequate attention for the need of continuous training of staff involved in adult education, lack of training manuals and hand books for practitioners of adult education and written materials for specific targets groups and lack of adequate funding (Uganda,2002).

Similarly,(Mbuagbaw,1999) listed down several problems that were causes for the collapse of adult literacy campaign in Cameroon. Which were discovered by UNESCO experts study. These problems were lack of political will on the part of the government to eradicate literacy, lack of follow up on the part of the government to see how far the program was progressing over the years, no proper motivation on the part of the target population, shortage of literacy materials and personal.

4.4. Perception of coordinating committee on implementation of integrated functional adult literacy program.

Table.6. shows the responses of coordinating committee on the perception of integrated functional adult literacy program.

No	Item	Coordinating committee respondents N=28										Mean	S. deviation
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree			
		Fr	%	Fr	%	Fr	%	F	%	Fr	%		
1	Literacy or teachers have pre service Training	2	7.1	4	14.	2	7.1	14	50	6	21.	3.6	1.1
2	The community living around the literacy center has the interest to equip literacy centers?	6	21.42	16	57.14	2	7.14	3	10.71	1	3.56	2.17	1.02
3	The woreda and kebele committee have regular meetings?	17	60.7	8	28.0	1	3.56	1	3.56	1	3.56	1.60	0.99
4	There is adequate budget for the implementation of integrated functional adult literacy?	6	21.42	18	64.28	2	7.14	1	3.56	1	3.56	2.03	0.88
5	To what extent the woreda coordinating committee functional?	3	10.71	17	60.71	5	17.85	2	7.14	1	3.50	2.39	1.03
6	To what extent the coordinating committees at all level prepare a working plan each year?	1	3.56	2	7.14	2	7.14	14	50	9	32.14	2.57	0.87
7	To what extent does the coordinating committee at woreda and kebele level conduct meeting?					3		1		1			
8	What is the degree of team spirit of the coordinating committees at woreda and kebele level?	6		15		2		3		2	7.14	2.28	1.15
9	To what extent does the program is monitored and evaluated?												
Mean score											2.23	1.01	

Keys: scale range of mean value 0-1.49=strongly disagree; 3.50-4.49=Agree; 1.50-2.49=Disagree; 4.5-5.0=strongly agree; and 2.50-3.49=uncertain

In item 1 above of table 6, the respondents were asked to rate the degree of pre service training given for literacy teachers or facilitators. Accordingly, the majority of respondents 14(50%) showed that their agreement. Thus, mean value is 3.64 with standard deviation of 1.19. This implies that teachers or facilitators obtain training before literacy class was started. Teachers and facilitators have been actual implementers of the literacy program. They have played valuable role for integrated functional adult literacy implementation. The strategic document indicated that the role of teachers in the program in (AFEAE, 2011) recommended, providing short term training to them for successful implementation of integrated functional adult literacy. At woreda level training of literacy teachers and facilitators were found to be one week before class was started. The strategy document indicated that facilitators are required to attend 30 days initial training followed by 15 days of refresher training every 6 months and teachers trained for 10-15 days. Even if, pre service trainings had been given for teachers and facilitators at woreda level, it was not sufficient and it was direct against guidelines stated in strategic document action plan. But recently the government hired facilitators from the community (who had completed grade 10) and gave chances to upgrade their knowledge and skills through training in summer program in the colleges.

Concerning the training of teachers in Mozambique literacy campaign (Lind, 1988) indicates that the training of teachers was for about three weeks with possible in service training in summer season. In Uganda the training was given for about two-three weeks (a report of a study tour to Uganda Nov.2002). This shows that the attention provide to literacy teachers /facilitators training in Gudeya-Bila Woreda was significant. So, according to the strategy document recommended 30 days of initial training for literacy teachers.

From the interview the majority of them responded that both facilitators and teachers were trained at woreda level before actual class was started. Even if they are trained it is not enough and against with strategic document. The training was given for teachers and facilitators but not for others. Other interviewee (Extension and Agricultural workers, kebele chair person, Supervisors) raised the ideas that they didn't get training. So, from this it is understood that it needs training for the proper implementation of integrated functional adult literacy program.

On Item number 2 of table 6 above, the respondents were asked to rate the level of interest of the community living around the literacy center to equip the literacy centers or not. Accordingly, the majority 16 (57.14%) of the respondents responded that they disagree. Thus mean value is 2.17 with the standard of 1.02. This indicates that the community living around the literacy center has lack of interest to equip literacy centers. As stated in strategic document, the communities must involve in the implementation of integrated functional adult literacy program in contributing, equipping materials and constructing literacy centers. As stated in strategic document action plan, it was not practiced in the study area. On the other hand, 6 (21.42%), 2 (7.14%), 3 (10.71%) and 1 (3.56%) responded that they strongly disagree, uncertain, agree and strongly agree respectively.

The interview held with (Facilitators, Teachers, Supervisors, School Directors , Agricultural and Extension workers, Woreda Educational Experts and Kebele Chair persons) confirmed that the community has responsibility to participate in all activities of literacy centers, but in the study area they have lack of Interest to equip literacy centers. The participation of community in supporting literacy centers was found to be limited. The learner or communities were not involved in planning of the program; constructing literacy centers, raising fund but they engaged only in selection of provision. The reason was mentioned as due to poor mobilization effort of the non-formal education and training committee at all levels as well as poor coordination in between different sectors in order to motivate and mobilize the community.

As shown in item number 3 of the table 6, coordinating committee was asked whether they have regular meeting at woreda and kebele level or not. The majority 17 (60.71%) of the respondents responded that they strongly disagree on having regular meeting at woreda and kebele level about the program. Thus mean value is 1.60 with standard deviation of 0.99. This indicates that they had no regular meeting at each level. The committees were formed from different offices at woreda and kebele levels. Due to this they give attention for their own work and lack of commitment to meet together regularly to discuss on the program implementation. They give direction during meeting organized spontaneously. The lack of permanent meeting schedule of the committee was believed by woreda educational offices as the main causes delayed to pass decision on critical issues that faced the program. The support provided from the committee was insufficient and disorganized. Consequently, all activities of the literacy program were left to

the woreda educational office and mostly for literacy teachers and facilitators working in each Centre.

On the other hand, 8(28.07%), 1(3.56%), 1(3.56%) and 1(3.56%) respondents responded that they disagree, uncertain, agree and strongly agree respectively.

As indicated in the above table 6 of item 4 the respondents were asked to give their opinion about adequate budget for the implementation of integrated functional adult literacy or not. The majority 18(64.28%) of the respondent responded as disagree. Thus, mean value is 2.03 with standard deviation of 0.88. This shows that there was lack of inadequate budget for the real implementation of the program. The interviews results were also confirmed that there was inadequate budget for the proper implementation of integrated functional adult literacy. In addition to this, the program has budget problems lack of support and encouragement from the woreda administration except transmitting message on the meeting. Others, 6(21.42%), 2(7.14%), 1(3.56%) and 1(3.56%) respondents replied that the adequate budget for the implementation of integrated functional adult literacy as strongly disagree, uncertain, agree and strongly agree respectively.

As can be seen in the 5 item of table 6, the respondents were asked to rate the extent to which the woreda coordinating committee had been functional or not. The majority 17(60.71) of the respondents responded that lack of function. This was for the committee members were elected once a year and lack a continuity to monitor the program. They had been not enough inadequately discharging their responsibility. This resulted in their effectiveness. Thus mean value is 2.39 with standard deviation of 1.03. This might have negative impact on the effective implementation of integrated functional adult literacy in the study area. On the other hand, 3(10.71), 5(17.85), 2(7.4) and 1(3.56) responded that the functionality of the coordinating committee had been very low, medium, high and very high respectively.

As can be seen in the item 6 of the table 6, the respondents were asked to rate the extent to which the coordinating committees prepare a working plan. The majority 14(50%) and 9(32.4%) replied that the participation of coordinating committee in preparing working plan as high and very high respectively. This implies that the coordinating committees at all levels participate preparing a working plan related with objectives realities of the surrounding areas. But only

plans are there on the paper and there was no written document that shows their implementation in the sampled areas. Even though there is a working plan it is not changing in to the practice.

As indicated that in item 7 of the table 6, the respondents were asked to rate the extent to which coordinating committee conduct meeting together to discuss on the issue of the program. The majority of the respondents 16(57.14), responded that in conducting meeting at all level was low. This indicates that the coordinating committee at all level lack to conduct meeting together to discuss on the issue of the program regularly. The reasons mentioned were that the lack of proper time schedule for meeting together, lack of permanent meeting, t low attention given to the program and lack of commitment of committee leaders. The organization of literacy program was assigned to integrated functional adult literacy committee established at different levels (woreda and kebeles). The education at the woreda levels had the responsibility to assist technical issues in organizing literacy centers. The efforts of the coordinating committee at all levels had been coordinated with the activity of woreda education office; the effectiveness of the implementation might be hampered.

As indicated that in the item no 8 of table 6, the respondents were asked to rates the degree of team spirit of the coordinating committee at woreda and kebele level. The majority15 (53.57%) of the respondents responded as low in having team spirit. This implies that the coordinating committee at woreda and kebele level lack team spirit in implementing integrated functional adult literacy program in the study area. The committees leave all the activities to the woreda education office. On the other hand,6 (21.43%), 2 (7.14%), 3 (10.71%) and 2 (7.14%) of the respondents rated as very low, medium, high and very high respectively.

In the table above of the item no 9, the respondents were asked to rate the extent to which integrated functional adult literacy is monitored and evaluated. The majority 19(67.83%) of the respondents responded that the extent of evaluation and monitoring of the program is low. This indicates that the monitoring and evaluation of the program in the study area is low and it results poor achievements of integrated functional adult literacy program. As known that monitoring and evaluation is an essential activity and committees as well as woreda education makes necessary follow up, visit the center and discuss periodically with stakeholders and learners. So, that there is no a comprehensive and systematic monitoring and evaluation of the program in the study area .Others, 5(18.85%), 2(7.14%), 1(3.57%) and 1(3.57%) of the respondents responded that very low, medium, high and very high respectively.

4.5. Coordinating committee responses on Implementation of integrated functional adult literacy in line with the strategic document

Table.7:- Shows the respondents of coordinating committee on Implementation of integrated functional adult literacy in line with the strategic document

No	Items	Coordinating committee respondents N=28										Mean	Standard
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	There is selection criterion for integrated functional adult literacy program teachers/facilitators	2	7.14	3	10.72	1	3.56	19	67.86	3	10.72	3.64	1.06
2	You think that the time of educational provision is convenient for adult literacy participants	2	7.14	20	71.42	1	3.56	3	10.72	2	7.14	2.39	1.03
3	Places of adult literacy provision or centers are selected with the agreement of the participants	1	3.56	1	3.56	1	3.56	20	71.42	5	17.85	3.85	0.75
4	You think that the government has responsibility to equip integrated functional adult literacy centers each year using government recurrent budget	13	46	7	25	3	10.71	2	7.14	3	10.71	2.10	1.37
5	Are there enough facilitators in literacy center?	1	7.14	2	7.14	1	3.56	6	21.42	17	60.72	4.21	1.25
Mean score value												2.9	1.08
												4	

As indicated in the item 1 of table 7, respondents were asked to rate the selection criteria for integrated functional adult literacy program teachers or facilitators. Accordingly, the majority 19(67.86%) of the respondents replied that they agree on the idea of the selection criteria for

IFAL teachers or facilitators. Thus mean value is 3.64 with standard deviation of 1.06. This indicates that the facilitators or teachers were selected according to the strategic document of integrated functional adult literacy program. On the other hand, 2(7.14%), 3(10.72%), 1(3.56%) and 3(10.71%) replied that they strongly disagree, disagree, uncertain and strongly agree respectively. Regarding selection criteria in the strategy document that requires higher grade qualification criteria. Teachers or facilitators were selected in this way. Teachers have Diploma and facilitators were grade 10th completed.).

In the item no 2 of table 7, respondents were asked to rate the time of educational provision was convenient for adult literacy learner or not. Accordingly, 20(71.42%) of the respondents replied that they disagree on the idea. Thus mean value is 2.39 with standard deviation of 1.03. This indicates that the time of educational provision is not convenient for learners in the study area. As stated in strategic document integrated functional adult literacy was given for 2-3 days per week and in each day's 2-3 hours literacy class in each center. In the study area this was not practiced as stated in strategic document. The reason was that the majority of the community engaged in agricultural activities, meeting and they did not stay long time in literacy class. Thus, they preferred to learn a few hours per days and week as well as they requested adjustment of the time without interruption of their actual work.

In item no 3 of table 7, the respondents were asked to rate the place of adult literacy provision had been selected with the agreement of learners or not. The majority 23(82.15%) of the respondents responded that they agree on the idea. This means that the place for provision of literacy program was convenient and it located in sites where not far away from residence of the community and it is in school regular classes and FTC centers.

In item no 4 of table 7, respondents were asked to rate the government has responsibility to equip integrated functional adult literacy center each year using government recurrent budget. Then, 13(46%) and 7(25%) of the respondents replied that they strongly disagree and disagree respectively. Thus mean value 2.10 with standard deviation 1.37. This implies that it was not only the responsibility of government but also it involved the participation of the community and private sectors to equip integrated functional adult literacy center. On the other hand, 3(10.71%), 2(7.14%) and 3(10.71%) the rest of respondents replied that they uncertain, agree and strongly agree respectively.

In India (UNESCO,2009) cited in (Tekalign,2010) communities and private sectors involved in the implementation of functional adult literacy program in the identification and preparation of leaning materials and resources, raising funds as well as in the coordination of the program in collaboration with the community learning center. In Ethiopia, communities and the private sector have tremendous contribution in assisting the implementation of integrated functional adult literacy program. This including recruiting and selecting integrated functional adult literacy facilitators, raising funds, constructing functional literacy centers and actively engaging in the management of the integrated functional adult literacy program.

As indicated in the above table of the item 5, the respondents were asked there was enough facilitators or not. Then, 6(21.42%) and 17(60.72%) of the respondents responded that they agree and strongly agree respectively. This implies that in all literacy centers there were enough facilitators. Facilitators are provided in all literacy centers as strategic document action plan. On the other hand, 2(7.4%),2(7.14%) and 1(3.56%) replied that they strongly disagree, disagree and uncertain respectively.

Table 8: Shows the respondents of coordinating committee on Implementation of integrated functional adult literacy in line with the strategic document

No	Items	Frequency	%
1	In which of the following age level does the majority of the adult literacy learners could be grouped?		
	1.7-14	1	3.56
	2.15-29	3	10.71
	3.30-45	22	78.57
	4.45 above	2	7.14
		28	100%
2	What is the extent of availability of educational materials in the literacy centres?		
	1.very low	6	21.42
	2.low	15	53.57
	3.medium	4	14.28
	4. high	2	7.14
	5. very high	1	3.56
		28	100
3	For how many days in a week does the literacy education is provided to learners?		
	1.1-2 days	13	46.43
	2.2-3 days	8	18.57
	3.3-4 days	4	14.28
	4.4-5 days	3	10.71
		28	100
4	How often does the literacy program is conducted in a year?		
	1.one times	1	3.56
	2.Two times	4	14.28
	3.Threetimes	21	75
	4.Four times	1	3.56
	5.Five Times	1	3.56
		28	100
5	What is the qualification of adult literacy facilitators dominantly?		
	1.10 th complete	26	92.85
	2.10+1	1	3.57
	3.10+2	1	3.57
	4.Diploma	-	-
	5.Degree	-	-
		28	100

As indicated in table 8 item 1, the respondents were asked about the age level of adult literacy learners. Accordingly, the majority 22(78.57%) replied that the majority of the age level of participants were grouped under 30-45 years. This is in line with the strategic document action plan. In the strategic document the age limit was assumed for participants of the literacy program within the range of 15 and 45 years (ESDP, 2010). The people within this range are assumed to

be adults who are expected to lead their live by their own decision. On the other hand, the rest 1(3.56%), 3(10.75%) and 2(7.14%) responded that 7-14, 15-29 and above 45 respectively.

As seen in table 8 item 2, the respondents were asked the degree of availability of educational materials in the literacy centers. Accordingly, the majority 15 (53.57%) of the respondents responded as the availability of materials was low. This indicates that in the literacy centers there was an insufficient educational material such as text books and modules. The rest respondents 6(21.42%), 4(14.28%), 2(7.14%) and 1(3.56%) said that the availability of educational materials was very low, medium, high and very high respectively.

As indicated in the above table of item no 3, the respondents were asked for how many days in a week the literacy education provided to learners does. The majority 13(46.43%) of the respondents replied that in a week literacy education was provided to learners for 1-2days. The time that the literacy program was provided to adult was 9months long and days showed not be less than 3-5 days per week .Each day there were 2-3 hours of literacy class in each center as stated in the strategic document. In the study area the days in a week that were provided to literacy education had not been according to the strategic document and held for 1-2days per week and each day for one hour. As a result, the learners did not complete the portion on time and did not acquire the required knowledge at a time.

As indicated in the above table the respondents were asked about the literacy program conducted in a year. Then, 21(75%) of them replied that literacy program was conducted in a year three times(round) and each round have three months. This implies that integrated functional adult literacy was conducted in a year as stated in strategic document.

In item no 4 above of table 8, the majority of the respondent 26(92.85%) replied that the facilitators educational backgrounds are in line with the integrated functional adult literacy guide line which says they should at least be grade 10 complete.

CHAPTER FIVE

5. SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to assess major factors affecting the implementation of integrated functional adult literacy in Gudeya-Bila Woreda. To this end, descriptive research design was used and both quantitative and qualitative methods were employed. The source of the data for the study were 164 adult learners, 28 Coordinating committees, 4 teachers, 4 health extension workers, 4 facilitators, 6 agricultural workers, 2 supervisors, 4 school directors, 2 woreda educational experts and 4 kebele chair persons and relevant documents related to the issues. The simple random sampling and census sampling techniques were employed to select the respondents of the study and frequency, percentage, mean and standard deviation were used in the analysis of the collected data. Questionnaires, interview and document analysis were the main tools of data collection.

The study revealed the following major findings.

- ❖ The study showed that 98 (59.58%) of the adult learners were not attending the IFAL program regularly.
- ❖ The study was found out that the majority 89(54.27%) of the adult learners and interview respondents responded that the community lack an interest to support literacy centers.
- ❖ The study indicated that the majority 91(55.48%) of the adult learners and interview respondents replied that the time was not convenient to attend integrated functional adult literacy program.
- ❖ The study indicated that the majority 117(71.34) of adult learners and interview respondents replied that integrated sectors were not supporting integrated functional adult literacy program in coordinately.
- ❖ The study find out that the major problems that encountered the implementation of integrated functional adult literacy in the study area were; Integrated sectors lack commitment, lack of incentives, Inadequate budget allocation to literacy program, lack of regular supervision, inconvenient time, lack of NGO surrounding area, lack of certification for learners, Committees lack commitment to implement the program.

- ❖ The study finds out that the extent of functionality of coordinated committee at woreda and kebele level is low for the fact that the majority of respondents 17(60.71%) replied it.
- ❖ The study revealed that the majority 19(67.83%) of the coordinating committees responded that the extent of evaluation and monitoring of the program is low.
- ❖ The study finds out that the majority of the committee 13(46.43%) and interview respondents responded that the literacy education was provided to learners 1- 2 days per week and each day for one hour.
- ❖ The Study revealed that majority 17 (60.71%) of the Coordinating Committees responded that they had not regular meeting at woreda and kebele level about the program.
- ❖ The interview respondents responded that Woreda education experts, teachers, facilitators, adult learners have acceptable knowledge and somewhat understanding about integrated functional adult literacy program in relation to the strategy document.

5.2. CONCLUSIONS

The implementation of integrated functional adult literacy or education created opportunities for hundreds of young adults in the study area to learn reading, writing and numeracy as well as basic life skills are highly related to their daily life. However, lack of team working of all stakeholders, committee commitment, Lack of regular supervision, inadequate budget, inconvenient time, lack of certification and support from sectors (agricultural and health sectors) which signed memorandum of understanding affect the implementation of integrated functional adult literacy in the Gudeya-Bila Woreda. Adults learners were not attending the IFAL program regularly due to the private, social problem and time inconvenient.

As stated in strategic document of integrated functional adult literacy program, it is implemented with integrated sectors in integrated manner (education, agriculture and health), But in actual situation integrated sectors were not supporting adult learners coordinately. Additionally, there is no written document which shows the integration of the IFAL work with each other.

In implementation of integrated functional adult literacy, it needs involvement of the all stakeholders started from federal level to the kebele levels. But in the study area the Stakeholders (agricultural and health office and others) they lack commitment to implement the program and resulted poor implementation of the program. As strategic document stated that, different stake holders contribute finance and materials as well as construct literacy Centre for proper

implementation of integrated functional adult literacy in literacy centers. But in the area the community lack interest to equip literacy centers.

The coordinating committee formed at woreda and kebele levels was not working as expected. The committee formed at the woreda and kebeles levels had no regular meeting schedule and it gives direction during different meeting organized spontaneously. The lack of permanent meeting schedule of the committee was believed by woreda educational office as the main causes delayed to pass decision on critical issues that faced the program. The delays have also impact on the general activities and achievements of the program.

The extent of the functionality of the coordinated committee at woreda level is low. This program is coordinated by committee that is formed at different level. In the study area their extent was low and results improper implementation of IFAL program. The extent of coordinating committee conducting meeting at all level is low. From this we understand that the coordinating committee at all level did not conduct meeting together to discuss on the issue of the program regularly.

In the study area the extent of evaluation and monitoring of the program is low and it results poor achievements of program. So, that there is no a comprehensive and systematic monitoring and evaluation of the program in the study area. The time of educational provision is not convenient for learners in the study area. As stated in strategic document design at National level integrated functional adult literacy was given for 2-3days per week and in each day's 2-3hours literacy class in each centre. It is not practiced as stated in strategic document.

It is not only the responsibility of government to equip integrated functional adult literacy centre each year using government recurrent budget but also it needs the participation of the community and private sectors to equip integrated functional adult literacy centre.

To successful in integrated functional adult literacy program the contribution of every responsibility individual and organization in the woreda for real implementation of the strategy document is believed to be very important. Otherwise the plan and the program become the lion on paper.

5.3. RECOMMENDATIONS

Commitment deepens success, and success hinges on the programs integrated functional adult literacy ability to meet needs and adapt to local condition (Lockheed, Verspooramd associates, 1991).The implementation of integrated functional adult literacy requires the collaboration of diverse stakeholders. Therefore, based on the major findings and the conclusions drawn, the following recommendations were made to alleviate factors affecting the implementation of integrated functional adult literacy in Gudeya-Bila Woreda.

- The study found out that there was lack of integration among integrated sectors and there was a lack of written document which shows the integration of the integrated functional adult literacy implementation or work. Therefore, the woreda administration and woreda educational office would make discussion with integrated sectors and aware the programs as well as to strength their responsibilities in order to implement the program in integrated manner as strategic document action plan. In addition it is vital provide training for the sectors and conduct monitoring continuously.
 - ✓ Woreda administration and woreda educational office to provide incentives for integrated functional adult literacy implementers.
 - ✓ Woreda educational office should work closely with the Zone education office to strength the coordinating committee in order to discharge their duties and responsibilities as indicated in the integrated functional adult literacy guide lines.
 - ✓ It is not only the responsibility of government to equip integrated functional adult literacy centre each year using government budget. Therefore, it is recommended that it needs the participation of the all stakeholders including the community and private sectors to equip literacy centres. Additionally, the committee advised to discuss with the local community to encourage their participation and working with woreda educational office to find the local NGO to support the program.
 - ✓ Woreda education and Zone education office should ensure participatory monitoring and evaluation of integrated functional adult literacy program from time to time. In addition to this woreda education prepared check list

and provide timely feedback for the concerning the strength and weakness they observed in the implementation of integrated functional adult literacy in the centres.

- ✓ Woreda education and Zone education office would close working together to provide certificate on time that show passing of the learners from one level to the next level.
- Woreda administration and educational office advised to strength the network of the integrated sectors to implement integrated functional adult literacy effectively according to the guide lines.
- In order to get integrated functional adult literacy implemented in effective ways, it is advisable for the woreda education office; Administration, Committee and surrounding NGO allocate enough budgets for integrated functional adult literacy program in each year.
- Zone education office working with woreda educational office advised to provide satisfactory training for all stake holders for the proper implementation of the program.
- Woreda administration advised to strength the commitment of all committees formed at woreda and kebele levels in encouraging and giving training for them from time to time.
- The researcher finding has indicated that the community lack interest to equip literacy centres. Therefore, it is recommended that for the administration, woreda education and committees to develop commitments and aware the community about the program as well as to provide training in order to participated on the program in effective way.
- The researcher finding has indicated that the committee formed at woreda and kebele levels had no regular meeting. Hence, it is advisable for the committee at all levels to have permanent meeting schedule for the activities and achievement of the program.
- It is clearly stated in the finding of the research that the extent of the functionality of the coordinated committee at woreda level is low. Therefore, it is recommended that the woreda education office and the political leaders give attention for the program similar to the other programs to strength the duties and responsibilities of committee.
- It is clearly stated in the finding of the research that the extent of the evaluation and monitoring of the program was found to be low. Therefore, it is recommended that the committee and woreda educational office makes necessary follow up, visit the center and make comprehensive and systematic monitoring and evaluation of the program.

- The research finding has indicated that the time of education provision was not convenient for the learners in the study area and it is not practiced as stated in strategic document. Therefore, it is recommended that the woreda education office, teachers, facilitators and adult learners to discuss and adjust the time of the program based on the agreement of the learners without the interruption of actual situation of the learners.

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APPENDEX I
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be completed by adult Learner

Objective of the Questionnaire

The main purpose of this questionnaire is to collect data regarding **Factors Affecting the Implementation of Integrated Functional Adult literacy in Gudeya Bila Woreda.** Your response is found to be very essential for the achievement of the objective intended. As a result, after reading each question carefully you are required to respond to all items honestly. I will assure you that the data obtained will be used for this research purpose only and kept confidential.

Note:

- You don't need to write your name.
- You are expected to indicate your response by using a tick mark '√' on the provided box choice corresponding to each question.
- For open-ended questions you are requested to give short and precise answers in the space provided.

General Information

1. Age

2. Sex :- Male Female

3. Marital status: - Single

Married

Divorced

1. Items related to the perception of participants towards integrated functional adult literacy implementation.

No	Items	Options	
		Yes	No
1	Do you attend the literacy program based on your own interest to get knowledge and skill?		
2	Is the content relevant to you or community?		
3	Does the knowledge you have acquired has helped you to improve your life?		
4	Do you attend the literacy program regularly?		
5	Do kebele workers (coordinators) empower you in involving in decision making because of participating in integrated functional adult literacy program?		
6	Do you support the participation of women in literacy program?		
7	Are you interested in the teaching approach of your teachers?		
8	Do you think the community should have to contribute financial and other resources to fulfill facilities to literacy canter?		
9	Do you think literacy teachers are competent in teaching adult participants?		
10	Do you understand the importance of the lesson in improving your living conditions?		

2. Items related to implementation of integrated functional adult literacy with line to the strategic documents.

No	Items	Options	
		Yes	No
1	Do you think that the time (the day, hour and the month) has convenience to attend education?		
2	Is the place of educational provision (literacy center) has convenience to attend the lesson?		
3	Is it the sole responsibility of the government to provide resources to literacy center?		
4	Do integrated sectors (educational, agricultural and health) support you coordinately?		
5	Do literacy teachers treat you with respect?		
6	Is the government should provide resources to the program?		
7	Are there adequate educational materials available in the literacy centers?		
8	Do all stakeholders have a commitment to support you?		
9	Are there enough facilitators in your learning centers?		

3. Items related to factors affecting the implementation of integrated functional adult literacy

No	Items	Options	
		Yes	No
1	Does lack of encouragement from the government (woreda administration) affect the implementation of integrated functional adult literacy?		
2	Does lack of commitment from concerned bodies affect the implementation of integrated functional adult literacy?		
3	Does lack of team working of all sectors affect the implementation of integrated functional adult literacy?		
4	Does distance from the literacy center affect the implementation of integrated functional adult literacy?		
5	Does lack of incentive affect the implementation of integrated functional adult literacy?		
6	Does lack of motivation or certification from one level to other affect the implementation of integrated functional adult literacy?		
7	Do lacks of facilities affect the implementation of integrated functional adult literacy?		

3.1 List out other challenges (problems) in your literacy center that are hindrance for successful implementation of integrated functional adult literacy program.

3.2 Suggest possible solution for the problems?

APPENDIX II
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questions to be answered by integrated functional adult literacy coordinating Committee

Objective of the Questionnaire

This questionnaire is prepared with the aim to study the **Factors Affecting the Implementation of Integrated Functional Adult Literacy in Gudeya Bila Woreda**. Your response is found to be very essential for the achievement of the objective intended. As a result, after reading each question carefully you are required to respond to all items honestly. I will assure you that the data obtained will be used for this research purpose only and kept confidential.

Getahun Gebeyehu Endashaw

Notice:-

- You shouldn't need to write your names.
- For open-ended questions respondents are requested to give short and precise answers in the space provided.

General profile of respondents

1. Qualification _____
2. Sex _____
3. Occupation _____
4. Major responsibility in the IFAL committee _____
5. Years of service in the committee _____

1 .Items related to their perception of participants towards implementation of integrated functional adult literacy

No	Items	Options	
		Yes	No
1	Do literacy facilitators or teachers get pre service training		
2	Do you think the community living around the literacy center has the interest to equip literacy centers?		
3	Do the woreda and kebele committee have regular meetings?		
4	Is there adequate budget for the implementation of integrated functional adult literacy?		

Use a tick (✓) that indicates your level of agreement

NB: Very high=4, High=3,Average=2,Low=1

No	Items	Responses			
		4	3	2	1
5	To what extent is woreda coordinating committee functional?				
6	To what extent does the coordinating committee at all levels/woreda, kebele prepare a working plan each year?				
7	To what extent does the committee conduct meeting to discuss on				

	issues of the program?				
8	To what extent does the coordinating committee at woreda and kebele level conduct meeting together to discuss on the issues of the program?				
9	What is the extent of sprit of team working of woreda board committee in coordinating committees?				

10. What is the qualification of adult literacy facilitators dominantly?

1. Grade 10complete 2.10+1 3.10+2 4.diploma

11. What is the duration of literacy teacher's pre service training?

2. Items related to the implementation of integrated functional adult literacy with line to the strategic document

No	Items	Options	
		Yes	No
1	Is there a selection criterion for integrated functional adult literacy program teachers or facilitators?		
2	Do you think that the time of educational provision is convenient for adult literacy participant?		
3	Are places of adult literacy provision or centers are selected with the agreement of participants?		
4	Do you think that the government has responsibility to equip integrated functional adult literacy centers each year using government recurrent budget?		
5	As committee do you evaluate the teaching leaning process?		

2.1 Indicate your response by putting a tick in the given box

6. In which of the following age level does the great majority of the adult-literacy participant could be grouped?

7-14years 15-29 years 30-45 years above 45

7. What is the extent of availability of educational materials (modules, manual policy documents) in the literacy centres?

Very high high Average low

8. For how many days in a week does the literacy education is provided to participants?

one day 2-3days four days 3-5 day

9. How often does the literacy program is conducted in a year?

Two times Three times Four times Five times

3. What are the major problems of the literacy program in your literacy center that are hindrance for successful implementation of integrated functional adult literacy program._____

3.1. What are your suggestions as possible solutions for the above stated problems?

APPENDEX III
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Interview Questionnaire to be completed by literacy program teachers, facilitators', health extension workers, Kebele chair person, supervisors, woreda Education experts ,Agricultural workers and school directors.

Objective of the Questionnaire

This questionnaire is prepared with the aim to study the **Factors Affecting the Implementation of Integrated Functional Adult Literacy in Gudeya Bila Woreda.**

I. Interview Questions

1. What are the perceptions of participants towards Integrated Functional Adult Literacy in your Woreda?
2. What is the extent of adult literacy participants' interest to learn in the program and the training assisted you in teaching adults?
3. Does Integrated Functional Adult Literacy is implemented in integrated manner in your Woreda according to the strategy document?
4. Does the location of literacy centers have convenience to teach adults and the community has responsibility to participate in all activities of literacy centers (including planning)?
5. What are the encouragements are given from the all stakeholders to coordinate and facilitate the program?
7. What are the major factors (problems) that affect implementation of Integrated Functional Adult Literacy in your literacy center and suggest your solution for the problem?

Evaluation of participants' performance and certification (document analysis)

1. Is there a document or record that show continuous evaluation program to assess the performance of IFAL participants?
 2. Do the Woreda and Kebele coordinating committee have documents that show follow up of the reliability of the evaluation?
 3. Are there attendances that show the continuous follow up of the learners and Rosters that shows their mark?
 4. Are there plans showing the IFAL program implementation?
 5. Are certificates which show the qualification level documented?
 6. Are there documents which show the integration of the IFAL work with different sectors?
 7. Are there documents which show the implementation of IFAL program successfully in the last two years?
 8. What additional materials are available in the literacy centers?
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