

**An Assessment of the Implementation of NFAE in
Oromia Region. The case of ODA-Implemented
FALP in Dalo-Mana Woreda, Bale Zone**

Berhanu Gudeta

A Thesis submitted to

School of Graduate Studies Institute of Educational Research

In Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Educational Research and Development



Addis Ababa University

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List of Acronyms

ABE	Alternative Basic Education.
FAL	Functional Adult Literacy
FL	Functional Literacy
IFALP	Integrated Functional Adult Literacy Program
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NFAE	Non-Formal Adult Education
NFEP	Non Formal Education program
OEB	Oromia Education Bureau
MOE	Ministry of Education
NGO	Non-Government Organization
GO	Government Organization
ONRS	Oromia National Regional State
ODA	Oromia Development Association
WEO	Woreda Education Office
WLP	Women Literacy Programme
CMC	Centre Management Committee
SCS	Saving and Credit Scheme

Abstract

The purpose of this study was to assess the implementation of NFAE in Oromia Region with particular focus on the case of ODA – implemented Functional Adult Literacy Program in Dalo-Mana Woreda of Bale Zone. This study was conducted using the review of related literature to obtain prior information. The study was aimed at investigating the magnitude of support given by the stakeholders and the reason for the beginning of the program and how it was undertaken. In addition, the study targeted examining the importance and the level of integration of literacy with saving and credit scheme in Dalo-Mana Woreda. It also considered the extent to which the provision of the program meets the learning needs of the adults so as to help them improve their life. The methodology employed was qualitative case study.

Data was collected from the Regional ODA Head, Woreda Education Office and from the facilitators through interview. Data was also gathered from centre management committee by way of focus group discussion, class room observations and from document analysis. The data was supported by the brief stories (anecdotes) obtained from model individuals.

The collected data was organized, analyzed, interpreted eventually coming up with the success and drawbacks of the program. The program was appreciated due to creating educational opportunity for the communities deprived of education. Thousands of adults including women became literate as the result of intervention of this program. For the first time, the integration of saving and credit scheme with literacy was exercised in these centres and registered some successes. In this regard, few women benefited as the result of the integration and improved their life. Particularly, the adults were able to read and write alphabets and calculate simple arithmetic in their daily life which is one of the characteristics of the Functional Adult Literacy Program. The awareness of the community in relation to the benefit of education increased and they sent their children to schools more frequently than before. In addition, the community actively participated in the construction of the centres and involved in the teaching learning activities.

There were shortcomings identified during this study. Some of them were the inadequacy of support and collaboration of the other government sectors (agriculture, health offices etc) for the effective implementation of the program. Likewise, weak supervision assistance given by the WEO to the centres; absence of text books and shortage of teaching aids; lack of common understanding about the concept and implementation of functional adult literacy within the practitioners; insufficient attention given to link the provision of FAL with the learning need of the adults; less effort given to strengthen the integration of saving and credit scheme with literacy; and inadequate community mobilization to advance the level of implementation of the program can be sighted.

Finally, the researcher came up with conclusions that the implementation of FAL particularly in rural areas was found to be the most important means to reach the unreached community. The researcher recommended that if all concerned bodies develop common understanding about the program and act in collaborative manner functional adult literacy can help adults become free from illiteracy and improve their life.

CHAPTER ONE

Introduction

1.1. Background of the study

1.1.1. Overview of Education in the World in General and in Ethiopia in Particular.

Education is perceived as the vehicle for social and economic improvement and a path that leads to the realm of knowledge. It is a fundamental necessity for over all development of human beings. Education enriches human capacity to change his environment in order to utilize it systematically serving as a driving force to bring holistic social and economic progress. Recently, a document released by the World Bank explains, 'Education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction'(World Bank, 2011).By implication, education widens the frontier of human knowledge in improving the standards of living through innovations of science and technology.

Education is an important instrument in the creation of moderneconomy. "No country has scored sound economic growth without significant development in education" (PHRD 1996, cited inPsacharpoulos and Wood Hall, 1977, p.17).

According to Abinur and Ayele(2003,p:84),human being used education as a tool to develop its knowledge, to identify the roots of problems and to seek solutions for it to understand its environment and as an instrumentto upgrades its living standard and to transmit its culture to the next generation.

Thus, Education has been taught for generations in different ways and means ranging from the oral and practical transmission of knowledge and skills,this started from the old age of human civilization up to well developed, organized and systematized education program which is vividly seen in our modern world.

Today countries of the world more than ever, are aware of the very significance of education in using as the pre-requisite for change and progress. Accordingly, education is taken as the means to get free from ignorance; and from the vicious circle of poverty and achieve the standard quality of life.

As the result, millions of children, youngsters and adults get access to formal education and pass different stages of learning. In so doing, at the end of the day they become physicians, mathematicians, scientists, philosophers, educationalists etc. They eventually become change agents of the modern world.

1.1.2. The Concept of NFAE and Its Beginning in Ethiopia

History of education had taught us that, education is an important instrument to bring development in the history of mankind. Acquiring knowledge and skills begins from basic education which is considered as an entry gate to the formal educational process.

The concept of basic education has been defined in a variety of ways by educationalists and professionals. According to Wikipedia Encyclopaedia (2011), basic education refers to the whole range of educational activities including formal, informal and non-formal education and carried out in different settings targeted to address the learning needs of children, youngsters and adults. Basic education is considered as a fundamental right that each child has to get in every society. This has been clearly indicated in the Human Right Declaration of 1948 saying everyone has a right to education (Phillips, 1975,) which is undoubtedly associated to basic education.

In the course of time, however, it has been realized that the provision of education through formal means alone could not be able to meet the increasing educational demand of the portions of the world's community. This situation obliged all concerned bodies to look for another alternative means of education which is called for non-formal basic education.

Thus, non-formal education is perceived as one of the significant means of education that help adults gain knowledge and skills in order to actively participate in the social, economical and political development of their societies.

There are varied conceptual definitions of non- formal education given by different scholars. According to (Coombs and Ahmed,1974 , as cited in Wanna 1991:62),non-formal education is explained as"an organized and systematic educational activity carried out outside of the frame work of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children".This shows us that non-formal education is an organized and systematic type of education,which is given based on the learning needs of adults and children who have no access to formal education.

Likewise, IIZ/DVV (2006) defines Non-formal education as it is not a program but a mode of delivery which creates access to learners of any target group (adults &children) whocannot participate in the provision of formal education system. This indicates that non-formal education is an alternative way of providing education for those who lack the opportunity of learning in formal schools.

In the same vein, (Coombs,1971 as cited in Bock C. and George J.1983, p.5) it is explainedthat " only through non-formal education would it be possible to meet unfulfilled educational needs".Therefore, this paved the way for non – formal basic education to emerge as a remedy to address the learning interest of particular segment of the society.

In addition, basic education can be relevant depending on the available learning conditions and may comprise literacy, skill training, apprenticeships and NFE program in health, agricultural techniques, environment and family life (Zelege, 2003).

In the contextof non- formal education, the issue of adulteducation immediatelycomes up into our mined.In some cases, non-formal education

and adult education are used interchangeably. However, efforts have been done by different organizations and scholars to develop the concept of adult education in different periods. (UNESO, 1976, cited in IZZ/DVV, 2006, p: 26) has given a broad definition of adult education;

adult education denotes the entire body of organized educational Processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities, as well as an apprenticeship, where by persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction and bring about improved changes in their attitudes or behaviour in the two fold perspective of full personal development and Participation in balance and independent of social, economic and Cultural development.

This conceptualization of adult education assists us widen our understanding what adult education is all about in the process and implementation of educational system.

For other education experts, adult education refers to "any process by which men and women either alone or in groups try to improve themselves by increasing their knowledge, skills, or attitudes, or the process by which individuals or agencies try to improve men and women in these ways" (Good, 1973: 16). In this case, improvement through adult education could be obtained based on individual or group preferences to attain the aspired knowledge, skill or attitude by own effort of the adults.

In our world, still millions of the world's population are illiterate. Documents indicate, "Some 113 million children, 60% of whom are girls have no access to primary schooling" IZZ/DVV(2000, p.37). And furthermore, it was realized that in the world "774 million adults are still illiterate" Linda (2008, p.78). What is striking is that, UNESCO estimated that 98.7% of the world's illiterate will be found in the developing countries

The fate of this huge population challenged the educationalists, governments and other concerned bodies to look for another alternative means of expanding education to reach the unreached. Even today when the world is striving to attain the millennium development goal in each spheres of life, illiteracy seems to be escalating. This is realized by the UNESCO's Report that predicted "800 million people will remain illiterate in the year 2015" (UNESCO, 2002:17) in the world. This shows us that to what extent the problem is becoming serious and required adequate attention from all concerned bodies including researchers.

Globalization is the motto of the contemporary world. It is the period, when the people of the world are becoming closer and closer as the result of technological advancement. This is the holistic effect of education and training carried out for several years in the world and enriches human civilization. In other words, globalization requires educated, skilled and productive minded citizens for human progress. No country can isolate itself from the circle of globalization and hence optimal effort is expected from each country to couple up. Without educated and competent people who are highly motivated---the process of democratization of the society and the establishment of market economy is uncertain, which is one of the vital components of globalization (Walters, 1997:16). Ethiopia as part and parcel of the globe, in order to have competent and skilled generation, it is very important to create access to education not only for school age children, but also for the adults who are the productive force of the country. In the future, the standard of living of any nation will rely on the ability of the people to sell their labour power based on the demand of global labour market (Ibid:16) in which Ethiopian adults are inclusive.

In order to get educated, capable and creative adults, seeking for alternative ways of education is becoming paramount, which is preferably non-formal basic education.

As stated earlier, adult non-formal education is defined and seen from different angles though almost all envisage a concept that revolves around

the empowerment and development issues related to how the life of the adult portion of the community get better.

In Ethiopia, through conferences, workshops, seminars and different meetings lots have been done by the educationalists, experts in the field and the government to establish mutual understanding about the basic adult education. IIZ/DVV (2008, p.16) explained that, adult education refers to any form of learning undertaken by or provided for mature men and women outside the formal school system. The participants of this program are youths above 15 years of age and as well as women and men.

Furthermore, adult basic education encompasses all forms of organized education and training that meet the basic learning needs of adults including literacy, numeracy, and general knowledge and life skills (MOE, 2000, p:4).

Long Years have elapsed since the issue of adult education got attention in Ethiopia and different measures have been taken at different times. The Feudal Imperial Haile Silassie and the Socialist governments of Ethiopia launched campaigns on promotion of literacy known as "Yefidel Serawit" and " Yegolmasoch Meserete Timihirt" or " Ye Euqetna Ye Sira Zemecha" respectively. The National Literacy Campaign Organization established in 1962 and the National Work for Development through Cooperation and National Literacy Campaign ("Ye Euqetna Ye Sira Zemecha") that took place in 1979 as well as the establishment of the Community Skill Training centres can be cited as examples (IIZ/DVV-ETH, 2001 p.12).

During the Feudal government, community schools were established aiming at serving in providing education for children, youngsters and the adults where they were located (Aster, 1978:6). It was urged that the curriculum was developed in a way that help improve the life of learners and also have the purpose of channelling different government services to reach the community(Ibid, P: 8). Particularly, in the National Work for Development through Cooperation and Literacy Campaign about 60,000 high schools (above 10th grade), colleges, university students and teachers as well as

different professionals from different government organizations including military officials were involved for two years (IZZ/DVV-ETH, 2001 p.13). It was a huge movement led by The National Literacy Campaign Coordinating Committee which was constituted of 13 government ministers, 3 religious institutions and 10 government and mass organizations (Mamo, 2005, p: 16).

The National Work for Development through Cooperation and National Literacy Campaign ("Ye Euqetna Ye SiraZemecha") had registered some results. For instance to carry out the program, 51 million texts in 15 languages were published and distributed throughout the country. In addition, to facilitate the implementation of the teaching-learning process, 447,000 centres were constructed. In that campaign about 22 million people participated in the teaching learning process. Apart from other levels, 13.8 million (45% were females) learners were completed the post literacy level (Ibid: 18). The eradicating illiteracy program aimed to equip the participants/learners with reading, writing and skills to calculate basic arithmetic.

In line with this, out of the above mentioned centres, many of them have been up graded to the level of formal primary schools when the campaign completed.

Above all, those programs that were launched at different periods could be considered as eye-opener for a country having enormous illiterate population. The programs have sensitized the issue at least to be heard, known and thought about what is meant by basic education and education in general.

However, those National Literacy programs attempted by both governments had shortcomings. The programs didn't have relationship with the daily life of the adults; lack the ability of equipping adults in order to have a problem solving capacity, practically unable to integrate the development activities of the different government organizations in the literacy program (MOE, 2000 E.C. p :2).

After 1991, the Federal Democratic Republic of Ethiopia made encouraging efforts to meet the educational need of the adults and out-of-school children by creating conducive opportunities by way of launching educational policy in which non-formal education (NFE) is embodied. Using this opportunity, a lot of international and local non-governmental organizations (NGOs) and the Government Organization (GO) have been involved in the implementation of NFE in many parts of the nation in which Oromia National Regional State (ONRS) is part.

1.1.3. The Implementation of NFAE in Oromia Region

Oromia is the most populous and geographically wide region among the federal states of Ethiopia. Thus, logically, it is possible to think that the large portion of illiterate adult population is found in this region. Based on the national adult education strategy, the region adopts regional adult education strategy according to its particular situation. Accordingly, the non-formal education program strategy (NFEPS) of (OEB) explained, "Basic education encompasses NFE, refers to learning outcomes, that is to knowledge and skills acquisition and application, positive attitudes formation, internalization and exhibition of values for a variety of life" (OEB, 2009: 6). The issue of illiteracy is deep rooted and enormous accumulated for years. Therefore, it requires community mobilization, active participation of the government, individuals as well as international and local NGOs to act together in order to eradicate it.

It is with these understandings that, Oromia Development Association (ODA) as one of an indigenous NGO engaged in NFE activity in Oromia National Regional State to contribute its part in the joint strive to alleviate illiteracy.

Since 2004 ODA has been implementing alternative basic education for children (ABE) and adult education for adults in some zones of the region for one or another reason deprived of formal education opportunity.

This study aimed at investigating ODA's contribution to the overall regional NFAE program achievement. In addition, it was designed to examine the extent to which the NFAE program is in line with the concept, characteristics and expected implementation of functional adult literacy (FAL). Furthermore, it pointed out challenges ODA encountered and the root causes of the challenges confronted in the process of NFAE implementation in relation to FAL.

1.2. Statement of the Problem

Today, our world is in a more dynamic change than ever before. Development is the result of the holistic effort undertaken by human beings in terms of economic, social and political affairs all over the globe. The glorious achievements so far registered would not have been thought of without the effective utilization of educational achievements.

In the case of Ethiopia, the history of education is as old as the introduction of Christianity. Its accessibility was limited to a very few people and the country remained to exhibit a high illiteracy rate. The education of the time favoured male and more confined to urban areas. Lots of educational researches have been conducted focusing on the formal education system. For instance, issues about the expansion, management, and quality etc, of formal education rose at different times by many scholars. Especially in the last fifteen years, the government had taken measures that help create educational opportunities particularly focusing on rural areas. As the result, the expansion of primary education in the entire country is by far better than the previous years.

Despite the relative expansion of primary education during the relatively short period, still there are millions of children and adults in the remote and marginalized areas of the country who are unaccessed to education. When it comes to adults in particular globally, including Ethiopia, 64% of those aged 15 and above cannot write and read, out of which 60% are women who carry heavy family responsibility on their shoulder (UNESCO, 2009, as cited

in OEB, 2010:2). Furthermore out of the 40% of the productive population, 55% cannot read and write" (MOE, 2009, p. 5).

In Oromia, out of the adults aged 15 and above, 77% cannot read, write and unable to compute basic mathematics (Census, 2007 as cited in OEB's FAL doc. strategy, 2010:2). However there were an indicators that show attempts have been done to reach the rural population through the provision of NFAE.

NFAE has been understood for so long as merely acquiring reading, writing and computation skills, but now days the concept is changed to Functional Adult Literacy (FAL), which embraces linking these skills in away that help to improve the life of adults. According to dvv international (2007) "Functional Adult Literacy is a participatory approach that provides skills on reading, writing and counting integrated with practical knowledge and skills. FAL programs for poverty reduction go far beyond organizing basic literacy classes".

In addition, Anis (2007), explained adult and non- formal education program includes a range of basic education which assists to improve the life of out-of-school children and adults, a notion associated with FAL. Currently, it is this notion that has got recognition in Ethiopia thinking as an alternative way of education that can bring a change in improving the life of rural community including Oromia Region.

It is known that 85% of the people in the region are farmers and residing at the rural areas known with low agricultural productivity and poor living standard which is the very sign of poverty. This problem is emanated from many factors (example, lack and/or few infrastructural constructions and technology) out of which illiteracy has a major share.

Thus, education is a vital instrument to change the profile of poverty and in place with prosperous and development in general. This is realized, by the world conference on education (1990), which says that education can assist

to have better health, more prosperous and suitable environment to live in and enable to contribute to social, economical and cultural progress, tolerance as well as global cooperation.

Furthermore, education paves way to have better behavioural and attitudinal change, knowledge and skill improvement to enhance personal and collective development. Secondly, education is vital to meet the need of economic growth through active participation of literate and knowledgeable labour force. As it is true for other regions of Ethiopia, Oromia Region has shortage of education coverage which is indispensable weapon that help to penetrate poverty particularly when it comes to remote areas, for out of school youngsters, women and men though some measures are undertaken by the government and NGOs such as ODA.

For a decade, ODA is taking part to the efforts under taken by all actors, that is, government, non-government, private sectors and the community in general in the activity of reducing illiteracy rate in the region executing NFE both for children and adults.

As stated earlier, currently, the implementation of NFAE is articulated in line with FAL at national and regional levels which is true for Oromia Region. FAL is expected to integrate the skills of reading, writing and basic of calculating maths with functionality. In other words the acquiring of these skills should be understood as one entity and applied to daily life of the learners, enabling themselves immediate problems and improve their living standard. In line with this, there is Women Literacy Program (WLP) that has saving and credit scheme as one component of FAL. WLP is a project aimed at not only providing basic education but also encouraging them to have and exercise saving and credit program thinking that the cumulative effect of both programs can contribute for the empowerment of women. This initiative, if implemented properly, envisages strengthening of both schemes (basic literacy and saving and credit (SCS) by backing each other and capacitate adult women to actively involved in learning and saving

programmes to improve their life and increase their participation in different development programs.

1.3. Objectives of the Study

The study has the following general and specific objectives

1.3.1.General Objective

The major objective of this study was to discover the status of implementation of FAL program in Bale Zone of Dalo-Mana Woreda and then to come up with possible strategies to get it more effective and efficient.

1.3.2. Specific Objectives

- 1) Examine the status of support delivered by the concerned bodies to the effective implementation of FAL;
- 2) Assess the methods ODA used to execute FAL ;
- 3) Explore the extent to which the programme meets the learning needs of the adults;
- 4) Investigate the status of re-enforcement between FAL and WLP through integration;
- 5) Look in to the challenges encountered and best practices gained in the implementation of FAL.

In order to achieve the above specific objectives, the study will try to answer the following questions.

- 1) To what extent is the support of the stakeholders sufficient to effectively implement FAL?
- 2) What methods are employed by ODA to carry out FALP?
- 3) How does the programme execution coincide with the learning needs of the adults?

- 4) To what extent saving and credit scheme (SC) and literacy re-enforce each other?
- 5) What factors affect the implementation of FAL and what are the best lessons that could be drawn?

1.4. Significance of the Study

Functional adult literacy (FAL) is emerged from the concept of NFE and new way of providing basic education to adults in a way that writing, reading and numeracy (3Rs) integrated with different skill training enable them to tackle problems encountered them and improve their living conditions. It is relatively a new approach (especially in Ethiopia in terms of implementation) of creating access of education and skills training simultaneously, for those groups of community (adults) deprived of formal education for different reasons.

It is the belief of the researcher that the study will help policy makers, donors, project implementers and immediate facilitators understand more about the FAL and increase their effort to expand and intensify the implementation of the programme.

The success and the failure which is going to be identified from this study will be helpful to draw lessons to replicate the best practices and not to repeat the drawbacks to others. Particularly, the significance of this study is paramount in providing up to date information (strengths and weaknesses of the programme) because the program implementation is found at initial stage particularly in Oromia Region. It can also pave a way for the creation of discussions, dialogue, motivations and new innovations among the researchers, educationalists, experts, beneficiary, implementers, donors, policy makers and other stake holders to generate ideas that enhance the conceptual development and acceptability of FAL in the nation in general. It may also assist as a supportive document for OEB as the bureau is on the process of consolidating strategies and implementing guidelines to scale up FALP in the region. Last but not least, this study may

beconsideredas one of its few kinds regarding FAL and help the researchers or students in the field get some additional information for their future research work.

1.5. Delimitation of the Study

ODA's non-formal basic education (currently articulated in line with FAL) has been under way in forty - two centres of six woredas in the form of project in very remote areas of thefour Zones. These are Bale, Guji, East and West Haraghe Zones. In Bale Zone, Dalo-Mana and Harana-Buluqi, in Guji Zone, Liban and Saba-Boruworedas, in East Haraghe Zone Chinaksenworeda and in West Hararghe Zone, Daro-Labuworeda are covered by the project. These woredas have seven centres each which makes up of the 42 centres. In this programme both children and adults have access to basic education.

The woredas are very scattered while centres within the woredas themselves are distributed at far distance and at different directions from the centre towns of the woredas. All are found in the hinterlands. Due to financial and time constraints, however, this study is delimited to Dalo-Manaworeda of Bale Zone.

In this woreda there are seven centres out of which four centres namely, Badeyi, Arda - Qacha, Mulqa and Boji are selected for this study purposes all of which are found in the rural areas of the woreda. Except Boji centre, the rest three centres are where women literacy program (WLP)is under implementation integrating with literacy program.

1.6. Limitation of the Study

The writer would like to mention that this study have limitations due to some constraints. As scheduled, the researcher did not get the woreda education adult education expert and this paved a way to miss some important information. There was a problem ofgetting focus group discussants on time. Even those who few came for the discussion, they were in hurry to go back home and this limited to carry out further probing. The

writer of this study took long time to gather information from the women who were participants of FGD because they were very shy to express their idea openly and actively.

1.7. Operational Definitions

ABE Supervisor: A coordinator or a supervisor of teaching – Learning activities in ABE or NFAE centres.

ABE supervisor: A coordinator or a supervisor of teaching – Learning activities in ABE or NFAE centres

Adult education: Whether basic or continuing/advanced, takes place informal and non-formal education settings (Torres, 2003, cited in **dvv** international, 2008)

Centre: It is a kind of room/house constructed by the community from the surrounding local materials and where adults and Children get access to basic education

Facilitator: A person who teaches children and Adults in ABE or NFAE centres

Non-formal education: Non-formal education is explained as an organized and systematic educational activity carried out outside of the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children" (Coombs and Ahmed, 1974, as cited in Wana 1991:62)

1.8. Organization of the study

The thesis has is divided in five chapters. The first chapter deals with general overview of education in the world and the beginning of formal and non-formal education in Ethiopia. The review of related literature was treated in chapter two. Chapter three encompasses the research design and methodology. Next, chapter four is dealt with analysis, interpretation and, presentation of data and finally in chapter five summary, conclusions and recommendations were presented.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. NFE as an Alternative Way in to Education and Its Short Comings in Relation to Learning Needs of Adults

2.1.1. NFE as an Alternative Way in Education

The formal education system has a role to play in imparting knowledge and skills for children and the adults. That is why governments, non-government organizations and communities in general have given great consideration and invest a lot to implement the programs. Education is considered as an investment in the human resource necessary for economic development (Bishop, 1986). But formal education system or formal schools failed to address the increasing demand of education (IZZ/DVV, 2001) by all segments of society including adults. Therefore, this situation obliged all concerned bodies such as educationalists, researchers, experts, governments, non government organizations and others to look for another alternative means of education. This alternative means lead to emergence of non-formal education in order to meet the educational need of adults. Thus, non-formal education has considered as mode of delivery lasting for 30 years equally (Misganaw, 2008:22) which is taken as important as formal education. It is unquestionable that in these long years NFE contributed a lot in emancipating millions of children and adults out of illiteracy. Through the years though, this mode of educational approach came up with some shortcomings. One of the short comings is that, non- formal education has been conducted through traditional/conventional approach in the same way as formal education.

2.1.2. Major Short Comings of Traditional Literacy Approach of NFE in Relation to meet the Learning Need of Adults

The traditional literacy teaching-Learning process is characterized by classroom setting same as regular students. Teaching techniques and methods are based usually on the use of standardized elementary text books which does not reflect the learning interest of the illiterate adults (Melesse

been carried out aiming at the number of learners defined in terms of acquiring the writing, reading and skill of calculating basic mathematics”(Ibid, p.4).

In this case, non-formal education has no room to measure the impact of the literacy program on social and economic development either at individual or the community level (Melesse, undated). This depicts in traditional literacy approach there are no special follow in the post literacy field.

This is an indicator which signifies failure of the execution of traditional approach of NFE to meet the educational need of the adult learners. The failure is that it does not consider the peculiar characteristics of the adults such as the motivating factors, environment, living conditions and experience of the adults. It is further explained that, traditional literacy is unable to respond to “after literacy, what next? Even semi-literates are relapsed in to illiteracy after the completion of literacy programme” (Mpongolo, 1985, cited in Melese: 4). This reflects the NFE is not based on the need of adults the way they want it to use as a tool to enable them improve their daily life and create a guarantee not to fall back to illiteracy. The adults want to spare their time on education expecting a return that would help them improve their living conditions. At the beginning, though adults cannot perform the 3Rs, they do have self respect and lifelong experiences that have taught them a lot. This mainly makes them differ from the children. Therefore, adults expect others (teachers, facilitators, and supervisors etc) to value their self respect and consider their accumulated life experience. In this line, learning means making changes in our knowing, thinking, feeling and doing which arise from experiences (Alan, Rogers, 2010). This shows acknowledging their considering experience is the heart of adult literacy that makes adult education meaningful. It also paves the way for the desired changes and development to be certain.

For these and many other reasons, the issue of traditional literacy was taken up and analyzed in the Teheran Conference of 1965 and

recommendations were forwarded out of which " Literacy programs must be incorporated in to plans of economic and social development" (Ibid: 4). To this end, the concept of FAL emerged as an option by which the functionality of education can be realized.

2.2. The Emergence and Conceptual Framework of FAL

Functional adult literacy was created from the womb of the non-formal education. It was taken as a remedy or gap filler for the shortcomings of NFE in quest of meeting the learning need of the adults.

Prior, it seems necessary to give brief explanation what all about the functional and literacy means in order to understand more about the concept of FAL.

According to UNESCO, the term functional is associated with persons' purposeful activities and states " A functionally literate person is one who can engage in all activities in which literacy is required for effective functioning of his /her to continue to use reading, writing and calculation for his or her own and the communities' development" (UNESCO, 1997:48).

On the other hand, literacy is not merely about basic skills of reading and writing; it is about providing individuals with the capacities for understanding their lives and social environment, therefore, is a foundation of human resources development and is critical to alleviating poverty and to enhancing the quality of life of the people (Japan-ESCAP , 2012). In this case, literacy is conceptualized beyond the mastering of the reading, writing and numeracy (3Rs). Above all, develop a capacity that assist adults be responsive to their surroundings and to look in to their living condition as well as a pre-requisite to overcome poverty and ensure quality of life. It is considered as an unsubstituted instrument used to defeat poverty. Besides, this concept of literacy encompasses all segments of the community such as children, youngsters and adults as well. According to the international (2008:15) literacy is " an ageless concept and process and is

thus not related only with (illiterate) adults and with out - of- school/non-formal education, but also with children, youth and formal schooling”.

In line with this,literacy is about the acquisition and use of reading, writing and numeracy skills by which the development of activities citizenship, improved health and livelihoods,and gender equality are achieved.

Furthermore, literacyis not just the process of learning the skill of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development(Mamo, 2007).This shows us that literacy is source of knowledge that help to emancipate mankind from ignorance and to develop all- rounded personality.

Though brief, we have tried to see the definitions of functional and literacy separately given by the researchers and educationalists. To get a profound understanding of FAL, it is indispensable to look in to the meaning of functional literacy (FL) developed and presented by different reactionaries in the field.One elaborated meaning of FL given by IIZ/Dvv(2006:23) says that it is a practice of reading and writing put to some use. From this notion, it is possible to understand thatFL refers to not only knowing reading and writing, but also the application of the knowledge (reading and writing)to.Functional literacy is also a term sometimes used to distinguish the ability to utilize literacy skills for particular purposes in the home, community or workplace .However,currently it is generally considered that true literacy must be functional and relevant to the individual's needs.(UNESCO, 1997).Therefore,literacy is meaningful if it is applicable and usable in a given situation andmeets the need of the learners in general and adults in particularwho need education for immediate use to solve problem encountered.

In additionto the above,the International Conference on the Training of Literacy Personnel and Related Materials Development held in Jinja/Uganda elaborates“FAL refers to the acquisition and use of literacy and numeracy skills together with basic life skills and livelihood and other functional skills”dvvinational (2008:9).This indicates, FAL is conceptualized as

joint implementation of writing, reading and numeracy with other skills realizes functional literacy. Furthermore " FAL is the approach that provides skill on reading, writing, and counting integrated with practical knowledge and skills. It is a participatory approach that motivate the learners to continue searching for knowledge and skills, which help them to improve on whatever they are engaged in for the betterment of their lives and the communities where they live." (Empowerment of Rural Women, 2001). This implies that FAL is a participatory approach not only equipping the learners with basic education and skills, but also encouraging them to continue learning and develop their abilities and skills that enable them become competent in the dynamic society or community in which they live.

Therefore, the objective of FAL is articulated and developed in line with the provision of basic leaning skills that enable adults improve their daily life and have better living condition in the future.

In elaborating the conceptual understanding of FAL, it is important to bear in mind the objectives of FAL forwarded by Okech (2004: 14) which says:

- 1) *To encourage the acquisition of knowledge, skills and attitudes in reading and writing and numeracy based on the needs and problems of the learners and their community;*
- 2) *To create awareness among learners concerning the cause, and possible solutions of their problems;*
- 3) *To enable learners to actively participate in their personal development and that of their communities and to improve the quality of life;*
- 4) *To provide integrated, functional non-formal basic education to learners through a problem solving approach;*
- 5) *To promote the appreciation and enjoyment of the benefit and opportunities acquired through the mastery of the skills of reading, writing and numeracy;*

These objectives can help us understand more about the concept of FAL which implies the need to internalize.

2.2.1. Functional Adult Literacy (FAL)a Paradigm Shift from NFAE

As stated earlier at different times, NFAE has committed itself to discussions on different international and regional conferences, workshops, seminars etc. As the result its drawbacks were identified and recommendations were forwarded from which FAL appeared as the remedy to use as an alternative tool to improve the life of the beneficiaries in particular and society's in general.

Among themany, the gathering held in 1964 came up with the notion of Experimental World Literacy Program as part of NFE which is taken as a technical means to address the then prevailing social and economic problems (Sandhaas, 2007).

But the evaluation that was carried out in relation to the Experimental World Literacy concluded "in the mid -1970s, the program cycle for the Experimental World Literacy program expired , yielding two key results i.e. the single model approach was too limited; and the direct socio-economic returns could not be proven"(Sandhaas, 2007: 12).

One of the reasons for failure is, non-formal adult education (NFAE) was carried out without giving the necessary attention to the learning need of the adult learners. "contrary to their intention, such (mass literacy) campaigns, whose influence is still felt revealed that literacy cannot be sustained by short term operation or by top-down---without due consideration to the contexts and motivations of learners and close follow-up of accomplishments"(Sandhaas, 2007: 13).

That is why the concept of functional literacy marked a turning point in the modern history of education," It allied literacy with social and economic development and promoted the notion of literacy has to be understood beyond imparting basic technical skills and viewed as to increase productivity"(Ibid: 16).

In order to get FAL achieve its objective, creating opportunity for adults to express their learning needs and equipped with knowledge and skills they desire and this in return increases their participation. This can encourage the adults build self - confidence and boost their own effort to empower themselves involving in FALP. This is because FAL encompasses a variety of localized livelihood interventions characterized by pre-determined goal and participation especially when applied in the rural poor community. In this regard, FAL is expected to integrate literacy and livelihood components having a linkage with local and regional as well as national development (Asnake, 2005:450). Besides, FAL has to pave the way for the activities that assist adults generate additional income from different means (Ibid).

Apart from the NFAE, functional adult literacy is community-based, responsive, and demand-driven (Ibid) and emanates within the community and develop by the active participation of the community as well. Thus from the unique feature of FAL, the following relationship can be drawn;

Integration of Literacy with Livelihood → Improved life → Reduce poverty → Community Development

2.3. Need Identification: the Corner Stone for the Realization of FAL

Functional Adult Literacy (FAL) is the approach that provides skills on reading, writing and counting integrated with practical knowledge and skills. It seeks participation that motivates the learners to continue searching for knowledge and skills, which help them to improve in whatever they are engaged for the betterment of their lives and the lives of the communities to which they belong (dvvinational, 2008).

One of the distinctive features of functional adult literacy from the traditional NFE is, providing due consideration to meet the learning needs of the adult learners. It is generally accepted that to be efficient, FAL has to be centred on the needs of the beneficiaries. Above all, it is necessary to identify the aspiration and intentions of the adults who want to become literate (UNESCO, 2006). Adult learners have different learning needs to

perform specific activities. For instance, one learner wants to write and sign his name, the second learner may want to know about malaria, and the third person may have an interest to negotiate better prices (Ibid). From this explanation of learning interest, at least two needs can be identified. One is related to skill (signing names) and the second learning is related to knowledge (seeking information about malaria) (UNESCO, 2006). This shows that the learning needs of adults can be classified in to three, namely need of knowledge, skill and attitudes (Ibid). To this end, there is a technique called participatory technique which implies:

- *Face-to-face discussions or individual Interview- mainly involve key persons/ opinion leaders in the community. These people may have not an interest in group discussions but can contribute a lot in identifying the learning needs of the adults. It is important to communicate these people on individual bases set meeting days together and conduct face- to-face discussions;*
- *Focus group discussions- in this case the beneficiaries can participate in the joint discussion and identify their own needs and the corresponding actions; and*
- *Brainstorming sessions – is one of the technique that use gather a lot of ideas by conducting discussions within invited people from different organizations (religious, NGOs,) creating sessions (Ibid)*

Under the participatory approach, the program managers, supervisors and facilitators have to be conscious of the situation and identify the learning needs of adults in order to help them acquire the type of learning they need and the skill they want to equip with.

2.4. Women Literacy Program (WLP) as Part and Parcel of FALP

From the beginning, it was known that without women's participation practically no meaningful equality, peace, democracy and others could be attained (Kufuor, 2005:379). Any development endeavour cannot be successful without addressing women who constitute at least half of the entire community. By analogy, the provision of functional adult literacy (FAL) is unattainable if it excludes the women who are by

disadvantaged group of the society. As statistical evidences reveal, the number of illiterate women is by far greater than the number of illiterate men on earth. Of the 1 billion illiterates in the world; two thirds of them are women (Women and Literacy, 2012) in which Ethiopia in general and Oromia in particular is not different.

This indicates that in an effort to meet the millennium development goal, creating educational opportunity especially for rural women is crucial, which is associated with women empowerment. Empowerment refers "to people's ability to make effective control of their lives to be well informed and equipped in relation to education, finance and relevant skill that will enable them to achieve what they desire" (Indabaw et al, 2006: 81). The women can attain these needs through the implementation of FAL which is practically proved in some African countries such as Uganda.

Furthermore, literacy helps women to know and understand scripts by reading and implementing issues related to their daily life. In this regard, a document entitled with Women and Literacy Program, 2012) described that;

Women across South Asia gather each week for literacy classes where they learn reading, writing and maths skills. When a woman completes the literacy, she is able to read warning labels to protect and understand contracts to avoid bonded labour. She won't get cheated at the market place because she will finally know to add. And she can read the bible for herself and teach it to her children.

Thus educating women has a significant contribution to improve the life of the people at family level and the community at large. In addition to this, there is a statement of fact as saying, "a 1 % rise in women's literacy is 3 times more likely to reduce deaths in children than a 1% rise in the number of doctor" (Women and Literacy, 2012). Women with more education generally have better personal health and nutrition for her children and family in general and by doing so they can be vital actors in community development and the nation as well. This could be certain if FAL is based on the psychology of the adults particularly of the rural women and integrated

with skills that can help generate income such as establishing saving and credit scheme. The integration of FAL is to be so good if the learner can experience the two teaching as one learning (Ministry of G., L.& S.D., Uganda, 1996,: 8).

2.4.1. Integrating saving and Credit scheme with Literacy Program Improves the Life of the Rural Women

In developing countries majority of the people live in rural areas in which women population is enormous. Especially, in Africa including Ethiopia, 80% of the women are living in rural areas (Lalaga Bown, 1990). The economic back bone of these countries is agriculture which is performed by way of traditional farming that is labour intensive. In these countries rural women play a significant role in agricultural production as they engage in the fields in support of their husbands besides taking care of the family in domestic activities. The following data show that the share of women in agricultural work is even greater than the share of men in Africa. This could be attributed to their engagement in gardening usually taken care of solely by women in addition to on farm activities.

Table 1. The Share of Women and Men in Agricultural Occupation.

No.	Activity	Share in Percent	
		Male	Female
1	Ploughing	70	30
2	Planting	50	50
3	Hoeing/ weeding	30	70
4	Transporting	20	80
5	Storing	20	80
6	Processing	10	90
7	Marketing	40	60
8	Husbandry	50	50

Source: UN Economic Commission for Africa, 1975 (cited in Lalaga Bown, 1990)

Source: UN Economic Commission for Africa, 1975 (cited in Lalaga Bown, 1990)

Despite of the women's vital contribution to the community in general and the family in particular, they are more deprived of education than their adult male partner. It was realized that (OEB, 2011) out of the 11.2 million illiterate adults in the region, more than 6.2 million are women. Furthermore, rural women suffer discrimination not by being women but also by being illiterate (Walters, 1997). Thus, illiteracy is the other factor that subjected women to poverty and impoverishment. Therefore, any designed national or regional development oriented programs including human development can be achieved through active participation of women.

If not possible to solve their multifaceted problems immediately, at least to ease them, adult education has to aid the women's in their own efforts that help play a role in social and economic development. According to Benner (1995) this can be attained by way of:

- *raising women's awareness about the status they have and the role they can play in the community/;*
- *Providing them the opportunity to identify and choose their learning needs/; and*
- *Encouraging the women to analyze and reflect their life experience and to participate in seeking solutions for the prevailing problems in their localities or communities;*

These initiatives can help to motivate and mobilize especially the rural poor women to participate in FALP and contribute their own for the development of the community.

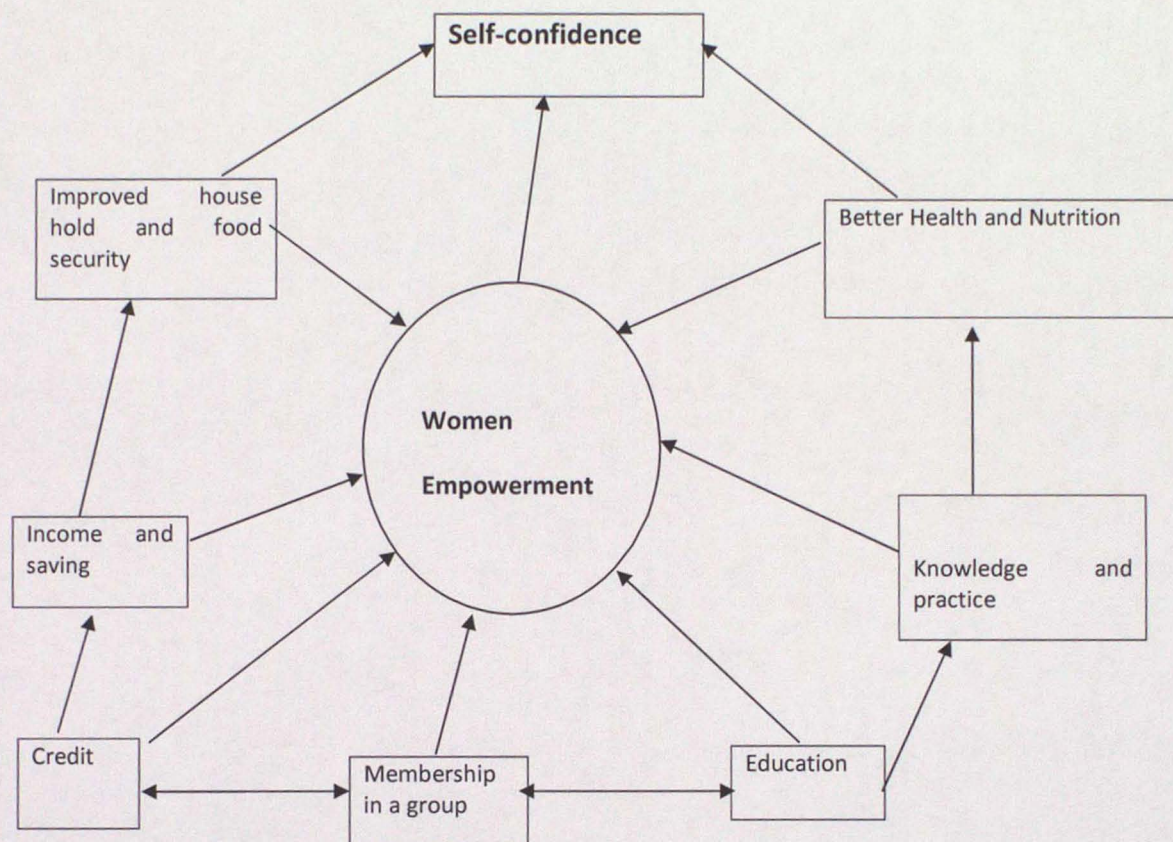
To meet the MDG the women should be conscious, educated and supported to actively participate in the poverty eradication endeavours.

For this purpose, women education, especially of those rural adult women has to be articulated and designed in line with functional literacy. It is believed that " literacy alone cannot change much in rural modes of life, unless combined with other development issues" (Lalaga, 1975:8). Linking of the provision of basic education with different growth strategies enhances

the living condition of the poor women. Furthermore, if women are literate and manage numeracy, they can read what is on the medicine bottle; she can read what is on the fertilizers packet; and the like (Lalaga, 1975,:14) and this realizes that having reading skills has a direct relationship with the understanding of how to implement the required activities properly.

The provision of basic education particularly for rural women therefore has to be linked with livelihood which is directly related to their daily life. Out of the money generated in the poorest of livelihood activities, saving and credit scheme is the one to be considered as small business. According to Bruegge and Stack (1999), the implementation of this scheme together call for the improvement of other fields of women's life such as better health and nutrition, improved knowledge and skills, pave way to organize in group and this in turn facilitate to get credit. And then consciously utilize it; develop saving culture from what they have generated; and the cumulative effect of these efforts help them to have improved household and food security. The achievements of all these contribute to increases in the women's' self - confidence. The ideal representation of this relationship depicted as follows

Table 2. The Relationship of Saving and Credit with Education



Source: Bruegge and Stack (1999). Credit with Education. Filed Agent Operations Manual.

To concretize this issue, words and numerical symbols have to be linked to the specific livelihood activities selected by the women learners. In this regard, for instance, the Uganda FAL experience shows us the goal of education has to address the registering dates of planting seedlings; measuring the distance between them; writing the name of the plants; relating words with what they are performing every day (Samuel, 2003: 32-33). These are tangible examples where the functionality of basic literacy was realized as it is directly tied with daily life of the women learners.

Training is of vital importance to improve the implementation capacity of the women on top of provision of basic literacy. In this line, women FAL

implementation of literacy and saving and credit program in an integrated manner can improve the living conditions of the rural women. The incorporation of saving and credit with literacy are practiced in developing countries including those Africa under varied names. For instance, in Nigeria saving practice is called "asusu/adhashi" (Indabawa, etal. p: 45) where as in Ethiopia particularly in Oromia Region it is known as "qusanna". Though the names of saving practices differ across communities in Africa, the methods and the end served is usually the same i.e. to generate income. In other words, whatever the name is given the ultimate goal of the practice is to empower women by implementing FAL with income generating scheme through integration.

2.5. The Role of Stakeholders for Effective Implementation of FAL.

In this study, Stake holder is a person (or group) that has an interest in the activities of an institution or organization. In addition, it is also used to explain students, society, and government participating in or benefiting from the provision of education (Quality Research International, 2012).

Therefore the combined effort of stake holders Partnership and Networking are exceptionally important to enable a vibrant leaning society to develop (Walters, etal, 2012).

Effective coordination can be cost - effective and can lead to more relevant learning opportunities in the communities (Ibid).

The concept of development is complex and defined by different scholars in different contexts. In this study it is taken as a notion that reflects a joint effort of all stakeholders, namely local communities, the government, the private sector, the civil society organizations or NGOs with a view to improving the conditions of life of the population in a sustainable way (Thizier, 200,) which lead to development.

This is so because, developmental action plan requires the involvement of all concerned bodies if it has to meet the pre-determined objectives. The

improving the conditions of life of the population in a sustainable way (Thizier, 200,) which lead to development.

This is so because, developmental action plan requires the involvement of all concerned bodies if it has to meet the pre-determined objectives. The government, NGOs (local and international), experts, religious and opinion leaders and the community in general have roles to play for the effective, efficient and successful implementation of a given program or a project to ascertain growth. As FAL is one of the contributing factors for development, it requires a combined effort of all bodies. In this regard, OEB briefly states that it is the concern of other sectors such as health, agriculture, mass organizations and the community to perform FAL in an adequate manner (OEB, 2001, :23). It is a united act of all segments of the community that makes FAL achievable.

2.5.1. The Role of Community

Literary community is understood as a portion of society living together with society in a given locality. The broad meaning of Community is explained as, "It is a group of people living together in the same area, sharing the same language, culture, tradition, religion and bounded by a common legal and administrative system or authority" (Indabawa, 2006:). By and large, the community has a sense of togetherness in order to tackle or at least to ease a problem occurring in their environment which is currently termed as community involvement or participation. With regard to education issue, community participation refers to as the "involvement of community members in school management supporting schools by mobilizing resources such as finance and/or curriculum development" (Hoppers, 2005; Williams, 1997, cited in Delucia, 2009:11). Similarly, to actualize FAL centres and for its proper implementation, active community participation is expected. participation is needed among other issues for the construction of the centre to overcome the absence of educational opportunity in the community, particularly in rural areas. To this end, community mobilization is very important. The purpose of community mobilization is to fill the gap

between service providers and construct a working relationship with people (Community Mobilization, 2003). Community mobilization serves as a bridge between the service providers and the service recipients by encouraging community participation. It goes to the extent of better utilization of existing resource for the benefit of the community. Community participation is carried out at different levels. Out of others, instrumental and representatives participations (White, 1996, cited in Delucia, 2009:11) can be mentioned as examples. Instrumental participation of the community refers to when the community support the project by providing labour, local materials, in-kind or cash. Secondly, representative participation considers community as an active participant in the project, particularly when the community is requested to contribute to the project by establishing group, prepare plan and by doing so enhance their level of participation (Ibid). In addition, the representative group of the community or the Centre Management Committee (CMC) has a responsibility to establish and organize the centres, encourage the community to increase their participation in providing resource; and learning, follow-up and evaluate the effective implementation of FAL in the community (OEB, 2009).

2.5.2. The Role of Government

NFE or FAL is an alternative way through which citizens can get access to education which is the opportunity expected to be created by the government. According to Bangladesh NFE education policy, the government is expected to act to the extent that removing illiteracy as may be determined by law (NFE Policy, 2012). In Ethiopia it is declared that, "a person has to get a guarantee of access to health, clean water, education and other social services as much as possible" (Constitution of FDRE, 1995, p: 108).

As, organs of the government, Ministry of Education (MOE), Region Education Bureaux, Zone and woreda education offices are the prime responsible government bodies/organs for the education issues including NFE and FAL as well. In line with this, government has to play the role of

leadership, supervision, review update and development of NFE policies, allocation of budget for the program and coordinating NGOs that are implementing NFE (NFE Policy, 2012). For instance, the government of Uganda allocated budget amounting to 2% from its national GDP (Uganda, 2012). Furthermore, it is a duty of the government to enable young people involve themselves in life and work skills as well as encourage adults to get their full potential through learning by way of mobilizing the community (Main Role of Government in Education, 2012). In addition, the government program provides at least a few primer and in most cases a teachers' guide to every centre (Functional Adult Literacy, 2012).

2.5.3. The Role of the NGOs'

Effective coordination between ministries and government agencies is particularly important for effective implementation of policies in NFAE, including literacy as NGOs often shoulder a major responsibility for non-formal education (Walters, et al, 2012).

So far, that both international and local non-government organizations have been engaging in educational activities out of which NFE is one. In Ethiopia, there are 3737 non-governmental organizations (NGOs) (Delucia, 2009) which are operating in various development sectors one of which is education including NFE. According to R. Doftori Mojibur, (2012), NGOs have been playing central role in expanding educational opportunities focusing on marginalized communities of developing countries since 1980s. They have emerged as alternative providers of education against back drop of the state's failure to provide education for economically disadvantaged group.

Furthermore, NGOs have been actively involved in the process and implementation of NFE particularly in:

- intervening in the establishment of community learning centres;
- organizing and providing training on literacy for instructors, experts, education leaders;

- developing learning materials for illiterates and neo-illiterate;
- the development of need based curriculum for different target groups;
- monitoring and evaluation of the projects ;and
- Program designing to improve the quality of life of local people by integrating learning with living process (Literacy Watch Bulletin, 2012).

To ensure the continuity and sustainability of the program, there are other activities under taken by the NGOs. To mention some, organizing saving and credit groups, establishing literacy and out of school education programmes, organization of income generating programmes to poor people through skill training, organization of seminars, workshops, meetings for awareness raising among the community (Ibid). Therefore, NGOs are playing vital role in creating educational opportunities for the communities deprived of education and by doing so they are becoming strong partners of the community and the government in which they are reaching the unreached portion of the community.

2.6. Facilitators of the Functional Adult Literacy

2.6.1 Definition of the Facilitators

Facilitator, as we can understand from the word, is a person who plays a role of facilitation in order to get a given activity to be performed according to the pre-determined plan of action and time frame. According to UNESCO (2006), facilitator is understood to be the person responsible for the supervision of learning and training at the grassroots level. Different countries have associated the term facilitator to identify persons who implement almost the same activity in teaching -learning process/or school environment, but call it with different titles. In this regard, in some countries the word facilitator is used to mean teacher, monitor, animator, educator and the like (Ibid).

2.6.2 Recruitment and Training of the Facilitators

2.6.2.1 Recruitment of the Facilitators

As teaching components have to be match with learning needs and desires of the adult learners, facilitators should also be familiar and locally accustomed with the social affairs (values, beliefs, traditions etc) of the local community in order to effectively implement FALP. The recruitment of the facilitators has to take in to account this and other related issues if FAL has to be executed properly and met its objective. In this line, OEB developed facilitators' recruitment criteria which say (OEB, 2002):

- A facilitator should know the language, culture and the life style of the community;
- He/she has to have an acceptance by the community;
- The community has to participate in the recruitment of the facilitators (through CMC); and
- He/she has to complete

2.6.2.2. Training of Facilitators

Training refers to preparing people for work in a system by enabling them acquire the knowledge, skills and attitudes they need (Uganda, Ministry of Gender and Community Development, 1996).” The most important component for the success of adult education for development is to train facilitators” (Gebeyehu, et al. 2007, p: 168). According to OEB, new facilitators have to be trained for one month (30 days) and have to get refresher training for seven days after six months of teaching. Therefore, initial training is the pre-requisite to equip the facilitators with the basic teaching skills and experiences and have to be strengthened on job training (OEB, 2002) that helps them become capable to carry out FAL properly and adequately. Therefore, through these subsequent trainings, the facilitators have to master the subject matter, content and topic of the lessons and techniques/methods of teaching. Apart from the training, the facilitators have to be conscious about the feelings and the learning needs of the learners and also have qualities that help them get acceptance in the community (dvv international, 2008).

In accordance with this, facilitators are expected to be friendly, active listener, lively, humble, patient, respectful, innovative, organizer, resourceful and accommodating (Functional Adult Literacy, 2012). These are some qualities of the facilitators which they have to be made to know and equipped with during the training.

2.7. Methodology of Teaching FAL

As it is true for other teaching-learning process, the effective implementation of FAL cannot be achieved without appropriate utilization of teaching methods. As discussed so far, for FAL to achieve its objectives, active participation especially of the learners is very important. To this end, in the classroom interaction, the facilitators have to involve the learners in discussions, using sub-groups, freeing the learners to bring their experience and knowledge in to the class (Alan, 2008). From this context, we can understand that, text books and the instructor's presentation cannot be the only source of learning. Therefore, seeking appropriate teaching methodology is crucial for the fruitfulness of functional adult literacy.

According to (Melesse, (no year) the relevant methodologies that assist to teach functional adult literacy are:

- Brainstorming (soliciting for individual suggestions) of the learners enhance their participation;
- Buzzing, that is learners discuss in small groups, for instance, being in two or three learners;
- Role play/drama;
- Demonstration;
- Question and answer; and
- Discussions.

These methodologies call for active participation of the adult learners in FAL and this in turn has positive contribution to strengthen and attain the objective of the program.

Furthermore, in the teaching-learning process simple and logical approach is vital. Starting with simple operations involving single digit numbers of moving gradually to higher order operations and key word from the selected codes (Ibid) makes the lesson easy for the adults to learn.

2.8. Monitoring and Evaluation of FAL

Monitoring and evaluation are key activities in the life of programme execution. In general, both monitoring and evaluation are utilized to ensure the successfulness and trends of program sustainability, but utilized at different stages and times of the program implementation. Monitoring refers to continuous follow-up of any activity to determine progress or lack of progress, whereas evaluation refers to periodical assessment of performance in relation to objectives which are particularly performed by the program managers/coordinators at all levels (FAL Manual 1996, p: 88).

For this purpose, the national adult education strategy indicates that the establishment of participatory monitoring and evaluation system is vital for the effective of monitoring and evaluation system (MOE, 2002). To this effect, evaluation and monitoring committee for adult education was formed composed of different organizations or development professionals at all levels and carry out monitoring up to FAL centres (Ibid). Regarding this issue, Non-Formal Education Programmes Strategy Implementation Guideline of OEB (OEB, 2009) states, "the committee of the kebele should visit, monitor and evaluate the centre at least once a month and the district/woreda committee should visit the centres every 45 days."

The frequency of monitoring and evaluation is clearly set in the guideline and if done accordingly it can contribute much for the effective implementation of FAL program.

In the case of classroom interaction or adult learner evaluation, the duties and activities undertaken by the adults in the teaching and learning process have to be considered. For instance, adults' group work activities, discussions, demonstrations, group presentations and the like have to be

CHAPTER THREE

RESEARCH DESIGN

3.1. The Methodology of the Study

Qualitative research methodology was used to carry out this study. According to Patton (1990), qualitative method produces a wealth of detailed information about a much smaller number of people and case. Out of qualitative research strategies, case study is the one which is applicable to study case in-depth and the characteristics of a particular entity or phenomenon in a given context. Furthermore, related document shows us that case study is the strategy of inquiry in which the researcher explores in-depth a program, event, process, one or more individual cases (Cresswell, 2009). In this research, case study approach was used to collect, organize and analyse data related to the perception and support of the concerned bodies/stake holders to FALP, the status of saving and credit scheme with literacy program strengthening each other as the result of integration, its contribution in improving the life of the adults especially the women, the strategy that is utilized to execute the program and the extent to which the program implementation is in line with the learning need of the beneficiaries in the context of the localities chosen for this study.

3.2. Instruments of Data Collection.

For this study, interview, classroom observation, focus group discussions, discovering of life history (anecdotes) of participants and document analysis were utilized. It is believed that these instruments exhibit the relationship among the information gathered from different respondents and this in turn signified the validity of the data collecting tools.

The following Table 3 briefly depicts the source of data, sample size, tools utilized, percent and techniques of sampling.

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3.3. Sample Size and Sampling Techniques

The WEO, woreda ODA NFAE supervisor, facilitators, ODA head office, the centres were taken as the primary source of data. The sample size, tools of data collection and the techniques of sampling were chosen believing they are appropriate to carry out the intended research.

Table 3. Source of Data, Sample Size, Tools and Techniques of Sampling

No .	Source of Data (Total Population)	Sample Size	Data Collection Tools	Technique of Sampling
1	WEO head and Adult education Expert(2)	1	Interview	Availability sampling
2	1 woreda ODA-FAL Supervisor	1	"	Availability sampling
3	18 Facilitators	12	"	Purposive sampling
4	2 Education managers of ODA	1	"	Purposive sampling
5	Centre managers (in 4 centres) • CMCmembers	28	FGD	Availability sampling
6	4FAL class rooms	2 • Badeyi(WLP) • Boji(non-WLP)	Observation (check list)	Purposive sampling
7	4 centres • 3WLP • 1 non-WLP	2 • Badeyi(WLP) • Boji(non-WLP)	Anecdotes ofbeneficiaries	Purposive sampling
8	OEB, ODA, WEO, and Offices of the 4 centres(7)	7 offices	Document analysis	Availability sampling

3.4. Procedures of Data Collection and Management

The structured and the unstructured items of the interview guidelines were prepared for the interviewees (see the table above). Besides, the observation check list was prepared and used for classroom observations. In addition, the focus group discussion (FGD) program was organized for the CMC and WLP committee members in Afaan Oromo and the meeting was carried out based on the guideline points designed ahead. At the end, the guiding questions which were initially prepared in Afaan Oromo were later translated in to English language. In order to get this study effective, the researcher used an assistant researcher for support and coordination purpose. To make the data collection effective, all the interviews and focus group discussions (FGD) were managed by the researcher himself. The respondents were made to know the purpose of the research and decided contact time by themselves prior the interviews and focus group discussions took place. Furthermore, analysis of documents of OEB and ODA on the subject was held by the researcher while that of the WEO and the centres were carried out ~~both~~ by the researcher and the assistant researcher together. Lastly, the story (anecdotes) of very few adult women participants were collected at least to assess the status/trend of the program due to the integration of saving and credit scheme with literacy.

3.5. Method of Data Analysis

The collected data were categorized, organized and analysed by the researcher and presented in the form of narrations and figures. Illustrative and in-depth investigations were explored. Subsequently, the data was interpreted and presented in the form of narration. At the end the major findings of the research were compiled and possible recommendations were suggested.

CHAPTER FOUR

PRESENTATION, ANALYSIS and INTERPRETATION of Data

This study covered different groups of people from regional OEB and ODA, woreda education and woreda ODA NFAE offices, FAL facilitators, the adult education centres which included CMC and WLP bodies. Besides, success stories of individuals who emerged out of the implementation of the program as models.

In this study group of people who have played significant role in the implementation of the IFAL program, namely, CMC, facilitators, WEO head, Woreda ODA-NFAE supervisor, ODA NFAE Manager, women literacy program (WLP) leaders were involved. In addition, NFAE Centre Offices, OEB and ODA head office were used as sources of valuable documents and the success stories of model beneficiaries from the execution of IFAL program were included. Finally, the class observation was carried out in two selected centres to realize the actual implementation of the program.

4.1. Types and the Major Characteristics of the Respondents

The major characteristics of the respondents such as the types of respondents, sex, and level of education summarized as seen in the following table 4.

Table 4: Types and Major Characteristics of the Respondents

No	Types of the respond	SEX			LEVEL OF EDUCATION																	
					FAL Level One			FAL Level Two			Grade 10-12			College Diploma			Degree & Above			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	CMC	22	*16	38	4	6	10	18	10	28	-	-	-	-	-	-	-	-	-	22	16	38
2	Facilitataors	7	5	12	-	-	-	-	-	-	7	5	12	-	-	-	-	-	-	7	5	12
3	WEO	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
4	Woreda ODA NFAE Supervisor	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
5	ODA Education Manager	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
	G.Total	32	21	53	4	6	10	18	10	28	7	5	12	2		2	1	-	1	32	21	53

* Represent the number of WLP leaders

4.1.1. Informants from the CMC and WLP

The age of the respondents was not included in the table---- because all are adults that fall 15 and above age category. Informants from the CMC and the WLP were selected using the availability sampling. Twenty two CMC members (all are males) and sixteen WLP leader members – all together 38- were involved in focus group discussions. Regarding their educational status, 10 of them (4 male and 6 female) are in level one and 28 of them (18 males and 10 females) level two attendants. What is special about this group is that, except five CMC respondents, all focus group participants are taking part in the functional adult literacy programs and therefore, as a learner, they know almost everything about the execution of the program in detail and it is believed that they can provide adequate information on the matter.

4.1.2. Facilitators

The selection of the facilitators for this thesis was based on purposive sampling. In four centres under the study, there were three facilitators each all of whom were involved in the interview session. Out of the 12 facilitators 7 are male and 5 of them are female. All the facilitators were 10th grade complete who took the national examination. None of them were from any other area/woreda as all were born in Dalo-Mana Woreda, which indicates that they know the norm, language, values, and the culture of the community in general. This is very important pre-requisite to mobilize the community towards education to maintain the learners in the program and even more so to handle the smooth and attractive atmosphere of the classroom. And this in turn calls for the implementation of the program to be effective.

4.1.3. Respondents from Woreda Education and woreda ODA-NFAE supervisor and ODA Head Office

Respondents from Woreda Education and ODA-NFAE offices were selected based on availability sampling. In each office one key person that is woreda education office head, woreda ODA-NFAE supervisor and education project manager from ODA head office were interviewed and all of them were male. Regarding their educational status, the two respondents from the woreda levels are diploma holders while a respondent from the region or ODA head office is first degree holder.

4.1.4. Anecdotal of Model Individuals

Anecdotal information is information that comes in the form of stories that people remember and provide useful qualitative information (Shapiro, 2001). Accordingly, particularly the WLP participants are practically exercising the integration functional adult literacy with saving and credit schemes. Though the model individuals are few in number they show that the integration of the both schedule is possible. In this case the stories obtained from Arda-Qacha and Badeyi NFAE centres served as exemplary for other WLP participants respectively (See appendices VII and VIII).

4.2.The Status of Collaboration and Support of the Stakeholders in the Implementation of FALP

Different stakeholders contributed their own share to construct the centre and continued to do so.

Figure 5.Major Intervention Areas of the Stakeholders to Support the Program

Name of the Stakeholders	Types of Support Provided for the Construction of the Centres and to Strengthen Program Implementation.
WEO	-technical support (example, monitoring and supervision) -community mobilization - assigning teachers where there is shortage of facilitators - provide teaching materials(example chalk,) -guiding the recruitment of the facilitators
Community	-provided land for the centre construction - provided local construction material(wood) and construct the centres -select and recruit the facilitators - labour to construct the centres(plastering, prepare latrine) - provision of financial support - participating in the management of the centres(CMC)
ODA	-Technical support(example, supportive supervision) - financial support -capacity building(awareness raising) -training and re-training of the facilitators -Provision of teaching materials including text books

From the interview respondents, the group discussants and the field visit it was understood that the FALP was started in Dalo-Mana Woreda in 2003 E.C. According to the WEO head and woreda ODA-NFAE supervisors, the program was initiated by ODA and free will of the woreda administration. WEO and ODA took this initiative based on the need assessment conducted on the extent of educational coverage of the woreda. In this regard, ODA education manager explained during the interview that the result of the assessment showed very low educational coverage particularly with respect to adult education. This was what initiated ODA to execute FALP program in the woreda at least in order to narrow the prevailing gap.

As depicted on the figure 5, the interviewees and participants of the FGD disclosed that the FALP program has been supported by the WEO, ODA and the communities in which the centres were established. The respondents explained that the types of assistance rendered by these bodies varied though there are similarities in few cases. During the interview session with the WEO head, it was revealed that WEO supports the program by providing technical assistance such as supervision through cluster school supervisors. In addition, WEO mobilized the community for two major issues: to involve the community in the teaching learning activities; and guide the community on how to select and recruit the facilitators. Furthermore, the office assigned teachers in some centres (example Boji and Anchabi) where there was shortage of facilitators and sometimes provided teaching materials (chalk) for few centres. Besides, Woreda-ODA supervisor expressed suggestion similar with woreda education head. However, he responded that the said supervision was carried out rarely in very few centres. The latter idea was supported by the centre facilitators and who said the frequency of support supervision provided by the formal school supervisors for the centres was minimal and never exercised in some centres (example Anchabi centre) so far.

Furthermore, all the respondents asserted that ODA gave financial support for the construction of centres particularly in purchasing industrial materials such as cement, iron sheet and nails. With respect to capacity building ODA capacitated the facilitators through training and re-training

extended their idea as saying the community participated in bringing the centre into being by providing whatever possible to their level and capacity. In this regard, the community involved in the establishment of the centre in providing land where the centre is built, collecting local construction materials such as wood and stones etc. In addition, they explained that the community exerted its labour and constructed the centres. In addition, the local people participated in the management of the centres by establishing the CMC. The CMC also played great role in selecting and recruiting the facilitators. It again involved in the community mobilization so as to actively participate in the teaching -learning program.

4.2.1. The Adequacy of the Support Given to the Program

Regarding the adequacy of the provided support, the respondents had almost similar opinions. Almost all of them said the assistances given by the stakeholders were not adequate. During the interview the facilitators said the centres did not get desks and had a shortage of stationeries. In addition, at the time of FGD, the CMC members raised that the essential materials such as desks and text books were not available in the centres. Subsequently, the researcher of this study also realized the unavailability of the above mentioned materials during the classroom observation particularly in Boji and Arda-qacha centres. Furthermore, the WEO head and the woreda ODA supervisor expressed their views as saying the willing and participation of the community in the program was not satisfactory particularly in attending classroom instruction as designed/scheduled.

4.3. Utilization of Teaching Methods and Components of the Program

4.3.1. Utilization of Teaching Methods and Aids

During the interview the woreda education head expressed that he knew nothing about what types of teaching methods the facilitators were using. On the other hand, woreda ODA supervisor in similar session disclosed that during the classroom interaction the facilitators were using teaching aids, group work as well as lecture method. The data collected through interview

During the interview the woreda education head expressed that he knew nothing about what types of teaching methods the facilitators were using. On the other hand, woreda ODA supervisor in similar session disclosed that during the classroom interaction the facilitators were using teaching aids, group work as well as lecture method. The data collected through interview with the facilitators show that in most cases they used text books as teaching aids and very rarely utilized the teaching aids that were prepared to teach children in alternative basic education centres (ABEC) instead of the teaching aids needed for adults. They also explained the teaching learning process in the classroom took place in the form of question and answer.

In the focus group discussions the CMC members said that, "the facilitators write in *Qube* (the Afaan Oromo alphabet) and numbers on the board and read them aloud; and we repeated what they said". In terms of teaching aids, they further explained that the facilitators come to the classroom with single text books and chalk board only.

4.3.2. Components of the Program

All the respondents disclosed that the subjects of teaching and learning process are Afaan Oromo, English, Mathematics and Environmental Science, which were taught by the facilitators alone. As probing went on in FGD, the CMC members confirmed that other government sector offices workers, for example, extension workers (agriculture or health) were not involved in the teaching-learning process which could have linked education more with daily life of the adults. In this regard, during the interview the woreda education office head explained that there is no strong relationship among the government sectors at woreda level to strengthen the implementation of FALP.

4.3.3. The Status of Participation of Adults in the Program

The interviewees and the focus group discussion participants during the session expressed their views in which they said that the program was planned, scheduled and carried out based on the interest of communities.

Thus, adult women and men are made to participate in the FAL program separately. This was because two persons from one home (husband and wife) cannot be in the class at the same time due to the arrangement made in such a way that someone should oversee the home and its surroundings meaning when the husband is at the centre the wife should be at home. This was the decision of the community made at the beginning of the program. Time and days of attending classes were agreed upon by the beneficiary and scheduled accordingly. This was also confirmed by this researcher during his classroom observation.

However, regarding the participation of adults in the program, the woreda education office head, woreda ODA NFAE supervisor and the facilitators' said the involvement of the community is below the expectation.

Table 6. Plan, Registered and Current Class Attendants of Male Adults in ODA-NFAE Centres of Dalo-Mana Woreda.

No.	Name of the Centres	Registered At beginning the year	Currently attending the classes	Plan vs Current Class Attendants.
1	Boji	48	31	%
2	Badeyi	55	20	56.7
3	Tulu	120	40	
4	Arda-Qacha	75	60	
5	Anchabi	60	50	
6	Mulqa	50	25	
7	Qorcha	70	45	
Total		478	271	

Source: Dalo-Mana Woreda ODA-NFAE Office, 2004 E.C.

This table depicts that the current male adult attendants in the classroom were 271 (56.7%) in relation to the registered adults (478), which shows that the participation of male in FAL is little more than 50%.

4.3.4. The Provision of Teaching Materials Especially Text Books

According to the data obtained through interview with WEO head and woreda ODA-NFAE Supervisor, teaching materials especially text books were

text books that were given to the facilitator to teach ABEC classes were also used to teach adults. Despite affirmation by officials and the facilitators about the distribution, all CMCs agreed that no adult learner got the text book which was also confirmed by the researcher of this study during classroom observation.

4.4. The Correlation of the Program with the Learning Need of the Adults

One of the unique features FALP is meeting the learning needs of the adults because of which it is to be considered as a modified form of NFAE.

4.4.1. Expectations of the Adults during the Start-up of the Program.

The issue of expectations was raised to CMC members during focus group and to facilitators through interview. The expectation of adults from the FALP program was to be able to read, write alphabets of Qube and to identify numbers and calculate basic mathematics. Furthermore, the CMC members explained that they were eager to read short notes or instructions from their respective administration offices and prescriptions of the medicine usually written on the packet holding the medicine specifying the dosage per day to utilize it properly. Similar suggestions were provided by CMC members during FGD as indicated earlier. According to the FGD participants, "The learners come to the centre to acquire reading and writing ability, numeracy skills and things they didn't know in the past years of their lives".

4.4.2. The Difference of FALP from that of Traditional NFAE in Relation to Implementation

The case of the difference of FALP from that of traditional NFAE in relation to implementation was discussed with WEO head and ODA-NFAE supervisor during the interview meeting held separately. Consequently, the interviewee from WEO responded to the question and said that in addition to the centre facilitators, agriculture and health extension workers were involved in teaching FALP which was not known in the traditional NFAE practice. On the

during the interview meeting held separately. Consequently, the interviewee from WEO responded to the question and said that in addition to the centre facilitators, agriculture and health extension workers were involved in teaching FAL which was not known in the traditional NFAE practice. On the other hand, when interview was carried out with ODA-NFAE supervisor, he explained that the extension workers teach the adults by going home-to-home and not in collaboration with the facilitators. He further explained that, "even our facilitators teach the adult participants based on the text book; they don't start from the felt need of the adult learners so as to relate the lesson with their daily life". He concluded that the execution of the program is undertaken in the same way as that of the teaching-learning process of the regular schools. In addition to this, investigation carried out during the class observation signified that the classroom activities have no difference with the activities undertaken in the formal school.

Figure 7. Class Room Observations in Badeyi and Boji Centres

Centres' Name	Topic Lesson	Sub Topic	Methods of Teaching				Observation Date
			Lecture	Question & answer	Group work	Utilization of the Teaching Aids	
Badeyi	Types of Food	Food with Balanced Diet	√	√	X	X	16/03/2012
Boji	Farming	Using Fertilizers	√	√	X	X	17/03/2012

√ - Indicated utilized

X - indicated not utilized

As is depicted from figure 7, during the period of classroom observation the facilitators used question and answer as well as lecture methods and none of them did support the provision of the lesson with teaching aids.

Therefore, it is possible to conclude that practically, the implementation of FALP was not significantly different from the method of traditional NFAE execution.

4.4.3. The Status of FALP in Meeting the Learning Need of the Adults

According to the interviewee from the WEO, the execution of the program has been associated with the learning needs of the adults. Despite this, when interview was conducted with ODA supervisor, he suggested that though the adults have got access to education, they were confined to identifying, reading and writing alphabets and performing simple arithmetic. Above all, he said "the adults were not supported to widen their understanding that they have a role to play in developing and designing FAL in a way that helps improve their daily life". The response of the facilitators in this regard was that "we teach the adults in order to help them know the 3rs (reading, writing and numeracy skills) not more than that.

The participants of the FGD also replied to this question saying they were limited to grasp what the facilitators taught them and performed what they told them to do.

From the above suggestions one can understand that the adults were not motivated to follow the teaching learning process earnestly so as to make difference in their lives. They are not made conscious so that the adults have great role to play in the implementation of FAL program.

4.4.4. Improvements Observed as the Result of the Program Implementation

As the collected data from the interviewees of the WEO and woreda ODA office indicated, there were certain tangible results observed. The WEO replied to the question as saying the adults were able to manage the 3rs. The supervisor too responded that the adults somehow understood the use of education, started sending their children to schools more than before this intervention. In line with this, the facilitators also confirmed that besides knowing the 3rs, the adults brought about behavioural change such as stop smoking and chewing chat in the classrooms and started to respect female facilitators.

Likewise the participants of the focus group discussion responded to this question by saying that besides gaining the capacity of reading and writing and calculating numbers, the adults are able to read menus in hotels, properly using mobile phones and names of government offices when they went to towns and easily identified the office they wanted to go in. This was also realized during the classroom observation held in the centres by looking in to their note books and inviting the learners (randomly) to read some notes and to write alphabets, words and calculate simple maths.

Based on this information, it is possible to arrive at a conclusion that there is an improvement of adults in terms of acquiring reading, writing and numeracy skills as the result of their participation in FAL programs.

4.5. Women Literacy Program (WLP) as Part and Parcel of FALP

As earlier indicated in this document, women literacy program (WLP) has been implemented as part and parcel of FALP, but accommodating women separating from men. This was aimed at empowering women by linking literacy practices with saving and credit schemes.

Table 8. Participation of Adult Women in Literacy Program

No .	Name of the Centre	Registered To learn	Currently attending classes	Registered vs Current Attendants %
1	Boji	70	55	74.7
2	Badeyi	80	60	
3	Arda-qacha	70	52	
4	Mulqa	65	46	
Total		285	213	

Source: Dalo-Mana Woreda ODA-NFAE Office, March, 2004 E.C.

As depicted from table 8, out of 285 registered women to learn, 213 were currently attending classes. We can understand from this that the number

of women participants (74.7%) was greater than the male participants (56.7%, on table 6) in FAL teaching-learning process.

4.5.1. Integration of Literacy with S&C Scheme

According to all respondents involved in this study, the integration of literacy with saving and credit started in the middle of 2002 E.C. The integration began in three centres and currently there is an attempt of expanding to the rest of the centres as the ODA's NFAE supervisor explained during interview session. The centres in which the program started were Arda-qacha, Badeyi, Mulqa and recently in Boji.

In Focus Group Discussion the CMC members were asked as to why the number of women participants is less. They responded to this question as saying, some women do not have money to contribute, but the majority are reluctant to save their money fearing that the money might be subjected to embezzlement. In this line, the facilitators responded to this issue by saying that "the women fear to involve in the program because making profit is forbidden according to sharia law".

Table 9. The Status of Saving & Credit in WLP

No.	Name of the Centres	Members of the Saving and Credit Scheme	Amount of Birr saved so far	Range of Credit (in Birr) / women	No. of women got credit	Remark
1	Arda-Qacha	30	3000	-	2	
2	Badeyi	60	12000	1000-2000	9	
3	Mulqa	25	600	-	-	
4	Boji	40	140	-	-	S&C established recently in this centre
Total		155	15,740	-	11	

Source: ODA-NFAE Centre Offices, Dalo-Mana Woreda, March, 2004, E.C.

As shown in table 9, in four centres, 155 women managed to save 15,740 Birr and 11 women got credit so far. We can also observe from the table, in Arda-Qacha and Badeyi centres that out of 30, only 2, out of 60, only 9 women took credit respectively and none from the other centres. During the interview the facilitators further suggested that the women did not have adequate awareness and information about the benefit of the program in general and did not have know-how on what to do with credit in particular. But according to the focus group discussant those few credit receivers have benefited by making profit out of it and increased their income (see anecdotes-appendices).

Therefore, one can conclude that the willingness of women to participate in saving and credit scheme is less.

4.5.2. Benefit Obtained from the Integration of FAL with S&C Scheme

In an interview session conducted with WEO head, he responded to the question and said that the women benefited from the IFAL with S&C. In a similar session, the supervisor also explained that the women have benefited from the integration of the program. For him, the women have got saving and credit opportunity through self - help program. In this respect, he further elaborated that they became familiar with the concept of saving and credit as the result of which some of them have got credit and began to breed goat and fatten ox/cow in addition to performing the 3rs. In addition, in an interview held with the facilitators, they explained that though they are few, active and conscious women have benefited from the program by obtaining credit and showed a change in their life.

Furthermore, the participants of the focus group discussion responded to the question saying, the IFAL with saving and credit scheme is useful. They said that one of the benefit created by this program is a favourable condition to meet to get together and discuss on their problems. It helped as a means of communication and paved the way to learn not only from the facilitators but also from each other.

In general, during the FGD, the CMC members described that we have benefited from the integration of this program by acquiring the ability to:

*write our names and names of our sisters, brothers etc;
sign by writing and not by finger print; read instructions given
by health and agriculture extension workers; write the amount of Birr
we have been contributing for saving; have a note on the amount of
Birr we saved through months and years; and register the quantity
of goats, cattle etc we have.*

(FGD held with Badeyi centre CMC members on March 15, 2012).

During the classroom observation it was also witnessed that the learners were able to write alphabets, their names, add and subtract simple numbers as invited by the facilitators.

4.5.3. The Re-enforcement of Saving and Credit Scheme with Literacy Program

The WEO head and woreda ODA supervisor in an interview held with them separately disclosed that the two operations considered as a coin with two sides having one entity. Likewise, the integration of literacy with saving and credit is seen as inseparable activity and the strength of one called the same for the other. However, the less participation of women in the saving and credit scheme weakened the re-enforcement of both operations. In similar sessions held with the facilitators, they responded to the issue saying that the women were participating in literacy program in large number than in saving and credit scheme and hence the re-enforcement of both activities is insignificant.

In addition, on focus group discussion, the CMC members also explained that the involvement of the women among the two was inclined to the literacy program rather than in saving and credit. Therefore, for them, the level of relationship between the literacy program and saving and credit scheme is unsatisfactory.

In general, despite all the efforts done to create access of education through FAL integrating with saving and credit scheme in one of the hinterland woreda of Oromia region, though there are encouraging endeavours, there are hindrances to effectively implement the program. In this regard, the less participation of male in literacy program and the fewer women in saving and credit scheme respectively is one of the hindrances. The low consciousness of the community about education is another obstacle. Migration of usually adult male population at times of shortage of rainfall; the unavailability of adult text books in the centres; and inadequate supervision support from the WEO can be cited as additional examples of the hinterlands. Above all, the absence or very low collaboration of local concerned government sectors (for instance health and agriculture) in executing IFAL program are the major drawbacks for the existing weak performance of the program in the woreda.

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

As it is indicated in this document, functional adult literacy is currently promoted by the government and NGOs considering it as a modified program of NFAE which takes the learning need of adults as an indispensable component of adult literacy. The program is intended to help improve the life of the community by reducing poverty.

The specific objectives of the study were to assess the joint support delivered by the concerned bodies for the effective implementation of FAL and the method of teaching used to execute the program. Furthermore, this study is intended to explore the extent to which the program meet the learning need of the adults which is the central point of FALP and to investigate the re - enforcement level of literacy program with saving and credit scheme in the form of integration focused on women literacy program(WLP).

Within these frameworks of study, other important variables, such as the management of the program, issues related to facilitators, monitoring and evaluation were also looked in to as essential components of activities that could contribute to attain the pre-determined objective of the program.

To carry out the study the researcher used interview, FGD, class observation, reviewing related documents, investigating information from relevant offices and story collected from individuals(anecdotes).

Therefore, the data obtained from all these sources show the program was started by the will of the host NGO(ODA),WEO and the community in general based on mutual understanding and back-up agreement. It was understood that the starting of this program in that hinterland (500km

about the advantage of education much more than before and started to send their children to the centre as well as to the formal schools and as the result the enrolment of children increased at woreda.

The labour and financial contribution of the community, though there were obstacles(example migrations) the interest of the community to participate in the program and the willing of WEO to support the program were encouraging despite the fact that there were shortage of skilled manpower. On the other hand, it was identified that the expected collaboration of other government sectors such as agriculture and health sectors etc was very weak. We also understood that the back-up of literacy program with saving and credit was not strong.

In general, the qualitative data collected from the respondents through interview, focus group discussions, class room observation, and document analysis and data collected from stories were analyzed and interpreted. Based on the analyzed data the following major findings were identified:

☞ From this study it was understood that the concept of FALP is new and not internalized by all the concerned bodies and the "how" of its implementation was not well familiarized and exercised by the practitioners.

☞ However, according to the information obtained from interviewees (WEO, ODA-NFAE supervisor and ODA education manager) this program started on the mutual understanding of the stakeholders and need of the Community believing that the project will be one of the contributing factors for development.

Based on this there was an agreement reached upon by the stakeholders to support the implementation of the program in the rural communities.

☞ The study findings show that the WEO assigned teachers in some centres

to fill the shortage of facilitators where the enrolment of the children increased in alternative basic education centres (ABEC) but the provision of supportive supervision for the FALP was inadequate.

☞ The study indicated that the community has a role in the management of the centre through CMC and participated in the construction of the centre by providing land, collecting local construction materials and rendering labour.

☞ On the other hand, the study disclosed the participation of adults in the teaching-learning process (especially male) was under expectation due to migration caused by different factors.

☞ This study also revealed that the participation of female in the literacy program was encouraging when compared with their male partners, but on the other, the involvement of the women in saving and credit scheme was unsatisfactory.

☞ The study showed that there was a weak relationship between saving and credit with literacy in terms of strengthening each other.

☞ The study finding indicated that the participants of the WLP, particularly those who engaged in saving and credit scheme lack business idea and as a result they became reluctant to get into credit.

☞ This study investigated that the method of participatory approach employed by the facilitators was not satisfactory. They did not utilize teaching aids to complement the provision of classroom instruction.

☞ One of the unique features of FALP is that requiring the joint effort of other government sectors (agriculture, health---etc) in addition to education offices to fulfil its objectives. In this regard, this study showed the non-existence of collaboration among these bodies

particularly at the grassroots levels or in FALP implementing centres.

☞ The study also revealed that there were no text books provided to the centres or to the adult learners which was the vital component in the facilitation of the lesson.

☞ The study indicated that the adult learners were satisfied with the execution of the program that created educational opportunity and helped them to acquire and manage the 3Rs and brought some behavioural changes.

☞ The study also indicated that the medium of instruction is Afaan Oromo and the subjects of instruction are Afaan Oromo language, mathematics and environmental Science.

☞ It was the finding of this study that the facilitators were selected, recruited and employed by the community (CMC) and have got 15 days initial training and 7 days re-fresher training by ODA in order to acquaint them with teaching profession and equip with teaching skills

5.2. Conclusions

- The concept of the Functional Adult Literacy and its modality of implementation have to be disseminated and acquired well among the functionaries atworeda and FALP centres in all means possible.
- The organization and establishment of Functional Adult Literacy program in Dalo-Manaworeda has created conducive learning opportunity for those communities deprived of education for years. This opportunity enhanced the awareness of the people about education and as the result the enrolment of children in regular schools increased.
- For the effective implementation of functional adult literacy program the joint collaboration of different government institutions, offices, NGOs and above all the community is indispensable.
- Though the community's understanding about the use of education is increasing, still much is expected to be done. It is necessary to mobilize the community and make them know the notion of Functional Adult Literacy Program beyond acquiring the ability of reading and writing of alphabets and calculating simple mathematics.
- It has also been observed that the method of teaching, the utilization of teaching aids in the teaching learning process employed by the facilitators should be improved. In addition to this, the availability of text books in the centre facilitates the smooth teaching- learning process and assists the adults to strengthen what they have learnt in the class by reading during their spare time.
- The assigning of additional teachers for the centres by the WEO was encouraging. But it is equally important to understand that strengthening monitoring and supervision program in these centres improve the teaching-learning activities and help to take measures on time to overcome problem encountered.
- It was found out that migration was one of the major reasons for the low participation of adults (especially male) in the program. Therefore, this problem may call for the revision of learning schedule and time

based on the need of the beneficiaries since migration is usually seasonal. Furthermore, the effort of community mobilization seems to be increased more than ever in order to enhance the participation of the community in Functional Adult Literacy Program.

- The integration of literacy with saving and credit is found to be important as witnessed from benefits gained from it by the participants that could be used as models. But the implementation of integration and the participation of women in the program were low.

5.3. Recommendations

- ❖ Functional adult literacy program appears to be one of the best means that help to create educational opportunities to the very remote communities. Therefore, OEB, ODA and WEO together should take measures through workshops, seminars and conferences to increase the awareness of the functionaries in particular and the community in general about the concept of the FALP in order to make it more understandable and expand the opportunity to others.
- ❖ There was a document that shows the agreement among the WEO, ODA and the community that reveals the division of responsibilities within these stakeholders in relation to the establishment and support of the centre. In this line, more effort is required from the WEO, Woreda ODA NFAE supervisor and the CMC members to mobilize the community to increase their participation both in the completion of centre construction and to actively involved in the teaching learning program.
- ❖ As the primer responsible body for education, WEO has to provide continuous support including monitoring and supervision activities in order to strengthen the implementation of the Functional Adult Literacy Program in the centres in order to insure the sustainability of the program.
- ❖ Throughout this study it was attempted to show that FALP is different from the traditional NFAE mode of teaching in that it prioritizes the learning needs of adult learners at the centre of its objective. Therefore, the woreda ODA-supervisor, WEO and the facilitators should bear in mind and work towards the realization of adult motivation on the basis of their interest to involve themselves in the expression of their priority for the teaching -learning process including the adjustment of daily lessons through active participation. To reach at this level the adults should be

provoked, motivated, encouraged to express their ideas without any reservation. This participation helps them to identify the need of the learners and to design strategies to meet these needs. FALP should be perceived and understood beyond merely imparting the 3rs. After all, it is one of the means of education that can be linked with the daily life of the adults to improve their living conditions.

- ❖ The use of appropriate teaching methods such as group discussions, question and answer, demonstration, experience sharing with best performer centres, and above all, exploring and using the rich life experience of the adults themselves to enrich the teaching learning program in addition to what was under utilization are very crucial. Furthermore, preparing teaching aids from the local materials and support to the classroom instruction make the lesson simple more to present and easy to understand.
- ❖ Oromia Development Association and OEB are the sole responsible bodies to produce text books for adults. The text books should be prepared aiming to meet the learning needs of the adults. To do so:
 - Prior brainstorming workshop should be carried out which includes Zone and Woreda education office experts and other relevant bodies who are engaging in similar activities.
 - Need assessment has to be made involving the concerned bodies such as Woreda agriculture and health offices, women and youth associations and other relevant organizations, above all, the beneficiaries at the grassroots level after having common understanding about the concept of FAL.
 - Finally, Validation workshop has to take place based on the information gathered from the field during the need assessment.
 - Curriculum has to be developed and the text books should be published and distributed to the adults.

- ❖ Integrating saving and credit with literacy program is believed to be a contributing factor to empower women though education is an ultimate goal to pull out women out of illiteracy. But one of the reasons that hinder the participation of women in saving and credit scheme covered by this study is lack of experience and know-how about business making. Therefore, to make the women economically strong and help them develop self confidence, the provision of skill training related to business making, such as goat breeding and fattening, dairy cow production, horticulture, petty or small scale trade, poultry production, honey production, coffee trade and the like based on the interest of women and market assessment is highly recommended.
- ❖ The arrangement of flexible learning schedule should be actualized through the involvement of the community and creating conducive learning atmosphere for the adults who have been unable to attend classroom instruction due to migration.

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Appendices-

Appendix-I

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Focus Group Discussions (FGD) with Centre Management

Committee (CMC).

I. Purpose of the FGD is to gather information from the respondents that help analyse the study in order to arrive on valid conclusion and to forward possible recommendations.

II. Name of The Centre _____

Date_____

Starting Time of Discussion_____

Ending Time of Discussion_____

1. The Scope of Support to sustain the IFALP.

1.1. Who have been supporting this centre to boost its implementation? Who provided what?

1.2. Do you think the assistances given by the concerned Bodies are adequate to ensure the continuity of the Centre?

2. Methods Utilized to Implement the IFALP?

2.1. Do the facilitator use teaching aids to stabilize the lesson?

2.2. How many subjects do you learn?

2.3. Did you get text-books? A. yes, for all subjects? B. no, why?

2.4. How do you participate in the teaching – learning program?

3 . Linkage between the Programme and the Learning Needs of the Adults.

3.1. What was your expectation when you decided to engage in this program?

3.2. Did you get what you sought to get by participating in IFALP?

3.3. Is there any tangible improvement in your life as the result of this program?

4. Integration of Literacy with saving and Credit scheme.

4.1. When did you start participating in this an integrated FAL?

4.2. What benefits have you got so far by involving in this Program?

4.3. How these integrated schemes are strengthening each other as to help improve the life of the adults?

5. What are the hindrances to effectively implement the Program?

6. What do you suggest to overcome the encountered problems?

Appendix-II

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview Guide line with the IFAL Facilitators.

- I. The Purpose of this interview is to gather information from the respondents that help analyse the study in order to arrive on valid conclusion and to forward possible recommendations.**

II. Name of The Centre _____

Date_____

Starting Time of Discussion_____

Ending Time of Discussion_____

1. The Scope of Support to sustain the IFALP.

- 1.1. Who have been supporting this centre to boost its implementation? Who provided what?

- 1.2. Do you think the assistances given by the concerned bodies are adequate to ensure the continuity of the centre?

2. Methods Utilized to Implement IFALP.

- 2.1. Have you got training to teach IFALP? If so how long?

- 2.2. Did the centre has have text-books? A. yes, were they distributed to the learners? B. No., why not?

- 2.3. Do you use teaching aids to stabilize the lesson?

- 2.4. How do you facilitate the participation of the learners in the teaching – learning program ?

3. Coincidence of the program with the Learning Needs of the Adults

3.1. Do you think this program meet the learning need of the learners? A. yes, how? B. No, why not?

3.2. Have you observed an improvement in the life of the participants as the result of this program? would you please explain in brief?

4. Integration of Literacy with Saving and Credit.

4.1. When the integration of literacy with saving and credit started?

4.2. Do you, are adults benefited out of this Program? ,
A. Yes, how, B. No, why not?

4.3. How these integrated schemes are strengthening each other to enhance the IFALP in the centre?

5. What are the hindrances to effectively implement the Program?

6. What do you suggest to overcome the encountered problems?

Appendix –III

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview Guide with the Woreda ODA- ABE and NFAE

Supervisor.

I. The Purpose of this interview is to gather information from the respondents that help analyse the study in order to arrive on valid conclusion and to forward possible recommendations.

II. Name of the Zone _____ Woreda _____

III. sex: M _____ F _____

IV. Level of Education _____

V. Years of work experience _____

VI. position _____

VII. Number of the Centres in the Woreda _____

- **Support for the Sustainability of the IFALP.**

1.1 Who established the centre?

1.2 Who have been supporting this centre to boost its implementation? Who provided what?

1.3. Do you think the assistances given by the concerned bodies are adequate to ensure the continuity of the Centre? Do observe short comings? If so, would you Please mention some?

2 . The Implementation of IFALP.

2.1. Did the necessary teaching materials such as text-books, black-boards and the like provided to the centres? A. Yes, then had the learners got them?

2.2. Have you observed any difference between the implementation of traditional NFE and the current IFALP?

A. Yes, how? B. No., why?

2.3. What methods have been using in the class room instruction?

2.4. How the learners have been participating in the teaching – Learning program?

3 Linkage between the programme and the learning needs of the adults.

3.1 Do you think this program meet the learning need of the learners? A. yes, how? B. No, why not?

3.2 Did you observe an improvement in the life of the participants as the result of this program? Would you please explain in brief?

4 Integration of Literacy with Saving and Credit.

4.1. When the integration of literacy with saving and credit started?

4.2. For you, are adults benefited out of this Program? ,

A. If Yes, how? B. No, why not?

4.3. How these integrated schemes are strengthening each other?

5 What are the hindrances to effectively implement FALP?

6 What do you suggest to overcome the encountered problems?

Appendix –IV

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

I. **Interview Guide with the Woreda Education Office Head.**

II. **The Purpose of this interview is to gather information from the respondents that help analyse the study in order to arrive on valid conclusion and to forward possible recommendations.**

III. Name of the Zone _____

IV. Woreda _____

V. sex: M _____ F _____

VI. Level of Education _____

VII. Years of work experience _____

VIII. position _____

IX. Number of the Centres in the Woreda _____

1. Support for the Sustainability of the IFALP.

1.1. Who established the centre?

1.2. What supports have been given from woreda education office to ODA FALP in your woreda?

1.3. Who have been supporting these centres to boost their implementation other than your office? Who provided what?

- 1.4. Do you think the assistances given by ODA, WEO and the community are adequate to ensure the continuity of the Centre? Have you observed short comings? If so, would You please mention some of them
-

2. The Implementation of IFALP.

- 2.1. What strategies are designed to carry out IFAL in this woreda?
-
- 2.2. How the implementation of IFAL looks like in your woreda?
(expectations against achievements)
-
- 2.3. Are the necessary teaching materials such as text-books and the likes that were provided to the centres adequate? A. If Yes, did the learners have the text books in all subjects? If no, why?
-
- 2.4. Is the implementation of traditional NFE and the current IFALP different?
- A. yes, how? B. No, why?
-

3. Addressing the learning needs of the adults.

- 3.1. How have the functionality of this adult literacy been proven?
-
- 3.2. Have you observe an improvement in the life of the participants as the result of this program? Would you please explain in brief?
-

4. Integration of literacy with saving and credit scheme.

- 4.1. When did the integration of literacy with saving and credit started?
-

- 4.2. Do you think that, adults benefited out of this Program? ,
A. Yes, how, B. No, why not?

4.3. How do these integrated schemes strengthen each?

other to enhance the IFALP in the centre?

5. According to your opinion, what are the major problems of this program?

6. What do you suggest to overcome the encountered problems?

Appendix –V

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

I. Interview Guide with ODA Education Manager.

III. The Purpose of this interview is to gather information from the respondents that help analyse the study in order to arrive on valid conclusion and to forward possible recommendations.

IV. Name of the Organization _____

V. sex: M _____ F _____

VI. Level of Education _____

VII. Years of work experience _____

VIII. position _____

IX. Number of the Centres

X. Support for the Sustainability of the IFALP.

6.1. Why ODA initiated to establish the centre?

6.2. What supports have been given from OEB, ZEO and woreda education office and the community to implement the program?

6.3. Do you think the assistances given OEB, ZEO, WEO and the community are adequate to ensure the continuity of

the Centre? Have you observed short comings? If so, would you please mention some of them?

7. The Implementation of IFALP.

7.1. What strategies were designed to carry out IFALP?

7.2. How the implementation of IFAL looks like in your opinion?(expectations against achievements)

7.3. Are the necessary teaching materials such as text-books and the likes that were provided to the centres were adequate? If yes, did the learners have got the text books in all subjects? If no, why?

7.4. Is the implementation of the current IFALP is different from that of the traditional NFAE?

A. Yes, how? B. No, why?

8. Addressing the Learning Needs of the Adults.

8.1. How the functionality of this adult literacy program has proved?

8.2. Have you observe an improvement in the life of the participants as the result of this program? If, yes Would you please explain in brief?

9. Integration of Literacy with Saving and Credit Scheme.

9.1. When did the integration of literacy with saving and credit started?

9.2. Do you think that, women were benefiting out of this integrated Program? ,

A. Yes, how, B. No, why not?

9.3. How do these integrated schemes strengthen each other to enhance the IFALP in the centre?

10. According to your opinion, what are the major problems of this program?

11. What do you suggest to overcome the encountered problems?

Appendix -VI

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

I. Observation Checklist.

The Purpose of this observation check list is to obtain information from the classroom observation how the teaching-learning process has been carried out.

1. General Information

- .1. Name of the centre_____
- .2. Zone_____ Woreda_____
- .3. Years of establishment_____
- .4. Objective of the centre_____
- .5. Number of adult learners registered at the beginning. M_____F_____ T_____
- .6. Number of class attendants on the date of observation.M_____F_____ T_____

2. Physical Plantation of the Centre

2.1. construction of the centres

- completeness
- Plastered? A. yes, B., not

3. Classroom Instruction

- 3.1. Methods of teaching
- 3.2. Utilization of teaching aids
- 3.3. The availability of;
 - black board
 - chalk
 - desks/seating
 - text books

Appendix -VII

Anecdotes - 1

Ruqia Mohamed, Adult Women Participant of WLP

of Arda-Qacha Centre

Ruqia Mohamed is a woman living in Dalo-Mana Woreda in Arda-Qacha village (kebele). She is 32 and is a farmer. She is married and a mother of 5 children(three sons and two daughters). Before the beginning of this program, she was illiterate because there was no access to education in that locality/Kebele. She has the thirst for education as any other adult woman in the kebele.

She started learning when ODA-NFAE began integrating literacy with saving and credit. She started to participate in the program since its inception. The literacy class was started earlier than the beginning of the saving and credit scheme.

During this interview session, 35 adult women were attending the literacy class. The program was of two days a week (Monday and Friday) for two hours each. Out of the 35, 30 of were voluntarily involved in the saving and credit scheme besides their attending literacy classes in which Ruqia is one.

Ruqia had been saving five Birr per week (20 Birr per month) in the saving and credit scheme. She saved 600 Birr in the last two and half years. Upon depositing this amount Ruqia took 460 Birr for credit from the saving and credit scheme for which she bought four goats. These **four** goats reproduced reaching ten in a while. She said, "I sold six of them and paid back the credit with interest to the saving and credit program. For the second time, I took 720 Birr for credit and I started petty business that is trade with edible oil by bringing from afar to our community members in our kebele since the edible oil was not easily accessible in our village. This made me very profitable. At this time, my capital has reached **4700Birr**. Nowadays, I can audit my expense and the returns easily because I have learned basic mathematics. Therefore, 'the availability of this centre in our kebele helped me a lot by enabling me to read, write and calculate simple mathematics through teaching- learning program and start making money involving in saving and credit scheme and I am improving my life. My consciousness is raised and I developed confidence in doing things. Therefore, I thank ODA for its opening the centre to begin this program here in our kebele".

This story was written on 15 March, 2012.

Bale-zone, Dalo-Mana woreda, Arda-Qacha kebele

ODA - NFAE Centre.