

**THE STATUS, CHALLENGES AND PROSPECTS OF
ADULT LITERACY PROGRAM IN EAST SHEWA ZONE
OF OROMIA REGIONAL STATE**

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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BY

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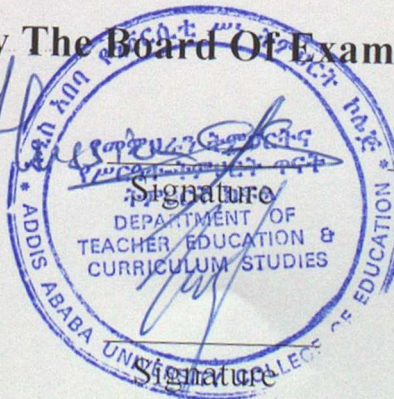
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Acronyms and Abbreviation

ABECs:	Alternative Basic Education Centres
ABL	Adult Basic Literacy
ALP	Adult Literacy Program
ANFE	Adult and non-formal Education
CBOs:	Community Based Organizations
CMC:	Center management Committee
CRC :	Cluster Resource Center
CSOs:	Civil Society Organizations
ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
EWLP	Experimental World Literacy Program
GDP:	Gross Domestic Product
IALS:	International Adult Literacy Study
MLC	Minimum Learning Competence
MR	Mean Response
NFBE	Non- Formal Basic Education
NFE	Non-Formal Education
OECD:	Organization for Economic Co-operation and Development
OREB:	Oromia Regional Education Bureau
PASDEP:	Plan for Accelerated and Sustained Development to End Poverty
REFLECT	-Regenerated Freirean Literacy through Empowering community Techniques
SPSS	Statistical Program for Social Science
TTI	Teachers' Training Institute
WEO:	Woreda Education Office

ABSTRACT

The main objective of this study was to investigate the status, challenges and prospects of adult literacy program in East Shewa zone. To achieve this, a concurrent triangulation mixed design was preferred. This was selected to collect both quantitative and qualitative data within the same time frame and to compensate one's weakness over the other. To this end, three different but complementary instruments were used namely; questionnaire, interview and FGDs. The participants were 48 adult learners, 31 facilitators, six key informants of educational experts for interview and ten CRC supervisors participated in focus group discussion. Stratified random sampling, available sampling and purposive sampling techniques were applied to select the respondent groups respectively. Data were analyzed using both quantitative and qualitative techniques. After tabulation of collected raw data Percentages and Mean were used to analyze the quantitative data. For qualitative data, interview, and FGDs results were transcribed and thematic analyses were conducted using words and statements. Based on the analyses, the main findings of the study indicated that the status of adult literacy program in the zone is very low in number of participants and continuity of the program. The results also showed that less effectiveness of the program was as a result of multidimensional factors which have been affecting individually and collectively. The study revealed that among the factors, the variables such as poor planning, organizing and management system,, poor allocation and utilization of resources, inability to organize need based curriculum and learning content, use of traditional and teacher-centered teaching methods, lack of competent and committed facilitators, and poor follow-up and monitoring system were found to be series problems. From the findings, it could be concluded that due to the combined and individual influence of these factors, the status of adult literacy program in the zone have been below average in plan performance every year, very weak in quality, characterized by lack of continuity and sustainability. Hence, the following measures would be recommended. Be aware of the general objectives of literacy regarding of human resource development process, Establishing of responsive structure and assigning of qualified and competent experts who shoulder the responsibility of planning, organization and management of the program. Allocation of sufficient resources including budget, creating the system that encourages identification of contextualized content with the full participation of beneficiaries, using of learner-centered teaching methods, give due attention on training of facilitators and supervisors, establishing of regular and continuous follow-up and monitoring system.

Chapter One

INTRODUCTION

1.1. Background of the Study

There is the general awareness of the fact that education is a basis for and a priority area in the overall development endeavors. Without having basic knowledge and skills, one cannot imagine of bringing change that leads to based economy. Increasingly, comparative advantages among nations come less from natural resources or cheap labor and more from technical innovations and the competitive use of knowledge.

Literacy is a word that is usually associated with the more positive aspects of human development in any sector. An educated and skilled workforce is one of the pillars of the knowledge-civilization, like social and economic development. Whether in the domain of religious tradition, the invention of the printing press, or the Internet, literacy has been central to many of our most profound human and historical developments (Gujjar, 2008:3).

Adult basic Literacy is an educational process directed at raising the knowledge and skills of citizens aged 15 years and above, starting from basic reading, writing and computing skills in an organized manner. Particularly it focuses on, the area of primary knowledge such as literacy and simple numeric calculation of social and life skills. It is also understanding of community life necessary to responsible participation in a society. Especially, basic adult literacy, which highly helps to improve livelihood of the people is a requirement and necessity for every member of a society, (MOE, 2008:3).

Literacy makes the people more consistent in their attitudes and actions, more polite and civilized in their dealings, more accurate and perfect in their decisions and reliable in their every day life. Moreover, it helps in building confidence among individuals by providing them the necessary knowledge and skills to combat their problems and difficulties. So, literacy occupies an essential place in the life of the community.

Literacy is useful at the individual level in inculcating humanistic formal standards and manners. The human benefits from literature are related to factors such as the improved self-esteem, empowerment, creativity and critical reflection that participation in adult literacy program and the practice of literacy may produce. Human benefits are intrinsically valuable and may also be instrumental in realizing other benefits of literacy: improved health, increased political participation and so on (UNESCO, 2006).

Likewise, Fiedrich &Jellene (2003) state that a substantial body of evidence indicates that literacy increases the productivity and earning potential of population. An educated person earns more and has greater labor mobility. While analyzing the impact of literacy UNESCO (2005) observes that literacy not only enhances the individuals earning, it also has positive influence upon the economic growth of a country;

Around the world, renewed emphasis is being placed by governments and employers on literacy and numeric skills for all people to enhance their employability, job satisfaction, level of remuneration and community participation. Recent OECD research has indicated that raising a country's literacy score by 1 per cent leads to a rise in productivity of 2.5 per cent with the flow-on increase of 1.5 per cent in GDP.

UNESCO (2005) discussed the relationship of literacy and development as under:

“A community cannot foster development without an educated population. Businesses, large or small, are unlikely to choose to invest if skilled or trainable human resources are unavailable. Similarly, a community cannot retain educated people without an attractive economic environment.”

Literacy has meaning only when it leads to participation in economic, cultural and social activities. It is an empowerment which means ability to make decisions and control affairs of ones own life, economically, socially and politically. It is also the first step in a life-long earning process of man and women. Life without literacy is life without hope, security and freedom. Moreover, it is the foundation of all skills and pre-requisite for economic development. According to Stromquist (1995) in modern societies, literacy skills are fundamental to informed decision-making, personal empowerment, active

participation in local and global social community. At the same time, it is helpful in the development of human relations, the economy, political and social structure of nations and the culture.

It is clearly stated in different development policies and strategies that, there is a necessity to build the capacity of the economically active human power (the youth and the adult) through education and training in order to increase productivity by proper utilization of land and other material resources. (MOE 2008:3). In this case, adult education will play an instrumental role to disseminate development strategies and packages among the beneficiaries. However, adults heartily participate in the program only if the program is related to their needs and day to day activities, and if they find the education offered applicable to solve their current problems.

Besides, their personal behavior and responsibility given to them in the society, as adults have many accumulated experiences, teaching of them requires special attention and methodology.

To ensure equitable and active participation in politics, with in the social and economic development of a country, it is necessary to make educational services accessible to society.at large. In principle the indicators of equity of education, among others are the balanced distribution of educational services between urban and rural, men and women and among zones or districts as well. Because, the existence of equitable growth among these factors raise self - confidence among citizens and serves as a reliable foundation for the ongoing establishment of democratic system in the country.

Growth will not be achieved with the exclusion of about half of the population (women) from the effort to accelerate the country's development. If the need in an educational system is to be implemented properly and its final goal is to be achieved, the basic human, material and financial requirements should be fulfilled. As an adult education program could not be implemented by one ministry alone, it requires coordinated efforts of all development organizations and partners.

Oromia which incorporate more than 36% of the total population of the country is one of the nine regional states, divided in to 19 zones, 265 Districts, 6500 rural peasant associations and about 375 urban kebeles. Afan Oromo is the official language and medium of instruction in the region and the Oromo people have culture of their own and divers' socio –economic features in different direction of the region.

Since the year 2002, decentralization system has become operational at all administrative levels. Following this decentralization administration system all over the country, Districts are responsible for the implementation of all development programs of all sectors including education (OEB, 2005)

In the rural areas of Oromia, agriculture remained the source of livelihood for the overwhelming majority of the people. As these agricultural activities are still not supported by modern education and technology, much of the product is limited to the daily consumption of the people.

East Shewa zone is one of the nineteen zones of Oromia regional state, which incorporate 13 administrative weredas and a total population of more than 1,357,522 (CSA 2007:69). It is also one of the zones in which different type of educational activities including adult literacy program being implemented.

Therefore, it was to assess to what extent basic adult literacy program is implemented in this zone, and to identify main challenges may influence the program, that this research was conducted in this zone.

1. 2. Statement of the problem

One of the main goals of adult education program is to enable adults acquire practical knowledge and skills in all life related issues and lead themselves properly. Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life-long

education effort through which people keep up with changes and increasingly develop themselves (MOE, 2008:6). It is also to enlarge the educational participation rate of the nation, so that enable to realize the objectives of “Education for all” global framework.

Indeed, an effective adult literacy program requires identification of the specific needs of adult learners, participatory planning and management, appropriate facilitation methodology, assigning of responsible and qualified facilitators, organization of need based learning content and continuous follow-up at different level. Some research findings indicate that the harmony between internal, personal driving motives and the external social /economic conducive environment are very vital for attracting and retaining AL attendants. (MOE, 2008: 7)

But, as indicated in the study conducted by coordination MOE, in many part of the country, as a result of lack of joint planning and consensus building, Adult Literacy learners were not sure whether the literacy to be offered is most practically applicable and the best relevant type in duration, content and outcome, (MOE,2008: 8)

Similarly, in East Shewa zone, even though many endeavors have been made to realize adult education goals and objectives, as I have understood from my personal observation and experience, this program is deficient as far as its continuity and sustainability in many areas concerned, and only limited to few Weredas in its coverage. From such point of views, one needs to answer the following basic research questions:-

1. What type of planning, management system, and methods are followed/employed during program development and implementation period?
2. How far adult learners involved in the learning content identification, and overall implementation process of the learning program?
3. Is human, financial and other material resources sufficiently allocated to implement this program at different levels?
4. How far the program maintained gender equity?
5. What is the extent of continuity and sustainability of the program in East Showa zone?

1.3. Objectives of the study

The main objective of this study was to investigate current status, challenges and prospects of adult literacy in the area, while the specific objectives include:

- examine basic adult literacy planning, management practices, appropriateness and relevance of curriculum, Continuity and sustainability of the program in the zone;
- explore the availability and adequacy of human and material resources needed for the implementation of the program;
- identify major obstacles that challenges adults' participation;
- examine future prospects that could be help to improve the situation;

1.4. Significance of the study

This study is expected to have a number of significances. Among these are:

- This study may help governmental & non governmental organizations as a reference document for further investigation in order to improve the current situation of adult literacy program.
- It may also lay foundation for other researchers who will have interest to carry out further study in the field of adult education.
- It may clearly identify the main deficiencies of the program that hinder the implementation of adult literacy at grass root level and this will help the zone to improve the situation in the program.
- Beside, the study will provide insights about the program to planners and decision makers of the Zone on the specific components required for adult literacy,
- It can be used as an input for NGOs and others working on Adult Literacy, to implementing the program effectively and efficiently.
- As the study may come up with practical alternative solutions for challenges of adult literacy, it can be used as input for practitioners to planning and implementing the program in a better way.
- It may give feedback to the national adult education strategy to be need-based, participatory and gender-sensitive during its planning and implementation.

1.5. Delimitation of the study.

It could be more interesting and helpful to come up with the solid understanding of the problem in practice, or its reliability could be increased if the study will be conducted at all districts of the zone. But due to time and cost constraints the researcher is confined to undertake this study only in four selected Weredas of the zone. These areas selected from the rest as the result of their proximity to the researcher and based on the availability of the adult literacy program.

Furthermore, there may be different factors can be influence the implementation of this program, but in order to make it manageable, the study concentrated only on main factors directly influence the implementation of the program.

1.6. Limitation of the Study

Although the researcher has tried his best to design the study as properly as possible, some limitations were identified in the process of conducting this research. One of the limitations was concerning the sampling process. Existence of few members of the sub-population of facilitators and officers made it impossible to select participants at random.

However, to minimize this limitation, the researcher had tried to triangulate the data by using of other instruments and data sources. Another limitation was with regard to lack of basic data at wereda levels and mismatch of data at different level because of their poor documentation management. For instance though the researcher had intended to examine the gender balance in the implementation of the program in the study areas, it was failed as the result of lack of organized data at all sample weredas. Although the researcher had piloted the instruments, some constraints were observed on few questions during data collection. Thus, the above limitations may affect the generalization of the research.

1.7. Definition of key terms

Adult learners - Both male and female who enrolled for adult basic literacy program and would be considered legally, socially and psychologically as a matured person to fulfill roles and responsibilities for themselves and existing society.

Adult Literacy - is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. It is a prerequisite political empowerment.

Adult literacy program- is a time bounded plan that details the learning situation, what learners are to know, how they are to earn it, the learners' and teacher' roles; as well as the place, facilities and resources to be used.

Andragogy- the art and science of helping adults learn.

Functional literacy - literacy program closely integrated with development and every day activities.

Implementation - is to put into practice planned teaching-learning and assessment exercises aimed at fulfilling the program goals and learners' desired expectations.

Learner- centered approach- refers to any approach to training or education that shifts the focus of learning responsibility from the trainer to the learner.

Learning need - is the measurable difference between what the learners already know and what they want to know.

Learning methods - is the techniques, processes and stages by which adult learners understand program content in order to attain the desired teaching and learning objectives.

Monitoring - is a systematic way of checking and reporting on day- to-day operations of adult literacy program.

Participation - A process during which individuals, groups and organizations are given the opportunity to become actively involved in program development.

Program content - refers to the specific tasks and activities that must be performed in order to achieve the outcomes specified in the objectives.

Teaching and learning materials - refers to the print and non-print resources needed to drive and enhance the teaching and learning experiences of adult learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Understanding the Concept of Adult Education

Adult Education is a broad field that includes basic (foundation or essential education) continuing education, vocational and technical education, higher education and professional development offered through formal, non formal and informal education means and by a variety of actors - the state, civil society organizations and the market (MOE 2008:5)

The (UNESCO's 1976) definition of adult education stated by ministry of education as:

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 whereby persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent, social, economic and cultural development. (MOE, 2008:6.)

2.1.1. Adult characteristics

What motivate adults to learn and continue to learn is an inner motivation, because there is no external pressure to learn, as is the case with young children. Thomas, Anne and Akpovire (2005: 23) cited the Knowles' findings which show that adults feel motivated if they have some degree of control over their learning. As they stated by citing Merrian and Mohamad's statement, culture is a lens of perception, spring of motivation, standard of judgment, basis of identity and means of communication. It makes sense that adults, who have to sacrifice leisure or working time for learning, must have pragmatic reasons for doing so.

As Kassaw states, the following are some of the general characteristics and behaviors of adult learners: Adults depend up on themselves for material support and life management. Although they meet most of their psychological needs through others, they are largely self-directed; have broad and rich experiences that they can relate to new learning. They have more concern about effective use of time than other groups; they often have their preferences regarding what is important for them to learn; they are much more likely to reject or adapt new information that contradicts with their beliefs.

More often motivated internally when they see their potentials, their ability to contribute; their achievements, etc. build on their self-esteem. They feel encouraged when they realize that they have something to gain to their own development programs; more concerned on the immediate applicability of what they learn Kassaw (2004:10)

Therefore, according to these scholars adults' readiness to learn is more directly linked to their needs which are related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes. So, they learn best when they perceive the outcomes of the learning process as valuable, contributing to their own development, their work, and success in life.

2.1.2 Reasons for adult learning

Now, a day, many things are constantly changing in the domains of economic, social, cultural and political lives. Thus, as our world is changing fast in many respects, it is inevitable that adults need to be able to cope with the changes. But coping or going in line with the constantly changing world cannot be achieved without education and training.

According to Kassaw, some of the objectives for adult learning include: Equipping adults with knowledge and skills that help them socially and economically productive; Enabling adults adapt to the ever-increasing changes and become well-informed citizens with regard to current issues; Introducing adults to new ways of doing things and earning a living and encouraging them adapt diversified views and abilities. In order to achieve

these objectives, facilitators are expected to value adults' experiences and build on it; recognize their readiness to learn; arranging the atmosphere of self direction, active involvement and participation. Such undertakings will enable communities gain knowledge and skills that help them work and improve their living conditions and satisfy their needs (Kassaw 2004: 9-11).

2.1.3. Understanding the concept of Adult literacy

According to some scholars, the word '**literacy**' has taken many meanings. Originally literacy, simply meant reading and writing. But the term has expanded far beyond reading and writing. People often use terms like 'Computer literacy'-to mean the ability to use computers for tasks like word processing and email, and 'political literacy' to mean understanding how the political system works and how to take part in it. In general, the term 'something-literacy' is often used to mean a sense of mastery of skills and knowledge in 'something, McCaffery, Merrifield, and Millican (2007:32).

Literacy is one of the important instruments for equipping people with minimum knowledge and skills that can help individuals to contribute effectively to the socio-economic development of the country. Being unable to read and write is not only a disability for the individuals themselves, but also hinders social reforms, poverty alleviation and modernization in a society and thus, impedes over all economic productivity. Due to its important role in socio- economic development of a society, literacy has been accepted as an indicator of human resource development (Pakistan MOE, 2007: 6).

In a speech at a major literacy conference in Cairo in 2005, while he was stating the reasons for the world's focus on literacy; Dr Mir Asghar Hussain, the director of UNESCO's Education and planning division, clearly indicated as:

Literacy is a fundamental human right and a prerequisite to the empowerment of the individual and development of society. Literacy is at the heart of learning, the core of education for All (EFA) and central to the achievement of the millennium

development goals (MDGs). Access to quality literacy learning opportunities and the development of literate environments are essential components of strategies for poverty reduction, equality, economic development and environmental protection, in general a prerequisite for achieving democracy, McCaffery, Merrifield, and Millican (2007:7).

As stated by McCaffery, Merrifield, and Millican (2007), within the history of adult literacy education, there are competing ideas and at least four broad kind of responses to the question of what is literacy:- These are:

- 1) Literacy as skills - competency approaches;
- 2) Literacy as tasks - described as functional literacy;
- 3) Literacy as social practices - social- contextual approaches;
- 4) Literacy as critical reflection – radical approaches.

These all four broad concepts of literacy approaches are part of the process of literacy learning, with the emphasis on each varying at different times and for different purposes. Literacy is rooted in the *skills* of reading and writing. These skills are used by individuals to accomplish *tasks* in their daily lives. These tasks are part of their literacy *practices*, *socially* and culturally rooted in the communities in which they live and work. Literacy can be also a means for *critical reflection* on the world as a necessary part of becoming capable of creating change. Hence, these concepts of literacy can be seen not so much as alternative, but as circles that nest inside one another. Thus, let's consider these four literacy approaches turn by turn.

2.1.2.1. Literacy as skills

The idea of 'literacy as skills' underpins much traditional schooling, where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules. In adult literacy, these are generally found in primer-based approaches, and are often called 'competency' approaches.

In the organization for Economic Co-operation and Development's (OECD), International Adult Literacy Study (IALS) and similar recent initiatives, literacy is conceived as a set of 'information-processing competencies' or skills. The literacy definition used in IALS surveys conducted in 1996--2000 has a primary focus on skills, but recognizes the uses of skills in daily life as: "The ability to understand and employ printed information in daily activities, at home, at work and in the community- to achieve one's goals, and to develop one's knowledge and potential," McCaffery, Merrifield, and Millican (2007:35).

The skills are viewed as generic and independent of the context in which they are used. We accept the importance of mastering the skills and knowledge of reading and writing in literacy education, but recognize that these are not a single set of skills applicable in all circumstances. Learning the skills is not enough: the focus of literacy education must be on application of skills in the lives of the learners.

Critics of such approaches argue that literacy activities never exist in isolation, but always within social and cultural contexts, and that these shape particular patterns of reading and writing (Street 1984).

As anthropologist Brian Street (1984) says, Literacy is never simply a neutral and generic set of skills. It is always 'ideological' in the sense of being embedded in social, cultural, and political systems and reflecting issues of power and identity. Skills-based approach sits within an approach which sees literacy as a series of tasks. If links can be made between these, and skills are tied to the actual tasks that people need and want to undertake, they will have relevance to the literacy that exists outside the classroom. If a large-scale program opts to take a skills-based approach, it is important to find ways of linking skills taught in the classroom with those that people need to use in their daily lives.

2.1.2.2. Literacy as tasks

Literacy means engaging in *tasks* that require the written word and are considered essential for life and work (often called *the functional approach*).

The recognition that literacy is more than an abstract set of skills to manipulate text led to more contextualized view of literacy as the ability to accomplish tasks in daily life. The approach has generally been described as functional literacy. In functional literacy approaches the abstract ability to decode text is less important than the ability to carry out life tasks- most often those related to work. In this regard the definition of functional literacy adopted at the UNESCO General conference in 1978 was still in use:

“A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his/her group and community and also for enabling him to continue to use reading, writing and calculation of his own and the community’s development” (UNESCO 2005a:30).

The first large- scale functional literacy program, the experimental world literacy program (EWLP), supported by UNESCO between 1965 and 1975, was based on the belief that functional literacy among workers would lead directly to increased productivity and therefore economic growth. The program allied literacy programs to ‘third world development’, stating that:

“Literacy programs should be incorporated into and correlated with economic and social development plans. Literacy should preferably be linked with economic priorities and carried out in areas undergoing rapid economic expansion” McCaffery, Merrifield, and Millican (2007:58).

Investment in literacy was seen nationally as a way to develop a more competent and mobile workforce; a workforce both more adaptable and more open to change. In this way literacy and productivity become linked; it was assumed that the development of the first would lead to the development of the second, and ‘functional approaches’ began to dominate literacy programs in the global south.

One of the key lessons of the EWLP has to be the importance of adapting literacy to local context. In the late 1970s as the EWLP came to an end, literacy planners and policy makers began to question what ‘functioning in a particular community’ entailed, who defined that, the different functions of literacy, and the difference between economic and cultural functionality.

These debates marked the beginning of a broader split between two views of literacy for 'liberation' and literacy for 'domestication' added to by the writings of Paulo Freire. Freire (1970) was already begun to draw attention to the need to see literacy in context, and to that while it contributes to individual and community development, it is closely linked to environment:

Literacy does not imply the ability to remember phrases, words and syllables, out of context, but rather having creative and re-creative attitudes. It implies self-learning liable to lead an individual to intervene in his own environment. Literacy cannot be dispensed from above, like a gift or a rule which is imposed, but must progress from the interior to the exterior, by means of the literate person's own efforts. McCaffery, Merrifield, and Millican (2007:59).

From this we can conclude that, although it is described in different ways in different places in almost all its guises it is in some way linked to either economic or social benefits (health, housing, Community benefit), or a mixture of both. In most cases it is linked to the tasks people are assumed to need to undertake.

2.1.3.3. Literacy as social practices

The social practices view of literacy has been shaped by substantial base of research and theory built up in new literacy studies. In this concept, reading and writing does not simply involve the skills of encoding and decoding words, or carrying out specific tasks in isolation.

Literacy involves values, attitudes, and social relationships-not just skills and activities. Different literacy practices are associated with different domains of life, home and family, school, the workplace, communities, religious institutions and politics. Some of these domains are dominated by male, especially the public domains. Others relate more to domestic and family spheres of life and more often involve women, (McCaffery, Merrifield and Millican 2007:38). Reading and writing activities are embedded within social and cultural structures and help form these. Literacy practices are shaped by 'social rules that regulate the use and distribution of texts, prescribing who may produce and have access to them' (Barton and Hamilton 1998:7).

Reading and writing vary in their functions and uses across history and cultures. In some cultures different literacies may have very specific contexts and uses: for example the concept of 'literacy as social practice has been adopted in the Nigeria community Education program, using a method called Learner-oriented community Adult Literacy. Facilitators identified with learners what they needed literacy for, and brought materials related to these needs in to the learning group (McCaffery, Merrifield and Millican, 2007:39).

2.1.3.4. Literacy as critical reflection –radical approaches

Literacy is often claimed to be a tool for 'empowerment' by those who engage in all of the approaches to literacy education. However, the development of literacy skills on their own does not necessarily lead to empowerment or social change. It can be a tool for working towards transformation at both the individual and societal level. It can be geared towards combating poverty and deprivation, the enhancement of social justice, and the promotion of equal opportunities. Radical approaches to literacy engage people in actively constructing literacy as a tool for change. They incorporate experiential learning, critical analysis, and problem solving in the program (McCaffery, Merrifield and Millican 2007: 39).

Freire, defined the central purpose of education as 'reflection and action upon the world in order to transform it, (Freire 1972:28). For him the purpose of education is not to help people fit in and conform, not just to get a job or engage in economic activity, not only to enable women and men to read a voting paper or help their children in school. It is above all to enable people to engage actively in developing their communities and the world. REFLECT is the most extensive current program based on Freire's ideas, and has been implemented in some 350 organizations in over 60 countries. The program follows in a long tradition of adult education creating a democratic space for questioning, analyzing, and creating ideas. REFLECT practitioners see the process of analysis and articulation of issues as an important part of literacy, and reading and writing as an element within this.

This is in contrast to other development programs that see literacy as an 'entry point' or a way of mobilizing people into development activities.

2.2. Literacy: a Foundation for Development of Society

- Literacy is a basic human need and human right to knowledge. It is empowerment which means ability to make decisions and control affairs of ones own life, economically, socially and politically. It is the first step in a life-long learning process of man and women. Life without literacy is life without hope, security and freedom. It is the foundation of all skills and pre-requisite for economic development (Gujjar, 2008:1).

Moreover, according to Stromquist (1995) in modern societies literacy skills are fundamental to informed decision-making, personal empowerment, active participation in local and global social community.

- At the same time, as Gujjar (2008) cited, literacy is helpful in the development of human relations, the economy, the political and social structure of nations and the culture. These aspects are precisely described below.

2.2.1. Individual Development and Literacy

Literacy is useful at the individual level in inculcating humanistic etiquettes and manners. The human benefits are related to factors such as the improved self-esteem, empowerment, creativity and critical reflection that participation in adult literacy programs and the practice of literacy may produce. Human benefits are intrinsically valuable and may also be instrumental in realizing other benefits of literacy: improved health, increased political participation and so on (UNESCO, 2006).

Bown (1990) claims that with the acquisition of literacy, masses become more confident and courageous. The awareness produced among them because of the newly imparted knowledge help them to demonstrate decisive and confident behavior. They become more active in their social and private activities. Literacy can also empower learners to take individual as well as collective action in various contexts of their every day life, such as

household, workplace and community. These actions can affect two main related ways. First, literacy programs themselves may be designed and conducted so as to make participants enough able to become authors of their own learning, developers of their own knowledge and partners in dialogue about limited situations in their lives. Second, literacy programs can contribute to broader socio-economic processes of empowerment provided they take place in a supportive environment.

- Many learners of both the genders want to become able to read and write letters deal with money only because they desire to be self-reliant and to exert control over everyday-life situations, citing, for instance, keeping secrets and not being cheated (Lind, 1996).

Literacy and education levels are important factors in improving health standards; women's literacy is particularly important for their children and families. Both skills – being able to read and understand nutritional and health information, for instance on medicine bottles – and empowerment – having the confidence to deal with health professionals and request treatment – play a part in this. The children of educated mothers are more likely to be healthy and better fed, and to survive beyond five years old, Caroline Pearce (2009: 11).

2.2.2. Economic Development and Literacy

In general, Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. An educated and skilled workforce is one of the pillars of the knowledge-based economy. Literacy is a word that is usually associated with the more positive aspects of human civilization, like social and economic development. Indeed, the label illiterate has been used and is today often used to characterize the poverty and lack of education still experienced in many parts of the world.

- The positive relationship between economic development and literacy levels and the impact of investment in education on economic growth are well established. Literacy and adult education have been recognized as essential elements of human resource

development. It is a big factor in the economic success of a society. That is because our literacy levels help determine the kind of jobs we find, the salaries we make and whether we are likely to experience unemployment in our lives (Gujjar, 2008).

Likewise, Fiedrich & Jellene (2003) state that a substantial body of evidence indicates that literacy increases the productivity and earning potential of a population. An educated person earns more and has greater labour mobility. While analyzing the impact of literacy UNESCO (2005) observes that literacy not only enhances the individuals earning, it also has positive influence upon the economic growth of a country.

Around the world, renewed emphasis is being placed by governments and employers on literacy and numeric skills for all people to enhance their employability, job satisfaction, level of remuneration and community participation. Recent OECD research has indicated that raising a country's literacy score by 1 per cent leads to a rise in productivity of 2.5 per cent with the flow-on increase of 1.5 per cent in GDP.

Education investments are also crucial for the sustained economic growth that low-income countries are seeking to stimulate, and without which long-term poverty reduction is impossible. Literacy directly contributes to worker productivity, and can promote better natural resource management and more rapid technological adaptation and innovation. The same findings are described by Hanushek & Kimko (2000) when they say;

It is fundamental to the creation of a competitive, knowledge-based economy, not only for the direct production of the critical mass of scientists and skilled workers that every country requires—no matter how small or poor—but also because broad-based education is associated with faster diffusion of information within the economy, which is crucial for enabling workers and citizens in both the traditional and modern sectors to increase productivity.

According to Carr-Hill, et al. (2001) the education of each individual has the possibility of making others better off (in addition to the individual benefits). Specifically, a more educated society may translate into higher rates of innovation, higher overall productivity

through firms' ability to introduce new and better production methods, and faster introduction of new technology.

2.2.3. Social Development and Literacy

Literacy may also have social consequences that are important objectives for national policy planning. Particularly in developing countries, the gender dimension of illiteracy has been raised in this regard, as the majority of illiterate or low-literate adults tend to be female in the poorest developing nations (Stromquist, 1999).

Links between education and society are strong, and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility, personal prosperity and freedom. UNESCO (2006) observes the influence of literacy upon the social life of an individual in the following way:

The practice of literacy can be instrumental in people's achievement of a range of capabilities such as maintaining good health and living longer, learning throughout life, controlling reproductive behavior, raising healthy children and educating them. Improving literacy levels thus has potentially large social benefits, such as increased life expectancy, reduced child mortality and improved children's health. The evidence has often focused on the benefits of education, as opposed to literacy per se, but evidence on the effects of adult literacy programs is beginning to accumulate.

The changes in society have also affected our roles as parents and family members. Parents are the first and most important teachers of their children, and their role is becoming increasingly more demanding.

A growing body of longitudinal research evaluating the health benefits of literacy programs points to the same impact as that of education, and indeed in some cases, to a greater impact. For example, infant mortality was less among mothers who had participated in an adult literacy campaign than among those who had not, and the reduction was greater for those made literate in the literacy campaign than for those made

literate in primary school (Sandiford et al., 1995). Similarly, Bolivian women who attended literacy and basic education programs displayed gains in health-related knowledge and behavior, unlike women who had not participated in such programs (UNESCO, 2006).

As far as the impact of literacy of gender equality is concerned it had proved helpful in reducing any kind of such inequality. Education is a great leveler whereas the illiteracy being one of the strongest predictors of poverty. Primary education plays a catalytic role for those most likely to be poor, including girls, ethnic minorities, orphans, disabled people, and rural families. The gender inequality between the men and the women is being tried to reduce through giving more stress to the female literacy, limiting the ways in which gender equality can be addressed holistically and directly through the programs themselves.

The programs have thus tended to concentrate specifically on women's inequality rather than gender equality. Participation in adult literacy programs does enable women to gain access to and challenge male domains by entering male-dominated areas of work, learning languages of power previously associated with men and participating in household finances. Examples of elite languages newly available to women include English in Uganda and posh Bangla in Bangladesh (Fiedrich and Jellema, 2003).

Similarly, in some Bangladesh households, literacy has enabled women to become involved in the financial management of the household, previously controlled by men (Maddox, 2005).

Another important aspect of the social advantages of literacy is that it has significant educational benefits. Literacy on one hand supports the cause of education. But, on the other hand it is itself influenced by the level of education. For example, the parents who themselves are educated, whether through schooling or adult programs, are more likely to send their children to school and more able to help the children in the course of their schooling. It used to be thought that literacy contributes to the development of abstract reasoning (UNESCO, 2006).

2.2.4. Cultural Development and Literacy

Literacy has an important relation with the culture. This relation is of two modes. Firstly, literacy influences the culture. It is helpful in bringing the cultural change and preservation of the present cultural values and norms. Moreover, the transformation of culture, in one way or the other, is also dependent of literacy. Secondly, literacy itself is influenced by the prevailing cultural environment as planning of a literacy programs is usually done according to the present culture along with the future needs and requirements.

That is why the literacy materials, and the strategies of literacy imparting always correspond with the cultural aspects.

At the same, the cultural benefits of literacy are harder to identify clearly than benefits in terms of political participation. Adult literacy programs may facilitate the transmission of certain values and promote transformation of other values, attitudes and behaviors through critical reflection. They also provide access to written culture, which the newly literate may choose to explore independently of the cultural orientation of the literacy programs in which they participated.

Adult literacy programs can thus be instrumental in preserving and promoting cultural openness and diversity. However, 'any effect that literacy may have on the culture (i.e. what people believe and how they do things) of an individual or group will be slow, will not be easily and immediately accessible, and will be difficult to identify as the outcome of a single intervention such as a literacy and adult education program' (Farah, 2005).

The impact of literacy in the cultural change is also very important. It brings in to action new concepts, norms and values after enabling the people to analyze their existing attitudes and behaviors as literacy programs can help challenge attitudes and behavioral patterns. Indeed, this type of cultural transformation is central to the Foreran approach, which aims to develop skills of critical reflection (Freire, 1987).

Adult literacy programs can help preserve cultural diversity. In particular, literacy programs that make use of minority languages have the potential to improve people's ability to participate in their own culture. This has been observed in programs whose outcomes included the writing down of folk tales (Chebanne et al., 2001).

The new approaches to literacy suggest that literacy is always contextualized, situated within a particular socio-cultural setting. There is a growing awareness that there is no one universally applicable form of literacy. Rather, there are different literacies and literacy practices for different groups (occupational groupings, for example) and for different kinds of activities (religion, education, commercial activities etc) and for different social and institutional contexts.

Now, if we consider above presented framework of literacy it becomes essential that the planning of literacy programs should be done very carefully so that it can become inline with the ever changing culture, (Gujjar, 2008)

2.2.5. Political Development and Literacy

Literacy is a tool for creating the political awareness among the masses. It helps them to understand the nature of government in their country and ways for effective communication with it for the solution of their problems. Literacy possesses the empowering potential that can be translated into the increased political awareness and participation. It in return contributes to the quality of public policies and the democracy.

As far as the relationship between education and political participation is concerned, it is well established (Hannum and Buchmann, 2003). Educated people are to some extent more likely to vote and voice more tolerant attitudes and democratic values. According to Carron et al. (1989) participation in adult literacy programs is also correlated with increased participation in trade unions, community action and national political life, especially when empowerment is at the core of program design. Evident are there that the expansion of education may contribute to the expansion of democracy and vice versa (UNESCO, 2006). In return the democratic classroom practices are the most effective means of promoting civic knowledge and engagement among students.

Literacy is taken by many experts to a pre-condition of meaningful democracy. Literacy and education are the means through which people can exercise their democratic rights, and at the aggregate level, an educated population will show stronger support for democracy as a political system. A recent study of 18 African countries (including six in West Africa) found that education levels were by far the most important factor in determining levels of support for democracy and rejection of non-democratic alternatives. Caroline Pearce (2009: 11)

2.3. Trends of Adult Literacy at International and National Level

2.3.1. International Trends

2.3.1.1. Education for All – EFA (1990-2000-2015)

The world Education for All (EFA) initiative was adopted and launched in Jomtien, Thailand, 1990. Ten years later, in April 2000, the World Education Forum in Dakar, Senegal, reviewed progress in the EFA initiative and adopted a set of six goals to be met by 2015. Two of the goals (Goals 3 and 4) refer to youth and adult literacy, basic and continuing education. However, all goals are inter-related: the education of youth and adults is related to all other EFA goals (MOE 2008: 8)

Some collective commitments of world education forum held at Dakar –Senegal, 26th - 28th April 2000 includes:

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (DFID, 2008:16).

2.3.1.2. Unit nations Literacy Decade

As Dessu cited, the United Nations literacy Decade (2003-2012), was designed to extend the use of literacy to those who do not currently have access to it. Focus on the needs of adults with the goal that people everywhere should be able to use literacy to communicate within their own community, in the wider society and beyond. Literacy efforts have so far failed to reach the poorest and most marginalized groups of people-the Decade will particularly address such populations, under the banner of literacy for all: voice for all, learning for all.

The outcome of the Decade will be locally sustainable literate environments. These environments will give people opportunities to express their ideas and views, engage in effective learning, participate in the written communication which characterizes democratic societies, and exchange knowledge with others. The Decade will work to promote literacy across the full range of purposes, contexts, languages, and modes of acquisition which communities of learners identify for themselves. The literacy Decade express strongly the collective will of international community, both those who face a big literacy challenge and those who may be in a position to give assistance to meet it.

The nations of the world recognize that the promotion of literacy is in the interest of all as part of efforts towards peace, respect, and exchange in a globalizing work. The literacy Decade is also part of broader international work in education and development. The education for all (EFA) goal of increasing literacy rates by 50% by 2015 provides the overall target for the Decade, and the millennium development goals (MDG) set the Decade in the context of poverty reduction. Literacy promotion is at the heart of both EFA and MDG goals

The international plan of action for literacy Decade proposes six lines of action to implement literacy for all.

1. **Policy change:** Policies must provide a framework for local participation in literacy, including multilingual approaches and freedom of expression. It must link literacy promotion with strategies of poverty reduction and with programs in agriculture, health, conflict resolution and other social concerns.

2. **Flexible programs:** diverse and meaningful literacies require flexible modes of acquisition and delivery, using appropriate materials and languages, focusing on relevant purposes, and generate interesting, culturally relevant and gender sensitive materials at the local level. Use if well-trained non-formal facilitators will respect learners' needs.
3. **Capacity building:** in addition to increasing and improving the training of facilitators, focus on areas which need strengthening in particular areas-include the planning and management of programs, research and documentation, material production and curriculum design.
4. **Research:** new policies for literacy will be most effective when they are based on the results of empirical research. This will answer questions such as: what is the long term impact of literacy? How can local communities better participate? What is the extent of civil society engagement in literacy? Studies, databases and papers will make the outcomes of this research widely available.
5. **Community participation:** strong community ownership of the purposes and processes of literacy will result in its effective use. This requires good communication between government and communities, inter-community networks, community learning centers and other ways of ensuring that literacies are relevant and useful to people in their daily lives and serve their aspirations.
6. **Monitoring and evaluation:** better literacy indicators are necessary to show what progress is made during the Decade, both in terms of literacy rates and numbers, and in terms of the impact of literacy. UNESCO will work with its institute and its partners to find improved ways of measuring literacy in local contexts and worldwide, Dessu (2008:41-43).

2.3.1.3. Finance and Costs for Adult literacy programs

To achieve the outcomes, governments need to make informed choices from a range of options to suit their particular situations in terms of governance, finance and costs, and delivery. Regarding the allocation of budget for adult literacy program, international trends show that government is responsible to cover program costs by using of different options. Some of these may include the following:

A government could shoulder the whole cost, either entirely from local resources, or from combining local and international resources, or by including adult literacy with primary education in the Fast Track Initiative. Alternatively, the cost could be shared between government and other sectors such as the private sector, local charitable foundations and a range of international sources.

A central government could also work in cost-sharing partnerships with a range of local government bodies, as well as with non-governmental organizations, international, national and community-based. Government could also seek to mobilize support from citizens by offering part of the cost as a subsidy to the learners, the remainder being raised by the communities or appropriate organizations.

The 2007 Abuja International Workshop on Adult Literacy called on governments to dedicate at least 3 per cent of their national education sector budgets to adult literacy programs. This would triple the current average allocation. The workshop also estimated that on a global basis the unit cost of an effective program would range between US\$150 – 300 over a 3-year learning period.

A central component of expenditures incorporates the remuneration of facilitators and other different items directly related to the programs.

For example, the Indicative framework for the categories and distribution of the costs of literacy programs in developing countries summarized in the following table (DFID, 2008:12)

Table 2.1 Cost distribution indicative framework for the categories of the Literacy programs in developing countries.

S N	Main categories or Items	Approximate %age to be allocated
1	Instructional materials development and production	13 %
2	Training (and refresher training) for literacy facilitators, specialist trainers and immediate supervisors	15 %
3	Remunerating/rewarding facilitators, specialist trainers and field supervisors	30 %
4	Training and other forms of capacity building and institutional strengthening for public and private agencies	13 %
5	Operational and administrative expenses (offices, vehicles, lighting, fuel, consumables, distribution of materials)	15 %
6	Monitoring, evaluation, research	4 %
7	Encouraging schemes of savings, credit and enterprise development (where these have been attempted, they seem to have been successful.)	10 %

Source: *DFID briefing report (2008, P.13)*

2.3.1.4. Monitoring, Evaluation and Impact Assessment:

Plans for monitoring and evaluation are standard components of literacy programs. However, complex practical, attitudinal, technical, financial and political factors have made the processes problematic, particularly for large programs. This tends to reduce the value of evaluation in terms of insights and lessons for future work. Possible options for more informative work include:

- Effective use of representative samples. While the theoretical ideal would be to monitor and evaluate all the learners, facilitators and administrators in a program, it is likely be more manageable and economical to use a well designed representative sample.
- Identifying the most appropriate monitors and evaluators. Here the choice lies between drawing them from the local implementing institution, an independent local specialist institution, or from a specialist institution totally external to the program or from some combination of the three.
- Ensuring that all statistics on enrolment, completion and achievement and outcomes are specifically related to both men and women, as well as to age groups, in order to assess the impact of the program comprehensively.

- Ensuring that monitoring and evaluation reports distinguish between the outputs and outcomes for men, women and for different age groups. There needs to be an appropriate balance between
 - Pre-course assessment - what skills and knowledge the learners already possess;
 - End-of-course assessment – what the learners have actually learned; and
 - Longer term impact assessment – how the men and women who participated have changed their lives through what they have learned.

2.3.2. Current National Trend of Adult Literacy Program

Experiences from similar situations in other countries and studies carried out in Ethiopia are used to draw upon and to see which of the provisions are likely to yield the desired results. Based on these experiences, the following points are emphasized at National level in the context to international commitment to which Ethiopia is a signatory.

2.3.2.1. Policies, Reforms and Legal Foundations of NFE in Ethiopia

The ESDP III is synchronized with the Government's five year planning cycle and covers the period 2005/06-2010/11. The ESDP III Program Action Plan, which has a significant amount of elements of strategy that only need to be elaborated and systematically compiled into a strategy document for the specific components being addressed, in this case adult education.

In the situation analysis section ESDP III notes that the adult and non-formal education program includes a range of basic education and training components for out-of school children and adults and that it is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives. It was reported that several studies had been undertaken to expand the provision of adult and non-formal education taking into consideration the experiences of other developing countries.

One of the seven goals of ESDP III is to provide increased access to Adult and Non-Formal Education (NFE) in order to combat the problem of adult literacy. Elements of strategy given in the document for adult education include how functional adult literacy

programs shall be expanded: each region shall organize adult literacy program which would involve developing materials in the mother tongues of learners covering various areas of life skills. The areas listed in order to enable the population as a whole to participate in the development process are: primary health care; prevention of diseases such as malaria, HIV/AIDS etc; family planning; environment; agriculture; marketing; banking; and gender issues.

On teaching arrangements, ESDP provides that teaching will be a voluntary activity organized at school, ABECs and Kebele levels. The program, it is further explained, will utilize teachers, ABEC facilitators, literate adults, secondary and tertiary level students, while the main investments will be in the provision of literacy readers, training manuals and in the training of literacy volunteer teachers. (MOE 2008: 8)

2.3.2.2. Structures, Organization, Governance, Management of ANFE programs

New National Adult Education and Alternative Basic Education Strategies call for the formation of an Alternative Basic Education and an Adult and Non-formal Education governance structure to be created and staffed at the Federal, Regional, Zonal, Woreda and Kebele levels..

It indicates that Regional Education Bureaus have main responsibility for implementation of adult education programs. The Regional Bureau plays a facilitating role; helps establish the operating guidelines of often filling many key officer positions. Many Communities also substantially contribute to the governance of non-formal education programs. Center Management Committees are often composed of influential people in the community, usually elder men, and to lesser extent women (though women's participation is highly encouraged and set as a goal in the ESDP III). These committees ensure that the facilitator is present and teaching and will often report to the Woreda Education Office or the implementing NGO when there is a problem. They are very active in mobilizing communities to participate, and they call community meetings to

address low attendance issues and will particularly follow the case of a student, when that student is absent (MOE 2008: 9).

2.3.2.3. Resources and Financial Support for ANFE programs

The Education Sector Development Program III committed to increasing the contribution to adult and non-formal education from Birr 164.1 million to Birr 288.2 million in the current educational action plan. The plan advocates for the use of formal schools, alternative basic education centers and Community Skills Training Centers as the venue for NFE in order to spend the budget on teaching and learning inputs alone, rather than construction and other capital expenditures (Ministry of Education, 2005). The Education Sector Development Plan aggregates the alternative basic education budget with primary education, as opposed to adult and non-formal education.

The administration of education is the mandate of regions. The Federal Ministry of Education plays a facilitating role, but it has little budget and regions are not accountable to the Federal Ministry of Education. The Federal Government funds regional governments. The regional governments allocate funds to regional bureaus and to woreda Administrations. The woreda administration in turn allocates funds to woreda education offices. Regions have a great deal of discretion in allocating funds.

In a separate funding stream, the Regional Councils directly allocate funds to woredas through block grants. Woredas also have a large amount of discretion in how to allocate their block grants. The largest segment of woreda block grant is usually allocated to education, ranging from 33% to 66% (Ministry of Education, 1995). Woreda education Offices also have a great deal of discretion in how they allocate their education funds, be it to formal, alternative basic education or other non-formal activities. For government paid alternative basic education facilitators, each woreda determines the amount of their salary, according to local budgeting. (MOE 2008: 11)

2.3.2.4. National Adult Education Strategy

Ethiopia has launched a new adult education strategy in March 2008. The strategy was developed, enriched and finalized by involving many actors that are engaged in adult education in one way or another. A national adult education strategy was endorsed by six government ministries who are involved in adult education directly or indirectly. Following the national strategy, the Ministry of Education has developed a Functional Adult Education guideline, National Benchmarks on Functional Adult literacy and a three-year national action plan to expand functional adult literacy in Ethiopia with the active involvement of stakeholders. (MOE 2008: 14)

2.3.2. 5. Training of Adult and NFE Educators

Every region in Ethiopia trains its own teachers. Teacher Training Colleges are providing trainings to formal teachers and are increasingly becoming involved in the training of NFBE facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3 intensive trainings during the Mid-year break, these non-formal education facilitators become certified. For instance, Somali Region has inducted non-formal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified. In Amhara Region, Debremarkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Non-formal Education.

The SNNP Region has trained facilitators in Arbaminch Teacher Education College and plans to start an Adult and Non-formal Education Department at Hawassa University. Jimma Teacher Education College, in Oromia region has, been preparing to house an Adult and Non-formal Education Department which runs a two-year diploma program in adult education and builds the capacity of non-formal education professionals. In addition to these, the Addis Ababa University has launched a Masters program in Adult Education and Life Long learning recently (MOE 2008: 14-15).

2.3.2.6. Establishment of Linkage among development sectors

The Ministry of Agriculture has 25 colleges that train agriculture extension workers. The plan is that every community of 300 households will have three development agents, one plant science expert, one natural resource management expert and one animal science expert based in over 15,000 Farmer Training Centers across the nation.

In order to improve the health status of the community, the Government of Ethiopia has introduced a new health policy, which gives high priority to rural areas and the emphasis is on preventive measures. To this end, thousands of health posts and health centers have been constructed in rural areas of the country. In addition, health extension program has been launched some seven years ago and has been serving millions of adults in the country.

There has been a growing awareness on the need to link the works of Agricultural and health extension agents and the broader adult and non-formal education sector. However, these linkages have yet to be formally established and materialized. However at some alternative basic education centers, there is already a blending of efforts in areas where there are development agents. (MOE 2008:16-18)

2.3.2.7. Change in National Perception on the Role of Adult Education

The UNESCO Fifth International Conference on Adult Education (1997) changed “organized educational processes” to “learning processes” thus making the concept broader. Like wise, this broad concept is being understood in Ethiopian as it is getting more clarity through time. ESDP-III explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives.

Adult education is not limited to these components offered by the MOE; other ministries such as those of health and agriculture, and other agencies in Ethiopia also carry out adult education. Cognizant of this fact, Ethiopia has developed a new national adult education

strategy with the involvement of six ministries. The following summary shows how adult education is perceived and envisaged to be handled in Ethiopia in the forthcoming periods:

- Adult and non-formal education (ANFE) Increase community, private sector, and NGOs participation in adult and non-formal education program;
- Professional assistance will be provided in preparation and supply of literacy curriculum guides, learning materials, etc;
- The curriculum will be designed based on the needs of learners/adults/ and the existing condition of the community; and,
- Standardize the non-formal education certification system with formal education. (PASDEP 2005-2010: 113)

2.4 Understanding the Nature of Adult Literacy Program Planning

2.4.1. Definition of Program Planning

As described by Sork and Caffarella (1989: 233) “Program planning refers to the process of determining the ends to be pursued and the means employed to achieve them.” According to these writers, planning is a decision-making process and a set of related activities that produce educational program specifications for one or more adult learners.

In the same way, Gboku and Lekoko (2007) explained that program planning is a systematic and needs- driven process that consciously invites to address the educational needs of a target group.

Thus, program planning is a means of keeping communication open between people such as content specialists, evaluators, facilitators, potential learners etc talking about the making of decisions on priority areas, program objectives, contents, delivery modes, and assessment and evaluation of strategies.

2.4.2. The Planning Process of Adult Literacy Program

According to Knowles, Holton and Swanson (1998), adult education program planning involves a six step process. These steps are: (1) assessing learning needs; (2) setting of the learning goals and objectives; (3) designing the learning content; (4) deciding on learning materials; (5) promoting the program; (6) implementing the program and (7) monitoring and evaluation of the program. Hence, for this study, these seven major steps will be discussed later under sub-topic 'comprehensive approach of program development'.

2.5. Program development in adult education

Program according to Onyemunwa (1997), is an all – inclusive term covering a variety of activities on the part of an educational institutions or agency with some of the activities either directed towards (i) the development of more or less explicit educational ends or tasks to be performed, or (ii) maintaining the viability of the agency or institution as a social entity. An adult education program is primarily designed to bring about behavioral change of the participants or to enable them to solve some problems that have been identified.

From the various definitions of adult education, it is generally accepted that effective adult education programs enable people to develop new knowledge, attitudes and behaviors that will help to sustain improved quality of life for individual adults, groups, communities and society at large. In this regard, a program can be viewed as a variety of activities designed to bring about the desired behavior change in adult learners, (Gboku and Lekoko, 2007).

In order to develop relevant and useful programs, there must be a match between the types of programs and the types of adult learners and their educational needs. Adults vary greatly in terms of their social, educational, economic and community situations. Despite the range of features that separate them, one similarity they all have in common is that they are all adults and they all have learning needs (Youngman, 1998). Their wide-

ranging differences are an indication of the challenge that faces adult education in practice. Responding to the range of learning needs presented by a differentiated target groups, in this case adult learners, requires the development of relevant programs to address situations-specific needs.

2.5.1. Approaches of Program Development in adult Education

As Gboku and Lekoko (2007), adult educators have succeeded in identifying a number of approaches that have been used in program development. There is however, no agreement on the best approach. Consequently, individual program developers are free to adopt any approach. However, the tendency and common beliefs among adult educators is that adult learners appreciate any program approach if they are given the opportunity to participate in developing these programs.

Even though there are several approaches and models that adult educators can use as a guide in developing their own programs, the following four approaches are the most familiar. These are: top-down approach; bottom-up approach; Participatory approach; and Comprehensive approaches. Thus, these will be discussed one by one as follows:

2.5.1.1. The top-down approach

Top-down approach is a legacy from the era of colonial administration, when development programs were run centrally by the state with little or no involvement from the beneficiaries. In effect the top-down approach is sponsor –centered. While the legacy of the top-down approach is still practiced today, its failure to bring about significant improvement in the lives of the many people it was supposed to serve has led to change. Program developers, project sponsors, policy makers and practitioners are keen to search for more learner-centered approaches. Top-down development of educational programs for adults represents the concentration of the decision making authority at the top of an organized hierarchy. In some cases, such as in Botswana, there is some consultation by the center with lower level organizations.

However, according to Sharma (1992) this consultation generally takes the form of an explanation of policies and/or an elaboration of plans formulated at a higher level. While officials in the central government may consult lower-level personnel, the former decided on priorities. The lower level officers receive communication about the contents of their local programs from the top in the form of instructions Gboku and Lekoko (2007:24)

Lauglo (1990:27) identified three benefits that could be derived from the top-down approach. These are:

1. Costs are reduced by having one uniform program serving the whole nation;
2. It helps the program developers to uphold 'approved' practices. That is program developers can try out practices that are tested over time for adaptation on a national scale;
3. The training and development of facilitators and management of other resources is easier.

Giroux (1988:61) has also criticized the top-down approach for being narrowly focused on a few anticipated economic benefits. Program developed via the top-down approach expose the beneficiaries to content derived from the interests of the elite class. It represents the cultural perspectives of the powerful, while simultaneously marginalizing or even excluding the perspectives, experiences, and values of the less affluent societal groups.

2.5.1.2. The bottom-up approach

Bottom-up program development refers to the transfer of authority from the higher echelons of the state to the geographically dispersed agents of the central government system, thereby strengthening the regional and local staff of the civil service and civil society. The process empowers the local staff in terms of decisions affecting their work and enables them to learn more about the needs of local communities (Lauglo, 1990).

Bottom-up program development has two main aims. Firstly, the approach seeks to ensure that people are involved in designing their own programs. It therefore recognizes

the need for a high level of local participation to ensure program impact and sustainability. Secondly, the bottom-up approach aims to provide a decentralized program development and an implementation capacity that is sensitive and responsive to the needs, problems and priorities of local communities.

Bottom-up program development addresses the problems, opportunities and priorities as identified by the communities benefiting from the program. It demands that beneficiaries are brought in to the decision-making process. The approach has the advantage of allowing people to participate in the program development process. It can also be a means for bringing diverse groups of program participants together in local communities, and for giving participants a sense of involvement in the decision making process. The approach can promote unity as participants combine to share power, as well as foster a positive sense of autonomy for citizens who are directly involved in the program's design and purpose. Gboku and Lekoko (2007:26)

Administratively, the decentralized nature of the bottom-up approach relieves the need for centrally based government staff to control and direct purely local issues. The bottom-up approach speaks to the needs and concerns of local people and gives great attention to the priorities of the targeted community. It also secures their commitment to the proposed program(s) by actively encouraging their participation. Better use of locally available resources and self-help could also be promoted this way (Sharma, 1999).

2.5.1.3. Participatory approach

The concept of participation merges well with the principle of adult learning, which presumes that adults learn best when their own needs form the basis of program design and they have the chance to participate actively in the design, development, and evaluation of the learning program. Active participation, as emphasized by Apel and Camozzi (1996), must be one of the cornerstones of programs developed for adults. The participatory approach is important because it promotes program flexibility, allowing the program to adapt to the changing needs of the adult learners as they progress through their learning experience.

The participatory approach borrows from Freire's belief that the program beneficiaries are not ignorant or empty objects requiring all the information to be provided to them (Freire, 1972). Rather the approach relies on the beneficiaries' indigenous knowledge, values, belief, systems and current practices.

When do Learners participate in the Program?

This refers to the different phases learners need to be involved in the learning process. Adult educators who advocate participatory program planning stress on the importance of learners' involvement at all stages of the teaching-learning process. As stated by Gboku and Lekoko, there are important rationales why the participation of targeted beneficiaries in each stage of program development is necessary.

1. Participation during Needs Assessment

The involvement of learners in identifying the needs, problems and inputs is a necessary condition since they have various problems, concerns and training needs. In this regard, Obbo (2002) affirmed that program planners have to encourage learners to find out their most pressing problems and biggest concerns. Learner's participation is an essential element in needs assessment and problem identification while quoting cafferella (2000: 103) as: "The very best thing is when learners themselves start the survey and discuss their needs, determine which needs require most urgent and then make plan."

From these concepts we can conclude that participatory needs assessment requires that all parties and stakeholders have to involve in program planning.

2. Participation During formulation of Goals and Objectives

After needs assessment, the next step is converting the learning needs into objectives. According to Sanderson (1995), once learning needs have been established, they should be translated into learning aims and objectives. This is an opportunity for the program planner to capture the essential purposes of the intended adult literacy program.

3. Participation during Formulation of Instructional Plan

ALP contents and methods have to be selected and formulated in response to learning objectives and needs. In his words, Bhushan (2005: 618) says that:

It means understanding the needs and interests of women, understanding the situation in which they live and the kind of content that may serve their needs. It means careful statement of the learning objectives in a form that sets out the desired changes as well as the subject matter, selection of the previous learning experiences that may best accomplish these objectives and it assumes the fullest possible participation by rural adult learners in content building.

With regard to selection and formulation of learning strategy and methods, Roscoe (1995) stated that the learning objectives and contents should be determining factor. This implies that the learning methods must be based on the context of the learners and the way they learn.

4. Participation during Program Implementation

In the process of implementation of responsive ANFE, active participation of adult learners increases the program success. In addition coordinating and organizing them as direct beneficiary groups facilitates team work and their participation in the process of implementing the program. (Kassahun, 1997).

5. Participation during Monitoring and Evaluation

Obbo (2002) described that participatory evaluation is one that involves the beneficiary groups of the program in which they become active participants throughout the entire process.

Both the bottom-up and participatory approaches are people-centered. However, the essential difference between the two approaches is that the participatory approach identifies strategies for enhancing people's participation at each stage of program development (Gboku and Lekoko 2007).

2.5.1.4. The comprehensive approach of program Development

This approach strives to strike a balance between sponsor-centered and learner-centered approaches by regarding both the program developer and the adult learners as important participants in the program development process. It also conceptualizes program development as a multi-faceted process. Cookson (1998) views this process in two phases:

Phase 1: The steps in this phase relate to the self-examination and self-orientation of the program developer. The steps enable the program developer to seek assertive, self-directive and approved practice rather than to react to priorities of the moment.

Phase 2: The second phase deals with the discrete activities intended to respond to the given problem situations. It involves a comprehensive understanding of the context and a sound grasp of the characteristics potential adult participants (Cookson, 1998). At this point, the author's beliefs and values are deeply rooted in the concept of participation. Our values and beliefs are, in turn, based on what is already known about adult learning.

There is evidence to suggest that although adults learn in many ways, they learn best when they are given the chance to participate actively in the design, development and evaluation of the educational program. The participatory approach is responsive to intended learners' development problems and information needs because it is specifically based on the learners' expressed learning needs. Since the learners are consulted during the program development process, the approach increases the degree of relevance, and the acceptability of program content by the beneficiaries (Adhikarya, 1994).

The steps therefore focus on the precise strategies needed in specific education and training programs which includes: assessing learning needs; setting of the learning goals and objectives; designing the learning content; deciding on learning materials; promoting the program; implementing the program and Evaluating processes, inputs and outcomes.

Hence, for this study, these major steps have been selected and discussed below to show how Adult literacy program planning would be processed.

1. Assessment of learning Needs

Examining learning and other development needs of communities will help us facilitate purposeful and useful programs. It also helps the providers to identify the level of their learners' literacy and numeracy skills, their socio-economic status and type of occupations, thus allowing them to adapt the curriculum, select relevant learning and training materials, and plan appropriate learning activities.

Identification of needs is also useful for future planning. Once we know the problems and needs of the beneficiaries, we can address them appropriately. Learning will be most effective when people have an opportunity to learn things that relate to their lives and address their needs. As needs assessment involves listening, consulting, discussion with the participation of the communities in the assessment of their own needs and then designing a course that meets their needs, it helps to shape a program that has immediate relevance to their situation. Thus our adult literacy and other development programs should be built around the needs of the communities, their interests and daily practices (Kassaw, 2004).

From the work of Baker (19984), the following are reasons for identifying needs of adult learners in program development:

1. Needs assessments of potential adult learners gives programming staff the opportunity to assess learner needs and priorities impartially, free from the personal preferences and biases of the target group;
2. By conducting needs assessment, potential conflict and resistance can be avoided, especially if the needs – identification process involves the learners;
3. Need assessment, if participatory in nature, can have a positive effect on motivation and improve levels of participation and commitment on the part of

potential learners. In addition, the needs- assessment exercise can help identify reasons for any apparent lack of enthusiasm among adult learners for a proposed program;

4. Needs assessment helps determine people's skills, attitudes and knowledge. This in turn ensures that programs remain relevant in terms of approach and content to the needs, skills, attitudes and knowledge of learners;
5. Specific efforts at needs identification are more likely to result in determining what the real needs are, and will help avoid basing programs on symptoms or assumptions only;
6. Needs assessment is a form of program evaluation that addresses accountability through the provision of input and guidance in to the program development process, which will form the basis for the formulation of appropriate program goals and objectives;
7. Participants' diverse views and experiences are sought and recognized, with more powerful stakeholders encouraged to support the participation of the less powerful;
8. A needs-assessment process is a learning experience for participants. The emphasis is on identifying lessons learned that will help participants improve program implementation, and on committing resources to ensure that targets are met;
9. Need assessment ensures early ownership of the program by a range of stakeholders who come with a variety of roles to play.

It should be noted that gaps do not only reflect problems; they also represent positive opportunities to develop potential and build on strengths. The positive as well as the problematic nature of gaps must be addressed if people are to manage change successfully.

2. Formulating Program goals and objectives

The process of preparing program goals and objectives requires the program developer and the participants to think through what is to be taught or done by participants, the resources required to achieve program objectives, and the end product expected.

Tyler was one of the first people to talk about the outcomes of learning:

“Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students’ pattern of behavior, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students” McCaffery, Merrifield, and Millican (2007:172).

According to Gboku and Lekoko,(2007), representing the interests of learners in program goals and objectives can take several forms including the following:

I. Representation in goal setting

This method involves the selection of a number of people who represent the interests and aspirations of various segments of the community, which are significant for inclusion in the adult education program. Examples of groups to be considered for representation are: Youth, men, women, farmers, teachers, members of the clergy, people with disabilities, and community elders.

II. Consultation

Consultations for developing program content can be formal or informal. In either case, the purposes of consultation are:

1. to check with the program participants on the desirability of what is happening in the community regarding program implementation.
2. to allow participants in the consultation process to disseminate important information on community affairs to other residents;
3. to increase initiative at a community level, encouraging people to demand action on urgent needs and concerns; and
4. to serve as a monitoring tool for activity implementation.

III. Community tours and meetings

This method consists of program developers and several community leaders touring the community and explaining the proposed program plan, as well as listening to participants' reactions and recording their responses.

IV. Opinion Surveys

Surveys can be used for canvassing participants' views on the development of program goals, objectives and content.

3. Determination of content for adult Literacy program

A prerequisite of the learner-centered approach is that the learners should be given the opportunity to process information, solve problems and make decisions on their own. The knowledge in this process is not imparted to the learners, but acquired by them through an open enquiry process (Blumenteld et al, 1991). In this regard, the content determination must be guided by a number of principles including, but not limited to, the following:

1. The program content must be based on the needs of the learner rather than the needs of the teacher or the institution. It must be flexible and also give the learner control over what, where, when and how to learn. In this way, the teacher is not a source of knowledge but a facilitator or manager of learning situations;
2. The program content should encourage independent and critical thinking and provide the capacity to enquire, reason, weigh evidence in order to form judgments, and achieve understanding;
3. The focus of program content should be on what the learner experiences in learning and not on the factors that comprise good content delivery on the part of the facilitator;
4. Subject matter included in the program content must have relevance and meaning for the learner;
5. Program content must allow for learner participation in order to effect educational change.

4. Deciding on learning materials

Teaching and learning materials are resources that drive and enhance the effectiveness of the teaching- learning environment of the adult learner. They provide the essence of the program's subject matter and guide the teaching-learning experience. In many educational institutions adult educators may rely on published books. However, published books may be suitable for some formal institutional settings but not for adult learners as many textbooks are de-contextualized, because too often they present data and information that are divorced from the local experiences (Kincheloe, Slattery and Steinberg, 1999).

In an adult education context practitioners should not rely solely on printed materials. A strong attempt should be made to find locally relevant materials as there is a need to explore knowledge in the local environments. Adult educators are expected to be critical thinkers, creative beings and responsible professionals who select and use the most appropriate materials to suit the teaching-learning situation (Gboku and Lekoko, 2007)

A study by Fingeret (1991) found that students (adults) learned more effectively when the materials they were given reflected or incorporated their prior experiences. Locally sourced knowledge is likely to be meaningful and relevant to adult learners, which is some thing that the program developer should be aware of when designing program content. Selecting relevant program materials is a systematic exercise that can not be rushed and requires a thorough analysis of the different options available and it involves great care and effective decision- making skills.

Local histories can be located in all aspects of community life, and are often concerned with long-established practices concerning a community's religious life, cultural beliefs, value systems, health practices and relationship to the natural world. Indigenous knowledge at a community level should be not excluded, from program content because it approaches adult education from local perspectives and has the values, beliefs, and needs of learners at its centre (Gboku and Lekoko, 2007).

5. Marketing or promoting of the program

Program marketing deals with the mobilization of human, material and financial resources that are needed to implement and sustain a program. Program marketing in adult education should aim at effectiveness and gaining participation rather than notions of consumption and profit. The adult educator's work is based in the real world, where competing interests, needs and values exist among potential participants and between different adult education programs. The program developer must address these challenges by using sound marketing practices, (Gboku and Lekoko 2007:141).

In contrast to commercial marketing, this is a social marketing that refers to design, promotion, implementation and control of programs that seek to increase the acceptability of a social idea or practice in a target group. Social marketing generally encourages people to do something that will be beneficial to others as well as themselves.

6. Implementation of the program

In the context of adult educational programs, implementation refers to putting the program goals and design to work by conducting teaching-learning activities and assessment exercises aimed at fulfilling the desired expectations (Grotelueschen, 1980). In basic adult literacy program as adult learners should explore opportunities in their own lives, implementation is seen as each and every step taken to attain a desirable learning goal.

A critical stage of the implementation process is that of planning and preparing everything that makes up a successful teaching and learning atmosphere, including content, methods, facilities, logistics, resources, administration and evaluation.

Therefore, in order to guide their planning for the teaching and learning experiences, implementers are expected to ask critical questions such as 'what is to be learned?, How will participants be involved?., when will the program begin and how long will the sessions last?'

7. Evaluation of the program

Program evaluation may be conducted as a means of assessing whether the goals and expectation of participants (individual learners, group learners, individual facilitators, or group of facilitators) have been achieved (Field, 2003)

Evaluation provides important information about issues of quality, accountability, practicality, suitability of content and approaches, efficient use of resources, and effective program management and administration. Experience indicates that, 'the most effective evaluators are those who plan, design, and implement evaluations that are sufficiently relevant and credible to stimulate program improvement' (Wholey, Hartry and Newcomer, 1994:9)

In short, evaluation is an assessment of an individual's behavioral change and the program's impact on the society (Knox, 1980). The focus of evaluation should be on the four of the most commonly used forms of program evaluation. These are:

- i) **Context evaluation** – which asks questions such as, 'Did the program address the real situation or circumstances of the target clientele?'; 'How suitable was the program to the current situation of the clients?'; and 'How practical is it for trainers to carry out a program within the current situation?'. These questions indicate that context evaluation is intended to address the needs, importance, suitability and practicality of the program.
- ii) **Input evaluation**- Overall it is directed toward issues of sufficiency and appropriateness. The primary question for input evaluation is 'were the inputs used in the program appropriate and sufficient to achieve the stated objectives?' (Stufflebeam, 1971). Accordingly, the major resources allocation categories that are usually examined as part of an input evaluation include funding, time, facilities, personnel, equipment, instructional materials and tools, so on.
- iii) **Process evaluation**- Here educators can set out to assess if the elements of design fit the stated assumptions of teaching adults as defined by the theory of andragogy. Andragogy is a set of assumptions about adult learners, their learning

styles, their preferred teaching methods and their relationships with facilitators (Knowles, 1968). The primary question for process evaluation is: 'was the overall program design appropriate to achieve the stated objectives?' (Stufflebeam, 1971).

Therefore, processes such as planning and organization of learning activities; assessment strategies; teaching procedures, scheduling of breaks, and the process of registration can be evaluated to see if indeed they stand the tests of andragogy.

- iv) **Product evaluation-** This is the way of assessing the overall results of the program. Product evaluation seeks to answer the question: 'To what degree did the program achieve the stated objectives?' (Stufflebeam, 1971). Program completion is usually measured by the level of achievement, which includes skills attainment, satisfactory ratings, graduation rate, and changes in knowledge, behavior and attitudes.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY

This chapter deals with source of data, Research design, Research methods, , sample and sampling techniques, data gathering tools, development procedure of questionnaire, methods of data analysis as well as organization of the study. Thus, to carry out the study, the following methodology and procedures were used.

3.1. Research Design

The main objective of the study was to investigate the status, challenges and prospects of adult literacy in East Shewa Zone of Oromia Regional State. In conducting the study, the researcher stands from the philosophical assumption of Sarantakos (2005) and Creswell and Clark (2007) as there is no single paradigm which is complete to deal with practical problems in social science. Rather, the existing social world will be best studied using multiple views or perspectives. According to these scholars, different paradigms are best ways of knowing and valuing the social world.

According to Creswell (2003), there are three major research approaches: quantitative, qualitative and mixed. In view of the author, the choice of one from the others depends on three major factors: the research problems, personal experience of the researcher and the audience. So, as the purpose of this study is to investigate the current status, challenges and prospects of basic adult literacy program, mixed approach has been chosen as an appropriate method for triangulating findings, elaborating results and discovering challenges. Mixed approach was chosen because of the difference in audiences which range from illiterate adults or beginner learners to educated program organizers and educators.

Hence, both quantitative and qualitative approaches were employed with the assumption that applying the two approaches enables the researcher to gather in-depth information to treat the research problems from various angles.

In the quantitative aspect, cross sectional survey method was applied to collect relevant data from the selected sample units to describe and infer the findings to the target population. For this purpose, close ended questions were used. In the case of qualitative approach, Focus Group Discussion (FGD), semi-structured interviews and open ended questionnaires were employed to get in-depth information about the existing situation of the target groups concerning the problem of the study.

Best and Kahn (1999) also stated that descriptive survey method is more effective to investigate the performances of the phenomena in their natural setting. The appropriateness of this method also discussed in Best and Kahn (1989:105). Accordingly, in order to achieve the stated objective, descriptive survey method was employed for the study.

The study incorporated different stages. At the initial stage of the research, a review of related literature was made with the intent of developing and introducing theoretical background and to develop instruments for data collection. In the second place, the selection of sampled weredas and CRC was made. Thus, based on the review of literature, instruments were developed and pilot-test was made on one wereda of the sample area.

3.2. Source of Data

There were two sources of data used in the study, namely primary and secondary data.

3.2.1. Primary source of data

The primary sources of data were mainly the key stakeholders directly involved in the implementation of adult literacy program. These were OREB and Zone education office focal persons for adult and non-formal education, wereda level head of educational support and supervision panel; CRC supervisors; Facilitators/teachers, and beneficiaries or adult learners. As these target groups are key actors in the implementation process of adult literacy program, they were considered as dependable informants in the data collection process of the study.

3.2.2 Secondary Source of Data

Document analysis/review was used moreover to treat certain basic questions and to enrich the data gathered from the primary source. Therefore, the yearly plans and performance at regional, zone and wereda level, was reviewed to see the extent of yearly implementation of the program. In addition, books, journals, educational policy documents, guidelines and related literature were consulted as a secondary source of data. This enabled the researcher to get data that was difficult to get through questionnaire, interviews, as well as FGD.

3.3. Sample and Sampling Technique

This section of the study includes: sample size and sampling techniques, data collecting instruments, procedure of data collection, data analysis and interpretation techniques.

3.3.1. Sample Size of the population

In the selected zone for the study, there are thirteen woredas out of which, one wereda was chosen for pilot test and four woredas for the main study had been selected as sample areas of the study using purposive sampling technique. Here, as adult literacy program was going on only in ten woredas of the zone, existence of actively functioning adult literacy program, geographical proximity to the researcher, and accessibility of each wereda to the researcher were the major selection criteria to prefer purposive sampling technique.

Accordingly, Adama wereda was selected for pilot test, while Ada'a, Adami Tullu, Bora and Dugda woredas were selected as sample areas for the study. There are 43 CRCs in these sample woredas, out of which 18 (42%) were randomly selected for the study. Similarly there were 58 learning centers running the program, out of which actively functioning 20 learning centers were purposively selected for the study.

The centers are purposively selected, because in some centers the program was not going on continuously.

Concerning the number and composition of participants, four different stakeholders (concerned experts from region, zone and wereda level education offices, CRC supervisors, facilitators and adult learners) were included in the study. Out of these, concerned focal persons serving to follow-up the program at OREB, zone and wereda level education offices were selected as Key informants for semi-structured interview, by using purposive sampling technique. That means, one informant from Oromia Education Bureau, one informant from Zone Education Office, four informants from four sample weredas generally six key informants were selected for semi-structured interview.

In addition to REB and zone education office, adult and non-formal education focal persons, the following table shows how member of sample groups were drawn from sample woredas.

Table 3.1. Population and Sample size of data sources

S N	Wereda	CRC		Learning Centers		Facilitators		Learners		CRC Supervisors		Offi cals
		Total	Sam- ple	Total	Sam- ple	Total	Sam- ple	Total	Sam- ple	Total	Sam- ple	
1	Ada'a	10	4	19	7	24	10	53	18	4	2	1
2	Adami Tullu	15	6	22	6	22	10	37	12	6	3	1
3	Boora	6	3	8	3	11	4	23	8	3	2	1
4	Dugda	12	5	9	4	14	7	31	10	5	3	1
	Total	43	18	58	20	71	31	144	48	18	10	4

As it can be depicted from Table1, in the entire sample learning centers, there were about 71 facilitators. Hence, in order to complete the questionnaire, thirty one (31) facilitators were selected using available sampling method since their sub population size is relatively few and all members were not accessible during data collection.

With regard to adult learners, they were selected using stratified random sampling because their population was composed of different sub-populations (strata) due to variation of geographical areas, in sex and nature of learning programs. The total sample size of adult learners was determined based on the claim of Best and Kahn (2003: 127)

that “An ideal sample size of a target population should be large enough to serve as an adequate representative but small enough to manage in terms of time, money, manpower and complexity of data analysis”. Accordingly, relatively adults continuously attending the program, who are the target population of the study, were one hundred forty four (144). From this, forty eight (48) respondents were selected by using of stratified random sampling, which represent about 33.3% of the total population. Stratified random sampling was preferred to get more accurate proportional representation of both sexes in the sample group.

Similarly, based on the information obtained from the discussion made with wereda focal persons, 10 participants of FGDs were selected from 18 CRC supervisors available in the study areas. The number of group members in each wereda ranged from 2 to 3. But totally, 10 CRC supervisors were involved in FGD made. Thus, the total numbers of sample population used for the study are 95.

3.3.2. Instruments and Procedure of Data Collection

During the field work of this research, raw data were collected from primary sources using three different instruments namely; questionnaire, focus group discussion and interview. While secondary data were organized through reviewing of different published and unpublished literatures. These instruments were used simultaneously for triangulation purpose.

3.3.2.1. Questionnaire

Two types of questionnaires were prepared and distributed to respondents. Type -I was provided for adult learners to elicit information about their personal background, and to identify major hindering factors on their participation in adult literacy program. It had three main parts. Part I concerns about demographic variables while part II focuses on examining the major limiting factors of the program. Part III deals with evaluation of the independent variable’s influencing level of the existing adult literacy program by the using rating scale.

In type one, part I, eight questions were prepared in the form of multiple choice and fill in the blank space items. In part II, seventeen (17) questions were designed in close-ended and open-ended type. Part III also consisted of ten main questions rated over six point scale ranging from none = 0, very low = 1, low = 2, Average = 3, high = 4, and very high = 5. Here, the range was widening to create alternative for respondents.

The second type of questionnaire was designed for facilitators to get relevant data concerning their demographic profiles. Besides, they were provided with a list of questions concerning major factors affecting adult basic literacy program with the intention to counter check whether the variables were consistently rated by all sample groups.

This part also has three parts. Thus, part I is composed of nine questions in the form of multiple choices and fill in the blank space type items and part II of this questionnaire consisted of 30 close-ended and open-ended questions, while part III of the questionnaire consisted of ten questions based on a six point rating scale.

3.3.2.2. Interview

The second method of data collection instrument was semi-structured interview. Semi-structured interview was preferred because it helps to keep the exact sequence of questions and to present the same basic questions for all interviewees in the same order. In this case as questions are worded in a completely open-ended format, it was used to increase the comparability of responses in the analysis of the data.

A set of 15 questions were designed for the selected program officers or focal persons those have a direct involvement in planning, implementing and making of close follow-up on adult basic literacy program at Weredas, Zone Education Offices and Regional Education Bureau level. In general, four wereda, one Zone and one Regional Education Bureau and totally six focal persons at these three levels were interviewed about the

general status, challenges and future prospects of adult basic literacy program in their respective level.

However, the researcher (interviewer) was curious to follow up important ideas that seem appropriate in solving the research problem. This instrument was mainly intended to counter check and to complement the data obtained through questionnaire. Because as the ideas discussed during the interview are related to those in the questionnaire and the interviewees are responsible persons in following-up of overall plan implementation process of the program at their respective level, the information obtained helped to enrich as well as to increase the clarity of data collected through the questionnaire. Beyond this, it was used to gather valuable data which were impossible using the questionnaire.

3.3. 2.3. Focus Group Discussion

In connection with utilization of focus group discussion as a technique to secure data, Robson (2002) stated that it is a highly efficient technique for qualitative data collection since the amount and range of data are increased by collecting them from several people at the same time. It is fairly easy to assess the extent to which there is a consistent and shared view. Participants are empowered and able to make comments in their own words while being stimulated by thoughts and comments of others in the group. Hence, in this study, in addition to the data obtained via the questionnaire and interview, it was assumed that valid and reliable information would be gathered using FGD.

So, by having of prepared open-ended guiding questions from reviewed literature, the focus group discussion has been employed to secure data from 10 CRC supervisors regarding the issue under investigation. For this purpose, four FGDs were conducted on four sample weredas under the study concerning on the major barriers and possible measures to be taken. Here, the investigator was acting as a moderator for guiding the discussion process. The FGD mainly emphasized on 10 guiding questions attached on the appendix.

3.3.2.4. Document review

Different types of documents of both published and unpublished sources were also reviewed to obtain background information on ABL program. Relevant literature has also been consulted to learn experiences of developing countries which succeeded in the implementation of adult literacy program.

Therefore, using the above stated complementary data gathering tools enabled the researcher to acquire more valid, relevant, quantitative and qualitative data to attain the purpose of the study.

3.3. 3. Pilot test

In the process of writing items in the questionnaires, the researcher tried to follow the guidelines mentioned in (Best & Kahn, 2003; Sarantakos, 2005). Nevertheless, the questionnaires used in the study were not standardized, and therefore, conducting pilot test had been mandatory. For this reason, analysis of both validity and reliability tests was performed on the items of the questionnaire.

I. Validity Test

To measure the validity of the questionnaires, the researcher applied expert external audits and participants' involvement techniques. With regard to professional or expert audits, two adult and eight other department postgraduate students were consulted. In doing this, the research questions were modified and clearly stated. This was done for a matter of easy checking whether the instrument can measure what it was intended to assess.

Similarly, four facilitators and eight adult learners were randomly selected to fill out the original questionnaires and then return with their constructive comments. The purpose of this test was to check the appropriateness of the items in the instrument and to make necessary amendments based on the feedback from the respondents.

Hence, based on the comments and recommendations of different participant groups, approaches in the question items in questionnaire type I and in questionnaire type II were modified so as to avoid ambiguity and increase their precision, accuracy and relevance.

II. Reliability Test

Besides validity test, assessment of the reliability of the instruments before actual use was essential to ensure that items are robust and not sensitive to the respondent or the research condition.

For this purpose, after respondents had completed the original questionnaires, the reliability levels of the two questionnaire types were analyzed separately using SPSS. As a result, out of 38 questions, 29 questions for facilitators and out of 25 questions, 23 questions for adult learners were found to possess the minimum acceptable level, while 9 questions meant for facilitators and 2 questions for adult learners were discarded or deleted.

3.3.4. Procedure of Data Collection

Data were collected concurrently from the three different sources using the three instruments in the same time frame. In spite of this, the first task of the researcher was translating the instruments into Afan Oromo since all participants were not able to answer questions written in English. Next, each item and question was pilot tested for their validity and reliability.

In doing this, some questions were revised based on the comments given by the participants. Following this, the researcher per missed the responsible officers about the survey, interview and FGDs by providing an explanatory official letter to create informed consent. Then, the purpose of the study was explained with assurance of complete anonymity and with no ethical risk.

In order to complete the questionnaires four assistant data collectors selected from wereda education experts. With the help of these experts, 18 CRC supervisors were selected and oriented on how to complete the questionnaires at learning center level.

Having done this, questionnaires were administered for the two sample groups via face-to-face approach. During this, respondents were provided with description of research objectives, instructions and confidentiality of information. Next, the completed questionnaires were collected. Prior to analysis, response rates and completion errors were examined. As a result, forty eight (48) of type I questionnaire were returned with 95 % response rate for adult respondents. Similarly, thirty one (31) out of type II questionnaire were returned with 93.33% response rate for facilitators.

Parallel to the questionnaire administration, four focus group discussions were conducted with CRC supervisors assuming that they have knowledge and relevant data with regard to the research problem.

Hence, along side the questionnaire and FGDs, interview had conducted with wereda focal persons while they are on their regular work in their own office. Before enter into detail interview, the researcher first tried to gain rapport or secure relationship with the subject. Secondly, tried to keep the quote from (Patton, 1990), "Interview data can easily become biased and misleading, if the person being interviewed is aware of the perspective of the interviewer" Best and Kahn (2004: 199).

Accordingly, to obtain confidential information, care was taken by the researcher to make sure the person being interviewed understands that the researcher does not hold any preconceived notions regarding the outcome of the study.

In order to collect necessary data from the interviewees the interviewer used method of keeping basic notes contemporaneously and expand them as necessary immediately following the interview, while the information is still fresh in mind.

Finally, the collected quantitative data were tabulated for analyze and interpretation. Qualitative data were also categorized into nine major themes namely; Purpose of adult literacy program, planning and management of the program, organization, resource allocation and utilization, methodology used in the program, facilitators Competency, learning content and curriculum, implementation system, follow-up and monitoring for the purpose of analysis.

3.3.4.1. Variables Included in the Study

I. Independent Variables

As it can be observed in the literature, the independent variables selected were those shown in one or more of foreign surveys to have an important effect on the ABLP implementation. These variables were also selected based on the observation and experience of the researcher in some areas of the region. Based on these two criteria, the following independent variables were selected to be studied as major factors affecting Adult basic literacy program.

Table 3.2: Major Independent Variables

No	Description of the variables
1	Awareness about purpose of adult literacy program
2	Planning and management practices of the program
3	Organization of the program in relation to learners need
4	Allocation and utilization of resources
5	Curriculum and Content of learning
6	Teaching methods used
7	Facilitators competency
8	Implementation system of the program
9	Follow-up and Monitoring system of the program

II. Dependent Variable

In this study, the dependent variable was assumed to be level of adult basic literacy program implementation to provide effective learning for adults. This variable was labeled in to six categories.

Specifically, the level of implementation equals none = 0 (zero), means that there is no effect of particular independent variable implemented on the going on adult literacy program. Other levels of rating are; very low =1, low = 2, medium (average) = 3, high = 4, and very high = 5, - which indicate that the effect of independent variables on the program would be relatively very high. This operational definition was applied regardless of the type of respondent group.

3.4. Methods of Data Analysis

In this study, both quantitative and qualitative analyses techniques were employed. The data collected through questionnaire, which lead themselves to quantitative analysis were coded and computed using SPSS program. By using SPSS, appropriate statistical tools, such as frequency distribution and percentage were used to measure the rate of practical allocation and degree of agreement on statements reflecting optional views, while, the mean was calculated to identify the major impeding factors of adult literacy program.

Parallel to the quantitative analysis, qualitative data were analyzed by categorizing and labeling of the information into nine major themes. These data which obtained from the open ended questionnaire, document analyses and interview were analyzed as a complement to the data obtained from the questionnaire.

This analytical process had been conducted using words, phrases, and statements obtained from participants during interview and FGDs. Furthermore, these open-ended and focus group discussions of qualitative data were analyzed by narration.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with presentation, analysis and interpretation of data gathered from different sample groups. In the process, out of a total 80 distributed questionnaires, (32 for facilitators and 48 for adult learners) 79 (98.8%) were filled and returned. Besides, educational officials and experts drawn from different levels of the education management structure were interviewed in details and the data obtained were included in the analysis of the study. Information taken through focus group discussions with 10 CRC supervisors were also part of the analysis.

Moreover, some documents were used in the analysis of this study. Thus, the data obtained through questionnaire, interview, focus group discussion, and through documents review were analyzed and interpreted using both quantitative and qualitative techniques in line with the basic questions raised in chapter one. Accordingly, based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented below.

4.1 Characteristics of Respondents

In this study, the sample constitutes facilitators, adult learners, CRC supervisors, woreda education office experts, zone and regional level education bureau focal persons. Out of these, both facilitators and adult learners were asked to indicate their feelings about background information of the program through questionnaire. In this respect, the collected data were first examined to describe the characteristics of the respondents in terms of sex and age. In addition, educational level and years of work experience of facilitators and marital status and occupational situation of adult learners were examined separately.

Thus, the following five tables show demographic profiles of facilitators and that of adult learners respectively.

Table 4.1.1: Sex and age of facilitators

Demographic Variables	Categories	Response N & %	Weredas				Total
			Bora	Adami Tullu	Dugda	Ada'a	
1. sex	<i>Male</i>	<i>N</i>	6	6	6	3	21
		<i>%</i>	19.4%	19.4%	19.4%	9.7%	67.7%
	<i>Female</i>	<i>N</i>	2	2	2	4	10
		<i>%</i>	6.5%	6.5%	6.5%	12.9%	32.3%
	Total	<i>N</i>	8	8	8	7	31
<i>%</i>		25.8%	25.8%	25.8%	22.6%	100.0%	
2. age	<i>15-24</i>	<i>N</i>	5	4	1	7	17
		<i>%</i>	16.1%	12.9%	3.2%	22.6%	54.8%
	<i>25-34</i>	<i>N</i>	3	3	6	-	12
		<i>%</i>	9.7%	9.7%	19.4%	-	38.7%
	<i>35-44</i>	<i>N</i>	-	-	1	-	1
		<i>%</i>	-	-	3.2%	-	3.2%
	<i>45% above</i>	<i>N</i>	-	1	-	-	1
		<i>%</i>	-	3.2%	-	-	3.2%
	Total	<i>N</i>	8	8	8	7	31
		<i>%</i>	25.8%	25.8%	25.8%	22.6%	100.0%

As it is observed in table 4.1.1, among the total respondents group of facilitators, the female respondents account for 10 (32.3%). This is very low compared to male facilitators which constitute more than double of this figure, (ie, 21 67.7%). This indicates that there is a gender imbalance in case of facilitator respondents of this study as the number of females is very low. This is an issue to be considered because this male dominance may have an influence; especially in clearly reflecting of adult women's learning interest. But the researcher unable to avoid the gender imbalance, as the sample was taken from the available population.

Regarding the age of total respondents, Table 4.1.1 shows relatively high number of facilitators, 17 (55%) are below 24 years and almost above 93% are below 34 years. When we compare this age distribution of facilitators from wereda to wereda, it is relatively very high in Ada'a and Bora weredas (22.6% and 16.1% respectively). Especially, all facilitators in Ada'a Wereda were below 24 years of age while from the

total respondents, the high number, i.e., 6 (19.4%) in Dugda Wereda are between 25—34 years and only 1 respondent (i.e., 3.2%) is between 35—44 years. From this, one can safely conclude that more than half of facilitators are young to assume this role. Although young facilitators could be said energetic in carrying out their work with vigor, on the other hand, they may not have received sufficient training on the general concept and principles of adult education.

Thus, in this case, especially if they have no know-how about the role and responsibility of facilitators/teachers in facilitating adult literacy program, they may lack of experience with respect to providing appropriate response for this questionnaire, as it is more focused on exploring of success and challenges of adult literacy program in past years.

4.1.2. Educational level and work experience of facilitators

Educational level and work experience of adult basic literacy facilitators greatly influence the effective implementation of the program. Fasokun, Katahoir and Oduaran (2005) state that the existence of incompetent facilitators is one of the major factors that hinder or impede many women not to participate or to show high dropout rate from ANFE programs in many African countries.

Hence, as it is indicated in the following tables, the researcher examined the educational level and work experience of facilitators to know to what extent facilitators Educational level and work experience are influencing their practice in promoting adult learning.

Table 4.1.2: Education level of Facilitators

Variable	Categories	Response <i>N</i> & %	Weredas				Total
			Bora	Adami-Tullu	Dugda	Ada'a	
Education level	below grade 10	<i>N</i>	-	-	1	-	1
		%	-	-	3.2%	-	3.2%
	grade 10	<i>N</i>	1	-	1	-	2
		%	3.2%	-	3.2%	-	6.5%
	grade 11	<i>N</i>	-	-	-	1	1
		%	-	-	-	3.2%	3.2%
	grade 12	<i>N</i>	1	-	-	-	1
		%	3.2%	-	-	-	3.2%
	Certificate	<i>N</i>	1	1	3	3	8
		%	3.2%	3.2%	9.7%	9.7%	25.8%
	Diploma	<i>N</i>	5	7	3	3	18
		%	16.1%	22.6%	9.7%	9.7%	58.1%
Total	<i>N</i>	8	8	8	7	31	
	%	25.8%	25.8%	25.8%	22.6%	100.0%	

With regard to educational background of facilitators, as it is depicted in table 4.1.2, 18 (58.1%) of the total respondents are diploma holders while 8 (25.8%) had certificate or they are TTI graduates in the teaching profession. In this case, respondents in Adami-Tullu took highest share, which means 7 (22.6%) while those from Bora account for 5 (16.1%) of diploma holders and 3 (9.7%) respondents from each of Ada'a and Dugda weredas share the number of TTI graduates. The remaining 2 (6.5%) were grade 10 completers, 1 (3.2%) grade 12 complete, 1 (3.2%) grade 11 complete, and the other 1 (3.2%) had below grade 10 educational level.

As it was stated by interviewed wereda education officials and supervisors participated in FGD, those respondents who had lower educational status or grade 12 and below are mostly free service providers participating voluntarily in the program with an aim of getting certificate of teaching experience that help them in competition for different job opportunities. While respondents who had diploma and certificate educational levels were permanent formal school teachers.

Thus, from this table, one can conclude that most of the adult literacy program facilitators supposed to be part of sample groups are certified as formal school teachers while few are volunteers running the program as temporary facilitators. So, it might be assumed that they can be understood and appropriately react on the response of what would be asked regarding the ongoing adult literacy program.

Table 4.1.3 Work experience of facilitators

Variables categories		Weredas					
		Response N & %	Bora	Adami- Tullu	Dugda	Ada'a	Total
Work Experience of respondents	below one year	N	5	3	1	-	9
		%	16.1%	9.7%	3.2%	-	29.0%
	1-3 years	N	2	-	3	7	12
		%	6.5%	-	9.7%	22.6%	38.7%
	4-6 years	N	-	1	2	-	3
		%	-	3.2%	6.5%	-	9.7%
	7-9 years	N	1	1	1	-	3
		%	3.2%	3.2%	3.2%	-	9.7%
	10 and above years	N	-	3	1	-	4
		%	-	9.7%	3.2%	-	12.9%
Total	N	8	8	8	7	31	
	%	25.8%	25.8%	25.8%	22.6%	100.0%	
Their experience in teaching adults	below 1 year	N	6	3	2	4	15
		%	19.4%	9.7%	6.5%	12.9%	48.4%
	1-3 years	N	2	4	5	3	14
		%	6.5%	12.9%	16.1%	9.7%	45.2%
	4-6 years	N	-	1	1	-	2
		%	-	3.2%	3.2%	-	6.5%
	Total	N	8	8	8	7	31
		%	25.8%	25.8%	25.8%	22.6%	100.0%

With regard to work experience of facilitators, Table 4.1.3 depicts that 12 (38.7%) of them have 1-3 years service and even 9 (29%) of them also have below one year service. As it can be seen from the same table, from among the remaining, 3(9.7%) respondents have work experience ranging from 4—6 years of service. Similarly, while only 4 (12.9%) of the respondents have ten years and above work experience, 3 (9.7%) respondents are also observed for having work experience of 7—9 years. In addition, as it

can be seen from the same table, more precisely, out of the total respondents 15 (48.4%) have less than one year and 14 (45.2%) have 1—3 years of work experience in facilitating adult basic literacy program. Only 2 (6.5%) have 4—6 years work experience in teaching or facilitating adult learning.

Thus, from this table we can conclude that, among those have teaching experience, the majority or 29 (93.6%) have less than 3 years teaching experience particularly in adult literacy program. Hence, even though their qualification is appropriate to coordinate and implement adult literacy program, on the other hand, their low experience may hinder them from having better understanding about the various issues and problems concerning the program in the zone, so that it also may limit their response in this study.

Table 4.1.4: Adult Learners' sex and age

Variables	Categories	Wereda					Total
		<i>Response N& %</i>	Bora	Adami Tullu	Dugda	Ada'a	
Sex of Respondents	male	<i>N</i>	11	2	6	7	26
		%	22.9%	4.2%	12.5%	14.6%	54.2%
	female	<i>N</i>	1	10	6	5	22
		%	2.1%	20.8%	12.5%	10.4%	45.8%
	Total	<i>N</i>	12	12	12	12	48
		%	25.0%	25.0%	25.0%	25.0%	100.0%
Age of respondents in years	15-25	<i>N</i>	5	2	4	3	14
		%	10.4%	4.2%	8.3%	6.3%	29.2%
	26-35	<i>N</i>	4	4	6	6	20
		%	8.3%	8.3%	12.5%	12.5%	41.7%
	36-45	<i>N</i>	3	5	2	3	13
		%	6.3%	10.4%	4.2%	6.3%	27.1%
	46-59	<i>N</i>	-	1	-	-	1
		%	-	2.1%	-	-	2.1%
	Total	<i>N</i>	12	12	12	12	48
		%	25.0%	25.0%	25.0%	25.0%	100.0%

As it can be observed from table 4.1.4, from the total 48 respondents a relatively more number of learners, 26 (54.2%) are males while the remaining 22 (45.8%) are females. Out of this number from the four sample weredas Bora ranks first in number of males that means, 11 (22.9%), while Adami-Tullu wereda ranks first in number of female

respondents, that means 10 (20.8%). Here, one can easily understand that, under the sampled study areas, number of female respondents involved in this study is relatively low, though it is encouraging.

Table 4.1.4 also presents data on the age of the study participants. Nearly about 71% of the learners are adults with age 26 or above, while only few [14 (29.2%)] are young adults belonging to the 15-25 years of age.

Table 4.1.5 Adult Learners' marital status and occupation

Variables	Categories	Response N & %	Wereda				Total
			Bora	Adami Tullu	Dugda	Ada'a	
Marital status	married	N	5	12	6	7	30
		%	10.4%	25.0%	12.5%	14.6%	62.5%
	single	N	7	-	6	5	18
		%	14.6%	-	12.5%	10.4%	37.5%
	Total	N	12	12	12	12	48
		%	25.0%	25.0%	25.0%	25.0%	100.0%
Occupation	Agriculture	N	10	11	11	10	42
		%	21.7%	23.9%	23.9%	21.7%	91.3%
	Trade	N	2	1	-	1	4
		%	4.3%	2.2%	-	2.2%	8.7%
	Total	N	12	12	11	11	46
		%	26.1%	26.1%	23.9%	23.9%	100.0%

As it can be seen from table 4.1.5, the data on marital status of adult learners included in the study shows about two out of three adults are married while nearly one-third are single.

Another important data presented in Table 4.1.5 is information about the occupation of the learners. More than 91% are engaged in farming, while very few (8.7%) of them earn their living by involving in other off-farm activities.

4.2. Analysis of the Result of Program related Variables

This part surveys views of the respondents regarding the program related variable influencing the implementation of the program.

Table 4.2.1. Facilitators participating in the program

Items	Respondents	Category	Response N & %	Weredas				Total
				Bora	Adami - Tullu	Dugda	Ada'a	
Type of facilitators participate on teaching of adults	Learners	Formal school teachers	N	11	7	11	8	37
			% o	22.9%	14.6%	22.9%	16.7%	77.1%
		Purposevily hired and trained facilitators	N	1	5	1	4	11
			%	2.1%	10.4%	2.1%	8.3%	22.9%
		others	N	-	-	-	-	-
			%	-	-	-	-	-
	Facilitators	Formal school teachers	N	8	8	6	5	27
			% o	25.8%	25.8%	19.4%	16.1%	87.1%
		Purposevily employed and trained facilitators	N	-	-	2	1	3
			%	-	-	6.5%	3.2%	9.7%
		others	N	-	-	-	1	1
			%	-	-	-	3.2%	3.2%

As depicted in table 4.2.1 both learners and facilitators were asked to tell as to who facilitates the learning program. In responding to this question 37 (77.1%) of learners and 27 (87.1%) of facilitators indicated that formal school teachers who were employed on permanent terms are assigned as facilitators of the program. On the other hand, 11 (22.9%) of the learners and 3 (9.7%) of the facilitators revealed that from among those who facilitating the program in the area most were those purposively employed and trained facilitators. Few (3.2%) of the facilitators indicated that facilitators of the program were others (such as agriculture extension workers and health agents), were among those who facilitated the program. Assumed that they may have no adequate information on the source of other facilitators adult learners were not responded on this category.

Furthermore, the interviewed OREB and Zone education office focal persons, the four sample wereda experts and CRC supervisors also confirmed except few grade 10 completers who were employed by NGOs and free service providers in some places, in

most cases, formal school teachers, in addition to their regular teaching of children at formal schools are considered as facilitators of adult literacy program in and around their respective schools.

From this finding, we can conclude that most of the adult literacy program facilitators at the study area are facilitated by formal school teachers, who were trained in teaching formal school children.

Training of Facilitators

The success of implementation of adult literacy program is largely dependent on the quality of the training of facilitators, as training builds their capacity to implement the program effectively and efficiently. Literacy education programs are more likely to be effective when Adult literacy facilitators are well trained, well supported and familiar with the context of the learners (McCaffery and John Oxenham, 2008:11).

Facilitators should get pre-service training for a minimum of 15 days on children and adult's behavior to understand their difference, about preparation and utilization of teaching aids, instructional planning and assessment mechanisms and on how to mobilize community to participate in NFBE program. Furthermore, at each quarter of the year on job training for 5 days should be provided for facilitators OREB (2003:9).

In this regard respondent facilitators were asked about facilitators training, by whom and where the training was provided.

Table 4.2. 2 Training conditions of facilitators

Questions	Categories	Response <i>N & %</i>	Weredas				Total
			Bora	AdamiTullu	Dugda	Ada'a	
Do you trained on how to facilitate adult learning?	Yes	<i>N</i>	-	2	2	2	6
		%	-	6.7%	6.7%	6.7%	20.0%
	No	<i>N</i>	7	6	6	5	24
		%	23.3%	20.0%	20.0%	16.7%	80.0%
	Total	<i>N</i>	7	8	8	7	30
%		23.3%	26.7%	26.7%	23.3%	100.0%	
If you trained, by whom?	By Wereda education office	<i>N</i>	-	-	-	1	1
		%	-	-	-	16.7%	16.7%
	By Zone education office	<i>N</i>	-	1	-	-	1
		%	-	25.0%	-	-	16.6%
	By NGOs	<i>N</i>	-	-	2	2	4
		%	-	-	33.3%	33.3%	66.7%
Total	<i>N</i>	-	1	2	3	6	
	%	-	16.7%	33.3%	50.0%	100.0%	
If you trained, where?	Wereda level	<i>N</i>	-	-	3	1	4
		%	-	-	50.0%	16.7%	66.7%
	Zone level	<i>N</i>	-	-	-	-	-
		%	-	-	-	-	-
	Center level	<i>N</i>	-	1	-	1	2
		%	-	16.7%	-	16.7%	33.3%
	Total	<i>N</i>	-	1	3	2	6
		%	-	16.7%	50.0%	33.3%	100.0%

As it can be seen from Table 4.2,2, 24 (80%) of facilitators stated as no training was provided on how to facilitate adult learning in the area, while few 6 (20%) of the facilitators revealed that facilitators have got training. Majority of respondents who stated that facilitators got training were those facilitators working in project run by NGOs.

Similarly, the interviewed wereda education experts and CRC supervisors participated on FGD confirmed that, except few NGOs conducting ANFE project in the area offered some training for few temporarily employed facilitators, there was no training provided for permanent teachers of formal schools on how to facilitate adult literacy which shows that large number of facilitators were not provided with training that enables them to implement adult literacy program effectively.

Availability of budget to implement adult literacy program

Budget is one of the basic inputs required for the effective implementation of any educational activity. The 2007 Abuja International Workshop on Adult Literacy called on governments to dedicate at least 3 per cent of their national education sector budgets to adult literacy programs (McCaughey and John Oxenham, 2008:12). These scholars also cited that Literacy education programs are more likely to be effective when sufficient financial and human resources are allocated to programs (2008:2).

Accordingly, as adult learners may lack of access information about the allocation of budget, facilitators were asked about the availability of budget for the implementation of Adult Literacy Program in the sample area.

Table 4.2.3 Availability of budget for the program

Items	Respondents	Categories	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
Is there budget allocated for the program every year in the area?	Facilitators	yes	N	-	-	1	0	1
			% o	-	-	3.2%	.0%	3.2%
		No	N	4	7	6	5	22
			%	12.9%	22.6%	19.4%	16.1%	71.0%
		Yes , but not sufficient	N	1	-	1	-	2
			%	3.2%	-	3.2%	-	6.5%
		I don't know	N	3	1	-	2	6
			% o	9.7%	3.2%	-	6.5%	19.4%
Total	N	8	8	8	7	31		
	%	25.8%	25.8%	25.8%	22.6%	100.0%		

Table 4.2.3 depicted that 22 (71.0%) of the facilitators stated that there was no budget allocated for running the Adult Literacy Program (ALP). On the other hand 6 (19.4%) of the facilitators revealed that they don't know whether or not it was allocated, and few (6.5%) respondents depicted as there was budget allocated for the program even though it was not sufficient to implement the program effectively. Surprisingly, only 3.2% of the facilitators that indicated as there was budget allocated for the program.

Moreover, both the interview and focus group-discussion results confirmed that the ALP in the area had no budget allocated from the government, except few NGOs that conduct a project in some specific areas. In addition to this, the interviewed OREB focal person strongly expressed: *“Except some stationary and training costs that some times covered by the donor agencies and local NGOs, there was no single coin allocated in past years, lack of budget is a series problem to implement the program in the area”*.

The Zone Education Office focal person also said: *“the main reason for not training the facilitators, lack of continuous follow-up, not to fulfill basic learning materials for learning centers and lack of incentives for facilitators was lack of budget”*.

From this we can conclude that above all, in surveyed areas lack of budget for the program is the main factor that opens ways for others highly to influence and hinder the effective implementation of adult literacy program.

Curriculum and learning materials employed in the program

Appropriate learning materials contribute significantly to the quality of the learning experience. Adults come in to literacy programs with a range of previous experience, and to knowing different things. As the result it may be difficult to determine in advance a list or an order of relevant content. Rigid and pre-set literacy curricula have been criticized for not allowing sufficient flexibility for learners, or for preventing people from changing their ideas about what they want to learn as the program develops. The options for designing and producing them depend on the learning approach and the real context of the learners.

OREB (2002:14) also stated that the content of the curriculum for adult basic literacy would be prepared based on the need of the community. In the region, subjects provided for adults include Afan Oromo, Mathematics and environmental science.

Accordingly, both learners and facilitators were asked which type of curriculum was used in the program.

Table 4.2.4 Curriculum Used in adult literacy program

Items	Respondents	Category	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
which type of curriculum do you use for the program?	Learners	Formal education curriculum	N	-	1	3	2	6
			%	-	2.1%	6.3%	4.2%	12.5%
		Adult curriculum prepared by OEB	N	12	8	8	8	36
			%	25.0%	16.7%	16.7%	16.7%	75.0%
		Content identified by learners themselves	N	-	3	1	2	6
			%	-	6.3%	2.1%	4.2%	12.5%
	Total	N	12	12	12	12	48	
		%	25.0%	25.0%	25.0%	25.0%	100.0%	
	Facilitators	Formal education curriculum	N	-	-	1	-	1
			%	-	-	3.2%	-	3.2%
		Adult curriculum prepared by OEB	N	4	8	7	7	26
			%	12.9%	25.8%	22.6%	22.6%	83.9%
		Content identified by learners themselves	N	4	-	-	-	4
			%	12.9%	-	-	-	12.9%
Total		N	8	8	8	7	31	
		%	25.8%	25.8%	25.8%	22.6%	100.0%	

As it can be seen from Table 4.2.4, with regard to the type of curriculum used in the program, 36 (75%) of the learners and 26 (83.9%) of the facilitators revealed that adult curriculum prepared by OEB was used in the program. On the other hand few but, almost equal number of respondents (about 13%) indicated that, contents identified by the learners themselves were used as a topic of learning in the program, while 12.5% of the learners also revealed that formal school curriculum (eg. Afan Oromo books) are used for adult learning in some schools.

The data organized from qualitative information also support the finding of qualitative data. The interviewed Regional Education Bureau focal person revealed that the adult education curriculum was prepared by the bureau's curriculum department experts based on the minimum learning competence (MLC) prepared by REB.

Supervisors participated in FGD at Bora wereda were stated as follows:

Some of the books available in the schools are published before eight or nine years; there was no single text book for learners, even as there is no sufficient text books in the schools for reference, in some schools facilitators used by borrowing from each other of the nearby schools teachers, and where there is no alternative some teachers also use formal school books, while others teaching adults simply by writing alphabets and numbers on the black board, March 8/2010.

From this finding, we can understand that the pre-set literacy curriculum by REB was used as learning resource in the program to teach adults, but there are no sufficient copies of text books both for learners and facilitators at learning centers.

Table 4.2.5. Method employed in learning assessment process

Items	Respondents	Categories	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
Who involve in learning assessment process?	Learners	Facilitators or teachers only	N	6	8	7	7	28
			%	12.5%	16.7%	14.6%	14.6%	58.3%
		Facilitators and learners cooperatively	N	2	1	4	2	9
			%	4.2%	2.1%	8.3%	4.2%	18.8%
		Supervisors and wereda experts	N	3	2	1	1	7
			%	6.3%	4.2%	2.1%	2.1%	14.6%
	All stakeholders cooperatively	N	1	1	-	2	4	
		%	2.1%	2.1%	-	4.2%	8.3%	
	Total	N	12	12	12	12	48	
		%	25.0%	25.0%	25.0%	25.0%	100.0%	
	Facilitators	Facilitators or teachers only	N	4	5	4	3	16
			%	12.9%	16.1%	12.9%	9.7%	51.6%
		Facilitators and learners cooperatively	N	2	2	2	2	8
			%	6.5%	6.5%	6.5%	6.5%	25.8%
Supervisors and wereda experts		N	1	1	1	1	4	
		%	3.2%	3.2%	3.2%	3.2%	12.9%	
All stakeholders cooperatively		N	1	-	1	1	3	
		%	3.2%	-	3.2%	3.2%	9.7%	
Total	N	8	8	8	7	31		
	%	25.8%	25.8%	25.8%	22.6%	100.0%		

Assessment helps both learners and facilitators to see the progress that is being made and areas that need further work. It designed to improve the process of teaching and learning by working with learners to identify learning needs. Regarding to this both learners and

facilitators asked who involve in the learning assessment process. Thus, as depicted in Table 4.2.5, 58.3 % of the learners and 51.6 % of the facilitators stated as it was implemented only with facilitators or teachers, while 18.8% of the learners and 25.8% of the facilitators revealed that learning was assessed with the cooperation of facilitators and learners. The remaining few respondents 14.6% of the learners and 12.9% of the facilitators revealed that assessment in the program was implemented with the supervisors and wereda education experts. In addition, very few (8.3%) of the learners and 9.7 % of the facilitators revealed that it was implemented through the direct involvement of all concerned stakeholders.

From this we can conclude that, a teacher based approach was highly dominated the assessment system of the program in the study area.

Table 4.2.6 Continuity and sustainability of the program

Items	Respondents	Category	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
Was the program continuously going on in your locality?	Learners	No	N	8	6	10	6	30
			% o	16.7%	12.5%	20.8%	12.5%	62.5%
	yes	N	4	6	2	6	18	
		%	8.3%	12.5%	4.2%	12.5%	37.5%	
	Facilitators	No	N	6	4	6	6	22
			% o	19.4%	12.9%	19.4%	19.4%	71.0%
yes		N	2	4	2	1	9	
		%	6.5%	12.9%	6.5%	3.2%	29.0%	

Table 4.2.6, compares the views of learners and facilitators on continuity of the adult literacy program in the surveyed areas. As it is evident from the data in the table 4.2.6, 62.5% of the learners and 71% of the facilitators witness that the program was not going on continuously. In saying this learners from Dugda and Bora respondents and facilitators from Bora, Dugda and Ada'a respondents from facilitators took the highest share from sample weredas. A few, 37.5% of the learners and 29% of the facilitators, however, maintain the view that the program was continuously going on.

Interviewed education experts and supervisors participated in FGD also indicated that learners sometimes dropped-out from the program because of different reasons, one of these being the program was not going on continuously. As evidence the Adami-Tullu wereda Education office focal person also stated: “*In this year there were many adults enrolled for the program, but at this time there are only 1/4th of the initially enrolled adult learners*”.

Table 4. 2.7. Reasons for the discontinuity of the program

Items	Respo-ndents	Categories	Response N& %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
What do you think why the program did not going on continuously?	Learne rs	Lack of awareness about the program	N	2	-	-	1	3
			%	4.2%	-	-	2.1%	6.3%
		Adults lack of ample time to learn	N	1	4	4	4	13
			%	2.1%	8.3%	8.3%	8.3%	27.1%
		lack of facilitated learning condition	N	2	5	7	5	19
			%	4.2%	10.4%	14.6%	10.4%	39.6%
		learning venue & schedule is not comfortable	N	3	1	1	2	7
	%		6.3%	2.1%	2.1%	4.2%	14.6%	
	Lack of local government leaders attention	N	-	2	-	-	2	
		%	-	4.2%	-	-	4.2%	
	Lack of program implementation guidance	N	4	-	-	-	4	
		%	8.3%	-	-	-	8.3%	
	Facilit ators	Lack of awareness about the program	N	3	-	2	-	5
			%	10.3%	-	6.9%	-	17.2%
Adults lack of ample time to learn		N	3	4	2	6	15	
		%	10.3%	13.8%	6.9%	20.7%	51.7%	
lack of facilitated learning condition		N	2	2	1	-	5	
		%	6.9%	6.9%	3.4%	-	17.2%	
learning venue & schedule is not conformable		N	-	-	1	-	1	
	%	-	-	3.4%	-	3.4%		
Lack of local government leaders attention	N	-	1	1	-	2		
	%	-	3.4%	3.4%	-	6.9%		
Lack of program implementation guidance	N	-	-	-	1	1		
	%	-	-	-	3.4%	3.4%		

Table 4.2.7 compares the views of learners and facilitators on the reasons or causes of the discontinuity of the program of adult literacy in the surveyed areas of the zone. As it is evident from the data in the table, 39.6% of the learners stated that lack of facilitated

learning condition is the main obstacle in the area, while on the other hand 51.7% of the facilitators witness that the main obstacle was adults' lack of sufficient or appropriate time to learn.

A few, (27.1%) of the learners support the idea of facilitators, and 17.2% of the facilitators, also support the idea of learners reflected above. In addition, 14.6% of the learners stated that the other obstacle is learning venue's lack of facility and unappropriateness of schedule, while 17.2% of the facilitators revealed that lack of awareness about the importance of the program was one of the causes for the discontinuity of the program in the area.

Similarly, insignificant number of respondents (8.3%) of the adult learners and 3.4% of the facilitators) stated that lack of clear work guidelines and 4.2.% of the adult learners and 6.9% of the facilitators indicated that lack of local government attention, also had some contribution for the discontinuity of the program.

From this, clearly we can understand that in the study areas, adult literacy program is not continuously going on because of different factors such as lack of facilitated learning conditions, learner's lack of appropriate learning time, lack of basic facilities in the learning center etc.

Both respondents were also asked to evaluate the quality of adult literacy program going on in their locality and the following table shows the views collected and organized during the study.

Table 4.2.8. The Quality of the provision of ALP in at the study area.

Items	Respondent s	Category	Response <i>N</i> & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
Extent of Adult Literacy program implementation in the area	Learners	Very good	<i>N</i>	5	3	3	2	13
			% o	10.4%	6.3%	6.3%	4.2%	27.1%
		good	<i>N</i>	-	1	2	2	5
			%	-	2.1%	4.2%	4.2%	10.4%
		satisfactory	<i>N</i>	-	1	1	1	3
			%	-	2.1%	2.1%	2.1%	6.3%
		poor	<i>N</i>	3	7	6	7	23
			% o	6.3%	14.6%	12.5%	14.6%	47.9%
		Very poor	<i>N</i>	4	-	-	-	4
			%	8.3%	-	-	-	8.3%
	Total	<i>N</i>	12	12	12	12	48	
		%	25.0%	25.0%	25.0%	25.0%	100.0%	
	Facilitators	Very good	<i>N</i>	-	2	1	1	4
			%	-	6.5%	3.2%	3.2%	12.9%
		good	<i>N</i>	2	2	1	-	5
			%	6.5%	6.5%	3.2%	-	16.1%
		satisfactory	<i>N</i>	0	0	2	2	4
			%	.0%	.0%	6.5%	6.5%	12.9%
		Poor	<i>N</i>	5	3	3	4	15
			%	16.1%	9.7%	9.7%	12.9%	48.4%
Very poor		<i>N</i>	1	1	1	0	3	
		%	3.2%	3.2%	3.2%	.0%	9.7%	
Total	<i>N</i>	8	8	8	7	31		
	%	25.8%	25.8%	25.8%	22.6%	100.0%		

As it can be observed from table 4.2.8, almost the same number of respondents (47.9% of the learners and 48.4% of the facilitators) stated as the quality of the program provision is poor, and few respondents, (8.3% of the learners and 9, 7% of the facilitators) stated as it was very poor. In contrast, 27.1% of the learners and 12.9% of the facilitators cited as the program was very good, and 10.4% of the learners and 16.1% of the facilitators indicated as the quality of the program was good, while few respondents, (6.3% of the learners and 12.9% of the facilitators) indicated that the program going on in the area was not good or not poor, but it was in average or satisfactory.

The qualitative data organized also supported the finding of the quantitative data. The interviewed educational experts revealed in many schools teachers facilitating the program by walking more than 8 to 10 KM distance, and sometimes they not reach on time. Some teachers also carelessly participate on this teaching program, as there is no additional gain or incentive for their contribution.

Supervisors participated in FGD, at Dugda wereda also strongly stated: “Some *times even facilitators themselves dropped-out from the program and learners return back to their home by wasting of their time, in many learning centers this resulted in the high dropout of learners*”.

Woreda Education office’s performance regarding the program implementation

Constitutionally, Woredas, the lowest level of elected, full-time government structure are the most important unit of sub-national government. They consist of elected council and a set of sector offices, which serve as implementing agencies and contact points with the communities.

Since 1994, the Ethiopian government has embarked on decentralization process, which would brings decision-making power to wereda level (MOE, 2008:7). Of the government budget, 85% will be directly allocated to the woreda level, Ongoing efforts which are already well underway include the decentralization of responsibilities to woredas, the assignment of expenditure and revenue responsibilities, the transfer of regional and zonal staff to woredas, as well as plans for optimizing local working power, as they are considered to be the key local units of government. Thus, Wereda Education offices are the main implementers, and the ones who control the purse strings of education.

In this regard, the sample respondents asked how wereda education offices are effective in timely planning, organizing and leading adult literacy program. Thus, table 4.2.9 shows the response of both learners and facilitators.

Table 4.2.9. Wereda Education Offices Effectiveness in planning, organizing and leading the program

Items	Respondents	Categories	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
WEO effectiveness in planning, organizing and leading the program	Learners	Very weak	N	-	-	-	-	-
			%	-	-	-	-	-
		weak	N	6	4	5	4	19
			%	12.5%	8.3%	10.4%	8.3%	39.6%
		average	N	6	6	5	5	22
			%	12.5%	12.5%	10.4%	10.4%	45.8%
		strong	N	-	1	2	1	4
			%	-	2.1%	4.2%	2.1%	8.3%
		very strong	N	-	1	-	2	3
			%	-	2.1%	-	4.2%	6.3%
	Total	N	12	12	12	12	48	
		%	25.0%	25.0%	25.0%	25.0%	100.0%	
	Facilitators	Very weak	N	1	1	-	-	2
			%	3.2%	3.2%	-	-	6.5%
		weak	N	3	-	1	-	4
			%	9.7%	-	3.2%	-	12.9%
		average	N	2	3	6	6	17
			%	6.5%	9.7%	19.4%	19.4%	54.8%
		strong	N	1	2	1	1	5
			%	3.2%	6.5%	3.2%	3.2%	16.1%
very strong		N	1	2	-	-	3	
		%	3.2%	6.5%	-	-	9.7%	
Total	N	8	8	8	7	31		
	%	25.8%	25.8%	25.8%	22.6%	100.0%		

As it is observed in table 4.2.9, among the total respondent groups, 45.8% of the learners and 54.8% of the facilitators stated that it was in average, while 39.65% of the learners and 12.9% of the facilitators were revealed that the wereda education office performance in planning, organizing and leading ALP was weak.

However, few respondents, (14.6% of the learners and 25.8% of the facilitators) revealed that their performance in running adult literacy was either strong or very strong in sample areas. As information obtained from FGD indicated, the respondents who replied as strong and very strong may be those adults learning or facilitators teaching at project

learning centers. Here, in general, though majority of both respondents indicated as the effectiveness level of wereda education offices in planning, organizing and leading is at average, the next result of both learners and facilitators (39.6% and 12.9% respectively) show as it was weak. From this we can conclude that, as the performance of wereda education offices were not strong enough in planning, organizing and leading of adult literacy, it may have negative contribution in the implementation of the program. Similarly, the following table shows wereda education offices effectiveness in program implementation, follow-up and evaluation of the program.

Table 4.2.10, Wereda Education Office effectiveness in implementation, follow-up and evaluation of the program

Items	Respondents	Category	Response N & %	Weredas				Total
				Bora	Adami Tullu	Dugda	Ada'a	
WEO effectiveness in implementation, follow-up and evaluation	Learners	Very weak	N	1	-	-	-	1
			%	2.1%	-	-	-	2.1%
		weak	N	5	4	6	6	21
			%	10.4%	8.3%	12.5%	12.5%	43.8%
		average	N	4	6	6	3	19
			%	8.3%	12.5%	12.5%	6.3%	39.6%
		strong	N	2	1	-	1	4
			%	4.2%	2.1%	-	2.1%	8.3%
		very strong	N	-	1	-	2	3
			%	-	2.1%	-	4.2%	6.3%
	Total	N	12	12	12	12	48	
		%	25.0%	25.0%	25.0%	25.0%	100.0%	
	Facilitators	Very weak	N	-	1	1	-	2
			%	-	3.2%	3.2%	-	6.5%
		weak	N	5	-	2	-	7
			%	16.1%	-	6.5%	-	22.6%
		average	N	1	2	4	7	14
			%	3.2%	6.5%	12.9%	22.6%	45.2%
		strong	N	2	4	1	-	7
			%	6.5%	12.9%	3.2%	-	22.6%
very strong		N	-	1	-	-	1	
		%	-	3.2%	-	-	3.2%	
Total	N	8	8	8	7	31		
	%	25.8%	25.8%	25.8%	22.6%	100.0%		

As it is evident from table 4.2.10, here also, 39.6% of the learners and 45.2% of the facilitators stated that the performance of wereda education office in program implementation, follow-up, and evaluation of adult literacy program was neither strong nor weak, but medium.

On the other hand, 45.9% of the learners and 29.1% of the facilitators respectively revealed that their performance in implementing, following up and evaluation of the program was weak and very weak. However, 14.6% of the learners and about 25.8% of the facilitators stated that their performance was strong and very strong respectively.

Generally, as it can be seen from table 4.2.10, relatively more respondents revealed that the performance of wereda education office in implementation, following-up and evaluation of the program was at medium level (about 84.8%) while about 75% of both the respondents indicate their performance as weak or very weak.

In addition, from the interviewed education experts, Adami-Tullu wereda education office focal person stated:

As there is high work load on the individual took responsibility to following-up of the program, most of the time priority was given for formal education activities, even in the future, unless the current structure improved or other responsible expert who closely following-up the program is assigned and sufficient budget is allocated, I could not expect improvement on the performance of adult literacy program.

Participants of FGD also indicated that at all level priority given for formal education activities, because experts and supervisors and even teachers more evaluated with their performance in formal education program activities.

From this finding, we can conclude that, lack of responsive structure at all level, may be one of the main factors that negatively affect the implementation, following-up and evaluation system of the program.

4.2.11. Current status of ALP in the area

In order to examine the status of the program and to what extent gender equity maintained in the implementation of the program, the researcher tried to assess and collect the past three years data related to plan and achievement of the program from the REB, zone and four surveyed wereda education offices. But at the weredas level unfortunately the researcher could not get concrete evidence that help to compare the yearly plan and achievement of weredas, while some aggregated data were collected and organized from the zone and the regional educational institutions. Accordingly, available data were organized in the following tables.

Table 4.2.11.1 plan and accomplishment of ALP at regional level

Years	Plan			Achievement			Percentage		
	M	F	T	M	F	T	M	F	T
2007/8	400,000	400,000	800000	108,475	53970	162445	27	13.5	20
2008/9	450,000	450,000	900,000	80,585	39471	12,056	18	9	13
2009/10	500,000	500,000	1000,000	85,209	62,674	147,883	17	12.5	14.8

Source, Oromia Education Bureau.

Table 4.2.11.1 shows the plan and performance of the adult literacy program in Oromia regional state in past three years. As it can be seen from the table, the figure of planning is increasing every year by fifty thousand, while in contrast the performance is decreasing every year. The plan performance in 2007/8 was totally 20%, while the plan performance of female participants was only 13.5% and that of male adult participants was 27%. Furthermore the plan performance of the region was decreased in 2008/9.

Only 18% of male adults and 9% of female was participated on the program in the year. The total plan performance also reduced from 20% of 2007/8 to 13%. Similarly, the total

plan performance of this year also only 14.8%, while the achievement of both male and female adult participants show 17% and 12.5% respectively.

From this we can conclude that, the plan performance of adult literacy program in the region (most probably in all zones of Oromia) is very low which need due attention.

Table 4. 2.11.2 Showing plan and accomplishment of ALP at zone level

Years	Plan			Achievement			Percentage		
	M	F	T	M	F	T	M	F	T
2007/8	9097	6475	15572	4153	2631	6783	45.7	40.6	43.6
2008/9	22028	22028	44056	7547	3979	11526	34.3	18.1	26.2
2009/10	15924	8630	24554	7940	5108	13048	49.9	59.2	53.1

Source, East Showa zone Education office.

Table 4.2.11.2 shows the plan and performance of the adult literacy program in East showa zone in past three years. As the data in the table indicated the plan performance of the zone in 2007/8 shows 45.7% for male and 40.6% for female adults, while the total plan performance of the zone was 43.6%. Similarly if we see the plan performance of 2008/9 the same table show that the plan performance of the zone generally decreased from the plan performance of the predecessor year by 17.4%.

In addition the plan performance of male and female adult participants also similarly decreased from the plan performance of 2007/8. However, the plan performance of 2009/10 seems relatively better when compared with the predecessor years. Because it shows 49.9% for male and 59.2% for female, while the total plan performance of the zone is 53.1%.

The qualitative data results were strongly consistent with the quantitative data. For instance, majority of the supervisors participated on the FGDs, indicated that drop-out of learners was their major problem.

This finding clearly indicate that, totally the number of adults participate on the program in past three years was insignificant. Moreover the number of female adults was relatively low as compare to male participants.

4.3. Analysis of the Major independent variables' rating scales

Table 4.3.1 Awareness about ALP, planning and management system and organization system of the program.

Respondents	S N	Influencing Variables	Respondent s N & %age	Rating scales						RM	
				non e	Very low	Low	Aver age	High	Very high		Total
Adult Learners	1	Awareness of ALP importance	N	-	-	-	1	9	38	48	4.8
			%age	-	-	-	3.30 %	17.90 %	78.80 %	100%	
	2	Planning & managing system	N	1	6	10	20	10	1	48	2.7
			%age	2.0 8%	12.50 %	20.83 %	41.67 %	20.83 %	2.08 %	100%	
	3	Program Organization system	N	2	7	15	15	6	3	48	2.5
			%age	4.1 7%	14.58 %	31.25 %	31.25 %	12.50 %	6.25 %	100%	
Facilitators	1	Awareness of ALP importance	N	-	-	1	3	6	21	31	4.5
			%age	-	-	3.2%	9.70 %	19.35 %	67.74 %	100%	
	2	Planning & managing system	N	2	3	6	11	7	2	31	2.8
			%age	6.4 5%	9.7%	19.35 %	35.48 %	22.58 %	6.45 %	100%	
	3	Program Organization system	N	5	6	4	9	5	2	31	2.3
			%	16. 13 %	19.35 %	12.9 %	29%	16.13 %	6.45 %	100%	

N= number, MR = mean response

Table 4.3.1 shows the awareness of the learners and that of the facilitators regarding the importance of adult literacy program planning and management practices of the program at the area and how the program organization takes place.

4.3.1.1. Level of awareness about adult Literacy Program

To understand the awareness level of participants about the importance of adult literacy program, both learners and facilitators asked to what extent it facilitates personal development on the part of the learner; increase learners' awareness about social change

and enable them to implement such change; develop conceptual and theoretical understanding of adult learners; establish the learners capacity to solve individual and societal problems; and to what extent it develops the learner's competency and mastery of specific skills.

Thus, as depicted in Table 4.3.1, 38 (78.8%) of the adult learners and 21 (67.74%) of the facilitators indicated that the community is clearly aware about adult literacy program by choosing 'very high' option in the rating scale, while 17.9% of the adult learners and 19.35% of the facilitators stated that the awareness about the program in the area is high. As it can be seen from the same table the overall mean for participants from all four Woredas is 4.8 for learners and 4.5 for facilitators rated out of 5.0.

Based on this finding, as both groups of respondents score high mean average, it can be said that they are all aware of the purposes of the program.

4.3.1.2. Planning and Management System

Planning is a skill of arranging or organizing activities, resources, and facilities for running a specific program of educational activities. In this case, the study participants were asked to indicate their views regarding systems of planning and management in practice. The focus areas of rating points include:

- about the effectiveness of existing structure to plan, manage and lead the adult literacy program;
- The extent of discussion made before planning with beneficiaries on the major community problems;
- the effort made to assess learner's needs and develop valid learning activities based on those needs;
- the effort made to involve learners in decisions of what, where, how, when and duration of the learning program;
- Awareness created on the part of the learners regarding the benefit they will obtain after the completion of the literacy program;

- The effort made to make learners understand about the objective of learning program during the planning process.
- The extent of discussion made with all adult learners on the appropriateness of learning time before learning program was scheduled, and try to schedule the program on slack time of learners; etc.

Row three and nine of Table 4.3.1 show that 20 (41.67%) of the learners and 11(35.48%) of the facilitators rated the level of planning and management system of the area as it was not low or high, but at medium level. On the other hand from the total respondents 20.83% of the learners and 22.58% of the facilitators stated that the planning and management system of the program in the area were highly practical, while 33.3% of the learners and 29.05% of the facilitators in contrast revealed that the program planning and management system is below average in practice.

Even though, their number is very few, (2.08% of the learners and 6.25% of the facilitators) stated as there is no visible planning and management system regarding ALP. In addition as it can be seen in the last column, grand mean for all participants show that 2.7 for learners and 2.8 for facilitators rated on five point scales. This value is less than the medium score (3.0) for both groups.

Therefore, it would be safe to conclude that the planning and management practices in the surveyed areas are relatively low. In other words, it can be said that the existing structure were less effective to plan and manage the adult literacy program in appropriate way; discussions made on community problems were less satisfactory; there were little efforts made to assess learners' needs and design the programs based on those needs; areas of greatest interest to the learners were not considered; there was less involvement of learners in making decisions about what, when, where and how it will be learned.

4.3.1.3. Organization system of the program

Regarding the Organizational system of the program, respondents were asked to rate whether the learning centers were located at an accessible central place

for all adult learners; effectiveness of CMC to coordinate and manage the program; level of community contribution to strengthen learning center; and the effort made to group learners in their age level to avoid the disagreement that may occur as the result of age gap among learners.

Then, as it can be seen on row four and ten in Table 4.3.1 about 50% of the learners (i.e. 31.25% +14.58%+4.17%) and 48.38% of the facilitators were revealed that the organization system of the program at the area is low; very low; as well as none effective. In contrast 12.5% of the learners and 16.3% of the facilitators revealed that the program organization system of the program high and almost the same number of few respondents (6.25% of learners and 6.45% if the facilitators) stated as it was very high. Where as 31.25% of the learners and 29% of the facilitators indicated as it was at average level.

The grand mean response for all participants also shows 2.5 for the learners and 2.3 for the facilitators when rated on five point scales. As this value is less than the medium score for both respondent groups, we can understand that the program organizational system of program in surveyed area is generally less effective. This means, the learning venue was not selected based on the interest of all participants and the center management committee established in the center is less effective in organizing and managing of the program.

The community around the center did not consider the center as its own property and therefore not initiated to contribute human and material resources for strengthening the center and there might be age mismatch of learners in the classroom, which may lead them to being shy to exercise active participation.

Table 4.3.2. Resource allocation and utilization, Curriculum and content identification, and Learning methodology applied in the implementation of ALP.

SN	Influencing Variables	Respondents N & %age	Rating scales							RM
			none	Very low	Low	Average	High	Very high	Total	
Adult Learners	Allocation & utilization of Resources	N	2	3	12	20	11	-	48	2.7
		%age	3.5%	6.3%	24.3%	41.7%	23.6%	-	100%	
	Curriculum & content identification	N	1	4	14	13	13	3	48	2.9
		%age	2.08%	8.33%	29.17%	27.10%	27.09%	6.25%	100%	
	Methodology used	N	4	3	9	14	15	3	48	2.88
		%age	8.33%	6.25%	18.75%	29.17%	31.25%	6.25%	100%	
Facilitators	Allocation & utilization of Resources	N	8	6	6	4	6	1	31	1.9
		%age	25.8%	19.35%	19.35%	12.9%	19.35%	3.2%	100%	
	Curriculum & content identification	N	3	3	6	10	8	1	31	2.7
		%age	9.7%	9.7%	19.35%	32.26%	25.8%	3.23%	100%	
	Methodology used	N	1	4	6	7	10	3	31	2.97
		%age	3.2%	12.9%	19.35%	22.58%	32.26%	9.7%	100%	

N= number, MR = mean response

Table 4.3.2 shows the response of study groups in rating of resource allocation; curriculum and content identification and learning methodology applied at the study area during the implementation of adult literacy program.

4.3.2.1. Resource allocation and utilization

Inadequate facilities, insufficient training of teachers/facilitators, shortage of books and other teaching materials indicate the low quality of education provided (MOE, 2007: 21). Regarding the allocation and utilization of resources for adult literacy program, respondents were asked to rate the level of budget allocated every year for the program; efforts made to fulfill necessary facilities for the centers for running the program smoothly in the area; sufficiency and quality of teaching and learning materials allocated for the centers.

Then, the aggregate response of all respondents in Table 4.3.2 shows that 41.7% of the learners and 12.9% of the facilitators stated the resource allocation and utilization level of their center is at average level. But about 34.1% of the learners and 64.5% of the facilitators indicated that the system of resource allocation and utilization in the area is less effective or even there are places where there were no teaching materials as a whole. Especially out of these, about 29% of both the respondents revealed that there were no specifically identified learning materials in the learning centers of the study area. In addition, the grand mean for all the participants also showed 2.7 for the learners and 1.9 for the facilitators out of five point scales.

This indicates that on average, both respondent groups replied that the level of this factor is very low than medium point (3). Specifically, majority of the respondent facilitators reported as it is very low or none, achieving grand mean score of 1.9, out of five point score. This would imply that the level of allocation and utilization of resources for the program at grass root level was relatively low or insufficient to implement adult literacy program. In other words, there was no sufficient budget allocated and availability of other learning facilities was poor in quality.

4.3.2.2. Curriculum and Content Identification

As it has been stated in the current national Education and Training Policy, the learning content of adult education prepared based on the needs and condition of adult learners, focusing on understanding, changing, protecting, and utilizing the social and natural environment, and promoting problem solving skills and capacities of adults (OREB 2009:34).

With this regard, respondents were asked to rate some content and curriculum related elements such as the appropriateness of curriculum prepared for the program, their role in identification of content to be learnt, the extent of the content taught related to the daily issues of learners, level of learners involvement in identification or adaptation of content, and the effort made to localize curriculum prepared at regional level to the local context.

Accordingly, as it illustrated in Table 4.3.2 above 27.1% of the learners and 32.3% of the facilitators stated as the quality of curriculum supplied and system of content identification during learning is neither low nor high, but at average level. But, about 39.58% of the learners and 38.75% of the facilitators revealed that below average, in contrast 33.35% of the learners and about 29% of the facilitators indicated that it is above average. The grand mean for all participants of surveyed areas is also 2.9 for learners and 2.7 for the facilitators out of five point scales.

In addition to the quantitative findings, data gathered from interview and FGDs revealed that most of program facilitators were formal school teachers; they were not get train on how to localize or adapt the curriculum to the context of the learners.

Zone Education office focal person stated: *“As facilitators are not trained in how to facilitate adult learners many of them rather than simply using of the text of adult literacy prepared by OREB, they could not localize the text based on the context of the learners. Then, they tried to teach adults as they teaching the child in formal system”*.

From these findings, we can easily conclude that there is no unique and single curriculum and content that satisfies the needs and interests of all adults. As the living context of the community is different from place to place and from community to community, use of diversified and contextualized content and curriculum is important to realize the objectives adult literacy program.

4.3.2.3. Methodology Used in adult Literacy program

Methods are the techniques, processes and stages by which adult learners understand program content in order to attain the desired teaching and learning objectives. They are vehicles through which the objectives of the program are realized. Each method entails a set of learning activities, teacher and learner interactions, and the use of resources and facilities which are all carefully coordinated to lead to the achievement of program goals (Gboku and Lekoko 2007:168).

Accordingly, respondents were asked to rate the teaching method employed in adult literacy program of the surveyed areas in terms of its focus on solving learners problems, its more emphasis on practical applications, its encouragement of learners to take responsibility for their own learning, encourage dialogue among learners on critical and controversial issues, its flexibility based on the subject or content to be covered. So, as it can be seen in Table 4.3.2, 29.17% of the learners and 22.58% of the facilitators reported that the type of methodology used in adult literacy program was at average level.

On the other hand 31.25% of the learners and 32.26% of the facilitators stated that in approaching of adults the teaching method used by facilitators was high when evaluated using of rating scale, and 6.5% of the learners and 9.7% of the facilitators revealed as it was very high. While in contrast to this 16 (about 33.33%) of the learners and 12 (about 35.45%) of the facilitators had replied that the methodology used was below the average point that means low, very low as well as none existent.

Here, this finding implies that relatively the existence of using appropriate teaching method is an encouraging point to strengthen adult literacy program in the area. In addition, when we compare the grand mean for all participants of surveyed areas, it showed that 2.88 for the learners and 2.97 for the facilitators were obtained out of the five point scales. These rating scales are below the average point (3).

The implication of the existence of different level of response in this finding here indicate that, there is no single and pre-determined method of teaching adults, unlike in the formal program, rather flexible and context focused approach of learning method is should applied to realize the objectives of adult literacy program.

Table 4. 3.3. Facilitators competency, Implementation system of the program, and Follow-up and monitoring system of ALP.

Respo ndents	Influencing Variables	Respo ndent s N & %age	Rating scales							RM
			none	Very low	Low	Aver age	High	Very high	Total	
Adult Learne rs	Facilitators competency	N	5	3	12	16	12		48	2.6
		%age	10.42 %	6.25%	25%	33.3%	25%		100%	
	Implementation system	N	2	6	12	15	10	3	48	2.7
		%age	4.17 %	12.5 %	25%	31.25 %	20.83 %	6.25 %	100. %	
	Follow-up & monitoring system	N	2	3	17	12	13	1	48	2.7
		%age	4.17%	6.25%	35.42 %	25%	27.10 %	2.08%	100%	
Facilita -tors	Facilitators competency	N	6	4	8	8	3	2	31	2.13
		%age	19.35 %	12.9 %	25.8 %	25.8 %	9.7%	6.45 %	100%	
	Implementation system	N	7	5	7	7	4	1	31	2.0
		%age	22.58 %	16.13 %	22.58 %	22.58 %	12.9 %	3.2%	100%	
	Follow-up & monitoring system	N	9	3	5	7	5	2	31	2.1
		%	29%	9.7%	16.13 %	22.58 %	16.13 %	6.5%	100%	

N= number, MR = mean response

Table 4.3.3 shows the aggregate response of study groups in rating facilitators' competency, implementation, follow-up and monitoring system of the program at the study area during the implementation of adult literacy program.

4.3.3.1. Facilitators' Competency

McCaffery, Merrifield and Millican (2007: 207) used the following statement quoted by Oxenham in 2004, to reflect the decisive role of facilitators in the implementation of adult literacy program. *"The quality and effectiveness of any adult education program obviously depends crucially on the class instructors or facilitators: it is they who actually teach or interact with the intended beneficiaries"*.

Accordingly, both learners and facilitators asked to rate level of facilitators' competency in terms of: their recruitment and selection; sufficiency and quality of training provided; continuous efforts made to update their capacity; their motivation to help adult learners;

their ability of using teaching aids while they facilitate the program; their ability to facilitate conditions for reflection of their experience and make dialogue among learners; their willingness to accept constructive criticism and made changes on the learning process accordingly; etc.. in the implementation of adult literacy program in their areas.

Consequently, as it can be observed in Table 4.3.3, 16 (33.33%) of the learners and 25.8% of the facilitators indicated that the competency of facilitators in facilitating adult literacy program was at average level. On the other hand 25% of the learners and 9.7% of the facilitators stated that its level was high and only 6.45% of facilitators stated that their competency is very high. While in contrast 25% of the learners and 25.8% of the facilitators responded as it is low. Similarly 6.25% of learners and 12.9% of facilitators stated as it is very low. And 10.42% of the learners and 19.35% of the facilitators revealed that it was none existed.

This implies that majority of the participants (41.67% of learners and 58.1% of facilitators) responded as the facilitators' competency in facilitating adult literacy program was below average, while only few of them (25% of learners and 16.15% of the facilitators) responded as above average.

In addition, as a whole, the grand mean responses (MR) obtained from adult learners and facilitators and reported at the end column of Table 4.13.3 indicated 2.6 for learners and 2.1 for that of facilitators out of five rating scale. The implication here is that existence of low level of facilitators competency would be one of the existing problems for limiting the effectiveness of adult literacy program.

Results of FGDs and semi-structured interviews had also strengthened the above findings regarding facilitators' competency. With regard to the level of facilitators' competency, respondents had slight difference in their views. As indicated in table 4.3.3, relatively more adult learners (41.67%) and (58.05%) of the facilitators rated facilitators competency in facilitating adult literacy program as it is below average. From the same

respondent groups, only 25% of the learners and 16.15% of the facilitators rated as facilitators' competency to facilitate adult literacy program is above average.

Thus, the percentage difference indicates that absence or lack of competent facilitators for ABL program had been one aspect of limitation. During interview and FGD, participants indicated some reasons for this limitation. According to their views, one of the reasons are teacher's lack of training on how to facilitate adult literacy program. They indicated that formal school teachers obviously had been trained not in andragogical principles, but on how to implement pedagogical principles of child learning. There was no special training provided for them on how to teach adults.

In addition, supervisors of Dugda wereda participated in FGD stated:

Teachers consider this program as an additional work, because they would be forced to facilitate this program after they accomplished their formal teaching work, mostly on their own excess time. There was no incentive provided to motivate them rather than it may be seen as teachers' contribution for community development in their performance evaluation format. In some schools teachers may have their required workload that may go beyond 30 periods weekly, where their schools run shift system. In such school teachers are forced to facilitate this program in addition to their regular work where sometimes required to walk a distance of more than 10 kms from their residence.

4.3.3.2. Implementation system of adult literacy program

Program implementation is to put planned teaching- learning and assessment exercises into practices aimed at fulfilling the program goals and learners' desired expectations. Implementation consciously applies adult education principles to explore the social values, problems and needs of adult learners. Learners should explore opportunities in their own lives. Viewed broadly; then, implementation is seen as each and every step taken to attain desirable learning goals, (Gboku and Lekoko, 2007: 163-164).

Based on the above concept, respondents were asked to rate the level of implementation process in the study area, in terms of effectiveness of the existing structure to implement, follow-up and evaluation of the program, mobilizing and convincing of the community to contribute resources helpful to strength the program; in terms of allocation and appropriate utilization of resources; using of flexible schedules based on the interest of the learners and encouraging learners to own the learning program.

As depicted in Table 4.3.3, 31.25% of the learners and 22.58% of the facilitators reported as the implementation system of adult literacy program in the study area was about average, while 27.1% of the learners and about 16.1% of the facilitators revealed that it was above average or high and very high. However, as clearly shown in the same table more percentage of learners, 20 (41.67%) of the learners and 19 (61.29%) of the facilitators answered as the implementation system of the program in the study area was below average.

In addition, the grand mean responses (MR) obtained from adult learners and facilitators and shown in the last column of table 4.3.3 easily indicate that adult learners reported 2.7 and facilitators 1.97 point scores out of five point rating scales.

Findings of the FGDs and interviews also ascertained that, the implementation level of the program in their respective area is less effective because of different reasons. Some of the reasons stated by Ada'a wereda focal group discussion members as follow:

At different level of education offices no attention given for the implementation of this program; it has no its own expert who plan, coordinate and follow-up its implementation; priority given for all formal education program activities; it has no its own facilitator; formal teachers who involved on facilitating of the program see this program as an additional work, and they engage in facilitating the program when they have excess time.

The implication here indicates that the result is below average point; the existence of low implementation system in the program would be one of the existing problems leads to the weakness of adult literacy program in the study areas.

4.3. 3.3. Follow-up and Monitoring of the program

In order to ensure the effectiveness of adult literacy program both respondents were asked to rate the level of follow-up and monitoring system undertaken in the study area mainly focusing on: the effort made to conduct continuous and regular follow-up of the program; the level of adjustment made based on the feedback obtained from follow-up and monitoring; level of attention given by local leaders to expand the program and give an opportunity for illiterate people; effort made to integrate different training and learning programs going on by different development sectors in their locality; the extent of regular follow-up and monitoring made by wereda level supervisors to help practitioners at grass root level.

In this regard, both learners and facilitators rated the level of follow-up and monitoring system of the program as a whole. Consequently, as it illustrated in Table 4.3.3, majority of the respondents 17 (35.42%) of the adult learners witnessed the level of follow-up and monitoring system of the program was low and large number of the facilitators 9 (29%) surprisingly stated as there was no follow-up and monitoring system going on to ensure the implementation of the program. Similarly, about 10.42% of the learners stated as it was very low or none, while 8 (25.83%) of the facilitators responded as it was low or very low.

In contrast to this, few number of respondents, 14 (29.18%) of the adult learners and about 22.58% of the facilitators reported as the follow-up and monitoring system of the program was above average, i.e. high or very high. But few number of respondents 12 (25%) of the learners and 7 (22.58%) of the facilitators responded as average.

As it depicted in the last column of the same table, the mean responses (MR) obtained from adult learners and facilitators showed 2.7 for adult learners and 2.1 for the

facilitators out of five point rating scale. Here, as the rating scores of both respondents are below the average score (3), from this, one can understand that more respondents rated as the level of follow-up and monitoring system of the program is low.

The implication here is that existence of low level of follow-up and monitoring system would be one of the prevailing problems in the implementation of adult basic literacy program in the area.

Seemingly, results of FGDs and one-to-one interviews had also strengthened the quantitative findings stated on the follow-up and monitoring system of the program. Most of the participants in the two qualitative sources replied that in the study areas, there were no special supervisors assigned for this program. In line with this, the Zone education office focal person strongly underlined as follows:

At wereda education office level following –up of this program was given for educational support and supervision panel head as an additional work. But first of all in many weredas these individuals have no technical know-how about adult education. Secondly, they have a lot of responsibilities that should be performed regarding to the formal program, such as supervising of high schools, following-up of supervisors working on CRCs, evaluation of CRC supervisors and school directors, following-up of the SIP activities in all schools, performing of other routine activities in the office etc. Because of these, they claim, that they have no time, even to remember the existence of this program at wereda level.

They also stated that it was also given as additional work for CRC supervisors at grass root level. But, similarly, as they also give priority for formal education program activities, and weekly rotating on many schools clustered under their CRC, no one remember about the follow-up and monitoring of adult literacy program.

4.4. Prospects of Adult Literacy

Under this sub-title, in order to investigate available opportunities and trends, different related literatures have been reviewed and some officials of ministry of Education were consulted and the following points were summarized.

4.4.1. International Trends

Despite tremendous progress made over the past many years, universal literacy remains a major challenge for both developing and developed countries in terms of commitment and action. There are over 800 million illiterate adults in today's world – a figure projected to remain unchanged in 2015 if current trends continue unabated (UNESCO, 2004: 2).

At international level, Literacy lies at the heart of UNESCO's concerns and makes up an essential part of its mandate, being entwined with the right to education set forth in the Universal Declaration of Human Rights of 1948. These concerns have to do with promoting the meaningful acquisition and application of literacy in laying the basis for positive social transformation, justice, and personal and collective freedom.

- The education for all movement put literacy high on the agenda among the six Dakar goals by defining it as an essential component of basic quality education. As occurred after the World Conference on Education for All (Jomtien, Thailand, 1990), While it is clear that meeting the goal of literacy for all requires greater political commitment and far more action supported by adequate human and financial resources, what is needed most of all are new approaches to literacy work at the local, national and international levels.
- In particular, the United Nations Literacy Decade (2003- 2012) represents a new opportunity to give special emphasis to the goal of universal literacy under the motto "Literacy as Freedom" as part of the global effort towards Education for All. This motto reflected, the conception of literacy has moved beyond its simple notion as the set of technical skills of reading, writing and calculating,– to a plural

notion encompassing the manifold meanings and dimensions of these undeniably vital competencies. Such a view include, attending recent economic, political and social transformations, including globalization, and the advancement of information and communication technologies (ICTs), recognizes that there are many practices of literacy embedded in different cultural processes, personal circumstances and collective structures.

- In order to achieve these goals, the United Nations Literacy Decade encourages all stakeholders in literacy – communities, non governmental organizations (NGOs), civil society, national governments and the international community itself – to take adequate account of its many meanings and dimensions by addressing the full range of contexts, languages, purposes, and means of acquisition and application employed by learners (UNESCO 2004:4).
- Today, the international community no longer sees literacy as a mere stand-alone skill, but instead as a social practice contributing to broader purposes of lifelong learning. “Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. It involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004:12).
- Regarding the allocation of budget for adult literacy program, international trends show that government is responsible to cover program costs by using of different options. (DFID,2008:12)

4.4.2. National Trends

Based on the international experiences, the following points are emphasized at National level in the context to international commitment to which Ethiopia is a signatory.

- One of the seven goals of ESDP III is to provide increased access to Adult and Non- Formal Education (NFE) in order to combat the problem of adult literacy.

Elements of strategy given in the document for adult education include how functional adult literacy programs shall be expanded(MOE 2008: 8)

- A new national adult education strategy was endorsed by six government ministries who are involved in adult education directly or indirectly. Following the national strategy, the Ministry of Education has developed a Functional Adult Education guideline, National Benchmarks on Functional Adult literacy and a three-year national action plan to expand functional adult literacy in Ethiopia with the active involvement of stakeholders (MOE 2008: 14).
- In order to improve the structure, organization and management of ANFE program, New National Adult Education and Alternative Basic Education Strategies call for the formation of an Alternative Basic Education and an Adult and Non-formal Education governance structure to be created and staffed at the Federal, Regional, Zonal, Woreda and Kebele levels (MOE 2008: 9).
- However, it is yet to be formally established and materialized, Ministry of education indicate that, there is a growing awareness on the need to link the works of Agricultural and health extension agents and the broader adult and non-formal education at the grass root level (MOE 2008:16-18).
- In order to change the existing national perception on the role of Adult Education, the following summary shows how adult education is perceived and envisaged to be handled in Ethiopia in the forthcoming periods:
 - Increase community, private sector, and NGOs participation in adult and non-formal education program;
 - Professional assistance will be provided in preparation and supply of literacy curriculum guides, learning materials, etc;
 - The curriculum will be designed based on the needs of learners/adults/ and the existing condition of the community; and,
 - Standardize the non-formal education certification system with formal education. (PASDEP 2005-2010: 113)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The basic questions revolving around “**What is the status and challenges of adult literacy program in East Shewa zone?**” had been the central concern of this study. To seek answers for these questions, the researcher applied a mixed methods design. In the process, two sets of questionnaires, interview guides and guide for FGDs were prepared for the selected sample groups. In order to complete the questionnaire 48 adult learners and 31 facilitators were selected by using Stratified random sampling and available sampling respectively.

From REB, zone and wereda Education offices totally six education experts were interviewed and ten CRC supervisors were involved in FGD. Important report documents were assessed and related literatures were reviewed to understand international and national trends concerning the program. The questionnaires were pilot - tested to validate and increase their reliability. Data were collected and analyzed using both quantitative and qualitative methods. Consequently, the main findings of the whole study have been summarized as follows:

- ❖ **Awareness level of participants about program purpose:** adult learners and facilitators revealed that the community was clearly aware about adult literacy program. The overall aggregate mean for respondents also proved that there is awareness about Adult Literacy program.
- ❖ The appropriateness or quality of the program found that the way the program is going on in the area is very poor in use of participatory planning, properly organizing and leading of the program. Furthermore, the program was fragmented or not going on continuously;
- ❖ **The causes of discontinuity of the program in the surveyed areas:** include lack of facilitated learning condition, adults’ lack of appropriate time to learn, priority given for formal education program and lack of qualified experts for ALP.

- ❖ **Planning and Management System of the program** - was found to be medium level and very low in practice. The grand mean for all participants also showed below average (2.7 for learners and 2.8 for facilitators) when rated on five point scales. Planning and Managing system of wereda Education offices was also reported to be weak.
- ❖ **Organization system of the program** in the area is reported very low. The grand mean response for all participants also showed below average (2.5 for learners and 2.3 for facilitators) when rated on five point scales.
- ❖ **Resource allocation and utilization in the program** in the area is less effective. Even there are places where there were no teaching-learning materials at all; lack of budget is a serious problem to implement the program in the area;
- ❖ **Curriculum and Content Identification:** adult and non-formal education materials developed by OREB was used as learning resources in the area, but no sufficient copy available for learners and facilitators;
- ❖ **Methodology Used in the Literacy program:** the type of methodology used was below the average point, which means low, very low as well as none. The grand mean also showed 2.88 for learners and 2.97 for facilitators out of five point scales.
- ❖ **Regarding Facilitators' Competency and commitment** - it was found that permanent formal school teachers were used as facilitators of the adult literacy program in the area in addition to their regular teaching work even with no training on how to facilitate adult learning;
- ❖ **The Implementation system of adult literacy program** was found to be below average. The grand mean responses (MR) obtained also indicated 2.7 for learners and 1.97 for facilitators out of five rating scales. The learning assessment was

implemented only with facilitators or teachers in the case without the involvement of other stakeholders.

- ❖ Formal school teachers who involved in facilitating the program perceive the program as an additional load and they engage themselves in facilitating the program, not when, where and how learners need, but when they have excess time, mainly in the form of formal schools and just in the way they approach children in the formal program;
- ❖ **Follow-up and Monitoring of the program** was found to be below average, with grand mean of 2.7 for adult learners and 2.1 for facilitators out of five rating scale.
- ❖ **Regarding the current status of the program**, in the surveyed area was insignificant. Poor documentation management system in wereda education offices, (no recorded document to analyze the plan and performance of the consecutive past years in the surveyed wereda education offices) and the average plan and performance of the zone indicates only 41% from which the share of female participation rate was found to be low.
- ❖ Today, at international and national level, there is a clear awareness that life without literacy is life without hope, security and freedom. It recognized as the foundation of all skills and pre-requisite for economic and social development.
- ❖ In order to achieve the end goals of literacy, there is a tendency to encourage all stakeholders involve in literacy – communities, non governmental organizations (NGOs), civil society, national governments – to take adequate account of its many meanings and dimensions by addressing the full range of contexts, languages, purposes, and means of acquisition and application employed by learners.

5.2. Conclusions and Implications

The main focus of this study was to investigate current status and the major influencing factors on the implementation of adult basic literacy program. The results suggest that the status of adult literacy program in the surveyed areas still remain insignificant. This was happened due to various factors including:

- ❖ Ineffective planning and management system;
- ❖ Less effective program organization system;
- ❖ Lack of sufficient and quality learning materials;
- ❖ Lack of need based content identification and curriculum adaptation;
- ❖ Application of traditional method of teaching;
- ❖ Lack of competent and committed facilitators;
- ❖ Use of poor implementation system; and
- ❖ Poor follow-up and monitoring system.

Results of both the quantitative and qualitative findings implied that most factors had significant independent and combined influences on the implementation of adult literacy program. However, these are not the only factors influencing the effective implementation of the program. There are still other potential variables that significantly contribute to the occurrence of variations during the implementation of the program. Hence, encouraging of other researchers and practitioners to give special emphasis on assessing of such variables is advisable.

Besides, there were some findings to be contrasted with the researcher's initial expectation. One was the existence of insignificant role of some variables (factors) in predicting the level of participation, (for example, adults' awareness about the importance adult learning) In Oromian context, this research may show only some indicators help to build a ground framework to improve the implementation level of adult literacy program in the region. Hence, other investigators are appreciated if further they extend to detail investigation concerning other influencing factors. of the program

5.3. Recommendations

The following recommendations would be suggested based on the findings of the study:

1. A successful and responsive adult literacy program planning requires the active involvement of the beneficiary groups (adults), program coordinators, qualified experts, facilitators and other stakeholders through establishing effective management and coordination framework. Therefore, in order to ensure these activities, reconsidering and establishment of participatory system of program planning and management is highly recommended.
2. The current education structure with regard to adult education program need to be revised. There should be a direct responsive structure organized with professionally skilled manpower at different level of education offices, to plan, organize, lead and coordinating the program effectively in order to realize the objectives of national adult education strategy.
3. Involving adult learners and the community from the design stage to the management and implementation stage is often a slow process with many potential setbacks, which the practitioners should understand that it is the best guarantee for long-term success in the implementation of the program;
4. Without having adequate budget, effective and successful implementation of the program at the grass root level is unexpected. Therefore, there should be reasonable share of the education budget to adult education at wereda level.;
5. In order to attract adult learners and to encourage their active participation, adult's learning centers should be established in rural areas near to the place of residence of the target groups;
6. Improving the capacity and competency of facilitators would unquestionably improve the participation of adult learners in particular and maintain the sustainability of the program in general. Because competent facilitators implement effective adult and non-formal education program, the one which is more learner-centered, responsive, participatory, flexible, and wider in the educational options being offered. Hence, appropriate pre-service training should be given to equip them on how to implement these conditions with the basic themes of andragogy. Moreover, adjusting of regular

and continuous upgrading refresher training and a rewarding system should be established via in-service training;

7. Adult literacy curriculum needs to be understood as a framework, a guide and a plan constituting objectives and contents should emanated from the need, interests and specific context of the adult learner based on learners' learning experiences for the learner's continuous and willful growth in personal-social competency;
8. To be successful in the implementation of adult literacy program, there should be a shift from teaching to learning; from standardized and uniform curriculum to a curriculum which adapts to individual and social needs; from a focus on literacy as an independent skill to literacy embedded in a contextual need;
9. In the current Ethiopian context, adult education is one important tool in accelerating government's Program for Accelerated Sustainable Development to End Poverty (PASDEP). However, with loose and uncoordinated effort and fragmented adult education program; with less attention paid to the curriculum aspect and training, recruiting and assigning of adult educators, it would be ambitious to achieve what is stated in ESDP III and in the National Adult education Strategy. Hence, realizing the goals, visions and missions of adult education demands, considering integration of the program into account and working cooperatively with all concerned bodies to promote effective Adult Literacy Program.
10. The study stated that the major causes that hinder effective implementation of the program were lack of coordination and supervision on the program and limited attention given by the concerned parties. Therefore, it is highly recommendable that, effective implementation of the program will be possible only when appropriate coordination and supervision is in place to their maximum.

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APPENDIXES

Appendix-A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND
TEACHERS PROFESSIONAL DEVELOPMENT STUDIES,
(ADULT AND LIFE-LONG LEARNING PROGRAM)

Questionnaire to be filled by adult learners

The main purpose of this questionnaire is to gather the necessary information on the current status and challenges of adult basic literacy in East Shewa zone. It also intends to identify the major obstacles and come up with the appropriate strategies to promote participatory adult learning at grass root level. The success of this study entirely depends up on your earnest and sincere response to the questions. Therefore, you are kindly requested to fill in this questionnaire with full attention in order to know about the major issues related to the study.

Thank you for your cooperation!

Instruction: 1- Please writes short answer or indicates by making 'x' in the Space provided below:

1. Background Information

- 1.1. Wereda _____ Center _____
- 1.2. Sex A/Male _____ B/Female _____
- 1.3. Age, A)15—25, _____ B) 26—35, _____ C) 36—45, _____ D) 46—59, _____
E) 60 and above _____
- 1.4. Marital status: A) Married _____ B)Single _____ C) Divorced _____
- 1.5. Number of families _____
- 1.6. Your Current occupation (type of job) _____

- 1.7. Is there adult literacy program in your village ? A) Yes ____ B) No ____ C) I don't know _____
- 1.8. If your answer for question number 1.7 is 'Yes' do you learn or participate on this learning program? A) Yes _____ B) No _____

Part II

Instruction II:- Please choose from alternative given and making 'x', or write short answer in the Space provided .

1. In your area, is there adult basic literacy program continuously going on?
 - A. Yes it is _____
 - B. No, it is not _____
 - C. I can't decide _____
2. If your answer is 'Yes', still for how many years or round did you participate on the program? 1) one Year _____ 2) two years _____ 3) three years and above _____
3. Initially, how did you come to participate on the program?
 - 1) on your own need and request _____
 - 2) Forced or by the direction of kebele leaders _____
 - 3) Convinced with the discussion made with the program facilitator _____
 - 4) If there was other way, specify _____
4. In your area, if the program is not implemented continuously, what are the main reasons?
 - 1) Because of workload, adults have no ample time to learn _____
 - 2) The Learning condition did not facilitated _____
 - 3) Learning venue and schedule is not comfortable _____
 4. Lack of attention from the government _____
 5. No clear guidance that help to implement the program _____
 6. Lack of awareness about the program _____
 7. If there is other reason specify _____
5. Which parties directly participate in facilitation process of Adult basic literacy in the area? (more than one answer is possible)
 - A. Formal teachers _____
 - B. Hired facilitators _____
 - C. Agricultural extension workers _____
 - D. Health extension agents' _____
 - E. specify if there are others _____
6. Does the adult basic literacy program have enough budgets?

- A. Yes it has enough budget _____ B. No budget for the program _____
 C. There is budget, but not enough _____ D) I don't know _____
7. If your answer for question No 6 is 'yes', the source of finance is (more than one answer is possible)
- A. Government _____ C. Non Government Organizations _____
 B. Community _____ Other (please specify) _____
8. How did you evaluate the teaching – learning process of adult basic literacy program in your area?
- A. Very good _____ B) Good _____ C. satisfactory _____
 D) Poor _____ E) Very poor _____
9. As your evaluation, if the program in your area is “poor/very poor” what do you think has made the situation so?
1. Adults lack of awareness about the necessity of education _____
 2. Lack of attention from practitioners _____
 3. Lack of resources including budget _____
 4. Inconvenience of learning schedule _____
 5. Lack of committed and competent facilitators _____
 6. If other cases specify _____
10. Which parties involve in follow-up and evaluation process of Adult basic literacy program? (more than one answer is possible)
- A). facilitators/teachers/ only _____
 B). Facilitators/teachers/and learners cooperatively _____
 C). Supervisors and Wereda education experts _____
 D). All stakeholders cooperatively _____
 E). Please specify if there are others _____
11. How do you evaluate the existing institutional capacity of wereda education office:
- A).** In planning, organizing, and leading of ALP at wereda level?
- 1) Very strong _____ 2) Strong _____ 3) Average _____
 - 4) Weak _____ 5) Very weak _____
- B)** In implementing, monitoring, follow-up, and evaluating of ALP at wereda level?
- 1) Very strong _____ 2) Strong _____ 3) Average _____

4) Weak _____ 5) Very weak _____

12. If your rating of question no 11 is “weak” or “very weak”, what is the case?

- A. Limited capacity of experts or staff members _____
- B. Limited logistics of institutions _____
- C. Biased personal attention towards Adult Basic Literacy _____
- D. Limited financial and material resources _____
- E. Limited attention given from local government _____
- F. please specify if there are others _____

13. Facilitators of the program teaching adults based on

- 1) the curriculum already prepared at regional education bureau. _____
- 2) Topic/content identified by learner themselves _____
- 3) Formal education curriculum _____
- 4) If there is an other please identify _____

14. How do you characterize different development sectors towards the implementation of Adult basic literacy program?

- 1) Very encouraging _____ 2) encouraging _____ 3) Medium _____
- 4) Discouraging _____ 5. Very discouraging _____

15. What particular challenges and constraints do you face (feel) in the course of implementing the program?

- 1. _____
- 2. _____
- 3. _____

16. What particular opportunities available in the course of implementing the program in your area?

- 1. _____
- 2. _____
- 3. _____

17. From your experience, what measures should be taken to avoid constraints and smoothly running of the program in your locality?

- 1. _____
- 2. _____
- 3. _____

Part III

Instruction III: The following list shows main factors that directly or indirectly determine your participation in the adult basic literacy program. Please take your experience into consideration and evaluate them by using of rating scales and put the “X” mark at the appropriate column of your choice. The rating scales are: 5= Very high, 4= High, 3 = medium, 2 = low, 1= Very low and None = 0.

SN	Contents	5	4	3	2	1	0
1	The primary purpose of adult literacy program is						
1.1	To facilitate personal development on the part of the learner						
1.2.	To increase learners’ awareness of the need for social change and to enable them to effect such change						
1.3	To develop conceptual and theoretical understanding of adult learners						
1.4	To establish the learners capacity to solve individual and societal problems						
1.5	To develop the learner’s competency and mastery of specific skills						
2	Planning and management practices of the program						
2.1	Effectiveness of the existing structure to plan and organizes, the adult literacy program in your locality						
2.2.	The extent of discussion you made during planning with facilitators on the major community problems						
2.3.	Assess learner’s needs and develop valid learning activities based on those needs						
2.4	Consider the areas of greatest interest to the learners and plan to deal with them regardless of what they may be,						
2.5	Your involvement in deciding about what, where, how, when and duration you want to learn before start learning.						
2.6	Awareness you obtained about benefits you will obtain after completion of the adult literacy program.						
2.7	Your understanding about the objective of learning program during the planning process.						

2.8	The extent of thorough discussion made with all adult learners to fulfill your interest before learning program was scheduled					
2.9	The learning program is scheduled on the slack period of adult learners					
3.0	Organization of the program					
3.1.	The learning center is found at center of most villagers					
3.2	There is a committee established to coordinate the program					
3.3.	The community contributed labor, money and other resources to strengthen the learning center					
3.4.	Efforts made to group learners in age level to avoid mismatch and disagreement as the result of age gap among learners.					
4.0	Allocation and utilization of resources					
4.1.	Sufficiency of budget allocated every year to run adult literacy program in your area.					
4.2.	Efforts made to fulfill learning center with adequate teaching facilities such as appropriate seating benches, tables, blackboard, books, chock, flipcharts etc..					
4.3	Sufficiency and quality of teaching and learning materials have been allocated at all learning centers					
5.0	Content or Curriculum of Learning					
5.1	Appropriateness of curriculum you use to teaching adults					
5.2.	Effort made to decide through discussion with adult learners themselves on the learning topic/content to be learned					
5.3.	Effort made to organize a clear outline of the content and the concepts to be taught					
5.4	Effort made to identify basic problems of the community and try to generate learning topic from the most daily issues of adult learners					
5.5.	Effort made to correlate all learning Content with the daily life of the community					
5.6	Your involvement during the identification or adaptation of learning topics					
5.7.	The effort made to develop need based learning content or localize the curriculum prepared at regional level in your area's context.					
6.0	The teaching method you use					
6.1.	Focus on problem solving and present real challenges to the learner					
6.2.	Emphasize on practice and feedback to the learner					
6.3.	Are mostly non-directive encouraging the learner to take responsibility for his/her own learning					

6.4.	Involve learners in dialogue and critical examination of controversial issues						
6.5.	Are determined primarily by the subject or content to be covered.						
7.0	Facilitators effectiveness						
7.1	Effort made to recruit and assign interested and competent facilitators to run adult literacy program.						
7.2	Sufficiency of training has been provided for those who participate in facilitating the program						
7.3	If there was supervisor assigned by wereda education office to what extent he/she follow-up and give support for the program						
7.4	The training you received encouraged you to apply learner - centered and participatory approach in the learning process						
7.5	There is a continuous refreshment training program organized to update facilitators capacity						
7.6	Facilitator's motivation to help adult learners in all teaching-learning process						
7.7	Encouraged all the learners equally to participate in all the activities of the center						
7.8	Used relevant visual aids, like toys, maps, etc appropriately						
7.9	Identify the slow learners and took special care						
7.10	Correlated teachings with day to day work and experience of learners						
7.11	Initiated and encouraged discussions and to share knowledge and new experiences on various aspects of interest among the learners						
7.12	Made changes and modifications in the activities of the center in consultation with the learners.						
7.13	Explained the roles of the teacher and the learner in teaching-learning process						
7.14	Accepted constructive criticism and made changes accordingly.						
7.15	Informed about the rural development schemes undertaken by the government						
7.16	Finalize the day to day activities of the center in consultation with learners						
7.17	Conduct tests to assess learners performance and inform about their progress						
8.0	Implementation of the program						
8.1	Effectiveness of the existing structure to implement, follow-up and evaluating of adult literacy program.						
8.2.	You feel that you have the right to comment on the program						

8.3.	You are willing to contribute labor, money and other resources to strengthen the learning program						
8.4	You know the sources of resources for running of the learning program						
8.5	Level of resource management at the learning center level						
8.6	The learning program schedule's flexibility based on the need and interest of the learners						
8.7	The strategy designed and opportunities given to adult learners to own and manage the learning program themselves						
9.0	Monitoring and follow-up						
9.1	The effort of making continuous and regular follow up on the implementation of the program						
9.2	Monitoring and follow-up made timely on learning performance of the program and adjustment made based on the feed back obtained						
9.3	Attention given by local political leaders to expand need based adult literacy program and to teach illiterate people in your area						
9.4.	The effort made to integrate different adult training programs provided by different development sectors in your locality						
9.5	Follow-up and supervision made with wereda level professionals						
10	Obstacles that challenges the program implementation						
10.1.	Lack of clear guidance on how to plan, organize, implement and evaluation of the program						
10.2	Lack of professional experts who can plan, organize and properly lead the adult literacy program						
10.3	Low community awareness on necessity of adult learning						
10.4	Lack of adequate budget to train facilitators, fulfilling of basic learning materials and for follow-up of the program						
10.5.	Lack of adequate physical facilities, equipment and sufficient learning materials in learning center						
10.6.	Inability to organize need based learning program						
10.7.	Shortage of qualified and trained facilitators in the center						
10.8.	Low motivation of facilitators to help adult learners properly						
10.9.	Lack of attention from different level educational officials						
10.10	Lack of attention from political leaders in guiding and supporting as other development activities						

THANK YOU VERY MUCH !

Appendix -B

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES,
(ADULT AND LIFE-LONG LEARNING PROGRAM)

Questionnaire for facilitators /teachers of the program

The main objective of this questionnaire is to collect relevant data concerning on the limiting factors in the implementation of adult basic literacy program and intended to suggest strategies that help to improve the implementation of the program. Hence, your genuine, frank and timely response for each question is quite vital to determine the success and completeness of this study. So, I cordially request your cooperation in filling the questionnaire honestly and responsibly.

Dear respondent! Before you start to fill/complete the questionnaire, please consider very carefully the following points.

1. I strongly ensure you that your responses are nothing else, than they will be used for research purpose only. In doing so, they will be kept privately and confidentially.
2. Writing your name is not necessary.
3. Please read each question and indicate your response by putting “X” mark in the space provided or in front of your choice.

Thank you in Advance for Your Heartfelt Cooperation!

Instruction I:- Please write short answer or indicate by making 'x' in the Space provided.

1. Background Information

- 1.1. Wereda _____ Center _____
- 1.2. Sex A/Male _____ B/Female _____
- 1.3. Age, A) 15—24, _____ B) 25—34, _____ C) 35—44, _____
D) 45— 54, _____ E) 55 and above _____
- 1.4. Marital status: A) Married _____ B) Single _____ C) Divorced _____
- 1.5. Your Educational background: A) Below grade 10 _____ B) 10th grade _____
C) 11th grade _____ D) 12th grade, _____ E) Certificate _____ F) Diploma and above _____
- 1.6. Area of qualification (if any) _____
- 1.7. Your Current occupation (if any) _____
- 1.8. Your total service: A) Below one year _____ B) 1—3, _____ C) 4—6, _____
C) 7—9, _____ D) 10 and above, _____
- 1.9. Your service year in teaching adults: A) 1—3, _____ B) 4—6, _____ C) 7—9, _____
D) 10 and above, _____

Part II

Instruction II:- Please choose from alternative given and making 'x', or write short answer in the Space provided .

1. As a facilitator, how do you participate on teaching of adults?
A) Voluntarily teaching without any payment _____
B) Employed in contract, only for this purpose _____
C) You are formal education teacher teaching on your par time _____
2. If paid, who pays for your teaching service?
A) Local government _____
B) Community _____
C) Non- governmental organization _____
D) No any payment you get _____
3. If you paid, the type of payment is: A) in cash _____ B) in kind _____
C) Specify if there is other _____
4. Did you trained on how to facilitate the program? A) Yes _____ B) No _____

5. If you trained, by whom? A) Wereda education office ____ B) Zone Education office ____ C) by NGOs ____ D) by community expense ____
6. If you trained, where? A) at zone ____ B) at wereda ____ C) at center Level ____ D) Specify if there is other _____
7. Location of your center is 1)Public building ____ 2) Formal school ____ 3) in center constructed for the purpose ____ 4) if other specify _____
8. Number of learning days in the week _____
9. Number of hours in each day _____ and in the week _____
10. Total number adults enrolled Last Year (2001 EC) = M ____ F ____ T ____
11. Number of dropped out adults in the year =Male ____ Female _____
12. Total students enrolled in this year = Male _____ Female _____
13. Adults regularly attending the program now = Male ____ Female _____
14. In your area, is there adult basic literacy program continuously going on?
A. Yes it is ____ B. No, it is not ____ C. I can't decide _____
15. If your answer, is "yes" still for how many years or round did you participate on the program? 1) one Year ____ 2) two years ____ 3) three years and above ____
16. Initially, how did you come to participate on the program?
1) on your own need and request _____
2) Forced or by the direction of kebele leaders _____
3) Convinced with the discussion made with the program facilitator ____
4) If there was other way, specify _____
17. In your area, if the program is not implemented continuously, what are the main reasons?
1) Because of workload, adults have no ample time to learn _____
2) The Learning condition did not facilitated _____
3) Learning venue and schedule is not comfortable _____
4) Lack of attention from the government _____
5) No clear guidance that help to implement the program _____
6) Lack of awareness about the program _____
7) If there is other reason specify _____

18. Which parties directly participate in facilitation process of Adult basic literacy in the area? (more than one answer is possible)
- Formal teacher's _____
 - Hired facilitators _____
 - Agricultural extension workers _____
 - Health extension agents' _____
 - specify if there are others _____
19. Does the adult basic literacy program have enough budgets?
- Yes it has enough budget _____
 - No budget for the program _____
 - There is budget, but not enough _____
 - I don't know _____
20. If your answer for question No '20' is 'yes', the source of finance is (more than one answer is possible)
- Government _____
 - Community _____
 - Non Government Organizations _____
 - Other (please specify) _____
21. How did you evaluate the teaching – learning process of adult basic literacy program in your area?
- Very good _____
 - Good _____
 - satisfactory _____
 - Poor _____
 - Very poor _____
22. As your evaluation, if the program in your area is “poor/very poor” what do you think has made the situation so?
- Adults lack of awareness about the necessity of education _____
 - Lack of attention from practitioners _____
 - Lack of resources including budget _____
 - Inconvenience of learning schedule _____
 - Lack of committed and competent facilitators _____
 - If other cases specify _____
23. Which parties involve in follow-up and evaluation process of Adult basic literacy program? (more than one answer is possible)
- facilitators/teachers/ only _____
 - Facilitators/teachers/and learners cooperatively _____
 - Supervisors and Wereda education experts _____
 - All stakeholders cooperatively _____
 - Please specify if there are others _____

24. How do you evaluate the existing institutional capacity of wereda education office:

A). In planning, organizing, and leading of adult basic literacy Program at

wereda level?

1) Very strong _____ 2) Strong _____ 3) Average _____
4) Weak _____ 5) Very weak _____

B) In implementing, monitoring and follow-up, and evaluating of adult basic literacy program at wereda level?

1) Very strong _____ 2) Strong _____ 3) Average _____
4) Weak _____ 5) Very weak _____

25. If your rating of question no '24' is "weak" or "very weak", what do you think are the major limitations? Rank the following possible variables in their order of importance.

- A. Limited capacity of experts or staff members _____
- B. Limited logistics of institutions _____
- C. Biased personal attention towards Adult Basic Literacy _____
- D. Limited financial and material resources _____
- E. Limited attention given from local government _____
- F. please specify if there are others _____

26. Facilitators of the program teaching adults based on

- 1. The curriculum already prepared at regional education bureau. _____
- 2. Topic/content identified by learner themselves _____
- 3. Formal education curriculum _____
- 4) If there is an other please identify _____

27. How do you characterize different development sectors towards the implementation of Adult basic literacy program?

1) Very encouraging _____ 2) encouraging _____ 3) Medium _____
4) Discouraging _____ 5. Very discouraging _____

28. What particular challenges and constraints do you face (feel) in the course of implementing the program?

- 1. _____
- 2. _____
- 3. _____

29. What particular opportunities available in the course of implementing the program in your area?

1. _____
2. _____
3. _____

30. From your experience, what measures should be taken to avoid constraints and smoothly running of the program in your locality?

1. _____
2. _____
3. _____

Part III

Instruction 3: The following list shows some major factors that influence the implementation of adult basic literacy. Take your experience into consideration and indicate the level of rating scales by putting “X” mark in the column provided in front of each question in the chart, while the rating scales are Very high = 5, High = 4, Average = 3, Low = 2, very low = 1, none = 0.

SN	Contents	5	4	3	2	1	0
1	The primary purpose of adult literacy program is						
1.1	To facilitate personal development on the part of the learner						
1.2	To increase learners' awareness of the need for social change and to enable them to effect such change						
1.3	To develop conceptual and theoretical understanding of adult learners						
1.4	To establish the learners capacity to solve individual and societal problems						
1.5	To develop the learner's competency and mastery of specific skills						
2	Planning and management practices of the program						
2.1	Effectiveness of the existing structure to plan and organizes, the adult literacy program in your locality						
2.2	The extent of discussion you made during planning with facilitators on the major community problems						
2.3	Assess learner's needs and develop valid learning activities based on those needs						
2.4	Consider the areas of greatest interest to the learners and plan to deal with them regardless of what they may be,						
2.5	Your involvement in deciding about what, where, how, when and duration you want to learn before start learning.						

2.6	Awareness you obtained about benefits you will obtain after completion of the adult literacy program.							
2.7	Your understanding about the objective of learning program during the planning process.							
2.8	The extent of thorough discussion made with all adult learners to fulfill your interest before learning program was scheduled							
2.9	The learning program is scheduled on the slack period of adult learners							
3.0	Organization of the program							
3.1.	The learning center is found at center of most villagers							
3.2	There is a committee established to coordinate the program							
3.3.	The community contributed labor, money and other resources to strengthen the learning center							
3.4.	Efforts made to group learners in age level to avoid mismatch and disagreement as the result of age gap among learners.							
4.0	Allocation and utilization of resources							
4.1.	Sufficiency of budget allocated every year to run adult literacy program in your area.							
4.2.	Efforts made to fulfill learning center with adequate teaching facilities such as appropriate seating benches, tables, blackboard, books, chock, flipcharts etc..							
4.3	Sufficiency and quality of teaching and learning materials have been allocated at all learning centers							
5.0	Content or Curriculum of Learning							
5.1	Appropriateness of curriculum you use to teaching adults							
5.2.	Effort made to decide through discussion with adult learners themselves on the learning topic/content to be learned							
5.3.	Effort made to organize a clear outline of the content and the concepts to be taught							
5.4	Effort made to identify basic problems of the community and try to generate learning topic from the most daily issues of adult learners							
5.5.	Effort made to correlate all learning Content with the daily life of the community							
5.6	Your involvement during the identification or adaptation of learning topics							
5.7.	The effort made to develop need based learning content or localize the curriculum prepared at regional level in your area's context.							
6.0	The teaching method you use							
6.1.	Focus on problem solving and present real challenges to the learner							
6.2.	Emphasize on practice and feedback to the learner							

6.3.	Are mostly non-directive encouraging the learner to take responsibility for his/her own learning								
6.4.	Involve learners in dialogue and critical examination of controversial issues								
6.5.	Are determined primarily by the subject or content to be covered.								
7.0	Facilitators effectiveness								
7.1	Effort made to recruit and assign interested and competent facilitators to run adult literacy program.								
7.2	Sufficiency of training has been provided for those who participate in facilitating the program								
7.3	There is a continuous refreshment training program organized to update facilitators capacity								
7.4	The training you received encouraged you to apply learner - centered and participatory approach in the learning process								
7.5	Facilitator's motivation to help adult learners in all teaching-learning process								
7.6	Encouraged all the learners equally to participate in all the activities of the center								
7.7	Used relevant visual aids, like toys, maps, etc appropriately								
7.8	Identify the slow learners and took special care								
7.9	Correlated teachings with day to day work and experience of learners								
7.10	Initiated and encouraged discussions and to share knowledge and new experiences on various aspects of interest among the learners								
7.11	Made changes and modifications in the activities of the center in consultation with the learners.								
7.12	Explained the roles of the teacher and the learner in teaching-learning process								
7.13	Accepted constructive criticism and made changes accordingly.								
7.14	Informed about the rural development schemes undertaken by the government								
7.15	Finalize the day to day activities of the center in consultation with learners								
7.16	Conduct tests to assess learners performance and inform about their progress								
8.0	Implementation of the program								
8.1	Effectiveness of the existing structure to implement, follow-up and evaluating of adult literacy program.								

8.2.	You feel that you have the right to comment on the program								
8.3.	You are willing to contribute labor, money and other resources to strengthen the learning program								
8.4	You know the sources of resources for running of the learning program								
8.5	Level of resource management at the learning center level								
8.6	The learning program schedule's flexibility based on the need and interest of the learners								
8.7	The strategy designed and opportunities given to adult learners to own and manage the learning program themselves								
9.0	Monitoring and follow-up								
9.1	The effort of making continuous and regular follow up on the implementation of the program								
9.2	Monitoring and follow-up made timely on learning performance of the program and adjustment made based on the feed back obtained								
9.3	Attention given by local political leaders to expand need based adult literacy program and to teach illiterate people in your area								
9.4.	The effort made to integrate different adult training programs provided by different development sectors in your locality								
9.5	Follow-up and supervision made with wereda level professionals								
10	Obstacles that challenges the program implementation								
10.1.	Lack of clear guidance on how to plan, organize, implement and evaluation of the program								
10.2	Lack of professional experts who can plan, organize and properly lead the adult literacy program								
10.3	Low community awareness on necessity of adult learning								
10.4	Lack of adequate budget to train facilitators, fulfilling of basic learning materials and for follow-up of the program								
10.5.	Lack of adequate physical facilities, equipment and sufficient learning materials in learning center								
10.6.	Inability to organize need based learning program								
10.7.	Shortage of qualified and trained facilitators in the center								
10.8.	Low motivation of facilitators to help adult learners properly,								
10.9.	Lack of attention from different level educational officials								
10.10	Lack of attention from political leaders in guiding and supporting as other development activities								

Thank-you!

2. When and how Adult basic literacy program was implemented in the area?
3. How do you evaluate the existing adult basic literacy program?
 - a. Does it going on continuously?
 - b. Is there fixed time to running the program in the area?
4. Is there the habit of assessing need of learners before deciding on
 - A. Learning venue?
 - B. Learning Schedule?
 - C. Learning content?
5. Do you have clear guidelines that help implementers?
 - a) To planning and managing the program?
 - b) To organize and implementing the program?
 - c) Monitoring and following-up of the program?
6. To what extent your organization gives attention for the program:
 - A. In Preparing of long and short term plan?
 - B. In allocation of sufficient resources
 - C. In recruiting/select/ and assigning of appropriate and competent facilitators
 - D. In providing intensive and innovative training to equip facilitators?
 - E. In mobilizing and making awareness of the community?
 - F. In making of continuous follow up and monitoring the effectiveness of the program?
7. Is there sufficient teaching-learning materials distributed to running the program?
What are they?
8. To what extent does ABL program have enough budgets?
9. To what extent you tried to integrate adult literacy program with different development sectors (Agricultural, health, etc) training programs at grass root level?
10. What type of curriculum used to running adult literacy program in the area?
11. Do you think facilitators use appropriate and attractive teaching approach while they facilitating the program?
12. Facilitators' recruitment and selection criteria and training system:
13. How do you monitoring and make follow-up on the program?
14. How do you evaluate the effectiveness of the existing structure to running adult literacy program?
15. The major challenges and constraints in implementing of the program?

Appendix -E

Learners aggregate average Response of rating point scales

1. The importance of adult literacy program

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	Very low	low	average	high	very high	average
to facilitate learners personal dev't	Count	0	0	0	2	6	40	48
	% of Total	0%	0%	0%	4.2%	12.5%	83.3%	100.0%
to increase learners awareness	Count	0	0	0	1	10	37	48
	% of Total	0%	0%	0%	2.1%	20.8%	77.1%	100.0%
to develop adult's understanding	Count	0	0	0	1	10	37	48
	% of Total	0%	0%	0%	2.1%	20.8%	77.1%	100.0%
is to establish learners capacity	Count	0	0	0	1	8	39	48
	% of Total	0%	0%	0%	2.1%	16.7%	81.3%	100.0%
is to develop learners competency & mastery of skills	Count	0	0	0	3	9	36	48
	% of Total	0%	0%	0%	6.3%	18.8%	75.0%	100.0%
Aggregate Response average	N	0	0	0	1	9	38	48
	%age	0%	0%	0%	3.30%	17.90%	78.80%	100%

2. Planning and management of the program

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Effectiveness of existing structure to plan & organize the program	Count	0	3	12	27	5	1	48
	% of Total	0%	6.3%	25.0%	56.3%	10.4%	2.1%	100.0%
Discussion made with community on problems	Count	1	8	8	22	7	2	48
	% of Total	2.1%	16.7%	16.7%	45.8%	14.6%	4.2%	100.0%
Assessment of needs & design activities based on needs	Count	1	5	11	18	12	1	48
	% of Total	2.1%	10.4%	22.9%	37.5%	25.0%	2.1%	100.0%
program design based on learners need	Count	1	1	11	22	11	2	48
	% of Total	2.1%	2.1%	22.9%	45.8%	22.9%	4.2%	100.0%
learners decision on what, where, how, when to learn	Count	1	3	12	30	2	0	48
	% of Total	2.1%	6.3%	25.0%	62.5%	4.2%	0%	100.0%
aware adults the benefit they can obtain after	Count	1	9	12	24	2	0	48
	% of Total	2.1%	18.8%	25.0%	50.0%	4.2%	0%	100.0%
adults understanding about the objective of the program	Count	1	5	8	15	19	0	48
	% of Total	2.1%	10.4%	16.7%	31.3%	39.6%	0%	100.0%
Discussion made with adults before program scheduling	Count	2	8	6	18	11	3	48
	% of Total	4.2%	16.7%	12.5%	37.5%	22.9%	6.3%	100.0%
designing of program on the slack period of adult learners	Count	1	8	12	7	19	1	48
	% of Total	2.1%	16.7%	25.0%	14.6%	39.6%	2.1%	100.0%
Aggregate Response average	N	1	6	10	20	10	1	48
	%age	2.08%	12.50%	20.83%	41.67%	20.83%	2.08%	100%

3. Program Organization

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	Average	high	very high	
Centerness of learning venue	Count	1	12	25	6	2	2	48
	% of Total	2.1%	25.0%	52.1%	12.5%	4.2%	4.2%	100.0%
committe estblished at the center	Count	2	7	11	25	3	0	48
	% of Total	4.2%	14.6%	22.9%	52.1%	6.3%	0%	100.0%
community contribution to strengthen the learning	Count	0	5	5	20	11	7	48
	% of Total	0%	10.4%	10.4%	41.7%	22.9%	14.6%	100.0%
Organize learners into age group	Count	2	3	14	20	8	1	48
	% of Total	4.2%	6.3%	29.2%	41.7%	16.7%	2.1%	100.0%
Aggregate Response average	N	2	7	15	15	6	3	48
	%age	4.17%	14.58%	31.25%	31.25%	12.50%	6.25%	100%

4. Resource allocation and utilization

Sub- Variables	Respondents N & %	Rating scales						Total
		none	very low	low	average	high	Very high	
Sufficiency of yearly allocated budget for the program	Count	5	5	9	17	12	0	48
	% of Total	10.4%	10.4%	18.8%	35.4%	25.0%	0%	100.0%
Fulfillment of centers with necessary facilities	Count	0	1	12	21	13	1	48
	% of Total	0%	2.1%	25.0%	43.8%	27.1%	2.1%	100.0%
suficiency and quality of learning materials in the	Count	0	3	14	22	9	0	48
	% of Total	0%	6.3%	29.2%	45.8%	18.8%	0%	100.0%
Aggregate Response average	N	2	3	12	20	11	0	48
	%age	3.5%	6.3%	24.3%	41.7%	23.6%	0.7%	100%

5. Curriculum and content Identification

Sub- Variables	Respondents N & %	Rating scales						Total
		none	very low	low	average	high	Very high	
appropriateness of learning curriculum	Count	1	2	9	8	18	10	48
	% of Total	2.1%	4.2%	18.8%	16.7%	37.5%	20.8%	100.0%
effort made to discuss with learners on learning content	Count	2	3	18	12	13		48
	% of Total	4.2%	6.3%	37.5%	25.0%	27.1%		100.0%
Facilitators effort to organize content to be learnt	Count	1	7	13	15	11	1	48
	% of Total	2.1%	14.6%	27.1%	31.3%	22.9%	2.1%	100.0%
effort made to generate learning topics from community basic problems	Count	5	4	13	11	11	4	48
	% of Total	10.4%	8.3%	27.1%	22.9%	22.9%	8.3%	100.0%
correlation of learning content with community daily life	Count	1	2	17	14	12	2	48
	% of Total	2.1%	4.2%	35.4%	29.2%	25.0%	4.2%	100.0%
adults involvement during topic identification or adaptation	Count		5	17	10	15	1	48
	% of Total		10.4%	35.4%	20.8%	31.3%	2.1%	100.0%
contextualization of learning content	Count	1	3	11	21	11	1	48
	% of Total	2.1%	6.3%	22.9%	43.8%	22.9%	2.1%	100.0%
Aggregate Response average	N	1	4	14	13	13	3	48
	%age	3.83%	7.76%	29.17%	27.10%	27.09%	6.60%	100.00%

6. Methodology used

Sub- Variables	Respondents N & %	Rating scales						Total
		none	Very low	low	average	high	very high	
Facilitators use TM focus on problem solving & challenge of learners	Count %	6 0%	3 0%	6 12.5%	16 43.8%	15 39.6%	2 4.2%	48 100.0%
Faci.use TM emphasise on practice & provision of feedback	Count % of Total	4 0%	2 0%	5 6.3%	18 45.8%	17 43.8%	2 4.2%	48 100.0%
Faci.use none directive TM that encourage them to own their learning	Count % of Total	3 0%	3 0%	11 22.9%	13 33.3%	17 41.7%	1 2.1%	48 100.0%
Faci.use Tm involve learners	Count % of Total	7 0%	4 0%	12 25.0%	9 33.3%	13 35.4%	3 6.3%	48 100.0%
Faci.use TM appropriate fo subject or content identified by learners	Count % of Total	2 0%	3 0%	10 20.8%	18 41.7%	14 35.4%	1 2.1%	48 100.0%
Filexibility of the method based on topic	Count % of Total	1 0%	4 0%	11 18.8%	7 16.7%	14 33.3%	11 31.3%	48 100.0%
Aggregate Response average	N %age	4 8.33%	3 6.25%	9 18.75%	14 29.17%	15 31.25%	3 6.25%	48 100%

7. 1. Facilitators' competency

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	highly	very high	
assigned competent facilitators	Count	0	1	11	15	20	1	48
	% of Total	0%	2.1%	22.9%	31.3%	41.7%	2.1%	100.0%
Facilitators provided sufficient training	Count	0	0	18	11	18	1	48
	% of Total	0%	0%	37.5%	22.9%	37.5%	2.1%	100.0%
Faci.provided refreshment training	Count	0	2	13	15	17	1	48
	% of Total	0%	4.2%	27.1%	31.3%	35.4%	2.1%	100.0%
Training used faci. to implement learner-centered approach	Count	0	0	16	14	15	3	48
	% of Total	0%	0%	33.3%	29.2%	31.3%	6.3%	100.0%
Level of facilitators motivation to help adult learners	Count	0	4	13	17	13	1	48
	% of Total	0%	8.3%	27.1%	35.4%	27.1%	2.1%	100.0%
Facilitator's equal encouragement of all adult learners	Count	0	2	15	13	16	2	48
	% of Total	0%	4.2%	31.3%	27.1%	33.3%	4.2%	100.0%
Facilitators use vidual aids	Count	0	0	10	21	15	2	48
	% of Total	0%	0%	20.8%	43.8%	31.3%	4.2%	100.0%
Facilitators identify and make special care for slow learners	Count	0	1	9	25	13	0	48
	% of Total	0%	2.1%	18.8%	52.1%	27.1%	0%	100.0%
Aggregate Response average	N	5	3	13	17	16	1	48
	%age	10.42%	6.25%	27.35%	34.14%	33.09%	2.89%	100.00%

7. 2. Facilitators' competency

Sub- V ariables	Responde nts N & %	Rating scales						Total
		none	Very low	low	avera ge	highly	very highly	
Facilitators use learners experience as a base of teaching adults	Count	1	-	14	20	11	2	48
	% of Total	2.1%	-	29.2%	41.7%	22.9%	4.2%	100.0%
Faci. encourage discussion & share of experience among learners	Count	1	-	10	18	18	1	48
	% of Total	2.1%	-	20.8%	37.5%	37.5%	2.1%	100.0%
Facilitators modify their approach by consulting with learners	Count	-	13	13	10	23	2	48
	% of Total	-	27.1%	27.1%	20.8%	47.9%	4.2%	100.0%
Faci. identify & explain the role of teachers and learners	Count	-	0	14	10	23	1	48
	% of Total	-	0%	29.2%	20.8%	47.9%	2.1%	100.0%
Faci. accept constructive criticism and modify their approach	Count	1	2	9	15	17	4	48
	% of Total	2.1%	4.2%	18.8%	31.3%	35.4%	8.3%	100.0%
Faci. informing learners about gov't development policies	Count	-	-	8	17	22	1	48
	% of Total	-	-	16.7%	35.4%	45.8%	2.1%	100.0%
Faci. finalize daily learning in consultation & agreement with learners	Count	1	-	11	17	18	1	48
	% of Total	2.1%	-	22.9%	35.4%	37.5%	2.1%	100.0%
Faci. provide tests & timely inform learners about their progress	Count	-	-	10	16	19	3	48
	% of Total	-	-	20.8%	33.3%	39.6%	6.3%	100.0%
Aggregate Response average	N	5	3	10	15	20	0	48
	%age	10.42%	6.25%	20.83%	31.25%	41.70%	0%	100.00%

Facilitators Result summary

Aggregate Response average 7.1		5	3	13	17	12	1	48
		10.42%	6.25%	27.35%	34.14%	25%	2.89%	100%
Aggregate Response average 7.2	N	5	3	10	15	12	0	48
	%age	10.42%	6.25%	20.83%	31.25%	25%	0%	100%
Average Result	N	5	3	12	16	12	0	48
	%age	10.42%	6.25%	25%	33.3%	25%	0%	100%

8. Implementation system

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Existing structure effectiveness to followup & implement the program	Count	1	4	8	17	14	4	48
	% of Total	2.1%	8.3%	16.7%	35.4%	29.2%	8.3%	100.0%
The chance given learners to comment on the program	Count	1	2	19	18	6	2	48
	% of Total	2.1%	4.2%	39.6%	37.5%	12.5%	4.2%	100.0%
Learners contribution to strengthen the program	Count	3	8	2	15	15	5	48
	% of Total	6.3%	16.7%	4.2%	31.3%	31.3%	10.4%	100.0%
You know the sources of resources for running of the learning program	Count	5	15	3	8	15	2	48
	% of Total	10.4%	31.3%	6.3%	16.7%	31.3%	4.2%	100.0%
knowledge of learners about center's resource management	Count	2	9	14	11	9	3	48
	% of Total	4.2%	18.8%	29.2%	22.9%	18.8%	6.3%	100.0%
Flexibility of the schrdule based on learners need and interest	Count	1	3	21	16	7		48
	% of Total	2.1%	6.3%	43.8%	33.3%	14.6%		100.0%
designed strategies to make adult learners own & manage the program	Count	1	1	16	21	9		48
	% of Total	2.1%	2.1%	33.3%	43.8%	18.8%		100.0%
Aggregate Response average	N	2	6	12	15	10	3	48
	%	4.17%	12.5%	25%	31.25%	20.83%	6.25%	100.00%

9. Follow-up and Monitoring

Sub- Variables	Respondents N & %	Rating scales						Total
		none	Very low	low	average	high	very high	
continuos and regular follow up made on the program	Count	2	0	24	15	4	3	48
	% of Total	4.2%	0%	50.0%	31.3%	8.3%	6.3%	100.0%
Effort made to adjust the program based on feedback of follow-up	Count	0	0	22	18	8	0	48
	% of Total	0%	0%	45.8%	37.5%	16.7%	0%	100.0%
Attention given by local political leaders	Count	1	6	14	8	19	0	48
	% of Total	2.1%	12.5%	29.2%	16.7%	39.6%	0%	100.0%
Effort made to integrate ALP with different training programmes	Count	6	6	11	7	16	2	48
	% of Total	12.5%	12.5%	22.9%	14.6%	33.3%	4.2%	100.0%
Attention given on follow-up, supervision & provide support to the program	Count	2	4	12	10	19	1	48
	% of Total	4.2%	8.3%	25.0%	20.8%	39.6%	2.1%	100.0%
Aggregate Response average	N	2	3	17	12	13	1	48
	%age	4.17%	6.25%	35.42%	25%	27.10%	2.08%	100%

Summary of Learners Aggregate Response Average of Variables in Rating scales

S N	Influencing Variables	Respondents number & %age	Rating scales						RM	
			none	Very low	Low	Average	High	Very high		Total
1	Awareness of AL importance	N	0	0	0	1	9	38	48	4.8
		%age	0%	0%	0%	3.30%	17.90%	78.80%	100%	
2	Planning & managing system	N	1	6	10	20	10	1	48	2.7
		%age	2.08%	12.50%	20.83%	41.67%	20.83%	2.08%	100%	
3	Organization system of the program	N	2	7	15	15	6	3	48	2.5
		%age	4.17%	14.58%	31.25%	31.25%	12.50%	6.25%	100%	
4	Allocation & utilization of Resources	N	2	3	12	20	11	0	48	2.7
		%age	3.5%	6.3%	24.3%	41.7%	23.6%	0.7%	100%	
5	Curriculum & content identification	N	1	4	14	13	13	3	48	2.9
		%age	3.83%	7.76%	29.17%	27.10%	27.09%	6.60%	100%	
6	Methodology used	N	4	3	9	14	15	3	48	2.88
		%age	8.33%	6.25%	18.75%	29.17%	31.25%	6.25%	100%	
7	Facilitators competency	N	5	3	12	16	12	0	48	2.56
		%age	10.42%	6.25%	25%	33.3%	25%	0%	100%	
8	Implementation system	N	2	6	12	15	10	3	48	2.7
		%age	4.17%	12.5%	25%	31.25%	20.83%	6.25%	100%	
9	Follow-up & monitoring system	N	2	3	17	12	13	1	48	2.7
		%age	4.17%	6.25%	35.42%	25%	27.10%	2.08%	100%	

Appendix F

Data of Facilitators Aggregate Response Average of Variables in Rating scales

1. The importance of adult literacy program

Sub-Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
to facilitate learners personal dev't	N	0	0	0	1	5	25	31
	%	0%	0%	0%	3.2%	16.1%	80.6%	100.0%
to increase learners awareness	N	0	0	0	3	7	21	31
	%	0%	0%	0%	9.7%	22.6%	67.7%	100.0%
to develop adult's understanding	N	0	0	0	2	6	23	31
	%	0%	0%	0%	6.5%	19.4%	74.2%	100.0%
to establish learners capacity	N	0	0	0	2	5	24	31
	%	0%	0%	0%	6.5%	16.1%	77.4%	100.0%
to develop learners competency & mastery of skills	N	0	0	1	7	9	14	31
	%	0%	0%	3.2%	22.6%	29.0%	45.2%	100.0%
Aggregated average Response	N	0	0	1	3	6	21	31
	%	0%	0%	1%	9.70%	20.64%	69.02%	100%

2 Planning and management

Sub- Variables	Respo ndent s N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Effectiveness of existing structure to plan & organize the program	N %	0 0%	0 0%	3 9.7%	20 64.5%	6 19.4%	2 6.5%	31 100.0%
Discussion made with community on problems	N %	1 3.2%	4 12.9%	9 29.0%	11 35.5%	4 12.9%	2 6.5%	31 100.0%
Assessment of needs & design activities based on needs	N %	2 6.5%	2 6.5%	6 19.4%	12 38.7%	8 25.8%	1 3.2%	31 100.0%
program design based on learners need	N %	1 3.2%	4 12.9%	6 19.4%	10 32.3%	7 22.6%	3 9.7%	31 100.0%
learners decision on what, where, how, when to learn	N %	4 12.9%	4 12.9%	4 12.9%	8 25.8%	9 29.0%	2 6.5%	31 100.0%
aware adults the benefit they can obtain after	N %	0 0%	3 9.7%	7 22.6%	6 19.4%	14 45.2%	1 3.2%	31 100.0%
adults understanding about the objective of the program	N %	0 0%	7 22.6%	6 19.4%	12 38.7%	4 12.9%	2 6.5%	31 100.0%
Discussion made with adults before program scheduling	N %	4 12.9%	0 0%	9 29.0%	7 22.6%	7 22.6%	4 12.9%	31 100.0%
designing of program on the slack period of adult learners	N %	4 12.9%	0 0%	1 3.2%	12 38.7%	11 35.5%	3 9.7%	31 100.0%
Aggregate average Response	N	2	3	6	11	7	2	31
	%	6%	9%	18%	35.13%	25.10%	7.19%	100%

3. Program Organization

Sub- Variables	Respo ndents N & %	Rating point Scales						Total
		none	very low	low	Average	high	very high	
Center ness of learning venue	Count	3	7	1	9	7	4	31
	% of Total	9.7%	22.6%	3.2%	29.0%	22.6%	12.9%	100.0%
committee established at the center	Count	4	5	7	9	6		31
	% of Total	12.9%	16.1%	22.6%	29.0%	19.4%		100.0%
community contribution to strengthen the learning center	Count	9	8	4	5	5		31
	% of Total	29.0%	25.8%	12.9%	16.1%	16.1%		100.0%
Organize learners into age group	Count	4	3	3	16	4	1	31
	% of Total	12.9%	9.7%	9.7%	51.6%	12.9%	3.2%	100.0%
Aggregate average Response	N	5	6	4	9	5	2	31
	%	16%	18%	12%	30%	16%	8%	100%

4. Resource allocation and utilization

Sub-Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Sufficiency of yearly allocated budget for the program	Count	12	8	5	6	0	0	31
	% of Total	38.7%	25.8%	16.1%	19.4%	0%	0%	100.0%
Fulfillment of centers with necessary facilities	Count	8	4	6	2	9	2	31
	% of Total	25.8%	12.9%	19.4%	6.5%	29.0%	6.5%	100.0%
sufficiency and quality of learning materials allocated for the centers	Count	3	6	6	5	11	0	31
	% of Total	9.7%	19.4%	19.4%	16.1%	35.5%	0%	100.0%
Aggregate average Response	N	8	6	6	4	6	1	31
	%	24.70%	19.40%	18.30%	14%	22%	2%	100%

5. Curriculum and Content identification

Sub-Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	Very high	
appropriateness of learning curriculum	Count	1	4	5	12	9	0	31
	% of Total	3.2%	12.9%	16.1%	38.7%	29.0%	0%	100.0%
effort made to discuss with learners on learning content	Count	5	4	5	5	9	3	31
	% of Total	16.1%	12.9%	16.1%	16.1%	29.0%	9.7%	100.0%
Facilitators effort to organize content to be learnt	Count	5	0	5	12	8	1	31
	% of Total	16.1%	0%	16.1%	38.7%	25.8%	3.2%	100.0%
effort made to generate learning topics from community basic problems	Count	4	3	7	11	6	0	31
	% of Total	12.9%	9.7%	22.6%	35.5%	19.4%	0%	100.0%
correlation of learning content with community daily life	Count	4	3	6	13	5	0	31
	% of Total	12.9%	9.7%	19.4%	41.9%	16.1%	0%	100.0%
adults involvement during topic identification or adaptation	Count	4	3	4	12	8	0	31
	% of Total	12.90%	9.7%	12.9%	38.7%	25.8%	0%	100.0%
contextualization of learning content	Count	2	2	9	9	9	0	31
	% of Total	6.5%	6.5%	29.0%	29.0%	29.0%	0%	100.0%
Aggregate average Response	N	3	3	6	10	8	1	31
	%	11%	9%	19%	34%	25%	2%	100%

6. Methodology Used

Sub-Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Facilitators use TM focus on problem solving & challenge of learners	Count	2	4	2	11	10	2	31
	% of Total	6.5%	12.9%	6.5%	35.5%	32.3%	6.5%	100.0%
Faci.use TM emphasise on practice & provision of feedback	Count	1	3	7	7	10	3	31
	% of Total	3.2%	9.7%	22.6%	22.6%	32.3%	9.7%	100.0%
Faci.use none directive TM that encourage them to own their learning	Count	1	5	6	8	7	4	31
	% of Total	3.2%	16.1%	19.4%	25.8%	22.6%	12.9%	100.0%
Faci.use Tm involve learners	Count	1	1	4	6	14	5	31
	% of Total	3.2%	3.2%	12.9%	19.4%	45.2%	16.1%	100.0%
Faci.use TM appropriate fo subject or content identified by learners	Count		2	2	9	14	3	30
	% of Total		6.7%	6.7%	30.0%	46.7%	10.0%	100.0%
Filexibility of the method based on topic	Count	3	7	12	4	3	2	31
	% of Total	9.7%	22.6%	38.7%	12.9%	9.7%	6.5%	100.0%
Aggregate average Response	N	1	4	6	7	10	3	31
	%	4%	11.87%	17.80%	24.37%	31.47%	10.28%	100%

7.1. Facilitators Competency

Sub- Variables	Respondents N & %	Rating point scales						
		none	very low	low	in average	highly	very high	very low
Effort made to select & assign committed & competent Facilitators	Count	0	2	5	10	6	8	31
	% of Total	0%	6.5%	16.1%	32.3%	19.4%	25.8%	100.0%
Facilitators provided sufficient training	Count	19	3	1	5	3		31
	% of Total	61.3%	9.7%	3.2%	16.1%	9.7%		100.0%
Faci.provided refreshment training	Count	18	3	3	5	2		31
	% of Total	58.1%	9.7%	9.7%	16.1%	6.5%		100.0%
Training used faci. to implement learner-centered approach	Count	19	6	1	4	1		31
	% of Total	61.3%	19.4%	3.2%	12.9%	3.2%		100.0%
Level of facilitators motivation to help adult learners	Count	3	3	6	8	6	5	31
	% of Total	9.7%	9.7%	19.4%	25.8%	19.4%	16.1%	100.0%
Facilitator's equal encouragement of all adult learners	Count	0	3	10	9	4	5	31
	% of Total	0%	9.7%	32.3%	29.0%	12.9%	16.1%	100.0%
Facilitators use vidual aids	Count	2	5	9	10	5	0	31
	% of Total	6.5%	16.1%	29.0%	32.3%	16.1%	0%	100.0%
Facilitators identify and make special care for slow learners	Count	5	1	10	11	3	0	30
	% of Total	16.7%	3.3%	33.3%	36.7%	10.0%	0%	100.0%
Aggregate average Response	N	8	3	6	8	4	2	31
	%	27%	10.51%	18.28%	25.15%	12.15%	7.25%	100%

7.2 Facilitators competency

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	in average	highly	very highly	
Facilitators use learners experience as a base of teaching adults	Count	2	2	6	10	9	1	30
	% of Total	6.7%	6.7%	20.0%	33.3%	30.0%	3.3%	100.0%
Faci. encourage discussion & share of experience among learners	Count	1	3	6	8	10	2	30
	% of Total	3.3%	10.0%	20.0%	26.7%	33.3%	6.7%	100.0%
Facilitators modify their approach by consulting with learners	Count	2	1	9	12	5	1	30
	% of Total	6.7%	3.3%	30.0%	40.0%	16.7%	3.3%	100.0%
Faci. identify & explain the role of teachers and learners	Count	2	3	5	8	8	4	30
	% of Total	6.7%	10.0%	16.7%	26.7%	26.7%	13.3%	100.0%
Faci. accept constructive criticism and modify their approach	Count	4	7	6	5	7	1	30
	% of Total	13.3%	23.3%	20.0%	16.7%	23.3%	3.3%	100.0%
Faci. informing learners about gov't development policies	Count	1	1	2	10	8	8	30
	% of Total	3.3%	3.3%	6.7%	33.3%	26.7%	26.7%	100.0%
Faci. finalize daily learning in consultation & agreement with learners	Count	2	3	4	12	8	1	30
	% of Total	6.7%	10.0%	13.3%	40.0%	26.7%	3.3%	100.0%
Faci. provide tests & timely inform learners about their progress	Count	4	4	2	8	10	2	30
	% of Total	13.3%	13.3%	6.7%	26.7%	33.3%	6.7%	100.0%
Aggregate average Response	N	3	5	9	8	3	3	31
	%	9.7%	16.13%	29%	25.8%	9.7%	9.7%	100%

Facilitator's Average Response

Aggregated average Response 1	N	8	3	6	8	4	2	31
	%	27%	10.51%	18.28%	25.15%	12.15%	7.25%	100%
Aggregated average Response 2	N	3	5	9	8	3	3	31
	%	9.7%	16.13%	29%	25.8%	9.7%	9.7%	100%
Aggregate average Response of both	N	6	4	8	8	3	2	31
	%	19.35%	12.9%	25.8%	25.8%	9.7%	6.45%	100%

8. Implementation system

Sub- Variables	Respondents N & %	Rating point scales						Total
		none	very low	low	average	high	very high	
Existing structure effectiveness to followup & implement the program	Count	4	5	7	7	7	0	30
	% of Total	13.3%	16.7%	23.3%	23.3%	23.3%	0%	100.0%
The chance given learners to comment on the program	Count	6	6	6	9	3	0	30
	% of Total	20.0%	20.0%	20.0%	30.0%	10.0%	0%	100.0%
Learners contribution to strengthen the program	Count	13	4	6	3	3	1	30
	% of Total	43.3%	13.3%	20.0%	10.0%	10.0%	3.3%	100.0%
Learners knowledge about source of budget and necessary resources	Count	12	3	4	6	4	1	30
	% of Total	40.0%	10.0%	13.3%	20.0%	13.3%	3.3%	100.0%
knowledge of learners about center's resource management	Count	5	5	6	11	3	0	30
	% of Total	16.7%	16.7%	20.0%	36.7%	10.0%	0%	100.0%
Flexibility of the schrdule based on learners need and interest	Count			8	10	2	2	30
	% of Total	10.0%	16.7%	26.7%	33.3%	6.7%	6.7%	100.0%
designed strategies to make adult learners own & manage the program	Count	3	6	9	4	8	0	30
	% of Total	10.0%	20.0%	30.0%	13.3%	26.7%	0%	100.0%
Aggregate average Response	N	7	5	7	7	4	1	31
	%	21.90%	16.20%	21.90%	23.80%	14.30%	2%	100%

9. Follow-up and monitoring system

Sub- Variables	Respondents N & %	Rating point Scales						Total
		none	very low	low	average	high	very high	
continuos and regular follow up made on the program	Count	6	3	5	10	6	1	31
	% of Total	19.4%	9.7%	16.1%	32.3%	19.4%	3.2%	100.0%
Effort made to adjust the program based on feedback of follow-up	Count	1	5	8	9	5	3	31
	% of Total	3.2%	16.1%	25.8%	29.0%	16.1%	9.7%	100.0%
Attention given by local political leaders	Count	15	2	2	5	5	2	31
	% of Total	48.4%	6.5%	6.5%	16.1%	16.1%	6.5%	100.0%
Effort made to integrate ALP with different training programmes	Count	15	5	2	4	2	3	31
	% of Total	48.4%	16.1%	6.5%	12.9%	6.5%	9.7%	100.0%
Attention given on follow-up, supervision & provide support to the program	Count	6	2	7	9	5	2	31
	% of Total	19.4%	6.5%	22.6%	29.0%	16.1%	6.5%	100.0%
Aggregate average Response	N	9	3	5	7	5	2	31
	%	29%	9.68%	16.13%	22.58%	16.13%	6.45%	100%

Facilitators Aggregate Response Average of Variables in Rating scales

S N	variables	Respon dents N & %	Rating point scales						RM	
			none	Very low	Low	Averag e	High	Very high		Total
1	Awareness of AL importance	N	0	0	1	3	6	21	31	4.5
		%	0%	0%	3.2%	9.70%	19.35%	67.74%	100%	
2	Planning & managing system	N	2	3	6	11	7	2	31	2.8
		%	6.45%	9.7%	19.35%	35.48%	22.58%	6.45%	100%	
3	Organization system of the program	N	5	6	4	9	5	2	31	2.3
		%	16.13 %	19.35%	12.9%	29%	16.13%	6.45%	100%	
4	Allocation & utilization of Resources	N	8	6	6	4	6	1	31	1.9
		%	25.8%	19.35%	19.35%	12.9%	19.35%	3.2%	100%	
5	Curriculum & content identification	N	3	3	6	10	8	1	31	2.7
		%	9.7%	9.7%	19.35%	32.26%	25.8%	3.2%	100%	
6	Methodology used	N	1	4	6	7	10	3	31	2.97
		%	3.2%	12.9%	19.35%	22.58%	32.26%	9.7%	100%	
7	Facilitators competency	N	6	4	8	8	3	2	31	2.13
		%	19.35 %	12.9%	25.8%	25.8%	9.7%	6.45%	100%	
8	Implementati on system	N	7	5	7	7	4	1	31	1.97
		%	22.58 %	16.13%	22.58%	22.58%	12.9%	3.2%	100%	
9	Follow-up & monitoring system	N	9	3	5	7	5	2	31	2.1
		%	29%	9.7%	16.13%	22.58%	16.13%	6.45%	100%	