



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF CURRICULUM AND**

**INSTRUCTION**

**(Adult Education and Community Development Unit)**

**PRACTICES AND CHALLENGES OF INTEGRATED**

**FUNCTION OF ADULT EDUCATION IN YEKA SUB-CITY;**

**ADDIS ABABA.**

**BY**

**MULUALEM GHILEY**

**AUGUST 2021**

**ADDIS ABABA**

**PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT  
EDUCATION IN YEKA SUB-CITY; ADDIS ABABA.**

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**ADDIS ABABA**

### **Declaration**

I, the undersigned, declare that this thesis is my original work and has not been presented in other universities; all sources of materials used have been appropriately acknowledged.

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## **ABBREVIATIONS AND ACRONYMS**

**ADRA** - Adventist Development and Relief Agency

**ADLI** – Agricultural Development Led Industrialization

**ALE**– Adult Learning and Education

**APC** – Awraja Pedagogical Centers

**BDEC**- Basic Development Education Center

**BTC** – Basic Technology Center

**CSTC**- Community Skills Training Center

**DAE** – Department of Adult Education

**DAEL** – Directorate of Adult Education and Literacy

**ECDVT**– European Center for the Development of Vocational Training

**EFA**- Education for All

**EPRDF** -The Ethiopian People’s Revolutionary Democratic Front

**ESD**- Education for Sustainable Development

**ESDP**– Education Sector Development Program

**ETP**– Education and Training Policy

**EWLP**- Experimental World Literacy Program

**FAL**– Functional Adult Literacy

**FTC**–Farmer Training Centers

**IALS** - International Adult Literacy Survey

**ICT** – Information and Communication Technology

**IFAE**– Integrated Functional Adult Education

**IFAL** - Integrated Functional Adult Literacy

**IFALP** - Integrated Functional Adult Literacy Program

**IMF** – International Monetary Fund

**HIV/AIDS** - Human Immunodeficiency Virus/Acquired Immuno-Deficiency Syndrome

**LLL** - Lifelong Learning MoE Ministry of Education

**MDG** – Millennium Development Goal

**MoE** – Ministry of Education

**NAEP** – National Adult Education programme

**NALP** – National Adult Literacy Programme

**NDR**- National Democratic Revolution

**NFE**- Non-Formal Education

**NGO**– Non-governmental Organization

**NLC**– National Literacy Campaign

**NLCO** – National Literacy Campaign Organization

**NLCC**- National Literacy Coordinating Committee

**NALP**- National Adult Literacy Program

**PA** – Peasant Association

**PLO**- Provincial Literacy Officers

**REB** – Regional Educational bureau

**REFLECT**- Regenerated Freirean Literacy through Empowering Community Techniques

**SD**- Sustainable Development

**SDG** – Sustainable Development Goal

**TVET** – Technical and vocational Educational Training

**UD** – UrbanDweller

**UOE** - The University of Edinburgh

**USD** – United States Dollars

**UNDP** – United Nations Development Program

**UNESCO** - United Nations Educational, scientific and Cultural Organization

**WOALP**- Work-Oriented Adult Literacy Program

**3R's** – Reading, Writing, and Arithmetic

## ABSTRACT

*The purpose of this study was to investigate the practices and challenges of integrated functional adult Education (IFAE) program in Yeka Sub-city, Addis Ababa. In the study, both quantitative and qualitative methods of data collection were employed. Accordingly, 140 adult learners (six males, 134 females), 16 (six males and ten females) facilitators in questionnaire and six participants, six facilitators and four experts by interviewing of Integrated Function of Adult Education (IFAE) program in Yeka sub-city were participants of the study. Questionnaires, interview and document analysis were used and frequency, percentage and thematic analysis were used for analysis data. Finally, Findings showed that many of the IFAEP learners were housewives with the age range from 15-45 and the most facilitators were grade 10 completers. In the program various themes were delivered based the need and economy of the participant; The learners learnt in comfortable learning center and time; the stakeholder participation in IFAEP was low; absence the formulating administrating structure of the program; creating awareness about IFAE program for enrolling and increasing the learner of the program; The performance of the learner assessed by test, and asking the question; IFAE program helps to know the word and number and to increase time to time; and the hindering factors of the IFAE program in Yeka sub-city were absence ownerships the IFAEP; lack of interest the participants of the program, have not given the training opportunity for facilitator; low participation of the stakeholder; absence of their own learning center; absence of management structure of the program; absence guideline document of the program, and lack of teaching skills of the facilitator; and high workloads of the learner. Therefore, the effectiveness of the IFAEP, the government should become to create awareness about the program, formulate their sector (should become to work separately with education sector), construct the learning center, work with various stakeholder, formulate administrating structure of the program, and controlled the implementer of the program.*

**Keywords:** *Integrated, Functional, Adult, Adult Education, Yeka Sub-city.*

# CHAPTER ONE

## Introduction

### 1.1. Background of the Study

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties. These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education. Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, and enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. In addition, education is necessary for the fulfilment of any other civil, political, economic or social right (UNESCO, 2007; UNESCO, 2017).

Ethiopia recognized education as a key instrument for development in the education and training policy. In the last two and half decades, Ethiopia carried out a massive movement to improve educational access through various education strategies and Education Sector Development Programs (ESDP I, II, III, IV, V) which were derived from the country Education and Training Policy (ETP, 1994).

In an attempt to improve adult education program, adult education Master Plan was drafted to guide the sector (MoE, 2010). The National Adult Education Strategy put more emphasis to Integrated Functional Adult Literacy Program (IFAEP). The two-year IFAE training program is provided for those who are between the ages of 15–60 years old. The program is offered in learners' first language including literacy, numeracy and other skills development in an integrated manner. It has been designed to make use of inputs from other development workers (agriculture, health, civic and ethics, cooperative, micro and small enterprise institutions etc.). In relation to this program, Adult and Non-formal Education (ANFE) envisaged a goal to create a learning society by providing

integrated functional adult education linked to lifelong learning opportunities that meets the diverse learning needs of all and contributes to personal, societal and economic development (MoE, 2010). The key Education and training policy objective is to increase participation in integrated functional adult education programmes. Activities focus on creating and sustaining a literate environment and strengthened institutional capacity through the development of a more coordinated structure for adult education provision in the communities.

Training programmes for facilitators and adult education tutors include Andragogy as a core component. The development of relevant and quality materials that can be used to teach learners and apply literacy in real life situations through the IFAE course would be part and parcel of the program. Regions should consider the languages and needs of adult learners in developing appropriate curricula which served as frameworks for IFAE materials development at the district-level. Adult literacy curricula and implementation manuals should be relevant, particularly to address women empowerment. IFAE graduates provided with opportunities and allowed to transfer to formal education and TVET, or to pursue post-literacy courses (ETP, 1994).

In ESDP V implementation period, the government of Ethiopia has planned to emphasis in mobilizing the necessary resources and strengthens necessary partnership for the successful implementation of Adult education program in the country. The theme is shifted from general adult education program to integrated functional adult education program to ensure the active participation of the community in the social, political and economic sector of the nation. The number of learners, facilitators and centers has been growing (ETP, 1994).

### **1.2.Statement of the Problem**

In its broader content, adult ducation includes providing functional literacy for adults and the youths; education for different categories of completers of the formal education system to improve their basic knowledge and skills through in-service, on-the- job vocational and professional trainings. The government of Ethiopia used adult and non-formal education to assist development in others sectors of their economy. The country recognized that an educated population is a prerequisite to become competitive with in an international financial system. It helps to eradicate illiteracy and enable adult learners to increase problem-solving capacity. Moreover, it enhances the involvement of the public in poverty reduction struggle, empowers to utilize their money in a planned way, has positive impacts on children's school enrolment and gender issue, use

technological inputs in their livelihoods, and makes adult learners more productive and self-reliant (MoE, 2014/2015)

In Ethiopia, education is at the Centre of the government policy targeted at achieving middle-income country status in the next decades (ESDP IV 2014/15). The education sector both formal and non-formal should provide capable citizens with core literacy and numeracy skills and with the middle and higher-level capacities needed by the emerging productive sectors. Ethiopian Federal Ministry of Education recognised that increasing adult literacy rates would support other development goals (MoE, 2006). Mothers education is directly or indirectly associated with infant mortality, child health and schooling (MoE, 2006).

The history of integrated functional Adult Education is a hit and miss story starting off with strong rhetoric, promises and expectation and concluding in limited success, and even neglect and disappointment in too many cases. Integrated functional Adult Education has been conflated into broader agenda of education and development more at level of discourse than in action. In the arena of the action, it has been too often confined to a narrow interpretation of literacy skills (Umar et al 2010).

It is both academically and practically sound to question what lies behind the continued ineffectiveness of the adult literacy initiative and what has been changed in the process over the years. Unfortunately, there are only very few attempts made to study adult literacy provisions in Ethiopia (e.g. Hoben, 1984 & 1991; Wirtu, 2005; Kebede, 2005) and almost all of them concentrated on describing ‘what happened’ and could not examine the successes and failures and challenges of the sustainable development of integrated functional adult education.

Furthermore, the contribution of practices and challenges of integrated functional adult education program to improve the livelihoods of the people is not checked, and research based solution for the challenges encountering the program has not yet recommended for further improvements.

Therefore, this research seeks to examine the existing activities, viewpoints and challenges in realizing integrated functional adult education in Yeka sub-city.

### **1.3. Research questions**

In order to achieve the intended purpose the following basic research questions were set:

1. What does the practice of IFAE program look like in Yeka Sub-city?
2. What are the major challenges that encounter the implementation of IFAE in Yeka Sub-city?
3. What is the perceived literacy skill, economical and societal contribution of the IFAE program for adult learner in Yeka Sub-city?

#### **1.4. Objectives of the study**

##### **1.4.1. General objective of the study**

The general objective of this study was to assess practices and challenges on the integrated functional adult education of in Yeka Sub-city, Addis Ababa.

##### **1.4.2 Specific objectives of the study**

- To investigate the practices and challenges of integrated functional adult education in Yeka sub-city.
- To assess factors that affect the implementation integrated functional adult education in the sub-city.
- To identify the perceived contribution of Integrated Function of Adult Education program for the learners.

#### **1.5. Significance of the study**

Conducting this study would have the following values:

- It helps to share experiences for both learners and stakeholders to adjust the program for learners.
- It helps development actors and policy planners to use it as reference while developing and reviewing strategies at micro and macro levels.
- It also provides insights on how educational programs can be used to develop integrated implementation framework for various sectarian ministries and agencies.
- It serves as reference for other researchers who were interested to investigate further upon the issues, and created framework to design the solution for the problem in the area of integrated functional adult education.

## 1.6 Scope and Limitation of the study

### 1.6.1 Scope of the study

Geographically the study was confined to Yeka Sub-city at woreda nine, ten, eleven and twelve. It delimitated on practices and challenges of integrated functional adult education (IFAE) program in socio-economic improvement of the beneficiaries. In the study data collection were delimitated to learners, facilitators, and sub city adult education experts/focal person. The study covered woreda education Bureau and extensively looks into the educational process of them.

### 1.6.2 Limitations of the study

This study was not totally free of limitations. There were some problems that limited the findings of the study to talk in absolute terms. Some of these problems were.

- The absence adequate documents at woreda education office and sub city IFAE officers because of their poor documentation.
- Unwillingness of respondents giving information during interview.

## 1.7. Operational Definition of Terms

The following operational definitions are used in the context of the study:

- A. **Adult:** the term adult is described as an individual whose literacy skills is at rudimentary level and enrolled in integrated functional adult learning practices.
- B. **Facilitation-** is guiding adult learning process.
- C. **Integrated Functional Adult Literacy (IFAL):** is one of the ways of literacy program designed to the adults to solve their daily life problem.
- D. **Integrated functional Adult Education (IFAE)-** is education of adults and called integrated because of its relationship and linkages with the daily lives of adult learners and delivered by bringing together different subject matters and different activities like health, agriculture, gender and development, education, civic, etc.
- F. **Sustainability:** continuous functioning and development of integrated functional adult education

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Conceptual clarification**

##### **2.1.1. Adult Education**

Adult education and learning is commonly understood as covering all forms of learning at all levels undertaken by adults after having left initial education and training (Reading, writing and arithmetic). While this sector is very diverse and complex in terms of provisions, structures and stakeholders, its importance for enabling the learning and validation of knowledge, skills and competences cannot be exaggerated. To understand adult education and learning it is necessary to distinguish between learning for personal and for professional purposes. Adult learning for professional purposes is normally closely linked to enterprises and the labour market and can be more readily identified as further education or continuing vocational training, etc (ECDVT, 2009).

According to Sandhaas (2009) the concept of adult education denotes the delivery process, the teaching learning process, study and research, and the learner, institution, organization, stakeholders, researchers etc. Adult education is naturally voluntary part time learning that is provided by educational and other organization, though practical, responsive and changing condition to meet the educational/training needs of the adult learner. And Adult Education is an educational process directed at raising the knowledge and skill of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner.

Adult education is a multi-disciplinary process oriented to favor lifelong education for all, as well as efficient learning throughout life. It aims to provide the knowledge that improves professional qualification and to achieve civic, social, moral and cultural attitudes and skills for performing responsibilities and for progress in all spheres of life. It is based on justice, on the disposition to favour the understanding of cultural aspects in human evolution and the cooperation of international peace, carrying out a process of teaching-learning that tends to harvest an open mind, a way of understanding human relations, a way of seeing the world, a spirit, an attitude, a mental disposition and an ethical character (UNESCO, 2006).

Adult Education includes all organized learning activities, directed to adults and aim at enriching their knowledge, development and improvement of their abilities and skills, development of their

personality and enhancement of active citizenship, as well as the alleviation of educational and social inequalities. It is provided by institutions of formal and non-formal education. Adult education contributes positively to the development of skills and competences which adults need throughout their lives. Additionally, it contributes to the development of active citizenship. Adult education also helps to overcome the challenges faced by vulnerable social groups, such as early school leavers, low skilled adults in literacy, numeracy and Information and communication Technology (ICT), senior citizens, adults with special needs or adults who face social exclusion due to limited participation in education (Andrea, Antonis, & Panaoura, 2014). Adult education tries to balance the importance of technical knowledge and professional requirements with the full development of the personality. It pursues improvements in education to provide knowledge and to favour training that guarantees equal opportunities to life, adapting to the needs of individuals of all ages, with the aim of arming them with the capacity for a critical understanding of the world and its changes. It pursues fomenting the positive valuation of active participation in civic life and in social and economic development, adapting to the aims of development within the community in line with satisfying the needs of contemporary societies. It enables the learners know the relations that unites men with their environment and culture; to favour the respect towards diversity of cultures and customs; to foment the interest of creating new material goods and new spiritual and aesthetic values; to raise the cultural level in developing the critical understanding of the principal social problems; to improve the capacity of self-esteem, by facilitating individual survival and the ability to be happy (UNESCO, 2006).

In addition, definition follows the standard practice of describing forms of adult learning as formal, non-formal, informal and incidental:

**2.1.1.1 Formal learning:** is a learning activity that is structured and sequentially organized in which learners follow a program of study or a series of experiences planned and directed by a teacher or trainer and generally leading to some formal recognition of educational performance, such as a certificate, license, diploma, or degree. Formal adult learning is provided in the system of schools, colleges, universities and other formal educational institutions that constitute a continuous “ladder” of full-time education.

**2.1.1.2 Non-formal learning:** is structured learning that includes activities such as: participation in courses that are not part of a formal educational program; workshops; seminars; private lessons, and guided/organized workplace training. Non-formal learning may take place both within and outside educational institutions. It may cover educational programs to impart adult literacy, adult basic education, life-skills, work-skills, and general culture. Non-formal learning does not usually follow the “ladder” system that is characteristic of formal learning.

**2.1.1.3 Informal Learning:** is learning that is less organized and less structured than formal or non-formal learning. It involves nil (or very little) reliance on predetermined guidelines for its organization, delivery and assessment although it must be undertaken with the specific intention to develop some skills or knowledge. Informal learning may include such activities as those that occur in the work place (e.g. on-the-job-training), and any other unstructured learning activities that may occur on a self-directed, family-directed, work-directed, or other basis.

## **2.2. The Expansion of Adult Education**

### **2.2.1. Adult Education into Ethiopia**

Until the start of the 20th century, education in Ethiopia was restricted to religious institutions. Throughout the country’s long history, the Orthodox Church schools have taken the responsibility for producing literates in the Ge’ez language. The schools taught learners who filled the religious system and provided church services. Later, the schools offered religious education not only to the children of the aristocracy, but also to the sons of the tenant farmers and servants of the elite families. Even today, these schools teach religious education to many young learners in rural as well as urban areas of the country in order to prepare them for church positions and services and/or to get them to sustain their Orthodox Christian faith. Since the seventh century, the Koran schools have provided religious education in Arabic to followers of the Muslim religion, but the Orthodox Church organized most of the education. According to Kebede (2006) and Molla (2008), literacy and basic education were instruments of development and modernity in the 1890s. Emperor Minilik II issued a declaration in 1893/4 stating that every child, male or female, should get an education after the age of six. However, parents did not know that they had to send their children to modern secular education nor were there schools to enroll learners. The fact that the church education system could not satisfy the demands of those who worked in government, business, and external relations resulted in the opening of government funded secular education at the beginning of the

20th century (Teferra&Altbach, 2003). A major stride in the history of secular education occurred with the opening of the Menelik II School in Addis Ababa in 1908 (Pankhurst 1962; Negash, 1996)

### **2.2.1.1 Adult Education during Emperor Haile Silassie (1930-1973)**

When it comes to adult education, historically, before the end of the Italian invasion in 1941, adult basic literacy initiatives were unrelated to an official policy (Kenea, 2014). The 1944 Memorandum on Educational Policy that stipulates free education for all at all levels of education was an important milestone even if the national capacity was too weak to carry out mass education, and the awareness of people concerning education was low. The Memorandum emphasized the importance of both adult education and adult literacy (Kenea, 2014). Scholars, such as Inquai (1998) and Kebede (2005), believe that adult education started in 1948 after the establishment of the emperor financed institute aimed at supporting the education of adults, the

BerhanehZare New (which means your light is today).

The 1944 memorandum merged formal and non-formal education, including literacy education. Niehoff and Wilder (1974) argue that there was no apparent special attention to literacy education separate from formal education until 1955. In November 1955, Emperor Haile-Selassie made an announcement in an Amharic

Newspaper (Kenea, 2014; Werqneh, 2011) which read:

We charge every illiterate Ethiopian between the ages of eighteen and fifty to learn in the time left over from his daily task such fundamental education 3Rs as it will enable him to know Amharic reading and writing, either at government schools or private, existing in the neighborhood, or by employing a private teacher in his particular village or district (Niehoff& Wilder, 1974, p. 12).

The announcement gave responsibility for coordination to the MoE and demanded that both the clergy and government employees support the process of implementation together with government, private, charity and religious organizations (Kenea, 2014).

Soon after the announcement was official, there was an agreement with UNESCO to launch a center that trained ‘fundamental educators’ to be engaged in rural areas with the main responsibility of teaching literacy skills (Niehoff& Wilder, 1974; Tekleyesus, 2004). The center opened in Debre-Berhan in 1958. The program offered training to all family members of the future fundamental

educators: men had training in methodology, agriculture, community development principles, health, etc. whereas women and children learned home economics and conventional primary education, respectively. According to Niehoff and Wilder (1974), the program taught 179 fundamental educators with their families until 1960 when it terminated for unknown reasons. Furthermore, fundamental schools that included adult education changed into primary schools for children between three and five years old.

According to Kenea (2014), the announcement showed no strong commitment since most of the responsibility was left with the illiterate adults themselves. It did not appear in the national *NegaritGazetta*, a newspaper publishing binding legal provisions or proclamations (Kenea, 2014). According to Wagaw (1979), the country did not have the capability to implement it. The announcement shows that the majority of Ethiopians were to learn basic literacy in Fundamental education which refers to the preparation of children or adults without opportunity for effective participation in community life through instruction in basic facts and skills, for example literacy, agriculture, homemaking, hygiene, citizenship (Merriam-Webster Online Dictionary, 2006).

Fundamental educators are people who teach literacy skills in Amharic despite the range of local languages in Ethiopia. This all had a negative effect on both the continuity and the effectiveness of the literacy programs.

A voluntary association known as *BiherawiYefidelSerawit* (Association of the National Army for the Alphabet) was set up in 1954. Its purpose was to expand literacy education to the broader population under the guiding motto 'Let everyone learn' (Sineshaw, 1996; Kebede, 2006). It aimed at enabling illiterate Ethiopians aged 18-50 to read and write in Amharic during their spare time (Mammo, 1982, p. 194).

This organization, also known as the National Literacy Campaign Organization (NLCO), whose finances came from donations and international development organizations, was directed by a board of high officials under the patronage of Emperor Haile-Selassie. NLCO relied on volunteer efforts of students and their teachers during the summer vacation, and supplied instructional materials and training programs to its volunteer teachers. NLCO enabled the public to understand the hugeness of the education problem. The program was, however, ineffective because of lack of systematic organization and problems of resource allocation, inadequate training, and lack of commitment of

teachers to conduct teaching. Critiques claimed that learners who had not acquired the necessary literacy skills received completion certificates anyway (Mammo, 1982; Niehoff& Wilder, 1974).

In 1967, the Directorate of Adult Education and Literacy (DAEL) were set up under the MoE with the aim of coordinating literacy efforts, collecting statistics, and setting standards. The Directorate prepared instructional materials, instructors' manuals, follow-up readers, and posters besides publishing a monthly newspaper for newly literate people. It also designed a syllabus that covered literacy skills, numeracy, health, civics, and other basic information (Niehoff& Wilder, 1974; Amare, 2006). Based on the contents of the syllabus, the DAEL formulated a standard test to complete the program. The test was open to all learners in any literacy program, be it government or privately run.

The DAEL had a relatively small staff corresponding to its limited duties of coordination and support. The program was carried out by Provincial Literacy Officers (PLO), whose responsibility included organizing programs in their respective province, promoting participation, hiring teachers upon the recommendations of the school principals, conducting training sessions for the teachers, and handling finances.

In 1970-71, there were 901 literacy training centers run by the MoE in the entire country, with 2,140 classes taught by 2,192 teachers, most of whom were volunteers (Niehoff&Wilder, 21 1974). The literacy teachers received a short training by the PLO or the PLO delegate. They taught four to five times a week for one and a half to two hours per night. They received 40 birr (19.30 United States Dollars/USD) for teaching 80 hours per month. Learning in the literacy program was four months for learners who spoke Amharic as their mother tongue and six months for learners of other mother tongues. However, both types of learners used the same material that was prepared in Amharic. This means that the majority of the learners could not use their mother tongue.

According to Niehoff and Wilder (1974), this literacy effort was significant since it produced a higher number of literates than formal schools. Table 2.1 shows the enrollment in the literacy program during 1964-71. As can be seen enrollment fluctuated, being higher in 1964 than during 1965-68, but generally increasing during 1965-70. The highest enrollment was in 1970. There were always more male than female participants. After

successful completion, the graduates were encouraged to continue education in formal education. In 1969, 74,813 (about 33%) of the 228,877 literacy graduates passed the MoE test of whom 44,076 (i.e. more than half) came from three of the fourteen provinces: Tigray (26,564); Gojam (10,353); and Wello (7,106).

**Table 1 : Enrollment in literacy programs, 1964-1971**

Year	Males	Females	Total
1964	158,778	35,172	193,950
1965	107,660	14,747	122,407
1966	126,057	19,817	145,874
1967	129,527	23,630	153,157
1968	130,753	42,703	173,456
1969	183,535	45,332	228,867
1970	238,000	59,079	297,079
1971	119,292	38,017	157,363
Total	1,193,602	278,551	1,472,153

Source: Directorate of Adult Education and Literacy, MoE as cited in Niehoff and Wilder, 1974:

After agreements with the Imperial Government of Emperor Haile-Selassie, UNESCO introduced the Work-Oriented Adult Literacy Program (WOALP) in early 1968, intended for 1968-1973 and Ethiopia joined the countries that were implementing the Experimental World Literacy Program (EWLP), which included WOALP, financed by the United Nations Development Program (UNDP) (Sjöström&Sjöström, 1982).

WOALP planned to teach 78,000 learners in five years using new materials and methods (Niehoff& Wilder, 1974). The UNESCO experts in Ethiopia used the ‘Action Research’ approach to test and then decide on the best method. WOALP had two types of teachers: literacy teachers trained in teaching the Amharic language for a total of fifteen days by the central staff of UNESCO; and specialist teachers trained for two weeks in the work-oriented components. WOALP classes took place in schools, homes, factories and, in some cases, in classes constructed by peasants.

While the earlier adult literacy efforts primarily emphasized mastering reading, writing and arithmetic (the three R’s), WOALP introduced the idea of functional literacy (Kenea, 2014). More

importance was given to functional contents that related to the day-to-day activities of the learners. By June 1973, WOALP had almost 25,000 learners taught by 783 instructors in 885 classes. According to Sjöström and Sjöström (1982), the training of instructors, preparation of vocational-technical materials for adults, and relating functional literacy to agriculture or home economic demonstration programs and pre-vocational training were areas in which experience was developed. WOALP raised awareness about the importance of education not only within the Government, but also among the public (Kebede, 2006).

The weakness of the program was that it only reached the provincial education offices despite the assignment of a Director General who coordinated the program at the ministry level and that the MoE had neither the resources nor the authority to coordinate other line ministries (sectors) that were to collaborate (Sandhaas, 2009; Kenea, 2014). According to Niehoff and Wilder (1974), the program was too expensive compared to other literacy programs. The Imperial Government was to allocate USD 149,200 in cash and USD 2,058,800 in kind (Niehoff& Wilder, 1974: 178). (Kenea, 2014), and the government showed no strong political will to carry out literacy initiatives (Amare, 2006). This, as a whole, resulted in low achievements in both the basic literacy and the functionally oriented programs. According to the World Bank, in 1973 the literacy rate of the population aged 15 and above was 7%, one of the lowest in the world (Sjöström&Sjöström, 1982, p. 35). During the imperial rule, Adult education played no significant role in empowering people to master skills for participating in activities and issues that affected them.

#### **2.2.1.2 Adult Literacy Education during the Derg Military Rule (1974-1991)**

After the overthrow of Emperor Haile-Selassie, the Derg Military Regime launched the National Democratic Revolution (NDR) in 1974. According to Bhola (1987), the NDR promised to destroy the soul and structure of the old feudo-bourgeois system and transform culture and technology by eradicating ignorance, ill health, and exploitation. The mass of the population was mobilized through a campaign and adult literacy was essential to realize the goals of the new revolution (Bhola, 1987). There were two kinds of adult literacy campaigns: the Development through Cooperation, Knowledge and Work (or Zemecha), 1974-1976; and the National Literacy Campaign, 1979-1991.

#### **2.2.1.2.1 The Development through Cooperation, Knowledge and Work Campaign (Zemecha), 1974-1976**

In the Development through Cooperation, Knowledge and Work Campaign, literacy was one of nine programs in the entire country with the greatest focus on rural, including the remote and neglected, areas (Kebede, 2006). The government deployed around 60,000 young campaigners, mostly teachers and students, all over the countryside to perform various development activities, including literacy education, for a two-year term service (Mammo, 1982; Amare, 2006).

According to Mammo (1982):

The campaigners formed over 21,000 peasant associations with a total number of 5 million members. About a million people participated in the literacy program; over two hundred clinics were built in the rural areas with the assistance of the Ministry of Health technicians. During the campaign, 200,000 persons were vaccinated against tuberculosis and 300,000 against smallpox. During the first round of the campaign, nearly four and a half million functional literacy primers were produced in a total of five national languages (p. 194).

The campaign developed scripts, and designed and used literacy texts in four languages that were unwritten at the time. It continued to do translations and text preparations in other Ethiopian languages after the campaign stopped (Kebede, 2006). Despite its success, Amare (2006) claims that the lack of time to organize the campaign carefully and the organizers' insufficient experience created challenges for the campaigners in terms of understanding the objectives of the campaign, the traditions of the people in the literacy education sites, and the expected pace of change. The campaign ended because of internal problems and the border war with Somalia (Mammo, 1982).

#### **2.2.1.3 The National Literacy Campaign (NLC), 1979-1991**

The launch of the NLC took place on 8 June 1979. It was 'a multi-purpose venture aimed at raising the level of material and cultural life of the people' (Amare, 2006, p. 104). The Campaign had a number of objectives aiming at transforming the lives of the mass of the population. These included emancipating the masses from illiteracy without hampering their day-to-day activities and in the languages they best understood; to strengthen and upgrade the skills gained through literacy and lay down a strong foundation for further education; and to encourage and promote the development of political consciousness, economic prosperity and social maturity (MoE, 1986, p. 3).

The NLC was to teach adults both literacy and functional skills to increase their productivity from the fields (rural learners) and in factories (factory-workers). It originated in socialist thinking. Of the total population (estimated in 1974 at 26.6 million), the NLC targeted 18.5 million illiterates aged 15-45 years.

The objective of the NLC was to eradicate illiteracy from the urban areas by 1982 and from the rural areas by 1987. This did not materialize partly because the total population was higher than first predicted and because of the severe drought and famine in the early 1980s, and the ongoing civil war. The target for the eradication of illiteracy was postponed until 1984 for urban areas and 1992 for rural areas (Bhola, 1987)

According to Werqneh (2011), the core contents of the campaign were the 3Rs (reading, writing, and arithmetic). There were three types of classes (beginners, remedial and post- literacy) with different time allotment and contents. The beginners' classes had six hours a week and 3 hours a day (Bhola, 1987, p. 13). Adults learned how to read and write in 312 hours of instruction, of which 240 hours were for basic skills and 72 hours for practice on functional readers (Bhola, 1987). It included the alphabet, forming words, Arabic numerals and the four mathematical operations (Werqneh, 2011). The literacy classes also included the teaching of the socialist ideology (Amare, 2006). Teaching was by rote: learners repeated the alphabet chart which, according to Bhola (1987), was what learners preferred. The program relied on volunteer teachers and recruits (e.g., 12th grade students, school teachers, civil servants, and retirees). The remedial classes had 288 hours for learners who failed to gain a certificate at the beginners' class. The post-literacy classes were follow-up programs in the literacy center for learners who had already earned a certificate (Bhola, 1987). The post-literacy reading, writing and computation materials had contents on environmental education, basic agriculture, health, home science, appropriate technology, cooperatives and socialist education, and political/ideological education (Werqneh, 2011). There were 120 hours of instruction in the post-literacy classes based on post-literacy readers. This served as a basis for continuing education (Bhola, 1987).

According to Bhola (1987), the literacy classes enabled learners to do some literacy activities, such as reading newspapers, magazines and posters, calculating land areas and crop yields, making a budget, and communicating in writing with friends, family, and local and other government agencies.

### **Training, Support, Institution Building, and Networking**

According to many government sources, it was compulsory for both the management and the teaching staff to join NLC (Werqneh, 2011). Literacy teachers were trained for 2-3 days (instead of the originally planned 7-9 days) in how to use the materials and radio programs, how to do peer teaching and how to teach agricultural skills, health, hygiene, family and guidance, and political education. NLC started in urban centers and spread to remote rural centers. There were 1.5 million people volunteers and more than 22 million reading booklets and 9 million primers were distributed to beginners and post-literacy learners, respectively (Abate, 1993). There were follow up courses equivalent to grade four enabling many learners to enroll in formal education. The total financing for NLC was 517.88 million Ethiopian birr (around USD 209.26 million) up to the 19th round in 1989 provided by the government, local communities, local and international organizations, and Ethiopian communities living abroad (Kebede, 2006; Werqneh, 2011, p. 80). In order to strengthen institution building and networking, a separate Department of Adult Education (DAE) was set up in the MoE with a highly articulated planning and implementation system for NLC (Bhola, 1987; Amare, 2006; Kebede, 2006).

DAE became the secretariat of the National Literacy Campaign Coordinating Committee (NLCCC)-a policy-making body with 28 representatives from government agencies, mass organizations, and professional and religious institutions. The NLCCC met once or twice a year with the Minister of Education as the Chair, while the executive committee of the NLCCC met each fortnight to handle the recurrent problems and decisions. The National Literacy Coordinating Committee (NLCC) had four sub-committees in the MoE: the Educational Materials, Procurement and Distribution Committee; the Recruitment, Training and Placement Committee; the Propaganda and Aid Coordinating Committee; and the Data Collection, Supervision and Certification Committee. Sub-committees were also set up in the fourteen major regions, in the capital of AddisAbaba, in 106 awrajas (sub-regions) and in 588 weredas. At the grassroots level, 20,000 Peasant Associations (PA) and Urban Dwellers' Associations (UD) supported the NLC by employing literacy campaign officers that looked after the literacy centers, reading rooms and listening forums and supervised literacy instructors in literacy centers and sub-centers located in small and remote communities. There were in all nine layers from the top (MoE) to the bottom (the center) required to work under what was known as bureaucratic centralism (Kebede, 2006; Werqneh, 2011).

The NLC was implemented in collaboration with organizations such as Awraja Pedagogical Centers (APCs), Basic Technology Centers (BTCs), Community Skill Training Centers (CSTCs) and Basic Development Education Centers (BDECs) (Bohla, 1987). The campaign also worked in partnership with the educational Radio, distance (or correspondence) education and night schools.

### **Benefits, Problems and Challenges**

According to Kebede (2006) and UNESCO (2005c), the NLC taught 22 million people (of whom 52% were females). Over 20 million adults (51% females) passed the beginners' literacy test (UNESCO, 2005c) and received certificates for basic skills in reading and writing (Negash, 1996). This meant that the literacy rate in the country increased from less than 10% during the Emperor Haile-Selassie regime to over 60% in 1990/91 (Abate, 1993).

Both the use of the mother tongue for literacy education and the opportunity to continue training in formal schools were significant benefits. The NLC employed fifteen different languages for both teaching and material preparation in the literacy and post-literacy training, meaning that 93% of the learners could use their mother tongue (Kebede, 2006; Abate, 1993; Molla, 2008). This led to a cultural rebirth for many nationalities whose languages had been unwritten. Even more, the campaign provided thousands of people with the opportunity to join formal education (Kebede, 2006; Molla, 2008). Successful completion of literacy education in the NLC was equivalent to grade two in formal primary school and provided access to grade three in formal education (Amare, 2006).

The increased literacy levels seem to have led to learners' higher awareness of their political environment and to skills that were functional for them both as citizens and as producers (Bohla, 1987). Amare (2006, p. 109) argues that literate parents understood the importance of education and contributed actively, for example, to setting up Community Reading Rooms and assisting teachers in the CSTCs. The campaign has also been viewed as a tool of domination since the promotion of the socialist ideology among the learners led to lack of questioning rather than developing critical, inquisitive and independent thinking of the learners (Woldemeskel 2005; Amare, 2006; Kenea, 2014).

The NLC gradually suffered from 'campaign burn-out' among its organizers as the campaign extended over a period of ten years. The forced use of teaching staff and shortage of instructional

materials in many places led to relapse into illiteracy among many neo-literates, while graduates who enrolled in formal education faced challenges because of the use of Amharic instead of their mother tongue as the medium of instruction. Added to this were the severe famine of 1985 and the continually expanding civil war after mid-1988.

Despite positive features, the benefits from the Derg's adult literacy programs were temporary and did not make most learners participants in the economic, social and political domains. The Development through Cooperation, Knowledge and Work Campaign (1974-1976) introduced the use of other mother tongues than Amharic as the medium of instruction and for texts used in adult literacy education. It also mobilized tens of thousands campaigners who amongst others provided educational opportunities for much wider groups of the rural population. However, the campaign encountered two basic problems: poor preparation; and lack of experience among campaigners. The NLC, which depended on voluntary unpaid teaching, prepared primers in fifteen languages and liberated tens of millions from illiteracy. This was, however, done in strict accordance with socialist ideology which deprived learners of their own free thinking. The campaign suffered from an inadequate government budget and eventually from 'campaign fatigue'. Above all, insufficient efforts were made to prevent neo-literates from relapsing into illiteracy

#### **2.2.1.4. Adult Literacy Education during the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF), 1991-now**

In May 1991, EPRDF ousted the Derg regime and a Transitional Government including all the opposition parties led the country from July 1991 to May 1995. The new government came to power at a time when the world witnessed the end of the cold war, the demand particularly from multilateral organizations (the World Bank and the international Monetary Fund, International Monetary Fund (IMF) for structural adjustment, and the publication of the World Declaration on Education for All (EFA). The EFA policy reinforced the focus globally on primary education which led to massive donor support for primary education in the developing world, including in Ethiopia (Lind, 2008).

In April 1994, the Transitional Government of Ethiopia issued a new Education and Training Policy (ETP) that led to a reform of the education system. The ETP and especially the Education Sector Development Program ESDPs I-II (1997-2005) addressed problems of access, equity, quality and relevance in formal education, with most attention given to primary education. Adult

education and adult literacy were not addressed. Neither did they form part of the Agricultural-Development-Led Industrialization (ADLI) strategy that was first articulated in 1993. The lack of government emphasis meant that NGOs were virtually the sole provider of adult literacy programs which were conducted outside of the general policy context.

#### **2.2.1.5. Adult and Non-formal Education (NFE) in the Education Sector**

Development Plan (ESDP I) and the Education Sector Development Plan II (ESDP II), 1997/8-2004/5

In the ETP (1994) it is stated that NFE is to be taught and incorporated with basic education at all levels of formal education. Adult and NFE was a three year cycle of basic education (equivalent to formal basic education grades 1-4) taught to out-of-school children aged 7-14, and to youth and adults aged 15 and above. In 2000/01, the former group included 320,581 children, and the latter group had 1,049,061 individuals. During the ESDP I period (1997/1998-2001/2002), the dropout rate for youth and adults was 16% (MoE, 2002, p. 23).

In ESDP II, the MoE set targets for the Adult and NFE program that were to be achieved through participation and contribution of communities and NGOs (MoE, 2002). They concerned with the setting up of new skills training and basic literacy centers, reaching more outof-school children and youth and adults, training of adult trainers in skills, and ensuring that the first cycle of formal primary education (1-4 grades) and alternative non-formal education programs were linked.

Table 2.2 shows enrollment in adult and non-formal education in 2003/4 theregions in Ethiopia. Addis Ababa was particularly successful. As inthe earlier period, there were fewer female than male learners.

**Table 2. Enrollment in adult and non-formal education in 2003/4**

Region	7-14 Years			15 years and above			Grand Total
	Females	Males	Total	Females	Males	Total	
Tigray	14,316	17,528	31,844	5,886	10,549	16,435	48,279
Amhara	————	————	————	————	————	————	212,337 (F=99,712, M=112,625)
Oromia	207,689	268,508	476,197	108,350	243,862	352,212	828,409
Benshagul-Gumiz	1,626	2,650	4,276	1,232	3,650	4,882	9,158
SNNP	37,875	44,893	82,768	35,648	39,300	74,948	157,716
Gambella	855	926	1,781	2,476	2,589	5,065	6,846
Harari	————	————	————	672	2,825	3,497	3,497
Addis Ababa	11,612	6,043	17,655	17,972	9,136	27,108	44,763
Grand total	273,973	340,548	614,521	172,236	311,911	484,147	1,311,005

*Source: MoE 2005, p. 7; Kebede 2006, p. 16*

Despite some achievements, for example concerning the preparation of the curriculum and improved methods of teaching adults and youth, most problems continued to exist.

#### **2.2.1.6. Adult Literacy in ESDP III (2005/6-2009/10) and the National Adult Education Strategy (NAES), 2008**

Unlike the first two ESDPs, ESDP III included the Functional Adult Literacy (FAL) program for youth and adults aged 15 and above despite the fact that there was no adult education strategy until 2008. The program aimed at enhancing the participation of communities in national development and poverty reduction strategies in addition to making adults more productive and self-reliant. The program was to address the problem of gender disparity, reach 5.2 million adults, and train 143,500 adults in different skills in the existing 287 Community Skills Training Centers (CSTCs) through the Basic Skills Training Program (MoE, 2005). The MoE (2005) required support from all stakeholders (partner ministries, NGOs, local governments, communities).

In 2008, the MoE together with its partners prepared the National Adult Education Strategy (NAES) whose focus is to impart knowledge and skills to the adult population and to facilitate conditions for the provision of the Functional Adult Literacy Programs (FALP) (MoE, 2008). It also

calls for an expansion of quality, relevant and equitable adult education programs accessible to all. It argues that each human being irrespective of color, religious background and economic status—has the right to basic education. The strategy seeks to develop the knowledge, competencies and skills, attitudes and behaviors that would allow adult learners to contribute to all aspects of Ethiopia’s development. Adult education, more specifically Integrated Functional Adult Education (IFAE) should enable adult learners to acquire knowledge and skills in areas such as agriculture, health, civics and culture to achieve accelerated and sustained development (MoE, 2008, p. 2). The national adult education task force also developed the National IFAE Curriculum Framework, the IFAE Implementation Guidelines, the IFAE Facilitators Training Manual, and the IFAE Benchmark manuals.

An Adult and Non-formal Education Unit were set up under the MoE. A Memorandum of Understanding was signed between the MoE and five other collaborating ministries ensuring the creation of an Adult Education Board and a technical committee that were to also be set up throughout the decentralized structure down to the wereda level. Each region assigned an adult education focal person responsible for follow up of the adult literacy education (ALE) programs. However, the new targets were not met and most potential learners had no access to ALE that could help them gain the attitudes, knowledge and skills for a better life. The NAEP did lead to new plans and programs, in particular in learning for Life: A Master Plan for Adult Education in Ethiopia (2010-2020). NAEP was also crucial for the inclusion of Integrated Functional Adult Education (IFAE) in ESDP IV and ESDP

#### **2.2.1.6.1 Links between IFAE, Learning for Life: A Master Plan for Adult Education in Ethiopia (2010-2020) and ESDP IV (2010/11-2014/15)**

The Master Plan for Adult Education in Ethiopia (2010-2020) was developed particularly with support from Institut für Internationale Zusammenarbeit des Deutschen Volkshochschulverbandes (Institute for International Cooperation of the German Adult Education Association, IZZ/DVV-international) while other stakeholders played minor roles (MoE, 2010a). According to MoE (2010b), the plan is a general framework that assesses the main challenges and opportunities in adult education in Ethiopia and presents a shared strategic direction for adult education. The plan enables all stakeholders to deliver good quality adult education using existing resources, mobilizing new ones, and strengthening planning, governance and financial management practices (MoE, 2010a).

The document has a clear vision, purpose, founding principles, and pillars for adult education.

The vision is ‘to create a literate, well-informed, knowledgeable and skilled population of youth and adults who realize their own potential and maximize their contribution to society, Ethiopia’s economy and future generations’ (MoE, 2010a, p. 2). The purpose is to provide the necessary structures, programs and tools in order for every youth and adult in Ethiopia to have access to quality adult education services whose special focus is integrated functional education (MoE, 2010a).

The plan identifies eight founding principles and six major pillars of adult education. The founding principles consider adult education a part of strategic plans and policy directions. It is part of life-long learning (LLL), and should be based on a quality framework, be learner-centred and address the needs of the learner. The core focus is on IFAE (MoE, 2010a). The pillars address issues of content of adult education programs and approaches, governance, training, assessment, monitoring, evaluation and reporting, research and knowledge transfer, and costing and financing.

The plan also discusses the nature, delivery and relevance of Ethiopian adult education with a special focus on IFAE. Adult literacy should build on indigenous knowledge and link writing, reading and numeracy skills to livelihoods and skills training in areas, such as agriculture (including off-farm activities), health, civics, and cultural education. This requires collaboration between the government and NGOs. The literacy skills should be meaningful to the learners since relevance and utility are the keys to accelerate skills acquisition and help learners expand their knowledge base through other learning opportunities. Livelihood and life skills are essential in a successful Integrated Functional Adult Education Program (IFAEP).

ESDP IV (2010/11-2014/15) (MoE, 2010b) addressed four expected outcomes and nine key outcome targets for adult education with a special focus on IFAEP. These were to improve democratic and good governance culture through expansion of adult education; to make economic development more sustainable through quality and relevant adult and non-formal education; to create an efficient institutional system for adult and non-formal education; and to attain significant improvement in adult literacy. The outcome targets included, amongst others, to reach 95% of the 36.4 million (later adjusted to 19.4 million) illiterate adults and reduce regional and gender gaps, to undertake adult literacy training aimed at linking literacy to livelihoods, to increase the number of trained facilitators and instructors, and to identify and share best practices and materials. The

Master Plan for Integrated Adult and NFE should be utilized and implemented by all stakeholders and the National Adult Education Board to be made operational.

The government budgeted about 12 billion Birr (approximately 571 million USD) constituting 9% of the budget allocated for the education sector and 90% of the total cost for IFAEP. This is equivalent to 20 USD per participant per year (MoE, 2010b). The amount is considerably higher than the budget for ESDP III (288 million birr, 0.5% of the total budget for the education sector). All other levels of education had a decreased proportion of the total budget compared to the ESDP III. IFAE is therefore essential to the current government ambition for development of the country.

### **2.3. National Adult Education Strategy in Ethiopia**

According to MoE (2008) states the current Situation of Adult education 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. Human resource development will take the first priority to take our country out of the current low level of development to an accelerated and sustained development. 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. But, adult education is still engaged with problems accumulated through years. These problems are:

- Unsatisfactory level of expansion of adult education
- Inequitable distribution of adult education
- Low level of relevance and quality of adult education
- In availability of appropriate organization to lead adult education
- Imbalance resource allocation for adult education

The objectives and Goals of Adult Education Strategy is to establish a well planned, organized and coordinated adult education system that will provide opportunities to youth and adults to access quality and relevant learning programmes to enable them to participate competently in social, economic and political development of Ethiopia (MoE, 2008).

## **2.4. The Practice of IFAE Programme in Ethiopia**

The practices are not in a good condition, the people are not discharging their responsibilities at all levels (regional, zonal, district and kebele levels). Moreover, the sectors are not inter-connected at local level to support the effective implantation of IFAE (Negassa, 2019).

## **2.5 Participants of IFAE Programme in Ethiopia**

IFAE targets adults of 15 years old and older principally those who have never enrolled in school and those who dropped out of the first cycle primary including youth women and adults; belong to vulnerable groups of the community e.g. Sex workers, The displaced, Person who live in and on the street, Prisoners/persons in correctional institutions etc.; Live in peripheral and remote rural community e.g. Pastoralists, Semi pastoralists, Fishers etc.; have special learning needs e.g. People with disability; and live in urban areas like Low income socio economic groups, Housewives, Factory workers/laborer, Domestic workers etc. (MoE, 2011a).

## **2.6. IFAE for Sustainable Development**

According to NAES (2008):

To enable the adult to competently participate in the country's development efforts it is vital to: design an adult education program, which complies with development strategies and packages (agricultural and rural development, health, women and youth development packages) and serves as a tool for accelerated and sustained utilization of these development activities (p. 4).

This suggests that exclusion of adults from educational opportunities hampers development. According to MoE (2008, p. 5), adults should contribute to the eradication of poverty and achievement of SD. Adult education should help develop the productive force of society, build a democratic and good governance culture and bring about change in social life (MoE, 2008, pp. 11-12).

The IFAE national curriculum framework document (MoE, 2010c) is consistent with the vision of the Master Plan for Adult Education (2010-2020) and the wider vision for society. It promotes values, such as love for hard work, respect for humanity, concern for individual and group rights, concern for common interest despite diversity, and capacities and skills for environmental

protection (MoE, 2010c). These values promote learning for sustainable life as main features of sustainable development.

According to the MoE (2010c), the life skills contents address agriculture, health, income generation, critical thinking, civics and ethics, environmental care and protection, gender and social issues. The teaching of life skills should be done holistically rather than as a separate subject, linking basic literacy teaching to life related issues (MoE, 2010c). For example, when discussing traditional practices as a life-related issue, learners can at the same time learn the letters in the phrase and calculate the number of letters in the words ‘traditional’ and ‘practice’. This would motivate adults to participate in the program and simultaneously develop their knowledge and skills in order to address poverty and bring about sustainable development.

The duration of the IFAE program is two years—equivalent to three years in formal education—and sessions should be suited to the learners’ occupations (MoE, 2010c). Teaching and learning should be in small sessions, currently three sessions of two hours each per week (i.e. 6 hours per week). Learners can join primary education or technical and skills training after completion of IFAE (MoE, 2010c).

The major tasks for IFAE at the national level, according to MoE (2012), are to allocate adequate finance, create an institutional system with qualified personnel, prepare and distribute primers, and recruit, train and assign facilitators to the centers. The teaching and learning should take place in collaboration with relevant government institutions, including from agriculture and rural development, health, Farmer Training Centers (FTC) and with NGOs. Different MoE documents underline the importance attached to adult education and, particularly to IFAE, and are the foundation on which the current study is undertaken.

**Table 3: Conditions and challenges for ALE under different governments in Ethiopia compared to the world ALE trend**

Rulers	Period	World trend of ALE	Condition of ALE programs in Ethiopia	Challenges of implementation in Ethiopia
Emperor Haile-Selassie (1930-1974)	1945-1964	Reading and writing in the mother tongue	.Reading and writing in the national official language; Establishment of Berhaneh Zere New Institute in 1948; Formation of Yefidel Serawit (literally Army Alphabets) in 1954.	Absence of mothertongue education.
	1965 - 1973	Work- oriented functional literacy	Public notice on fundamental education/adult literacy in 1955; Work-oriented functional literacy introduce in 1968; Reading and Writing in the national official language.	Absence of mothertongue education;Lack of experts and database.
Derg military Rule (1974-1991)	1974 – 1980	Literacy as a means of Liberation	Development through cooperation, knowledge and work campaign, 1974-1976 National Literacy Campaign (NLC), 1979-1991;	Exclusion of liberation agenda; No legal provision for the longer campaign, just directives.
	1980s	Mans campaign for the eradication of illiteracy and social justice, Governments expected to take a lead.	NLC operating; Derg Regime in charge of mass campaign to eradicate literacy through mother tongue education.	Exclusion of Social Justice agenda;Imposition to learn and teach in adult literacy program; Campaign fatigue; Post-literacy and the integration of literacy with development not given due attention; Civil war associated problems especially in northern Ethiopia; Relapse into illiteracy.
	1990s	Vagueness and NGO-izations of adult literacy program despite the defined basic learning needs in jomtien	State of neglect by government; ALE left to NGOs	Absence of ALE policy discourse; No strong efforts to deliver literacy education to the millions of rural adults.
Government (1991-present)	2001-2009	Contradiction and inconsistencies: lifelong learning literacies, and literates(Dakarto 2008)	State of neglect by government;Government's focus on basic education for school children; ALE the business of NGOs; NAES formulated in 2008 focussing on functional literacy.	No strong alternative to adult literacy in the policy discourses, except NAES focus on functional adult literacy.
	2010 onwards	Literacy for all working towards 'literate families', 'literate communities' and 'literate societies' made up of independent, confident and effective lifelong learners (UNESCO, 2017)	Government engagement in IFALE; Master Plan for Adult Education in Ethiopia (2010-2020), National IFALE Curriculum Framework and other guidelines written; Regions started to publish teaching materials in the mother tongue of learners; Centers expanded and millions of adults enrolled; Empowerment of learners and support to sustained development efforts emphasized.	No adult education policy apart from the strategy.

**Source: Compiled from Inquai (1998); Kenea (2014); Lind (2008); Wirtu (2005); Kebede (2005); Woldemeskel (2005); UNESCO (2005c)**

**\*Based on Lind 2008; UNESCO 2009c; UNESCO (2017)**

## **2.7. The characteristics of adult learners**

According to Rogers (1999) cited in time project partnership (2016), adult learners usually adopt more than one role, which influences the available time and energy they can devote and invest as learners.

They decide to participate in a learning process for specific reasons and because specific needs arise. They have a broad and diverse range of experience, knowledge plurality and shaped perceptions in which they invest emotionally. They possess their own preferred learning styles. They prefer to learn in a certain way, depending on the characteristics of their personality, abilities and experiences. They have the tendency to participate in learning activities in an active way. They need to be treated as responsible people. They face obstacles in learning. They develop defense mechanisms and resignation.

The above characteristics of adult learners and in particular obstacles, are a particularly important issue that requires increased capacity from the adult educator in order to address them, such as the ability to diagnose situations, communicating, assessing and searching for alternatives, as well as intuition and sensitivity. 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 programme can be viewed as a variety of activities designed to bring about the desired behavior change in adult learners.

Current practice of adult education (the world of adult education) has several outstanding features, too. These features have no connection with any particular part of the world, no relation to cultural, historical or social and political context they are in effect global. The strongest features of the current educational practice are its abundance, great variety, openness and its dynamism. By the phrase "abundance of current Adult Education" is meant the large quantity.

The large quantity from several points of view refers to the fact that there were never: so many educational opportunities for adults, as they are at the beginning of the 21st century, so many educational offers for adults, so many adult participants of education, so many institutions working in the field of Adult Education, as they are at the beginning of the 21st century (Jedlickov, 2014).

The world of Adult Education ought to be open but generally, it does not apply. By the openness, the wide accessibility of educational opportunities is meant. This (needed) wide accessibility of education for adults is not obvious, although its high quantity has been already mentioned. It is not the same, though: a high number of educational opportunities do not guarantee that those who are interested in participation can actually take part in them. Various obstacles can appear, such as organizational obstacles: time of the course for an adult is not suitable; employees have limited time, long distance to the educational institution, or other types of obstacles, e.g. conditions for the participation in education entrance conditions etc. (Jedlickov, 2014).

## **2.8. Concept of Integrated Functional Adult Education**

According MoE (2011b) the life and daily activity of adults are the entry point for IFAE. IFAE is a process leading to encouraging voluntary participation of adults; introducing new work practice / culture for improved health as well as economic and social life; depending attitudinal change; enriching knowledge and skill; and developing human and material value to overcome poverty.

The vision of IFAE is to see a literate Ethiopian adult citizenry who are able to take their own initiative in fighting poverty, change their life; and participate actively in democratic processes and nation building (MoE, 2011b).

IFAE is a process leading to mastery of 3rs; encouraging voluntary participation of adults; introducing new work practice / culture for improved health as well as economic and social life; depending attitudinal change; enriching knowledge and skill; and developing human and material value to overcome poverty. IFAE focus on adult behavior and psychology. Using adult knowledge and skills as starting point. It improves the same; enable progress to a better stage; introduce new technology inputs and procedure; and as such in part of a process of individual, local, community, and national development. IFAE is based on mutual learning- teaching, not on one-way communication between learners and facilitators. Collective learning is used for the resolution of common problems; individual knowledge, and skill, are pooled and coordinated to archive the resolution of common problems. This approach to adult literacy helps adults to use in practical terms their reading and writing and computational skills to advance their life, customs, traditions, experiences, strength, environs productivity, etc (MoE, 2011b).

Integrated Functional Adult Education focuses on integrating social, economic, and pedagogical values; unlike the education of children, focuses on learning content that are immediate and

responsive to current concerns needs and interest of adults; enable learners to actively be involved in the choice of learning contents and methods because adult participants interests/ needs are the foundation for learning engagement; blend content and life situation and responsive to immediate needs and problems, unlike in the education of children which revolves round different subject areas; blends reading, writing, and numeracy skills into key life- improving contents driven by participants interest/needs and desire for immediate application; content and approach help to introduce and progress toward new practice in improved life; pays attention to processes that encourage and enable adult learners to engage in learning according to their interest and pace and soon (MoE, 2011b).

### **2.9.1. Facilitators of IFAE Programme**

The recruitment procedure and criteria shall ensure that a recruitment committee is selected by the community: the candidate has completed grade ten at the minimum where this proves difficult, other grade levels can be considered; the candidate is very conversant with the language, culture, and living conditions of the community; the candidate is acceptable to the community; a female candidate is given priority to maintain gender parity; and this information shall be made known to all stakeholders in the interest of transparency. And the facilitator shall include firstly personnel at woreda level. The following group of individuals can be recruited as facilitators as needed: - School teachers; Agriculture and rural development agent; Health extension worker; Facilitators of alternative basic education; other voluntary facilitators in the community; and another paid facilitator as necessary (MoE, 2011a).

### **2.9.1 Facilitators Training**

#### **2.9.1.1. Pre service training**

A fifteen days training pre service training shall be given by REB and Woreda education office to voluntaries from among development workers/agents, school teachers and ABE facilitators at kebeles level. Thirty-day pre service training in andragogy shall be given to all others newly recruited person in teacher education colleges and universities (MoE, 2011a).

#### **2.9.1.2. In service training**

Facilitators are expected to continuously upgrade and update themselves with modern and improved teaching method through: Individual efforts and short in-service training organized from time to time (MoE, 2011a).

### **2.9.2. Organization of learning center in the IFAE Programme**

The learning center of IFAE program is appropriate that schools, alternative basic education centers, farmer training centers, and other institutions in the woreda principally serve as IFAE centers; it shall be given wherever the learners and the community deem it suitable; A community willing and convinced of building a learning shelter shall do so with support of the community themselves and woreda administration; in consultation with the community, learning center shall be adequately furnish (with seat) and kept clean; and Enlist the community to give willingly plot of land for construction of learning centers. In general, the following can serve as learning center such as school, Alternative basic education center, farmer or pastoralist training center, health learning center, posts, kebeles halls, private home rented or otherwise, tree sheds, workplace such as factories, cooperative, etc (MoE, 2011a).

### **2.9.3. Learning schedule in the IFAE Programme**

IFAE pursues a convenient time and place throughout the life. Just like other education and Training programmes however IFAE require staying at one place at least for certain minimum period to complete a mutually agreed schedule of activities. Although the duration of lesson is established through discussion with and expressed will of the participants. IFAE shall be offered three days a week, three hours per day and for two years; the skills of reading writing and numeracy shall be offered integrated with the above subject/themes of the lesson (MoE, 2011b).

### **2.9.4. Curriculum frame work of Adult Education**

The preparation of functional adult Education (FAE) learning-teaching materials shall take account of several central and broader concerns. This includes;

- Standard and quality
- Cost saving approach/ cost effectiveness
- Flexibility
- Relevance (in terms of the educational objectives, learners need, aspiration, environment, and situation studies)
- National development policies and strategies
- Participation of learners starting from need assessment to evaluation
- Evaluation (for possible use now) of books previously prepared by different country

### **2.9.5. Content of learning in the IFAE Programme**

The principal's basis of the content of IFAE is life and engagements of the adult participant as well as the community. The following content /theme should be provided for IFAE program learners that is reading, writing and reading skill, life skill, agriculture health; civics and ethics; Environmental conversation of environment; gender; and income generation (MoE, 2011b).

However, the contents for the teaching and learning program in adult education classes should be based on immediate needs of the adult learners and could be developed at center level. However, the contents of teaching and learning were not related to adult participant's life (Yoseph, 2017).

### **2.9.6. Learning facilities in the IFAE Programme**

Material that must be sufficiently available at each learning center include written training material that serve the facilitators, community etc; Black boards, dusters, and chalk; Text books; facilitators guide/manuals; support books (reference), exercise book for lesson planning purpose, exercise books for practice and follow up; pencil, pens, rulers, meter; materials and/or equipment listed for practicing the FAE as in the curriculum. In addition, among the teaching learning aid materials that the FAE programme should have a centrally prepared curriculum framework, facilitators' manuals/ guides', text book, reference books, posters, flash card and brain material (MoE, 2011a).

### **2.9.7. Teaching learning Methods of the IFAE program**

IFAE makes participants read and write sentences reflecting their daily life and activities. In this approach adults learn how to read, write and compute about their individual, community, and national agendas. The curriculum frame work below suggests a learning-teaching approach to answer this question and satisfy afore-mentioned basic learning needs and interests of adults. This approach begins with sentence on topics adults had discussed and want to read (whole language approach). Here adults are engaged reading sentence, identifying key words, and then recognizing individual letter/ alphabets in them, simultaneously, they learn that identifying and reading letters is a useful skill for reading words, phrases, and sentences. Since these unite organized with adult, they stimulate learning (MoE, 2011b).

### **2.9.8. Assessment and certification**

The assessment shall involve continuous activities that include practical tests/activities, written and oral examination. Components of learning to be assessed reading skill, writing skill, numeracy/computation skill, speaking skill, adequacy of practical application /use of these skills and other practical knowledge and skill.

Assessment of adult learning is a planned, organized, coordinated activity undertaken by learners themselves, facilitators, IFAE and other relevant committee and professionals from among community development agents (MoE, 2011a).

### **2.10. Stake holders Participation in the IFAE Programme**

In the social, economic, and cultural processes, adults are not only active participants but are also principal actors. Adults realize that these social, economic, and political problems cannot be solved individually but through coordinated efforts. Such are work processes in industry, agriculture, health etc. each of which puts adults at the center of decision making. Therefore, stakeholder such as the ministry of agriculture, health, social and labor affairs, education, and women's affairs, regard youth and adults as principal forces of implementing their plans and achieving the goals (MoE, 2011a).

Sector agencies should therefore pool their human and material resources and work to gather where ever an IFAE program is and /or should be offered. It's expected that agriculture and health extension worker, farmers, training centers, health posts, health stations would significantly support the accomplishments of the goal of IFAE. Further, NGOs involved in development and allied activities are duty bound to tune their programs to this strategy. No doubt that the strategy will play a significant role as it consolidate and accelerate the ongoing development process. No wonder then that IFAE is often identified as tools for development (MoE, 2011a).

However, Stakeholder's coordination in the IFAE program implementation was low due to several hindering factors. Of which the most influential factors are lack of integration between woreda sector office (stakeholders) managers and local level i.e. Literacy Center workers, lack of stakeholders clarified goal being achieved through IFAE program and lack of accountability of

stakeholders in the IFAE program implementation (Assefa, 2018). Lack of enough participation of all stakeholders in planning, implementing and evaluation of adult educations (Gezahegn, 2014).

In addition to the above, the provision of IFAE program is taking place through collaborative efforts between stakeholders/sector offices. However, their coordination to run the program together except education, other sector offices were low (Assefa, 2018).

### **2.11. The Contribution of the IFAE program**

The implementation of IFAE program has a significant role in reducing the illiteracy rate of the country from age 15 and above and promising in meeting the Millennium Development Goals (Tamrat, 2014). Adult Education Program has contributed a lot in addressing access, equity, and positively played its role in reducing illiteracy (Gezahegn, 2014). Integrated Functional Adult Education Program has contributed a lot for those youths and adults who are less access to formal education in addressing equity and change mode of life of adults by equipping adults with knowledge, skills, habits, values or attitudes which prepare them to be critical in decision making and creative within the society (Burayna, 2016).

The overall goal of the program was to help the society become familiar with the modern technologies and to use them in their daily lives. The responsible bodies and their structure that they created as a woreda level helped them to be effective. From these activities' adults were the first beneficiaries of the program and their lives have been changed (Haile Meskel, 2014). IFAE has contributed a lot for those youths and adults who are less access to formal education in addressing equity and change mode of life of adults by equipping adults with knowledge, skills, habits, values or attitudes which prepare them to be critical in decision making and creative within the society (Burayna, 2016).

### **2.12. The Experiences of Different Countries on Adult literacy**

#### **2.12.1. Malawi**

According to the 1998 population census, only 64% of the all adults (15 years and above) were literate. The corresponding literacy rates for male adults and female adults were 75% and 54% respectively. Recognizing the importance of literacy to improve the lives of the population, the Government of Malawi established the National Centre for Literacy and Adult Education, with the aim of providing literacy education to 2.5 million people by the year 1995. However, up

to 1998, the National Adult Literacy Programme (NALP) had covered just over 520,000 people. NALP also provides continuing education which consists mainly of post-literacy activities to prevent relapsing into illiteracy (Chikhosi, 2004).

The government with support from various stakeholders has been implementing Non-Formal Education (NFE) to address the problem of illiteracy, especially among the youths and adults aged 15 years and above through National Adult Literacy Programme (NALP) since 1986. It was the same year that government decided that implementation of its policy on the youths and adult literacy and education should be with the ministry responsible for Community Development Services by Government Notice under Education Act (Ministry of Women and Child Development, 2008).

In Malawi, special groups targeted by Adult Learning and Education (ALE) provision are illiterate men and women, the elderly, the poor, and the unemployed youths and adults, 15 years and above. Other groups targeted are orphans and displaced, People Living with HIV/AIDS (PLWA) and disabled people (Ministry of Women and Child Development, 2008).

Apart from academic qualifications, age would have to be a criterion for recruitment: only the older and more mature men and women would be selected. It is assumed that such men and women would be more acceptable to older learners than younger people. If the instructors are to be effective as adult teachers, not only must the supply of teaching and learning materials be improved, but the period of training needs to be extended beyond the present two weeks. The extended period would enable the trainee instructors to acquire the basic principles of adult teaching. Since civil servants can retire at age 55 years, many of the primary school teachers' who have retired at that age is still strong and full of life: The Ministry of Community Services would do well to consider recruiting such persons too for teaching in the functional literacy programme (Kishindo, 1994).

The instructors are paid a monthly honorarium at an amount determined by the provider.

Government instructors are paid MK500 (4US\$) per month, while NGOs and donor institutions pay as much as MK1,500 (12US\$). This is in sharp contrast to the international benchmarks that recommended a minimum wage which in Malawi is around K7,000 (50US\$) per month. The 2008 Symposium on adult Literacy recommended that all instructors be offered at least MK5,000 (US40) per month to motivate them (Ministry of Women and Child Development, 2008).

Monitoring and evaluation of adult literacy and type of approaches used are dependent on The two major approaches, namely Functional Adult Education (FAE) and the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) approach. The FAE operates within the framework of Malawi's 1986 policy (which has just been reviewed). As a programme the National Adult Education Programme (NAEP) was designed to meet functional literacy needs of beneficiaries and oriented towards contributing to the achievement of Malawi's development objectives. REFLECT is the second adult literacy approach used in Malawi and was introduced in May 1996 during a two-week briefing course organized by Action (Ministry of Women and Child Development, 2008).

The NALP has a well-designed Monitoring and Evaluation system, which outlines the purpose of monitoring, what is to be monitored, the monitoring network and has well developed data collection instruments or forms.

The system is designed in such a way that it collects quantitative and qualitative data generated in the very process of programme implementation. Data collection is done at regular intervals and the Monitoring and Evaluation system provides for feedback at all levels (Ministry of Women and Child Development, 2008).

Generally, by seeing the Malawi adult literacy program experience, the similarities between Malawi and Ethiopian adult literacy program is the goal and the targeting group of the program both concerned on reducing illiteracy rate of the country and benefited the variable group of people that having the above 15 years old. And the difference between the two-country adult education experiences is in Malawi I have seen the high concern of government in adult literacy program contrasting with in Ethiopian experience and high stakeholder participation in Malawi adult education program. But, in Ethiopia the participation various stakeholder in adult education program was low. Therefore, I have learned the concern of the government in adult education program were highly affect negatively and positively the effectiveness of the program.

### **2.12.2 Functional Adult Literacy in Uganda**

In Uganda, Functional Adult Literacy Programmes involve other useful learning besides reading, writing and numeracy skills. The programmes are considered, as a powerful tool for empowering the people particularly if they can apply their new learning and skills properly. In addition, linking

functional literacy training to credit helps enhance women's control over income. Today, most of the people who attend these Functional Adult Literacy classes are women. Functional Adult Literacy (FAL) also empowers the population and reduces their ignorance and poverty. In order to promote Functional Adult Literacy in Uganda, the Ministry of Gender, Labour and Social Development which covers only 26 Districts has produced Literacy Materials in six languages and these include; Luganda, Luo, Lunyankole, Lukiga, Lunyoro, Lutoro, Ateso and Lukonjo. The Literacy Materials include; Primers, Instructors' Guides to the primer, and charts.

Some post-literacy materials have also been produced. NGO's some Non-Governmental Organizations (NGOs) have been also active in the field of Functional Literacy programmes. The NGOs include; Action-aid. National Adult Education Association, Uganda Community Association for Child Welfare, Uganda Joint Action for Adult Education, Religious bodies' and Some parastatal organizations. There are also some literacy programmes being carried out by the Prisons Department (Plas, 2007).

Adventist Development and Relief Agency (ADRA) Uganda has since 1997 been involved in the implementation of FAE programs. ADRA Uganda's FAL is an expansion of the Government FAL curriculum, designed in line with the Government Functional Adult Literacy Policy Guidelines and Strategic

Investment Plan, which basically aims at community literacy. According to the approach that is used by ADRA Uganda, learners are given the opportunity to apply their knowledge by financially being supported through the provision of micro loans to start and sustain Income Generating Activities.

The organization adapted Functional Adult Learning as a broader concept that takes into account many components, the major ones being Adult literacy, skills training and development and management of income generating projects and the provision of micro finance services among mothers. According to Ministry of Gender, Labor and Social Development (2008) ADRA Uganda believes that sustainable social, economic, political, environmental and cultural development cannot meaningfully take place unless the population is literate, has livelihood skills and has access to affordable micro finance services. ADRA Uganda has implemented integrated FAL projects in different regions of the country. The objectives of the ADRA FAL program are:

- To equip learners with essential life skills for personal and community development;
- To build the capacity of the community for income generation and self-reliance; and

- To enable beneficiaries and their families attain improved living conditions and better quality of life.

The program targets men and women who missed the opportunity of formal education in their childhood school going years. They must be above 15 years of age but there is no upper limit.

The groups comprise: older women and men; youths; and special groups of persons including the disabled, prison inmates and specific ethnic groups who are socially and economically disadvantaged like the Karimojong pastoralists and the pygmies. Over a period of 8 years, an estimated 56,581 people have been reached (Ministry of Gender, Labor and Social Development, 2008).

### **2.13. Challenges of IFAE Program**

The program implementation is hampered by access to adults learning the program lack of organized structure, coordination, and commitment to improving the IFAE program. The literacy classroom observation results reveal that some of the contents like counting and adding numbers are more liked by participants. On the other hand, writing names, constructing words and sentences found to be a challenge for the learners. The curriculum is not implemented as it was stipulated in the textbook of the learners, only literacy facilitators in the form of inter-generational learning modality run the program, without the involvement of the agriculture and health extension facilitators. The study result shows that the current model, used to implement IFAE, could not bring a change as the right way to escape from illiteracy problem (Negassa, 2019).

Adult education is expected to address the socio-economic, cultural, political and environmental problems besieging humanity in their various societies. This is so because adults are the major occupants of the production sectors of the economy. Unfortunately, the goals of adult education as stated by the federal government in the National Policy on Education have not been properly achieved (Onyenemezu, 2012).

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

The Purpose of this study was practices and challenges of integrated function of adult education program in Yeka Sub-city. Mixed methods of research were employed. Mixed methods research is an approach to inquiry that combining or associates both qualitative and quantitative forms. Combing qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method sounds like good ideas using multiple approaches can capitalize on the strengths of each approach and offset their different weakness. It could also provide more comprehensive answers to research question approach (Spratt, Walker & Robinson, 2004) in addition, regarding the advantage of mixed method, Creswell (2009) stated that, researchers may first survey and large number of individuals and there follow up with a few participants to obtain their specific language and voices to about the topic. In these situations, collecting both closed-ended and open-ended questions show advantages.

#### 3.2. Data Source

To get valid and reliable information, the uses of appropriate data sources were vital. Therefore, two sources of data (primary and secondary) sources of data were employed for this study. Primary sources used to get first-hand information concerning on the assessment of adult learners perception on social and economic benefits of integrated Functional adult literacy program in the area under study. Accordingly, IFAE program Implementers and participants such as (IFAE learners, facilitators, Yeka Sub city Adult education experts/focal persons, woreda educational supervisors, woreda educational experts) and Secondary sources of data used to compare it with the primary data and strengthen the data from primary sources. Hence, documents such as statistical annual abstract, reports from Yeka Sub-city Woreda educational Bureau IFAE centers records, related researches, relevant books, etc. Secondary data were used to compare with the primary data and to strengthen the data from primary source.

### **3.3. Data Collection Instruments**

Instruments that used for data collection in this study were; questionnaire, interviews and document analysis. Using these instruments both quantitative and qualitative data were collected. The analysis and interpretation could be made based on the information collected.

#### **3.3.1. Questionnaire**

Questionnaire is widely used in educational research to obtain information about certain conditions and practices, and inquire into opinions and attitudes of individuals or groups (Best, 2004). With regard to this, two sets of questions were prepared to collect data from groups of respondents both facilitators, experts and learners. In this study questionnaires were used to collect information about the practices and challenges of integrated Functional adult education program. The questionnaires were prepared to, Facilitators, and IFAE Learners of woredanine, ten eleven and twelve. The questionnaires were contained mainly close ended items. Depending upon the type of question items were choice questions. Generally 156 copies of questionnaires were distributed to be filled by IFAE learners, and Facilitators. All of the questionnaire were filled and returned and the questionnaire which distributed for each group of respondents was similar with some difference to gain all the possible information from the respondents.

#### **3.3.2 Interview**

Interview: Semi-structured interview was employed to collect factual and detail information from Yeka Sub city Adult educational experts and Woreda educational supervisor. Since the main purpose of interview was to get additional information from responsible bodies, the key content of the questionnaires were included in the interview questions in order to supplement questionnaires responses.

#### **3.3.3. Document Analysis**

Document analysis: Different available document which are related with the subject was used to obtain relevant information of the study. Document was used from Yeka Sub city educational office, annual abstracts and directives. These documents were used to assess the social and economic improvement of IFAE learners from the Woreda educational office. Statically data reports, minutes and also IFAE centers records were instigated.

### 3.3.4. Observation

Observations served to examine how IFAEP was implemented with respect to the strategies of a relevant curriculum and building an efficient institutional system. There were three kinds of observations based on observation protocols: observations of four IFAEP sessions (2 in each woreda); observations of four IFAE centers, and observations of six IFAE participants' practices in their households.

The purpose of the observations was, in accordance with Creswell & Clark, 2011, to record detailed information on how the teaching and learning took place, what the learning environment was like, and how the IFAE learners applied their learning experiences in daily life. The data from the observations, pictures and other visual materials, and reflective notes based on the information were organized according to the category of observation made.

**Table 4: Center and participant observation by woredas and number**

#### Instrument Yeka Sub-city Total four woredas

Instrument	Yeka sub-city	Number	Total
Session observation	Woreda 9	4	16
	Woreda 10	4	
	Woreda 11	4	
	Woreda 12	4	
Center observation	Woreda 9	4 (50, 50, 52, 50)	16
	Woreda 10	4 (51, 53, 50, 50)	
	Woreda 11	4 (53, 51, 50, 52)	
	Woreda 12	4 (50, 50, 51, 51)	
Observation of individual IFAE participant	Woreda 9	2 (1 Female, 1 Male)	8
	Woreda 10	2 (1 Female, 1 Male)	
	Woreda 11	2 (1 Female, 1 Male)	
	Woreda 12	2 (1 Female, 1 Male)	

The session observations focused on the objective(s) of the lesson, lesson contents, learner motivation, the role of the learners and facilitators, the time allotted for a session, the kinds of active or learner centered methods used in class, time distribution amongst facilitators and learners,

and learner interaction amongst themselves and with facilitators. This gave a clear picture of classroom dynamics and how teaching and learning takes place. The observation form was filled in both by the researcher and by an experienced professional in adult education who served as a research assistant and who received training beforehand. After each session, agreement was reached on one observation form which was signed based on thorough discussion of the individual observation protocols.

The purpose of the center observation protocol was to examine the enrollment figures on the learners and the suitability of the learning environment. Information on enrollment was obtained from official records in the centers while information on the learning conditions were based on the observations.

### **3.4. Population Size and Sampling Techniques**

In this study, the researcher used four IFAE centers that are found in Yeka sub city at wordanine, ten, eleven and twelve. Four centers were chosen by purposive sampling method. The IFAE centers are placed within

primary schools, some of the centers are “Ider” house and some of the centers are “police station” which found in selected woreda. Hence, the following four IFAE centers were used as sampling frame such as: Salayish primary School; Medhanialem Eder house; Kindergarten (KG).

Then, out of the existing sixty four (64) IFAE facilitators, sixteen (16) of them were selected as a subject of the study. Moreover, four (4) experts of the IFAE program, two woreda educational supervisors, and two IFAE supervisors from sub city Educational Bureau were also included by using purposive sampling technique. The total numbers of IFAE learners who attend the program in four IFAE centers of the woredas were 814. Out of this population, 140 IFAE learners were included through simple random sampling technique using lottery methods. Totally, 172 subjects were included in this study.

**Table 5. Sampling Procedure**

No	Subject	Population	Sample	Sampling Technique
1	Yeka Sub-city Woredas	16 Woredas	4 Woredas	Simple random Sampling
2	IFAEP Centers	12 IFAEP center from 4kebeles	4 IFAEP centers	Simple random Sampling
3	IFAEP Centers	16	16	Simple random Sampling using lottery method
4	IFAEP expert	4	4	Comprehensive Sampling
5	IFAEP learner for questionaries'	814 (202, 204, 206, 202)	140	Simple random sampling using lottery method
6	IFAEP learner and facilitator for interview	814 learner &16 Facilitators	6 adult learner and 6 facilitators	Purposive sampling

### 3.5. Procedure of Data Collection

The questionnaire and interview were primarily prepared in English language then translated into Amharic, to avoid communication barriers on the one hand, and to make respondents free and confident to react to the questions on the other hand. Lastly, the two parts of questionnaires were distributed to the respondents of **38**.

the study by the researcher and with the help of IFAE facilitators. During the data distribution and collection process, the researcher made a continuous follow up in collaboration with this assistance to closely supervise and give orientation how the questionnaire filed and its general objective. After a long and serious follow up the distributed questionnaires were collected and the interviews were ready for the next process.

### 3.6. Methods of Data Organization and Analysis.

To analyze and interpret the collected data an integration of the qualitative and quantitative data analysis were employed. Data analysis refers to the method by which the data collected through one or more of data collecting instruments have been properly edited and then organized in the forms of

tables or charts and analyzed by applying various well defined statistical formula based on the computation of various percentage, derivatives, coefficients, etc (Kothari,2004).In this study the response that had obtained from questionnaire, interview, and document analysis had been organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close- ended questions were first presented in the tables and statistically analyzed using frequency and percentage on the other hand, the data gathered using interview and document analysis questions were analyzed in narrative description way. This would be made because of the belief that the Information collected can be more clearly analyzed.

### **3.7. Ethical consideration**

In this research, ethical issues were considered in the following ways:

**First**, the researcher took the position that whatever the participants told him was true, for it was their reality. The researcher never allowed his experience and philosophy to influence the participants. The researcher did this consistently throughout the study.

**Second**, the researcher informed participants about the overall purpose of the research, its main features, as well as the risks and benefits of participation in the study.

**Third**, the researcher took full responsibility for the participants, including issues such as ensuring confidentiality and avoiding harmful practices that affect the participants. In ensuring confidentiality, the researcher did not reveal private data and identities of the participants. The researcher never mentioned their names and their addresses. The researcher also never forced them to share their personal stories, unless they did it voluntarily.

**Fourth**, as the individuals participating in this study had a reasonable expectation that the conduct of the researcher need not be excessively intrusive; so the researcher used only convenient time and condition to ensure that the research process does not intrude on their time, or their personal lives.

Finally, the researcher tried to analyze the data in a way that was secured from any wrong interpretations.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

The purpose of the study to investigate the practice and challenge of the IFAE program.

To attain the objective of the study, the relevant data collected from the participants of the IFAE program, facilitators of the program, and IFAE experts in Yeka sub-city. The information obtained from participants of IFAEP, IFAEP facilitators, and IFAEP experts through questionnaires, interviews, observation, and document review. Based on the sequence of the basic research questions the themes developed from the data collected, the major issues discussed in this chapter include the general personal background of the respondent, the practice of IFAE the program in this theme such sub-theme was discussed about the participant profile recruiting mechanism; the facilitator profile of the program and recruiting techniques of the program; the using method of teaching in the program; learning centers; the learning content in IFAE program; learning time scheduling for IFAE program; the participation of the stakeholder in IFAE program; method of mobilization for increase the participants of the program; management mechanism and structure of the IFAE program; the assessment mechanism of the program, the perceived contribution IFAE program, and challenges of the IFAE program.

#### 4.1. Background of the IFAE participant respondents

**Table 6: the personal information of the respondent**

No			Participants		Participants interview	
			Respond		F	%
			F	%	F	%
1	Sex	Male	6	4.3	3	50.0
		Female	134	95.7	3	50.0
		Total	140	100	6	100
2	Age	15-20	59	42.1		
		26-35	69	49.3	4	66.7
		36-45	12	8.6	2	33.3
		Total	140	100%	6	100
3	Marital Status	Married	66	47.1	4	66.7
		Single	47.1	21.5	2	33.3
		Divorce	21	15.0		
		Windowed	23	16.4		
		Total	140	100	6	100
4	Job	Farmer	3	2.1		
		Merchant	12	8.6		
		Housewife	64	45.7	3	50.0
		Daily laborer	54	38.6	3	50.0
		Unemployment	6	4.3		
		Other	1	0.7		
		Total	140	100	6	100
	Education Level	Dropout	62	44.3		
		Not entering in formal education	78	55.7		
		Total	140	100		

In Table 6: shows from 140 adult learner, six (4.3%) of adult learners were males and 134 (95.7%) of adult learners are females in the program. This data indicates the majority of participants in the IFAE program in Yeka sub-city were females' participants. Table 3 shows mainly participants 69(49.3%) have had an age range of 26-35. On the other hand, from the age range of 15 -24 and 36 – 45 constituted 59(42.1%) and twelve (8.6%) respectively. Therefore, the majority of adult learners of the program found in the age range of 26-35. This indicates the majority of participants of the program were young adults. In addition to this, the participants of the program with the age range of 36 – 45 years old were lower participation comparing with other age categories. The data shows in table 3, 66(47.1%) of adult learners married and 30(21.5%) of the learners single. The rest 21(15%) and 23 (16.4%) of adult learners divorced and windowed respectively. This data implies the majority of participants of the IFAE program married. However, some adult learners divorced and windowed. Regarding the occupations of the adult learners, the majority of participants 64(45.7%) were housewives, 54(38.6%) of the learners were daily laborers, Twelve (8.6%) learners were merchants, while six (4.3%) of learners constituted by farmers. The rest learners of the program Three (2.1%) and One (0.7%) were unemployed and broker. This data implies the majorities of adult learners of the program in the study area were housewives and engaged in rearing children. Regarding the education level of the learners before joining in IFAE program, the majority of the learners of the program 78(55.7%) didn't get the opportunity to attend formal education. 62(44.3%) of the participants have dropped out from formal education. Therefore, this data implies the majority of the learners in the IFAE program didn't get formal education opportunities.

#### **4.2 The Practice of IFAE program**

Under this practice of IFAE program in yeka sub-cityworeda nine, ten, eleven, and twelve were presented.

##### **4.2.1. The participants of the program and selecting mechanism**

The adults are the individuals, who are above 15 years of age. But, when understanding the concept of adult learner, it is not the age, which needs to be taken into consideration, but the social roles that define the person. There are number of meanings that define adult learners. Some of the definitions of adult learners put emphasis upon the age, whereas, other focus upon breaks in schooling or responsibilities and functions that adults are required to carry out in their lives (Myers, Conte, & Rubenson, 2014). Adult is any person aged 16 years and older who has completed the initial

education and training system (European Commission, (2008) cited in Andrea, Antonis, & Rita (2014)). However, According to MoE (2011a) IFAE shall targeted adult of 15 years old and older, principally those who have never enrolled in schools and those who dropped out of the first cycle primary including youth, women, and adult. The adult learner recruitment in IFAE shall be voluntarily or no person shall be put under any pressure to join the programme. Instead dialogue and persuasion shall be used to motivate adults and youth to enroll. As mentioned in Table 3, from 140 participants six (4.3%) participants were male and 134 (95.7%) constituted by a female participant in the program. This data indicates the majority of participants of the IFAE program in Yeka sub-city were females' participants. In addition to this mainly participants 69(49.5%) have had an age range of 26-35. on the other hand, from the age range of 15-25, and 36-45 constituted 59(42.1%) and twelve (8.6%) respectively. The rest five (3.6%) participants of the program were above 46. Therefore, the majority of participants of the program found in the age range of 26-35. This indicates the majority of participants of the program were young adults. In addition to this, the participants of the program with the age range of the above 46 years were no participation comparing with other age categories.

**Table 7: the participating ways in IFAE program**

No	Item	Alternatives	Frequency	Percentage
1	What instigated you to participate in the IFAE program?	Facilitators' advice	130	92.9
		Self-interest	10	7.1
		Peer pressure		
		Other		
		Total	140	100%

Table 7: shows the participating ways in the IFAE program 130(92.9%) of the participants joined in the program with the help of facilitators advice and 10(7.1%) of respondents were participate in the program with their self-interest. This data implies the majority of participants were participating in the IFAE program with facilitators' advice and with their self-interest. From the interview data, the participants of the program were above 15 years old, the person who haven't joined in formal education and those who drop out from primary school; and engaged in different activities. On the other hand, the participants of the program joined in the program by self-interest (for the high interest of reading, writing, and compute numbers) and for facilitators advice about the use of the

IFAE program. The data from the interview of the facilitator of the IF AE program about the adult learner's profile. she said: -

Many learners of the program were above 15 years old and engaged in agricultural activities, merchants, daily laborers, and local beer sellers. They didn't get the opportunity to join formal education and dropped out from primary school.

Besides to this, one of the experts in the IF AE program states about the participants of the program,

In Yeka sub-city, many learners of the program were housewives who have above 15 years old.

The other participants were merchants, daily labourers, unemployed, farmers, and local beer sellers. In addition to the above they didn't get formal education opportunities and dropped out from primary school.

The finding of the study shows the participant of the study were above 15 years old, they were house wives and merchants, the individual who hasn't gate to enter formal school, and person have been dropped out from primary school. Therefore, the targeting group of the IF AE program was constitute based MoE stated targeted group of the program. According to MoE (2011a) IF AE shall targeted adult of 15 years old and older, principally those who have never enrolled in schools and those who dropped out of the first cycle primary including youth, women, and adult; belong to vulnerable group of the community e.g. sex workers, the displaced, person who live in and on the street, and person in correctional institution; live in peripheral and remote rural communities; have special learning needs; and live in urban areas. The adult learner recruitment in IF AE shall be voluntarily or no person shall be put under any pressure to join the programme. Instead dialoge and persuasion shall be used to motivate adults and youth to enroll. Besides to the above, the data implies the majority of learners were participating in the IF AE program with their self-interest and the help of the facilitator's advice. The finding of the study to fulfill with adult learner recruitment the criteria as stated in MoE, According to MoE (2011a) states the adult learner recruitment in IF AE shall be voluntary or no person shall be put under any pressure to join the program. Instead, dialogue and persuasion shall be used to motivate adults and youth to enroll.

**Table 8 Method of facilitation in IFAE program**

No	Item	Learner response			
		Alternative			
		Yes	No		
1	What methods of learning to use in the teaching learning process?				
	1.1 Lecture	120	85.7%		
	1.2 Discussion	20	14.3%		
	1.4 Practical				

Table 8: indicates the learner's responses about the method/technique of facilitation in the IFAE program, 120(85.7%) participants of the program learn through lecture method of facilitation. The rest 20(14.3%) said that they learn through discussion methods of facilitation in the teaching-learning process in the IFAE program. This implies for facilitating the teaching learning process in the IFAE program uses lecturing and discussionmethod of facilitation.

**Table 9 learning center of the IFAE program**

No	Item	Alternative			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Where is delivered the IFAE program?				
	➤ Formal school	90	64.3		
	➤ Farmer training center				
	➤ woreda halls	3	2.1		
	➤ Police station	34	24.3		
	➤ Kindergarten	13	9.3		
2	Do you think the question your learning center is comfortable?	102	72.9%	38	27.1%

In the above table 9: shows the majority 90(64.3%) of the participant have taken learning in formal school. 34(24.3), thirteen (9.3) and three (2.1%) of the participants of the program take lessons in police station, kindergarten and woreda halls respectively. This data implies the majority of the participants in the IFAE program in Yeka sub-city have taken formal school. On the other hand, 102(72.9%) of adult learners said that our learning center is comfortable. Therefore, the majority of participants' IFAE program learned in a comfortable learning center.

As the participants interview about learning center, he said that:

‘Mostly, I have learned in a formal school. It is comfortable, because, some learning materials have accessed in the learning center like chairs, board, and chalk. And the other reason is the learning center far from many disturbing environments.

#### 4.2.2. Learning Centers of the Program

According MoE (2011a) states functional adult Education shall be given whenever the learners and the community deem it suitable; A community willing and convinced of building a learning shelter shall do so with support of the community themselves and woreda administration; the learning center shall do so with support of the community themselves and woreda administration; and in general, the following can serve as learning centers, if accepted by the participants :- school, alternative basic education centers, woreda halls, police station and work place. In addition to above, According MoE (2011a) materials that must be sufficiently available at each learning center include: written training material that serve the facilitators; Text book, Black board, duster and chalk; Facilitator guide/manual; Support book(reference); Exercise book for planning, registering and practicing; Pencil, pen rulers, meter; Material and equipment for practicing.

**Table 10 the distance of the learning center**

No	Item	Alternative	Frequency	Percentage
1	What is distance for going to your home upto the learning center?	50meters	115	82.1
		500 meters	15	10.7
		1 Km	10	7.2
		Other		
		Total	140	100%

The table 10: shows 115(82.1%) of the respondents said that the distance from our homes to the center is 50 meters. Fifteen (10.7%) of the participants have responded 500 meters from our home to the learning center and ten (7.2%) responded 1 Km away. This information indicates the learning centers of IFAE program are near for many participants of the program.

**Table 11: Learning facilities**

1	Learning facilities	Alternative			
		Yes		No	
		Frequency	Frequency	Frequency	Percentage
	Black board, duster & chalk	138	98.6	2	1.4
	Chair	134	95.7	6	4.3
	Textbook	105	75	35	25
	Material and equipment for practicing the IFAE program	10	7.1	130	92.9
	Other				

The above table 11: shows the learning facilities of the IFAE program, from 140 participants of the program 138(98.6%), 134(95.7%), and 105(75%) of adult learner said that “yes” in the learning center, the blackboard, duster, and chalk; textbook and chair respectively have fulfilled. Therefore, the data implies in many learning centers in the IFAE program have fulfilled such learning materials blackboard, duster, chalk, chair, and textbook.

**Table 12: the delivering content of the IFAE program**

No	Item	Learning response				Facilitators response			
		Alternative				Alternative			
		Yes		No		Yes		NO	
		F	%	F	%	F	%	F	%
1	What kind of content delivered in IFAE program								
	1.1 Reading, writing and numeracy	140	100			16	100		
	1.2 Agriculture	135	96.4	5	3.6	10	62.5	6	37.5
	1.3 Health	140	100			16	100		
	1.4 Ethics	40	28.6	100	71.4	8	50	8	50
	1.5 Environmental protection and maintenance	68	48.6	72	51.4				
	1.6 Income generating activities	28	20	112	80	13	81.25	3	18.75
2	Do you believe the delivering content in IFAL program based on your need?	115	82.1	25	18.9	10	62.5	6	37.5

Table 12: shows the learners response about the learning contents in the IFAE program, the data shows from 140 participants, 140(100%) of the participants of the program have learned about reading, writing, and numeracy skills, 135(96.4%) of the participants of the program have learned about agricultural issue, and 140(100%) of the participants of the program have learned about health issue. 68(48.6%) participants learned about environmental protection and maintenance activities. From 140 learners 68(28.6%) and 28(20%) participants of the program have taken lesson about the ethical issue and income-generating activities respectively. This data implies reading, writing, numeracy skill, agriculture, environmentaprotection maintenance, and health issues have given mainly in the IFAE program. But ethics and income-generating activities have given at the lower level in Yeka sub-city when we compare with others. Table 13 shows based on the learner’s response 115(82.1%) of adult learners were said that “yes” this means the lesson contents in the IFAE program are depends on our need. This data indicates the contents in the IFAE program based on the needs, and economy of the learners in Yeka sub-city. In addition to, this many adult learners of the IFAE program have learned based on the need, and economy of the participants in the

program. Nevertheless, few participants in the program didn't learn the need-based lesson content. This data indicates, in the IFAE program has provided the need-based lesson contents.

#### 4.2.3. The learning Content of the Program

The principal content basis content of IFAE is the life and engagements of the adult participant as well as the community. The suggested list of selected themes reading, writing, and numeracy; life skill package; agriculture, health; income generation; enhancing critical thinking; civics; Environmental conservation and management; gender; and social life (MoE, 2011b). The content shall emerge from a needs study of the community and It will ensure learner participation and cover health, agriculture, environment protection, etc (MoE, 2011a).

#### 4.3. The perceived contribution of the IFAE Program

For assessing the perceived contribution of the integrated functional adult literacy program, there researcher used both quantitative and qualitative methods through questionnaires', and interviews from adult learners, facilitators, and experts of the IFAE program. The data analyzed through frequency, percentage and by building the theme.

**Table 13:** the contribution of IFAE program

No	Item	Alternative	Frequency	Percentage
1.	Do you think to gain any contribution by participating IFAEP?	Yes	84	60%
		No	56	40%
		Total	140	100%

As observed from table 13, the majority, 84 (60%) of the adult learners responded that they got benefit by participating in the IFAE program. A large number, 56 (40%) of the respondents also reported that they didn't get benefit from the program.

This data indicates the most adult learners have been benefited by participating in the IFAE program. Based on the data from open-ended questionnaires and interview, adult learners have been benefited by participating in the IFAE program such as adult learners have identified words and numbers, the program helps them to use their phone and o'clock; to increase the agricultural productivity from time to time; to decrease various mistakes related with the number, to increase the income of the participants, to know how to use the bank service, to protect and improve their and

their family health, to increase the social relationship with other adult learners, and to enhance and recall their knowledge.

Similarly, Eshetu (2014) conclude that Integrated Women Empowerment Program has contributed a lot for the livelihood of women because they have got a number of benefits from the program both monetary and non-monetary. When women become empowered economically, their decision-making power increased in the household and outside the house in the community. And Haile Meskel (2014) states the contribution of IFAE were, it helped the participants to change their personal and community life. In addition to this, they said that they had changed their opinions about education and life as a whole. And Adamu (2019) conclude that IFAE program improves but not empowers women learners. Indeed, women's empowerment through IFAE program should be the crux issue for political leaders, NGOs, civil and group associations, social institutions, etc.

One of the learners of the IFAE program about the contribution of the IFAE program, he said: After participating in IFAE program there is change because I have identified some words, and numbers. This helps to decrease some deception in the product selling time.

#### **4.3.1. The Learning Time Scheduling**

MoE (2011a) the duration of the lesson is established through discussion with and expressed will of the participants, its necessary to explain to them why pedagogically shorter meeting over several days are preferred to long session once a week.

**Table 14: Learning time schedule of the program**

NO		Alternative	Frequency	Percentage
1	How to decide the learning time?	Your interest	33	23.6
		For facilitator interest	2	1.4
		Both facilitator and participant agreement	105	75
		Other		
		Total	140	100%
2	Do you think the Current learning time is comfortable?	Yes	114	81.4
		No	26	18.6
		Total	140	100%

Table 14: shows the decision process of the learning time, 105(75%) adult learners said that the learning time has decided on the agreement between facilitators and participants. 33(23.6%) adult learners said that the learning time decided by our interest. The rest two (1.4%) of the learners said that the learning schedule determined by the facilitator's interest. Therefore, the data implies the learning time schedule determined by both participants and facilitators agreement and for participants interest. In addition to this, 114(81.4%) of the participants said that the current program schedule is comfortable. This data indicates most participants in the IFAE program in Yeka sub-city have learned in comfortable schedule because the schedule decided by participant and both participants and facilitators agreement.

**Table 15 the personal information of the Facilitators and Experts**

No			Facilitators Response		Facilitators interview		Eper Interview	
			F	%	F	%	F	%
1	Sex	Male	6	37.5			2	50.0
		Female	10	62.5	6	100	2	50.0
		Total	16	100	6	100	4	100
2	Age	15-20	4	25.0				
		26-35	12	75.0	2			
		36-45			4		4	100
		>46						
		Total	100	100		100	4	100
3	Marital Status	Married	10	62.5	4		3	75.0
		Single	2	12.5	2		1	25.0
		Divorce	4	25.0				
		Total	16	100	6	100	4	100
	Education	Grade 10 completed	16	100	6	100		
		Degree					4	100
		Total	16	100	6	100	4	100
4	Experience	0 – 3 years	3	18.8			1	25.0
		4 – 6 years	11	68.7			1	25.0
		7 – 9 years	2	12.5			1	25.0
		10 – 12 years					1	25.0
		Total	16	100			4	100

As mentioned in table 15, the sex of the facilitators in the IFAE program from the total sample of 16 facilitators: six (37.5%) of the facilitators were males on the other hand ten (62.5%) were females' facilitators of the IFAE program. Therefore, the data shows the majority facilitators of the program were females comparing with males. Regarding the age of the facilitators, the majority facilitators of the program twelve (75.0%) in the age range of 26 – 36 and four (25.0%), of the respondents in the age of 15-25. Most of the facilitators were in the age of 26-35 and 15-25 so this

data implies the majority facilitators of the IFAE program were youth and adults. Table 3 shows the marital status of the facilitators ten (62.5%) married, two (12.5%) single and four (25%) divorced; therefore the data shows most of the facilitators of the program married this implies the most facilitators have had additional workload in addition to facilitators of the program. Besides, the education level of facilitator 16(100%) were grade 10 completed employers. This data indicates the majority of the facilitator's were grade 10 completed. As mentioned in table 3, six females in the IFAEP participants in the interview were in the age range of 26-35 years. Most participants engaged in housewives and daily laborers activities. Also, the four participants married, the other two participants were single. As shown in Table 15, the interview facilitators of the program were six females in the age range of 26- 35 and 36 - 45. All interview facilitators were grade 10 completed and the two respondents have 3 years' work experience and the rest facilitators have morethan 4-years experienced facilitators. Besides, the two facilitators were married, one facilitator was single, one facilitator was divorce and the two were windowed. Table 15 shows the two experts were males and two were females. All experts in Yeka sub-city woreda nine, ten, eleven and twelve were BA degree holders. The first, second, third and four experts has three year, five years, eight yearsand eleven years experience respectively. An addition to this, the two experts are married and the rest two was single.

**Table 16: Additional job of the facilitator**

No	Item	Alternative			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Do you have a work in addition to being facilitators of IFAEprogram?	12	75%	4	25%
2	Jobs of the facilitators of IFAE program				
	2.1 House wife	4	25%		
	2.2 Farmer	5	31.2%		
	2.3 Merchant	7	43.8%		
	2.4 Other				
	Total	16	100%		

Table 16 item 1, 16(100%) of the facilitators of the IFAE program have engaged in another work in addition to the facilitators of the IFAE program. This data indicates the majority facilitators of the IFAE program have engaged in other additional jobs in addition to facilitators of the IFAE program. As table 5 item 16(100%) of the facilitators haven't worked in formal school teachers. Therefore, the data implies all facilitators of the IFAE program haven't worked as formal school teachers. In table 5 item 2.2.seven (43.8%) of the participants of the program have engaged in merchant in addition to a facilitator of the IFAE program. Five (31.2%), and four (25%) of the facilitators of the program have worked as farmers and housewives respectively. On the other hand, the majority of facilitators of the IFAE program haven't worked in health extension workers, formal teacher and agriculture experts. Therefore, this data implies many facilitators of the program have engaged in merchants. But some facilitators of the program have engaged in, farmers and housewife in addition to a facilitator of IFAE program in Woreda nine, ten, eleven and twelve.

**Table 17: the joining process of the facilitator in IFAE program**

No	Item	Alternative	Frequency	Percentage
1	How did you join in facilitation work?	Self-interest (voluntarily)	8	50
		Competing with others	6	37.5
		Other way	2	12.5
		Total	16	100%

The above table 17: eight (50%) of the facilitators have been volunteers, then they got an opportunity to be employed, six (37.5%) of the facilitators hired by taking computational examination and two (12.5) by other ways. Therefore, the data indicates many facilitators of the program have joined in the IFAE program with their interest.

**Table 18 Method of facilitation in IFAE program**

No	Item	Facilitator response			
		Alternative			
		Yes	No		
1	What methods of learning to use in the teaching learning process?				
	1.1 Lecture	13	81.25%		
	1.2 Discussion	3	18.75%		
	1.4 Practical	-----	-----		
	Total	16	100%		

In table 18, shows the facilitator's response about the teaching-learning methods in the IFAE program, 13(81.25%) of the facilitators used the lecture method of facilitation in the teaching-learning process. On the other hand, three (18.75%) of the facilitators of the program used discussion techniques of teaching in the class. This data indicates the majority of facilitators used lecturing and discussion methods of facilitation in the teaching-learning process in the IFAE program. The data from interviews in the teaching-learning process in the IFAE program used lecture, and discussion method of teaching. One of the facilitators in the IFAE program states about the teaching method of the program ‘In the teaching-learning process in the IFAE program, I have used the lecture method by describing one issue, giving discussion issues, and asking the question in the class. By using the above activities, I have helped the learners to become active participate in the teaching-learning process. Therefore, I have used the lecture and discussion method of teaching in the classes. Similarly, the curriculum framework suggests learning -teaching approach to answer this question and satisfy the aforementioned basic learning needs and interests of adults. This approach begins with a sentence on topics adults had discussed and want to read (whole approach language). Here adults are engaged in reading sentences, identifying keywords, and then recognizing individual letters/alphabets in them. Simultaneously, they learn that identifying and reading a letter is a useful skill for reading words, phrases, and sentences. Since these units originated with adults and they stimulate learning (MoE, 2011b)

**Table 19 training issue**

No	Item	Alternative	Frequency	Percentage
1	Have you taken training for Developing Your skill and ability?	Yes	2	12.5
		No	14	87.5
		Total	16	100%

The above table 19: two (12.5%) of the facilitators of the program said that “we have taken long and short-term training courses”. On the other hand, 14(87.5%) of the facilitators haven’t got the opportunity to take training courses. This data implies most of the facilitators of the program haven’t got the opportunity to take training courses to develop their ability, skill, and knowledge. About the training and education opportunity of the facilitator I have asked one facilitator in the IF AE program, he said that I have worked in IF AE program as a facilitator for four years and I have great interest to take training and educational opportunities to improve my knowledge and skill. However, until now, there is no opportunity for training and education about the training issue of the facilitator of the IF AE program I have asked one of experts in the program he said that the facilitators of the program have joined in the program with freelancer and by taking computational examination.

When we come to the training issue, we didn’t adjust any training for newcomer and experienced facilitators of the program because of shortage budget. However, we have given for only one day short training about the concept, nature, method, challenges, and solving mechanisms of facilitation. As mentioned in table 3 the education level of facilitators 16(100%) were grade 10 completed employers. This data indicates the majority of the facilitators employers were grade 10 completed. Besides to the above, the data collected from the interview, the majority of facilitators of the IF AE program in Woreda nine, ten, eleven and twelve were grade 10 completed. The main criteria’s to hire the facilitator the person should live around the community, the person can bring supportive letter from the school, and kebele administrator and the individual can bring their guaranteed person. In addition to this, based on open-ended questionnaires, interview facilitators and experts, in thissub-city only once time there were training for facilitators in the IF AE program about the definition, nature, method of facilitation, the challenges and solving mechanisms in facilitation work. The training has given by Woreda experts. After that there was not training for facilitator due to the shortage of budget and negative perception of the head staffs about the IF AE program. About the training issue of the facilitators I have asked the expert in the IF AE program he,

states that we have given training only for one day for facilitators previously in the past 10 years. After the past training we didn't give additional training because the staff members of education office have negative attitude about IFAE program due to this negative attitude we couldn't get any budget to give training for a long time that is why. From the interview of the expert about the facilitator recruiting mechanism, he states that in Yeka sub-city the facilitator of the IFAE program recruiting by such criteria: - the individual has to be grade 10 and the above grade completed, the people have to live around the community Yeka sub-city, and the person can bring guaranteed person. If the individual fulfills the above criteria's, we have hired as a facilitator in the IFAE program.

The finding of the study shows, the majority of facilitators in the IFAE program were grade 10 completed, the person who must live around the community, the person can bring the supportive letter from the school, and woreda administrator and the people able to bring their guaranteed person. In addition to this, to join the program by taking computational examination and self-interest (voluntarily). Therefore, the finding of the study has to fulfill the recruiting criteria of MoE. According to MoE (2011a) state the recruitment procedure and criteria of the facilitator to ensure that the candidate has completed grade 10 at the minimum and the candidate is very conservative with the language, culture, living conditions of the community, and acceptable with the community. The facilitators shall be including firstly personnel at the woreda level. The following group of individuals can be recruited as a facilitator as needed; - school teacher, health extension worker, facilitators of alternative basic education, other voluntarily facilitators in the community, and other paid facilitators as necessary. Similarly, Yemane (2014) the facilitator's educational backgrounds are in line with the IFAE guideline which says they should at least be grade 10 complete.

The finding shows many facilitators of the program were merchants, but the other was a bear sellers and housewives. Therefore, the facilitators of the program in Yeka sub-city have done based on the expected profile of the facilitator as stated in MoE. According to MoE (2011a) the facilitators shall be including firstly personnel at woreda level. The following group of individuals can be recruited as a facilitator as needed; - school teacher, health extension worker, facilitators of alternative basic education, other voluntarily facilitators in the community, and other paid facilitators as necessary. Similarly, According to Guta and Hasan (2016) concluded facilitators of the program were mainly from education, agriculture, health sectors, and volunteers. Hence, most of them were development

agents who are working to enhance the rural community’s livelihood. Besides, the finding shows, in this Woreda previously, training has given for facilitators in the IFAE program for only one day about the definition, nature, method of facilitation, the challenges and solving mechanisms in facilitation work. This training has given by Woreda experts. After the past training we didn’t give additional training because the staff members of education office have negative attitude about IFAE program due to this negative attitude we couldn’t get any budget to give training for a long time. According to MoE (2011a) Pre-service and in-service training shall be given for new employer and experienced facilitators of the IFAE program is essential for understanding about their work and updating their knowledge. However, the finding indicates there is take a poor effort for providing training for the facilitators of the IFAE program in the study area so this activity of the program has highly affected the effectiveness of the IFAE program. Similarly, what was most striking about these adult learning facilitators was their deep commitment to schooling; every one of them had struggled to acquire their education. But, in the teaching literacy to adults, the adult learning facilitators have had limited training (Warkineh, Rogers, & Danki, 2017). Gezahegn (2014) argue inadequate training and support to capacitate facilitators resulted in fruit-less teaching-learning process which could be major affecting factors that influence implementation of the adult education program negatively.

**Table 20 learning materials facilities in IFAE program**

No	Item	Alternative			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Text book	14	87.5	2	12.5
2	Blackboard, duster and chalk	14	87.5	2	12.5
3	Facilitator guide/manual	10	62.5	6	37.5
4	Support book (reference)	4	25	12	75
5	Exercise book for practicing	6	37.5	10	62.5
6	Pencil, pen, rulers, meter	12	75	4	25
7	Materials and equipment for practicing?	5	31.25	11	68.75
8	Do you believe the learning center is comfortable for participate?	14	87.5	2	12.5

As table 20: 14(87.5%) of the facilitators said that “blackboard, duster, chalk, and textbook have accessed in the learning center”. On the other hand, ten (62.5), and twelve (62.5%) of the facilitators said that “guide/ manual and pencil, pen ruler meter learning aid material have fulfilled in the IFAE program respectively”. The rest of six (37.5%) , five (31.25%) and four (25%) of the facilitators said that “exercise books , equipments for practice and support book (reference) fulfilled in the IFAE program” respectively. Therefore, in many learning centers of the IFAE program have accessed facilitators’ guide/ manual, pencils, blackboard, duster, chalk, textbook, pen ruler, and meter learning aid material. But exercise books and equipment used for practice are accessed in a few learning centers. As table 12 item 8 14(87.5%) of the facilitators said that the learning centers are comfortable for teaching learning process. This data implies many learning centers in the IFAE program are comfortable in the teaching-learning process. Based on the interviewed data, in the IFAE program have a comfortable learning centers for most of the learners because the accessibility of the learning materials, the learning centers are near to the majority of the learner’s home, and the environment is convenient for their lessons. However, few learners of the program didn’t get comfortable learning centers because shortage of learning materials, the learning center are far from their homes and inconvenient of the learning environment. As the interview of the learner in the program about the learning center he said

“I have learned in a comfortable learning center because the learning center is near to my house and it is free from the disturbing environment”.

The finding of the study shows, the learners of the IFAE program in Yeka sub-city have learned formal school and taken in a comfortable learning center but sometimes the learners have learned in tree shed and it is not comfortable for learning.

Therefore, the learning centers in the program were comfortable based on the description of the IFAE implementation guideline about the learning center in the IFAE program. According to MoE (2011a) functional adult literacy shall be given whenever the learners and the community deem it suitable and the necessary materials sufficiently available.

From the learner of the integrated functional adult literacy interview about learning content she says:

I live in a peri-urban area by selling local beer and I have joined in the IFAE program for many years. During my stay, the facilitator has taught only about reading, writing, and numeracy. This learning issue of the IFAE program is not useful for my life but I have

highly initiated to change my job and life. in addition to this, I have expected many things from this program but the program focuses on reading ,writing and numeracy issue, for this reason, I didn't attend many classes frequently.

**Table 21: Facilitators response for teaching – learning**

No	Item	Facilitators response			
		Alternative			
		Yes		No	
		F	%	F	%
1	What kind of content delivered in IFAL program				
	1.1 Reading, writing and numeracy	16	100%		
	1.2 Agriculture	10	62.5%	6	37.5%
	1.3 Health	16	100%		
	1.4 Ethics	8	50.0%	8	50.0%
	1.5 Environmental protection and maintenance				
	1.6 Income generating activities	13	81.25	3	18.75
2	Do you believe the delivering content in IFAE program based on your need?	10	62.5%	6	37.7%

As mentioned in table 21, based on the facilitator's response, 16(100%) of the facilitator have taught about reading, writing, and numeracy skills. 10(62.5%), 16(100%), and 10(50%) of the facilitators have taught about agriculture, health, and environmental protection maintenance respectively. Some facilitators 8(50%) and eight (50%) have taught about ethics and income generating activities. The above data indicates the majority of facilitators in the IFAE program have taught about writing, reading and numeracy, agriculture, health, and environmental protection and maintenance. On the other hand, a few facilitators in the program have taught about ethnic and gender issues.

In addition to this, 10(62.5%) of the facilitators of the program said that “we have taught the need-based lesson contents in the IFAE program”. This data implies many facilitators have provided various learning content based on the need and interests of the participants of the program.

Therefore, most of the time, in the IFAE program provided about reading writing numeracy, agriculture, health, and environmental protection maintenance. In this program, most participants of the program have learned the need-based lesson contents because the facilitators have taught various issues by selecting the important lesson contents in the IFAE program. The data indicates, in the IFAE program has provided the Need-based lesson contents for many adult learners and for a few learners of the program learned unimportant lesson contents.

Therefore, the providing learning content of the program didn't consider every need of the learner as stated in MoE. According to MoE (2011a) the content shall emerges from a needs study of the community and It will ensure learner participation and cover health, agriculture, environment protection etc. similarly, According Yoseph (2017) the contents for the teaching and learning program in adult education classes should be based on immediate needs of the adult learners and could be developed at center level. However, the contents of teaching and learning didn't relate to adult participant's life.

**Table 22: Schedule of the IFAE program**

NO	Item	Alternative	Frequency	Percentage
	How do you decide the Learning time?	For facilitator interest	2	1.5
		For participant interest	4	25
		Both participant and facilitator agreement	10	62.5
		Woreda expert decision		
		Total	16	100%

As table 22: from 40 samples, 10(62.5%) of the facilitator of the program said that schedule decided by the agreement between participants and facilitators. Four (25%) facilitators said that the schedule determined by participants interest. The rest two (1.5%) of the facilitators said that the schedule decided based on the facilitator's interest. This data implies the schedule in the IFAE program determined based on the agreement between facilitators and participants and participants interest.

From the data from the interview, the majority of participants of the program learned in a Comfortable schedule because the schedule decided by the interest of the participant of the IFAE program. In Yeka sub-city, the majority of people who have engaged in agricultural activities. So many participants of the program have the same interest, free time and similar in economy. This

makes easy to decide the schedule. Therefore, mostly the participants have selected Christian Holidays of the month (for instance 12, 19, 21, 27, and 29). For this reason, the schedule of the IFAE program were convenient many adult learners of the program. But some participants of the program didn't satisfy with the schedule of the program because of high workload.

The finding of the study shows the learning time was determined by the agreement between the participants and the facilitators and the participants' interest. Therefore, the the process of the schedule of the IFAE program has practiced based on IFAE program implementation guidelines. MoE (2011a) the duration of the lesson is established through discussion with and expressed will of the participants, its necessary to explain them why pedagogically shorter meeting over several days are preferred to the long session once a week.

#### **4.3.2. The Participations of Stakeholder in IFAE program**

According to MoE (2011b) in the social, economic, and cultural processes, adults are not only active participants but also the principal actors. Adults realize that these social, economic, and political problems cannot be solved individually but through coordinated efforts. Such are work processes in the industry, agriculture, health, etc. each of which puts adults at the center of decision making. Therefore, stakeholders like the ministry of agriculture, health, social and labor affairs, education, and women affairs, with regard youth and adults as a principal force of implementing their plans and achieving the goals. However, based on the data from open-ended questionnaires and interview, the finding shows the participation of stakeholders in IFAE program were low and in IFAE program worked only in the education sectors. But in some situations, the agricultural and health sector experts have sent different message for adult learners. Therefore, the data indicates the participation of stakeholders in the IFAE program were low.

The facilitator of the IFAE program states about the participation of stakeholder in IFAE Program. The

textbook of the IFAE program has many contents but I have taught by selecting knowing contents of the book if I have got contents beyond my knowledge, I have invited some educated persons to teach them by working together with health and agricultural extension workers.

One of the IFAE experts about the participation of stakeholder in IFAE program

“I have seen various IFAE program documents and I have observed the IFAE program has good collaboration with different stakeholders like agriculture, health, and other.

But when I have seen practically the program hasn't worked with different stakeholders and they haven't close collaboration with stakeholders.”

In addition to this one of the experts expressed about the participation of stakeholder in IFAEprogram

“When we see the participation of stakeholders in the IFAEprogram was low because there was low or a little collaboration IFAE program with other sectors like with agriculture and health sector. For instance, based on the condition or the situation, the health or agricultural experts have transmitted the information for learners.”

#### **4.3.3. The Methods of Mobilization for increasing the participants of the IFAEprogram**

Based on the interview, for enrolling and increasing the participants of the IFAE program usedcommunity mobilizing mechanism by creating awareness about the uses and benefits of theIFAE program in the church, mosque, other place and send information through home to home. The facilitators, woreda administers, and adult experts have worked together in the communitymobilization process. So, this group of people highly influenced for enrolling and increasing theparticipants in the IFAE program in Yeka sub-city.

One of the facilitators of the IFAE program said that about the mobilization mechanism inIFAEprogramI have mobilized the community for increasing the participates of the IFAE program bycreating awareness about the importance and uses of the program in the church, and byvisiting home to home. On the other hand, in Yeka sub-city the mobilizing committeeenrolls and provides the learners in the IFAE program for me and other facilitators of theprogram.

One of the facilitators states about mobilizing mechanism for increasing the participants in the IFAE programI have mobilized the community to enroll the participants and to increase theparticipation of the learners in the IFAE program by creating awareness about thebenefits and advantage of the program in their life and their economy.

One of the experts of the program about the mobilizing mechanism of the community for increasing the participation of the learner in the IFAE program she said

“To mobilize the community to enroll the learner and to increase the participants of the IFAE program I have created awareness about the benefit and aim of the program in the church, mosque, school to school, home to home, and other related places”.

#### **4.3.4. Organization, Structure and Managements of IFAE program**

Based on the data from experts' interviews, In Yeka sub-city from 2004 up to 2006, there were administrative management and structure of the IFAE program. Their duties and responsibilities have kept clearly in the IFAE program. However, after 2007 there was no organized administrative structure in the IFAE program. However, Adult education is multi faced activity based on the learner need. Learners pursue learning activities that meet their needs, solve their life problems, and change their life. Several agencies have been and offered education and training programmes directed at adults in their respective areas of responsibility and specialty. A strategy of decentralized, collaborative, and cooperative effort can take youth and adult education services deeper in to the hinterlands as well as make it suitable. Such a strategy is not only resource maximizing but also makes the service a shared responsibility and duty. The organization and management of FAE elaborated at national regional, Wereda, Kebele, and learning center levels (MoE, 2011a). But the finding shows there is no well-structured plan and administrative structure in the IFAE program. Similarly, According to Yoseph (2017) the integrated functional adult education board and technical committee should plan, manage, support and evaluate the program at all levels.

However, the board and the technique committee didn't functional to the level expected. The wereda Adult Education boards and wereda technical committees have established by the Woreda education department at wereda levels and functioning at a very low level because, the boards and committees have not enough awareness about their responsibility due to lack of orientation and training from the responsible bodies (Burayna, 2016).

In addition to this, According to Yitayew (2019) conclude that the participation of government bodies (Woreda and Zonal experts) in the planning of IFAE program was high while the participation of other stake holders in the planning of IFAE was low. Besides, the way by which IFAE program was planned is through woreda. As a result, the participation of different stakeholders in the planning of IFAE was not satisfactory and it has been prepared using educational expertise. Therefore, there was a gap in participating stake holders in the planning of IFAE.

From one of the expert's interview about the structure of the IFAE program Abebech said that The IFAE program from 2004 up to 2006 has had well organized plans and administrative structure of the program. Therefore, based on the administrative structure every education sector staffs have assigned their duties and responsibilities. Nevertheless, practically, there were not functional. However, after 2007 the IFAE program didn't have well organized plans and the administrative structure of the program.

#### **4.3.5. The Assessment Mechanism of the Program**

Based the data from open-ended questionnaires' and interview, the participants of Yeka sub-city IFAE program have assessed the performance of the learners by providing test, by asking the questions in the class for instance to allow to read the word, the number, alphabets and to assess the skill of the learners based on the participation in the class of the IFAE program. And the performance & knowledge of the adult learners assessed by giving classwork and homework.

Therefore, the data indicates for assessing the skill and performance of the participants in the IFAE program by providing the test, by asking questions in the classroom, and the participation level in the class. The finding shows the IFAE program learners' performance assessed based on stated on MoE except for one method of assessment (practical method of assessment). According to MoE (2011a), the assessment shall involve continues that include practical tests/ activities, written, and oral examinations.

One of the facilitators of the IFAE program about the performance assessment mechanism in the IFAE program he states

“The performance of the learners was assessed by asking to read words after completing the lesson, providing classwork, test, and assessed based on the participation in the classroom”. Besides to this, one of the facilitators states about assessment techniques of the IFAE program For assessing the knowledge and performance of the learners IFAE program

“I have given tests. In addition to this, I have assessed the understanding of the learners by asking the lesson at the end of the program and revised the previous lesson before starting the day's lesson”.

#### **4.4. The Challenges of the IFAE Program**

For investigating the challenges of the integrated functional adult literacy (IFAE) program the researcher uses quantitative and qualitative methods through questionnaires, and interviews

from adult learners and facilitators of the IFAE program. The data has analyzed through frequency, percentage, and by constructing the theme.

**Table 23: the challenges of the IFAE program**

No	Item	Alternative	Frequency	Percentage
1	Have you a hindering factor that affects the Participation in IFAE program?	Yes	112	80%
		No	28	20%
		Total	140	100%

Table 23, shows the hindering factors of the IFAE program, 112(75.7%) of the participants said that “yes” different hindering factors that affect the effectiveness of the IFAE program. The data implies the majority of the participants of the program have problems for actively participating in the IFAE program. Based on the data from close-ended questionnaires many challenges affected the effectiveness of the IFAE program. Such as the high workload of the participants, the far distance of the learning center with their home, the perception of their ages are very old to learn, low economic level of the learner, inconvenient of the learning center because the learning center surrounded by the disturbing situation, the negative attitude of the community about the IFAE program, to observe the educated person did not get at a good job, absence of their learning centers and lack of interest of the adult learners.

Based on the data from the learners, facilitators, and experts interviews, various challenges that affect the effectiveness of the IFAE program such as the negative attitude of the community about the IFAE program, low concern of the government in the IFAE program, lack of interest in the participants of the program, absence the IFAE program implementation controller, monitor, evaluator, lack of the training opportunity for facilitators; lack of teaching skills of the facilitator; absence of incentive/encouragement for a good facilitator, high workloads of the participants; low payment of the facilitator; absence of the ownership of the program; low participation of the stakeholders, absence of their learning center; absence of administrative structure of the IFAE program, absence of the program manual and guideline, and absence of a budget to give training. All of the above hindering factors of the IFAE program were highly affected by the effectiveness of the IFAE program.

Similarly the challenges of the implementation of IFAEP the study disclosed that, learner adult home related factors, influence of social negative attitude, place and time where lessons were given, unsuitable compound of learning centers, unfurnished classrooms, absence of water supply, absence of separate toilet, shortage of budget, shortage of adult education text books and reference books, less attention and knowledge status of the facilitators, facilitators inappropriate use of teaching aid, absence of separate learning centers for IFAE learners, high drop out of adult learners, non-consideration of disabled adults learning environment, weakness of the administrative structure of IFAE program were challenging the implementation of the IFAEP (Burayna, 2016).

Besides of the above Haile Meskel (2014) states the challenges that affect FAE program were found to be the communities' negative attitude towards adult education. They thought that adults could not join school and even after they had joined the program they thought that they could not be effective. The other challenge was also related to the adults' opinions. They thought that the curriculum did not help adults to think critically and to see thing in different dimension. One of the learners of the IFAE program states about the hindering factor of the program:

I have great interest to learn in the program but it is difficult because I am a farmer and I have three daughters and my husband has passed away three years ago. So, I am the only responsible person for my family. I spend my time by working and in my spare time I have tried to attend my lesson.

From one participant's interview about the challenges of the IFAE program, he said, I have lost my wife in the past five years and engaged in agricultural activities. In addition to this, I have grown three children. I have joined in this program by the help of woreda administer's advice. I have lower participation in the program because of the high workload and low interest to learn in this program.

Based on the interview data, most of participants and facilitators of the program didn't take action to solve the above problems of the program. However, some participants of the program have attended in the program by tolerate the problems and by informing the problem for the concerned body. On the other hand, some facilitators of the program have taught the learners by selecting the useful contents of the participants life and economy, the facilitators have done their responsibility by tolerating the problem, to mobilize the community by creating awareness about the use of the IFAE program; to inform the hindering factor for the concerned body, and to provide the opportunity the challenging content for other professionals.

One of the facilitators of the program states about the challenges of the program various challenges of the program that affects the success of the program implementation. Those are low salary of the facilitators, low interest of the learners in the program, absence of the training opportunity for a facilitator, and absence of incentive for good facilitators.

One of the expert's states about the challenges of IFAE program in the process of implementing the IFAE program many hindering factors that affect the effectiveness of the program. the problems are absence of the administrating structure of the program, the negative attitude of the community about the program, low or no budget allocation in this program, and absence of the program implementation guideline.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible suggested recommendations.

#### 5.1. Summary of the finding

The main objective of the study has to investigate the practice and challenge of the IFAE program in Yeka sub-city. In order to achieve the objective of the study, the research has attempted to answer the following questions: -

This study has tried to answer the following basic research questions

1. How does the practice of IFAE program look like in Yeka sub city?
2. What are the major challenges that encounter the implementation of IFAE in Yeka sub-city?
3. What is the perceived literacy skill, economical and societal contribution of the IFAE program for adult learner in Yeka sub-city?

Accordingly, the convergent research design uses in this study and the related literature has reviewed both quantitative and qualitative data gathered through questionnaires, interviews, and document analysis. The respondents who completed the questionnaires were 140 learners, 16 facilitators, six adult learners for interview, six facilitators for interview, and four IFAE experts for interview. The data has collected from adult learners and facilitators by questionnaires. The interview used to gather data from IFAE program learners, facilitators, and experts of the program. The data analyzed by using frequency, and percentage.

Based on the analysis of the data, the following finding from the study

- Most participants of the IFAE program were females and the rest were males in the age of the above 15 years old. Many learners of the program were housewives, local bear sellers and merchants but some participants of the program were , daily laborers, and unemployed,
- The participants of the program were people who have never enrolled in formal schools and the individual who have dropped out from a primary school. Beside to this, the learners have joined in the program by self-interest and with the facilitators' advice about the program.
- The facilitators of the IFAE program in Yeka sub-city, the person who has to live around the community, the person can bring a supportive letter from the school and kebele administrator, and people can bring guaranteed person. On the other hand, many facilitators of the program have

worked other additional occupations in addition to the facilitators of the IFAE program. Therefore, many facilitators of the program

- Have engaged in agricultural activities but some facilitators of the program have worked in an agricultural expert, health extension workers, housewives, and merchants in addition to the facilitators of the IFAE program in Yeka sub-city.

- The facilitators of the program have joined in the IFAE program by taking computational examination and freelancer/voluntarily. The training has given for facilitators in the IFAE program for only one day about the definition, nature, method of facilitation, the challenges and solving mechanisms in facilitation work. Therefore, the finding indicates there is taking a poor effort for providing training for the facilitators of the IFAE program.

- Most of the time, the IFAE program used formal school. Therefore, it's comfortable for learning because the learning centers have learning materials, a near distance of the learning center with the home of the majority participants of the program, and inconvenient of the learning environment.

- However, some learners of the program didn't have comfortable learning center due to the absence of learning center, lack of learning materials, the far distance of the learning center with the home of the learners and inconvenient of the learning environment.

- Reading, writing and numeracy skill, agriculture, health issue, and environmental protection and maintenance mainly delivered in Yeka sub-city IFAE program but ethic and income-generating activities haven't given in many learning centers in Yeka sub-city.

- Many adult learners of the IFAE program learned based on the need, and economy of the participants of the program but, some participants of the program didn't learn the need based learning contents especial the participants who live in a periurban area by working local beer sellers, daily laborers, and the unemployed persons.

- The majority of participants of the program learned in a comfortable learning schedule because the learning schedule decided by the interest of the participants of the IFAE program and the agreement between participants and facilitators. But some participants of the program didn't satisfy with IFAE program schedule because of the high workload and inconvenient of the learning time.

- The participation of stakeholders in the IFAE program was low and in the IFAE program worked with the education sector.

➤ To assess the skill and performance of the participants in the IFAE program by giving test, by asking questions, and the participation level of the learners in the class. And there were not well-organized plans and administrative structure of the IFAE program.

➤ The IFAE program has become such perceived benefits for adult learner : The adult learners identified the words and the numbers; helps to use their phone and watch, to increase the agricultural productivity from time to time, to decrease various mistakes relating with the number during product selling time, increase the income of the participant, helps to know how to use the bank service, helps to protect and improve their and their family health; and increase the social relationship with other adult learners.

➤ The challenges that affect the effectiveness of the IFAE program in Yeka sub-city were the negative attitude of the community about the IFAE program, absence of the learning centers, low concern of the government in the IFAE program, lack of interest the participants of the program, absence the IFAE program implementation controller, monitor, evaluator, lack of the training opportunity for facilitators, lack of teaching skills of the facilitator, absence of incentive/encouragement for a good facilitator, high workloads of the participants, low payment of the facilitator, absence of the ownership of the program, low participation of the stakeholder, absence of management structure of the IFAE program, absence of IFAE program implementation guideline, and absence of a budget for giving training.

## **5.2. Conclusion of the study**

Based on the finding of the study, the IFAE program have practiced within the line of the integrated functional adult literacy program (IFAEP) implementation guideline and as adult education program concept in terms of the selecting criteria of the adult learners, facilitators of IFAE program, the deciding process of the schedule, assessment mechanism of the program and the comfortability of the learning center. On the other hand, the IFAE program haven't practiced with in the line of the integrated functional adult literacy program (IFAEP) implementation guideline and as adult education program concept in terms training issue of the facilitator, learning contents, learning facilities, the participation of stakeholders in the program, learning facilities in the program, and the administrating structure of the IFAE program.

The IFAE program helps to identify the words and numbers, to use their phone and o clock, to increase the agricultural productivity from time to time, to decrease various mistakes related with number during product selling time, increase the income of the participants, to know how to

use the bank service, to protect and improve their and their family health, and increase the social relationship with other adult learner. However, many challenges that affect the effectiveness of the IFAE program such as absence of ownerships the IFAE program, low concern of the government in the IFAE program, lack of interest in the participants of the program, have not given the training opportunity for facilitators, low participation of the stake holders, absence of their own learning centers, absence of well organized plan and administrative structure of the program, absence manual/ guideline document of the program, and lack of teaching skills of the facilitators, and high workloads of the learner.

### **5.3. Recommendation**

The first major recommendation

1. The government should give high concern for IFAE program because this action is very important for the development of the country. For instance, Ethiopia overall level of education still remains low and there are high genders and rural-urban disparities. About 32 percent of men and 51 percent of women aged 10 years and above were illiterate in 2013; only 1.8 percent had completed secondary education. Education spending remains relatively high—yet learning outcomes remain low and this has affected the quality of education (National Human Development Report, 2018). This context has highly affected the development of the country. The IFAE program is vital for decreasing illiteracy rate of the country. Therefore, the government should give great attention for IFAE program.
2. The experts of the program should be able to control, monitor, evaluate the works of the facilitator and take action based the works of the facilitator for instance the good worker provide various incentives on the other hand to punish and give correction for weak facilitators of the program.
3. The IFAE program should work separately with education sector (the program should build their own IFAE sector). The IFAE program should constructed their own learning center by considering the conduciveness of the program for participants. The IFAE program implementer should build and plan the well- organized administrative structure of the IFAE program and work effectively based on the plan.
4. The IFAE program should deliver in organized way and work together with different Stakeholders. The program should work different activities by collaborating with different stakeholder for instance to facilitate credit service, providing fertilizers, giving work place and etc.

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## Appendices

Addis Ababa University

College of Education and Behavioral Science

Department of curriculum and instruction

### Questionnaire Designed for the participants of the IFAE program

I am a student at Addis Ababa University currently doing research for my Master Thesis in adult education and community development. This questionnaire is part of the study to investigate, practices and challenges of IFAE program in Yeka Sub-city, Woreda 9, 10, 11, and 12.

The purpose of this questionnaire is to collect relevant and appropriate data on the topic, analyze the data, show the findings and to provide some possible recommendations on problems encountered. For the success and completeness of this study is determined by your genuine, honest, frank and timely response. All answers will be treated anonymously and with strict confidentiality. I assure you that the research is not conducted for any commercial purpose. Lastly, the researcher is grateful to the respondents for letting their precious time in completing this questionnaire.

Thank you for your cooperation

#### Note:

- ✓ No need of writing your name
- ✓ Please read each question carefully and indicate your response by putting “✓” in the corresponding box, encircling the letter of your choice or by giving short response where necessary.
- ✓ Write brief as possible by giving in responding the open-ended question.
- ✓ Able to choose the above one answer

#### Part -I personal information

1. Sex:

A. Male

B. Female

2. Age:

A. 15-25

C. 36-45

B. 26-35

D. >46

3. Marital status:

A. Married

C. Divorced

B. Single

D. Widowed

4. Religion

- A. Orthodox
- B. Muslim
- C. Catholic
- D. Protestant
- E. Other.....

5. Occupational status

- A. Farmer
- B. Merchant
- C. Labourer
- D. No work
- E. Other.....

6. The previous education level:

- A. Dropout from primary school
- B. Have no enter in formal school
- C. Others.....

**Part -2 the practice and challenges of the sustainability development of IFAL program related information**

1. How to participate in the IFAL program?

- A. For facilitator advice:
- B. Self interest
- C. Peer pressure
- D. Other

2. What kind of content delivered in IFAL program?

- A. Reading, writing and numeracy
- B. Agriculture
- C. Health
- D. Ethics
- F. Environmental
- G. protection and maintenance
- H. Income generating activities
- I. Other

3. Do you believe the delivering content in the IFAL program based on your need?

- A. Yes
- B. No

4. If the above question 3 your answer is yes, what content to learn based on your need?

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5. How do you decide to the learning time of the program?

- A. Your interest
- B. Both participant and facilitator interest
- C. Other

6. Do you think the current learning time is comfortable?

- A. Yes
- B.No



15. If the above question 14, your answer is yes, what is the contribution of the program?

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16. What work to be under take to solve the above listed challenges of the program personally and for program implementor?

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17. Do you believe to stay the influencing factor to decrease the participation in the IFAE program?

A. Yes

B. No

18. If the above question 17 your answer is yes what advantage do you get in participation of IFAE?

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**Addis Ababa University**

**College of Education and Behavioral Science**

**Department of Curriculum and Instruction**

**Questionnaire Designed for the facilitators of the IFAE program**

I am a student at Addis Ababa University currently researching for my Master Thesis in adult education and community development. This questionnaire is part of a study to investigate, practices and challenges of the Sustainability Development of IFAE program in Yeka sub- city, Woreda 9, 10, 11 and 12.

The purpose of this questionnaire is collecting relevant and appropriate data on the topic, analysis the data, show the finding and to provide some possible recommendations on problems encountered. For the success and completeness of this study is determined by your genuine, honest, frank and timely response. All answers will be treated anonymously and with strict confidentiality. I assure you that the research is not conducted for any commercial purpose. Lastly, the researcher is grateful to the respondents for letting their precious time in completing this questionnaire.

Thank you for your cooperation

Note:

- ✓ No need of writing your name
- ✓ Please read each question carefully and indicate your response by putting “✓” in the corresponding box and by giving short response where necessary.
- ✓ Write brief as possible by giving in responding the open-ended question.
- ✓ Able choose the above one answer

**Part -I personal information**

1. Sex

A. Male

B. Female

2. Age:

A. 15-25

C. 36-45

B. 26-35

D. >46

3. Marital status:

A. Married

C. Divorced

B. Single

D. Windowed

4. Religion

- A. Orthodox
- B. Muslim
- C. Catholic
- D. Protestant
- E. Others.....

5. Education level

- A. Grade 8 completer
- B. Grade 10 completer
- C. Diploma
- D. TTI
- E. Degree
- F. Other

**Part -2 the Practice and Challenges of IFAE Program Related Information**

1. Do you live a work in addition to a facilitator of IFAE program?

- A. Yes
- B.No

2. If the above question1 your answer is yes, what is your work in addition to IFAE program?

- A. Formal school teacher
- B. Agricultural expert
- C. Health extension expert
- D. Housewife
- E. Farmer
- F. Merchant
- G. Other

3. How to join in the facilitation work?

- A. Self interest (voluntarily)
- B. Computing with others
- C. Other way

4. Have you provided training for developing your skill and ability?

- A. Yes
- B. No

5. If the above question 4 your answer is yes, what content? What extent of time? Who give the training?

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6. What method of learning to use in teaching learning process?

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Practical
- E. Other

7. What kind of content to be delivered in the IFAL program?

- A. Reading, writing and numeracy
- B. Agriculture
- C. Health
- D.Environmental protection
- E.Income generating activities
- F. Gender
- G. Ethics
- H. Other

8. Do you believe the above listed content consider the participant need and economy?  
A. Yes B. No

9. If the above question 8 your answer is yes or no, what is your reason?  
Text book

- A. Black board, duster, and chalk
- B. Facilitator guide/manual
- C. Supported books (reference books)
- D. Exercise book for practicing and follow up
- E. Exercise book for lesson planning purpose
- F. Pencil, pen rulers, meters
- G. Material and equipment for practicing
- H. Other

10. Do you believe the learning center is comfortable for participant?  
A. Yes B.No

11. If the above question 10 your answer is yes or No, what is the reason?

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12. How do you see the distance from learning center up to the participants' home? (near for the majority of the participants of the program).

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13. How do you decide the learning time?

- A. For facilitator interest
- B. For participant interest
- C. Both participant and facilitator agreement
- D. Woreda expert deciion

14. What mobilization method to be used for raising the participation of the participant in the IFAE program?

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15. What method of assessment to use for measuring the performance of the learner?

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16. What benefits to obtain as a facilitator of IFAE program?

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17. What hindering factors that influence the effectiveness of the IFAE program?

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18. What activities to be undertaken for solving the listed problems of the program

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**Addis Ababa University**  
**College of Education and Behavioral Science**  
**Department of Curriculum and Instruction**

**Interview guide for Yeka Sub-city, Woreda 9, 10, 11 and 12 IFAE experts.**

The aim of this interview is to collect the necessary information for the study entitled „ Practices and challenges of Sustainability Development of program in Yeka Sub-city, Woreda 9, 10, 11 and 12. To this end, your responses to question items are responsible for the success of this research study. In this regard, you are the right person to provide relevant information for the study. Therefore you are kindly requested to devote your time in answering the interview genuinely.

Thank you for your cooperation!

**Personal information**

Woreda----- Age ----- Sex-----

Marital Status-----

Education level -----

Work experience-----

**Interview question for Yeka Sub-city, Woreda 9, 10, 11 and 12 Integrated functional Adult Literacy program expert**

1. Who are the participants of the IFAE program? For what criteria could be selected the learners of the IFAE program?
2. Who are the facilitators of the IFAE program? For what criteria could be selected the learners of the IFAE program?
3. Do you provide training for new comer facilitator? If you provided training what contents could be given? If you haven't provided training, what will be your reason?
4. Do you provide training for on the job facilitator? If you provided training what contents could be given? If you haven't provided training, what will be your reason?
5. How to select the learning content of the IFAE program?
6. How to decide the learning time schedule of the IFAE program?
7. What learning aid material has used for the effectiveness of the IFAE program?
8. Do you have the stakeholder that is working together with IFAE program? Whose stakeholder for what case work together?
9. What assessment mechanism has used for measuring the performance and skills of the learners of the IFAE program?

10. What are the management, structure and organization of the IFAE program?
  11. What mobilization mechanism could be used for increasing the participants of the program?
  12. What is the perceived contribution of the IFAE program?
  13. What is the challenge of IFAE program?
  14. What activities has undertaken for solving the hindering factors of the IFAE program?
- And what is your plan in the future for solving the challenges of the IFAE program?

**Addis Ababa University**  
**College of Education and Behavioral Science**  
**Department of Curriculum and Instruction**

**Interview guide for the participants of IFAE in Yeka Sub-city.**

The aim of this interview is to collect the necessary information for the study entitled „ practices and challenges of Sustainability development of IFAE program in Yeka Sub-city Woreda 9, 10, 11 and 12. To this end, your responses to question items are responsible for the success of this research study. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the interview genuinely.

Thank you for your cooperation!

**Personal information**

Sex-----

Age -----

Center name -----

Marital Status-----

Occupation -----

**Interview question for the participants Integrated functional Adult Literacy program in Yeka Sub-city.**

1. What is your education ability before entering in IFAE program?
2. How to participate in the IFAE program?
3. What kind of content delivered in IFAE program?
4. Do you believe the delivering content in the IFAE program based on your need? If you has provided based on your need what content to learn based on your need?
5. How to decide the learning time of the program? Do you think the current learning time is comfortable? If the learning time is comfortable or not what is your reason?
6. Where is delivered the IFAE program?
7. Do you believe the learning center is comfortable in the teaching learning process? If your answer is the learning center is comfortable or not, what is your reason?
8. What extent of time spent for going to your home up to the learning center?
9. What learning aid material has fulfilled in your learning center?
10. What method of the learning to use in the teaching learning process in IFAE program?
11. What is the contribution of IFAE program?
12. What is the challenge of the IFAE program?
13. What work to be under take to solve the above listed challenges of the program personally and for program implemented?

**Addis Ababa University**

**College of Education and Behavioral Science**

**Department of curriculum and Instruction**

**Interview guide for the facilitators of IFAE in Yeka sub\_city.**

The aim of this interview is to collect the necessary information for the study entitled “ practice and challenges of sustainable development of IFAE program in Yeka sub-city, Woreda9,10, 11 and 12. To this end, your responses toquestion items are responsible for the success of this research study. In this regard, you are theright person to provide relevant information for the study. Therefore, you are kindly requested todevote your time in answering the interview genuinely.

Thank you for your cooperation!

**Personal information**

Sex-----

Age -----

Center name -----

Marital Status-----

Occupation -----

**Interview question for the participants Integrated functional Adult Literacy program Yeka Sub-citym Woreda**

1. Do you live a work in addition to a facilitator of IFAE program? If you has stay additional work in addition to a facilitators of the IFAE program what is your occupation?
2. How to join in the facilitation work?
3. Have you provided training for developing your skill and ability? If you have taken a training what content? What extent of time? Who give the training?
4. What method of learning to use in teaching learning process?
5. What kind of content to be delivered in the IFAE program?
6. Do you believe the above listed content consider the participant need and economy? If your answer is the learner to be learned based on their need or not what is your reason?
7. What learning aid material has fulfilled in your learning center?
8. Do you believe the learning center is comfortable for participant? If your answer is stayed comfortable learning center or not, what is the reason?

9. How do you see the distance from learning center up to the participants' home? (near forthe majority of the participants of the program).
10. How do you decide the learning time?
11. What method of assessment to use for measuring the performance of the learner?
12. What mobilization method to be used for raising the participation of the participant in theIFAE program?
13. What benefits to obtain as a facilitator of IFAE program?
14. What hindering factors that influence the effectiveness of the IFAE program?
15. What activities to be undertaken for solving the listed problems of the program?

**Integrated Functional Adult Education Session observation**

i. Background

**1.3.**Name of the IFAEP Woreda..... Sub-city .....

City administration

**1.4.**Level of the observed adult literacy class.....

**1.5.**Sex of the facilitator:.....

**1.6.**Date .....

**1.7.**Title of the lesson

ii. Put a tick on yes or No options to indicate the criteria achieved

<b>1.8. Objectives</b>	<b>Yes</b>	<b>No</b>
6.1 Clear		
6.2 Appropraite		
6.3 Communicated to students		
6.4 Achieved		

Additional comment

<b>1.9. Activities</b>	Yes	No
7.1 Well organized		
7.2 Varied		
7.3 Active learning		
7.4 Student center		
7.5 Well-paced		
7.6 Positive challenge		

Additional comments

<b>1.10. Assessment</b>	Yes	No
8.1 Appropriate		
8.2 Continuous		
8.3 Student aware of assessment		
8.4 Students received constructive feedback		

Additional comments

<b>1.11. acilitator</b>	Yes	No
9.1 Showed high level of subject knowledge		
9.2 Delivered knowledge at appropriate level		
9.3 Used a range of relevant examples		
9.4. Communicate clearly and effectively		
9.5 Instructed positively with students		
9.6 Clearly enjoyed the lesson		
9.7 Managed class		

Additional comments

<b>1.12. Learners</b>	Yes	No
10.1 Clearly interested in the lesson		
10.2 Participated actively (both male and female		
10.3 Were treated individuals		
10.4 Understood what was expected		
10.5 Were encouraged by the facilitator		
10.6 Enjoyed the lesson		

<b>1.13. Teaching methods used</b>	Yes	No	If Yes, for how long
11.1 Brainstorming			
11.2 Buzz group			
11.3 Visit			
11.4 Roleplay			
11.5 Group discussion			
11.6 Pair work			
11.7 Case study			
11.8 Demonstration			
11.9 Stimulation			
11.10 Presentation			
11.11 Gapped lecture			
11.12 Lecture (talk-and-chalk)			
11.13 Debate			

11.14 Question and answer			
11.15 Independent work			
11.16 Cooperative work			
11.17 Matching exercise			
11.18 Drawing and picture			
11.19 Picture analysis			
11.20 Pyramiding			
11.21 Problem solving			
11.22 Experiment			
11.23 Reflection			
11.24 Experience sharing			
11.25 Drama			
11.26 Game			
11.27 Other			

Additional comment

- 1.14.** Approximate teacher talk time in percentage.....
- 1.15.** Resource used.....
- 1.16.** General comment.....
  - a. Very successful.....
  - b. Successful.....
  - c. Fairly successful.....
  - d. Unsuccessful.....
  - e. Very successful.....
- 1.17.** Does the center teach adults the essential skills targeted by the curriculum?  
 .....  
 .....
- 1.18.** Do the adults relate to what is being learned and connect it with their own  
 experience?.....  
 .....
- 1.19.** General reflecton .....

## አዲስ አበባ ዩኒቨርሲቲ

### ስነ- ባህሪናስነ- ትምህርት ኮሌጅ

#### የሥርዓተ ትምህርትና የኢንስትራክሽን የትምህርት ክፍል

በየካ ክ/ከተማ ወረዳ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ተሳታፊዎች የተዘጋጀ ጥያቄ፤

ወደ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ተሳታፊዎች እኔ ሙሉ-ዓለም ጊላይ በአዲስ አበባ ዩኒቨርሲቲ የጎልማሶች ትምህርትና የማህበረሰብ ልማት የትምህርት ክፍል የሁለተኛ ዲግሪ ተማሪ ስሆን በአሁን ወቅት የመመረቂያ ጥናታዊ ጽሁፍ በመስራት ላይ እገኛለሁ።

ይህ መጠይቅ የተዘጋጀው ወስጥ የሚገኘው «የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም የአተገባበሩ ሁኔታ እና ተግዳሮቶች በየካክ/ከተማ» በሚል ርዕስ ላይ ሲሆን፤

የመጠይቁ ዋና አላማ የተለያዩ ጠቃሚ እና ክርዕሱ ጋር ተዛማጅነት ያላቸውን መረጃዎችን በማሰባሰብ እና በመተንተን የተገኘውን ውጤት ማሳየት እና በችግሮቹ ላይ የመፍትሄ አቅጣጫዎች ማስቀመጥ ነው። የሚሞሉት መጠይቅ ለሌላ አላማ ወይም ለገንዘብ ማስገኛ የማይውል መሆኑን እየገለጽኩ የዚህ ጥናት ስኬታማነት እና ውጤታማነት፤ በእርሶ በጎ ፈቃድ፤ ቅንነትና ጊዜ ሰጥተው ለመጠይቁ ምላሽ በመስጠት ላይ የተወሰነ በመሆኑ ይህን ተረድተው በጊዜ መጠይቁን ሞልተው እንዲመልሱልኝ በትህትና እጠይቃለሁ።

ለምታደርጉልን ትብብር አመሰግናለሁ።

#### መመሪያ

- ስመዎትን መጻፍ አያስፈልግም።
- መልሰዎን ለመጠቀም በተሰጠዎት አማራጮች ላይ በማክበብ ወይም ከጥያቄው ትክክል በተቀመጠው ሳጥን የ(✓) ምልክት ያስቀምጡ።
- በተሰጠው ክፍት ቦታ የርሰዎን ሀሳብ ለሚጠይቁ ጥያቄዎች ግልጽ የሆነ መልስ ይጻፍ ዘንድ በትህትና እጠይቃለሁ።
- ከአንድ በላይ መልስ ካለም መልስ ነው የሚሉትን ይጻፉ።

**ክፍል-1**

**ግላዊ መረጃዎች**

ለሚከተሉት ጥያቄዎችን ትክክለኛ መልሶችን የያዙ አማራጮችን በማክበብ ይመልሱ።

1. ያታ፡

ሀ. ወንድህ ሴት

2. እድሜ፡

ሀ. 15-25

ሐ. 36-45

ለ. 26-35

መ. ከ46 እድሜበላይ

3. የጋብቻ ሁኔታ፡

ሀ. ያላገባ

ሐ. አግብቶ/ታየፈታ/ች

ለ. ያገባ

መ. አግብቶ/ታየሞተባት/ችበት

4. ሃይማኖት ሁኔታ፡

ሀ. ኦርቶዶክስ

ሐ. ካቶሊክ

ሠ. ሌላካለ.....

ለ. ሙስሊም

መ. ፕሮቴስታንት

5. የስራ ሁኔታ፡

ሀ. አርሶአደር

መ. የቀንሰራተኛ

ረ. ሌላ.....

ለ. ንግድ

ሠ. ስራ የሌለው

ሐ. የቤት እመቤት

6. ወደዚህ ትምህርት ከመግባት ወይም በፊት የነበሩ በትምህርት ሁኔታ

ሀ. ጀምረው ያቋረጡ

ለ. ምንም ያልትማሩ

ሐ. ሌላ.....

**ክፍል -2**

የሚከተሉት ጥያቄዎች የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር የአተገባበር ሁኔታ፤ ዘለቁታነት ያለው የማያቋርጥ ልማትን የማምጣት እና ተግዳሮቶቹ ጋር የተያያዙ ናቸው። ስለዚህ በቀረበው

ጥያቄ መሰረት ትክክለኛውን መልስ ስጡ።

1. እንዴት ከተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ሊሳተፉ ቻሉ?

ሀ. በአመቻቸው በተሰጠኝ ትምህርት

ሐ. በግዴታ

ለ. በራሴ ጥያቄ (የማንበብ እና የመጻፍት ልቅ ፍላጎት)

መ. በሌላ መንገድ

2. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ወስጥ የምትማሩት ፅንሰ-ሃሳቦች ምን ምን ናቸው?

- ሀ. የማንበብ፣ የመጻፍ እና የማዳመጥ ክህሎቶችን
- ለ. ግብርና
- ሐ. ጤና
- መ. ስነ- ሜጋ
- ሠ. አካባቢ ጥበቃና እንክብካቤ
- ረ. ገቢ ማስገኛ ዘዴዎች
- ሰ. ሌላ -----

3. ከነዚህ ከምትማሯቸው ፅንሰ- ሃሳቦች የእርሶዎን ፍላጎት መሰረት ያደረገ ነው?

- ሀ. አዎ ለ. አይደለም

4. የ3ተኛው ጥያቄ አዎ ከሆነ ምን ምን ፅንሰ- ሃሳቦች የእርሶዎን ፍላጎት መሰረት ያደረገው?

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5. የመማሪያ ሰዓታችሁን የምትወስኑት በምን መልኩ ነው?

- ሀ. በራሳችሁ ፍላጎት
- ሐ. በእናተና በአመቻቸች ፍላጎት
- ለ. በአመቻቸች ፍላጎት
- መ. በሌላ.....

6. በአሁኑ እየተማራችሁበት ያለው ሰዓት ለእርሶዎ ምቹ ነው?

- ሀ. አዎ
- ለ. አይደለም

7. የ6ተኛው ጥያቄ አዎ ወይም አይደለም ከሆነ ምክንያቱን በዝርዝር ቢገልፁልን?

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8. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር መማሪያ ክፍላችሁ የት ነው? ቁጥር መማሪያ ቦታዎች (✓) ምልክት በማድረግ ይመልሱ (ከ 1 በላይ መልስ መመለስ ይቻላል)::

- ሀ. መደበኛ ትምህርት መማሪያ ክፍል
- ለ. ከአርሶ አደሮች ማሰልጠኛ ጣቢያ
- ሐ. ከቀበሌ አዳራሽ
- መ. ጤና ጣቢያ
- ሠ. ከግል ቤት
- ረ. ከዛፍ ስር
- ሰ. ከስራ ቦታ
- ሸ. ሌላ -----

9. እነዚህ የጠቀሳችዎቸው መማሪያ ቦታዎች ለእናተ ተስማሚ ናቸው?

- ሀ. አዎ
- ለ. አይደለም

10. የፀንኛው ጥያቄ አዎ ወይም አይደለም ከሆነ ምክንያቱን በዝርዝር ቢገልጹልን?

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11. መማሪያ ቦታዎችሁ እና ቤታችሁ በምን ያክል ይርቃል? (በሜትር ቢገልጹልን)

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12. መማሪያ ክፍላችሁ ምን ምን የተሞላ ቁሳቁስ አለ? ቁጥር ቁሳቁሶች (✓) ምልክት በማድረግ ይመልሱ (ከ 1 በላይ መልስ መመለስ ይቻላል)::

- ሀ. መማሪያ ሠሌዳ፣ ማጥፊያና ቾክ
- ለ. ምቹየሆነመቀመጫውንበር
- ሐ. መማሪያ መፅሐፍ
- መ. ለሙከራ የሚያገለግሉ መማማሪያ መሳሪያዎች
- ሠ. ሌላ-----

13. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ውስጥ ምን መማሪያ መንገዶችን ይጠቀማሉ?

- ሀ. ተማሪ ተኮር
- ለ. መምህር ተኮር
- ሐ. ሌላ-----



# አዲስ አበባ ዩኒቨርሲቲ

## ስነ- ባህሪና ስነ- ትምህርት ኮሌጅ

### የሥርዓተ ትምህርትና ኢንስትራክሽን የትምህርት ክፍል

በየካ ክ/ከተማ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረገ-ግብር ወስጥ ለሚሰሩት አመቻቸች የተዘጋጀ ጥያቄ ወደ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አመቻቸች እኔ ሙሉ-ዓለም ጊለይ በአዲስ አበባ ዩኒቨርሲቲ የጎልማሶች ትምህርትና የማህበረሰብ ልማት የትምህርት ክፍል የሁለተኛ ዲግሪ ተማሪ ስሆን በአሁን ወቅት የመመረቂያ ጥናታዊ ጽሁፍ በመስራት ላይ እገኛለሁ። ይህ መጠይቅ የተዘጋጀው ወስጥ የሚገኘው «የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም የአፈጣጠም ሁኔታ እና የሚጋጥሙቸውን ችግሮች የካክ/ከተማ፣ አዲስ አበባ» በሚል ርዕስ ላይ ሲሆን፤

የመጠይቁ ዋና አላማ የተለያዩ ጠቃሚ እና ክርዕሱ ጋር ተዛማጅነት ያላቸውን መረጃዎችን በማሰባሰብ እና በመተንተን የተገኘውን ውጤት ማሳየት እና በችግሮቹ ላይ የመፍትሄ አቅጣጫዎች ማስቀመጥ ነው። የሚሞሉት መጠይቅ ለሌላ አላማ ወይም ለገንዘብ ማስገኛ የማይውል መሆኑን እየገለጽኩ የዚህ ጥናት ስኬታማነት እና ውጤታማነት፤ በእርሶ በጎ ፈቃድ፣ ቅንነትና ጊዜ ሰጥተው ለመጠይቁ ምላሽ በመስጠት ላይ የተወሰነ በመሆኑ ይህን ተረድተው በጊዜ መጠይቁን ሞልተው እንዲመልሱልኝ በትህትና እጠይቃለሁ።

ለምታደርጉልን ትብብር አመሰግናለሁ።

#### መመሪያ

- ስመዎትን መጻፍ አያስፈልግም።
- መልሶዎን ለመጠቆም በተሰጠዎት አማራጮች ላይ በማክበብ ወይም ከጥያቄው ትክክል በተቀመጠው ሳጥን የ (✓) ምልክት ያስቀምጡ።
- በተሰጠው ክፍት ቦታ የርሶዎን ሀሳብ ለሚጠይቁ ጥያቄዎች ግልጽ የሆነ መልስ ይጽፍ ዘንድ በትህትና እጠይቃለሁ።
- ከአንድ ከበላይ መልስ ካለም መልስ ነው የሚሉትን ይጻፉ።



2. የ1ኛው ጥያቄ መልስ አለ ከሆነ በተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር አመቻች ሆኖ ከመስራት በተጨማሪ ምን ምን ስራዎችን ይሰራሉ? ቁጥር ስራዎች(√) ምልክት በማድረግ ይመልሱ (ከ 1 በላይ መልስ መመለስ ይቻላል)።

- ሀ. የመደበኛ ትምህርት አስተማሪ                      ለ. የግብርናባለሙያ
- ሐ. የጤና ባለሙያ    መ. የቤትእመቤት    ሠ. በማረስናእንስሳትማርባት ረ.ንግድ
- ሰ. ሌላ.....

3. እንዴት ወደዚህ መርሃ-ግብር የአመቻችነት ስራ ሊገቡ ቻሉ?

- ሀ. በራስ ፍላጎት (በፍቃደኝነት)    ሐ. ተወዳድሪ
- ለ. በጎልማሶች ትምህርት ባለሞያዎች የተመለመለ                      መ. ሌላ.....

4. የእናተን ብቃት፣ ችሎታችሁንና ክህሎታችሁን ለማሻሻል የተለያዩ ስልጠናዎች ተዘጋጅቶ ተሰጠዎታል?

- ሀ. አዎ    ለ. አይሰጠንም

6. የ3ተኛው ጥያቄ መልስ አዎ ከሆነ በምን ጉዳዮች፣ በምን ያህል ጊዜ፣ በማን ሰለጠኑ? የ3ተኛው ጥያቄ መልስ አይሰጠንም ከሆነ ምክንያቱን በዝርዝር ቢገልፁልን?

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6. በመማር ማስተማሩ ሂደት ውስጥ ምን አይነት ማስተማሪያ ዘዴ ይጠቀማሉ?

- ሀ. በመምህሩ የሚሰጥ ትምህርታዊ መግለጫ                      ሐ. ሰርቶማሳያ
- ለ. በወይይት    መ. ሌላ.....

7. በተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር ውስጥ ምን ምን ይዘቶችን/ ጽንሰ ሀሳቦችን አካተው ይሰጣሉ? ቁጥር ይዘቶች (√) ምልክት በማድረግ ይመልሱ (ከ 1 በላይ መልስ መመለስ ይቻላል)።

- ሀ. ማንበብ፣መጻፍና ማስላት                      ሐ. ስለጤና    ሠ. ገቢ ማስገኛ ዘዴዎች
- ለ. ስለ ግብርና    መ. አካባቢን ጥበቃና እንክብካቤ                      ረ. ሌላ.....

8. እነዚህ የምታስተምሮቸው ይዘቶች /ትምህርቶች የተሳታፊዎችን ፍላጎት፣ ነባራዊ ሁኔታና ኢኮኖሚ መሰረት ያደረጉ ናቸው?

- ሀ. አዎ    ለ. አይደለም

9. የ7ተኛው ጥያቄ አዎ ወይም አይደለም ከሆነ የሆነበትን ምክንያቱን በዝርዝር ቢገልፁልን?

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10. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር ውጤታማ እንዲሆን ምን ምን እቃዎች ይገኛሉ? ቁጥር ቁሳቁሶች (√) ምልክት ወይም ትክክለኛውን በማክበብ ይመልሱ (ከ 1 በላይ መልስ መመለስ ይቻላል) ::

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| ሀ. ማስተማሪያ መጻሕፍት     | ሰ. የትምህርት እቅድ ማውጫ ደብተር           |
| ለ. ሰሌዳ፣ ማጥፊያና ችክ    | ሸ. ለልምምድና ለክትትል የሚሆን ደብተር        |
| ሐ. መፅሀፍ             | ቀ. እርሳስ፣ እስክርቢቶ፣ ማስመሪያ፣ ሜትር..... |
| መ. የአመቻቸው መምሪያ መጽሀፍ | በ. ለልምምድ የሚሆን መሳሪያዎችና እቃዎች       |
| ሠ. አጋኝ መጽሀፍ         | ተ. ሌላ.....                       |
| ረ. መመዘገቢያ ደብተር      |                                  |

11. የመማሪያ ክፍሎች ለተሳታፊዎች ምቹ ናቸው ብላችሁ ታስባላችሁ?

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| ሀ. አዎ | ለ. አይደለም |
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12. የ10ኛው ጥያቄ አዎ ወይም አይደለም ከሆነ የሆነበትን ምክንያቱን በዝርዝር ቢገልፁልን?

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13. የመማሪያ ጣቢያው ከተማሪዎች መኖሪያ ቤት ቅርብ የሆነ ነው?

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| ሀ. አዎ | ለ. አይደለም |
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14. የ12ተኛው ጥያቄ መልሱ አይደለም ከሆነ የሆነበትን ምክንያቱን በዝርዝር ቢገልፁልን?

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15. በእንዴት ያለ ሁኔታ ነው የመማሪያ ሰዓትን የምትወስኑት?

ሀ. በእናንተ ብቻ

ሐ. በእናንተ ከተሳታፊዎች ጋር በጋራ በመወያየት

ለ. በተሳታፊዎች ፍላጎት

መ. በሌላ .....

16. ተማሪዎች ወደ ተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር እንዲሳተፉ ወይም ተሳትፎቸውን እንዲጨምር ምን ምን ቅስቀሳ ዘዴዎችን ይጠቀማሉ?

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17. የተማሪዎችን እውቀት፣ ችሎታና ክህሎቶችን ለመለካት ምን አይነት ዘዴዎችን ይጠቀማሉ?

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18. በዚህ የፕሮግራም አመቻችነታችሁ ይህ የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር በምን በምን ጉዳይ ላይ ጠቅሞኛል ብለው ያስባሉ?

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19. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር አላማውን ለማሳካት በምታደርጉት ስራ ውስጥ የሚጋጥማችሁ ችግር ምን ምን ነው?

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20. እነዚህን የዘረዘራችሁትን ችግሮች ለመፍታት ምን ምን ስራዎች ተሰርተዋል?

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21. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር ምን ምን አስታወሰ /ጠቀሜታ አለው ብለው ያስገሉ?

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# አዲስ አበባ ዩኒቨርሲቲ

## ስነ- ባህሪናስነ- ትምህርት ኮሌጅ

### የሥርዓተ ትምህርትና ኢንስትራክሽን የትምህርት ክፍል

በየካ ክ/ከተማ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ወስጥ ለሚሰሩት ባለሞያተኞች የተዘጋጀ ጥያቄ

ወደ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ባለሞያተኞች፣ የዚህ የቃል ጥያቄ ዋና ዓላማ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር የአተገባበር ሁኔታ እና የገጠማቸውን ችግሮች ማጥናት ነው። ስለዚህ አላማውን ለማሳካት የምትሰጡት መረጃ ለጥናቱ መሳካት እጅግ ወሳኝ ስለሆነ ለእያንዳንዱ ጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩን በአክብሮት እጠይቃለሁ።

ለምታደርጉልኝትብብርአመሰግናለሁ።

#### አጠቃላይ መረጃ

ወረዳ ----- ዕድሜ ----- ጾታ-----

የጋብቻ ሁኔታ -----

የትምህርት ደረጃ -----

የስራ ልምድ -----

በየካ ክ/ከተማ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ባለሞያዎች የተዘጋጀ መጠይቅ

1. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ተሳታፊዎች እነማን ናቸው? እና በምን መስፈርት ነው የምትመለምሎቸው?
2. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም መርሃ-ግብር አመቻቾች እነማን ናቸው? እና በምን መስፈርት ነው የምትመለምሎቸው?
3. አዲስ ቅጥረኛ አመቻቾች ወደ ስራ ከመግባታቸው በፊት ስልጠናዎች አዘጋጅታችሁ ትሰጣላችሁ? ከተሰጣቸው ስልጠና የሚሰጣቸው ስልጠና ምን ምን ፅንሰ ሀሳቦችን ያካተቱ ናቸው? ካልተሰጣቸው ስልጠና ምን ምን ፅንሰ ሀሳቦችን ያካተቱ ምክንያቱ ምንድን ነው?
4. በስራ ያሉ የአመቻቾችን ብቃት፣ ችሎታቸውንና ክህሎታቸውን ለማሻሻል ስልጠናዎች ተዘጋጅቶ ይሰጣቸዋል? ከተሰጣቸው ስልጠና የሚሰጣችሁ ስልጠና ምን ምን ፅንሰ-ሀሳቦችን ያካተቱ ናቸው ካልተሰጣቸው ስልጠና ምን ምን ፅንሰ ሀሳቦችን ያካተቱ ምክንያቱ ምንድን ነው?

5. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር የሚሰጧቸውን ይዘቶች በምን መልኩ ነው የምትመርጧቸው?
6. እንዴት ነው የመማሪያ ሰዓትን የምትወስኑት?
7. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መረሃ-ግብር ወጤታማ እንድሆን ምን ምን ለመማሪያ አጋዥ የሆኑ እቃዎች ይገኛሉ?
- 8 በዚህ መረሃ-ግብር ጋር አብረው የሚሰሩ አጋር አካላት ካሉ በዝርዝር ቢገልጹልን እናብ የትኛው አጋር አካል በምን ጉዳይ ላይ እገዛ ያደርጋል?
9. የተማሪዎችን ከተማሩ በኋላ ብቃታቸውን፣ ችሎታቸውንና ክህሎታቸውን ለመለካት ምን አይነት መንገድ ትጠቀማላችሁ?
10. መረሃ-ግብር በተሳካ ሁኔታ እንዲሳካ ተፈጻሚ እንዲሆን ምን አይነት የአስተዳደር፣ መዋቅር እና መከታተያ መንገዶችን ትጠቀማላችሁ?
11. ተሳታፊዎች በተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መረሃ-ግብር እንዲሳተፉ ወይም ተሳትፎቸው እንዲጨምር የሚያደርጉ ምን አይነት የቅስቀሳ ዘዴችን ይጠቀማሉ?
12. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መረሃ-ግብር ምን አይነት አስታወጽኦ አለው ብላችሁ ታስባላችሁ?
13. በአጠቃላይ የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መረሃ-ግብር አፈጻጸም ሂደት ውስጥ የሚያጋጥማችሁ ችግሮችን በዝርዝር ቢገልጹልን፤
14. እነዚህ የዘረዘሩልኝ ችግሮች ለመፍታት ምን ምን ስራዎች ተሰርተዋል እና ለወደፊቱ ይህን ችግር ለመፍታት የታቀደ ነገር ካለ በዝርዝር ቢገልጹልኝ፤

# አዲስ አበባ ዩኒቨርሲቲ

## ስነ- ባህሪና ስነ- ትምህርት ትኩረት

### የሥርዓተ ትምህርትና ኢንስትራክሽን የትምህርት ክፍል

በየካ ክ/ከተማ ወረዳ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ተሳታፊዎች የተዘጋጀ ጥያቄ

ወደ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ባለሞያዎች የዚህ የቃል ጥያቄ ዓላማ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር የአተገባበር ሁኔታ እና የገጠማቸውን ችግሮች ማጥናት ነው። ስለዚህ አላማውን ለማሳካት የምትሰጡት መረጃ ለጥናቱ መሳካት እጅግ ወሳኝ ስለሆነ ለእያንዳንዱ ጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩን በአክብሮት እጠይቃለሁ።

ለምታደርጉልን ትብብር እመስግናለሁ

አጠቃላይ መረጃ

1. ፆታ -----
2. እድሜ -----
3. ጣቢያ -----
4. የጋብቻ ሁኔታ -----
5. የስራ ሁኔታ -----

በየካ ክ/ከተማ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ተሳታፊዎች የተዘጋጀ መጠይቅ

1. ወደዚህ መረሃ-ግብር ከመግባትዎ በፊት ያለዎት የትምህርት ሁኔታ ምን ይመስላል?
2. እንዴት ከተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር ሊሳተፉ ቻሉ?
3. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ውስጥ የምትማሩት ፅንሰ-ሃሳቦች ምን ምን ናቸው?
4. ከነዚህ የምትማሩቸው ፅንሰ-ሃሳቦች የእናተን ፍላጎት መሰረት ያደረጉ ናቸው? ከሆነስ በምን በምን መልኩ ሊሆን ይችላል? ካልሆነስ ምክንያቱስ ምንድን ነው?
5. የመማሪያ ሰዓታችሁን የምትወስኑት በምን መልኩ ነው? እና በአሁኑ እየተማራችሁበት ያለው ሰዓት ለእናተ ምቹ ነው? ከሆነስ በምን በምን መልኩ ሊሆን ቻለ? ካልሆነስ ምክንያቱስ ምንድን ነው?
6. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር መማሪያ ክፍላችሁ የት የት ነው?

7. እነዚህ መማሪያ ቦታዎች ለእናተ ተስማሚ ናቸው? ከሆነስ በምን በምን መልኩ ሊሆን ይችላል ካልሆነስ ምክንያቱ ምንድን ነው?
8. መማሪያ ቦታዎች ከቤታችሁ በምን ያክል ርቀት ይርቃል (በሜትር ቢገልጹልን)?
9. መማሪያ ክፍላችሁ ውስጥ ምን ምን ቁሳቁስ ይገኛሉ?
10. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ውስጥ በምን በምን መልኩ የምትማማሩት?
11. በዚህ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ውስጥ በመሳተፊ አግኝቻለሁ ብላችሁ የምታስቡት ጥቅም/ አስታወጸኦ ካለ በዝርዝር ብትገልጹልን?
12. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር እንዳትሳተፉ ወይም ተሳትፎችሁን እንድትቀንሱ የሚያደርጉ ችግሮች ካሉብት ገልጹልን?
13. ከላይ የዘረዘሩልኝ ችግሮችን ለመፍታት ምን ምን ስራዎች ቢሰሩ ይቀረፋሉ ብላችሁ ታስባላችሁ? በግልስ እነዚህ ችግሮችን ለመፍታት ምን ምን ስራዎች ስርተዋል?

**አዲስ አበባ ዩኒቨርሲቲ**

**ስነ- ትምህርትስነ- ባህሪኮሌጅ**

**የሥርዓተ ትምህርትና ኢንስትራክሽን የትምህርት ክፍል**

በየካ ክ/ከተማ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር ወስጥ ለሚሰሩት አመቻቾች የተዘጋጀ ጥያቄ

ወደ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ባለሞያዎች የዚህ የቃልጥያቄ ዋና ዓላማ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ-ግብር የአተገባበር ሁኔታ፤ ዘለቁታነት ያለው የማያቋርጥ ልማትን እና የገጠማቸውን ችግሮች ማጥናት ነው። ስለዚህ አላማውን ለማሳካት የምትሰጡት መረጃ ለጥናቱ መሳካት እጅግ ወሳኝ ስለሆነ ለእያንዳንዱ ጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩኝ በአክብሮት እጠይቃለሁ።

ለምታደርጉልን ትብብር አመሰግናለሁ

**አጠቃላይ መረጃ**

1. ወረዳ ----- ዕድሜ ----- ጾታ-----
2. የጋብቻ ሁኔታ -----
3. ጣብያ -----
4. የትምህርት ደረጃ -----
5. የስራ ልምድ -----

በየካ ክ/ከተማ በተቀናጀ ተግባርተኮር የጎልማሶች ትምህርት መርሃ-ግብር አመቻቾች የተዘጋጀ መጠይቅ

1. በተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር አመቻቾች ሆኖ ከመስራትዎ በተጨማሪ ምን ምን ስራዎችን ይሰራሉ?
2. እንዴት ወደዚህ መርሃ-ግብር የአመቻችነት ስራ ሊገቡ ቻሉ?
3. የእርስዎን ብቃት፣ ችሎታና ክህሎትዎን ለማሻሻል የተለያዩ ስልጠናዎች ተዘጋጅቶ ይሰጠዎታል? ከተሰጠዎትስ ምን ጥቅም አገኘሁበት ብላችሁ ታስባላችሁ? ካልተሰጠ ምክንያቱ ምን ይመስልዎታል?
4. በመማር ማስተማሩ ሂደት ወስጥ ምን አይነት ማስተማሪያ ዘዴ ይጠቀማሉ?
5. በተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር ወስጥ ምን ምን ይዘቶችን/ ጽንሰ ሀሳቦችን አካተዉ ይሰጣሉ?

6. እነዚህ የሚያስተምሮቸው ይዘቶች /ትምህርቶች የተሳታፊዎችን ፍላጎት፣ ነባራዊ ሁኔታና ኢኮኖሚ መሰረት ያደረገ ነው ብለው ያስባሉ? ከሆነስ በምን በምን መልኩ ሊሆን ይችላል? ካልሆነስ ምክንያቱስ ምንድን ነው?
7. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር ወጤታማ እንዲሆን ምን ምን እቃዎች ይገኛሉ?
8. የመማርያ ክፍሎች ለተሳታፊዎች ምቹ ናቸው ብላችሁ ያስባሉ? ከሆነስ በምን በምን መልኩ ሊሆን ይችላል? ካልሆነስ ምክንያቱስ ምንድን ነው?
9. የመማርያ ጣቢያው ከአብዛኛው ተማሪዎች መኖሪያ ቤት ቅርብ የሆነ ነው?
10. እንዴት ነው የመማሪያ ሰዓትን የምትወስኑት?
11. የተማሪዎችን እውቀት፣ ችሎታና ክህሎቶችን ለመለካት ምን አይነት ዘዴዎችን ይጠቀማሉ?
12. ተማሪዎች ወደ ተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር እንዲሳተፉ ወይም ተሳትፎቸውን እንዲጨምር ምን ምን ቅስቀሳ ዘዴዎችን ይጠቀማሉ?
13. በዚህ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሃ-ግብር አመቻችነታችሁ ምን አይነት ጥቅም አግኝቻለሁ ብለው ያስባሉ?
14. የተቀናጀ ተግባር ተኮር የጎልማሶች የትምህርት መርሃ-ግብር አላማውን ለማሳካት በምታደርጉት ስራ ወስጥ የሚጋጥማችሁ ችግር ምን ምን ናቸው?
15. እነዚህ የዘረዘሩልኝ ችግሮችን ለመፍታት ምን ምን ስራዎች ቢሰሩ ይቀረፋሉ ብላችሁ ታስባላችሁ? እንደ አመቻችነትዎ እነዚህ ችግሮችን ለመፍታት ምን ምን ስራዎች ሰርተዋል?