



Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Factors Affecting the Implementation of Integrated Functional Adult  
Literacy Program in Gudeya Bila District in East Wollega Zone

By: Dessalegn Debosha

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

July 2023

Addis Ababa, Ethiopia

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## **Declaration**

I, the undersigned M.A candidate, declare that this study is my original work and not presented for any degree in any university. All the sources used in this study are properly acknowledged.

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**Addis Ababa University**  
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**Supervisor's Approval Sheet**

As M.A Thesis supervisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by **Dessalegn Debosha** entitled, **Factors Affecting the Implementation of Integrated Functional Adult Literacy Program in Gudeya Bila District in East Wollega Zone**. Therefore, I recommended that it is to be submitted as fulfilling M.A Thesis.

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As members of the Board of Examiners, we, the open defense examiners, certify that we have read and evaluated the thesis prepared by **Dessalegn Debosha**. We recommended that the thesis is accepted as fulfilling M.A requirement for the degree of Masters of Arts in School Leadership

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## **ABSTRACT**

*The general objective of this study was to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District. To attain the objective, three research questions were framed, and descriptive survey design with mixed approach was employed. The participants were included in the study through simple random sampling technique. Data was collected from the research participants through questionnaire, interview and document analysis. Convergent mixed-method was used to collect data from the participants at parallel times. The data collected through the questionnaire was analyzed through descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Similarly, the documents were analyzed thematically. The analysis of the data was made based on the order of the research questions so as to provide a triangulated answer for each research question. Accordingly, the result of the study showed that the participants perceived integrated functional adult literacy program positively. They perceived that the program could prepare adults for essential literacy and numeracy skills. Besides, they perceived that integrated functional adult literacy program helped them keep their hygiene, prevent diseases, plan their family, maximize their agricultural productivity, generate income, and other crucial skills that were needed in their day-to-day activities in the society. The study also indicated that integrated functional adult literacy program was not implemented to the level it is intended by the government body. The stakeholders were not working in an integrated way to implement the program. It was also found out that various factors hindered the effective implementation of the program. The factors include: lack of motivation among the stakeholders, inadequate budget allocation for the program, lack of promotions and incentives for the stakeholders, poor of integration among the sectors, absence of independent managing structure for the program, poor communication, absence of training for the stakeholders, withdrawals and dropouts of the adult learners, inadequate supervision, shortage of resources at the centers, shortage of infrastructure at the centers, and above all poor political commitment of leaders. Therefore, it was recommended that all the stakeholders should work together for the effective implementation of integrated functional adult literacy program at the study area.*

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## **CHAPTER ONE: INTRODUCTION**

The general objective of this study is to investigate factors that affect the implementation of integrated functional adult literacy program in Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia. Accordingly, this chapter establishes the background of the study in relation to the practices and implementation of integrated functional adult literacy program. It also addresses statement of the problem by giving emphasis to its extent, and the gap that the study tries to fill. In line with the problem, the basic research questions are framed and the specific objectives are set. Significance of the study, scope of the study, organization of the study and definitions of key terms are also discussed in detail in the chapter.

### **1.1. Background of the Study**

Education is universally recognized as one of the most fundamental building blocks for human development, and it is the key to attain the growth and development of a country. It plays a vital role in the transformation and improvement of society academically, economically, politically, socially and culturally (MoE, 2008). It is the means through which a nation can harness its numerous resources, develop its manpower and improve the quality of the life of its citizens. Education is surely the backbone for scientific and technological advancements (Akpan, 2018). Educating society is one of the most important conditions for overcoming social injustice and reducing social disparities, and is also a condition for strengthening economic growth. Education saves human lives, delivers hope, builds dignity, prevents extremism, brings about social inclusion and develops social mobility (Johan & Harlan, 2014 & UNESCO, 2009).

Every human being has the right to get basic education irrespective of his/her color, religious background and economic status (MOE, 2008). Literacy expands people's choices, gives them more control over their lives, increases their ability to participate in social activities and enhances self-esteem. Adults, who are the immediate producers in the society, need to keep on learning throughout their lifespan so as to catch up with rapid changes in the society and ensure sustainable development (Blackson, 2008). Educating adults plays a highest role in alleviating poverty and solving various social problems. Adult education is an essential factor for poverty reduction and sustainable development. If properly implemented, adult education results in better health and living condition.

The idea of adult education has a long history in Ethiopian context. It was issued during the imperial period in 1950s to help adults of 15-60 years old to learn reading, writing and arithmetic skills integrated with practical knowledge and skills. During the Derg regime as well, adult education was a national agenda, and millions of illiterate adults were reached by the National Literacy Campaign (Zemecha). All government, Private, religious and charity organizations were also requested to show their cooperation and support in the implementation of the program. As a result, the country got remarkable achievement in adult literacy through the campaign and won the 1980's UNESCO International Reading Association Literacy Prize (Samuel, 2022).

Similarly, adult education has got attention in Ethiopian new Education and Training Policy of 1994. Based on the policy, a number of education sector development programs have been introduced by considering adult education as one of the pillars. Thus, Ethiopia endorsed its National Adult Education Strategy (NAES) and its implementation guideline in 2008 focusing on Integrated Functional Adult Literacy Program (IFALP). Integrated functional adult literacy program is to improve adult's reading, writing and numeracy skill by integrating with other functional skills such as trading, manufacturing, agriculture, and other livelihood skills (MoE, 2011a). The major problems facing Ethiopia are hunger, poverty, unemployment and under development. Therefore, there is need for the people to be literate because no nation can be strong with a vast majority of her citizens being illiterate and living in ignorance. Developing the adult population in urban and rural areas is necessary to realize the development goals.

Hence, integrated functional adult literacy program is a major instrument for promoting economic growth, change of attitude and reducing poverty. This means investing in adult literacy can cause major economic, social, cultural and political benefit for a country. Literacy helps to get valuable information related to health, sanitation, production, preparation of food, childcare, home management etc. For Ethiopia to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters.

According to MoE (2011), integrated functional adult literacy education is not solely the acquisition of the reading, writing and arithmetic skills rather it is an approach where adults are independent in their daily activities as it helps them increase productivities, improve their status in the societies, and assist them in upward mobility in the social structure. Integrated functional

adult education is conceptualized primarily as the acquisition and use of reading, writing and numeracy, but it integrates skills useful for other aspects of life such as agriculture, health, civic and cultural education, environmental protection, primary health care, prevention of diseases, family planning, marketing, banking, gender equity, and so on. Since the introduction of integrated functional adult education programs, harmful traditional practices are reduced, community participation in environmental conservation is growing; societal life skills and usage of new agricultural technologies are improved (MoE, 2011).

Various studies indicate that countries with high adult literacy rate are better in development compared to countries with low adult literacy rate. For example, infant mortality rate for countries with high adult literacy rate is 45%, whereas, countries with low adult literacy rate is 139%, and the retention (staying in school) rate of children at school for countries with high adult literacy rate is 98% in primary and 53% in secondary schools, whereas for countries with low adult literacy rate is 51% in primary and 11% in secondary schools (UNESCO. (2019).

However, endorsing adult education policy and program by itself is not an end. Ethiopia has launched many education sector development plans, packages and programs for the last couple of years, but much is still remaining in terms of achieving the integrated functional adult education. The status of the implementation of integrated functional adult literacy program is not to the intended level. The achievements made so far are not encouraging, and no significant efforts have been made to strengthen its implementation (Abebe, Teklu & Mekonnen, 2017 & Samuel, 2022). In addition to this, Bekele (2016) indicated that achievements in integrated functional adult literacy education were found very low. The stakeholders of the program have no adequate awareness on the purposes, and the implementation process of the program.

The current researcher's teaching experience and informal observations in the study area have also showed that the implementation of integrated functional adult literacy education is not as it is intended by the ministry of education. This is due to various factors out of which ineffective implementation of the program takes the lion's share. There is a mismatch between the Ethiopian policy documents about integrated functional adult literacy programs and the real practices. To consider the extent of the issue, discussions have also been made with colleagues if they have noticed similar scenario in their experiences. They have also observed the issue in their daily lives. Some literatures have also been reviewed by the current researcher to identify the research

gap in the area. It has been realized that it is one of the recent and attention-seeking areas of research. Thus, the current researcher is motivated and concerned to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia.

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

Ethiopia carried out a huge movement to improve educational access through various education strategies and Education Sector Development Programs I, II, III, IV and V which are derived from the country's Education and Training Policy of the 1994. The government has done a lot of activities to expand adult education in the country during the last two decades (MoE, 2008). The government addresses adult education in multispectral approach. Various ministries are putting adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia (MoE, 2008). Apart from the efforts of the government, a number of non-governmental organizations and community-based organizations are engaged in expanding integrated functional adult literacy program.

However, in spite of the all the above efforts, reports show that about 36, 420,018 (33.4%) of the adults in Ethiopia are still functionally illiterate (UNESCO, 2019). Besides, Garkebo (2020) indicated that integrated functional adult literacy education is not well-managed in terms of planning, participation of the stakeholders, implementation, monitoring and evaluation. The program has also suffered from lack of resources like trained manpower, finance and infrastructure. Samuel (2022) further indicated that national adult education reports, annual education statistics, abstracts, and global reports show that adult education implementation in the country is not adequate even after the introduction of the program and the implementation guideline.

Even though integrated functional adult education is widely recognized as powerful weapon for eradicating illiteracy, and reducing poverty, the enrollment and participation of adults in the program is limited (Abebe, Teklu&Mekonnen, 2017). The roles of coordinators, supervisors and facilitators were not recognized to the expected level. Bekele (2015) also showed that Ethiopia was one among other countries that do not bring significant improvement in literacy. Many literacy education initiatives in Ethiopia were not effective due to varieties of interrelated

challenges like adult educators' competencies, adult learners' responsibilities and motivations, less engagement of leaders and civil society, the irrelevance of the content of the teaching material, less level of technical coordination etc. The implementation guideline lacks a clear framework for stakeholders to collaborate effectively in the provision of the program. Coordination mechanisms and communication strategies among the stakeholders were rarely considered in the implementation of the policy (Samuel, 2022).

The situation in the present study area (Gudeya Bila District in East Wollega zone) is not quite different from the above problem. As a teacher, the current researcher has several opportunities to closely observe the way the current integrated functional adult literacy program is generally managed. A lot of critical issues, formally and informally, have been raised by the stakeholders of adult education.

Some local studies have been reviewed by the current researcher to find out some research gaps and to rationalize the significance of the study. Thus, Tolera (2019) studied the challenges of the implementation of integrated functional adult education in Oromia National Regional State. He found out that there was lack of organization and commitment to improve the integrated functional adult literacy program. Besides, lack of resources, lack of qualified leaders and experts, lack of appropriate integration of sectors, low community participation, weak program monitoring and evaluation, lack of relevance of the program, inadequate training for facilitators etc.

Agernesh (2020) studied women's participation in integrated functional adult literacy program in Debere Tabor City. The result of the study indicated that the participation level of women in integrated functional adult literacy program in Debere Tabor city was low in terms of class room attendance. It was also found out that their participation in classroom activities was low due to lack of knowledge. The main challenges that affected the women's participation were: heavy work load, lowest economic status, the community's negative attitude towards women's adult education, husbands' influence, family responsibility, irrelevance of the learning contents to the needs and the way of life of the adult learners etc.

The present study is different from the above local studies in some ways. For example, the study conducted by Agernesh (2020) focused on women's participation in integrated functional adult literacy program in Debere Tabor City. She did not study the implementation of the integrated

functional adult literacy education of males. Likewise, Tolera (2019) focused on the challenges of the implementation of integrated functional adult education in Oromia National Regional State. Therefore, none of the studies focused on the learners' perceptions of integrated functional adult literacy program, and the extent to which the program is implemented. Of course, the studies slightly touched some points related to the present study. However, the biggest parts of the previous studies did not stress on the specific issues in the present study area, which is geographically and socio-culturally different from the setting of the previous studies.

### **1.3. Basic Research Questions**

In order to fill the gap stated before, the following basic research questions need to be answered.

- 1) What is the overall perception of learners about integrated functional adult literacy program implementation in their local area?
- 2) To what extent is integrated functional adult literacy program implemented with involvement of concerned stakeholders?
- 3) What are the challenges that hinder the effective implementation of the integrated functional adult literacy program?

## **2.4. Objectives of the Study**

### **1.4.1. General Objective**

The general objective of this study was to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia.

### **1.4.2. Specific Objectives**

Based on the above general objective, the following specific objectives are set.

1. To describe the overall perception of learners about integrated functional adult literacy program implementation in their local area.
2. To examine the extent to which integrated functional adult literacy program is implemented with involvement of concerned stakeholders.
3. To investigate the challenges that hinder the effective implementation of the integrated functional adult literacy program.

### **1.5. Significance of the Study**

The findings of this study generated important information theoretically, practically and policy wise. Theoretically, it contributes to the existing body of knowledge and literature in the area. Practically, it helps practitioners to deal with the existing problems in its implementation. It also serves as an input for policy-makers and experts to revisit the way current integrated functional adult literacy programs, policies and strategies are designed and implemented. It provided information to Gudeya Bila district administration to know the problem of integrated functional adult literacy program. It helps the stakeholders to pay attention for the effective implementation of the program. The study is significant in identifying the achievements made so far, the challenges encountered and the opportunities to come in the attempt of improving it. This study can possibly be used as a stepping stone for further research in the area so that other researchers are triggered to extend studies into a wider scope. Hence, the results of the study might be published and all the beneficiaries can access online. In general, this study highlights the importance of implementing integrated functional adult literacy program for effective life.

### **1.6. Scope of the Study**

This study was geographically delimited to Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia. Accordingly, the district has 6 clusters of integrated functional adult literacy centers. These are Bila, Jare, Zangi, IfaBiya, Chancho and TulluChali. Out of the six centers, three centers were selected randomly. Gudeya Bila District is chosen because the problem under study had been frequently observed in the area. Topically and conceptually, the study focuses on the implementation of integrated functional adult literacy education in the study area. In relation to this, adult education learners' perceptions about integrated functional adult literacy programs, the extent to which the program is implemented and the contextual challenges that hinder the implementation of the program were investigated.

### **1.7. Limitation of the Study**

The study was limited to the data obtained from three adult education centers in Gudeya Bila District in one zone. Thus, care must be taken in generalizing the findings of this study to the other adult education centers in different contexts. Apart from this, the researcher faced one basic problem during the study. It was that few participants of the study were reluctant to fill in the questionnaire and to be interviewed because they considered the researcher as their faultfinder

than real researcher. Even few participants resisted to give their responses. To overcome the problem, the researcher tried to persuade the participants by telling them the significance of the study and by assuring them the issue of confidentiality in the study. Despite the limitation, the study had achieved its purpose since the researcher is flexible and a man of purpose.

## **1.8. Organization of the Study**

This study consists of five chapters. The first chapter deals with introduction that contains: background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, organization of the study and definitions of key terms. Chapter two reviews literature that are related to the issue under study. It reviews the previous works that are meant to provide background information with regard to integrated functional adult literacy program. Chapter three is all about the design and methodology of the study. It addresses the research design, sources of data, sites of the study, participants of the study, sampling techniques, instruments of data collection, techniques of data analysis, and considerations of ethical issues in the study. The fourth chapter covers presentation, analysis and interpretation of the data. The last chapter summarizes, concludes and recommends the study based on the key procedures and the findings.

## **1.9. Definitions of Key Terms**

*Challenges:* factors that hinder the effective implementation of integrated functional adult literacy education

*Factors:* aspects that influence the implementation of integrated functional adult literacy education

*Implementation:* refers to putting the integrated functional adult literacy program in to action to solve the adults' literacy and other life related problems

*Integrated functional adult literacy education:* it is the program aimed at educating adults the basic literacy skills like reading, writing and numeracy by integrating useful skills for their daily lives like agriculture, health, environmental protection, primary health care, prevention of diseases, family planning, marketing, banking, gender equity etc. (MoE, 2011)

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Adult Learning Theory**

Adult learning theories trace their roots back to Malcolm Knowles, an adult educator who developed the concept of andragogy. Andragogy is the "art and science of teaching adults." This is intentionally different from pedagogy, which is the practice of teaching children. Knowles theorized that adult learning and childhood learning are entirely different and that older people do not process, comprehend or retain information in the same manner as children (McGrath, 2009). To develop his concept of andragogy, Knowles identified certain characteristics within adult learners. These include: a preference for self-directed learning, an ability to draw on life experience to assist with learning, a willingness to learn when transitioning into new roles, a focus on immediately applying new knowledge to real-life situations and problems, and tendency to be internally motivated (rather than externally).

For aspiring educators and adult students, the question of why adult learning theories are important is an easy one. Theory can provide an important grounding for educators and students in their academic writing, scholarly research and in their applied practice (Muneja, 2015). Adult learning theories give us insights on how to set up learning environments to get the best out of students. Adult learners come with knowledge and life experience and want to be able to apply those lessons in new environments. They learn better by applying lessons to real situations and having some say in how they plan their learning activities. They are also motivated by understanding that what they are learning is relevant (Sufirmansyah, 2019). Adult learning theories can impact more than those actively involved in education. In fact, it is easy to extrapolate from the classroom how a good grasp of adult learning theories might make managers, human resource departments and corporate trainers more effective. Knowing how to train a team, or even master a new skill on the job can spell the difference between professional success or stress.

Adult learners who do commit to going back to school often benefit from a curriculum based on seven key adult learning principles. These principles are largely informed by the theory of andragogy and can help a school, training program, or other types of educational organization solidify and execute its educational mission. Adult learners tend to enjoy a stronger sense of self-

direction and motivation to learn. As Knowles pointed out initially, adult learners like to use their life experience to learn, and they understand the value of a long-term goal or investment (Sufirmansyah, 2019).

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

Adult education refers to any form of learning undertaken by or provided for mature men and women outside the formal teaching and learning programs. According to Seya (2014), adult education is any form of learning undertaken by mature men and women outside the formal schooling system. It is intended to liberate adults from ignorance, poverty and it plays an important role in the transformation and development of society. Adult education is the transmission of general, technical or vocational knowledge, and values and attitudes, which takes place out of the formal education system with a view to solve early education inadequacies of mature people or to equip them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies.

It targets girls and boys above 15 years of age as well as those who are poor and underprivileged. Adult education contents may include income generation, health, literacy, numeracy, knowledge, life skills and problem solving. These geared the society towards active involvement in economic, social and political life (Seya, 2014). The importance of adult education is growing in the third world, for many see it as a valuable instrument for sustainable development (Nafukho, 2011). Adult education consists of systematic and organized educational activities to deal with any area of life, including family, work, and health matters.

As stated by UNESCO (2018), adult education specifically targets individuals who are regarded as adults by their society and it improves their technical or professional qualifications, it further develops their abilities, enriches their knowledge and skills. Adult education as part of the lifelong learning continuum, learning begins at birth, continues throughout life, and occurs in formal, non-formal and informal settings. As Javed (2017) notes adult education is the best possible means for adults to grow in their life, achieve their goals and give meaning to their existence.

In the fast moving times of today, adult education is the only solution to the problems as it helps adult learners to develop critical consciousness which is vital to face difficult situations and to use ones prior knowledge and experience to succeed in all the challenges and to understand the

world in a better way. The Ethiopian Adult Education Strategy defines adult education as an educational process directed at improving the knowledge and skills, attitudes and beliefs of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner (MoE, 2008). Adults are encouraged to learn only if they found the program related to their personal life, problem solving and if they believe it can bring change in their life style.

## **2.3. Adult Education Experiences in Some Countries**

### **2.3.1. Experiences in China**

Adult literacy and literacy education have long been a global agenda. China's literacy education has been developing amid the backdrop of international commitments and goals of adult literacy. Since the founding of new China in 1949, adult literacy policy in China has been continuously evolved within the changing political, economic and social background, and has made great success in illiteracy reduction. By tracing the up-up–plateau–transformation processes of adult literacy policy in China, the policy focus is shifted from political ideology, economic growth, personal development to a mixture of the three currently although the policy influence is declining after 2011. China's success in anti-illiteracy in the past seven decades might be duplicable for other parts of the world that are still facing the adult illiteracy problem (Yao, 2017).

Since the beginning of the 1980s, a comprehensive system of adult education has been established in China to meet the requirements of rapid socioeconomic development. The main measures taken by governments at various levels were making elementary education available in all rural areas to stem the number of new illiterates; focusing adult literacy work on the 12 to 45 age group; and utilizing various methods, including vocational training, to consolidate the newly literate. Experience has shown that, in rural areas, the most effective way to promote adult education is that the three major components of rural education: elementary, vocational, and adult be conducted in a coordinated manner (Yao, 2017). In urban areas, emphasis was given to providing on-the-job training designed to improve professional knowledge and skills of those employees in industries experiencing fast technological advancement.

Retraining for those whose jobs were eliminated by poorly performing public enterprises has become an urgent need. Although there were great achievements during the 1980s, many

problems still exist. Improving quality of teaching, modifying curriculum to meet the needs of local development, providing short-term agricultural-technical training in rural areas, offering retraining for the unemployed, and mobilizing financial resources from all sectors of the society are among the measures which the Chinese government has taken in the 1990s to further develop its adult education system (Yao, 2017).

### **2.3.2. Experience in Germany**

The approximately 900 adult education centers in Germany offer around 700,000 events a year, mainly courses, but also lectures, study trips and excursions. With around nine million participants, adult education centers are by far the largest provider of general adult education in Germany (Kulusics, 2016). Adult education centers are supported by local self-government and democratically legitimized. In addition to this public educational mandate, they also support their local municipalities by providing cross-institutional advice on continuing education and by implementing labor market and social policy measures. Around 900 adult education centers with almost 3,000 branch offices form a nationwide unique network of local continuing education and cultural institutions. In rural regions, the adult education centers are often the only training providers available.

The adult education centers organize and support the process of lifelong learning with their offers. They stand for the right to education, for equal opportunities and a comprehensive understanding of education. Adult education centers are open to all people regardless of age, gender or origin, social status or educational level, religion or worldview. They are open to people with and without disabilities. They invite people with different and conflicting views to engage in dialogue. Learning locations in the city district and barrier-free spaces make the offerings of adult education centers easily accessible for their target groups. The adult education centers also fulfill their public mandate by setting social prices. They work economically, but not profit-based. The attendance figures impressively prove the success of this concept (Kulusics, 2016).

### **2.3.3. Experience in Kenya**

According to Audi (2002), literacy education means learning to live better, accessing useful information, taking appropriate action, earn more, take up more responsibilities, be more accountable, improve your incompetence and yearn for more knowledge. A gap in its

implementation; therefore, leads to gaps in the above named aspects in an individual who is illiterate. Prior to independence there was no attention to adult literacy. Voluntary organizations were the most concerned with the literacy projects in the country, though they were just a few of them. Social welfare officers were assumed to be in charge of them. From 1945 to 1952, most successful literacy projects were carried out by the churches. This was due to their loyalty to the faith that they had their religion and they urge to be able to read the Bible.

In 1959, the ministry of education of Kenya started a pilot literacy project in KangundoMachakos district, mainly as a center action against muumuu influence. Since then there has been interest from the government towards adult literacy. Immediately after independence the government became fully concerned for education opportunity for all Kenyan children and adults. The board of adult education, by an act of parliament in 1966 was formed as a major step towards the program. Its work was to co-ordinate all adult education activities in the country. The president Jomo Kenyatta launched the national literacy campaign. The primary objective was the achievement of universal literacy. After about three years it was found that the country lacked personnel required to make the campaign successful. The momentum of the campaign consequently slowed down due to the factors which include; inability of illiterate to see the need for literacy, lack of common language of communication through the country, lack of personnel and well trained instructors, lack of accurate monitoring and evaluation procedures and hence the tendency to get insufficient and incorrect statistics (Audi, 2002).

Through the board of adult education, the University of Nairobi was asked to provide courses for diploma in adult education at the institute of adult studies based at Kikuyu campus which was established in 1970. The division and Department of Adult Education were amalgamated to form the department of adult education. The department started operation with 3000 full time teachers 5000 part time teachers and over 187 senior offers. The nongovernmental organization also took part in the program and organizations included, National Christian Council of Kenya, The Catholic Church, Women groups in the rural areas and National council of Kenya Muslims. Having adequate and competent staff is an important factor for implementing and sustaining community based projects. According to Mancini (2003), a major obstacle to project success and sustainability is centered on lack of staff that is well trained or educated.

This initiative was geared towards ensuring that the programs have enough personnel trained to implement the program country wide. Though it was done, many centers which were set up continue facing a natural death while the learners drop out from the program before they achieve their initial objective of joining the program. A few learners get the proficiency examination certificate but that is where they end they are unable to continue to the post literacy program this research therefore will endeavor to find out whether the challenges identified are influencing the implementation of the adult literacy education programs. Adult education is designed to provide and enhance literacy levels of the illiterate population.

#### **2.4. The Concept of Literacy**

Literacy has been conceived differently by different individuals and institutions globally. It ranges from the concept of acquiring autonomous skills to an emphasis on literacy as functional in daily lives. Literacy is the acquisition of the skills of writing, reading and dealing with elementary arithmetic. Literacy is a set of skills that serves as the entry point to basic education. It contains a set of skills through which individuals and society in general make all round development and actively participate in the development process through the acquisition of more knowledge, skills, capabilities and attitudes (UNESCO, 2009). Literacy is also defined as the ability to read and write in the mother tongue, the national or even international language. It is the skill of reading and writing simple statements that are valuable to his everyday life.

Literacy is an instrument, a tool that when used effectively in the right condition, will enable people to achieve purpose in life including poverty reduction. Literacy does not simply know how to read and write a particular script but applying this skill for improving livelihood and reduce poverty. Interestingly, UNESCO (2009) notes that literacy is not just the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world. Literacy helps to meet many of the practical needs of daily life and improving the standard of living by obtaining valuable information related to health, sanitation, production, preparation of food, childcare and home management. It increases economic status through engaging in vocations, which require knowledge of reading and writing. Literate people are mostly ready to accept changes in their life styles, in their methods of production, health practices, etc. to apply technologies and benefit from such interventions.

## **2.5. Integrated Functional Adult Literacy**

Integrated functional adult literacy is a type of education that helps adults to read, write and exercise simple addition and subtraction by integrating with day to day activities. It is a set of skills that enables an individual to function better in the socio-economic arena. It is acquiring the basic level of literacy required to perform particular tasks that contribute to the economic development of one's community (UNESCO, 2018). It aims at promoting the empowerment of the individual or groups for social, civic and economic roles. It integrates literacy skills with livelihood improvement programs to promote people's political, social and economic empowerment which enables them to play a pivotal role to combat poverty. The literacy component focuses on the skill of reading and writing and the functionality component deals with economic skills (Blackson, 2008).

The major goals of integrated functional adult literacy are: to help socio-economic and socio-cultural development, prepare the individuals and communities to participate in development activities, to promote knowledge and attitude change. The specific goals of the integrated functional adult literacy program include the teaching of illiterate men and women basic literacy and numeric as related to agriculture, health, environment etc. to solve their basic economic, social and cultural problems, to prepare them for more efficient participation in the development of their family, village and country. They learn the basic survival skills which would help them to fight and combat poverty.

Sonja (2011) conceives integrated functional adult literacy as the acquisition of the mechanical life skills, technical/vocational skills and business skills. Sandhaas (2009) asserts that integrated functional adult literacy builds on indigenous knowledge and seeks to link reading, writing and numeracy skills to livelihoods skill training in areas such as agriculture, health, environmental protection, civic and cultural education, income generation, and so on. According to MoE(2011), integrated functional adult literacy is not solely the acquisition of the reading and the writing skills rather it is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them.

Functional adult literacy is an approach to literacy teaching learning that enables adults to learn reading writing and numeracy integrated in to their daily life and activities. The program targets

adults and young people aged 15 or older including women, the disabled, and minority groups. The main goals of the program are to increase literacy rates, to promote women's empowerment, to improve participants' health and to raise the general standards of living within communities. The contents of the program include literacy, gender issues, environmental protection, civic and ethical education, health, disease prevention, family planning, and agriculture (UNESCO, 2015).

According to Sandhaas (2009), functional adult literacy in Ethiopia is understood as the practice of reading, writing, and arithmetic. The acquisition of these skills is useful to learn practical knowledge and skills important for other aspects of life, such as agriculture, health, civic education, cultural education. Adult literacy is seen as a based to learn other essential skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to people. Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health (UNESCO, 2009).

## **2.6. Integrated Functional Adult Literacy Education in Ethiopia**

Modern secular education was introduced in Ethiopia with the establishment of Menelik II School at Addis Ababa at the beginning of the century in 1908. After the opening of Menelik School, several other schools were constructed in different provinces of the country in which the expansion continued until the present day. Prior to the opening of Menelik II School, traditional education, Churches and Koran schools have dominated the education system of the country (Girma, 2014). Even though the expansion of modern secular schools had been continued year after year, large percentage of the population remained illiterate until the outbreak of the revolution. However, this does not mean that there were not non-formal education practices in the years, prior the revolution. Prior the revolution, non-formal education system of Ethiopia has been an adult education program, that entirely focused on literacy and work oriented literacy functional literacy programs. Hence, non-formal education activities were mainly related with adult literacy education, which was organized and assisted by government, private and religious institutions in Ethiopia.

In Ethiopia, although secular modern education was started a century ago and attempts were made to spread formal education in the country by government, non-government, private and religious institution, to realize the eradication of illiteracy and to have literate citizens wasn't

found to be a simple task. Hence, the new government which assumed power after the 1974 revolution decided to launch a massive nation-wide literacy campaign (Girma, 2014). The National literacy campaign was designed to achieve the following objectives: the eradication of illiteracy from all urban areas and their surrounding (Short range plan), the total eradication of illiteracy from Ethiopia (Long range plan), the use of literacy as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs to apply literacy in everyday activities to improve living conditions, to lay the foundation for continuing education.

Realizing the objectives, a National Literacy campaign Coordinating Committee was established in which Ministry of Education was made head of the committee. The National Literacy campaign Coordinating Committee holds 28 representatives of government agencies, mass organization, Professional associations and religious institutions. Moreover, the National Literacy campaign Coordinating Committee has executive committees, which was responsible to plan, coordinate and implement activities of the campaign. In addition, the National Literacy campaign Coordinating Committee had also four different sub committees, which were responsible for: Educational materials procurement and distribution, recruitment, training and placement of teachers, propaganda and aid coordination data collection, supervision and certification committees and sub-committee were also established at the Region, Provincial, District and local levels to perform activities, which were similar to the central committee (Girma, 2014).

After the fall of the socialist government in May 1991, the administrative structure introduced in Ethiopia was a federal system. Following the introduction of the federal government system, decentralization of authority was implemented based on the proclamation that empowered the newly organized regions to manage their own affairs. Consequently, among sector offices established in the Oromia region, the Education Bureau was one, and it was responsible for both formal and non-formal education activities in the region. The sectors like health, agriculture are also given responsibility to teach integrated functional adult literacy (Girma, 2014). Now days, little bites these sectors are planning to teach integrated functional adult literacy education. But no satisfactory result is gained. Accordingly regional educational bureaus have strived to establish low cost non formal learning centers in which adults and non-formal education programs are carried out. Thousands of rural young who are highly school leavers have been

recruited and trained to serve as professional teachers (MoE, 2008). In spite of all the efforts, Ethiopia had faced problem of coordination among several actors.

There have been several unrecognized and uncoordinated piecemeal efforts that are related to adult education in one way or another. In order to address this problem, the Ethiopian government has taken fruitful measures such as developing national adult education strategy and establishing government and NGO forums at various levels. The new strategy launched in 2008 developed the three year national action plan to expand integrated functional adult literacy in Ethiopia with active involvement of stake holders (MoE, 2008). According to the conference held in May, 2012, there are 20.4 million adults aged from 15-60 illiterate in Ethiopia. The Ministry has planned to maximize the literacy rate by 95% and aimed to educate 17 million adults in the rest of GTP period (MoE, 2008).

## **2.7. Implementation of Integrated Functional Adult Literacy Program**

The National adult education strategy (NAES) put functional adult literacy in the center of adult education in Ethiopia. So far, integrated functional adult literacy projects have been implemented mainly as pilots and in very limited numbers and in some regions only. To implement integrated functional adult literacy program at a large scale, qualified personnel are needed to plan, implement, coordinate, supervise, facilitate, monitor and evaluate the program (Sandhaas, 2009). Integrated functional adult literacy is a participatory approach that provides skills on reading, writing and counting integrated with practical knowledge and skills. Integrated functional adult literacy program for poverty reduction go far beyond organizing basic literacy classes. Since three years.

Integrated functional adult literacy projects for Ethiopia adopted in variations to specific conditions. The objectives are to link literacy education with livelihood skills training and to empower illiterate and semi-literate people to fight poverty (Sandhaas, 2009). However, it is expected that there exist certain factors affecting, positively or negatively the implementation process. In relation to this, the numerous and serious problems encountering implementation and they list the following as outstanding ones: absence of strong leadership, insufficiencies in equipment, materials, trained personnel and facilities, resistance, previous delays, confusion and too rapid implementation and less enrollment and low participation of learners influence the successful implementation of integrated functional adult literacy.

## **2.8. Factors affecting the Implementation of Integrated Adult Literacy**

There are a number of challenges in implementing functional adult literacy program in Ethiopia. Abebe, Teklu and Mekonnen (2017) argued that absence of strong leadership, insufficiencies in equipment or materials, lack of trained personnel and facilities, lack of motivation of adult to attend literacy, absence of clear policy and guidelines for integrated functional adult literacy program, inadequate supervisory service, shortage of budget, weak institutional arrangement to support integrated functional adult literacy implementation, shortage of logistic, lack of motivation among stakeholders, lack of awareness of community, lack of strong institutional support, previous delays, confusion and too rapid implementation and less enrollment and low participation of learners influence the successful implementation of it (MoE, 2010).

There are gaps between the current practice of integrated functional adult literacy management and its policy implementation guidelines. The major gaps were observed in terms of planning, curricular orientation, implementation, stakeholders' participation, integration and, monitoring and evaluation. Lacks of professionals, educational inputs and budget as well as a dearth of incentives, commitment, visionary leadership, and structure were generally the major challenges hampering the implementation (Sisay&Yilfashewa, 2017 &Garkebo, 2020). Deficiencies in planning the program, inadequate teaching materials, lack of coordination and delays in implementation and decision making, the staff turnover because of low motivation and payments, inadequate training of literacy teachers, inadequate budget allocation for the program implementation

There are a number of challenges in implementing functional adult literacy program in Ethiopia. For instance lack of motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area absence of clear policy and guidelines for the program in adequate supervisory service shortage of budget for supervision, shortage of logistic and finance for monitoring, inaccessibilities to vehicle and difficulty to transport education materials and supervision are among the known ones (MoE, 2010). Lack of managerial skills, lack of community participation, lack of training and professional support were some of the gaps. The finding also shows that lack of monitoring and evaluation, lack of accountability and responsibility were some of the factors that highly affect the implementation of integrated functional adult literacy programs (Bekele, 2016).

## **2.9. Perceptions of People on Integrated Functional Adult Literacy**

A society has its own culture guiding perspectives towards education. The society's culture is the accumulation of the knowledge, values and attitudes of its members. Communities have their own unique perceptions for the relevance of education (Jarvis, 2009). In pro-industrial societies like Europe, education may be regarded as a lifelong process whereas in primitive societies, the relevance of education may not be understood and their learning process ends in their early adulthood. In educational programs, the learners' perception influences their effectiveness, their background and family characteristics have a significant effect on their achievement. The families' way of life, socioeconomic status, educational level, religion and the view they look at the world, all contribute to the perception they have towards their education (Nafukho, 2011). Educational programs services' quality and learners' satisfaction becomes another determinant of the perception they have towards the program while adult learners are skeptical of the educational programs initiated by the government, non-governmental organizations and volunteers (Nafukho, 2011).

Historically, literacy education in Ethiopia began formerly in the church and later in the mosque (Girma, 2014). Literacy practices in churches and mosques were considered the traditional form of education and dominated by male learners. The intentions of this form of education were to expand religions ideologies. Women are not allowed to take part in literacy delivered in the religious institutions, particularly in the Orthodox religion, the dominant religion in Ethiopia. Ethiopia is a nation with a rigid religious society, an Oriental Orthodox and Muslim dominated country, any kinds of education other than those with a religious purpose, were discouraged until recent times with religious leaders condemning learning in schools or adult learning centers as a sin. Furthermore, Ethiopia is not a colonized nation and the integration of the society's culture with the western culture has been untouched.

A society with religion that discourages modern education and having a culture preserved from western influence may have a unique perception for an adult education programs that aiming to better a learners' livelihood. The perception of participating learners and society towards education covers a myriad of contributions in achieving the intended goals of the program. Numerous empirical studies have investigated the learner and the perception of a wide society towards the educational programs including adult education programs (Girma, 2014). Finding

the relationship between the peoples in environment and the classroom participants perceptions and the effectiveness of the program have direct relationships. Adult learners' understanding and perception towards educational programs as a means to create their consciousness and to achieve a social justice determines their attendance.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. Introduction**

This chapter presents design and methodology of the study. It discusses design of the study, sites of the study, population of the study, sample size and sampling techniques of the study, data sources of the study, instruments of data collection, procedures of data collection, techniques of data analysis and ethical issues taken into consideration in the study.

### **3.2. The Research Design**

Once the specific research objectives are set, and the research variables are operationalized, the next stage is to plan a suitable research design. The research design is chosen based on the nature of the research problem and the objective that is set to address the problem. Thus, this study employed descriptive survey research design for five major reasons. First, survey research design is mostly ideal for mixed research approaches like that of the present one (Creswell, 2012 & Johnson & Christensen, 2012). Second, survey research design is used to describe teaching and learning related trends and practices like the implementation of integrated functional adult literacy education. It can answer what, where, when and how questions regarding the school related issues.

Third, survey research is often used to assess stakeholders' perceptions, thoughts and feelings about the practices, implementations and challenges of certain programs like the issue under the study. Thus, stakeholders' opinions in relation to integrated functional adult literacy program were surveyed. Fourth, survey research design is important to generalize the results of the study. It has high external validity, which means the researcher can confidently generalize his findings to other populations or settings by selecting research participants randomly (Creswell, 2012). Random sampling fits survey research design because it is unbiased and it reduces sampling errors (Ary et al., 2010 & Creswell, 2012). The present study also sampled participants of the study randomly from the given population so that the results to be obtained using the sample were generalized back to the population. Fifth, this design is considered to be acceptable and ethical when the information that the research participants provide is to be reported anonymously.

### **3.3. The Research Approach**

Mixed research approach was used in this study for three major reasons. First, it was used to provide an in-depth, holistic and complete understanding about the research problem than either the quantitative or the qualitative alone (Creswell & Plano Clark, 2018). Thus, quantitative and qualitative data regarding the problem under the study supported each other, and made the result of the study more valid. There was an added value when combining the two approaches. Description in words for the qualitative data added meaning to the use of numbers, and the numbers added precision to the descriptions. Second, mixed approach is used to develop more effective and refined conclusions of the study. Hence, the mixing of the two approaches provided a strong and comprehensive evidence for the conclusion of the present study.

Third, the current researcher believed that the mixed research approach would help him acquire knowledge and skills of both approaches rather than being skilled with only a single approach. The collection and analysis of the data obtained through the two approaches added knowledge and experience to the future academic career of the present researcher. To support this claim, Denscombe (2007), Hall (2013), Creswell (2012) and Kumar (2011) argue that a mixed research approach boosts the quantitative and qualitative knowledge and skills of the researcher. Hence, the present researcher got certain understanding about both approaches.

Convergent mixed-method was used to collect and analyze data. This means the quantitative and qualitative data was collected in parallel times, and then analyzed separately. The quantitative data was collected through questionnaire and was analyzed through descriptive statistics. The qualitative data was collected through interview and document analysis and were analyzed through theme identification. After the analysis, the results of both quantitative and qualitative data were triangulated, refined, validated and compared to get a complete picture of the result.

### **3.4. Selection of the Research Sites**

Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia, was the site of the study. The district was selected as a study site because the problem had been observed in the study. Besides, the feedback that had been collected from the stakeholders indicated that there had been a problem with regard to the implementation of integrated functional adult literacy programs. Therefore, the current researcher decided to conduct research at the area, and wanted to organize trainings based on the result of the study at the study area. Thus, three centers for

integrated functional adult literacy education were selected randomly out of the six centers that GudayaBila District has.

### **3.5. Data Sources**

In order to enhance the validity and reliability of the study, primary data was collected from sample participants of the study. Data was collected through questionnaire, interview and document analysis from sample participants of the study. Besides, works of other scholars like researches, articles, reports, scholarly summaries, abstracts, proceedings and other literature were reviewed not to use as primary data sources, but to compare and contrast with the results of the present study so as to locate the arguments in the world of other scholars' views, and to rationalize the significance of the study.

### **3.6. Participants of the Study**

The participants of this study were adult learners, adult education teachers, experts from district education bureau, and adult education coordinators or facilitators. It was believed that these participants had rich experiences in teaching, managing, supervising and evaluating adult education programs in the study area. Eighty six (86) adult education learners were selected randomly for the study. Out of this number, 47 of them were males and 39 of them were females. Besides, three adult education teachers (two males and one female), two experts from district education bureau, and three adult education facilitators were included in the study.

### **3.7. Sampling Techniques**

In case a researcher cannot study the entire population because of practicality, accessibility, expense, time and other factors, he/she can select a representative sample from the population of interest for his/her study so that the inferences derived from the sample can be generalized back to the population (Ary et al., 2010; Cohen et al., 2007 & Kothari, 2004). Accordingly, some sampling techniques were employed to select participants for this study. First, Gudaya Bila District was selected purposefully because the extent and magnitude of the problem under the study had been observed by the current researcher. Gudaya Bila District has 6 clusters of integrated functional adult literacy centers. These are Bila, Jare, Zangi, IfaBiya, Chanco and TulluChali. From this clusters, three clusters (Bila, Chanco and Zangi) were selected by simple random sampling technique. Thus, participants in the three clusters were also incorporated in the study through random sampling technique. Therefore, 86 adult education learners, 3 adult

education teachers, 2 experts from district education bureau, and 3 adult education facilitators were included in the study. Totally, there were 94 participants of the study.

### **3.8. Instruments of Data Collection**

The way a researcher asks the basic research questions often determines the type of the data collection instruments to be used (Creswell & Poth, 2017). Accordingly, the current researcher employed questionnaire, interview and document analysis as instruments of data collection. Questionnaire was the major tool of data collection. Each of the instruments is discussed below in detail.

#### **3.8.1. Questionnaire**

Questionnaire is one of the most important instruments of data collection in educational research. It is relatively easy to construct, adapt and be capable of gathering data from large respondents as quickly as possible (Dörnyei, 2003 & Saris, 2007). Besides, a questionnaire is mainly used to measure teaching and learning related behaviors like the implementation of integrated functional adult literacy program. It is also among the most comprehensive and efficient means of data collection tools in relation to teaching and learning in particular (Denscombe, 2007).

For the above reasons, a five point Likert Scale items were constructed to address all the research questions of the study. The items were adapted from various questionnaires that are developed by renowned scholars and other related literature in the area. Open-ended items were also added to get additional data than the researcher might not consider in close-ended ones. It was intended to allow the participants to express their ideas about integrated functional adult literacy education as freely as possible. The questionnaire for adult learners was translated into Afan Oromo so that they understood and filled the items easily.

The adapted items of the questionnaire were given to the research advisor and colleagues to read and comment critically. After that, the questionnaire was developed to full-fledged instrument and was distributed to the participants of the study to be filled. Then, the responses were fed to Statistical Package for Social Science (SPSS) Version-20 for analysis. To enhance validity, the items were linked to the objectives of the study. They were also good to the eyes of the respondents, had good layout, standard font size and margin. This could possibly make the

questionnaire more appealing to the respondents and could enhance the response rate. To check the reliability of the items, internal consistency was checked by using Cronbach Alpha. Therefore, the internal consistency coefficient for the entire items was 0.81, which means the items were consistent.

### **3.8.2. Interview**

Interview is one of the effective instruments of data collection when the objective of the research is to examine teaching and learning related behaviors (Denscombe, 2007; Gray, 2004 & Hinkel, 2011). It is used to verify the data obtained through questionnaire. Therefore, interview was used with participants of the study to get data regarding the basic research questions. The content of the questions were related to the specific objectives to ensure the issue of credibility and validity in the study. Before the interview began, the current researcher explained the purpose of the interview, and how the information obtained from the interviewee was handled.

Semi-structured interview was conducted to gather data from the research participants. It was semi-structured interview because it allowed the researcher to probe for more detail responses and clarify ambiguities. To support this idea, Denscombe (2007) confirms that semi-structured interview promotes flexibility of the choice of words and the order of questions. As to the scholar, extra questions can also be asked based on the context of the interview to get detail information on the topic under study. One-to-one interview was conducted to get data from the participants. To support this, Miller and Brewer (2003) emphasize that one-to-one interview is relatively good to elicit individual thought, easier to arrange, manage and transcribe. The interview was held by arranging convenient time with each participant. The participants for the interview were three adult education teachers, two experts from district education bureau, and three adult education facilitators. The interview was audio-recorded.

### **3.8.3. Document Analysis**

Policy-based documents like Education Sector Development Plans I-V, National Adult Education Strategy, Integrated Functional Adult Literacy Education, Integrated Functional Adult Literacy Education Implementation Guideline etc. were initially planned to be analyzed, but most of the documents were not available. Adult education documents like attendance, plan, reports, mark list or roster, minutes of sectors etc. were also tried to be reviewed.

### **3.9. Data Collection Procedures**

It was difficult to collect data through the tools mentioned before at the same time. Thus, the data was collected one after the other. First, quantitative data was collected through questionnaire from the participants of the study. The rationale for collecting quantitative data first was to survey issues in relation to the topic under study as comprehensively as possible to get the general picture of the research finding that might need further depth, validation and verification through qualitative data collection. Second, qualitative data was collected through document analysis. Third, the data was collected from the participants through semi-structured interview. The time period for the collection of the quantitative and qualitative data was not too far away from each other.

### **3.10. Data Analysis Techniques**

The nature of data to be collected implies the way it is to be analyzed and interpreted (Dawson, 2007 & Walliman, 2011). Accordingly, the data to be collected through questionnaire was analyzed through descriptive (mean and standard deviation). On the other hand, the data collected through the document analysis was narrated thematically. Besides, the data collected through interview was transcribed, coded, and categorized based on the patterns or themes. Thus, it was analyzed and interpreted thematically. The printed and published works of others were also analyzed through meta-analysis, which means the results of the previous studies were compared and contrasted with the results of the current study to identify to what extent the results were similar or different. In order to draw reliable and valid conclusions, the data collected through the aforementioned instruments were compared, contrasted and triangulated. Finally, conclusions and likely recommendations were made based on the findings obtained through the analysis.

### **3.11. Ethical Considerations in the Study**

Researches that involve human participants usually need ethical considerations (Ary et al., 2010). For this reason, ethical issues with regard to the present study were also considered. At the start, the sample adult education centers were contacted by obtaining official letter from the district education office. The adult learners, adult teachers, supervisors, coordinators and education office experts were also informed about the objectives and significances of the study, and convince them to participate in the study. Besides, information about the current researcher, his address and the sponsoring institution (Addis Ababa University) were clarified.

Before any data collection process started, the consents of the participants were asked. The data the participants provided was kept confidential with honesty and respect and was reported anonymously. The original data was not changed or misinterpreted to satisfy certain predictions of the present researcher. Finally, to maintain academic honesty and integrity, all the sources used in the study were acknowledged.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.1. Introduction**

This chapter deals with the presentation, analysis, interpretation and discussion of the data obtained through questionnaire, interview and document analysis. The data collected through the administration of adult learners' questionnaire was changed to descriptive statistics using SPSS version-20 and analyzed quantitatively. Whereas, the data collected through interview and document analysis were categorized according to their thematic relationships and interpreted qualitatively. The analysis was made based on the order of the basic research questions, but they were triangulated with each other in the result and discussion section.

### **4.2. The perception of learners about integrated functional adult literacy program**

#### **4.2.1 Analysis of the Data Obtained through Questionnaire**

The first basic research question of the study is, “What is the overall perception of learners about integrated functional adult literacy program implementation in their local area?” To answer this research question, questionnaire was used as one of the instruments of data collection. The items of the questionnaire were designed in a way they measure the participants' perception of the implementation of integrated functional adult literacy program. The total of 94 copies of the questionnaires was distributed to 94 adult education learners and facilitators and all the distributed questionnaires were returned. The questionnaire consisted of two parts. The first part was close-ended items while the second part was open-ended ones. The close-ended items were analyzed through mean scores and standard deviations whereas the open-ended items were analyzed by forming themes based on the repeatedly written responses.

*Table 1: Perception of adult education learners towards the implementation of integrated functional adult literacy program*

<b>No</b>	<b>Items</b>	<b>No</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>SD</b>
1	Integrated functional adult literacy program can prepare learners with essential literacy and numeracy skills	94	2	5	4.02	0.015
2	Integrated functional adult literacy program can improve income of the individuals	94	1	4	3.11	1.471
3	Integrated functional adult literacy program can improve agricultural productivity	94	2	5	3.71	0.401
4	Integrated functional adult literacy program can improve use of agricultural technology	94	1	4	3.44	1.117
5	Integrated functional adult literacy program can improve understanding about learners' rights and responsibilities within the society	94	2	5	3.95	0.271
6	Integrated functional adult literacy program can improve environmental protection practice and natural resource conservation	94	1	5	3.73	1.200
7	Integrated functional adult literacy program can improve personal and community hygiene	94	2	5	4.29	0.338
8	Integrated functional adult literacy program helps people to get knowledge and skills	94	3	5	4.69	0.399
9	Integrated functional adult literacy program helps you to improve your life	94	2	5	3.82	1.002
10	Integrated functional adult literacy program is important for my living condition	94	2	5	3.47	1.106

As shown in Table 1, Item 1 above, the participants were asked whether integrated functional adult literacy program can prepare learners with essential literacy and numeracy skills or not. Accordingly, the participants with mean score of 4.02 reported that integrated functional adult literacy program can prepare them with essential literacy and numeracy skills. This response was equivalent to 'agree'. Therefore, the participants of the study perceive that integrated functional adult literacy program can prepare them with essential literacy and numeracy skills. Similarly, Item 2 in the same Table asked the participants whether integrated functional adult literacy program can improve incomes of the individuals or not. Then, the mean score of the items was computed to be 3.11, which was near the mid-point score (3). This data indicates that the participants of the study perceive that integrated functional adult literacy program can prepare them with essential literacy and numeracy skills, and it improves their income to some extent.

As it can be noticed from Table 1, Item 3, the participants were asked whether integrated functional adult literacy program can improve their agricultural productivity or not. As a result, adult learners with grand mean score of 3.71 reported that integrated functional adult literacy program can improve their agricultural productivity to some extent. From this data, one can conclude that as a result of learning adult literacy programs the people could maximize their agricultural productivity and ensure their optimal productivity. Similarly, in the same Table (Item 4), the participants of the study were asked whether integrated functional adult literacy program can improve use of agricultural technology or not. Accordingly, the mean score of the responses was 3.44, which means near to sometimes. This shows that integrated functional adult literacy program can improve adult learners' agricultural productivity and use of agricultural technology to some extent.

Regarding Item 5 of the same Table, the participants were asked whether integrated functional adult literacy program can improve understanding about learners' rights and responsibilities within the society or not. Thus, the mean score of the response was 3.95, which mean near to 'agree'. This data shows that because of following integrated functional adult literacy programs, the adult learners improved in terms of their understandings about their constitutional and civil rights and responsibilities within the society.

By the same token, the research participants were also asked whether integrated functional adult literacy program can improve the participants' environmental protection practice and natural resource conservation or not (Table 1, Item 6). Thus, the average mean score of the response was 3.73, which is near to 'agree'. From this data, one can conclude that integrated functional adult literacy program can improve the people's experience of environmental protection practices and natural resource conservation. The adult learners learned a lot in relation to restoring sustainable development, mitigating climate change and biodiversity. The individuals learned how to plant and conserve the plants for future generations.

Table 1, Item 7 asks the participants whether integrated functional adult literacy program can improve personal and community hygiene or not. As a result, the mean score of the responses were 4.29, which is above 'agree' level. The participants learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves, sweeping homes and keeping rubbish off the floor to prevent environmental

contamination, taking regular shower, maintaining oral hygiene practices, trimming nails and washing hairs, and dealing with food hygiene after they were engaged in integrated functional adult literacy programs.

Table 1, Item 8 asks the participants whether integrated functional adult literacy program helped people to get knowledge and skills or not. Accordingly, the mean score is 4.69, which is near to strongly agree. This shows that integrated functional adult literacy program helped the adult learners to get literacy and numeracy knowledge and skills. They gained the ability to read and write, and the ability to understand simple mathematical concepts like addition, subtraction, division and multiplication. All are essential skills needed in day-to-day lives and activities of the people. Literacy and numeracy helped the adult learners gain the fundamental skills necessary to achieve success in life.

Table 1, Item 9 asks the participants whether integrated functional adult literacy program can help them improve their life or not. Accordingly, the mean score of the responses was 3.82, which mean near to agree. In addition to this, the participants were asked whether integrated functional adult literacy program is important to improve the living conditions of the participants or not. As a result, the mean score of the participants' responses was 3.47, which mean somewhat near to 'agree.' From the data, one can conclude that farmers' life was changed as a result of learning adult literacy program. The farmers adapted to climate change by adjusting planting and harvesting dates, changing crop species, or improving agricultural practices and infrastructure. The adoption of regenerative farming practices has also shown positive impacts on the food and nutrition security of impoverished farmers.

#### **4.2.2. Analysis of the Data Obtained through Interview**

Interview was also used to examine the perceptions that the participants of the study hold about integrated functional adult literacy programs. Thus, three adult education teachers, two experts from district education bureau, and three adult education facilitators, totally eight experts were interviewed and asked to elicit what they know, think and believe about integrated functional adult literacy program, its goal and why it is so important to teach adults in an integrated fashion. The data was transcribed in a verbatim and analyzed thematically. That means the researcher transcribed the interview, coded it, categorized it into themes, reviewed the themes and interpreted it accordingly. The following is the analysis of the interview in detail.

The first basic research question of the study asks the participants the perception they had with regard to integrated functional adult literacy program. Thus, the first interview question asked the participants in relation to what they know, believe and think about integrated functional adult literacy. Therefore, most of the interviewees stated that integrated functional adult literacy is an approach used to help adults acquire reading, writing and basic arithmetic/mathematical skills to be successful in every aspect of life. They conceptualized that integrated functional adult literacy program helps the adults to develop knowledge and skills of reading, writing and calculation for simple mathematical operations. It is integrated because it helps the adults to integrate the knowledge and skills they obtained with their day-to-day tasks and activities. In support of this idea, one interviewee stated as follows:

Integrated functional adult literacy is adult education that about knowledge of reading and writing. It also includes knowledge and skill of number addition, subtraction, multiple and divide. This skills are very important in people life that of agriculture, sanitization, health, toilet etc. The skills are development of meaningful life for farmers.(Interviewee 1)

From the above extract, one can deduce that integrated functional adult literacy program is meant to develop adult's reading, writing and arithmetic skills. The literacy skills are very much important to make the society more successful and productive in their day-to-day tasks and activities in the large community. Although integrated functional adult literacy programs are primarily to develop the reading, writing and arithmetic skills of the adults, it also encompasses other skills that help the adults to run their daily businesses. It includes skills that can be easily applied or used in the real world of the society. Literacy is required for effective functioning of adults in the community. For example, how to plan their family, how to lead a healthy life, how to use mechanized farming, how to conserve natural resources, how to save money, how generate income and other basic skills. The other interviewee had also substantiated this idea by saying:

Integrated functional adult literacy is teaching basic reading and writing skills of adults. It also teaching of mathematical operation Literacy not only improves farmers' life, but it creates chances for the farmer to develop skills that help them and their family. It is skill of making life success in the society by learning.(Interviewee 5)

As to the above expert as well, integrated functional adult literacy program is aimed at improving and developing the adult learners' literacy and numeracy skills. The program is intended to help the adult learners gain the ability to read and write, and the ability to understand simple mathematical operations like addition, subtraction, division and multiplication. The adult learners also develop all important skills needed in the adult's day-to-day lives and activities of. Literacy and numeracy helped the adult learners gain the fundamental skills necessary to achieve success in life. The participants of the study perceived that integrated functional adult literacy program could prepare them with essential literacy and numeracy skills.

The interviewees were also asked to illicit the purposes of integrated functional adult literacy program. The purpose is to make adult learners to use the knowledge and skills they gained in their day-to-day activities in the community. It helps the adult learners to enhance their literacy skills to adapt to ever changing societal lives in the large community. Literacy is important not only for personal development, but also for positive educational, social and economic outcomes. Improved literacy also results in more informed health decisions regarding nutrition and preventative care. Regarding this idea, one interviewee had the following to say:

Integrated functional adult literacy is very important for the people education, economy, health, and all direction life skills. Adult farmers use of agricultural technology and add value agricultural production. Integrated functional adult education helps active participation of adult learner in all life skills improved income of the individuals and many more. (Interviewee 4)

As to the above quotation, integrated functional adult literacy is very important for the adult people's education, economy, health other skills to develop the people in all direction of life. The adult learners learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves, sweeping homes and keeping rubbish off the floor to prevent environmental contamination, taking regular shower, maintaining oral hygiene practices, trimming nails and washing hairs, and dealing with food hygiene after they were engaged in integrated functional adult literacy programs. Another interviewee also supported this idea by stating as follows:

Integrated functional adult literacy is very important for adults. It teaching of the adult learners learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves, sweeping homes and keeping rubbish outside the floor to prevent environmental contamination.(Interview 5)

Integrated functional adult literacy prepares adults for important literacy and numeracy skills. The adult learners gained the ability to read and write, and the ability to understand simple mathematical concepts like addition, subtraction, division and multiplication. All are essential skills needed in day-to-day lives and activities of the people. Literacy and numeracy helped the adult learners gain the fundamental skills necessary to achieve success in life. It helps the adult learners to reduce about sickness and mortality rates of children and mothers, increased the life expectancy of children and mother, and they improve environmental protection activity, planting trees, conserving natural resources and others.

Generally, the participants perceive integrated functional adult literacy program positively. They perceive that integrated functional adult literacy program can prepare them for essential literacy and numeracy skills. They gained the ability to read and write, and the ability to understand simple mathematical concepts like addition, subtraction, division and multiplication, and other essential skills needed in their day-to-day lives and activities. They perceive that integrated functional adult literacy program helps them keep their hygiene, prevent diseases, plan their family, maximize their agricultural productivity, improve their experience of environmental protection practices, generate income, save money, increases women's active participation in the community, and other essential skills that are needed in their day-to-day activities and lives in the community.

### **4.3. The extent of implementation of integrated functional adult literacy program**

#### **4.3.1 Analysis of the Data Obtained through Questionnaire**

The second basic research question of this study is, "To what extent is integrated functional adult literacy program implemented with involvement of concerned stakeholders?" This research question is primarily intended to examine the extent to which the integrated functional adult literacy program is implemented with involvement of concerned stakeholders in the study area. The following table summarizes the research participants' self-reported responses.

*Table 2: Participants' responses towards the extent to which integrated functional adult literacy program is implemented in the study area*

<b>No</b>	<b>Items</b>	<b>No</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>SD</b>
1	The participation of learners in the teaching and learning process is encouraging	94	1	3	2.39	0.205
2	The learners have commitment to participate in integrated functional adult literacy program	94	2	5	3.21	0.392
3	The committee of integrated functional adult literacy program is working cooperatively	94	1	5	2.45	0.293
4	The district administrators are working in an integrated way for the effective implementation of integrated functional adult literacy program	94	1	4	2.51	0.526
5	Facilitators of integrated functional adult literacy are working as a change agent for the success of the program	94	1	4	2.59	0.371
6	There is a team spirit among the stakeholders of integrated functional adult literacy program	94	2	5	3.25	0.451
7	Integrated functional adult literacy program is monitored and evaluated regularly	94	1	4	2.36	0.329

As shown in Table 2, Item 1 above, the participants were asked whether the participation of learners in the teaching and learning process is encouraging or not. Accordingly, the participants' responses were computed and the mean score was 2.39. This average was below the midpoint (3). This tells one that the participation of the adult learners in integrated functional adult literacy program was not this much encouraging. Similarly, Item 2 of the same Table asked the participants whether the learners have commitment to participate in integrated functional adult literacy program or not. Thus, the mean score of the participants' responses was 3.21. This score was near to the midpoint (3). This data indicates that the participation of the adult learners in an integrated functional adult literacy program was not to the level it is intended by the government.

As it can be noticed from Table 2, Item 3, the participants were asked whether the committee of integrated functional adult literacy program is working cooperatively or not. Accordingly, the mean score of the responses was 2.45, which means less than the midpoint. This shows that the committee of integrated functional adult literacy program was not working cooperatively to solve issues related to integrated functional adult literacy programs. By the same token, the research participants were also asked whether the district administrators are working in an integrated way

for the effective implementation of integrated functional adult literacy program or not (Table 2, Item 4). Thus, the average mean score of the response was 2.51. From this data, one can conclude that the district administrators and the concerned stakeholders of integrated functional adult literacy programs were not working in an integrated way for the effective implementation of the program

Regarding Item 5 of the same Table (Table 2), the participants were asked whether the facilitators of integrated functional adult literacy are working as a change agent for the success of the program or not. Thus, the mean score of the response was 2.59, which is less than the midpoint. This data shows that the facilitators of integrated functional adult literacy are not working as a change agent for the success of the program. Of course, there was some effort, but the effort was not enough. Similarly, Item 6 asks the participants whether there is a team spirit among the stakeholders of integrated functional adult literacy program or not. Then the mean score of the participants' responses was 3.25, which means near to the midpoint. This implies that there is a fair team spirit among the stakeholders of integrated functional adult literacy program.

Table 2, Item 7 asks the participants whether integrated functional adult literacy program is monitored and evaluated regularly or not. Accordingly, the mean score is 2.36, which is less than the midpoint. This shows that integrated functional adult literacy program was not monitored and evaluated regularly by the concerned bodies. It was investigated that the implementation of integrated functional adult literacy program in the study area was not to the level it was intended by the ministry of education. The programs were there at the level of policy not at the level of real practice.

#### **4.3.2. Analysis of the Data Obtained through Interview**

Interview was also used with the participants of the study to check the extent to which integrated functional adult literacy program was implemented. It was investigated that the stakeholders had positive perception and understanding about the integrated functional adult literacy program and related issues, but they lack commitment to implement it properly. The attention provided by the coordinating committee to support the program was unsatisfactory. There was lack of effective commitment and cooperation among the committee and leadership in Gudeya Bila District. All

the responsibility was left to the district education office which was not taking care as well. Regarding this idea, one interviewee argued that:

The issue of integrated functional adult literacy is not working now. It is only for writing report for government. You cannot see it on the ground. The program is hot one time and cold at another time. These days, adult education is not functional. The government not interested to teach. I do not know the answer.(Interviewee 2)

The above quotation is an evident for the ineffective implementation of integrated functional adult literacy program at Gudeya Bila District. The district administration and education office did not closely work together to create awareness for the integrated sectors. The concerned bodies did not strengthen the power of the committee in order to discharge their duties and responsibility. They did not allocate enough budgets, to monitor and evaluate the program in systematic ways, and did not provide incentives for the implementation process. As to the participants of the study, the enrollment and participation of adult learners in an integrated functional adult literacy program was inadequate due to the constraints listed above.

In support of the above idea, another interviewee also stated that, “I think no adult education activity now because of the situation in our area. There is no peace and stability in the area. You know that.” (Interviewee 4) Similarly, another interviewee (Interviewee 5) stated that, “The status of integrated functional adult literacy in our area is not good. Everything is not good. It is minimizing from time to time.”

From the above quotation, it is possible to deduce that integrated functional adult literacy program was not properly implemented because of various reasons related to lack of a conducive learning environment, less participation and integration of different stakeholders, poor concern and integration among sectors, overlapping of timetable with learners’ own work, insufficient budget allocation, and a lack of facilitators training. This data indicates that the participation of the adult learners in an integrated functional adult literacy program was not to the level it is intended by the government. The district administrators and the concerned stakeholders of integrated functional adult literacy programs were not working in an integrated way for the effective implementation of the program.

This shows that integrated functional adult literacy program was not monitored and evaluated regularly by the concerned bodies. It was investigated that the implementation of integrated functional adult literacy program in the study area was not to the level it was intended by the ministry of education. The programs were there at the level of policy not at the level of real practice. Therefore, to promote the enrollment and participation of adult learners, it is better to improve the perception and to change the attitude towards integrated functional adult literacy programs, creating awareness, constructing comfortable classroom and comfortable schedule, creating integration among board and technique committee were suggested.

#### 4.4. Challenges to implement integrated functional adult literacy program

##### 4.4.1 Analysis of the Data Obtained through Questionnaire

*Table 3: Challenges that hinder the implementation of integrated functional adult literacy program*

<b>No</b>	<b>Items</b>	<b>No</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>SD</b>
1	There is lack of required resources and materials like books, manuals, blackboards, chairs, classrooms etc.	94	2	5	4.43	0.572
2	The integrated functional adult literacy center is very far away from learners' home	94	1	4	3.34	0.471
3	The schedule of integrated functional adult literacy program is not comfortable for adult learners	94	2	5	4.40	1.111
4	The classrooms where the lessons are given are not comfortable for adult learners	94	2	5	3.98	0.247
5	Adult learners do not get incentive from government bodies	94	3	5	4.63	1.281
6	There is lack of interest from learners to participate in integrated functional adult literacy program	94	1	4	3.83	1.231
7	There is lack of continuous supervision of integrated functional adult literacy program from district education office	94	2	5	4.59	0.773
8	There is lack of political commitment among leaders to sustain the literacy program	94	3	5	4.37	1.312
9	There is lack of sectorial integration and societal awareness about integrated functional adult literacy program	94	2	5	3.97	1.001
10	The learning contents are not related to the learners' needs and ways of life	94	1	4	2.66	0.134
11	There is lack of clear vision, mission, values and goals related to integrated functional adult literacy program	94	1	4	4.24	0.173
12	There is lack of continuous training to facilitators and experts of integrated functional adult literacy program	94	2	5	3.76	0.619
13	There is a continuous drop out of learners from integrated functional adult literacy program	94	2	5	3.48	1.006

As shown in Table 3, Item 1 above, the participants were asked whether there was lack of required resources and materials like books, manuals, blackboards, chairs, classrooms etc. or not. Accordingly, the participants mean score was 4.43, which falls between 'agree' and 'strongly agree' scale. This shows that there was shortage of resources and materials like adult education books, manuals, blackboards, chairs, classrooms and others. There was inadequacy of adult teaching and learning materials such as text books, facilitators' guides and others supplementary teaching and learning materials.

Similarly, Item 2 of Table 3 asked the participants whether the integrated functional adult literacy center was very far away from learners' home or not. Accordingly, the average mean score was 3.34, which is near to the midpoint. Likewise, the participants were asked whether the schedule of integrated functional adult literacy program was not comfortable for adult learners or not. As a result, the average mean score of the response was 4.40, which falls between 'agree' and 'strongly agree.' Therefore, it was found out that the schedule of integrated functional adult literacy program was not comfortable for adult learners. Most of the learners were farmers so that it was difficult to continue learning in addition to their farming activities.

As it can be noticed from Table 3, Item 4, the participants were asked whether the classrooms where the lessons were given were not comfortable for adult learners or not. As a result, adult learners with average mean score of 3.98 was reported by the respondents. Similarly, the participants were asked whether adult learners did not get incentive from the government bodies or not. Therefore, the average mean score was computed be 4.63, which was near to 'strongly agree' frequency scale. This shows that there was lack of promotions and incentives for adult learners when learning integrated functional adult literacy programs. Incentives are very important to motivate the adult learners.

Similarly, in the same Table (Item 6), the participants of the study were asked whether there is lack of interest from learners to participate in integrated functional adult literacy program or not. As such the average mean score of the participants' responses was 3.83, which was near to the frequency scale of 'agree'. This shows that the adult learners were less motivated to be engaged in integrated functional adult literacy program because of lack of incentives. When there is no incentive, the adult learners lack motivation and willingness to participate in the program. There

was also lack of motivation among stakeholders, learners and facilitators because of lack of incentives and other promotions.

Regarding Item 7 of the same Table (Table 3), the participants were asked whether there is lack of continuous supervision of integrated functional adult literacy program from district education office or not. Therefore, the average mean score of the participants' responses was 4.59, which was near to 'strongly agree' frequency scale. From this data, one can conclude that there was lack of monitoring and evaluation, and inadequate supervisory service by government bodies. There was poor management and organization from the coordinating committees at all levels of the integrated functional adult literacy programs. There was lack of integration between the stakeholders to support the program and there was high rate of absenteeism of adult learners.

By the same token, the research participants were also asked whether there was lack of political commitment among leaders to sustain the literacy program or not. Accordingly, the average mean score of the response was computed to be 4.37, which was near the scale of 'strongly agree'. This tells us that there was poor political commitment of leaders and misunderstanding on the program at various levels, and absence of well-organized and independent managing structure for the program. There was poor management and organization from the coordinating committees at all levels. There was also weak institutional arrangement to support integrated functional adult literacy implementation, monitoring and evaluation.

Table 3, Item 9 asks the participants whether there was lack of sectorial integration and societal awareness about integrated functional adult literacy program or not. Therefore, the average mean score of the participants' responses was 3.97, which was near to the scale of 'agree'. There was lack of integration between different stakeholders to support the integrated functional adult literacy program. This lack of integration had a negative effect on adult learners, facilitators and other stakeholders to run the program as properly as possible. The participants also argued that there was lack of strong institutional support from the regional government. There was weak institutional arrangement to monitor, evaluate and support integrated functional adult literacy implementation.

Table 3, Item 10 asks the participants whether the learning contents of integrated functional adult literacy program was not related to the learners' needs and ways of life or not. As a result, the average mean score of the response was 2.66, which was below the midpoint. This shows that

the learning contents of integrated functional adult literacy program were related to the learners' needs and ways of life. As stated before, the participants agreed that they learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves, sweeping homes and keeping rubbish off the floor to prevent environmental contamination, taking regular shower, maintaining oral hygiene practices, trimming nails and washing hairs, and dealing with food hygiene after they were engaged in integrated functional adult literacy programs.

Similarly, the participants were asked whether there was lack of clear vision, mission, values and goals of integrated functional adult literacy program or not. Thus, the average mean score of the responses was 4.24, which was below the midpoint. This shows that there was a clear vision, mission, values and goals of integrated functional adult literacy program. The main objective of the adult literacy program is to equip adults with basic, necessary and relevant numeracy, reading and writing skills and essential life skills. Besides, the objective was teaching life skills such as family planning, agriculture and disease prevention. The program also aims to teach participants fundamental skills and knowledge that will increase the standard of living in communities.

Table 3, Item 12 asks the participants whether there was lack of continuous training for experts and facilitators of integrated functional adult literacy program or not. As a result, the average mean score of the participants' responses was 3.76, which was near to the scale of 'agree.' Similarly, the participants were asked whether there was a continuous drop out of learners from integrated functional adult literacy program or not. Accordingly, the average mean score of the respondents' response was 3.48, which was near to 'agree' scale. This shows that many of the facilitators did not take initial training which prepares them for the necessary knowledge and skills of teaching, instructional planning, classroom management and others. The facilitators did not get any training on how to teach or facilitate integrated functional adult literacy programs. There was also shortage of logistic and finance for monitoring integrated functional adult literacy programs. There was inaccessibility to vehicle and difficulty to transport education materials on time.

Generally, it was investigated that various factors hindered the effective implementation of integrated functional adult literacy programs. The factors were related to lack of motivation among stakeholders, lack of coordination, absence of training for teachers, resistance to the

program, withdrawals and dropouts of the adult learners, weak institutional arrangement to support the program, shortage and inadequate budget allocation for the program, lack of promotions and incentives for the stakeholders, lack of integration among the stakeholders, inadequate supervision, poor communication among the stakeholders, shortage of resources at the centers, shortage of infrastructure at the centers, and above all there was poor political commitment of leaders and misunderstanding on the program at various levels. There was lack of independent managing structure for the program.

#### **4.4.2. Analysis of the Data Obtained through Interview**

Interview was also used to get data with regard to the challenges that affect the implementation of integrated functional adult literacy program in the study area. It was investigated that the program was not implemented properly because of some factors. There was poor management structure, poor institutionalization, poor integration and coordination among the sectors, lack of financial budget, lack of trained personnel and low and inconsistent salary were the major challenges in the implementation of the program. There were less collaborative efforts between government and the community to put the program in place. The factors were analyzed in detail as follows. The following was an extract taken from one interviewee.

There is lack of motivation of all stakeholders because of lack of incentives, there is lack of monitoring and evaluation, there is lack of supervision problem, shortage of budget, lack of awareness of community about integrated functional adult literacy program etc. The adult learners also not willing to follow class because of lack of incentives. (Interviewee 3)

The above extract is evident that various factors hindered the effective implementation of integrated functional adult literacy programs. The factors were related to lack of motivation among stakeholders because of lack of incentives when engaged in the facilitation of the program, there was lack of monitoring and evaluation, lack of supervision problem, shortage of budget, lack of awareness of community about integrated functional adult literacy program lack of coordination, absence of training for teachers, lack of appropriate integration of sectors, low monitoring and evaluation of the program and lack of motivation from the stakeholders. Another interviewee also added that:

There is lack of motivation and willingness of adults learners to participate in the program. Inadequate budget allocation to the integrated adult literacy program, absence of adequate teaching-learning materials such as text books, facilitators guides and others supplementary materials. There is adult learners drop out because of because of low motivation and payments for coordinators and literacy teachers. (Interviewee 5)

The above interviewee also added that there was lack of motivation and willingness of adults learners to participate in the integrated functional adult literacy program. There was no incentive to help the stakeholders to implement the program effectively. There was also inadequate budget that was used to run the program in an integrated way. The interviewee also raised that there was inadequacy of adult teaching and learning materials such as text books, facilitators' guides and others supplementary teaching and learning materials. There was also adult learners' drop out because of low motivation and payments for coordinators and literacy teachers. Therefore, due attention should be given to the program and the necessary resources should be allocated for the effective implementation of the program. Similarly, another interviewee added the factors that hinder the implementation of integrated functional adult literacy program as follows:

There is low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions were affecting the implementation the program. There is poor political commitment of leaders at various level and absence of well-organized and independent managing structure for the program. (Interviewee 8)

From the above quotation as well, the participants expressed that there was low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions that affected the implementation of the program. There is poor political commitment of leaders at various levels and absence of well-organized and independent managing structure for the program. There was lack of integration among the stakeholders, inadequate supervision, poor communication among the stake holders, shortage of resources at the centers, shortage of infrastructure at the centers, and above all there was poor political commitment of leaders and misunderstanding on the program at various levels.

The participants were also asked to tell how the challenges were minimized to run the program as effectively as possible. It was suggested that strong monitoring and evaluation system should be designed and implemented by integrated sectors to alleviate the challenges. The government has to restructure the fragmented system of the program that could minimize the gap between the policy implementers and the end users. Ministry of Education and its regional, zonal and district offices should follow up and ensure the utilization of the budget for the program. Ministry of Education and adult education offices at regional, zone and district levels should continue playing a facilitative role to encourage non-governmental organizations to participate in the program. To support this idea, one interviewee has the following to say:

The solution is to teach the community continuously about the advantages of to learn literacy and numeracy. The solution is also to explain in detail possible benefits that the farmers get by attending the program because it improves their future. All people should work on awareness creation through mass media and by writing on books. (Interviewee 1)

The interviewee argued that the solution was to teach the community continuously about the significances and the advantages of integrated functional adult literacy program. The solution was also to explain the possible benefits that the adults get by attending the program because it improves their future. It was also stated that all the people should work on awareness creation through mass media and by writing on books. Allocating budget for the program was not sufficient. Hence, the concerned bodies should follow up and ensure the utilization of the budget for the program. To avoid the problem, the government should allocate enough amount of money and budget to accomplish effectively the plan prepared each year. To reduce illiteracy, adequate budget should be allocated for the implementation of the program, to allocate appropriate and reasonable monthly payments to facilitators and to motivate the stakeholders. Generally, the solution is to work together with all stakeholders to improve integrated functional adult literacy program and all the stakeholders should be integrated to give serious attention for the program.

Therefore, to promote the effective implementation and participation of adult learners, it is better to improve the perception of the stakeholders and to change the attitude towards integrated functional adult literacy program by creating awareness, constructing comfortable classroom and comfortable schedule, creating integration among stakeholders were suggested. National and

local commitment and support for any literacy program is very much vital. Adult education professionals should be hired to lead, direct and evaluate the literacy program at national, provincial, district and village levels. Salaries for these professionals should be appropriate with their qualifications so that staff retention would be enhanced.

#### **4.4.3. Analysis of the Data obtained through Document Analysis**

To strengthen the information obtained through questionnaire and interview, the current researcher had used related document such as, integrated functional adult literacy program manual, adult learners' documents like mark lists and attendance sheets, annual reports and statistical data prepared for the purpose of quarterly progress evaluation at district levels, and other documents that were related to the program. Unfortunately, the current researcher did not find the relevant documents in relation to the integrated functional adult literacy programs. There was only integrated functional adult literacy program guide line at district education office on the shelf. It was put on the shelf without any purpose. The guideline was not found in the adult literacy centers.

There were no teaching and learning materials like books for adult learners in the centers except the materials for adult teachers. Only one textbook was provided for the adult teachers as a model teaching and learning material. The adult learners do not have the textbooks and other materials. The researcher could not find reference materials that support the integrated functional adult literacy programs. There was no necessary document or record that showed continuous evaluation program to assess the performance of integrated functional adult literacy programs. The district and Kebele coordinating committee had no documents that showed follow up of the reliability of the evaluation.

Out of the three sample centers, the researcher got attendance and the learners' rosters of one center that was registered three years ago. In fact, some policy-based documents like Education Sector Development Plans I-V, National Adult Education Strategy, Integrated Functional Adult Literacy Education, Integrated Functional Adult Literacy Education Implementation Guideline etc. were found at district levels on the shelf.

#### **4.5. Discussions of the Results**

The main purpose of this study was to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District, East Wollega Zone, Oromia

Regional State, Ethiopia. To attain the purpose, three basic research questions were framed and answered through questionnaire, interview and document analysis. The discussion of the results was made based on the sequence of the research questions as follows.

The first research question of the study asks, “What is the overall perception of learners about integrated functional adult literacy program implementation in their local area?” Questionnaire and interview were used to answer this research question. The questionnaire items were constructed to measure the participants’ perception about integrated functional adult literacy program. According to the results obtained through the questionnaire and interview, the participants showed relatively positive and favorable perception about integrated functional adult literacy program. The adult learners perceived that integrated functional adult literacy program can prepare them with essential literacy and numeracy skills.

The above finding was relatively in agreement with the finding obtained by Beyene(2019). Beyene found out that some stakeholders of integrated functional adult literacy program believed that the program equipped the adults with basic skills that helped the people to run their daily businesses. The researcher stated that the participants were benefiting from adult education program implementation as successfully as possible. Besides, the participants had relatively good knowledge and understanding about the integrated functional adult literacy program. This shows that integrated functional adult literacy program can improve adult learners’ literacy, numeracy and other essential skills.

A study conducted by Samuel (2022) also indicated that the program aims at teaching adults’ fundamental skills and knowledge that increase the standard of living in communities. The adult learners gained the ability to read, write, and the ability to understand simple mathematical operations like addition, subtraction, division and multiplication as a result of learning adult education. Literacy and numeracy helped the adult learners to lead their lives as successfully as possible. This shows that because of following integrated functional adult literacy programs, the adult learners improved in terms of their understandings about their literacy and numeracy skills and constitutional and civil rights and responsibilities within the society.

Generally, the participants of the present study perceived integrated functional adult literacy program positively. They perceived that integrated functional adult literacy program could prepare them for essential literacy and numeracy skills. They gained the ability to read and write,

and the ability to understand simple mathematical concepts like addition, subtraction, division and multiplication, and other essential skills needed in their day-to-day lives and activities. They perceived that integrated functional adult literacy program helped them keep their hygiene, prevent diseases, plan their family, maximize their agricultural productivity, improve their experience of environmental protection practices, generate income, save money, increases women's active participation in the community, and other essential skills that were needed in their day-to-day activities and lives in the community.

The data obtained through questionnaire, interview and document analysis also showed that the implementation of integrated functional adult literacy program was not to the level it is intended by the government body or by ministry of education. The district administrators and the concerned stakeholders of integrated functional adult literacy program were not working in an integrated way for the effective implementation of the program. The program was not monitored and evaluated regularly by the concerned bodies. It was investigated that the implementation of integrated functional adult literacy program in the study area was not to the level it was intended by the ministry of education. The program was there at the level of policy; not at the level of real practice.

The above finding was also in agreement with the finding reached by Garkebo (2020) who found out that integrated functional adult literacy program was not well-managed in terms of planning, participation of the stakeholders, implementation, integration, and monitoring and evaluation. The program was run by unprofessional personnel. It has suffered from lack of resources (trained manpower, finance and infrastructure) which severely affected the program. Samuel (2022) also added that national adult education strategy and its implementation guideline lack clear context and framework for stakeholders to collaborate effectively in the provision of the program.

The result the study showed that there were different challenges that hindered the effective implementation of the integrated functional adult literacy program. These challenges include: lack of motivation among stakeholders, lack of coordination, absence of training for teachers, resistance of adult learners to the program, withdrawals and dropouts of the adult learners, weak institutional arrangement to support the program, shortage and inadequate budget allocation for the program, lack of promotions and incentives for the stakeholders, lack of integration among the stakeholders, inadequate supervision, poor communication among the stakeholders, shortage

of resources at the centers, shortage of infrastructure at the centers, and above all there was poor political commitment of leaders and misunderstanding on the program at various levels. There was lack of independent managing structure for the program as well.

The above findings were related to some other findings. For example, Bekele (2016) concluded that the dropout of functional adult literacy program was very high as compared to other educational programs. The findings of the study also indicated that lack of managerial skills, lack of community participation, and lack of training and professional support was some of the gaps. The finding also showed that there was lack of monitoring and evaluation, lack of accountability and responsibility were some of the factors that highly affected the implementation of integrated functional adult literacy program. Beyene (2019) also showed that shortage of budget and experts, poor management and training program, lack of incentives and lack of awareness about adult learner are problems affecting the implementation of adult education program were some of the factors that affected the implementation of the integrated functional adult literacy programs.

Similarly, Sisay and Yilfashewa (2017) indicated that poor management structure, poor integration and coordination among the sectors, lack of financial package, untrained personnel and low and inconsistent salary were the major bottlenecks in the implementation of the program. Agernesh (2020) also concluded that the main challenges that affected women's participation in an integrated functional adult literacy program were: heavy work load, lowest economic status, the community's negative attitude towards women education or adult education, husband influence, family responsibility, the learning content not related to the needs and the way of life of the learners, and the teaching and learning has always focused on reading and writing, inconvenience of learning time. Therefore, the above factors were the challenges that affected the implementation of integrated functional adult literacy program in Gudeya Bila District.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter presents summary, conclusions and recommendations of the study. The summary section recaps the procedures used and the major findings of the study. The conclusion section presents the inferences drawn from the study. Finally, recommendations are suggested based on the findings and conclusions of the study.

### **5.2. Summary**

Ethiopia has done a lot of activities to expand adult education in the country during the last two decades. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia. However, in spite of all the above efforts, reports show that large number of the adults in Ethiopia is still functionally illiterate. This means integrated functional adult literacy education is not well-managed in terms of planning, participation of the stakeholders, implementation, monitoring and evaluation. The program has also suffered from lack of resources like trained manpower, finance and infrastructure. The situation in the present study area (Gudeya Bila District in East Wollega zone) is not quite different from the above problem. As a teacher, the current researcher has several opportunities to closely observe the way the current integrated functional adult literacy program is generally managed. A lot of critical issues, formally and informally, have been raised by the stakeholders of adult education.

Therefore, the general objective of this study was to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District, East Wollega Zone, Oromia Regional State, Ethiopia. To attain the objective, three basic research questions were framed, and descriptive survey research design with mixed approach was employed. The participants were included in the study through simple random sampling techniques from six integrated functional adult literacy centers in the district. Data was collected from the participants of the study through questionnaire, interview and document analysis. Convergent mixed-method was used to collect data at parallel times. The data collected through the questionnaire was analyzed through descriptive statistics using SPSS version 20. On the other hand, the data collected through interview was transcribed, coded and categorized based on the similar themes that were repeatedly said during the interview. Similarly, the documents were

analyzed thematically. The analysis of the data was made based on the order of the research questions so as to provide a triangulated answer for each research question.

Accordingly, the result of the study showed that the participants perceived integrated functional adult literacy program positively. They perceived that the program could prepare adults for essential literacy and numeracy skills. The adults could gain the ability to read and write, and the ability to understand simple mathematical operations like addition, subtraction, division and multiplication. Besides, they perceived that integrated functional adult literacy program helped them keep their hygiene, prevent diseases, plan their family, maximize their agricultural productivity, improve their environment, generate income, save money, increase women's active participation in the community, and other crucial skills that are needed in their day-to-day activities in the society.

The study also indicated that integrated functional adult literacy program was not implemented to the level it is intended by the government. The stakeholders were not working in an integrated way for the effective implementation of the program. The program was known only at the level of policy; not at the level of real practice. It was also investigated that various factors hindered the effective implementation of integrated functional adult literacy programs. These include: lack of motivation among stakeholders, lack of coordination, absence of training for teachers, resistance to the program, withdrawals and dropouts of the adult learners, weak institutional arrangement to support the program, shortage and inadequate budget allocation for the program, lack of promotions and incentives for the stakeholders, lack of integration among the stakeholders, inadequate supervision, poor communication among the stakeholders, shortage of resources at the centers, shortage of infrastructure at the centers, and above all there was poor political commitment of leaders and misunderstanding on the program at various levels.

### **5.3. Conclusions**

Integrated functional adult literacy program is a major instrument for promoting economic growth, poverty reduction, attitudinal change political development and skill development. Integrated functional adult literacy program has been introduced to improve adults' livelihood. However, the stakeholders have not played their roles with regard to the implementation of the program. The participation of adult learners and the integration of various sectors to implement the program were not adequate due to major challenges and constraints. Unless the integrated

functional adult literacy program is led by strong institution with qualified and competent professionals in adult and non-formal education area of specialization, the program cannot be successful. Therefore, adequate human, material and financial resources should be allocated for the effective implementation of the program.

#### **5.4. Recommendations**

The following recommendations are suggested based on the findings of the study.

- ✓ Ministry of education in general and some sectors like health and agriculture sectors in particular should integrate and perform their part as per the duties and responsibilities indicated on the program implementation guideline.
- ✓ Regional, zonal or district education bureaus should give due attention to the program in terms of planning, integration, cooperation, implementation and allocation of the resources.
- ✓ Collaborative efforts among government, NGOs and the local community ought to put in place to alleviate the challenges for the effective realization of the program. There should be strong partnership and cooperation among major actors of integrated functional adult literacy program.
- ✓ There should be proper allocation and use of allocated budget to minimize budget related problems that affect the implementation of the program by facilitators.
- ✓ Since the participants of this study were from one district administration, the findings might not be generalized to other areas and regions in the country. Therefore, further researches are recommended to make the study more comprehensive.

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## Appendix A: Questionnaire for Participants (English Version)

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for Research Purpose

Dear Sir,

The general objective of this questionnaire is to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District. Thus, the validity of the research depends on your genuine and honest response to every item that is provided for you. The information you give is used only for research purpose, and it will be kept confidential. The information is analyzed and reported anonymously. Please read each item carefully and give true information.

**I) Read each of the statement given in the table and indicate your level of agreement. Use the following ranking key:**

- For *Strongly Disagree (SD)*, put tick mark (√) under the column of number 1
- For *Disagree (D)*, put tick mark (√) under the column of number 2
- For *Neutral (N)*, put tick mark (√) under the column of number 3
- For *Agree (A)*, put tick mark (√) under the column of number 4
- For *Strongly Agree (SA)*, put tick mark (√) under the column of number 5

		SD	D	N	A	SA
No	Statements (Items)	1	2	3	4	5
	<b>The overall perception of learners towards integrated functional adult literacy program implementation in their local area</b>					
1	Integrated functional adult literacy program can prepare learners with essential literacy and numeracy skills					
2	Integrated functional adult literacy program can improve income of the individuals					
3	Integrated functional adult literacy program can improve agricultural productivity					
4	Integrated functional adult literacy program can improve use of agricultural technology					
5	Integrated functional adult literacy program can improve understanding about learners' rights and responsibilities within the society					
6	Integrated functional adult literacy program can improve environmental protection practice and natural resource conservation					
7	Integrated functional adult literacy program can improve personal and community					

	hygiene					
8	Integrated functional adult literacy program helps people to get knowledge and skills					
9	Integrated functional adult literacy program helps you to improve your life					
10	Integrated functional adult literacy program is important for my living condition					
	<b>The extent to which integrated functional adult literacy program is implemented with the involvement of concerned stakeholders</b>					
11	The participation of learners in the teaching and learning process is encouraging					
12	The learners have commitment to participate in integrated functional adult literacy program					
13	The committee of integrated functional adult literacy program is working cooperatively					
14	The district administrators are working in an integrated way for the effective implementation of integrated functional adult literacy program					
15	Facilitators of integrated functional adult literacy are working as a change agent for the success of the program					
16	There is a team spirit among the stakeholders of integrated functional adult literacy program					
17	Integrated functional adult literacy program is monitored and evaluated regularly					
	<b>The challenges that hinder the effective implementation of integrated functional adult literacy program</b>					
18	There is lack of required resources and materials like books, manuals, blackboards, chairs, classrooms etc.					
19	The integrated functional adult literacy center is very far away from learners' home					
20	The schedule of integrated functional adult literacy program is not comfortable for adult learners					
21	The classrooms where the lessons are given are not comfortable for adult learners					
22	Adult learners do not get incentive from government bodies					
23	There is lack of interest from learners to participate in integrated functional adult literacy program					
24	There is lack of continuous supervision of integrated functional adult literacy program from district education office					
25	There is lack of political commitment among leaders to sustain the literacy program					
26	There is lack of sectorial integration and societal awareness about integrated functional adult literacy program					
27	The learning contents are not related to the learners' needs and ways of life					
28	There is lack of clear vision, mission, values and goals related to integrated functional adult literacy program					
29	There is lack of continuous training to facilitators and experts of integrated functional adult literacy program					
30	There is a continuous drop out of learners from integrated functional adult literacy					

program						
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**III) Answer the following questions frankly**

1) What is integrated functional adult literacy for you?

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2) Why do you think is integrated functional adult literacy program is important for learners?

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3) To what extent integrated functional adult literacy program is implemented in your area?  
**(Hint:** not at all, rarely, to some extent, often, always) why?

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4) What are the challenges that hinder the implementation of integrated functional adult literacy program in your area?

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## Appendix B: Questionnaire for Participants (Afan Oromo Version)

Yuunvarsiiiti Addis Ababaa

Kollejjii Barnootaa fi Saayinsii Amalaa

Muummee Karooraa fi Bulchiinsa Barnootaa

Bar-gaaffii qorannoof qophaa'e

**Kabajamoo Obbo/Aadde,**

Kaayyoongooroo

bar-

gaaffii kanaa Aanaa Gudayyaa Biilaakeessatti hojii raol maabarnootaga'eessotaaf wantootagufuu/dan qaata'an addabaafachuufidha. Kanaafuu, bu'qaabeessummaan qorannookanaadeebii amanamaa fi dhugaa-qabeessaisinkennitan irratti hundaa'a. Odeeffannoo isinkennitan qorannoo kana qaaccessuuf duwwaa oolama leewaanta biraaf hinoolu. Iccii tiio deeffannoo isinkennitan iisnieegama.

Kanaafuu,

himoota ga bate arma angadii keessatti kennamansirrii ti ergadubbiftaniiboodadeebii sirrii ta'ede ebisaa. Yaada keessan akkaataa furtau arma angadiin murteessaati tiiba (qixa)

lakkoofsairratti waliigaltani jalattimallattoo

(√)

barreessaa. Gargaarsakeessaniif durseensingalateeffadha!

- Cimsitaniimormituyoota'e, 1 jalattibarreessaa
- Ni mormituyoota'e, 2 jalattibarreessaa
- Yaadahinkennitan yoota'e, 3 jalattibarreessaa
- Ni deeggartuyoota'e, 4 jalattibarreessaa
- Cimsitaniideeggartuyoota'e, 5 jalattibarreessaa

		SD	D	N	A	SA
TL	<b>Himoota (Yaadolee)</b>	1	2	3	4	5
	<b>Hojiirraol maabarnootaga'eessota arratti laalchaga'eessonni qaban</b>					
1	Barnootniga'eessota adandeetti waabarreessuu, dubbisuufi shallaguuf nama qopheessa					
2	Barnootniga'eessota anamoonni qarshii qusatani akka of danda'ancimsa					
3	Barnootniga'eessota aqotee-bultoonnibee kumsaafidanddeetti callaaguddistuu akka argatannigargaara					
4	Barnootniga'eessota aqotee bulaantokko akkate kinooloojii qonnaattifayyadamuisabarsiisa					
5	Barnootniga'eessota anamtokkoo waa'eemir gasaafidi qamasaa akkabeekunigargaara					
6	Barnootniga'eessota anamtokko akkana annoosaaku nuusuuf bu'aaguddaa qaba					
7	Barnootniga'eessota aqulqullinadhuun faayknqulqullinawaloof gumaacha qaba					
8	Barnootniga'eessota anamtokko beekumsaafidanddeettiiga'aa akka argatuuf gumaacha					

9	Barnootniga'eessotaajireenyanamatokkofooyyeessa					
10	Barnootniga'eessotaajireenyanamatokkoonijjiira					
	<b>Hirmaannaanqooda- fudhattootaabarnootaga'eessotaaqabatamaanhojiittihiikuurrattimaalfakkaata</b>					
11	Hirmaannaabarattoonniga'eeyyiibaru fi barsiisuukessattiqabangaariidha					
12	Barattoonniga'eeyyiibaru fi barsiisuurrattimurannoonhirmaachaajiru					
13	Koreenbarnootaga'eeyyiiqindoominauumaniihojiibaru fi barsiisuuhojjechaajiru					
14	Bulchitoonniaanaaqindoominaanwaa'eebarnootaga'eeyyiiirrattihojjechaajiru					
15	Qindeessitonnibarnootaga'eeyyiiijjiiramafiduufhojjechaajiru					
16	Qoodafudhattoonnibarnootaga'eessotaawaaliinqindaa'anihojjechaajiru					
17	Bu'aanbarnootaga'eessotaayerooyeroonnimadaalama					
	<b>Barnootniga'eessotaahojiittiakkahinhiikamneefwaantotadanqaa (gufuu) ta'an</b>					
18	Hanqinnimeeshaaleekanneenakkakitaabaa, gabaategurraachaa, teessumakkfjira					
19	Eddoobarnootniga'eessotaaitikennamumanajireenyaabarattootaarraafagoodha					
20	Sagantaanbarnootaga'eeyyiifba'enamootabarataniihmijataamiti					
21	Dareenbarnootaga'eessotaawarrabarataniihmijataamiti					
22	Barattoonniga'eeyyiinmootummaarraaonnachiiiftuuhinargatan					
23	Namoonniga'eeyyiinbarachuuffedhiiyknkaka'umsahinqaban					
24	Namoonniwaajjirabarnootaanaaahoggananyerooyeroonhaalabarnootniga'eeyyiikeessaj iruhinhordofan					
25	Hooggantoonniaanaabarnootaga'eeyyiihordofuurrattihanqinaqabu					
26	Sekteroonnigaraagaraasirnaanqindaa'aniibarnootaga'eeyyiilaachaahinjiran					
27	Qabiyyeenbarnootaga'eessotaafedhii fi jireenyaga'eeyyiivaliinwalhinsimatu					
28	Mulatni, ergamnii fi kaayyoonbarnootaga'eessotaafaafiifattikaa'ameehinjiru					
29	Qindeessitonnibarnootaga'eeyyiileenjiittiufinsaqabuhinargatan					
30	Harcaatiinbarattoonniga'eeyyiisaganticharrattidhiibbaaqaba					

### III) Kanneen armaangadiifdeebiisriikenni

1) Barnootaga'eeyyiijechuunsiiifmaaljechuudha??

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2) Barnootniga'eessotaaga'eeyyiifmaaliifbarbaachisajetteeyaadda?

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3) Barnootniga'eessotaanaannookenneetihiagamhojiirraooleerrajetteeyaadda?  
(**fknf**:tasahojiirrahinoolle, xiqqoohojiirraooleeraa, hagata'ehojiirraooleera,  
haalagaariinhojiirraooleera, yeroohundahojiirraoola) Maaliifjette?

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4) Barnootniga'eessotaasirnaanhojiittiakkahinjjiiramneefwaantonnigufuuykndanqaata'anm  
aalfaadha?

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## **Appendix C: Interview Guide Questions**

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

**Interview Guide Questions**

- 1) What is integrated functional adult literacy for you?
- 2) Why do you think is integrated functional adult literacy program is important for learners?
- 3) How do you see the status of integrated functional adult literacy program in your area?
- 4) What other benefit rather than literacy and numeracy do people get from the program?
- 5) What are the encouragements that are given from all the stakeholders to coordinate and facilitate the program?
- 6) What are the challenges that hinder the implementation of integrated functional adult literacy program in your area?
- 7) What do you think should be done to improve the current status of integrated functional adult literacy program in your area?

## **Appendix D: Transcription of the Interview**

**Researcher:** Thank you for giving me your time for the interview. The purpose of this interview is to investigate factors affecting the implementation of integrated functional adult literacy program in Gudeya Bila District. Therefore, I want you to tell me your genuine opinion with regard to the questions that I am going to ask you. Your opinion is used only for research purpose. Every discussion we make will be kept confidential, and you are expected to be open enough to express your feelings in relation to the questions. To begin with, what do you think is integrated functional adult literacy for you?

*Interviewee 1:* Integrated functional adult literacy is adult education that about knowledge of reading and writing. It also includes knowledge and skill of number addition, subtraction, multiple and divide. This skills are very important in people life that of agriculture, sanitization, health, toilet etc. The skills are development of meaningful life for farmers.

*Interviewee 2:* Integrated functional adult literacy is non-formal education. It main objective to educate the primary education want of adults. The adults need to read and write. They to calculate when sale of cows, sheep, goat and other animals.

*Interviewee 3:* Integrated functional adult literacy is teaching adult about important knowledge and skills for their life of living. After they learn, they familiar with solving problems and managing their family appropriately. The farmers increase production of agriculture, life style and other important of life.

*Interviewee 4:* Integrated functional adult literacy is very important for the people education, economy, health, and all direction life skills. Adult farmers use of agricultural technology and add value agricultural production. Integrated functional adult education helps active participation of adult learner in all life skills improved income of the individuals and many more.

*Interviewee 5:* Integrated functional adult literacy is teaching basic reading and writing skills of adults. It also teaching of mathematical operation Literacy not only improves farmers' life, but it creates chances for the farmer to develop skills that help them and their family. It is skill of making life success in the society by learning.

*Interviewee 6:* Integrated functional adult literacy is adult of prepared with essential literacy and numeracy skills. Integrated functional adult literacy is learn about to reduce about sickness and mortality rates of children and mothers reduced and then increased their life expectancy. They

improve environmental protection activity, planting trees, conserving natural resources and others.

*Interviewee 7:* Integrated functional adult literacy is the process of improving our society's life by educating them very well.

*Interviewee 8:* Integrated functional adult literacy is improved the saving habits of their peoples, agricultural productivity maximized, cash crops increasing such as varieties of vegetable fruits and potatoes. It is to increase women's participation in the society. It is read and write with understanding a short simple statement on his/her everyday life when living with family members.

**Researcher:** Why do you think is integrated functional adult literacy program is important for learners?

*Interviewee 1:* I tell you. It is important for education of writing, reading and doing of number when selling and buying.

*Interviewee 2:* Teaching adults is very important. The farmers know how to cultivate crops, how to increase the production, how to prepare toilet, how to save money and other important skills of life. The farmers adapted to climate change by adjusting planting and harvesting dates, changing crop species, or improving agricultural practices and infrastructure.

*Interviewee 3:* The purpose of integrated adult literacy program is for the ability of reading and writing, and manipulation of numbers of mathematics. They also bring good knowledge of farming practices has also shown positive impacts on the food and nutrition security of impoverished farmers.

*Interviewee 4:* After learning adult education, the adults learned taking regular shower, keeping hygiene practices, cutting nails and washing hairs, and dealing with food hygiene after they were engaged in integrated functional adult literacy programs.

*Interviewee 5:* Integrated functional adult literacy is very important for adults. It teaching of the adult learners learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves, sweeping homes and keeping rubbish outside the floor to prevent environmental contamination.

*Interviewee 6:* It is very important, and the objective of integrated adult literacy is teaching life skills such as family planning, agriculture and disease prevention. The program also aims to

teach participants fundamental skills and knowledge that will increase the standard of living in communities.

*Interviewee 7:* Literacy and numeracy helped the adult learners' improvement the fundamental skills necessary to achieve success in life. Farmers' life was changed as a result of learning adult literacy program.

*Interviewee 8:* It is important of returning sustainable development, mitigating climate change and biodiversity. The individuals learned how to plant and conserve the plants for future generations.

**Researcher:** How do you see the status of integrated functional adult literacy program in your area?

*Interviewee 1:* It is not good. Is it good for you? I think not good.

*Interviewee 2:* The issue of integrated functional adult literacy is not working now. It is only for writing report for government. You cannot see it on the ground. The program is hot one time and cold at another time. These days, adult education is not functional. The government not interested to teach. I do not know the answer.

*Interviewee 3:* It is not working because of the stability problem in the area. It worked two or three years before.

*Interviewee 4:* I think no adult education activity now because of the situation in our area. There is no peace and stability in the area. You that.

*Interviewee 5:* The status of integrated functional adult literacy in our area is not good. Everything is not good. It is minimizing from time to time.

*Interviewee 6:* The status of integrated functional adult literacy is average. However, now not regular teaching and learning because of different problems.

*Interviewee 7:* Not very much because of lack of motivation of adult to attend literacy.

*Interviewee 8:* It is not working properly because of lack of allocated budget to integrated functional adult literacy program implementation.

**Researcher:** What other benefit rather than literacy and numeracy do people get from the program?

*Interviewee 1:* Many things like how to save money, family planning, health etc.

*Interviewee 2:* Family planning, environmental protection, toilet preparation etc.

*Interviewee 3:* So many things that farmers get. They learned how to solve economic and social problems in the society.

*Interviewee 4:* Teaching life skills such as family planning, agriculture and disease prevention.

*Interviewee 5:* The participants learned washing their hands with soap and water, keeping dishes and utensils clean, using a toilet to keep feces separate from themselves.

*Interviewee 6:* Like that of sweeping homes and keeping rubbish off the floor to prevent environmental contamination, taking regular shower, maintaining oral hygiene practices,

*Interviewee 7:* They gained the ability to read and write, and the ability to understand simple mathematical concepts like addition, subtraction, division and multiplication.

*Interviewee 8:* Teaching life skills such as family planning, agriculture and disease prevention. The program also aims to teach participants fundamental skills and knowledge that will increase the standard of living in communities

**Researcher:** What are the encouragements that are given from all the stakeholders to coordinate and facilitate the program?

*Interviewee 1:* Nothing! We use only our salary at school

*Interviewee 2:* I have never seen any incentive.

*Interviewee 3:* May be in the future if god says not know.

*Interviewee 4:* No benefit! You know this more than me. Why you ask me?

*Interviewee 5:* I personally have not benefit

*Interviewee 6:* No benefit. This is simply to teach our society.

*Interviewee 7:* Never benefit we teach for free

*Interviewee 8:* No benefit! We use only our salary.

**Researcher:** What are the challenges that hinder the implementation of integrated functional adult literacy program in your area?

*Interviewee 1:* There are so many challenges. For example, lack to motivation of adult to attend literacy. There is shortage of logistic and finance for monitoring the program at all levels. You cannot get cars and difficulty to transport to the education area.

*Interviewee 2:* There is lack of allocated budget to integrated functional adult literacy program implementation, there is weak institutional arrangement to support integrated functional adult literacy implementation.

*Interviewee 3:* There is lack of motivation of all stakeholders because of lack of incentives, there is lack of monitoring and evaluation, there is lack of supervision problem, shortage of budget, lack of awareness of community about integrated functional adult literacy program etc. The adult learners also not willing to follow class because of lack of incentives.

*Interviewee 4:* There is poor communication work and infrastructures and lack of strong institutional support from regional Governments. Deficiencies in planning the program, inadequate teaching materials, lack of coordination and delays in implementation and decision making.

*Interviewee 5:* There is lack of motivation and willingness of adults learners to participate in the program. Inadequate budget allocation to the integrated adult literacy program, absence of adequate teaching-learning materials such as text books, facilitators guides and others supplementary materials. There is adult learners drop out because of because of low motivation and payments for coordinators and literacy teachers.

*Interviewee 6:* Participants and tutors, not to take the activity seriously, and resulted high drop-out, inadequate budget allocation for the program implementation. Moreover, absence of individuals who runs the program with due attention and great consideration, awareness of Communities is low.

*Interviewee 7:* There was lack of integration between stakeholders to support the program. There is poor management and organization from the coordinating committees at all levels, Withdrawal of integrated functional adult literacy facilitators before finishing the program period and also the distance between the centers and where the teachers live is very difficult.

*Interviewee 8:* There is low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions were affecting the implementation the program. There is poor political commitment of leaders at various level and absence of well-organized and independent managing structure for the program.

*Researcher:* What do you think should be done to improve the current status of integrated functional adult literacy program in your area?

*Interviewee 1:* The solution is to teach the community continuously about the advantages of to learn literacy and numeracy. The solution is also to explain in detail possible benefits that the

farmers get by attending the program because it improves their future. All people should work on awareness creation through mass media and by writing on books.

*Interviewee 2:* To avoid the problem the government should allocate enough amount of money and budget to accomplish effectively the plan prepared each year. To reduce illiteracy, adequate budget should be allocated for the implementation of the program, to allocate appropriate and reasonable monthly payments to facilitators and to motivate them.

*Interviewee 3:* As to me, the solution is to set clear criteria that help the recruitment and selection of facilitators and also to improve facilitators training.

*Interviewee 4:* The solution is to train the stakeholders with skills of teaching adults and program coordination.

*Interviewee 5:* The solution is minimizing budget related problems, employing qualified teachers, giving training for the facilitators, supervisors, and coordinators improving quality of training programs can be solutions to solve the problems faced while implementing

*Interviewee 6:* It is very difficult to achieve the objective of integrated functional adult literacy programs without proper allocation and use of allocated budget. Implementation of integrated functional adult literacy programs will remain problematic.

*Interviewee 7:* The solution is to work together in all stakeholders to improve integrated functional literacy program and all the stakeholders integrated give serious attention for the program

*Interviewee 8:* The solution is that the government is to train supervisor and coordinator through related to adult training programs seems appropriate to solve problems related to relevance of qualification of supervisor and coordinator.

**Researcher:** Thank you very much for giving me your time. God bless you.

*Interviewee 1:* It is ok.

*Interviewee 2:* No problem research is a team work.

*Interviewee 3:* Thank you too.

*Interviewee 4:* It is good. Bye.

*Interviewee 5:* You are welcome. Have a good time of doing research.

*Interviewee 6:* Thank you.

*Interviewee 7:* Don't mention it. It is good.

*Interviewee 8:* Thank you very much. It is alright.

## Appendix E: Checklist for Document Analysis

The following are checklist used to assess the document of integrated functional adult literacy program

1	Are there any integrated functional adult literacy program guide line documents in the centers?
2	Do the adult education centers have teaching and learning materials?
3	Do other resources like reference materials in the area?
4	Is there a document or record that show continuous evaluation program to assess the performance of the participants?
5	Do the district coordinating committee have documents that show follow up ?
6	Are there attendances that show the continuous follow up of the learners and Rosters that shows their mark?
7	Are there plans showing the program implementation?
8	Are certificates which show the qualification level documented?
9	Are there policy-based documents like Education Sector Development Plans I-V?
10	Is there integrated functional adult literacy education implementation guideline?