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

**FACTORS AFFECTING THE IMPLEMENTATION OF INTEGRATED  
FUNCTIONAL ADULT LITERACY: THE CASE OF GUDEYA BILA  
WORDA OF EAST WOLLEGA ZONE OROMIA REGIONAL STATE**

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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN  
SCHOOL LEADERSHIP**

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**ADDIS ABABA ETHIOPIA**

## DECLARATION

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

By Aga Moroda Wakjira      Advisor: Demoze Degefa (PhD)

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## **APPROVALY BOARD OF EXAMINERS**

As members of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the thesis prepared by Aga Moroda Wakjira and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Masters of Arts in School leadership Program.

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## ABSTRACT

*The purpose of this study was to analysis factors affecting the implementation of integrated functional adult literacy the case of Gudeya Bila woreda of east Wollega zone Oromia regional state. To this end descriptive design was employed .Namely primary and secondary sources of data were adult learner 125 coordinating committee 10 healthy extension ,agree cultural workers, teachers, supervisors ,facilitators and educational expert 28 and secondary source of data were report and plans of IFALE at Gudeya Bila woreda education office. A total of 165 respondents were used in this study technical and availability sampling were .Data collection instrument were questioners ,interview guide and document analysis .The data analysis led to the following major findings; The study found out that the majority 76(61.78%) of the adult learners responded that the community lacked an interest to support literacy centers. The study indicated that the majority 68(55.28%) of the adult learners replied that the time was not convenient to attend integrated functional adult literacy program. The study find out that the major problems that encountered the implementation of integrated functional adult literacy in the study area were; Integrated sectors lack commitment, lack of incentives, Inadequate budget allocation to literacy program, lack of regular supervision, inconvenient time, lack of NGO surrounding area, lack of certification for learners, Committees lack commitment to implement the program. The study revealed that the (50%) of the coordinating committees responded that the extent of evaluation and monitoring of the program is low. The study indicated that the 5(50%) of the conducts committee responded that the literacy education was provided to learners 1- 2 days per week and each day for one hour. Based on the findings, it was concluded that the implementation of integrated functional adult literacy in Gudeya Bila woreda. It is not only the responsibility of government to equip integrated functional adult literacy center each year using government recurrent budget but also it needs the participation of the community and private sectors to equip integrated functional adult literacy center. To successful in integrated functional adult literacy program the contribution of every responsibility individual and organization in the woreda for real implementation of the strategy document is believed to be very important. Finally same recommendation were forwarded; In order to implement integrated functional adult literacy effectively, it is advisable for the woreda education office; Administration, Committee and surrounding NGO to allocate enough budgets for integrated functional adult literacy program in each year. Zone education office is adjusted to work with woreda educational office to provide satisfactory training for all stake holders for the proper implementation of the program. Woreda administration is advised to strengthen the commitment of all committees formed at woreda and Kebele levels in encouraging and giving training for them from time to time. The research finding has indicated the time of education is mainly after noon, there for it is recommended that the woreda education office / chairperson facilitators, Committee and learners to discuss and adjust the time of the program based on the interest of adult learners.*

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# **CHAPTER ONE**

## **INTRODUCTION**

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

Adult education is an important factor for poverty reduction and sustainable development. It leads to economic and social progress of community as a whole including personal advancement of individual. If properly targeted and made relevant, adult education results in better health and better living condition, improved facilities and so on (ANFEAE, 2011).

In April 2000, 164 countries attended the world education forum held in Dakar, Senegal. Among the goals to be achieved by 2015 was 50% improvement in levels of adult literacy and equitable access to basic and continuing education for all adults. Ethiopia being among them started promoting adult literacy. On the other hand, policies and directions in promoting adult literacy education differ in each country (UNESCO, 2006).

The Ethiopian education sector development program III advocates for the use of functional adult literacy program in expanding universal access to education. The action plan issues a directives that functional adult literacy program will be expanded and that regional states will organize adult literacy program and develop materials in the mother tongue (MOE, 2005). The adopted national adult education strategy with the objectives of establishing well planned, organized and coordinated adult education system for youth and adults with focus on access, quality and relevant learning program (MoE, 2008). Adult and youth 15 years above who did not get chance to go in to regular school program are targets of the strategy.

The major policy provisions in the strategy are: Increase coverage equitably by expanding adult education for peasants, pastoralists, women and citizens with special need through a modular approach, address quality and relevance, create an institutional system and capacity for continuous adult education, and create effective network and partnership between government and non-governmental organization (MoE, 2008). The strategy is assumed to enable the education sector play its role as a tool for development and contribute the Millennium development goals of reducing literacy by 50% and emphasizes increasing adult literacy rates supports other development goals and growth in both economic output and GDP. Example, children with literate parents stay in school longer which advocate for each greater investment in adolescent girls because of the long term benefits to girl themselves and families the strategy points to the link between mothers education and a decline in infant

mortality and improved child health. Adult literacy program contribute to reducing the spread of HIV and AIDS (MoE, 2008).The ESDP IV foresees a major program in adult education that will allow all adult illiterates with particular focus on women, to participate 2 years integrated functional adult literacy course. Master plan for adult education has been drafted and it is expected to guide efforts in this sub- sector. The government intends to put more efforts in mobilizing resources and developing partnership necessary for sustained adult literacy complied final program are considered as vehicle for newly literate population to engage in to social and economic development of the country (MoE, 2008).

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

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

Potential learners and the local community should be involved in the planning and delivery of functional adult literacy programs. Government, NGO and civil society organization should work collaboratively for the expansion of IFAL programs that contribute to national sustainable development. There should be regular supervision and monitoring to ensure the effectiveness of functional adults literacy programs and data about these programs should be included in t regional and national annual education abstracts. Government education offices should coordinate the work of the governmental and NGO organizations as well as those in the private sector to ensure the availability of developed –related reading materials for adults.

Governmental education office should take the primary responsibility for leading, coordinating, controlling and allocating the required resources for functional adult literacy programs. Taking account of the capacity of the country, appropriately trained staff and the necessary financial resources should be allocated within the government education sector to enable the expansion of high quality functional adult literacy program (ANFEAE, 2011).

Education and training policy of Ethiopia (ETP) emphasizes the adult education program as one of the objectives of educations is to develop the physical and mental potential and problem solving capacity of individuals by expanding education for all (ETP, 1994). However, there is still a great gap between theory and practical implementation in many areas of our country.

Even though adult education is important for adults and country development, the commitment of the leaders, the integration of the concerned government officials and the community representatives challenges its implementation.

In the same way, from researcher's experience and observation in the East Wollega Zone, the practice of integrated functional Adult Literacy, in the zone particularly in Gudeya BilaWoreda is unsatisfactory due to some existing problems. Those problems are;

- The adult education facilitator is not effectively trained
- There is no integrated approach among sector offices in the implementation of IFAE..
- There is no evaluation of plan between stakeholders.

## **1.2 Statement of the Problem**

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

It is quite clear that adult education is very essential for sustainable development of the country and to improve adults the ability to calculate, to read and write, to integrate what he/she learns with their day today improvement to get the skill of using best seeds, to improve their health condition, to develop culture of saving and poverty reduction (ANFEAE, 2011). To achieve this, education and training policy of Ethiopia calls for adult education. However, there is the problem of implementation of integrated functional adult literacy in rural and urban areas of our country. Similarly, there is the problem of implementation

integrated Functional Adult Literacy in Gudeya BilaWoreda (Gudeya Bila WEO, 2020).The integrated functional adult literacy is not the only concern of education sector. It is the program that needs the integration of other sectors like health, agriculture, women and children affair, administration and NGO (MoE, 2008]

This study differs from other because it mainly focuses on factors affecting the implementation of integrated functional adult literacy program in East Wollega Zone, Gudeya BilaWoreda. Whereas, still there is no empirical investigation under taken. So that to address awareness and information about the factor affecting the implementation of an integrated functional adult literacy in the study area. So that, During the monthly and quarter evaluation of work activities at the woreda level from the woreda education experts the question was raised for the school principals also raising the issues there is a problem in Implementation of integrated functional adult literacy and poor coordination in between other sectors. This is why the researcher is motivated to conduct the study on factors affecting the implementation of integrated adult literacy in Gudeya BilaWoreda.

### **1.3. Research Questions**

The followings were major questions to be answered in this study.

1. What are the perceptions of participants towards integrated functional adult literacy implementation in Gudeya BilaWoreda?
2. How integrated functional adult literacy is implemented in line with the strategy document designed at National level?
3. What are the major problems that encountered the implementation of integrated functional adult literacy in Gudeya BilaWoreda?
4. What are the mechanisms through which challenges of the implementation of Integrated Functional Adult Literacy implementation would be improved?

### **1.4. Objectives of the Study**

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

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

#### **1.4.2. Specific objectives of the study were:**

1. To describe the perception of participants toward integrated functional adult literacy implementation in Gudeya BilaWoreda.

2. To describe how integrated functional adult literacy is implemented in line with the strategy document designed at National level.
3. To identify the major problems of the implementation of integrated functional adult literacy in Gudeya BilaWoreda?
4. To recommend ways in which the challenges of the implementation of integrated functional adult literacy would be improved in the study area.

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

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

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

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

The researcher is aware that it would be appropriate to conduct this study in large scale. However, due to time and financial constraints the study is restricting to assessing the major factors affecting the implementation of integrated functional adult literacy in the two selected clusters namely Gute chanco and Bila in Gudeya BilaWoreda in East Wollega Zone.

### **1.7. Limitation of the study**

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

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

This research paper is organized five chapters. The first chapter compresses the introductory part of the study which consists of background of the research, statement of the problem, Research questions, Objectives of the study, significance, scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter presents the research design and methodology interpreted under the fourth chapter. The fifth chapter summarizes the research findings and forward conclusion and recommendation on the findings of the study. Reference and appendices which include questionnaire, interview format, and other related materials will be part of the document

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

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

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

**IFAL, integrated functional adult literacy:** is the education that is given by cooperation of different sectors to teach adults (MoE, 2008).

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

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Adult Literacy**

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

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

Courtney (1989) has also identified five basic overlapping prospective. They are as follows: Adult Literacy as the work of institution and organization. It is profession or scientific discipline. It is as especial kind of relationship as in the concept andragogy, it is as stemming from a historical identification with social movement and it is distinguishable from other kinds of education by its goals and function. Therefore, adult Literacy means many different things too many different people. There for, adult Literacy is lifelong experience and training. So it is good to keep this set broad prospective in mind when thinking about the various definitions.

The Government of Ethiopia endorsed the National Adult Literacy Strategy in 2008. The adult Literacy has significant contribution to poverty reduction, national socio economic development, addressing the motto 'Education for All' and ensuring the achievement of millennium Development Goal/MDG/.In order to successfully implement the National Adult Education Strategy, the Ministry of Education in collaboration with the concerned stakeholders had prepared the necessary curriculum framework and the program implementation manual. The documents focused on expanding Integrated Functional Adult Education (IFAE) which is strongly related to trainees 'occupation and everyday life i.e. reading, writing and basic arithmetic skills. The results and outcomes of Integrated Functional Adult Education (IFAE highly demand the coordinated effort from the concerned development ministries, the government and the community at large.

## **2.2. Adult learning Theory**

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

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

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

persistence of adult (Awal Mohammed, 2012). Therefore, to educate adults it needs focusing on social, environmental, working area and condition.

### **2.3. Adult Literacy and Approaches**

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

Literacy skills could be provided in two forms: 1) traditional literacy 2) functional literacy. The traditional literacy is to educate learners reading, writing and arithmetic skills. The Functional literacy is the teaching of economic skills. A functionally literate should also be able to read a simple instruction leaflet and write legible letter (Amare Asgedom, 1989). Moreover, the advantage of functional literacy is explained as it could enable adult learners to engage effectively in activities that literacy is assumed in his culture or group. Because the functional literacy programs are linked with the needs, interests and livelihood of the learners, it may result in better retention of literacy skills and hold the interest and attendance of participants longer than the mass literacy programs (UNESCO, 1997). Adult literacy education could be provided using different approaches. According to (Hamadache and Martin, 1986), there are three approaches to conduct literacy program: 1) Selective approach 2) Mass campaign approach 3) Combined approach.

#### **2.3.1. Selective approach**

This approach sometimes termed as the selective intensive approach (Lind, 1988). The aim of this approach is to teach a target population that is selected based on different criteria, such as: Socio-economic, geographic, linguistic, (Hamadache and Martin, 1986). In the selective-intensive approach, participants are expected to follow up specific timetable, and to reach at determined literacy level. Moreover, the content, methods of teaching, duration of class and resources are directed towards the successful implementation of the program. The selective approach is believed that it helps to maintain quality of education and to assure the needs of the community. Thailand was among countries that applied this program. However, the

approach has its own limitations. The selective approach focuses mainly on small group of individuals and creates separation among people. In addition, it deprives the right of the majority to learn. Moreover, the time it requires to minimize the rate of illiteracy took several years (Hamadache and Martin, 1986).

### **2.3.2. The mass campaign approach**

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

### **2.3.3. Combined approach**

It is the combination of selective and mass literacy approaches. Although its final goal is to educate the nation as a whole, the assumption in this approach is to reach at the level of eradicating illiteracy through various stages. The combined approach prefers to use the scarce resource wisely and it attempts to protect wastage of resource. Hence, it is not "uncommon for a given country to use both approaches (the combined approach), either in turn or simultaneously" (Hamadache and Martin, 1986). To conclude, in the provision of adult literacy selection of approach mainly depends upon the objective of the country. Besides, factors including participants, age, sex, language, economic condition, the rate of literacy, etc. also determine the selection of an approach.

## **2.4. Literacy and Development**

Besides literacy has advantages for the individual to be independent in his daily activities, it helps the individual to increase productivity, to improve his status in the society and to assist him in the "upward mobility" in the social structure (Bhola, 1984). In addition, it contributes also to the community to experience improvements in demographic transformation, through

change in fertility and mortality rates. Even though there are arguments on the positive relationship between level of literacy and the social, economic and political development of the society .Bhola(1984), stated that illiteracy could hinder development. However, literacy alone doesn't automatically lead to development. According to the assumptions of different writers, illiteracy is associated with poverty and underdevelopment, whereas, literacy is the manifestation of development. Bhola (1984) confirmed, that “the map of the world illiteracy and the map of world poverty to be congruent. In addition, (Hamadache et al., 1986) also stated that throughout the world illiteracy principally affects the least privileged groups, frequently, as an accompaniment to poverty. The highest rates are encountered in rural areas, which is where two-thirds of the world population live often in extreme poverty. In defining development (Fagerlind and Saha. 1991), explained that development is ambiguous and have been argumentative. This is because development is associated with political and ideological interpretations used in variety of contents and there are many words with similar meanings with development, such as: social change, growth, evaluation, progress, advancement and modernization. With the exception of social change, all others imply change in a specific direction, which is regarded by users as positive, or highly valued. The definition provided by (Bhola, 1992) elaborates that definition for development is many, but Modernization and Democratization are at the core of all definitions. In these writers' view, "development is related to higher production, consumption and services, particularly in the third world countries". However, this couldn't be actualized without using achievements of science and technology, which are associated with modernization. On the other hand, development includes democratization for which is the participation of the people in the political, social and economic affairs of the society. The participation of the people in the above stated affairs enables them to ensure that what institutions are performing is related with the benefit of the society. All the above stated assumptions couldn't be realized without acquiring basic knowledge, skills and attitudes. Hence, literacy should be at the center of all development support communications. Supporting the views and assumptions stated above (Fagerlind and Saha, 1991), argue that basic writing and basic arithmetic appear to have been major requirements for the emergence of civilization. There is a qualitative difference between pre-literate and literate societies, in terms of the mobilization of human resources through more effective and efficient communication, more complex forms of social organization and the ability to create and utilize higher levels of technology. Moreover, (Bhola, 1984) described that literacy is one of human kinds paramount achievements the invention and use of symbolic systems. It is the denial of the essential elements of human heritage and the

imposition of an intellectual bondage. In addition illiteracy is difficulty in rationalization, calculation, perceiving images, inability to reason and consequent dependence on intuition. Illiteracy is seen as danger to the principle of the equality of man and an obstacle to human right.

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

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

The right to learn is an indispensable tool for the survival of humanity, no human development without the right to learn, if we want peoples of the world to be self-sufficient in food production and other essential human needs; they must have the right to learn and there will be no breakthrough in agriculture and industry, no progress in community health and indeed, no change in living conditions without the right to learn. Generally literacy and development are inseparable

## **2.5. The Implementation of Adult Literacy Program in Developing Countries**

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

### **2.5.1 Adult literacy program in Tanzania**

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

#### **2.5.1.1. Goals and objectives of the literacy campaign**

The goals and objectives of the literacy campaign were totally integrated with the development objectives of the country (Bhola, 1984). According to (Bawatawa, et al., 1989) specific objectives of the adult education program in Tanzania were: To mobilize the rural and urban masses in to a better understanding of the national policies and self-reliance, to provide leadership training in various aspects of life and at all levels, to eradicate illiteracy, to give knowledge and skills in agriculture and rural construction, health and home economics, that will raise people's productivity and standard of living, to provide follow-up education for primary and secondary school leavers with a view to settle them in Ujamaa village and to provide continuing education progressively at various stages in the form of Seminars, evening class, in service training programs, correspondence courses and vocational training. To realize the above stated objectives, different programs were implemented. Among these

the national literacy campaign was the first to be mentioned. The main emphasis of the literacy

campaign was to teach adults the literacy skills (reading, writing and arithmetic), which was integrated with economic activities of each respective area.

### **2.5.1.2. The organization and administration of the literacy campaign in Tanzania.**

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

### **2.5.1. 3. The national literacy campaign delivery system**

To actualize the campaign literacy classes were established in schools, health centers, Factories, offices, Army camps, prisons, specially constructed literacy center, cooperatives and in the open air (Bhola, 1984; Bwatawa et al., 1989). Workers were encouraged to attend literacy classes in their working areas, and every Tanzanian above the age of 14 and who was a drop out from the formal education system was required to join the literacy class (Bwatwa, et al. 1989). At the village level, primary schools played a significant role in organizing the literacy campaign in which school head teachers were designated also as the local education coordinator (Bwatawa, et al, 1989; Unsiker, 1987). Literacy teachers got training at workshops and most of them were 'volunteers' who got small amount of money as honorarium (30shillings) per month. In the literacy campaign different supporting activities were also organized. These were: a) Rural Newspaper b) Rural Libraries c) Radio Education Program Several foreign nations and development agencies supported the Tanzanian literacy Campaign, among these supporters one was the Swedish International Development Agency (SIDA). SIDA financed the literacy campaign and provided paper supplies for the program,

where as Germany donated materials like motor vehicles, motor boats, printing press and others, which were valuable to coordinate activities of the campaign. (Bwatawa, 1989; Unsicker,1987).

#### **2.5.1.4. Major achievements and weaknesses of the campaign**

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

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

## **2.6. History of adult literacy education Ethiopia**

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

### **2.6.1. The national literacy campaign**

In Ethiopia, although secular modern education was started a century ago and attempts were made to spread formal education in the country by government, non-government, private and religious institution, to realize the eradication of illiteracy and to have literate citizens wasn't found to be a simple task. Hence, the new government which assumed power after the 1974 revolution decided to launch a massive nation- wide literacy campaign (Tasew et al., 1995).The National literacy campaign was designed to achieve the following objectives: The eradication of illiteracy from all urban areas and their surrounding (Short range plan), the total eradication of illiteracy from Ethiopia. (Long range plan), the use of literacy as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs, to apply literacy in everyday activities to improve living conditions, to lay the foundation for continuing education. Realizing these objectives a National Literacy campaign Coordinating Committee was established in which Ministry of Education was made committee chairperson. The National Literacy campaign Coordinating Committee holds 28 representatives of government agencies, mass organization, Professional associations and religious institutions. Moreover, the National Literacy campaign Coordinating Committee has executive committees, which was responsible to plan, coordinate and implement activities of the campaign. In addition, the National Literacy campaign Coordinating Committee had also 4(four) different sub committees, which were

responsible for: Educational materials procurement and distribution, recruitment, training and placement of teachers, propaganda and aid coordination data collection, supervision and certification committees and sub- committee were also established at the Region, Provincial, District and local levels to perform activities, which were similar to the central committee (NLCCC, 1984).

### **2.6.2. Adult literacy education after the socialist period**

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

There have been several un recognized and un coordinated piecemeal efforts that are related to adult education in one way or another .In order to address this problem ,the Ethiopian government has taken fruitful measures such as developing national adult education strategy and establishing government and NGO forums at various levels .the new strategy launched in 2008 developed the three year national action plan to expand integrated functional adult literacy in Ethiopia with active involvement of stake holders.(MoE. 2008).According to the conference held in May, 2012 there are 20.4million adults aged from 15-60 illiterate in Ethiopia the Ministry has planned to maximize the literacy rate by 95% and aimed to educate 17 million adults in the rest of GTP period (Ethiopian Herald, 2013).

## **2.7. Major Challenges in Adult (Literacy) Education Implementation**

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

- ❖ Differences in the conceptual understanding of integrated FAL and lack of standardized parameters.
- ❖ The limitation of Adult Education to FAL despite broader provisions in the national Adult Education strategy.

- ❖ Failure to recognize the Adult Education activities conducted by various ministries, NGOs and the private sector.
- ❖ Difficulties in the coordination, linkages, and monitoring of Adult Education programs due to the fragmentation of the provision.
- ❖ Low level of relevance in relation to daily life situations
- ❖ Low level of quality Adult Education due to the absence or poor quality of Adult Education structures, programs and materials and unskilled human resources.
- ❖ Low level of human, financial and material resource allocation.

Low capacity for data collection, evaluation, monitoring and reporting capacities at all

## **2.8. Problems and Possible Solutions in Adult Literacy Program**

Literacy as mentioned above enables the adult to have independent personal contact. It is a struggle against poverty and hence, simultaneously for social and economic development, justice, equality, respect for traditional culture and recognition of the dignity of every human being (Muller, 1997). However, even though literacy contributes for development, there are various problems that arise in the implementation of the program. According to (David, 2001), it is essential to consider the involvement of all groups of participants (organizers, learners, and educators) in the planning stage. Among problems identified from different literacy programs, some are listed as follows: Deficiencies in planning the program, inadequate teaching materials, lack of coordination and delays in implementation and decision making, staff turnover because of low motivation and payments for coordinators and literacy teachers, inadequate training of teachers, voluntarily teaching and attendance, a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted high dropout, poor research activities on issues related with the program and inadequate budget allocation for the program implementation. Similarly, in our country the recent statically evident from the federal ministry education has revealed that the literacy target set 5.2 million ESDP III was not achieved due to lack of funding, lack structure at all levels to support activities, poor coordination, absence guide lines and training materials and unavailability human resources at grassroots level. . According to ESPP IV the major challenges in adult education Sector include: Deference in the concept of understanding of integrated FAL to recognize the adult education activities conducted by various ministers difficult in the coordination, linkages and monitoring of adult program and low level of

human, financial and material resources lack of culture of volunteerism to serve free like another country Ethiopian herald (July, 2013).

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

## **2.9. Specific Governance Model for the Adult Education System**

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

Under the federal system of government, educational is shared responsibility of the federal, regional state and worked administrations. The relationship in the federal and regional state government is not hierarchal. Accordingly, MoE has no direct and line authority over the regional state education bureaus (REB). It has the responsibility of initiating and enforcing policy matters and promulgating Laws to implement by sector offices in the regions. MoE gives technical and policy support to the regional state. Regional state and woreda council and their sub-units for example regional state education bureaus and woreda education offices have a mandate for other levels and types of formal and non-formal education programs.

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

## **2.10. Adult Education since 1991**

Under the federal system of government, education is a shared responsibility of the federal, regional state and wereda governments. The relationship between the federal and regional state governments is not hierarchical. Accordingly the Ministry of Education has no direct and line authority over the Regional Education Bureaus. It has the responsibility of initiating and enforcing policy matters and promulgating laws to be implemented by sectors offices in the regions.

The twenty year Education and Training Policy consists of rolling five year Education sector Development programs, started in 1997, to meet the Education For All and Millennium Development Goals by 2015.

Education Sector Development Plans I, II, III, IV have already been developed and implemented and ESDP V is under implementation. Bearing in mind the close and dynamic relationship between the federal and regional state governments the following roles and responsibilities for adult education can be identified (Focus on Adult Education newsletter, 2006).

At federal level the Moe roles include: Determining country wide goals, Formulating policy guidelines, networking and co-ordination with other stakeholders in adult education, Liaising with Regions regarding the planning of adult education, Regulation of adult education providers, Accreditation of learning within adult education programs and Research, documentation and dissemination of research findings. At regional level the regional education bureaus roles include: Specification of regional priorities, identifying organizations and agencies to participate in implementing adult education in the region and making formal arrangements to enable them in them to do so, providing guidelines for adult education planning and implementation in the region, Ensuring the integration of adult education in regional plans and budgets, Ensuring the development of appropriate curricula and materials for adult education in regional languages, Building capacity for adult education at various levels through training and in other ways, Mobilizing resources for adult education work in the region, Supervising and monitoring the implementation of adult education programs. The roles of zones include: Serving as a link between the regional and the woreda, promoting and coordinating the provision by different stakeholders in the woreda and helping the region to provide the woreda with services. The roles of woreda include: Identification of woreda priorities in relation to regional goals, Planning for adult education and ensuring that it is

integrated into woreda plans and budgets, mobilizing additional services for adult education, ensuring the implementation of adult education programs that respond to the needs and demands of the local population and supervising and monitoring the implementation of adult education programs in the local communities.

The roles of kebele include; Co-ordination of services to support implementation of programs, identification of local learning needs and demands, assisting with the recruitment and enrolment of learners.

## **2.11. Selecting the Appropriate Teaching Method**

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

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

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

**Discussion:** Discussion and amercing kind of active leering method to examine information in order to develop adept and broader understanding of the topic (ICDR, 1999) however to lead an effectible discussion the presenter should be a good facilitator guide the discussion to cover the important points and deep discus ton to the relevant punts following its logical order similarly according to (Nards, 2000) this strategy guise room for students to exchange, explore and air their views.

**Brain storming:** Brain storming is a method of collaborative (or individual problem solving in which all members of a group spontaneously contribute ideas to generate rapidly and record variety possible solution. That is, the student generate as many ideas as possible about a topic it can be great way to start access on any given topic and is a good way of finding out

of learners what they already know a subject as well as an excellent review activity (Bowell and EISON, 2003).

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

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

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research design**

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

#### **3.2 Research Method**

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

#### **3.3. Sources of data**

The study employed both primary and secondary sources of data.

##### **3.3.1 Primary Sources of Data**

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

##### **3.3.2 Secondary sources of data**

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

#### **3.4 Population, Sample and Sampling techniques**

The study was conducted at Gudeya Bila Woreda. Gudeya Bila Woreda has 5 clusters of functional adult literacy centers. These are Bila, Jare, Zangi, Ifabiya, and Gute chanco in which integrated functional adult literacy was given. From this clusters the two clusters were selected using purposive sampling technique. In these sample the two cluster, as statistical data obtained from Gudeya Bila educational office of /2021/2022/ there were 250 adults who were learning integrated functional adult literacy, 4 teachers, 4 health extension workers, 6 agricultural extension workers, 2 supervisors, 4 school directors, 20 adult literacy committee,

4 chair persons, 4 facilitators and 2 woreda education experts forming a total of 300 population. Due to time and resources scarcity, it was difficult to study the whole population at a time .Therefore, the researcher sample population under the study. From 250 adults, 125 respondents, 20, coordinating committees were 10, and 12, agricultural workers 6, respondents selected for the study by simple random sampling techniques. Accordingly, 2 Woreda educational experts, 2 supervisors, 4 school directors, 4 facilitators, 4,teachers, 4, chair persons and 4, health extension workers were selected by census sampling techniques and included in the study. So that 125, adults, 4 teachers, 4 health extension workers,4 facilitators, 6 agricultural workers,2 supervisors, 4 school directors, 10, adult literacy committee, 2 woreda education experts and 4 chair persons would be respondents of this study . The summery is given below

**Table 1.Population and sample of respondents**

No	Respondents	Population	Sample	%	Sampling techniques
1	Adult learners	250	125	50	Simple random sampling
2	Coordinating committee	20	10	50	Simple random sampling
3	Experts of woreda education office	2	2	100	Availability Sampling
4	School directors	4	4	100	Availability Sampling
5	Supervisors	2	2	100	Availability Sampling
6	Health extensions	4	4	100	Availability sampling
7	Agricultural workers	12	6	50	Simple random sampling
8	Teachers	4	4	100	Availability Sampling
9	Facilitators	4	4	100	Availability Sampling
10	Chair persons	4	4	100	Availability Sampling
Total		306	165		

### **3.5. Data Collection Instruments**

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

#### **3.5.1 Questionnaire**

Questionnaire helps to obtain adequate primary data from relatively large or small numbers of people in any topic within a given time limit( Abiy et al,2009) .The researcher employed both 4 open and 20 closed ended questions developed on the bases of the objectives of the study. The questionnaires translated in to Afan Oromo for adult learners to avoid language communication barriers.

Then, the developed questionnaires were administered by the researcher and data collectors for the selected. The researcher oriented the data collectors in order to assist adult participants in the completion of the questionnaire process in reading and clarifying concepts of the questionnaire. Before actual study conducted, the pilot test was conducted at Gudeya Bila Woreda, at Gute chanco cluster chanco Kebele so as to check the appropriateness of the items in the questionnaires. All the dispatched pilot test questionnaires were returned, necessary modification on 4 items and complete removal and replacement of 2 unclear questions were done.

### **3.5.2. Interview**

Interviews are a type of survey where questions are delivered in face to face encounter by an interviewer to obtain information relevant to particular topic. Today; interview is more popular as a means of gathering information widely in qualitative research (Robson, 2002). Thus, the purpose of the interviews was to collect data, so as to triangulate the questionnaire response. With this in mind, the interview was conducted in Afan Oromo to make communication easier with respondents. Therefore, the researcher used structured 4 health extension workers, 4 teachers, 4 facilitators, 2 supervisors, 4 school directors, 4 Kebele chair persons, 6 Agricultural workers and 2 woreda education experts a total of 28, respondents were selected from the position they hold in the area.

### **3.5.3 Document Analysis**

To collect relevant data from documents at different levels, check lists were prepared and used to gather data from various adult education documents such as attendance, roster, reports, and minutes of me

## **3.6. Data collection procedures**

For the data collection, a total of 4 data collectors (one from each sample cluster were recruited. They were selected for their local language skills, educational qualification, experience in research works and familiarity to the areas and on the basis of recommendations of the woreda education office. One day training has been given for the data collectors. The training focused on clarifying about general procedures for completing questionnaires. A convenient time was also chosen for the respondents for filling questionnaire so as to maximize the quality of responses and degree of return. After the respondents have been identified, questionnaires were dispatched independently according to the time schedule. The final questionnaires were administered to sample adult learners and coordinating committees. The participants were allowed to give their own answers to each

item independently and the data collectors closely assist and clarifying as well as supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and made ready for data analysis. Then, open ended and structured interview was conducted. Lastly, document analysis was conducted in order to counter check the data obtained through questionnaire and interviews.

### **3.7. Methods of Data Analysis**

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a closed ended questionnaire items were presented and analyzed by using frequency, percentage, mean and standard deviation followed by discussion of the most important points.

analysis,5 rank responses of the questionnaires of the following liker scales,i.e.,5=strongly agree,4=agree,3=undecided,2=disagree and 1=strongly disagree respectively. The data gathered through interview, document analysis and some of the open ended questions were analyzed qualitatively by narration

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRATATION OF DATA

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Thus both quantitative and qualitative data analysis was combined in this chapter. Hence, the qualitative data includes the data gathered through open ended, structured interview and document analysis. The data was collected from a total of 123 respondents. To this, a total of 125 copies of questionnaires were distributed to 125 Adult learners and among the distributed questionnaires 123 (97.04%) were returned and analyzed. Additionally, 10 copies of questionnaires were distributed to 10 coordinating committees and among the distributed questionnaires 10 (100%) were returned and analyzed. Moreover, 4 teachers, 4 health extension workers, 4 facilitators, 6 agricultural workers, 2 supervisors, 4 school directors, 2 woreda educational experts and 4 chair persons are interviewed and documents were analyzed.

The chapter consists of two major parts. The first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the data.

**Table 2 Respondents characteristic.**

No	Respondents	sex			Education background	Work /duet
		M	F	Total		
1	Adult learners	92	31	123	literacy	farmers
2	Coordinating committee	7	3	10	3-8 grades	Farmer, merchant
3	Experts of woreda education office	2	-	2	degree	Govt, employee
4	School directors	4	-	4	degree	Govt, employee
G	Supervisors	2	-	2	degree	Govt , employee
6	Health extent ion	-	4	4	diploma	Govt, employee
7	Agricultural workers	4	2	6	Diploma-degree	Govt, employee
8	Teachers	3	1	4	degree	Govt, employee
9	Facilitators	2	2	4	10-diploma	Contract-employee
10	Chair persons	2	-	2	degree	employee

As stated on table 2 above respondents were selected by random sampling and availability sampling respondents are 165. From the total respondents population 132 respondents were respond written questionnaires, 9 respondents interviewed and 4 respondents were document analysis from 2021-2022 erode attendance, and roster. In general 145 respondents were participated the rest 20 respondents are not positive/ have no interest

Hence the basic questions raised in the chapter one were given appropriate treatment. Thus, in order to assess the factors affecting the implementation of integrated functional adult literacy in the study area, it was necessary to elaborate on the research questions and to describe the following four aspects relating to integrated functional adult literacy: perception of participants towards IFAL implementation in line with strategy document, factors that affecting implementation of IFAL and their solutions.

As the researcher interviewed the perception to woreda the integrate functional adult literacy in your work area? The interviewer responded that somewhat ``additional work / burden`` in integration this shows the integration of stakeholders were not tangible/blamed each other.

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

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

#### 4.1:- Perception of Adult learners towards IFAL implementation

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

No	Items	Adult learners respondents N=123											
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean	St. Deviation
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	You attend the literacy program based on your own interest to get knowledge and skills.	6	4.87	6	4.87	3	2.43	72	58.7	36	29.2	3.04	0.88
2	The content of adult literacy relevance	4	3.2	3	2.4	2	1.6	42	34.	72	58.	2.2	0.8
3	Knowledge you have acquired has helped you to improve your life	4	3.25	6	4.87	2	1.6	72	58.5	39	31.7	2.96	0.67
4	You attend the literacy program regularly	6	4.8	82	66.	3	2.4	25	20.	7	5.6	2.5	0.7
5	You are interested in teaching approach of your teachers	2	1.6	2	1.6	2	1.6	98	79.6	19	15.44	3.5	0.75
6	Community should contribute financial and other resources to fulfill facilities to literacy center	76	61.78	36	37.3	3	2.43	6	4.87	2	1.6	3.95	0.91
7	Literacy teachers are competent in teaching adult learners	3	2.43	5	4.06	2	1.6	98	79.67	15	12.19	3.56	0.82
8	Adult understand the importance of the lesson in improving their living conditions.	2	1.6	7	5.6	2	1.6	84	68.29	24	19.51	3.17	0.68
Mean score											3.11	0.79	

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

As indicated in table 3 above adult learners were asked to rate their perception towards implementation of integrated functional adult literacy. Thus, the adult learners' perception over all mean value is 3.11 with the standard deviation of 0.79. This shows that the

respondents agree on the perception towards integrated functional adult literacy implementation positively and they have knowledge of integrated functional adult literacy

As can be seen in the item number 1 of table 3, Adults attend the literacy program based on their own interest to get knowledge and skills or not. Thus, 6(4.87%) of adult respondents responded that they strongly disagree and disagree respectively. The majority 72(58.5%) and 36(29.2% of adult respondents replied that they do agree and strongly agree with mean value 3.04 and standard deviation 0.88 that their literacy attendance is based in their interest. This indicates that adult learners were attending the literacy program based on their own interest to get knowledge and skills (reading, writing and arithmetic). Accordingly, in order to obtain knowledge and skills as well as changing their own life adults attend the literacy program based on their own interest. However, 3(2.43%) of the respondents did not give their decision on the program. Land (2001), found out in a study in south Africa that adult learners had positive perception of adult literacy program classes because they felt that participation in integrated functional adult literacy program by their own interest results in many highly valued gains.

In the Item 2 of the table 3 above Adult learners were asked whether the content of adult literacy relevant to them or not. In this respect, 4(3.25%), 3(2.43%) and 2(2.4%) of the respondents responded that strongly disagree, disagree and uncertain respectively on the relevance of the contents. While, the majority 72(68.5%) and 42(34,1%) of the respondents responses that they strongly agree and agree respectively. Thus, the mean value is 2.21 with standard deviations of 0.87. This shows that the content of integrated functional adult literacy was relevant and integrates the learning of literacy skills with agriculture, health, civics and ethics, environmental conservation and protection. In addition to this, the content teaches, the way to improve their everyday lives, write and sign, calculate, using of modeling farming activities, the way to live a better life ,crop farming ,the way to generate income and social life.

As can be seen in the 3<sup>rd</sup> item of the table 3, Respondents were asked to check whether the knowledge they acquired was helped them in improving their life or not. Accordingly, 4 (3.25%), 6(4.89%) and 2(1.6%) of adult learners responded that strongly disagree, disagree and uncertain respectively on the issue. The majority 72(58.5%) and 39(31.7%) of respondents replied that agree and strongly agree respectively on the importance of knowledge they acquired from the program in improving their life. Thus, the mean value is

2.96 with standard deviation of 0.67 shows that adult learners believed that the knowledge they acquired from the integrated functional adult literacy was helped them to improve their daily life. Adult learners who participate in the adult literacy programmed may have positive or negative perception. From the above table 3 of item 4, Adult learners were asked whether they attend on the literacy programmed regularly or not. The majority, 82(66.7%) of respondents replied that they disagree on them. This shows that adults do not attend the literacy programmed regularly due to the private and social problem. In the literacy centers, there was an attendance which shows their continuous follow up of the learners. But the learners did not attend the program continuously. Accordingly, 6(4.87%),3 (2.43%),25 (20.32%) and 7(5.69%) of the respondents reveals that they strongly disagree, uncertain, agree and strongly agree respectively on the issue raised.

Further in the table 3 of item 5, the respondents were asked they interested in teaching approach of adult literacy or not. The majority 98(79.67%) of the respondents replied that they agree with it. Thus, mean value is 3.5 with standard deviation of 0.75. This shows that adults are interested in teaching approach of integrated functional adult literacy programmed. On the other hand, 2(1.6%), 2(1.6%), 2(1.6%) and 19(15.44%) of the respondents replied that they strongly disagree, disagree, uncertain and strongly agree respectively on the teaching approach of adult literacy teachers.

Moreover in table 3 above of item no 6, respondents were asked whether community should have to contribute financial and other resources to fulfill facilities to literacy center or not. The majority of the respondents 76 (61.78%) confirmed that they disagree on the idea. Thus, mean value is 3.95 with standard deviation of 0.91. This shows that the community surrounding area lack interest to support literacy center by contributing finance and fulfill facilities in the literacy centers. In strategic document of integrated functional adult literacy programmed stated as communities participated by their own interest in contribution of literacy center facilitated with the necessary educational materials and raising funds.

To conclude that community contribution was against with strategic document. On other hand, 36(37.3%), 3(2.43%), 6 (4.87%) and 2(1.6%) of the respondents responses that they disagree, uncertain ,agree and strongly agree respectively

In table 3 item 7 respondents were asked whether teachers are competent in teaching adult learners or not. The information collected from the respondents revealed that 98 (79.67%) responded that they agree on them. Thus mean value 3.56 with standard deviation of

0.82 shows that teachers are competent and cooperative in teaching and treating adults. Accordingly, 3(2.43%), 5(4.06%), 2(1.6%) and 15(12.19%) of the respondents responded that they strongly disagree, disagree, uncertain and strongly agree respectively on the teaching approach of the teacher.

As indicated in table no 3 above of the item no 8, Respondents were asked whether they understand the importance of the lesson or not. The majority 84(68.29%) of the respondent responded that they agree on the idea. Thus, mean value 3.17 with standard deviation of 0.68. This shows that the learners have adequate awareness on the about the importance the lesson of IFAL program. It is believed that they understand the importance of the lesson in improving their living condition and participated on poverty reduction and brings sustainable development in National development. However, 2(1.6%), 7(5.6%), 2(1.6%) and 24(19.51%) of the respondents responded they strongly disagree, disagree, uncertain and strongly agree respectively on the issue raised.

Generally, from this we concluded that the mean value of the items 1,2,3,5, and 7 are 3.04,2.21, 2.96,3.50 and 3.17 respectively above the mean score value that is 3.11. This implies that adult learners have a good perception toward integrated functional adult literacy implementation. On the other hand the mean value of the items 4, 5 and 7 are below the mean score value that is 3.17 and the respondents were undecided.

The interview results also indicted that the majority of the respondents responded that they have a good knowledge and understanding on the basic concepts of the strategic document of the integrated functional adult literacy program implementation. They viewed that adult attend the literacy program based on their own interest without committee or Kebele leader enforcement. Accordingly in the study area adults attend the literacy program based on their own interests to get knowledge and skills. But due to the social and private problems they had not attend regularly. Besides, the contents of integrated functional adult literacy program was very relevant to the learner in changing and improving their living condition as well as the knowledge they acquired used to improve their life. For example: The information obtained from the interview in some Kebeles, the majority was used in toilet, constructed kitchen, houses from grasses for hen, donkeys, calves separated from their bedroom. On the other hand the majority of the interviewee knew that integrated functional adult literacy program need the contribution of the community in order to facilitate the program sufficiently but due to the lack of the commitment of the committee and other integrated sectors community lack

interest to contribute finance and supporting literacy centers. In the study area, teaching of the adult literacy was takes place only by teachers and facilitators. Accordingly, the information collected through the interview, confirmed that functional adult literacy was implemented in integrated way with other sectors. But, integrated sectors were lack of integrated approach in running Adult functional literacy and they run individually to accomplish their office job. Woreda educational office runs only alone.

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

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

No	Items	Adult learners Respondents N=123											
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean	Standard deviation
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
1	Time is convenient to attend functional adult literacy	32	26.01	68	55.28	4	3.25	10	8.13	9	7.31	2.90	0.67
2	Place of educational provision is convenient to attend the program	6	4.87	12	9.75	2	1.6	76	61.78	27	21.95	3.17	0.68
3	Literacy teachers treat you with respect	8	6.5	5	4.06	4	3.25	77	62.60	29	23.57	3.24	0.69
4	There are adequate educational materials available in the literacy Centre	29	23.57	68	55.28	4	3.25	14	11.38	8	6.5	2.90	0.67
5	All stakeholders have a commitment to support you	24	19.51	80	65.04	3	2.43	7	5.69	9	7.31	2.65	0.71
Mean score											2.97	0.68	

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

On the other hand, as indicated in the item 1 of table 4, respondents were asked whether the time is convenient to attend functional adult literacy or not. Accordingly, the majority of the respondents 68 (55.28%) replied that they disagree and among the respondents, 32 (26.01%) of the respondents strongly disagree on the idea. Thus, the mean value is 2.90 with standard deviation of 0.67. This implies that, the time assigned was not convenient to attend functional adult literacy class. The community surrounding was lived in agricultural activities and they emphasize on farming activities. They know the importance of Integrated Functional Adult Literacy program but they don't want to stay long time in IFAL class. So that in identifying the most appropriate time to conduct literacy classes was one of the challenging factors, particularly in area where the majority of the population was engaged up on agricultural activities. Although, the non-formal education action plan recommends conducting adult literacy at all levels without interruptions on actual situations the program is implemented for 9 months long in a year and day are not less than 3-5 days per week. Each day, there are 2-3 hours of literacy class in each Centre. But, as stated in strategic document it was not implemented. Tangibly, in the study area adult learners attend the literacy class two days per week and for 1 hour in each day. As stated in strategic document, it is not practiced. Others, 4(3.25%), 10 (8.13%) and 9(7.31%) responded that uncertain, they agree and strongly agree respectively.

As depicted in the item 2 of table 4 above, respondents were asked whether educational provision was convenient or not. The majority 76(61.78%) responded that they agree and among the respondents, 27(21.95%) responded that they strongly agree on the idea. Thus, mean value of 3.17 with standard deviation of 0.68. This indicates that, the place for provision of literacy program was convenient for adult learners to participate in Integrated Functional Adult Literacy. It is also located in a place where not far away from residence of the learners.

Similarly, in the interview the respondents replied that the place of educational provision was convenient for adult learners to attend the program. The learner had selected the place of literacy Centers by their own interest and it was convenient for them to attend the program as well as the centers not far away for their residence. The majority of respondents held the view that the literacy participants were encouraged to select or recommend the place of literacy Centre. As the result of this the adult learners have no objection to attend in selected place of adult literacy Centers. In sample cluster of the study, the majority of literacy Centre was in primary school classroom and FTC center. On the other hand, 6 (4.87%), 12(9.75%)

and 2 (1.6%) respondents responded that they strongly disagree, disagree and uncertain respectively

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

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

No	Possible problems	Adult learners Respondents N=123											
		Strongly disagree		disagree		Uncertain		Agree		Strongly Agree		mean	Standard deviation
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Lack of encouragement from the woreda Administration.	3	2.43	6	4.87	9	7.31	59	47.96	46	37.39	2.73	0.69
2	Lack of tem working of all sectors.	7	5.69	9	7.31	5	4.06	82	66.66	20	16.26	3.38	0.97
3	Distance from the literacy Centre.	11	8.94	101	82.11	2	1.62	4	3.25	5	4.06	2.3	0.83
Mean score value											2.8	0.74	

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

As indicated in the above table 5, Respondents were asked to rate the factors that affecting the implementation of integrated functional adult literacy program in the study area. Thus the respondents overall mean score is 2.8 with standard deviation of 0.74. This shows that their agreement on possible factors. In the study area these factors were seem to affect the effective implementation of integrated functional adult literacy.

As shown that in the table 5 above of item no 1, respondents were asked whether the lack of encouragement from the woreda administration affect the implementation of integrated functional adult literacy or not. Accordingly, the majority 59(47.96%) of the respondents replied that they agree on the idea. Among 46(37.39%) responded as strongly agree. Thus, mean value 2.73 with standard deviation of 0.69. This indicates that woreda administration had not encouraged and agitate the program. The interviewed also expressed their view that

encouragement given from woreda administration for proper implementation of integrated functional adult literacy was insufficient.

Similarly, the data in the table 5 above briefly indicates that except item no 3, all factors affecting the implementation of integrated functional adult literacy in the study area. Thus item no 1, 2 and 3 mean values are 2.73,3.38, and 2.3 with standard deviation of 0.69,0.71, and 0.83 respectively. The mean values were above the mean score value implying their agreement on the possible factors.

Open ended question were presented at the last part of questionnaire prepared for adult learners, coordinating committees as well as in the interview question indicates that the following are the major challenges that encountered the implementation of integrated functional adult literacy in Gudeya Bila Woreda. Integrated sectors lack commitment to teach integrated functional adult literacy in integrated manner. The integrated offices run individually to accomplish their office job (lack of strong networking), Lack of incentives for integrated functional adult literacy implementers (teachers, agricultural workers and health extension), Inadequate budget allocation to literacy program, Poor support from the all stakeholders and community to the program due to the ineffectiveness of the coordinating committee, Lack of regular supervision, Inconvenient time, Lack of NGO surrounding area, Lack of commitment from the different organization to support the program, Lack of certification for learners and lack of cooperation in the committee and effective leadership from the woreda training committee and leave all responsibility to woreda education office.

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

**Table.6 Respondents of coordinating committee on the perception of integrated functional adult literacy program**

No	Item	Coordinating committee respondents N=10										Mean	S. deviation
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree			
		Fr	%	Fr	%	Fr	%	F	%	Fr	%		
1	Literacy or teachers have pre service Training	1	10	1	10	1	10	5	50	2	20	3.2	0.68
2	The woreda and Kebele committee have regular meetings	5	50	2	20	1	10	1	10	1	10	3.7	0.83
3	There is adequate budget for the implementation of integrated functional adult literacy	2	20	5	50	1	10	1	10	1	10	2.8	0.68
4	The woreda coordinating committee is functional	1	10	5	50	2	20	1	10	1	10	2.6	0.72
5	The coordinating committees at all level prepare a working plan each year	1	10	1	10	1	10	4	40	3	30	3.6	0.79
6	The coordinating committee at woreda and Kebele level conduct meeting	2	20	5	50	1	10	1	10	1	10	2.8	0.83
7	The degree of team spirit of the coordinating committees at woreda and Kebele level	2	20	5	50	1	10	1	10	1	10	2.8	0.68
8	The program is monitored and evaluated	5	50	1	10	2	20	1	10	1	10	3.8	0.88
Mean score											3.16	0.76	

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

In item 1 above of table 6, the respondents were asked to rate the degree of pre service training given for literacy teachers or facilitators. Accordingly, the majority of respondents 5(50%) showed that their agreement. Thus, mean value is 3.2 with standard deviation of 0.68. This implies that teachers or facilitators obtain training before literacy class was started. Teachers and facilitators have been actual implementers of the literacy program. They have played valuable role for integrated functional adult literacy implementation. The strategic document indicated that the role of teachers in the program in (AFEAE, 2011) recommended, providing short term training to them for successful implementation of integrated functional adult literacy. At woreda level training of literacy teachers and facilitators were found to be one week before class was started. The strategy document indicated that facilitators are required to attend 30 days initial training followed by 15 days of refresher training every 6 months and teachers trained for 10-15 days. Even if, pre service trainings had been given for teachers and facilitators at woreda level, it was not sufficient and it was direct against guidelines stated in strategic document action plan. But recently the government hired facilitators from the community (who had completed grade 10) and gave chances to upgrade their knowledge and skills through training in summer program in the colleges.

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

From the interview the majority of them responded that both facilitators and teachers were trained at woreda level before actual class was started. Even if they are trained it is not enough and against with strategic document. The training was given for teachers and facilitators but not for others. Other interviewee (Extension and Agricultural workers, Kebele chair person, Supervisors) raised the ideas that they didn't get training. So, from this it is understood that it needs training for the proper implementation of integrated functional adult literacy program. In Addition the facilitator from the college is not related with the interest of adult learn. A person who train for adult education is shift/drop to the formal education in case of Gudeya Bila Woreda.

As shown in item number 2 of the table 6, coordinating committee was asked whether they have regular meeting at woreda and Kebele level or not. The majority 5 (50%) of the respondents responded that they strongly disagree on having regular meeting at woreda and Kebele level about the program. Thus mean value is 3.7 with standard deviation of 0.83. This indicates that they had no regular meeting at each level. The committees were formed from different offices at woreda and Kebele levels. Due to this they give attention for their own work and lack of commitment to meet together regularly to discuss on the program implementation. They give direction during meeting organized spontaneously. The lack of permanent meeting schedule of the committee was believed by woreda educational offices as the main causes delayed to pass decision on critical issues that faced the program. The support provided from the committee was insufficient and disorganized. Consequently, all activities of the literacy program were left to the woreda educational office and mostly for literacy teachers and facilitators working in each Centre.

On the other hand, 2(20%), 1(10%), 1(10 %) and 1(10 %) respondents responded that they disagree, uncertain, agree and strongly agree respectively. As indicated in the above table 6 of item 3 the respondents were asked to give their opinion about adequate budget for the implementation of integrated functional adult literacy or not. The majority 5(50%) of the respondent responded as disagree. Thus, mean value is 2.8 with standard deviation of 0.68. This shows that there was lack of inadequate budget for the real implementation of the program. The interviews results were also confirmed that there was inadequate budget for the proper implementation of integrated functional adult literacy. In addition to this ,the program has budget problems lack of support and encouragement from the woreda administration except transmitting message on the meeting. Others, 2(20%), 1(10%), 1(10%) and 1(10 %) respondents replied that the adequate budget for the implementation of integrated functional adult literacy as strongly disagree, uncertain, agree and strongly agree respectively.

As can be seen in the item 5 of the table 6, the respondents were asked to rate the extent to which the coordinating committees prepare a working plan. The majority 4(40%) and 3(30%) replied that the participation of coordinating committee in preparing working plan as high and very high respectively. This implies that the coordinating committees at all levels participate preparing a working plan related with objectives realities of the surrounding areas. But only plans are there on the paper and there was no written document that shows their implementation in the sampled areas. Even though there is a working plan it is not changing in to the practice.

As indicated that in item 6 of the table 6, the respondents were asked to rate the extent to which coordinating committee conduct meeting together to discuss on the issue of the program. The majority of the respondents 5(50), responded that in conducting meeting at all level was low. This indicates that the coordinating committee at all level lack to conduct meeting together to discuss on the issue of the program regularly. The reasons mentioned were that the lack of proper time schedule for meeting together, lack of permanent meeting, low attention given to the program and lack of commitment of committee leaders. The organization of literacy program was assigned to integrated functional adult literacy committee established at different levels (woreda and kebeles). The education at the woreda levels had the responsibility to assist technical issues in organizing literacy centers. The efforts of the coordinating committee at all levels had been coordinated with the activity of woreda education office; the effectiveness of the implementation might be hampered.

As indicated that in the item no 7 of table 6, the respondents were asked to rates the degree of team spirit of the coordinating committee at woreda and Kebele level. The majority 5 (50%) of the respondents responded as low in having team spirit. This implies that the coordinating committee at woreda and kebele level lack team spirit in implementing integrated functional adult literacy program in the study area. The committees leave all the activities to the woreda education office. On the other hand, 2 (20%), 1 (10%), and 1 (10%) of the respondents rated as very low, medium, high and very high respectively.

In the table above of the item no 8, the respondents were asked to rate the extent to which integrated functional adult literacy is monitored and evaluated. The majority 5(50%) of the respondents responded that the extent of evaluation and monitoring of the program is low. This indicates that the monitoring and evaluation of the program in the study area is low and it results poor achievements of integrated functional adult literacy program. As known that monitoring and evaluation is an essential activity and committees as well as woreda education makes necessary follow up, visit the center and discuss periodically with stakeholders and learners. So, that there is no a comprehensive and systematic monitoring and evaluation of the program in the study area .Others, 2 /20 %), 1(10%), 1(10%) and 1(10%) of the respondents responded that very low, medium, high and very high respectively.

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

**Table.7:- Coordinating committee responses on Implementation of integrated functional adult literacy in line with the strategic document**

No	Items	Coordinating committee respondents N=10										Mean	Standard
		Strongly disagreed		Disagree		Uncertain		Agree		Strongly agree			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	There is selection criterion for integrated functional adult literacy program teachers/facilitators	1	10	2	10	1	10	5	50	1	10	3.3	0.70
2	You think that the time of educational provision is convenient for adult literacy participants	1	10	6	60	1	10	1	10	1	10	2.5	0.75
3	Places of adult literacy provision or centers are selected with the agreement of the participants	1	10	1	10	1	10	5	50	2	20	3.2	0.68
4	You think that the government has responsibility to equip integrated functional adult literacy centers each year using government recurrent budget	5	50	2	20	1	10	1	10	1	10	3.7	0.83
Mean score value											3.1	0.74	
											7		

As indicated in the item 1 of table 7, respondents were asked to rate the selection criteria for integrated functional adult literacy program teachers or facilitators. Accordingly, the majority 5(50%) of the respondents replied that they agree on the idea of the selection criteria for IFAL teachers or facilitators. Thus mean value is 3.3 with standard deviation of 0.7. This indicates that the facilitators or teachers were selected according to the strategic document of integrated functional adult literacy program. On the other hand, 1(10%), 1(10%), 1(10%) and 1(10%) replied that they strongly disagree, disagree, uncertain and strongly agree respectively. Regarding selection criteria in the strategy document that requires higher grade

qualification criteria. Teachers or facilitators were selected in this way. Teachers have Diploma and facilitators were grade 10<sup>th</sup> completed.).

In the item no 2 of table 7, respondents were asked to rate the time of educational provision was convenient for adult literacy learner or not. Accordingly, 6(60%) of the respondents replied that they disagree on the idea. Thus mean value is 2.5 with standard deviation of 0.75. This indicates that the time of educational provision is not convenient for learners in the study area. As stated in strategic document integrated functional adult literacy was given for 2-3 days per week and in each day's 2-3 hours literacy class in each center. In the study area this was not practiced as stated in strategic document. The reason was that the majority of the community engaged in agricultural activities, meeting and they did not stay long time in literacy class. Thus, they preferred to learn a few hours per days and week as well as they requested adjustment of the time without interruption of their actual work.

In item no 3 of table 7, the respondents were asked to rate the place of adult literacy provision had been selected with the agreement of learners or not. The majority 5(50%) of the respondents responded that they agree on the idea. This means that the place for provision of literacy program was convenient and it located in sites where not far away from residence of the community and it is in school regular classes and FTC centers.

In item no 4 of table 7, respondents were asked to rate the government has responsibility to equip integrated functional adult literacy center each year using government recurrent budget. Then, 5(50%) and 2(20%) of the respondents replied that they strongly disagree and disagree respectively. Thus mean value 3.7 with standard deviation 0.83. This implies that it was not only the responsibility of government but also it involved the participation of the community and private sectors to equip integrated functional adult literacy center. On the other hand, 1(10%), 1(10%) and 1(10%) the rest of respondents replied that they uncertain, agree and strongly agree respectively.

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

centers and actively engaging in the management of the integrated functional adult literacy program.

**Table8: Coordinating committee responses on Implementation of integrated functional adult literacy in line with the strategic document**

No	Items	Frequency	%
1	In which of the following age level does the majority of the adult literacy learners could be grouped? 1.7-14 2.15-29 3.30-45 4.45 above	1	10
		2	20
		6	60
		1	10
		10	100%
2	What is the extent of availability of educational materials in the literacy centre's? 1.very low 2.low 3.medium 4. high 5. very high	3	30
		4	40
		1	10
		1	10
		10	100
3	For how many days in a week does the literacy education is provided to learners? 1.1-2 days 2.2-3 days 3.3-4 days 4.4-5 days	5	50
		3	30
		1	10
		1	10
		10	100
4	How often does the literacy program is conducted in a year? 1.one round 2.Two round 3.Three round 4.Four round 5.Five round	1	10
		2	20
		5	50
		1	10
		10	100
5	What is the qualification of adult literacy facilitators dominantly? 1.10 <sup>th</sup> complete 2.10+1 3 10+2 4.Diploma 5.Degree	8	80
		1	10
		1	10
		-	-
		10	100

As indicated in table 8 item 1, the respondents were asked about the age level of adult literacy learners. Accordingly, the majority 6(60%) replied that the majority of the age level of participants were grouped under 30-45 years. This is in line with the strategic document action plan. In the strategic document the age limit was assumed for participants of the literacy program within the range of 15 and 45 years (ESDP, 2010). The people within this range are assumed to be adults who are expected to lead their live by their own decision. On

the other hand, the rest 1(10%), 2(20%) and 1(10%) responded that 7-14, 15-29 and above 45 respectively.

As seen in table 8 item 2, the respondents were asked the degree of availability of educational materials in the literacy centers. Accordingly, the majority 4 (40%) of the respondents responded as the availability of materials was low. This indicates that in the literacy centers there was an insufficient educational material such as text books and modules. The rest respondents 3(30%), 2(20%), 1(10%) and 1(10%) said that the availability of educational materials was very low, medium, high and very high respectively.

As indicated in the above table of item no 3, the respondents were asked for how many days in a week the literacy education provided to learners does. The majority 5(50%) of the respondents replied that in a week literacy education was provided to learners for 1-2days. The time that the literacy program was provided to adult was 9 months long and days showed not be less than 3-5 days per week .Each day there were 2-3 hours of literacy class in each center as stated in the strategic document. In the study area the days in a week that were provided to literacy education had not been according to the strategic document and held for 1-2days per week and each day for one hour. As a result, the learners did not complete the portion on time and did not acquire the required knowledge at a time.

As indicated in the above table of item no 4 the respondents were asked about the literacy program conducted in a year. Then, 5(50%) of them replied that literacy program was conducted in a year three round and each round have three months. This implies that integrated functional adult literacy was conducted in a year as stated in strategic document.

In item no 5 above of table 8, the majority of the respondent 8(80%) replied that the facilitators educational backgrounds are in line with the integrated functional adult literacy guide line which says they should at least be grade 10 complete.

## **CHAPTER FIVE**

### **SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Summary**

The purpose of this study was to assess major factors affecting the implementation of integrated functional adult literacy in Gudeya Bila Woreda. To this end, descriptive research design was used and both quantitative and qualitative methods were employed. The source of the data for the study were 123 adult learners, 10 Coordinating committees, 4 teachers, 4 health extension workers, 4 facilitators, 6 agricultural workers, 2 supervisors, 4 school directors, 2 woreda educational experts and 4 Kebele chair persons and relevant documents related to the issues. The simple random sampling and sampling techniques were employed to select the respondents of the study and frequency, percentage, mean and standard deviation were used in the analysis of the collected data. Questionnaires, interview and document analysis were the main tools of data collection.

What are the perceptions of participations towards integrated functional adult literacy implementation, how integrated functional adult literacy implementation designed at national level what is the major problem of implementation and the mechanisms to improve the challenge of integration and the like question are raised.

The study revealed the following major findings.

- ❖ The study showed that 66 (66.6%) of the adult learners were not attending the IFAL program regularly.
- ❖ The study found out that the majority 76(61.78%) of the adult learners responded that the community lacked an interest to support literacy centers.
- ❖ The study indicated that the majority 68(55.28%) of the adult learners replied that the time was not convenient to attend integrated functional adult literacy program.
- ❖ The study found out that the major problems that encountered the implementation of integrated functional adult literacy in the study area were; Integrated sectors lack commitment, lack of incentives, Inadequate budget allocation to literacy program, lack of regular supervision, inconvenient time, lack of NGO surrounding area, lack of certification for learners, Committees lack commitment to implement the program.

- ❖ The study found out that the extent of functionality of coordinated committee at woreda and Kebele level was low for the fact that the majority of respondents 5(50%) replied it.
- ❖ The study revealed that the (50%) of the coordinating committees responded that the extent of evaluation and monitoring of the program is low.
- ❖ The study indicated that the 5(50%) of the conducts committee responded that the literacy education was provided to learners 1- 2 days per week and each day for one hour.
- ❖ The Study revealed that 5 (50%) of the Coordinating Committees responded that they had regular meeting at woreda and kebele level about the program.
- ❖ The interview essence should that Woreda education experts, teachers, facilitators; adult learners had acceptable knowledge and somewhat understanding about integrated functional adult literacy program in relation to the strategy document.

## **5.2. Conclusions**

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

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

In implementation of integrated functional adult literacy, it needs involvement of the all stakeholders started from federal level to the kebele levels. But in the study area the Stakeholders (agricultural and health office and others) they lack commitment or blame each

other to implement the program and resulted poor implementation of the program. As strategic document stated that, different stake holders contribute finance and materials as well as construct literacy Centre for proper implementation of integrated functional adult literacy in literacy centers. But in the area the community lack interest to equip literacy centers.

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

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

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

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

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

### 5.3. Recommendations

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

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

- ✓ Woreda education and Zone education office should close working together to provide certificate on time that show passing of the learners from one level to the next level.
- Woreda administration and educational office are advised to strength the network of the integrated sectors to implement integrate functional adult literacy effectively according to the guide lines rather than blame each other.
- In order to implement integrated functional adult literacy effectively, it is advisable for the woreda education office; Administration, Committee and surrounding NGO to allocate enough budgets for integrated functional adult literacy program in each year.
- Zone education office is adjusted to work with woreda educational office to provide satisfactory training for all stake holders for the proper implementation of the program.
- Woreda administration is advised to strengthen the commitment of all committees formed at woreda and kebele levels in encouraging and giving training for them from time to time.
- The research finding has indicated the time of education is mainly after noon, there for it is recommended that the woreda education office / chairperson facilitators, Committee and learners to discuss and adjust the time of the program based on the interest of adult learners.
- The researcher finding has indicated that the community lack interest to equip literacy centers. Therefore, it is recommended that for the administration, woreda education and committees to develop commitments and aware the community about the program as well as to provide training in order to participated on the program in effective way.
- The finding indicated that the committee formed at woreda and Kebele levels had no regular meeting. Hence, it is advisable for the committee at all levels to have permanent meeting schedule for the activities and achievement of the program.
- It is clearly stated in the finding of the research that the extent of the functionality of the coordinated committee at woreda level is low. Therefore, it is recommended that the woreda education office and the political leaders give attention for the program similar to the other programs to strengthen the duties and responsibilities of committee.

- It is clearly stated in the finding of the research that the extent of the evaluation and monitoring of the program was found to be low. Therefore, it is recommended that the committee and woreda educational office makes necessary follow up, visit the center and make comprehensive and systematic monitoring and evaluation of the program.

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# APPENDIX 1

Addis Ababa University

College of Humanities and Behavioral Studies

Department of Educational Planning and Management

Program School leadership

Questionnaire to be completed by adult Learner

## Objective of the Questionnaire

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

Aga Moroda Wakijira

## Note:

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

## General Information

1. Age  Sex

2. Marital status    1. Single             2. Married             3. Divorced

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

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

**NB: strongly agree=5, Agree=4,Uncertain=3,Disagree =2 ,Strongly disagree = 1**

No	Items	Responses				
		5	4	3	2	1
1	Do you attend the literacy program based on your own interest to get knowledge and skill?					
2	Is the content relevant to you or community?					
3	Does the knowledge you have acquired has helped you to improve your life?					
4	Do you attend the literacy program regularly?					
5	Do you support the participation of women in literacy program?					
6	Are you interested in the teaching approach of your teachers?					
7	Do you think the community should have to contribute financial and other resources to fulfill facilities to literacy canters?					
8	Do you think literacy teachers are competent in teaching adult participants?					
9	Do you understand the importance of the lesson in improving your living conditions?					

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

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

**NB: strongly agree=5, Agree=4, Uncertain=3, Disagree =2, strongly disagree = 1**

No	Items	Responses				
		5	4	3	2	1
1	Do you think that the time (the day, hour and the month) has convenience to attend education?					
2	Is the place of educational provision (literacy center) has convenience to attend the lesson?					
3	Do integrated sectors (educational, agricultural and health) support you coordinately?					
4	Do literacy teachers treat you with respect?					
5	Are there adequate educational materials available in the literacy centers?					
6	Do all stakeholders have a commitment to support you?					

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

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

**NB: Very high=5, High=4, Average=3, Low=v 2, very low= 1**

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

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

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**3.2** Suggest possible solution for the problems?

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## APPENDIX 2

Addis Ababa University

College of Humanities and Behavioral Studies

Department of Educational Planning and Management

Program School leadership

Questions to be answered by integrated functional adult literacy coordinating Committee

### Objective of the Questionnaire

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

**Aga Moroda Wakjira**

Notice:-

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

### General profile of respondents

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

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

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

**NB: Very high=5, High=4,Average=3,Low=2 ,very low= 1**

No	Items	Responses				
		5	4	3	2	1
1	The level of presence train for facilitators and teachers.					
2	The level of woreda and kebele committee regular meetings.					
3	The level of budget for the implementation of integrated functional adult literacy.					
4	The extent functionality of woreda coordinating committee functional.					
5	The extent of preparing a working plan by coordinating committee at all level.					
6	The extent of having regular meeting of the coordinating committee.					
7	The extent of having a joint meeting of coordinating committee at woreda and kebele					
8	The level of team spirit of woreda board members in working with coordinating committee.					

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

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

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

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

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

**NB: strongly agree=5, Agree=4, undecided =3, disagree =2, strongly disagree = 1**

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

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

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

7-14years  15-39years  30-45years  above 45

6. What is the extent of availability of educational materials (modules, manual policy documents) in the literacy center's?  
 Very high  high  Average  low

7. For how many days in a week does the literacy education is provided to participants?  
 One day  2-3days  four days  3-5 day

8. How often does the literacy program is conducted in a year?  
 Two times  Three times  Four times  Five times

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

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

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## **APPENDIX 3**

**Addis Ababa University**

**College of Humanities and Behavioral Studies**

**Department of Educational Planning and Management**

**Program School leadership**

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

### **Objective of the Questionnaire**

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

### **I. Interview Questions**

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

**Evaluation of participants' performance and certification (document analysis)**

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

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**Addis Ababa University**  
**College of Humanities and Behavioral Studies**  
**Department of Educational Planning and Management**  
**Program School leadership**  
**Questionnaire to be completed by adult Learner**

**Objective of the Questionnaire**

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

Aga Moroda Wakjira

**Note:**

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

**General Information**

1. Age  Sex

2. Marital status    1.Single   

2. Married   

3. Divorced   

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

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

**NB: strongly agree=5, Agree=4, Uncertain=3, Disagree =2, strongly disagree = 1**

No	Items	Responses				
		5	4	3	2	1
1	Do you attend the literacy program based on your own interest to get knowledge and skill?					
2	Is the content relevant to you or community?					
3	Does the knowledge you have acquired has helped you to improve your life?					
4	Do you attend the literacy program regularly?					
5	Do you support the participation of women in literacy program?					
6	Are you interested in the teaching approach of your teachers?					
7	Do you think the community should have to contribute financial and other resources to fulfill facilities to literacy canterers?					
8	Do you think literacy teachers are competent in teaching adult participants?					
9	Do you understand the importance of the lesson in improving your living conditions?					

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

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

**NB: Very high=5, High=4, Average=3, Low=2, very low= 1**

No	Items	Responses				
		5	4	3	2	1
1	Do you think that the time (the day, hour and the month) has convenience to attend education?					
2	Is the place of educational provision (literacy center) has convenience to attend the lesson?					
3	Do integrated sectors (educational, agricultural and health) support you coordinately?					
4	Do literacy teachers treat you with respect?					
5	Are there adequate educational materials available in the literacy centers?					
6	Do all stakeholders have a commitment to support you?					

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

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

**NB: Very high=5, High=4, Average=3, Low=2, very low= 1**

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

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

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**3.2** Suggest possible solution for the problems?

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**Addis Ababa University**  
**College of Humanities and Behavioral Studies**  
**Department of Educational Planning and Management**  
**Program School leadership**

Questions to be answered by integrated functional adult literacy coordinating  
Committee

**Objective of the Questionnaire**

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

**Aga Moroda Wakjira**

Notice:-

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

**General profile of respondents**

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

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

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

**NB: Very high=5, High=4, Average=3, Low=2, very low= 1**

No	Items	Responses				
		5	4	3	2	1
1	Do literacy facilitators or teachers get pre service training					
2	Do the woreda and Kebele committee have regular meetings?					
3	Is there adequate budget for the implementation of integrated functional adult literacy?					
4	To what extent is woreda coordinating committee functional?					
5	To what extent does the coordinating committee at all levels/woreda, kebele prepare a working plan each year?					
6	To what extent does the committee conduct meeting to discuss on issues of the program?					
7	To what extent does the coordinating committee at woreda and kebele level conduct meeting together to discuss on the issues of the program?					
8	What is the extent of sprit of team working of woreda board committee in coordinating committees?					

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

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

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

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

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

**NB: Very high=5, High=4, Average=3, Low=2, very low= 1**

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

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

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

7-14 years  15-39 years  30-45years  above 45

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

Very high  high  Average  low

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

One day  2-3days  four days  3-5day

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

Two times  Three times  Four times  Five times

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

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

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**Addis Ababa University**  
**College of Humanities and Behavioral Studies**  
**Department of Educational Planning and Management**  
**Program School leadership**

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

**Objective of the Questionnaire**

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

**I. Interview Questions**

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

**Evaluation of participants' performance and certification (document analysis) questioner**

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

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**KOLLEJJII BARNOOTA FI QO'ANNOO AMAALA**  
**MUMMEE BULCHINSAA FI KAROORA BARNOOTA**  
**SAGANTAA HOGANSAA MANNEEN BARNOOTA**

**Gaffannoo barattota barnoota ga'essotan guutamuu**

**Kayyoo gaffannoo kana**

Dhimmii ijoon gaffannoo kana odeeffannoo **sababota rakkolee hojii irraa olmaa barnotaa ga'eessoota qindaa'a gochaa irratti xiyyeffate Aanaa Guddayyaa Biilaa** ta'a

Debbii isiin kennitan kayyoo barbadameef bayy'ee murtesaa dha. Xummura irratti ;gaffannoo armaan gadittii dhiyyatan hundaa sirritti ergaa dubbistani booda amanamuman akka debbistaan isiinan gaffadha, Ani kanan isiif mirkanessuu barbaduu oddeffannoon kun dhimmaa qorrannoof qofa akka oluu fi iccittiin akka egammuu dha

**Aagaa Morodaa Waaqjiraa**

**Hubachiisaa:**

- Maqaa keessaan barressuun hin barbachiiisuu.
- Debbii keessaan mallattoo '√' gochuun sanduuqa gaaffii fuula dura jiru keessaa ka'a
- Gaffiwwaan ibsaa barbadaniif deebii ifaa fi gababa ta'e bakka kenname irrattii guutaa

**Oddeffannoo waliigalaa**

1. Umurii  koorniyaa
2. Haala Ga'eela 1.kan hin fudhee/hin herumte
3. kan fudhee/ herumte
4. kan fudhee hiikee/ heerumtee hiikte

**Gaffaannoo ilalchaa hirmatoota 1BGQGX walqabatu.**

**Mallattoo (✓) fayyadamuun sadarkaa yaddaa keessani ibsa.**

**Hub: Baay'ee ol aanaa=5, Ol aanaa=4, Gidduu galeessaa=3, Gadii aanaa=2, Baayyee gad-aanaa=1**

Lakk.	Gaffannoo	deebiiwwan				
		5	4	3	2	1
1	Barnoota ga'eessota kana fedhii kee irrattii hunda'un bekkumsa fi dandettii argachuuf hordoofaa?					
2	Qabiyyeen barnoota sii ykn hawwasa nannoo waliin walitti dhufenyaa qaba?					
3	Bekkumsa atii argate jirenyaa kee foyyesuuf sii fayyadeera?					
4	Barnoota ga'eesoota yeroo hundaa ni hordoofaa?					
5	Sagantaa barnoota ga'eesotaa keessatti hirmana dubartoota ni degartaa?					
6	Haala barsiisonii barnoota itti isiiniif kennaanitti gammadanittu?					
7	Hawwasni nannoo buufata barnoota ga'eesootaaf deggarsa maalaqaa fi meeshaa ni tassisaa?					
8	Barsiisooni barnoota ga'eesota barsiisan ga'uumsaa kan qabanii dha?					
9	Fayyidaan qabiyyeen barnoota haala jireenyaa kee ni jijjiraa jette hubata?					

**2. Gaffannoo qajjelfamaa BGQGX waliin walqabatu.**

**Mallattoo (√) fayyadamuun sadarkaa yaddaa keessani ibsa.**

**Hub : Baay'ee ol aanaa=5,Ol aanaa=4,Gidduu galeessaa=3,Gadii aanaa=2,Baayyee gad-aanaa=1**

lakk	Gaafannoo	filannoo				
		5	4	3	2	1
1	Yeroon barnootni itti kennamu(guyyaan,sa'attii fi ji'ini) barnoota hordofuuf mijawaa dha?					
2	Bakkii barnootnii ga'eessotaa ittii kennamu barnoota hordoofuuf mijataa dha?					
3	Secteroonii qindominaa (Barnnoota,Qonnaa fi Fayyaa)waliin ta'un isiin deggaruu?					
4	Barsiisooni deggarsaa barbachiiisa ta'e isiif tasiisuu?					
5	Meeshaaleen barnootaaf barbachiiisan buufatni barnoota qaba?					
6	Dhimmamtootni hundii deggarsaa tasiisuuf hubbii qabu?					

### 3. Gaaffannoo hallaa hojii irraa olmaa BGQGX keessattii rakkoo ta'an

Mallattoo (√) fayyadamuun sadarkaa yaddaa keessani ibsa.

Hub: Baay'ee ol aanaa=5, Ol aanaa=4, Gidduu galeessaa=3, Gadii aanaa=2, Baayyee gad-aanaa=1

Lakk.	Gaffannoo	Fillannoo				
		5	4	3	2	1
1	Hojii irraa olmaa BGQGX tiif gammaa mottumaan degarsaa tasiifamuu qabuun hanqiiinii jira?					
2	BGQGX hojii irraa olchuuf hanqinii qindominaa seekteroota hundaa jira?					
3	Fageenyii buufata BGQGX itti kenamu irraa jiru rakkoo qaba?					
4	Hojii irraa olmaa BGQGX teef hanqiiini kaffaltii jira?					
5	Hanqiiini leccalloo barnoota ga'eesoota gaggeesuuf mudatee jira?					

3.1 Rakkoo galmaa gahinsaa BGQGX hojii irraa olchuuf buufatta keessaan muddate jiru tarreesii.

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**Gaffannoo koree haala mijeesitootaa barnoota ga'essotan guutamuu**

**Kayyoo gaffannoo kana**

Dhimmii ijoo gaffannoo kana odeeffannoo **sababota rakkolee hojii irraa olmaa barnoota ga'eessoota qindaa'a gochaa irratti xiyyeffate Aanaa Guddayyaa Biilaa ta'a**

Debbii isiin kennitan kayyoo barbadameef bayy'ee murtesaa dha. Xummura irratti ;gaffannoo armaan gadittii dhiyyatan hundaa sirritti ergaa dubbistani booda amanamuman akka debbistaan isiinan gaffadha, Ani kanan isiif mirkanessuu barbaduu oddeffannoon kun dhimmaa qorrannoof qofa akka oluu fi iccittiin akka egammuu dha

**Aagaa Morodaa Waaqjiraa**

**Hubachiisaa:**

- Maqaa keessaan barressuun hin barbachiiisuu.
- Debbii keessaan mallattoo '√' gochuun sanduuqa gaaffii fuula dura jiru keessaa ka'a
- Gaffiwwaan ibsaa barbadaniif deebii ifaa fi gababa ta'e bakka kenname irrattii guutaa

**Oddeffannoo waliigalaa**

1. Saddarkaa barnoota \_\_\_\_\_
2. Saala\_\_\_\_\_
3. Gita hojii\_\_\_\_\_
4. Gahee hojii koree BGQGX keesatti\_\_\_\_\_
5. Bara koree keessaa tajajiltaan \_\_\_\_\_

**1 .Gaffannoo ilaalchaa hirmaatoota BGQGX irratti qaban.**

**Mallattoo ( ✓ ) fayyadamuun sadarkaa yaddaa keessani ibsa.**

**Hub : Baay'ee ol aanaa=5,Ol aanaa=4,Gidduu galeessaa=3,Gadii aanaa=2,Baayyee gad-aanaa=1**

**2. Gaffannoo qajjelfamaa BGQGX waliin walqabatu.**

lakk	Gaafannoo	filannoo				
		5	4	3	2	1
1	Haala mijeessitootni fi barsiisonii barnoota ga'eesoota leenjii hjii duraa fudhatanii jiru?					
2	Hawwasnii nannoo buufataa barnoota ga'eesoota jiratu buufatichaaf egumsaa tasiisuuf fedhii qaba?					
3	Koreen Aanaa fi Gandaa walgahii idilee qabuu?					
4	Wajjirii Barnoota Aanaan koree saddarkaan jiran akkamiin qindeessaa?					
5	Walgaahiin koree dhimmaa sagantichaa irrattii sadarkaa kammiin gaggeeffaama?					
6	Walgaahiin koree sadarkaa aanaa fi gandaa dhimmaa sagantichaa irratti saddarkaa kammiin waliin gaggeessuu?					
7	Waliin hojochuun koree boordii aanaa fi koree gandaa saddarkaa maalii irraa jiraa?					

8.Saddarkaan barnootaa haala mijeessitoota barnoota ga'eesoota maal fakkata?

1.kutaa 10 kan xummeete 2.10+1 3.10+2 4.dippilomaa

9.Barsiisonii barnoota ga'eesoota leenjii hojii duraa akkamii fudhataan?

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**Mallattoo (✓) fayyadamuun sadarkaa yaddaa keessani ibsa.**

**Hub : Baay'ee ol aanaa=5,Ol aanaa=4,Gidduu galleessaa=3,Gadii aanaa=2,Baayyee gad-aanaa=1**

Lakk	Gaffannoo	Fillannoo				
		5	4	3	2	1
1	Barsiisotnii fi haala mijeesitootnii BGQGX ulaagaa fillannoo kan guutani dha?					
2	Yeroon barnoota ga'eessotaaf kenname hirmatoota barnoota ga'eesootaf mijaatadha jetta?					
3	Bakkii buufataa barnoota ga'eesoota walii galtee hirmaatootani dha?					
4	Mottummaan buufataa BGQGX bajataan fi meeshaan waggaa waggaa deggarsaa gochuuf itti gaffatamumaa ni qaba ?					
5	Koreen saddarkaa saddarkaan jiraan adeemsaa baruu barsiisuu ni maddaluu?					

**2.1 Debbii kee mallattoo '✓'gochuun saduqaa keessatti agarsiisii.**

6. Kannen armman gadii keessaa baay'iini hirmaattota BGQGX saddarkaa umurrii kammii irratti argaamuu?

Waggaa 7-14 Waggaa 15-39 Waggaa 30-45 Waggaa 45 ol

7.Dhiyeesiin meeshalee barnootaa ga'eessota sadarkaa buufata barnootattii maal fakkataa?

Baay'ee olaanaa olaanaa  gidduu galleessaa gadii aanaa

8.Barnoonii ga'eessotaa torbaanitti guyyaa meeqaaf kennama?

Guyyaa tokkoof Guyyaa 2-3 Guyyaa 4 Guyyaa 3-5

9.Sagaantaan barnoota ga'eessota waggattii sii;aa meeqa kennama?

Yeroo lamaa  Yeroo sadii Yeroo Afuur  Yeroo Shan

**3.rakkoo ijoon buufataa BGQGX keessatti muddaattee sagantiichii akka hin milkoofne danqee maali?**

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**3.1.Rakkowwaan armaan olitti mullataniif furmaatnii maal ta'a**

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**Gaffannoo Qomaa**

**Gaffaannoon qomaa kun kan guutamuu barsiisotaa barsiisota ga'eesoota, hallaa mijjesitootaa, eksteshinii fayyaa duraa ta'aa gandaa ,suppervaayizeraa, ogeessaa wajjiiraa barnoota aanaa, hojeetaa misoomaa fi hogantoota mannen barnootan ta'a.**

**Kayyoo gaffannoo kana**

Dhimmii ijoon gaffannoo qomaa kun dhiyyateef odeeffannoo **sababota rakkolee hojii irraa olmaa barnotaa ga'eesoota qindaa'a gochaa irratti xiyyeffate Aanaa Guddayyaa Biilaa** ta'a. Debbii isiin kennitan kayyoo barbadameef bayy'ee murtesaa dha. Xummura irratti ;gaffannoo armaan gadittii dhiyyatan hundaa sirritti ergaa dubbistani booda amanamuman akka debbistaan isiinan gaffadha, Ani kanan isiif mirkanessuu barbaduu oddeffannoon kun dhimmaa qorrannoof qofa akka oluu fi iccittiin akka egammuu dha

**Oddeffannoo waliigalaa**

**I. Gaffannoo Qomaa**

1. Akkaa Aanaa keessaanitti ilaalchii hirmatootni BGQGX irratti qaban maal fakkata?
2. Fedhiin hirmaatoonii dhimmaa sagantaa BGQGX irrattii qabani fi leenjii fi deegarsii ga'eesotaa barsisuuf godhataan maal fakkata?
3. Bakkii argamaa buufataa barnoota ga'eesootaa barsiisuuf mijaataa ta'u fi hawwasnii nannoo hirmaanaa gamma marraan buufataa ga'eesootaaf ni tassisaa(karoorsuu dabalatee)
4. Sababooni rakkoo ijoo BGQGX hojii irraa olchuuf buufataa keessaan muddataani fi yaddaa furmaata rakkichaf ta'u maali?

### **Maddalii gahumsaa fi kenninsaa waraqaa raga (Fayyilaa sakkata'uun)**

1. Galmeen ykn ragaan maddalii walitti fufaa hirmaatoota sagantaa BGQGX gaggefamuu mulisuu jira?
  2. Koreen saddarkaa Aanaa fi Ganda galmee dhugadhan maddalliin gaggeeffamuu agarsiisuu ittiin hordoofaan qabu?
  3. Galmeen to'aannoo bartoota yeroo hundaa itti hordoofamanii fi roosterii maddalii qabxii agarsiisuu jiraa?
  4. Karoorii hojii irraa olmaa sagantaa BGQGX agarsiisuu jira?
  5. Galmeen waraqaa ragaan saddarkaa xumuraniif kenname agarsiisuu jira?
  6. Meeshaleen dabalataan buufataa barnoota ga'eessotaa keessaa jiru maalii?
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