



**THE STATUS OF INTEGRATED FUNCTIONAL ADULT LITERACY PROGRAM
MANAGEMENT PRACTICE IN METEKEL ZONE**

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Acronyms and Abbreviations

ADEA - Association for the Development of Education in Africa

BGRS- Benishangul Gumuz Regional State

BGRSEB- Benishangul Gumuz Regional State Education Bureau

CBO- Community Based Organizations

DA- Development Agents

EFA–Education for All

EOTC- Ethiopian Orthodox Tewahido Church

ESDP–Education Sector Development Program

ETP–New Education and Training Policy

FGD- Focus Group Discussion

GTP- Growth and Transformation Plan

HEW- Health Extension Worker

IFAL- Integrated Functional Adult Literacy

IFALPBTC- Wereda Integrated Functional Adult Literacy Program Board and Technic
Committee

IIZ/DVV–German Adult Education Association and Institute for International Cooperation

INEE - Inter-Agency Network for Education in Emergencies

MoE–Ministry of Education

NALA- National Adult literacy Agency

NFE –Non-Formal Education

NGO- None Governmental Organizations

REB-Regional Education Bureau

UNDP- United Nation Development Program

UNESCO- United Nation Education, Science and Culture Organization

WEOs- Wereda Education Offices

ZED- Zone Education Department

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education, though differently defined, can be conceived as a means of gaining knowledge, skills and attitudinal changes (FDRE,1994). It is an instrument used to obtain information, develop skill and awareness regarding different issues which in turn change the attitude and bring about the overall improvement of the individual and the community at large (Genet, 2014:14). Indeed, education is the most important and effective tool that a person can use to fight poverty, discrimination and all forms of exclusion. It arms us not just with knowledge, but also with the ability, strength and confidence to survive (Peou & Singh, 2017:88). That is why the opportunity to be educated is central to advancing human development in every aspect (UNESCO, 2017:11). Therefore, it is possible to say education is a base for economic, social and technological developments of a country (Yilfashewa & Garkebo, 2017:47).

In Ethiopia, education is not exactly new to a country that is home to an ancient civilization (Seyoum, 2005:19). Education is as old as the country. The Ethiopian Orthodox Church (EOC) has been the principal custodian and dispenser of organized education for centuries until secular education was adopted in the early 1900s (Bernd, 2009:2). Education in Ethiopia was traditionally in the hands of the church, more correctly, in the hands of individual cathedrals, churches, monasteries and covenants and in the hands of the individual men and women who served them (Pankhurst, 1962 in Aselefech, 2014:1). Its provision has been supplemented by Quranic schools of Islam of the 7th century, and others by Christian missionaries particularly since the mid-19th century (Bernd, 2009:2).

Pre-1900, Although the existence of inscriptions prove that literacy preceded the adoption of Christianity as the recognized religion in Ethiopia, church education system started in Aksumite period following the introduction of Christianity about the 4th century A.D (Sisay, 2016:57 & Bernd, 2009:2). Although the existence of inscriptions prove that literacy preceded the adoption of Christianity as the recognized religion in Ethiopia since King Ezana thought Christianity and baptized around 330 AD. This event represents the first instance of an adult, a royal tutor, teaching another adult, the king. By the time of the earliest surviving records formal education

was controlled by the church. Educational opportunities were seen as the preserve of Ethiopia's ruling class. However, these efforts provided educational opportunities to only a few¹.

The traditional education provided by the EOTC had four stages (Luel, 2010 in Aselefech, 2014:4). ²At the beginning, the learning of the alphabet, or more properly, syllabary, made up of 26 base characters, each with seven forms, indicating the various vowels. In the second stage comprised the memorization of the first chapter of the first Epistle General of St. John in Geez. The study of writing would probably also begin at this time, and particularly in more modern times some arithmetic might be added. In the third stage the Acts of the Apostles were studied, while certain prayers were also learnt, and writing and arithmetic continued. The fourth stage began with the study of the Psalms of David and was considered an important landmark in a child's education. A boy who had reached this stage would moreover usually be able to write, and might act as a letter writer. Other work in this stage included the study of Praises to God and the Virgin Mary, the Song of Solomon and the Songs of the Prophets. The higher education the EOTC provided involved Church music (divided into Digua, Zemare and Mawaset, and Qidasse), poetry, mathematics, history, philosophy and manuscript writing. Another field of study was Aquaquam or the religious dance performed as part of church services.

Modern education was introduced to Ethiopia nearly a century ago. A modest attempt was made by Emperor Menelik II (1889-1913). Observing the shortcomings of traditional schools to meet the demands of the international political atmosphere, and feeling a need to advance the nation, Menelik II opened the first modern school at Addis Ababa in 1908 (Teshome, 1979: 28 & Pankhrust, 1968: 676 in Alemayehu & Lassar, 2012:53). However, the education and training offered during these years (1889-1913) had limited positive impact on the lives of the people and national development (MoE, 2002:1). The education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored secular education³.

¹ Damtew Teferra and Altbach, B. (2003). Accessed from https://en.wikipedia.org/wiki/Education_in_Ethiopia on 15/10/2017.

² https://en.wikipedia.org/wiki/Education_in_Ethiopia accessed on 15/10/2017.

³ Damtew Teferra and Altbach, B. (2003). Accessed from https://en.wikipedia.org/wiki/Education_in_Ethiopia on 16/10/2017.

Another important event in the expansion of modern education was the advent of the late Emperor Haile Selassie I, as Regent and Heir to the throne in 1916. Although the foundation for modern education had been laid down, the progress made was rather slow until the opening in 1925 of the Teferi Makonnen School, the second such institution in the country's history (Seyoum, 2005:20). Emperor opened a new school in his name: Teferi Mekonen School focused on the teaching of religion, mathematics, law and calligraphy as a continuation of Menelik II School (Alemayehu & Lasser, 2012:55). Its main focus was empowered the different land lords (the notable owners of lands) to do the same in various provinces of the country. Adult education came into the orbit of modern/secular nation building with the spontaneous beginnings of non-formal adult education activities during the first three decades of the 20th century in Addis Ababa at a community school of Tebasse Koso, which was offering day and evening classes (Bernd, 2009:13).

The golden age of modern education in Ethiopia is usually dated to the years between 1941 and 1970 of the Emperor Haile Selassie I (Tekeste, 2006:12 & Lemlem, 2010:55). The then Ministry of Education and Fine Arts (MoEFA) sponsored and opened the Berhaneh Zere New Institute, 1948-1978, (literally, your light is today). This action marked the first official government involvement in adult education. A second major adult education development, which led to the participation of illiterate adults, occurred following a Public Notice on fundamental education/adult literacy in 1955 by the government appeared in an Amharic weekly, Sendeq Alamachin (literally, our flag). The third development in this area was influenced by an external factor with a special bearing on functional literacy (Bernd, 2009:12).

The functional component of the literacy education program was introduced and strengthened by the arrival and implementation of the MoEFA/UNESCO/UNDP Work-Oriented Adult Literacy Project (WOALP) in 1967-1973 (Tekeste, 2006:13). However, the curriculum was also criticized for the lack of emphasis on vocational education to adults (Sisay, 2016:59; Yigzaw, 2005 in Alemayehu & Lasser, 2012:55 & Tekeste, 2006:14). As a result, up to 1974 Ethiopia had an estimated illiteracy rate well above 90% and compared poorly with the rest of Africa⁴.

⁴ https://en.wikipedia.org/wiki/Education_in_Ethiopia accessed on 18/10/2017.

The Derg Regime came to power in 1974, chanting socialism as the fundamental political philosophy of the government. Marxist-Leninist philosophy was the central theme that guided the political, economic and social life of the country (Teshome, 2001 in Lemlem, 2010:61 & Tekeste, 2006:18). All necessary measures to eliminate illiteracy and all necessary encouragement was given for the development of literacy (Sisay, 2016:59). As a result, one of the significant contributions of the Derg regime was its launching of a vigorous national campaign against illiteracy in 1979 (Alemayehu & Lasser, 2012:63). The national literacy campaign began in early 1975 when the government mobilized more than 60,000 students and teachers, sending them all over the country for two-year terms of service⁵. The fundamental aims of the campaign of the program were declared to be in the service of eradicating illiteracy and developing technology, literature and art (Seyoum, 2005:24).

According to Seyoum (1996) in Alemayehu and Lasser (2012:75), by July 1990, which marked the Eleventh Anniversary of the Literacy Campaign, 75.3% national literacy rate was reported. The illiteracy rate was reduced from 95% at the start of the Ethiopian National Literacy Campaign (1979-1991) to 24.7%. this was certainly an outstanding achievement. Moreover, as Bernd (2009:17) review, the development of literacy and post- literacy texts in 15 languages was another outstanding achievement.

When a change of government had taken place in May 1991, educational reform has begun by the Transitional Government of Ethiopia (Sisay, 2016:60). The current government of Ethiopia came into power, Ethiopia equipped with an appropriate educational policy that became operational in 1994 (Tekeste, 2006:22). The ETP in 1994 instituted to address the persisting problems of access, quality, equity, efficiency, management, and funding of education (MoE, 2015). The ETP is implemented through a rolling ESDP (starting from ESDP I up to ESDP V) to 2020. In fact, before the ESDPs was developed, the Education and Training Policy had given recognition to non-formal education (MoE, 1994). However, subsequent implementation program of the policy has failed to give it adequate attention (Eg., ESDP I, 1997/8-2001/2 & ESDP II, 2001/2-2004/5).

⁵ http://memory.loc.gov/frd/etsave/et_02_07.html accessed on 20/10/2017.

Unlike ESDP I and ESDP II, ESDP III (2004/5-2010/11) gave relatively adequate attention for adult education. For instance, during this period, the National Adult Education Strategy was developed. The MoE has introduced the concept of Functional Adult Literacy (FAL) for implementation in collaboration with international agencies like DVV International. Moreover, ESDP IV (2010/11-2014/15) and ESDP V (2015/16-2020/) gives more emphasis to IFAL. Regardless of what is on the policy, strategy, and programs, the practice seems however weak and blurred at the same time. Implementation of IFAL and the education of adults continued to be seen as a secondary issue and hence, is far from being achieved (Genet, 2014:15).

Generally, in a rapidly developing world in which the creation of knowledge increases exponentially, development of capability to learn new things, throughout life, becomes essential (Kloosterman & Taylor, 2012: 10). For adults and youths who didn't get the chance to take part in regular educational programs, implementation of IFAL is of importance, in order to accelerate the ongoing development activities, like in Ethiopia (MoE, 2008:3). The National Planning Commission of Ethiopia (2015) remarked that Ethiopia has had development policy directions which are entirely dedicated to ensure equitable and inclusive socio-economic development to reduce poverty at all levels. The national development policy has taken the specific needs of adult population. So, to achieve this, as indicated clearly in GTP II, human resource development has been placed at the center of any development agenda of the country.

Achievement of the long-term vision development demands a transformation of the economy through conscious application of science and technology. This, in turn, requires unfolding commitment to increasing the overall level of education of the population (Sisay, 2016:60). Modern society requires an adequate level of literacy among all its adult members. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners to look beyond "reading the word" to "reading the world" (Juliet, etal, 2007:43-87 in Hildana, 2014:9). Confidence in literacy opens many doors in adult life related to work and personal development, involvement in children's learning and community and leisure activities (McHugh & Dolan, 2012).

Literacy opens the doors to better livelihoods, improved health and expanded opportunity. A literate population is a precondition for any nation to become competitive within a global economy (UNESCO, 2015:3). As emphasized in the 3rd global report on adult learning and

education, literacy is an indispensable foundation for learning. But improving youth and adult literacy and numeracy remains a global challenge (UNESCO (2016:123). Therefore, to respond the challenges of IFAL, activities need to be managed in a proper way, which means one needs to have adequate tools to be able to use them in practice (Avdagić & Ellwanger, 2017:198).

1.2 Statement of the Problem

Management in the context of adult basic education has a number of dimensions, including: planning, managing people, administration and accountability in line with the values and philosophy of adult basic education (NALA, 2012:43). Balancing and hand to hand running of adult literacy program such as policy creation and program development, implementation, monitoring and evaluation are essential which requires a sound management system (UNESCO, 2016:45). Achieving a breakthrough in literacy requires national governments to make more responsibility for planning, financing and working through a range of partnerships (UNESCO, 2015:13).

The Ethiopian ETP was also give emphasis for the democratic, professional, coordinated, efficient and effective decentralized educational management system (FDRE, 1994:30). Ethiopian government has established decentralized department that is explicitly responsible for managing IFAL program. Within the context of a decentralized government arrangement, the management role of the MoE and acknowledges that adult education is not the sole responsibility of any one group. Typically, such decentralized offices/department is located within the MoE, but responsibilities for IFAL were also assigned to other Ministries. The Ministry of Agriculture, Health, Women and children affairs and others are responsible. (ADEA, 2012:9).

The National Adult Education Strategy (MoE, 2008) stressed the necessity to building the capacity of youths and adults who are economically active human power. Therefore, a strategy for adult education development has become a necessity to expand, and strengthen adult education. In order to build the capacity of adult education through education and training, it is better way to increase productivity among the illiterate societies. Hence, Successful management and implementing of change in IFAL is urgently necessary. Planning of the anticipated objectives and expected outcomes as well as executing of the program schedule, and leading of the stakeholder's coordination have a significant positive impact (Hildana,2014:23). Monitoring

the progress and evaluating the outcome/impact of the program are also becoming a key condition and the most significant functions in the effective running of IFAL program (Mohamed, 2013:21, 26).

An educational undertaking will be successful when favorable conditions are created for the society to discharge its share of responsibility collectively (MoE, 2008:8). The management structure of IFAL becomes best when adopt participatory approach which allows the staff, coordinators, adult learners, and the community to involve actively in the program decision process (Mohamed, 2013:16). Planning, implementation and monitoring of adult education in Ethiopia is decentralized based on the autonomy of each region. The MoE is responsible for setting out national policies, frameworks and guidelines (JICA, 2012:9). This structure has also established decentralized at REB, ZED, and WEO and at the lowest level of kebele in school/literacy centers MoE, 2008). They are also likely to ensure the exchange of information and good practice, take on monitoring and engage in forward planning. By considering the decentralized management practice, implementation of IFAL program also requires the role of educational practitioners and stakeholders. Starting from its establishment in 2010/11 the IFAL faced many problems in the country as well as in BGRS.

It is reported that in 2016/17 BGRSEB was planned to provide IFAL for 56,583 adult learners in both levels (38,590 in level one and 17,993 in level two). But, only 25,219 adult learners were attained their literacy education in both levels. This indicates that only 44.6% of adult learners were completed the program. In that year 9,636 adult learners were certified while they completed their level two literacy education (BGRSEB, 2017a:41). See particularly, Metekel zone of Benishangul Gumuz regional state is practicing IFAL program with different challenges and opportunities since 2010/11. In 2016/17, it was planned to participate 21,955 adult learners (15,820 in level one and 6,135 in level two). Among these, 9,342 (42.6%) of adult learners (5,932 in level one and 3,410 in level two) were completed their literacy education (BGRSEB, 2017a:7).

Generally, the performance of BRGSEB and particularly, Metekel zone education department in practice of IFAL is still minimal. The actual achievement was not more than even half of the annual IFAL plan (BGRSEB, 2017b:43). In the IFAL report document different reasons were identified for this low level of achievement. Some of them were: a) some registered adult

participants are not volunteer to come in literacy class; b) lack of commitment of experts and political leaders to run the program as one part of their activity; c) lack of stakeholder's coordination; and d) high turnover of facilitators were among the reasons for its low success.

Previously, the researcher was an integrated functional adult education expert at Wembera wereda of the Metekel zone for the last four years (January, 2013- September, 2016) and monitored the practices of many IFAL centers. While supervising these centers, most management functions are being exercising haphazardly and there have been certain problems. This created a question in the researcher's mind for further investigation on the application and/or practice of management functions thereby help to forward valuable suggestion and recommendations on sustainability of the program.

In addition to this, the researcher had got a chance to be a participant on different workshops that were held at Metekel zone and regional levels of Benishangul Gumuz that discuss about the planning, organizing, staffing, leading and controlling activities of IFAL, and related educational facts. At the time of career (2013-2015/16), the researcher has thinking to do a study that focus on reveal the actual management practices in the IFAL program and ways of sustaining it over time. But have not conducted yet due to the reason of different financial constraints.

Many studies on IFAL implementation have been conducted at different geographical areas by different investigators such as Esayas (2014), Hildana (2014) and Mohamed (2013). They considered issues related with the budget allocation constraints, recruitment and selection of facilitator's, curriculum and learning material design of the IFAL implementation. On the other hand, even the above investigated problems took place in Metekel zone, the researcher initiated to investigate the untouched issues (not more investigated yet). Thus, this investigation gives more emphasis for process of IFAL management which is related with planning, staffing, coordination and controlling practices of IFAL program.

The reason behind conducting this study is scarcity of research that has been conducted recently and thus, to see "the status of IFAL management practice in Metekel zone". Therefore, the main problem of this study is to assess the extent to which the IFAL program management functions practice looks like and to determine the most influential hindering factors that challenges IFAL program management practice.

1.3 Basic Research Questions

The following basic research questions are set:

1. How does IFAL planning is developed at the literacy centers to determine the IFAL program?
2. What are the most influential contextual factors hindering stakeholder's coordination in the implementation of IFAL program?
3. According to the staffing activities carried out by WEOs, how IFAL facilitators are being supported for sustaining their facilitation ability over time?
4. Are there any structured means of controlling system when implementing the IFAL program? if so,
 - a. What looks like the monitoring practice of IFAL program in literacy centers?
 - b. What potentials supervisors have in monitoring of the IFAL program at the literacy centers?
 - c. How the evaluation functions of IFAL program carried out to make decisions of the IFAL program?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of the study is to assess “the status of IFAL program management practice in Metekel zone of Benishangul Gumuz Regional State”.

1.4.2 Specific Objectives

The specific objectives of the study are to:

1. Investigate how the IFAL program planning process is developed at literacy centers.
2. Determine the most influential contextual factors that hindering stakeholder's coordination in the implementation of IFAL program.
3. Explore how IFAL facilitators are being supported by WEOs for sustaining their facilitation ability over time in the implementation of IFAL.
4. Assess the monitoring practice of IFAL program in literacy centers.

5. Identify the potentials of supervisors who monitor and provide technical support for facilitators and coordinators in the IFAL program implementation at the literacy centers.
6. Examine how the IFAL evaluation functions are being carried out to make decisions and determine the effectiveness of the program.

1.5 Significance of the study

This study basically aims at an assessment of the IFAL program management practice and it has a multidimensional value. Some of them are:

- 1) This study helps to aware IFAL experts, facilitators, local community leaders and adult learners about their role and contribution to determine IFAL program planning. In addition, it provides appropriate information for ZED and WEOs on conducting adult learners need assessment to lay down the basis of IFAL plan.
- 2) It is believed that the issue of adult education is broad and hence, involves a number of sectors. Hence, this study serves as a call for stakeholders working with together in order to pull forward the IFAL program that needs collective efforts.
- 3) Appointing qualified persons as well as development of their professions for the literacy job on the basis of merit is vital for IFAL implementation. This needs scientific training, suitable methods of remuneration and performance appraisal of IFAL personnel. Thus, this study provides information for WEOs that help to perform these activities effectively for sustaining the ability of IFAL personnel especially, facilitators over time.
- 4) Controlling (monitoring and evaluation) in IFAL involves measuring actual results with some standard of performance, finding the reason for deviations of actual from desired result and taking corrective action when necessary. So that, controlling enables the realization of plans. Therefore, this study helps to inform IFAL experts, supervisors and facilitators how to adapt steps in monitoring and evaluation of the IFAL program.
- 5) This study forward tentative recommendations to the concerned stakeholders that can serve as benchmark for improvement of the IFAL program implementation in terms of the required management practice.
- 6) This study serves as a stepping-stone for professionals and researchers who further study in the field of planning, staffing, coordination, executing, monitoring and evaluating of IFAL programs so as to manage effectively.

1.6 Delimitation of the study

Management has several functions. These include: planning, organizing, staffing, directing/leading, coordinating/controlling, reporting, budgeting. But, for the purpose of this study, only such management functions practice as planning, staffing, coordination and controlling of IFAL program currently carrying out by government owned centers are the main coverage of this study. The above identified and/or delimited management functions undertaken by NGOs/CBOs and their administrative structure, as well as other expected IFAL management functions are not to be explored.

The data sources were bounded within five categories. These are: a) WEOs heads and experts including wereda IFAL Board and Technical committees; b) Cluster supervisors; c) Literacy center coordinators; d) IFAL facilitators (employed facilitators, primary school teachers, DAs and HEWs); and e) level two adult learners. The researcher believed that the mentioned body who have an active role in managing IFAL program from wereda up to literacy centers can provide appropriate and enough information. Particularly, for the purpose of gaining relevant response, the participants from adult learners delimited to adult learners who are attending their literacy learning in level two. In other word, adult learners who are in level one was not be included under this investigation because the researcher believed they might have not well understanding of IFAL management practices to respond.

For the purpose of getting representative sample participant, the sample frame of literacy centers was delimited randomly to three weredas (Wembera, Dibatie and Mandura) among the total of seven weredas of Metekel zone. The reason behind this delimitation was (a) all weredas of Metekel zone are implementing IFAL program with similar structure, and (b) collecting data from all Weredas of Metekel zone is difficult as compared with the researcher cost constraints. In addition to this, many of the IFAL centers are far apart from each other. Due to this factor, the randomization of selecting sample frame of literacy centers were bounded within 50 km radius round to the center (Wereda town).

Geographically, the study is also delimited to Metekel Zone of Benishanul Gumuz Regional State. The reason behind this was, the researcher was worked in Wombera wereda of Metekel zone. So that the researcher was familiar to the selected geographical area.

1.7 Operational Definition of Terms

The researcher has given the following terms their convenient meanings for the purpose of this study;

Adult education: represents the appropriate meanings of IFAL for this study.

Educational Institution: are governmental institutions including WEOs, formal primary schools, literacy centers and farmer training centers.

ESDP: the part of strategic plan which is developed in every five years by the Ethiopian MoE in line with the Education and Training Policy of 1994.

IFAL: Is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. Including literacy, numeracy and life-skills.

IFAL Facilitators: are government employees (Kebele HEWs, DAs, primary school teachers and employed IFAL facilitators) who are facilitating the teaching learning process of adult learners at the literacy center where the program takes place.

Kebele – local administrative unit of a Wereda, often it may be part of town or cluster of villages.

Literacy center: a place where the adult learners' teaching learning process taking paces.

Literacy Center Coordinators: are government employees who are responsible for managing the IFAL program implementation at literacy center.

Management: is the process of getting IFAL program done through the agency of stakeholder's participation concerned primarily with the execution of IFAL policies

Management functions: represents such process as planning, staffing, coordinating and controlling of IFAL program.

Metekel Zone: an administrative structure which is next to region and found in Benishangul Gumuz Regional State.

Population: represents the target of the study as defined by the aims and objectives of this study including WEOs heads and experts, IFAL Board and Technical committees, literacy centers, facilitators and level two adult learners.

Stakeholders: government sector offices (Education, Health, Agriculture, finance & economy development, saving & credit institutes and women & children affair Offices) those participate together in the IFAL program implementation.

Supervisors: Are those professionals in education who provide professional supports for the adult learning process.

Wereda: The lower administrative hierarchy next to zone in Benishangul-Gumuz regional state.

1.8. Organization of the Study

The study is organized under five chapters. The first chapter presents the background, statement of the problem, basic research questions, objective, significance, delimitation, limitation and operational definitions of the study. The second chapter dealt with the review of IFAL related literatures. The third chapter considers research methodology, procedures, pilot and ethical considerations of the study. The fourth chapter contains presentation, analysis and interpretations of data. Finally, the fifth chapter provide summary of the major findings, conclusions and recommendations. Different related facts also append at last.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Design of the Study

This study basically focuses on an assessment of IFAL program management practice in Metekel zone of BGRS. Therefore, the design of this research is descriptive survey. There are two main reasons behind using this design. The first one is, the geographical area of the study (Metekel zone) is large as compared to the capability of the researcher. Thus, descriptive survey design helps to “permit the combination use of a great variety of procedures and instruments in data collection” (Osuji, 2012:76). Secondly, the researcher wants to study the existing status of IFAL program management practice through collecting the current information. Hence, as to Yalaw (2005:12) and Osuji (2012:76) confirmed, using descriptive survey helps to describe the present status of existence or absence of what is being investigated. Therefore, the researcher has got descriptive survey design more convenient for the purpose of this study.

Additionally, the researcher used mixed research approach in an explanatory way, which can be used as sequentially or simultaneously. The researcher, initially administers questionnaires to collect information about IFAL program management functions and its current practice. Then, use those results with a range of response from interview, document analysis and FGD were considered to support and supplement the questionnaire responses for a deeper insight into the status of IFAL management practice.

3.2 Population, Sample, Sample Size and Sampling Technique of the Study

3.2.1 Population of the Study

Metekel zone has four types of worker in IFAL program. Such as: administrator, supervisor, literacy center coordinators and facilitators. For the purpose of this investigation, the target population of the study involves five target groups. Namely:

1. **WEOs heads and experts including IFAL board and technic committee members:** they are responsible for direct administration of educational activities as well as supervisors and supporters of the IFAL program with in the structure of Wereda IFAL

Board and Technical committees. This board and committee is a team structured from line wereda offices such as education, health, agriculture, finance & economy development, children and women affairs and micro finance institution. This body sets wereda IFAL goals and provide technical guidance for literacy centers.

2. **Primary School Cluster Supervisors:** are responsible for supervising/monitoring the progress of IFAL and providing technical support for literacy centers.
3. **Literacy center Coordinators:** are responsible for integrating and organizing the kebele IFAL stakeholders;
4. **Facilitators:** are currently facilitating/ teaching adults; and
5. **Adult learners:** who attending the literacy program in level two were the main target of this study.

The table below shows the coverage of the population being investigated in a summarized way.

Table 3.1 Total Number of Population of the Study

No.	Study population	Total number			Remark
		M	F	T	
1	WEOs heads and experts	41	8	49	
2	Cluster Supervisors	42	-	42	
2	IFAL center coordinators	132	37	169	
3	IFAL facilitators				
	a, Employed facilitators	47	122	169	
	b, Primary school teachers	107	82	189	
	b, DAs	302	154	456	
	c, HEW	68	101	169	
	Total	524	459	983	
4	Adult learners (Level two learners)	1840	1570	3410	
Total		2579	2074	4653	

Source: BRSEB (2017a). The 2009E.C. IFAL Implementation Performance Report.

3.2.2 Sample, Sample Size and Sampling Technique of the Study

The researcher determined the appropriate number of representative sample on the basis of the sampling techniques. Firstly, of total tree zones of BGRS, Metekel was selected randomly through lottery methods. The following description clearly shows how and why the researcher carried out the sampling techniques in order to draw the representative sample from the target study population (Metekel zone):

1. Of total seven weredas of Metekel zone, three Weredas (Wembera, Dibatie and Mandura) were selected through random sampling technique by lottery method to determine the sample of literacy centers (which consist of a list of items from which the sample is to be drawn). As a result, taking 20% of the total 120 literacy centers of those three Weredas, 24 sample literacy centers were randomly selected.
2. Purposive sampling technique was used for selecting the following representative sample participants from the randomly determined 24 sample literacy centers from three Weredas. Therefore, all 21 WEOs heads and experts including Wereda IFAL board and technical committee members were taken for gaining their response through questionnaire. Additionally, of total 120 literacy center coordinators, 24 were selected and of total 600 IFAL facilitators, 120 were selected for gaining their response through questionnaire. The reason why the researcher uses purposive sampling technic here, the above identified members are pre-determined (known) at the literacy centers and manageable in number. Indeed, as noticed by Osuji (2012), available sampling techniques help to ensures that only those that meet such required purpose, attributes or characteristics are selected.
3. Random sampling technique was employed for selecting 8 cluster school supervisors of total 20 for gaining their response through interview.
4. Systematic random sampling technique was used for selecting sample adult learners for the purpose of gaining their response through FGD. Because as to Yalew (2005) point of view, when a complete list of all members of the population is available a method of systematic selection provides a sample that approximates a simple random sample. Therefore, in doing this, the researcher follows such steps: Firstly, get the complete list of adult learners from facilitators and represent in number (represented as N). Then after,

determine the number of adult learners to be included in the sample (represented as n). Lastly, determine the sampling fraction (represented as k where $k=N/n$) in order to draw the sample adult learners at an interval of k^{th} in the list. Hence, 100 adult learners were selected.

3.3 Sources of Data

While deciding about the method of data collection for the study, the researcher should keep in mind two types of data viz., primary and secondary (Kothari, 2004:95). For the purpose of this study, the researcher obtained both primary and secondary data. Primary data obtained from WEOs heads and experts including wereda IFAL Board and Technical committees, cluster supervisors, literacy center coordinators, facilitators and adult learners through questionnaire, interview, and FGD.

In addition to this, the researcher has utilized different secondary data by looking into various sources from where it can be obtained. These include: educational reports, annual abstracts and publications of MoE, BGRSEB, Metekel zone and WEOs as well as IFAL literacy centers performance reports were used. Different study reports investigated by research scholars and universities focusing on adult educational management fields were also examined.

The reason why the researcher utilizes both primary and secondary source of data for the purpose of this study is, both types of data have a significant value “to triangulate, complement and supplement different data generated from diverse sources which finally used to make the data and the research result reliable” (Yeraswork, 2010 cited in Esayas, 2014).

3.4 Data Gathering Instruments

As indicated in the introduction part of this study page 9, there are four basic research questions that are outlined and need to be addressed. This requires carefully collecting relevant information through different data gathering tools from the target study population. Thus, the researcher used questionnaires; composed of both close-ended and open-ended questions (items). Additionally, interview, document analysis and FGD were employed. The following description clearly shows how and when the researcher carried out these instruments so as to collect relevant data for the study.

3.4.1 Questionnaires

By and large, questionnaire is the most preferable among instruments for data collection in studying the large population. As scholar confirmed, it saves time and energy as well as money that the researchers use it to collect data. Similarly, great percentage of respondents can be reached at a time from the large study population (Osuji, 2012). For this reason, the researcher choose and employed it as the most important tool in gathering data from WEOs heads/vice heads including Wereda IFAL board and technical committee members, coordinators and facilitators.

Including and organizing all the necessary components of questionnaire is very important. So, the researcher makes up questionnaires of the following components as Osuji (2012:119-120) recognized. Thus, the components including: the title, the introduction and its main purpose, the instructions, biographical information, the questions/statements, return instructions and gratitude. Additionally, a letter of reference from Addis Ababa University and letter of approval from Metekel Zone Education department will be appended with questionnaire in order to build respondents thrust on the researcher and expand their cooperation.

By taking in to consideration of the above components, the researcher has developed both the close-ended and open-ended questions by reviewing different references including internet in order to increase the appropriateness of the questions. Therefore, 20 both closed and open-ended item questions were prepared and administered for literacy center coordinators and facilitators. Another 13 open-ended item questions were also administered to WEOs heads/vice heads including Wereda IFAL board and technical committee members.

In fact, Osuji (2012:124) remarked that “administration of the questionnaire to the respondents can be done in many ways. Such as via email, personal administration with on-the-spot collection and personal delivery with collection after a time interval”. Among these ways, the researcher has used most personal administration with on-the-spot collection way because even if it is expensive, this method can give approximately 100% delivery and return of the responses. This way also provides an opportunity to clarify misinterpretations, while ambiguities are kept to a minimum during respondents fill the questionnaire. This way of administering questionnaires is appropriate specially for facilitators in that the researcher will provide relevant explanation and make clear it when they get unable to understand what the questions said.

3.4.2 Interview:

This is another type of instrument that is prepared for cluster school supervisors. Scholars argued that, interview as a method for data collection involves eliciting information through some verbal interaction between the respondents and the researcher (Kumar, 2011:115 & Osuji, 2012:130). Thus, 10 semi structured interview questions were prepared and administered for supervisors. The responses were recorded in writing what an interviewee says through face to face contact.

3.4.3 Document Analysis

For this study purpose, document analysis undertaken as a data collection tool in order to check and support information that was obtained from respondents through questionnaire, interviews and FGD. Thus, available of different IFAL related documents such as meeting documents, supervision documents, the existing plan, team charter and different IFAL reports that are documented in different time will be examined. The reasons behind using document analysis as data collection tool is, it enables the researcher to include large amounts of textual information about IFAL to make inferences.

3.4.4 Focus Group Discussion

In order to enhance the ability to capture deeper information more economically, focus group discussion was used to explore the opinion of adult learners. Thus, ten focus groups which were selected randomly from the determined sample of literacy centers. Each focus group contained ten adult learner's participants who are selected through systematic random sampling technique. The researcher believed that conducting those ten FGD with the same set of questions is enough to reach a point of saturation of responses⁶. The FGD was structured around a set of carefully seven predetermined questions. One hour and half minutes will be set for completing each focus group discussion.

3.5 Data Gathering Procedures

All data collection instruments for this study were developed on the basis of answering the stated research questions in line with helping to assess the practice of IFAL program management.

⁶ when not hearing anything new anymore

Before and during the data collection activities took place, some important steps will be carried out to increase the reliability and validity of the instruments. In clearly speaking:

1. The questionnaire both closed-ended and open-ended items were prepared in English language firstly by considering different reviews in the area of IFAL program management function and expected practice. Then after, it was translated into Amharic language and checked by language experts whether the items contain an equivalent meaning with respondents' their own language. If so, respondents can understand it clearly and respond simply. Consequently, pilot-run will be made (presented detail in the next topic) while questions were revised and prepared for distribution. Before distributing the questionnaires, the researcher will give a brief orientation for the respondents (WEOs heads/vice heads, coordinators and facilitators) about its purpose and how to fill it. Finally, the questionnaire will be distributed to respondents and collected when they have finished filling.
2. When interview administered to supervisors, the researcher does such activities: In doing this, appropriate information about the objectives of the study and the nature of the interview will be provided for them. The researcher follows it up with prodding and probing questions to get comprehensive information in the area under investigation (IFAL management functions practice). Recording is a very important aspect of interview, so that, the researcher comprehensively records information from an interview through written note what the interviewee says.
3. When analysis the existed documents, the relevance and appropriateness of the documents to the study problems were examined. It is used only when the documents being found reliable and suitable to the investigation (IFAL management practice).
4. In conducting FGD the researcher will do such activities step by step:
 - a) Before the FGD begins the researcher assigns one assistant moderator who takes notes during in the discussion and collect demographic information of participants. To begin the questioning the researcher uses a greeting and reminds them of the purpose of making the group discussion. Next, the researcher will try to adequately cover all prepared questions within the time allotted and to get all participants to talk and fully explain their answers.

- b) The researcher will paraphrase and summarize long, complex or ambiguous comments arise from participants in order to demonstrate active listening and clarifies the comment for everyone in the group.
- c) when the focus group is complete the researcher will thank all participants with respect. Immediately after all participants leave, the researcher and assistant moderator debrief the notes with the date. As a result, the FGD data will be ready for analysis to support response gathered through questionnaire, interview and document analysis.

The researcher was very careful in using secondary data because Kothari (2004) confirmed that, “it is just possible that the secondary data may be unsuitable or may be inadequate in the context of the problem which the researcher wants to study”. Therefore, before using secondary data, the researcher look whether the already available data are related with the study problem.

3.7 Pilot Test

The researcher conducts one pilot study in order to examine whether the questionnaire was designed in a manner that elicit the required information from the respondents as well as to ensure the language clarity, and reliability of the questionnaire. It was conducted in four literacy centers from Wembera woreda. Indeed, considering four coordinators and twenty-six facilitators were taken as sample for the pilot-test study. The researcher selects these pilot respondents that are out of the actual sample population. After the pilot test done, an appropriate modification will be made based on the pilot-run if there will be ambiguities in the phrasing of questionnaire, excessive complexity of language and inappropriate response categories for some questions.

Consequently, defective items and irrelevant points will be avoided. Ambiguous items and difficult wording will be modified and simplified by consulting the researchers’ advisor to suit the study. Then after, the questionnaires will be distributed for sample WEOs heads and experts including IFAL board and technic committee members, coordinators and facilitators. Finally, the collected questionnaires with gathered interview, FGD responses and analyzed document data will be ready for analysis and interpretation.

3.8 Data Analysis Method

The collected data will be prepared (editing, coding, classification, tabulation and using percentage of data) before the analysis made. The researcher tries to show the demographic characteristics of respondents with regard to sex, educational level, job position, work experience and salary through frequency distribution, percentages and chart in order to make clarity for readers. Since, this study will use mixed method of analysis:

The data gathered through the questionnaire from coordinators and facilitators will be analyzed with the aid of both descriptive and inferential statistical techniques that can be used to answer the research questions and make inference. Frequency, mean and standard deviation will be employed among descriptive statistics whereas one sample t- test, linear regression from inferential statistical techniques and chi square from nonparametric test technics will be used. Percentage comparison of questions will be interpreted. To enhance a clear picture of the findings, tables and pie charts will be used to analyze data. Finally, to capture and analyze the quantitative data collected, Statistical Package for Social Sciences (SPSS) version 24 had been used since it is particularly well-suited for survey research.

Open-ended questions, interviews, document analysis and FGD responses will be discussed based on the existing responses through narrative to relate and support responses collected through questionnaire. The qualitative data interpretation will follow the following procedures: organizing the data; generating categories, themes, and patterns; searching for alternative explanations of the data; and writing the report incorporating it with quantitative data.

3.9 Ethical Considerations

Cohen, Manion and Morrison (2007:51) remarked that, each stage in the research sequence raises ethical issues. As to them, “ethical concerns encountered particularly in educational research can be extremely complex and frequently place researchers in moral predicaments which may appear quite unresolvable”. Hence, in the process of conducting this study, the researcher has given more attention for the following ethical issues:

Firstly, the researcher was do each activity rigorously and with the correct procedures when designing, conducting/investigating and reporting of this study. The report will be presented clearly in which everybody can understand easily and try to make all relevant collected data’s

available for checking when necessary. The researcher has used the full effort to giving recognition and acknowledge for all referred documents.

Secondly, with related to the target study population, the researcher tries to gain fully informed consent with respondents. Information will be provided for them on all aspects of the study and its possible consequences. Respect and recognition will be given for respondent's culture, religion, values, beliefs, rights, dignity and interests. The researcher will also inform them who will have access to the data/study report. The researcher accepts the fact that the selected participants have the freedom to decline to participate or withdraw from the study at any time.

Thirdly, during employing questionnaire, the researcher will first give a great thank to the participants for their cooperation and describe about the main purpose of such data collection tools clearly. Information obtained from the respondents will promised to be kept confidential through coding to maintain anonymity. Only the researcher has access to the coded information. Necessary efforts will be made so that the languages in the data collection tools will consider the language, culture, religion, values, beliefs and the comprehending level of the respondents.

Fourthly, interviews and FGD in those responses will be recorded in such a manner that a participant cannot be identified directly or through identifiers linked to them. The researcher will not make use of hidden cameras, microphones, tape-recorders without the respondents' permission. Finally, the researcher will give again a great generous thank to all the participants for their cooperation.

RESEARCH SCHEDULE AND BUDGET PLAN

I. Research Work Plan

No.	Main Activities	Expected time	Remark
1	writing the research proposal	October 1- October 20,2017	
2	Submission of the research proposal	October 23,2017	
3	Revising the proposal based on comments	October 27-November 2, 2017	
4	Submitting of the second draft proposal	November 3, 2017	
5	Revising the second draft if there is comment	November 5- 10, 2017	
6	Developing data gathering instruments	November 15-20, 2017	
7	Reviewing and Writing related literatures	December 1-30, 2017	
8	Testing data gathering instruments/pilot test	January 1-5, 2018	
9	Collecting data	January 10 - March 30, 2018	
10	Data entry	April 3-10	
11	Data analysis and interpretation	April 11 -May 10,2018	
12	Discussion of the results	May 15- May 20,2010	
13	preparation of initial draft and submission of the research report	May 21-30,2018	
14	Revising the research report if there is comment	June 1-10,2018	
15	Presentation (defending of the research)	Will be based on the university calendar	

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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

Questionnaire to be filled by IFAL coordinators and facilitators

This questionnaire is designed to gather information to assess the status of IFAL program management with respect to planning, coordination, staffing and controlling practice. Thus, the main purpose of this questionnaire is collecting relevant data to conduct the research successfully focusing on the above identified practice. The result helps to identify the management practice of integrated functional adult literacy program and recommend its status to the concerned body. Therefore, you are kindly requested to give your appropriate and genuine information from your experience. The data you have filled will be read only by the researcher. Your data will be kept confidential from third parties through coding of the response and it uses only for this research propose.

Thank you in advance for your cooperation!

General Instruction

Do not write your name. Please read the following question and give your personal response and opinion. Then, put a “√” mark in the box and table for responses that you think appropriate for the close-ended items and write your opinion on the space provided for open-ended questions.

General Information:

- 1. Name of the literacy center _____
- 2. Wereda _____
- 3. Sex: Male Female
- 4. Age: 1. 18-22 2. 23-27
- 3. 28-32 4. Above 33
- 5. Educational Level: 1. 10th /12th completed 2. 10th/12th +1
- 3. Diploma 4. Degree
- 6. Job position(status): 1. Facilitators(employed) 2. Development Agent

3. Health Extension Worker 4. Primary school teachers
5. Literacy center coordinators
7. Work experience in IFAL: 1. 1-3 years 2. 4-6 years
3. 7-9 years 4. Above 10 years
8. Salary per month: 1. Below 1500 birr 2. 1501-3000 birr
3. 3001-4500 birr 4. 4501 and above

IFAL Program Management Practice Related Questions

Part I. IFAL Planning Process⁷ Related Questions:

The following questions are listed to assess the status level of IFAL planning practice with respect to source of information, design and plan implementation.

- Do planners assess the needs of the beneficiaries to establish the basis of IFAL planning?
 - Yes
 - No
- If your answer for questions “1” is yes, from where they explore a number of sources of information? Please rate your level of agreement in the table below:

NB: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5=Strongly Agree

No.		1	2	3	4	5
2.1	From census data and other statistical records of kebele, town and wereda					
2.2	From IFAL literacy center/School systems					
2.3	From human health service providers of the kebele such as health center, clinic, health post					
2.4	From community focus groups					
2.5	From stakeholder’s facilitators who involved in the process, so that, they provide relevant information.					

- What looks like the design of IFAL Planning?

No.		Yes	No
3.1	The target beneficiaries of the program are clearly identified in the IFAL planning process		
3.2	Stakeholder’s in the IFAL program are clearly identified with respect to their responsibility		
3.3	The schedule is clearly stated in the planning		
3.4	Strategies of monitoring and evaluating of the IFAL program are clearly stated		

⁷ Adapted from <http://horeegeen.blogspot.com/2013/04/educational-planning-supervision.html>

3.5	There is consideration of how the program will be funded		
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4. To what extent the developed IFAL plans are being implemented accordingly at the literacy centers level?

No.		High	Medium	Low
4.1	There are trends to correct and improve the errors of IFAL plan based on the results.			
4.2	The administrative structure of literacy center is flexible enough to implement new change as a result of the plan			
4.3	Facilitators and coordinators gets in-service training to implement the changes which resulted from the plan			
4.4	To be realistic the planning, there are continuous feedbacks from current practice/experience			

Part II. Stakeholder's Coordination towards IFAL program management:

This part of the questionnaire focuses on exploring the existing situations of stakeholder's coordination in the IFAL implementation.

5. To what extent the following Stakeholders involved in IFAL program implementation?

No.		High	Medium	Low
5.1	Education office			
5.2	Agriculture office			
5.3	Health office			
5.4	Women's and children affairs office			
5.5	Finance and economy development office			
5.6	Micro finance office			

6. How do you judge the following hindering factors challenge stakeholder's coordination in the implementation of IFAL program?⁸

No.		Yes	No
6.1	Stakeholder's belief that individual effort is more beneficial than cooperation		
6.2	Lack of stakeholder's clarified goal to achieve through IFAL.		
6.3	Lack of political commitment and leadership of stakeholder's office		
6.4	Lack of communication and continuous discussion.		
6.5	Busy with the duties and responsibilities of their office		
6.6	Lack stakeholder's capacity to involve in the program		

⁸ Adapted from BGRSEB (2016/17) annual IFAL Report.

6.7	Lack of integration between wereda and kebele IFAL board and technic committee		
6.8	Stakeholders perspective that let alone the implementation of IFAL program as the only responsibility of WEOs		
6.9	Lack of integration between managers and experts in the implementation of IFAL program		
6.10			

7. If any others, please mention -----

Part III. Staffing functions

The following questions are listed to assess the staffing function activities of WEOs with respect to IFAL facilitators training and motivation.

8. Do IFAL facilitators have had refreshment training?

1. Yes 2. No

9. Based on question “8”, if your answer is “yes”, how much is the training days per a year?

10. Based on question “8”, what was the training contents provided for IFAL facilitators?

No.		Yes	No
10.1	Core subject knowledge’s of IFAL: literacy, numeracy and life skills appropriate to the context		
10.2	Andragogy and adult teaching methodologies		
10.3	Adult learning curriculum development and material design		
10.4	Psychology of adult learners		
10.5	Positive discipline and classroom management		
10.6	Inclusive education		
10.7	Time management		
10.8	Reporting and referral mechanisms		

11. If any other, please mention -----

12. Are WEOs and other stakeholders creating an opportunity to IFAL facilitators to share/exchange their experience among themselves?

1. Yes 2. No

13. How do WEOs promote IFAL facilitators to sustain their facilitation ability?

No.		High	Medium	Low
13.1	Encouraging facilitators through certificate			
13.2	Promoting facilitators to better job			
13.3	Providing financial rewards			
13.4	Giving continuous skill development training			

13.5	Creating professional development opportunities			
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14. If any other, please mention-----

Part IV. Monitoring functions

Below the listed questions are designed to examine the monitoring practice of IFAL in terms of monitoring scope, qualities of supervisors and hindering factors.

15. What is the extent of IFAL monitoring practice in literacy center? (coverage of monitoring)

No.		High	Medium	Low
15.1	Follow-up the management of adult learner’s enrolment to see if this are functioning as planned			
15.2	Surveying the facilitation situations and assessment procedures to see if these elements are functioning as planned			
15.3	Follow-up the retention of literacy and numeracy skills to adult learners			
15.4	Exploring the application of key life skill learning contents in adult learner’s daily lives			
15.5	Investigating problems in the training process			
15.6	Follow-up the results of the program to determine whether or not the program succeeded in helping adult learners reach stated goals			

16. What qualities of supervisor’s have in monitoring of IFAL program at the literacy centers?

No.		High	Medium	Low
16.1	They have an experience on IFAL program implementation			
16.2	They are familiar with literacy centers system to give productive feedback			
16.3	They are technically proficient to provide technical support to IFAL coordinators and facilitators			
16.4	They have the ability to handle conflicting situations when it arises at the literacy centers			
16.5	They can understand/respect the opinions of literacy center coordinators, facilitator’s and adult learners			

17. What are the most influential hindering factors facing the IFAL monitoring process in literacy centers?⁹

No.		Yes	No
17.1	Poor communication between stakeholders		

⁹ Adapted from BGRSEB (2016/17) annual IFAL Report.

17.2	Inadequate supply of personnel who are qualified in line with adult education to provide productive feedback		
17.3	Financial constraints which hinders to run the IFAL supervision and inspection activities.		
17.4	Irregular inspection and supervision of the program		
17.5	Hostility of IFAL supervisors		
17.6	Poor incentives for those individuals who monitor the program		
17.7	High turnover of IFAL facilitators		
17.8	Lack of accountability of stakeholders in the implementation of IFAL program		
17.9	Lack of capacity of stakeholders		

18. If any others, please mention-----

Part V. Evaluation activities

In this part, it is intended to assess the IFAL evaluation practice

19. To what extent the IFAL evaluation practice is accurate and oriented to beneficiaries?¹⁰

No.		High	Medium	Low
19.1	IFAL evaluation is done through developing evaluation instruments (observation checklists, interviews and questionnaire)			
19.2	IFAL evaluation are planned, conducted, and reported through stakeholder’s participation			
19.3	The evaluation system is efficient to produce information of sufficient value for making decisions of the IFAL program.			
19.4	Most of the time, the evaluation is complete in its examination of recording the strengths and weaknesses of the IFAL program			
19.5	The evaluation report along with recommendations is reported to the literacy centers regularly.			
19.6	The conclusions reached upon the evaluation results is reported to the stakeholders to share its strengths and weaknesses.			
19.7	The program being evaluated in literacy centers are clearly described and documented.			

20. What activities should be done to improve the management practice of IFAL program implementation? -----

¹⁰ Adapted from https://www.unicef.org/evaluation/files/Evaluation_standards.pdf accessed on 11/2/2017

Thank you in advance again for your cooperation!



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ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

Questionnaire to be filled by heads/assistants and experts of Wereda IFAL stakeholder's offices

This questionnaire is designed to gather information to assess the status of IFAL program management with respect to planning, coordination, staffing and controlling practice. Thus, the main purpose of this questionnaire is collecting relevant data to conduct the research successfully focusing on the above identified practice. The result helps to identify the management practice of integrated functional adult literacy program and recommend to the responsible body. Therefore, you are kindly requested to give your appropriate and genuine information from your experience. The data you have filled will be read only by the researcher. Your data will be kept confidential from third parties through coding of the response and it uses only for this research propose.

Thank you in advance for your cooperation!

General Instruction

Do not write your name!

Please read the following each question and give your personal response and opinion. Then, put a “√” mark in the box and table for responses that you think appropriate for the general information items and write your opinion on the space provided for open-ended questions. It is possible to use the back page if the provided space is not enough.

Part I. General Information:

1. Name of office _____

2. Wereda _____

3. Sex: Male Female

4. Age: 1. 18-22 2. 23-27

 3. 28-32 4. Above 33

5. Educational Level: 1. Diploma 2. BA/Bsc Degree
 3. MA/Msc 4. Other -----

6. Job position(status): 1. Office head 2. Office vice head
 3. Expert 4. Other -----

7. Work experience in IFAL: 1. 1-3 years 2. 4-6 years
 3. 7-9 years 4. Above 10 years

Part II. IFAL management Questions

1. How long have you been worked with IFAL? -----

2. How do you see the IFAL planning process that carried out in the literacy centers? -----

3. In your follow-up of IFAL program implementation, what potentials are available at the literacy centers to implement IFAL plan properly? -----

4. How the stakeholder’s coordination is established from wereda up to literacy centers to implement the IFAL program together? -----

5. What is good about stakeholder’s contribution towards IFAL implementation from wereda to literacy centers? -----

6. What challenge affects stakeholder’s coordination to implement the IFAL program? -----

7. What activities are done to improve the knowledge of coordinators and supervisors in the implementation of IFAL program? -----

8. What improvements were made to enhance facilitators capabilities? -----

9. What is the extent of stakeholders follow up/supervision of the IFAL program from wereda to literacy centers? -----

10. What improvements are made based on monitoring results of the IFAL? -----

11. What are the challenges that face the continuous monitoring process of IFAL? -----

12. To what extent the IFAL evaluation process are carried out in accordance to accuracy and beneficiaries? -----

13. What activities should be done to improve the overall management practice of IFAL program implementation? -----

Thank You in Advance Again!

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

An Interview Guide Administered to Cluster School Supervisors

Part I Personal information

1. Work place _____ Sex _____ Age _____
2. Date _____
3. Educational level _____ Field of Study _____
4. Years of service as cluster school supervisor _____

Part II. Issues Related to IFAL Program Management practices

1. How long have you been a supervisor in IFAL program?
2. In your experience, how do you see the IFAL planning process that carried out in the literacy centers?
3. What is good about stakeholder's contribution towards IFAL implementation at literacy centers?
4. What challenge affects stakeholder's coordination to implement the IFAL program?
5. What improvements could be made to enhance facilitators capabilities?

6. How frequent you follow up/supervise the IFAL program in your area of literacy centers?
7. What is the extent of your IFAL monitoring practice in your area of supervision?
8. In your supervision experience of different literacy centers, do you think the needs of adult's learners are met by IFAL program?
9. Based on question "8", If not why?
10. If you have comment that help to improve IFAL program management practice you are well come!

Thank You!

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

Focus Group Discussion Guide Administered to Adult Learners

Part I. Background Information

1. Wereda _____
2. Discussion place _____
3. Date _____
4. Number of Participant M _____ F _____ T _____

Part II. Questions

1. Are you participate in IFAL planning process? If so, what was your contribution?
2. How the stakeholder's coordination is established in literacy centers to provide IFAL program for you?
3. What are the hindering factors that challenge stakeholder's coordination in literacy centers?
4. Who are mainly follow up and monitor the IFAL progress in literacy centers?
5. Have you discussed with cluster school and wereda supervisors based on monitoring results of the IFAL?

- 6. To what extent the IFAL evaluation process are carried out at the literacy centers in accordance with accuracy and beneficiaries?
- 7. If you have comment that help to improve IFAL program management practice you are well come!

Thank You in Advance!



የአዲስ አበባ ዩኒቨርሲቲ

ሥርዓተ ትምህርትና ማስተማር ትምህርት ክፍል

የጎልማሶች ትምህርትና ማህበረሰብ ልማት ፕሮግራም

በጎልማሶች ትምህርት አስተባባሪዎችና አመቻቾች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በመተካል ዞን የተቀናጀ ተግባር ተኮር ጎልማሶች ትምህርት ስራ አመራር ከእቅድ፣ ከቅንጅታዊ አሰራር፣ ከሰው ሀይል አያያዝ እና ቁጥጥር አንፃር ያለበትን ደረጃ ለማጥናት ይረዳ ዘንድ አስፈላጊ መረጃዎችን ለመሰብሰብ የተዘጋጀ ነው። የጥናቱ ውጤት የፕሮግራሙን አፈፃፀም ለሚመለከታቸው ባለድርሻ አካላት የመፍትሄ ሀሳብ ለማቅረብ ይረዳል። በመሆኑም እርስዎ ካለዎት ልምድ አንፃር ተገቢውን መረጃ ይሰጡ ዘንድ በትህትና እጠይቃለሁ። የሞሉት መረጃ ጥናቱን ከሚያካሂደው አካል ውጭ ሌላ ሶስተኛ ወገን የማያየው መሆኑን በዚህ አጋጣሚ ልገልፅልዎት እፍልጋለሁ።

ስለ መልካም ትብብርዎ አመሰግናለሁ!

መመሪያ

በዚህ መጠይቅ ላይ ስምዎትን መፃፍ አያስፈልግም። ጥቂዎችን በአግባቡ ካነበቡ በኋላ ከጥያቄዎች ፊት ለፊት ባሉት ሳጥኖች እና ሰንጠረዥ ላይ የ “√” ምልት ያድርጉ። ማብራሪያ ለሚያስፈልጋቸው ጥያቄዎች በተሰጠው ቦታ ላይ ሀሳብዎትን በግልፅ ያስቀምጡ።

አጠቃላይ መረጃዎች፡-

- 1. የአመቻች ጣቢያው ስም፡ -----

2. ጣቢያው የሚገኝበት ወረዳ: -----
3. ያታ: 1. ወንድ 2. ሴት
4. እድሜ: 1. 18-22 ዓመት 2. 23-27 ዓመት
3. 28-32 ዓመት 4. ከ33 ዓመት በላይ
5. የትምህርት ደረጃ: 1. 10/12ኛ ያጠናቀቀ/ች 2. 10/12+1
3. ዲፕሎማ 4. ዲግሪ
6. የስራ ኃላፊነት: 1. ተቀጣሪ አመቻች 2. የግብርና ልማት ሰራተኛ
3. ጤና እክስቴንሽን ሰራተኛ 4. የመጀመሪያ ደረጃ ት/ቤት መምህር
5. የአመቻች ጣቢያ አስተባባሪ
7. በጎልማሶች ትምህርት ላይ የለዎት የአገልግሎት ዘመን: 1. ከ1-3 ዓመት
2. ከ4-6 ዓመት 3. ከ7-10 ዓመት 4. ከ10 ዓመት በላይ
8. የወር ደመዎዝ: 1. ከ1500 ብር በታች 2. ከ1501-3000 ብር
3. 3001-4500 ብር 4. ከ4500 ብር በላይ

የተቀናጀ ተግባር ተኮር ጎልማሶች ትምህርት ስራ አመራር የሚመለከቱ ጥያቄዎች

ክፍል አንድ: የጎልማሶች ትምህርት እቅድ አዘገጃጀትን የሚመለከቱ ጥያቄዎች:

የሚከተሉት ከተራ ቁጥር 1-4 ድርስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት እቅድ ዝግጅት ሂደት ለመፈተሽ የተዘጋጁ ናቸው::

1. የጎልማሶች ትምህርት እቅድ በሚዘጋጅበት ጊዜ አስቀድሞ የተጠቃሚ ጎልማሶች ፍላጎት የዳሰሳ ትናት ይካሄዳል? 1. አዎ 2. የለም
2. በጥያቄ ቁጥር 1 መሰረት መልስዎ አዎ ከሆነ፣ የተጠቃሚዎች ፍላጎት ዳሰሳዊ ጥናት በሚካሄድበት ጊዜ አስፈላጊ መረጃዎች ከየት ይገኛሉ?

ማሳሰቢያ: መልስዎን 1= በጣም አልስማማም, 2=አልስማማም, 3= መወሰን አልችልም, 4= እስማማለሁ እና 5=በጣም እስማማለሁ በማለት ያስቀምጡ::

ተ/ቁ	የመረጃ ምንጮች	1	2	3	4	5
2.1	ከቀበሌ፣ከከተማ፣ ከወረዳ አስተዳደር ተመዝግበው ከተቀመጡ የመረጃ መዝገቦች					
2.2	ከጎልማሶች ትምህርት አመቻች ጣቢያዎች					
2.3	ከቀበሌ ጤና ጣቢያ፣ ጤና ኬላ፣ ክሊኒክ ተቋማት					
2.4	ከአካባቢው ማህበረሰብ ጋር የጋር ቡድን ውይይት በማድረግ					
2.5	ከአመቻች					

3. የሚዘጋጀው የጎልማሶች ትምህርት እቅድ ይዘቱ ምን ይመስላል?

ተ/ቁ		አዎ	አይደለም
3.1	የትምህርቱ ተጠቃሚ የሚሆኑ ጎልማሶች በአግባቡ ተለይተው በእቅዱ ተካትቷል		
3.2	የፕሮግራሙ ፈፃሚ አካላት የሚጠበቅባቸውን ሀላፊነት ጨምሮ		

	ተለይተው በእቅዱ ተካቷል		
3.3	ፕሮግራሙ የሚተገበርበት የጊዜ ሰሌዳ ተለይቷል		
3.4	የፕሮግራሙን አፈፃፀም ለመከታተልና ለመገምገም የሚረዱ ስልቶች ተለይተው በእቅዱ ተቀምጠዋል		
3.5	ፕሮግራሙን ለመፈፀም የሚያስፈልገው የበጀት ምንጭ በእቅዱ ተለይቷል		

4. የተዘጋጀው የጎልማሶች ትምህርት እቅድ አተገባበር ምን ያህል ነው?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
4.1	የጎልማሶች ትምህርት እቅድ ትግበራ ወቅት በውጤቱ መሰረት ደካማ ጎኖችን የማስተካከል ልምድ አለ			
4.2	በእቅዱ አማካኝነት የሚመጡ ለውጦችን ለመተግበር በአመቻች ጣቢያዎች ተለማጭ የሆነ አሰራር አለ			
4.3	በእቅዱ አማካኝነት የሚመጡ ለውጦችን ለመተግበር አስተባባሪዎችና አመቻቾች አጫጭር የሥራ ላይ ስልጠናዎችን ያገኛሉ			
4.4	ከእቅድ አፈፃፀም አንፃር ለአስተባባሪዎችና አመቻቾች ተከታታይ ግብረ መልስ ይሰጣቸዋል			

ክፍል ሁለት: የባለድርሻ አካላትን ቅንጅታዊ አሰራር የሚመለከቱ ጥያቄዎች

ከተራ ቁጥር 5-7 ድረስ የተዘረዘሩት የጎልማሶችን ትምህርት ለመተግበር የባለድርሻ አካላትን ቅንጅታዊ አሰራር ያለበትን ደረጃ ለማየት ተዘጋጁ ናቸው::

5. ከዚህ በታች የተዘረዘሩታ ባለድርሻ አካላት በጎልማሶች ትምህርት አተገባበር ላይ ያላቸው ተስተፎ ምን ያህል ነው ብለው ያምናሉ?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
5.1	ትምህርት ጽ/ቤት			
5.2	ግብርናና ገጠር ልማት ጽ/ቤት			
5.3	ጤና አጠባበቅ ጽ/ቤት			
5.4	ሴቶችና ህፃናት ጉዳይ ጽ/ቤት			
5.5	ገንዘብና ኢኮኖሚ ልማት ጽ/ቤት			
5.6	ብድርና ቁጠባ ጽ/ቤት			

6. ከዚህ በታች የተዘረዘሩት አሉታዊ ተፅዕኖዎች በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ተግዳሮት/እንቅፋት ናቸው ብለው ያምናሉ?

ተ/ቁ		አዎ	አይደለም
6.1	ባለድርሻ አካላት በጋራ ከመስራት ይልቅ የግልን አቅም ተጠቅሞ ለብቻ መስራት የበለጠ ውጤታማ ያደርጋል ብለው ስለሚያስቡ		
6.2	ባለድርሻ አካላት የጎልማሶችን ትምህርት ተጠቅመው ሊያሳኩ የሚችሉት ግልፅ የሆነ ግብ ስለሌላቸው		
6.3	የጽ/ቤት አመራሮች የጎልማሶች ትምህርትን ለመምራት ቁርጠኛ አለመሆን		
6.4	በባለድርሻ አካላት መካከል ተከታታይነት ያለው የጋራ ውይይት አለመኖርና የተግባራት ችግር		
6.5	ባለድርሻ አካላት ለመስሪያ ቤታቸው ስራና ኃላፊነት ቅድሚያ መስጠት		

6.6	የጎልማሶች ትምህርት ቦርድ እና ቱክኒክ ኮሚቴ ከወረዳ እስከ ቀበሌ ድረስ የተዋሀደ አለመሆን		
6.7	ባለድርሻ መስርያ ቤቶች የጎልማሶችን ትምህርት ለትምህርት ጽ/ቤት ብቻ አድርጎ ማየት		
6.8	በባለድርሻ መስርያ ቤት አመራሮችና ባለሙያዎች መካከል ለጎልማሶች ትምህርት አተባበር ያላቸው ቅንጅት አነስተኛ መሆን		
6.9	የባለድርሻ መስርያ ቤቶች የአቅም ውስንነት መኖር		

7. ሌላ መጨመር የሚፈልጉት ካለ እባክዎትን ይጻፉ -----

ክፍል ሶስት: የሰው ሀይል አያያዝ ተግባራትን የሚመለከት ጥያቄዎች

ከተራ ቁጥር 8-14 ድረስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት አስተባባሪዎችንና አመቻቾችን አቅም ለማጎልበት እየተከናወኑ ያሉ ተግባራትን ለመፈተሽ የተዘጋጁ ናቸው፡፡

8. የጎልማሶች ትምህርት አስተባባሪዎችና አመቻቾች አጫጭር የስራ ላይ ማነቃቂያ ስልጠና ይሰጣቸዋል? 1. አዎ 2. የለም
9. በጥያቄ ቁጥር 8 መሰረት መልስዎ አዎ ከሆነ በዓመት ለስንት ቀናት ያህል ሥልጠና ወስደዋል? -----
10. በጥያቄ 8 መሰረት ምን ምን በሚሉ የስልጠና ርዕሶች ዙሪያ ላይ ነበር ስልጠና የወሰዱት?

ተ/ቁ		አዎ	የለም
10.1	መሰረታዊ የጎልማሶች ትምህርት (የማንበብ፣ የመጻፍ፣ የማስላትና የህይወት ክህሎት እውቀቶች)		
10.2	የጎልማሶች ትምህርት የማመቻቸት ስነ ዘዴ		
10.3	አካባቢያዊ የሆነ የጎልማሶች ስርዓተ ትምህርትና ማስተማሪያ ሞዴል ዝግጅት		
10.4	የጎልማሶች ሰነ ልቦና		
10.5	ግብረ ገብነትና የክፍል አስተዳደር		
10.6	አካቶ ትምህርት		
10.7	የጊዜ አጠቃቀም		
10.8	የመረጃ አያያዝና ሪፖርት አደራረግ		

11. ሌላ ተጨማሪ ካለዎት እባክዎትን ይጥቀሱ -----

12. አመቻቾች እርስ በርሳቸው ልምዳቸውን እንዲለዋወጡ የትምህርት ጽ/ቤት እና ባለድርሻ አካላት የተለያዩ የልምድ ልውውጥ መድረኮችን ይፈጥራሉ?

1. አዎ 2. የለም

13. የአመቻቾችን የማመቻቸት ብቃት ለማሻሻልና ዘላቂ ለማድረግ በወረዳ ትምህርት ጽ/ቤት በኩል ምን ምን የማበረታቻ ተግባራት ይከናወናሉ?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
13.1	ለአመቻቾች የምስጋና ምስክር ወረቀት ይሰጣል			
13.2	አመቻቾች ወደ ተሻለ ስራ እንድያድጉ ይደረጋል			
13.3	ለአመቻቾች የገንዘብ ማበረታቻ ይሰጣል			
13.4	ለአመቻቾች ተከታታይነት ያለው የማመቻቸት ክህሎት ስልጠና ይሰጣል			
13.5	ሙያቸውን እንዲያሳድጉ እድሎች ይፈጠራሉ			

14. ሌላ ተጨማሪ ካለ ይጥቀሱ -----

ክፍል አራት: የጎልማሶችን ትምህርት ድጋፍና ክትትል የሚመለከቱ ጥያቄዎች
ከተራ ቁጥር 15-18 ድረስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት ድጋፍና ክትትል ተግባራትን ለማየት የተዘጋጁ ናቸው፡፡

15. የጎልማሶች ትምህርት የድጋፍና ክትትል ሽፋን ምን ያህል ነው?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
15.1	የጎልማሶች ተሳትፎ በእቅዱ መሰረት እየተከናወነ መሆኑን ክትትል ይደረጋል			
15.2	የጎልማሶች ትምህርት ማመቻቻ ዘዴዎችና መመዘኛ መስፈርቶች በአግባቡ እየተከናወኑ መሆኑን መከታተል			
15.3	ጎልማሶች የማንበብ፣ መጻፍ እና ማስላት ክህሎቶችን ማዳበራቸውን መከታተል			
15.4	ጎልማሶች የህይወት ክህሎት ትምህርቶችን ከዕለት ተዕለት ኑሮአቸው ጋር እየተገበሯቸው መሆኑን መከታተል			
15.5	በትምህርት አሰጣጥ ሂደት ወቅት የሚፈሩ ችግሮችን መለየትና መፍትሄ መስጠት			
15.6	የጎልማሶች ትምህርት አሰጣጥ የጎልማሶችን ፍላጎት ማርካቱን ወይም አለማርካቱን መከታተል			

16. የጎልማሶች ትምህርት ድጋፍና ክትትል የሚያደርጉ ሱፐርቫይዘሮች ምን ያህል ብቁ ናቸው ብለው ያምናሉ?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
16.1	በጎልማሶች ትምህርት አተገባበር ዙሪያ ልምድ አላቸው			
16.2	የአመቻች ጣቢያዎችን ስርዓት በአግባቡ ስለሚያውቅ ውጤታማ ግብረ መልስ ይሰጣሉ			
16.3	ለአስተባባሪዎችና አመቻቾች ገንቢ የሆነ ግብረ መልስ			

	ለመስጠት ስልታዊና ብቁ ናቸው			
16.4	በአመቻች ጣቢያዎች ትግሮች ሲከሰቱ ወዲያውኑ መፍትሄ የመስጠት ትሎታ አላቸው			
16.5	የአስተባባሪዎችን፣ አመቻችንና ጎልማችን ሀሳብ መረዳትና ማክበር ይችላሉ			

17. ከዚህ በታች የተረዘሩት አሉታዊ ተፅዕኖዎች በጎልማሶች ትምህርት ድጋፍና ክትትል ተግባራት ላይ ችግር ነበሩ ብለው ያምናሉ?

		አዎ	የለም
17.1	በባለድርሻ አካላት መካከል መናበብ አለመኖር		
17.2	በጎልማሶች ትምህርት ዘርፍ በሙያው ብቁ የሆነ የሰው ሀይል አለመኖር		
17.3	ድጋፍና ክትትል ለማድረግ የበጀት ውስንነት መኖር		
17.4	ወቅቱን ያልጠበቀ ድጋፍና ክትትል መኖር		
17.5	የሱፐርቫይዘሮች ቁጡ መሆን		
17.6	ድጋፍና ክትትል ለሚያካሂዱ አካላት በቂ የሆነ የማበረታቻ ክፍያ አለመኖር		
17.7	የአመቻች ተረጋግቶ ስራ አለምስራትና የመልቀቅ ሁኔታ		
17.8	በፕሮግራሙ አተገባበር ላይ ባለድርሻ አካላት ተጠያቂ አለመሆን		
17.9	የባለድርሻ መስሪያ ቤቶች የጎልማሶች ትምህርትን አተባበር ለመከታተል የአቅም ውስንነት መኖር		

18. ሌላ ተጨማሪ ካለ እባክዎትን ይጥቀሱ -----

ክፍል ሰምስት: የጎልማሶች ትምህርት ግምገማ ተግባራትን የሚመለከቱ ጥያቄዎች

19. የጎልማሶች ትምህርት ፕሮግራም የግምገማ ተግባራት ምን ያህል ግልፅና የተጠቃሚዎችን ፍላጎት መሰረት ያደርገዎታል ነው?

ተ/ቁ		ከፍተኛ	መካከለኛ	ዝቅተኛ
19.1	የጎልማሶች ትምህርት ግምገማ የሚካሄደው መገምገሚያ ዘዴዎችን (ምልክታ፣ መጠይቅ፣ ቃለ መጠይቅ፣ የቡድን ውይይት) በመጠቀም ነው			
19.2	የጎልማሶች ትምህርት ግምገማ ባለድርሻ አካላትን ባሳተፈ መልኩ ይከናወናል			
19.3	የጎልማሶች ትምህርት ግምገማ ስርዓት አብዛኛውን ጊዜ ውጤታማ ውሳኔዎችን ለመወሰን የሚረዱ መረጃዎችን ለማግኘት በሚያስችል መልኩ ይከናወናል			
19.4	አብዛኛውን ጊዜ የጎልማሶች ትምህርት ግምገማ ጠንካራና ደካማ ጎኖችን ለመፈተሽ የሚያስችል ነው			
19.5	የጎልማሶች ትምህርት ግምገማ ሪፖርት ከመፍትሄ ሀሳቦች ጋር ለአመቻች በወቅቱ ይደርሳቸዋል			
19.6	ባለድርሻ አካላት ጠንካራና ደካማ አሰራሮችን የጋራ እንዲያደርጉ የግምገማ ውጤት ይገለፅላቸዋል			
19.7	በአመቻች ትምህርት ጣቢያዎች የሚከናወኑ ግምገማዎች			

20. በአጠቃላይ የጎልማሶች ትምህርት የአተገባበር ስርዓት እንዲሻሻል ምን መደረግ አለበት ብለው ያስባሉ?-----

ስለ ትብብርዎ በድጋሜ ከልብ አመሰግናለሁ!



የአዲስ አበባ ዩኒቨርሲቲ

ሥርዓተ ትምህርትና ማስተማር ትምህርት ክፍል

የጎልማሶች ትምህርትና ማህበረሰብ ልማት ፕሮግራም

በወረዳ የጎልማሶች ትምህርት ባለድርሻ አካላት ጽ/ቤት ኃላፊዎችና ባለሙያዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በመተኮል ዘንድ የተቀናጀ ተግባር ተኮር ጎልማሶች ትምህርት ስራ አመራር ከአቅድ፣ ከቅንጅታዊ አሰራር፣ ከሰው ሀይል አያያዝ እና ቁጥጥር አንፃር ያለበትን ደረጃ ለማጥናት ይረዳ ዘንድ አስፈላጊ መረጃዎችን ለመሰብሰብ የተዘጋጀ ነው። የጥናቱ ውጤት የፕሮግራሙን አፈፃፀም ለሚመለከታቸው ባለድርሻ አካላት የመፍትሄ ሀሳብ ለማቅረብ ይረዳል። በመሆኑም እርስዎ ካለዎት ልምድ አንፃር ተገቢውን መረጃ ይሰጡ ዘንድ በትህትና እጠይቃለሁ። የሞሉት መረጃ ጥናቱን ከሚያካሂደው አካል ውጭ ሌላ ሰነድ ወገን የማያየው መሆኑን በዚህ አጋጣሚ ልገልፅልዎት እፍልጋለሁ።

ስለ መልካም ትብብርዎ አመሰግናለሁ!

መመሪያ

በዚህ መጠይቅ ላይ ስምዎንን መጻፍ አያስፈልግም። ጥቂዎችን በአግባቡ ካነበቡ በኋላ ከጥያቄዎች ፊት ለፊት በተሰጠው ቦታ ላይ ሀሳብዎንን በግልፅ ያስቀምጡ።

አጠቃላይ መረጃዎች፡-

1. የጽ/ቤቱ ሥም: -----
2. ጽ/ቤቱ የሚገኝበት ወረዳ: -----
3. ያታ: 1. ወንድ 2. ሴት
4. እድሜ: 1. 18-22 ዓመት 2. 23-27 ዓመት
3. 28-32 ዓመት 4. ከ33 ዓመት በላይ
5. የትምህርት ደረጃ: 1. ዲፕሎማ 2. ዲግሪ
3. ማስተርስ 4. ሌላ-----
6. የስራ ኃላፊነት: 1. የጽ/ቤት ኃላፊ 2. የጽ/ቤት ምክትል ኃላፊ
3. ባለሙያ 4. ሌላ-----
7. በጎልማሶች ትምህርት ላይ ያለዎት የአገልግሎት ዘመን: 1. ከ1-3 ዓመት
2. ከ4-6 ዓመት 3. ከ7-10 ዓመት 4. ከ10 ዓመት በላይ

የተቀናጀ ተግባር ተኮር ኅልማሶች ትምህርት ስራ አመራር የሚመለከቱ ጥያቄዎች

1. በጎልማሶች ትምህርት ትግበራ ላይ መሳተፍ ከጀመሩ ምን ያህል ጊዜ ይሆንዎታል?

2. በአመቻች ጣቢያዎች የጎልማሶች ትምህርት እቅድ አዘገጃጀት ሂደትን እንዴት ይመለከቱታል? -----

3. የጎልማሶችን ትምህርት አተገባበር በሚከታተሉበት ጊዜ አመቻች ጣቢያዎች በእቅዳቸው መሰረት ስራቸውን ለማከናወን ምን አቅም አለ ይላሉ?-----

4. የጎልማሶችን ትምህርት በጋራ ለመትግበር ከወረዳ እስከ አመቻች ጣቢያ ድርስ የባለድርሻ አካላት ቅንጅታዊ የአሰራር ጅምር እንዴት ነው?-----

5. በጎልማሶች ትምህርት ትግበራ ላይ ከወረዳ እስከ አመቻች ጣቢያ ድርስ የባለድርሻ አካላት አስተዋፅዖ ምንድን ነው?-----

6. የጎልማሶችን ትምህርት በቅንጅት ለመተግበር በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ተግዳሮቶች/እንቅፋቶች ምን ምን ናቸው?-----

7. የአመቻች ጣቢያ አስተባባሪዎችንና ሱፐርቫይዞሮችን ብቃት ለማሻሻልና ዘላቂ ለማድረግ ምን ምን ተግባራት ይከናወናሉ?-----

8. የአመቻቾችን የማመቻቸት ብቃት ለማሳደግና ዘላቂ ለማድረግ ምን ምን የማሻሻያ ተግባራት ይከናወናሉ? -----

9. ከወረዳ እስከ አመቻች ጣቢያ ድረስ የጎልማሶችን ትምህርት ትግበራ ከመከታተልና ከመደገፍ አኳያ የባለድርሻ አካላት ተሳትፎ ምን ያህል ነው? -----

10. በጎልማሶች ትምህርት ድጋፍና ክትትል ውጤት መሰረት ምን ማሻሻያዎች ይደረጋሉ?-----

11. በጎልማሶች ትምህርት ተከታታይ የሆነ ድጋፍና ክትትል ሂደት ላይ የሚያጋጥሙ ተግዳሮቶች ምን ምን ናቸው? -----

12. የጎልማሶች ትምህርት ፕሮግራም የግምገማ ተግባራት ምን ያህል ግልፅና የተጠቃሚዎችን ፍላጎት መሰረት ያደርገ ነው?-----

13. በአጠቃላይ የጎልማሶች ትምህርት የአተገባበር ስርዓት እንዲሻሻል መምን መደረግ አለበት ብለው ያስባሉ?-----

ስለ ትብብርዎ በድጋሜ ከልብ አመሰግናለሁ!

የአዲስ አበባ ዩኒቨርሲቲ
ሥርዓተ ትምህርትና ማስተማር ትምህርት ክፍል
የጎልማሶች ትምህርትና ማህበረሰብ ልማት ፕሮግራም

ለክላስተር ሱፐርቫይዘሮች የተዘጋጀ ቃለ መጠይቅ

ክፍል አንድ: ግላዊ መረጃዎች

1. የስራ ቦታ-----
2. የታ----- እድሜ-----
3. የትምህርት ደረጃ ----- የትምህርት ዘርፍ-----
4. በክላስተር ሱፐርቫይዘርነት የአገልግሎት ዘመን-----

ክፍል ሁለት: የጎልማሶች ትምህርት ስራ አመራር የሚመለከቱ ጥያቄዎች

1. በጎልማሶች ትምህርት ትግበራ ላይ መሳተፍ ከጀመሩ ምን ያህል ጊዜ ይሆንዎታል?
2. በነበረዎት የስራ ቆይታ በአመቻች ጣቢያዎች የጎልማሶች ትምህርት እቅድ አዘገጃጀት ሂደትን እንዴት ይመለከቱታል?

3. በአመቻች ጣቢያዎች የጎልማሶች ትምህርት ትግበራ ላይ የባለድርሻ አካላት አስተዋፅዖ ምንድን ነው?
4. የጎልማሶችን ትምህርት በቅንጅት ለመተግበር በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ተግዳሮቶች/እንቅፋቶች ምን ምን ናቸው?
5. የአመቻችንን የማመቻቸት ብቃት ለማሳደግና ዘላቂ ለማድረግ ምን ምን የማሻሻያ ተግባራት ይከናወናሉ?
6. እርስዎ ባለብት ክስተት ስር ያሉትን አመቻች ጣቢያዎች ምን ያህል ይከታተሏቸዋል?
7. የጎልማሶችን ትምህርት አተባበር ላይ ድጋፍ አሰጣጥ እስከ ምን ድረስ ነው?
8. እስካሁን የጎልማሶችን ትምህርት ትግበራ በብዙ አመቻች ጣቢያዎችን ተዘዋውረው አይተዋል። በትምህርቱ የጎልማሶች ፍላጎት ተሳክቷል ብለው ያስባሉ?
9. በጥያቄ ቁጥር 8 መሰረት የጎልማሶች ፍላጎት ያልተሳካ ከሆነ ምክንያቱ ምንድን ነው?
10. መጨመር የሚፈልጉት አስተያየት ካለ ይችላሉ!

በድጋሜ አመሰግናለሁ!

የአዲስ አበባ ዩኒቨርሲቲ

ሥርዓተ ትምህርትና ማስተማር ትምህርት ክፍል

የጎልማሶች ትምህርትና ማህበረሰብ ልማት ፕሮግራም

ለጎልማሶች ትምህርት ተሳታፊዎች/ሰልጣኞች የተዘጋጀ የቡድን ውይይት ጥያቄ

ክፍል አንድ፡ ግላዊ መረጃዎች

1. ወረዳ-----
2. የቡድን ውይይቱ የተካሄደበት ቦታ-----
3. ቀን -----
4. በቡድን ውይይቱ ላይ የተሳታፊዎች ብዛት ወ ----- ሴ ----- ድ -----

ክፍል ሁለት፡ የቡድን መወያያ ጥያቄዎች

1. በጎልማሶች ትምህርት እቅድ ዝግጅት ላይ ትሳተፋላችሁ? የምትሳተፉ ከሆነ ምን አስተዋፅዖ ታበረክታላችሁ?

2. የጎልማሶችን ትምህርት በጋራ ለመትግበር በአመቻች ጣቢያ የባለድርሻ አካላት ቅንጅታዊ የአሰራር አጀማመር እንዴት ነው?
3. የጎልማሶችን ትምህርት በቅንጅት ለመተግበር በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ተግዳሮቶች/እንቅፋቶች ምን ምን ናቸው?
4. አመቻች ጣቢያ ድረስ በመገኘት የጎልማሶችን ትምህርት ሂደት የሚከታተሉና የሚደግፉ እነማን ናቸው?
5. ከወረዳንና ክላስተር ሱፐርቫይዘሮች ጋር በጎልማሶች ትምህርት ድጋፍና ክትትል ውጤት ላይ ተወያይታችሁ ታውቃላችሁ?
6. የጎልማሶች ትምህርት ፕሮግራም የግምገማ ተግባራት ምን ያህል ግልፅና የተጠቃሚ ጎልማሶችን ፍላጎት መሰረት ያደርገ ነው?
7. መጨመር የምትፈልጉት አስተያየት ካለ ይችላሉ!

በድጋሜ አመሰግናለሁ!