



**THE STATUS OF INTEGRATED FUNCTIONAL ADULT LITERACY PROGRAM
MANAGEMENT IN METEKEL ZONE OF BENISHANGUL GUMUZ
REGIONAL STATE**

BY:

YALALEM ASSEFA

JUNE, 2018

ADDIS ABABA, ETHIOPIA

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

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“A THESIS SUBMITTED TO DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER’S OF ART IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT”

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REGIONAL STATE

I (Yalalem Assefa) declared that this thesis entitled with “the Status of Integrated Functional Adult Literacy Program Management in Metekel Zone of Benishangul Gumuz Regional State is my original work and has not been presented for a degree in any other universities, and that all sources of material used for the thesis have been duly acknowledge.”

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ABBREVIATIONS AND ACRONYMS

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 Agent
EOTC	Ethiopian Orthodox Tewahido Church
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
HEW	Health Extension Workers
HRD	Human Resource Development
IFAL	Integrated Functional Adult Literacy
IIZ/DVV	Germany Adult Education Association
INEE	Inter- Agency Network for Education in Emergencies
LC	Literacy Center
MoE	Ministry of Education
MZED	Metekel Zone Education Department
NAES	National Adult Education Strategy
NGO	Non-Governmental Organizations
UNDP	United Nation Development Program
UNESCO	United Nation Education, Science and Culture Organization
WEO	Woreda Education Office

Abstract

The main purpose of the study was to assess the status of IFAL program management in Metekel zone. Descriptive survey design was employed. Simple random and purposive sampling techniques were used to select 241 respondents. Data were collected through questionnaire, interview and document analysis. The quantitative data was analyzed by using frequency, percentage, multiple linear regression and chi-square test statistical models. Qualitative data were also narrated to support the analyzed data. As a result, the following main study findings were obtained: In the IFAL program planning, the target beneficiaries of IFAL program were identified in terms of their size, sex and age, however, the plan lacks to consider the previous learning experience of adults' and explore where adults stop their previous education and what they need now. The IFAL plan was developed with having inadequate schedule of activities. It was low to state clearly what strategies will be used during monitoring and evaluation of the program and how it will be funded. Stakeholders coordination in the IFAL program implementation was low due to several hindering factors. The most influential hindering factors are (i) lack of integration between wereda sector office managers and local level workers, (ii) lack of stakeholders' clarified goal being achieved through IFAL program and (iii) lack of accountability of stakeholders in the IFAL program implementation. Training for IFAL personnel was provided mostly for only full-time facilitators, but others such as primary school teachers, DAs and HEWs who facilitate the program on part-time base hadn't got any training. Supporting and encouraging facilitators contribution through providing certificate and promoting to better job was limited to only for a few. Providing financial subsidy was significantly low. Due to these, part-time facilitators are demoralized and not interested to do more. The IFAL program monitoring was limited to see the learners' enrollment i.e. how many adults are registered and attained the literacy class. However, following-up the facilitation situation, the retention of literacy and numeracy skills, and exploring the application of learned key life skill learning contents in to the life of adult learners was significantly low. During evaluation of the IFAL program, WEO personnel conducting through developing evaluation instruments, however, it lacks in examination of what strength and weakness the LCs have. At the end, possible solutions are forwarded to fill the gap.

Keywords: IFAL Program, Planning, Staffing, Coordination, Controlling, Metekel Zone.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education, through differently defined can be conceived as a means of gaining knowledge, skills and attitudinal change (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 individuals 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 (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 that education is a base for personal, economic, social and technological development of a country (Yilfashewa & Garkebo, 2017:47).

Modern education was introduced to Ethiopia nearly a century ago. A modest attempt was made by Emperor Menelik II (1889-1913). Observing the shortcoming 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 & Pankhurst, 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 the people involved in statecraft, diplomacy, commerce and industry led to the introduction of government-sponsored secular education¹.

Another important event in the expansion of modern education was the arrival of the late Emperor Haile Selassie I in the throne in 1916. Although the foundation for modern education had been laid down, the progress made was rather slow until the opening of Teferi Mekonnen School in 1925, which was the second school in the country's history (Seyoum, 2005:20). Emperor Haile Selassie I "opened a new school in his name: Teferi Mekonnen School focused on teaching of religion, mathematics, law and calligraphy as a continuation of Menelik II School.

¹ Damtew Tefera and Altbach, B. (2003). Accessed from http://en.wikipedia.org/wiki/education_in_Ethiopia. Retrieved on 15/10/2017.

Its focus was empowered the different land lords (the notable owners of lands) to do the same in various province of the country” (Alemayehu & Lassar, 2010:55). Adult education came into the orbit of the modern/secular nation building with the spontaneous beginning 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).

Moreover, 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 Zare New Institute in 1948-1978 (Bernd, 2009:12). This action marked the first official government involvement in adult education. Consequently, the functional component of 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 criticized for the lack of emphasis on vocational education to adults (Yigzaw, 2005 in Alemayehu & Lassar, 2012:55; Sisay, 2016:59 & Tekeste, 2006:59).

The Derg came to power in 1974, chanting socialism as the main political ideology of the government (Teshome, 2001 in Lemlem, 2010:61 & Tekeste, 2006:18). At this time i.e. the Derg regime, “all necessary measures to minimize and eliminate illiteracy and all necessary encouragements was given for the development of adult literacy” (Sisay, 2016:59). As a result, one of the significant contributions of the Derg regime was its launching of an energetic national campaign against illiteracy began in early 1975 when the government mobilize more than 60,000 students and teachers, sending them all over the country for two years of service². The fundamental focus of this campaign of the literacy program were declared to be in the service of eradicating illiteracy and developing technology, literature and art (Seyoum, 2005:24).

According to scholar’s statement, by July 1990, which marked the Eleventh Anniversary of the Literacy Campaign, 75.3% national literacy rate was reported (Seyoum, 1996 in Alemayehu & lassar, 2012:75). The illiteracy rate was reduced from 95% at the start of the Ethiopian National

² Accessed from http://memory.loc.gov/frd/etsave/et_02_07.html. Retrieved on 20/10/2017.

Literacy Campaign (1979-1991) to 24.7%, and this was certainly an outstanding achievement³. Moreover, the development of literacy and post literacy texts in 15 languages was another achievement (Bernd, 2009:17).

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 in to power, Ethiopia equipped with an educational policy that become operational in 1994 (Tekeste, 2006:22). The ETP introduced in 1994 to address the persisting problem of access, quality, equity, efficiency, management and funding of education (MoE, 2015). The ETP is implemented through a rolling ESDP (starting from ESDP I to ESDP V) until 2020. In fact, before the ESDPs was developed, the ETP had given recognition to non- formal education (MoE, 1994). However, following implementation programs of the policy has failed to give adequate attention for adult education (Eg. ESDP I, 1997/8-2001/2 & ESDP II, 2001/2-2004/5).

Unlike ESDP I and ESDP II, ESDP III (2004/5-2010/11) gave relatively attention to adult education/FAL. For instance, during this period, the National Adult Education Strategy (NAES) was developed in 2008. The MoE has introduced the concept of Functional Adult Literacy for implementation in collaboration with international agencies like dvv international. Moreover, ESDP IV (2010/11-2014/15) and ESDP V (2014/15-2019/20) gives better emphasis to IFAL program. However, investigation on the IFAL program implementation prove that “irrespective of what is on the policy, strategy and programs, the practice of adult education/IFAL program looks however, weak and out of focus at the same time. The implementation of IFAL program and the education of adults continued to be seen as a secondary issue and hence, is far from being achieved” (Genet, 2014:15).

The Ethiopian ETP given emphasis for the democratic, professional, coordinated, efficient and effective decentralized educational management system (FDRE, 1994:30). To facilitate conditions for the provision and management of functional adult literacy program, the NAES was drafted on March, 2008. Consequently, after five years later, the Functional Adult Literacy Program Implementation Guideline of BGRS was issued on July, 2013.

³ Ibid

Typically, such decentralized department are located within the MoE, but responsibility for IFAL program management were also assigned to other ministries such as the ministry of Agriculture, Health, Women and Children Affairs, and others (ADEA, 2012:9). With respect to this, decentralization of managing IFAL program are also found in each regions of the country. Looking particularly in Metekel zone of BGRS, six regional sector bureaus such as Education, Health, Agriculture, Women and Children Affairs, Finance and Economy Development, and Benshangul Gumuz Saving and Credit Institute bureaus signed a Memorandum of Understanding (MoU) to manage the IFAL program together (BGRSEB, 2013).

At the top the MoE is responsible for setting out the national IFAL program and related educational policies, frameworks and guidelines (JICA, 2012:9). This structure has been also established decentralized at the REBs, ZEDs, WEOs and at the lowest level of Kebele in schools/literacy centers (MoE, 2008). They are likely to ensure the exchange of information and good practice, engage in forward planning, take on monitoring and evaluation of the program. Looking particularly, IFAL program are being implemented in BGRS and Metekel zone starting from its establishment in 2010/11. The program provision was supported with implementation guideline which was drafted on July, 2013.

In the BGRSEB (2017) annual educational report, it was mentioned that in 2016/17 BGRSEB was planned to enroll 56,583 adult learners in both levels (38,590 in level one and 17,993 in level two) in the IFAL program. But, only 25,219 adult learners were completed the program. This indicates that only 44.6% of the total adult learners were completed the program. In that year, 9,636 learners were certified while they completed their level two literacy education (BGRSEB, 2017:41). Zonally, Metekel zone of BGRS is practicing IFAL program since 2010/11. In 2016/17 it was planned to enroll 21,955 adult learners (15,932 in level one and the remaining 6,135 in level two). Among these, only 9,342 (42.6%) of adult learners (5,932 in level one and 3,410 in level two) were completed their literacy education. In fact, the achievement of BGRSEB and particularly, Metekel zone in the practice of IFAL program is still minimal. The actual achievement was not more than even half of the annual IFAL plan.

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 of taking part

in regular educational programs, implementation of IFAL is important to accelerate the ongoing national development, like in Ethiopia (MoE, 2008:3). Achievement of the long-term vision development demands increasing the overall level of education of the population (Sisay, 2016:16). However, improving the youth and adult education remains a global challenge (UNESCO, 2016a: 123). To respond/address the challenges of IFAL program provision and expected activities, it needs a proper way of management to be used in practicing of IFAL program (Avdagić & Ellwanger, 2017:198).

1.2. Statement of the Problem

Management in the context of adult education has many dimensions, including: planning, managing people, administration and accountability in line with the values and philosophy of adult education (McHugh & Dolan, 2012:43). Achieving a breakthrough in adult literacy requires national governments to make more responsibility for planning, working through a range of partnerships coordinately and controlling (monitoring and evaluation) the program of a country through a sound management system (UNESCO, 2015a:13, 2016a:45).

The NAES stressed the necessity to building the capacity of youths and adults who are economically active human power (MoE, 2008). Hence, successful management and implementation of change in IFAL program is urgently necessary. Studies revealed that planning of the anticipated objectives and expected outcomes as well as execution of the IFAL 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 the key conditions and the most significant functions in the running of IFAL program (Mohamed, 2013:21,26).

Moreover, 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 of IFAL program becomes best when adopt participatory approach which allows the staff, coordinators and adult learners to involve actively in the program decisions process (Mohamed, 2013:16). With respect to the management functions, the practice of planning, stakeholders' coordination, staffing and controlling in the IFAL program implementation at each administrative level have a significant value to realize the intended objectives.

There are three main rationales of the researcher behind conducting the study. These are (1) previously, the researcher was an Integrated Functional Adult Education expert at Wombera wereda of Metekel zone for the last four years (December, 2013 to October, 2016) and has monitored the IFAL program implementation of many literacy centers. While supervising the LCs, most IFAL management functions were being exercised unsystematically and there have been certain problems. (2) The researcher had got a chance to participate on different workshops that were held at Metekel zone and the regional level of Benishangul Gumuz. These workshops were focused on discussing about the haphazardly practice of IFAL program management functions in relation to the practice of planning, coordination, staffing, and controlling related issues. (3) When the researcher has read the 2016/17 IFAL program implementation annual report of BGRSEB, the achievement of Metekel zone was unsatisfactory i.e. 42.6%. All these events created a question in the researcher's mind for conducting further detailed study on the practices and/or application of IFAL program management and thereby helps to forward valuable suggestions and recommendations. Because of this, the researcher has conducted a study that focus on revealing the actual IFAL program management status and show the ways of sustaining good practice over time.

Ahead of time, many studies focusing on IFAL program implementation have been conducted at different geographical areas by different researchers such as Ayele (2012), Esayas (2014), Hildana (2014), Mohamed (2013) and Samuel (2017). They stressed the issues related with the budget allocation constraints, recruitment and selection of facilitators, curriculum and learning material design for IFAL program implementation and to some extent planning and evaluation of the program. On the other hand, although the above investigated problems took place in Metekel zone, the researcher has initiated to see the untouched issues (not more investigated yet). Thus, this study was given more emphasis for the process of IFAL program management which is related to the planning, coordination, staffing and controlling practice.

Therefore, the reason behind conducting the study was scarcity of research that has been conducted recently and thus, to see "the status of IFAL program management in Metekel zone".

1.3. Basic Research Questions

The following basic research questions were set:

1. What considerations are put in to account during IFAL program planning that are carried out from WEOs up to LCs?
2. What are the most influential factors hindering stakeholder's coordination in the implementation of IFAL program?
3. According to the staffing function of WEOs, how the IFAL program facilitators are being supported for sustaining their facilitation ability over time?
4. According to the WEOs controlling structure/practice of IFAL program:
 - a. What conditions are considered during monitoring of IFAL program implementation progress?
 - b. To what extent the evaluation of IFAL program is appropriate to make decisions?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of the study was to examine the status of IFAL program management in Metekel zone of Benishangul Gumuz Regional State.

1.4.2. Specific Objectives

The specific objectives of the study were to:

1. Investigate the conditions that are put in to account during the IFAL program planning that are carried out from WEOs up to LCs.
2. Identify the most influential factors hindering stakeholder's coordination in the implementation of IFAL program.
3. Examine how the IFAL program facilitators are being supported by WEOs to sustain their facilitation ability over time.
4. Assess the conditions that are being considered during monitoring of IFAL program implementation progress.
5. Explore the appropriateness of IFAL program evaluation that carried out to make decisions.

1.5. Significance of the Study

The study basically was aimed at an assessment of the status of IFAL program management and it has a multidimensional value for IFAL concerned bodies. Some of them are:

- 1) The study helps to aware IFAL experts, coordinators and facilitators about their role during IFAL program planning. Additionally, the study forwards the considerations that are to be considered during the IFAL program plan development for planner.
- 2) It is believed that the issues of IFAL program are broad and requires the participation of several sectors or stakeholders. Thus, the study serves as a wake-up call for the IFAL program concerned stakeholders working together in coordination to push forward the program implementation which needs a collective effort.
- 3) Providing continuous training, creating appropriate means of remuneration and professional development opportunities for facilitators is vital for the successful implementation of IFAL program. Therefore, the study provides information for WEOs about how to perform the above stated staffing functions effectively to sustain the ability of IFAL personnel/facilitators over time in the program.
- 4) The study helps the IFAL experts, supervisors, coordinators and facilitators to adapt steps and some practice in the IFAL program monitoring and evaluation activities.
- 5) The study forwards possible recommendations for the concerned IFAL stakeholders that can serve as a benchmark for the improvement of IFAL program management in terms of the required planning, coordination, staffing and controlling practice.
- 6) The study serves as a stepping-stone for research institutions, professionals and researchers who needs further study in the field of planning, coordination, staffing, implementation, monitoring and evaluation of IFAL program and related issues.

1.6. Delimitation of the Study

Management in education has several functions. These includes: planning, organizing, coordination, staffing, leading, controlling, reporting and budgeting. However, it is not possible to cover all these management functions in relation to the researcher cost constraints. Therefore, for this study purpose, only such management functions as planning, coordination, staffing and controlling practice of IFAL program that are carrying out by government owned institutions such as WEOs and LCs was the main coverage of the study. The above identified and/or

delimited functions practicing by NGOs/CBOs as well as other expected IFAL management practice was not to be explored.

For getting representative sample participants of the study, the sample frame LCs selection were delimited to three Weredas (Wombera, Dibatie and Pawie) which were selected randomly out of the total seven weredas of Metekel zone. The reason of this delimitation was a) all weredas of Metekel zone are implementing IFAL program with similar management structure; and b) collecting data from all Weredas was very difficult as compared to the researchers' cost constraints.

The data source for the study was bounded within four categories of subjects. These were: a) WEOs personnel, b) Cluster school supervisors, c) Coordinators and d) Facilitators (full-time employed facilitators, primary school teachers, DAs and HEWs). The researcher has believed that the above-mentioned bodies who have an active role in the management of IFAL program from WEOs up to LCs can provide an appropriate information for the study.

Geographically, the study was delimited to Metekel zone of Benishangul Gumuz Regional State. The reason behind this was, previously the researcher has worked in Wombera wereda of Metekel zone. Accordingly, the researcher was familiar to the geographical area (Metekel zone) where the study problem has been investigated.

1.7.Limitation of the Study

The study has the following limitations:

1. The study was not attempt to investigate all problems that are related to IFAL program management issues of Metekel zone. It is only limited to explore the existing status of planning, coordination, staffing and controlling practice of IFAL program. Therefore, the study does not indicate the full overview of IFAL program management status.
2. The absence of adequate documents at the LCs because of their poor documentation was challenges the study to strengthen and support the primary sourced data.

1.8. Operational Definition of Terms

The researcher has given the following terms their appropriate operational meanings in relation to the study:

Adult Education: it represents the meaning given to IFAL.

Adult Learners: individuals whose age lies between 15-60 years old and: 1) unable to read, write and calculate; 2) stop their primary school previously and now involving in the IFAL program.

Basic Literacy Skills: the ability to read, write and use numbers to understand and communicate for informed decisions and thought.

Controlling: represent the practice of IFAL program monitoring and evaluation.

Coordination: the organization of stakeholders to implement the IFAL program together.

Coordinators: are primary school principals/LC representatives who are responsible for coordinating efforts for the implementation of IFAL program at the LCs.

Facilitators: are government employees (including: Primary school teachers, HEWs, DAs and Full-time facilitators) who are facilitating the adult learning at the LCs.

Integrated Functional Adult Literacy: is an educational program that is delivered for adults focused on enable them to successfully learn the skills of reading, writing and numeracy with their daily life and experiences.

Literacy Center: a place where the process of adult learners facilitation/teaching-learning process taking place.

Life Skill Learnings: the learning contents such as health education, agricultural extension education, income generation activities, civics education, natural resource conservation, etc. delivered for adult learners, which helps to adults develop the adaptive and positive overall development that enables them to deal effectively with their daily lives.

Management represents the process and practice of IFAL program planning, coordination, staffing and controlling through stakeholder's participation.

Metekel Zone: it is one of the largest administrative zone among the three zones of BGRS.

Planning: the process of formulation and making different IFAL program plans to achieve the intended goals and results.

Staffing: the process of training and encouragement of IFAL program coordinators and facilitators for sustaining their ability and contribution over time in the IFAL program.

Stakeholders: are government sector offices (Education, Health, Agriculture, Finance & Economy Development, Benishangul Gumuz Saving & Credit Institute, and Children & Women Affaires office) those participate together in the IFAL program implementation.

Supervisors: are those professionals in primary school supervision and providing technical support for the LCs coordinators and facilitators.

WEOs Personnel: are those wereda education office individuals such as heads/vice heads, education experts and IFAL experts who are responsible for managing the IFAL program up to LCs.

1.9. Organization of the Study

The study was organized under five chapters in accordance with the expected MA thesis format guideline recommended by Addis Ababa University Research and Graduate Programs Office. Accordingly, the first chapter presents introduction part of the study including: background, statement, basic research questions, objectives, significance, delimitation, limitation and operational definition of terms of the study. The second chapter deals with review of different IFAL program literatures that are noted by different scholars, researchers and institutions. The third chapter considers methodology of the study: design, population, sample related facts, source, tools and procedures of data collection, pilot test and ethical considerations of the study. The fourth chapter contains analysis and interpretation of the collected data, and discussion of results. The fifth chapter figures out summary of the major study findings, conclusions and recommendations. Finally, references and data collection instruments of the study appended.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. The Concept of Adult Education

In contemporary reviews, education in the wider sense and adult education particularly had been given many viewpoints by many institutions and scholars. Accordingly, FRDE (1994:1) described education as it is the process by which people transmits their experiences, new findings and values accumulated over the years. Moreover, it is a fundamental right to prerogative society for the development of human beings by which individuals and community acquire and strengthen the knowledge and skills for life (Diaz & Romero, 2017:122). Education in emergencies comprises learning opportunities for all stages which encompasses early childhood development, primary, secondary, non-formal, technical, vocational and adult education (INEE, 2010:2).

Particularly see the concept of adult education, many definitions were given, but for this review, it is preferable to consider the most widely accepted meanings given by UNESCO (1997) as:

adult education denotes the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong to develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning, and the spectrum of informal and incidental learning available in a multicultural learning society, where theory and practice-based approaches are recognized (pp, 1).

The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning and non-formal education (Shamsideen, 2016:10). Many researchers concluded that adult education is a system by which men and women seek to improve themselves or their society by increasing their skills, knowledge and capacity (Zmeyov, 1998 in Yilfashewa & Garkebo, 2017:48). Thus, adult education that is education for every

individual, is seen as an opportunity and as development potentials, which can contribute to the development of individual and the wider community at large (Avdagić & Ellwanegr, 2017:186).

2.2. Aims of Adult education

The broader ambitious scope of the new global education agenda is a necessary condition for coping with the societal development challenges in an increasingly interdependence and complex world (Tawil, 2016:22). Contemporary study proves that education generally and adult education particularly, is considered as the key to enter development (Mohamed, 2013:1). Therefore, it is a significant tool to address the global challenges such as democracy, peace and human right, preservation of diversity, education for all, prevention of HIV/AIDS, conflict resolution and work force development (Genet & Haftu, 2013:48). That is why the opportunity to be educated is central to advancing all-round human development in every aspect (UNESCO, 2017:11).

Adult education positively impacts a host of social and economic issues (Tylor, 2016:68). It stabilizes one's educational attainment as it provides constant refinement of knowledge, skill and it plays a supplementary role as it takes over from where the formal school system stops (Yilfshewa & Garkebo, 2017:47). Moreover, it is now admitted that growth will not reduce poverty unless poor people are able to actively participate in adult education (Shamsideen, 2016:11).

In addition, adult education brings health benefits, healthier behavior and lower health cost for both individuals and societies (UNESCO, 2016b:69). It is believed that the education of adults through IFAL program brings about the desired development of a country in a short period of time (Genet, 2014:14). The goals of IFAL program is to develop the ability of learners in making use of basic literacy skills to solve problems and meet learning needs in daily life (Kebede & Mohamedhusen, 2016:129). It also ensures the active participation of the newly literate population in to the social and economic development⁴.

2.3. Adult Literacy

Literacy broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world (UNESCO, 1997:1). In every society literacy is a necessary skill and one of the

⁴ Ibid

foundations of other life skills⁵. Basic adult literacy skills comprising reading, writing and computing are the foundation skills enabling people to function effectively in today's text-mediated knowledge societies and to make informed life choices (UNESCO, 2014:36). Adult literacy can be looked at in several ways that are generally referred to when adult literacy is discussed are⁶:

- **Reading:** functional literacy is often defined as the ability to read at particular grade level.
- **Writing:** written literacy might best be considered as an individual's capacity to write what he/she needs to in clear and reasonably accurate language.
- **Numeracy or mathematical literacy:** usually refers to the ability to perform the basic mathematical operations such as addition, subtraction, multiplication, division and whatever else normally needed in everyday life.

Literacy and numeracy are viewed as foundation skills forming the core of basic education and are indispensable for full participation in society (Hanemann, 2016:47). That is why the vision of adult literacy supports integrated approaches to facilitate the adult literacy and numeracy learnings such as family literacy, family learning and literacy embodied in practical skills training and income generation activities. Whereas, adult numeracy as a life skill also involves the competent use of mathematical language in every day, knowledge and the confidence to manage the mathematical demands of the real-life situations⁷.

Knowledge- acquired and shared through reading and writing shapes individuals and weaves the social and cultural network between people and the world around them (Ngem, 2013:7). Instead of looking at reading and writing as tools for linking the mind with text, one can look at them as means of connecting the mind with life⁸. This means, encouraging learners to look beyond "reading the word" to "reading the world" is necessary (Julit, et al, 2007 in Hildana, 2014:9). Therefore, adult literacy has personal, social and economic dimensions. Literacy increases the opportunities for individuals, families and communities to reflect on their situations, explore new

⁵ Ibid

⁶ Accessed from <http://ctb.ku.edu/en/tables-of-contents/implement/improving-services/plan-adult-literacy-program/main> retrieved on 14/11/2017.

⁷ Ibid, 52

⁸ Ibid

possibilities and initiate change (McHugh & Dolan, 2012:6). A literate population is a pre-condition for any nation to become competitive within a global economy (UNESCO, 2015a:3). With respect to this, increasing adult literacy rate will support other development goals: such as a) children with literate parents stay in schools longer and achieve more; b) each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health⁹.

Besides to the literacy contents, the creation of adult learning environment would have immense contribution for the success of IFAL program (Kebede & Mohamedhusen, 2016:132). Adult literacy/education for men and women of all ages can be provided at schools, learning centers, or other agencies which enables them to improve their general knowledge (Aggarwal & Thakur, 2013:47). Accordingly, INEE (2010:58) figured out that adult learning environments/literacy centers need to be flexible and adapted to the context. Adaptations may include: a) changes to class schedules, hours, shifts and annual timetables to meet the needs of a group of learners; b) alternative methods of delivery such as self-study, distance learning and accelerated or catch up learning programs; and provision of child care services for young parents.

2.4. The Practice of Integrated Functional Adult Literacy Program in Ethiopia

IFAL program is an approach used to help adults acquiring basic literacy skills and enhance their livelihoods in their locality which intern could contribute for the development of the country (McCaffery; Merrifield & Millican, 2007 in Kebede & Mohamedhusen, 2016:128). IFAL program in Ethiopia perceived as: the acquisition of the mechanical skills of the 3Rs¹⁰, life kills¹¹, technical/vocational skills¹² and business skills¹³ (Sonja, 2011:71). Largely, IFAL builds on indigenous knowledge and seek to link reading, writing and numeracy skills to livelihoods and skill training in areas such as agriculture, health, civic and cultural education (Bernd, 2009:9).

⁹ Ibid

¹⁰ Reading, writing and basic arithmetic skills.

¹¹ Relates to basic knowledge and skills gained from agriculture, health- hygiene and sanitation, civics education, saving and related facts which is covered by the topics in the literacy program by considering the adult learners' daily life.

¹² Relates to income generation activities such as weaving, pottery, sheep fattening, etc.

¹³ Skills which enables to run a business such as basic book keeping, assessing competitors.

In Ethiopia, the education system has shown a systematic increase in enrollment in almost the education sectors over time (UNESCO, 2015b:4). However, according to current studies on the practice of adult education reveals the fact that there is a problem of underreporting of available data and underestimation of participation rates (Yilfashewa & Garkebo, 2017:48). Recent investment in primary and secondary education has overall had a positive impact on young people, although adult have not benefited to the same extent (UNESCO, 2016c:39). According to the UNESCO survey report almost half of Ethiopian fathers and a third of mothers have completed primary school, while a significant proportion (45% of fathers and 75% of mothers have no education¹⁴. For adult and youth who did not get the chance to take part in regular programs, implementation of IFAL is of great importance to accelerate the ongoing development activities in the country (MoE, 2008:2-3).

2.5. The Ethiopian IFAL Program Policy and Strategies

Education, as a very imperative factor to human development, is of a high priority in the overall development endeavor of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation, as a result, a comprehensive education and training policy was formulated in 1994 that encompasses an overall and specific objectives, implementation strategies including formal and non-formal education (FDRE, 1994:4). This ETP guides action, lay down principles and creates the conditions needed to foster learning opportunities (UNESCO, 2016b:31).

In Ethiopia, the National Adult Education Strategy has been developed in 2008 with an active participation of all concerned stakeholders. From the study of Tilahin (2011) in Yilfashewa & Garkebo (2017:48) it is possible to understand that the aim of developing the NAES was to impart the knowledge and skills among the adults and to facilitate conditions for the provision of functional adult literacy program. Currently, the national efforts in adult education have been guided by the Master Plan for Adult Education which was drafted during the preparation of ESDP IV document¹⁵. This can be considered as a positive step for progress in the field of adult education/IFAL program.

¹⁴ Ibid

¹⁵ Ibid

2.6. Participants and/or Beneficiaries of IFAL Program

“Beneficiaries, participants, target group and, occasionally, learners are all used interchangeably in various adult education documents to refer both potentials and actual adult learners” (Bernd, 2009:36). All people, irrespective of their difference in sex, age, race, ethnicity, persons with disability, migrants, indigenous people and especially those in vulnerable situations have an opportunity to access lifelong learning (United Nation, 2015 in UNESCO, 2016b:17). Because IFAL program helps them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society¹⁶. That is why participation in adult education program is a voluntary activity, more precisely participation in organized adult education is considered as a matter of principles based on participants free will (Sava, 2012:14).

In Ethiopia, the IFAL program provision consider the special interest of different age groups and people with special needs (visually impaired, handicapped) with the consideration of local cultural and linguistic diversity (ADEA, 2012:12). But first and foremost, give emphasis for the high illiterate rate of women, especially provisions must be made to recruit women to participate them in the program with the focus of meeting their special needs in their community context¹⁷. With the focus on decentral IFAL program provision, the regional IFAL program guideline of BGRSEB (2013:5) identified that the beneficiaries of IFAL program includes any individual and groups whose age is above 15 years old. In the implementation guideline document as clearly found, the recruitment and selection of participants are determined based on adult’s willingness’ to take part in the program. Accordingly, the beneficiaries of IFAL program includes:

- Illiterate individuals who didn’t got the chance to education previously
- Early school leavers or who didn’t complete their primary school
- Unemployed individuals
- Prisoners and ex-prisoners, juvenile delinquents, minors with delinquent behaviors
- Ethnic minorities, refugees, asylum seekers, repatriates
- Individuals with physical, mental and chronic disabilities
- Specific categories of women (e.g. victims of abuse)
- Trafficking victims

¹⁶ Ibid

¹⁷ Ibid

2.7. Integrated Functional Adult Literacy Program Management

Before reviewing the practice of IFAL program management, it is important to see what management and educational management mean. Scholars described that “management is the process of designing and maintaining an environment in which individuals working together in groups, efficiently and effectively to accomplish the activities of the organization” (Nafuko; Wawire & Lam, 2010:55). Parallel to this, the term management can be understood as the collection of activities that involves setting the strategies of an organization and coordinating the available efforts of its employees to accomplish its objectives through the application of available resources¹⁸.

Looking exactly the concept of management in education, it can be perceived as a professional action for achievement of innovative and efficient services for education and learning of learners to support and accept the new understanding (Avdagić, 2017:13). According to scholar’s study, “management in adult education is expected to make some changes in the nature and mission of education organizations to support and accept a new understanding for the benefits of learners” (Avdagić & Ellwanger, 2017:180). Therefore, one of the scientific fields which could use its knowledge to initiate a positive change in the development of adult education is educational management. Management in IFAL program covers the planning, staffing, coordination as well as outcome/impact control of the educational activities (Merk, 2006 in Avdagić, 2017:21). Besides to this, scholars concluded the management of adult education as:

... there are many applicable managerial functions for adult education, but they can be implemented depending on the characteristics of the external environment. To respond to everyday managerial challenges, to make plans for the next day or the next year, to motivate employees to discuss and negotiate with partners as well as to improve educational offers, employee can’t possible to working as amateurs, without a strategy. All these activities and process need to be managed in a proper way, which means one need to have adequate tools to be able to use them in practice (Avdagić & Ellwanger, 2017:198).

¹⁸ Accessed from <http://en.wikipedia.org/wiki/Management> retrieved on 13/11/2017

2.7.1. IFAL Program Planning

Planning in the expression of UNDP (2009:7) can be conceived as “the process of setting goals, developing strategies, outline the implementation arrangements and allocation resources to achieve the intended goals.” Additionally, it is the formal process of making future action decisions of individuals and organizations (Aggarwal & Thakur, 2013:28). Therefore, a plan of action for adult education provision is a living reference framework for implementation of the intended program activities¹⁹.

According to different scholars’ viewpoint, “adult education as an academic discipline, must address the issue of program planning and about organizing educational provisions in a managerial way. That is to ensure a tailored, smoothly running program, able to reach the envisaged learning outcomes based on well-defined instructional and marketing plans” (Sava, 2012:10). Hence, planning in IFAL program plays significant role in the management of literacy centers to make some adjustments at any of the stages to identify constraints faced in the process of IFAL program plan implementation (Dire, 2014:27).

2.7.1.1. The Stages of IFAL Program Planning

The IFAL program planning process ought to give due consideration to learning literacy contents, facilitators, coordinators, IFAL program committee, conditions of learning centers, training material and supra environment of training centers (Dire, 2014:27). According to the UNDP (2009:8) it is also important to note that planning encompasses nearly five processes. These are involving:

1. **Conducting Beneficiaries’ Need Analysis:** this is an important issue wherever educational programs are carried out i.e. “designed to attract adults on a purely voluntarily basis, just by matching their interests and needs” (Sava, 2012:9). Searching source of information for need assessment also considered here.
2. **Identifying the Vision, Goals, Objectives to be Achieved:** this means making explicit to a) the result to be achieved; b) how it will be achieved; and c) the outcomes of the

¹⁹ Ibid

programs in terms of learning outcomes or competencies in which the learner will have acquired at the end of the program (Sava, 2012:120).

3. **Formulating the Strategies Needed to Achieve the Vision and Goals:** including scheduling of activities to perform tasks sequentially.
4. **Determining and Allocating the Required Resources:** includes financial, human, material, etc. resources to achieve the vision and stated goals of the IFAL program.
5. **Outlining the Implementation Strategies:** includes stating the means of arrangements for monitoring and evaluating the IFAL program progress and completion respectively towards achieving the identified vision and goals.

2.7.1.2. The Benefits of Planning in IFAL Program

Scholars figured out that the merit of planning in IFAL program implementation is unquestionable. Planning in adult education has multipurpose such as: to bring planned change in the system of educational provision, content and program structure, to continuing successful parts of the existing program in to the future and to reflect on the quality and performance of the existing programs (Sava 2012:98). To illustrate more about the benefit of planning in adult education, UNDP (2009:20) identified four core importance of planning. These are:

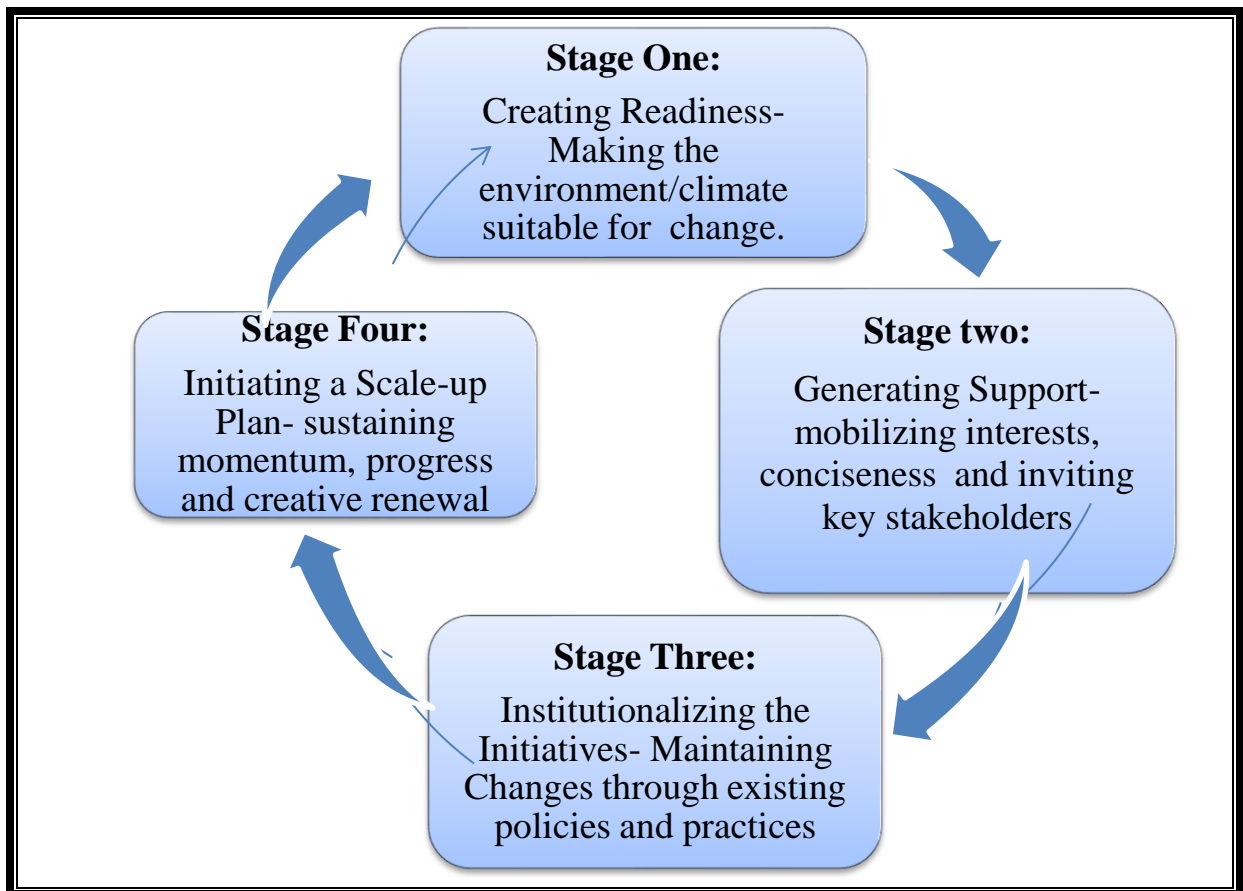
1. Planning enables us to know what should be done when- without proper planning, programs may be implemented at the wrong manner and result in poor outcomes.
2. Planning helps mitigate and manage crises and ensure smoother implementation- there will always be unexpected situations in program. However, a proper planning exercise helps to reduce the likelihood of these and prepares the team for dealing with them when they occur.
3. Planning improves focus on priorities and leads to more efficient use of time, money and other resources- having a clear plan or road map helps to focus limited resources on priority activities, that is, the one most likely to bring about the desired change.
4. Planning helps to determine what success will look like- a proper plan helps individuals and units to know whether the result achieved are those that were intended and to assess any discrepancies.

2.7.2. Coordination of Stakeholders' in the Implementation of IFAL Program

Coordination can be well-defined as the process of making organization of the human and material potentials to achieve goals set in adult education through collective effort (Avdagić & Ellwaner, 2017:180). The lifelong learning approach supports the idea of building bridges between different actors, institutions, process, learning spaces and moments to develop holistic designed adult learning system (Hanemann, 2016:47). Coordination for adult education are in place and support stakeholders “working to ensure access and continuity of quality adult education” (INEE, 2010:31).

The process of preparing strong coordination among stakeholders for the sustainability of IFAL program begins with by ensuring the readiness, granting support, institutionalizing of the initiative and initiate to scale-up the plan (Pimentel, 2014:4). To illustrate this idea, the below figure 1 displays furthermore:

Figure 1: Stages of Stakeholders Coordination Sustainability



Effective outreach and promotion of adult education depends on developing partnerships and sharing responsibilities between the service provider organizations through pooling of their valuable ideas, methods and resources (McHugh & Dolan, 2012:56). Thus, adult education services are a part of local networks which bring together community groups, local education providers and public service agencies²⁰. Therefore, coordination between sectors are essential for the effective response that address the right and needs of all adult learners (INEE, 2010:4).

In Ethiopia, when the ETP was ratified, it considered the cooperation of various developmental and social institutions with the Ministry of Educations to organize the non-formal education and training programs (FDRE, 1994:26). Consequently, the draft of NAES proposed to establishes inter-ministerial committees at the federal and similar committees from regional to wereda and kebele level to promote and ensure the joint action on IFAL program implementation (MoE, 2008).

Besides to the decentralized administrative system of the country, it was acknowledged to provide the adult education sector with coordinated management through integration of relevant ministries/bureaus/departments/office and thereby organizing adult education in a strengthened and coordinated manner up to the grass root level. As a result, five federal level ministries such as 1) Health, 2) Agriculture and Rural development, 3) Children and Women Affairs, 4) Youth and Sport, and 5) Labor and Social Affaires have signed a Memorandum of Understanding with the MoE to enhance the IFAL program implementation in collaboration (MoE, 2008:2). Vertically, it also recognizes the role and responsibilities of each stakeholder's whether they operate at the national, regional, wereda, kebele and community level (ADEA, 2012:10).

Because of the decentralization management of adult education, eight regional bureaus of Benishangul Gumuz namely: 1) Education, 2) Agriculture, 3) Health, 4) Women and Children Affaires, 5) Finance and Economy Development, 6) Benishangul Gumuz Saving and Credit Institute, 7) Micro and Small Enterprise and 8) Workers and Social Affaire have signed a MoU to deliver the IFAL program service together (BGRSEB, 2013). Vertically, in Metekel zone, six sector office departments and their vertical office at wereda level such as a) Education, b) Agriculture, c) Health, d) Women and Children Affaires, e) Finance and Economy Development

²⁰ Ibid

and f) Benishangul Gumuz Saving and Credit Institute have signed a MoU to plan, implement, monitor and evaluate the IFAL program collectively since 2014.

2.7.2.1. Challenges of Stakeholders' Coordination in the IFAL Program Implementation

Poor coordination caused from challenging factors in IFAL program can decrease the achievement, complicate the process and delay the completion of the program objectives²¹. However, it is crucial that some challenges in coordination of IFAL stakeholders such as “inadequate policies and guidelines, competition for resources, lack of accountability, unequal relationships, lack of capacity of partners, unclear goals and objectives, lack of transparency are recognized and need openly discussion” (Bernd, 2009:26).

Moreover, BGRSEB (2017) on its annual IFAL report revealed that the achievement of IFAL program implementation was not more than even half of the yearly plan. This low level of achievement was resulted mainly because of poor coordination among concerned stakeholders'. According to the report, many hindering factors that challenging stakeholder's coordination during the implementation of IFAL program in 2016/17. These are:

- Stakeholders' belief that individual effort is more beneficiary than cooperation
- Majority of stakeholders' belief that let alone the implementation of IFAL program as the only task of educational institutions including WEOs, primary schools and/or literacy centers
- Primarily, stakeholders busy with the duties and responsibilities of their office
- Lack of stakeholder's clarified goal being achieved through IFAL program
- Lack of committed leadership of stakeholder's office to see IFAL program as their task
- Lack of stakeholders' capacity in relation to human power, financial and material resources to involve in the IFAL program
- Lack of continuous discussion among stakeholders about the program progress
- Lack of integration between stakeholders' office managers and local level experts
- Lack of integration between Wereda and Kebele IFAL board and technic committees
- Lack of accountability of stakeholders in the implementation of IFAL program

²¹ Accessed from <http://Smallbusiness.chron.com/signs-symptoms-lack-coordination-orrorganization-13119.html> retrieved on 28/12/2017.

2.7.3. The Staffing of IFAL Program

Staffing is one of the significant function in the management of adult education program. It is a critical organizational function which consist of the process of acquiring, deploying and retaining a workforce of sufficient quality and quantity to create positive impact on the effectiveness of the organization²².

2.7.3.1. Types of Personnel (Worker) in IFAL Program

The Ethiopian MoE, during the draft of the NAES was recognized to assigning competent human power at all level of the education sector by considering expected duties and responsibilities in the implementation of IFAL program (MoE, 2008:14). By bearing in mind this, Bernd (2009:43) identified that, “the task of providing adult education requires at a minimum three categories of human resources. These are: (1) university trainers/educators/researchers, (2) managers at different levels of adult education delivery, and (3) trainers/teachers/facilitators- those guiding the adult facilitation process.” For this study review, the last two categories of adult education personnel have been given more emphasis and presented in detail below:

I. IFAL Program Management Staffs (Managers): Adult education management staffs and/or managers supports the development, organization and coordinate the delivery of IFAL program services (Bernd, 2009:53). Additionally, in the statement of Bernd, IFAL program management staffs could be familiar with the following competencies. Such as:

adult education staffs with varying degree of depth need to understand the aims and principles of adult education management. ... planning, implementing, reporting at different levels; Knowledge of broad or bigger picture, thinking, and anticipating and responding to the ever-changing needs of the service; Work with a range of stakeholders; Developing project and programs; Organizing and coordinating delivery of services at the grass root level (pp, 54).

II. IFAL Program Facilitators: Facilitation which means working with adult people with the aim of enabling and empowering them with basic literacy and life skills learning is indispensable to adult education. The IFAL program provision largely depending on the use of local facilitators

²² Accessed from <http://ispatguru.com/staffing-a-function-of-management/> retrieved on 21/11/2017

who are come from the same local community (Hildana, 2014:19). As researchers confirmed, facilitators are mainly drawn from education, agriculture, health sectors and other volunteers (Kebede & Mohanedhusen, 2016:132).

It has been presumed that one of the major task of IFAL facilitators is to ensure effective participation of learners in the training/learning (Yilfashewa & Garkebo, 2017:129). Furthermore, successful implementation of IFAL program requires competent facilitators who can able to identify and tell learners need and interest (Kebede & Mohamedhusen, 2016:129). Thus, such competencies and qualities are required from facilitators as “mastery of subject matter, content, topic theme, training in the teaching methods appropriate to adults, awareness of learner needs and those of the society to which they belong are expected from adult education facilitators” (Bernd, 2009:54).

Therefore, for a good adult learning outcome to be achieved, there is a need for competent educators/facilitators (Obiozor & obidiegwu, 2013 in Ukwuaba, 2015:249). However, when compared to other types of education in Ethiopia context, the attention given to the quality of facilitators seems minimal (Genet, 2014:20). As a result, it challenges for the adult education system to pay adequate attention to factors affecting facilitators effectiveness such as policy on training, recruitment, deployment and professional development (UNESCO, 2014:40).

2.7.3.2. The Function of Staffing in IFAL Program

Managers/staffs of adult education need to have a clear understanding of the emerging fields known as human resource development (Nafukho; Wawire & Lam, 2010:78). Human Resource Development (HRD) is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities through training, coaching, mentoring, performance management and career development²³. It helps to advance employees’ general capabilities in relation to their present jobs and the expected role in the near future. According to Nafukho; Wawire and Lam (2010:82) there are three main function of HRD, these are: (i) training and development, (ii) organizational development and (iii) career development.

²³ Accessed from <http://www.thebalance.com/what-is-human-resource-development-hrd-1918142> retrieved on 21/11/2017

I. Training and Development: The training and development functions of staffing focus on improving the performance of IFAL program personnel through learning. With respect to this, scholars such as Nafukho; Wawire and Lam (2010) remarked that:

the purpose of training is to equip employees with the key competencies needed to perform their current jobs through the acquisition of new skills, knowledge and attitudes. On the other hand, the development function has the same purpose except that its focus is not only on an employee's current job but also on his or her possible future jobs. Besides to orientation training, employee's skills and knowledge are kept up to date via ongoing training programs (pp, 82).

Therefore, IFAL experts, coordinators, facilitators and other adult educational personnel could be receiving periodic, relevant and structured training according to their needs and circumstances (INEE, 2010:83). Like any educational level, even more, adult literacy facilitators need to be skillful and knowledgeable because adult have special characteristics (Genet, 2014:20). Likewise, the Ethiopian MoE in the NAES confirmed as “adults have their status in the society and are owners of rich experiences, therefore, teaching them requires special methodology. Competences of facilitators has also great importance for the delivery and effectiveness of adult education” (MoE, 2008:16).

II. Organizational Development: The second functions of HRD is organizational development which has been defined as the process of enhancing the effectiveness of an organization and the well-being of its members through planned interventions focusing on bringing change (Nafukho; Wawire and Lam, 2010:83). Thus, it is a planned process of change to take advantages of opportunities to improve performance²⁴.

III. Career Development: This is the third function of HRD which emphasis the fact that both the organizations and the individuals have career path to follow including individual career progression, investigation of employment opportunities within and outside the organization (Nafukho; Wawire and Lam, 2010:83).

²⁴ Ibid

During the development of IFAL implementation guideline of BGRSEB (2013:8) consideration of promoting and recognizing of facilitators was set in to account for sustaining their facilitation ability over time. According to the document, facilitators would be encouraged through:

- Acknowledging facilitators' ability through providing certificate
- Promoting facilitators to better job
- Providing financial rewards/subsidy
- Giving continuous skill development training
- Creating and providing professional development opportunities

2.7.4. The Controlling of IFAL Program

Control, or controlling is one of the educational management functions like planning, staffing and coordinating. It is an important function in IFAL program provision because it helps to check the errors and to take corrective actions. So that, deviation from standards are minimized as well as stated goals of the organization are achieved in a desired manner²⁵. Looking specifically, “the controlling function in educational management has two main components such as monitoring and evaluation. They are the key to achieving the goals and objectives of an educational program” (INEE, 2010:48).

Adult education provider institutions make delivery in their plan for the continuous monitoring and evaluation of their course of action, programs and services delivery (Nafukho, Wawire & Lam, 2010:149). Together with organization management, adult education personnel during controlling of the program have an inherent interest in finding out how the program performed and what need to be improved, which of the organization capacity and services need to be enhanced (Save, 2012:129). Let look at the two main components of IFAL program controlling functions i.e. monitoring and evaluation.

2.7.4.1. Monitoring of IFAL Program

Monitoring is “the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives” (UNDP, 2009:8).

²⁵ Accessed from [http://en.wikipedia.org/wiki/Control_\(management\)](http://en.wikipedia.org/wiki/Control_(management)) retrieved on 27/11/2017.

Additionally, scholars given similarly sense to IFAL program monitoring as it is the continual process of collecting and analyzing data to determine if an initiative is going on in a way that achieving its intended results (Nafukho, Wawire & Lam, 2010:150). That is why the central essence of IFAL program monitoring system is the continuous comparison of the actual situations against the standards/indicators in the plan (Dire, 2014:28).

Regular monitoring of adult education activities and the evolving learning needs of the affected population is vital to ensure the safety and security of all learners, facilitators and other personnel (INEE, 2010:44). Because it helps to a) ensures that interventions are relevant and responsive; b) identifies possibilities for improvement; c) contributes to conflict mitigations and disaster risk reduction; and d) promotes accountability²⁶. According to the BGRSEB (2013) IFAL program implementation guideline, IFAL monitoring would be covered the following major activities. These are:

- Follow-up the adult learners' enrollment to see if this are functioning as planned at the literacy centers.
- Follow-up the IFAL program facilitation situation to see if this element is functioning as planned.
- Follow-up the retention of basic literacy and numeracy skills to adult learners
- Exploring the application of key life skill learning contents in to adult's daily lives
- Investigating the problems and find solutions in the adult training process

2.7.4.2.Evaluation of IFAL Program

The term evaluation can be comprehended as a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which the stated objectives are achieved and contributing for decision making (UNDP, 2009:8). Evaluation focus on impact and sustainability of program which take place: at the end of the program phase to assess immediate impact; and beyond the end of the program to assess the long-term impact of the project and its sustainability (Chang, 2006:18).

Scholars dictated that “evaluation theory and practice in adult education and training has in recent time, undergone significant development. This development reflects not only evolving the

²⁶ Ibid, 45

concepts of evaluation but also equally dramatic changes in the philosophy and curriculum of adult education” (McNamara; Joyce & Hara, 2010:548). Evaluation in adult education includes a review of principles and policies, organization and resources, the effectiveness of facilitation and other activities (McHugh & Dolan, 2012:45).

Moreover, in the ETP and its implementation document of the MoE of Ethiopia, it can be understood that educational evaluation enables to measure the changes in achievement and behavior at every level (MoE, 2002:42). Additionally, it helps to produce timely and credible evidence of program outcomes and impacts that can inform future action (INEE, 2010:48). A well-designed evaluation demonstrates its usefulness (gathering data in time and communicate with stakeholders), feasibility (realistic and adequate to the context of the program), propriety (respecting ethical and confidential issues) and accuracy (using objective and well-defined standards) (Sava, 2012:134).

2.7.4.3. Types of Evaluation in IFAL Program

Designing the evaluation of adult education programs involves key steps to include any vital parts of the process (McNamara; Joyce & Hara, 2010:550). Evaluation data that gained from in every step of the evaluation process can provide formative and summative information about the program implementation and its outcome for facilitators, program leaders, funders and other concerned stakeholders (Shechtman; Yarnall; Stities & Cheng, 2016:36). Generally, evaluation have two categories of phases such as formative and summative.

I. Formative Evaluation: scholars figured out that the nature and practice of formative evaluation in IFAL program as “formative evaluation is used to modify and improve a program and this is frequently used to provide feedback to staff during the program is in operation. Information from formative evaluation is directed to improving the program operation” (McNamara; Joyce & Hara, 2010:548). Formative evaluation is different from monitoring, in that, the former can be part of a large-scale evaluation of an organization and occurs at a predetermined period during the program implementation phase, whereas, the later can be done internally or by an external agent (Nafukho, Wawire & Lam, 2010:153).

II. Summative Evaluation: summative evaluations in adult education are used to prove something that satisfy accountability or make judgment about the overall quality of the program

(McNamara; Joyce and Hara, 2010:548). It is usually conducted at the end of the program to determine if objectives were met, make improvements and help verify whether the difficulties that experienced during implementation were resolved (Nafukho, Wawire & Lam, 2010:153).

2.7.4.4. Steps of Evaluation in IFAL Program

As documented in Nafukho, Wawire and Lam (2010:151-153), there are six phases in the adult education evaluation process that are carried out by evaluators to increase the accuracy of their decisions. These are:

Step 1: Designing Evaluation Plan: Since evaluation is a collaborative effort, engaging others in the evaluation plan design phase could likely to construct an effective, realistic plan, and gain the cooperation of the stakeholders.

Step 2: Designing Evaluation Instruments: The types of instrument to be used will depend upon the purpose of the evaluation, the resource available, the time frame involved and the availability of existing instruments.

Step 3: Collecting Data: The formal methods used in the data collection phase include survey, interview, FGD, use of archival data and reports and observations- including site visit.

Step 4: Analyzing Data: Data analysis is the stage where the data collected through the instruments are examined closely by the evaluator whether quantitatively or qualitatively.

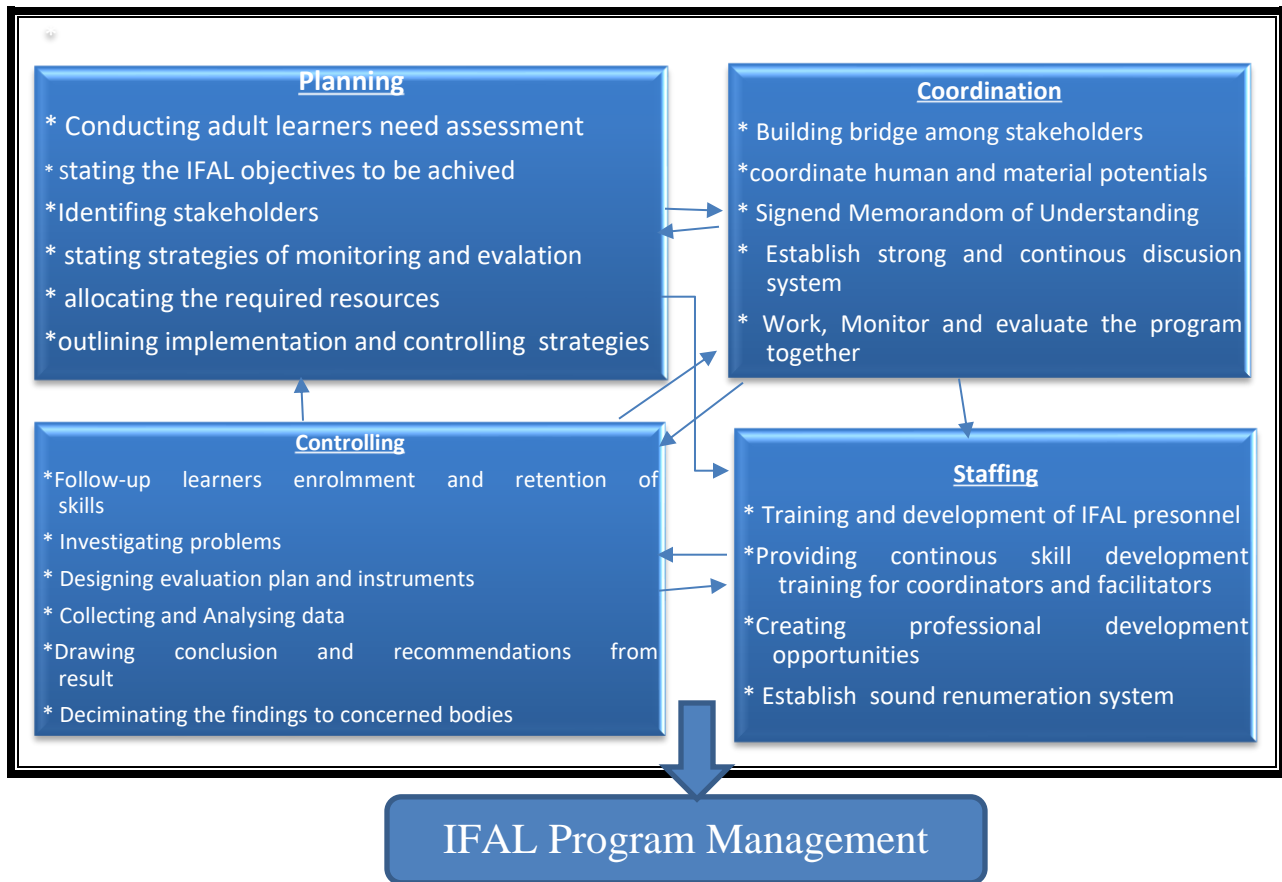
Step 5: Drawing Conclusions and Recommendations from the Results: In most cases, the findings of an evaluation exercise are presented in the form of written report with clear stated conclusion and recommendations. The report also presents in detail about the purpose of evaluation and types of evaluation techniques used and the structure of the evaluation process.

Step 6: Disseminating the Findings: Disseminating the findings of an evaluation exercise can be take place in several forms. The methods used will depend on the time and resources available, the nature of planning, implementation and evaluation of the audiences, and the evaluator's competency in the different form of delivery.

2.8. Summary of Literatures

So far, the reviewed literatures reasoned that management in IFAL program considered as a mainstream discipline and its importance in today's knowledge and idea which are growing increasingly. The successful operation of adult education/IFAL program requires sound management tools. These are presented in the figure 2 below in a summarized way.

Figure 2: The Researcher's Summary of IFAL program Management



Lastly, the chapter reviewed many studies and literatures focusing on adult education/adult literacy, the practice of IFAL program in Ethiopia and management in IFAL program. Even though numbers of studies explained the issue of IFAL program, there are limitations to look at critically and deeply the management of IFAL program in relation to planning, coordination, staffing and controlling practice. Therefore, the study presents the blend use of planning, coordination, staffing and controlling in IFAL program. Therefore, it may have the potential to support and fill the scarceness of the practical information in IFAL program management.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Design of the Study

The study was basically aimed at an assessment of “the status of IFAL program management in Metekel zone of Benishangul Gumuz Regional State”. Thus, the design of the study is descriptive survey. There are two main reasons of the researcher for using this design: The first one is the researcher was initiated to study the existing status of IFAL program management through collecting the current information. Hence, as to Yalew (2005) and Osuji (2012) pointed out, using descriptive survey helps to describe the present status of existence or absence of what is being investigated. Secondly, the geographical area of Metekel zone is very large as compared to the capability of the researcher in relation to resources and time for collecting the required data. So, descriptive survey design helps to permit the combination use of a great variety of instruments in data collection to saves time and energy as well as money that the researcher uses to collect data from the large geographical area. (Osuji, 2012:76). Therefore, due to these two basic reasons the researcher has preferred descriptive survey design more convenient for the study.

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 the IFAL program management from WEOs up to the LCs. These are (a) Administrators -WEO personnel; (b) Supervisors- primary school cluster supervisors; (c) Coordinators- primary school principals and/or representatives; and (d) Facilitators- full-time and part-time facilitators. Therefore, the target population of the study are all these four groups.

3.2.2. Sample, Sample Size and Sampling Techniques of the Study

The sample size of the study was determined by considering the “general rule of thumb tables on sample size determination” developed by Cohen, Manion and Morison (2007:104) at 0.05 significance level. Hence, at the beginning, out of the total three zones of BGRS (namely; Kamash, Metekel and Asosa), Metekel zone was selected purposively as the study area due to

two basic reasons. These are: 1) when the researcher has read the 2016/17 IFAL program implementation annual report of BGRSEB, the achievement of Metekel zone was unsatisfactory i.e. 42.6% as well as most of IFAL management functions were being exercising unsystematically and there have been certain problems and, 2) the researcher has familiar with this geographical area. Due to these basic reasons the researcher has selected Metekel zone purposively.

In this zone i.e. Metekel zone, there are seven weredas. Then, out of the total seven weredas of Metekel zone, three weredas namely; Wombera, Dibatie and Pawie were selected randomly. All the representative sample were drawn from these three weredas. As a result, of total 647 study populations of these three weredas, the researcher has selected 241 sample subjects. To illustrate more, the following description clearly shows how and why the researcher has drawn the representative sample through simple random and purposive sampling techniques from the target study population:

Firstly, simple random sampling technique was used to select three weredas from Metekel zone by lottery method. Accordingly, of total seven weredas of Metekel zone, three weredas; Wombera, Dibatie and Pawie were selected to determine the sample frame LCs from where the representative sample coordinators and facilitators were selected. As a result, out of the total 83 LCs of these three weredas, 25 sample LCs were selected proportionally through simple random sampling²⁷. Secondly, purposive sampling technique was employed for selecting the following sample participants from the determined three WEOs and 25 LCs. Therefore, of total 58 WEOs personnel, 50 (6 heads/vice heads and 44 experts) were selected; out of 83 LC coordinators, 25 were selected and out of 493 IFAL facilitators, 158 were selected. The main reason of the researcher using purposive sampling here was, selecting WEOs and LC personnel was manageable in number after the sample frame WEOs and LCs have been determined.

²⁷ To illustrate the proportional LCs sample selection from these three weredas, primarily the sample fraction was calculated by dividing the number of determined sample frame LCs (25) of the study to the total number of LCs of the three weredas (83). Therefore, the sample size determination fraction 0.3 was found by dividing 25/83. So that, the proportional sample size of each wereda was gained by multiplying the total number of each weredas' LCs with the determined fraction. As a result, the proportional LCs sample size of each three weredas was found that for Wembera $34 \times 0.3 = 10.2 \approx 10$, for Dibatie $29 \times 0.3 = 8.7 \approx 9$ and for Pawie $20 \times 0.3 = 6$. Whereas 34, 29 and 20 is the total number of LCs of Wembera, Dibatie and Pawi respectively.

Accordingly, “purposive sampling helps to ensure selecting the sample who are pre-determined in number and are best positioned to provide the needed information for the study” (Kumar, 2011:167). For that reason, the above identified sample members who are involving in the IFAL program management are pre-determined (know) at the WEOs and LCs. Especially, facilitators selection was bounded with who have relatively better role and experience in the IFAL program facilitation. Therefore, the researcher has got purposive sampling technique convenient for selecting WEO and LC personnel. Additionally, simple random sampling technique was employed for selecting primary school cluster supervisors. As a result, all the 13 supervisors were listed and then 8 were selected randomly.

Totally, of total 647 study population, the researcher has selected 241 sample subjects using simple random and purposive sampling techniques. Furthermore, table 1 below provides a clear and summary of the study population, sample and sampling technique.

Table 1: Summary of Population, Sample and Sampling Procedures of the Study

<i>Zone</i>	<i>Sample Categories</i>	<i>Population</i>			<i>Sample Size</i>			<i>Sampling Technique</i>
		<i>M</i>	<i>F</i>	<i>T</i>	<i>M</i>	<i>F</i>	<i>T</i>	
Metekel (Wombera, Dibatie & Pawie)	LCs	--	--	83	--	--	25	Simple random sampling
	WEOs personnel	54	4	58	46	4	50	Purposive sampling
	Supervisors	13	--	13	8	--	8	Simple random sampling
	Coordinators	79	4	83	23	2	25	Purposive sampling
	Facilitators	299	194	493	87	71	158	Purposive sampling
	Total	445	202	647	164	77	241	

Source: MZED (2017/18): The 2010 E.C Zonal IFAL Implementation Progress Report.

3.3. Sources of Data

“While deciding about the methods of data collection for the study, the researcher kept in mind two types of data viz., primary and secondary (Kothari, 2004:95). For the study, the researcher has obtained both primary and secondary data from different sources. Primary data was obtained from WEO heads and experts, supervisors, coordinators and facilitators. As well, the researcher has utilized different IFAL related secondary data by looking in to various documents. These are:

IFAL program implementation guidelines, reports and publications of MoE, BGRSEB, Metekel zone and WEOs as well as LCs were used. Different study reports that had investigated recently by researchers and institutions focusing on IFAL program management fields were also examined to support and compare the result of the study.

The researcher had utilized both primary and secondary data for the study because both types of data have a significant value to triangulate and supplement different data gathered from diverse sources which are finally used to make the data and the research result reliable (Yeraswork, 2010 in Esayas, 2014:33).

3.4. Data Gathering Instruments

The researcher has carefully collected the relevant IFAL information from the sample through three data gathering tools. These are questionnaire: composed of both close-ended and open-ended items, interview and document analysis. The following description clearly shows how and when the researcher has carried out these instruments to collect information from respondents.

3.4.1. Questionnaire

By and large, questionnaire is the most preferable among instruments for data collection when studying large population. For this reason, the researcher has adapted two separate questionnaires by taking in to consideration of different IFAL management related reviews and reports and administered the one for WEO sample personnel and the other for LC sampled subjects (coordinators and facilitators). Therefore, to increase the appropriateness of the questionnaires, most of the questions were adapted by considering the BGRSEB (2017) IFAL program reports, BGRSEB (2013) IFAL program implementation guidelines and internet.

Including and organizing all the necessary components of questionnaire is very important. So that the researcher has made the questionnaire having with the following components as Osuji (2012: 119-120) remarked: Thus, the components include: the title, introduction and its purpose, the instruction, biographical information, the questions/statement and gratitude were clearly stated in the questionnaires. Additionally, a letter of reference from Addis Ababa University and letter of support from MZED were attached with questionnaire to build respondents thrust on the researcher and expand their cooperation.

Therefore, 20 and 18 item questions were prepared for sample WEO and LC personnel respectively (see Appendix A & B). 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, for this study purpose, the researcher has used the last two ways. Therefore, out of the total 233 distributed questionnaires, 217 were collected which is effective in 93% return rate. Out of the collected 217 questionnaires, 71% of the questionnaires was collected through personal administration with on-the-spot collection and the rest 29% was collected through the later way.

3.4.2. Interview

This was another type of data collection instrument that the researcher has prepared and administered for eight primary school cluster supervisors. Scholar figure out that interview as a method of data collection involves eliciting information through some verbal interaction between the respondents-interviewee and the researcher-interviewer (Kumar, 2011:115). Thus, 10 semi structured interview questions were prepared and administered for supervisors (see Appendix E). The responses were recorded by using mobile phone and writing note what they have said through face to face contact.

3.4.3. Document Analysis

For the study, document analysis was undertaken as a data collection tool to check and support information that were gained from respondents through questionnaire and interview with the facts in the available IFAL documents. Accordingly, different IFAL related documents such as proceeding/meeting documents, supervision document, IFAL plan and related reports that were found at WEOs and LCs were examined. Additionally, MoE adult education strategies, BGRSEB IFAL program implementation guideline and reports, as well as Metekel zone education department IFAL report were examined. Therefore, documented data analysis was carried out through explanation, summarization and description of the meanings that were found from the IFAL documents. For this reason, the researcher employing document analysis because it enables to include large amounts of documented IFAL related information to support the primary data and make inferences.

3.5. Data Gathering Procedures

All data collection instruments for the study were developed to answering the stated research questions in line with helping to look at the status of IFAL program management in Metekel zone. Indeed, before and during the data collection activities took place, the researcher has followed some important steps to increase the validity and reliability of the instruments. In clearly speaking:

1. The questionnaires were firstly prepared in English language by considering different reviews of IFAL program management and expected practice. To maintain the questionnaire's appropriateness to the investigation problem, the researchers' advisor has seen it repeatedly and provide a productive feedback. Accordingly, an appropriate modification of some questions was made. Ambiguities in the phrasing of questions and inappropriate response categories of some questions were simplified to make clear and understandable for respondents. Then, it was translated in to Amharic language and subsequently checked by two language teachers whether the items contain an equivalent meaning with respondents' own language. Consequently, pilot test was conducted (presented in detail in the next topic) and based on this result, the questionnaire was revised and prepared for distribution. Before distributing the questionnaire, the researcher has given a brief orientation for the respondents about its purpose and how to fill it. Finally, the questionnaire was distributed to respondents and collected when they have finished filling.
2. When interview was administered to supervisors, the researcher has done the following activities: Firstly, appropriate information about the objectives of the study and the nature of interview was provided to the interviewee (supervisors). Then the researcher had followed it up with prodding and probing an interview questions to get comprehensive information. Recording is very important aspect of interview. So, the researcher was widely recorded the interview information through mobile phone and took note what the interviewee said. Before interview session was started, the researcher has got the full consent of all the interviewees in that they were voluntary and agreed on the researcher using mobile phone recording during the interview session.

3. When the existing IFAL documents were analyzed, the researcher has primarily examined the relevance and appropriateness of the documents in relation to the IFAL program management. The researcher has used only when the document had been found reliable and suitable to the investigation of IFAL program management. Because Kothari (2004) confirmed that, secondary data may be unsuitable or inadequate in the context of study problem.

3.6. Pilot Test

A pilot test was conducted to examine whether the questionnaire was designed in a manner that provide the required information consistently and to ensure the language clarity for respondents. To keep the local language clarity of the questionnaire, two educational experts of Wembera WEO and two English language teachers of Wembera preparatory school have commented on it.

The provided comments have been incorporated with the questionnaires and the edited questionnaires has been piloted to check whether the questionnaires' items have reliability. In that, it was conducted in four IFAL centers of Wombera wereda and administered to four LC coordinators and thirty facilitators. The researcher has taken these sample categories for the pilot study that are out of the actual sample subjects.

Consequently, a Cronbach's analysis was calculated to determine the inter item reliability of the questions, the alpha level was found $r = .714$, which indicated that the items have an adequate level of inter item reliability. Confirming this, many scholars remarked that for most instruments, an acceptable inter item reliability for Cronbach's alpha coefficients is range from .70 to .90 (Kothari, 2004; Yalew, 2005; Cohen; Manion & Morrison, 2007). Therefore, the alpha which was found $r = .714$, indicated that the questionnaire has an acceptable and adequate inter item reliability. Lastly, the piloted questionnaire was distributed for sample respondents and collected for the analysis.

3.7. Data Analysis Method

The collected data was prepared (edited, coded, classified, tabulated and summarized) before the analysis was made. Then, the researcher has presented the demographic characteristics of respondents with regarding sex, age, educational level, job position and work experience. To perform these, frequency distribution table, percentage and figures were used to make clarity of data for readers.

Since the study was employed mixed methods of analysis: the quantitative data collected through questionnaire from WEO and LC respondents were analyzed with the aid of both descriptive and inferential statistic tools. Frequency and percentage were employed from descriptive statistic and multiple linear regression statistical model from inferential statistic. Chi - square test from non-parametric statistical test was also used to examine whether there is a statistical significance difference between LC and WEO respondents' response of the questions. Frequency and percentage comparison of questions were interpreted and coefficient of standardization of items were determined to quantify the analyzed items. To enhance a clear picture of the data and findings, tables and figures were used. To do these task, Statistical Package for Social Science (SPSS) version 24 and Micro Soft Excel 2016 had been used since they are especially well-suited for computing statistical data and presenting it with customized figures.

In addition, qualitative data gained through interview, open-ended item questions and document analysis were firstly organized and summarized in related themes. Then the data were discussed through narration to relate and support the quantitative data.

3.8. Ethical Considerations

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

The researcher has done each activity rigorously and with the correct procedures when designing, conducting and reporting the study in accordance with the expected MA thesis format

guideline recommended by Addis Ababa University Research and Graduate Programs Office. As much as possible the report was presented clearly in which everybody can understand easily. The researcher has used the full effort to give recognition and duly acknowledge for all referred literatures and documents.

During collecting data from WEO, coordinators, facilitators and supervisors, firstly an appropriate information was provided for them about a) the main purpose of the data collection, b) all aspects of the study and its possible consequences and c) who will have access to the data that they have provided and the study report. Therefore, information obtained from the respondents through questionnaire was promised to be kept confidential through coding of responses to maintain their anonymity. Only the researcher has accessed to the coded information. Necessary efforts were made to the language in the data collection tools to consider the culture and the comprehending level of respondents. The interview responses were also recorded in such a manner that a participant can't been identified directly or through identifiers linked to them. The researcher has not used hidden camera, microphone and tape-recorder without the respondent's permission. Finally, a great generous thank to all participants who provided data/information was given for their cooperation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

This chapter of the study leads into the analysis, interpretation of data and discussion of results that were collected from respondents through questionnaire, interview and document analysis. The chapter contained three major presentations. These are demographic information (characteristics) of respondents, analysis and interpretation of the collected data, and then discussion of main results. All these were presented sequentially.

Descriptive survey design was employed that aimed at an assessment of the Status of Integrated Functional Adult Literacy Program Management in Metekel Zone of Benishangul Gumuz Regional State. Data were collected from a total of 225 respondents out of 241 sampled subjects.

See specifically, a total of 233 questionnaires were distributed to WEO and LC respondents. Of which, 217 respondents (i.e. 48 WEO personnel, 24 coordinators and 145 facilitators) have provided their response which is effective in 93% return rate. However, the remaining 7% of the distributed questionnaire that was given to 2 WEO personnel, 1 coordinator and 13 facilitators was not returned because respondents had not volunteer to give back their responses. As a result, these were completely discarded from the analysis. The return rate of the questionnaires (93%) was significantly adequate to made analysis, interpretation and discussion. Additionally, 8 primary school cluster supervisors' response that gained through interview, and document analysis were interpreted to support the questionnaire response.

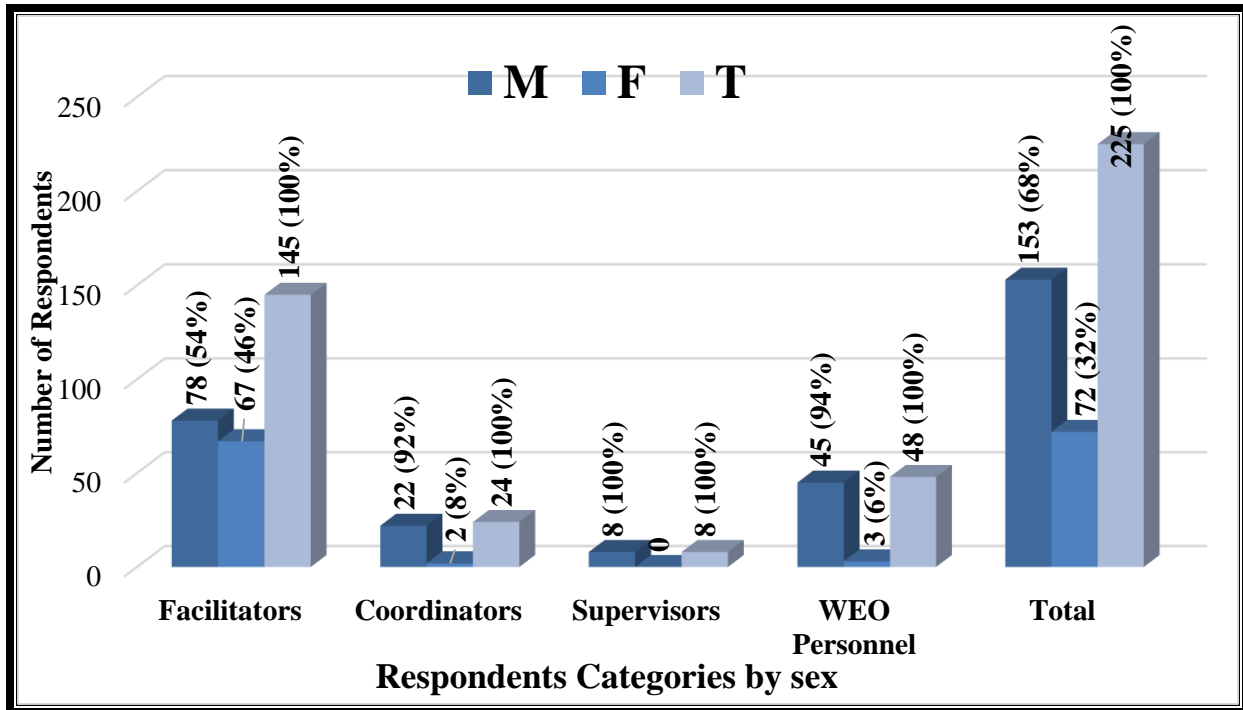
4.1. Demographic Characteristics of the Respondents

Presenting a summary of respondents' characteristics helps to make a clear picture for the study readers. Therefore, the demographic information about the study respondents has been offered through descriptive statistical tools: frequency and percentage by using figures and tables. It was mentioned that in the preceding chapter of the study, data were gathered from four categories of sample respondents such as WEO personnel, Supervisors, Coordinators and Facilitators of Metekel zone.

Therefore, out of 241 sample subjects, a total of 225 respondents were provided a representative information of the study i.e. the status of IFAL program management in Metekel zone through

questionnaire and interview. The proportion of respondents' category across sex were presented as follow in the Figure 3 below.

Figure 3: Respondents Sex Category



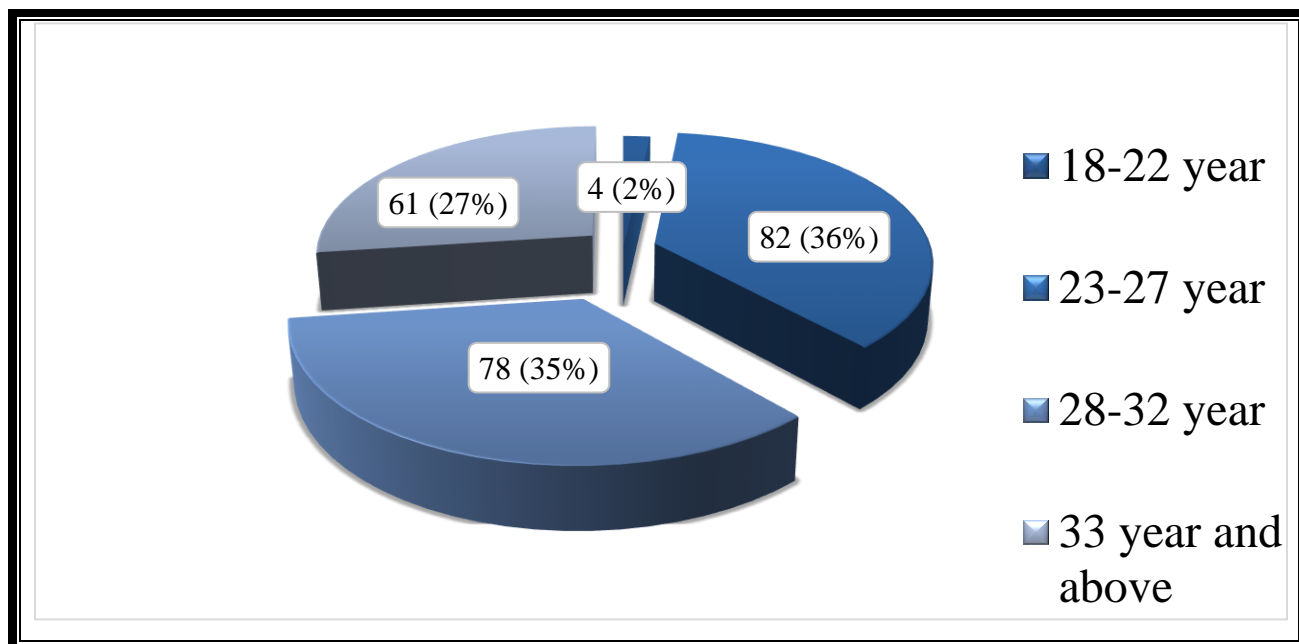
Considering the effect of sex (male and female facilitators) on the voice of both adult learners and facilitators have great role to create smooth learning environment for adults. In adult education, it is important to make especially the facilitators sex proportion close to the gender based and expected social role with adult learners. As can be seen in the above figure 3, out of total 145 facilitators who facilitate the IFAL program at the LCs, 78 (54%) were composed of male and 67 (46%) female. Correspondingly, of total 24 coordinators, 22 (92%) are male and 2 (8%) female. Out of total 48 WEO respondents who monitor the program implementation of the LCs, 45 (94%) were male and 3 (6%) female. All primary school cluster supervisors who provide support for LCs were male which counts 8.

The cumulative frequency of the above figure 3 tells, majority of IFAL personnel 153 (68%) who work both at WEOs and LCs were male and the rest 72 (32%) were female. This seems like male are better representation than female in the study. But, it should be understand that the proportional distribution of male and female IFAL employees are normal in the study sample for

male and female. Besides, this result implies that female involvement in the program were significantly lower as compared with male. As the facilitation role of male facilitators remain constant, female facilitators in adult learning can create good learning environment especially for female adult learners in relation to discuss freely about the gender-based issues, home related issues, child caring, etc. However, this can't be true unless the numbers of capable female facilitators are coming to the program facilitation in Metekel zone.

Regarding to age, respondents were asked to indicate their age on the provided questionnaire and administered interview. Therefore, respondents' age categories were presented in figure 4 below.

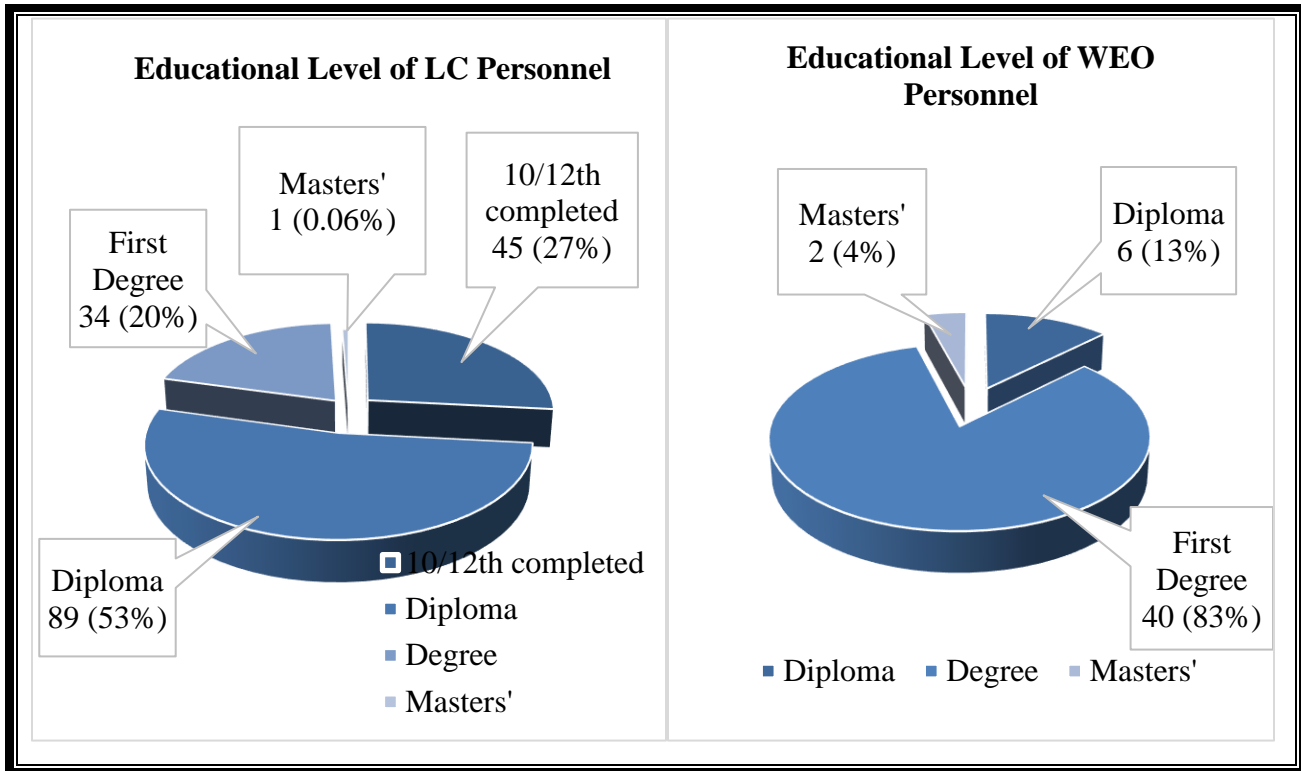
Figure 4: Respondents' Age Category



The main principle of adult learning lies in the assumption of adults have ample previous learnings and experiences. This assumption also requires mature IFAL personnel/facilitator who have the potential to understand and help adults' using their rich experience in the facilitation process. As observed in the above figure 4, of total 225 respondents, few of them i.e. 4 (2%) had found in the age of between 18-22 years old. The data also shown that 82 (36%) had between 23-27 years old. While 78 (35%) were found between the age of 28-32 years. The rest 61 (27%) are 33 years old and above. This result shows that most of the IFAL program personnel age are found mature, because all are above 18 years old and young. This also have vital value to acknowledge and use the learners' know-how in the learning/training session.

Regarding to respondents' educational level, respondents were asked to indicate their educational level and the result displayed in figure 5 below.

Figure 5: Respondents Educational Level

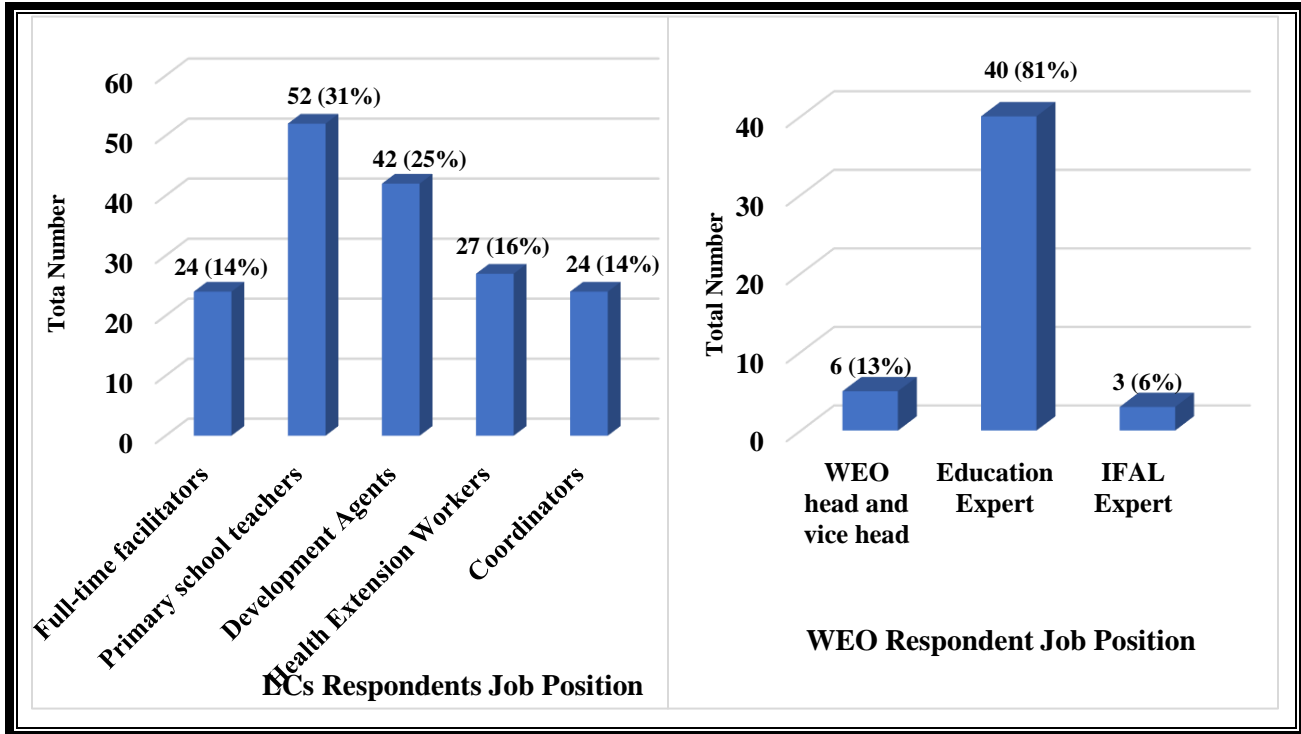


The above figure 5 on the right side displayed that of total 48 WEO respondents, their educational level was composed of 6(13%) diploma, 40 (83%) first degree and the rest 2 (4%) Masters' degree. From this result it can be understand that majority of WEO personnel are degree holder. Additionally, as observed in the above figure 4 left, of total 169 LC respondents, 45 (27%) had completed their education in 10/12th grade (most of these are full time facilitators and HEWs). 89 (53%) had diploma, 34 (20%) first degree and the rest 1 (0.06%) Masters' degree. Besides to these, all cluster school supervisors i.e. 8 (100%) are degree holders.

This result implies that majority of the IFAL personnel are highly qualified who have abundant experience on their job. Even if most of IFAL personnel's education level have diploma and first degree, their qualification belongs to other disciplines not for adult education. This is also seen as an opportunity in the IFAL program implementation because all these personnel bring different viewpoints from different corners to the adult learners.

To examine where IFAL personnel coming from, LC and WEO respondents' job position was examined and the result was presented in figure 6 below.

Figure 6: Respondents Job Position



In Metekel zone, IFAL program personnel and facilitators whatever their job positions, they are drawn from different institutions such as from education, health and agriculture sectors. So that, they are coming in the IFAL facilitation with their positions. As it can be observed in the above figure 6, of total 48 WEO respondents, 6 (13%) were WEO heads and vice heads, 39 (81%) educational experts and the rest 3 (6%) IFAL experts. Likewise and more importantly, of total 169 LC respondents, 24 (14%) were full-time facilitators, 52 (31%) primary school teachers, 42 (25%) development agents, 27 (16%) health extension workers and the remaining 24 (14%) coordinators. This result tells there are imbalance proportion of facilitators drawn from sectors for the program facilitation. Majority of the LC workers/facilitators are primary school teachers and DAs. Involvement of HEWs from health sector in the program was found inadequate.

Moreover, respondents experience in IFAL program provision were examined to see their sustainable role and contribution in the program. The researcher was assumed that majority of IFAL personnel have facilitation experience up to 7 years because the program was launched on

2011 throughout the region. As a result, as can be understood in the table 2 below, of total 48 WEO respondents, 8 (16%) had 1-3 years of experience, 14 (29%) had 4-6 and the majority i.e. 26 had (55%) 7 years and above experience in IFAL. This implies most of the WEO personnel are matured and experienced with educational and IFAL program activities.

Table 2: Respondents Experience in IFAL Program

<i>Category</i>	<i>Job Position</i>	<i>Respondents Experience</i>							
		<i>1-3 year</i>		<i>4-6 year</i>		<i>7 years & above</i>		<i>Total</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
WEO Personnel	WEO head/vice head	1		1		3		5	
	Education expert	6		12		22		40	
	IFAL expert	1		1		1		3	
	Total	8	16%	14	29%	26	55%	48	100%
LC Personnel	Full time Facilitator	17	78%	7	22%	0	0%	24	100%
	Primary School Teacher	21	40%	24	46%	7	14%	52	100%
	DAs	24	57%	17	40%	1	3%	42	100%
	HEWs	22	81%	5	19%	0	0%	27	100%
	LC Coordinator	5	21%	14	58%	5	21%	24	100%
	Total	89	53%	67	40%	13	7%	169	100%
	Supervisors					8	100%	8	100%

Similarly, as presented in the above table 2, all categories of LC respondents' experience were examined. It was expected that majority of the full-time facilitators have more than 7 years of experience in IFAL facilitation at LCs because employing full time facilitators started in 2011 throughout the region and Metekel zone. However, as indicated in the above table 2 the survey shows that of total 24 full-time facilitators, more than two third i.e. 17 (78%) had 1-3 years of experience. Only 7 (23%) had 4-6 years of experience in IFAL facilitation. This result implies majority of full-time facilitators are newly employed. This also indicates there are high turnover of full-time facilitators from facilitating the program due to different reasons.

Regarding to part-time facilitators, primary school teachers who facilitate IFAL program on part-time base, the above table 2 shows that of total 52 respondents, 21 (40%) had 1-3 years of experience and the majority (24+7 = 31 i.e. 60%) had 4 and above years of facilitation experience. This result demonstrates as compared with other facilitators, primary school teachers

have relatively longer experience in IFAL program facilitation. However, of total 42 DA facilitators, more than half of them i.e. 24 (57%) had 1-3 years of experience. The rest 17 (40%) and 1 (3%) had 4-6 and 7 and above years of experience respectively. As well, of total 27 HEWs, most of them i.e. 22 (81%) had experience of 1-3 years and the rest 5 (19%) have 4-6 years in IFAL facilitation. This implies that there is a turnover of HEWs or they have not go more with the IFAL program facilitation. With respect to coordinators, of total 24 respondents, 5 (21%) had 1-3 and the majorities 14 (58%) had 4-6 years of experience in coordinating the IFAL activities at the LCs. The remaining 5 (21%) coordinators had 7 and above years of experience with IFAL program. All 8 primary school cluster supervisors had 7 and above years of experience with IFAL program.

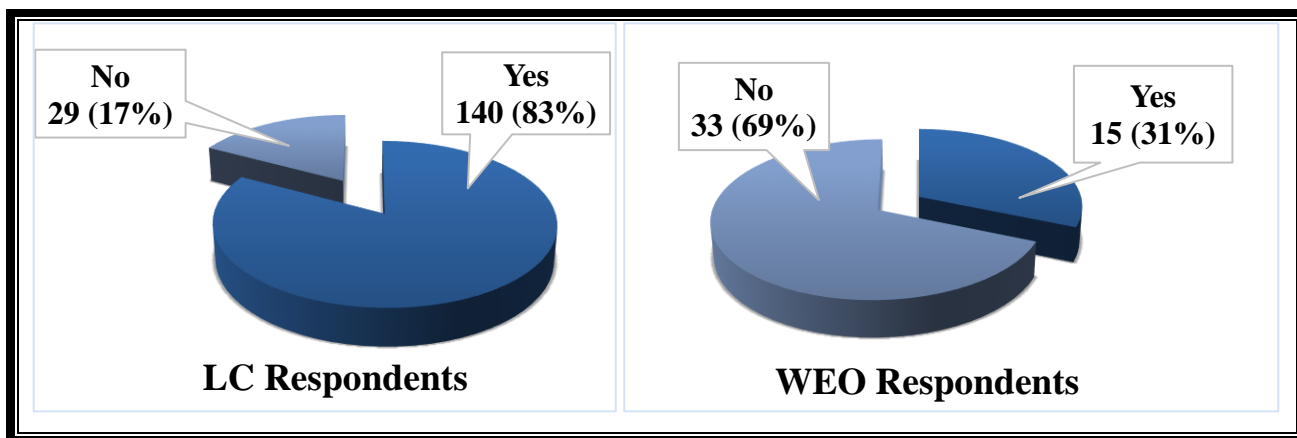
Moreover, it is important to consider the experience as the component of the professional profile in adult education that can have a great significance for the successful implementation of the program” (Avdagić, 2017:76). On the other hand, the acute scarcity of experienced personnel who can assume to take a broad range of duties and responsibilities continuous to plague the delivery of adult education program (Bernd, 2009:43). Therefore, experience in everything and everywhere have a great impact to determine an activity. The same is true in IFAL. Because the have and the have not of experience on IFAL program facilitation and implementation makes difference. However, as compared with the period of IFAL program that launched in Metekel zone i.e. 2011, the survey result displayed that except for coordinators and primary school teachers, majority of facilitators had short period of experience (1-3 years) in IFAL program facilitation.

4.2. IFAL Program Planning

Among the four-basic research questions of the study, the first was forwarded to examine the status of IFAL program planning and see the considerations that put into account during IFAL program planning. In doing this, the collected data from respondents through questionnaire was analyzed by using frequency, percentage and chi-square test. Additionally, interview response and document analysis were also interpreted. Visual aids such as figures and tables were employed to explain and make the text analysis easier to grasp.

Educational planning in IFAL program is considered as the process of preparing a set of decisions about educational innovativeness in such a way that goals and purpose of adult education will be sufficiently realized with available resources (Aggarwal & Thakur, 2013:28). IFAL program planning must address the very important issues of organizing educational provision in a manageable way - that is to enrich a tailored, smoothly running program, able to reach the intended outcomes (Save, 2012:10). Thus, first an advance towards the full exercise of the right to education can only be achieved by taking in to account the needs and interests of all people involved in IFAL program (Diaz & Romero, 2017:131). Therefore, to look at whether IFAL program learners'/beneficiaries' need assessment was considered before developing the IFAL plan at LCs and WEOs, respondents were asked and their responses are presented in figure 7 below.

Figure 7: Beneficiaries'/Learners' Need Assessment



Need analysis is an important issue wherever IFAL program are carried out that are designed to attract adult learners just by matching their interests and needs (Save, 2012:9). Participation of different adults' group in IFAL program are uneven, that is the registered adults may include elders, socially and economically vulnerable groups, migrants, women, etc. Since they come into the learning centers with different backgrounds and learning needs, conducting need analysis helps to include their needs and interest in the plan, and thereby helps to prolong learners' participation in the program. As it can be seen in the above figure 7 on the left, the survey shows that of total 169 LC respondents, most of them i.e. 140 (83%) confirmed beneficiaries' need assessment have been conducted at LCs before starting the basis of IFAL program planning. The remaining 29 (17%) of respondents reported as need assessment was not made.

This result implies that adult learners' need assessment was conducted in the IFAL centers before developing the IFAL plan. However, this finding also contradicts with previous studies that conducted by Ayele (2012) and Samuel (2017). They figured out that although there are some activities of need assessment before planning in IFAL centers, the extent was low and vary from centers to center. Therefore, to speculate the result contradiction, the researcher was deal with supervisors with similar interview question. Data confirmed that “not only the plan but also the learning contents are designed based on learners need” (Mitiku, March 2017). As well, “before developing IFAL program plan, analyzing adult learners need is the first task of LC planners” (Mamo, March 2017). This result confirmed that adult learners' need was examined at the LCs.

On the other hand, the survey results as presented in the above figure 7 right, shows that of total 48 WEO respondents, the majorities 33 (69%) said there is no need assessment before starting the Wereda IFAL program planning. While the remaining 15 (31%) reported adult learners' need assessment was made²⁸. Results of this finding, therefore, supports previous studies findings of Hildana (2014) and Mohamed (2014) who explored that IFAL planning was done without giving enough consideration for needs and interests of adult learners. The plan simply has been prepared based upon wereda educational expertise experience rather than the need of adult learners.

This is a surprising finding that considering the beneficiaries need assessment before IFAL planning was found better in LCs than WEOs. This finding also implies that especially, LCs developed IFAL plan by investigating the needs and interest of the adult learners, and the reverse is true in WEOs. Whatever so in conducting adult learners need assessment, searching several sources of information is needed to get a comprehensive input for the planning. Explaining the current condition is needed for IFAL planners to have a clear image about what existing conditions are in the program by collecting the required information from data sources (Ghasemi, 2015:123). Although researchers such as Hildana (2014), Mohamed (2014), Ayele (2012) and

²⁸ Informal interview with WEO IFAL expert revealed that the wereda IFAL program plan was developed simply by considering how many adults will be participated in the program. The number of participants were determined and given by the regional education bureau. Other issues such as what type of learnings will be deliver for learners, and how and who provide the learning were analyzed and determined at the LCs level based on their context.

Samuel (2017) found the low level of IFAL program beneficiaries' need assessment and planning on their study, they did not show where information could be gained and used for need assessment during IFAL planning. Therefore, by considering the information gap, the researcher has investigated furthermore to examine from where LCs IFAL program planners explore a number of sources of information during adult learners' need assessment which serves as a stepping-stone for IFAL planning. The LC respondents' response was presented in table 3 below through frequency, percentage and chi-square test.

Table 3: Source of Information for Need Assessment During IFAL Planning

<i>Source of Information</i>		<i>LC Respondents (Coordinators and Facilitators)</i>		<i>Chi-square Test</i>		
		<i>N</i>	<i>%</i>	<i>x²</i>	<i>df</i>	<i>p-value</i>
Kebele/wereda census and statistical data	Low	70	41%	9.87	12	.627
	Medium	40	24%			
	High	8	8%			
	Not Decided	51	27%			
	Total	169	100%			
Primary school/Literacy Center Personnel and Previous Reports	Low	34	20%	10.08	12	.609
	Medium	86	51%			
	High	19	11%			
	Not Decided	30	18%			
	Total	169	100%			
Health Service Providers and Farmer Training Centers	Low	72	43%	13.12	12	.360
	Medium	49	29%			
	High	14	8%			
	Not Decided	34	20%			
	Total	169	100%			
Focus Group Discussion with Community	Low	54	32%	12.27	12	.424
	Medium	54	32%			
	High	27	16%			
	Not Decided	34	20%			
	Total	169	100%			

Before analyzing each of the identified items in the above table 3, a chi-square test was calculated to compare whether there is a statistical significance difference in response among LC respondents across the above identified items in table 3. The chi-square test result at 0.05 significance level shows that there is no a statistical significance difference between respondents' response because all the listed items have p -value that is greater than 0.05. This also confirms respondents have the same understanding about the sources of information in which LC planners using it during adult learners' need assessment which serves as a stepping-stone for IFAL planning. Therefore, it is possible to analysis the data by using the cumulative frequency and percentage of LC respondents' response.

Different statistical reports as well as census data of Kebele and Wereda administrative office such as literacy rate, living status, numbers of adults, etc. provides relevant information for IFAL program planners to consider the adult learners' need during planning. However, as can be seen in the above table 3, out of 169 LC respondents, 70 (41%) reported that searching and using information from census data and others statistical records of kebele and wereda administrative office was found low. Whereas 40 (24%) rated as medium and 8 (8%) high. The remaining 30 (18%) of respondents has not decide on it. This result indicates using information from such statistical records during IFAL planning was found relatively at lower level.

LCs' personnel such as coordinators, facilitators and committees, as well as previous IFAL reports could provide information for planners about the registered rate, enrollment rate and dropout rate of adult learners in the IFAL program. So that, a large amount of information can be gained. Thus, as indicated in the above table 3, out of total 169 respondents, 34 (20%) revealed that gaining information from LCs personnel and reports for IFAL planning was found low. The majority i.e. 86 (51%) confirmed as medium and the rest 19 (11%) rated high. The remaining 30 (18%) have not decided. This result show using information from LCs' personnel during IFAL planning was medium.

Health service provider institutions and farmer training centers which are found locally are contributing a lot of information for IFAL planners since they are a part of adult learning centers. They might able to provide the percentage of their participants who lacks basic literacy, numeracy and life skills learnings. However, as observed in the above table 3, the practice of collecting relevant data from these institutions was far from observing and using it as a good

opportunity for IFAL planning. Of total 169 respondents, 72 (43%) reported that using these institutions' information for IFAL planning was found low, 49 (29%) rated as medium and 14 (8%) as high level. The remaining 34 (20%) had not able to decide on it. This finding shows using these institutions' information for IFAL plan is low.

Delineating FGD with local community and adult learners' is useful for exploring adult learners' learning needs and their previous learning experience in education. This can assist to produce very much helpful information for IFAL planning. As observed in the above table 3, the survey result shows that of 169 respondents, 54 (32%) revealed the extent of IFAL planners making FGD with adult learners and community was found low. The majority i.e. both 54 (32%) reported as medium and 27 (16%) high and the rest 34 (20%) was no able to responded. This shows drawing information from beneficiaries for IFAL planning was found at good level.

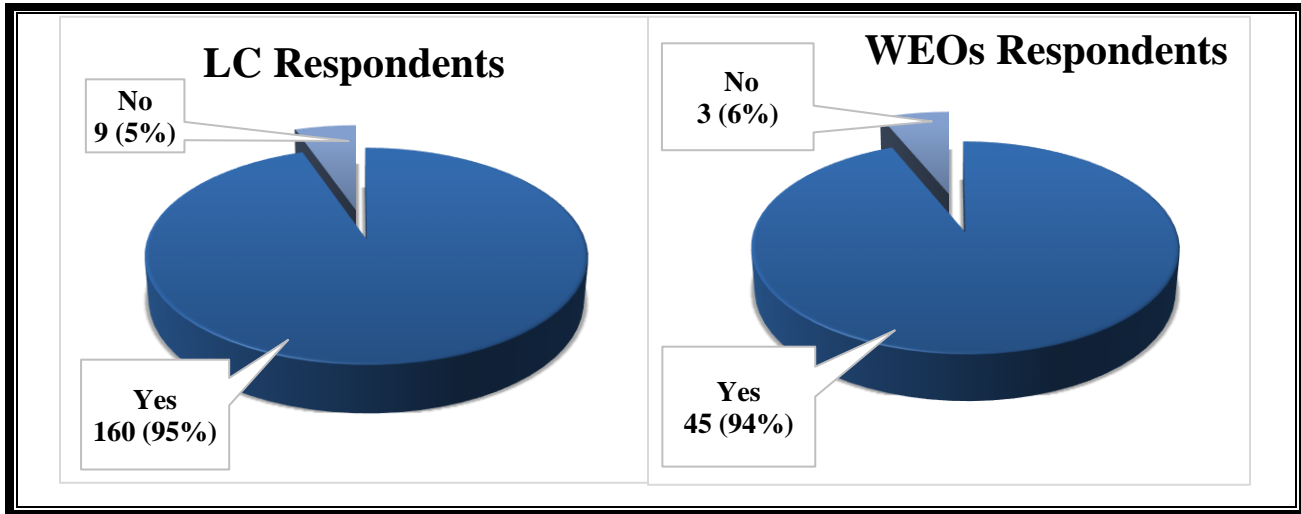
Confirming the above findings from dealing interview with supervisors, it was understood that the IFAL plan at LCs was developed by coordinators and facilitators together through collecting data of the needs and interest of learners'. Although information which used as an input for IFAL planning can be obtained from Farmer Training Centers, Health Post/Health Centers and LCs, the extent of acquiring data especially from these institutions except LCs was inadequate. Most of the time, the required information for IFAL planning was gained from LCs' records and making discussion with adult learners (Mamo, March 2018).

4.2.1. IFAL Program Planning Design

A plan formation after collecting the needed information, help to achieve a clear image of performance during implementation (Ghasemi, 2015:123). "A plan which is the product of planning process, can be considered as a set of decisions about what to do, why and how to do it" (Chang, 2006:3). Well-designed plan helps to efficient and effective use of the various resources that the organization has, including resources of time, capital, labor, technologies (Nafukho; Wawire & Lam, 2010:140). When the IFAL plan is developed with taking in to account the expected issues and activities, it serves as a road map and guide for future action in the program implementation.

Therefore, to examine the consideration that set into account in the IFAL program planning, firstly the researcher has asked WEO and LC respondents to see whether the availability of IFAL plans at LCs and WEOs. Their responses were presented in figure 8 below.

Figure 8: The Availability of IFAL Plan at LCs and WEOs



The above figure 8 on the left side portraits that of total 169 LC respondents, most of them i.e. 160 (95%) reported that LCs have developed IFAL plan. The rest 9 (5%) rated the unavailability of plan. Additionally, as seen in the above figure 8 on the right side, of total 48 WEO respondents, 45 (94%) were confirmed that the issues and activities of IFAL are well-addressed in the plan and the rest 3(6%) rated as no plan. To comprehend this finding more, the available of related documents were examined to see the relevance and appropriateness of the activities that were included in the plan. More than the availability of IFAL plan in WEOs and LCs, the main issue is that to what extent the developed plan touches and address the main issues/conditions of the program such as clearly identifying the program beneficiaries, stakeholders, schedule and strategies of controlling it.

The BGRSEB (2013:17) IFAL program implementation guideline remarked that the prepared IFAL plan would be incorporates several considerations. These are identifying target beneficiaries of the program, state the schedule and strategies of monitoring and evaluation of the program activities and consider how the program will be funded. Therefore, to see whether these issues are adequately addressed in the IFAL program planning, the researcher has collected data from LC and WEO respondents. The survey result was presented in the table 4 below

through frequency, percentage and chi-square test. Available documents such as IFAL plan and proceeding documents were also examined.

Table 4: Key Consideration of IFAL Planning

<i>Key IFAL program planning Considerations</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square Test</i>		
		<i>Respondents</i>	<i>Respondents</i>	<i>Respondents</i>	<i>Respondents</i>	<i>N</i>	<i>%</i>	<i>x²</i>	<i>df</i>	<i>p-value</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>			
The target beneficiaries of the program are clearly identified	Low	30	18%	11	23%	41	19%	.803	3	.849
	Medium	102	60%	28	58%	130	60%			
	High	34	20%	8	17%	42	19%			
	Not Decided	3	2%	1	2%	4	2%			
	Total	169	100%	48	100%	217	100%			
Stakeholders are clearly identified with their expected responsibility	Low	92	54%	22	46%	114	53%	2.32	3	.509
	Medium	59	35%	19	40%	78	36%			
	High	12	7%	6	12%	18	8%			
	Not Decided	6	4%	1	2%	7	3%			
	Total	169	100%	48	100%	217	100%			
The schedule of monitoring and evaluation is clearly stated	Low	83	49%	27	56%	110	51%	1.29	3	.730
	Medium	67	40%	15	31%	82	38%			
	High	17	10%	5	11%	22	10%			
	Not Decided	2	1%	1	2%	3	1%			
	Total	169	100%	48	100%	217	100%			
The strategies of monitoring and evaluation is clearly identified	Low	109	64%	34	71%	143	66%	2.46	3	.482
	Medium	45	27%	9	19%	54	25%			
	High	8	5%	4	8%	12	5%			
	Not Decided	7	4%	1	2%	8	4%			
	Total	169	100%	48	100%	217	100%			
There is a consideration of how the program will be funded.	Low	--	--	30	63%	30	63%	--	--	--
	Medium	--	--	11	23%	11	23%			
	High	--	--	3	6%	3	6%			
	Not Decided	--	--	4	8%	4	8%			
	Total	--	--	48	100%	48	100%			

Before analyzing each of the identified items that are listed in the above table 4, a chi-square test was calculated to compare whether there is a statistical significance difference in response between LCs and WEOs respondents across the above identified items. The chi-square test result at 0.05 significance level shows that there is no a statistical significance difference between these two group respondents' response because all the listed items have *p*-value that is greater than 0.05. This confirms that respondents have the same understanding about the considerations that to be given in to the IFAL program planning. Therefore, it is possible to analysis the data by using the cumulative/total frequency and percentage of LCs and WEOs respondents' response.

Unless there are any restrictions, a clear rational is needed for the inclusion or exclusion of beneficiaries' and simple way to identify target groups of the IFAL program. Therefore, as observed in the above table 4, of total 217 respondents, 41(19%) and the majority 130 (60%) reported that the extent that given to identifying target beneficiaries of the IFAL program was found low and medium respectively. The rest 42 (19%) rated as high. From this result it can be understand that the target beneficiaries of IFAL program were significantly well-identified in the planning process. The developed IFAL plan was also examined and in that the target groups of the program were addressed in terms of their size (numbers), sex, age. But, the plan lacks to consider the previous educational level and/or learning experience of adult learners i.e. does not further exploring where adults stop their education previously and what they need now. The IFAL program plan are not designed in a way to attract adult learners just by matching their interests and needs.

During IFAL planning, clearly identifying the concerned stakeholders with their expected responsibility helps to sustain their role and contribution towards the IFAL program planning, staffing, implementation, monitoring and evaluation. However, as observed in the above table 4, of total 217 respondents, more than half of them i.e. 114 (53%) confirmed that identifying the concerned stakeholders with their expected responsibility in the IFAL planning was found low. 78 (36%) reported its extent as medium and 18 (8%) rated high. This result indicates the IFAL plan that developed with giving inadequate consideration for stakeholders' role and contribution in the program implementation and related activities. To confirm this finding WEOs' and LCs' IFAL plan were examined. As a result, in the plans other than education office any stakeholders never stated and assigned to a given IFAL program activity.

When a plan is designed, regulated and executed, probably all or some parts of the plan are not executed due to economic, administrative and unexpected problems. Indeed, considering the schedule and strategies of monitoring and evaluation system of plans and considering the required measures could enables to resolve or minimize the barriers of plan execution (Ghasemi, 2015:124). Therefore, developing a clearly stated schedule of the IFAL plan helps to ‘do what activities when’ sequentially based on its priority. Hence, adequately asserting the schedule of monitoring as well as evaluation of IFAL course of action have a positive impact on its implementation. However, as indicated in above table 4 the practice shows that of total 217 respondents, half of them i.e. 110 (51%) revealed the extent of scheduling IFAL program activity was found low. 82 (38%) rated as medium and the rest 22 (10%) high. This result implies the plan was developed with having scarce schedule of activities. Confirming to this, when examining the plan of WEO and LCs, it was simply set the total expected period of completion of the IFAL program implementation but does not show specifically when and what activity progress will be following-up.

Additionally, in the plan stating what strategies to be used during monitoring and evaluation of the IFAL program benefits to reach the vision. However, the practice as observed in the above table 4 shows that of total 217 respondents, two third i.e. 143 (66%) revealed that there is low level of indicating the strategies needed to be used during monitoring and evaluating of the program activities in the plan. 54 (25%) rated as medium and only 12 (5%) high. This result show presenting the strategies of IFAL monitoring and evaluation in the IFAL plan was low.

Considering the available resources are another important type of basic data at the beginning of the IFAL program planning (Save, 2012:105). Because IFAL program planning helps to improve focus on priorities and leads to more efficient use of time, money and other resources- having a clear plan or road map helps to focus limited resources on priority activities, that is, the one most likely to bring about the desired change (UNDP, 2009:20). Thus, to see the consideration given to this, WEO respondents have been asked to rate the extent of IFAL program fund consideration during planning. Because of this, of total 48 respondents, majority 30 (63%) confirmed that there is low level of give consideration of how the program will be funded. 11 (23%) rated as medium and the rest 3 (14%) high. This implies the program was not supported with adequate budget from the financed body.

Data examined from IFAL plan documents supports the above findings, in that, the plan fails to set clearly what activities to be done when, how the activities would be monitored and evaluated through what means/strategies. Even though there were some consideration during IFAL planning, the study results display that its implementation at the grass root level i.e. LCs was found inadequate due to give inadequate consideration for the above issues.

4.3. Stakeholders Coordination in the IFAL Program Implementation

4.3.1. The Status of IFAL Stakeholders Participation

The second research question was forwarded to examine the extent of stakeholders' participation towards the IFAL program implementation to bring change in collective effort and determine the most influential factors that hindering their coordination. In doing this, the collected data from respondents were analyzed by using frequency, percentage and multiple linear regression statistical tools. Results were presented through table. Interview response and document analysis also considered.

Contemporary studies prove that education generally and adult education particularly, is considered as the key to enter development (Mohamed, 2013:1). It is a significant tool to address the global challenges of democracy, peace and human right, preservation of diversity, education for all, prevention of HIV/AIDS, conflict resolution and work force development (Genet & Haftu, 2013:48). Therefore, in moving forward, adult education must be built into a holistic, intersectoral approach that requires working together across sectors guided by the urgent need for deeper partnerships (UNESCO, 2016b:9). Because implementation of IFAL program requires building bridges between different actors, institutions, process, learning spaces and moments to develop holistic designed adult learning system (Hanemann, 2016:47).

The NAES of Ethiopian given high recognition for the active involvement and coordination of concerned IFAL stakeholders to strengthening and sustaining the program implementation together (MoE, 2008). Vertically, in Metekel zone of BGRS six stakeholders signed a MoU to perform the IFAL program together in collective effort. These are Education Office, Agriculture Office, Health Office, Women and Children Affair Office, Finance and Economy Development Office, and Benishanul Gumuz Saving and Credit Institute. Hence, to see their level of

participation in the IFAL program provision, WEOs and LCs respondents were asked to rate the magnitude of these stakeholders' participation. The result was presented in the table 5 below.

Table 5: Stakeholders' Participation in IFAL Program

<i>Stakeholders</i>		<i>Low</i>		<i>Medium</i>		<i>High</i>		<i>Not Decided</i>		<i>Total</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>
Education Office	*	1	2%	25	52%	22	46%	--	--	48
	**	34	20%	91	54%	44	26%	--	--	169
Agriculture Office	*	23	48%	21	44%	3	6%	1	2%	48
	**	58	34%	99	59%	12	7%	-	-	169
Health Office	*	26	54%	18	38%	3	6%	1	2%	48
	**	91	54%	74	44%	4	2%	-	-	169
Women and Children Affair Office	*	32	68%	5	10%	2	4%	9	19%	48
Finance and Economy Development Office	*	34	71%	1	2%	2	4%	11	23%	48
BG Saving and Credit Institute	*	34	71%	1	2%	2	4%	11	23%	48

* WEOs Respondents

** LCs Respondents

The participation of education sector in IFAL program provision have great potential to empower adults with basic literacy and numeracy skills. Adult learners can develop best their basic literacy skills when the large numbers of IFAL facilitators are drawn from the education sectors. Due to this reason, the education sector participation in IFAL program is indispensable. As presented in the above table 5, of total 48 WEO respondents, a few of them i.e. 1(2%) reported the extent of education sector participation as low. While most of the respondents i.e. both 25 (52%) and the rest 22 (46%) confirmed as medium and high respectively. As well, of total 169 LC respondents, 34 (20%) revealed the low level of education sectors involvement in the implementation of IFAL program at LCs. The clear majority i.e. 91 (54%) reported as medium and 44 (26%) as high. This result indicates the education sector participation towards IFAL program implementation was found good.

To educate adult learners about the rural and urban agricultural extension packages based on environmental ecology, the role of agriculture sector is expected to be have more contribution than others. However, the survey result presented in the above table 5 shows that of total 48 WEO respondents, 23 (48%) decided the low level of agriculture sector participation in the program. While 21 (44%) rated medium and the rest 3 (6%) as high. Similarly, of total 169 LC respondents, 58 (34%) reported low, 99 (59%) confirmed medium and the rest 12 (7%) rate as high level of agriculture participation in the IFAL program implementation. From this result it can be understand that the involvement of agriculture office is good, however, the extent was lower than education sector.

Regarding to health sector participation, literacy is often a factor in health issues, particularly preventive health. Its participation helps to address the main global and local health problems with minimum cost. This in turn helps to improve the adults' healthy life and minimize their cost which could be paid for medication purpose. However, as presented in the above table 5 the practice looks far from proposed. Of total 48 WEO respondents, majority of them 26 (54%) revealed that the extent of health sector involvement was low. 18 (38%) rated as medium and 3 (6%) as high level. Correspondingly to this, of total 169 LC respondents, 91 (54%) revealed low, 74 (44%) medium and the rest 4 (2%) reported as high level of health sector participation. This result shows health sector has low level of involvement in the program implementation. This indicates they didn't adequately consider the issue of IFAL as their routine task. They see the issue as their secondary role/task.

Besides, WEO respondents were asked to indicate the extent of other sector office such as women and children affair office, finance & economy development office and Benishangul Gumuz saving and credit institute participation in the program. As shown in the above table 5, more than two third of them i.e. 32 (68%), 34 (71%) and 34 (71%) revealed low participation status of all these sectors respectively. From this result anybody can understand that even though such concerned stakeholders signed the MoU to run the IFAL program in a collective effort, their participation and contribution was found significantly low.

In the proceeding document of WEO, it was found that stakeholders making continuous discussion concerning on the issue of IFAL program implementation was very few. They discussed only 2-3 times on average per a year. This result with questionnaires responses

indicates that there is poor coordination of stakeholders. This finding also supports previous studies of Ayele (2012), Mohamed (2013), Hildana (2014), Esayas (2014) and Samuel (2017). They concluded that, in the implementation of IFAL program stakeholders' participation was low except education sector and thus, the task of implementing the program was mostly left to this sector.

4.3.2. Factors that Hindering Stakeholders Coordination in the IFAL Program

Inadequate stakeholder involvement due to challenging factors is one of the most common reasons for the program to fail (UNDP, 2009:25). So far, various studies have been conducted focused on revealing the challenges and factors in the implementation of IFAL program. Recently, many researchers such as Mohamed (2013), Hildana (2014), Ayele (2012), Esayas (2014) and Samuel (2017) concluded that poor stakeholders' coordination was the most challenge for IFAL program implementation. However, none of them could give enough information about how low level of stakeholders' coordination were resulted/caused. In other word, they did not show more about the factors that causing poor stakeholders' coordination. Therefore, by considering this study gap, the researcher has conducted further analysis to fill the information gap.

As a result, the researcher delimited this scope to determine the most influential hindering factors of stakeholders' coordination in the implementation of IFAL program. In dining this, ten factors that hindering stakeholders' coordination were presented for respondents to rate the magnitude of each factors'. These are:

- Stakeholders' belief that individual effort is more beneficiary than cooperation
- Stakeholders' belief that let alone the implementation of IFAL program as the only task of educational sectors including WEOs, primary schools and/or literacy centers
- Primarily, stakeholders busy with the duties and responsibilities of their office
- Lack of stakeholder's clarified goal being achieved through IFAL program
- Lack of committed leadership of stakeholders' office to see IFAL program as their task
- Lack of stakeholders' capacity to involve in the IFAL program
- Lack of continuous discussion and communication among stakeholders
- Lack of integration between stakeholders' office managers and local experts

- Lack of integration between Wereda and Kebele IFAL board and technic committees
- Lack of accountability of stakeholders in the implementation of IFAL program

Then, respondents’ responses were analyzed through step-wise multiple linear regression. In doing this, poor stakeholders coordination is considered as a dependent (predicted) variable by computing the listed factors and the identified ten hindering factors are treated as an independent (predictor) variables. The analysis is presented in detail in the table 6 and 7 below.

Table 6: Model Summary & ANOVA Table of the Model

<i>Model summary</i>		<i>ANOVA^a Table</i>			
		<i>(df)</i>	<i>t</i>	<i>Sig.</i>	
R²	.963	Regression	10	540.479	0.000 ^b
		Residual	206		
		Total	216		

Whereas: a, Dependent variable- poor stakeholders’ coordination.

b, independent variables/factors

A multiple linear regression was calculated to determine the most influential hindering factors of poor stakeholders’ coordination that are identified in the study. Therefore, as observed in the above table 6, a significant linear regression model was found ($F(10, 206) = 540.479, p < 0.05$), with a R square of .963, which tells the likelihood of poor coordination that can be explained by the variation in the identified hindering factors. Thus, 96.3% of the likelihood of stakeholders’ poor coordination can be explained due to these ten predictors/hindering factors. Whereas the rest 3.7% would be depended on other hindering factors that were not considered in this analysis.

Additionally, as presented in the table 7 below, further analysis was made to determine the most influential hindering factors that causing poor stakeholders coordination in the implementation of IFAL program. In doing this, the coefficient of standardization (standardized beta) was used to determine the factors because it helps to convert those identified factors in a quantifying way. In the multiple linear regression analysis, a hindering factor with high standardized beta, is considered as the one with high influence and predictor of poor stakeholders’ coordination in the IFAL program implementation. The analysis is presented in table 7 below.

Table 7: Coefficient of Linear Regression Model

		<i>Coefficients^a</i>				
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t-value</i>	<i>Sig.</i>
		<i>Beta</i>	<i>Std. Error</i>	<i>Beta</i>		
10	(Constant)	0.096	0.032		3.031	0.003
	Lack of integration between stakeholders' office managers and local experts	0.095	0.007	0.220	13.231	0.00
	Lack of integration between Wereda and Kebele IFAL board and technic committees	0.08	0.01	0.137	8.211	0.00
	stakeholders busy with the duties and responsibilities of their office	0.102	0.007	0.204	13.582	0.00
	Lack of committed leadership to see IFAL program as their task	0.10	0.008	0.199	13.16	0.00
	Lack of accountability of stakeholders	0.114	0.009	0.213	13.334	0.00
	Stakeholders belief that let alone the implementation of IFAL program as the only task of WEO	0.102	0.008	0.178	12.319	0.00
	Stakeholders' belief that individual effort is beneficiary than cooperation	0.078	0.007	0.163	11.784	0.00
	Lack of stakeholder's clarified goal being achieved through IFAL	0.089	0.007	0.216	13.232	0.00
	Lack of continuous discussion and communication among stakeholders	0.10	0.009	0.175	10.877	0.00
	Lack of stakeholders' capacity to involve in the IFAL program	0.078	0.008	0.146	10.188	0.00

Whereas a, dependent variable-poor coordination

Therefore, as observed in the above table 7, the value of standardized beta which is the coefficient of determination of each hindering factor in a quantifying way was found at .220 for lack of integration between stakeholders' office managers and local experts; .137 for lack of integration between Wereda and Kebele IFAL board and technic committees; .204 for stakeholders primarily busy with the duties and responsibilities of their office; .199 for lack of committed leadership of stakeholder's office to see IFAL program as their routine task; .213 for lack of accountability of stakeholders in the implementation of IFAL program; .178 for stakeholders belief that let alone the implementation of IFAL program as the only task of education sectors; .163 for stakeholders' belief that individual effort is more beneficiary than cooperation; .216 for lack of stakeholder's clarified goal being achieved through IFAL; .175 for lack of continuous discussion and communication among stakeholders; and .146 for lack of stakeholders' capacity to involve in the IFAL program. The value of p (Sig.) is less than 0.05 across all these hindering factors. Therefore, the result indicates that all these hindering factors were significantly contributing to poor stakeholders' coordination towards in the implementation of IFAL program.

Therefore, from the result it can be understand that the most three influential factors that hindering stakeholders' coordination in the IFAL program implementation were: lack of integration between concerned stakeholders' office managers and the local experts which has the likelihood of 22% contribution/influence, lack of stakeholder's clarified goal being achieved through IFAL program which contributes 21.6% and lack of stakeholders accountability in the IFAL program implementation which contribute 21.3% of the poor coordination of stakeholders.

Besides, interview data dealing with supervisors also confirmed that "IFAL program implementation always faced with several challenges, poor stakeholders' coordination takes the lion share" (Rahimato, March 2018). Among the factors that leading to poor coordination of stakeholders towards IFAL program implementation, "There is inadequate vertical integration and communication between these wereda and kebele level experts. Agriculture, health and to some extent education offices heads/managers leave the task of IFAL for kebele level local experts such as DA, HEW, primary school teachers and LC coordinators" (Mamo, March 2018). Similarly, another said "stakeholders look the program as a burden in addition to their primarily

responsibility.” (Yehualashet, March 2018). Due to all these factors a great coordination gap was existed which exacerbates poor coordination of stakeholders to work together the IFAL program.

4.4. The Staffing of IFAL Program

The third research question was designed to examine the status of how WEOs and other stakeholders support coordinators and facilitators to sustain their ability and contribution over time in the implementation of IFAL program. In doing this, the collected data from respondents was analyzed by using frequency, percentage and chi square test with tabulation and visual aids. Interview response and document analysis also considered.

4.4.1. The Status of LC Personnel Training

Contemporary studies prove that due to the specific nature of adult education, the need for professionalization of people working with management in adult education becomes a predetermining function to bring about quality of adult learning (Advagić & Ellwanger, 2017:182). Staffing in IFAL program essentially is concerned with three major issues. These are (i) assessing staff needs’, (ii) satisfying staffs needs’ and (iii) maintaining and improving the staff service (Omebe, 2014:27). Accordingly, training is among the most required needs of IFAL personnel. Therefore, to examine this, LC respondents (coordinators and facilitators) were asked to indicate whether they had got continuous training in IFAL program. The respondents’ response was displayed in the table 8 below.

Table 8: Chi- Square Test

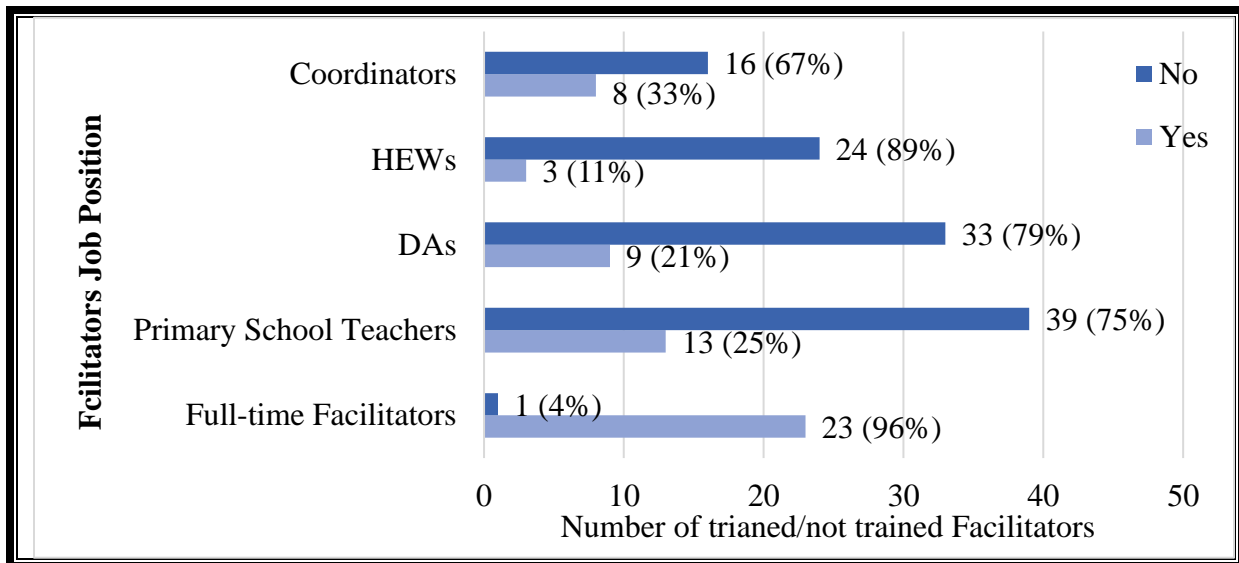
	<i>Value</i>	<i>df</i>	<i>Significance (2-sided)</i>
Pearson Chi-square	52.645 ^a	4	.000
Likelihood Ratio	54.846	4	.000
Linear-by- Linear Association	16.884	1	.000
<i>No. of Valid Cases</i>		<i>169</i>	

a. 0 cells (0.0%) have expected count less than 5. The maximum expected count is 7.95.

A chi-square test of independence was calculated to compare whether the training delivered to all LC personnel irrespective of their job position. It was hypothesized that every LCs personnel i.e.

coordinators and facilitators (full-time and part-time facilitators) had got similar and proportional training about IFAL program facilitation in relation to their job. However, a significant difference in training was found ($\chi^2(4) = 52.645, p < 0.05$). This result tells the delivered training was significantly different/imbalance. To approve this result i.e. difference in training, further analysis was made to reveal which groups of LC personnel had got better training and others hadn't. The figure 9 below displays the fact.

Figure 9: LC Coordinators and Facilitators Training



Since human resource concerned in IFAL program, LC coordinators are drawn from education sector and facilitators of the program were largely drawn from education, agriculture and health sectors (BGRSEB, 2013, Kebede & Mohamedhusen, 2016). Indeed, individuals who run the IFAL program needs training in the principles of adult education to improve their existing potentials. (McHugh & Dolan, 2012:45). Thus, the above figure 9 shows that of total 24 full-time facilitators, all most all of them i.e. 23 (96%) had got training. The rest 1(4%) hadn't. Regarding to part-time facilitators; of total 52 teachers, 42 DAs and 27 HEWs, most of them i.e. 39 (75%), 33 (79%) and 24 (89%) respectively had not training. This result shows that relatively full-time facilitators had training than part-time facilitators. This tells HEWs, DAs and primary school teachers who are facilitating the IFAL program on part-time base are influenced to do their IFAL task without any training through 'wild guess'. This in turn contributes to downgrade the program to achieve its intended goal and discourage the adult learners' participation.

Additionally, as observed in the above figure 9 the survey result shows that of total 24 coordinators, only 8 (33%) had got training. The rest majority i.e. 16 (67%) had not. This result implies that two third of coordinators hadn't got a refreshment training on how IFAL program are to be managed. As a result, they might experience difficulties during working with the program at the LCs. Furthermore, dealing interview with supervisors it was found that "most of the time, refreshment training was provided for only full-time facilitators by the BGRSEB at the regional level for five days in every year. But not for others such as primary school teachers, DAs, HEWs, coordinators and even for supervisors. We are following-up the program implementation progress with our previous experience in education" (Rahimato, March 2018).

Besides, the BGRSEB (2013) IFAL implementation guideline indicates that part-time facilitators such as teachers, DAs and HEWs would be get up to five days pre-service training on basic knowledge of IFAL facilitation methods and 15-20 day for newly selected full-time facilitators on andragogical knowledge. Additionally, a refreshment on-the-job training would be provided to all facilitators and coordinators for seven days in every six months of a year. But as observed from the LC respondents presented in the table 9 below, the reality that are in the ground is far from what is proposed on the IFAL program implementation guideline document.

Table 9: Training Days

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Training day	1-5	39	23%	71%
per a year	6-10	17	10%	30%
	Total	56	33%	100%
Missing System		114	67%	
Total		169	100%	

Analysis as presented in the above figure 9 and table 9 confirmed that of total 169 LC respondents who had got training were only 56 (33%). Among these, 39 (23%) had 1-5 days and the rest 17 (10%) had 6-10 days training. This result shows event the training that delivered to coordinators and facilitators are significantly short as compared to what is on the proposed regional education bureau IFAL implementation guideline (BGRSEB, 2013).

Additionally, the researcher has asked respondents to identify who provide the refreshment training for LC personnel. Their response was presented in the table 10 below.

Table 10: Who Provide the Refreshment Training for Coordinators and Facilitators?

		<i>LC</i>		<i>WEO</i>		<i>Total</i>	
		<i>Respondents</i>		<i>Respondents</i>			
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Who provides the training?	WEO	38	22%	4	8%	42	19%
	BGRSEB	123	73%	44	92%	167	77%
	Unable to responded	8	5%	--	--	8	4%
<i>Total</i>		<i>169</i>	<i>100%</i>	<i>48</i>	<i>100%</i>	<i>217</i>	<i>100%</i>

The above table 10 portrays that of total 217 WEO and LC respondents, 42 (19%) reported that the training was provided by WEOs, and majority of respondents i.e. 167 (77%) confirmed as BGRSEB has provided the training for trainees. From this result it can be understood that most of the time training for coordinators and facilitators were given by the BGRSEB at the regional level. Although this is good, it might lack to address the local needs and interest of the trainees. In other words, all local skill, knowledge and attitude gaps of coordinators and facilitators might not be well-addressed unless the training will be provided largely at the wereda and LC level. Because each LC coordinators and facilitators have different training needs based on their working environment.

4.4.2. The Training Course

BGRSEB (2013:4) in its IFAL program implementation guideline noticed that different training course for coordinators and facilitators would be provided on: 1) Core basic subject knowledge of adult education such as literacy, numeracy and life skills; 2) Adult learning facilitation/teaching-learning methodologies; 3) Local adult learning material design; 4) Psychology of adult learning; 5) Inclusive education; 6) Time management in adult education and 7) Reporting mechanisms. Therefore, to examine whether these training courses are well-addressed for coordinators and facilitators, the researcher has asked LC respondents whether

they had got training on the listed courses. The respondent's responses are presented in the table 11 below.

Table 11: Training Course

<i>Training Course</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Core IFAL subject knowledge	51	30%	118	70%	169	100%
Adults' learning facilitation methodologies	54	32%	115	68%	169	100%
Local adult learning material design	54	32%	115	68%	169	100%
Psychology of adult learning	15	9%	154	91%	169	100%
Inclusive education	4	2%	165	98%	169	100%
Time management	27	16%	142	84%	169	100%
Reporting mechanisms	42	25%	127	75%	169	100%

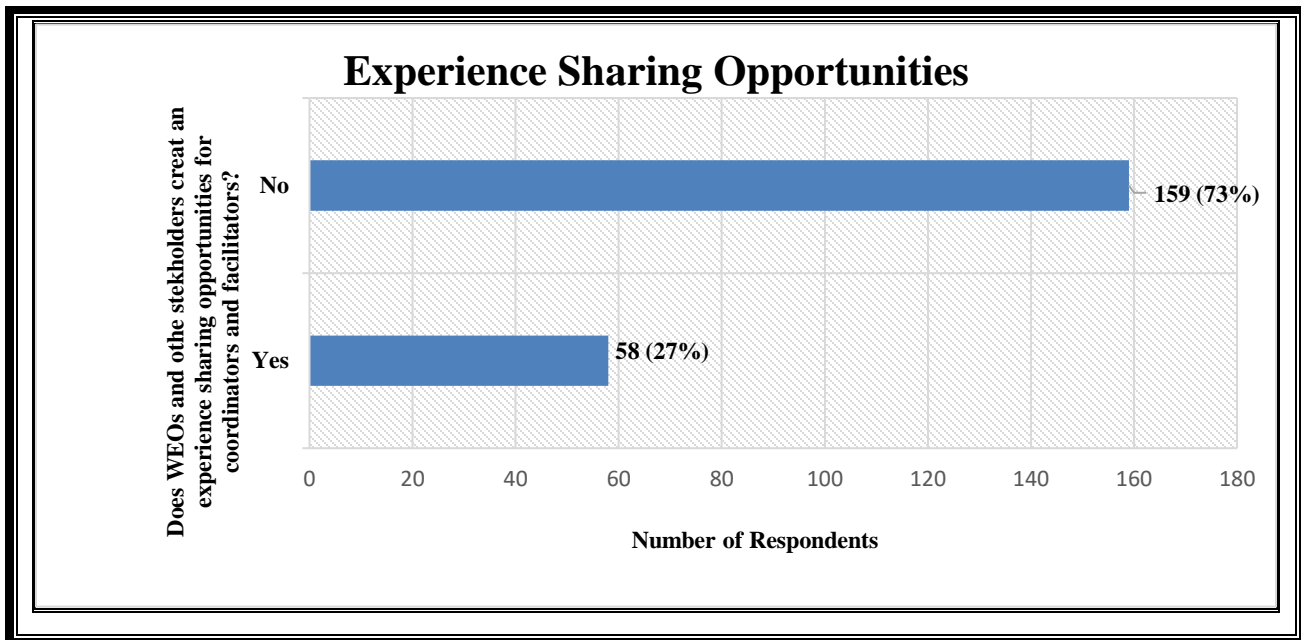
The above table 11 shows that only small portion of trainees had got training on the listed courses. Of total 169 LC respondents, 51 (30%), 54 (32%), 54 (32%) and 42 (25%) confirmed that they had got the training on core IFAL subject knowledge; adult learning facilitation methodologies; local adult learning material design and IFAL reporting and referral mechanisms respectively. However, the rest training courses such as psychology of adult learning delivered for only 15(9%) respondents, inclusive education provided only for 4 (2%) and time management for 27(16%). This result indicates the training addressed only small portion of training courses for trainees.²⁹ Moreover, Genet (2014:21) on her study concluded that

²⁹ Previously, the researcher was an IFAL expert at Wombera Wereda Education Office starting from December, 2013 up to October, 2016. During my career I have got the chance of facilitate and provide training for facilitators three times (April 2013, February 2014 and October 2015) at the regional level of Benishangul Gumuz education bureau. In that, the training course was designed only by the education bureau staffs and given to facilitators without any modification of training courses throughout each consecutive year. That means facilitators who had got the training previously, have also the possibility to get these courses again that they have already had trained. Unconventionally, during collecting data on March 2018 for the study purpose, full-time facilitators have a training session programed by the BGRSEB. The researcher has used this chance to see the contents and appropriateness of the training courses. In that, informal observation of the training session and analysis of training courses was confirmed that the training was similar with previously delivered. This experience was being continued until now. Even such training was provided, it is redundant with the earlier. Therefore, it is inadequate to fill facilitators' current facilitation gap.

“however, among the factors which made adult literacy programs ineffective are related to facilitators limited knowledge and skill.” Therefore, adequate training and experience sharing events especially, for coordinators and facilitators are vital since they are the main participant in the program facilitation and implementation at the grass root level.

Besides to training, creating experience sharing opportunities play a significant role to develop and sustain the ability of coordinators and facilitators. In doing this, WEO personnel have a dynamic role to create these opportunities and bringing LC personnel to learn themselves. However, the survey results as presented in the figure 10 below shows, the reality is far from what is on the ground.

Figure 10: Experience Sharing Opportunities



As shown in the above clustered chart of figure 10, of total 217 WEO and LC respondents, 58 (27%) reported that there are experience sharing events/opportunities that created by WEOs for coordinators and facilitators. However, the clear majority i.e. 159 (73%) confirmed that there is nothing of such types of opportunity. This result implies experience sharing events that created to inspiring coordinators and facilitators to learn themselves whether at wereda or cluster level was found significantly low and limited to small portion of LC personnel.

4.4.3. The Status of IFAL Facilitators Encouragement

The BGRSEB (2013:8) IFAL implementation guideline gives enough consideration for promoting and recognizing facilitators contribution to sustain and prolong their facilitation ability in the IFAL program implementation. As to the document, all facilitators whether full-time or part-time base would be encouraged through: 1) acknowledging facilitators' ability by providing certificate, 2) promoting facilitators to better job, 3) providing financial subsidy/rewards, 4) giving continuous skill development training and 5) creating professional development opportunities. Accordingly, to assess how WEOs support facilitators through the listed mechanisms, WEO and LC respondents were asked to rate the extent of IFAL facilitators encouragement means that practiced by WEOs. The table 12 below presents their responses through frequency, percentage and chi-square test.

Table 12: Means of Supporting Facilitators

<i>Encouragement Means</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square Test</i>		
		<i>Respondent</i>		<i>Respondent</i>				<i>x²</i>	<i>df</i>	<i>p-value</i>
		<i>s</i>		<i>s</i>		<i>N</i>	<i>%</i>			
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>			
Acknowledg e facilitators' ability by providing certificate	Low	145	86%	37	77%	182	84%	2.75	3	.431
	Medium	14	8%	5	11%	19	9%			
	High	3	2%	2	4%	5	2%			
	Not Decided	7	4%	4	8%	11	5%			
	Total	169	100%	48	100%	217	100%			
Promoting facilitators to better job	Low	148	88%	39	81%	187	86%	2.41	3	.491
	Medium	12	7%	6	13%	18	8%			
	High	2	1%	--	--	2	1%			
	Not Decided	7	4%	3	6%	10	5%			
	Total	169	100%	48	100%	217	100%			

<i>Encouragement Means</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square Test</i>		
		<i>Respondent</i>		<i>Respondent</i>				<i>x²</i>	<i>df</i>	<i>p-value</i>
		<i>s</i>	<i>s</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>			
Providing financial subsidy/rewards	Low	153	91%	41	86%	194	89.5%	1.60	3	.658
	Medium	4	2%	2	4%	6	3%			
	High	1	0.5%	--	--	1	.5%			
	Not Decided	11	6.5%	5	10%	16	7%			
	Total	169	100%	48	100%	217	100%			
Giving continuous skill development training	Low	108	64%	36	75%	144	66%	3.41	3	.332
	Medium	54	32%	10	21%	64	30%			
	High	1	0.6%	1	2%	2	1%			
	Not Decided	6	3.4%	1	2%	7	3%			
	Total	169	100%	48	100%	217	100%			
Creating professional development opportunities	Low	133	79%	37	77%	170	78%	4.82	3	.185
	Medium	25	15%	5	10%	30	14%			
	High	--	--	1	2%	1	.5%			
	Not Decided	11	6%	5	11%	16	7.5%			
	Total	169	100%	48	100%	217	100%			

Before analyzing each items of the above table 12, a chi-square test was calculated to compare whether there is a statistical significance difference in response between LC and WEO respondents across the above identified item questions in table 12. The chi-square test result at 0.05 significance level shows that there is no a statistical significance difference between these two group respondents' response because all the listed items have *p-value* that is greater than 0.05. This also confirms that these two group of respondents have the same understanding about the strategies that used by WEOs to encourage the IFAL program facilitators. Therefore, it is possible to interpret the data analysis by using the cumulative/total frequency and percentage of LCs and WEOs respondents' response.

The IFAL program implementation guideline of BGSREB (2013) stated that facilitators who have a good performance in the program facilitation, an encouragement certificate would be provided by the regional education bureau. Which in turn serve as an advantage for them to be selected firstly during any good chances and further educational opportunities will be found. But in practice, as indicated in the above table 12, of total 217 respondents, majority 182 (84%) reported that acknowledging facilitators' ability through providing certificate was found significantly low. 19 (9%) rated as medium, 5 (2%) as high and the rest 11 (5%) also not decided on it. This result implies a few of facilitators have been certified to acknowledge their facilitation while the vast was not recognized as such.³⁰

Promoting facilitators to better job based on their performance is one means of giving recognition for their contribution. However, as indicated in the above table 12, of total 217 respondents, the clear majority i.e. 187 (86%) confirmed that its extent was low, 18 (8%) medium and 2 (1%) high. The rest 10 (5%) respondent not decided. From this result it can be understand that most of the facilitators are not being promoted to when better job was found than their current position. Hence, this in turn increases the facilitators turnover from their facilitation job unless they have got as such opportunities.

Creating strong financial subsidy/reward system can externally increases facilitators' motivation in the program to do more. Regarding to this, the BGRSEB IFAL implementation guideline indicates that additional payment system would be created for part-time facilitators such as DAs, HEWs and teachers based on their work/contribution in the program (BGRSEB, 2013). However, as indicated in the above table 12 the practice was far from successful. Of total 217 respondents, most of them i.e. 194 (89.5%) confirmed the low level of financial subsidy provision for facilitators. Only 6 (3%) said medium, 1 (0.5%) rated high and the rest 16 (7%) not decided on this means of promoting facilitators. This result implies that part-time facilitators are influenced to facilitate the program without any financial compensation for their work.

³⁰ During collecting data for the study, informal discussion with MZED IFAL expert was carried out focused on looking at the current condition that efforts made to encourage facilitators. In that, the expert revealed that for the first time 37 full-time employed facilitators selected in 2017/18 from all weredas were screened to give an encouragement certificate prepared by the BGRSEB. But this practice segregates all the part-time facilitators whose role in IFAL was great to encourage as such.

This finding supports previous studies of Genet (2014) and Ayele (2012). In that “let alone the additional payment for the part-time facilitators even for the full-time facilitators, there is hardly any payment (Genet, 2014:21).” Due to this, after some years later facilitators interest to work on the IFAL program was becoming decrease from time to time due to lack of incentive for their contribution (Ayele, 2012:49). This indicates a foolish full thinking of WEOs that considering facilitators especially, DAs, HEWs and teachers who have their primary role, to facilitate the program without any financial support. Because they do IFAL facilitation on their part-time base.

Promoting facilitators through continuous skill development training programs is needed for facilitators with varying degree of depth in the aim and principle of adult education management (Bernd, 2009:54). Regarding to this, the BGRSEB (2013) IFAL implementation guideline indicates facilitators would be acquired short term training which aimed at improving their facilitation ability for the program. But in practice as presented in the above table 12, of total 217 respondents, 144 (66%) confirmed supporting facilitators through skill training programs by WEO was found low. 64 (30%) rated medium and 2 (1%) as high. This shows training was limited to approximately for only one third of facilitators.

Moreover, continuing professional development opportunities for facilitators and other adult education workers is important to maintain the quality of educational provisions in adult literacy learning program (UNESCO, 2016b:58). Additionally, it has a significant value to increase participatory learning of adult learners when the concerned bodies play their role in creating good opportunities for facilitators. However, the above table 12 shows that of total 217 respondents, majority of them i.e. 170 (78%) confirmed professional development opportunities for facilitators provided by WEOs was found low. The rest 30 (14%) rated as medium and only 1 (0.5%) as high.

Likewise, interview dealing with supervisors about means of facilitators encouragement made by WEOs and concerned stakeholders confirmed that “emphasis given to motivate and support facilitators was nothing done. Except the training that was given for only full-time facilitators, I haven’t seen any activities and mechanisms that made to encourage facilitators which focus on acknowledging their contribution in my work experiences” (Mamo, March 2018). Due to this,

“they are becoming demoralized and not interested to do more in the IFAL program facilitation” (Rahimato, March 2018). Additionally, data gained from WEOs IFAL proceeding document shown that majority of the registered minutes on the proceeding/meeting documents was discussion of WEO personnel focusing on selecting and employing facilitators instead of the missed/leave facilitators. This also confirms the finding that there is high turnover of full-time facilitators from their job due to the low level of supporting and encouragement system.

Largely, facilitators qualification, subsequent training, retention and morale are crucial to the provision of adult education (Bernd, 2009:44). Facilitators performance would increase the IFAL program sustainability if they are adequately compensated according to their quality and quantity of work done (Omebe, 2014:29). It could be recognized that a great facilitator creates a great learner, an inspiring and informed facilitator is the most important factor that influence learners’ achievement. Therefore, it is important to pay attention for how both new and experienced facilitators are trained and supported (Edutopia, 2013 in Oluoch, Tmo & Enose, 2014:291). Hence, in IFAL program implementation, give recognition/appreciation especially, for facilitators contribution are a crucial issue to sustain their facilitation ability over time. The higher the recognition given to facilitators’ contribution, the higher sustainability of their role in the program and thereby the higher numbers of adult learners’ participation will be achieved. However, in Metekel zone the survey shows the reverse.

4.5. Controlling of IFAL Program

The fourth research question was designed to examine the extent of IFAL program controlling practice in relation to two basic issues. The first one is to assess the conditions that are being considered in monitoring of IFAL program at the LCs. The second also to explore the accuracy of the IFAL program evaluation practice that are carried out at the LCs to make decisions. In doing this, the collected data from respondents was analyzed by using frequency, percentage, multiple linear regression and chi-square statistical tools with tabulation and figures.

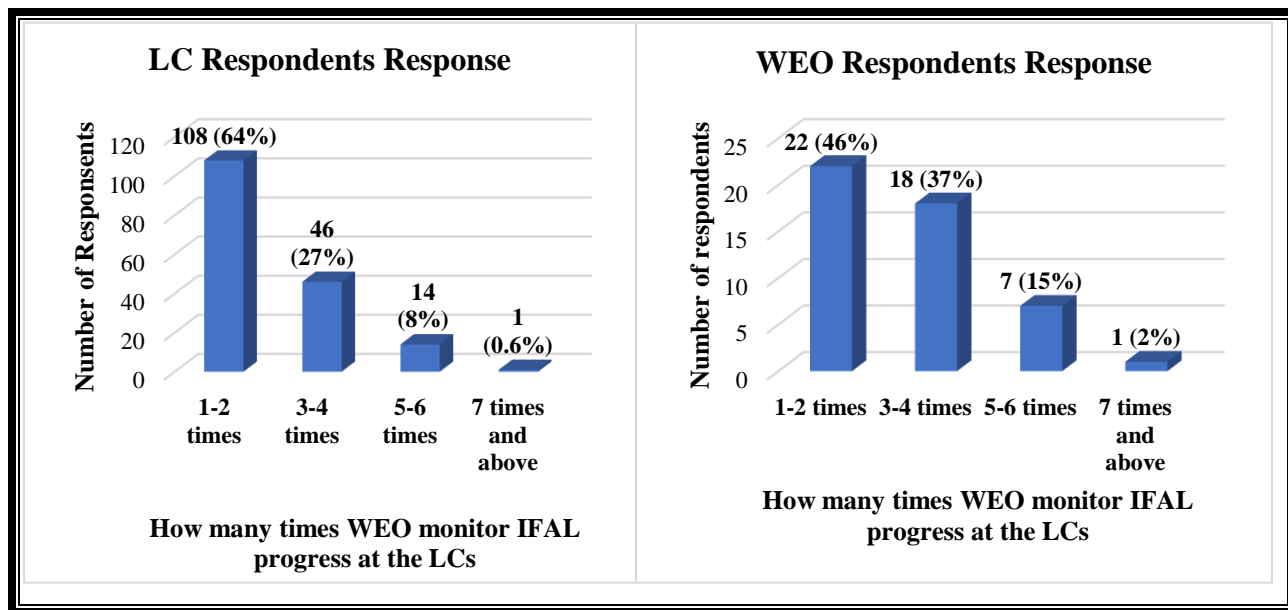
4.5.1. The Status of IFAL Program Monitoring

Monitoring allows education program staff to make changes during the program cycle to ensure that they stay on track for achieving their goals and objectives (INEE, 2010:48 & Chang,

2006:17). The central essence of IFAL program monitoring system is the continuous comparison of the actual situations against the pre-determined standards/indicators in the plan (Dire, 2014:28). Continuously monitoring and supervising the IFAL program helps to sustain the success and take corrective action if some challenging factors may appear during the program implementation process. Therefore, in doing this, effective professional support for LC personnel and continuously monitoring the centers is needed from IFAL monitors.

Thus, to examine the status of IFAL program monitoring practice, respondents have been asked to rate how often the WEO personnel monitoring the progress of IFAL program implementation of the LCs per a year. The figure 11 below displays respondents' responses.

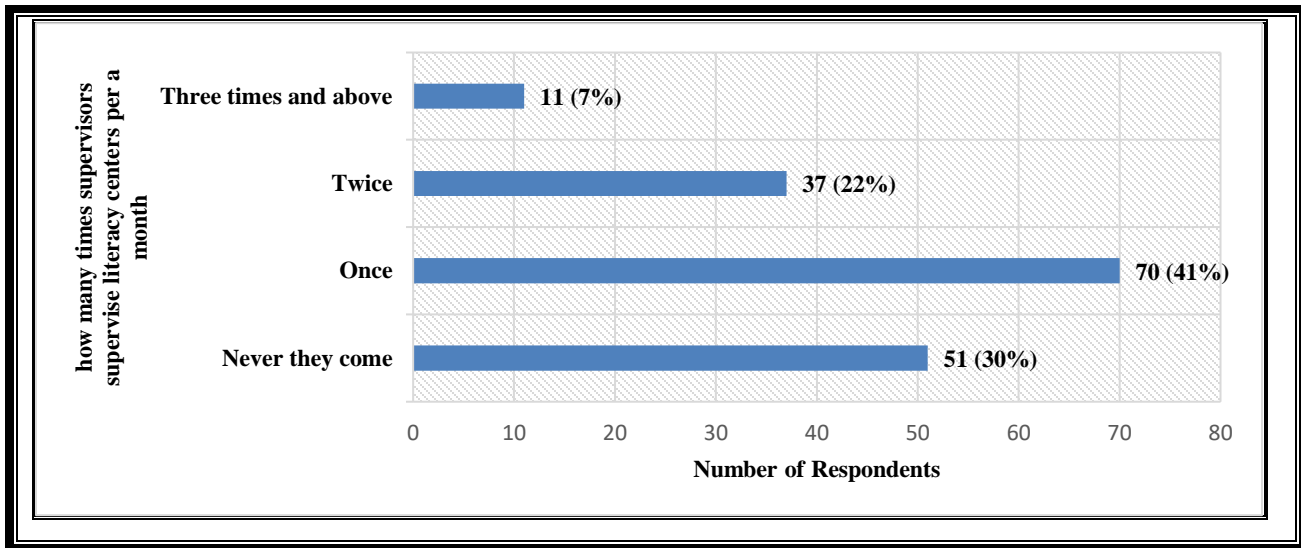
Figure 11: How often WEO Monitor the IFAL Progress of Literacy Centers



As presented in the above figure 11 left, of total 169 LC respondents, the majority i.e. 108 (64%) revealed that WEO personnel following-up the LCs progress 1-2 times per a year. 46 (27%) rated as 3-4 times, 14 (8%) confirmed as 5-6 times and only 1 (0.6%) reported as 7 times and above. This result displays that the extent of monitoring the progress of IFAL program implementation of the LCs by WEO personnel was mostly carried out for 1-2 times per a year. This finding also confirmed by WEO respondents as presented in the above figure 11 right, of total 48 WEO respondents, majority i.e. 22 (46%) shared majority of LC respondents' response.

Cluster school supervisors play a significant role in overcoming the challenges that faced IFAL program implementation progress of LCs through providing a productive feedback for coordinators and facilitators (Hildana, 2014). Hence, to examine the role of supervisors' in monitoring of the program, respondents were asked to reveal how many times supervisors supervise the LCs progress per a month. Their response was presented in the figure 12 below.

Figure 12: How often Cluster Supervisors Supervise Literacy Centers



According to the above figure 12, of total 169 LC respondents, 70 (41%) revealed that supervisors monitor the centers once per a month. While 37 (22%) confirmed twice and 11 (7%) rated as three times and above. However, the rest 51 (30%) of respondents reported that supervisors never see the centers at all. This result proves that the extent of supervisors monitoring all their cluster LCs performance was imbalance. This implies that supervisors might see the nearby centers more frequently and the far centers have the chance to be seen less than twice or never at all.

Although Ayele (2012) and Mohamed (2013) on their study concluded that monitoring is conducted in IFAL centers by practitioners, they did not identify what IFAL program activities are to be monitored. Therefore, to fill this insufficiency of information, the researcher was invited WEO and LC respondents to rate the magnitude of IFAL program monitoring coverage that are carried out at the LCs by IFAL monitors. Thus, table 13 below presents what

respondents said about the activities that are considered during IFAL program monitoring. Their response was presented through frequency, percentage and chi-square test.

Table 13: Coverage of IFAL Program Monitoring

<i>Monitoring Activities</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square Test</i>		
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>x²</i>	<i>df</i>	<i>p-value</i>
Follow-up learners' enrollment in the IFAL program	Low	56	33%	15	31%	71	33%	1.43	2	.489
	Medium	101	60%	27	56%	128	59%			
	High	12	7%	6	13%	18	8%			
	Not Decided	--	--	--	--	--	--			
	Total	169	100%	48	100%	217	100%			
Surveying the IFAL program facilitation situation	Low	113	67%	27	56%	140	64.5%	4.9	3	.181
	Medium	51	30%	17	36%	68	31%			
	High	4	2%	4	8%	8	4%			
	Not Decided	1	1%	--	--	1	0.5%			
	Total	169	100%	48	100%	217	100%			
Follow-up the retention of literacy and numeracy skills	Low	118	70%	36	75%	154	71%	.92	3	.820
	Medium	45	27%	11	23%	56	26%			
	High	4	2%	1	2%	5	2%			
	Not Decided	2	1%	--	--	2	1%			
	Total	169	100%	48	100%	217	100%			
Exploring the application of key life skill learning contents with adults' live	Low	125	74%	35	73%	160	74%	.41	3	.938
	Medium	37	22%	10	21%	47	22%			
	High	5	3%	2	4%	7	3%			
	Not Decided	2	1%	1	2%	3	1%			
	Total	169	100%	48	100%	217	100%			
Investigating problems and find solutions during adult training process	Low	91	54%	28	58%	119	55%	1.11	3	.773
	Medium	70	41%	17	36%	87	40%			
	High	7	4%	3	6%	10	4.5%			
	Not Decided	1	1%	--	--	1	0.5%			
	Total	169	100%	48	100%	217	100%			

Before analyzing each of the listed items of the above table 13, a chi-square test was calculated to compare whether there is a statistical significance difference in response between LCs and WEOs respondents across the above identified questions in table 13. The chi-square test result at 0.05 significance level shows that there is no a statistical significance difference between these two group respondents' response because all the listed items have *p*-value that is greater than 0.05. This also confirms that these two group of respondents have the same understanding about the IFAL program monitoring coverage that are carried out at the LCs by WEOs monitors. Therefore, it is possible to interpret the data analysis by using the cumulative/total frequency and percentage of LCs and WEOs respondents' response.

Looking at adult learners' enrollment in the literacy class to see if this are functioning according to the plan, is one of the function of IFAL monitors. Hence, as presented in the above table 13, of total 217 respondents, 71 (33%) reported that the extent of following-up the adult learners' enrollment/participation was found low. The majority i.e. 128 (59%) revealed as medium and the rest 18 (8%) as high. From this result it can be understand that following-up learners' participation in IFAL program was significantly medium.

However, of total 217 respondents, the majority i.e. 140 (64.5%) confirmed that the monitoring practice that are surveying the IFAL program facilitation process at the LCs was found low. While 68 (31%) rated medium and the rest 8 (4%) as high. This result tells the magnitude of examining the facilitation process was significantly low.

Developing proficiency in numeracy and literacy may be a focal concern for adult learners striving to build sustainable lives (OECD, 2013 in Shechtman; Yarnall; Stites & Cheng, 2016:9). Therefore, during monitoring of the IFAL facilitation, following-up whether the retention of literacy and numeracy skills in to adult learners' daily live is become a vital function for WEO personnel and other monitors. However, the practice given to this looks like minimal. As presented in the above table 13, of total 217 respondents, 154 (71%) confirmed that following-up the retention of literacy and numeracy skills was low. Others 56 (26%) rated as medium and the rest 5 (2%) as high. This result implies the attention given to following-up the retention of literacy and numeracy skills was significantly low.

Furthermore, the major goal of IFAL program is the application of key life skill learning contents such as health education, agricultural extension, income generation activity, civics education, environmental conservation, etc. in to adult learners' daily live. Hence, continuously following-up is required to make this objective effective. However, as observed in the above table 13, the survey shown that of total 217 respondents, the majority i.e. 160 (74%) revealed exploring the application of life skill learning contents in to adults daily live was found significantly low. The rest 47 (22%) reported as medium and 7 (3%) high. This result communicates monitors of the program during their monitoring and supervision did not consider adequately the function of exploring the application of life skill learnings with adult learners' daily live as well.

Parallely, another objective of IFAL program monitoring is to investigate problems that faced LCs in the adult learning process and find its solution. Regarding to this, of a total of 217, majority of respondents i.e. 119 (55%), confirmed the low level of problem investigation that facing the adult learning process and find solution. The rest 87 (40%) reported as medium and 10 (4.5%) high level respectively. This result tells there is an investigation of IFAL program problem that arise in the training process but its extent is not enough.

Besides, dealing interview with supervisors confirmed that:

“monitoring of IFAL program mostly focus on examining how many adult learners are registered to learn and to what extent they are enrolling/participating in the literacy class. Even though this is good, following up how many adult learners develop the literacy and numeracy skills and observe to what extent they adapt the life skill training contents such as agriculture and health education with their daily live was still low” (Mamo, March 2018).

Generally, Regular monitoring of IFAL program activities and the evolving learning needs of the affected population is vital to ensure the safety and security of all learners, facilitators and other personnel (INEE, 2010:44). Because it helps to a) ensures that interventions are relevant and responsive; b) identifies possibilities for improvement; c) contributes to conflict mitigations and disaster risk reduction; and d) promotes accountability. However, in Metekel zone, it is possible to say that even though IFAL program monitoring touches different issues, its coverage and

extent were significantly low except looking at how many adults are registered, participated and completed their literacy class.

4.5.2. Challenges of IFAL Program Monitoring

Many factors challenging the IFAL monitoring practice in Metekel zone. These are poor communication among stakeholders, inadequate supply of qualified personnel in adult education to provide clear professional feedback for LC personnel, inadequate use of monitoring instruments, irregular inspection and supervision, and financial constraints of the IFAL program. To determine the most influential among these factors, the researcher has asked WEO personnel to indicate the magnitude of each factors. As a result, their response was displayed through multiple linear regression analysis to determine the factors' contribution in a quantifying way.

Thus, poor IFAL program monitoring is considered as a dependent (predicted) variable by computing all the identified factors. While the listed five factors are considered as independent (predictor) variables. The result is presented on the table 14 and 15 below:

Table 14: Model Summary and ANOVA Table of the Model

<i>Model summary</i>		<i>ANOVA^a Table</i>			
		<i>df</i>	<i>T</i>	<i>Significance</i>	
R square	.926	Regression	4	134.277	0.000 ^b
		Residual	43		
		Total	47		

Whereas: a, Dependent variable- poor IFAL monitoring practice.

b, independent variables/factors- the listed factors in the below table 15.

As can be understand in the above table 14, a step-wise multiple linear regression method displayed that 92.6% - coefficient of R square, of the likelihood of poor IFAL program monitoring was explained by the four hindering factors that are considered in this analysis. The model using step-wise multiple linear regression method shown that there was a significant model ($F(4,43) = 134.277, p < 0.05$). To determine the highest hindering factors in a quantifying way, further analysis was done as presented in the table 15 below.

Table 15: Coefficients of Linear Regression Model

Model		<i>Coefficients^a</i>				
		<i>Unstandardized</i>		<i>Standardized</i>	<i>t</i>	<i>Sig.</i>
		<i>Coefficients</i>		<i>Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
4	(Constant)	.130	.095		1.373	.177
	Poor communication among stakeholders	.275	.027	.435	10.214	.000
	Inadequate supply of qualified personnel	.235	.023	.433	10.183	.000
	Inadequate use of monitoring instruments	.259	.023	.469	11.252	.000
	Irregular inspection and supervision of the IFAL program	.197	.021	.395	9.440	.000

a. Dependent Variable: poor IFAL monitoring

Therefore, as observed in the above table 15, the coefficient value of determination of the magnitude of each hindering factors of IFAL program monitoring was found at .435 for poor communication among stakeholders, .433 for inadequate supply of personnel who are qualified in line with adult education, .469 for inadequate use of monitoring instruments (checklists, interview, questionnaire, FGD) and .395 for irregular inspection and supervision of the IFAL program. The value of *p* (*Sig.*) across all these factors is less than 0.05 which means these hindering factors significantly contributing to poor monitoring practice of IFAL program. This result shows 92.6% of low level of IFAL monitoring practice was explained by the factors such as poor communication among stakeholders, inadequate supply of qualified personnel, inadequate use of monitoring instruments, irregular inspection and supervision of the IFAL program. While the rest 7.4% might depends on other factors which was statistically excluded in the regression analysis i.e. financial constraints which hinders to run the IFAL program monitoring activities and others that were not considered in this analysis.

4.5.3. The Status of IFAL Program Evaluation

In doing so, all aspects of services can be evaluating on a regular basis and there could be an agreed procedure for recording, reviewing, communicating and building on the results of the evaluation (McHugh & Dolan, 2012:45). To examine the accuracy of IFAL program evaluation that carried out by WEO evaluators, the researcher has asked WEO and LC respondents. Their response was presented as follow in the table 16 below by using frequency, percentage and chi-square test.

Table 16. IFAL Evaluation

<i>Evaluation activities</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square test</i>		
		<i>Respondents</i>		<i>Respondents</i>				<i>x²</i>	<i>df</i>	<i>p-value</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>			
IFAL evaluation is done through developing evaluation instruments	Low	59	35%	17	36%	76	35%	3.01	3	.390
	Medium	100	59%	25	52%	125	58%			
	High	7	4%	5	10%	12	5%			
	Not Decided	3	2%	1	2%	4	2%			
	Total	169	100%	48	100%	217	100%			
IFAL program evaluation are conducted through stakeholder's participation	Low	107	63%	32	67%	139	64%	6.66	3	.083
	Medium	57	34%	11	23%	68	31%			
	High	3	2%	4	8%	7	3%			
	Not Decided	2	1%	1	2%	3	2%			
	Total	169	100%	48	100%	217	100%			
Most of the time, evaluation is complete in looking strengths and weaknesses.	Low	121	72%	33	69%	154	71%	3.35	3	.341
	Medium	38	22%	9	19%	47	22%			
	High	7	4%	3	6%	10	4%			
	Not Decided	3	2%	3	6%	6	3%			
	Total	169	100%	48	100%	217	100%			
The IFAL evaluation results are reported to the stakeholders.	Low	114	67%	39	81%	153	70%	5.26	3	.153
	Medium	48	28%	6	13%	54	25%			
	High	3	2%	1	2%	4	2%			
	Not Decided	4	3%	2	4%	6	3%			

<i>Evaluation activities</i>		<i>LCs</i>		<i>WEOs</i>		<i>Total</i>		<i>Chi-square test</i>		
		<i>Respondents</i>		<i>Respondents</i>				<i>x²</i>	<i>df</i>	<i>p-value</i>
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>			
	<i>Total</i>	169	100%	48	100%	217	100%			
The IFAL	Low	63	37%	28	59%	91	42%	12.91	3	.006
evaluation report	Medium	86	51%	15	31%	101	47%			
along with	High	18	11%	2	4%	20	9%			
recommendations	Not Decided	2	1%	3	6%	5	2%			
are reported to LCs	<i>Total</i>	169	100%	48	100%	217	100%			

Before analyzing each item that listed in the above table 16, a chi-square test was calculated to compare whether there is a statistical significance difference in response between LCs and WEOs respondents across the above identified questions in table 16. The chi-square test result at 0.05 significance level shows that there is no statistical significance difference between these two group respondents' response because all the listed items have *p*-value that is greater than 0.05 significance level. This also confirms that these two group of respondents have the same understanding about the practice of IFAL program evaluation that are carried out at LCs by WEOs evaluators. Therefore, it is possible to interpret the data analysis by using the cumulative/total frequency and percentage of LCs and WEOs respondents' response.

Regarding to IFAL program evaluation, using instruments has a great potential to collect relevant information and to determine the magnitude of program output/result. The accuracy of IFAL program evaluation more depends on the instrument used. So that, selecting and using relevant evaluation instruments help to discover significant, sessional and secure information for making productive decision about the program. Therefore, as indicated in the above table 16, of total 217 respondents, 76 (35%) reported that the extent of IFAL program evaluation that are done at LCs by WEOs through developing evaluation instruments such as checklists, interview, questionnaire and FGD was found low. However, the majority i.e. 125 (58%) confirmed as medium and the rest 12 (5%) high. This result shows that using these evaluation instruments by WEO personnel was medium. Interview dealing with supervisors also support this result as "WEO personnel done the IFAL evaluation through developed checklists, interviews and sometimes making focus group discussion with LCs coordinators and facilitators" (Rahimato, March, 2018).

It is best when organizer, management committees and all other concerned stakeholders are involved in the IFAL program evaluation activities (McHugh & Dolan, 2012:45). Here to be consider is, the evaluation information that collected through stakeholders' participation enables to make accurate and tangible decisions about the program. However, as shown in the above table 16, of total 217 respondents, the majority i.e. 139 (64%) revealed that the extent of stakeholders' participation in the IFAL program evaluation was significantly low. The remaining 68 (31%) reported as medium and 7 (3%) as high. This result implies the participation of concerned LC stakeholders such as adult learners, facilitators, local community, etc. in IFAL program evaluation was significantly low.

Most of the time, IFAL evaluation is expected to be complete in its examination of the LCs' strengths and weaknesses in the program implementation. But, as observed in the above table 16 the survey result shows that of total 217 respondents, the majority i.e. 154 (71%) confirmed as this function was found at low level. While 47 (22%) revealed as medium and the rest 10 (4%) high. This result tells, evaluation at the LCs carried out by WEO personnel is lacking in examination of what strength and weakness the LCs' have.

Moreover, dissemination of evaluation reports for stakeholders have a great value to share the strong and weak performance/result and to discuss together about the program. However, of total 217 respondents, majority i.e. 153 (70%) confirmed the low level of evaluation report dissemination to stakeholders. The rest 54 (25%) rated as medium and 4 (2%) high. This result tells whatever the evaluation results obtained from LCs, distributing the evaluation result report for stakeholders was found significantly low.

Lastly, as observed in the above table 16, of total 217 respondents, 91 (41%) revealed the extent of IFAL evaluation report with recommendation that are reported to LCs regularly was found low. The majority 101 (47%) and the rest 20 (9%) also confirmed its extent as medium and high level respectively. This result implies there is a medium level of reporting evaluation results for LCs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part of the study presents a summary of the study with key findings, conclusion and forward relevant recommendations for the concerned bodies regarding to the management of IFAL program in Metekel zone.

5.1. Summary

The study was conducted aimed at examine the status of IFAL program management in Metekel zone of Benishangul Gumuz Regional State. To examine the study problem, four basic research questions were forwarded. These are:

The following basic research questions were set:

1. What considerations are put in to account during IFAL program planning that are carried out from WEOs up to LCs?
2. What are the most influential factors hindering stakeholder's coordination in the implementation of IFAL program?
3. According to the staffing function of WEOs, how the IFAL program facilitators are being supported for sustaining their facilitation ability over time?
4. According to the WEOs controlling structure/practice of IFAL program:
 - a. What conditions are considered during monitoring of IFAL program implementation progress?
 - b. To what extent the evaluation of IFAL program is appropriate to make decisions?

The main objective of the study was to assess the status of IFAL program management in Metekel zone of Benishangul Gumuz Regional State. The specific objectives were also to:

1. Investigate the conditions that are put in to account during the IFAL program planning that are carried out from WEOs up to LCs.
2. Identify the most influential factors hindering stakeholder's coordination in the implementation of IFAL program.

3. Examine how the IFAL program facilitators are being supported by WEOs to sustain their facilitation ability over time.
4. Assess the conditions that are being considered during monitoring of IFAL program implementation progress.
5. Explore the appropriateness of IFAL program evaluation that carried out to make decisions.

In conducting the study, descriptive survey design was used. The representative sample were drawn from four categories of study population. These are WEOs personnel, Coordinators, Facilitators and Supervisors. The total size of the study population was 647, and of which 241 sample was selected (including, 50 WEO personnel, 8 supervisors, 25 coordinators and 158 facilitators) based on the “general rule of thumb tables on sample size determination” developed by Cohen, Manion and Morison (2007:104) at 0.05 significance level. Beforehand, 25 LCs from where the sample subjects to be drawn were selected randomly out of 83 LCs of the three Weredas of Metekel zone. Therefore, data were collected from 225 sample participants through questionnaire which is effective in return rate of 93%, interview and document analysis.

The collected quantitative data was analyzed by using statistical tools such as frequency, percentage, multiple linear regression and chi-square test. Interview and document analysis data were also considered to support the analyzed data. As a result, the following main study findings were obtained:

- In developing IFAL program planning, IFAL planners obtained the needed information mainly from LCs’ previous reports and dealing with community focus group discussion. However, searching information from other institutions’ such as census data and other statistical records of the Kebele, Town, Wereda administrative office, from farmer training center and from human health service providers was significantly low.
- The beneficiaries/learners of IFAL program were significantly well-identified in the IFAL program plan in terms of their size (numbers), sex and age. But, the plan lacks to consider the previous educational level and/or learning experience of adult learners’ i.e. does not further explore where adults stop their education previously and what they need now.

- The developed IFAL plan lacks to give adequate concern for stakeholders with their expected responsibilities in the IFAL program.
- The IFAL plan was developed with having inadequate schedule of activities, poor to clearly state what strategies will be used during monitoring and evaluation of the program and how it will be funded/budgeted.
- Stakeholders coordination in the IFAL program implementation was low due to several hindering factors. Of which the most influential factors are (i) lack of integration between wereda sector office (stakeholders) managers and local level i.e. LC workers, (ii) lack of stakeholders clarified goal being achieved through IFAL program and (iii) lack of accountability of stakeholders in the IFAL program implementation.
- Training for LC personnel was provided by BGRSEB mostly for full-time facilitators. Others i.e. most of coordinators and part-time facilitators such as primary school teachers, DAs, and HEWs hadn't got any training. Even the duration of training that delivered for full-time facilitators was significantly short i.e. up to five days per a year. As a result, this could not address the facilitation skill gaps of facilitators.
- There is inadequate experience sharing opportunities that was created by WEOs for facilitators to learn themselves at Weredas and even at their clusters level.
- Supporting facilitators and duly acknowledge their contribution through the provision of certificate and promoting to better job was limited to only for a few. This in turn boost especially, the turnover of full-time facilitators.
- Providing financial subsidy and giving continuous skill development training for facilitators was significantly low. Due to this, part-time facilitators such as primary school teachers, DAs and HEWs who facilitate the program on their part-time bases are demoralized and not interested to do more in the program.
- Creating professional development opportunities for facilitators was significantly low.
- There was an imbalance monitoring and supervision of the LCs progress by monitors and supervisors.
- The coverage of IFAL program monitoring that carried out by WEOs personnel at the LCs was more limited to see the adult learners' enrollment i.e. how many adults are registered and attained the literacy class. However, following-up the core issue of IFAL

program such as the facilitation situation, the retention of basic literacy skills, and examining the application of key life skill learning contents in to adults' daily life was low.

- Inadequate use of monitoring instruments, poor communication and discussion among stakeholders and inadequate supply of qualified personnel who could provide a productive feedback are the main factors that challenging to monitoring the IFAL program continuously.
- During evaluation of the IFAL program, WEO personnel conducting through developing evaluation instruments (checklists, interview, questionnaire, FGD), however, stakeholders' participation in the IFAL program evaluation was significantly low.
- IFAL evaluation carried out by WEO personnel is lacking in detail examination of what strength and weakness the LCs' have.
- The extent of distributing IFAL program evaluation results report for stakeholders to discuss and to share together the strengths and weaknesses of the program was found at low level. But, have good practice in reporting the evaluation result along with recommendations to LCs.

5.2. Conclusion

Although IFAL program plan which serve as a standard component for IFAL program implementation, monitoring and evaluation, in Metekel zone, the planning processes does not give enough consideration for main IFAL management activities. Hence it could be concluded that this reduces the quality of measuring the actual results and outcomes of the program in terms of whether to apprehending the current results or lesson learned for future work. The provision of IFAL program is taking place through collaborative efforts between stakeholders/sector offices. However, their coordination to run the program together except education, other sector offices was low due to factors. Hence, this would downgrade the quality of IFAL program implementation and to achieve the intended result.

So far, the IFAL program facilitation mostly depend on employing full-time facilitators and drawing part-time facilitators from sector offices. Therefore, making greater investment and

efforts in training and recognizing of their contribution is significantly helps to encourage as well as extend their role longer in the IFAL program facilitation. But, the effort made to encourage facilitators was unsatisfactory. Due to these there was a high turnover of facilitators from their facilitation job. Hence, this would negatively affect the adult learners learning process at the LCs. The study indicated that coverage of IFAL monitoring and evaluation was given more emphasis to look at the learners' enrollment than the actual practice of learning at the LCs as well as the management functions. Hence, it could be concluded that the IFAL controlling in Metekel zone are ineffective. As a result, all these inadequate process makes the status of IFAL program management (planning, staffing, coordination and controlling) at a substandard/poor level in Metekel zone.

5.3. Recommendations

To improve the management of IFAL program in Metekel zone, the following possible ways and/or solutions are forwarded for concerned bodies based on the study findings:

1. Plan have a great potential to realize the intended goals and objectives of a give task. So, including the main IFAL program activities with appropriate schedule and strategies of implementing, monitoring and evaluation helps to bring the intended results. Therefore, MZED and Wereda Administrative Office are advised to following-up and give enough attention to the IFAL program planning process of stakeholders' in a way that whether they must incorporate a made-to-order the issues of IFAL activities in their strategic and annual plan and be flexible enough to implement at the grass root level of LCs.
2. Participation and retention of adult learners in the IFAL program are mainly depending on stakeholders having strong coordination and linkage towards the program starting from its planning up to evaluation phases. To ensure this, concerned stakeholders are advised to work with partners through recognizing and putting in to account the IFAL program as the means of achieving their primarily objectives and activities.
3. The study revealed most sever factors that mostly hindering stakeholders' coordination in the implementation of IFAL program in Metekel zone. These are: (i) Lack of integration between wereda sector office (stakeholders) managers and local level workers. To minimize this, stakeholders' office heads/managers at the wereda level are advised to

create a sound communication and continuous discussion system with their local level experts who works at the grass root level to increase their closeness. (ii) Lack of stakeholder's clarified goal being achieved through IFAL program was also found the main challenge that limit stakeholders' coordination. Therefore, to solve this, stakeholders during their planning are advised to incorporate and integrate all the IFAL activities into their primarily tasks throughout their planning development to improve the program implementation. (iii) Another challenge was lack of accountability of stakeholders in the IFAL program implementation. Accountability in IFAL program might not refer the financial accountability, rather it indicates the process whereby IFAL stakeholders practicing the program and held accountable for producing the intended IFAL program results and outcomes. So that, to establish stakeholders' accountability, create strong evaluation and recommendation system in relation to stakeholders' functions, structure, process and change are advised for the MZED, BGRSEB and even the MoE.

4. The right payment for the right contributors based on merit is significantly determine the healthier relationship between employers (WEOs) and employees (IFAL personnel). This needs an appropriate means of remuneration system. However, in Metekel zone, it was found that facilitators had not enough remuneration and other expected benefits for their contribution. This also exacerbates their turnover from the program facilitation. Therefore, to fill this gap, WEOs and concerned stakeholders are advised to (i) improve the employment system of full-time facilitators in a way that help them shift from contract to permanent civil servant base and improving their monthly salary from 923 Birr to an appropriate salary based on civil servant career structure by considering the available of budget, and (ii) create additional subsidy system for part-time facilitators and coordinators.
5. When the education and training opportunities address the specific needs and gaps of both coordinators and facilitators, not only their motivation increased but the result of the IFAL program is also achieved. For this reason, BGRSEB in collaboration with WEOs and other concerned bodies are advised to develop/build the LCs personnel capacity through the provision of professional development opportunities and continuous on the

job refreshment training for coordinators and facilitators in a way that aim at addressing the contextual/local skill gaps of different facilitators by identifying current and future skills needed for the IFAL program facilitation. The training also should be adequate in relation to training course and duration in a way to make it responsive to local conditions of the facilitators.

6. The study result shown that IFAL program monitors in their monitoring of the program were give more emphasis for look at how many adult learners are registered and enrolled in the literacy class. But, this is not becoming only the main objectives of IFAL program monitoring. Therefore, during monitoring of the program carried out by WEO and concerned stakeholders' monitors, more emphasis should be given to examining the retention and application of basic literacy skills and the integration of life skill learning contents into adult learners' daily life through creating strong continuous following-up systems. Because the main assumption and objectives of the IFAL program lies between on these facts.
7. The monitoring and evaluation of IFAL program interacts with all the other parts of the IFAL program from its pre-planning stage throughout its implementation and conclusion. Therefore, WEOs, MZED and BGRSEB who are actively involved in the monitoring and evaluation of the IFAL program are advised to primarily carefully designed and give enough consideration for what core activities to be monitored and evaluated in terms of what questions to be used, the instruments to be employed in collecting data, and how the monitoring and evaluation results as well as reports will be distributed for all concerned bodies.
8. In the study it was found that most of the time IFAL program monitoring and evaluation were undertaken by only WEOs personnel. However, using a group of stakeholders enables to bring new inventiveness and to present a new effort from their past experiences in the program monitoring and evaluation. Therefore, IFAL program monitoring and evaluation are advised to do the monitoring and evaluation of IFAL program through identifying the most appropriate monitors and evaluators drawing from all concerned stakeholders who are participating in the implementation of IFAL program.

The monitors and evaluators of the IFAL program should not always drawn from only the education sectors/office.

9. Evaluation results and reports have a great worth to make all rounded decisions concerning about the provision of IFAL program. However, the study displayed that the IFAL program evaluation lacks in relation to detailed examination of what the LCs have and disseminating of evaluation reports for all concerned bodies. Therefore, the WEOs, MZED and BGRSEB IFAL program evaluators are advised to examine carefully the actual performance of LCs through examining critically the strength and weakness of LCs in practicing of the IFAL program. They should also disseminate the evaluation results through reports and meetings for all concerned stakeholders to discuss and share the result aimed at whether to appreciate and enjoy to sustain the current results or to take a lesson learned for the future course of action of the program.

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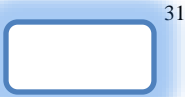
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APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

Questionnaire filled by WEOs Personnel (Heads/vice heads and education experts)

This questionnaire is designed to gather information to assess the status of IFAL program management with respect to planning, coordinating, staffing and controlling practice in Metekel zone of BGRS. The main purpose of this questionnaire is collecting relevant data to conduct the study successfully focusing on the above identified IFAL program management practices. The result helps to discover the status of IFAL management and recommend to the concerned bodies. Therefore, you are kindly requested to provide your honest information from your experience. The data you have filled will be read only by the researcher. Your data will be kept in secret from third person through coding of the response and it uses only for the study purpose.

Thank you in advance for your cooperation!

General Instructions: Don't write your name. Please read the following questions and give your personal response by putting "√" mark on the provided response box and table for the close-ended item questions. Write your opinion on the space provided for the open-ended item questions.

General Information

- 1. Wereda: _____
- 2. Sex: 1. Male 2. Female
- 3. Age: 1. 18-22 2. 23-27
- 3. 28-32 4. Above 33
- 4. Education Level: 1. Diploma 2. Degree
- 3. Masters' 4. Others

³¹ Cod box, only filled by the researcher

5. Job Position: 1. Education Office Head 2. Education Office vice head
 3. Education Expert 4. IFAL Expert
6. Work Experience in Education/IFAL:
 1. 1-3 years 2. 4-6 years
 3. 7-9 years 4. Above 10 years

IFAL Program Management Related Questions

Part I: IFAL Program Planning Related Questions

The following listed questions (1-4) are prepared to assess the status of IFAL program planning practice that carried out by WEOs.

1. Do WEO planners conduct adult learner's need assessment before starting the basis of IFAL planning? 1. Yes 2. No
2. If your answer for question "1" is "Yes", from where WEO planners explore information during adult learners' need assessment?³²

No.	Item	Low	Medium	High	Not Decided
2.1	From census data and other statistical records of the Kebele, Town, Wereda administrative office				
2.2	From IFAL literacy centers/primary school institutions' previous records and reports				
2.3	From farmer training center and human health service providers				
2.4	From community focus group discussion				

3. Does WEO clearly stated the management issues of IFAL program on its strategic and annual plan? 1. Yes 2. No

³² Adapted from <http://horeegeen.blogspot.com/2013/04/educational-planning-suprvision.html> retrieved on 29/11/2017.

4. What do you say the extent that the design of IFAL program planning gives consideration for the following issues?³³

No.	Item	Low	Medium	High	Not Decided
4.1	The target beneficiaries of the IFAL program are clearly identified in the IFAL planning				
4.2	Stakeholders in the IFAL program are clearly identified with their expected responsibility				
4.3	The schedule of monitoring and evaluation of the IFAL program is clearly stated in the planning				
4.4	The strategies of monitoring and evaluation of the IFAL program is clearly stated in the planning				
4.5	During planning, there is a consideration of how the IFAL program implementation will be funded				

Part II: Stakeholders Coordination in the IFAL Program Implementation

The following listed questions (5-7) are prepared to explore the existing situations of IFAL stakeholders towards implementation of the program.

5. How do you consider the following identified stakeholders their level of participation in the implement of IFAL program?³⁴

No.	Item	Low	Medium	High	Not Decided
5.1	Education office				
5.2	Agriculture office				
5.3	Health office				
5.4	Women and Children Affaire office				
5.5	Finance and Economy Development office				
5.6	Benishangul Gumuz Saving and Credit institute				

³³ Adapted from <http://horeegeen.blogspot.com/2013/04/educational-planning-suprvision.html> retrieved on 29/11/2017.

³⁴ Adapted from BGRSEB (2013) IFAL Program Implementation Guideline

6. How do you judge the following hindering factors challenging stakeholder’s coordination to implement the IFAL program in collective effort?³⁵

No.	Item	Low	Medium	High	Not Decided
6.1	Stakeholders’ belief that individual effort is more beneficiary than cooperation				
6.2	Stakeholders’ belief that let alone the implementation of IFAL program as the only task of WEOs				
6.3	Primarily, stakeholders busy with the duties and responsibilities of their office				
6.4	Lack of stakeholder’s clarified goal being achieved through IFAL program				
6.5	Lack of committed leadership of stakeholders’ office to see IFAL program as their task				
6.6	Lack of stakeholders’ capacity to involve in the IFAL program provision				
6.7	Lack of continuous discussion among stakeholders				
6.8	Lack of integration between stakeholders’ office managers and local level experts				
6.9	Lack of integration between Wereda and Kebele IFAL board and technic committees				
6.10	Lack of accountability of stakeholders in the implementation of IFAL program				

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

³⁵ Adapted from BGRSEB (2017) Annual IFAL Report

Part III: IFAL Program Staffing

The following questions (8-14) are listed to explore the staffing function undertaken by WEOs to improve the capacity of IFAL coordinators and facilitators.

8. Most of the time, who provide a refreshment training for IFAL coordinators and facilitators?
 1. WEO 2. MZED 3. BGRSEB
9. Does WEO have provided a refreshment on the job training for coordinators and facilitators?
 1. Yes 2. No
10. Based on question “9” If your answer is “Yes”, how many days per a year, WEO provided a refreshment training for coordinators and facilitators? -----
11. Based on question “9” If your answer is “No”, what do you think which challenges limiting WEO to provide a refreshment training for coordinators and facilitators? -----

12. Do you believed that WEO and other concerned stakeholders create opportunities for coordinators and facilitators to share their experience among themselves?
 1. Yes 2. No
13. Based on question “12” if your answer is “Yes”, what types of opportunities were created for coordinators and facilitators to share their experience among themselves? -----

14. How do you see the following activities that are carried out by the WEOs to encourage facilitators’ ability and contribution over time in the IFAL program?³⁶

No.	Item	Low	Medium	High	Not Decided
14.1	Acknowledging facilitators’ ability through providing certificate				
14.2	Promoting facilitators to better job				
14.3	Providing financial rewards				
14.4	Giving continuous skill development training				
14.5	Creating professional development opportunities				

³⁶ Adapted from BGRSEB (2013) IFAL Program Implementation Guideline

Part IV: Monitoring and Evaluation of IFAL Program

The following listed questions (15-19) are designed to examine the monitoring and evaluation of IFAL program practiced by WEO.

15. On average, how often the WEO personnel supervise/monitor the progress of IFAL program implementation in the literacy centers per a year?

1. 1-2 times 2. 3-4 times 3. 5-6 times 4. More than 7 times

16. How do you said about the coverage of IFAL program monitoring carried out by WEO personnel at the literacy centers?³⁷

No.	Item	Low	Medium	High	Not Decided
16.1	Follow-up the adult learners' enrollment to see if this are functioning as planned in literacy centers				
16.2	Surveying the IFAL program facilitation situation to see if this element is functioning as planned				
16.3	Follow-up the retention of literacy and numeracy skills to adult learners				
16.4	Exploring the application of key life skill learning contents in to adult's daily lives				
16.5	Investigating the problems and find solutions in the adult training process				

17. How do you consider the following factors hindering WEO and the concerned stakeholders to monitor the IFAL program implementation process at the literacy centers?³⁸

No.	Item	Low	Medium	High	Not Decided
17.1	Poor communication among stakeholders				
17.2	Inadequate supply of personnel who are qualified with adult education to provide feedback				
17.3	Inadequate use of monitoring instruments (checklists, interview, questionnaire, FGD)				
17.4	Irregular inspection and supervision of the IFAL program				
17.5	Financial constraints which hinders to run the IFAL supervision activities				

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

³⁷ Adapted from BGRSEB (2013) IFAL Program Implementation Guideline

³⁸ Adapted from BGRSEB (2017) IFAL Report

19. How do you view the accuracy of IFAL program evaluation that are practiced by WEO personnel in the IFAL literacy centers?³⁹

No.	Item	Low	Medium	High	Not Decided
19.1	IFAL program evaluation is done through developing evaluation instruments (checklists, interview, questionnaire, FGD)				
19.2	IFAL program evaluation are conducted through stakeholder's participation				
19.3	Most of the time, IFAL evaluation is complete in its examination of recording the strengths and weaknesses of the program				
19.4	The IFAL evaluation results are reported to the stakeholders to share the strengths and weaknesses				
19.5	The IFAL evaluation report along with recommendations are reported to literacy centers regularly				

20. What do you suggest the means of improving the IFAL program management from WEO up to literacy centers? -----

Thank you in advance again!

³⁹ Adapted from Nafukho, Wawire and Lam (2010:151-153). Management of Adult Education Organizations in Africa.

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

Questionnaire 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, coordinating, staffing and controlling practice in Metekel zone of BGRS. The main purpose of this questionnaire is collecting relevant data to conduct the study successfully focusing on the above identified IFAL management practices. The result helps to discover the status of IFAL management and recommend to the concerned bodies. Therefore, you are kindly requested to provide your honest information from your experience. The data you have filled will be read only by the researcher. Your data will be kept in secret from third person through coding of the response and it uses only for the study purpose.

Thank you in advance for your cooperation!

General Instructions: Don't write your name. Please read the following questions and give your personal response by putting "√" mark on the provided response box and table for the close-ended item questions. Write your opinion on the space provided for the open-ended item questions. Give only one response for a question.

General Information

1. Name of the literacy center: _____

2. Wereda: _____

3. Sex: 1. Male 2. Female

4. Age: 1. 18-22 2. 23-27
 3. 28-32 4. Above 33

5. Education Level: 1. 10/12th completed 2. Diploma

⁴⁰ Cod box, only filled by the researcher

3. Degree
4. Others
6. Job Position: 1. Full-time Facilitator 2. Primary school teacher
 3. Development Agent 4. Health extension worker
 5. Literacy center coordinator
7. Work Experience in Education/IFAL Program:
 1. 1-3 years 2. 4-6 years
 3. 7-9 years 4. Above 10 years

IFAL Program Management Related Questions

Part I: IFAL Planning Related Questions

The following listed questions (1-5) are prepared to assess the status of IFAL program planning practice carried out at the literacy centers.

1. Does adult learner's need assessment have been conducted before starting the basis of IFAL planning? 1. Yes 2. No
2. If your answer for question "1" is "Yes", during adult learners' need assessment, from where planners explore information?⁴¹

No.	Item	Low	Medium	High	Not Decide
2.1	From census data and other statistical records of the Kebele, Town, Wereda administrative office				
2.2	From IFAL literacy centers/primary school institutions' previous records and reports				
2.3	From farmer training center and human health service providers				
2.4	From community focus group discussion				

3. Do literacy centers have a clearly stated IFAL program annual plan?

1. Yes 2. No

⁴¹ Adapted from <http://horeegeen.blogspot.com/2013/04/educational-planning-suprvision.html> retrieved on 29/11/2017.

4. What do you say the extent that the design of IFAL program planning gives consideration for the following issues?⁴²

No.	Item	Low	Medium	High	Not Decided
4.1	The target beneficiaries of the IFAL program are clearly identified in the IFAL planning process				
4.2	Stakeholders in the IFAL program are clearly identified with their expected responsibility				
4.3	The schedule of monitoring and evaluation of the IFAL program is clearly stated in the planning				
4.4	The strategies of monitoring and evaluation of the IFAL program is clearly stated in the planning				

5. To what extent the developed IFAL plan are being implemented accordingly at the literacy center? 1. Low 2. Medium 3. High 4. Not decided

Part II: Stakeholders Coordination in the IFAL Program Implementation

The following listed questions (6-7) are prepared to explore the existing situations of IFAL program stakeholders' participation towards the program implementation.

6. What do you consider the following identified stakeholders their level of participation to implement the IFAL program together in the literacy center?

No.	Item	Low	Medium	High	Not Decided
6.1	Education office				
6.2	Agriculture office				
6.3	Health office				

⁴² Adapted from <http://horeegeen.blogspot.com/2013/04/educational-planning-suprvision.html> retrieved on 29/11/2017.

7. How do you judge the following hindering factors challenging stakeholder's coordination to implement the IFAL program collectively?⁴³

No.	Item	Low	Medium	High	Not Decided
7.1	Stakeholders' belief that individual effort is more beneficiary than cooperation				
7.2	Stakeholders' belief that let alone the implementation of IFAL program as the only task of WEO				
7.3	Primarily, stakeholders busy with the duties and responsibilities of their office				
7.4	Lack of stakeholder's clarified goal being achieved through IFAL program				
7.5	Lack of committed leadership of stakeholder's office to see IFAL program as their task				
7.6	Lack of stakeholders' capacity to involve in the IFAL program				
7.7	Lack of continuous discussion and communication among stakeholders				
7.8	Lack of integration between stakeholders' office managers and local level experts				
7.9	Lack of integration between Wereda and Kebele IFAL board and technic committees				
7.10	Lack of accountability of stakeholders in the implementation of IFAL program				

⁴³ Adapted from BGRSEB (2017) Annual IFAL Report

Part III: IFAL Program Staffing Functions

The following questions (8-13) are listed to explore the staffing function undertaken by WEOs to encourage IFAL coordinators and facilitators.

8. Do IFAL coordinators and facilitators have got a refreshment on the job training?

1. Yes 2. No

9. Who provide the refreshment training for coordinators and facilitators?

1. WEO 2. MZED 3. BGRSEB

10. If you have got the training, how many days the training was provided per a year? -----

11. If you had got the training, which was the training courses that you had got?⁴⁴

No.	Item	Yes	No
11.1	Core IFAL subject knowledges such as Literacy, Numeracy and Basic Life Skills learning contents		
11.2	Andragogy: adults' learning facilitation methodologies		
11.3	Local adult learning material design		
11.4	Psychology of adult learners		
11.5	Inclusive education		
11.6	Time management		
11.7	Reporting mechanisms		

12. Are WEO and other IFAL stakeholders create opportunities for coordinators and facilitators to share their experience among themselves?

2. Yes 2. No

13. How do you see the following activities that are carried out by the WEO to promote IFAL facilitators for sustaining and/or recognizing their facilitation ability?⁴⁵

No.	Item	Low	Medium	High	Not Decided
13.1	Acknowledging facilitators' ability through providing certificate				

⁴⁴ BGRSEB (2013). IFAL Implementation Guideline

⁴⁵ BGRSEB (2013). IFAL Implementation Guideline

13.2	Promoting facilitators to better job				
13.3	Providing financial subsidy/rewards				
13.4	Giving continuous skill development training				
13.5	Creating professional development opportunities				

Part IV: Monitoring and Evaluation of IFAL Program

The following listed questions (14-17) are designed to examine the monitoring and evaluation functions of IFAL program practiced by WEO at the literacy centers.

14. On average, how often the WEO personnel supervise/monitor the progress of IFAL program implementation at the literacy centers per a year?

1. 1-2 times 2. 3-4 times 3. 5-6 times 4. More than 7 times

15. How many times per a month cluster school supervisor supervise the literacy center to provide productive feedback for coordinator and facilitators?

1. Never 2. Once 3. Twice 4. Three times and above

16. How do you consider the coverage of IFAL program monitoring practice carried out by WEO personnel at the literacy centers?⁴⁶

No.	Item	Low	Medium	High	Not Decided
16.1	Follow-up the adult learners' enrollment to see if this are functioning as planned in literacy centers				
16.2	Follow-up the IFAL program facilitation situation to see if this element is functioning as planned				
16.3	Follow-up the retention of literacy and numeracy skills to adult learners				
16.4	Exploring the application of key life skill learning contents in adult's daily lives				
16.5	Investigating the problems and find solutions in the adult training process				

⁴⁶ Adapted from BGRSEB (2013) IFAL Program Implementation Guideline

17. How do you view the accuracy of IFAL program evaluation that are practiced in the literacy centers by WEO personnel?⁴⁷

No.	Item	Low	Medium	High	Not Decided
17.1	IFAL program evaluation is done through developing evaluation instruments (checklists, interview, questionnaire, FGD)				
17.2	IFAL program evaluation are conducted through stakeholders participation				
17.3	Most of the time, IFAL evaluation is complete in its examination of recording the strengths and weaknesses of the program				
17.4	The IFAL evaluation results are reported to the stakeholders to share the strengths and weaknesses				
17.5	The IFAL evaluation report along with recommendations are reported to literacy centers regularly				

18. What do you suggest means of improving the overall IFAL program management? -----

Thank you in advance for your cooperation again!

⁴⁷ Adapted from Nafukho, Wawire and Lam (2010:151-153). Management of Adult Education Organizations in Africa.

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 አዘገጃጀት ሂደት ለመፈተሽ የተዘጋጁ ናቸው፡፡

1. የጎልማሶች ትምህርት እቅድ ከመዘጋጀቱ በፊት በት/ጽ/ቤቱ የጎልማሶች ፍላጎት የዳሰሳ ጥናት (Need Assessment) ይካሄዳል? 1. አዎ 2. የለም
2. ለጥያቄ ቁጥር 1 መልስዎ አዎ ከሆነ፣ የጎልማሶች ፍላጎት ዳሰሳዊ ጥናት በሚካሄድበት ጊዜ የዕቅድ ባለሙያዎች አስፈላጊ መረጃዎችን ከየት ነው የሚያገኙት?

ተ/ቁ	የመረጃ ምንጮች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
2.1	ከቀበሌ፣ ከከተማ፣ ከወረዳ አስተዳደር ጽ/ቤት ተመዝግበው ከሚገኙ የመረጃ መዝገቦች				
2.2	በጎልማሶች ትምህርት መስጫ ጣቢያዎች ከሚገኙ መዝገቦች፣ ሪፖርቶች				
2.3	ከቀበሌ/ወረዳ ጤና ጣቢያ እና ግብርና ልማት ጣቢያ ተቋማት				
2.4	ከአካባቢው ማህበረሰብ የጋር ቡድን ውይይት በማድረግ				

3. በው/ት/ጽ/ቤቱ ስትራቴጂክ እና አመታዊ ዕቅድ የጎልማሶች ትምህርት አመራር/አተገባበር የሚመለከቱ ጉዳዮች በግልፅ ተጠቅሷል? 1. አዎ 2. የለም
4. በት/ጽ/ቤቱ የሚዘጋጀው የጎልማሶች ትምህርት እቅድ ይዘት ከዚህ በታች የተዘረዘሩትን ጉዳዮች ምን ያህል ታሳቢ ያደረገ ነው ይላሉ?

ተ/ቁ	የጎልማሶች ትምህርት እቅድ ይዘቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
4.1	የትምህርቱ ተጠቃሚ የሚሆኑ/የሆኑ ጎልማሶች በአግባቡ ተለይተው በእቅዱ ተካትተዋል				
4.2	የፕሮግራሙ ፈፃሚ የሆኑ ባለድርሻ አካላት የሚጠበቅባቸውን አስተዋዕክ/ኃላፊነት ጨምሮ ተለይቶ በእቅዱ ተካቷል				
4.3	የጎልማሶችን ትምህርት አሰጣጥ፣ ክትትልና ግምገማ ማድረጊያ የጊዜ ሰሌዳ ተለይቶ በእቅዱ ተካትቷል				
4.4	የጎልማሶችን ትምህርት ለመከታተልና ለመገምገም የሚረዱ ስልቶች ተለይተው በእቅዱ ተቀምጠዋል				
4.5	ፕሮግራሙን ለመፈፀም የሚያስፈልገው የበጀት ምንጭ ተለይቶ በእቅዱ ተጠቅሷል				

ክፍል ሁለት፡ የባለድርሻ አካላትን ቅንጅታዊ አሰራር የሚመለከቱ ጥያቄዎች

ከተራ ቁጥር 5-7 ድረስ የተዘረዘሩት በጎልማሶችን ትምህርት አሰጣጥ ላይ የባለድርሻ አካላት ተሳትፎ እና ቅንጅታዊ አሰራር ያለበትን ደረጃ ለማየት የተዘጋጁ ናቸው።

5. ከዚህ በታች የተዘረዘሩት ባለድርሻ አካላት (መ/ቤቶች) በጎልማሶች ትምህርት አሰጣጥ/አተገባበር ላይ ያላቸው ተሳትፎ ምን ያህል ጉልህ ነው ብለው ያምናሉ?

ተ/ቁ	ባለድርሻ አካላት/መስሪያቤቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
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 በጎልማሶችን ትምህርት አሰጣጥ ላይ በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ምን ያህል ተግዳሮት ናቸው ብለው ያምናሉ?

ተ/ቁ	ተግዳሮቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
6.1	ባለድርሻ አካላት በጋራ ከመስራት ይልቅ የግልን አቅም ተጠቅሞ ለብቻ መስራት የበለጠ ውጤታማ ያደርጋል ብለው ስለሚያስቡ				
6.2	ባለድርሻ መ/ቤቶች የጎልማሶች ትምህርት ስራ የት/ጽ/ቤት ብቻ አድርጎ ማየት				
6.3	ባለድርሻ መ/ቤቶች ለራሳቸው ስራ ቅድሚያ መስጠት				
6.4	ባለድርሻ አካላት የጎልማሶችን ትምህርት ተጠቅመው ሊያሳኩ የሚችሉት ግልፅ የሆነ ግብ አለመኖር				
6.5	የጎልማሶችን ትምህርት ትግበራ ለመምራት በባለድርሻ መ/ቤቶች ቁርጠኛ የሆነ አመራር አለመኖር				
6.6	በጎልማሶች ትምህርት አሰጣጥ ሂደት ላይ ለመሳተፍ የባለድርሻ አካላት የአቅም ውስንነት መኖር				
6.7	በባለድርሻ አካላት መካከል ተከታታይነት ያለው የጋራ ውይይት አለመኖር				
6.8	በባለድርሻ መ/ቤቶች አመራሮች እና ከታች ባሉት ባለሙያዎች መካከል የቅንጅት ማነስ				
6.9	የጎልማሶች ትምህርት ቦርድ እና ቴክኒክ ኮሚቴዎች ከወረዳ እስከ ቀበሌ ድረስ የተቀናጁ አለመሆን				
6.10	ባለድርሻ አካላት የተጠያቂ አለመሆን				

7. ሌላ መጨመር የሚፈልጉት ካለ እባክዎትን ይጻፉ -----

ክፍል ሶስት፡ የሰው ሀይል አያያዝ ተግባራትን የሚመለከት ጥያቄዎች

ከተራ ቁጥር 8-14 ድረስ የተዘረዘሩት ጥያቄዎች የሰው ሀይል አስተባባሪዎችንና አመቻቾችን አቅም ለማጎልበት እና ለማበረታታት በት/ጽ/ቤት እና ባለድርሻ መ/ቤቶች በኩል እየተከናወኑ ያሉ ተግባራትን ለመፈተሽ የተዘጋጁ ናቸው።

8. አብዛኛውን ጊዜ ለሰው ሀይል አስተባባሪዎችና አመቻቾች የማነቃቂያ ሥልጠናዎች የሚሰጡት በማን ነው?

1. በወረዳ ት/ጽ/ቤት 2. በመተካል ዞን ት/መምሪያ 3. በቤ/ጉ/ክ/ት/ቢሮ

9. የወረዳ ት/ጽ/ቤት ለሰው ሀይል አስተባባሪዎችና አመቻቾች አጫጭር የስራ ላይ ማነቃቂያ ስልጠና ይሰጣል?

1. አዎ 2. የለም

10. በተራ ቁጥር 9 መሰረት መልስዎ አዎ ከሆነ ወረዳ ት/ጽ/ቤት ለአስተባባሪዎችና አመቻቾች በዓመት ለስንት ቀናት ያህል አጫጭር የማነቃቂያ ሥልጠና ይሰጣል? -----

11. በተራ ቁጥር 9 መሰረት መልስዎ የለም ከሆነ፣ ወረዳ ት/ጽ/ቤት ለአስተባባሪዎችና አመቻቾች አጫጭር የማነቃቂያ ሥልጠናዎችን እንዳይሰጥ ተግዳሮቶች/ችግሮች ምን ምን ናቸው ብለው ያስባሉ?-----

12. አመቻቾች እርስ በርሳቸው ልምዳቸውን እንዲለዋወጡ በትምህርት ጽ/ቤት እና ባለድርሻ አካላት በኩል የተለያዩ የልምድ ልውውጥ መድረኮችን ይፈጠራሉ?

1. አዎ 2. የለም

13. በጥያቄ ቁጥር 12 መሰረት መልስዎ አዎ ከሆነ የተፈጠሩ የልምድ ልውውጥ እድሎች/መድረኮች ምን ምን ናቸው? -----

14. የአመቻቾችን የማመቻቸት ብቃት ለማሻሻልና ለማበረታታት፣ ከዚህ በታች የተዘረዘሩት ተግባራት በወረዳ ትምህርት ጽ/ቤት በኩል ምን ያህል ይተገበራሉ ብለው ያምናሉ?

ተ/ቁ	ተግባራት	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልንም
14.1	ለአመቻቾች የምስጋና ምስክር ወረቀት ይሰጣል				
14.2	አመቻቾች ወደ ተሻለ ስራ እንድያድጉ ይደረጋል				
14.3	ለአመቻቾች የገንዘብ ማበረታቻ ይሰጣል				
14.4	ለአመቻቾች ተከታታይነት ያለው የማመቻቸት ክህሎት ስልጠና ይሰጣል				
14.5	ሙያቸውን እንዲያሳድጉ እድሎች ይፈጠራሉ				

ክፍል አራት፡ የጎልማሶችን ትምህርት ድጋፍ፣ ክትትል እና ግምገማ የሚመለከቱ ጥያቄዎች

ከተራ ቁጥር 15-19 ድረስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት የድጋፍ፣ ክትትል እና ግምገማ አሰጣጥ ተግባራትን ለማየት የተዘጋጁ ናቸው።

15. የወ/ት/ጽ/ቤት ኃላፊዎችና ባለሙያዎች የጎልማሶችን ትምህርት አሰጣጥ በጎልማሶች ትምህርት መስጫ ጣቢያዎች በመገኘት በዓመት በአማካኝ ለምን ያህል ጊዜ ድጋፍና ክትትል ያደርጋሉ?

1. ከ1-2 2. ከ3-4 3. ከ5-6 4. ከ7 ጊዜ በላይ

16. የወረዳ ት/ጽ/ቤት ባለሙያዎች በጎልማሶች ትምህርት መስጫ ጣቢያዎች በመገኘት የሚያከናውኗቸው የጎልማሶች ትምህርት የድጋፍና ክትትል ተግባራት ሽፋን ምን ያህል ነው ይላሉ?

ተ/ቁ	ሽፋን	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
16.1	የጎልማሶች ተሳትፎ በእቅዱ መሰረት እየተከናወነ መሆኑን ክትትል ያደረጋል				
16.2	የጎልማሶች ትምህርት ማመቻቻ ዘዴዎች/የጎልማሶች መማር ማስተማር ሂደት/ በአግባቡ እየተከናወነ መሆኑን መከታተል				
16.3	ጎልማሶች የማንበብ፣ መጻፍ እና ማስላት ክህሎቶችን ማዳበራቸውን መከታተል				
16.4	ጎልማሶች የተማሯቸውን መሰረታዊ የህይወት ክህሎት ትምህርቶችን ከዕለት ተዕለት ኑሮአቸው ጋር እየተገበሯቸው መሆኑን መከታተል				
16.5	በትምህርት አሰጣጥ ሂደት ወቅት የሚከሰቱ ችግሮችን መለየትና መፍትሄ መስጠት				

17. ከዚህ በታች የተረዘሩት አሉታዊ ተፅዕኖዎች በጎልማሶች ትምህርት ድጋፍና ክትትል ተግባራት ላይ ምን ያህል ተግዳሮት/ችግር ናቸው ብለው ያምናሉ?

ተ/ቁ	ተግዳሮቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
17.1	በባለድርሻ አካላት መካከል አለመኖር				
17.2	በጎልማሶች ትምህርት መስክ ድጋፍ የሚሰጡ በሙያው ብቁ የሆኑ የሰው ሀይል በሚፈለገው መጠን አለመኖር				
17.3	የተለያዩ የክትትል ማድረጊያ መሳሪያዎችን ለምሳሌ፡- ቸክሊስት፣ መጠይቅ፣ የቡድን ውይይት፣ ወዘተ በብዛት አለመጠቀም				
17.4	ወቅቱን ያልጠበቀ ድጋፍና ክትትል መኖር				
17.5	ድጋፍና ክትትል ለማድረግ የበጀት ውስንነት መኖር				

APPENDIX D

አዲስ አበባ ዩኒቨርሲቲ



ሥርዓተ ትምህርትና ማስተማር ትምህርት ክፍል

የጎልማሶች ትምህርትና ማህበረሰብ ልማት ፕሮግራም

በጎልማሶች ትምህርት መስጫ ጣቢያ ኃላፊዎች እና አመቻቾች የሚሞላ መጠይቅ፤

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

ስለ መልካም ትብብርዎ አመሰግናለሁ!

መመሪያ:- በዚህ መጠይቅ ላይ ስምዎትን መጻፍ አያስፈልግም። ጥቂዎችን በአግባቡ ካነበቡ በኋላ መልስዎን ከጥያቄዎች ፊት ለፊት ባሉት ሳጥኖች እና ሰንጠረዥ ላይ የ “√” ምልት ያድርጉ። ማብራሪያ ለሚያስፈልጋቸው ጥያቄዎች ደግሞ በተሰጠው ቦታ ላይ ሀሳብዎትን በግልፅ ያስቀምጡ። ለአንድ ጥያቄ አንድ መልስ ብቻ ነው የሚያስፈልገው።

አጠቃላይ መረጃዎች:-

1. የጎልማሶች ትምህርት መስጫ ጣቢያው ስም: -----
2. 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. 10/12 ያመናቀቀ/ች 2. ዲፕሎማ
3. ዲግሪ 4. ሌላ-----
6. የስራ ሁኔታ: 1. አመቻች (ተቀጣሪ) 2. የመጀ/ደ/ት/ቤት አስተማሪ
3. የግብርና ልማት ሰራተኛ 4. የጤና ኤክስቴንሽን ሰራተኛ
5. የጎል/ት/ት ጣቢያ እስተባባሪ
7. በጎልማሶች ትምህርት ላይ ያለዎት የአገልግሎት ዘመን:
 1. ከ1-3 ዓመት 2. ከ4-6 ዓመት 3. ከ7 ዓመት ዓመት በላይ

የተቀናጀ ተግባር ተኮር ጎልማሶች ትምህርት ስራ አመራር የሚመለከቱ ጥያቄዎች

ክፍል አንድ፡ የጎልማሶች ትምህርት እቅድ አዘገጃጀትን የሚመለከቱ ጥያቄዎች፡

የሚከተሉት ከተራ ቁጥር 1-5 ድርስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት እቅድ አዘገጃጀት ሂደት ለመፈተሽ የተዘጋጁ ናቸው፡፡

1. የጎልማሶች ትምህርት እቅድ ከመዘጋጀቱ በፊት በጎልማሶች ትምህርት መስጫ ጣቢያዎች የተጠቃሚ ጎልማሶች ፍላጎት የዳሰሳ ጥናት ይካሄዳል? 1. አዎ 2. የለም
2. በጥያቄ ቁጥር 1 መሰረት መልስዎ አዎ ከሆነ፣ የተጠቃሚ ጎልማሶች ፍላጎት ዳሰሳዎ ጥናት በሚካሄድበት ጊዜ አስተባባሪዎችና አመቻቾች አስፈላጊ መረጃዎችን ከየት ያገኛሉ?

ተ/ቁ	የመረጃ ምንጮች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
2.1	ከቀበሌ፣ ከከተማ፣ ከወረዳ አስተዳደር ጽ/ቤት ተመዝግበው ከሚገኙ የመረጃ መዝገቦች				
2.2	በጎልማሶች ትምህርት መስጫ ጣቢያዎች ከሚገኙ መዝገቦች				
2.3	ከቀበሌ/ወረዳ ጤና ጣቢያ እና ግብርና ልማት ጣቢያ ተቋማት				
2.4	ከአካባቢው ማህበረሰብ የጋር ቡድን ውይይት በማድረግ				

3. በጎልማሶች ትምህርት መስጫ ጣቢያ ግልፅ የሆነ የጎልማሶች ትምህርት ዓመታዊ ዕቅድ አለ? 1. አዎ 2. የለም
4. በጎልማሶች ትምህርት መስጫ ጣቢያ የሚዘጋጀው የጎልማሶች ትምህርት እቅድ ይዘቱ ምን ይመስላል?

ተ/ቁ	የጎልማሶች ትምህርት እቅድ ይዘቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
4.1	የትምህርቱ ተጠቃሚ የሚሆኑ ጎልማሶች በአግባቡ ተለይተው በእቅዱ ተካትተዋል				
4.2	የፕሮግራሙ ፈፃሚ የሆኑ ባለድርሻ አካላት የሚጠበቅባቸውን አስተዋፅኦ እና ሀላፊነት ጨምሮ ተለይቶ በእቅዱ ተካቷል				
4.3	የጎልማሶችን ትምህርት አሰጣጥ ክትትልና ግምገማ ማድረጊያ የጊዜ ሰሌዳ ተለይቶ በእቅዱ ተካቷል				
4.4	የጎልማሶችን ትምህርት አሰጣጥ ለመከታተልና ለመገምገም የሚረዱ ስልቶች ተለይተው በእቅዱ ተቀምጠዋል				

5. በጎልማሶች ትምህርት መስጫ ጣቢያ የጎልማሶች ትምህርት እቅድ አተገባበሩ ምን ያህል ነው? 1. ዝቅተኛ 2. መካከለኛ 3. ከፍተኛ 4. መወሰን አልቻልም

ክፍል ሁለት፡ የባለድርሻ አካላትን ቅንጅታዊ አሰራር የሚመለከቱ ጥያቄዎች

ከተራ ቁጥር 6-7 ድረስ የተዘረዘሩት በጎልማሶችን ትምህርት አሰጣጥ ላይ የባለድርሻ አካላት ቅንጅታዊ አሰራር ያለበትን ደረጃ ለማየት ተዘጋጁ ናቸው።

6. ከዚህ በታች የተዘረዘሩት ባለድርሻ አካላት በጎልማሶች ትምህርት አሰጣጥ/አተገባበር ላይ ያላቸው ተሳትፎ ምን ያህል ነው ብለው ያምናሉ?

ተ/ቁ	ባለድርሻ አካላት/መስሪያ ቤቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
6.1	ትምህርት ጽ/ቤት				
6.2	ግብርናና ገጠር ልማት ጽ/ቤት				
6.3	ጤና አጠባበቅ ጽ/ቤት				

7. ከዚህ በታች የተዘረዘሩት አሉታዊ ተፅዕኖዎች በጎልማሶችን ትምህርት አሰጣጥ ሂደት በባለድርሻ አካላት ቅንጅታዊ አሰራር ላይ ምን ያህል ተግዳሮት/ችግር ናቸው ብለው ያምናሉ?

ተ/ቁ	ተግዳሮቶች	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልም
7.1	ባለድርሻ አካላት በጋራ ከመስራት ይልቅ የግልን አቅም ተጠቅሞ ለብቻ መስራት የበለጠ ውጤታማ ያደርጋል ብለው ስለሚያስቡ				
7.2	ባለድርሻ መ/ቤቶች የጎልማሶች ትምህርት ስራ የት/ጽ/ቤት ብቻ አድርጎ ማየት				
7.3	ባለድርሻ መ/ቤቶች ለራሳቸው ስራ እና ኃላፊነት ቅድሚያ መስጠት				
7.4	ባለድርሻ አካላት የጎልማሶችን ትምህርት ተጠቅመው ሊያሳኩ የሚችሉት ግልፅ የሆነ ግብ አለመኖር				
7.5	የጎልማሶችን ትምህርት ትግበራ ለመምራት በባለድርሻ መ/ቤቶች ቁርጠኛ አመራር አለመኖር				
7.6	የባለድርሻ አካላት የአቅም ውስንነት መኖር				
7.7	በባለድርሻ አካላት መካከል ተከታታይነት ያለው የጋራ ውይይት አለመኖርና የተግባራት ችግር				
7.8	የባለድርሻ መ/ቤት አመራሮችና ባለሙያዎች የቅንጅት ማነስ				
7.9	የጎልማሶች ትምህርት ቦርድ እና ቴክኒክ ኮሚቴዎች ከወረዳ እስከ ቀበሌ ድረስ የተቀናጁ አለመሆን				
7.10	ባለድርሻ አካላት ተጠያቂ አለመሆን				

ክፍል ሶስት፡ የሰው ሀይል አያያዝ ተግባራትን የሚመለከት ጥያቄዎች

ከተራ ቁጥር 8-13 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. የጎልማሶች ትምህርት አስተባባሪዎችና አመቻቾች አጫጭር የስራ ላይ ስልጠናዎች የሚሰጡት በማን ነው? (ከአንድ በላይ መምረጥ ይችላሉ) ::
 1. በትምህርት ጽ/ቤት 2. በመተኮል ዞን ት/መምሪያ 3. በቤ/ጉ/ክ/ት/ቢሮ
- 10. እርስዎ ስልጠናውን በዓመት ለስንት ቀናት ያህል ወስደዋል? -----
- 11. ለአስተባባሪዎችና አመቻቾች የተሰጡ/የሚሰጡ የማነቃቂያ ስልጠና ርዕሶች በምን በምን ላይ ያተኮሩ ናቸው?

ተ/ቁ	የስልጠና ርዕሶች	አዎ	የለም
11.1	መሰረታዊ የጎልማሶች ትምህርት እውቀቶች (የማንበብ፣ የመጻፍ፣ የማስላትና የህይወት ክህሎት)		
11.2	የጎልማሶች ትምህርት የማመቻቸት ስነ ዘዴ		
11.3	አካባቢያዊ የሆነ የጎልማሶች ስርዓተ ትምህርትና ማስተማሪያ ሞዴል ዝግጅት		
11.4	የጎልማሶች ሰነ ልቦና		
11.5	አካቶ ትምህርት		
11.6	የጊዜ አጠቃቀም		
11.7	የመረጃ አያያዝና ሪፖርት አደራረግ		

12. አመቻቾች እርስ በርሳቸው ልምዳቸውን እንዲለዋወጡ በትምህርት ጽ/ቤት እና ባለድርሻ አካላት በኩል የተለያዩ የልምድ ልውውጥ መድረኮች ይፈጠራሉ?

- 2. አዎ 2. የለም

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

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

ክፍል አራት፡ የጎልማሶችን ትምህርት ድጋፍ፣ ክትትል እና ግምገማ የሚመለከቱ ጥያቄዎች

ከተራ ቁጥር 14-17 ድረስ የተዘረዘሩት ጥያቄዎች የጎልማሶች ትምህርት የድጋፍ፣ ክትትል እና ግምገማ ተግባራትን ለማየት የተዘጋጁ ናቸው።

14. የወ/ት/ጽ/ቤት ኃላፊዎችና ባለሙያዎች የጎልማሶችን ትምህርት አሰጣጥ በትምህርት መስጫ ጣቢያ በመገኘት በዓመት ለምን ያህል ጊዜ ድጋፍና ክትትል ያደርጋሉ?

1. ከ1-2 2. ከ3-4 3. ከ5-6 4. ከ7 ጊዜ በላይ

15. ሱፐርቫይዘሮች የጎልማሶችን ትምህርት አሰጣጥ በትምህርት መስጫ ጣቢያ በመገኘት በወር ለምን ያህል ጊዜ ለአተባባሪዎች እና አመቻቾች ድጋፍና ክትትል ያደርጋሉ?

1. በፍፁም መጥተው አያውቁም 2. አንድ ጊዜ 3. ሁለት ጊዜ
4. ሶስት ጊዜ እና በላይ

16. በጎልማሶች ትምህርት መስጫ ጣቢያ የድጋፍና ክትትል አሰጣጥ ሽፋን ምን ያህል ነው?

ተ/ቁ	ሽፋን	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልንም
16.1	የጎልማሶች ተሳትፎ በእቅዱ መሰረት እየተከናወነ መሆኑን ክትትል ይደረጋል				
16.2	የጎልማሶች ትምህርት ማመቻቻ ዘዴዎች በአግባቡ እየተከናወኑ መሆኑን መከታተል				
16.3	ጎልማሶች የማንበብ፣ መጻፍ እና ማስላት ክህሎቶችን ማዳበራቸውን መከታተል				
16.4	ጎልማሶች የተማሯቸውን መሰረታዊ የህይወት ክህሎት ትምህርቶች ከዕለት ተዕለት ኑሮአቸው ጋር እየተገበሯቸው መሆኑን መከታተል				
16.5	በትምህርት አሰጣጥ ሂደት ወቅት የሚከሰቱ ችግሮችን መለየትና መፍትሄ መስጠት				

17. በጎልማሶች ትምህርት መስጫ ጣቢያዎች የሚከናወኑ የግምገማ ተግባራት ምን ያህል ግልፅ ነው?

ተ/ቁ	የግምገማ ተግባራት	ዝቅተኛ	መካከለኛ	ከፍተኛ	መወሰን አልቻልንም
17.1	የጎልማሶች ትምህርት ግምገማ የሚካሄደው መገምገሚያ ዘዴዎችን (ቴክኒክ፣ መጠይቅ፣ ቃለ መጠይቅ፣ የቡድን ውይይት) በመጠቀም ነው				
17.2	የጎልማሶች ትምህርት ግምገማ ባለድረሻ አካላትን በማሳተፍ ይከናወናል				
17.3	አብዛኛውን ጊዜ የጎልማሶች ትምህርት ግምገማ ጠንካራና ደካማ ጎኖችን ለይቶ ለማውጣት የሚያስችል ነው				

APPENDIX E

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 program planning that carried out in the literacy centers?
3. What looks like stakeholder's contribution towards IFAL program implementation at literacy centers?
4. What factors hindering stakeholders' coordination to implement the IFAL program together?
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 adults 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!