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DEPARTMENT OF CURRICULUM AND INSTRUCTION

**THE MANAGEMENT OF INTEGRATED FUNCTIONAL ADULT
EDUCATION IN YEKA SUB-CITY OF ADDIS ABABA**

**A Thesis Submitted to the Department of Curriculum and
Instruction**

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THESIS APPROVAL PAGE

This thesis titled: **The Management of Integrated Functional Adult Education (IFAE) in Yeka sub-city of Addis Ababa: an assessment of its standard in focus**” by **Petros Melaku** is approved for the Degree of Master of arts in Adult and Lifelong Learning in the department of Curriculum and Instruction.

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Acronyms

ABE: Alternative Basic Education

ANFE: Adult and Non-formal Education

EFA: Education for All

ESDP: Education Sector Development Programs

FDRE: The federal democratic republic of Ethiopia

FGD: Focus group discussion

IFAE: Integrated Functional Adult Education

IFAL: Integrated Functional Adult Literacy

IIZ/DVV: Institute for international cooperation of the German Adult Education Association

MoE: Ministry of Education

MoU: Memorandum of Understanding

NAES: National Adult Education Strategy

TVET: Technical, vocational education and training

UNESCO: United Nations Education, scientific and Cultural Organization

UNLD: United Nations Literacy Decade

UPE: Universal primary education

WEO: Wereda education offices

Abstract

The purpose of the study was to describe the problem of the management of IFAE in Yeka sub-city of Addis Ababa. It addressed issues related to the management of IFAE and factors contributing to relapse of Illiteracy. The contribution of IFAE to individual adult participant's life in terms of literacy, numeracy and life skill was also described. The research suggested ways of improving the existing practice in integrated functional adult education programs. Descriptive survey design was used and both quantitative and qualitative methods of data collection were utilized. The target population of this research consisted of adults, facilitators, experts and other stakeholders working on integrated functional adult education in Yeka sub-city of Addis Ababa. The researcher purposively selected forty adult participants and another forty facilitators from five selected IFAE centers, five woreda IFAE experts and one sub-city expert and four other stakeholders from the signatory board member sectors. Random sampling was used to select the participants of the study. The data collection instruments used were questionnaire, focus group discussion, observation checklist, document analysis and interview. The quantitative information obtained through questionnaire was analyzed by using frequency count and percentage. SPSS version 20 was used to data analysis. On the other hand, the qualitative information obtained by using open ended questionnaire, focus group discussion, observation checklist, document analysis and interview were expressed through descriptive statements, interpreted and supplemented with the quantitative data. The study indicated that the Woreda adult education board and technical committee were not functional and IFAE contents were pre-prepared centrally, not related to adults life; adults have interest in the IFAE programs; the teaching and learning approach in the IFAE classes were facilitators led discussions and the teaching and learning was lecture method; there was no clear post literacy strategy. Based on the finding it was concluded that IFAE program implementation in Yeka sub-city was not integrated both in content and management. Based on the finding it was recommended that the content and management of IFAE program need to be integrated and the approach to adult education should be learner centered.

Chapter One

Introduction

This chapter includes the background of the study (the effects of illiteracy programs on economic, social and political life of illiterates in particular and the country in general; the international agreements to provide education for all and the efforts Ethiopia is exerting to address problems of illiteracy), the statement of the problem, research hypothesis, objectives of the study, significance of the study, scope of the study, limitations of the study, operational definition of terms and the organization of the research.

1.1 Background of the Study

Adult education is education where everybody, students and teachers participates in it; everybody passes the educational process; and everybody is asked to educate by educating oneself, to learn by learning, to learn to be, to learn to undertake and prepare to assume challenges in each historical moment. The final object of adult education is to equip man to play his part harmoniously in the modern world (Martinez, J. 2006).

The multifaceted effects of illiteracy could be understood from the following view of Hautecoeur (1990) in Haimanot (2014) in the economy: illiteracy would lead to major losses in production, low productivity, and poor product quality, industrial accidents, etc.; In the social sector: it is associated with the increase in crimes, disease and accidents, with the growing exclusion of new population levels; In private life: illiterate families and individuals display certain psychological disturbances which affect their identity, interfere with their role as adults and lead to isolation and behavior characterized by failure, aggressiveness, etc. Furthermore, the cultural capital of the nation is threatened due to the competition of imported values, etc. In the socio-political sector, it is a direct threat to democracy, to national security, and national unity.

In Ethiopia the Education and Training Policy of 1994, aims at addressing access, equity, relevance, efficiency and quality Education. The Education Sector Development Programs (ESDPs) especially the 3rd, 4th and 5th volumes considered adult education as a program worth studying.

Ethiopia is one of the signatories of the international agreement on Education for All (EFA) which consists of six components. The fourth goal of Education for All (EFA) for example had called upon countries to-achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all. Furthermore, international initiatives like the Dakar Framework of Action 2000, United Nations Literacy Decade (UNLD), the United Nations Decade of Education for Sustainable Development (DESD) have been considered by member states (UNESCO, 2000 in Haimanot, 2014).

Ethiopia endorsed its National Adult Education Strategy and at the same time Memorandum of Understanding (MoU) was signed by various line ministries. These were the Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Women's Affairs and Ministry of Youth and Sports (MoE, 2008 in Haimanot, 2014).

The functions of adult literacy management can be classified in to two categories: Organic function and complement function. Organic management is the function that must be done by the management and complement management is outside the responsibility. It will be better if the management applies complement function to support and improve the quality of learning activities. The function of management should improve the physical, psychological and ways of thinking to addressed designed goals (Yulaelawati, 2014).

Yeka Sub-city is one of the ten sub-cities of Addis Ababa and has thirteen weredas. There is no study related to the management of IFAE in the sub city. It is against this background that the researcher developed interest to undertake this study.

1.2 Statement of the Problem

The nation cannot afford to neglect adult education because it is through it that innovations are supported and brought into lives of individuals and the nation as a whole (Adedokun, 2013).

As it is stated in ESDP V, (MoE, 2015: 86), the National Adult Education Board, was not fully developed, this resulted in continued fragmentation of adult education provision. Lack of monitoring and evaluation and reporting skills at all levels meant that the quality of the IFAE programmes and their relevance to the daily lives of many participants could not be assessed effectively. Lack of a post-literacy strategy and curriculum framework may bring a relapse of illiteracy.

The management of integrated functional adult education constitutes another major challenge to adult education practices. Lack of proper management, monitoring and evaluation in the Non-formal education has resulted in variations in the achievements of programmes (Mohammad, 2013).

Adult education participants continue their education when they found the teaching and learning process helping them in their living and if the program is integrated to their life. This could be possible if the approach is integrated in content and life skills (MoE 2011a). However the program faces challenges of coordination & implementation, leadership, integration and exit strategy.

Trying to get a better understanding of the factors affecting integrated management, the student researcher therefore took a closer look at how each factors influence integrated functional adult education learners and the program management in the research to be conduct. To this end, the following basic research questions were set:

1. What are the problems encountered board members (signatory sectors) in supporting and leading IFAE in yeka sub-city?
2. Are IFAE program contents integrated to the adults' life?

3. What are the problems affecting the monitoring and evaluation of IFAE?
4. What factors affecting IFAE facilitators training?
5. What is the problem of IFAE post literacy programs?

1.3 Objectives of the Study

This study has both general and specific objectives.

1.3.1. General Objective

The overall objective of this study is to describe the problems and propose solution to the management of integrated functional adult education (IFAE) in Yeka sub-city of Addis Ababa

1.3.2. Specific Objectives

The specific objectives of this study are to:

- Describe the extent of practices and challenges of the management of IFAE in Yeka sub-city
- Identify the factors contributing to relapse of Illiteracy in the study area
- Describe IFAE centers setting, curriculum, teaching-learning process, & program organization.
- Asses the contribution of IFAE to participant's life in terms of literacy, numeracy and life skill.
- Indicate ways of improving the existing practice in IFAE programs.
- Identify the practice of recruitment, selection and training of facilitators
- Indicate the extent of integration of content to the life of the adults.

1.4. Significances of the Study

The purpose of the research is to investigate the management of adult education programs and explore the challenges and opportunities. i.e. factors that might promote or hold back the programs. The management of the programs achievements/improvements in terms of adult's knowledge, skill and attitude in the world of work are given emphasis.

Integrated functional adult education is one of the priorities of the FDRE. Investigating the existing practices and the challenges of management of the program in Yeka Sub-city would have the following significance:

- It provides Addis Ababa education Bureau and Yeka sub-city education office with information about achievements and challenges related to program management
- It may also contribute to the improvement of management of adult education by indicating possible solutions to the identified challenges of management of IFAE in the sub-city.
- The research would stimulate prospective researchers to conduct further research on the area that remain untouched or inadequately treated.

1.5 Scope of the Study

The research work was geographically delimited to Yeka sub-city of Addis Ababa City government (in ten (10) selected IFAE centers, five (5) woredas and the sub-city education office) and content wise to the management of integrated functional adult education (IFAE). The research method used in this research work was descriptive survey and both quantitative and qualitative data gathering methods were applied as the research was a mixed type. Using this method might lack to identify the life difference between those who attended IFAE programs and those who doesn't attended the program and this could be effective if experimental design was used, however the design used for this research enabled the researcher to addressed different issues of the program and come up with the conclusions and recommendations that might positively contribute IFAE programs in the study area.

1.6 Limitations of the Study

The researcher work represented five of the thirteen woredas of Yeka Sub-city and as the result the findings and conclusions may not be adequate to represent the sub city. The time constraint on the facilitators, adult learners and the wereda education office experts, IFAE expert of the sub-city, experts of the sector offices and the researcher for an in

depth interview, observation and focus group discussion is found to be major limitation to gather sufficient information needed for the study. The financial problems faced by the researcher to print and copy draft document for approval and questionnaires was the other limitation of this study. Moreover, the IFAE centers are far apart from each other within the sub city (some were out of easy access for transportation) and some of the facilitators were not cooperative to the researcher. These might have negatively affected the quality of the research findings. However, in spite of the problems faced, the student researcher believes that it was done to the standard required.

1.7 Definition of key Terms

Adult education board: a board organized from sector offices which have interest in adult education like education, health, women's & children's affairs, youth & sport and agriculture.

Adult education technical committee: is a committee organized from sectors which are board members and are composed of experts to technically support the board and IFAE programs.

Adult facilitator: is a person who is responsible to the teaching and learning process of adult education classes.

Andragogy: the Science and Art of teaching adults

1.8 Organization of the study

This study has five chapters. The first chapter deals with introduction, where the background of the study, statement of the problem, research hypothesis, theoretical framework, objectives of the study, significance of the study, the scope of the study, limitations of the study and operational definition of terms were included. Chapter two presents the review of related literature, chapter three deals with research design, methods of research, data sources, population and sampling, data collection instruments, procedures of data collection, and methods of data analysis. Chapter four presents data analysis and interpretation and chapter five deals with the summary of the major findings, conclusions, and recommendations of the study.

Chapter Two

Review of the Related Literature

This chapter attempts to review literature on the concept of integrated functional adult education/literacy (IFAE/L; the policy and strategy of IFAE; the goals and objective of IFAE; the principles of adult education; the curriculum (curriculum contents, teaching learning materials, methods of teaching-learning and assessment of teaching-learning); management; monitoring & evaluation of the program; opportunities and challenges of IFAE program in Ethiopia.

2.1 The Concept of Adult Literacy

The UNESCO's functional definition of literacy states that a person who is functionally literate can engage in all those activities in which literacy is required for effective functioning of his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development (UNESCO, 2008, p. 18 in Haimanot, 2014).

In the opinion of Okediran and Abidoye (2001) in Adedokun (2013), Adult education is a tool that frees people from poverty ridden situations and it is a tool through which individuals and nations rise above their challenges.

The concept of literacy has moved from acquiring autonomous skills to an emphasis on literacy as functional in daily lives, and, more recently, embracing the notions of multiple literacies- literacy as a continuum, and literate environments and societies- so as to cope effectively with the dynamic changes in technology and lifestyle thereof (UNESCO, 2006 in Genet, 2014).

2.2. Policy and Strategy of Adult Education

The expansion of education to all is essential and central to improve quality life of every person. Adult and non-formal education is one of the modalities of the education system to achieve EFA goals. To this end, the Ministry of education published National adult education strategy in 2008 to address the need for adult education. In general terms IFAE seeks to link writing, reading and numeracy skills to livelihoods and skills training. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners (MoE, 2010, in Hildana, 2014).

2.3. Goals and Objectives of IFAE

The major goals of integrated functional adult literacy are:

- To help socio- economic and socio-cultural development.
- To prepare the individuals and communities to participate in development activities and in the life of the local environment.
- To promote knowledge and attitude change which may enable illiterate adults to perform efficiently all those functions which are necessary for them.

The specific goals of the integrated functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. to solve their basic economic, social and cultural problems, to prepare them for more efficient participation in the development of their family, village and country (Melesse, 1997 in Hildana, 2014)

According to MoE (2000), in DVV (2005: 115) the roles and purposes of ANFE in the Ethiopian context include imparting knowledge which: frees people from natural and manmade impacts; strengthens economic, social and cultural equality; initiates citizens to actively participate in national development; prepares citizens for self-reliance and personal development.

The objectives of integrated functional adult literacy are initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills which can serve the fight against poverty. This objective is to be achieved through a need based, dynamic, integrated and sustainable learning environment (Hildana, 2014).

Specific objectives of integrated functional adult literacy are to enable beneficiaries make informed decisions in their daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning (DVV, 2005)

2.4. Principles of IFAE

According to MoE (2011a) principles of IFAE include the following.

- Focuses on integrating social, economic, and pedagogical issues
- Unlike the education of children, focuses on learning contents that are immediate and responsive to current concerns, needs, and interests of adults
- Enables learners to actively involved in the choice of learning contents & methods because adult participants interests/needs are the foundation for the learning engagement
- Blends content and life situations & is responsive to immediate needs and problems, unlike in the education of children which revolves around different subject areas
- Content & approach help to introduced and progress towards new practices in improved life
- Pursues a process whereby the 3Rs which emerged from the contents reinforce the process of learning
- Pays attention to processes that encourages and enables adult learners to engage in learning according to their interests and pace
- Makes trainings/learning opportunities and options available to all
- Encourage female participation while maintaining gender equity

2.5. Curriculum Implementation

2.5.1. Curriculum of IFAE

Curriculum as a plan offers principles of content selection, development of teaching-learning strategies, principles of curriculum decision making (assessment and tests), ways of monitoring and evaluation of the whole program (IIZ/DVV, 2004).

The principal basis of the content of integrated functional adult education/ literacy is the life and engagement of the adult participant as well as the community. Agriculture; health; civics and ethics; environmental conservation and protection; gender and income generation are subjects of discussion, focus, writing, reading and computation; and object of desired change, improvement, and advancement of learning. The three Rs (reading, writing and numeracy) skills cut across these contents (MoE, 2011a).

Adult education provided to adults who have no initial education and who may be unable to benefit from, or contribute to development in their country because of past disadvantage could be part of or integrated with some other program- be it community development, agriculture extension, skills training, health education or small business development (IIZ/DVV, 2004:2).

According to Hildana (2014) the local problems and the roots causes of the problems (social, economic, political and cultural etc.) are the basis for the learning theme of the target groups. It is just the harmony of what the target group/ learners want to learn (learning and learning needs) and what the actual environmental (economic, social and legal/political) allows us to offer in a form of courses, topics and lessons that enable the learner to cope up and be part of the changing world. In terms of component, IFAE program includes the following learning aspects.

- 1.** Reading, writing and numeracy
- 2.** Wide ranges of life skills (non vocational)
- 3.** Non-formal need based vocational skill trainings.
- 4.** Entrepreneurial skills

Integrated functional adult education is beyond reading, writing and numeracy skills.

IFAL is not solely the acquisition of the 3Rs; rather IFAL is an approach, process and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them. Theoretically and at its best expression and operation this process is bidirectional; the participants learn from facilitators who in turn learn from the participants; or everybody learns from everybody else. Collective and mutual learning is used for the solution of common problems; private knowledge, skill, experience are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc. (MoE, 2011a: iii)

An attempt to improve quality of education through provision of multiple literacy skills program, entrepreneurship literacy, reading habits as a post literacy follow up, tutor training, character education, and peace building can serve as a response to relapsing phenomenon. Self entrepreneurship education improves literacy performance and prevents relapse of illiteracy and an advanced program for adults as a continuity of life skills programs improves quality of life of learners.

Community learning centers established and organized by the community plays an important role in changing the attitudes of learners towards the program positively and can also serve as a learning center and to improve the knowledge and skills of the community and help citizens to have quality lifelong learning. For literacy programs, community reading centers and libraries with enough print materials from different sectors need to be avail (Yulaelawati, 2014).

2.5.2 Teaching-Learning Materials

Instructional materials are essential in the success of teaching-learning programs. Girma (2004) in Hildana (2014) suggest that instructional materials are used to increase the acquisition of knowledge, skills and aptitude according to the levels of students. Furthermore, he explains that instructional materials are used to make learning experience more tangible, practical and active.

The contents of IFAE are identified from the life of the adult and by the adult. The contents are not static; the process of teaching-learning in a reverse direction transforms them. This approach has been chosen as the traditional one (which is studying the alphabets/letters and numbers in rows) has been found to be boring and time consuming. The adults as they engaged in productive activities have no time to waste. Adults choose a content that is useful and vital for them with the support of the facilitators. The suggested thematic areas that are related to development packages of the country are identified to serve as framework for content development and these are agriculture, health, civics & ethics, environmental conservation & protection, gender and income generation (MoE, 2011a).

In IFAL center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MoE (2002), in Hildana, (2014) explains instructional material as follows:" the availability of instructional material is the lowest cost component of basic education, but it is the one with greatest impact on learning". Learners can get more meaning and experience if the source from which they extract information, knowledge and skill is diversified

2.5.3 Methods of Teaching-Learning Process

Andragogy is defined by Knowles (1989) as the art and science of helping adults learn. Merriam and Brockett (1997) explain that andragogy is based on the humanistic values of placing the individual at the heart of the learning transaction, of believing in the goodness of human nature and potential for growth and fulfillment and valuing autonomy and self-direction.

The implication that this has for the educator is that he/she should be a facilitator of learning rather than looking upon himself/herself as the sole possessor of knowledge that should be deposited into the learners. The facilitator has to be aware of the fact that there are several resources at his/her disposal to help him/her design and manage teaching and learning effectively.

According to Connor (2004) **pedagogy** literally means the art and science of educating children and is often used as a synonym for teaching. More accurately, pedagogy embodies teacher-focused education where teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned.

By contrast, **andragogy**, a theory of adult learning, attempts to explain why adults learn differently to younger learners (Knowles 1989), but more importantly it acknowledges that adults' reasons for learning are often very different from those of younger learners. Andragogy is learner centered.

The theories of andragogy also recognize that adult learners are motivated to learn to the extent that they perceive it will help them perform tasks they confront in their life situations for example to read, write, etc

2.5.4 Assessment Methods of IFAE

The assessment of IFAE program involved continuous activities that include practical tests/activities, written and oral examinations which are to be recorded. The components of learning to be assessed are reading skills, writing skills, numeracy/computation skills, speaking skills, adequacy of practical application/use of these skills and other practical knowledge. Assessment of adult learning is a planned, organized and coordinated activity undertaken by learners themselves, facilitators, IFAE committee and professionals from the community development agents. The methods used to assess adult learners involve observation, dictation, question & answer, skill & practical activities/assignments, group discussions, various competitions (agriculture, health, etc) and debates etc (MoE, 2011b).

IFAL program is assessed and evaluated in terms of changes on IFAL participant's life in a way of thinking, way of learning, and changes in behaviors. Moreover, it focuses on the use of literacy skills like read signboards, weight and price of commodities and read medical prescriptions. The purposes and assessments of IFAL program are:-Checking, Reviewing, Testing, Grading and Promotion (Hildana, 2014).

2.6. Management, Monitoring and Evaluation of IFAE

2.6.1. Management of IFAE

The Management and Administration of Adult Education Constitute another major challenge to adult education practices. Administration was defined as the activities of groups cooperating to accomplish common goal and management as the coordination of all the resources of organization through the process of planning, organizing, directing and controlling in other to attain organizational objectives (Adedokun, 2013).

The management of adult needs decentralized, collaborative and cooperative effort. The highest management body of the program is the national board of IFAE that constitutes federal ministries (Ministry of: education, agriculture and rural development, health, labour and social affairs and youth and sport). The board has responsibilities of setting program goals, mobilize financial and other resources, advocate and lobby the integration of IFAE in to national and development plan and enhance partnership between different government bodies, NGOs and other stakeholders. National technical committee was also established from the different ministries that are board members. The board and technical committee were also established at all levels (from federal to WEOs) with responsibilities of IFAE implementation (MoE, 2011b).

2.6.2 Monitoring and Evaluation

Lack of trained monitoring and evaluation personnel in the Non-formal education sector is a serious problem to the development of the sector since monitoring is a sine qua non to a successful adult and Non-formal education programmes. It involves the management of a large database. Monitoring is vital ingredient for successful implementation of ANFE as such it should be integrated in the programme action plan. Adequate funds are not provided and required information about the status of the programmes is not

available. Lack of proper monitoring and evaluation in Adult and Non-formal education resulted in variations in the achievements of programmes (Mohammad, 2013).

As stated in ESDP V, MoE (2015) the planned institutional system, including the National Adult Education Board, was not fully developed, which resulted in continued fragmentation of adult education provision and meant that efficient implementation, coordination, linkages between programmes and monitoring were difficult. Lack of monitoring and evaluation and reporting skills at all levels meant that the quality of the IFAE programmes and their relevance to the daily lives of many participants could not be assessed effectively. Lack of a post-literacy strategy and curriculum framework bring about relapse of illiteracy.

2.6.3. Teachers Recruitment, Selection and Training

Facilitators are key professionals in the process and advancement of IFAE programs. As a result due attention should be given to their recruitment, training and remuneration. The facilitators could be school teachers, development workers, ABE facilitators, volunteers from the community and other paid facilitators. The facilitators recruited for IFAE program should complete grade ten at minimum; be familiar with language, culture & living of the community; be acceptable by the community and give priority to female candidates (MoE, 2011b).

The challenge of teaching is another problem being faced by adult education and this is in addition with the problem of facilitator. Imhabekei (2009 in Adedokun 2013) is of the opinion that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method for teaching adults (andragogy). Facilitators should learn to incorporate methods of learning that prove effective in every learning situation. Combining methods will help both facilitators and learners to achieve. Doing this may however be difficult for an untrained facilitator on whom the effectiveness of adult education lies. The facilitator who is not a trained adult educator may not be conversant with the nature and

characteristics of adult learner and may not really understand that adults achieve less when the learning tasks involve too much theory and memorization. It is therefore important for trained adult educators to be employed for the purpose of effective adult education.

Lack or Inadequate number of qualified facilitators: appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, primary school teachers and even school certificate holders are usually appointed as facilitators (Mohammad, 2013).

The majority of facilitators will come from development sectors and this helps integrate literacy teaching and learning to different packages and vice versa. Fifteen days pre-service training shall be given to facilitators that came from the sectors and a thirty day pre-service training in andragogy shall be given to all others newly recruited ones. The training venue would be teacher education colleges and universities. A Seven-day in-service training on andragogy will be offered semi annually (MoE, 2011b).

2.6.4. Adult Learners

According to Ward and Edwards (2002) in Carpentieri (2014) learners' motives for joining classes were diverse, they were most often related to: the practicalities of improving job performance and/or employment prospects, supporting their children's learning, and moving on to study at a higher level and improving confidence, rather than a simple desire to be more literate or numerate.

Adult learning, in contrast to compulsory schooling, is a voluntary endeavour. Low literacy adults must make an active decision to improve their skills, and almost inevitably must overcome an extensive range of situational (day to day life) and institutional (rules and procedures) barriers blocking their way to improvement, including work and family commitments, lack of time, limited funds, and lack of available instruction (Carpentieri 2014).

People will have good perception of adult education programmes, if they are timely, relevant and innovative and if these programmes reflect practical/real life situation. The

negative perception will change to positive one, when there is effective management and administration of adult programmes. When there is the opposite of these stated facts which in most cases are major challenges faced in adult education, the perception is thus negative (Christine, Lewis, Catherine & Dunlop in Adedokun, 2013).

The adult learner has many responsibilities that must be balanced against the demands of learning. Because of these responsibilities, adults may have barriers against participating in learning. Some of these barriers include (a) lack of time, (b) lack of confidence, (c) lack of information about opportunities to learn, (d) scheduling problems, (e) lack of motivation (Lieb, 1991).

... barriers towards participation in adult education and training is developed: Lack of time and energy; negative towards re-entering education; accessibility of learning activities; lack of support; and lack of confidence in own abilities (Larson & Milana, 2006 in Haimanot 2014).

Lieb's and Larson & Milana's points about the responsibilities of adults which influence each other help to design the research work accordingly. Because adults among others are busy in earning livelihood and as a result they lack the courage to their education and this problem of adults is an issue that any researcher has to consider. The first group of barriers has something to do with time and energy, and how it is prioritized. The job or the family takes too much energy and the person does not intend to use the free time left on learning activities. We call this category "lack of time and/or energy".

According to McGivney (1990), based on an extensive literature review identified nine (often overlapping) groups that tend to participate less than the average citizen in adult education and training: People with no or few educational qualifications; people with basic education needs; low income groups, the unwaged, unemployed, and people dependent on state benefits; people in unskilled or semi-skilled manual occupations; ethnic minority groups; older adults; women with young children; people with mental or physical handicap and people living in certain rural areas. McGivney's groupings helps the research work to fairly include all groups in the sampling and using research methods and increases the reliability of the research results.

According to MoE (2011b) Target participants of the program are adults of 15 years and older, particularly those who:

- never enrolled in schools, dropout from primary first cycle, including youth, women and adults
- belong to vulnerable groups of the communities
- live in peripheral and remote rural communities
- have special learning needs
- live in urban areas (low income socio-economic groups, domestic workers & others)

At the end of the 1970`s, Rubenson and some of his colleagues developed the expectancy-valence-theory on participation in adult education and training (Rubenson, 1976 in Haimanot, 2014). Expectancy theory is the strength of beliefs that effort will result in certain performance level. It is a perception and the anticipation of the likely consequences of behavior. Valence theory is the value of second level outcomes (i.e. the valence of first level outcomes is the sum of products associated with second level outcomes and their instrumentalities). The expectancy-valence theory establishes relationship between effort-performance-reward and personal goals. According to this theory, interest in participating in adult education and training is dependent of 1) whether the individual consider participation in education and training valuable in relation to his/her experienced needs (valence), and 2) his/her expectations in relation to being able to manage and complete the education and that it will lead to the desired outcome (expectancy). If education and training is not considered having valence or the person involved does not expect that participation will lead to a desired outcome, he/she will not be interested in taking part in education and training.

Adults have lots of experiences and they want these experiences to be valued and considered in their day to day life including their education. So the education programs in school of adult education classes should consider adults experiences. Adults participate and complete their education if they believe that the desired outcome will be met. So, these behaviors of adults have been considered in the research work as themes of the research as mentioned by Rubenson.

Accessibility of learning activities are the other barriers relates adults. There are no courses that suit the respondents` needs, no relevant courses nearby or participation in interesting courses would imply use of equipment that the respondent do not have. We call this category "lack of available courses/equipment", underlining that though there might be courses that are theoretically available for the individual, they might involve a need for equipment the person does not possess, and thereby in reality not being accessible. This category suits very well to Cross, and Darkenwald & Merriam`s institutional barriers. According to this point adults need activities that interest them and it is important to have courses that adults interest will be awaken and this has been considered in the research that was conducted and it was checked if adults are satisfied or de-motivated.

The lack of support, either from the employer or from the family was also the other challenge to adult education program. We might have called it social barriers, as it refers to the person`s social relations. In line with Darkenwald and Merriam`s model, it stresses the importance of the social aspects of the individual`s life.

Derrick and Ecclestone (2008) in Carpentieri (2014) stresses the importance to progress of scaffolding, so that learners have challenges at the right level of difficulty, and of tailoring learning to the individual learner`s needs (which implies the need for abroad repertoire of teaching methods and substantive expertise).

2.7. Opportunities and Challenges of IFAE in Ethiopia

Having realized that only formal education cannot be the instrument to accomplish the mission of universal primary education (UPE), Millennium Development Goal Number 2: (i.e. to achieve universal primary education by the year 2015), The Federal Government of Ethiopia came out with a promising National Adult Education Strategy (MoE, 2008). Furthermore, to strengthen this six ministries have signed a memorandum of understanding (MOU) in 2008 to foster adult basic education program in accordance with an adult needs. The six ministries include: Ministry of education, Ministry of Health, Ministry of Women Affairs, Ministry of Agriculture and Rural Development, Ministry of youths and Sport and Ministry of Social Affairs (MoE, 2007/2008) in Esayas, (2014).

There should be proper mobilization of all stakeholders to come and embrace adult education programmes so as to achieve the desired results. This point helps the upcoming research to consider the different actors in adult education programs and evaluate their participation.

In ESDP IV, the issue of Integrated Functional Adult literacy (IFAL) has become one of the priorities. It was indicated that IFAL "... seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. (MoE 2010b).

The component of IFAE includes the two basic pillars literacy element and life skills element depending on the profile of the target groups, it may tap a number of reorganizations/ arrangements of the above components.

The challenges of IFAE are its weak institutional arrangement to support the implementation; monitoring and evaluation of the program; Inadequate supervisory service; shortage of budget for supervision; shortage of logistic and finance for monitoring the IFAE centers; Lack of motivation among stakeholders, learners, facilitators and Lack of awareness of the community.

Summary

Adult education is a tool to combat poverty at individual as well as country level. The concept of literacy has moved from acquiring autonomous skills to an emphasis on literacy as functional in daily lives (i.e. it embracing the notions of multiple literacies).

Adult and non-formal education is one of the modalities of the education system to achieve EFA goals. IFAE seeks to link writing, reading and numeracy skills to livelihoods and skills training. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners.

The major goals of integrated functional adult education are to help socio- economic and socio-cultural development; to prepare individuals and communities to participate in development activities and in the life of the local environment; and to promote knowledge and attitude change which may enable illiterate adults to perform efficiently all those functions which are necessary for them.

The principles of IFAE is integration of social, economic, and pedagogical issues; focus on learning contents that are immediate and concerns needs, and interests of adults; involvement of adults in the choice of learning contents & methods; blending content and life situations; the 3Rs emerged from the contents reinforce the process of learning; encouraging female participation while maintaining gender equity.

The principal basis of the content of integrated functional adult literacy is the life and engagement of the adult participant as well as the community. The local problems and the roots causes of the problems are the basis for the learning theme of the target groups.

Instructional materials are essential in the success of teaching-learning programs and are used to increase the acquisition of knowledge, skills and aptitude according to the levels of students.

The thematic areas that are related to development packages of the country are identified to serve as framework for IFAE content development. In IFAE center, teaching material can be prepared from local material at lowest costs with greatest impact on learning.

Andragogy is the art and science of helping adults learn. The implication that this definition has for the educator is that he/she should be a facilitator of learning rather than looking upon himself/herself as the sole possessor of knowledge that should be deposited into the learners.

The assessment of IFAE involved continuous activities that include practical tests/activities, written and oral examinations which are to be recorded. The components of learning to be assessed are reading skills, writing skills, numeracy/computation skills, speaking skills, adequacy of practical application/use of these skills and other practical knowledge. It could be undertaken by learners themselves, facilitators, IFAE committee and professionals from the community development agents.

The management of adult needs decentralized, collaborative and cooperative effort. The highest management body of the program in Ethiopian context is the national board of IFAE that constitutes federal ministries, bureaus, and woreda`s.

Lack of trained monitoring and evaluation personnel in the Non-formal education sector is a serious problem to the development of the sector since monitoring is a sine qua non to a successful adult and Non-formal education programmes. Lack of monitoring and evaluation and reporting skills at all levels affects assessment of the program

It is important for trained adult educators to be employed for the purpose of effective adult education. Lack or Inadequate number of qualified facilitators: appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, are usually appointed as facilitators (Mohammad, 2013).

The adult learner has many responsibilities that must be balanced against the demands of learning. Because of these responsibilities, adults may have barriers against participating in learning. The interest in participating in adult education and training is depend on the value of education and training (valence), and the expectation that education will lead to the desired outcome (expectancy)..

The international and national commitments of Ethiopia (UPE, Millennium Development Goals, National Adult Education Strategy & other implementing documents) are opportunities to IFAE.

The challenges of IFAE are its weak institutional arrangement to support the implementation, monitoring and evaluation of the program; Inadequate supervisory service; shortage of budget for supervision; shortage of logistic and finance for monitoring the IFAE centers; Lack of motivation among stakeholders, learners, facilitators and Lack of awareness of the community.

Chapter Three

Research Design and Methodology

The purpose of the study was to examine the challenges and successes of the management of integrated functional adult education in Addis Ababa city government, Yeka sub-city. The methodology part presents research design, sampling, instrumentation, data collection and analysis procedures and protection of human rights (ethical issues).

3.1 Research approach and Design

Descriptive survey design was used because it helps the researcher to analyze the current practices and prevailing problems by collecting data from a relatively large number of respondents (Seliger and Shohamy, 1989 in Haimanot, 2014). To examine the status of management of integrated functional adult education in the study area, the researcher had used descriptive survey method. Both quantitative and qualitative methods of data analysis were utilized. Sources of data employed for this study were primary and secondary.

3.2 Methods

In this study, both quantitative and qualitative methods were used to generate and examine information obtained from respondents. The quantitative method helped the researcher to examine the quantitative data obtained through questionnaire with close-ended question items and the qualitative method helped the researcher to examine the data obtained through the use of open ended questionnaire, focus group discussion (FGD), observation checklist, document analysis and interview.

3.3 Data Sources

In order to get valid and reliable information, the data sources should be appropriate and vital. Therefore primary data were collected from facilitators, adult participants, experts,

and others. And as a secondary source of data were collected from different program documents of the program (ESDPs, NAES, etc).

3.4 Population and Sampling

The target populations of this study consisted of adult participants, facilitators, experts and other stakeholders working on integrated functional adult education in Yeka sub-city of Addis Ababa. The sub-city consisted of thirteen (13) woredas and seventy (70) IFAE centers and a total of one hundred and twelve (112) facilitators and seven hundred forty nine (749) adult participants.

Sampling design

A sample is a small proportion of a population selected for a study. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (Best and Kahn, 2006).

Table 1: The participants of the research work, the population and sampling

No	Research participants	Population	Sample	Sampling techniques
1	Sub-city expert	1	1	Purposive sampling
2	Woredas	13	5	Simple random
3	Woreda IFAE experts	13	5	Purposive sampling
4	Facilitators	112	40	Simple random
5	IFAE learners	749	40	Simple random
6	Experts from sectors	40	4	Simple random
7	IFAE centers	70	10	Simple random

As shown in Table 1, the researcher purposively assigned forty adult participants and another forty facilitators from ten selected IFAE centers and this is because it is often suggested that one should include at least 30 subjects in a sample since this number permits the use of large sample statistics, statistically speaking, a sample $n=30$ is considered large (Singh, 2006:94). The researcher's reason to select 40 is then if

questionnaire wouldn't be returned all in all at least the minimum number could be met. Five woreda IFAE experts and one sub-city expert and four other stakeholders were selected from sector offices purposively as they give information on the integration of management of IFAE. Purposive sampling technique can be used on the basis of knowledge, relationship and expertise of the participants (Freedman, et al. 2007). To address all the participants in the study area, simple random sampling was employed.

The total numbers of participants of this research were ninety. And out of the ninety forty of them were adult learners and forty were facilitators and the remaining ten were experts working as IFAE experts at sub-city and woreda levels and experts working in different sector offices.

3.5. Data Collection Instruments

The data collection instruments that were used are questionnaire to collect data from facilitators and adults who participated in the program; focus group discussion to collect data from adult participants; observation checklist to collect data by observing the teaching-learning process in the actual classroom, document analysis (the policy, education sector plan, adult strategy, adult guideline, adult curriculum framework and global monitoring report on adult education) and interview to collect data from sub-city experts, woreda experts and other stakeholders who participated in adult education programs.

3.5.1. Questionnaire

Questionnaire was used to generate information from IFAE facilitators as a means of data collection tools. The questionnaire is the favored tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form. a well-planned and well-executed questionnaire campaign can produce rich data in a format ready for analysis and simple interpretation. If correctly managed they can be less resource-intensive than many other research instruments, and they can help gather views and opinions from many individuals, or 'respondents' as they are more commonly termed. They have a number of benefits over

other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analysed once completed (Wilkinson D. and Birmingham P, 2003).

3.5.2. Focus Group Discussion

Focus group discussion (FGD) is a special type of group interview (Johnson and Christensen 2004) which was often used to triangulate information obtained by using other data collection instruments. The researcher leads the discussions with IFAE learners at each sample center.

3.5.3. Observation Checklist

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which observation is the most appropriate method of data collection. It is appropriate in situations where full and/ or accurate information can't be elicited by questioning because respondents either are not co-operative or are unaware of the answers because it is difficult for them to detach themselves from the interaction (Ranjit, 1999). The researcher would observe classroom teaching and learning at each sample IFAE center using an observation checklist and by asking permission.

3.5.4. Document Analysis

Relevant documents such as Education and Training Policy, National Adult Education Strategy, all ESDPs volumes, Integrated Functional Adult Literacy Curriculum Framework, Functional Adult Literacy Implementation Guidelines, master plan for adult Education were used in document analysis. Global Monitoring Reports were also reviewed. In the course of reviewing these documents, the status of integrated functional adult education, funding of the program, role of facilitators and stakeholders participation were examined.

3.5.5 Interview

To obtain additional in-depth and relevant information from experts, coordinators, integrated functional adult education participants (learners) and stakeholders (community

representatives) were interviewed. Interviews would help to triangulate information obtained through FGDs to give chance for them to share their experience and perceptions towards the implementation of adult education. Interview with the Coordinators, IF AE experts in the woreda and stakeholders would help to investigate opportunities and challenges in the management of adult education accomplishment. All the experts and ten of adult learners were participants of the interview

3.6 Procedures of Data Collection

In order to solve the problem related to the management of integrate functional adult education, stratified sampling was used to select woredas and IF AE centers; simple random sampling was used to select each participant of the study and Purposive sampling was employed to address experts of adult education at woreda and sub-city level. Pilot study was carried out to check the reliability and validity of the instruments in two selected woredas in which six (6) facilitators and six (6) adult learners were participated and the input of the research advisor was also significant in improving the validity and reliability. The participants of the pilot study were not part of the final study. The pilot testing was found important to determine the clarity and relevance of the instruments. Based on the pilot testing some of items of the instruments were improved as they were unclear and some repetition and used for data collection. The data collected were analysed using SPSS software version 20 and word description depending on the item type.

3.7 Method of Data Analysis

Data analysis refers to shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research (Seliger and Shohamy, 1989, in Haimanot, 2014).

Quantitative and qualitative research methods were used since descriptive survey design was employed. The quantitative information obtained through the questionnaire were thematically categorized, organized, and analyzed by using frequency count, percentage. SPSS version 20 was used to analyse the data. On the other hand, the qualitative data

obtained through open ended questionnaire, focus group discussion, observation checklist, document analysis and interview were transcribed and expressed through descriptive statements, interpreted and supplemented with the quantitative data.

3.8 Ethical Issues

The student researcher considered ethical issues like confidentiality, anonymity (the researcher discussed on the issues with the participants that the information they gave wouldn't be exposed and no where their names were mentioned in the research), and asked the consent of the participants by explaining the purpose of the research work. The researcher also discussed with the participants that the information they gave and the results of the study wouldn't harm the participants.

Chapter Four

Data Presentation, analysis and interpretation of data

As mentioned in chapter one the overall objective of this study was to investigate the problems related to the management of integrated functional adult education (IFAE) in Yeka sub-city of Addis Ababa. In this chapter, the data gathered using different tools were analyzed, interpreted and presented.

The data gathering tools used in this research work were questionnaire; focus group discussion; observation checklist, document analysis and interview. The respondents of the research were selected facilitators; wereda and sub-city IFAE experts, adult participants, and stakeholders from line sectors. All copies of the questionnaire were properly filled and returned as the researcher was administering the research work on the spot during the class time.

4.1 Characteristics of Respondents

This sub-section discusses the characteristics of the participants' (adult learners, facilitators and experts working on adult education at different levels)

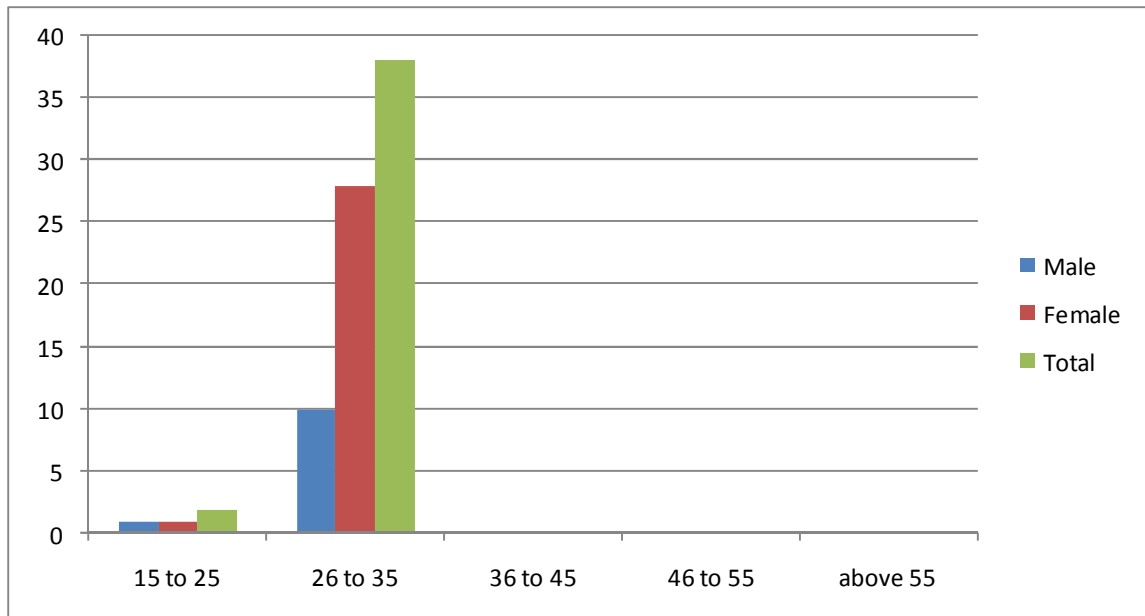


Figure 1: Background Characteristics of adult learners

As revealed in figure 1, most of the adults i.e 38 (95%), were found to be between the age of 26 to 35 and 2 (5%), were between the age of 15 to 25 years of age. The finding shows that the participants are young adults who can contribute to the development. All adult participants of the study were from level two (year two) and this was done purposively as adults who have at least one year experience in the school could provide adequate information to the study.

Table 1: Background Characteristics of facilitators

Gender	Age of facilitators				Educational background			
	Below 20	20 to 25	26 to 30	above 30	Below grade 9	Grade 9 to 10	Grade 11 to 12	Other
Male	1 (2.5%)	1 (2.5%)	14 (35%)	9 (22.5%)	0	6 (15%)	12 (30%)	7 (17.5%)
Female	0	4 (10%)	11 (27.5)	0	0	0	10 (25)	5 (12.5%)
Total	1 (2.5%)	5 (12.5%)	25 (62.5%)	9 (22.5%)	0	6 (15%)	25 (62.5%)	12 (30%)

As indicated in Table 1, the majority of adult facilitators were between the ages of 26 to 30, that accounts 62.5% of the total respondents. The remaining, 22.5%, were above the age of 30, 12.5% and were between the age of 20 to 25 and the remaining, 2.5%, were below the age of 20. The adult participants and facilitators are about the same age and this needs intensive training on how facilitators treat the adults in the teaching and learning process and/ or otherwise the relationship would be challenged. The adults and facilitators are of the same age and if the sub-city didn't conduct training on how to teach adults it may have negative consequences.

The educational background of the majority of respondents, 25 (62.5%), was between grades 11 to 12; those facilitators who have qualifications above secondary education were, 12 (30%). The remaining, 6 (15%), were between grades 9 to 10. This shows that the qualification of the facilitators was up to the standard and it is good opportunity to implement the program.

According to the data in Table 1, all, 40 (100%), facilitators participated in the teaching and learning process were employed workers. The program was benefiting facilitators as they get employed.

Table 2: Characteristics of respondents (experts at woreda and sub-city, sector participants)

	Gender			Degree holders	Qualification		
	Male	Female	Total		Male	Female	Total
Woreda education IFAE experts	4 (80%)	1 (20%)	5 (100%)		4 (80%)	1 (20%)	5 (100%)
IFAE sub-city expert	-	1 (100%)	1 (100%)		0	1 (100%)	1 (100%)
Stakeholders	2 (50%)	2 (50%)	4 (100%)		2 (50%)	2 (50%)	4 (100%)

As depicted in Table 2, most of the woreda Adult education experts, 4 were male, 1, was a female, the expert in sub-city was a female, 1, on the other hand, 2, stakeholders from line sectors were females and 2, were males. Based on the questions on qualification all woreda experts, 5, the sub-city expert, 1, and stakeholders, 4, were first degree holders. Though all the experts have first degree, most of the degrees were not directly related to adult education and all have no training on andragogy and supervision of adult education.

4.2. Integration of Management and Content of IFAE

4.2.1 The Adult Education Board and Technique Committees

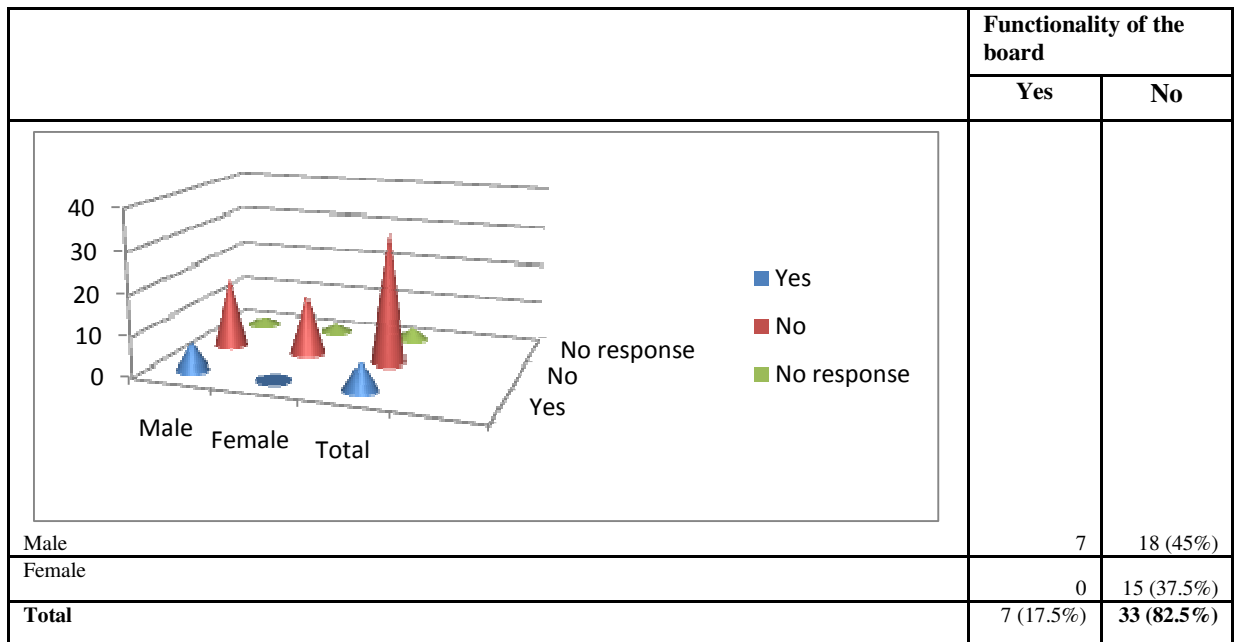


Figure 2: Respondent facilitator's views on the boards' support of IFAE in Yeka Sub-city

As indicated in figure 2, most of the respondents, 33 (82.5%), confirmed that the Woreda adult education board was not functional to the level expected. The others, 7 (17.5%), indicated that the board was functional. This shows that IFAE lacks proper management in the study area.

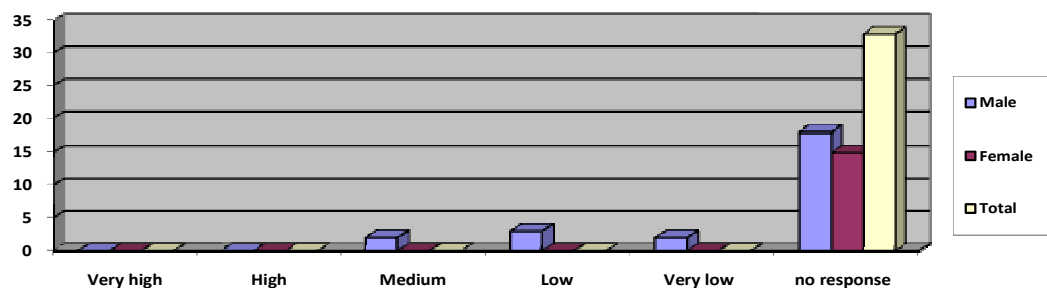


Figure 3: Level of functionality of the board

Among the respondents as shown in figure 3, 2 (5%), 3 (7.5%), and 2 (5%), judge the functionality of the board as medium, low and very low respectively. The others, 33 (82.5%), had no responses on level of functionality of the board.

The discussion with the sub-city and woreda IFAE experts also confirmed that the Adult education board both at sub-city and woreda levels was not functional to the level expected. The finding at IFAE center, woreda and sub-city levels confirmed that the adult education board was not accomplishing the task it was entrusted by the IFAE implementation guideline of the Ministry of Education (MoE, 2011b).

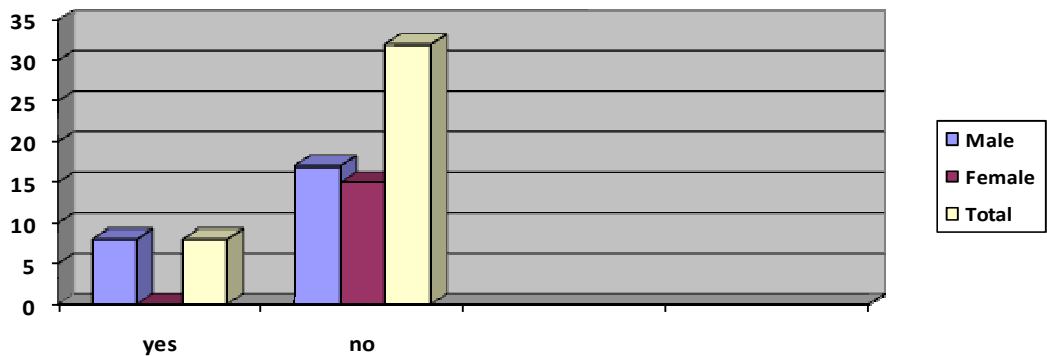


Figure 4: Respondent facilitators' views on the technique committee's support of IFAE in Yeka Sub-city

As indicated in figure 4, most of the respondents, 32 (80%), revealed that the woreda adult education technical committee was not up to the level expected. The others, 8 (20%), disclosed that the technical committee was functional. the technical committee was not supporting the board with information for decision making and this negatively contributes to the program implementation.

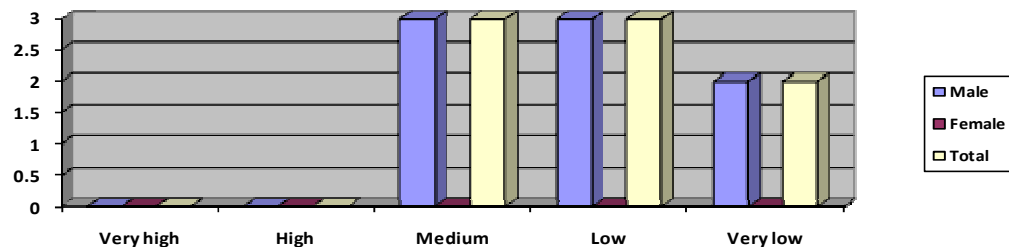


Figure 5: Level of functionality of the technical committee

As indicated in figure 5, 3 (7.5%), 3 (7.5%), and, 2 (5%), judged the functionality of the technical committee as medium, low and very low respectively.

The IFAE expert in the sub-city and the woreda IFAE experts also agreed that the technical committee was not functional. The sub-city and the woreda education offices monitored and supervised the IFAE program as one of the components of education issues through virtual teams organized at office levels.

According to MoE, (2011b), Woreda FAL board is the highest management body at woreda level and the members of the board come from six sector offices. These are Education coordinator and secretariat; Agriculture and rural development; Health; Labour and social affairs; youth and sport and; Women’s affairs.

The role of the woreda board is to:

- Define woreda IFAE goals
- Establish woreda IFAE technique committee
- Ensures the proper utilization of resource
- Ensures that IFAE guidelines and directives are implemented
- Supports the proper collection, storage, and retrieval of data
- Ensure the conduct of supervision and monitoring as per guideline
- Support need surveys to be conducted and ensure that IFAE programs are need based

The woreda technical committee is composed of bodies represented in the woreda board. The committee is responsible to the woreda adult education board. It designs the IFAE plan of the woreda; offer technical support to implementers of the program; ensures that research results on education needs and programs of IFAE are used; prepares timely documents on adult education in the woreda for literates to read; undertake advocacy and awareness raising activities; and meets monthly to assess activities and developments to report to the woreda (MoE, 2011b).

As described above and based on the information from the participants of this research the IFAE board and technical committee at sub-city and woreda level were not accomplishing their duties according to the stated implementation guideline of the ministry of education.

The *poor support* from adult education board organized from heads of different sector offices which are concerned with adult education and encompasses education, health, women and children affairs office, youth and sport and agriculture and the technical committee organized from the same sector offices and which is composed of experts, *resulted in poor performance* of adult education programs in terms of program achievements. Lack of integration of stakeholders in managing & supporting the program was *negatively affecting the program effectiveness*.

4.2.2. IFAE Content Integration

The concept of content integration in IFAE refers to the relation between the content for teaching and learning and adult participant's life.....it is believed that adult learning should start from their own life experience and adults would acquire the skills of literacy and numeracy in the course of learning. Lack of integration of contents to the life of the adults led to failure in meeting the needs and interests of the adult participants (MoE, 2011a).

Table 3: Respondent facilitators' views concerning themes in the teaching learning process

Gender	Content relatedness to adult participants life		Health		Civic & Ethical education		Income generating activity		Environmental protection		Gender		Environmental conservation	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Male	3 (7.5%)	22 (55%)	25 (62.5%)	0	25 (62.5%)	0	25 (62.5%)	0	25 (62.5%)	0	25 (62.5%)	0	25 (62.5%)	0
Female	4 (10%)	11 (27.5%)	15 (37.5%)	0	15 (37.5%)	0	15 (37.5%)	0	15 (37.5%)	0	15 (37.5%)	0	15 (37.5%)	0
Total	7 (17.5%)	33 (82.5%)	40 (100%)	0	40 (100%)	0	40 (100%)	0	40 (100%)	0	40 (100%)	0	40 (100%)	0

As indicated in Table 3, most of the respondents 33 (82.5%), agreed that the contents were not related to adult participant's life. The others 7 (17.5%), witnessed that the contents of teaching and learning were related to the adults life. This may create dissatisfaction to adult participants.

Table 3 shows that all the participants agreed that contents of the teaching & learning in their classrooms were related to health, civic and ethical education, and income generating activities, environmental protection, gender and environmental conservation. According to the adult education experts in the sub-city and woreda's, these contents were pre-prepared centrally by Addis Ababa education bureau and were not directly related to the adult education participants' immediate needs at the centers.

Table 4: Respondent participants (learners) views concerning availability of teaching and learning materials

No	Questions		Respondents		
			Male	Female	Total
1	What is the nature of IFAE contents?	Pre -prepared contents	11 (27.5%)	29 (72.5)	40 (100%)
		Prepared by consulting participants	-	-	-
2	Are the IFAE teaching and learning centers and time convenient?	Yes	11 (27.5%)	29 (72.5)	40 (100%)
		No	-	-	-

As revealed in Table 4, all adult learners 40 in number (100%) respondents confirmed that the IFAE contents were pre-prepared centrally. On the question concerning the convenience of teaching and learning centers and time, all adult learners, 40 in number, (100%) respondents confirmed that the centers and the time were convenient. During the focused group discussion they indicated that the time for the program was determined after discussion was held.

According to an adult informant, in addition to the pre-prepared manuals and guides for teaching and learning that were prepared by the Addis Ababa Education Bureau, English, mathematics, Environmental Science from the regular curriculum, were contents of teaching and learning added.

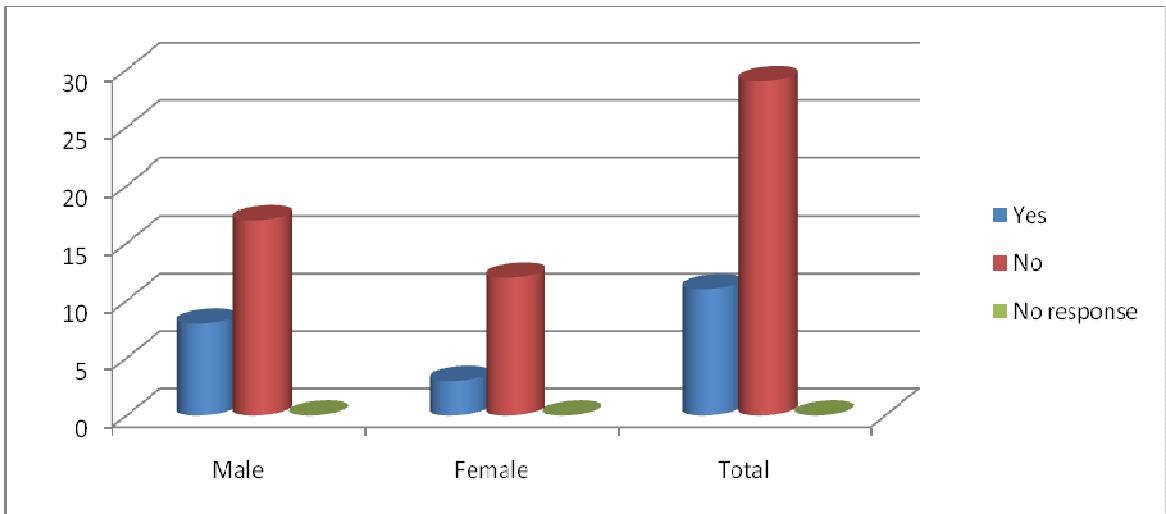


Figure 6: Respondent facilitators' views concerning availability of teaching and learning materials

As indicated in figure 6, most of the respondents, 29 (72.5%), tell that there were no adequate instructional materials and of these, 17 (42.5%), were male and 12 (30%), were females. And about 11 (27.5%) shows that there were adequate instructional materials and of these 8 (20%) were male and 3 (7.5%) were female. Lack of proper materials in the centers may result in inefficient and ineffective consequences.

The sub-city expert indicated that there were shortages of teaching and learning materials and the materials at hand were pre-prepared by the Addis Ababa education bureau. In some woreda's there were shortages of the materials while in others as the researcher finds out from discussions with woreda IFAE experts, the materials centrally prepared are available enough to the number of participant adults.

As the researcher confirmed during observation in the instruction process, in some centers learners (adult participants) had no learners hand book with them. They told the researcher that they depend on the lesson note given by the facilitators. But in others adult participants were using the learners hand book prepared centrally by Addis Ababa education bureau. This indicated that the material distribution at sub-city level had gaps.

The contents of teaching and learning should emerge from needs and should ensure learners participation and the themes should emphasize problem solving capabilities. The skills of reading, writing and numeracy shall be integrated with the themes (MoE, 2011b). But as observed from the data collected from the participants of this research, the contents for the teaching and learning were not involving the participants and were not up to their immediate needs.

4.2.3 IFAE Participants Characteristics and Interests

IFAE participants are learners attending the program in the adult education centers.

Table 5: Facilitators Responses about IFAE participants’ characteristics and interests

Gender	Participants show interest on IFAE		Characteristics of adult learners			
	Yes	No	Low income group	Unemployed adults	Women with young children	People with disability
Male	16 (40%)	9 (22.5%)	21 (52.5%)	0	4 (10%)	0
Female	15 (37.5%)	0	15 (37.5%)	0	0	0
Total	31 (77.5%)	9 (22.5%)	36 (90%)	0	4 (10%)	0

In Table 5, the majority of respondents, 31 (77.5%), confirmed that adults have interest in IFAE program and 9 (22.5%), of participants revealed that adults have no interest on the program. Most of the adults, 36 (90%), were low income groups and 4 (10%), were women with young children. This finding indicates that the interest of adults in the program is an opportunity to be exploited.

Table 6: Respondent participants (learners) views

No	Questions		Respondents		
			Male	Female	Total
1	Do you have interest to attend IFAE classes?	Yes	11 (27.5%)	29 (72.5)	40 (100%)
		No	-	-	-
2	If your answer to the above question is No what is the reason?	Economic problem	-	-	-
		Lack of interest to the program	-	-	-
		Distance of centers	-	-	-
		Lack of commitment	-	-	-
		Lack of educational materials	-	-	-
		Shortage of time	-	-	-

Table 6, confirmed that, all, 40 (100%), adults demonstrated that they have interest in the IFAE programs.

According to the information in the focused group discussion with adults, they recognized the following as benefits of their attendance of IFAE programs. Reading notices & announcements so that they can use the information, because of the lessons they got in the teaching and learning process they improved their health by being hygienic, writing own names when demanded in their work areas and residence, using numbers in daily living (adding and subtracting in buying and selling commodities), by doing the things mentioned above they have built self confidence and this increased their eagerness for further learning.

In responding to the benefits they get from IFAE classes, adults indicated that they could identify public bus numbers so that they can easily use them, they could call using mobile phones by themselves and also to recharge mobile bills, using own signature in different documents in their living, and using banking forms to withdraw and deposit money by themselves.

According to the information from IFAE experts at sub-city and woreda most of the adults have interest to attend the program, but few lack the interest. The problems of adult education program in the centers were shortage of learning materials, inconvenient centers (some), absenteeism of adult participants, and lack of awareness concerning the

program outcomes. There was also lack of trained IFAE experts at woreda levels to support the program implementation.

4.3. The Management of IFAE

4.3.1. Monitoring and Evaluation of IFAE in Yeka Sub-City

Inconsistent monitoring and evaluation of adult education programs by the program owners and coordinators at woreda and sub-city levels negatively contribute to poor performance of IFAE programs

Table 7: Facilitators Responses about monitoring and evaluation of the program

No	Questions	Respondents			
		Male	Female	Total	
1	Does the Woreda Education Office (WEO) conduct monitoring and evaluation of the IFAE program?	Yes	25 (62.5%)	15 (37.5%)	40 (100%)
		No	0	0	0
2	If your answer to the above question is yes, does the WEO give the IFAE facilitators feedback about the results of monitoring and evaluating system?	Yes	22 (55%)	8 (20%)	30 (75%)
		No	3 (7.5%)	2 (5%)	5 (12.5%)
		No response	0	5 (12.5%)	5 (12.5%)
3	Does the sub-city conduct monitoring and evaluation of the IFAE program?	Yes	22 (55%)	10 (25%)	32 (80%)
		No	3 (7.5%)	5 (12.5%)	8 (20%)
4	If your answer to the above question is yes, does the sub-city give the IFAE facilitators feedback about the results of monitoring and evaluating system?	Yes	21 (52.5%)	0	21 (52.5%)
		No	0	4 (10%)	4 (10%)
		No response	4 (10%)	11 (27.5%)	15 (37.5%)
5	How often are you supervised? By the woreda	Yearly	0	0	0
		Within three months	4 (10%)	9 (22.5%)	13 (32.5%)
		Monthly	21 (52.5%)	1 (2.5%)	22 (55%)
		Weekly	0	5 (12.5%)	5 (12.5%)
6	How often are you supervised? By the sub-city.	Yearly	9 (22.5%)	10 (25%)	19 (47.5%)
		Within three months	16 (40%)	0	16 (40%)
		No response	0	5 (12.5%)	5 (12.5%)
7	Is there adequate budget for the implementation of IFAE in the woreda?	Yes	0	0	0
		No	25 (62.5%)	15 (37.5%)	40 (100%)
8	Is the community well aware of the importance of IFAE?	Yes	9 (22.5%)	10 (25%)	19 (47.5%)
		No	16 (40%)	5 (12.5%)	21 (52.5%)
9	Is there adequate support from the line sectors?	Yes	0	0	0
		No	25 (62.5%)	15 (37.5%)	40 (100%)

As observed in Table 7, all the respondents, indicated that the woreda education office (WEO) conducted monitoring and evaluation on the IFAE program. Most of the respondents, 30 (75%), confirmed that the woreda education office gives them feedback about the results of monitoring and evaluation. 5 (12.5%), responded that there was no feedbacks, whereas 5 (12.5%), of them had no response on the question.

On the question about the monitoring and evaluation of sub-city, 32 (80%), of respondents told that the sub-city had conducted monitoring and evaluation on the program. However, 8 (20%), indicated that the sub-city did not conduct monitoring and evaluation. Among the participants about half, 21 (52.5%), disclosed that the sub-city had given them feedback and 4 (10%), tell they did not received feedback. Among the participants significant number, 15 (37.5%), did not responded.

Concerning the frequency of supervision, responses showed that 13 (32.5%), 22 (55%), and 5 (12.5%) confirmed within three months, monthly and weekly respectively at woreda level. And at sub-city level supervisions were held as to respondents, 19 (47.5%) yearly, 16 (40%) within three months time and 5 (12.5%) no response. Monitoring and evaluation of IFAE by the woreda and sub-city has positively contributing to the program implementation.

In the Table 7, all respondents, 40 (100%), confirmed that there was no adequate budget to implement IFAE programs in their centers. Whereas on the question about the awareness of the community, more than half, 21 (52.5%), indicated that the community lacked awareness and near to half, 19 (47.5%), tell that they have awareness about the importance of IFAE programs.

As shown in Table 7, all, 40 (100%), of the respondents confirmed that there was no adequate support from line sector offices to the IFAE program.

Table 8: IFAE participants’ responses on monitoring and evaluation of the program

No	Question		Respondents		
			Male	Female	Total
1	Does the Woreda Education Office (WEO) and sub-city officials discuss with IFAE participants?	Yes	11 (27.5%)	27 (67.5%)	38 (95%)
		No	-	2 (5%)	2 (5%)
2	Does the community support IFAE programs with money, materials and other inputs?	Yes	2 (5%)	10 (25%)	12 (30%)
		No	-	1 (2.5%)	1 (2.5%)
		I don’t have information	9 (22.5%)	18 (45%)	27 (67.5%)

As indicated in Table 8, most of the adult participants, 38 (95%), responded that the woreda and sub-city education offices had discussion with them about the program implementation. Very few of them, 2 (5%), responded that they did not discussed with the officials. On the question about community support to IFAE program, 12 (30%), 1 (2.5%) and 27 (67.5%), respondents disclosed yes, no and I do not know respectively.

As to an expert informant the education office conducts monitoring and evaluated the IFAE program quarterly as one of the different issues to be monitored and evaluated, not separately for IFAE program, but embedded. And based on the results of the evaluation the sub-city gives feedback to the woreda’s. The information from the woreda’s supported the above facts. In addition to evaluating the program with the other issues, the woreda IFAE experts told the researcher that they had discussions with the facilitators with in fifteen days time.

4.3.2. IFAE Facilitators Recruitment, Training and Facilitation Methods

The facilitators would be development workers of different sectors and were also from the community in the woreda. Pre-service training shall be given for fifteen days to volunteers from among development workers/agents and ABE facilitators. A thirty days pre-service training on andragogy shall be given to all other newly recruited facilitators (MoE, 2011b). However the poor training of facilitators negatively contributed to poor performance of IFAE programs.

Table 9: Facilitators Responses about Selection Criteria and training

Gender	Criteria for selecting facilitators				Facilitators training in Andragogy		Facilitators' training duration on Andragogy				Method of teaching applied in IF AE classes			
	Acceptance by the community	Educational qualification	Motivation and willingness	Other	Yes	No	30 days	15 days	One week	Less than one week	Adult led discussion	Facilitators led discussion	Lecture method	Other
Male	0	8 (20%)	17 (42.5%)	0	9 (22.5%)	16 (40%)	0	0	0	9 (22.5%)	9 (22.5%)	7 (17.5%)	0	5 (12.5%)
Female	2 (5%)	5 (12.5%)	8 (20%)	0	0	15 (37.5%)	0	0	0	5 (12.5%)	1 (2.5%)	9 (22.5%)	0	5 (12.5%)
Total	2 (5%)	13 (32.5%)	25 (62.5%)	0	9 (22.5%)	31 (77.5%)	0	0	0	14 (35%)	10 (25%)	16 (40%)	0	10 (25%)

As indicated in Table 9, most of the facilitators, 25 (62.5%), were selected to the program based on their motivation and willingness. Others, 13 (32.5%), and 2 (5%) responded educational qualification and acceptance by the community respectively.

Concerning the facilitators training on Andragogy (the art and science of teaching adults), most facilitators, 31, (77.5%), indicated that they had no training on Andragogy. While others, 9 (22.5%), tell that they have taken training on andragogy. The duration of trainings on Andragogy as revealed in the table above was less than one week as indicated by 14 (25%) of the respondents. 26 (75%) of the respondents had no response to the duration of the training as they already confirmed that there was no training provided on Andragogy.

The method of teaching and learning in IF AE classes as demonstrated in the Table 9 was facilitator led discussion as most, 16 (40%), said followed by adult led discussion 10 (25%) and other methods 10 (25%).

As observed in the teaching learning process, most of the facilitators had no lesson plans with them, but few of them have the lesson plan. The teaching and learning method used in most classes was facilitator centered while in some learners have been motivated to participate. In sum the teaching and learning process was facilitator centered and learners were dependent on facilitators. And this was against the proposed approach in the adult education principles. Adults have experience and learn more when they are made to actively participate in the process.

The learner's participation in the class discussion in some classrooms indicated above was medium. The facilitators were trying to motivate learners but only few adults were dominating the discussions and most of the learners preferred to stay listeners. The facilitator's effort to motivate the adult learners could be a strength observed in the classroom teaching and learning.

The weakness observed in the teaching and learning were that the facilitators dominated the teaching-learning process; the lessons were not directly related to the life of the learners but pre-prepared texts (the adults themselves were heterogeneous to address everyone's interest) that resembles to formal school's curriculum. Example in one of the classes observed most of the participants were daily laborers and the topic was about types of fruits and their use.

Table 10: participants' (adults) responses about the teaching learning methods used in IF AE classes

No	Questions		Respondents		
			Male	female	total
1	What are the teaching and learning approaches in IF AE classes?	Adults lead discussions	-	-	-
		Facilitator lead discussion	3 (7.5%)	16 (40%)	19 (47.5%)
		Lecture method	8 (20%)	13 (32.5)	21 (52.5%)
		Other	-	-	-
2	How do you express the relationship between facilitators and adults	Good	11 (27.5%)	29 (72.5%)	40 (100%)
		Poor	-	-	-

As disclosed in Table 10, about half of the adult participants, 21 (52.5%), showed that the teaching and learning approach in the IFAE classes were facilitators led discussions, about the relatively half, 19 (47.5%), tell that the teaching and learning was lecture method. This may dissatisfy the adult learners in the teaching and learning process.

According to an informant facilitator, *“lecture method was employed for the reason that adults didn’t participate in student centered approaches. The learner’s interest is to attend lectures other than participating in the process”*.

As indicated in table 10, all, 40 (100%), adults confirmed that the relationship between facilitators and adults was judged good. This attracts the adults to IFAE program.

The discussion with IFAE experts at sub-city and woreda indicated that the facilitators were trained on the method of teaching adults for three to five days. The trainings were organized by the Addis Ababa education bureau and the sub-city education office. But all the respondents confirmed that the training was not on Andragogy.

4.3.3. IFAE Post Literacy Program

Post literacy strategy is a program designed to help adult learners practice the skills they acquired from adult education programs. Community learning centers serve as means of post literacy provision, expand appropriate technology for rural community, train community members to improve traditional skills for income generation, to improve the background agricultural practices though farmers short-term training and serve as resource centers for community members (Samuel, 1998) in Sandhaas, 2005).

Table 11: Respondent facilitators’ views concerning post literacy programs

Gender	Is there post literacy strategy?			Destination after completion			
	No response	Yes	No	Join formal schooling	Join technical & vocational training	Go home and/or work	No response
Male	4 (10%)	5 (12.5%)	16 (40%)	8 (20%)	9 (22.5%)	0	8 (20%)
Female	2 (5%)	4 (10%)	9 (22.5%)	9 (22.5%)	0	0	6 (15%)
Total	6 (15%)	9 (22.5%)	25 (62.5%)	17 (42.5%)	9 (22.5%)	0	14 (35%)

As shown in Table 11, most of the facilitators, 25 (62.5%), confirmed that there was no clear post literacy strategy. Some, 9 (22.5%), answered yes to the question related to post literacy strategy and 6 (15%), had no response on post literacy strategy. This could be difficult for adults to decide their future education plan and may create anger with the adults.

On the question about post literacy strategy and destination of adults after the program so far, the majority, 17 (42.5%), responded that adults had joined formal schools in the formal curriculum and 9 (22.5%), confirmed that adults joined technical and vocational training institutes. The remaining, 14 (35%), of the participants had no information about the adults destination after the program.

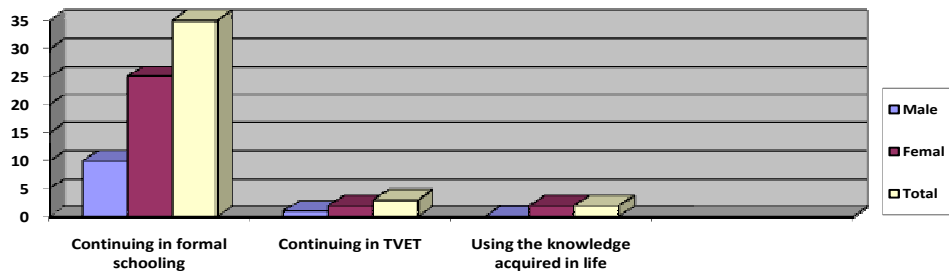


Figure 7: Respondent learners’ views concerning post literacy programs

As shown in figure 7, most of the adult participants, 25 (62.5), wanted to join formal schooling after the completion of the IFAE program. 3 (7.5%) and 2 (5%), wanted to join technical and vocational training and to go home and work using the skills gained respectively.

The IFAE experts at sub-city and woreda level had no clear information about the exit of the completers of the program. There was no any guideline concerning the adults who have completed the IFAE program at Addis Ababa education bureau, sub-city and woreda levels. This might contribute to the problem of relapse of illiteracy.

The major challenges identified by participants of this research work in the group discussions were:

- Lack of adequate budget to the program
- Lack of facilitators training,
- Lack of teaching and learning materials
- Failure of IFAE boards and technical committee to properly function
- Shortage of professionals/ experts who have the training on adults and lifelong learning.
- Lack of appropriate centers for teaching and learning

The Solutions proposed by participants of this study in the discussions were:

- Giving proper attention to the program by all the stakeholders
- Mobilizing the stakeholders to work up to the guideline of MoE
- Securing budget at all levels

Chapter five

Summary, Conclusions and Recommendations

The purpose of this study was to describe the problems and propose solution to management of integrated functional adult education in Yeka sub-city of Addis Ababa. To this end, descriptive survey design was used and both quantitative and qualitative methods were employed. Sources of primary data were facilitators, wereda education experts, IFAE learners (participants) and sub-city IFAE expert. A total of 90 respondents were sources of primary data. In addition, secondary data were obtained from relevant IFAE policy documents (IFAE guidelines, IFAE curriculum framework, National Adult Education Strategy). Stratified sampling, Simple random sampling and purposive sampling techniques were used to select the respondents.

5.1 Summary of the findings

The data analysis resulted in the following major findings:

1. The study revealed that the adult education board and technical committee expected to be organized from sector offices was not functional to the level expected.
2. It was found that the contents of teaching and learning were not related to adult participant's life and all the thematic areas proposed by the ministry of education as possible topics for school based content development were included in the pre-prepared materials at city level and were used as text books. In addition to the themes of curriculum framework English, mathematics and environmental science that are supposed to be thought in regular programs were included.
3. The research indicated that there was lack of adequate instructional material in the centers. However, the teaching and learning centers (physical) and the time are found to be convenient.

4. The information in the focused group discussion with adults indicated that Reading notices & announcements; improvement in their health by being hygienic; writing own names when demanded in their work areas and residence; using numbers in daily living (adding and subtracting in buying and selling commodities); self confidence; and eagerness for further learning; identifying public bus numbers so that they can easily use them; calling using mobile phones by themselves and also recharging mobile bills; using own signature in different documents in their living; and using banking forms to withdraw and deposit money by themselves were benefits of their attendance of IFAE programs.
5. The research revealed that the woreda education office (WEO) and the sub-city conducted monitoring and evaluation on the IFAE program. Both the sub-city and the woreda`s gives feedback based on monitoring and evaluation. However the frequency of monitoring and evaluation by the woreda and the sub-city has gaps.
6. The research disclosed that there was no adequate budget to implement IFAE programs in the centers. And the community lacked awareness about adult education programs and were not supporting the program.
7. The research disclosed that most of the facilitators were selected to the program based on their motivation and willingness. However, they didn't have training on Andragogy. As a result the method of teaching and learning in IFAE classes was facilitator led discussion.
8. The research indicated that there was no clear post literacy strategy. Most of the adults had joined formal schools in the formal curriculum and The IFAE experts at sub-city and woreda level had no clear information about the exit of the completers of the program. The IFAE expert referred for this particular issue in Addis Ababa education bureau indicated that the exit strategy has been developed by the ministry of education, but not endorsed and functional yet.

5.2. Conclusions

1. From the research findings, it can be concluded that IFAE program has created the opportunity for adult participants to be literate and enabled them to use letters and numbers in their daily life.
2. It is believed that the integrated functional adult education board and technical committee should plan, manage, support and evaluate the program at all levels. However, the board and the technique committee were not functional to the level expected.
3. The contents for the teaching and learning program in adult education classes should be based on immediate needs of the adult learners and could be developed at center level. However, the contents of teaching and learning were not related to adult participant's life.
4. Based on the finding that the woreda education office (WEO) and the sub-city education office were conducted monitoring and evaluation on IFAE program and have been giving them feedback. It is logical to conclude that, though there is an effort to monitor and evaluate the program the adult education centers are still with many challenges to be solved.
5. The research finding indicated that, facilitators' selection meets the criteria of MoE, but they had no proper training on Andragogy and this negatively affected the teaching and learning of IFAE classes. Based on this, it is concluded that, the facilitators dominated the teaching-learning process; and the lessons were not directly related to the life of the learners.
6. It is expected that any educational program need to have exit strategy. It is possible to conclude that lack of post literacy strategy may result in relapse of illiteracy.

5.3 Recommendations

The implementation and achievement of IFAE program demanded the participation of different concerned actors and the program should respond to adult learners' needs and their livelihood. Based on the major findings and conclusion drawn above, the following recommendations were made;

- I. The sub-city and the woreda's should strengthen the IFAE boards and the technical committees and support it to work according to the mandate given by the MoE guideline. Adult education need to be one of the priority programs at all levels. The boards and the technical committees are advised to support IFAE programs so that it can benefit each sectors program implementations and contribute to the development of the country.
- II. The interest of adults in the teaching and learning has significant impact to the success of IFAE program. The contents for the teaching and learning in IFAE centers should address the adult learners' immediate needs and are better developed at center level & the experts at different levels are advised to support the document preparation at centers. The IFAE program Implementation demands lots of strategic activities like content development to be accomplished at center levels. It needs educated personnel and material inputs to its success. The sub-city and the woreda education offices are required to allocate adequate budget and assign IFAE experts who have the qualification and can support IFAE centers professionally.
- III. The benefits gained from IFAE programs had positive impact on the adults' real life. This increased adults self confidence; and eagerness for further learning. As these benefits had contributions to the adults' individual development and allow them to have literate living, adults can also contribute to national development. So, it is advised to strengthen IFAE program implementation by making it adult center.

- IV. IFAE program needs close follow-ups and continues monitoring as it is a program where the participants are matured adults who are busy working; the program itself was not well established; its management is required to be integrated; and the program is supposed to highly contribute to economic, social and political development of the country & to the better education of children as educated parents help their children learn better. The woreda and the sub-city education offices are advised to conduct monitoring, evaluation and give feedback of IFAE programs continuously and regularly.
- V. Andragogy is the art and science of teaching Adults. The kind of teaching and learning in IFAE classes should be based on the principles of andragogy where adults are active participants and learn new things from each other..
- VI. It is expected that any educational program need to have exit strategy. It is advised that the IFAE program should have exit strategy where adult learners can adjust themselves according to their future plan and interests in advance after completing the program.
- VII. The reason for the failure of the adult education board and technical committee was not included in this research work and could be studied by other researchers

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APPENDICES

Appendix I

Questionnaire to be filled by IFAE facilitators

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
CURRICULUM AND INSTRUCTION

The purpose of this questionnaire is to assess the management of IFAE Program implementation. Therefore, I kindly request you to fill the questionnaire with responsibility because your response has great importance for the success of the study and influence the finding.

Thank you for your cooperation

Note: indicate your response using “x” mark or writing your answer in the spaces/boxes provided or by circling the letter of your choice. No need of writing your name

PART ONE: PERSONAL INFORMATION

1.1 Name of IFAE center _____ Woreda _____.

1.2 Gender A) Male _____ B) Female _____.

1.3. Age (A) below 20 (B) 20-25 (C) 26-30 (D) above 30

1.4. Educational background

A) Below grade 9

B) Grade 9-10

C) Grade 11- 12

D) other (please specify)

1.5. Position in the IFAE center

A) Employee

B) Volunteer from one of the sectors

C) Volunteer school teacher

D) Volunteer from the community

E) Other _____.

1.6. What are the criteria to select facilitators of the program?

- A) Acceptance by the community B) Qualification
C) Motivation and willingness D) Other_____.

PART TWO: CURRICULUM CONTENTS FOR THE TEACHING LEARNING PROCESS

2.1. Is the IFAE content related to the adult participants' life style?

- A) Yes B) No

If your answer to question 2.1 is yes how do contents are selected and if your answer is no why is that?

_____.

2.2. Are the following topics included in the teaching and learning program?

Topics	Yes	No
A) Health		
B) Civics & Ethical education		
C) Income generating activities		
D) Environmental protection		
E) Gender		
E) Environmental conservation & management		

2.3. If there are additional topics other than those mentioned in the table above please indicate in the space provided

_____.

2.4. Are there adequate instructional materials in the IFAE centers?

- A. Yes B. No

2.5. If your answer to question number 2.3 is yes who prepared them

_____.

2.6. Is there post literacy strategy?

- A) Yes B) No

2.7. If your answer to question number 2.6 is yes, what is it?

- A) Completers will join formal schooling
- B) Completers will join technical and vocational training
- C) Completers will go home / work after completion

2.8. If the answer for post literacy strategy is not mentioned in question number 2.7 what is it then? _____.

PART THREE: THE MANAGEMENT OF IFAE

3.1. Is the woreda adult education board functional?

- A) Yes
- B) No

3.2. If your answer to question number 3.1 is yes, how do you rate its functionality?

- A. very high
- B. High
- C. Medium
- D. Low
- E) Very low

3.3. Is the wereda adult education Technical Committee functional?

- A. Yes
- B. No

3.4. If your answer to question number 3.3 above is yes, how do you rate its level of functionality?

- A. very high
- B. High
- C. Medium
- D. Low
- E) Very low

3.5. Does the Woreda Education Office (WEO) conduct monitoring and evaluation of the IFAE program?

- A. Yes
- B. No

3.6. If your answer to question number 3.5 above is yes, does the WEO give the IFAE facilitators feedback about the results of monitoring and evaluating system?

- A. Yes
- B. No

3.7. Does the sub-city conduct monitoring and evaluation of the IFAE program?

- A. Yes
- B. No

3.8. If your answer to question number 3.7 above is yes, does the sub-city give the IFAE facilitators feedback about the results of monitoring and evaluating system?

- A. Yes
- B. No

3.9. How often are you supervised?

I) By the woreda. A) Yearly B) Within 3 months time C) Monthly D) weekly

II) By the sub-city. A) Yearly B) Within 3 months time C) Monthly D) weekly

3.10. Is there adequate budget for the implementation of IFAE in the woreda?

A. Yes B. No

3.11. Is the community well aware of the importance of IFAE?

A. Yes B. No

3.12. What is the support of the community to the IFAE program in the woreda?

3.13. Is there adequate support from the line sectors?

A. Yes B. No

3.14. If your answer to question no 3.13 is yes which sectors from the woreda are supporting the teaching and learning process?

PART FOUR: INTEREST OF ADULT PARTICIPANTS

4.1. Do the IFAE participants show interest in attending the program?

A. Yes B. No

4.2. If your answer to question number 4.1 above is No why is it that the learner's interests are negative?

What reason among the following affected them?

POSSIBLE PROBLEMS

4.2.1	Economic problem	A) yes	B) no	C) DK
4.2.2	Lack of motivation	A) yes	B) no	C) DK
4.2.3	Distance of IFAL centers from home	A) yes	B) no	C) DK
4.2.4	Lack of commitment	A) yes	B) no	C) DK
4.2.5	Lack of resources	A) yes	B) no	C) DK
4.2.6	Lack of time	A) yes	B) no	C) DK

DK: do

not know

4.3. Which of the following characterized adult learners of your woreda?

- A) Low income groups B) Unemployed adults
C) Women with young children D) People with disability

4.4 If your answer is not included in choices given in question 4.3, please write it on the line below

5. FACILITATORS OF IFAE PROGRAM

5.1. Are the facilitators trained in adult teaching approach? i.e. on Andragogy

- A) Yes B) No

5.2. If the answer to question number 5.1 is yes for how long was the training?

- A) 30 days B) 15 days
C) one week D) less than one week

5.3 What is the teaching and learning methods you apply in IFAE classes?

- A) Adult lead discussions B) Facilitator lead discussions
C) Lecture method D) Other

5.4. If your answer to question 5.4 is C or D, what is the reason?

6. Comments to be considered

6.1. What are the major challenges encountered in the implementation of IFAE program?

6.2. Please suggest possible solutions to overcome the challenges you mentioned above?

Thank you

Appendix II

An interview Guide to Woreda and sub-city education office Experts, Supervisors and focal persons (coordinators).

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION

The purpose of this interview is to assess the management of IFAE Program implementation. Therefore, I kindly request you to respond to the questions with responsibility because your response has great importance for the success of the study and influence the finding.

Thank you!

PART ONE: PERSONAL INFORMATION

- 1.1** Name of Woreda_____.
- 1.2** Gender A) Male_____B) Female_____.
- 1.3** Educational background _____.
- 1.4** Position in the woreda_____.
- 1.5** What are the criteria to select facilitators of the program?
 - A) Acceptance by the community B) Qualification
 - C) Motivation and willingness D) Others_____.

PART TWO: GENERAL INFORMATION

- 2.1 Is the IFAE content related to the adult participants' life?
- 2.2 Are there adequate instructional materials in the IFAE centers?
- 2.3 Is there post literacy strategy
- A) Yes B) No
- 2.4 If your answer to question number 2.3 is yes, what is it?
- A) Completers will join formal schooling
- B) Completers will join technical and vocational training
- C) Completers will go home / work after completion
- 2.5 Is the woreda adult education board functional?
- A) Yes B) No
- 2.6 Is the wereda adult education Technical Committeel functional?
- A. Yes B. No
- 2.7 Does the Woreda Education Office (WEO) conduct monitoring and evaluation of the IFAE program? How often?
- 2.8 Does the sub-city conduct monitoring and evaluation of the IFAE program? Does it give feedback?
- 2.9 Is there adequate budget for the implementation of IFAE in the woreda?
- 2.10 What is the support of the community to the IFAE program in the woreda?
- 2.11 Is there adequate support from the line sectors?
- 2.12 Do the IFAE participants show interest in attending the program?
- 2.13 What are the challenges participant adults face in the IFAE centers?
- 2.14 Are the facilitators trained in adult teaching approach? i.e. on Andragogy? For how long?
- 2.15 What are the major challenges encountered in the implementation of IFAE program?
- 2.16 Please suggest possible solutions to overcome the challenges you mentioned above?

Thank you

Appendix III

SEMI-STRUCTURED INTERVIEW GUIDE FOR STAKEHOLDERS IN IFAE

I Personal data

1. Work place /sector office -----
2. Gender: Male ----- Female -----
3. Age: -----
4. Educational level: -----
5. Field of study: -----
6. Current job: -----

II General Information

1. What is your role in supporting integrated functional adult education in the woreda?

A) Technical support B) funding C) Other
2. Is the IFAE board of the woreda effective?

A) Yes B) No
3. If yes what are the indicators? And if no why?
4. Is the IFAE technical committee of the woreda effective?

A) Yes B) No
5. If yes what are the indicators? And if no why?
6. Why do different sectors participate in IFAE programs?
7. What are the challenges that stakeholders face in supporting IFAE?
8. Suggest possible solutions to overcome the challenges you mentioned above

Thank you

Appendix V

ለተሳታፊ ኅልማሶች የሚቀርብ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

በስነ ትምህርትና ስነባህሪ ጥናት ኮሌጅ የስርዓተ ትምህርትና መማር ማስተማር የትምህርት ክፍል

የዚህ የግል መጠይቅ (Interview) ዋና አላማ የተቀናጀ ተግባር ተኮር የኅልማሶች ትምህርት አመራርን መገምገምና የተገኘውን ውጤት ፕሮግራሙን ለማሻሻል ለማዋል ነው። ስለሆነም የጥናት ውጤቱ ያለውን ጠቀሜታ በመረዳት መጠይቆቹን በጥንቃቄ እንዲሞሉ በትህትና እጠይቃለሁ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ

:-ይህ መጠይቅ ለቡድን ውይይት (FGD) እና ተሳታፊ ኅልማሶች የመጠይቁን ሀሳብ አንብበው ለመመለስ ሊቸገሩ ስለሚችሉ እያናዳንዳቸው በግል እየተነበበላቸው እንዲመልሱ ታስቦ የተዘጋጀ ነው።

ማሳሰቢያ: መልስዎን ለሚጠየቁ ጥያቄዎች በቀጥታ ይስጡ

ክፍል አንድ: የግል መረጃ

- 1. ጾታ ሀ) ወንድ ለ) ሴት
- 2. እድሜ ሀ) 15-25 ለ) 26-35 ሐ) 36-45 መ) 46-55 ሠ) ከ55 ዓመት በላይ
- 3. እየተከታተሉ ያሉበት ክፍል ሀ) ደረጃ አንድ ለ) ደረጃ ሁለት
- 4. በአሁኑ ሰዓት የተሰማሩበት ስራ
 - ሀ) አነስተኛ ገቢ በሚያስገኝ ስራ ለ) የግል ስራ
 - ሐ) በቤት ውስጥ ሕጻናትን ማሳደግ መ) ሌላ ከሆነ ይጥቀሱ

7. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚሰጥበት ጊዜ እና ቦታው አመቺ ነውን?

- ሀ. ነው
- ለ) አይደለም

8. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ከተጠናቀቀ በኋላ መሆን የሚፈልጉት ምንድን ነው?

- ሀ) በመደበኛ ትምህርት መቀጠል
- ለ) በቴክኒክና ሙያ ትምህርት መማር
- ሐ) በተማሩት ትምህርት ስራን አሻሽሎ መስራት

9. በጎልማሶችና አመቻቾች መካከል ያለው ግንኙነት

- ሀ) ጥሩ ነው
- ለ) ችግር አለ

10. ለጥያቄ ቁጥር 9 መልስዎ ለ ከሆነ ችግሩ ምንድን ነው?

11. የወረዳውና የክፍለ ከተማው ትምህርት ባለሙያዎችና ኃላፊዎች በትምህርቱ ዙሪያ ከተሳታፊ ጎልማሶች ጋር ውይይት ስለማድረጋቸው

- ሀ) ያወያያሉ
- ለ) አያወያዩም

12. ውይይት የሚያደርጉ ከሆነ ምን ያህል ጊዜ?

13. የአካባቢው ሕብረተሰብ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን በገንዘብ፣ በግብዓት፣ በተለያዩ ቁሳቁሶች ስለመደገፋቸው

- ሀ. ድጋፍ ያደርጋሉ
- ለ) አይደግፉም
- ሐ. መረጃ የለኝም

14. በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ያጋጠሟችሁ ዋና ዋና ችግሮች ምንድን ናቸው

15. በተራ ቁጥር 14 ለተጠቀሱት ችግሮች መፍትሄ የሚሉት ካለ ቢጠቀስ

አመሰግናለሁ

Questionnaire to be presented to adults

Addis Ababa University

College of Education and Behavioral Studies, Department of Curriculum and Instruction

The objective of this questionnaire is to evaluate the management of integrated functional adult education and using the study results to improve the program implementation. By understanding the benefits of the study, please fill the questionnaire carefully

I thank you for your cooperation in advance.

This questionnaire will be used for FGD and to be answered by each adult through the support of the researcher as adults may not read and understand the ideas of questionnaires.

Note: give answers directly to the questions asked.

Part one: personal information

1. Gender A) Male B) Female
2. Age A) 15-25 B) 26-35 C) 36-45 D) 46-55 E) 55 and above
3. The class you are attending now A) Level one B) Level two
4. The work that you are engaged in
 - A) Small and micro activities
 - B) Private work
 - C) Child care at home
 - D) Any other

Part two: General information

1. Do you have interest to participate in IFAE classes?

A. Yes B. No

2. If your answer to question number 1 is B, what is the reason?

- Economic problem

- Lack of interest to the subject matter
- Distance between IFAE center and home
- Lack of commitment to the program
- Lack of learning materials
- Lack of time or any other

3. What are the contents of integrated functional adult education in your center?

4. Contents of IFAE

A) Are pre-prepared materials B) Are prepared by discussing with adults

5. What are the teaching and learning methods of IFAE classes?

A) Adult led discussion B) Facilitator led discussion

C) Lecture method D) if other method _____.

6. What are the benefits of IFAE to you?

Writing; Reading; Calculating skills development

Improvements in the work place and additional income

Improvement of self & family health

Protecting the environment & helping others to protect the environment

Increase in self confidence

Respect from others

If any additional benefit please write _____.

7. Is the time and place for IFAE program convenient for you?

A) Yes B) NO

8. What is your plan after IFAE program completion?

- A) To join formal school
- B) To attend technical and vocational classes
- C) To apply knowledge and skills in the work place

9. What is the relationship between facilitators and learners?

- A) Good
- B) It has problems

10. If your answer to question number 9 is B, what is the problem?

11. Does the woreda and sub-city education experts and officials discuss about the IFAE program with adult participants?

- A) Yes
- B) NO

12. If they discuss with adults, how often?

13. Does the local community support IFAE programs in finance, other inputs and equipments

- A) Yes
- B) No
- C) I don't have information

14. What are the major problems you encountered in the integrated functional adult education programs?

15. What are the solutions to the problems mentioned in question number 14?

Thank you

Declaration

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification.

Name & Signature _____

I.D. No _____

Date: _____

This thesis has been submitted for examination with my approval as advisor.

Name: Ato Girma Zewdie (Ass. Professor)

Signature: _____

Date: _____