

**ASSESSMENT OF THE ORGANIZATION AND MANAGEMENT OF FUNCTIONAL
ADULT LITERACY PROGRAM IN SELECTED WOREDAS OF WEST HARERGHE
ZONE OF OROMIA**

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Assessment of the Organization and Management of
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This is to certify that the thesis prepared by Ayele Kumsa, entitled: *Assessment of The Organization and Management of Functional Adult Literacy Program in Selected Woredas of West Harerghe Zone of Oromia* and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (Adult and Lifelong Learning) complies with the regulations of the university and meets the accepted standards with respected to originality and quality.

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ABSTRACT

Assessment of the Organization and Management of Functional Adult Literacy

Program in Selected Woredas of West Harerghe Zone of Oromia.

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The study was intended to assessing The Organization And Management Of Functional Adult Literacy Program in Selected Woredas of West Harerghe Zone of Oromia. In the study, a descriptive survey method was used. Six Woredas were selected by purposive sampling method. From the six (6) Woredas, six FAL centers together with 18 facilitators, 18 Woredas Adult Education boarded and technical Committee (AEBTC) and 7 Zone (AEBTC) were selected by purposive sampling technique. In addition, 78(52.6) (42 male trainees and 36 female) trainees were included using proportional stratified followed by simple random sampling technique to supplement the data gained from the practitioners. Questionnaires, interviews, observation, as well as document review were used to gather data and enrich the study. Data analysis was made by using percentile, chi square test, t-test and one way analysis of variance (ANOVA) using SPSS of version 15. The findings revealed current conditions and major factors related to organization and management of FALP offered in FAL centers. The respondents, nonetheless, listed a number of constraints like: Inadequacy of resources (finance, human, and materials); lack of facilitators training, lack of facilitators recruitment from community, lack of clear and convenient organizational structures, absence of income generation mechanisms, lack of qualified trained facilitators, private resistance for the establishment of FAL training program, un willingness to send family members to the FAL centers, religions problem to attend FALP, under valuing functional adult literacy program, lack of non government support at all, lack of evaluation materials based on quality standard out comes, lack of follow up the activities of concerned sectors on FALP implementation were some of the hindrances revealed in the study. Thus, these problems made organization and management of FALP to be incapable of meeting their purposes and the interests of disadvantages adults and youths. It is, therefore, recommended that the Oromia Education beuros, Zone and Woreda AEBTC members and different concerned sectors have to make maximum possible efforts to mobilize all resources, stakeholders and institutions under them to reverse the current situation of FALP organization and management in FAL centers.

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Acronyms and Abbreviation

AAU	Addis Ababa University
AEBTC	Adult Education Board and Technical Committee
ALE	Adult Learning and Education
ANFE	Adult Non Formal Education
BALID	British Association of Literacy in Development
CADU	Chilalo Agricultural Development Units
CSO	Civil Society Organizations
CSTC	Community Skill Training Center
DFID	Department For International Development
DIUS	Department for Innovation, Universities and Skills
ESDP	Education Sector Development Program
ETP	Education Training Policy
FAL	Functional Adult Literacy
FALP	Functional Adult Literacy Program
FAO	Food and Agriculture Organization
FDRE	Federal Democratic Republic of Ethiopia
HIV/AIDS	Human Deficiency Virus/ Acquired Immune Deficiency Syndrome
IIZ/DVV	Institute for International Cooperation of the German Adult Education Association
ILO	International Labour Organization
LWG	Literacy Working Groups
MDG	Millennium Development Goals
MOE	Ministry of Education
MOU	Memorandum of Understanding
NAES	National Adult Education Strategy
NGOs	Non Government Organizations
NLCCC	National Literacy campaign Coordinating Committee
NRDC	National Research and Development Centre
OECD	Organization for Economic Co-operation and Development's
PACT	Professional Association of Canadian Theatres/ Parents And Children Together
SIDA	Swedish International Development Cooperation Agency
SMUC	St. Mary University College
SWWHZO	Selected Woreda of Weste Harerghe Zone of Oromia
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID/	United States Agency for International Development
WADU	Walayita Agricultural Development Units
WOALP	Work Oriented Adult Literacy Projects
WOE	Woreda Education Office

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is a continuing process spanning the years from earlier infancy through adulthood and necessarily involving a great variety of methods and resource. It is an essential condition for multi dimensional development (social, economic, political and cultural aspects (MOE, 2008:29). Such developmental aspect within a nation are highly conditioned by proper organization and management as well as successful implementation of educational program at all level (from basic literacy and basic skills to higher education) at all age groups(children, youth and adult) with out any discrimination. Similarly, (Ghash& Zachriah, 1987:57) stressed that, Education is mainly concerned with liberation of man from ignorance and poverty it plays an important role in the transformation and development of society.

Besides, education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction and a key to attaining the Millennium Development Goals. However, the majority of the population cannot be expected to participate in learning and training through the existing formal education system. Therefore, the existence of non formal education is very important.

Non formal education is any moderately organized educational activities that is gained at meeting specific learning needs of particular sub groups in the community and carried out side the framework of formal system. It plays a significant role in providing knowledge skill and attitude for individual who cannot involve in formal schooling. Even though non-formal education is aimed at meeting specific learning needs of particular members of the groups in the community (children, youth and adult), without proper organization and management it is impossible to bring the desired socio- economic and cultural change (St. Marry, 2006: 85).

Any educational system either formal or non formal education cannot achieve its maximum possible result unless it is properly organized, managed as well as equipped with necessary resources (human, materials and financial). Muller, (1997:57) cited in Mulugeta (2002: 18), stressed that, “proper organization of non formal education and its management is becoming

as a vital means of enabling the educational endeavors of nations to relate with over all development plan”.

There are different program areas of non formal education. Out of those program areas, (St. Marry University Collage, 2006: 26), asserted that “the current and most relevant to the needs of many adult learners in most developing countries is Functional Adult Literacy program. The role of Functional Adult Literacy (FAL) program is still increasingly very important issues in educational planning agendas for both developed and developing nations. Functional Adult Literacy (FAL) is a concept which was developed in the late 1960 and then implemented in several countries in the 1970s and after. (Bhola, 1995) cited in (Dabali Hundessa, 2011:23).

Besides, Functional Adult Literacy Program (FALP) was initiated at the world conference of MOE on the eradication illiteracy on Teheran, in Iran in September 1965. The merge of FAL program to educational progress as a whole was brought in to focuses by Director General of UNESCO (Bhola, 1994) cited in Tekalign Minalu, (2010:31). According to the Director General of UNESCO Functional Literacy development born (work oriented literacy) was a child of the third world. Its newest manifestation may be literacy integrated with income generation (Bhola, 1995: 15)

In addition to income generating activities literacy/ Functional Adult Literacy (FAL) can serve as a bridge to formal education and Vocational Training for women who have been excluded from school, for marginalized and disadvantages groups who have no chance to offering formal school program. There fore Proper management and organization FAL program result in socio-economic and cultural development in the life's of an individual.

Without proper management and organization, functional adult literacy planning implementation and evaluation are not easy. Bhola(1984:3) stressed that, proper organized functional adult literacy program has advantages for individual to be independent in his daily activity it helps the individual to increase productivities, to improve his status in the societies and to assist him in to upward mobility in the social structure if proper coordination of trainings are maintained.

For instance, mobilizing participants; building class room and creating a conducive environment; developing and monitoring program; evaluating the outcome; providing financial support etc... are among the known practical activities (MoE, 1999: 66-67). Proper organization and management also create conducive condition for the collaboration of different sectors.

Thus, to impalement FAL program in developing countries particularly in Ethiopia, strengthening the organizational and managerial capacity of FAL program is a decisive factor for socio-economic, cultural and political development. Different researchers conduct their study on adult non formal education in a broad sense. For instance, the research result of MoE (1999:37) on the status of non formal education in Ethiopia indicated as that, stakeholders participation on functional adult literacy program implementation are not sufficient unless the Functional adult Literacy centers are properly managed and organized to the need of the local communities. In addition, Debeli Hundessa (2011) on his summary of findings indicate that, females participation was very low in the process of FALP implementation. In line with this, other researchers gave their own recommendation based on their findings. However, still the problem of organization and management of non formal education particularly the problems of FAL program is not solved in Oromia Regional State in general and in West Harerge Zone in particular.

West Hararghe Zone is one of the 18th Oromia Regions which found 346 km away from Addis Ababa to the East direction along the main road between Dre Dawa and Addis Ababa. According to (CSA, 2008) in Bultosa Hirko (2010) the estimated total population of West Hararghe Zone is 1,787,086 within an estimated areas of 1, 7552.23sq². This Zone is divided in to 17 Woredas Administrative bodies. Coffee and Chat are the back bone of farmers' income as cash crops with significant agricultural and pastoral areas supporting of livelihood of the majorities of the population. Besides, West Hararghe Zone Education office statistics shows that there are 17 training centers in 17 Woredas. Out of these, only 6 of them are functional with total trainees of 150. Since there is no research result on the targeted area concerning "the assessment of organization and management of FAL program". To study on the target areas may solve the problem of Functional Adult Literacy Program implementation to the rest of Zone Woredas and assess the organization and management of Functional Adult Literacy Program (FALP) so as to indicate a crisis of serious maladjustment of organization

and management of FAL program in targeted area. More over the information generated by this study will have a multi-dimensional use and purposes. It will help to plan appropriate interventions.

1.2 Statement of the Problem

Organization and management of Functional Adult Literacy Program (FALP) are the first two activities in the process of managerial function and organizing principle of (FALP) where both management function like: planning, decision-making, communicating, coordinating and evaluating and organizing principle like: unity of command, span of control, delegation of authority, homogeneous assignment, and flexibility are well integrated so as to bring socio-economic, political and cultural change on the life of the community (St. Marry University Collage, 2006: 3)

Moreover, planning and appropriate organizational structure help the institution of FAL program to prioritize needs, allocate scarce resources and help the organizational authorities to carry out their responsibilities both individually and collectively. Even though managerial function and organizing principle clearly stated by different scholars, still its implementation is unsatisfactory. For instance, the world research result of (Middleton & Ziderman, 1997:23) cited in Bultosa, 2010:77) indicate that, “due to in unsuccessful coordination and management of literacy program, the countries were finding it extremely difficult to hire and retain highly competent, qualified, motivated, flexible and creative Functional Adult Literacy Educators, facilitators and trainees with the necessary skills and experience and thereby the training was poor in quality”. By supporting the above idea, Bhola, (1984:29) summarized that:

...it is not functional literacy that should get the blame for having failed those in the policy making culture of development. On the other hand, it was policy makers, planners and practitioners all together who failed functional literacy. Functional literacy was never given the attention and resources it needed to succeed

Because of such and other related reasons, there is a need to strengthen the human resource base through effective implementation of Functional Adult Literacy Program (FALP) organization and management system so as to modify training strategies from time to time for accelerating

development and ending poverty. Because, FALP is very important in enabling adult learners to engage effectively in activity that is assumed in his culture or groups (Bhola, 1992:2). In Ethiopia, although huge investment of education made and many of the workshops released by the Government, various NGO and Private sectors, FALP were unable to bring change in the actual life of the individuals. These indicate that, most of FAL centers in the country are firmly tied with many problems. For instance, FAL centers were given low attention for a long period of time though the situation is becoming progress since 1994 (after the formulation of the new ETP), Lack of motivated and skilled trainers/facilitators is also another recognized problem in Ethiopia. Therefore, finding the ways of enhancing the value placed on Functional Adult Literacy program organization and management by individual and society is one of the greatest challenges that can face the country attempt to implement.

Similarly, in Oromia Regional State (ORS), as a components of FAL program offered FAL centers were established at Woreda and Kebele level to provide writing reading, numeracy and skill training for adult and those young people who miss the formal school program(ORS.). With regard to resources, the Region tries to distribute instructional materials and guideline for the implementation of FAL the program. However, most of the training centers which are basically offered Non-Formal Skill Training (NFST) program particularly FAL program in the Region as part of the country was found out to be in effective and in efficient due to serious maladjustment of organization and management practice. The research finding of (Engidayehu Tegene, 2010:23) indicated that, due to lack of resources (financial, human and faculties, community in general and trainees in particular are not awarded towards the benefits of functional adult literacy program.

However, still these problems are not solved in Oromia Regional State particularly in West Harerghe Administrative zone. More over Engidayehu on his research process mainly focus on FAL centers. According to Government FAL program, still there is a gap to need further study on the area of administrative bodies and different concerned sectors. Having the recommended idea of different researchers as a base, the researcher will needs to show in depth the horizontal relationship among concerned sectors and the vertical relationships from top level Administrative bodies to FALTCs trainers in the organization and management of FAL program.

The purpose of this study is, to assess the organization and management of Functional Adult Literacy Program in some selected Woredas of West Harerge Zone of Oromia Regional State. To this end, the study will attempt to respond to the following basic questions

1. What does Functional Adult Literacy Program Look Like (in terms of Provision, Management and Organization) in Selected Woredas of West Harerge Zone?
2. What are the Major Factors Affecting the Organization and Management of FAL Program in Selected Woredas of West Harerge Zone of Oromia?
3. What Major Contributions are Being Made by Concerned Government, NGOs and UNESCO Millennium Development Goals (MDGs) in Implementing of FAL?

1.3 . Objective of the Study

1.3.1 General Objective

The overall objective of the study is to assess the organization, management and provision of functional adult literacy program in some selected Woredas of West Harerge Zone of Oromia Regional State.

1.3.2 Specific Objective

The specific objectives of the study will be to:-

- 1 Identify the current status and practice of functional adult literacy program (in terms of, provision, management and organization) in selected Woredas of the Zone?
- 2 Identify the major factors affecting the organization and management of FAL program in selected woredas of West Harerge Zone of Oromia.
- 3 Identify the major contributions played by concerned government, NGOs and UNESCO Millennium Development Goals (MDGs) in implementing of FAL.

1.4 Significance of the Study

National report of (MOE, 2008) indicated that, organization and management of Functional Adult Literacy Program in Oromia Regional State in general and in West Harerge Administrative Zone in particular has not been systematically studied. Therefore assessing the organization and management of FAL program from zone Adult Education Board and Technical Committee (AEBTC) up to FAL centers are important contribution of the process of maintaining the quality of skill training program. With regard to this, the result of this study is expected to be

useful to identify the current Organizational and managerial system of Functional Adult Literacy Program in selected Woredas of West Harerghe Zone of Oromia Regional State. More specifically, this study have the following significant

- 1 It may improve awareness raising activities of the woreda,s different concerned sectors regarding FAL program
- 2 It may give useful information to policy makers, educational planners and educational administrators in zone concerning FAL program
- 3 It may initiate more stakeholders (private sectors & NGOs) to engage themselves in the management & organization of FAL program in the Zone.
- 4 The study may serve as a source of information for other researchers who want to conduct in depth study on the same issue.

1.5. Delimitation of the Study

Non-formal Education in general and Functional Adult literacy in particular is a multivariate activity in their program clienteles and agents. Hence, the study was delimited to government organization and management of FAL program. Thus, the study was aimed is to assess the organization, management and provision of functional adult literacy program in some selected Woredas of West Harerge Zone of Oromia Regional State and tries to find out factors that hinder the effective organization & management of FAL program in the Zone.

In the aspects of organization and management practice, the study is delimited to planning organizational system, resources allocation, and stakeholders' participation in program implementation, mentoring and evaluation. In the study the data collected was delimited to trainees who were involved in receiving skills training programs and Facilitators, Woreda AEBTC members and Zone AEBTC members who were involved in facilitating and participating as committee members. Moreover, to make the study manageable, it was delimited to only six Woredas. Each with one FAL centers due to various related constraint and geographical reason

1.6 Limitation of the Study

In the process of conducting the research, the researcher faced a challenge while collecting the data this challenge was the reluctance of respondents which forced the researcher to spend more time on data collecting. Furthermore, problems of transportation, poor documentation and unavailability trainee's respondents and required data at the centers limited the researcher to collect data on the intended time. By and large, however, unresearved efforts have been made to collect, analyze, interpret the data and report the findings objectively.

1.7 Definition of Terms

Functional Adult Literacy: Types of non formal adult education intended to develop basic reading writing plus knowledge and skill for income generation to improve the livelihoods of poor adult.

Functional Adult Literacy program: Is the type of program that provides skills on reading, writing and counting integrated with practical knowledge and skills based on proper implementation of planning and organization of management function (St. Marry University Collage, 2006).

Functional Adult Literacy Training Centers - a localized institution in which FAL program like basic lively hood skill are practiced with the help of trainers and coordinators of the center within a specific period of time (Bhola, 1995),cited in (Engdayehu Tegene, 2010:23).

Non- formal education: any moderately organized educational activities that is aimed at meeting specific learning needs of a particular sub-groups in the community (children youth or adult) and carried out outside the frame of the formal system(St. Marry University Collage, 2006).

Program Development: it is the act of making a systematic arrangement or preparation of FAL program in order to accomplish its objective. Thus, it is the way in which different parts of the skill training programs offered in **FAL centers** are arranged.

Program Management: it is a system that links the training institutions with beneficiary to identify and analyze the learning needs of the target groups and to implement the program to

meet those needs by involving the collaborative effort at the whole concerned groups in all manage mental functions of the training centers (Boone, 1985:47).

Training: it is a planned process of learning the necessary knowledge and skill which enable an individual to performs certain activities effectively and efficiently (Samuel, 2005)

Program: a plan of action to accomplish a specified end: a school lunch program. Or a plan or schedule of activities, procedures, etc., to be followed.

Stakeholders: Any individual, group or business with a vested interest (a stake) in the success of an organization is considered to be a stakeholder. Examples of a stakeholder are an owner, manager, shareholder, investor, employee, customer, partner and/or supplier, among others. (Yves, 2008: 9) cited in Tekalign Minalu, (2010:48).

Adult Education Board and Technical Committee (AEBTC) - A group that organized from six sectors(Education, Agriculture, Health, civic Society, Women and Child Association, Young and sport Association) to run Functional Adult Literacy program based on common Memorandum of Understanding (MOE, 2010:33).

Non-Governmental Organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements.

Facilitators. The name facilitator is used here to refer (trainers and coordinators) who instructs and coordinates others in FAL centers. In the government program they are known as instructors. (Anthony, 2006:17).

1.8 Organization of the Study

The thesis is organized in five chapters. The first chapter treats the introduction part which includes: includes background of the study, statement of the problem, objective, significant, delimitation, and limitation of the study and definition of term. the second chapter deals with review of various related topics that are assumed to be pertinent to provide background information. Chapter three enclosed research deign and methodology samples and sampling techniques, data gathering tools, data analysis and procedure of data collection. The fourth chapter covers data presentation, analysis, and discussion. Finally, summary of major finding, conclusions and recommendations of the study are included as chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept of Literacy and Functional Adult Literacy Program

2.1.1 Literacy

Within the history of adult literacy education there are competing ideas of what literacy is and what should be done about it. On this regard, (Juliet et.al 2007:43-87) described the idea of literacy as skills, as a task, as social practices and as critical reflection.

The idea of 'literacy as skills' underpins much traditional schooling purpose which is to read & write which often is called "competency approaches" where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules.

From Juliet et al point of view, literacy as a task is another kind which also requires the written words and is considered essential for life and work (often called functional literacy) and it takes an important step toward focusing on application, not just possession, of skills.

The third view of 'literacy as practices' upholds literacy as 'a broad range of continually evolving competencies and practices and it involves values, attitudes, and social relationships - not just skills and activities.' According to Juliet and others, different literacy practices are associated with different domains of life - home and family, school, the workplace, communities and shaped by 'social rules that regulate the use and distribution of texts, prescribing who may produce and have access to them.

The last and more complex approach to literacy is the radical approach. This approach engages people in actively constructing his/her idea as a tool for change. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners to look beyond 'reading the word' to 'reading the world', which in turn; it supports learners to become actors in developing their own communities and societies (Juliet .et al, 2007:43-87).

Darkenwalden & Marriem,(1982:24) described literacy as: "the acquisition of the skills of writing, reading and dealing with elementary arithmetic with the mother tongue and even in the international and national language". Furthermore, Hunter and Harrison (1980) cited in

Darkenwalden & Marriem, 1982:24) confirmed that, “to be literate has different levels, among literates some could be able to read and write simple statements, while others have the skill of reading newspapers and other print materials”.

Hence, literacy helps to meet many of the practical needs of daily life and improving the standard of living by obtaining valuable printed information relating to health, sanitation, production, selection and preparation of food, childcare and home management, it increases economic status through engaging in vocations, which require knowledge of reading and writing.

2.1.2 Functional Adult Literacy Program

Functional literacy is, perhaps, the most dominant task-based approach. It derived from the word “function” which has several meanings in both social and scientific uses. According to (St. Marry University Collage, 2006:18), Functional Adult Literacy (FAL) elaborated “as an approach that provides skills on reading, writing, counting and incorporates teaching of economic skill reading materials that relate directly to community development and to teaching applicable or useful life skills”.

Functional Adult Literacy is also highly related to effectiveness at work. As to (UNESCO, (2007:23) Confrence of Tehran of 1965, functional literacy concept is more than mere economic skills it has come to have three elements: literacy, functionality and awareness. The literacy component focus on the skills of reading and writing. The acceptable level is decided to each program. The functional component deal with economic skill. It is tought within the context of income generation schems so that the learners are able to earn some money. The awarness component creates a change of attitude and awareness among learners with respect to their social cultural and political life. It is a mixture of cultural and civic literacy.

Apart from its definitions, functional literacy is useful in many cases. For instance, (Bhola, 1992 cited in Zelleke W/mikael(2001) confirmed that, FAL enable adult learners to engage effectively in activities that literacy is assumed in his culture or group and it may result in better retention of literacy skills and hold the interest and attendance of participants longer than the mass literacy programs.

Gboku & Lekoko, (2007:3) define Program as “ time bound plan that details the learning situation what learners are to know, how they are to learn it, the learners and teachers roles: as well as the place, facilities and resources to be used.” There fore, Functional Adult Literacy Program (FALP) is the official adult literacy program of Government in some African countries. As it has been discussed by (Zelleke W.Meskel, 2000:15-18), in Uganda FAL program is being spearheaded by the Ministry of Gender, Labour and Social Development. Its mission is to increase people's access to information and participation in self, community and national development activities for poverty eradication.

In order to increase people's access to information and participation, (Bhola, 1995) cited in (Zelleke W.Meskel, 2000:15-18) distinguishes three levels of literacy development in functional literacy program. The first one is basic skill activities which focus on the needs of those individuals who do not have basic reading, writing and math skills. The second level of functional literacy program is guided learning activities that provide an opportunity for learners to develop functional competencies for using their literacy skills in daily life. Finally, self-learning activities as the third level of FAL program, focus on helping learners develop the capacity to meet their own learning needs through finding their own reading materials, joining community development program, planning their own income-generating activities, and so forth.

2.1.3 Functional Adult Literacy Program and Development.

FAL program is also defined as a means of developing the total personality of those who are illiterate and a methode of training and educating illiterate adult for development purposes This program is also important for the develoment society. For instance, it promote the socio-economic and socio-cultural development of the community so as to prepar individual and communities to participat in development activities and in the life of local environment, and it bring rapid change in attitude which will enable those who are illiterate to perform efficiently all the functions that they needs.

2.2 Concepts of Organization and Management Program

Based on the idea of educational program in general and non formal education, in particular, different scholars define organization and management from their point of view. For instance, (McNeil & Clemmer, 1988) cited in Engidayehu Tegene, 2010) defined management as “the rational assessment of a situation and the systematic selection of goals, purposes and development of strategies to achieve these goals. Program, management involves the collaborative efforts of the whole concerned groups in all managerial functions of the training centers that link the training institutions with beneficiaries and identify the learning needs of the target groups and to implement the programs to meet those needs.

Once strategic planning and management planning are implemented, organizing to get the job done is the next. According to Engdayehu Tegene, 2010) organization is “a social group in which the members are differentiated as to their responsibilities for the task of achieving common goals by establishing formal relationships among people and resources in order to reach specific goals and objectives”

As to (Guboku & Lekoko, 2007:18), asserted that, the management of FAL program must be planned ahead and with the aim of making the envisaged trainings as effective as possible. FAL program management including, planning, administration, supervision, monitoring, evaluation and documentation must be seen as a tool for supporting learning/training efficiency and effectiveness. In order to strengthen the organization and management of functional adult literacy centers facilitators must also ensure communication with other sector offices and with potential partners in employment, placement or production.

According to Engdayehu Tegene, 2010:19), in the FAL centers context, skillful management makes efforts for the allocation of sufficient budget from government treasures and it also searches for funds from NGOs and donors etc. In addition, the management section mobilizes and coordinates the communities to contribute labor or money to strengthen the training centers. According to Amdeberahan (2001:1-2) in the management of FALP offered in FAL centers, there are technical skill, human skill and conceptual skill. The technical skill is the ability to use tools, techniques and knowledge as related to methods, process or procedure; and human skill is

the ability to work effectively in interpersonal relationships while conceptual skill is the ability to see the organization as a whole and solve problems to benefit the total system. These ideas indicate the managerial skill that is the ability to translate the actions in to results. There fore, in the managerial process, the heads, coordinators, trainers, supervisors and trainees at all levels must posse's technical, human and conceptual skills.

2.2.1 Training Need Assessment in the Contexts of FALP.

Need assessment is a problem driven process of finding out the most pressing challenges facing potential adult trainees(learners) in order to establish genuine learning/training activities that address the challenges (Guboku & Lekoko, 2007:49). A training need may be understood as a measurable discrepancy between where we are now and where we should be in terms of results and outcomes. In addition, training need is the state that exists when there is a gap between the present situation (what is) and the required situation (what should be). Need assessment helps to develop a positive culture in the organization by orienting towards performance improvement, and it minimizes learning costs. The program developer, therefore, must realize that his or her credibility, and that of the proposed program, depends on meeting the real needs of the adults' trainees. Therefore, need assessments of potential adult trainees gives programing staff the opportunity to asses trainee needs and priorities, impartially, free from the personal preferences and bias of the target groups; potential conflict and resistance can be avoided.

2.2.2 Planning the Activities of FAL Program.

After need assessment of FALP offered in FAL centers, the next is program planning. Guboku & Lekoko, (2007:50). Defined Planning as “the process of determining objectives and knowing those objectives have to be accomplished in an uncertain future”. It is a skill of arranging or organizing activities, resources and facilities for running specific programs of educational activities.

In FAL program planning, content determination is based on the principle of full trainees participation and on the real life needs of the trainees. (Dakenwald, and Merriem, 1982:58). Further more, in the planning process, the facilitator, coordinator and Adult Education Board and Technical Committee (AEBTC) should work in a spirit of community mobilization and

understand the adult trainees from a holistic perspective. This is particularly appropriate when working with adult trainees who have diverse reason for participating and who possess a multitude of learning styles (Guboku & Lekoko, 2007:67).

Therefore, planning plays a crucial role in the management of functional literacy centers by providing direction and creating framework for decision making and necessary to make some adjustments at any of the stages in order to rectify any constraint faced in the planning process.

2.2.3 Monitoring and Evaluating FAL Program.

Monitoring and evaluation provide different kinds of insights in to program. According to (Juliet at el, 2007:43), monitoring is a systematic way of checking and reporting on day-to-day operations. Evaluation is a way to ask (and answer) 'value' questions about how well the program is working and what its outcomes are.

Like other formal education system, Functional Adult Literacy program (FALP) requires, systematic, continuous and collaboration monitoring and evaluative activities. These continuous and progressive monitoring systems provide FAL practitioners with available information regarding the problems, opportunities, strengths and prospects of FAL program implementation. Monitoring and evaluation take place at two distinct but closely connected levels. One level focuses on the outputs, which are specific products and services that emerge from processing inputs through program, project and other activities. The other level focuses on the outcomes of development efforts, which are the change in development conditions that organizations aim to achieve through programs (Amdebernan, 2001:1).

In addition, (St. Marry University Collage, 2006:23) described that, monitoring activities establish the trend of performance and determining how resources are being utilized and it help to collect data useful in: decision making, checking the relevance of the program or activity and assessing the skill gap of the facilitators.

To summary, continuous and participatory monitoring activities help to identify the challenges and problems which interfere with the implementation process and to make appropriate options in implementation of the program. Thus, evaluation helps to ascertain whether centers objectives

have been achieved if not, why not; and determine what actions should be taken to achieve objectives better in the future. Thus, access to skills training in relation monitoring and evaluation is a vital instrument for the success of community FAL centers management. In connection to the conceptual frame work of monitoring and evaluation, this study assess whether monitoring and evaluations was practiced in FAL centers and then to propose the future direction.

2.4. Constraints of Organization and Management of FALP.

Although the extents are different from country to contry, there are different factors which affect the organization and managment of functional adult literacy program. For instance, socio-economic factors, unskilled human resources, institutional problems, social resistance and lack of domestic political commitment are among major constraints to be selected under the study.

2.4.1 Socio-Economic Factors

Socio- economic problems are the main factors which hinder the effectiveness of the organization and management of functional adult literacy program in most African countries. In line with this, Functional Literacy program report of (UNESCO, 2007:11), indicated that, in Uganda, financing of adult literacy has been inadequate, inconsistent and un-coordinated due to lack of finance. In addition, unlike other program such as primary education, HIV/ AIDS, physical infrastructure development accessing funding for adult literacy program has increasingly become a dream especially for Civil Society Organizations (CSOs).

Furthermore, the report obtained (MOE, 2008:10-13) indicate that, in Ethiopia, the current serious problem with regard to organization and management of FAL program includes, inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring at PACT level, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area, personal health problem, family health problem, death of family members, changing living quarters, etc...are problems which reflect on the implementation of functional adult literacy program in its centers.

Similarly, the research result of (MOE, 1999), indicated that unwillingness of the date of registration, engagement in different economic activities for winning daily bread, a feeling of boredom due to heavy work load at home, poverty of families and large family size are also among social problems that hinder the organization and management of functional adult literacy program in most regions of the Ethiopia.

2.4.2 Unskilled Human Resources

Unskilled human resources are also the major constraints which hinder the successful implementation of FALP organization and management. For instance, lack of coordination among FAL organizers due to under estimation of program, delay's in implementation and decision making are common in most FAL centers of Ethiopia. (MOE, 2008: 28).

Similarly the National Functional Literacy reports of (UNESCO 2007) indicated that, in Ghana and Uganda, there were problems with regard to insufficient knowledge and experiences among FAL staff volunteers and tutors in working with different adult training style leads institutional difficulties in most areas of program center.

In addition, in most regions of Ethiopia, due to lack of managerial skills and experiences there were lack of developing training material according to the need of trainees, difference in the conceptual understanding of integrated FAL, lack of standardized parameters, weakness of facilitators with the required skills and knowledge, less confidence amongst a number of trainers on the benefits of FALP and lack of clarity among adult professionals and practitioners in the meaning of adult literacy/numeracy and lifelong learning, (MOE, 2010).

In Ethiopia, the research result of (MOE, 1999) stressed that, in most remote area of Afar, Somale and Benishangul there were lack of trained and well paid facilitators, poor assessment, monitoring and evaluation system, lack of motivation, poor coordination of curriculum development activities, there is no clearly stated work guideline for those who are concerned to run the respective program and lack of trained and well paid facilitators are among the problems which are identified.

2.4.3 Institutional Problems

Regarding to institutional factors, a number of problems were reported by the sample FAL centers, which require serious attention if further intervention is to be a success. as reported by (Robert & Johanson, 1968) cited in (Tekalign Minalu, 2010:41) a major problem raised by all institutions was the shortage of resources (both financial and actual facilities). Some training centers mentioned problems related to learning methods, evaluation methods, shortage of materials, duration of training, logistic etc. they emphasized that those areas lacked adequate policy support, which directly affected decisions on resource allocation in most rural area.

In addition, due to lack of collaboration from administration section, some functional adult literacy centers are inaccessible to vehicle and difficulty to transport and problem in supervising the FAL program. In line with this, (MOE, 2008:10-13) discussed that, in most rural and pastoral areas of the country, inconvenient learning schedule. lack of appropriate learning centers and problem of distance from learning centers, an employment problem after training and acquiring a certificate from training centers and inadequate number of class room are problems which related to institutions/FAL centers.

2.4.4 Social Resistance

Social resistance is also a major problem to implement FALP effectively. According to (Muhammad Saleem n.d) some community leaders and influential families prevented the establishment of community learning centers in the villages. For instance, in Pakistan, adolescent girls and young adult women are often not permitted to leave their homes unaccompanied by a male relative due to conservative traditions. In addition, some parents are fearful that the literacy program would lead to the marginalization of their religious beliefs and deeply rooted negative attitudes about school or teachers which transfer to an adult learning environment or instructors. Similarly, in Uganda, in most rural area, family and personal that improve one's literacy skills is unnecessary or a waste of time.

Further more, (MOE,1999) asserted that, lack of encouragement by family of friends to continuing FAL program, unwillingness of parents/guardians to send their family members to

FAL centers, low regard for education and culture barriers such as labling educated people as eviles, caste systm, etc are among the known problems which reflected in most regions of Ethiopia.

2.4.5 Lack of Domestic Political Commitment

Domestic political commitment is a pillar for sustainable development of any education including FAL program. However, in Uganda, the report of Development and State of the Art of Adult Learning And Education (ALE, 1998)in Firdissa Jebessa, (2002). indicated that, due to lack of domestic political commitment and challenge result from public policy issues, most trainees seek employment first rather than improving their basic skills.

In Ethiopia, the research finding of (MOE, 1999) indicated that, lack of improving political access to basic education for all can diminish the flow of young illiterates. Furthermore, Non existence of curriculum and learning materials solely prepared for FAL program, lack of efficient coordination within government and non government organization, lack of continuity in FAL program and inavailability of structural units at Zone Woredas and grassroot levels ie absence of coordinators etc are problems related to lack of domestic political commitment.

2.5 Stakeholders Contribution in Achieving Millennium Development Goals of FALP.

Although education is one of the key goals in the Millennium Development Goals (MDGs) of 2000 dedicated to reducing poverty, within which education is a key goal, adult literacy and education however, is not explicitly included in the MDGs. Focus on adult education is implicit in the Goal 3 related to promoting gender equality and empowering women. There fore, international conception of literacy has shifted from defining literacy as technical and discrete skills to functional human resource skills for economic growth to human capabilities for social-cultural and political change (UNESCO, 2007). Hence, in order to achieve UNESCO MDGs of FALP, stakeholders (government, non government, communities and private sectors) are the major driving force.

2.5.1 Government Contribution on FAL Program

Adult education in many developing countries are planned within the broader context of the general educational policy. According to (Patel 2000) cited in (Zelleke W.Meskel, 2000:15-27), in India, the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government. This section highlights divergent approaches to adult education since the independence.

In Ethiopia according to (MOE, 2010:43-47), the new FALP Policy and Strategy formulated by government enable the education sector play its role as a tool for development by providing educational support for strategies as well as development packages and programs developed for the productive part of the society by the different organizations, eradicate poverty and ensure sustainable development so as to open up avenues for post-secondary institutions. Further more, the policy help to implement beneficiaries' need and development package-based educational program in a continuous and sustainable manner, by integrating adult education programs run by regions with the different development organizations, to contribute to the achievement of the Millennium Development Goals and education for all goals by reducing illiteracy rate by 50% through launching consistent and comprehensive program to educate the adult population which plays a direct role in national development as a tool for the different development strategies of the government, especially, agricultural, health, women and youth development packages.

2.5.2 Contributions Non governmental Organizations' (NGOs)

There are different NGOs which contribute a lot on the area of FALP offered in FAL centers. Anthony (2006:17), described that, there are so many Literacy Working Groups (LWG) Member Organisations which contribute a lot in the area of functional literacy to attain MDGs. For instance, ActionAid works in 40 countries with an annual budget of about 150 million euros where education is one of the six priorities in its strategic plan "Rights to End Poverty" 2005-2010. Similarly, Book Aid International promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realise their

full potential and eradicate poverty. In Uganda, British Association of Literacy in Development (BALID) also plays a great role. It is a non-government voluntary organisation that promotes literacy and numeracy as a basic human right and a network of member organisations and individuals, engaged in the policy, practice and research of adult literacy and numeracy in development. It also organises training events, seminars and conferences working with partner organisations in the UK and internationally.

MOE (1999: 33) indicated that in Ethiopia in Afar, Somalia, and most pastoral area of oromia, NGOs support the Functional Adult Literacy Centers in organizing and sponsoring workshops, providing teaching learning materials, paying salary for some FALP facilitators, providing some amount of fund to the FAL program(e.g Action Aid-Reflect, Irish Aid-FAL)

2.5.3 Communities and Private Sectors Contribution

Communities or private sectors are any individual or group of stakeholders that maintains a stake in an organization in the way that they possesses shares. In most developing countries, FAL centers nearby communities and private sectors play a great role for instance, in India, (UNESCO, 2009:9) cited in (Tekalign Minalu, 2010). report indicate that, different communities and private sectors involved in the implementation of FAL program to identify learning materials and resources to meet the on-going needs of the training groups. They also coordinate activities together with the Community Learning Centers and other organizations in villages.

Similarly, the report of UNESCO indicate that, In Uganda, because of decentralization, most of the authority to control the affairs of FALP such as planning, policy analysis, curriculum and examination reform, national assessment, monitoring and evaluation were effectively done by the private sectors. Besides, by funding on the job training communities promote the involvement of adult literacy instructors/facilitators' in advocating, planning, implementing and evaluation of the functional literacy and adult education program.

Inline with this, in most african countries, communities and private sectors contributions are not only restricted on funding but also clearly participate with government to improving the method of teaching of facilitators, provision of adequate textbooks.(Guboku & Lekoko, 2007).

Generally in order to success with the activities of FALP organization and management in addition to facilities the contribution of different government and non government, communities and private sectors are the major driving forces. Particularly in Ethiopia, to achieve UNESCO MDGs, proper implementation of FALP play a great role together with a formal education. Therefore, it need all stakeholders contribution at all activities of management and organization of FAL centers.

2.6 Adult Literacy Program in African

Almost all-African countries were under colonial rule before the 1960's. Thus, when countries got their independence after years of struggle, large percentages of the population have been illiterate and poverty had been overwhelmed these countries. As Bhola (1984), stated because the illiterate are desperately poor, hungry, sick and power less. to overcome all these problems governments took literacy education as their best solution". For instance, Tanzania is one of the African nation that attempted to practice literacy programs right after its independence. As stated above, the driving force of the literacy programs in this country was the ambition of governments and ruling parties to mobilize peoples of its country and to eradicate illiteracy out of its country with in limited period of time (Lind, 1988). Hence, a short summary of the adult literacy program implementation in this country is stated in the coming few pages of this study.

2.6.1 Adult Literacy Program in Tanzania

Tanzania is one of the East African countries that practiced the literacy program after independence and achieved results that could be mentioned as model for other African nations and developing countries in general (Unisiker, 1987). In Tanzania, adult education in general and literacy education in particular has been exercised starting from the Germans colonial period and the British time of protectorate. But, the great majority of the people of Tanzania hadn't been beneficiaries from the program.

a. Goals and objectives of Literacy Campaign

The main objective of the literacy campaign was to realize the country's dream to be self reliant and to work towards socialism, which was clearly indicated in the Arusha declaration. Thus, goals and objectives of the literacy campaign were totally integrated with the development

objectives of the country (Bhola, 1984). According to Bawatawa et.al.,(1989:32-33) specific objectives of the adult education program in Tanzania were to: mobilize the rural and urban masses in to a better understanding of the national policies and self-reliance, provide leadership training in various aspects of life and at all levels, eradicate illiteracy and give knowledge and skills in agriculture and rural construction, health and home economics,

To realize the above stated objectives, different programs were implemented. Among these the national literacy campaign was the first to be mentioned. The main emphasis of the literacy campaign was to teach adults the literacy skills (reading, writing and arithmetic), which was integrated with economic activities of each respective area.

b. The Organization and Administration of the Literacy Campaign in Tanzania

To facilitate activities of the literacy campaign different institutes and department were established, which were working independently and some under the Ministry of Education. The Department of Adult Education (Ministry of Education) was responsible to organize the mobilization of masses and training of field workers, whereas the Institute of Adult Education (an independent institute) was working mainly on program planning and production of teaching materials(Bawatawa et al. 1989) In the coordination of the campaign, party cadres, government officials, teachers, secondary school students participated and district officers, regional coordinators, and division 29 supervisors were appointed, to coordinate activities of the campaign

c. The National Literacy Campaign Delivery System

To actualize the campaign literacy classes were established in schools, health centers, factories, offices, Army camps, prisons, specially constructed literacy centers, cooperatives and in the open air (Bwatawa et al., 1989). Workers were encouraged to attend literacy classes in their working areas, and every Tanzanian above the age of 14 and who was a drop out from the formal education system was required to join the literacy class. At the village level, primary schools played a significant role in organizing the literacy campaign in which school head teachers were designated also as the local education coordinator (Unsiker ,1987). Literacy teachers got training at workshops and most of them were "volunteers" who got small amount of money as honorarium (30shillings) per month. In the literacy campaign different supporting activities were also organized. These were: - a) Rural Newspaper b) Rural Libraries c) Radio Education

Program d) The film education program. Several foreign nations and development agencies supported the Tanzanian literacy Campaign, among these supporters one was the Swedish International Development Agency 30 (SIDA). SIDA financed the literacy campaign and provided paper supplies for the program, where as Germany donated materials like motor vehicles, motor boats, printing press and others, which were valuable to coordinate activities of the campaign.

d. Major Achievements and Weak Points of the Campaign

As stated earlier, the main objective of the literacy campaign in Tanzania was to eradicate illiteracy out of the country with in limited time. The ambition was created to make citizens of Tanzania to be participants in the development of their country with a short period of time. In Tanzania, with in four years time frame, 5 million persons participated in the literacy campaign and over 3.8million took the national examination, which was developed with the aim to assess the success of the campaign. The result demonstrated that about 1.4 million people passed to levels, where one was judged as functionally literate.

The achievement obtained confirmed the reduction of illiteracy rate to 39%. More over, the official illiteracy rate fell to 15% after the 1983 examination (Unsciker, 1987 220-221). According to Bhola (1984:155) in Mulugeta Menkir, (2002), among lessons that the Tanzania literacy campaign teaches the rest of the world, some are: the poorest countries could be able to reduce the rate of literacy and didn't wait until the economy grows, the campaign shows the political will of the country to produce the necessary structures and to allocate resources, it pointed out the important role of effective leadership to implement large scale transformational actions,

The government established the structure for adult education and it used also the party cadres, literacy committees and volunteers to make the campaign, a people's campaign. On the other hand, weakness of the Tanzania literacy campaign were exposed in the research of Von Freyhold (cited in Unsicker,1987) as:- inadequate training of literacy teachers and in ability of teachers to get respect from illiterate elders, due to their age(they were too young to teach elders). Pressures on illiterates to pay heavy fines by party members if they aren't registered for the literacy education. Lack of an objective relationship between contents of the teaching

materials and agricultural practices in the rural areas. Based on the results of his study Von Freyhold concludes that " ...the education had no organic link to village development". Bwatawa et.al.,(1989:84), also listed down a number of pedagogical short comings of Tanzania adult literacy campaign. Some are: - - poor quality of teachers. Lack of sufficient educational materials and equipment, which leads the learners to memorization. In general, although, the objective to wipeout illiteracy from Tanzania wasn't realized, achievements obtained were remarkable and encouraging for developing countries.

2.6.2 The Development of FAL program in Ethiopia

2.6.2.1 History of Adult Literacy Education

Ethiopia has a long history of indigenous education which goes back to the introduction of Christianity in the 4th century Before Christianity (Tekeste, 1996). In effect, secular (Western) education is only the phenomenon of early 20th century which began with the opening of Minilik School in 1908 in Addis Ababa. In contrast, though one can be certain that adult education did not exist as it has been conceived today, in the past, the dominant religious and clan-based institutions used to offer adult education using different platforms (Dessu, 2005).

Owing to the well developed indigenous education system beyond educating the society, the Ethiopian Orthodox Church crowned Ethiopia as the only black African nation with written script of its own. Notwithstanding the abundant intellectual wealth accumulated over centuries of civilization, Ethiopians have, for the most part, orally transmitted their history, culture, art, literature, philosophy, as well as medical and scientific knowledge. The reason was/and still is the widespread illiteracy among the Ethiopian population.

Due to the internal progressive educational needs and external pressure with regards to human rights to education and recognizing its fundamental roles in personal and societal development processes the Ethiopian government made efforts to expand adult and non formal education in the country. However, the historical development of modern adult education has been divided into three major periods: The Imperial period, the *Dergue* (1974-1991) period and the Current Status (post-Dergue period).

1. Adult Literacy Education in Imperial Ethiopia

During this period, adult education was both the responsibilities of government and NGOs. Adult education programs were flexible and government control over its activities was limited. Berhane Zare new institute was started in 1948 with the objectives of enhancing adult education with the help of independent reading and study, evening class and discussion for the general public and in-service education for teachers. In Ethiopia the government proclamation on adult literacy education was issued in 1955, and the Ministry of Education was made responsible to coordinate the program. In the public notice of the proclamation, every illiterate citizen of the country whose ages are between 18- 50 were requested to learn in the nearest government, private schools that could teach them basic education (Hailegebriel, 1971) in Mulugeta Menkr (2002:20) The other most important activity laid down during this period was the establishment of Majjete (1956) and Debrebrehan (1957) community schools and Mobile schools in (1960/61). This is Because of the responsibility delegated to it; the Ministry of Education has consecutively established the above program (Tilahun, 1991). More over, "Beherawi Ye Fidel Serawit" was also established as a voluntary organization to promote literacy activities by using foreign aid.

This training was planned to train community school teachers and leaders. The community school teachers were primarily to work with children and the community school were to work with adults (MoE, 1961) cited in (Mulugeta Menkr, 2000:20) The curriculum included Amharic reading and writing, arithmetic, English language, hygiene, geography, history, vocational skills of various forms including home science and child rearing, agriculture, trade, and military lessons (Zelleke W.Meskel, 2000:15-18), There was an attempt to make adult literacy work related. Jima-Agaro, WADU (Walayita Agricultural Development Units) and CADU (Chilalo agricultural development units) were some of functional literacy centers of this era.

In the same year, the department has got assistance from UNDP, UNESCO and FAO started the work oriented adult education program too. In Ethiopia prior to 1974, several agencies and organizations were participating in the adult education program. According to (Yalew, 1996) the main contributors in adult education and their programs were: - A) Government sponsored adult literacy programs, include activities of MOE, Ministry of National Community Development and the armed forces. B) Church and Mission sponsored programs that were supported mainly by

Ethiopian Orthodox and Evangelical church. C) Voluntary Organization i.e., National literacy campaign organization, Ethiopian Women Welfare Association, Youth and Women Christian Association. D) International agencies (UNDP and UNESCO) also supported work oriented adult literacy projects (WOALP), which were aiming at to bring over all social and economic development in the country. According to Mulugeta Menkr (2002:27) the main objectives of agencies that sponsored adult literacy programs in Ethiopia were to: eradicate illiteracy out of the country, assist illiterates on voluntary basis, educate the uneducated and enable them to be participants and contributors in economic activities, implement the proclamation issued by the government in to practice, due to the moral responsibility that literates have to teach the illiterates and make private organization more profitable.

At the first level, the above-mentioned organizations were teaching illiterate adults reading and writing (in Amharic), and at the second level, arithmetic and English were provided. More over, some institutions train participants in vocational training which is mainly about Hygiene and Home economics (Mulugeta Menkr 2002:20) The major problems that faced these programs were its only emphasizing on reading and writing, shortage of teaching materials and teaching aids, budget was not allocated for teachers, voluntary teachers were discontinuing teaching and they weren't carrying out the program seriously, most of the programs were conducted dominantly in urban areas, lack of cooperation from government authorities, cultural problems (women weren't participants), cooperation among agencies and literacy program centers and the work- oriented agriculture education program was designed to reach only small number of people.

The above stated limitations of the programs were the main causes for adults to discontinue their participation, particularly in the rural areas. In general, during this period adults' education program wasn't taken seriously. Hence, although adult education has long history in the country, it couldn't be able to show remarkable contributions in improving the literacy rate.

2. Adult (Literacy) Education in Socialist Ethiopia (1974 -1990)

During the outbreak of the revolution over 90% of the populations in Ethiopia were illiterate (Tekeste, 1990) in Mulugeta Menkir (2002). Because of this, it was assumed that it would be

difficult and impractical to bring change and development in a country, where the majority of the population is illiterate.

Adult and non-formal education enjoyed better attention with the advent Military Government. Save a lot of damages done, it would impossible to deny that adult education had in fact enjoyed strong political support during the Military rule. It was during this period that adult education emerged as an academic program for the first time in post-secondary institutions. The revolutionary process used education as a tool for raising the level of consciousness of the people able to win their enemy, poverty, illiteracy and the oppressive thought of the imperial regime, as well as prepare them to a new socialist society. Different institutions were established to run the literacy program in the country. More over, the major literacy programs practiced to educate adults in this period include: - Development through cooperation campaign, Basic Development Education, Community Skills Training Centers and, The National Literacy Campaign.

a. Development through Cooperation Campaign (Zemecha)

It was the first action of the government taken to spread education among the rural people of Ethiopia. Participants of the campaign were secondary school students (grade 11&12) university students, members of the Army and teachers in the secondary high schools and the university (NLCCC, 1984). This campaign was believed to be able to raise the political consciousness of the people and prepare them to lead a "Socialist" way of life.

However, one of the main objectives of the campaign was to: enable the rural adults to read and write in Amharic, help the newly literate to be able to express themselves through reading, writing and to strength and widen their political consciousness, enable the people to use numbers in solving problems that are related to their daily life and to teach Amharic (the official working language) to other language speakers in the country. The Development through cooperation campaign (Zemecha) was implemented for two consecutive years (1967E.C. and 1968E.C.).

b. Basic Development Education

These institutions were established to improve skills of the rural male adult population. The main objectives of the program are: - to help communities start their own basic services using as much as possible their own man power and resources. to introduce basic technology to help improve

conditions of life in the communities and accelerates development. to conduct literacy and post-literacy programs in their area and run reading rooms. According to Tassew et al.,(1995), in order to confirm the implementation and acceptance of the training in the community, basic development education requires working closely with the communities for extended period of time. Consequently, Basic development centers were established in and around the former peasant agricultural cooperatives. But, at the final days of the socialist government, various working materials and properties of these centers were looted, which lead to the closure of the program in almost all regions of the country. Generally, though Basic Development Education centers were established with attractive objectives the achievements obtained were not as such significant and visible. (Tilahun Workneh et al. 1997).

c. Community skills Training Centers (CSTCs)

The need to provide skill training for adults was recognized prior to the outbreak of the 1974 popular uprising and the beginning of Derg regime. These institutions were established to serve as centers for developmental activities in rural areas. The skills obtained from these centers are assumed to be useful for community development activities and selfemployment. Hence, the objectives of CSTCs was to provide knowledge, skills and attitudes to the rural population that could enable them to be full-participants in the economic, social, political and cultural developments of the country (MOE cited in Tassew et. al., 1995:12). The CSTC's were established to: - raise the level of indigenous skills, introduce new knowledge and skills for the development of rural communities, help self employment and community development work.

Although there were several problems that encountered the training programs, CSTCs have contributed a lot in the skill development of the rural people. Almost all studies conducted to evaluate activities of CSTCs recommended that to make effective training the problems of CSTCs must be solved, which are: provision of adequate finance, provision of raw materials, the selection of trainees, etc...

d. The National Literacy Campaign

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

found to be a simple task. Hence, " the new government which assumed power after the 1974 revolution decided to launch a massive nation- wide literacy campaign (Tasew et. al. 1995:5).

In 1979, the National Literacy Campaign was proclaimed under the slogan of "let the literate teach and illiterate learn" which was a pledge to mobilize people to participate in the fight against illiteracy. The program was managed by the national literacy campaign coordinating committee set up in 1979.

The National literacy campaign was designed objective to achieve the eradication of illiteracy from all urban areas and their surroundings (short range plan), the total eradication of illiteracy from Ethiopia. (long range plan), The use of literacy as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs to: apply literacy in every day activities, improve living conditions and lay the foundation for continuing education.

To realize these objectives a National Literacy campaign Coordinating Committee (NLCCC) was established in which Ministry of Education was made committee chairperson. This national committee brought together about 36 representatives from government agencies, mass organizations, professional associations and religious institutions with a joint responsibility to eradicate illiteracy. This operational committee is also found at regional, provincial, district and local level. Moreover, the campaign had been conducted in 15 nationality languages (Tesfaye semela; 2010).

The campaign was viewed as a national process rather than an individual opportunity for educational advancement. So, it was decided that voluntary approach would not adequate. During the campaign, about 60,000 high school and university students and their teachers were sent allover the country for two-year terms of service. It is on the record that over 1.5 million people took part in the national campaign that included students, civil servants, teachers, military personnel, housewives, and members of the religious groups. Arguably, at the end of the campaign in February 1990 the national literacy rate was reported to reach 72.2% (Tekeste 1996).

However, the National Literacy Campaign was criticized for lack of meaningful impact on socio-economic development. Despite recognition of the achievements, Tekeste argues that the increases in literacy rate did not translate into concrete achievement in terms of discernable economic growth.

According to (Zelleke, 2000), the government's action as a "top down prescriptive approach" characterized by complete control and lack of flexibility that totally ignored the needs of adult learners. This eventually led to lack of interest and commitment even to attend literacy classes leave alone impacting development. In addition, the NLCCC had also 4(four) different sub committees, which were responsible for: educational materials procurement and distribution, Recruitment, training and placement of teachers, Propaganda and aid coordination and Data collection, supervision and certification. Committees and sub- committee were also established at the Region, Provincial, District and local levels to perform activities, which were similar to the central committee (NLCCC., 1984:17).

e. Organization of the campaign

According to NLCCC (1984:2), the literacy campaign had two rounds in a year. The first period from April to July was regarded as the "attack" period, during which students of secondary school go to the rural areas to teach. At this period community members were expected to attend literacy classes. The second period (October to January) is the "mop-up" period, during which community members who couldn't be able to participate in the "attack period" are attending class and taking remedial examinations. Hence, the literacy campaign has three different programs. These were: Beginners classes for new recruits of the literacy program, Remedial classes for those who failed to gain a certificate at the first round and Post literacy or follow up programs for successful participants who gain a Certificate in basic education.

The literacy campaign continued for 24 rounds until 1990, and was able to achieve almost 50% literacy rate (Firdissa Jebessa, 2002). However, the literacy campaign has weaknesses and problems. These weaknesses and problems were: forced mobilization of learners, in adequate sensitization of the community, highly centralized management structure, problem of evaluation and monitoring practice and lack of ownership of literacy centers. Although, the campaign has

the above stated weakness and problems, the achievements obtained have got international recognition, which the country have the reason to proud of it.

3. Adult Literacy Education After the Socialist Period (1990-)

After the fall of the socialist government in May 1991, the administrative structure introduced in Ethiopia was a Federal system. Following the introduction of the federal government system, decentralization of authority was implemented based on the proclamation that empowered the newly organized regions to manage their own educational system. Based on this, The government making efforts to promote the education progression through the new education and training policy since 1994 ever than before.

The main objective of the ETP is to produce trained manpower at different levels that will competently participate in the various economic, political and social undertakings of the country. In order to achieve, this objective, continuous efforts have been made to alleviate the long-standing problems of quality, accessibility, and equity and relevance of the education system.

The study conducted by Tesfaye Semela (2010:35), indicates that, in the education front, after the end of the protracted civil war, there has been a rapid enrollment growth at primary, secondary, and tertiary levels in Ethiopia. This fast increase, however, is in a sharp contrast with state of adult education as national adult (15 years and above) literacy rate which stood at 35.9 % (UNDP 2008), which is well below the Sub-Saharan African average (i.e. 60%). The argument is that the attention accorded to adult and non-formal education (ANFE) is disproportionately minimal.

In order to alleviate the adult education problems the third and fourth educational sector programs document underscores that like-skill based, work-oriented and community-based adult education programs will be scaled-up. This clearly indicates that adult education is contributing as an integral part of the implementation of different development policies, strategies and packages (agriculture and rural development, industrialization, health and packages related to youth and women) to achieve accelerated and sustained development to end poverty in the country is well recognized

But, adult education is still engaged with problems accumulated through years. Thus, the ministry of Federal education identified the following visible problems in the current adult and non-formal education in Ethiopian context. These are: unsatisfactory level of expansion of adult education, less qualities in education, unavailability of appropriate organization to lead adult education and imbalance resource allocation for adult education. So as to solve those and other related problem, the government tries to formulate strategy and ETP particularly Functional Adult Literacy Program (FALP) to alleviate poverty.

2.6.2.2 The New FALP Policy and Strategy in Ethiopia

The expansion of a comprehensive adult education system is essential to completing the learning continuum in Ethiopia, which is central to improving the quality of life of every Ethiopian. To this end, the National Adult Education Strategy (NAES) published by (MOE, 2008) is an integrated approach to Functional Adult Literacy (FAL) is a major focus. The concept of integrated FAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from dvv international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. 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. Many examples establishing such linkages already exist in Ethiopia, for example the basic skills/vocational training programs for youth and adults that are based on market demand in specific localities and that are linked to integrated FAL activities and to income generating and business opportunities (with the respective business related services (MoE, 2010).

Development of an integrated approach to FAL is progressing. A national task force composed of governmental and non-governmental organizations has helped developing a number of basic documents on integrated FAL, the FAL Curriculum Framework, the FAL Implementation Guideline, the FAL Facilitators Training Manual and the FAL benchmarks (MoE; ESDP IV). More recently, the Ministry has placed more emphasis on integrated functional adult literacy and has undertaken a number of initiatives to better coordinate existing initiatives and assume greater leadership. Most noteworthy are the creation of an expanded Adult and Non-formal education

unit within the Ministry, the signing of a Memorandum of understanding between the MoE and five other ministries. This agreement ensures the creation of the Adult Education Board and a technical committee, which should be replicated up to the woreda level. Although each region has an assigned adult education focal point, better-defined job descriptions and specific assignments need to be developed, and such positions should also be created up to the woreda level. The national efforts in adult education will be guided by the Master Plan for Adult Education which was drafted during the preparation of this ESDP IV document (ESDP IV, 2010). More over, the strategy document designed in 2008 contains issues on status and relevance of adult education, strategic directions for accessibility and quality of adult education, as well as management and organization of adult education.

From the report of (MoE (2008)), it indicated that, although the Master Plan does not identify precise targets for the achievement of literacy rates, it has four components activities.

The first one is Democratic and good governance culture improved through expansion of adult education which mainly focus on expanding the scope of adult and non-formal education which can be done by Finalizing and operationalizing a Master Plan for Adult and Non-formal Education. Further more, the component activities focus on create linkages and bridges between the various AE program and activities as well as stakeholders by organizing yearly key stakeholder meetings and exposure site visits to update them on level of achievement of targets, on emerging challenges and opportunities and to discuss future directions. (MoE, 2008).

The second activity hold designing curricula to improve knowledge, skills and attitude of adults that is linked to livelihoods issues. To insure this, developing quality standards and outcomes for integrated FAL that are approved by the National Adult Education Board and designing tailor-made curricula for integrated FAL that are linked to their respective livelihoods (MOE, 2010:47-49)

According to (MoE, 2008:10-13 FAL master plan), the third component activity focus on Creating and expanding the institutional system for adult and non-formal education at the national level based on the NAES and the Memorandum of Understanding (MoU), making the National Adult Education Board and technical committees operational, supporting the creation and implementation of the Regional Adult Education Boards, creating an adult education unit

within the Ministry of Education to provide leadership, coordination and technical assistance and extending the Education Management Information System to the area of Functional Adult Literacy program are the main focus of the *Master Plan for Adult Education*

The last component activity is organising a two-year literacy program for all illiterate adults so as to organising a two-year literacy program for all illiterate adults affectively. According to (MOE, 2010), providing relevant best practices models, materials and resources to the regions, creating a data bank of best practices in integrated FAL, sharing materials with key stakeholders and providing ongoing support for the integration and implementation of integrated FAL are the main activities under this component.

2.6.2.3 Opportunity of FAL Program in Ethiopia

There are different opportunities for FAL program implementations in Ethiopia. The mid-term evaluation of USAID/PACT/TEACH program indicate that support provided to TEACH program by MoE; inclusion of non-formal education statistics in the Education Statistics Annual Abstract, Provision of strategic guideline with the help of capacity building are among the known. There are also an opportunity of demand for FAL programs and Capacity Building the CMC availability to provide the leadership, NGOs willingness to participate in providing education in remote areas,

The commitment made by the Ethiopian government to meet EFA and MDGs, availability of dedicated and hardworking facilitators and supervisors and commitment of local officials at woreda level to the TEACH approach, willingness and acceptance of TEACH by the community, the provision of data entry forms provided to the programs that can serve as a nucleus to establish a database system, selection of Teacher Training Colleges to strengthen the nonformal education program by initiating separate department, cost sharing approach by community to expand ABECs creating job opportunity to higher local facilitators and supervisors are the opportunities made by the government of Ethiopia. To make the functional adult literacy program meaningful, various training manuals were prepared in four language (Amhara, Tigrigna, Oromigna and Somali) and Collaboration between government, community and NGOs to implement the program (MOE, 2008)

2.6.2.4 Challenges FAL in Ethiopia

There are a number of challenges in implementing Functional Adult Literacy program in Ethiopia. For instance, lack of motivation of adults to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area, absence of clear policy and guidelines for FAL program, inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring at PACT at level, inaccessibility to vehicle and difficulty to transport education materials and supervise are among the known (MOE, 2010:46).

2.6.2.5 The Organization and Management of the FALP in Oromia

Following the introduction of the federal government system, decentralization of authority was implemented based on the proclamation that empowered the newly organized regions to manage their own affairs. Consequently, among sector offices established in the Oromia region, the Education Bureau was one, and it was responsible for both formal & non-formal education activities in the region. The detailed performances accomplished by the Education Bureau regarding the non-formal education are presented as follows:

According to the (MOE, 2010:49), the Federal Ministry of Education Adult and Non- Formal education Unit report indicate that the signing of a Memorandum of understanding between the MoE and five other ministries. This agreement ensures the creation of the Adult Education Board and a technical committee, in the region in which health, agricultural development, education, micro enterprises, Women and children affairs and the like are the main stakeholders. The committee replicated up to the woreda level. Besides AEBT committee activities, the Oromia regional state education Bureau is offered the responsibility to run and coordinated the regional FAL program up to FAL centers. The regional education bureau in collaboration with the main stockholding bureaus also prepared the curriculum depending up on the common regional issues. At this level it made open to the FAL learning centers to adapt the experiences and modes of delivery to meet their own particular learning needs.

From (MOE,2008:10-13) report, Oromia Region FAL program is designed to integrate the activities of these developmental organizations into holistic and systematic developmental forces

and tool to achieve the growth and transformation plan. To achieve EFA and MDGs, the participation of agriculture development bureau, health bureau, TVET others developmental governmental organizations and few NGO are very important.

Even though curriculum is designed from the demand of the main users, in most Zone of Oromia Region, adult education focal point better-defined job descriptions and specific assignments is not developed, and such positions also not clearly created up to the woreda level, budget allocated to the FAL program development and its implementation is inadequate, the data concerning the numbers of beneficiaries of FAL programs is not adequate and tangible and knowledge and skills of facilitators trained at health and agricultural development TVET institute are questionable to run FAL program successfully.

From (MOE, 2010:47) report, for instance, in East & West Harerghe of Oromia Region, absence of collaborations and integration among the main regional, Zonal and Woreda stakeholders were result in: shortage of well committed and trained functional adult literacy facilitators, supervisors & manager, lack of specified responsible FAL program managers with in educational organization to run the program, lack of community mobilization and massive awareness creation are among the known indicated problems.

To solve these problems, in the future to come, the Oromia education bureau is undertaking study to establish an independent process owner at the different educational office level. More over, improving behavioral capability of Zone & Woredas AEBT committee, coordinators, trainers through refreshment courses can solve the problem and and achieve the goals of FAL program.,

3.2.2 Secondary Data Source

The secondary data was obtained from document, work plan letters, reports of FAL centers, Woreda Education office, Woreda Health office and Woreda Agriculture office.

3.3 Sample Size and Sampling Techniques

In West Harerge Zone, there are 17 Woredas from which 6(35.29%). of them were selected because they offer FAL program. Since they are small in number and easily to manage, all the six Woredas, namely (Chiro, Tulloo Gemecis, Miesso, Gubakoricha, Beddessa,) were included under the study.. With regard to sample subject, the study was included trainees, FAL trainers/facilitators, Woredas and Zone Adult Education Board and Technical Committee (AEBTC) members.

From the target population, of trainees which found six woredas 150(Chiro(27), Tulloo(23) Gemecis(30), Miesso(20), Gubakoricha(27), Beddessa(23)), by the rule of thumbs, 78(52%) (Chiro(14), Tulloo(12) Gemecis(16), Miesso(10), Gubakoricha(14), Beddessa(12) were selected respectively by proportional stratified sampling techniques. Because this techniques help to keep the proportionality of participants in each Woreda of the training centers.

With regard to trainers/facilitators, all 18(100%) of them were included in the sample study. The reason is that, facilitators are a bridge in between Woreda Adult education board and technical committee and FAL centers trainees. In addition, facilitators are more resourceful and expected to give full information about FAL program which offered in FAL centers.

Moreover, out of 42 target population of Woreda AEBTC members, which found under the six Woredas, 18(42%) of them were purposefully selected from Woreda (Education office(6), Health office(6) and Agriculture office(6)). Because they took training and more awarded than other sectors of the Committee members. Furthermore, the three sectors are more documented and resourceful on the organization and management of FAL program that offered in FAL centers. Finally, all Zone AEBTC 7(100%) were included in the study. Because, they are the key informant and more resourceful.

CHAPTER THREE

3. Research Design and Methodology

3.1. Method

According to Seyoum & Ayalew (1989) and Koul (1996) the research methods employed is determined by the research topic. Therefore, the descriptive survey method was selected as appropriate for study. Best & Kahn (2003) cited in Engidayehu (2010:45) explained that, a descriptive survey method is concerned with condition that exist opinion that are held, process that are going on, and effect that are evident or trend that are developing . In addition, this method helps to gather data from a relatively large number of cases within a limit period of time. This also helps the researcher to collect data from a relatively wide area of the Zone.

The researcher was followed a mixed research design to collect, analyze and interpret different and compulsory data. To do this, the qualitative and quantitative approaches were employed. For the quantitative aspect, closed-ended questionnaires were used by the application of cross-sectional survey method to collect relevant data from selected sample group. For the case of qualitative method, semi-structured interview, observation and previous document assessment were employed to get in depth information about the current situation of the study problem

3.2. Sources of Date

The data used for this study was classified as: primary and secondary sources of data.

3.2.1. Primary Data Source

The Functional Adult literacy program trainees, FAL centers facilitators, Woredas Adult Education Board and Technical Committee (AEBTC) members and Zonal (AEBTC) members were used as source of primary data.

The following table summarizes the sample size and sampling techniques

Table 1 Sample size and sampling techniques

No	Woredas	Respondent Groups	Population Size	Sample Size	Sampling Techniques	Remark
1	Chiro	Trainees	27	14	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
2	Tullo	Trainees	23	12	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
3	Gamachis	Trainees	30	16	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
4	Miesso	Trainees	20	10	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
5	Gubakoricha	Trainees	27	14	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
6	Beddessa	Trainees	23	12	Proportional stratified & simple random sampling	To give Equal chances
		Facilitators	3	3	Purposive sampling	More resourceful and small to manage
		WAEBTC	7	3	Purposive sampling	More resourceful than other sectors
7	Zone AEBTC		7	7		
Total			217	121(55%)		

3.4 Instruments of Data Collection

Questionnaire: the questionnaire is preferred in gathering data about the status, practices and problems of FAL program for large number of respondents at a time. With regard to this, two sets of questionnaires were prepared to collect data from three groups of respondents (Woredas' (AEBTC) members, facilitators/trainers and trainees). The first set for Woredas' (AEBTC) members, facilitators/trainers and the second set for FAL centers trainees. Question for each group of respondents were similar with some difference. To gain all the possible information

from the respondents, Woredas' (AEBTC) members, and facilitators/trainers questionnaires were included both closed-ended and open-ended items

Interview: Semi-structured interview was employed to collect factual and detail information from the heads of Zone (AEBTC) members . Since the main purposes of interview is to get additional information from Zone responsible bodies, the key content of the questionnaires were included in the interview questions briefly in order to supplement questionnaires responses.

Observation: Observation entails gathering data through vision as its main source (Sarantakos, 2005). Is a method by which information is sought by way of investigators on observation without asking from respondents (Kothari, 2004). Therefore, this was made at each of selected FAL centers by using checklist. Mainly the observation was focused on the availability and quality of resources that could reflect the overall institutional capacity of FAL centers to offer the FAL program.

Document Analysis: Different available document which are related with the subject was used to obtain the purposes of this study.

3.5 Pilot Study

Following the preparation of the questionnaires, translation in to Afan Oromo was done important. Before the final distribution, to test the validity, tools were administered to two expertise of Oromia Education office and five AAU second years Adult and Lifelong Learning (ALLL) students. Because, they are more resourceful and familiar to the study area. Based on the comment of the students, language usage from the concepts are corrected, questionnaires were re arranged according to the guiding questions. In addition, five items are excluded because of repetition.

In order to test the reliability of the questionnaires, “Crombach Alpha” technique was employed. To do this, tools were administered to Chiro Woreda FAL centers trainees and Woreda AEBTC members who left from the groups. Because, they found on the same Zone with the sample study and thereby share something in common. Thus, the distributed questionnaires were collected from participants of plot study. The final results of the questionnaires were calculated by Crombach Alpha. Based on the assumption behind the result, Crombach Alpha value is 0.720. That is the more the result of reliability nearer to one, the more it is reliable. Thus, it appears that the obtained result helps to predict that, the questionnaires are reliable.

3.6 Procedures of Data Collection

Data was collected simultaneously by using the above four data collection instruments as indicated in the above. To collect and administered the data from the field, the first task of the researcher was, to inform the responsible bodies in order to conduct the data collocation process and to get the necessary support. Then, the three data collector assistances were selected and oriented from each Sample Woreda.

3.7 Data Analysis

Depending on the nature of collected data through questionnaire and interview, different statistical techniques were employed in the study. Those data was organized coded, summarized, analyzed and interpreted both qualitatively and quantitatively. To analyze the quantitative data percentage and frequency, mean value, independent sample t-test and chi-square test were used by the help of SPSS of version 15. These statistical tests were used for the purpose of testing different variables between the respondent groups. In all case the different obtained for statistical significant at alpha level (α) of 0.05 in two tailed direction and the statistics books tables.

Besides the statistical process of the qualitative data was narrated qualitatively using words, phrases, statements and paragraphs obtained from interviewees and open ended questions. Hence the qualitative data was used as the complement of quantitative data. In the procedure of analysis of the study, each item was valuing to Krishnaswami and Ranganatham (2007) cited in (Bultosa Hirko, 2010) discussed that, the most popular scale using this approaches is Likert scale of summated rating which was produced by person's name called Reinis Likert. This scale is designed to measure the level with which a problem is expressed by the respondents. In this cases where the Likert scale was applied, the mean values for each statement has value 1,2,3,4 and 5 represent (Very High, High, Medium, Low and Very Low) respectively.

For analysis purpose, the respondents responses were rated as 1.49 and below (very low), 1.50-2.49 (Low), 2.50-3.49 (Medium), 3.50-4.49 (High) and 4.50 and above (Very high) in order to identify the range between in each level. Therefore, the mean value bellow 2.50 were taken as weak(threats) and above 2.50 were strength(opportunities). Moreover, the mean values were also used for further statistical analysis for significant different of opinions among different groups.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This part of the study deals with the presentation analysis and interpretation of data gathered through questionnaires, interview observation and document analysis.

Based on this procedure, in this study a total of 114 copies of questionnaires were distributed to 18 Woreda Adult Education Board and Technical Committee (AEBTC) members, 18 Facilitators and 78 trainees with the same questionnaires of trainers and Woredas AEBTC members. However out of these distributed questionnaires, 16 (88.9%) Woreda AEBTC members, 16 (88.9%) facilitators and 67 (85.9%) trainees only were appropriately filled and returned.

In addition to the questionnaires, interviews were conducted with 7 (100%) Zone AEBTC and their responses were triangulated with qualitative data. Furthermore, observation checklist and document analysis were also used in this study to complement the above instrument.

4.1 Characteristics of Respondents.

After questionnaires and interview were collected and errors were rejected, the questionnaires and interview were coded; presentation analysis and interpretation were followed

The next table shows the respondent groups in terms of age, sex, qualification, field of study, marital status and service years on current position

Table 2. Distribution of Respondents background information.

Back Ground information		Respondent Groups									
		Trainees		facilitators		Woreda AEBTC		Zone AEBTC		total	
Sex		f	%	f	%	f	%	f	%	f	%
	M	37	55.2	14	87.5	11	68.7	6	85.7	68	64.2
	F	30	44.8	2	12.5	5	31.3	1	14.3	38	35.8
	T	67	100	16	100	16	100	7	100	106	100
Age	<20	1	1.5	-	-	-	-	-	-	1	0.9
	21-30	20	29.9	6	37.5	4	25.0			30	28.3
	31-40	40	59.7	9	56.3	8	50.0	5	71.4	62	58.5
	41-50	6	8.95	1	6.25	4	25.0	2	28.7	13	12.3
	>50										
Qualification	Un able to read and write	20	29.9	-	-	-	-	-	-	20	29.9
	Grade 1-4	43	64.2	-	-	-	-	-	-	43	64.2
	Grade 5-7	4	6.0	-	-	-	-	-	-	4	6.0
	Grade 8-11	-	-	4	25	-	-	-	-	4	10.25
	Grade 12&TTI equivalent	-	-	8	50	-	-	-	-	8	20.5
	Diploma	-	-	4	25	10	62.5	-	-	16	41.03
	B.A/B.Sc	-	-	-	-	6	37.5	-	-	6	15.4
M.A/M.Sc	-	-	-	-	-	-	-	-	-	-	
Field of study	Teaching	-	-	12	75.0	8	50.0	4	57.4	24	61.5
	Agriculture	-	-	4	25.0	5	31.25	2	28.6	11	28.2
	Health	-	-	-	-	3	18.75	1	14.3	4	10.3
	Others	-	-	-	-	-	-	-	-	-	-
Marital status	Single	15	22.4	5	31.3	4	25	2	28.6	26	24.5
	Married	48	71.6	11	68.8	12	75	5	71.4	76	71.7
	Divorced	4	6.00	-	-	-	-	-	-	4	3.80
	Widowed	-	-	-	-	-	-	-	-	-	-
Service years in FAL centers	< 2 years	-	-	11	68.8	10	62.5	5	71.4	26	81.25
	2-5 years	-	-	5	31.3	6	37.5	2	28.6	13	40.6
	>5 years	-	-	-	-	-	-	-	-	-	-

As can be seen on the table (Table 2). The sample population of female trainees account for 30(44.8%). This is almost proportional to male respondents which account for 37(55.2%). This revealed that in West Harerghe Zone female trainees' participation is relatively medium as compared to male trainees' respondents. With regard to (facilitators, Woreda AEBTC and Zone AEBTC), female respondents were only account for 8(20.5). whereas male respondents account for 31(79.55) Therefore, in West Harerghe Zone, female participation with regard to facilitators, WAEBTC and Zone AEBTC members, females participation on FALP were very low when compared with male participants particularly as a committee member and as facilitators. Less participation of females facilitators may hinder females trainees actively participation on a

training centers. In addition, small number of females' committee members at different level may have negative impact on women's discussion making and empowerment on program planning, provision, organization and management in general.

Regarding to the age of all samples(trainees, facilitators Woredas AEBTC and Zone AEBTC) respondents, table 2 depicted that, the majorities 62(58.5%) were found under age categories of 31-40 years. This age groups are matured and enough to analyze and translate what they have learned/ trained in to the real life situation. Furthermore, trainees at this stage category were more productive. Whereas, trainers, WAEBTC and Zone AEBTC members are more responsible and enough to realized the current situation of FALP in terms of its provision organization and management.

As reported on the (Table 2), the educational profile of trainees represent from un able to read and write to grade category of 5-7. For instance, 29.9% of the trainees were unable to read and write and the majorities (64.2%) were also found under 1-4 grade level. This indicate that, trainees selection mainly focused both on school dropout and those disadvantage farmers who missed their early formal school program in West Harerghe Zone. Furthermore, the trainees' educational background information shows that, the potential of trainees to train and accept the new idea in a short period of time is relatively good.

From the same table (Table 3), only small numbers of the trainees are unable to read and write. Therefore, teaching/training those different education levels may needs a great effort. It needs a multi- grade system of teaching learning process. This might be difficult for facilitators' and trainees who are unable to write and read. To this end, Samuel, (2005:225) stated that, teaching adults in combined grade classrooms can be intimidating. The extra workload of preparing and teaching different curricula to multiple grades requires a great deal of patience, energy, and determination.

As can be seen from the (Table 2) 50.0% of the facilitators' complete Teachers Training Institute (TTI) level. This revealed that they are relatively better than trainees in academic concepts. Thus it is expected that their relationship might be smooth and has positive influence for success particularly for writing reading and numeracy teaching in FAL centers. Regarding to Woreda and Zone AEBTC educational level, the majorities 12(36.62%) and 15(38.8%) of them were Diploma and Degree holders respectively.

From this one can revealed that most of AEBTC which found at Woreda and Zone level are more qualified with their respective field of study. This might help them to understand easily the broader vision of FAL program and enable them to give training and to create more awareness on the study area effectively.

Regarding to the respondents field of study, the majorities 12(75.0%) of the facilitators 8(50.0%) of Woreda AEBTC members, and 4(57.2%) of Zone AEBTC respondents were qualified in teaching profession. In line with this, 4(25%) of facilitators, 5(31.3%) Woreda AEBTC and 2(12.5%) of Zone AEBTC members were also qualified from Agriculture and only 3(18.8%) of Woreda AEBTC and 1(14.3%) of Zone AEBTC members were from Health. This indicate that, in West Harerghe Zone, from the grass root (training centers) up to zone level, there were no respondents which qualified with non formal education program to run FAL program. This may hinder their actively participation on organization and management of functional adult literacy program. And may also lead facilitators' and different level committee members toward the misunderstanding and less awareness on the theoretical and philosophical underpinning of FAL program. Therefore, assigning more qualified and field based facilitators and committee members might solve the problems.

With regard to marital status and work experiences of the respondent groups which illustrated on the (Table 2), from the total respondent groups (trainees, trainers, Woreda and Zone AEBTC) members the majorities 76(71.7%) of them were married. On the same table (Table 2), 26(24.5%) of them out of the total respondents were single. Only very significant numbers 4(3.8%) of respondents were divorced. This revealed that, the majorities of them were responsible bodies and enough to carry their families' work over load. This might be help trainees to have more confidence and develop sense of responsibility in FAL centers as well as within a family members

With regard to service years, as depicted on the (Table 2), the majorities of 11(68.8%) of facilitators respondents were served less than two years in facilitating the teaching learning process. similarly, the majorities, 10(62.5%) and 5(71.4%) of respondents were working less than two years as Woreda and Zone Adult Education Board and Technical Committee members respectively. This reveals that, most of the respondents' have less experience on FALP in the Zone. Due to this, trainers may lack confidence to facilitate those matured and responsible

bodies in training centers. Furthermore, doing without experiences as Woreda and Zone Adult Education Board and Technical Committee members have its own negative impact during awareness creation, and they may lack confidence during common discussion FALP implementation.

Therefore, particularly facilitators and Woreda AEBTC members continuous and sustainable area based training may decreases Facilitators and AEBTC members lack of awareness creation and lack of confidence.

4.2 . Analysis of Data on the Organization and Management of FALP.

In this part, the key issues that could mainly addressed based on the specific objective of the study include: the current status of FAL program on the study area in terms of its provision organization and management; major challenges of FAL program organization and management; major contribution being made by different stakeholders to attain UNESCO Millennium Development Goals (MDGs) in implementing FAL program in the Zone and prospects of functional adult literacy program organization and management were discussed one by one. On the way to do this, descriptive and inferential statistical tests were employed to see the situation of the problems by categorizing related questions in to different tables. Hence, the collected data were analyzed using frequency percentage, mean value, t-test a one way ANOVA and chi-square test.

4.2.1 The Current Status of FAL Program in the Zone

So as to make the study clear and more understandable, the researchers analyze and interpret this part under two sub topics based on the report obtained from respondents and the specific objective of the study area. These are:

A. FAL Program Provision and Delivery System Which Offer in FAL Centers

This part includes: workers working interest, relation of the training given to workers current position, work related training adequacy, condition of trainers' recruitment, trainees' previous occupation, agreement on training duration and sufficiency; content delivered and its extent of acceptance were discussed. And the final result was also summarized under four consecutive

tables (Table 3, 4, 5 and 6). Based on collected data from the questionnaires and interpreted by triangulating with information gathered from interview

Table 3. Responses on Workers Interests and Activities in FAL Centers.

No	Activities (Items)	Responses	Respondent Groups						X ²		
			Trainers		WAEBTC		Total		cv	df	p-value
			f	%	f	%	f	%			
1	Workers interests to work on their current position	H	2	12.5	3	18.8	5	15.6	7.390	2	.025
		M	8	50.0	13	81.5	21	65.6			
		L	6	35.5	-	-	6	18.8			
2	Have you ever taken on job training related to your current position?	Yes	9	56.25	13	81.25	22	68.75	2.327	1	.127
		No	7	43.75	3	18.75	10	31.25			
3	Adequacy of training to Workers	Enough	-	-	-	-	-	-	1.391	1	.238
		Not Enough	10	62.5	13	81.25	23	71.9			
		No esponse	6	37.5	3	18.75	9	28.1			
4	Woredas are ctivitively participated on training material provisions	SA	0	0	6	37.5	6	18.8	18.39	3	.000
		A	1	6.25	6	37.5	7	21.9			
		DS	7	43.3	4	12.5	11	34.4			
		SD	8	50.0	0	.0%	8	25			
5	Facilitators are recruited from the fromCommunity.	A	0	0	2	12.5	2	6.3	2.222	2	.329
		DS	6	37.5	6	37.5	12	37.5			
		SD	10	62.5	8	50.0	18	56.3			

Where H- High, M- Medium, L- Low, SA = Strongly Agree, A = Agree, DS = Disagree, SD = Strongly Disagree

Significant different if $p < 0.05$ (2 tailed) or the calculated value(cv) is greater than critical/ table value

WAEBTC - (Woreda Adult Education Board and Technical Committee)

As indicated on item “1” of (Table 3) above, the two groups were asked question to level their degree of working interest on their current position. Accordingly, from facilitator respondents, the majorities 8(50.0%) have medium interest to train trainees in FAL centers. On the same item of table 3 above, 6(37.5%) of facilitator respondents were not interested to give training in FAL centers. on the contrary, only 2(12.5%) of facilitators have high interest on facilitating trainees in FAL centers.

With regard to Woreda AEBTC members, the majorities 13(81.5%) of the respondents were also having medium interest to work as a committee member. And the remaining respondents

3(18.8%) of Woreda AEBTC respondents have high interests to work as a committee members. This reveals that different level of interests were observed in between facilitators and Woreda AEBTC respondent groups. Although the majorities 21(65.6%) of the two respondent groups have medium working interest on their current position, The chi square test shows that there was statistically different relationship on working interest between the two groups with the value at p value is less than the significant alpha 0.05.

This implies that the facilitator training/teaching interest on functional adult literacy program was somewhat different from Woreda AEBTC members. That is, as can be observed from the report, facilitatorare were less interested than Woreda Adult Education Board and Technical Committee. In line with this, the information obtained from interviewees approved that, at the beginning of FALP training most trainers and Woreda AEBTC members were very interested to work on their current position. However, two years later, workers (particularly facilitators) interest to work on the area was becoming decreases from time to time due to over program lapping and lack of incentive on the areas. Hence, facilitators are started to focus only on their regular work. In addition, this result is synonyms with the research findings of (Debeli, 2011). From his research finding, it is observed that, facilitators need incentive to help trainees. They need more help from government and Non government. Therefore, in order to change the attitude of facilitators, continuous area related training and more awareness creation program may decreases the problem to some extent.

As it can be observed on the same table (Table 3) of item “2”, respondents was asked whether they have taken on the job training or not to the task they have currently performing. Accordingly, the majorities 9(56.3%) and 13(81.3%) of facilitators and Woreda AEBTC members respectively were said “yes” and on the other hand, 7 (43.8%) of trainers and a very significant number 3(18.8%) of Woreda AEBTC respondents were not received on the job training related to their current position. To supplement this idea, Hildebrand (1996:7) cited in Tekalign (2010) indicated that a number of arrangements that include preserves and on-the-job training, correspondence, lessons through different media, in service and short term face to face teaching/training have to be arranged for adult trainers and coordinators. In line with this, out of the total respondents the majorities 22(68.8%) of them approved that, they took on the job training related to their current position.

In addition to percentage, the statistical chi square test also shows on item “2” of table 3 that, there is no significant different at $\alpha = 0.05$ where the calculated X^2 value is less than the table value ($2.327 < 3.841$) or the p value ($0.127 > 0.05$). This implies that, there is some relationship and common understanding between two groups regarding to on the job training of FAL program in West Harerghe Zone..

With regard to adequacy of training, given to facilitators and Woreda AEBTC members on item “3” of the above table (Table 3), the majorities of both respondent groups 23(71.9%) were responded that, training was not enough. On the other hand, 9(28.1%) of the total sample groups were not have responses on this issues. Besides, the information gathered from respondents open ended questions confirmed the above idea that, let alone the trainers who were not received on the job training, those who received continuous training were not satisfied. For instance, trainers who received the training described on their open ended questions that, the training was not enough to perform the role of facilitating and working as a committee members effectively. So, they need additional training in relation to their current position. and this implies that, there is no different between two groups in relation to on the job training.

The statistical chi square test shows that, for both respondent groups, the training given was not significantly address the issues of FALP in FAL centers $\alpha = 0.05$ where the calculated X^2 value is less than the table value ($1.391 < 3.841$) or the p value ($0.238 > 0.05$)

As illustrated on the same table (Table 3) of item “4”, above, the majorities 8(25.0%) and 7(21.9%) of the trainers respondents were strongly disagree and disagree respectively on Woreda activities of training material provisions. On the contrary, the majorities 6(37.5%) and 6(37.5%) of Woreda AEBTC respondents were respectively strongly agree and agree on Woreda activities of training material provisions to FAL centers. In addition a very significant number 4(12.5%) of woreda AEBTC respondents were disagreed. This reveals that, there is contradiction between trainers and Woreda AEBTC respondents regarding to training material provisions.

Although the chi square test also show that there was significantly different idea on the responses of two respondent groups with regard to Woreda training material provision at $p < 0.05$, the

result obtained from the two respondent groups (facilitators and Woredas AEBTC) 11(34.4%) approved that, there was no training materials provision for FAL centers.

With regard to item 5 above, from the total sample groups, the majorities 18(56.3%) and 12(37.5) were respectively strongly “disagree and disagree” on the condition of facilitators recruitment from community. The chi square test also indicate that, there was no statistically any significant different between the two respondent groups regarding facilitators recruitment from the community at $p > 0.05$ this implies that, at $df = 2$, the calculated X^2 value 2.222 is less than the critical table value 5.991) or the p value 0.329 is greater than the significant alpha ($\alpha = 0.05$). Hence, in West Harerghe Zone, still facilitators are not recruited from the local communities to run FALP in FAL centers.

On the other hand, one of the meaningful participation in the training program activity is, to identify the target beneficiaries' and previous occupation and selecting the types of content delivered based on their needs. Because, trainees previous occupation and content delivered in FAL centers can affect the actively participation of trainees. In this regard, questionnaires were presented to the trainees respondents and their responses were summarized in the next table (table 4)

Table 4. Response on Trainees Previous Occupation and Types of Contents.

No.	Items		Respondent Groups					
			Trainees					
			M		F		T	
			f	%	F	%	f	%
1	Trainees previous occupation before training	Farmers	31	46.3	5	7.5	36	53.7
		Daily laborers	6	9.0	3	4.5	9	13.4
		House ladies	-	-	22	32.8	22	32.8
		Others						
2	Are the content delivered in FALCs recognized the trainees need?	Yes	33	49.3	27	40.3	60	89.6
		No	4	6.0	3	4.5	7	10.4
3	Level of contents relevance to trainees.							
3	Writing and reading	VH	21	31.3	20	29.9	41	61.2
		H	9	13.4	6	9.0	15	22.4
		M	7	10.4	0	0	7	10.4
		L	0		4	6.0	4	6.0
		Mean	4.38		4.40		4.39	
4	Arithmetic Numersy	VH	31	46.3	13	19.4	44	65.7
		H	4	6.0	12	17.9	16	23.9
		M	2	3.0	5	7.5	7	10.4
		Mean	4.78		4.27		4.55	
5	Health and Agriculture education	VH	24	35.8	17	25.4	41	61.2
		H	13	19.4	12	17.9	25	37.31
		M			1	1.50	1	1.50
		Mean	4.65		4.53		4.60	
6	Family planning	VH	12	17.9	22	32.83	34	50.7
		H	21	31.3	8	11.9	29	43.3
		M	4	5.97			4	5.97
		Mean	4.22		4.73		4.45	
7	Way of income generating	VH	20	29.9	23	34.3	43	64.2
		H	10	14.9	7	10.4	17	25.4
		M	7	10.4			7	10.4
		Mean	4.54		4.23		4.40	
8	Gender issues	VH	20	29.9	23	34.3	43	64.2
		H	10	14.9	7	10.45	17	25.4
		M	7	10.4			7	10.45
		Mean	4.35		4.77		4.54	
9	Social live	VH	23	34.3	20	29.9	43	64.2
		H	10	14.9	10	14.9	20	29.9
		M	4	5.97			4	5.97
		Mean	4.51		4.67		4.58	

Where VH = Very High, H = High, M- Medium, L- Low and VL = Very Low

As reported from first item of table 4 above, most of the trainees 36(53.2%) and 22(32.8%) who enrolled in to FAL centers were farmers and house ladies respectively. Only a significant number 9(13.4%) of trainees respondents were daily laborer. This implies that in West Harerghe Zone,

most trainees who trains in FAL centers were farmers, house ladies and some daily laborer. The information gathered from the interviewees also approved the above idea that, the main objective of FALP which given at the rural area of West Harerghe Zone was to improve particularly the farmers, house ladies and daily laborers life standard and upgrade their previous knowledge.

On item “2”, trainees asked question “Are the contents delivered in FALCs recognized the trainees need?” Accordingly, the majorities 60 (89.6%) of the total respondents were said “yes” where as only a significant number 7(10.4) out of the total numbers replied that “No” This one can revealed that, the FAL program content and its delivery system in training centers were recognized the needs of most trainees and the nearby communities.

With regard to the types of content delivered in FAL centers, of items (3, 4, 5, 6, 7, 8 and 9), the majorities (61.2% of items 3 and 5), (65.7% of item 4), (50.7% of item 6) and (64.2% of items 7, 8 and 9) of trainees respondents were respectively have very high interest on the contents delivered in FAL centers. On the contrary, a very significant numbers 4(6.0%) of female respondents have low interests on writing and reading.

This reveals that, the Functional Adult Literacy Program contents and its mode of delivery system in FAL centers were accepted by most trainees and the nearby communities. Furthermore, the information gathered from the open ended questionnaires revealed that, the training contents are very important and need based if properly delivered with qualified facilitators’.

Table 5. Respondents Response on Trainers Recruitment and Training Time.

N o.	Items	Responses	Respondent Groups						X ²		
			Trainees		Trainers and Woreda AEBTC		Total		cv	Df	p-value
			f	%	f	%	F	%			
1	Facilitators are recruited/hired in FAL centers with:	Part time	-	-	2	-	2	2.02	4.293	2	.117
		No payment	62	92.5	28	90.6	91	91.9			
		others	5	7.5	2	9.4	8	8.1			
2	Training round per a year	Once	3	4.7	4	12.5	7	7.07	7.050	3	.070
		Twice	20	22.4	10	31.3	30	30.3			
		Three times	0	14.9	2	31.3	20	20.2			
		Fourtimes	0	0	0	0	0	0			
		It depends	44	40.3	16	50.0	60	60.6			
3	Is training program is sufficient to acquire the intended skills?	Yes	20	29.9	13	40.6	33	33.3	1.131	1	.287
		No	47	70.1	19	59.4	66	66.7			

Out of the factors that strengthened and achieved the implementation of FAL program in centers are more qualified experienced and motivated human powers. Commitment and interest of facilitators also play a great role for the success of FALP offered in FAL centers. In this regard, questions about the condition of facilitators' recruitment/hired in FAL centers were presented to the two respondent groups (trainees and trainers & Woreda AEBTC) members as indicated in item "1" of table 5 above. Accordingly, out of two sample groups, the majorities (91.9%) of them responded that facilitators were served without any payment in FAL centers. The chi square test also shows that, there was no statistically any significant difference between the two respondent groups concerning facilitators recruitment at (p value $0.117 > 0.05$ and the calculated X^2 value 4.293 is less than the critical/table value 5.991 at $df = 2$).

According to information gathered from interview, facilitators were recruited from formal school teachers, agricultural extension and health extension as an additional work. No trainers are purposefully assigned for FAL training. Those who assigned from different sectors needs incentive since they believe that FALP which offered in FAL centers are additional work to their regular occupation. But still there is no incentive to motivate them

As illustrated on table (Table 5) of item 2 above, the two respondent groups were asked FAL centers training round per a year. Accordingly, out of the total respondent groups, the majorities 60(60.6%) of them replied that the training round of FAL program offered in FAL centers depend on the current socio economic condition and the family situation of trainees. On the same item, 30(30.3%) out of the total sample groups were replied that, FAL program offered in FAL centers was given twice per a year. In addition, 7(7.07%) of respondents replied once per a year and a very significant numbers 2(2.02%) out of the total respondent replied that training given three times per a year. The chi square test also shows that, there was no significant different in between the two respondent groups at $p > 0.05$

This implies that in West Harerghe Zone, FAL training program depend on the current situation of the societies which live in the Zone.

As can be seen from table 5 of item 3 above, respondents were asked question "Is FAL training program is sufficient to acquire the intended skill?" Accordingly, out of the total sample groups, the majorities 66(66.6%) of them said that training program is not sufficient to acquire the intended skill in FAL centers. On the contrary, only 33(33.3%) of them were replied that FAL

program training was sufficient to acquire the intended skills. The chi square test also indicate that, there was no statistically any significant difference between the two respondent groups at p value $0.287 > 0.05$ and calculated X^2 value 1.131 is less than the critical/table value 3.871 at 1 degree of freedom.

Although different ideas were reflected between the two groups, two-third out of the total respondents believes that, training program is not sufficient to acquire the intended skill in West Harerghe Zone FAL centers.

More over the next table (Table 6) consist about the data with regard to trainee's selection and opportunity, community participation and Functional adult Literacy Centers facilities by using Likert scale. The rating scales are 1, 2, 3, 4 and 5 which represent strongly disagree, disagree, undecided, agree and strongly agree respectively. For the purpose of analysis the mean scores obtained from the data were interpreted as 0.05-1.49(strongly disagree), 1.50-2.49(disagree), 2.50-3.49(undecided), 3.50-4.49(agree) and above 4.50(strongly agree).

Table 6. Responses Community Involvement and Mode of Delivery System.

		Respondents rating scale		x	sd	t-test	
		Trainees	Trainers & Woreda AEBTC			cv	P value
		Mean	Mean				
1	Trainees are selected by their own request	1.52	3.41	2.13	1.218	-8.590	.000
2	Trainees opportunities to criticize program delivery system	3.88	3.5	3.76	1.126	1.586	.116
3	Skill training of FAL center is based on the availabilities of raw materials	1.52	1.78	1.61	.682	1.785	.077
4	Trainees centered teaching learning process	2.33	3.78	2.80	1.392	5.545	.000
5	Manuals preparation skill of facilitators	2.18	3.72	2.88	1.223	5.974	.000
6	Sufficiency of seating in FAL center	1.66	3.61	1.87	1.046	3.037	.003
7	FAL training sessions are fully supported by teaching materials	3.51	3.91	3.64	1.344	1.626	.107
8	Availabilities of water and latrine house in FAL centers	2.12	3.55	2.48	1.073	5.619	.000
9	FAL centers ability to generate their own income	2.82	3.22	2.95	1.119	-1.468	.149

Where M = Mean and x = total mean for the two respondent groups

As depicted on item 1 of (Table 6), the average mean value of the two sample groups on question “Trainees are selected by their own request” was (1.52 and 3.41). This implies that trainees were disagreeing. However, facilitators and Woreda AEBTC were agreed. The t test value also shows that there is significant different between the two respondent groups at $p < 0.05$. From aggregate mean value and interviewees’ information, trainees are not selected by their own request. Instead house to house registration was made by Kebele commander, facilitators and agriculture extensions

As illustrated on (Table 6) of items 2 and 7 above, the total average mean value of the two respondent groups (trainees and facilitators & WAEBTC) were range from 3.50- 4.49. This represents respondent groups agreement. This implies that, in FAL centers, trainees have opportunity of criticizing the program delivery system. In addition, the training session is also fully supported by teaching materials.

The t test value also indicate that there was no statistically any significant different between the mean value of trainees ($M = 3.88$) and trainers and WAEBTC members ($M = 3.50$) at $p > 0.05$ and the calculated t ($cv = 1.586$, $p = 0.116$ for item 2 and $cv = 1.626$, $p = 0.107$ for item 7) respectively.

Regarding to items 2 and 7, the information gathered from the interviewees’ indicate that, in Kebele, there are community assembling, common discussion on FAL program and on the other agenda per a month. However from FAL centers observation and checklist, the researcher approved that, facilitators use formal class room teaching materials in order to give FALP training in FAL centers. Therefore, most teaching materials which used by facilitators are not depend on the content delivered in FAL centers

With regard to items 4, 5, 6 and 8 of table 6 above, the average mean value for trainees were 2.33, 2.18, 1.66, and 2.12 respectively. This value range from 1.50- 2.49. it indicate disagreement. On the contrary, the average mean value of the same items (4, 5, 6 and 8) of the above table for trainers and WAEBTC were 3.78, 3.72, 3.61 and 3.55 respectively. These values range from 3.50-4.49. this indicate agreement. There fore the response obtained from the two groups were contradict. According to trainees, there were lack of trainees centered teaching learning process, lack of manuals preparation and lack of facilities in FAL centers. On the contrary facilitators and WAEBTC respondents were were believed that there were trainees centered teaching learning process. Besides, in FAL centers, facilitators prepared manual to run

the program. In line with this, facilitators and Woreda AEBTC believed that, FAL centers were equipped with necessary facilities.

The t test value also shows that, there was statistically significant mean value different between the two respondent groups (trainees and facilitators & WAEBTC) for items 4, 5, 6 and 8 at $p < 0.05$ and the calculated t value (cv = 5.545, $p = 0.000$, for item 4, cv = 5.974, $p = 0.000$ for item 5, cv = 3.037, $p = 0.003$ for item 6 and cv = 5.619, $p = 0.000$ for item 8) respectively.

The information gathered from interview question, observation and check list confirmed that, most facilitators use lecture method without participating trainees. With the exception of two centers, in FAL centers, there is no training manuals which prepared by facilitators. Furthermore, there are no facilities in FAL centers to run the program.

With regard to availabilities of raw materials in FAL centers and FAL centers to generate their own income of items 3 and 9 above, trainees mean value (1.52 and 2.82) was not significantly different from facilitators and WAEBTC respondents average mean value (1.78 and 3.22) respectively. The average mean value of the two respondent groups were range from 1.50-2.49 for item 3 and 2.50-3.49 for item 9. This implies that, skill training in FAL centers are not based on the availabilities of raw materials. Besides the ability of FAL centers to generate their own income was not clearly identified.

The t test value also shows that, there is no mean average different between the two respondent groups with regard to the availabilities of raw materials and centers ability to generate their own income at $p > 0.05$. This revealed that, in West Harerghe Zone, FAL centers lack raw materials. Further more, in order to solve the problems of raw materials, FAL centers were not clearly decided to generate their own income.

B. FALP organization and management function the study areas which includes:

The organization and management of functional adult literacy program and training centers in the study area were the basic issues to be researched under the study. This part addressed some points which include the major focus of FAL content delivery, level of facilitators' knowledge and experience ministries activities on program planning, monitoring and evaluation; over all FAL centers organizational structure and facilities; organizational management practices as well as administrative contents and procedure etc are briefly discussed. Therefore, questions were

presented to the sample respondent groups of the study through questionnaires and interviews. In this regard, the summary of the responses of the questions obtained from the respondents were presented in the following five consecutive tables (Table 7, 8, 9, 10 and 11)

Table 7. Responses on the Condition of Program Monitoring and Evaluation.

N o.	Items	Response options	Respondent Groups								X ²		
			Trainees		Trainers		Woreda AEBTC		Total		cv	d f	p- value
			f	%	f	%	F	%	f	%			
1	Is monitoring and evaluation conducted in the FAL training program of FAL center?	Yes	47	70.1	-	-	-	-	47	70.1			
		No	20	29.9	-	-	-	-	20	29.9			
2	If your response on Qn. No 2 is "Yes" how often is it conducted?	Weekly		-	-	-	-						
		Monthly	10	14.9	-	-	-	-	10	14.9			
		Twice a month	20	29.9	-	-	-	-	20	29.9			
		Not clearly known	37	55.2	-	-	-	-	37	55.2			
3	Do concerned Ministries actively participating on FALP working plan preparation?	Yes	-	-	5	31.3	7	43.8	12	37.5	.533	1	.465
		No	-	-	11	68.8	9	56.3	20	62.5			
4	Is there a selection criterion for FAL center facilitators?	Yes	-	-	6	37.5	4	25.0	10	31.3	.582	1	.446
		No	-	-	10	62.5	12	75.0	22	68.8			
5	Has the FAL centers organizational structure which is clear and convenient for work?	Yes	-	-	3	18.8	4	25.0	7	21.9	.139	1	.710
		No	-	-	13	68	12	62.5	25	78.1			
6	How often Zone and Woreda AEBTCs meets in dealing about the of FAL center?	Monthly	-	-	0	0	3	18.8	3	9.4	3.37	2	.186
		Per year	-	-	3	18.8	2	12.5	5	15.6			
		.Not clearly known	-	-	13	81.3	11	68.8	24	75.0			

As can be seen from item "1" of (Table 7), respondents were asked whether or not monitoring and evaluation was conducted in functional adult literacy centers. Accordingly, majorities of trainees' respondents 47(70.1%) were said "yes". On the other hand, 20(29.9%) of trainees' respondents were confirmed that no monitoring and evaluation at all in functional adult literacy centers. This revealed that, there is monitoring and evaluation program in FAL centers.

Besides, when the respondents were asked about the application time of monitoring and evaluation of the program in item "2" of the same (Table 7), the majorities 37(55.2%) of them responded that, monitoring and evaluation time was not clearly known. And some respondents

20(29.9%) reported that such practice was done twice per a months. From the same table of item 2 above, only 10(14.9%) trainees respondents replied that monitoring and evaluation were conducted once pere a month.

Therefore, from items 1 and 2, it is summarized that although there are monitoring and evaluation in FAL centers, according to the majorities of respondents, monitoring and evaluation time was not clearly known. This also shows that, monitoring and evaluation in West Harerghe Zone depends on the current condition of the nearby communities.

As illustrated on (Table 7) of item “3”, both sample groups were asked question “Do concerned Ministries actively participating on FALP working plan preparation?” Accordingly, the majorities of 11(68.8%) and 9(56.3%) of trainers and Woreda AEBTC members were respectively responded that there was no ministries participation on Functional Adult Literacy Program working plan preparation. On the same table of item “3” above 31.3% and 43.75% of facilitators and Woreda AEBTC members were respectively indicated some ministries participate in FAL program working plan preparation.

The chi square also show that there is no significantly difference between respondent groups at ($\alpha = 0.05$) where p value is 0.465 is above 0.05 (or the calculated value 0.533 is less than the critical table value 3.841. The total sample groups (62.5%) of respondents were approved that, conserved ministries were not actively participated on FALP working plan preparation. In line with this, the information gathered from interviewees indicated that, in West Harerghe Zone, out of concerned ministers, onle Education sectors actively participated on FALP working plan preparation in FAL centers

As depicted on the same table (Table 7) of item 4 above, respondents asked question “Is there a selection criterion for FAL center facilitators?.” Accordingly, the majorities 10(62.5%) and 12(75.0%) of facilitators and Woreda AEBTC members were respectively replied that “No”. On the other hand, 6(37.5%) and 4(25.0%) of facilitators and WAEBTC respondents respectively responded that, there was facilitators selection criteria for FAL program training. The chi square test also show that, there is no significant different between the two respondent groups with regard to facilitators selection criteria in FAL centers at ($p > 0.05$) with calculated X^2 value ($cv = 0.582 < 3.871$, $df = 1$ and $p = 0.446$).

Although some respondents were believed on the presence of facilitators selection criteria, the percentage value of total sample groups 22(68.8) approved that, in West Harerghe Zone, there is no clearly stated facilitators' selection criteria in FAL centers.

As illustrated on the table 7 above of item "5", the two respondent groups were asked questions whether the FAL centers organizational structure was clear and convenient or not. Accordingly, the majorities 11(68.8%) and 9(56.3%) of facilitators and Woerda AEBTC members were respectively said "No" and on the same item, 5(31.3%) of trainers and 7(43.8%) of Woreda AEBTC members said "yes". The chi square test also shows that, there was no any significant difference between the two groups responses at $\alpha = 0.05$. This is because, (the calculated value ($cv = 0.139$) is less than the critical/table value (3.871) or the p value 0.710 is greater than 0.05).

The information gathered from open ended and interview revealed that, even though the structures are extended up to the grass root levels, there is no clear and convenient organizational structures concerning FAL program in West Harerghe Zone because, still it is on the paper and not clearly implemented and changed in to practices. Zone and Woreda cabinet were train with regard to FAL program organizational structure but, still there is no change". There fore it needs more amendment.

With regard to item "6" of (Table 7), the two respondent groups were asked similar questions concerning Zone and woreda AEBTC meeting and discussion concerning FAL program in West Harerghe Zone. Accordingly, the majorities 13(81.3) of trainers and 11(68.8%) of Woreda AEBTC members were responded that, the discussion time was not clearly known. Only a significant number 3(18.8%) and 2(12.5%) of trainers and Woreda AEBTC members said that, there was discussion of FAL program once per a year. In addition, 3(18.8%) of Woreda AEBTC were replied that they discussed on the issues of FAL program at least once per a month. From document reveview it is possible to summarize that, Woreda and Zone AEBTC meating and discussion regarding to FAL program implementation was not clearly known. That is, there is no clearly stated discussion time.

The chi square test also shows that there was no any significant difference between the two groups responses at $\alpha=0.05$ where value of X^2 ($cv = 3.367$, $df = 2$, $p = 0.186 > 0.05$). This is because, the computed value 3.367 is less than the critical/table value $= 5.991$ or the p value

0.186 is above the significant level 0.05). This implies that, the two respondents responses were agreed on common discussion of Zone and Woreda AEBTC members.

Table 8. The Current Organization and Management Practices of FAL Centers.

No	Items	Respondents rating scale		x	sd	t-test	
		Trainees	Trainers & Woreda AEBTC			cv	P - value
		Mean	Mean				
1	Education sectors participation level	3.64	3.50	3.6	.936	.703	.484
2	Agriculture sectors participation level	3.01	2.97	3.0	1.02	.191	.849
3	Health sectors participation level	1.76	1.84	1.79	1.091	-.358	.727
4	Level of FALCs organizational structure	1.60	1.56	1.59	.796	.201	.841
5	Resource management ability in the FAL center	1.63	1.81	1.69	.829	-1.043	.300
6	Activity of need assessment before training	1.78	2.63	2.05	1.044	-3.581	.001
7	Level of trainees encouragement	2.24	3.59	2.68	1.086	-7.128	.000
8	Coordination level between different concerned bodies	1.79	1.78	1.79	.884	.051	.959

Where M = mean, sd = standard deviation and x = total mean value for the two respondent groups

As reported on items 1 and 2, of (Table 8), two respondent groups were asked to rate education sectors and agriculture sectors actively participation in the implementation FAL program in FAL centers. Accordingly, the average mean scores of items 1 and 2 of trainees (3.64, 3.01) were not significantly different from the mean scores of trainers and Woreda AEBTC (3.50, 2.97) respectively. This implies that, education office highly participate on FAL program implementation in FAL centers. The participation of agriculture sectors according to the above report was medium. The calculated t test value also show that there is no significant different between the average mean of trainees and the average mean of facilitators and Woreda AEBTC respondents regarding to education and agriculture sectors participation at $p > 0.05$

As illustrated from the (Table 8), of items “3”, “4”, “5”, “6” and “8”, the total mean value of the responses of the two respondent groups were 1.79, 1.83, 1.59, 1.69, 2.05 and 1.79 respectively. These average mean values indicate that, the participation of health sectors, organizational effectiveness and structure of FAL centers recourse management abilities, need assessment activities and different concerned bodies coordination levels to run FALP in FAL centers were low. Because, the average mean value for the above items were range from 1.50- 2.49. The t test value, also show that, with the exception of item “6” above, the responses of the two respondent groups on items “3”, “4”, “5”, “6” and “8” were not significant different at $p > 0.05$. With regard to item 6 above of activity of need assessment, there is significant difference between the mean score of trainees (1.78) and the mean score of trainers and WAEBTC respondent groups (2.63) at $p < 0.05$

According to data obtained from the interview and document analysis, even if AEBTC was established from grass root up to zone level, “there is no well organization structure regarding FAL program. As a result, in most FAL centers, there was lack of resource management abilities. Furthermore concerned sectors coordinations were low. On the process of FALP implementation, Health sectors participation was also low when compared with education and agriculture sectors. Therefore, assigning more qualified and more committed experts on the area from the grass root to zone level might solve those mentioned problems”. In addition, the researcher observes that, there are activities of need assessment before training in FAL centers. However, the extent of need assessment before training was varying from centers to centers in West Harerghe Zone.

Regarding to item 7 of (Table 8), the average mean value of facilitators and WAEBTC members on the level of trainees’ encouragement was (3.59) and the average mean value of trainees was (2.24). This implies that, trainees encouragement was “low”. On the contrary, the result of trainers and WAEBTC members revealed that, level of trainees encouragement was “high”. Therefore, the two respondent groups responses were contradict on the issue of trainees’ encouragement in FAL centers.

The t test value also indicate that there was significant difference between the two respondent groups with regard to level of trainees encouragement at ($p < 0.05$ where the calculated t value

7.128 is greater than the critical/table value 6.314 at $df = 1$ and p value 0.000 is less than the significant $\alpha = 0.05$)

This reveals that facilitators and WAEBTC members were not clearly understand the interest of trainees. They might deny to give clear information on the level of trainees' encouragement in FAL centers

To be success in organization and management of FAL program, continuous relationships of different line committee, organizational structure flexibility and accountability and documentation and reporting practices are very important issues. With regard to this, questionnaires were presented to trainers and Woreda AEBTC members and the collected data were summarized and interpreted as follows.

Table 9. Responses on Committee Relation ship and Documentation Practices

No	Items	Response options	Respondent Groups						X ²		
			Trainers		Woreda AEBTC		Total		cv	df	p-value
			f	%	f	%	f	%			
1	Level of Relationship among Different level of FAL Committee	L	7	43.7	6	37.5	13	40.6	0.130	1	.719
		VL	9	56.3	10	62.5	19	59.4			
2	Level of clearly identified authority, duties and responsibility of tasks	M	5	31.3	14	87.5	19	59.4	12.74	3	.005
		L	11	68.8	2	12.5	13	40.6			
3	Level of relationship and accountability in the managerial hierarchy	H	1	6.3	1	6.3	2	6.3	2.33	3	.506
		M	8	50	8	50	16	50			
		L	7	43.8	5	31.3	12	37.5			
		VL	0	0	2	12.5	2	6.3			
4	Documentation practice (Recording, Reporting etc) in the FAL centers	H	10	62.5	0	0	10	31.3	23.11	4	.000
		M	6	37.5	7	43.8	13	40.6			
		L	0	0	9	56.3	9	28.1			

- a. The mean score obtained from the data were interpreted as 0.05-1.49(very low), 1.50-2.49(low), 2.50-3.49(medium), 3.50-4.49(high) and above 4.50(very high) and Where VH = Very High, H = High, M- Medium, L- Low and VL = Very Low
- b. Significance difference if $p < 0.05$ (2-tailed) or the calculated value (cv) is greater than critical/table value.
The critical/table value is 3.841 for $df = 1$ 5.991 for $df = 2$ 7.815 for $df = 3$ and 9.488 $df = 4$

As indicated in items 1, and 3 of (Table 9), regarding to level of Relationship among Different level of FAL Committee and level of relationship and accountability in the managerial hierarchy, the majorities 19(59.4%) and 16(50%) of them were said that very low and medium respectively. On the same items (1 and 3) of table 9 above, 13(40.6%) and 12(37.5%) of them out of the total respondent groups were all together replied "low". On the other hand, on item "3" of the same (Table 9), a very significant number 2(6.3%) of the total respondent replied that, level of relationship and accountability of the managerial hierarchy "both as high and very low". The chi square tests of the two questions show that, there is no statistically any significant difference between the responses of the two respondent groups for (p value $0.719 > 0.05$ in item "1", and p value $0.506 > 0.05$ in item "3"). Therefore the extent of Woreda and Zone AEBTC and concerned bodies relationship is very low. It needs more work and amendment to be improved. On the other hand, the level of relationship and accountability in the managerial hierarchy in FAL centers was medium.

According to interviewees responses and open ended question results, there is different adult education committee starting from Kebele up to zone level. However, their participation on the area of FAL program was low. Therefore, awareness creation followed by continuous follow up is very important particularly for those concerned bodies from the grass root level up to zone level. This revealed that, there is no relation ship among different FAL committee to run the program effectively. On the other hand, there is a relation ship and accountability in the managerial hierarchy like (trainees, facilitators, coordinators and kebele managers etc in FAL centers. However, the extent of relationship is different from Woredas to Woredas.

4.2.2 Constraints of FALP Organization and Management in FAL centers

The major problems that currently encountered the organization and management of FAL program which offered in FAL centers are among the most important issues to be researched on the study area. Although there are so many factors which affect the organization and management of FAL program in West Harerghe Zone, the researcher delimit the scope of study to assess problems like: socio-economic, unskilled human resources, social resistance, institutional problems and less domestic political commitment to run FALP in West Harerghe Zone.

Thus, data were collected through questionnaires and interview from all groups of respondents. All groups of respondents were asked similar question with five point Likert Scale to test the major problems encountered the organization and management of FALP of the Zone in general FAL centers in particular. Open ended questions were presented to trainers and Woreda AEBTC members. Similarly, interview questions were also presented to Zone AEBTC interviewees concerning the major challenges of FALP offered in FAL centers. Accordingly, the major problems of functional adult literacy centers that affect the organization and management of FAL program were mentioned by the respondents. Finally, their responses were summarized and presented on the following tables 10 and 11.

Table 10. Respondents Responses on Challenge of FAL Program in FAL Centers.

No	Activities		Respondent groups				ANOVA		
			Trainees	Trainers	Woreda AEBTC	GM	F	df	P value
Socio-Economic									
1	Adequacy of government budget allocation	N	67	16	16	1.13	1.011	2	.369
		Mean	1.10	1.13	1.25				
		sd	.308	.342	.577				
2	Existence of health problem, to attend FAL program	N	67	16	16	3.90	23.017	2	.000
		Mean	4.21	3.38	3.13				
		sd	.616	.719	.806				
3	Lack of house hold labor to participating in FAL Centers	N	67	16	16	3.54	142.25	2	.000
		Mean	4.37	1.56	2.00				
		sd	.671	.727	.894				
Human Resource									
4	Facilitators lack sufficient experience to run FALP	N	67	16	16	4.51	0.560	2	.513
		Mean	4.55	4.38	4.44				
		sd	.610	.719	.814				
5	Facilitators commitment to provide skill knowledge to trainees	N	67	16	16	1.92	13.72	2	.000
		Mean	2.21	1.13	1.50				
		sd	.897	.342	.816				
6	High awareness due to effective Mgt. system in FAL centers	N	67	16	16	1.12	1.334	2	.296
		Mean	1.10	1.06	1.25				
		sd	.308	.250	.577				
Social Resistance									
7	Due to private resistance for the establishment of FAL training program	N	67	16	16	3.62	137.63	2	.000
		Mean	4.37	2.63	1.44				
		sd	.671	.885	.512				
8	There are people who fear FALP for their own religion	N	67	16	16	4.44	0.089	2	.915
		Mean	4.46	4.44	4.38				
		Sd	.745	.727	.806				
9	There is lack of willingness to send family members to the FAL centers	N	67	16	16	3.52	8.343	2	.000
		Mean	3.34	3.75	4.00				
		Sd	.664	.447	.632				
10	Existence of Under valuing functional adult literacy program	N	67	16	16	3.77	2.545	2	.089
		Mean	3.64	4.25	3.81				
		Sd	1.040	.683	.911				

c. The mean score obtained from the data were interpreted as 0.05-1.49(strongly disagree), 1.50-2.49(disagree), 2.50-3.49(undecided), 3.50-4.49(agree) and above 4.50(strongly agree)

Where M = mean, sa = standard deviation and GM = Grand Mean

As described in items 1 of table 10 above, the responses of the sample groups of trainees, facilitators and Woreda AEBTC show that, there was lack of budget allocation by concerned

government bodies (GM = 1.13). One way ANOVA result indicate that, the differences between sample groups is statistically not significant at $F(2, 96) = 1.011, p = 0.369 > 0.05$) on the adequacy of government budget allocation

This revealed that, concerned bodies under allocation of budget are one of the major factors socio economic factors of FALP implementation which hinders the over all activities of FAL centers.

As illustrated in items 2 and 3 of (Table 10), the responses of the sample groups of trainees, facilitators and Woreda AEBTC show that, some trainees' have health problem and lack of house hold labor to participate in FALP training since the grand mean values for two items (GM range from 3.54 to 3.90) indicate sample groups agreement. One way ANOVA test also show that there are significant different at ($F(2, 96) = 23.017, p = .000 < 0.05$ for item 2 and $F(2, 96) = 142.248, p = .000 < 0.05$ for item 3) on the existence of health problem and lack of house hold labor to attend FALP in FAL centers.

Post hoc comparisons using the Tukey HSD test indicate that, for items 2 and 3 above, the mean scores for trainees(4.24, 4.37) were significantly different than both facilitators (3.38, 1.56) and Woreda AEBTC (3.13, and 2.00). However, the mean score of facilitators for items 2 and 3 above were not significantly different than the mean scores of Woreda AEBTC members. This revealed that, in West Harerghe Zone, there were trainees' health problems and lack of house hold labor to participate in FAL centers. Therefore, these problems might arise due to lack of the activities of family planning. (Robert Ho, 2006)

As it is reported in items 2 and 3 of (Table 10), the responses of the sample groups of trainees, facilitators and Woreda AEBTC show that, facilitators lack sufficient experience to run FALP is identified as the major human resource factors that affect the organization and management of FALP in FAL centers (GM = 4.51). This value indicate strongly agree. One way anova test result indicate that, there is no statistically any significant different between responses score of the sample groups at ($F(2, 96) = 0.560, p = 0.573 > 0.05$).

This revealed that, most trainees strongly agree on facilitators' lack of sufficient experience. Similarly, facilitators them selves and WAEBTC also agree on facilitators' lack of sufficient

experience to give work based training in FAL centers. Thus, the training given to facilitators might not fill the skill gap so as to help trainees.

As indicated on items 5 and 6 of table 10 above, the responses of the three sample groups on facilitators commitment to provide necessary skills and knowledge to trainees and on high awareness of trainees due to effective management system in FAL centers were respectively disagree and strongly disagree for average mean values (1.92 and 1.12). one way ANOVA result indicate that, there is no significant different for item 6 at $F(2, 96) = 1.334, p = 269 > 0.05$ On the existence of high awareness of trainees due to effective management system in FAL centers.

Regarding to item 5 above the one way ANOVA result indicate that there is statistically any significant different between responses of of sample groups at $F(2, 96) = 13.72, p = 000 < 0.05$ on facilitators commitment to provide necessary skills and knowledge to trainees concerning this item, post hoc comparisons using Tukey HSD test indicate that, the mean score of facilitators ($M = 1.13$) is significantly different than the mean scores of trainees (2.21) and Woreda AEBTC (1.50). However, there is no mean different between trainees and Woreda AEBTC respondents.

This revealed that facilitators are not commuted to provide necessary skill and knowledge to trainees. In addition, as a result of in effective management system a in FAL centers, still trainees have no deep understanding about FAL program offered in FAL centers.

As illustrated on items 7 and 9 of table 10 above, the responses of the three respondent groups (GM rang from 3.52 to 3.62) on private resistance for establishment of FAL centers and lack of willingness to send family members in to FAL centers. These averages mean values indicate the three sample group's agreement. One way anova test result show that there is statistically any significant different between responses of the sample groups at $F(2, 96) = 137.63, p = 000 < 0.05$ for item 7 and $F(2, 96) = 8.343, p = 000 < 0.05$ for item 9)

Post hoc comparisons using Tukey HSD test also indicate that, the mean score of trainees on item 7 and 9 above (4.37, 3.34) are significantly different than the mean score of facilitators (2.63, 3.75) and Woreda AEBTC (1.44, 4.00) of the same items. Similarly the mean score of facilitators is significantly different from the mean score of Woreda AEBTC respondents for

item 7. However, the mean score of facilitators is not significantly different from the mean score of Woreda AEBTC respondents for item 9.

This revealed that, even though there is significant different between the responses of respondent groups, the average result and the open ended question, result indicate that, some families resist the establishment of FAL training centers. In addition, there is communities' lack of willingness to send their families into FAL centers. Therefore trainees might not clearly be aware of uses of FALP to their real life

As reported on items 8 and 10 of (Table 10), the average mean value (GM range from 3.77 to 4.44) for the three sample groups regarding people fear of FALP for their own religion and existence of under valuing functional adult literacy program. These average mean value also indicate respondent groups degree of agreement. The one way ANOVA also indicates that, there is no statistically any significant difference between responses of sample groups at $(F(2, 96) = 0.089, p = 0.915 > 0.05$ for items 8 and $F(2, 96) = 2.545, p = 0.84 > 0.05$ for item 10)

According to the obtained result and information gathered from open ended questions, it is approved that, there are trainees who fear for their religions to attend FALP in FAL centers. Besides, there is also a problem of under valuing FAL program in West Harerghe Zone. Therefore, AEBTC members, different concerned ministries, Woredas and Zond administrative bodies might not have a perceptive culture of discussion with local communities regarding to the uses of FALP.

Table 11. Rating Response on Institutional Problem and Domestic Political Commitment.

No	Items	responses	Mean Descriptive			ANOVA			
			Trainees	facilitators	W AEBTC	GM	F	Df	P value
1	Existence of the necessary facilities in FALCs	N	67	16	16	1.22	6.160	2	.003
		M	1.10	1.06	1.50				
		sd	.308	.250	.816				
2	The time set for the FAL program is convenient to the trainees	N	67	16	16	3.83	32.45	2	.000
		M	2.81	4.50	4.19				
		sd	0.821	0.73	1.28				
3	Transportation problem to manage the overall activities of the centers.	N	67	16	16	2.42	47.61	2	.000
		M	1.57	2.56	3.13				
		sd	.609	.512	.806				
4	Cite selection is not considering the resident of most trainees	N	67	16	16	1.80	2.995	2	.055
		M	1.78	2.06	1.56				
		sd	.573	.680	.512				
5	Existence of admission criteria and training time are flexibilities	N	67	16	16	4.46	0.943	2	.393
		M	4.37	4.63	4.38				
		sd	.671	.500	.806				
6	Existence of clear and participative training objective in FAL centers.	N	67	16	16	2.88	17.45	2	.000
		M	3.31	2.13	3.19				
		sd	.656	.957	.750				
7	Existence of clearly stated training policy and strategies in FAL centers	N	67	16	16	3.46	2.445	2	.092
		M	3.31	3.25	3.81				
		sd	.656	1.065	1.276				
8	Existence of considerable market for training product	N	67	16	16	3.05	51.88	2	.000
		M	3.10	1.75	4.31				
		sd	.721	.447	.873				

a. The mean score obtained from the data were interpreted as 0.05-1.49(strongly disagree), 1.50-2.49(disagree), 2.50-3.49(undecided), 3.50-4.49(agree) and above 4.50(strongly agree)

b. Where "F" = f distribution (Analysis of Variance, M = mean, sa = standard deviation and GM = Grand Mean

With regard to (Table 11), a one way ANOVA was employed to test the mean score difference of three respondent groups (trainees, trainers and WAEBTC) members. Therefore the mean score of the three respondent groups of item "1" on the existence of necessary facilities in FAL centers were respectively (1.10, 1.06 and 1.50). Although there was significant difference at $p < 0.05$ and

level of the three respondent groups ($F(2, 96) = 6.160, p = 0.003$), the average mean value of the three respondent groups ($GM = 1.22$) indicate “strongly disagreed” on existence of necessary facilities in FAL centers. In addition, Post hoc comparison using the Tukey HSD test indicate that, the mean scores for Woreda AEBTC ($M = 1.50, sd = 0.810$) was significantly different than facilitators ($M = 1.06, sd = 0.250$) and trainees ($M = 1.10, sd = 0.308$). However, the mean score of trainees was not significantly different than facilitators on existence of facilities in FAL centers ($6.610, p = 0.003$), the average mean score indicate that, the three respondent groups were strongly disagree on the existence of necessary facilities in FAL centers.

This reveals that, in West Harerghe Zone, there were no necessary facilities in FAL centers. Furthermore, the average mean value of similar item 6 on table 6 above, confirm this idea.

As reported on item 2 of (Table 11), there was significant difference on the response of the three respondents on the time set for FAL program convenience to trainees at $p < 0.05$ level of ($F(2,96) = 32.446, p = .000$). This implies that trainees have no idea on the time table convenience. Whereas, trainers and WAEBTC members indicate that, FAL center time table was convenient to trainees. In line with this, Post hoc comparison using the Tukey HSD test indicate that, the mean score for trainees ($M = 2.81, sd = 0.821$) was significantly different than both trainers ($M = 4.50$) and Woreda AEBTC ($M = 4.19$) respondents. However, the mean score of trainers was not significantly different than the mean score of Woreda AEBTC on functional adult literacy centers time table convenience for trainees.

The information gathered from interviewees were confirmed that, although some trainees are not involved on the time table decision, in all FAL centers, time table was prepared by the common discussion of most trainees. This reveals that, some trainees were not having clear information about the time table in FAL centers.

On item 3, of (Table 11), there is significant difference on the responses of the three group respondents concerning transportation problem to reach in FAL centers at $p < 0.05$ of ($f(2, 96) = 47.61, p = .000$). Post hoc comparison using the Tukey HSD test also indicate that, the mean score for trainees ($M = 1.57, sd = 0.680$) was significantly difference from both trainers ($M = 2.56$) and Woreda AEBTC ($M = 3.13$). However, the mean score of trainers was not significantly different than the mean score of Woreda AEBTC respondent with regard to FAL centers transportation problems .

This implies that trainees disagree on the transportation problems of FAL centers. But, both trainers and Woreda AEBTC members “undecided” with regard to FAL centers transportation problem. This reveals that, trainers and WAEBTC respondents have no clear information about FAL center transportation problems in West Harerghe Zone.

As indicated on the same table of item 4, there was no significant difference on the responses of the groups respondents concerning trainees interest consideration of training cite selection at $p > 0.05$ and ($F(2, 96) = 2.995, p = 0.055$). Post hoc comparison using the Tukey HSD test indicate that, the mean score of trainees ($M = 1.78, sd = 0.573$) was not significantly difference than both the trainers ($M = 2.06$) and Woreda AEBTC ($M = 1.56$) respondents. However, concerning site selection, trainers and Woreda AEBTC have different significant ideas as their mean scores were ($M = 2.06$) and ($M = 1.56$) respectively. Although there was slight difference between trainers and WAEBTC respondents, FALP site selection in West Harerghe Zone was based on the need and considering the interest of trainees.

As indicated on the (Table 11) of items 5 and 7, there were not significant different on existence of flexibilities in admission criteria and existence of clearly stated training policy and strategy on FAL centers at p value $0.392 > 0.05$ and p value $0.092 > 0.05$ respectively.

Post hoc comparison using the Tukey HSD test indicate that, in items 5 and 7 of table 11 above, the mean score to trainees (4.37 and 3.31) respectively were not significantly different than trainers (4.63 and 3.25) and Woreda AEBTC (4.38 and 3.81) respectively. Further more on the same items (5 and 7), the mean score of Facilitators ($4.63, 3.25$) were not significantly different than Woreda AEBTC ($4.38, 3.81$) with regard to the existence of flexibility in admission criteria and existence of clearly identified policy and strategy. This reveals that, the average mean value of the three respondent groups were more than agree on the existence of admission criteria flexibility. Although WAEBTC respondents were agree on the existence of clearly stated training policy and strategies of FAL program in FAL centers, trinees and trainers were not decided their idea on this item. From this one can concluded that, training policy and strategy may not clearly described and stated up to the grass root level.

As reported on items 6 and 8 of (Table 11), there were significant difference on the responses of trainer respondents concerning the existence of clear objective of FALP in FAL centers and existence of considerable market for training product at $p < 0.05$ and $(F(2, 96) = 17.432, p = .000$ for item 6) and $F(2,96) = 51.88, p = 0.000$ for item 8) respectively.

Post hoc comparison using the Tukey HSD test indicate that, the mean score of trainers for items 6 and 8 ($M = 2.13, 1.75$) were significantly different than both trainees ($3.31, 3.10$) and Woreda AEBTC ($3.19, 4.31$) respectively. Although there was no significant concerning existence of objective in FAL centers, trainees and WAEBTC respondents have also different idea on the consideration of market for training product in West Harergerhe Zone.

This reveals that, trainees and WAEBTC respondents were undecided on the existence of clear objective in FAL centers. Whereas, trainers disagreed. With regard to existence of market for training product, trainees and trainers were undecided and disagreed respectively. On the contrary, WAEBTC believed that, there was market for FAL program training product in West Harergerhe Zone. All have different information on market availability of training product. However the information gathered from interview revealed that, there were objective policy and strategies to run FALP in FAL centers. However, its implementation is less. Regarding to market availability for training product still there is no clear information. It better to say that 'it is not clearly known'

4.2.3 The Stakeholders Contribution on FALP Organization and Management

With regard to stakeholders participation, most of functional adult literacy program which offered in FAL centers were established by the support of different stakeholders which includes government, non government, communities as well as private sectors are among the known.

Therefore, the next two tables (Table 12 and 13) summarized Issues related to Government and Non Government Organization Contribution on FAL program Implementation and different stakeholders' contribution on Functional Adult literacy Program

Independent sample t test was employed to test for significant different and similarities that may exist in between mean of trainees groups and trainers and WAEBTC groups as shown on table bellow

Table. 12. Issues of Government and NGOs Contribution on FALP Implementation.

No	Items	Respondents rating scale		x	sd	t-test	
		Trainees	Trainers & Woreda AEBTC			cv	P value
		M	M				
Government Contribution							
1	Level of capacity building	2.3	2.39	2.49	1.207	-2.400	.108
2	Extent of facilitators encouragement	1.39	1.81	1.53	1.024	-1.957	.053
3	Extent of community understanding on the broader vision of FALP.	2.37	2.31	2.35	1.189	.236	.814
(NGOs) Contribution							
4	Existence of budget and logistic allocation to run FALP	1.38	1.19	1.18	.502	-.077	.939
5	NGOs Involvement to support the training program in FAL centers	1.39	1.19	1.32	.603	1.856	.122
C. Community & private sectors							
6	Existence of positive attitude towards FALP in FAL centers	3.27	2.23	2.96	1.039	4.094	.000
7	Trainees involvement to strengthening the capacity of FAL centers	1.96	1.84	1.92	.877	.533	.596
8	Existence of community participation on program planning, monitoring and evaluation	2.32	2.91	2.51	1.215	-2.320	.022
9	Level of trainees participation on program adjustment	2.00	2.91	2.29	1.100	-3.419	.001
10	Ministries interest on funding the training offered in FAL centers	2.33	1.75	2.14	.833	3.400	.001
11	Private sectors participation on investing their labor and money to strengthen FAL centers	3.81	2.59	3.41	.990	8.456	.000

Significance difference if $p < 0.05$ (2-tailed) or the calculated value (cv) is greater than critical/table value. The calculated/table value is 6.314 for $df=1$ 2.920 for $df=2$

As reported from items (1, 2 and 3), of (Table 12), the mean value of the responses of two respondent groups for each items are found in (the range of 1.53-2.49). This figure represents low rating scale. This indicate that, in West Harerghe Zone government bodies contribution on capacity building, facilitators encouraging and effectiveness of creating community understanding and awareness on a broader vision of FAL program were low in West Harerghe Zone. The report obtained from these items were contradict with the research result of

Engidayeh(2010). According to his finding, government contribution on trainers/facilitator encouragement was high in Amahara Regional State.

The t test also show that, there were no statistically any significant different at $p > 0.05$ and the calculated t value (cv = 2.40, $p = 0.108$ for item 1, cv = 1.957, $p = 0.053$ for item 2 and cv = 0.236, $p = 0.814$ for item 3). Thus, low contribution of government bodies on capacity building, trainers encouragement and community awareness creation might be due to lack of budget and low coordination of stakeholders.

With regard to NGOs contribution of items 4 and 5 above, the two groups (trainees and trainers & Woreda AEBTC) respondents were asked to level NGOs contribution in budget allocation and logistic supply and its overall activities in functional adult literacy centers.

Accordingly the report indicate that the respondent average mean value for items 4 and 5 was (range from 1.18-1.32) which is very low. This reveals that NGOs contribution in allocating budget and logistic and its level of involvement to supporting the training program in FAL centers was very low in West Harerghe Zone.

The t test also shows that, there was no statistically any significant different between the two respondent groups at $p > 0.05$ where the calculated t value for item 4 and item 5 (cv = 0.077 and cv = 1.856) respectively less than the critical/table value (2.920) at $df = 2$ and the p value 0.077 and 0.939 were respectively greater than the significant alpha $\alpha = 0.05$.

The review literature (MOE, 1999) indicate that, in Ethiopia, in most pastoral area of Oromia and other region, NGOs support the FAL centers in organizing and sponsoring workshops. In addition, according to (Anthony, 2006), Action Aid participate in 40 countries with allocating budget and logistic for FAL program implementation. Therefore the results obtained from respondent report contradict with their review literature. This variation might be raise due to lack of NGOs site on the area.

As reported on items 6, 8, 9, 10 and 11 of (Table 12), there was significant difference between the mean average of trainees respondents and facilitators and WAEBTC respondents. The mean averages of trainees for the above items were 3.27, 2.32, 2.00, 2.33 and 3.81. Whereas, the mean average of facilitators and WAEBTC respondent for the same items were 2.23, 2.91, 2.91, 2.14 and 2.59 respectively. The trainees respondents for items 6, 8, 9, 10, and 11, were (medium, low,

low, low and high) respectively and the trainers and WAEBTC respondents for the same items were (low, medium, medium, low and medium) respectively. This implies that for the trainees respondents, positive attitude towards FALP in FAL centers is medium, level of trainees participation on program adjustment, community participation on program planning, monitoring and evaluation and ministries interest on funding the training offered in FAL centers were low. On the contrary, high private sectors participation on investing their labor and money to strengthen FAL centers. With regard to trainers and WAEBTC respondents, community and private sectors attitude toward FALP and ministries interest on funding the training program in FAL centers were low. On the other hand, community participation on program planning, monitoring and evaluation, trainees' participation on program adjustment and private participation on investing their labor and money to strengthen FAL program were medium.

The chi square test also shows that there was significant difference between the two groups' respondents for all items (6, 8, 9, 10 and 11) at ($p < 0.05$). Besides, the information gathered from the interview question stated that, although it is different from center to centers, community have positive attitude towards FALP in FAL centers. But still there is no communities and trainees participation on program adjustment, program planning, monitoring and evaluation at all. Furthermore, ministries interest on funding the training offered in FAL centers is low. On the other hand some private sector participation is interesting particularly on sustainability and economic problems of FAL centers.

With regard to item 7 of the same table, the average mean value for the responses of trainees and facilitators and Woreda AEBTC involvement to strengthening the capacity of FAL centers range from 1.50-2.49. This result implies low involvement. The chi square test also shows that, there was no significant different between the two respondent groups at $p > 0.05$ where the calculated X^2 value ($cv = 0.533$ $df = 1$ $p = 0.596$)

This reveals that in West Harerghe Zone, Trainees encouragement and involvement to strengthening the capacity of FAL centers and giving comment on the lesson provided were low. This might be due to low commitment of facilitators to aware the community. Therefore; it needs amendment and further improvement.

In addition to government and non government organization contribution on FAL program implementation, stakeholders' contributions are also the major concern for FAL program

attainment of UNESCO Millennium Development Goals (MDGs). With regard to this questionnaires were presented to trainers and Woreda AEBTC members and the collected data were summarized under the following table (table 13). Furthermore, the chi square test was employed whether there exist an association between the responses of the two respondent groups or not

Table 13 Rating Responses of Stakeholders' Contribution on FALP.

No.	Items	Respondent Groups						X ²			
		facilitators		Woreda AEBTC		Total		cv	df	p-value	
		f	%	f	%	f	%				
1	Government commitment of creating linkage between different sectors	VH	0	0	6	37.5	6	18.8	9.853	3	.020
		H	10	62.5	9	56.3	19	59.4			
		M	4	25	1	6.3	5	15.6			
		L	2	12.5	0	0	2	6.3			
2	Existences of evaluation materials based on standard and outcomes	M	1	6.3	3	18.8	4	12.5	1.200	2	.549
		L	4	25	4	15	8	25			
		VL	11	68.8	9	56.3	20	62.5			
3	Government interest of concerned sectors follow up	M	5	31.3	7	43.8	12	37.5	.533	1	.465
		L	11	68.8	9	56.3	20	62.5			
		VL									
4	NGOs commitment to sponsoring Facilitators on different workshops	L	4	25.0	2	12.5	6	18.8	.821	1	.365
		VL	12	75.0	14	87.5	26	81.3			
5	Private Sectors evolvment in the application process of Master Plan	L	4	25	2	12.5	6	18.8	.821	1	.365
		VL	12	75	14	87.5	26	81.3			

Significance difference if $p < 0.05$ (2-tailed) or the calculated value (cv) is greater than critical/table value. The critical/table value is 3.841 for $df = 1$ 5.991 for $df = 2$ and 7.815 for $df = 3$

As illustrated on the item "1" of (Table 13), the two respondent groups were asked the extent of government commitment on creating linkage among different concerned sectors to run FAL program effectively. Accordingly, the majorities 10(62.5) and 9(56.3%) of trainees and Woreda AEBTC respondents were replayed that there was high government commitment on this area. On the same table of item 1 above, 6(37.5%) of Woreda AEBTC respondents reported that there was very high government commitment to create linkage among different sectors. On the other hand,

from the same table of item “1”, 4(25%) of trainers respondents were replied that government commitment to create linkage among different sectors was medium.

This reveals that, although the majorities of the two respondent groups’ responses on the government commitment of creating linkage among different sectors was high, still there is a variation of responses between trainers and Woreda AEBTC members. For instance, according to 2(12.5%) of trainers respondents, government commitment of creating linkage among different sectors was low.

This reveals that, the high in variation (distribution) of the responses of the two group respondents may be due to different concept of and understanding of respondent regarding to government commitment on the area.

The chi square test show that, there is significant different between trainers and woreda AEBTC members at $p < 0.05$. Where the calculated X^2 value ($cv = 9.853$, $df = 3$, $p = 0.020$).

Besides, the information gathered from interview indicate that, Woreda and Zone AEBTC and different sectors cabinates are ready to create linkage between their staff members and other sectors staff members to run FALP in the zone. This reveals that, in West Harerghe Zone, government commitment on creating linkage between different sectors was high.

As depicted on the item “2” and 3 of (Table 13), both respondent groups were asked question concerning the existence of evaluation materials based on the quality standard and government interest of concerned sectors follow up. Accordingly, out of the total respondents for items 2 and 3, the majorities 20(65.5%) and 23(71.8%) of them replied “very low and low” respectively. This implies that, evaluation materials were not exist based on quality standard and West Harerghe administrative bodies are not interested to follow concerned sectors activities on FALP.

The chi-square test shows that there was no statistically any significance different between the responses of trainers and WAEBTC respondents at $p > 0.05$ and the calculated value ($cv = 1.200$, $p = 0.549$ for item 2 and $cv = 0.533$, $p = 0.465$ for item 3).

This reveals that levels of functional adult literacy program evaluation materials based on its standard and its outcome was very low in West Harerghe Zone.

As illustrated on the same table of items “4” and 5 above, the two respondent groups were asked questions on NGOs commitment to sponsoring facilitators on different workshops and private Sectors involvement in the application process of Master Plan. Accordingly out of the total respondent groups, the majorities 30(93.7%) and 26(81.3%) for items 4 and 5 were respectively responded “low very”. This implies that, both NGOs commitment to sponsoring facilitators on different workshops and private Sectors involvement in the application process of Master Plan in the implementation of FALP were very low in West Harerghe Zone.

The chi-square test also shows that there were no statistically any significant different difference between the responses of the two respondent groups for (p value $0.365 > 0.05$ in item “4”, and p value $0.363 > 0.05$ in item 5) respectively. This implies that there were no variations of responses of respondent groups on the above table 13 items (4 and 5)

This reveals that, both the NGOs commitment to sponsoring facilitators on different area related workshop and private sector involvement on the application process of master plan were very low to improve FAL program implementation in West Harerghe Zone.

The information gathered from interview and open ended questions were confirmed this as follows:

“Although different attempted have been made by the government zone and woreda Education offices interests to follow up the activity of other sectors was very low. With regard to NGOs, there is no commitment at all to sponsoring facilitators on different workshops. NGOs participation was very low instead it participate more to satisfy the interest of people who have power on the area. Similarly there were no private sectors in West Hareghe Zone who actively evolved in the application process of Master Plan”.

CHAPTER FIVE

5 Summary Conclusion and Recommendation

This chapter deals with the summary of the findings, conclusion and alternative solutions recommended that assumed to possibly alleviate the problems encountered in the course of organization and management of Functional adult literacy program in west Harerghe Zone

To this end, the specific objectives set for the study were to:-

1. Assess the current status and practice of functional adult literacy program (in terms of, provision, management and organization) in selected Woredas of the Zone?
2. Identify the major factors affecting the organization and management of FAL program in selected woredas of West Harerge Zone of Oromia.
3. Identify the major contributions played by concerned government, NGOs and UNESCO Millennium Development Goals (MDGs) in implementing of FAL.

In the course of addressing this objective, the following basic research questions were employed

1. How does functional adult literacy program looks like (in terms of provision, management and organization) in selected Woredas of the Zone?
2. What are the major factors which affect the organization and management of FAL program in the Zone?
3. What major contributions are played by concerned government, NGOs and UNESCO Millennium Development Goals (MDGs) in implementing of FAL?

In the course of answering these questions descriptive survey method was employed. To this effect, questionnaires, interviews observation checklist were utilized as an instrument during data collection

To infer the results from a total of 99 respondents (67 trainees, 16 facilitators(trainers and coordinators), 16 Worwda AEBTC and 7 Zone AEBTC members) were considered enough to furnish relevant data for the study. Accordingly, these informants were participated and provided dependable data. Furthermore, to anilized the data, statistical tools such as frequency, percentage mean value; independent sample t-test chi-square test and analysis of variance (ANOVA) were employed.

5.1 Summary of Major Finding

a. The Current Status of FAL Program in the Zone

1. The finding of table 3 show that the working interest of most sample groups have medium and above on their current FAL program position. And some facilitators have low interest. In line with this, the information gathered from interview questions indicate that, trainers' interest decreases from time to time because of work over lapping, lack of clear organizational structure and lack of training for facilitators. With regard to program provision and delivery system in general and on the job training in particular. The findings also indicate that, the majorities 68.8% of the respondents were trained on the job training which related to their current position. Although most respondents were taking on the job training, the majorities 71.9% of them confirmed that, the received training was not enough to perform the role of facilitating and working as a committee member effectively. The interview reports indicate that, even those who received continuous training were not satisfied. Still they need additional training. Although there are different idea between trainers and Woreda AEBTC members, with regard to training material provision out of the total respondents' the findings indicate that, 34.4% of the respondents approved the absence of training material provision. The findings of background information indicate that most facilitators are teachers not recruited from community.
2. The findings of table 4 also indicate that, FAL program contents and its mode of delivery system in training centers recognized the needs of the majorities (89.6%) of trainees and the nearby communities. For instance, averagely, 61.7% of the sample group respondents have very high interest to attend all the content delivered in FAL centers.
3. The findings of table 5 also show that, 91.9% of the total respondents groups were confirmed that, trainers recruited/hired in FAL centers without any payment. Furthermore, FAL program training which offered in FAL centers were not sufficient to acquire the intended skill and knowledge. Because, FAL center delivery system is not constant and does not have its own time bound. That is, it depends. According to the majorities 60,6% of trainees respondents, training in FAL centers depend on the trainees and the nearby communities current condition.

4. The finding of table 6 and the information gathered from the interviewees' indicate that, in kebele, there are community assembling, common discussions on FAL program and on the other agenda per a month in FAL centers. Hence, trainees have opportunity of criticizing the program delivery system. However from FAL centers observation and checklist, the researcher approved that, facilitators use formal class room teaching materials in order to give FALP training in FAL centers. Therefore, most teaching materials which used by facilitators are not depend on the content delivered in FAL centers. On the same table, the finding indicate that, most facilitators lack to participating trainees, there is no training manuals which prepared by facilitators, lack of facilities in FAL centers to run the program, lack of raw material were major findings in FAL centers. Besides the ability of FAL centers to generate their own income was not clearly identified.

b. FAL Program Organization and Management Function

5. One of the function of organization and management of FAL program offered in FAL centers was continuous monitoring and evaluation. With regard to this, the finding of table 7 indicate that the majorities 70.1% of the trainees sample groups confirmed that there was monitoring and evaluation of the training program offered in FAL centers. In addition 29.9% of trainees' respondents were replied that monitoring and evaluation of FAL program in FAL centers conducted twice per a month. According to 55.2% of trainees, monitoring and evaluation time is not clearly known. The finding result of 14.9% of trainees were responded that, monitoring and evaluation conducted monthly. Although trainees' respondents have different idea on monitoring and evaluation round, the information gathered from interview confirm that, monitoring and evaluation of FAL program which offered in FAL centers was not clearly known. From the data, the finding indicate that, 62.5% of both respondent groups (trainers and Woreda AEBTC) were confirmed that, there was no concerned ministries participation on FAL program working plan preparation. On the contrary, only(37.5%) of the respondent groups were believed on the actively participation of concerned ministries on FAL program working plan preparation. The information gathered from interview approved that, in West Harerghe Zone, only education sectors were actively participated on FAL program working plan preparation. Furthermore, according to 68.8% out of the total sample groups of trainers and Woreda AEBTC

respondents, there is a criterion of facilitators. However, only 31.3% replied that still there are no facilitators selecting criteria. Although some respondents were believed on the presence of facilitators selection criteria, the percentage value of total sample groups 22(68.8) approved that, is no clearly stated facilitators' selection criteria in FAL centers.

6. According to 65.6% of the total sample groups of (trainers and Woreda AEBTC) respondents; FAL organizational structure is not clear and convenient for work. Only 34.4% of the total respondent groups were said that, FAL centers organizational structure is clear and convenient for works. The findings obtained from open ended and interview questionnaires indicate that, there are no clear and convenient organizational structures in FAL centers to run FAL program. A clear and convenient organizational structure of FAL program is found only up to woreda level. Because of low organizational structure, 75.0% of respondents indicated that, Zone and Woreda AEBTC meeting to deal about FAL program offered in FAL centers was not clearly known.
7. According to the findings of table 8 education sectors were highly participated in FALP implementation. Agriculture sectors participation is medium in order to run FAL program in FAL centers. However, health sectors activity was low to running the current FAL program offered in FAL centers as compared to others sectors. Besides the mean average value of items 6, 7 and 9 of table 8 above was range from 1.50-2.49. The findings of these items respectively indicate that resource management abilities and different stakeholders and concerned bodies activities and coordination to run FAL program in FAL centers were low. Although the two respondent groups (trainees and trainers & Woreda AEBTC) have different idea on FAL program need assessment before training, from document analysis, the information gathered from FAL centers indicate that, there is need assessment before training. However, the way of data gathering program planning and need assessment activities were different from Woreda to Woredas.
8. The finding table 9 revealed that, different committee was established to run FAL program from the grass root up to Zone level, to run FAL program effectively. However, their level of relationship according to 59.4% and 40.6% of respondents were very low and low respectively. The information gathered from open ended questionnaires also confirmed the above idea. However the sample groups' level of relationship and accountability in the managerial hierarchy was medium to run FAL program from Woreda to FAL centers. From

the findings of (50%) of trainer' respondents, documentation practices (recording reporting etc) of FAL program offered in functional adult literacy centers were very high in West Harerghe Zone. However, 50% of Woreda AEBTC respondents replied that, there are low documentation (recording reporting etc) practices of FALP implementation in FAL centers. From the total value 28.1% of the two group respondents and from document analysis result, there is documentation (recording reporting etc) practices of FALP in most Woreda of the Zone.

c. Constraints of FALP Organization and Management in FAL centers

9. With regard to socio economic factors that affect the organization and management of FAL program of table 10, the aggregate mean value of the three respondent groups (trainees, Facilitators' and Woreda AEBTC) on adequacy of government budget allocation was 1.13 which is far below 3.00 averages. This designate lack of government budget allocation to run FAL program in FAL centers. Regarding the socio economic factors like family health and house hold labor, it was found that, there was family health problem and lack of house hold labor in West Harerghe Zone to send their family in to FAL centers. The result of the study indicated that, all respondents of the study explained that facilitators are not committed to provide skill and knowledge to trainees and they also lack sufficient experience to run FAL program. Besides, the study as well revealed that, due to less effectiveness of management system in FAL centers, communities were not awarded toward FALP offered in FAL centers.

According to the results from open ended, close ended and interview results social resistance was a major challenge in FAL program training centers caused by private resistance to establishing FAL centers, fear for their religions, lack of willingness to send their families in to training centers and existence of under valuing of FALP offered in FAL centers

10. As data indicate on table 11, the mean score of three respondent groups (trainees, Facilitators' and Woreda AEBTC) on the existence of facilities in FAL centers were respectively 1.10, 1.06 and 1.50. This designates that; strongly disagree with the existence of facilities to run FALP in FAL centers. To prepare the most appropriate time table to conduct literacy classes is one of the challenging factors, particularly in areas where the

majority of the population is engaged upon agricultural activities. Accordingly, the information gathered from trainees' respondents indicate that, they have no any idea on the convenience of time table. However the information gathered from trainers, WAEBTC respondents and interviewees indicate that, FALP training time table preparation is based on the common discussion and needs of trainees. This reveals that some trainees either have no any information on time table preparation or not volunteer to discuss on the issue.

With regard to transportation problem, there were different idea between trainees and facilitators and woreda AEBTC respondents. Although the trainees respondents were disagree and facilitators and Woreda AEBTC respondents were not decided on FAL centers transportation problem, the result obtained from observation and checklist shows that, places for the provision of the FAL program were convenient and didn't have transportation problem. Besides, FAL centers located in sites where that aren't far away from the residence of the majority of the population and the nearby Woreda.

11. Moreover, on the same table, according to the average mean values of trainees, Facilitators and Woreda AEBTC respondents were 4.37, 4.63 and 4.38 respectively on flexible admission criteria of FAL centers. From this findings revealed that, in West Harerghe Zone, there are flexible admission criteria for trainees in order to run the program of FAL in training centers. With regard to existence of clear and participative training objective to run FAL centers, trainees and Woreda AEBTC respondents were undecided their idea where their (mean range 2.50- 3.49). Whereas, the average mean value (2.13) facilitators' respondents indicate that, they were disagreed on the existence of clear and participative training objective to run FAL centers. However, the information gathered from open ended, interviews, document analysis and observation checklist confirmed that there were clear and participative training policies, objective and strategies on the paper to run FAL centers. Particularly in West Harerghe Zone still it is not implemented according to the government policies.

With regard to considerable market for training product, the average mean value of the three respondent groups (trainees, trainers and Woreda AEBTC) were respectively (3.10, 2.75 and 3.31). These values range from 2.50- 3.49. Therefore, all the sample respondents were not decided on the existence of considerable market for FALP training product in FAL centers.

d. The Stakeholders Contribution on FALP Organization and Management

The average mean values for three consecutive items on table 12 range from 1.50- .49. This finding of the study indicates that, government contribution on capacity building, facilitators encouraging and on community awareness creating on the broader vision of FALP were respectively low in West Harerghe Zone. With regard to non government organization contribution, the average mean values of the two respondent groups (trainers and facilitator & Woreda AEBTC) both for items 4 and 5 were (1.19). This finding indicates that, the extent of NGOs contribution on budget and logistic allocation and the overall contribution to run FALP program were very low in West Harerghe Zone. There is no any support particularly from non government organization to run FALP offered in FAL centers. The findings on table 12 also indicate that the average mean value three consecutive items were 1.84, 2.29 and 2.14 respectively, these revealed that, level of trainees participation on program planning and monitoring, program adjustment and ministries interest on funding the training offered in FAL centers were low. However, some private sector participation is interesting particularly on sustainability and economic problems of FAL centers.

12. The findings on table 13 of three consecutive items and the information gathered from interviews revealed that, government is highly committed in creating linkage between different sectors. However, existence of evaluation materials based on quality standard and outcomes and government interest on follow up of concerned sectors activities in FAL centers were low in west Harerghe administrative zone. On the other hand, according to (93.7%) of the total sample groups, there was no NGOs commitment to sponsoring facilitators on job related workshop. Furthermore, from the result of (81.3%) of the total sample groups, the findings indicate that, there was no private sectors involvement in the application process of master plan in West Harerghe Zone.

5.2 Conclusions

The study was intended to assess organization and management of FAL program that were raised in the basic questions such as current states of FALP in terms of provision, organization and management, major factors affecting FALP organization and management, stakeholders contribution on FALP implementation and Therefore, pertaining to the end result deduced from the study, the following conclusions were drawn.

1. From finding it is possible to conclude that, both facilitators and Woreda AEBTC members have interest to work on their current position but, they are not satisfied on training given. Furthermore, trainees were much interested to the types of content delivered and its mode of delivery system. However, without training materials and committed facilitator, it is not possible to acquire the intended skill and knowledge.
2. All analytical comparisons have proved that, trainees are not selected by their own request. On the other hand, there were monitoring and evaluation of FAL program training and FALP training centers selection criteria. But, the time is not clearly known. Although Woreda AEBTC and Woreda cabinet were trained continuously, on FALP organization and management still they didn't establish clear and convenient organizational structure in FAL centers. Because, after training both Woreda and Zone AEBTC members have no program of discussion on FALP organizational structure in general and about FAL center in particular. As a result, in West Harerghe Administrative Zone, there were low resource management abilities and lack of stakeholders and concerned bodies coordination to run FALP in FAL centers. However, there were documentation (recording, registration reporting etc) practices from the grass root (FAL centers) up to Zone Education office.
3. Concerning socio economic factors affecting the organization and management of FAL program, the study confirmed that, budget was not allocated by government bodies to run the program in FAL centers. Furthermore, most trainees have health problems and lack of household labor to send their families in to FAL centers. To solve such problems, facilitators' lacks experience and commitment. In addition, there was no effective management system which aware communities about FAL centers. With regard to social resistance, the study disclosed also that there were people who resist the establishment of FAL centers due to their

religions. In addition, there was lack of willingness to send family members in to FAL centers and under valuing FAL program offered in FAL centers.

4. Regarding to institutional problems, the study revealed that, there were no necessary facilities in FAL centers to run the program effectively. However, the training time table was need based and convenient to trainees. With the exception of the two Woredas, all training centers Were convenient and have no transportation problem. In addition, in West Harerghe Administrative Zone, there were clear objective, policy and strategies of FALP organization and management. However, it was not clearly defined according to the current situation of the nearby communities.
5. In Uganda, India and some Regions of Ethiopia stakeholders' contribution, on FAL program organization and management were high. However, in West Harerghe Zone government, non government, communities and private sectors contribution on: FAL program capacity building; facilitators encouragement; budget and logistic support; and on sponsoring facilitators on job related workshop were found to be low.
6. Although, government bodies were committed to create linkage between different sectors, there were no FALP evaluation materials based on quality standard and outcomes. In addition, ministries interest on funding the training program and private sectors involvement in the application process of master plan were found to be low in west Harerghe administrative zone.

5.3. Recommendations

The main objective of Functional Adult Literacy Program offered in FAL centers were to train adults and young people in different basic skills for self employment either privately or cooperatively as well as to assist traditional crafts people to promote their skill and raise their living standards and to enable the Functional Adult Literacy Program trainees in the use of skills for livelihoods so as to make competent participants in the development activities of their respective localities. Thus, based on the findings and conclusion drawn the following recommendation are forwarded to be used by practitioners and decision makers in order to minimize problems encountered FALP organization and management in West Harerghe Zone.

1. To bring sustainable literate environment and labor force for our rural-based economy, continuous work based training and motivation for workers should be seen (by all concerned stakeholders) as mutually reinforcing partners, to run FALP offered in FAL centers. Hence, the situation of on the job training should be calls for due attention and needs appropriate mechanisms to increases workers interest and confidence on their current position to run FAL program in FAL centers.
2. In order to satisfied the needs of FAL centers regarding to material provision, Zone AEBTC, in collaboration with the Woreda AEBTC, should issue clear and specific guidelines as to how consistent, region, community and program-specific curricula materials that can also ensure quality and standard be developed and made available in reasonable quantity at all FAL centers for use by facilitators and trainees.
3. So as to solve problems of facilitators recruitment and training time fluctuation, intensive efforts have to be made by Zone and Woreda concerned bodies to change the attitude of teachers by giving continuous training and motivating with certificate, allowance etc. based on their level of participation and outcomes. Besides, communities should be awarded so as to have their own constant time bound in the training program.
4. With regard to trainees' selection, monitoring and evaluation, working plan preparation, certain mechanisms have to be developed by woreda committee board, FAL center facilitators and Kebele concerned bodies in order to arise the interest of trainees toward FALP offered in FAL centers. Furthermore, all concerned sectors must be awarded clearly on the agendas of FALP and in its implementation and have to be actively participated in

order to make FAL working plan more relevant and content base. To make selection criteria clear to trainees and the nearby communities, intensive efforts have to be made by Zone and woreda AEBTC and facilitators to establish sustainable discussions with trainees and the nearby communities in order to increase their confidence and responsibility and sense of ownershipness.

5. From the finding of questionnaires and interview, the result of the study concluded that, in FAL centers there were no clear and convenient organizational structure to run the program effectively. Hence, measures should be taken to bring convenient and democrat organizational structure of FAL centers. Some of the measures to be taken may have to include: to plan and set targets of the program with the real participation of the community, to assign more experienced and commuted FAL organizers' so as to bring a clear and participative media of FAL centers activities and mechanisms to make FALP facilitators permanent employees should be sought or their future employability should be guaranteed so that they can develop confidence to stay at the training centers and feel responsible for overall organizational structure of FAL centers.
6. The study revealed that, there were also a training need assessment and documentation (recording, registration reporting etc) practices from the grass root (FAL centers) up to Zone Education office. But the way it assessed and documented were different from centers to centers. It is therefore, recommended that all Zone and Woreda concerned bodies, should issue clear and specific guidelines as to how consistent, need assessment and documentation practices can also ensure quality and standard be improved at all the FAL centers. In addition, efforts have to be made by education office to assign qualified experts from Zone up to FAL centers in order to arrange planned and purposeful relationships among AEBTC members and control the overall activities of FALP offered in FAL centers
7. The study revealed that there were many factors that affect organization, and management of FALP offered in FAL centers. For instance, socio economic problem, problem related to social resistance, lack of human resource, institutional problems and lack of domestic political commitment. In order to solve these problems, it is therefore recommended that a means of income generating have to be devised by Zone and Woreda

AEBTC together with NGOs, private sectors and the nearby communities of FAL centers; awareness creation work have to be made on health extension and family planning program for trainees and local communities; Woreda cabinets and line ministries have to be rendered to search a solution by studying the issue thoroughly and design a program for motivating trainees in the centers. In addition, so as to solve human resource problems, mechanisms have to be devised to train the practitioners Zone and Woreda AEBTC improve performance and to achieve good results in the centers through providing continuous capacity building on planning, implementations, monitoring and evaluation through organized training venue, in the form of frequent workshops and seminars to the facilitators so as to create a fertile condition for the centers as well as to promote the current managerial practices of the training centers.

8. With regard to stakeholders' contribution, efforts have not made by government and non government bodies to run FALP effectively. It is therefore recommended that, intensive efforts have to be made by government and non government concerned bodies to organized different sectors to make the necessary information available to communities. In addition, participation of government, Zone and Woreda line ministries, NGOs and local communities should be strengthen in such a way that the community develops a sense of ownership of FAL centers and its programs, facilitators and kebele concerned bodies have to work hard towards the achievement of the intended objectives of FAL centers. Government bodies have to evaluate themselves regarding to FALP implementation and have to shared experiences from other Zones' and Regions' so as to know where they are and work hard to achieve FAL program Millennium Development Goals (MDGs) based on the intended objectives of FAL centers.
9. Finally, as this study was limited in some respects, the researcher would like to call up on everybody, who has the resources and the capabilities, to further carryout in-depth investigations to come up with more valid and/or comprehensive findings.

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Appendices

Appendix- A
Addis Ababa University
School of Graduate Study
Faculty of Education

Department of curriculum and Teachers Professional Development Studies
Program: Adult Education and Lifelong Learning

Questionnaire to be filled by Woreda AEBTCs, Coordinators and Trainers/Facilitators

The questionnaire is designed for the study entitled “An Assessment of the Organization and Management of Functional Adult Literacy Program in Some Selected Woredas of West Harerghe Zone of Oromia”

The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at Zone, Woredas and FALCs and to provide some possible recommendations for the encountered problems if there are any. The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: Dear participant please read carefully the instructions bellow before starting to fill the questionnaires.

1. Where you are required to show your reactions (ratings) by following rating scales please put an "X" below the number of your choice opposite (parallel) to each statement.
2. Where alternative answers are given, please read orderly each questions and encircle the letter of your choice
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the back side of the question paper by clearly indicating the number(s).

Thank you!

Part I: Personal Background information

1. Age: less than 20 years 20-30 years 31-40 years 41-50years
Above50 years
2. Sex Male Female
3. Woreda _____
4. Martial status -
A. Single B. Married C. Divorced D. Widowed
5. Educational level:
A. Below grade 9 B. Grade 10-12
C. 12 and TTI/Equivalent D. Diploma
E. B.A/ B.Sc . F. M.A/M.Sc.
G. Other(s) _____
6. Your fields of specialization:
A. Teaching profession B. Agriculture C. Health D. Others
7. Your Service years in current position
A. Less than2 years B. 2-5 years C. above 5 years

Part II: Issues Related to FALP Provision and Delivery System.

1. How much is your working interest in the area of FAL program of FAL centers
A. Very high B. High C. Medium D. Low E. Very low
 2. Have you ever taken any on job training related to your current position?
A. Yes B. No
 3. If your response for Qn. No. 2 is “yes”, how do you evaluate the training in order to perform your task effectively?
A. Enough B. Not enough C. No response
 4. If your response for Qn. No. 3 is “No” please justify your reasons
-

5. The trainers are recruited/ hired in the FALCs as:
- A. Permanent B. Contract
- C. Part time D. There is no payment E. If any other
6. How many times do FALCs give the training programs in a year?
- A. Once B. Twice
- C. Three times D. Four times
- F. It depends in the situations
7. Do you think that the duration of FAL training program is sufficient to acquire the intended skills?
- A. Yes B. No
8. If your response for Qn. No. 7 is “No”, please justify the reasons shortly

Direction -1. The followings (9-22) are set of statements about the current condition of FALP in terms of provision. For each of them indicate your responses by saying strongly agree (5), Agree (4), undecided (3), Disagree (2), strongly Disagree (1) and put (X) on the appropriate box

No.	Program Provision	Rating Scale				
		5	4	3	2	1
9	Trainees are selected by their own request					
10	Trainees has an opportunities to criticized FAL program delivery system					
11	The types of skill training given in your FAL center is based on the availabilities of raw materials					
12	Functional adult literacy center teaching learning process is highly participative and trainees centered					
13	Facilitators are knowledgeable and experienced to preparing manuals and training materials according to the needs of trainees					
14	FAL training sessions are fully supported by teaching materials					
15	Water and latrine house are available enough to serve trainees in FAL centers					
16	Training materials are provided to FAL centers from Woreda AEBTC based on the delivered contents of FAL centers					
17	Functional adult literacy centers are well equipped and enough to generate their own income					
18	Facilitators are recruited from the community where the FAL program is implemented					

Part III Organization and management issues

1. Do concerned Ministries at all levels/Woreda, Kebele and Mender/actively participating on FALP working plan preparation? A. Yes B. No

Direction -1 Indicate the level of participation of the following groups in the process of FALP planning, evaluation and monitoring of FAL program in FAL center. Where 5 = Very high; 4 = high; 3 = Medium; 2= low; 1= Very low and Give your responses by marking "X"

	Participant groups	Rating Scale				
		5	4	3	2	1
2	Education sectors					
3	Agriculture sectors					
4	Health sectors					

5. If any others _____

6. Has the FAL centers organizational structure which is clear and convenient for work?

A. Yes B. No

7. If your response for Qn. Number 6 is "No" list the reasons precisely

8. How often Zone and Woreda AEBTCs meets in dealing about the of FAL center?

- A. Weekly
- B. Monthly
- C. Per three months
- D. Per six Months
- E. Per year
- F. Not clearly known

9. Is there a selection criterion for functional adults' literacy program Trainers?

A. Yes B. No

10. If your response on Qn. No 9 is "yes" list the selection criteria _____

Direction -2. The followings (11-22) are set of statements about the current conditions of FALP organization and management functions. For each of them indicate your responses by saying Response Rating: 5 = Very high; 4 = high; 3 = Medium; 2= low; 1= Very low and give your responses by marking “X” on the space provided

No.	Organization & Management Functions	Rating Level				
		5	4	3	2	1
11	Relationship among the regional Zonal and Woreda leves AEBTCs and concerned bodies and FAL center for FAL program					
12	FAL centers organizational structure level to perform its tasks effectively					
13	Resource management ability in the FAL center					
14	Activity of need assessment before training					
15	Level of trainees encouragement					
16	Level of coordination between trainees, trainers, coordinators and Zone & Woreda AEBTCs to improve methods of training					
17	Extent of clearly identified authorities, duties and responsibilities of tasks					
18	Documentation practice (Recording, Reporting etc) in the FAL centers					
19	Level of relationship and accountability in the managerial hierarchy inFALCs.					

VI. Issues Related to Constraints of FALP Organization and Management

Direction -1 the followings (1-21) are set of statements about the major factors which affect the organization and management of FALP. For each of them indicate your responses by saying: Astrongly agree (5), Agree (4), undecided (3), Disagree (2), strongly Disagree (1) and put (X) on the appropriate box

No.	Socio-economic factors	Rating Scale				
		5	4	3	2	1
1	Adequate budget is allocated to run FAL program in the FAL centers					
2	Due to heath problem, adults are un able to attend functional adult literacy program					
3	There is lack of labor at house hold level, for this reasons, house hold are not interested in participating in FAL Centers					
	Issues related to unskilled human recourses					
4	Coordinators lack sufficient experiece to run FALP					
5	Trainers are highly committed to provide skill knowledge to trainees					
6	The presence of effective management of FALP leads to high awareness about the problem					
	Social resistance					
7	Due to private interest, there is resistance for the establishment of functional adult literacy program					
8	There are people who fear FALP for their own religion					
9	There is lack of willingness to send family members to the FAL centers					
10	There are some people in the community who under value functional adult literacy program					
	Issues related to institutional problem					
11	The functional adult literacy center is adequately equipped with the necessary facilities					
12	The time set for the FAL program is convenient to the trainees					
13	There is transportation problem to manage the overall activities of the centers					
14	Selection of cite for the center is not by considering the resident of most trainees					
16	Admission criteria and training time are flexible according to the trainees need					
	Issues related to domestic political commitment					
17	There is a clear and participative training objective of FAL program offered in FAL centers					
18	Functional adult literacy training policy and strategies are clearly stated to the needs of local community					
19	There is a considerable market for training product					

APPENDIX- B

Addis Ababa University
School of Graduate Study
Faculty of Education

Department of curriculum and Teachers Professional Development Studies

Program: Adult Education and Lifelong Learning

Questionnaire to be filled by Trainees the questionnaire is designed for the study entitled “An Assessment of the Organization and Management of Functional Adult Literacy Program in Some Selected Woredas of West Harerghe Zone of Oromia”

The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at Zone, Woredas and FALCs and to provide some possible recommendations for the encountered problems if there are any. The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: Dear participant please read carefully the instructions below before starting to fill the questionnaires.

1. Where you are required to show your reactions (ratings) by following rating scales please put an "X" below the number of your choice opposite (parallel) to each statement.
2. Where alternative answers are given, please read orderly each questions and encircle the letter of your choice
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the back side of the question paper by clearly indicating the number(s).

Part I: Personal Background information

1. Age: less than 20 years 20-30 years 31-40 years 41-50 years
Above 50 years
2. Sex Male Female
3. Woreda _____
4. Marital status -
A. Single B. Married C. Divorced D. Widowed
A. Unable to read and write B. Grade 1-4 C. Grade 5-7
D. Grade 8 and above

Part II: Issues Related to FAL training program.

1. Previews occupations
 - A. Farmer
 - B. Daily laborer
 - C. Jobless
 - D. Artisan
 - E. House ladies
 - F. Others
2. Are the content delivered in FAL centers recognized the needs of trainees?
 - A. Yes
 - B. No
3. **Direction -2.** The followings (5-11) are set of statements about the trainees interest on the contents delivered in FAL centers. For each of them indicate your degree of interest by Rating: 5 = Very high; 4 = high; 3 = Medium; 2= low; 1= Very low and give your responses by marking "X" on the space provided

No.	Organization & Management Functions	Rating Level				
		5	4	3	2	1
3.1	Writing and reading					
3.2	Arithmetic Numercy					
3.4	Health and Agriculture education					
3.5	Family planning					
3.6	Way of income generating					
3.7	About gender issues					
3.8	Social life education					

4. The trainers are recruited/ hired in the FALCs for
 - A. Permanent
 - B. Contract
 - C. Part time
 - D. If any other _____
5. How many times do FALCs give the training programs in a year?
 - A. Once
 - B. Twice
 - C. Three times
 - D. Four times
 - E. It depends in the situations.
6. Do you think that the duration of FAL training program is sufficient to acquire the intended skills?
 - A. Yes
 - B. No

7. **Direction -1.** The followings (9-22) are set of statements about the current condition of FALP in terms of provision. For each of them indicate your responses by saying strongly agree (5), Agree (4), undecided (3), Disagree (2), strongly Disagree (1) and put (X) on the appropriate box

No.	Program Provision	Rating Scale				
		5	4	3	2	1
7.1	Trainees are selected by their own request					
7.2	Trainees has an opportunities to criticized FAL program delivery system					
7.3	The types of skill training given in your FAL center is based on the availabilities of raw materials					
7.4	Functional adult literacy center teaching learning process is highly participative and trainees centered					
7.5	Facilitators are knowledgeable and experienced to preparing manuals and training materials according to the needs of trainees					
7.6	FAL training sessions are fully supported by teaching materials					
7.7	Training centers are convenient and equipped with sufficient seating					
7.8	Water and latrine house are available enough to serve trainees in FAL centers					
7.9	Training materials are provided to FAL centers from Woreda AEBTC based on the delivered contents of FAL centers					
7.10	Functional adult literacy centers are well equipped and enough to generate their own income					
7.11	Facilitators are recruited from the community where the FAL program is implemented					

Part III Organization and management issues

1. Is monitoring and evaluation conducted in the FAL training program of FAL center?
A. Yes B. No
2. If your response on Qn. No 2 is "Yes" how often is it conducted?
A. Monthly B. Weekly C. Twice a month
- D. At the end of the program E Not clearly known

3. **Direction -1** Indicate the level of participation of the following groups in the process of FALP planning, evaluation and monitoring of FAL program in FAL center. Where 5 = Very high; 4 = high; 3 = Medium; 2= low; 1= Very low and Give your responses by marking "X"

No	Participant groups	Rating Scale				
		5	4	3	2	1
3.1	Education sectors					
3.2	Agriculture sectors					
3.3	Health sectors					

5. If any others _____

VI. Issues Related to Constraints of FALP Organization and Management

Direction -1 the followings (1-21) are set of statements about **the major factors which affect the organization and management of FALP**. For each of them indicate your responses by saying: Atrongly agree (5), Agree (4), undecided (3), Disagree (2), strongly Disagree (1) and put (X) on the appropriate box

	Socio-economic factors	Rating Scale				
		5	4	3	2	1
1	Adequate budget is allocated to run FAL program in the FAL centers					
2	Due to heath problem, adults are un able to attend functional adult literacy program					
3	There is lack of labor at house hold level, for this reasons, house hold are not interested in participating in FAL Centers					
	Issues related to unskilled human recourses					
4	Coordinators lack sufficient experience to run FALP					
5	Trainers are highly committed to provide skill knowledge to trainees					
6	The presence of effective management of FALP leads to high awareness about the problem					
	Social resistance					
7	Due to private interest, there is resistance for the establishment of functional adult literacy program					
8	There are people who fear FALP for their own religion					
9	There is lack of willingness to send family members to the FAL centers					
10	There are some people in the community who under value functional adult literacy program					
	Issues related to institutional problem					
11	The functional adult literacy center is adequately equipped with the necessary facilities					
12	The time set for the FAL program is convenient to the trainees					
13	There is transportation problem to manage the overall activities of the centers					
14	Selection of cite for the center is not by considering the resident of most trainees					
16	Admission criteria and training time are flexible according to the trainees need					
	Issues related to domestic political commitment					
17	There is a clear and participative training objective of FAL program offered in FAL centers					
18	Functional adult literacy training policy and strategies are clearly stated to the needs of local community					
19	There is a considerable market for training product					

**Part V Stakeholders Involvement to attain UNESCO Millennium Development Goals
(MDGs) of FALP**

Direction -1 the followings are set of statements about Government, Non government and Stakeholders to attain UNESCO Millennium Development Goals (MDGs) of FALP. For each of them indicate your responses by assigning **5** for Very high; **4** for High; **3** for Medium; **2** for low; and **1** for Very low and put (X) on the appropriate box

No.	A. Government Contribution	Rating Scale				
		5	4	3	2	1
1	Existences of capacity building					
2	Extent of trainers encouragement to give the intended training effectively					
3	Community understanding on the broader vision of philosophical underpinning of functional adult literacy program					
	B. Non- government Organization (NGOs) Contribution					
4	Existence of budget and logistic allocation to run functional adult literacy program					
5	Level of NGOs involvement to support the training program in FAL centers					
	C. Community & private sectors					
6	the attitude of Communities towards FALP which offered in FAL centers					
7	The trainees involvement of strengthening the capacity of FAL centers					
8	Existence of stakeholders participation on program planning, monitoring and evaluation					
9	Level of trainees participation to adjust training program according to the local community situation					
10	stakeholders interest on funding the training offered in FAL centers					
11	Leenjifamtootni barnoota baratan irratti yaada waliraa hincinne akka kennan hamileen kennamuuf					
12	Private sectors participation on investing their labor and money to strengthen FAL centers					

Thank you!

Part V Stakeholders Involvement to attain UNESCO Millennium Development Goals (MDGs) of FALP

Direction -1 the followings are set of statements about Government, Non government and Stakeholders to attain UNESCO Millennium Development Goals (MDGs) of FALP. For each of them indicate your responses by assigning **5** for Very high; **4** for High; **3** for Medium; **2** for low; and **1** for Very low and put (X) on the appropriate box

No.	A. Government Contribution	Rating Scale				
		5	4	3	2	1
1	Government commitment of creating linkage between different sectors					
2	Existences of capacity building					
3	Existences of evaluation materials based on quality standard and outcomes					
4	Extent of trainers and coordinators encouragement to give the intended training effectively					
5	Level of government follow up whether the members of FAL program sectors actively participate or not					
6	Community understanding on the broader vision of philosophical underpinning of functional adult literacy program					
	B. Non- government Organization (NGOs) Contribution					
7	Existence of budget and logistic allocation to run functional adult literacy program					
8	NGOs commitment to sponsor trainers and coordinators on FAL related workshops					
9	Level of NGOs involvement to support the training program in FAL centers					
	C. Community & private sectors					
10	the attitude of Communities towards FALP which offered in FAL centers					
11	The trainees involvement of strengthening the capacity of FAL centers					
12	Existence of concerned sectors involvement in the application process of Master Plan					
13	Existence of stakeholders participation on program planning, monitoring and evaluation					
14	Level of trainees participation to adjust training program according to the local community situation					
15	stakeholders interest on funding the training offered in FAL centers					
16	Private sectors participation on investing their labor and money to strengthen FAL centers					

Open- ended questions to support the responses of closed ended responses

1. What does the current FAL program look in your Zone?

A. In terms of provisions

B. In terms of organization

C. In terms of Management

2. What are the major challenges which affect the organization and management of FALP which offered in FAL centers? In relation to:

A. Adult Education Board and Technical Committee (AEBTC)

B. Functional Adult Literacy Centers

C. Trainers & coordinators

D. Trainees

E. Communities near to FAL centers and

F. Socio-Economic problems

G. Please list if any others

2. What attempt was made to avoid or minimize problems?

3. To attain the UNESCO Millennium Development goals (MDGs) of FALP, what do you think to be expected from:

A. Government organizations?

B. Non Government organization?

C. Stakeholders?

D. Communities

Thank you!

Appendix -C

Addis Ababa University

School of Graduate Study

Faculty of Education

Department of curriculum and Teachers Professional Development Studies program: Adult Education and Lifelong Learning

Interview questions to be answered by Zone Adult Education Boards and Technical Committee (AEBTCs)

The purpose of this interview is to gather relevant and appropriate data concerning on the assessment of organization & management of FAL program for Zone AEBTCs in West Harerge Zone of Oromia. The information located from you is only for academic research purpose. Hence, you are requested to provide valuable information honestly and frankly.

Thank you in advance for your heartfelt collaboration

Interview date _____ time _____ place _____

Background information of the interviewee

Sex _____ Age _____ Educational Level _____ Field of Study _____

Total service Years _____ and service years in current position _____

Questions on skill training program of FAL center

1. What does the current FAL program looks in your Zone?

- D. In terms of provisions
- E. In terms of organization
- F. In terms of Management

2. What are the major challenges which affect the organization and management of FALP which offered in FAL centers? In relation to:

- a. Adult Education Board and Technical Committee(AEBTC)
- b. Functional Adult Literacy Centers
- c. Trainers & coordinators
- d. Trainees
- e. Communities near to FAL centers and
- f. Socio-Economic problems
- G. Please list if any others

3. What attempt was made to avoid or minimize problems?

4. To attain the UNESCO Millennium Development goals (MDGs) of FALP, what do you think to be expected from:

1. Government organizations?

Non Government organization?

2. Stakeholders?

3. Communities

5. What do you recommend to improve the organization and management of FALP offered in FAL centers?

6. If you have any comment

Thank you!

Appendix -D

Observation checklist and guideline observing the capacity of FAL center

The purposes of observing the FAL centers is to know their capacities in terms of facilities, training materials & equipment, manpower, guideline document etc

Observation Date _____ time _____ Name of Woreda _____

Center name _____

1. Does the training center have adequate and qualified man power
2. Facilities, Availabilities and quality in the center

Facility type	Availability		Quality	If Available			Remark
	Available	Not available		Current condition			
				Very good	good	Out of service	
Training rooms							
Workshop							
Hand tools/ machineries'							
Multipurpose/ hall							
Store							
Documentary office							
Latrine							
Documentation area							
Any others							

3. availability of training tools and equipment

No	Tools & Equipments	Quantity	Condition			Remark
			Very good	Go od	Out of service	
1.						
2.						
3.						
4.						
5.						

4. List of Available manuals and guidelines' documents

1. _____ 2. _____ 3. _____
5. _____ 5. _____ 6. _____

Thank you!

APPENDIX- E

Yuuniversitii Finfinneetti

Mans Barumsa Qo'annoo Eebba Boodaa

Koolleejjii Barnootaa

Muummee Sirna Barnootaa fi Qo'annoo Dagaagina Ogummaa Barsisootaa

Damee Barnoota Ga'eessootaa fi Umrii Guutuu

Gaaffii Koree BGQGX Aanaa fi Leenjiftootaan/Haala mijeessitootaaf qophaa'e

Gaaffiin kun kan qopha'e mataduree "*Madaallii Bulchinsaa fi Qindoomina Barnoota*

Ga'eessota Godina harargee lixaa isa Gocha Irratti Xiyyeefate." fi dha.

Kaayyoo ijoon gaaffii kanaa mata duree qorannoo armaan olii irratti hundaa'uun ragaa koree BGQGX Aanaa irraa sassaabuun seera irratti hunda'uun qindessun rakkolee akka zoonichaatti mulatanii fi garafulduraas furmaata argachuu qabaniif kallattii agarsisuu fi kan cimina qabanis akka itti fufan taasiisuuf. Kanafuu fixaan ba'iinsa qorannoo kanatiif, amanamummaan, arsaanii fi hifannoo tokko malee deebii deebissun keessan murteessaa ta'a.

Qorataan kan isiniif mirkaneessuu, iccitiin deebii keessanii baay'ee eegamaa ta'uu isaati. Kanaafuu amanamummaan deebiin isin kennitan galma ga'iinsa qorannoo kanaaf murteessaa dha

Qajeelcha: Kabajamtoota hirmatoota, deebii deebisuu keessanin dura qajelfamoota armaan gadii sirritti dubisa.

1. Waraqaa Gaaffii irraatti maqaa keessan barreessuun barbachisaa miti.
2. Gaffilee filannoo tokko qofa qaban sirritti erga dubistaniin booda filannoo deebii keessanii Ful dura sanduuqa jiru irratti mallattoo "X" guutuun deebisaa
- 3, Gaffilee filannoo tokko fi ol qaban sirritti erga dubistaniin booda filannoo deebii keessan ful duratti sadarkaa lakkofsaan kenna.
4. Gaaffilee banaa filannoo hinqabne irratti ibsa dabalataa yoo qabaatan haala ifa ta'een tartiiba gaffilee geegun yaada keessan gababsa ibsa.

Galatoomaa

Yaadachiisa

BGQGX - Barnoota Ga'eessota Qindoomaa fi Gocha irratti Xiyyeefate Jechuu dha

Part -I Haala waligala Hirmatootaa

- Umrii 20 gadi 21-30 31-40 41-50 51 fi ol
- Saala Dhiira Dubara
- Aanaa _____
- Haala fuudhaa fi Herumaa:
Kophaa Kanfuudhe /Heerumte
Kan hiiike/te Kan abbaan warraa irraa du'e
- Sadarkaa barumsaa:
A. Kutaa 9 gadi C. kutaa 12 yookin Dhaabata leenjii barsistotaa
B. Kutaa 10-12 D. Diplooma
E. Degree F. Maastara/Digrii 2^{ffaa}.
- Gosa Barnoota ittin eebifame/te:
A. Barsisaa B. Qonna C. Fayyaa D. Bulchinsa human namaa
E. kan biro
- Bara tajajila BGQGX irratti qabdan. 2 gadi 2-5 5 ol

Kutaa II Dimoota Sagantaa Leenjii BGGX tiin walqabatan

- Sagantaa Leenjii BGGX irratti hojachuuf hammam fedhii qabdu?
A. Bayyee ol'anaa B. Ol'anaa
C. Gidu-galessa D. Gadi anaa E. Fedhii Hinabu
 - Kanan dura iddoo amma irratti hojetaa jirtan kanaan kan walqabate leenjii fudhatani jirtuu?
A. Eyyee B. Lakki
 - Yoo deebiin kee isa gaaffii 3^{ffaa} "eyyee" ta'e leenjichi hammam tokko ga'aadha?
A. Ga'aa dha B. Ga'aa miti C. Hangana jechuu hindanda'u
 - Yoo deebiin keessan gaaffii 3^{ffaa} "Lakki" ta'e sababa isaa gababsa kaa'a _____
-
- Laanjiftootni wirtuu leenjii keessatti yeroo ammaa filamanii jiran haala akkamiitiini?
A. Dhaabattoo dha C. Kaffaltii Dabalatani (per time)
B. Koontiraatan D. Haalli biroo yoo jiraate haa ibsamu----

6. Wirtuun leenjii BGQGX waggaatti Yeroo meeqa leenjisa?

A. Yeroo tokko

B. Yeroo lama

C. Yeroo Sadi

D. Yeroo afur

E. Haala naanichaa irratti hundaa'a

7. Turtii wirtuu leenjii BGQGX kessatti leenjitootni leenjii ga'aa argataniiru jettee yaada?

A. Eyyee

B. Lakki

8. Yoo deebiin keessan gaaffii 7^{ffaa} "Lakk" ta'e, sababni isaa maali jetu?

Qajeelcha-1 Yaada gaaffilee lakkoofsa (9-22) sanduuqa armaan gadii keessatti ibsamaniif sadarkaa waligaltee armaan gadii irratti hundaa'uun bakka duwvaa sadarkaa mul'isu irratti mallattoo "X" guutuun agarsiisi.

5- Sirritti Nindeegara 4- Nin deegar 3-Murtessuu hindanda'u, 2 Hindeegar 1- Tasa hindeegar

No.	Program Provision	Hamma hirmannaa				
		5	4	3	2	1
9	Leenjifamtootni kan filaman gaffii ofiin dhihefatanini					
10	Leenjifamtootni leenjii kennamu irratti yaada qaban soda tokko malee nnikennu					
11	Gosti leenjii Wirtuu leenjii BGQGX kessatti kennamu meshalee dheedhii jiru irratti hundaa'a					
12	Haali adeemsa baruu fi barsiisu Wirtuu leenjii kessatti kenamu hunda hirmaachisaa dha					
13	Haala mijesitiitni manualii halaa qabatamaa naannoo irratti hunda'un qopheessuu irratti ga'umsaa fi muuxanoo ga'aa qabu.					
14	Leenjiin BGQGX gutumagututti meeshalee deegarsa barnootaatin kan deegarameedha					
15	Wirtuun leenjii BGQGX mija'aa fi taa'umsa gaarii kanqabuu dha.					
16	Wirtuun leenjii BGQGX bishaan dhugaatii fi mana fincaanii niqaba					
17	Koreen BGQGX sadarkaa anaa irra jiran haal Sochii Wirtuu leenjichaa ilaaluun meeshalee deegarsa barnootaa niraabsan.					
18	Wirtuun leenjii BGQGX qidaa'aa fi galii keessaa gudifachuuf dandeettii kan qabuu dha					
19	Haala mijeessitootni hawaasa naannoo keessaa filaman					

Kutaa III Dhimoota Qindoominaa fi Bulchiinsa BGQGX tiin walqabatan

2. Koreen BGQGX Zoonii, Aanaa fi Qindeessitootn akkasumas qaamollen dhimmi issaan ilaalu hundi karoora sagantaa BGQGX qopheffatan qabuu? A. Eyyee B. Lakki

Qajeelcha-1 Gabateen armaan gadii (2-4) jiran, sadarkaa hirmannaa gama qindoominaa fi bulchiinsa sagantaa BGQGX wirtuu leenjii agarsiisa. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo “X” guuttun sadarkaa isaanii agarsiisi.

3= Hamma deebii 5 = bayyee ol’anaa; 4 = ol’anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa

	Qaamolee hirmaaan	Hamma hirmannaa				
		5	4	3	2	1
2	Seektara Barnootaa					
3	Seektara Qonnaa					
4	Seektara Fayyaa					

5. Kan biro yoojiraate _____
6. Ga’ee fi itti gaaffatamummaan koree BGQGX Aanaa fi Zoonii akasumas kan qaamolee dhimmi ilaalu hundaa iffatti ka’ameera?
A. Eyyee B. Lakki
7. Yoo deebiin kee isa gaaffii 7^{ffaa} “eyyee” ta’e gababisii ga’ee isaanii ibsi

8. Koreen BGQGX zoonii fi aanaa yeroo hammamii kessatti walitti qabamuun wa’ee wirtuu leenjii BGQGX irratti mari’atu
A. Torbeetti B. Ji’atti
C. Ji’a sadi keessatti yeroo tokko D. Ji’a jaha keessatti yeroo tokko
E. Waggaatti yeroo tokko F. Haali biroo yoo jiraate haa ibsamu _____
9. Ulagaan filannoo qindeessitootaa fi leenjiftoota wirtuu leenjii BGQGX jiraa
A. Eyyee B. Lakki
10. Yoo deebiin kee kan gaaffii 11^{ffaa} “eyyee” ta’e ulagaa filannoo jiru gababsii barreessi

Qajeelcha-2 Gaaffileen (11-22) armaan gadii sadarkaa yeroo ammaa qindoominnii fi bulchiinsi sagantaa BGQGX wirtuu leenjii akka godinatti irra jiru agarsiisa. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo “X” guuttun sadarkaa isaanii agarsiisi. **Hamma deebii 5 = bayyee ol’anaa; 4 = ol’anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa.**

No.	Haala bu,aa qindominaa fi bulchiinsa ilaalchisee	Hamma hirmannaa				
		5	4	3	2	1
11	Sadarkaa walqunnamtii Koree fi Qaamolee adda addaa BGQGX ilaalchisee mul’atu.					
12	Hojii kenname galmaan gahuuf sadarkaa qindoomina caasaaa adda addaa wirtuu leenjichaa.					
13	Dandheetii qabeenya hoganuu Wertuu leenjichaa					
14	Leenjiin dura sadarkaa hirmanna fedhii jiru sassaabuu.					
15	Sadarkaa leenjifamtoota jajjabeessuu.					
16	Sadarkaa qindoomina haala mijesitoota leentifamtootaafi koree BGQGX.					
17	Sadarkaa iftoomina itti gaafatamummaafi amanamummaa bulchinsa Wirtuu leenjichaa					
18	Adaa ragaa raawwii hojii wirtuu leenjii kuufachuu (galmeessuu, gabasuufi kkf)					
19	Sadarkaa walkabajuu fi ittigafatamummaa kennameef irratti ga’umsaan hojichuu					

VI. Rakkoollee Sagantaa BGQGX Bulchiinsaa fi Qindoominaan Walqabatan

Qajeelcha-1 Yaadni gaaffilee lakkoofsa (1-22) sanduuqa armaan gadii keessatti ibsamaniif sadarkaa waligaltee armaan gadii irratti hundaa'uun bakka duwwaa sadarkaa mul'isu irratti mallattoo "X" guutuun agarsiisi.

5- Sirritti Nindeegara 4- Nin deegar 3-Murtessuu hindanda'u, 2 Hindeegar 1- Tasa hindeegar

No.	Dhimmoota Hawaas-dinagdeen walqabatan	Hamma hirmannaa				
		5	4	3	2	1
1	Bajatni ga'aan sagantaa BGQGX wirtuu leenjii kessatti kennamuuf niramadama.					
2	Rakkoo dhibee irraa kanka'e ga'eessotni barnoota hordofuuf nirakatu					
3	Hanqina human namaa mana kessatti hojjetu irraa kanka'e, ga'eessotni barachuuf fedhii hinqaban.					
	Dhimmoota hanqina human nama barateen walqabatan					
4	Haala mijeesitootni leenjii ga,aa kennuuf hanqina muuxanoo qabu.					
5	Leenjifootni ogumaa qaban kutannoonif hamilee gariin leenjifamtootaaf ni dhiheessuu					
6	Bulchina bu' qabeessa ta'e Uumamuun isaa hubanoon gariin gama BGQGX tiin akka argamu taasiseera					
	Rakkolee hawaasa naannootiin walqabatan					
7	Fadhii namoota dhunfaa irraa kan ka'e wirtuun leenjii sagantaa BGQGX akka hindhabamne kan kan caraqan nijiru.					
8	Sagantaan BGQGX kun amantaa keenya waliin walitti bu'a jedhanii kan sodaatan nijiru.					
9	Maatii ofii gama wirtuu leenjichaati erguuf fedhii qabachuu dhabuun nijira.					
10	Namootni barnoota GQGK kana haala gadi aanaadhaan ilaalan nijiru					
	Rakkolee wirtuu leenjiitiin walqabatan ilaalchisee					
11	Wirtuun leenjii BGQGX fasilitee barbachisaa ta'aniin gutameera					
12	Yeroon sagantaa BGQGX tiif kenname leenjifamtootaaf mija'aa dha					
13	Sochii wirtuu leenjii hordofuuf rakkoon geejibaa nijira					
14	Filannoon wirtuu leenjichaa kan hawaasa naannoo giddu galeessaa godhatee miti					
15	Ulaagaan galmeefi gabatee yeroo akka fedhii leenjifamtootatti jijjiirama					
	Haala kuttannoo qamolee siyaasaa ilaalchisee					
16	Kaayyoon sagantaa BGQGX hawaasa hirmachisaa fi ifa ta'e wirtuu leenjii kessatti diriiree jira					
17	Tarsimoofi tooftaan sagantaa BGQGX haala feedhii hawasaa irratti hundaa' wirtuu leenjii keessatti diriirfameera.					
18	Barnoota wirtuu leenjii keessatti kenamuuf haalli magalaa mijataa ta'e nijira.					

Kutaa V Hirmannaa Deegartootni Galma Barkumee UNESCO Gahuuf Sagantaa BGQGX irratti Taasisan

Qajeelcha-1 Gaaffileen armaan gadii hirmannaa deegartootni galma barkumee UNESCO Gahuuf Sagantaa BGQGX irratti Taasisan Agarsiisa. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo “X” guuttun sadarkaa isaanii agarsiisi. **Hamma deebii 5 = bayyee ol’anaa; 4 = ol’anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa.**

No	A. Hirmannaa gama mootummaan jiru ilaalchisee	Rating Scale			
		5	4	3	2
1	Seektaroota walitti hidhanii hojchisuu irratti kutannoo qaama bulchiina Zonii fi Aanaa.				
2	Rawachisummaa sagantaa BGQGX tiif sadarkaa sochii ijaarsa dandeettii.				
3	Sadarkaa sirna madaallii bu’aa irratti xiyyeeffate ilaalchisee.				
4	Sagantaa BGQGX galmaan gahuuf haala leenjiftoota onnachisuu fi kakaasuu.				
5	Seektarootni harka walqabatani hojchaa jirachuu isanii irratti haala hordoffii jiru.				
6	Kaayyoo fi mul’ata sagantaa BGQGX hawaasa qabsisuu irratti tattaaffii godhame				
	B. Hirmaannaa Dhaabilee Miti Mootummaa				
7	Haala ramaddii bajataa fi meeshalee deegarsa barnootaa Wirtuu leenjiif raabsuu				
8	Hirmaannaa Dhabileen miti motummaa haala mijeessitoota leenjiisuu irratti qaban.				
9	Sadarkaa hirmaannaadhaabileen miti mootummaa sagantaa BGQGX irratti qaban				
	C. Hirmaannaa Hawasaa fi Dhabilee Dhunfaa				
10	Ilaalcha hawaasni naannoo sagantaa BGQGX wirtuu leenjii keessatti kennaamuuf qabu.				
11	Hirmaannaa leenjifamtootni dandeettii rawwachisummaa wirtuu leenii cimsuuf taasisan.				
12	Maaster plaana Sagantaa BGQGX tiif qophaa’e raawwachiisuuf hirmannaa seektaroonni godhan.				
13	Sagantaa BGQGX karoorsuu, raawwachiisuu fi madaluu irratti hirmannaa degartootaafi dhabilee dhuunfaa.				
14	Leenjichi akka haala qabatamaa naannottitti akka kennamu hirmannaa hirmaanaan hawaasni nannoo godhe.				
15	Feedhii deegartootni wirtuu leenjiif deegarsa mallaqaa godhuuf qaban.				
16	Leenjifamtootni barnoota baratan irratti yaada waliraa hincinne akka kennan hamileen kennamuuf				
17	Hairmannaa dhaabileen dhuunfaa sagantaa BGQGX jabeessuuf humnaafi mallaqaan taasisan.				

Gaaffilee Banaa Deebii filannoo deegaruuf qopha'an

1. Yeroo ammaa sagantaan BGQGX wirtuu leenjii kessatti kennamu maal irra jira ?

A. Dhiheessan walqabatee

B. Qindoominaan walqabatee

C. Bulchinsaan qalqabatee

2. Rakkoleen sagantaa BGQGX dhimoota armaan gadiitiin wal abatanii mulatan Maal faadha?

A.Koree Barnoota Ga'eessota isa Qindoomaa fi Gocha irratti Xiyyeeffate (KBGQGX)

B.Wirtuu Leenjii sagantaa BGQGX

C.Leenjiftoota/Haala mijeessitootaa fo Qondeessiitoota Trainers

D. Leenjitoota

E.Hawaasa Naannoo wirtuu leenjii BGQGX

F.Hawaas-diinagdee fi aadaa

G.Kan biro yoo jiraate haa ibsamu

3. Rakkoolee gaaffii lakkoofsa 2^{ffaa} irratti ibsitan furuuf gara fuula duraa maal godhamuu qaba jettu?

4. Galma barkumee BGQGX galmaan ga'uuf kanneen arman gadii irraa maaltu eegama
A. Dhaabilee Mootummaa?

B. Dhaabilee miti mootummaa?

C. Deegartoota?

D. Hawaasa Naannoo

Galatoomaa!

APPENDIX- F

Yuuniversitii Finfinneetti

Mans Barumsa Qo'annoo Eebba Boodaa

Koolleejjii Barnootaa

Muummee Sirna Barnootaa fi Qo'annoo Dagaagina Ogummaa Barsisootaa

Damee Barnoota Ga'eessootaa fi Umrrii Guutuu

Gaaffii Leenjifamtootaaf qophaa'e

Gaaffiin kun kan qopha'e mataduree "*Madaallii Bulchinsaa fi Qindoomina Barnoota Ga'eessota Godina harargee lixaa isa Gocha Irratti Xiyyeefate.*"fi dha.

Kaayyoo ijoon gaaffii kanaa mata duree qorannoo armaan olii irratti hundaa'uun ragaa koree BGQGX Aanaa irraa sassaabuun seera irratti hunda'uun qindessun rakkolee akka zoonichaatti mulatanii fi garafulduraas furmaata argachuu qabaniif kallattii agarsisuu fi kan cimina qabanis akka itti fufan taasiisuuf. Kanafuu fixaan ba'iinsa qorannoo kanatiif, amanamummaan, arsaanii fi hifannoo tokko malee deebii deebissun keessan murteessaa ta'a.

Qorataan kan isiniif mirkaneessuu, iccitiin deebii keessanii baay'ee eegamaa ta'uu isaati.

Kanaafuu amanamummaan deebiin isin kennitan galma ga'iinsa qorannoo kanaaf murteessaa dha

Qajeelcha: Kabajamtoota hirmatoota, deebii deebisuu keessanin dura qajelfamoota armaan gadii sirritti dubisa.

1. Waraqaa Gaaffii irraatti maqaa keessan barreessuun barbachisaa miti.
2. Gaffilee filannoo tokko qofa qaban sirritti erga dubistaniin booda filannoo deebii keessanii Ful dura sanduuqa jiru irratti mallattoo "X" guutuun deebisaa
- 3, Gaffilee filannoo tokko fi ol qaban sirritti erga dubistaniin booda filannoo deebii keessan ful duratti sadarkaa lakkofsaan kenna.
4. Gaaffilee banaa filannoo hinqabne irratti ibsa dabalataa yoo qabaatan haala ifa ta'een tartiiba gaffilee geegun yaada keessan gababsa ibsa.

Galatoomaa

Yaadachiisa

BGQGX -Barnoota Ga'eessota Qindoomaa fi Gocha irratti Xiyyeefate Jechuu dha

Kutaa-I Haala waligala Hirmatootaa

1. Umrii 20 gadi 21-30 31-40 41-50 51 fi ol

2. Saala Dhiira Dubara

3. Aanaa _____

4. Haala fuudhaa fi Herumaa:

Kophaa

Kanfuudhe /Heerumte

Kan hiiike/te

Kan abbaan warraa irraa du'e

5. Sadarkaa barumsaa:

A. Dubisuu fi barreessuu kan hindandeenye B. kutaa 1-4 C. Kutaa 5-7

D. Kutaa 8 fi ol

Kutaa- II Dimoota Sagantaa Leenjii BGGX tiin walqabatan.

1. Hojii/Dalagaa leenjifamtootaa

A. Qoteebulaa/tuu B. Hojetaa/tuu guyyaa C. hojii hinabu/du

D Artistii

E. Haadha warraa

F. Kan biraa

2. Qabiyyeen leenjii wirtuu leenjichaa keessatti kennaman feedhii leenjifamtootaa kan guutaaniidha? A. Eyyee B. Lakki

3. **Qajeelcha -1.** Gaaffileen (3-9) armaan gadii Sadarkaa feedhii qabiyyee armaan gadii irraatti leenjifamtootni qaban madaluuf kan qopha'eedha. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo "X" guuttun sadarkaa isaanii agarsiisi. **Hamma deebii 5 = bayyee ol'anaa; 4 = ol'anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa.**

	Sadarkaa feedhii qabiyyee armaan gadii irraatti leenjifamtootni qaban.	Hamma hirmannaa				
		5	4	3	2	1
3.1	Fedhii Barreessuu fi Dubbisuu					
3.2	Barnoota shallaguun walqabate (herreguu)					
3.3	Qabiyyee barnoota qonnaa fi Fayyaa					
3.4	Fedhii qabiyyee barnoota qussannaa maatii					
3.5	Barnoota haala calla gudistummaa					
3.6	Fedhii barnoota walqixummaa saala					
3.7	Fedhii haala barnoota jireenya hawasummaa					

4. Laanjiftootni wirtuu leenjii keessatti yeroo ammaa filamanii jiran haala akkamiitiini?

- A. Dhaabattoo dha C. Kaffaltii Dabalatani (per time)
 B. Koontiraatan D. Haalli birooo yoo jiraate haa ibsamu----

5. Wirtuun leenjii BGQGX waggaatti Yeroo meeqa leenjisa?

- A. Yeroo tokko B. Yeroo lama
 C. Yeroo Sadi D. Yeroo afur
 E. Haala naanichaa irratti hundaa'a

6. Turtii wirtuu leenjii BGQGX kessatti leenjitootni leenjii ga'aa argataniiru jettee yaada?

- A. Eyyee B. Lakki

7. **Qajeelcha-2** Yaada gaaffilee lakkoofsa (9-22) sanduuqa armaan gadii keessatti ibsamaniif sadarkaa waligaltee armaan gadii irratti hundaa'uun bakka duwwaa sadarkaa mul'isu irratti mallattoo "X" guutuun agarsiisi. **5- Sirritti Nindeegara 4- Nin deegar 3-Murtessuu hindanda'u, 2 Hindeegar 1- Tasa hindeegar**

No.	Qabiyyee barnootaa dhiheessuu kessatti harmaannaa jiru	Hamma hirmannaa				
		5	4	3	2	1
7.1	Leenjifamtootni kan filaman gaffii ofiin dhihefatanini					
7.2	Leenjifamtootni leenjii kennamu irratti yaada qaban soda tokko malee nnikennu					
7.3	Gosti leenjii Wirtuu leenjii BGQGX kessatti kennamu meshalee dheedhii jiru irratti hundaa'a					
7.4	Haali adeemsa baruu fi barsiisu Wirtuu leenjii kessatti kenamu hunda hirmaachisaa dha					
7.5	Haala mijesitiitni manualii halaa qabatamaa naannoo irratti hunda'un qopheessuu irratti ga,umsaa fi muuxanoo ga'aa qabu.					
7.6	Leenjiin BGQGX gutumagututti meeshalee deegarsa barnootaatin kan deegarameedha					
7.7	Wirtuun leenjii BGQGX mija'aa fi taa'umsa gaarii kanqabuu dha.					
7.8	Wirtuun leenjii BGQGX bishaan dhugaatii fi mana fincaanii niqaba					
7.9	Koreen BGQGX sadarkaa anaa irra jiran haal Sochii Wirtuu leenjichaa ilaaluun meeshalee deegarsa barnootaa niraabsan.					
7.10	Wirtuun leenjii BGQGX qidaa'aa fi galii keessaa gudifachuuf dandeettii kan qabuu dha					
7.11	Haala mijeessitootni hawaasa naannoo keessaa filaman					

Kutaa -III Dhimoota Qindoominaa fi Bulchiinsa BGQGX tiin walqabatan

1. Madalii fii hordoffiin sagantaa BGQGX wirtuu leenjii kessattii yeeroo isaa eegatee gaggeeffama? A. Yes B. No
2. Yoo deebiin kessan Kan gaaffii lffaa eyyee ta' e, yeroo hammam kessatti?
A. torbeetti B. Jiatti C. Ji'atti yeroo lama
D. Dhuma sagantaa irratti E. Iffatti hinbeekamu

3. Qajeelcha-1 Gabateen armaan gadii (3-5) jiran, sadarkaa hirmannaa gama qindoominaa fi bulchiinsa sagantaa BGQGX wirtuu leenjii agarsiisa. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo "X" guuttun sadarkaa isaanii agarsiisi. **Hamma deebii 5 = bayyee ol'anaa; 4 = ol'anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa**

	Haala sadarkaa seektaroota hirmatanii	Hamma hirmannaa				
		5	4	3	2	1
3.1	Seektara Barnootaa					
3.2	Seektara Qonnaa					
3.3	Seektara Fayyaa					

VI. Rakkoolee Sagantaa BGQGX Bulchiinsaa fi Qindoominaan Walqabatan

Qajeelcha-1 Yaadni gaaffilee lakkoofsa (1-22) sanduuqa armaan gadii keessatti ibsamaniif sadarkaa waligaltee armaan gadii irratti hundaa'uun bakka duwwaa sadarkaa mul'isu irratti mallattoo "X" guutuun agarsiisi.

5- Sirritti Nindeegara 4- Nin deegar 3-Murtessuu hindanda'u, 2 Hindeegar 1- Tasa hindeegar

Lakk oofsa	Rakkolee Sagantaa BGQGX Bulchiinsaa fi Qindoominaan Walqabatan	Hamma hirmannaa				
	Dhimmoota Hawaas-dinagdeen walqabatan	5	4	3	2	1
1	Bajatni ga'aan sagantaa BGQGX wirtuu leenjii kessatti kennamuuf niramadama.					
2	Rakkoo dhibee irraa kanka'e ga'eessotni barnoota hordofuuf nirakatu					
3	Hanqina human namaa mana kessatti hojetu irraa kanka'e, gacessotni barachuuf fedhii hinqaban.					
	Dhimmoota hanqina human nama barateen walqabatan					
4	Haala mijeesitootni leenjii ga,aa kennuuf hanqina muuxanoo qabu.					
5	Leenjiftootni oguuma qaban kutannoonif hamilee gariin leenjifamtootaaf ni dhiheessuu					
6	Bulchina bu' qabeessa ta'e Uumamuun isaa hubanoon gariin gama BGQGX tiin akka argamu taasisera					
	Rakkolee hawaasa naannootiin walqabatan					
7	Fadhii namoota dhunfaa irraa kan ka'e wirtuun leenjii sagantaa BGQGX akka hindhabamne kan caraqan nijiru.					
8	Sagantaan BGQGX kun amantaa keenya waliin walitti bu'a jedhanii kan sodaatan nijiru.					
9	Maatii ofii gama wirtuu leenjichaati erguuf fedhii qabachuu dhabuun nijira.					
10	Namootni barnoota GQGX kana haala gadi aanaadhaan ilaalan nijiru					
	Rakkolee wirtuu leenjiitiin walqabatan ilaalchisee					
11	Wirtuun leenjii BGQGX fasilatii barbachisaa ta'aniin gutameera					
12	Yeroon sagantaa BGQGX tiif kenname leenjifamtootaaf mija'aa dha					
13	Sochii wirtuu leenjii hordofuuf rakkoon geejibaa nijira					
14	Filannoon wirtuu leenjichaa kan hawaasa naannoo giddu galeessaa godhatee miti					
15	Ulaagaan galmeeff gabatee yeroo akka fedhii leenjifamtootatti jijjiirama					
	Haala kuttannoo qamolee siyaasaa ilaalchisee					
16	Kaayyoon sagantaa BGQGX hawaasa hirmachisaa fi ifa ta'e wirtuu leenjii kessatti diriiree jira					
17	Tarsimoofi tooftaan sagantaa BGQGX haala feedhii hawasaa irratti hundaa' wirtuu leenjii keessatti diriirfameera.					
18	Barnoota wirtuu leenjii keessatti kenamuuf haalli magalaa mijataa ta'e nijira.					

**Kutaa -V Hirmannaa Deegartootni Galma Barkumee UNESCO Gahuuf Sagantaa
BGQGX irratti Taasisan**

Qajeelcha-1 Gaaffileen armaan gadii hirmannaa deegartootni galma barkumee UNESCO Gahuuf Sagantaa BGQGX irratti Taasisan Agarsiisa. Kanafuu, gaaffilee dubisuun bakka duwwaa irratti mallattoo “X” guuttun sadarkaa isaanii agarsiisi. **Hamma deebii 5 = bayyee ol’anaa; 4 = ol’anaa; 3= Giddugaleessa 2= Gadi anaa 1= Bayyee Gadianaa.**

No	A. Hirmannaa gama mootummaan jiru ilaalchisee	Hamma hirmannaa				
		5	4	3	2	1
1	Rawachisummaa sagantaa BGQGX tiif sadarkaa sochii ijaarsa dandeettii.					
2	Sagantaa BGQGX galmaan gahuuf haala leenjiftoota onnachisuu fi kakaasuu.					
3	Kaayyoo fi mul’ata sagantaa BGQGX hawaasa qabsisuu irratti tattaaffii godhame					
	B. Hirmaannaa Dhaabilee Miti Mootummaa					
4	Haala ramaddii bajataa fi meeshalee deegarsa barnootaa Wirtuu leenjiif raabsuu					
5	Sadarkaa hirmaanaadhaabileen miti mootummaa sagantaa BGQGX irratti qaban					
	C. Hirmaannaa Hawasaa fi Dhabilee Dhunfaa					
6	Ilaalcha hawaasni naannoo sagantaa BGQGX wirtuu leenjii keessatti kennaamuuf qabu.					
7	Hirmaannaa leenjifamtootni dandeetii rawwachisummaa wirtuu leenii cimsuuf taasisan.					
8	Sagantaa BGQGX karoorsuu, raawwachiisuu fi madaluu irratti hirmannaa degartootaafi dhabilee dhuunfaa.					
9	Leenjichi akka haala qabatamaa naannottitti akka kennamu hirmannaa hirmaanaan hawaasni nannoo godhe.					
10	Feedhii deegartootni wirtuu leenjiif deegarsa mallaqaa godhuuf qaban.					
11	Leenjifamtootni barnoota baratan irratti yaada waliraa hincinne akka kennan hamileen kennamuuf					
12	Hairmannaa dhaabileen dhuunfaa sagantaa BGQGX jabeessuuf humnaafi mallaqaan taasisan.					

Galatoomaa!

Appendix- G

Yuuniversitii Finfinneetti

Mans Barumsa Qo'annoo Eebba Boodaa

Koolleejjii Barnootaa

Muummee Sirna Barnootaa fi Qo'annoo Dagaagina Ogummaa Barsisootaa

Damee Barnoota Ga'essootaa fi Umrii Guutuu

Af-gaaffii Sagantaa Barnoota Ga'essota isa Gocha irratti Xiyyeeffatee fi Koree BGQGX Zooniitiif H/Dhihaatiif qophae.

Mataduree

“ An Assessment of Organization & Management of Functional Adult Literacy Program in Some Selected Woreda Of West Harerge Zone of Oromia”

Kaayyoo ijoon gaaffii kanaa mata duree qorannoo armaan olii irratti hundaa'uun ragaa koree BGGX Zoonii irraa sassaabuun seera irratti hunda'uun qindessun rakkolee akka zoonichaatti mulatanii fi garafulduraas furmaata argachuu qabaniif kallattii agarsisuu fi kan cimina qabanis akka itti fufan taasiisuuf. Kanafuu fixaan ba'iinsa qorannoo kanatiif, amanamummaan, arsaanii fi hifannoo tokko malee deebie deebissun keessan murteessaa ta'a. Qorataan kan isiniif mirkaneessuu, iccitiin deebii keessanii baay'ee eegamaa ta'uu isaati. Kanaafuu amanamummaan deebiin isin kennitan galma ga'iinsa qorannoo kanaaf murteessaa dha.

Guyyaa Af-gaaffii _____ Yeroo _____ Iddoo _____

Haala Waliigala Gaaffatamaa

Saala _____ Umrii _____ Sadarkaa Barumsaa _____ Gosa barnoota itti Eebifam _____

Bara tajajilaa _____ bara tajajila hojii amma hojetaa jirtan irratti qabdu _____

1. Yeroo ammaa sagantaan BGQGX wirtuu leenjii kessatti kennamu maal irra jira ?

G. Dhiheessan walqabatee

H. Qindoominaan walqabatee

I. Bulchinsaan qalqabatee

2. Rakkoleen sagantaa BGQGX dhimoota armaan gadiitiin wal abatanii mulatan Maal faadha?

A. Koree Barnoota Ga'essota Qindoomaa fi isa Gocha irratti Xiyyeeffate (KBGQGX)

B. Wirtuu Leenjii sagantaa BGQGX

- C. Leenjiftoota/Haala mijeessitootaa fi Qondeessiitoota
- D. Leenjitoota
- E. Hawaasa Naannoo wirtuu leenjii BGQGX.
- F. Hawaas-diinagdee fi aadaan walqabatee
- G. Kan biro yoo jiraate haa ibsamu
3. Rakkoolee gaaffii lakkoofsa 2^{ffaa} irratti ibsitan furuuf gara fuula duraa maal godhamuu qaba jettu?
4. Galma barkumee BGQGX galmaan ga'uuf kanneen arman gadii irraa maaltu eegama
- A. Dhaabilee Mootummaa?
- B. Dhaabilee miti mootummaa?
- C. Deegartoota?
- D. Hawaasa Naannoo
5. Bulchiinsaafi haala qindoomina sagantaa BGQGX wirtuu leenjii kessatti kennamu daran cimsuuf maal ta'uu qaba jittu?
6. Yaada Waligala haala gaaffii fi Kan biro yoo qabatan

Galatoomaa

Appendix – H

Qajeelfamaa fi cheekliistii Daawwannaa hamma raawwachisummaa Wirtuu leenjii BGGX kaayyoo ijoon daawwaannaa wirtuuleenjii BGGX hamma ga'umsa raawwachisummaa, meeshalee leenjii qajilfamoota fi dokumeentii jiruu beekkufiidha.

Guyyaa Daawwannaa _____ yeroo Daawwaannaa _____ Maqq Aanaa _____

Maqaa Wirtuu leenjichaa _____

6. Wirtuun leenjichaa humana nama ga'aa niwabaa? Eyyee, Lakki
7. Facilities, Availabilities and quality in the center

Gosa tajajila kennaa	Haala jireenyaa		Yoo jiraate			Yaada
	Nijira	Hinjiru	Qulqullina	Haala yeroo amma irra jiru		
				Baay'ee Gaarii dha	Gaariidha	
Kutaa leenjii						
Workshooppii						
Meeshalee harkaa/maashinoota						
Galma fayidaa adda addaatiif oolu						
Mana kuusaa						
Kutaa ragaa						
Mana fincaanii						
Iddoo taa'umsaa(Barcumaa)						
Kan biroo						

8. Haala meeshalee Gargaarsa leenjii

No	Gosa meeshalee	Qulqullina	Haala irra jiru			Yaada
			Baay'ee Gaarii dha	Gaariidha	Fayidaa ala	


9. Manuwaalii Qajeelfamootaa fi Dokumentilee jiran tartiibal lakkofsaatiin

3. _____ 2. _____ 3. _____
 10. _____ 5. _____ 6. _____

Galatoomaa

Declaration

I, undersigned, hereby declare that this thesis is my original work done under the guidance of **Dr. Yalew Ingidayehu** and all sources of material used for this thesis have been duly acknowledged.

	Signature	Date
Ayele Kumsa Hordofa		<u>25/06/2012</u>

This Thesis has been submitted for examination with my approval as a University advisor.

	Signature	Date
Yalew Ingidayehu (Ph.D.)	_____	<u>27/06/2012</u>