

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)**

**PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL
ADULT EDUCATION IN
ARADA SUBCITY**

**By
Samuel Gebretsadik Girmay**

**June 2017
Addis Ababa, Ethiopia**

**PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL
ADULT EDUCATION IN ARADA SUBCITY**

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Addis Ababa University**

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of Arts in Adult Education and Community Development**

By

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List of Abbreviations and Acronyms

ADEA -	Association for the Development of Education in Africa
AE –	Adult Education
CONFINTEA-	International Conference on Adult Education
CSTC -	Community Skills Training Centre
DACE-	Department of Adult and Continuing Education
EFA –	Education for All
EOC -	Ethiopian Orthodox Church
ESDP –	Education Sector Development Program
ESDP -	Education Sector Development Programme
ESR-	Education Sector Review
ESR-	Education sector review
F-	Frequency
FDRE-	Federal Democratic Republic of Ethiopia
IFAE -	Integrated functional adult education
MoA / MoRAD -	Ministry of Agriculture/Ministry of Agriculture and Rural Development
MoE –	Ministry of Education
MoEFA -	Ministry of Education and Fine Arts
MoLSA -	Ministry of Labour and Social Affairs
MoNCD-	Ministry of national community development
MoNCD&SA-	Ministry of National Community Development and Social Affairs
MoU –	Memorandum of understanding
NAES -	National Adult Education Strategy
NAES	National Adult Education Strategy
NFAE -	Non-Formal Adult Education
NFE –	Non-formal Education
NLC -	National Literacy Campaign
NLCCC-	National Literacy Campaign Coordinating Committee
SA-	Social affairs
S	Supervisor
TGE –	Transitional Government of Ethiopia
UNDESD-	United Nations Decade of Education for Sustainable Development
UNESCO –	United Nations Educational Scientific and Cultural Organization
WEE-	Woreda Education Expert

Abstract

The purpose of this study was to investigate the practice and challenges of integrated functional adult literacy program implementation in Arada sub city. To this end, a descriptive survey design was employed. Moreover, both quantitative and qualitative methods were used. Data were gathered from a total of 235 respondents; namely, 5 cluster supervisors, 5 education experts, 10 Coordinators, 20 IFAE facilitators, 195 IFAE learners of selected IFAE centres of Arada sub city. Ten centres were selected by using available and lottery sampling technique. The instruments used to collect data were: 1) questionnaire 2) semi-structured interview guide, and 3) Observation check list. Two separate set of questionnaires were prepared to be completed one by IFAE facilitators and coordinators and the other one by IFAE learners. The interview was employed to gather information from the supervisors and education experts. The findings from data analysis showed that the contents of the IFAE program are highly relevant to the daily life of adults, and some of the IFAE program was affected by: Shortage of allocated budget to implement and develop the program successfully, lack of practical stakeholder's participations and involvement in the IFAE program, low attention given to the program in providing supervision and support, assignment of untrained facilitators, unavailability of learning materials and poor understanding about IFAE program. Hence, the relevance of the program would encourage the learners to continue their participation in the program, but the shortages would negatively affect the practice of IFAE program in the Sub-city. Therefore, to alleviate these problems, allocation of necessary budget and mobilization of resources by using different mechanisms such as fund raising from communities and different non-government bodies, encouraging the participation of IFAE stakeholders, building the capacity of facilitators through short-term trainings, developing relevant IFAE curriculum, developing learners' attitudes and interest towards the program were suggested.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education plays a key role in accelerating development. The introduction of formal education to Ethiopia goes back many years. Educational development, however, has been limited to urban communities. But over the last two decades, many schools as well as alternative basic education programmes (for out of school children) have taken education to rural communities and those ill served previously.

Yet there still are persons not covered by this extensive provision. These are persons 15 years old and older. UNESCO's annual monitoring report of 2009 has recorded that 64% of Ethiopia's citizens, of whom more than 60% are women household heads are illiterate. It is therefore imperative that quality adult education be offered for reasons of equity, basic human rights, and engendering sustainable development. Already, sustainable development plans and strategies to place Ethiopia among the rank and file of middle income counties are designed and being implemented.

Among the different strategies for sustainable development being implemented are packages which focus on rural development, health extension, youth development, women development and agricultural extension. For urban communities there are micro and small industries development, strengthening creative and innovative initiatives, the development of the culture of work and similar projects and programmes. The efforts so far towards speeding up the development process and poverty reduction are encouraging. Developing the human capacity in general and the productive adult population in urban and rural Ethiopia in particular is necessary both to further these efforts and realize the development goals. Hence, it is essential to provide an integrated functional adult education (IFAE) programme that is not only intimately related to daily life, health, income generation, productivity, etc., but also improves these and other aspects of life.

A national adult education strategy, based on the development packages referred to above, is now in place to help realize the national vision, enable the country to use its knowledge and

skills, motivate it to continue to learn, and make informed decisions. The national vision and adult education strategy are the basis of this curriculum framework.

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

Ethiopia introduced its new Education and Training Policy in 1994 with the aim to address the following five key issues: access, equity, relevance, efficiency and quality. To implement the Policy, it also designed the Education Sector Development Program (ESDP) which is now in its fourth phase. It is one of the signatories of the international agreement on Education for All (EFA) which consists of six components. Specifically, the fourth goal of

Education for All (EFA) calls on countries to —achieve a 50 % improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all (MoE, 2005). Furthermore, international initiatives like the Dakar Framework of Action (2000), United Nations Literacy Decade (UNLD), the United Nations Decade of Education for Sustainable Development (DESD) have been considered by member states of the UNO. (UNESCO, 2000) Ethiopia has implemented a series of poverty eradication plans and it has emphasized the need to overcome the problem of illiteracy if a real socioeconomic transformation is to occur. The multifaceted effects of illiteracy could be understood from the following view of Jean-Paul Hautecoeur (1990):

In the economy: illiteracy would lead to major losses in production, low productivity, and poor product quality, industrial accidents, etc.; In the social sector: it is associated with the increase in criminality, disease and accidents, with the growing exclusion of new population levels; In private life: illiterate families and individuals display certain psychological disturbances which

affect their identity, interfere with their role and lead to isolation and behaviour characterized by failure, aggressiveness, etc. In culture: the cultural capital of the nation is threatened due to the competition of imported values, etc.

In the socio-political sector: it is a direct threat to democracy, to national security, and national unity.

Functional Adult Education (FAE) in Ethiopia is an approach designed to impart reading, writing and numeracy skills among adults side by side with other functional knowledge and skills in agriculture, health and other livelihood activities.

Under the federal system of government, education is a shared responsibility of the federal, regional state and wereda governments (MoE, 2006). The MoE gives technical and policy support to regional states and manages university education. Regional states and weredas have the mandate to run formal and non-formal education programs. WEOs (Wereda education offices) are responsible for primary, secondary education as well as non-formal education for adults and youth out of school children.

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

Arada Sub-city has ten weredas. Currently, there are one thousand ninety-nine IFAE learners attending the program in twenty-one IFAE centres.

Even though Arada Sub-city has implemented the IFAE program for the last three years, no study was conducted on the practices and challenges of the provision of the program. It is one background that the researcher is highly interested to undertake this research study.

1.2 Statement of the Problem

Adult education plays a significant role in increasing literacy rate, in building the capacity of adults in the world of work, in promoting gender equity, the development of democracy and a culture of peace (UNESCO, 1997). Cognizant of this, the Ethiopian government has included adult and non-formal education as an integral part of the education system (MOE, 2005). In

2008, it endorsed the National Adult Education Strategy that has served as a legal base for the provision of diverse forms of adult and non-formal education. In its ESDP IV, the Government of Ethiopia indicated that Integrated Functional Adult Education is its one of its Priority Areas (MoE, 2010). Some studies were conducted on integrated functional adult education in Ethiopia and also in Addis Ababa. For instance, (Esayas, 2014) and (Haymanot, 2014)

However, these studies focused on the management and opportunities of IFAE rather than the actual implementation and practice of IFAE program.

Hence, the researcher believes that this study would contribute to closing the existing research gap. To this end, the following basic research questions were:

1. What does the practice IFAE in Arada sub-city look like?
2. To what extent do stakeholders participate in IFAE programme?
3. How is the practice of IFAE monitored and evaluated in the sub-city?
4. What are the major challenges that encountered the IFAE programme in Arada sub-city?
5. What should be done to improve the practices of IFAE in the sub-city?

1.3 Objectives of the Study

1.3.1. General Objective

The overall objective of this study is to assess the practice and challenges of the provision of integrated functional adult education in Arada Sub-city.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. Identifying the practice of recruitment and selection of facilitators.
2. Analysing the extent to which stakeholders participate in IFAE program in the sub-city.
3. Finding out the way monitoring and evaluation of IFAE program (follow up of supervisors) is conducted in the sub-city.
4. Identifying the major challenges that the IFAE program in the sub-city has encountered.
5. Suggesting ways of improving the existing practices in the provision of IFAE in the sub-city.

1.4 Significance of the Study

Integrated functional adult education is one of the priorities of the FDRE. Investigating the existing practices and the challenges faced in the provision of IFAE in Arada Sub-city would have the following significance:

- It may provide Addis Ababa Education Bureau officials and Arada Sub city education experts with necessary information concerning the practices of IFAE in the sub-city;
- It may help IFAE facilitators and coordinators reflect on the findings of the study and improve the practices of IFAE in the sub-city;
- It may initiate IFAE stakeholders (sub-city bureaus of various line ministries, the community, NGOs, schools, and the private sector) to render the necessary support to the provision of IFAE in the sub-city;
- Finally, it may serve other interested researchers as a stepping stone to conduct more extensive research in related areas.

1.5 Scope of the Study

It would have been comprehensive if more sub-cities had been included in this study. However, to make the study manageable considering the available time and financial resource, it will be geographically delimited to Arada Sub-city of Addis Ababa City Administration. Furthermore, it deals only with issues of facilitator recruitment and selection, implementation of the IFAE curriculum, major challenges encountered and ways of improving the practice of the provision of IFAE in the sub-city.

1.6 Limitation of the Study

The researcher believes that the limitation of this study lies in the fact that the findings and conclusions may not be adequate to represent the city administration since the study dealt with only ten (10) adult education centres in Arada sub city.

1.7 Definitions of Key Terms

- **Adult:** -the term adult is also difficult to define because it varies from one society to another According to (UNESCO,1997) An Adult is human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age.
- **Adult education:** - is defined as “the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society” (UNESCO ,1997) .
- **Literacy:** - refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy).
- **Functional adult literacy:** - is the newly introduced programme of adult learning system including the practical life experience or real life style of the learner. (NAES, 2008).
- **Functional adult literacy facilitators:** - Trainers who facilitate the learning program of adult learners.
- **Integrated functional adult literacy:-**one of the ways of literacy programs through which adult’s education is directly linked with their lives to solve the daily life problems. (DVV, 2005).
- **Expert:** - one who has acquired special skill in or knowledge of particular subject through professional training or practical experience.
- **Woreda:** -According to Ethiopian Government Administration System: Woreda means Administrative division lower than zone, which is next to region.
- **Stake-holders:** - any concerned body to the proper implementation of programme of integrated functional adult literacy.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Conceptualization: Key Adult Education Concepts and Terms

Adult literacy is understood differently by different scholars. This time there is a new debate about the meaning of adult literacy. The debate is between practitioners and theoreticians over the nature of the various literacy, the debate is driven in directly by very necessary attempts to influence globalization and by poverty reduction schemes, which see participation and capacity, building as part of the process of economic growth and the establishment of social service. The first view directly related to livelihood (legal literacy, economic literacy, political literacy etc.). The later view is, more closely tied to the narrow field of education which is related to reading, writing and mathematical skills.

The National Literacy Strategy (DfEE, SEU, 1998) defines literacy as reading and writing — essentially, making sense of text and making sense in text. Fluent readers can read silently with comprehension any text which is significant to them and which relates to a topic with which they could cope in their spoken language. Similarly, fluent writers can compose texts on such topics. So, fluent readers and writers can deal with text equally competently at the word, sentence and text levels, and are so familiar with the literacy skills that they can deploy them automatically.

2.1.1 Adult Education (Training/Learning)

The AE literature offers several competing conceptual definitions including this one, also used here.

AE denotes the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural leaning society, whereby theory and practice based approaches are recognize. (UNESCO, 1997, p. 21).

The concept AE refers to the provision, the learning/teaching process, the study and research, and the movement (learners, institutions, organizations, researchers) all of which present a

challenge to capture in a short simple and memorable definition. AE is characteristically voluntary part time learning provided by educational or other organizations, with a functional, responsive, and flexible orientation to meet the education/learning/training needs of the adult learner who has or is normally expected to have a primary role. There is no historical, conceptual, and operational basis for AE referring to adults enrolled as full time university students.

An operational definition for developing countries, which is useful in the context of this book, is that “AE is literacy classes, field days for farmers, correspondence courses, day release courses for administrative workers, leadership courses, study vacations, public lectures, seminars, workshops, evening courses for scientists, better housekeeping courses for women, folk high schools, extramural centres, evening institutes/programmes, community development centres, farmer training centres and the list of activities and institutions may be increased ...” (Prosser 1966, p. 1). Organized AE is formal or non-formal; there is formal adult education and non-formal adult education. One can pursue either or both separately or simultaneously at a given time.

MoE sources give no conceptual definition of AE. Operationally, AE is subsumed under NFE and for the MoE, since 1994, in the main, it has meant adult literacy with general knowledge around some aspects of life and with or without skills training. In the NAES, AE is used more or less to mean FAL. This understanding restricts conceptualisation, communication, planning and management including AE delivery. The use of ‘golmasa’ for ‘adult’ which is inadequate exacerbates the problem. ‘Adult education’ is always translated into ‘yegolmasoch timhirt’. Not everyone in literacy or other AE classes is a ‘golmasa.’

The united nation educational scientific and cultural organization (UNESCO, 2004:12) defines literacy as —the ability to identify, standard, interpret, create communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop knowledge and potential and to participate fully in their community and wider society. This in return can bring change and development in the context. Besides it says important (UNESCO, 1989) has made four major statements in relation to development: -

- A person is literate who can with understanding both read and write a short simple statement on his/her everyday life.
- A person is functionally literate who can engage in which literacy is required for effective functioning of his/her group and community and also for enabling him/ her to continue to use reading writing and arithmetic for his/her own and the community's development
- Literacy is the ability understands, interpret, create communication and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his/her goals, develop his/her knowledge and potential and to participate fully in community and wider society.
- Finally, the notion of — plurality of literacy (UNESCO, 2004) was advanced stress the social dimensions of literacy is seen as comprising divers' practices imbedded in socio economic political cultural and linguistic contexts acquired in school and outside of school. It is also involves family and community contexts, the media various forms of technology, skills for further learning and the world of work and life in general. Thus, this concept of literacy emphasizes the literacy challenges as making societies literate and not simply as making individual literate. This social dimension of literacy can contribute for people to live together in any social setting.

2.1.2 Basic Literacy

Basic literacy is the ability to use and benefit from printed and written language (Tilahun W., 1997).

A person is considered literate/illiterate if he/she can/cannot read and write with understanding a simple statement related to his/her life (UNESCO, 2003/04).

Sometimes a distinction is made between and due attention is given to literacy and numeracy, the ability to handle arithmetical operations. Literacy, like development, is a moving target and has now come to include mastery of social and livelihood skills.

In Ethiopia, literacy education has not always meant only the acquisition of the mechanical skills of the 3Rs. There have been and still are elements of knowledge of religion, health, family planning, agriculture, and rudimentary carpentry and other knowledge and skills. This combination was functional literacy as understood for many years.

2.2 From adult Literacy to Integrated Functional Adult Education (Including Literacy, Numeracy, Life-Skills and Context-Bound Vocational and Business Skills)

ESDP IV is committed to an integrated approach. This includes:

2.2.1 A focus on Integrated Functional Adult Education

It is recognized that the elevated levels of illiteracy in the adult population in Ethiopia is a barrier to achieving its development goals. Therefore, the NAES puts a special focus on integrated Functional Adult Literacy (IFAE). In general terms, IFAE builds on indigenous knowledge and seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture (including off-farm activities), health, civics, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and ensures that literacy skills development is meaningful to the learners. As studies show that relevance and utility are key factors to accelerated skills acquisition and increase the likelihood that participants will want to expand their knowledge base through other learning opportunities, the Master Plan builds on integration: FAL programs must be integrated to livelihoods and life skills to be success (ADEA, 2012).

2.2.2 Programs must be targeted:

Programs must consider the special needs of pastoralists, agropastoralists, sedentary highlanders and urban dwellers. It must further recognize the needs of different age groups (especially young people) and people with special needs (visually impaired, handicapped, etc.). Also, given Ethiopia's cultural and linguistic diversity, these two components must also be taken into consideration. But first and foremost, given the high illiteracy rates of women, special provisions must be made to recruit women and programs must be designed to meet their special needs in their community contexts. (ADEA, 2012).

2.2.3 A Close Linkage between IFAE and non-formal Vocational Education and Training (VET)

Which must be geared towards for gainful occupations. Under Ethiopian circumstances, where a TVET sector is under way and a comprehensive qualification framework is being applied, this linkage is in principle easy to be realized. Thus, the adult education system can be incorporated

into an overall approach, with pathways from the non-formal to the formal education and training system. (ADEA, 2012)

2.2.4 Environment-Conscious Education for Sustainable Development

Maintaining sustainable land management and agricultural production system is a question of survival for the growing Ethiopian population. This means innovations not only for increased productivity, but also for the use of renewable energies (e.g. biogas), recycling, water-saving technologies (e.g. rain water harvesting schemes), and erosion-protective new methods in agriculture (e.g. drip irrigation). All these aspects can be addressed in responsive adult education programs and be linked with literacy, numeracy and business skills. Approaches have been field-tested (not only) in the context of the integrated women empowerment program described more in detail below and are ready for replication. (ADEA, 2012)

2.2.4 Livelihood Skills

e.g. via health-related education (incl. child care, reproductive health and HIV/AIDS-sensitization) can well be linked to IFAL especially, when – as is the case in Ethiopia - health agents, familiar with respective local languages and cultures are available. This big potential for synergy is still to be fully tapped. (ADEA, 2012)

2.2.4 Basic Business Skills Training

Is a component, without which more or less freshly literate adults will hardly achieve to create a sustainable gainful occupation, especially in an urban or semi-urban environment. (ADEA 2012)

2.3 Historical Overview Adult Education in Ethiopia

2.3.1 Adult Education up to 1942

Education opportunities/provisions for adults have deep but discontinuous roots in Ethiopia. Ethiopia had indigenous NFAE practices long before the arrival of organized religion and western style modern formal education. Family and community problems, conflicts and common concerns have been resolved through meetings of elders. These fora afforded learning exercises, opportunities, and duties. The Borena of Oromia for example still have a practice of educating its youth. Age cohorts of for example 16-31 and 32-40 are taken through different stages of

education at the end of which they emerge able to assume different family and community adult roles.

The Ethiopian Orthodox Church (EOC) has been the organized provider of AE since King Ezana was taught Christianity and baptized around 330 AD. That event represents the first instance of an adult, a royal tutor, teaching another adult, the king. The action is NFAE in current parlance. That royal tutor is survived today by the family “Soul Father”, the confessor, who is a religious teacher occasionally visiting and teaching families the Word and administering the Holy Bread and Water. Church services have often been followed by teachings to those in attendance. Today, some EOCs in Addis Ababa at least conduct late afternoon teachings (usually after 5 pm) and Sunday schools for youth and adults. In the EOC’s system of education, formal, hierarchical, and rigorous in its own right, some of the learners who had to work for their professors by day had to go to evening classes (Girma, 1967). Islam added another qualitative dimension to NFAE by teaching a secular subject. Quranic schools taught Arabic to children during the day; in the evenings, adults learnt Islamic law.

Earlier European missionaries gave religious instruction and to some extent skills training to adults in Adwa, Taqussa, and Fremona. More western missionaries arriving in the nineteenth century gave another impetus for NFAE. Religious debates (hence mutual learning as befits adult learning) between the nationals and expatriates emerged; missionaries and Ethiopians learnt each other’s languages and cultures. Samuel Gobat said in 1830, he had religious dialogues with a string of court people, church authorities, polite farmers, soldiers, women, young persons and elders from 6:00 am to 8:00 pm (Pankhurst 1955). When missionary schools became inadequate, the missionaries opened evening schools/programmes and satellite centres which were described as centres of cultural and spiritual adult education. “As vehicles of literacy and adult education, these evening schools were like lamps burning brightly” (Aren 1978, p. 317). As a group, the missionaries added more qualitative elements to NFAE. They introduced (a) skills training such as sewing, woodwork and metalwork, etc. principally to satisfy their interests; (b) firmly established evening study/learning; and (c) in some areas, opened special schools for girls and women (Aren 1978; Pankhurst 1955).

AE came into the orbit of modern/secular nation building with the spontaneous beginnings of NFAE activities during the first three decades of the twentieth century, most supply driven and

others demand driven by government and non-government bodies. A palace school was opened to teach young courtiers, 20-23 years old, like Ras Teferi, law, good manners, reading, and writing, calligraphy, religion, Ethiopian history and Geez. At Teferi Makonnen School (established in 1925) adult basic education was given for members of the Imperial Body Guard in the afternoons, evenings, and the wet or rainy months (kiremt in Ethiopia) of June-September. In 1931 the Awraja governor of Asebe Teferi, Dr. Worqineh Eshete, granted the request by a group of government employees for evening learning. Free instruction started immediately in the subjects of English language and mathematics under the supervision of Amanuel Abraham, then director of the school (Pankhurst 1955) and later Director General of Education in the MoE. This event marked the start of (a) a demand or popular driven formal evening education and (b) part time learning/study. The subject of evening education engaged the government up to 1991. In brief, faith based organizations started off by offering 3Rs for reading the Bible and the Quran with occasional sprinkles of skills training and other secular subjects. The major features of AE as a field of practice, that is diversity (content and clientele), flexibility (content and management, time), and demand and supply of programmes had already been laid before the Italian invasion in 1936.

2.3.2 Adult Education 1943-1974

During the first decade or so of liberation, modern education went through a period of improvisation. The driver was the motto ‘mass education at all costs’. Modern education was to be re-established and expanded. In what appears to be part of the scheme, the government issued in 1944 a Memorandum on Education Policy, which inter alia, provided not only for education of all ages and both sexes but also “instruction in mother tongues in due course” (Maaza 1966). In terms of AE, the latter was to be effected beyond 1974. School principals took the initiative to offer evening classes beginning 1943 in Addis Ababa. Already a community school in Tebasse Koso was offering day and evening classes (Pankhurst 1955). The then Ministry of Education and Fine Arts (MoEFA) sponsored and opened the Berhaneh Zare New Institute, 1948-1978, (literally, your light is today), an adult evening school. This action marked formal or official government involvement in AE. Initially, the Institute received minimal financial support from the government; learner fees soon replaced government subvention which since became the norm for evening learning/programmes. This opening of the Institute gave tacit approval and caused

the development of evening adult education. The University College of Addis Ababa accepted and recognized AE as a field of provision when it opened evening classes both at degree and sub-degree levels in 1951-52. The schools, this Institute, and the University College of Addis Ababa, led part time formal adult evening learning at primary, secondary, and tertiary levels (Tilahun W., 1991).

A second major AE development, which led to the participation of illiterate adults, occurred following a Public Notice by the government on fundamental education/adult literacy in 1955. The Notice is most often mistakenly referred to as a proclamation, decree, etc. The notice appeared in an Amharic weekly, *Sendeq Alamachin* (literally, our flag), in conjunction with the Emperor's silver jubilee coronation festivities. The Public Notice provided for (a) all illiterate adults (18-50 years old) to become literate through their own efforts/arrangements; (b) the literate community including all employers to assist in the drive; and (c) the MoEFA to coordinate the efforts (Imperial Ethiopian Government 1948 EC). A spate of literacy activities followed such as organizing classes, mobilizing resources, learners, identifying teachers, getting books, which engaged many government and non-government organizations some of which were hitherto "underground" or low profile. With external support and in a bid to implement the Public Notice, the MoEFA opened two institutions to support the general area of AE/community development: a Community Development Teacher Training School at Debre Berhan, and a Community Development Workers' Training Centre at Majete (Pankhurst and Endreas, 1958; MoEFA, 1955; Maaza, 1966). Graduates were teamed up and deployed to rural communities.

The third development in this area was influenced by an external factor with a special bearing on functional literacy. The functional component of the literacy education programme was introduced and strengthened by the arrival and implementation of the MoEFA/UNESCO/UNDP Work-Oriented Adult Literacy Project (WOALP) 1967-1973. The project ran from 1970 to 1973 (Head and Negash 1976). It accentuated vocational/functional literacy especially within the agricultural and industrial sectors (Brooks, 1970). The government appointed a National Council of Adult Education chaired by the Prime Minister, and a director general for adult education and literacy in the MoEFA. A monthly Amharic paper, free for the neo-literates, was designed by the MoEFA (Andargachew 1973). Both marked government's formal entry into AE and more specifically into adult literacy for the second time. Nevertheless, the MoEFA had neither the

resources nor the authority to coordinate other line ministries. Within the MoEFA itself, the management structure was not only weak at the headquarters but also stopped at the provincial literacy office level and did not go down any further. Both concerns were reported to and by the 1972 ESR (ESR 1972).

Outside of the MoEFA, almost every government agency had an AE programme for its employees as they currently do. Among the other principal government ministries externally involved in AE in ‘on a less ad hoc basis’ were the Ministries of Community and National Development and Social Affairs (MoNCD & SA, now MoLSA), Agriculture, and Health. These ministries were always offering AE without recognizing it as such. The MoNCD & SA was the second government agency charged with education of the larger community at its establishment in 1957. Among other education activities directed at adults, the new agency trained development officers at university level and village level workers at a newly established community development centre at Awassa. These trained teams were assigned to selected urban and rural (agricultural) communities to promote self-help projects, cooperative development, better food and nutrition, cottage industries, youth recreation clubs and, women’s programmes (Andargachew 1973; Niehoff and Wilder 1974). The new ministry, while advancing AE in broad terms, perhaps contributed to the decline of MoEFA’s interest in and responsibility for NFAE or otherwise. Broadly defined AE work as such fell between the cracks; it was neither in the portfolio of the MoFEA nor in that of the MoNCD & SA until 1974.

In terms of still reaching the rural population and specifically concerned with improving agricultural productivity for rural and national life, the then Ministry of Agriculture (MoA), had and still has the largest and longest involvement in non-formal agricultural education in the highlands of Ethiopia since the early 1950s. Agriculture extension/education was a cooperative undertaking of the MoA and Alemaya College of Agriculture and Mechanical Arts. This engagement has been called agricultural extension, not adult education of course. In the 1960s, the agricultural extension service had the largest participation in terms of adult educators or extension workers and the people affected, though no one knows whether the former were trained in adult education approaches and methods. While the core of the programme was agriculture, there were attempts to make it multi-disciplinary. There were efforts to integrate literacy, health, and family planning and home science. Agriculture agents were trained in higher

education institutions for agriculture in Alemaya, Ambo and Jimma. The extension service led to the development of field-tested improvements in farm technology such as hand pumps for irrigation, animal drawn carts, improved breed of seeds and farm animals (Niehoff and Wilder, 1974).

Part of the responsibility of the Ministry of Health, once Ministry of Public Health, was and still is to give health education and services to the public. In addition to hospitals where general health education is offered as a secondary activity by the health personnel, the Ministry instituted in the 1960s two delivery mechanisms for health education and services: The Health Centres and the Malaria Eradication Services. Health centres which had a physician or a health officer, a community nurse and a sanitarian (the team was trained at the then Gonder Public Health) were meant to serve the community in basic maternal and child services, control of diseases, environmental sanitation, health education and medical care. The Malaria Eradication Services, a semi-government agency, gave mass education especially in the low land areas, about the spread, prevention, control, and treatment of malaria (Andargachew 1973; Niehoff and Wilder, 1974).

While literacy education dominated the scene to the point of almost becoming a voluntary national movement though uncoordinated, there was an array of other AE programmes especially by the private, semi-government, and NGO sectors.

2.3.3 Adult Education 1974-1991

In direct contrast to the gradual approach of the period just covered, the government of this period made education a mass movement for national development, of course within a Socialist framework. Soon after taking power in 1974, the government mobilized about 60,000 senior secondary school students and their teachers as well as students and staff of tertiary level education institutions for a two-year rural service programme to organize rural communities to promote the new ideology and manage their affairs. The Department of Adult Education was strengthened and its role expanded. It became the Department of Adult and Continuing Education. The National Literacy Campaign (NLC) 1979-1991 became the flagship of the government. The adult literacy rate was reported at 75% ten years after its launch, a figure contested both within and without the MoE (NLCCC, Meskerem 1972; Tilahun W. 1989; Tilahun S., 1994).

Technically speaking, the NLC was driven by neither a specific policy nor a proclamation, contrary to popular thinking but by a shower of directives executed to the spirit and letter by the lowest level of administrative units (qebele). On one occasion the then Minister of Education said "We make this revolutionary call to all government and mass organizations to conduct the literacy campaign without any delay, because, although the obligation to teach and learn is not legislated, we believe and recognize that revolutionary decisions require revolutionary attention and implementation of the highest order" (NLCCC, Meskerem 1972, p. 6). The NLC laid the foundation for the use of more than 13 indigenous languages as media of literacy and primary instruction as well as the writing of teaching materials in these to reach the linguistically diverse population. The NLC was one of the reasons for the establishment of an organizational/administrative structure going down to the qebele, the smallest unit of government, and the subsequent formalization of decentralization and deconcentration of education responsibility to lower units, weredas and qebeles.

In practice, the NLC generally tended to be compulsory and there were illegal punitive measures associated with attendance such as fines, imprisonment or detention, at least withholding learners' food ration cards and those of their families, all intended to give a semblance of the force of law (Tilahun W. 1989; Tilahun S. 1994). But one of the most serious criticisms of the NLC was that it was politicized. In all fairness, this is not peculiar to this government except perhaps to say that the politicization was overplayed or better still over emphasized in some reports. All systems of education both in socialist and capitalist countries have an element of political education. Besides, other aspects of life in Ethiopia were just as politicized. But one UNESCO report submitted to the new government in 1994, on the eve of the issuance of an education and training policy, had this to say: "The experience in Ethiopia in NFE in many ways is considered one of the most successful in Africa, particularly in literacy. ...It will be a pity if the rich and very illustrious experience of Ethiopia is ignored or underestimated simply (or mainly) because in part it was associated with a political phase in the history of Ethiopia that has left many unpleasant memories" (UNESCO, 1994, p. 4).

It is recognized that the NLC efforts were also immensely constrained by economic problems of the time and the conflict in the north of the country. Nevertheless, and in terms of broader AE, the NLC (1) demonstrated that with political commitment and with no written policy much can

be done; (2) created incalculable awareness, social, political, and economic among the people which itself is AE; (3) laid a solid foundation for literacy work as well as for general adult education in the later years; and (4) created a national awareness of the scope, significance and magnitude of illiteracy in Ethiopia and the measures taken to fight it (NLCCC, Meskerem 1972; Tilahun W, 1989).

Other developments of the period in putting the broad area of AE at the service of all Ethiopians were the establishment of basic development centres, over 400 community skill training centres (CSTCs), farmers' training centres, the Agrafa Multi-Purpose Farmers' Training Institute in Bale training about 2000-4000 farmers annually (now an agriculture TVET), the Management Institute, the Ardayta Farmers' Management Institute in Arsi (all still active in one form or another), the Yekatit Political Education Institute in Addis Ababa with a branch in Gonder, the establishment in Bahir Dar of the first national programme to train adult educators (1980-1995), placing AE as an agenda on MoEFA meetings and annual conferences, the introduction of weekly, subsequently monthly, political discussions in all organizations with ten or more employees, and similar but quarterly activities at qebeles (various MoEFA documents). In terms of the volume of attention, work, and money and participation, this period was the zenith of AE, or at least limited components of it.

The government of the time issued several sectoral proclamations to reorganize life and development in Ethiopia with enabling clauses for AE activities, adult basic education included. To conclude, this government made AE a mass movement for national development; had the clearest political commitment for adult basic education and the drive for literacy took centre stage; AE was conceived and operationalised broadly during this period; and obviously, AE was largely funded and managed by the government. In short, this government came closest to operationalising the 'hullum yimar' (education for all) motto of Menilik II and his predecessors.

2.3.4. Adult Education Since 1991

Since 1991, with the change of new government Ethiopia has a federal government consisting of nine regional states and two City administrations. Each regional state has its own constitution. Regional states have considerable authority and responsibility which they exercise and discharge

through councils at regional, zonal (in some cases), wereda and kebele levels. There are over 720 weredas and close to 18,000 kebeles.

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

The twenty-year Education and Training Policy consists of rolling five-year Education Sector Development Programs, started in 1997, to meet the Education for All (EFA) and Millennium Development Goals (MDGs) by 2015. Education Sector Development Plans I, II, III, IV have already been developed and implemented.

Bearing in mind the close and dynamic relationship between the federal and regional state governments the following roles and responsibilities for adult education can be identified. (Focus on Adult Education Newsletter No. 18/19 2006)

At federal level the MoE's roles include: Determining country-wide goals , Formulating policy guidelines , Networking and co-ordination with other stakeholders in adult education, Liaising with Regions regarding the planning of adult education , Regulation of adult education providers, Overall supervision, monitoring, evaluation and quality assurance of adult education provision, Accreditation of learning within adult education programs and Research, documentation and dissemination of research findings.

At regional level the REBs' roles include: Specification of regional priorities , Identifying organizations and agencies to participate in implementing adult education in the region and making formal arrangements to enable them to do so , Providing guidelines for adult education planning and implementation in the region, Ensuring the integration of adult education in regional plans and budgets, Ensuring the development of appropriate curricula and materials for adult education in regional languages, Building capacity for adult education at various levels through training and in other ways, Mobilizing resources for adult education work in the region, Supervising and monitoring the implementation of adult education programs.

The roles of zones include: Serving as a link between the region and the woredas, promoting and coordinating the provision by different stakeholders in the woredas and helping the Region to provide the woredas with services.

The roles of woredas include: Identification of woreda priorities in relation to regional goals, planning for adult education and ensuring that it is integrated into woreda plans and budgets, mobilizing additional services for adult education, ensuring the implementation of adult education programs that respond to the needs and demands of the local population and Supervising and monitoring the implementation of adult education programs in the local communities.

The roles of kebeles include: co-ordination of services to support implementation of programs, Identification of locals learning needs and demands, assisting with the recruitment and enrolment of learners.

2.4 The National Adult Education Strategy

In 1996, the MoE had formulated a strategy (FMoE, 1996). Eight years later a NFE strategy draft developed by the NFE panel was presented to a national workshop (Ayele, 2004b). A National Adult Education Strategy (NAES) was completed and approved in a national validation workshop in September 2006 (FMoE, September 2006) and printed and publicized as a much shorter version, both in Amharic and English, in February 2008, for the first time ever (FMoE, February 2008). This is the final and official document. At the NAES launching function, which was opened by the Minister of Education, representatives, all at the State Minister level, of the Ministries of Agriculture and Rural Development, Health, Women's Affairs, Culture, Youth, and Sport, Labour and Social Affairs, all of which were consulted in the drafting, signed a Memorandum of Understanding to collaborate in its implementation.

Among the strengths of the Strategy is that it : -

- ✓ has as its core only the delivery of quality, equitable, relevant, and well-resourced AE and IFAE programme to enhance the country's sustainable development;

- ✓ Addresses technical aspects of IFAE such as strategic objectives, ‘curriculum’, teachers/instructors, certification for learners, teaching materials and methods, management, monitoring and evaluation etc.

But the Strategy also

- ✓ presents a non-committal funding scenario; funding is the litmus test for any commitment by any government;
- ✓ has no baseline literacy figure and indicators against which progress can be monitored;
- ✓ as a major pace setter, needs to have a clear definition of AE vis a vis IFAE and as well be clear whether the ‘adult education’ described here is a sub-sector, a sector, or a system or a programme;
- ✓ Has left skills training through CSTCs unelaborated although it has references to skill training.

The focus on only adult literacy without even acknowledging other types/forms of AE by the MoE continues to send the message that AE is FAL or literacy only.

Although the final and official document is silent on financing, in the September 2006 copy of the NAES, the longer English version, the implementation of FAL between 2005/06 and 2010/11 requires a sum of Birr 686,899,200 (roughly 64 million USD). Raising this sum can be a formidable task at least for the remaining years of ESDP III and PASDEP. Under present economic circumstances, MoFED is very unlikely to have new money. Government agencies represented at the launching of the NAES have their plans budgets well into the third year, a time to difficult to re-channel funds.

This is probably partly why none of them pledged any funds. Bilateral and multilateral agencies already have their plans and budgets most of which go directly to MoFED, leaving little money if at all for projects like this one. Most seriously, the MoE itself has closed the door for new government money for the NAES. The long-term version of the NAES states “The government does not have to raise additional funds to cover the whole budget” (FMoE 2006, p. 40). In March 2006, IIZ/DVV together with the Women Association of Tigray (WAT) and the Tigray Regional Education Bureau (TREB) had a planning workshop on IFAE pilot projects for partner organizations. One person highlighted literacy activities between 2002 and 2006 and went on to

say: “After 15 years of total neglect, the FAL approach is now highly wanted. As much as we welcome the move we are a bit afraid about the practical implications of ...” (NEWSLETTER, 18/19/ 2006, p. 48).

According to a MoE commissioned recent study however, the NAES and efforts associated with it appear very inadequate relative to the task of fighting illiteracy, functional or otherwise. UNPD’s Human Development Index ranked Ethiopia in 2005 as number 169 out of 177 countries and recorded that in terms of adult literacy, Ethiopia is the lowest. The study calculated that Ethiopia has to achieve an adult literacy rate of 57%, 65%, and 88% in 2005, 2015, and 2030 respectively to clear the backlog (CINOP Team, June 2008).

In 2009, the MoE created a task force consisting of MoE and dvv international and local NGO experts as well as representatives of the six ministries that had signed a memorandum of understanding during the launch of the NAES in 2008. This group developed a curriculum framework, adapted the international benchmarks on adult literacy and prepared a guide on how to implement the FAL and the NAES. The intention is to organise an event to start up the nation-wide implementation of FAL and to introduce the new documents later in the year.

In relation to AE management, the former DACE was renamed Non-Formal Education Panel with a huge and drastic reduction in human resources after the ETP. The focus of the Panel became adult literacy as will become clear later. In terms of management structure, the Panel became itinerant. First it reported to the new Department of Education Programmes and Supervision and then to the Education Programmes and Teacher Education, under a Vice Minister for Education and then a State Minister for General Education. Today, there is no NFE Panel; adult education is under the Department of Gender and Educational Equity reporting to the Minister and/or the State Minister for

General Education; the NFE programme for out of schoolchildren is under the State Minister for General Education. Non-formal TVET, whose clientele is largely the adult population, is under the State Minister for TVET. Community skills training and evening education have fallen between the cracks; and distance education appears attached to Education Mass Media, otherwise it is nowhere. All three were previously coordinated under DACE. Some work is under progress to bring FAL and children’s programme under General Education. In the REBs,

FAL, children's programme, evening and distance education are under NFE Panels/Units. In the regions, the structural location of CSTCs varies as does TVET, formal and non-formal. In some REBs, TVET is inside and in others, it is outside (various MoE documents). The location of a unit in the management structure of any agency matters. The farther away it is located from the centre of power, the less attention it gets and the less influence it has.

2.5 Curriculum Framework of IFAE

2.5.1. Vision of IFAE

See a literate Ethiopian adult citizen, enabled to take their own initiatives in fighting poverty; enabled to change their life; and enabled to participate actively in and benefit from democratic processes and nation building. (MoE, 2011)

2.5.2. Values

IFAL enables participants to better develop and advance these values.

- Belief in earning a living through vocation and labour.
- Respect for the person as a human being; belief in mutual respect and tolerance.
- Respect for the dignity of work.
- Knowing and upholding one's identity while accepting and tolerating others; pooling resources for the common good.
- Sensitivity to and speaking up for the rights of the community and the individual.
- Deploying all resources and" capability to maintain and protect the environment,
- Understanding that education and training are for individual and national development; the need for utilizing these for success.
- Application of the better of traditional productive means while at the same time developing different options. (MoE, 2011).

2.5.3. General Principles of IFAE

- Focuses on integrating social, economic, and pedagogical values.
- Unlike the education of children, focuses on learning contents that are immediate and responsive to current concerns, needs, and interests of adults.
- Enables learners to actively be involved in the choice of learning contents and methods because adult participant's interests/needs are the foundation for the learning engagement.
- Blends content and life situations and is responsive to immediate needs and problems, unlike in the education of children which revolves around different subject areas.
- Blends reading, writing, and numeracy/computational skills into key life-improving contents driven by participants' interests/needs and desire for immediate application.
- Content and approach help to introduce and progress towards new practices in improved life.
- Pursues a process whereby the 3Rs which emerged from the contents reinforce the process of learning.
- Pays attention to processes that encourage and enable adult learners to engage in learning according to their interests and pace.
- Make training / learning opportunities and options available to all.
- Encourages female participation while maintaining gender equity. (MoE, 2011)

In the process, IFAE

- Links and enhances the above with writing and computational skills.
- Respects and enriches the general values of the community.
- Results and enriches diversity in concert with unity.
- Encourages creativity and utilizes it for improved work processes and improved life.
- Mobilizes the environs and community for common prosperity.

2.5.4. Justification for IFAE

The Government of the federal Democratic Republic of Ethiopia and the peoples are working hard to improve the citizen's life and place Ethiopia, in the next twenty years among the middle-income countries. To this end, a clear national vision has already been elaborated.

A rolling Growth and Transformation Plan (GTP) is being translated into action to realize this vision of sustainable development. Based on this GTP, sector ministries and other government development agencies have formulated their own plans and strategies and are beginning to see the results of their implementation plans. (MoE, 2011)

Further, in order to boost economic growth, the GTP and its implementation give particular attention to developing the natural (physical) and human resources through the development of agriculture. With such attention to the sector, and the subsequent development of agriculture extension packages, many farmers and pastoralists are registering more than satisfactory results. Similarly, very useful results are being registered in the health sector whose policy and directives give special attention to disease prevention. (MoE, 2011)

Ethiopia's sustained economic growth over the last twenty years is the result of these efforts and others. Nevertheless, the question of how to enhance this rapid economic growth and boost it further is a relevant and timely question to raise.

According to (MoE, 2011), the answer to this question evokes discussion on the vital role of education and training. Experience from advanced and wealthy countries and various research results have established that the education of citizens has a key role in economic and national development. However, most the adult population, urban and rural, contributing the highest share of national productivity, has had no formal education. The education and training of this productive force helps improve their life as well as engender sustainable development. In this context, the preparation of this curriculum framework is a vital part of this development vision and goal.

2.5.5. The Nature of IFAE

The life and daily activity of adults are the entry point for IFAE. IFAE is a process leading to mastery of 3Rs; encouraging voluntary participation of adults; introducing new work practices/culture for improved health as well as economic and social life; deepening attitudinal change; enriching knowledge and skills; and developing human and material values to overcome poverty. (MoE, 2011)

IFAE focuses on adult behaviour and psychology. Using adult knowledge and skills as starting points, it improves the same; enables progress to a better stage; introduces new technology inputs

and procedures; and as such is part of the process of individual, local, community, and national development. The approach does not begin with learning the alphabet/letters. The process and activity begins with adults discussing life-related and life improving concerns, needs and interests common to the individual and group and then move to reading sentences, phrases, words and numbers, etc. about these. (MoE, 2011)

IFAE is based on mutual learning-teaching, not on one-way communication between learners and facilitators. Facilitators teach adults; adults teach facilitators; everybody teaches everybody else. Collective learning is used for the solution of common problems; individual knowledge, and skill, are pooled and coordinated to achieve the resolution of common problems. This approach to adult literacy helps adults to use in practical terms their reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc. The preparation of the syllabus is based on considerations of all these and local conditions. (MoE, 2011)

2.5.6. Programme Duration Time Utilization

IFAE is pursued at convenient times and places throughout life. Just like other education and training programmes however, IFAL requires staying at one place at least for a certain minimum period to complete a mutually agreed schedule of activities.

Although the duration of lessons is established through discussion with and expressed will of the participants, it is necessary to explain to them why pedagogically shorter meetings over several days are preferred to long sessions once a week. (MoE, 2011)

Accordingly, the programme will be completed, allowing for local variations, in two years with possibilities for continuing education and training. This opportunity will be facilitated for all those completing the two-year programme and wish to pursue non-formal and formal TVET programmes, provided they meet the particular admission requirements. (MoE, 2011).

2.5.7 The adult Educator

‘Adult educator’ is a broad category including people involved in the provision of adult education opportunities. However, our focus is on those who are or will be working as teachers/trainers in direct contact with adult learners. We use the terms ‘educator’ and ‘teacher’ interchangeably. Furthermore, our study addresses both active (but uncertified) and prospective adult educators who earn or intend to earn their living in the adult education field. The extensive and important voluntary work in adult education is beyond the scope of our study. Finally, we examine the professional development of adult educators for the fields of general, vocational and liberal adult education, i.e., those fields more or less regulated by the state, receiving public funding and bridging what has been described as a ‘divide’ between teachers and trainers (Santoro, 2003). We discuss the ‘prospective’ adult educators who are preparing themselves to enter the field of adult education, but in practice, there is no clear-cut distinction between prospective and active adult educators.

2.5.8 Adult Educator as a Profession?

The existing literature offers divergent views on professionalism (Cunningham, 2008). It can be seen as the precondition for representing a competent and specialised practice, or it may concern the possession of the specific knowledge and skill controlled by occupational groups (Abbot, 1988). Central criteria are often used to define professions such as ‘teacher’: a research-based professional education, a ‘professional language’, formal licensing or registration of the professional educator/teacher, ethical guidelines and a system of sanctions if these guidelines are not followed, and, finally, a certain degree of professional autonomy (e.g., Colnerud and Granström, 2002). Following such criteria, the adult educator is not clearly a profession like the ‘classical’ professions (Jütte, et al. 2011).

However, such definitions have been criticised as being too static and focused on attributes rather than activities. The on-going debate on ‘new’ professionalism includes investigations of the concepts and substances of professionalism (e.g., Evans 2008). Alternative models are process oriented, focus on professional development, and highlight aspects such as the acquisition of a specialised body of knowledge and the construction of a professional identity. (Milana, Andersson, Farinelli et al. 2010; Milana, Andersson, Gross et al. 2010).

In adult education, educators are often professionals in different disciplines (the focus of their subject knowledge) when they begin their professional development as adult educators. This professional education, by contrast, has one unified aim: ‘to make practitioners academics is the first step to create a profession’ (Bron and Jarvis 2008, 42). However, professionalism encompasses not only (formal) competence but also the development of expertise in practice.

2.5.9 Becoming an adult Educator as Part of Socio-Cultural Activities

Our theoretical framework for understanding the qualification paths of adult educators uses a sociocultural approach that analyses learning in three levels of mutually defined and interdependent processes: the individual, interpersonal and system levels (Rogoff 1995). Our understanding is that individuals take part in activities in different social contexts, engaging with other people. Through this participation, they prepare themselves for later participation in adult education as a teacher. The system level corresponds to the cultural and institutional structures—including policies, educational programmes and courses—that provide the set of arrangements, resources and values appropriate for becoming an adult educator. The interpersonal level reflects the interpersonal engagements and arrangements involved throughout the process as an individual becomes an adult educator. Here, the interpersonal level is defined by the turning points, trigger events and impacts made by significant others. (Lave and Wenger 1991; Wenger, 1998).

2.5.10. Learning-Teaching in IFAE

IFAE makes participants read and write agreed and planned sentences reflecting their daily life and activities. In this approach adults learn. How to read, write, and compute about their individual, community, and national agendas.

Adults possess a wealth of knowledge and therefore do not wish to be treated like children. They also participate actively and voluntarily when encouraged to read, write, and compute relevant words, phrases, and sentences.

In their homes and residential communities, adults see materials they believe could have made meaningful changes in their lives and regret lacking the skills to read them in the past. Experience and research testify to the wisdom of beginning with such readily accessible materials.

Similarly reading materials of government development organizations and those related to legal and social life are available in their homes and communities. Reading these enhances development of the skill and opens avenues for better life. Many adults are very eager to read and understand such materials. They will be happy if such material is available in IFAE centres. One key question here however is how one can proceed to reading before adults have identified alphabets letters in the particular language (FMoE, 1996).

The curriculum framework below suggests a learning-teaching approach to answer this question and satisfy afore- mentioned basic learning needs and interests of adults. This approach begins with sentences on topics adults had discussed and want to read (whole language approach). Here adults are engaged reading sentences, identifying key words, and then recognizing individual letters/alphabets in them. Simultaneously, they learn that identifying and reading letters is a useful skill for reading words, phrases, and sentences. Since these units originated with adults, they stimulate learning (FMoE, 1996).

2.5.11. Role of Stakeholders

In the social, economic, and cultural processes, adults are not only active participants but are also the principal actors. Adults realize that these social, economic, and political problems cannot be solved individually but through coordinated efforts. Such are work processes in industry, agriculture, health, etc., each of which puts adults at the centre of decision making.

Therefore, stakeholders like the ministries of agriculture, health, social and labour affairs, education, and women's affairs, regard youth and adults as the principal forces of implementing their plans and achieving the goals.

Adults have their own activities and schedules. They wish to use their time fruitfully and productively. They do not refrain from using their time in activities that change their lives. They understand fully well that knowledge of health or agriculture in isolation or studying the single alphabets letters does not change life. The reality also testifies to this. It is believed that the stakeholders themselves have learnt from past practice that unless they move and act in a coordinated manner, it is likely to be a waste of adults' time and energy. IFAE requires that the country's limited human, financial, and material resources including time, be coordinated and used in a fruitful and productive manner. Adults would want it that way and are ready to work

collaboratively to make this happen Sector agencies should therefore pool their human and material resources and work together wherever an IFAE programme is and/or should be offered. It is expected that agriculture and health extension workers, farmers' training centres, health posts and health stations would significantly support the accomplishment of the goal of IFAE.

Further, NGOs involved in development and allied activities are duty bound to tune their programmes to this strategy. No doubt that the strategy will play a significant role as it consolidates and accelerates the on-going development process. No wonder then that IFAE is often identified as a tool for development (FMoE, 1996).

It is only the contemporary adults who are the best force for reducing the current poverty level. The future of today's children is in their hands. Today's children can build on the foundation and effort of this adult population. This is very much in the nature and reality of the history of mankind and communities. Building on a better foundation based on a clear perception of that reality and consolidating this same edifice is our shared vision. A joint effort is imperative in this shared vision. Consequently, it is expected that the stakeholders referred to above and the IFAE participants would work together for the success of this national agenda (FMoE, 1996).

2.5.12. Expected Outcomes

According to the guide line of IFAE (MoE 2011), those who complete IFAE will use their newly acquired knowledge, skills, and attitude to:

- Solve individual and community problems, as well as improve individual and community life through individual and collective effort
- Strengthen national development In general and, in particular, the implementation of good governance, agriculture, health extension, urban and rural infrastructure development packages
- Read, write, different signs (including direction signs) posters, medical/pharmaceutical instructions, personal and family particulars, and other encounters in basic daily activities as well as handle arithmetical operations associated with any of these
- Enrol their children in school and follow up their performance
- Strengthen the rational use of their time and values
- Enrich their social, economic and political participation.

2.6. Content of Learning-Teaching

The principal basis of the content of IFAE is the life and engagements of the adult participant as well as the community. The SUGGESTED LIST of selected themes below is both the subject (of discussion, focus, writing, reading, and computation) and object (of desired change, improvement, advancement) of learning.

2.6.1. Reading, Writing and Numeracy Skills

The chief aim of IFAE is to change adult life and thereby contribute to national development goals. Consequently, the learning-teaching of these skills must enhance both processes. Contents are suggested. The three skills cut across these contents. Expressed differently, these are threads going through the contents. As argued earlier the contents are identified from the life of the adult and by the adult. The contents are not static; the process of learning-teaching, in a reverse direction, transforms them.

This approach has been chosen because the traditional method of studying the alphabets/letters and numbers in rows has been found to be boring and time consuming. Since adults are engaged in productive activities, they have limited time for what appears to be a long experience and wish to use their limited time in learning-teaching experiences that improve their life and have immediate results. This is the reason for the choice of an approach that is motivating to the learners and at the same time integrating the 3Rs with development themes/topics.

Admittedly this new approach requires that all persons recruited as facilitators must be trained. The pool of recruits from urban and rural communities can be volunteers from among agriculture and health extension agents/workers, school teachers, and paid persons. It is believed that stakeholders will discharge their responsibilities in this new approach and the associated activities such as recruiting and training. (MoE, 2011).

2.6.2. Life Skills Package

Since the adult participant is a volunteer, he/she chooses contents that he/she considers useful and vital for him/her. The guidance and support of facilitators in content/theme selection is crucial.

Attention must be paid in this process to the national vision, national development, development of a democratic tradition, as well as packages around urban and rural infrastructure development,

the environment, job creation, micro and small industries, etc. The following content/thematic areas have been identified and suggested in this context.

- Agriculture
- Health
- Civics and ethics
- Environmental conservation and protection
- Gender
- Income generation
- Critical thinking
- Social life

Based on these major areas serving as starting points, detailed contents/themes which are likely to satisfy adult needs and are acceptable to the majority of learners are suggested below. Certainly, one cannot exhaustively list here all adult wants/needs/interests. It will therefore be necessary to contextualize and priorities these. (MoE, 2011).

2.7 The Contribution of Communities and Private Sectors

2.7.1 Participant Motivation

Arguments against investment in adult literacy programs quite often focus on participant motivation and the general relevance of literacy to poor rural people. The target group for adult literacy programs is poor people living in communities where literacy may appear to be a low priority to outsiders. Within these communities, however, are people who truly want to learn to read, have the time to study, and are motivated to complete a literacy course. Experience in Nepal has shown that as literacy class participants begin to acquire reading and writing skills, their confidence and motivation increases. What's more, the example of the first classes provides a model of success that can help motivate the next group of participants.

Literacy program organizers can assume that every adult wants to learn to read and write, but even when education is a personal priority, some adults are reticent to participate for any number of reasons. Program planners must invest some of their resources in formative evaluation focused on the reasons why participants are unwilling to join a literacy class or drop-out early and devise activities that lower such barriers to participation. Other development programs, such

as childhood immunization and family planning, usually spend a significant percentage of their resources to reach and motivate participants, but too often adult literacy administrators assume that participation is either guaranteed or impossible.

In the Burdwan literacy campaign, as with other campaigns in India, the first activities were realistically focused on motivation. The Literacy Campaign used parades and other types of entertainment to attract attention, and then local leaders and politicians gave speeches to urge people to teach and enrol.

2.7.2 Supervision and Monitoring

The purpose of supervision is to ensure that classes are being conducted according to plan and that teachers receive the support they need to be effective. Teachers benefit from support and advice during the course of a literacy program. This counsel should be provided by a designated supervisor whose role is to visit the classes several times a month to check on the progress of the classes. When supervisors visit, they should observe the entire class, answer the teacher's questions, solve logistical problems, and record class data on a form or in a notebook. The supervisor can usually determine if the class is going well by talking with participants and their family and friends. The supervisor must be assigned authority to make changes in case the class is not going well. Teacher and participant attendance, teaching style, and participant progress are the primary issues on which supervision and monitoring should be focused. If these elements are strong, then additional time can be spent on helping the teacher and participants to discuss and solve any remaining class problems.

Supervisors need training to be effective mentors to teachers. In Nepal, supervisors attend a five-day training session during which they are introduced to the objectives of the literacy program, approaches to adult literacy education, the roles of the supervisor, and indicators and expectations of effective supervision. After a hands-on orientation to the curriculum, the teacher's guide book, and the instructional methodology, the supervisors receive practical training in such skills as open-ended questioning and giving feedback.

Supervisors need to be supervised as well. The implementing agency has the responsibility to ensure that supervisors, themselves, are doing their jobs. This can be accomplished through spot checks on supervisors' activities. In Nepal, supervision is carried out in many different ways. In

some programs, local school teachers or headmasters do the supervision. In others, NGO staff perform this task. All have been successful. Close connection of the supervisor to the community and oversight by the implementing agency have been identified as key to success.

2.7.3 Connection to other Development Activities

If learning to read were easy, requiring only 20 or 30 hours of time, almost every illiterate adult would be willing to put in the time and effort needed to accomplish this task. For most adults (and children as well), learning to read and write takes a lot of time and effort, and after a few weeks of study, motivation can wane. Linking education to real problems and solutions helps provide the additional motivation needed to persevere to the end of the course; it can also improve the quality of participants' lives. Adults who persevere and complete a literacy program are people who would be likely to succeed in other activities. As mentioned earlier, literacy classes serve as a selection process for identifying the best people to recruit for development projects in the community. Connecting adult literacy programs to development activities motivates adult participants, and the literacy skills acquired in the class have a positive impact on the development activity. (Sandhaas, 2008).

Despite the obvious mutual benefits, deliberate efforts must be made to link development activities with literacy programs. Integrated programs have the best chance of success in connecting participants to other activities that may improve their lives when there is a direct partnership with development agencies. For example, local personnel from development agencies could visit the class or become involved in the program as a supervisor or teacher. In Nepal, staff from other agencies such as health or agriculture provided input into the design of the materials. In some of the integrated programs, staff from health, family planning, or credit agencies make presentations in class and participate in follow-up activities. Some NGOs make completion of the literacy class a prerequisite for participation in other development activities.

2.7.4 Ngo/Government Collaboration

Adult literacy programs offer an opportunity for collaboration among national government, local government and NGOs. Some aspects of a literacy program are best directed at a national level; for example, developing and printing materials and training teacher-trainers logically benefit from the economies of scale that a national effort can provide. Most individual NGOs do not

have the resources needed to develop and field test a really comprehensive set of literacy materials or to maintain a quality teacher-training department. A national training staff, however, can train local staff to take on this specific role.

One of the primary strengths of NGOs is their direct connection to the communities they serve. They can also make decisions more quickly than national governments and mobilize all of their resources for a single effort, while national governments must slowly address several goals at the same time. NGOs, therefore, are usually more efficient and effective at recruiting teachers and supervising classes. Some local government structures can approximate the advantages of NGOs. In such cases, passing implementation responsibility to their level can produce the same results as NGOs. (Sandhaas, 2008).

In Nepal, the initial collaborations between government and NGOs were hobbled by suspicions on both sides; however, the high quality and low cost of the materials and the free training of teacher-trainers convinced some NGOs to try the government literacy program. The positive results obtained by these NGOs encouraged other NGOs to begin including literacy training to their missions. The government saw that the number of people being served was increasing with little additional cost and, therefore, began to encourage other NGOs to participate.

NGOs found that they could add materials and lessons that focused on their particular interests while depending on the government program to cover both literacy and the basic issues of community development. Eventually, many NGOs decided to begin their work in a community with a literacy program because it was effective in providing basic skills education to adults, served an expressed need, and acted as a good mechanism for selecting and training the community members with whom they would work. (Sandhaas, 2008).

2.7.5 Post-Literacy Activities

One concern about adult literacy classes is that acquired literacy skills will quickly erode. Critics point to the lack of reading material in rural villages as one cause. Very little research exists that addresses this issue, but a review of the existing studies reveals that while some adults do experience a partial loss of skills, most adults retain their skill, and some even improve it. This same review concludes that an organized program that provides new readers with simple and interesting reading materials can help adults to improve their reading, writing, and even their

math skills after the end of their programs. Though very little data is available, the review found that a regular periodical, such as a newspaper, appears to be most successful for maintaining skills and that a connection to a radio program that exposes adults to the concepts and vocabulary covered in the reading material can increase the impact.

Common sense supports the notion that if interesting reading materials are available, adults will use their reading skills and improve them through practice. In addition, national governments are investing an enormous amount of money to teach children how to read in primary school, and providing reading materials is a way to build on that investment. Both adult literacy class participants and adults who have learned to read in primary school can improve those skills at very little unit cost through an organized post-literacy program. (Sandhaas, 2008).

2.7.6 National Adult Education Strategy as the Legal Base of IFAE in Ethiopia

The Government of Ethiopia endorsed the National Adult Education Strategy in 2008, The adult education has significant contribution to poverty reduction, national socio economic development, addressing the motto (Education for All) and ensuring the achievement of millennium Development Goal/MDG/.

In order to successfully implement the National Adult Education Strategy, the Ministry of Education in collaboration with the concerned stakeholders had prepared the necessary curriculum framework and the program implementation manual. The documents focused on expanding Integrated Functional Adult Education (IFAE) which is strongly related to trainees 'occupation and everyday life i.e. reading, writing and basic arithmetic skills. The results and outcomes of Integrated Functional Adult Education (IFAE) highly demand the coordinated effort from the concerned development ministries, the government and the community at large. (Sandhaas, 2008).

2.8 The Experience of Some Selected African Countries in the Implementation of Functional Adult Literacy program

2.8.1. The Experience of Uganda

In 1988, an international committee for the eradication of illiteracy was formed in Uganda. The Committee advised the government to revive adult literacy activities using an integrated FAE

approach. According to Nakayenga (2000) this approach integrates literacy with practical skills and knowledge. For example the literacy skills are taught in the process when adult learners are learning about a certain topic where they gain life skills and knowledge. That is the learners learn how to start their business and alongside they learn how to record items in figures and in words. The implementation of IFAE in Uganda started in 1992 as a pilot project in 8 districts namely, Apac, Hoima, Kabarole, Mpigi, Mukono, Kamusi and Iganga. Using the lesson learnt from the pilot phase, the functional adult literacy program has been expanded to all 56 districts in a planned, systematic and controlled manner.

The pilot phase started with a needs assessment survey. The results were used to develop a curriculum and other learning and teaching materials. These activities were followed by training of supervisors and facilitators in all the selected pilot areas.

FAL in Uganda is an approach designed to teach reading, writing and innumeracy skills among adult side by side with other functional knowledge and skills in agriculture health and other livelihood activities. FAE may indeed be powerful tools for empowering poor rural adults particularly if they can apply their new learning and skills. With regard to this, the study done by FAO (2000) in three training centres of Uganda found that women viewed FAE classes as playing an important role in their empowerment and reducing their ignorance and poverty. When asked they noted a number of benefits. These included reading, writing, in numeracy skills and other useful knowledge and skills acquired. Such commonly acquired learning or skills included: how to control pest crops, how to improve sanitation and hygiene at household level, the care and nutrition of children and modern farming methods.

According to Okech (2005) cited in Lind, (2008) in Uganda where the literacy rate is improved during the last 10-15 years to 75% adult's literacy and primary education are the responsibilities of different ministries. The ministry has a good staffing infrastructure in the districts, reaching right down to the sub country level in the form of community development assistant.

Apart from the government efforts NGOs have spearheaded the spread and implementation of FAE to a great extent. They have been deeply involved in teaching literacy to adults and developing literacy materials. Lit Net, with funding from Irish Aid and DvV international mobilize civil society to actively participate in the bottom up planning to ensure local

government allocate resources and main stream adult literacy activities within their development plan. These engagements resulted into increase resource or FAE from government conditional grants under the poverty action fund and non-conditional grants and other development programs such as the plan from modernization of agriculture (Lit Net, 2006). In addition, other agencies and civil society organizations that have supported Adult literacy in Uganda including Adventist development & Relief Agency (ADRA), Action Aid international Uganda (AAIU), literacy and adult Basic education (LABE), Literacy Net for Uganda (LNU) Uganda, Adult literacy learners Association (UALLA), Uganda program of literacy for Transformation (UPLT), community empowerment for Rural Development (CERD), the institution of Higher learning and the others.

According to Okech (2004) the current national adult literacy strategic investment plan aimed to reduce illiteracy rapidly from the current 38% to below 10% in 10 years and to expand the Government FAE activities and scale up the literacy work of NGOs by taking a deliberate step to invite religious institutions and together with donors and other partners or stakeholders work collaborate to words universal adult literacy and lifelong learning. Moreover, FAE is a government priority program to implement the poverty eradication action plan as the national planning frame work for a strong emphasis on income generating activities in the curriculum.

FAE in Uganda has been shown to significantly increase the learner's access to information, positively, imparting their livelihood and empowering them to participate in development as personal, community and national level. The government of Uganda is firmly committed to adult literacy education Thus, according to UNESCO institute for statistics, Uganda is one of 28 states that could possibly improve their literacy rates by b/n 30 and 40% by 2015 (Okech, 2004).

2.8.2. The Experience of Tanzania

Tanzania, since independence 1961 is recognized the world over for its political commitment to and conviction of the importance of adult education as a major tool in its battle for the development of a socially just society. The importance attached to functional adult literacy for national development was first articulated by president Nyerere when inaugurating the first five years development plan in 1964, the president declared that:

"The purpose of Government expenditure on education in the coming years must be equipping Tanzanians with the skills and knowledge which is needed if the development of the country is

to be achieved....first we must educate adults. Our children will not have an impact on our economic development for 5, 10 or even 20 years. The altitudes for the adults have an impact now. The people must understand the plans for the development of this country. Only if they are willing and ready to do so will this plan succeed."(Cited in mutanyata, 2007).

This implies that Nyerere, conceived adult education as the most potent force for national social, economic and political transformation, thus underscoring the principles of mass mobilization and popular participation of all citizens in their own development.

Tanzania becomes one of the world wide eleven countries that implemented the FAE or work oriented adult literacy projects within the UNESCO/UNDP experimental world literacy program in 1968. Other countries included were Algeria, Ecuador, Ethiopia, Guinea, India, Iran mali, Sudan and Syria. Since the 1990s Tanzania was and still using three FAE models namely the LCBAE, the REFLECT model and the COBE model. The chief characteristic features of the FAL models include the teaching of literacy skills with vocational life skills, using primers on selected cash and food crops and also political education for awareness, emancipation and liberation from all constraints of poverty, marginalization etc.

The LCBAE intervention is characterized by the use of participatory rural appraisal Techniques, Graphics, Maps, Charts, and Calendar etc. to survey and monitor community's own resources, analysis their own problems and take action to solve them. The curriculum evolves from people's analysed problems, needs and interest and constructs their own learning and teaching materials from local realities. The REFLECT model-empowers communities to become self-reliant and knowledgeable on how to demand their basic rights. It has the potential, under the current development policy on poverty reduction and economic growth strategy to vigorously revive the adult or FAE programs.

The COBET model: - focuses on out of school children and including both those never accessed formal education, and dropouts of the school system. The curriculum is flexible and permits linkage with formal education system, teaching literacy skills integrated with vocational skills, but also ensuring time for the children to work for their livelihood and a living. In supporting this, Sandhaas (2008) pointed out that the duration of learning sessions must respect learner's situations and capabilities. Decision on the timely organization of learning must be taken jointly

and flexibly with the learners and the community. Experience of Tanzania has briefly touched on the important of political will and formation of FAE teams of trainers and committees. The team of FAE trainers were composed from relevant ministries namely education, community development, local essential genuine political well for popular participation and mobilization.

CHAPTER THREE

RESEARCH DESIGN AND METHDOLOGY

The major purpose of this study was to examine the current practices and challenges of integrated functional adult education program in Arada sub city.

This part of the research presents research design and methodology. It contains data sources, sampling techniques, data gathering tools, procedures of data collection and methods of data analysis.

3.1 Research Design

Since the purpose of this study was to investigate the practices and challenges of IFAEP, descriptive survey design was found to be appropriate to conduct this research because it helps the researcher analyse the current practices and prevailing challenges by collecting data from a relatively substantial number of respondents running the implementation of integrated functional adult education program in the sub-city. It focuses on investigation of the issues and practices by addressing the large size population (Best and Kahn, 1998).

3.2. Method

In this study, both quantitative and qualitative methods were used to generate and analyse information obtained from diverse groups of respondents. The quantitative method helps the researcher to analyse the quantitative data obtained using a questionnaire with close-ended question items whereas the qualitative method helps him analyse the data obtained using semi-structured interview guide, observation check list and open ended items in the questionnaire. The use of both methods is helpful, because they compensate the weakness of each other (Creswell, 2009)

3.3 Data Source

To get valid and reliable information, the use of appropriate data sources is vital. Therefore, two sources of data (primary and secondary) were employed in this study. Primary sources of data were IFAE facilitators, coordinators, Woreda education experts, supervisors and IFAE learners.

Secondary sources of data included Woreda education office statistical data reports and annual report in IF AE centres as well as relevant policy documents.

3.4 Sample Size and Sampling Techniques

The populations of this study are integrated functional adult education Program Implementers and participants such as: - IF AE Facilitators, IF AE Coordinators, IF AE learners, Woredas supervisors, and Woredas education office experts.

In this study, both probability and non-probability sampling techniques were employed. Accordingly, the researcher has selected ten IF AE centres from the existing 21 centres in the sub-city. To select them, available and lottery sampling was used to address all the ten Woredas of Arada Sub-city in which the woredas with one IF AE centre were included with available sampling and from woredas with tow and more IF AE centres, one was selected with lottery sampling technique. This technique helps the researcher select only one IF AE centre from each Woreda.

Then, out of the existing IF AE facilitators and coordinators, 30 were selected using available sampling, 5 supervisors out of 14, and 5 Woreda education experts out of 10 was included in this study by using simple random sampling. Totally 240 respondents were drawn for this study. The detail of the sample size and sampling technique was shown in the following two tables.

Table: - 1 Sample size and sampling technique

No	Item	Total population	Sample size	Percentage	Sampling technique
2	IF AE centres	21	10	47.6%	Available and lottery simple random sampling
3	Supervisors	14	5	35.7%	Lottery, simple random
4	Education experts	10	5	50%	Lottery, simple random
5	Coordinators	10	10	100%	Available sampling
6	Facilitators	42	20	47.6%	Available sampling
7	Adult learners	1099	200	18.1%	Stratified random
Total		1175	241	20.5%	

There are 42 facilitators in the sub-city, but the facilitators in the selected centres were only 20 and one coordinator in each centre. Therefore, the researcher included all of them in this study.

The total number of IFAE learners attending the program in 21 IFAE centres of the Sub-city was 1099, out of this population, 200 IFAE learners have been included in this study using stratified proportional sampling, regarding their IFAE level and this was 18.1% of the total population.

Table: - 2 the stratum and proportional sample size of adult learners

No	IFAE level (stratum)	Total number of learners	Sample size	Percentage
1	Level one	358	106	55.8%
	Level two	318	94	54.2%
Total		676	200	100%

3.5 Data Collection Instruments

In this study, the researcher used three types of data collection instruments namely; questionnaire, semi structured interview guide and observational checklist. Questionnaire was employed to gather data from adult learners, facilitators, and coordinators; semi structured interview guide was employed to gather data from supervisors and Woreda education experts; whereas, observation check list was used to collect data on the availability of adequate learning materials, centre facilities, class organization, teaching learning methods etc.

3.6 Data Collection Procedure

To answer the problem related with the practice of IFAE program in Arada sub city the data was collected through questionnaire, checklist and semi-structured interview guide from facilitators, coordinators, supervisors, IFAE learners and Woreda education experts. These stakeholders have their own role in supplementing the research with considerable data.

Questionnaire was prepared in English and translated into Amharic for the purpose of clarity and to make easily understandable by the adult learner respondents. Then, the researcher collected letter of cooperation from AAU, Department of curriculum and instruction to the study area. Then after, official contact was made with the Arada sub-city adult education office, and IFAL centres management office to get permission and support for the research work.

Then pilot test was conducted in IFAL centres to check the appropriateness of the item of the instruments. Concerning Questionnaires, based on the feedback of the pilot test some vague words and phrases in three questionnaire items were modified and one excluded. There were no vague words and phrases to the respondents in the interview as the pilot test results showed.

The respondents were identified, and the questionnaires were distributed in face- to- face and with the help and assistance of facilitators and coordinators as well as assistance data collectors of the researcher, to the respondents to be filled. Then finally, the researcher collected the filled questionnaires. However, Interviews and observation were carried out by the researcher and captured in written form.

3.7 Methods of Data Analysis

Data analysis refers to shifting, organizing, summarizing and synthesizing the data to arrive at the results and conclusions of the research, therefore Quantitative and qualitative research methods were used since descriptive survey design is employed. The quantitative information obtained through the questionnaire is tallied, tabulated, and analysed by using frequency count and percentage. On the other hand, the qualitative information obtained by using semi-structured interview guide, and observation checklist was transcribed, categorized thematically, expressed through descriptive statements, interpreted and triangulated with the qualitative data analysis methods as necessary.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter deals with data presentation, analysis and interpretation. The first part presents the characteristics and background of the sample population involved in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on the practice and challenges of integrated functional adult education program implementation in the sub city's ten integrated functional adult education centres.

4.1. Background Information of the Respondents

There were 30 pieces of Questionnaires distributed to 20 IFAE facilitators and 10 Coordinators, and 200 pieces of questioners were distributed to IFAE learners, besides these, there was semi structured interview with 5 education experts and 5 supervisors in the sub city.

However, five questionnaires were found to be invalid and they were excluded from the analysis.

Number of the respondents participated and supply response to the questionnaire, and interview questions are shown in Tables below.

4.1.1 Background information of respondents of the interview

The back ground of the interview respondents was from two groups of sample populations, namely, Woreda education experts and supervisors. Their characteristics frequency and percentage details are presented in Table 3 below.

Table 3: - Background information of respondents of the interview

No	Characteristics		Education experts		Supervisors	
			F	%	F	%
1	Sex	Male	3	60%	4	80%
		Female	2	40%	1	20%
2	Age	15-25				
		26-35	3	60%	4	80%
		36-45	2	40%	1	20%
		Above45				
3	Educational background	Certificate				
		Diploma	1	20%	1	20%
		Degree	4	80%	4	80%
		MA/MSC				

From the total sample of education experts three of them were counted male the rest two are counted female and from total sample of supervisors four of them were counted male and the rest one were counted female. Regarding the age category, three of education experts and four of supervisor respondents were in the age group of 26-35 years old. And two of education experts and one of IFAE Supervisors were in the age group of 36-45.

According to their educational background, one educational expert and one supervisor are Diploma holders, and the rest four of the staffs were first Degree holders.

4.1.2 Background Information of the Respondents of the Questionnaire

The background of the questionnaire respondents was from three groups of sample populations, namely, integrated functional adult literacy Facilitators, Coordinators and IFAE learners. Their characteristics frequency and percentage details are presented in Table 2. Out of the total questionnaires distributed to respondents, 225 were correctly filled and returned.

Table 4: - Background Information of respondents of the Questionnaire.

No	Characteristics		Coordinators		Facilitators		Learners	
			F	%	F	%	F	%
1	Sex	Male	6	60%	6	30%	48	24.6%
		Female	4	40%	14	70%	147	75.3%
2	Age	Under 15	-	-	-	-	8	4.1%
		15-25	-	-	4	20%	155	79.4%
		26-35	3	30%	10	50%	32	16.4%
		36-45	7	70%	6	30%	-	-
		Above 45	-	-	-	-	4	2%
3	IFAL level	Level 1	-	-	-	-	102	52.3%
		Level 2	-	-	-	-	93	47.6%
		Level 3	-	-	-	-	-	-
4	Educational background	Under certificate	-	-	5	25%	-	-
		Certificate	2	20%	5	25%	-	-
		Diploma	6	60%	10	50%	-	-
		Degree	2	20%	-	-	-	-
6	Work	Servant	-	-	-	-	132	67.6%
		Daily worker	-	-	-	-	20	10.2%
		Guard	-	-	-	-	12	6.1%
		Driver	-	-	-	-	2	1%
		Mobile shop	-	-	-	-	12	6.1%
		House wife	-	-	-	-	8	4.1%
		Waiter/waitress	-	-	-	-	11	5.6%
Total population			10	100%	20	100%	195	100%

As indicated in Table 4, Out of the total facilitators 14 (70%) are female and the rest six of them are male. Out of the total sample IFAE learners 48 (24.6%) of them are male and the rest 147 (75.3%) of them are female. There are six males and four females Coordinators in these IFAE centres. From this; the ratio of the female respondents to the male in the case of facilitators is 14 (70%) female to six male and learners 147 (75.3%) female to 48 (24.6%) male. This suggests that there have been more female facilitators and learners than male facilitators and learners at the target areas of Arada Sub-city. Thus, there is adequate number of female facilitators would affect girls' education in the community positively.

Out of the total sample learners 8 (4.1 %) of them are under the age group of 15 years old, 155 (79.4%) of them are in the age group of 15-25 and 32 (16.4%) of the total sample learners are in the age group of 26-35. This means the highest number 155 (79.4 %) of IFAE learners are at the age group of between 15-26 years old. It is the most active, energetic, and may be productive age level of humans. This implies that the IFAE program can be very helpful and useful to the social and economic conditions of the majority and the most active learners at the target area provided.

Out of the total facilitators four of them were in the age group of 15-25, 10 (50%) of them are in the age group of 26-35 and the rest six of the total facilitators were whose age are between 36-45. from this most the facilitators are young so, this implies the facilitators are relatively young and dynamic adults who would facilitate the IFAE programme effectively.

According to educational level of facilitators five of facilitator are under certificate, five of facilitators had certificate level of qualification while the remaining 10 (50%) of the facilitators are diploma holders.

From the total sample respondent of IFAE learners 102 (52.3%) of learners are level one students, while the rest 93 (47.6%) of them are level two students.

As to the proportion of the education level of facilitators to learners, it can be said appropriate; for example, 50% of facilitators who have a diploma can be equated to 47.6% of learners who are level two. 50% of the facilitators with a certificate and grade 9-12 complete could be equated to 52.3 % learners who are level one. In addition, the two first degree coordinators can

be considered appropriate both in number and qualification and there are six and two coordinators with diploma and certificate.

4.2 Learners opinion towards the IFAL Program

Table 5: - Opinion of Learners

No.	Items	Responses			
		Yes		No	
		F	%	F	%
1	Do you believe that your participation in IFAE programme is fruit-full for you?	190	97.43	5	2.5
2	Do you think the time (the day and hours) is convenient to attend IFAE program?	170	87.1	25	12.8
3	Do you believe that the place (centre / school) where you attend IFAE is convenient for you?	193	98.9	2	1

As indicated in Table 5, about fruitfulness of learner's participation 190 (97.4%) of the learners reported that the IFAE program is fruit-full for the learners and the rest 5 (2.5%) of the learners said the IFAE program is not fruit- full for them. And according convenience of the time for the class 170 (87.1%) of the respondents agreed it is convenient and the rest 25 (12.8%) do not, and 193 (98.9%) of the learners believe that the place of the IFAE centre is convenient.

From this the researcher inferred that: - most of the learners have interest to participate in IFAE program but some of them have no interest some of the reason mentioned are: - the text book is below our level, like Alternative basic education program learners IFAE program learners do not learn basic subject like English, mathematics, the learner text book is below our level and other problem like problem of money to buy exercise book, pen, pencil etc.

So, from this, the content of the program, the curriculum and learner text book and the teaching learning environment need continuous improvement based on the interest of learner.

4.3 Contents of the IFAE and Relevance to Adult’s Daily Life

The IFAE Program contents must be derived from the learner’s daily life experiences. In integrated

Functional adult literacy, there is no constant and rigid curricular framework. This helps to derive the contextualized contents accordingly to fit the learners need. The contents and its detail discussion are presented in the following table.

Table 6: - Contents of the lessons and their relevance on adult’s daily life

No.	Lesson type	Level of relevancy							
		Not applicable		High		Medium		Low	
		F	%	F	%	F	%	F	%
1	Agriculture Education	160	82	-	-	8	4.1	27	13.8
2	Civic and Ethics education	-	-	53	27.1	100	51.2	42	21.5
3	Health education	-	-	75	38.4	120	61.5	-	-
4	Social life	-	-	175	89.7	15	7.6	5	2.5
5	Income generation	-	-	183	93.8	8	4.1	4	2
6	Environmental conservation and Protection	3	1.5	181	92.8	10	5.1	1	0.5
7	Gender	2	1	149	76.4	42	21.5	2	1
8	About identity	-	-	188	96.4	7	3.5	-	-
9	Critical thinking	-	-	126	64.6	51	26.1	8	4.1

From the Table 6, presented above we can see that the content of the integrated functional adult education program included about identity, family, work and health that help the IFAE learners within their daily life.

Besides this, the contents included the activity about environmental protection, family planning and income generating activities that initiate the IFAE learners to participate in practical work. Most of the respondents agreed on each of the contents provided to them in the IFAE class. But respond that the lesson Agriculture education is not applicable at all.

Moreover, for the open-ended question asked how much the lessons are related to adult learners’ daily life, Most of the students have answered that mostly it is related but, all the lesson we have learnt yet is almost similar, and few of the respondents answered that they are happy that they are learning to read and write but they believe that it is not enough.

As Newsletter, printed by IIZ, DVV, 2000, No, 7:46 indicated that,

Functional means something which is relevant, meaningful and practical utility IFAE is a process of correlation development purpose with educational program and inputs. It is not merely a literacy program. It is functional education aiming at: knowledge, understanding, agricultural knowhow, Family planning, Income generating activity, farming skills, changes in attitude and motivation for problem solutions. It is a means of developing the total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills.

It can be understood the contents presented to the integrated functional adult literacy facilitators and learners may fully support them within their daily life. That indicate the integrated functional adult literacy focused on practical life experience which may change the life style of the learner, thus the contents were selected carefully to meet the need of integrated functional adult literacy learners.

4.4 Attendances of IFAE class learners

Without the consistently and fully participation in the IFAE class the learners do not bring the behavioural change intended in the programme. The regular class attendance of the learners was followed seriously by facilitators and stakeholder offices.

Table 7: - Attendances of IFAE Class Learners

No	Items	Options	Responses	
			F	%
1	Do you attend the functional adult education program regularly?	NO, I was absent most of the time	-	-
		Yes, I attend regularly	171	87.6
		I attend most of the time	24	12.3
2	What are the main reasons for functional adult education participants not to attend the program regularly?	Distance of literacy centre	-	-
		Inconvenience of the time	-	-
		Inconvenience of the place	12	6.1
		Shortage of educational materials	40	20.5
		Lack of interest to participate	29	14.8
		Poor understanding on the advantage of to be literate	170	87.1

As indicated in Table 7, the attendances of IFAE class learners 24 (12.3%) of learners absent from IFAE class sometimes, 171 (87.6%) attended the class regularly.

The researcher asked the learners some of the reasons hindering them from attending the program regularly Accordingly, 40 (20.5%) of the learners' attribute to shortage of educational materials, 29 (14.8%) of learners responded lack of interest to participate in IFAE program, 170 (87.1%) of learners rated poor understanding on the advantage of to be literate.

4.5 Problem in Implementing IFAEP

In IFAE program implementation process different constraints are assumed to meet. In this regard, among many conditions that could stand against the success of IFAE program implementation possible facility, learner, facilitator and coordinator problems are identified and directed for rating by respondents.

Table 8: - Response of learners on the Problems related to IFAE program implementation.

N O	Challenges	Rating							
		Low		Medium		High		Total	
		F	%	F	%	F	%	F	%
1	Lack of learning materials	8	4.1	171	87.6	16	8.2	195	100
2	Unsuitable(unfit) IFAE centres	159	81.5	-	-	24	12.3	195	100
3	Distance of the canter and home	147	75.3	48	24.6	-	-	195	100
4	Shortage of class equipment's	155	79.4	-	-	40	20.5	195	100
5	Lack of interest to participate in IFAEP	123	63	40	20.5	32	16.4	195	100
6	Lack of awareness on the IFAEP	132	67.6	40	20.5	23	11.7	195	100
7	Child care and domestic duties	155	79.4	8	4.1	32	16.4	195	100
8	Need to work	131	67.1	32	16.4	32	16.4	195	100
9	Lack of facilitators training (skills on helping adults)	195	100	-	-	-	-	195	100
10	Lack of facilitators incentives or less payment	40	20.5	139	71.2	16	8.2	195	100
11	Absence of responsible bodies	17	8.7	90	46.1	88	45.1	195	100
12	Lack of co-ordination to work together among stakeholders	11	5.6	80	41	104	53.3	195	100
13	Lack of Commitment of stakeholders to implement IFAEP	26	13.3	70	35.8	99	50.7	195	100
14	Lack of community commitment	94	48.2	171	87.6	101	51.7	195	100

As indicated in table 8, problems related to the implementation IFAE program in the study areas. under the facility related problems such as poor class facilities 123 (63%); distance between the AFAE centre and their home 147 (75.3%), shortage of equipment's such as class room, chair, blackboard etc. 155 (79.4%) of the respondents said the problem is low and problem related to

lack of learning materials such as books, manuals etc. 171 (87.6) of the respondents reported the problem is medium.

During observation check list session in all IFAE centres there are adequate class rooms, Tables, Chairs and Black board but there is shortage of Student books, there are no any type of teaching aids and additional reference material in all centres.

This implies facility related problem such as classroom, chair, desk, blackboard etc. the problem is not that much high under these IFAE centres except teaching- learning materials such as learner's books, Facilitators guide, manuals and teaching aid are not adequately available. But educational materials and teaching aids play an important role in keeping quality of education otherwise the teaching- learning process should be affected.

Under the learner related problems such as Lack of awareness about IFAE Program 132 (67.6%), Child care and domestic duties 155 (79.4%), and need to work 131 (67.1%) were highly reported problems. Lack of interest to participate in IFAE Program all of the respondents said the problem is low.

This implies there is high learner's related problem which is difficult to solve but it is possible to minimize by giving high attention to the program because much of those learners are in the age of 15-25 years old so, it is productive age and educating those learners is essential for country development.

Under facilitators related problems such as lack of training (skills on helping adults), lack of motivation or interest and absence of adequate payment or other incentives are highly listed problems. This implies there is high facilitators' related problem such as absence of adequate payment and incentives, lack of training and so on. So, these may lead to the facilitators remain unsatisfied and in the absence of well- trained facilitators, it is unthinkable to undertake the day -to-day teaching-learning process in IFAE centres in an effective and efficient manner. As a result, the teaching-learning process is highly affected.

Under problems related Stakeholders such as absence of responsible bodies to implement the IFAL program, problem related to stakeholder's co-ordination to work together and lack of commitment to implement IFAE program most the respondents rated the problem is high.

According to MoE, 2008 Successful implementation of IFAE program requires adequate participation and integration of every stakeholder and the participation and integration of stakeholders ensures the implementation of IFAE program, to be more effective, efficient and sustainable. But the finding shows there is low integration and involvement of stakeholders.

4.6 The Selection, Training and Salary of IFAE Facilitators

Facilitators are teachers who teach at IFAE centres. The facilitators should be those who understand and recognize the nature of the program and the learners. So, the criteria by which these individuals were selected and recruited, their training or education level and their satisfaction in serving as facilitator are essential elements that may directly or indirectly affect the implementation of the program.

The success of IFAE program depends largely on the ability of facilitator, Interpersonal skills of facilitator are essential for Understanding needs and interests of the learner. Therefore, capacity building and training of facilitator become crucial in implementing IFAE program to compensate for IFAE facilitators knowledge and lack of experience in teaching adults.

The following table summarizes data collected in relation to the selection criteria, training, salary of facilitators and their satisfaction.

Table 9: - Facilitators selection criteria, training, salary and their satisfaction

No	Items	Options	Response	
			F	%
1	On what criteria does the selection of facilitators depend?	qualification and Motivation	18	60
		Acceptance in the community	12	40
		Creating Job opportunity	-	
		knowing the culture of the Community	12	40
Total			42	140
2	Are IFAE facilitators in your Woreda (centre) trained?	Yes	8	26.6
		No	15	50
		Some are trained others not	7	23.3
Total			30	100
3	If your answer to question number 2 is “yes” what type of training?	Pre-service	-	
		In service	15	50
Total			15	50
4	Duration of training	Less than two weeks	27	90
		Two week – one month	3	9.9
		More than one month	-	
Total			30	100
5	How much is being paid per month for Facilitators?	Under 500 hundred	20	66.6
		500- 1000	10	33.3
		1000- 1500	-	
		Above 1500	-	
Total			30	100
6	How do you rate your satisfaction level as facilitator?	Very much Satisfied	-	
		Satisfied	2	6.6
		Dissatisfied	15	50
		very much dissatisfied	13	43.3
		Undecided	-	
Total			30	100

As can be seen from Table 9, 18 (60.5%) of respondent responded that the recruitment is based on qualification and motivation, 12 (40%) of the respondents indicated that it is based on getting acceptance from community, and the rest 12 (40%) of respondents shows that Knowing the culture of the community was the criteria for selection of facilitators. The total number of the respondents is more than 30 because some of the subjects select more than one answer for one question.

During an interview session, one of the supervisors, (S-3) replied:

The procedure of selection involves posting notice that outlines the required criteria by Woredas Human Resources Administrative office. The main issue we consider is that the employees should be at least grade ten complete and that he/she should know the culture of community, in case we have male and female applicants with equal qualifications, we tend more to recruit the female one with the aim to have female role model at the IFAE centres (May 18, 2017).

As indicated in Table above, 8 (26.6 %) of facilitator had training whereas 15 (50%) of the respondents answered that facilitators were untrained. In addition to this the rest 7 (23.3%) respondents respond that some are trained and some not. Regarding duration of the training 27(90 %) of facilitators responded that the training is for less than two weeks other 3 (9.9%) of facilitators responded that it is two weeks- one month. However, these few days training only do not guarantee facilitator to run the IFAE program. 15 (50%) of the Facilitators and coordinators attended the pre-service training, 15 (50%) of facilitators and coordinators attended on job training. During an interview session, one of the supervisors, (S-1) replied:-

No adequate budget is allocated to IFAE program hence, to train, recruit or assign trained and competent facilitators to run up the program were not easy job. Moreover, giving continuous refreshment training to enhance their capacity was impossible. Even it was difficult to give induction or orientation which lasts 1-3 days without finance. Therefore, the only choice is formal school teachers, who had been trained in teaching formal school children. (May 22, 2017).

But, one Woreda education expert (WEE-2) said that, *all the facilitators were trained for 3 days.*

From the above information, one can conclude that, though, the training of facilitators and coordinators is something that should be given adequate attention before the IFAE program is launched, during supervision, need to check whether all of the facilitators have got training or not.

This implies organized relationship difficulty between the concerned officials such as Woreda supervisors and the sub-city official (focus person). Thus, this might have its own impact on the implementation of the program.

Regarding facilitators salaries per month, 20 (66.6%) of respondents reply that the salary of facilitators is less than 500, and 10 (33.3%) 500-1000. and the level of satisfaction with their salary and other incentives the majority 15 (50%) of the respondents responded that they were

dissatisfied and 13 (43.3%) of the facilitators responded very much dissatisfied while the rest two of facilitators are satisfied with their salary.

As can be understand from the data regarding the selection criteria, there is inconsistency both among the reports of the facilitators and coordinators and Woredas supervisor’s response the main issue considered the employees should be at least grade ten complete that is qualification but in facilitators and coordinators among the responses, it is only 60% who reported “Qualification and motivation”. This implies some lack of clarity in the selection criteria, which means the data can’t be dependable, and may have affected implementation. Related to the satisfaction level of salary and other incentives, it is possible to see that most of the facilitators 50% are dissatisfied, 43.3% are Very much dissatisfied. This suggests that facilitator’s dissatisfaction is one of the factors that might affect implementation of IFAE program in the sub-city.

4.7 Issue related to Teaching Learning Process

Effective teaching learning process is key elements as far as the success of IFAE is concerned. This, in turn, relies by and large on the methods facilitators use in teaching-learning process. And also the method of teaching applied in the IFAE class is different from the other teaching-learning process. It is the teaching method which determines the effectiveness of the programme. The facilitator must adjust themselves and their teaching methods according to the adult learners. The following table summarizes data gathered in relation to teaching-learning process.

Table 10: - Issue related Integrated Functional adult education program Implementation.

No	Items	Options	Response	
			F	%
1	Do the facilitators implement IFAE program based on Guideline and IFAE program curriculum framework?	Yes	28	93.3
		No	2	6.6
Total			30	100
2	What Teaching method applied in IFAE class?	Learner centred	3	10
		Both	27	90
Total			30	100
3	Which method of teaching do you usually use during the teaching learning process?	Group work	15	50
		Discussion	7	23.3
		Question and answer	8	26.6
Total			30	100

As indicated in table 10, The total is greater than 30 because some respondents selected two or more responses the respondents were asked about the Implementation IFAE program is going on based on Guideline and IFAE program curriculum framework 28 (93.3%) of respondents responded yes but the rest 2 (6.6%) of respondent said No. The table above shows us the methodology that helps the facilitators and IFAE learners within the IFAE class to promote the IFAE programme, and the detail discussion on the table is as that of the following. 3 (10%) of facilitators used the learner centred method, and the rest 27 (90%) of facilitators used integration of both learner and teacher centred method of teaching at a time within a single IFAE class.

On the other hand, during interview session one of the supervisors, (S-2) said that:

Some of the facilitators are still dominantly using teacher-centred methods like lecture Method and demonstration method. I believe that they need short term training on active learning methods so as to change the culture of using teacher-centred method (May 23, 2017).

During the Observation check -list the dominant mode of interaction during learning-facilitation process was taken place most of the time between learners and facilitators and the participation of learn in teaching and learning process is medium.

The researcher figured out that, as the following: - the teaching method that applied in teaching learning process plays a great role to achieve required goal. The presentation shows some of the facilitators use teacher centred method (it is one direction teaching method). But the learners are adults they have full of experiences so, it is better to use learner centred approach otherwise cannot be effective teaching- learning take place.

The above table also indicates the methods of teaching used by facilitators. Accordingly, the respondents answer indicates that 15(50%), 7(23.3%) and 8 (26.6%) of the facilitators frequently used the, Group work, group discussion and question and answering respectively. Besides, during Observation Check list the classroom observation the researcher observed that traditional method of teaching dominated classroom teaching. And that most of the time the facilitators motivate their learners.

4.8 An Evaluation Procedures of Learners and Supervision IFAE Program

The monitoring and evaluation process is one of the critical parts which help to cross check the implementation of IFAE program. Beside to this the strong and weak side of IFAE programme may be measured by using monitoring and evaluation. So, the IFAE programme has its own ways of evaluation to its implementation. And also, it is crucial to have cluster supervisors, in the absence of well- organized cluster supervision, it is unthinkable to undertake the day –today teaching-learning process in IFAE centres in an effective and efficient manner. If effective IFAE curriculum implementation is required to provide regular professional support for the facilitators and IFAE centre managements. Cluster supervisor also play key roles in coordinating communities and the concerned education offices in overcoming the challenges that might be faced in IFAE program implementation.

Let us see the detail in table 11 as follows

Table 11: - Assessment and evaluation of the students’ progress

No	Items	Options	Responses	
			F	%
1	Do you have a mechanism to evaluate the impact of IFAE?	Yes	30	100
		No	-	-
2	What Way of evaluating the progress of learners?	Following the daily progress	8	26.6
		Observing the way of learners behave	-	-
		Assessing continuously	7	23.3
		Giving final examination	15	50
3	How often do cluster supervisor visit your classroom?	Once a week	-	-
		Once a Month	7	23.3
		Twice a month	23	76.6
		Once a semester	-	-
		once a year	-	-

As indicated in Table 11, the response regarding the availability of evaluation procedures by all the respondents rated "yes". The method of evaluating the progress of learners by following the learners daily progress counted 8 (26.6%) and 7 (23.3%) of respondents use continues assessment and the rest 15 (50%) of the respondents give final exam to evaluate the progress of their learners.

From interview questions, the IFAE centres supervisors said that: - Like just formal school, student's facilitators of IFAE learners usually monitor and evaluate the learners through continuous assessment; then finally they, have been given certificate.

This implies that procedures and methods of evaluation are properly employed in the program.

From the above table 9, 7 (23.3%) of the Respondents responded that the cluster supervisors visit IFAE centres once a month while 23 (76.6%) of respondents responded that the cluster supervisors visited IFAE centre twice a month. However, in response to interview questions one of Woreda education expert, (WEE -4) indicated that: -

The IFAE centres were visited once a week and supervisors indicate two days a week. besides, interview conducted with other Woreda education expert indicate that the centre was visited once a week by IFAL centre coordinators and once a month by the cluster supervisors. (May 20, 2014).

So, this implies there is no clear and regular supervision in the IFAE centre. But Continuous professional support and supervision is an important component that enhances effective teaching-learning process in the IFAE centre. Supervisions are expected to assist facilitators in every aspect (planning, implementation, assessment etc.) of IFAE program implementation.

4.9 Stakeholder's Participation in IFAE Implementation.

Basically, Successful implementation of IFAE program requires adequate participation and integration of every stakeholder. The participation and integration of stakeholders ensures the implementation of IFAE Program, to be more effective, efficient and sustainable. In this regard, respondents were asked to rate the degree of stakeholder's participation in the program implementation.

The researcher also interviewed one of the woreda education office experts, (WEE-1) he said: -

Government attention to the program is high but Integration among stakeholders to implement IFAE program is very low not more than sign agreement. (May 13, 2017).

Table 12: - Stakeholders’ participation in IFAE Program Implementation

No.	The level of?	Rating							
		High		Average		Low		Total	
		F	%	F	%	F	%	F	%
1	IFAE programme implementation.	8	26.6	7	23.3	15	50	30	100
2	Government’s attention to implement IFAE Program.	7	23.3	-	-	23	76.6	30	100
3	Collaboration among stakeholders to implement IFAE program.	-	-	1	3.3	29	96.6	30	100
4	Budget allocated to implement IFAE Program.	-	-	6	20	24	80	30	100
5	Timely availability of the allocated budget	-	-	4	13.3	26	86.6	30	100
6	Efforts made to fulfil learning centre with adequate teaching – learning facilities.	4	13.3	10	33.3	16	53.3	30	100

As indicated in Table 12, the respondents asked about the level of Implementation IFAE program is going on based on Guideline and IFAE program curriculum framework 8 (26.6%), 7 (23.3%) and 15 (50%) of respondents responded high, average and low respectively. and Government attention to implement IFAE program 7 (23.3%)of respondents rated high, and 23 (76.6%) of respondents rated low. Finally, the majority of the respondents responded the integration among the stakeholders to implement IFAE program was low.

During the researcher Observation, the facilitators appropriately prepared and use lesson plan and the teaching learning process take place based on Curriculum frame work.

The implication is that in order to make the level of IFAE implementation high they need to develop IFAE program stakeholder integrations and participation and build their capacity and also, they need to provide adequate budget and material resources to the program. In addition to these they need to give necessary training about the implementation of guideline, strategies and IFAE program curriculum framework to facilitator to meet the target goal otherwise the program highly affected.

According to allocation of adequate finance/ budget to run IFAE program 6 (20%) rated average and the rest 24 (80%) of the respondents rated low. And timely availability of the allocated budget 4 (13.3%) of respondents rated average the rest 26 (86.6%) of respondents rated low and

the efforts made to fulfil learning centre with adequate teaching-learning facilities 16 (53.3%), 10 (33.3%), and 4 (13.3%) of respondents rated low, average and high respectively.

From the interview questions made with woreda supervisors, and woreda educational experts described that, the slowly emerging community participation which seems encouraging for the future, lacked coordination and integration of stakeholders due to weak technical support made by responsible bodies and lack of continuity in IFAE program. Moreover, the effort made to integrate different adult learning programs provided by different development sectors in the area has its own problems.

The other Woreda education expert WEE – 2 replied that

There is low level integration among stakeholders, integration refers to involvement of concerned bodied in the IFAE program implementation based on the objective and content of the lesson, such the youth and women association, agriculture and health sectors etc. but no one is taking part in the implementation the program except education bureau. (May 9, 2017)

The only stakeholder that highly participated was education sector. This implies that the responsibility to implement IFAE program was mostly left to this sector. Both groups agree on the poor participation of IFAE stakeholders in the implementing the programs, except education sector.

4.10 Problem in Implementing IFAEP

In IFAE program implementation process different constraints are assumed to meet. In this regard, among many conditions that could stand against the success of IFAE program implementation possible facility, learner, facilitator and coordinator problems are identified and directed for rating by respondents.

Table 13: - Response of facilitators and coordinators on Problems in IFAEP implementation.

NO	Challenges	Rating							
		High		Medium		Low		Total	
		F	%	F	%	F	%	F	%
1	Lack of learning materials	-	-	23	76.6	7	23.3	30	100
2	Unsuitable(unfit) IFAE centres	-	-	15	50	15	50	30	100
3	Distance of the canter and home	-	-	17	56.6	13	43.3	30	100
4	Shortage of class equipment's	-	-	15	50	15	50	30	100
5	Lack of interest to participate in IFAEP	10	33.3	15	50	5	16.6	30	100
6	Lack of awareness on the IFAEP	13	43.3	17	56.6	-	-	30	100
7	Child care and domestic duties	22	73.3	8	26.6	-	-	30	100
8	Need to work	8	26.6	8	26.6	14	46.6	30	100
9	Lack of facilitators training (skills on helping adults)	15	50	7	23.3	8	26.6	30	100
10	Absence of facilitator's incentive or less payment.	28	93.3	2	6.6	-	-	30	100
11	Absence of responsible bodies	23	76.6	7	23.3	-	-	30	100
12	Lack of co-ordination to work together among stakeholders	9		21		-	-	30	100
13	Lack of Commitment of stakeholders to implement IFAEP	16	53.3	8	26.6	6	20	30	100
14	Lack of community commitment	15	50	11	36.6	4	13.3	30	100

As indicated in table 13, problems related to the implementation IFAE program in the study areas. under the facility related problems such as poor class facilities; distance between the literacy centre and their home, shortage of equipment's such as class room, chair, blackboard etc. Most the respondents said the problem is low and problem related to lack of learning materials such as books, manuals etc. most the respondents reported the problem medium.

During observation check list session in both IFAE centres there are adequate class rooms, Tables, Chairs and Black board but there is shortage of Student books, there does not use any type teaching aids and additional reference material in both centres.

This implies facility related problem such as classroom, chair, desk, blackboard etc. the problem is not that much high in the IFAE centres except teaching- learning materials such as learners books, Facilitators guide, manuals and teaching aid are not adequately available. But educational

materials and teaching aids play an important role in keeping quality of education otherwise the teaching- learning process should be affected.

Under the learner related problems such as Lack of awareness about IFAE Program, Child care and domestic duties, need to harvest, farm, or other works and Migration in search of work (to cities) the majority of the respondent reported the problem is high except that of Lack of interest to participate in IFAE Program the majority of the respondents said the problem is low.

This implies there is high learner's related problem which is difficult to solve but it is possible to minimize by giving high attention to the program because the majority of those learners are under the age of 15-30 years so, it is productive age and educating those learners is essential for country development.

Under facilitators related problems such as lack of training (skills on helping adults), lack of motivation or interest and absence of adequate payment or other incentives many the respondents reported the problem is high and problem related to facilitators' discipline; and, problem related to Lack of Andragogic skill much of the respondents reported the problem is low. This implies there is high facilitators' related problem such as absence of adequate payment and incentives, lack of training and so on. So, these may lead to the facilitators unsatisfied and in the absence of well- trained facilitators, it is unthinkable to undertake the day –to-day teaching-learning process in IFAE centres in an effective and efficient manner. As a result, the teaching-learning process highly affected.

Under problems related Stakeholders such as absence of responsible bodies to implement the IFAE Program, problem related to stakeholder's co-ordination to work together and Lack of Commitment to implement IFAE Program most the respondents rated the problem is high.

So, According to MoE, 2008 Successful implementation of IFAE program requires adequate participation and integration of every stakeholder and the participation and integration of stakeholders ensures the implementation of IFAE Program, to be more effective, efficient and sustainable. But the finding shows there is low integration and involvement of stakeholders Thus, it affects the implementation highly.

4.11 Planning and Organizing IFAE Programme

Planning of IFAE Program is a process of preparing a set of decisions for action in the future, directed at achieving the goals up by optional means. In view of that, the Planning process in the integrated functional adult education program bridges the gap from where we are, to where we want to go. And organizing IFAE program may result in ensuring cohesiveness and order in the IFAE stakeholders, facilitate effective communication among them, foster co-ordination and improves efficiency and quality of the program implementation through synergism.

Table 14: - Factors Related to level of implementation of IFAE program

No	Statement	Scale					
		High		Medium		Low	
1	Before or / and After planning of IFAE program	F	%	F	%	F	%
1.1	Needs are assessed before planning	-	-	2	6.6	28	93.3
1.2	Problems in life of adults will targeted to be solved	-	-	1	3.3	29	96.6
1.3	Stakeholders and Communities are encouraged to participate	-	-	12	40	18	60
1.4	The flexibility in time, content, place etc. of the program is taken in to account.	-	-	20	66.6	10	33.3
1.5	Consider quality indicators such as facilitators training, educational facilities, etc.	-	-	8	26.6	22	73.3
2	During Organizing of IFAL program						
2.1	All political and practicing Stakeholders are involved	-	-	10	33.3	20	66.6
2.2	Roles and duties for every Stakeholders are clearly described	-	-	2	6.6	28	93.3
2.3	Conducive learning environment is created	-	-	18	60	12	40
2.4	Community participation is facilitated	-	-	8	26.6	23	76.6
3	Degree of Stakeholders participation						
3.1	Non-government organizations	-	-	1	3.3	29	96.6
3.2	Youths and women's associations	-	-			30	100
3.3	Community and community leaders	-	-	16	53.3	14	46.6
3.4	Participants (Learners) and Facilitators	14	46.6	16	53.3	-	-
3.5	Health sector (Experts, Extension workers etc.)	-	-			30	100
3.6	Agricultural sector (experts, extension workers etc.)	-	-			30	100
3.7	Education sectors (Experts, Supervisors, principals, etc.)	19	63.3	9	30	2	6.6
Total							

From Tables 14; presented above, we can see that some factors related to the implementation of integrated functional adult education. Let us see them one by one. The progress of IFAE centres

before or / and after planning of IFAE program related factors such as Need are assessed before planning 2 (6.6%) of the respondents rated medium and the rest 28 (93.3 %) of them rated low, factors related to Problems in life of adults will targeted to be solved one of respondents rated medium and the rest 29 (96.6%) of them rated low, Stakeholders and Communities are encouraged to participate 12 (40%) of respondent rated medium and the rest 18 (60%) rated low, factors related to the flexibility in time , content, place etc. of the program is taken in to account 20 (66.6%)of respondents rated medium ,10 (33.3%)of respondents rated low.

Factors related to consider quality indicators such as facilitators training, educational facilities, etc. 8 (26.6%) of respondents rated medium, and 22 (73.3%) of respondent rated low.

According to researcher before start the integrated functional adult program all mentioned above must be taken in to consideration. But the presentation shows there is low assessment of the teaching-learning environment before/after planning. So, these highly affect the program implementation negatively.

The progress during Organizing of IFAE program factors under these all political and practicing Stakeholders are involved 20 (66.6%) of respondents rated low and 10 (33.3 %) of respondents counted medium. Roles and duties for every Stakeholders are clearly described two and 28 (93.3%) of respondents rated medium and low, Conducive learning environment are created 18 (60%), and 12 (40%) of respondents rated, medium and low respectively. Community participation is facilitated two, five and seven of respondents accounted high, medium and low respectively.

As indicated in table above, Factors related to the degree of stake holder participation such as the participation of non- government organization, youth and women association, health and agriculture sector, all the respondents rated low and the level of participation Community and community leaders 14 (46.6%) and 16 (53.3 %) of the respondents rated high, and medium respectively. And regarding the involvement of Education sectors (Experts, Supervisors, principals, etc.) 19 (63.3%) of the respondents rated high and 9 (30%) of the respondents medium and the rest two of the respondents low.

According to interview question from cluster supervisors they said the organization and management of IFAE centre is good, there is enough class, desk, chair and the time, day of

teaching learning take place based on learner interest in addition to this they teach additional subject for instant the subject English based on the learner interest. But the learners they have many life problems it is difficult to solve they need to create awareness to community, and need the attention of different stakeholders.

The implication of the result that: -According to interview answer the learning environment is good because they have enough class, desk, chair and the time, day of teaching learning take place based on learner interest. But the issue of before /after planning of IFAE program the level of assessment the needs of learners, problems of adults, awareness creation for community and stakeholders much of the respondents reported low and during organization majority of the respondent said the involvement of stakeholders and descriptions of roles and duties of stakeholders rated low. This suggest that those factors that might affect negatively implementation of IFAE program at the Woredas.

4.12. Major Challenges and Workable Solutions in the Implementation of IFAE Program

Open-ended questions were presented at the last part of each questionnaire prepared for IFAE learners and IFAE facilitators and Coordinators. These questions require respondents to list down some of the major Challenges and problems and suggest workable solutions. Similarly, in the interview with Woreda Education experts and supervisors, they were requested to state some of the major challenges and problems of the integrated functional adult education program and to provide some solutions for each challenges and problem.

The results obtained from the questionnaire and the interviews are presented as follows.

4.12.1. Major Challenges/Problems / of the IFAE Program

The study revealed the following major challenges:

1. Lack of motivation and willingness of adult learners to regularly participate in the IFAE program;
2. Facilitators lacked adequate initial training which it equips them with the necessary skills and knowhow of teaching, instructional planning, class room management;
3. Inadequate budget was allocated for the IFAE program.
4. Lack of adequate teaching materials such as textbooks, facilitators' guides, and other supplementary materials.

5. Low level of community's awareness about the importance of the IFAE program.
6. Withdrawal of integrated functional adult facilitators before finishing the program period.
7. Lack of integration between stakeholders to support the program.
8. Finally, high rate of absenteeism of learners from the program due to child care and domestic duties, work.

4.12.2. Suggested Possible Solutions to the above Listed Problems: -

As solution to the above stated major Challenges and problems of the integrated functional adult education program IFAE facilitators, Coordinators, IFAE learners, Woreda Education experts and supervisors, of integrated functional adult education centres of Arada sub-city suggested the following points.

- To teach the community continuously about the advantages of to be literate and to explain in detail possible benefits that could be gained in the future, the Government, NGOs and civil societies should work on awareness creation through mass media and printed material hierarchically and consistently.
- To accomplish effectively the plan prepared each year and to reduce the illiteracy rate of adult's in the woreda, adequate budget should be allocated for the implementation of the program, allocate appropriate and reasonable monthly payments to IFAE Facilitators and to motivate those using different mechanisms, this could help to raise their commitment.
- Setting clear criteria that assists the recruitment and selection of IFAE Facilitators and improving IFAE facilitators training, and equip them with skills of teaching adults and IFAE program coordination.

CHAPTER FIVE

5. SUMMERY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was carried out in Arada Sub –city taking 10 IFAE centres; the participants of the study were 20Facilitators, 10 Coordinators, 5 Woreda supervisors, 5 education experts, and 195 adult learners. The data was collected from the above group through questionnaire, semi-structured interview guide, and observation check list.

The data collected were organized and analysed using statically tool such as table, frequency count, percentage together with opinions of interview questions, and observation checklist to supplement the finding. Based on the results of the data, analysis and interpretation were done.

The purpose of this study was to asses or investigates the practice and challenges of integrated functional adult literacy program implementation in Arada Sub-city 10 Woredas and to suggest possible solution for the problem based up on the above specific objectives, this study was expected to find the answer to the following leading questions.

1. What does the practice IFAE in Arada sub-city look like?
2. To what extent do stakeholders participate in IFAE programme?
3. How is the practice of IFAE monitored and evaluated in the sub-city?
4. What are the major challenges that encountered the IFAE programme in Arada sub-city?
5. What should be done to improve the practices of IFAE in the sub-city?

The Major findings of the research were summarized as follows: -

- ❖ The finding showed that the selection criteria for facilitators were found to be inconsistent; Knowing the culture of the community, and acceptance in the community 12 (40 %), 12 (40%) respectively and Qualification and motivation 16 (60%).
- ❖ The majority 28 (93.3%) of the coordinator and facilitator respondents reported that the salary paid for facilitator was not satisfactory.
- ❖ Most of the respondents 80% indicated that the training was inadequate for preparing facilitators with necessary skill and knowledge to implement the program and to handle adults based on their need.

- ❖ Most respondents 96.6% reported that the integration and participation of different stakeholders in IFAEP implementation was rated low except education sectors.
- ❖ The availability of adequate finance/ budget to run IFAE program was reported low by 80% of the respondents and also different materials (reading guides, writing guides, Different teaching aid) which are important to IFAE Program implementation were by the majority of the respondents reported low except student book.
- ❖ The majority 28(93.3%) of the respondents reported that the Implementation IFAE program going based on Guideline and IFAL program curriculum framework.
- ❖ The content of IFAE class learning about the learner's identity, family work, health, about civic and ethic education, about income generating activities, about gender and about environmental protection activities were found to be appropriate by (90%) of the adult learner respondents.
- ❖ The method of teaching applied in the IFAE class was 3 (10%) of the respondents reported learner centred and the rest 27(90%) of respondents reported both (learner and teacher centred).
- ❖ Regarding Frequency of supervisor's visit of IFAE centre, most respondents (76.6%) responded the cluster supervisor visits the IFAE centre twice a month. But the rest respondents assted that there was no clear and regular supervision in the IFAE centre.
- ❖ Most the IFAE learners 87.6% assted that they attend the program regularly and their level of interest for the program is high. However, 20.6% of them claimed that the IFAE text books are below their level.

Some of the major challenges in the IFAE centres are organization of the program , Lack of coordination of the program , Lack of clear and regular supervision in the IFAE centre, Shortage of budget (For salary ,Training, logistics and other resources), lack of integration between stakeholders to support the program, low attention given to the program by government , lack of training, adequate payment and incentives for facilitators ,high rate of drop out of learners due to learners problems like heavy work load, lack of time , search of work, child care and domestic duties etc., Lack of motivation among stakeholders, learners and facilitators, Absence of adequate teaching-learning materials such as facilitators guides and others supplementary materials are some of them. The availability of evaluation procedures was commonly agreed by all respondents.

5.2. CONCLUSIONS

Based on the findings, of the study, the following conclusions were drawn.

It was found out that the themes (contents) of the IFAE program were highly relevant to the daily life of the IFAE learners. Hence, this strength of the program would encourage the learners to continue their participation in the program.

The findings indicated that there was lack of adequate training and salary of facilitators, lack of adequate participation of stockholders, lack of adequate supervisory support, and lack of adequate budget for the implementation of the IFAE programme in Arada sub-city. Hence, one could safely conclude that the above-mentioned shortages would negatively affect the practice of IFAE program in the sub-city.

5.3. Recommendations

Based on the major findings and conclusion drawn, the following recommendations are forwarded.

- All the concerned program implementers should improve of IFAE facilitator's recruitment and to provide satisfactory training, to pay for facilitator's reasonable monthly salary and motivate those using different techniques. Moreover, conducting continues supervision is essential to supervise activities of facilitators regularly, and to find practical solutions for problems of IFAE centre.
- The study showed that, lack of stakeholders' participation was the major factor that hindered successful IFAE program implementation. Hence, the integration and involvement of stakeholders is important for the development of IFAE program implementation. The participation is also essential for mobilizing resources, creating conducive learning environments, and initiating beneficiary to join IFAE classes and to develop the IFAE curriculum. Therefore, all potential and practicing stakeholders need to be concerned about the implementation of IFAE program. On the other hand, building their capacity to enable them to manage and implement the program is mandatory.
- IFAE program activities depend highly on budget/ financial capacity of woredas. Hence, The Government should allocate adequate budget by mobilizing different stakeholders like NGO's, the community and other private sectors.

- The content of the program, quality of learner's textbook and the teaching learning environment have some problems so they need continuous improvement based on the interest of learner and they should develop Needs Based curriculum.
- The concerned program provider should apply the new national adult education strategy proposed guiding principles for implementation of IFAE program in the sub-city.
- Addis Ababa education bureau and Arada sub-city need to give adequate attention to the program by fulfilling the required facility, by creating awareness for community to send their maid/ home worker/, their wife to the IFAE centre, and they need to make the time place, and hour convenient to the learners.
- Addis Ababa Education bureau is advised to provide short-term continuous professional Support to program implementers at IFAE centres.
- Arada sub-city is advised to enhance stakeholders' participation in planning, organizing, monitoring and evaluation of the IFAE program.
- Arada sub-city is advised to work more on raising the awareness of the community about the importance of the IFAE program.

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Appendix-A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)
Questionnaire for learners of IFAL in Arada sub-city

The purpose of this questionnaire is to gather the relevant and appropriate data regarding to the practice and challenges of integrated functional adult education programme in Arada sub-city.

Therefore, this questionnaire is meant to collect the necessary data for the same purpose. All information you provide us will be kept confidential and will be used only for this study. Since your response to each question is very essential for the success of this study I urge you to attempt all.

Instructions

- ✓ Do not write your name.
- ✓ Indicate your responses on the box provided by marking “X”.
- ✓ You requested to put your answers on the spaces provided.

Part I: Personal information

1. Sex Male Female
2. Age 15 – 25 26 – 35 36 – 45 45 and above
3. Educational background (IFAE Level) level 1 level 2 level 3
4. Career _____

Part II: Issues related to the practice of “IFAE” in Arada sub-city.

1. Do you believe that your participation in IFAE programme is fruit-full to you?
 A. Yes B. No if, any _____

2. Do you think the time (the day, hour and the month) has convenience to attend Education?
 A. Yes B. No if, any _____

If your response to question number 3 is "No" what is your reason?

3. Do you believe that the place (centre / school) where you attend IFAE is convenient to you?
 A. Yes B. No if, any _____

4. How much is the IFAE lessons are related to Adult daily life?

5.1 Please rate how each lesson in the IFAE program relate to the daily life of adults?

No.	Types of lessons	Scale				
		V. high	High	Medium	Low	V. low
A	Agriculture Education					
B	Civic and Ethics education					
C	Health education					
D	Social life					
E	Income generation					
F	Environmental conservation and Protection					
G	Gender					
H	About identity					
I	Critical thinking					

5. Do you attend the Functional adult education program regularly?

NO, I was absent most of the class

Yes, I attend regularly

Indeed, I attend most of the time

Other, specify _____

6. What are the main reasons for Functional adult education participants not to attend the program regularly and to discontinue participation?

Distance of literacy centre

Inconvenience of the time table

Shortage of educational materials

Lack of interest to participate IFAE program

Poor understanding on the advantage of IFAE program

Specify if there are other reasons _____

Part III: Issues related to the challenges of “IFAE” in Arada sub-city.

The following are some of the assumed factors/problems that could encounter to IFAE program implementation. Rate their degree of influence from your woreda or centre experience by making "X" sign

No.	Statements	Scale			
		Never	High	Medium	Low
	Facility related problems				
1	Lack of learning materials such as books, manuals etc.				
2	Unsuitable(unfit) IFAE centres				
3	Distance of IFAE canter from home				
4	Shortage of equipment such as chairs, black boards etc.				
	Learners related problems				
5	Lack of interest to participate in IFAEP				
6	Lack of awareness on the IFAEP				
7	Child care and domestic duties				
8	Need to works				
	Facilitators related problems				
9	Lack of training (skills on helping adults)				
10	Lack of motivation or interest				
	Stakeholders related problem				
11	Absence of responsible bodies to implement the IFAEP				
12	Not have co-ordination to work together				
13	Lack of Commitment to implement IFAEP				
14	Lack of community commitment				

7. What are the main problems in your IFAE centre that are hindrance for successful implementation of the program?

8. What do you think could be possible solution of the problems that you listed above?

Thank you!!

Appendix-B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)
Questionnaire for Coordinators, and Facilitators of IFAL in Arada sub city

The purpose of this questionnaire is to gather the relevant and appropriate data regarding to the practice and challenges of integrated functional adult education programme in Arada sub-city.

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Instructions

- ✓ Do not write your name.
- ✓ Indicate your responses on the box provided by marking “X”.
- ✓ You requested to put your answers on the spaces provided.

Part I: Personal information

5. Sex Male Female

6. Age 15 – 25 26 – 35 36 – 45 46 and above

7. Educational background Under certificate Certificate Diploma

8. First Degree Master’s Degree

9. Job title _____

Part II: - General Information

2.1. On what criteria does the selection of Facilitators depend? (More than one answer is possible)

- a. qualification and Motivation
- b. Creating Job opportunity
- c. Acceptance in the community
- d. knowing the culture of the Community
- e. Others (if any) _____

2.2. do you get any special training on IFAE?

- A. yes B. No C. Some are trained others not

If your answer is “yes” what type of training?

- A. Pre-Service B. In-service C. Other _____

2.3. Duration of training

- A. under 1 month B. 1-2 months
C. above 2 months D. if other, specify _____

2.4. How much is being paid for you per month as Facilitators?

- A. under 500 (birr) B. 500 - 1000 (birr)
C. 1000 – 1500 (birr) D. above 1500 birr

2.5. How do you rate your satisfaction level as facilitator?

- A. Very much Satisfied B. Satisfied C. Dissatisfied
D. very much dissatisfied E. undecided

PART III: - Issue related Integrated Functional adult education program Implementation.

3.1 Do you implement IFAE program based on Guideline and IFAE program curriculum framework?

- A. yes B. No

3.2 What Teaching method do you apply in IFAE class?

- A. Learner centred B. Teacher centred C. Both

3.3 Which method of teaching do you usually use during the teaching learning process? (More than one answer is possible)

- A. Group work B. Discussion C. Role plays
 D. problem solving E. Question and answer F. Brainstorming

If any other, please specify _____

3.4. Do you have a mechanism to evaluate the impact of IFAE?

- A. yes B. No

3.5. In what way do you evaluate the progress of learners?

- A. Following the daily progress C. Assessing continuously

- B. Observing the way of learners behave D. Giving final examination

F. If other, please specify _____

3.8. How often do supervisor visit your classroom?

- A. Once a week B. Once a Month C. Twice a month

- D. Once a semester E. once a year

E. If other, please specify _____

3.9 Please the level of participation of stakeholders in the program:

No.	The level of?	Rating			
		High	Average	Low	Not applicable
1	IFAE programme implementation.				
2	Government's attention to implement IFAE Program.				
3	Synergies among stakeholders to implement IFAE program.				
4	Budget allocated to implement IFAE Program.				
5	Timely availability of the allocated budget				
6	Efforts made to fulfil learning centre with adequate teaching – learning facilities.				

Part IV: - Factors Related to level of implementation of IFAE program

Many possible factors could be resulted in to high, medium and low implementation of IFAE program. Among these some of the following statements are listed below. Please mark "X" to indicate your answer that seems to be the main causes for high, medium and low level of implementation of this program in your Woreda or IFAE canter.

4	Statement	Scale		
		High	Medium	Low
4.1	Before or / and After planning of IFAE program			
4.1.1	Needs are assessed before planning			
4.1.2	Problems in life of adults will targeted to be solved			
4.1.3	Stakeholders and Communities are encouraged to participate			
4.1.4	The flexibility in time, content, place etc. of the program is taken in to account.			
4.1.5	Consider quality indicators such as facilitators training, educational facilities, etc.			
4.2	During Organizing of IFAE program			
4.2.1	All political and practicing Stakeholders are involved			
4.2.2	Roles and duties for every Stakeholders are clearly described			
4.2.3	Conducive learning environment are created			
4.2.4	Community participation is facilitated			
4.3	Degree of Stakeholders participation			
4.3.1	Non-government organizations			
4.3.2	Youths and women's associations			
4.3.3	Community and community leaders			
4.3.4	Participants (Learners) and Facilitators			
4.3.5	Health sector (Experts, Extension workers etc.)			
4.3.6	Agricultural sector (experts, extension workers etc.)			
4.3.7	Education sectors (Experts, Supervisors, principals, etc.)			

Part V: -Problems related to IFAE program implementation.

The following are some factors/problems that encountered IFAE program implementation. Rate their degree of influence from your woreda or centre experience by making "X" sign

No.	Statements	Scale		
		High	Medium	LOW
5.1	Facility related problems			
5.1.1	Lack of learning materials such as books, manuals etc.			
5.1.2	Unsuitable(unfit) IFAE centres			
5.1.3	Distance of literacy canter from home			
5.1.4	Shortage of equipment such as chairs, black boards etc.			
5.2	Learners related problems			
5.2.1	Lack of interest to participate in IFAEP			
5.2.2	Lack of awareness on the IFAEP			
5.2.3	Child care and domestic duties			
5.3	Facilitators related problems			
5.3.1	Lack of training (skills on helping adults			
5.3.2	Lack of motivation or interest			
5.3.3	Absence of payment or other incentives			
5.3.4	Discipline problem (lack of discipline)			
5.4	Stakeholders related problem			
5.4.1	Absence of responsible bodies to implement the IFAEP			
5.4.2	Not have co-ordination to work together			
5.4.3	Lack of Commitment to implement IFAEP			

Part VI Comments or strategies to enhance IFAEP implementation

5.1. What are the major challenges encountered during implementation of IFAL program?

- a. _____
- b. _____
- c. _____

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

Thank you!!

Appendix- C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)

An interview Guide to Woreda education office Experts, Supervisors, School Directors and Sub- City Focus persons

The purpose of this interview is to gather the relevant and appropriate data regarding to the practice and challenges of integrated functional adult education programme in Arada sub-city.

Part I: - Personal Data

Work place _____ Sex _____ Age _____

Educational level _____

Your Current responsibility _____

Part II. Issues Related to the IFAE program regarding non-formal education facilitators

1. Is there a selection criterion for integrated functional adult education program facilitators?
2. Do IFAE facilitators/teachers get adequate Salary and incentives?
3. Do IFAE facilitators/teachers get adequate training?
4. What is the duration of integrated functional adult literacy Facilitators training?

About IFAL Learners and Duration of Educational provision.

5. For how many days in a week do the IFAE is provided to participants?
6. For how much hours the lesson is provided in each day?
7. Do you think that the time, place and day of educational provision are convenient for IFAL learners?

Current practice of IFAE program

8. What does the current practice of IFAE Program in your woreda IFAE centres?
 - A. In terms of Facility and Budget
 - B. In terms of Organizations and management
 - C. Method of teaching applied and content of the lesson

9. To what extent do IFAE stakeholders participate in the implementation of IFAE Program?
In which areas do they participate and integration among stakeholders?

- A. Non-government organizations
- B. Youths and women's associations
- C. Participants (Learners) and Facilitators
- D. Health sector (Experts, Extension workers etc.)
- E. Education sectors (Experts, Supervisors, principals, etc.)

10. How is community participation in the program? And how is the interest of adult learners on IFAE program?

Organization and Management of adult education

11. Are there adequate facilities and enough teaching materials to implement the program?

12. How frequently visit Woreda cluster supervisors to follow up and supervise the IFAE program?

13. Do the stakeholders have conducted Meetings together to discuss on the issues of the program?

Evaluation of participant's performance and certification

14. Is there continuous evaluation program to assess the performance of IFAE participants?

15. Do you think that IFAE program Learners is attending the lesson with Interest (free from fear of measures of any type)?

16. Do participants obtain a certificate that shows the qualification level?

Challenges and remedy actions

17. What Major challenges/ problems are encountered during the implementation of IFAE program? And what measures are taken to alleviate these challenges?

18. If you have comment that help to improve IFAE program implementation you are well come.

Appendix- D
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)

Check list

The purpose of this check list is to observe IFAE program and gather information for the research regarding to the practice and challenges of integrated functional adult education in Arada sub – city (selected IFAE centres).

Part I: background information

Town _____

Wereda _____

Kebele _____

IFAE centre _____

Level _____

Class room _____

No. of students: Male _____ Female _____ Total _____

Part II: information related to the practice of IFAE.

No	Item	Level					Remark	
		5	4	3	2	1		
1	Facilities	Facilitator 's office (reading room)						
		Furniture/desk/seats						
		Play ground						
		Water supply						
		Separate toilets						
2	Teaching learning materials	Syllabus						
		Textbooks						
		Teachers guide						
		Teaching aids						
		Reference books						
		Lesson plan						
3	Teaching learning process	Learning calendar						
		Organization of classroom						
		Management of classroom						
		Teaching method						
		Availability of teaching- learning Materials						
		Number of learning days per week						
		Number learning hrs per day						

Observation of the teaching learning process of IFAL.

No.	The IFAL centre* has: (items)	Rating		
		Yes	No	Not applicable or comment
1	Do facilitators appropriately prepared and use lesson plan?			
2	Is learning materials (Curriculum frame work) available to each facilitator?			
3	Do all learners bring their learning materials?			
4	Is there adequate number of Class room, tables and chairs?			
5	Is the class room has enough light?			
6	Is the class room is clean?			
7	Is there participation of learns in teaching and learning process?			

A. The main Strength observed during class room interaction?

B. Main weaknesses observed during conducting observations?

Appendix-E

አዲስ አበባ ዩኒቨርሲቲ

ስነ ትምህርት እና ባህሪ ኮሌጅ

የሥርዓተ ትምህርትና የመምህራን ሞያ ማሰልጠኛ ት/ክፍለ

የጎልማሳ ትምህርት እና ማህበረሰብ ልማት

መጠይቅ ለ ጎልማሳ ተማሪዎች

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በጎልማሳ ተማሪዎች የሚሞላ መጠይቅ የዚህ መጠይቅ ዋና ዓላማ በአራዳ ክፍለ ከተማ በተመረጡ ወረዳዎች ባሉ የጎልማሶች ትምህርት ማዕከሎች ባለው የተግባር ተኮር የጎልማሶች ትምህርት አተገባበር ዙሪያ ስላለው የተሞክሮ እና ተግዳሮቶች (አስቸጋሪ ሁኔታዎች) ለማጥናት ይረዳ ዘንድ አስፈላጊውን መረጃ ለመስጠት ሲሆን እንዲሁም ውጤታማ የሆነ ተግባር ተኮር የጎልማሶች ትምህርት አተገባበር ዙሪያ ለሚነሱ ችግሮች መፍትሄዎች ለመጠቀም ጭምር ነው። ስለሆነም የርስዎ ልባዊ ትብብር /ተሳትፎ ለጥናቱ ውጤታማነት ወሳኝ በመሆኑ የተመለደውን ቀን ትብብር እንዲያደርጉልኝ በትህትና እጠይቃለሁ። ለሚደረግልኝ ቀን ትብብር በቅድሚያ ንመስግናለሁ።

መመሪያ

- ስም መጻፍ አያስፈልጎትም።
- መልስዎን ለመጠቀም በተሰጠው አማራጭ ላይ ያክብቡ ወይም ከጥያቄው ትክክል በተቀመጠው ሳጥን ላይ የ “X” ምልክት ያስቀምጡ።
- የራስዎን ሃሳብ ለሚጠይቁ ጥያቄዎች በተሰጠው ክፍት ቦታ ላይ መልስዎን በአጭሩ ይጻፉ።

ክፍል I. መጠይቁን የሚሞላ ሰው ጠቅላላ መረጃ

1. ፆታ ወንድ ሴት
2. ዕድሜ 15-25 26-35 36-45 ከ 45 በላይ
3. የጎልማሶች ትምህርት ደረጃ ደረጃ 1 ደረጃ 2 ደረጃ 3
4. ስራ _____

ክፍል ሁለት፡ የኅልማሳ ትምህር ደለበት ጠቅላላ ሁኔታ

1. ትምህርቱ ፍሬያማ ነው በለው ያስባሉ?

አዎ አይደለም ሌላ መልስ _____

2. ወቅቱ/ጊዜው /ቀን ሰዓቱ እና ወሩ ትምህርቱን ለመከታተል አመቺ ነው ብለው ያስባሉ?

አዎ አይደለም ሌላ መልስ _____

ለጥያቄ ቁጥር ሶስት መልስዎ አይደለም ከሆነ እባክዎ ምክንያትዎን ይጻፉ _____

3. የኅልማሳ ትምህርት ማዕከል ያለበት ትምህርት ቤት/ቦታ/ አመቺ ነው ብለው ያምናሉ?

አዎ አይደለም ሌላ መልስ _____

4. የተቀናጀ ተግባር ተኮር ትምህርቱ ከኅልማሳ ቀን ከቀን ኑሮ ጋር ምን ያህል የተያያዘ ነው? _____

እባክዎ በትምህርቱ ላይ ያሉት እያንዳንዱ የትምህርት ዓይነቶች ኅልማሳ ቀን ተቀን ኑሮ ጋር የመያያዝ መጠናቸው ከትምህርት ዓይነቱ ባለው ደረጃ የ "X" ምልክት ለማስቀመጥ ያሳዩ።

1. በጣም ከፍተኛ 2. ከፍተኛ 3. መካከለኛ 4. ዝቅተኛ 5. በጣም ዝቅተኛ

ተ.ቁ	የትምህርት አይነት	ደረጃ				
		1	2	3	4	5
1	የ ግብርና ትምህርት					
2	ስነ ህግና ስነ ምግባር ትምህርት					
3	ጤና ትምህርት					
4	ማህበረሰብ ትምህርት					
5	የሃብት ምንጭ አፈላለግ ትምህርት					
6	የአካባቢ እንክብካቤና ጥበቃ ትምህርት					
7	ስረዓተ ሥነ					
8	ማንነት ትምህርት					
9	የ ጥልቅ አስተሳሰብ ትምህርት					

5. ተግባር ተኮር የኅልማሳ ትምህርቱን ምን ያክል ይከታተላሉ?

- በየቀኑ እከታተላለሁ
- አብዛኛው ጊዜ እከታተላለሁ
- አብዛኛው ጊዜ መከታተል አልቻልኩም
- ሌላ ካለ _____

6. የጎልማሶች ትምህርት ጊዜ ሰሌዳውን በአግባቡ እንዳይከታተ ወይም እንዲያቋርጡ የሚያስገድዱ ምክንያቶች የትኞቹ ናቸው? ከአንድ በላይ መልስ መስጠት ይችላሉ።
የትምህርት ማዕከሉ ርቀት

- የጊዜ ሰሌዳው አለመጣጣም
- የ ት/ቤቱ ርቀት
- በቂ የትምህርት መረጃ መሣሪያዎች አለመኖር
- ፍላጎት ማነስ
- የትምህርቱ ተቀሜታ ግንዛቤ አለመኖር
- ሌላ ካለ ይዘርዝሩ _____

ክፍል III. የትምህርቱ ዋና ዋና ተግደረቶች የተመለከቱ ጥያቄዎች።

የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እንቅፋት ይሆናሉ ተብለው ከታሰቡ ነገሮች መኖር አለመኖራቸውን እንዲሁም የተፅእኖ መጠናቸውን ከፍተኛ መካከለኛ ወይም ዝቅተኛ በማለት ያሳዩ።

ተ.ቁ	ተግደረቶች	ደረጃ			
		በፍፁም	ከፍተኛ	መካከለኛ	ዝቅተኛ
1.	የመማሪያ መሣሪያዎች እጥረት				
2.	አመቺ ያልሆኑ የመማሪያ ማዕከሎች				
3	የመማሪያ ማዕከሎች ከቤት ያላቸው ርቀት				
4	የክፍል ዕቃዎች እጥረት /ወንበር ጠረጴዛ ወዘተ/				
5	የተማሪዎች ፍላጎት ማነስ				
6	የተማሪዎች አመለካከት እጥረት				
7	ልጆች መንከባከብ እና ሌላ የግል ሃላፊነቶች				
8	ከስራ ጋር አለመመቻቸት				
9	የአመቻቸው ልምድ እና ስልጠና እጥረት				
10	የአመቻቸው መነሳሳት ወይም ፍላጎት ማጣት				
11	ትግበራው ላይ ኃላፊነት የማወስዱ አካላት አለመኖር				
12	ትግበራው ላይ ኃላፊነት የላቸው አካሎች አለመቀናጀት				
13	ትግበራው ላይ ኃላፊነት ያላቸው አካሎች መነሣሣት ማጣት				
14	የሚመለከታቸው አካላት ክትትል ማነስ				

7. ከላይ ከተዘረዘሩት ተግዳሮቶች በተጨማሪ በማዕከሉ ላይ ያስተዋሉት እንቅፋቶች ምን ምን ናቸው።

1. _____

2. _____

8. በማዕከሉ ላይ ለሚሰተዋሉ ችግሮች መፍትሄ ይሆናሉ ብለው የሚያስቡዎቸው ነጥቦች ይዘርዝሩ?

1. _____

2. _____

አመሰግናለሁ!

Declaration

I the undersigned, declare that, this thesis is my original work, has not been presented for a degree in any other University, and all sources of material used for the thesis have been duly acknowledged.

Name: Samuel Gebretsadik

Signature: _____

Place and date of submission: Addis Ababa University June 22, 2017

Submission Approval Sheet

This thesis has been submitted for communication with my approval as a university advisor

Name: Dessu Wirtu (PhD)

Signature: _____

Date of submission: _____