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**FOLLOW-UP STUDY OF GRADUATES OF INTEGRATED
ADULT FUNCTIONAL LITERACY PROGRAM IN EXTENDING
LITERACY SKILLS: THE CASE OF KIRKOSE SUB-CITY**

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**Follow-Up Study of Graduates of Integrated Adult Functional
Literacy Program in Extending Literacy Skills: The Case of Kirkose
Sub-City**

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This is to certify that the thesis prepared is by Getahun Hailemikael entitled: Follow-Up Study of Graduates of Integrated Adult Functional Literacy Program in Extending Literacy Skills: The Case of Kirkose Sub-City and submitted in partial fulfillment of the requirements for the Degree of Masters of Art (Adult and Lifelong Learning). It complies with the regulations of the University and Meets the Accepted Standards with Respect to Originality and Quality.

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List of Acronyms

AE: Adult Education.

ABE: Alternative Basic Education.

ESDP: Education Sector Development Program.

EFA: Education for All

ETP: Education and Training Policy

FAL: Functional Adult Literacy

FALP: Functional Adult Literacy Program

FGD: Focus Group Discussion

IFAL: Integrated Functional Adult Literacy.

IFALP: Integrated Functional Adult Literacy Program

MOE: Ministry of Education.

MDGs: Millennium Development Goals

NAES: National Adult Education Strategy.

NFE: Non- Formal Education

NFTVET: Non formal Technical and Vocational Training

UNESCO: United Nations Educational, Scientific and Cultural Organization.

ABSTRACT

The main purpose of this study was to investigate how graduates IFAL extend literacy skill after graduation in Kirkos Sub City. To achieve these objectives and to answer the research questions, the researcher employed a mixed method, Primary and secondary sources of data used and four data collection instruments were utilized in the research design and methodology. These were questionnaire for the participants, interview for the woreda education experts, sub city education experts; woreda supervisor, document analysis and focal group discussion were employed. The findings revealed that adult's literacy skill was not effectively extended after the graduation of IFALP in kirkos sub city. Because the stake-holders did not give due attention for adult literacy skill extending by creating conducive environment, follow up and support the adults to extend literacy skill and create the awareness how to practice adults after graduation of IFAL to extend literacy skill. The researcher suggests that the Government, stakeholders, community and other concerned bodies had better give adequate attention and should play their roles properly to extend literacy skill by fulfilling the required facility, by creating conducive learning environments, by creating awareness for adults about the significance of extending literacy skill, hence, for the effective implementation of this program every stake-holders should play their roles properly.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction and a key to attaining the growth and development Goals. “Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities whereby persons regarded as adults by the societies to which they develop their abilities, enrich their knowledge ,improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent, social, economic and cultural development.”(UNESCO,1976).

Other scholars define Adult education as 'a practice in which adults engage in systematic and sustained self educating activities in order to gain new forms of knowledge, skills, attitudes, or values.' It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Ethiopia introduced its new Education and Training Policy in 1994. And state the importance of adult education for the attainment of other development agendas including the education of children, its provision and quality remained low. After the reaffirmation of EFA Goals, the country issued the policy and reforms in order to achieve them. Some scholars argue that the policy focused on education of children and youth at the cost of adult and non-formal education (Ambissa, 2009), the progresses made even with limited effort of the government are encouraging. For instance, the development of National Adult Education Strategy (2008) that opened the way for different sectors to rethink their role in adult education is a good example. In fact, before the strategy was developed, the Education and Training Policy had given recognition to non-formal education (MoE, 1994). However, subsequent implementation program of the policy have failed to give it adequate attention (Eg.ESDP I 1997/8-2001/2 and ESDP II (201/2-2004/5). Unlike ESDP I and ESDP II, ESDP III (2004/5-2010/11) gave relatively adequate attention for adult education.

In ESDP IV, the issue of Integrated Functional Adult literacy (IFAL) has become one of the priorities. It was indicated that IFAL "... seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. (MoE, 2010b). It has also been indicated in ESDP III that life skills of learners would be developed along with literacy and numeracy; however, unlike ESDP III, in ESDP IV these issues were intended to be presented to the learners in an integrated manner in line with the MoU signed between Ministry of Education and five concerned ministries.

After all, Ethiopia has implemented a series of poverty eradication plans and it has emphasized the need to overcome the problem of illiteracy if a real socio-economic transformation is to occur. Functional Adult Literacy 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.

Despite the fact that different meanings of what means exist, it is generally agreed that IFAL is characterized by a number of principles (MoE, 2007) such as focuses on integrating social, economic, and pedagogical values. Unlike the education of children, IFAL focuses on learning contents that are immediate and responsive to current concerns. Hence, extending integrated adult functional literacy program after graduation plays a vital role for all sided development of adults including leading quality life as well as for development of any country is unquestionable. The current emphasis is mere given to realize the IFAL program but as to how adults extend their literacy skill seems to be forgotten. So, after graduation of integrated adult functional literacy program to extend the adults skill has many dimensional importances. Hence, the purpose of this study is to assess how many of them upgrade their literacy skill, what is the conducive environment to upgrade adult literacy skill, and how to follow up woreda and sub city education officer adults after graduating to upgrade their literacy skill.

1.2. Statement of the Problem

Education is primarily recognized as a basic human right irrespective of their color, religions background and economic status. With respect to this citizen's right to education and the realization of economic and social benefits that emanate from it, a massive movement has been carried out to put the objectives into practice. However, many people still lack access to formal education in Ethiopia.

Therefore, adult education program with the special focus on functional literacy is intended to give opportunity for those adults who lack access to formal education (Mulugeta Menker 2002, 20). Previously, in Ethiopia adult education program was basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. There are two components where one focuses on literacy program youth and adults and the other on basic skills training in community skills training centers (MoE, 2005).

I have attempted to review different researches done by different scholars up on an issue which does have close connection to my study. For instance, researches conducted assessment of the implementation of functional adult literacy in merhabete worda, best practice and lessons to be learned this study only attempted to assess the level of FALP implementation, its effectiveness and achievement. The other research done on the topic, Practices and Challenges of Integrated Functional Adult Literacy Program: The Case of Kolefe Keranyo Sub city also tried to explore basically the follow up schema to extend literacy skill, the practices in relation to it and challenges of the IFAL program. According to their findings were related with absence of sustainable training and lack of integration with stake holders to make the program to be more effective were some of the findings of the studies among other things and still nothing said as to the fate what would be done after graduation from IFAL. But both of them did not deal with how adults extend their literacy skill after graduation and this is untouched area which forced me to carry out my thesis.

Adult education is a practice in which adults engage in systematic and sustained self educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional

schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. So with the special focus on graduated of integrated Functional Adult Literacy (GIFAL) has a great importance to support other development strategies. Moreover, the expansion of extensive FAL program is essential to improve the quality of life of individuals.

The study has centered on Kirkos sub city at the first time graduated of integrated adult's functional literacy program since 2012. So, integrated adult functional literacy program now a day to address for each woreda to open integrated adult literacy center and adults attained for a week only three days for each day they learn two hours. Totally, adults learn in the integrated adult's literacy center two years and then, they completed the program and they have been given certificate. So, after graduates of integrated adult literacy center, how adults extending literacy skill, what are enables to extending literacy skills and what are the challenges to extending literacy skills are to be the center of discussion. Generally, my thesis is to find out how to follow up study of graduated of Integrated Adult Functional Literacy Program in extending literacy skills as well as its current status once they got the certificate in a certain center in the IFALP.

1.3 Basic Research Questions

The study tried to address the following basic questions:-

1. How far are conducive environments created to enable adults to extend literacy skill after graduation of IFAL?
2. How do the graduates practice Integrated Adult Functional Literacy Program in extending literacy skills so as to enhance their level of performance?

3. How does the procedural step work as to the follow up in order to help them in extending their skill?
4. What are the major problems encountered by adult learners after IFAL program completion towards extending their literacy skill?

1.4 Objectives of the Study

The overall objective of the study is to appreciate how to follow up extending literacy skill after graduation of IFAL at Kirkos Sub City of Addis Ababa City Administration.

More specifically the study aims to:-

1. Assess the environment that enables adult learners extend their literacy skill after graduation from IFAL.
2. Examine the extent how adults practice to extending literacy skill after graduation so as to enhance their level of performance.
3. Investigate into whether there are clear procedural steps as to follow up so as to help them in extending their literacy skill or not.
4. Find out the major problems that encountered by adult learners after graduation to extending their literacy skill.

1.5 Significance of the Study

The researcher has every hope that this study will give an insight for policy makers for decision making about the rest and apart from it, it will serve as reference on researches which are to be conducted around this topic. It will be important resources of the state to redesign its Strategy and to make following up mechanism of the practice to be congruent with the implementation of post IFAL guideline what we have so as to serve the purpose of extending literacy skill. It points out the possible

solution that we had better use in order to properly follow up as to how adults extend their literacy skill. It comes up with a workable solution to the problems of implementing of extending literacy skill of adults after graduation of IFAL. Finally, the study can initiate other researchers to undertake related researches in the area of extending literacy skill of adults after they did graduate from integrated Functional Adult Literacy program because it gives insight for rational inferring making about the others.

1.6 Delimitation

The study basically, centered on Kirkose sub-city, particularly woreda 5 and 6. In Kirkose sub-city, there are 11 Woredas and 34 training centers. And there are two non formal education programs, which are Alternative Basic Education and integrated functional adult literacy programs. But this research is delimited to integrated functional adult literacy program. In addition to this, the thesis is confined to the Follow-up study of Graduates of Integrated Adult Functional Literacy Program in extending literacy skill in the two Woredas of Kirkose Sub city in order to make the study manageable.

1.7. Limitation

This study is not out of the touches of ups and downs of reality. Honestly speaking, there are some problems that may negatively impact the findings of the study. Some of these problems might be: willingness of the respondents, shortage of reference materials, the absence of relevant data at Woreda Education office and sub city education office. This might potentially affect the quality of my work. However, I have attempted to develop good interpersonal relation with respondents so as to get

their willingness and apart from it, using better leadership skill with my co-works were the option used to reduce the negative impact to the extent possible.

1.8 Operational Definition of Terms

The following operational definitions are used in the context of the study:

- **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.
- **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).
- **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).
- **Extending literacy skill** could mean upgrading academic performance in the ladder of educational progress

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review literature will be reviewed and organized using different sources such as books, journals, articles, researches, and so on. The potential topics include the following Historical development of adult literacy, Functional Adult Literacy, Integrated functional adult literacy, overview of IFAL in Ethiopia, education for sustainable development, Adult literacy and extending literacy skills, the challenge and enables adult after graduates to upgrade their skills.

2.2 Conceptual Consideration

2.2.1 Adult Education

The concept of adult education tends to be thought of as an educational process for adults. However, this is not the sphere in which adult education acts. Education is adult education: for forming adults. Education is to become mature. This principle is valid in any stage of one's life. Education is the education of children, youth, adults and seniors with the endless aim of forming a responsible being. Even though levels of responsibility may vary, what does not change is that the response must always be convincing and conveniently committed. When UNESCO works to achieve their objectives, which is international education for peace, it does so urging that this aim be taken seriously, maturely and as an adult throughout all stages of life and as each circumstance demands.

For UNESCO there is not an educational process if there is not a slow acquiring of values that guarantee a peaceful coexistence. Adult education is synonymous with

education in general. Both expressions—“adult education” and “education” by itself—indicate their goal: the appropriation of a spirit capable of transforming minds in any place and time. This offers a vision of the resolutions and decisions of UNESCO’s general conferences and Executive Board meetings on adult education from 1946 to 2005.

2.2.2 Literacy

The Adult Education and Alternative Basic Education strategies discuss functional adult literacy as “the practice of reading and writing put to some use.... People have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills” (Ministry of Education, 2006). The policy documents also define functional literacy as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (Ministry of Education, 2006).

2.2.3 The Concept of Functional Literacy

Understanding the concept of functional literacy is important because it provides the basis for understanding the IFAL program and the materials used in it. Functional literacy emphasizes economic development, modernization, and individual employability through literacy skill development. Ferrier (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners. In this context functional literacy aims to promote the empowerment of the individual or group’s for social, civic and economic roles. Functional literacy is, therefore, based on the learner’s problems, interests and aspirations with the hope of finding solutions to

them. Functional literacy integrates literacy with livelihood improvement programs which aim at promotion of people's political, social and economic empowerment which enables them to play a pivotal role to combat poverty.

2.2.4 Rational for Integrated Functional Adult Literacy

Integrated Functional adult literacy 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). It try to find to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in Ethiopia, for example the basic skills/vocational training programs for youth and adults that are based on market demand in specific localities and that are linked to integrated IFAL activities and to income generating and business opportunities (MOE, 2011). Integrated functional adult literacy (IFAL) program that is not only intimately related to daily life, health, income generation, productivity, etc, but also improves these and other aspects of life.

2.3 Historical Development of Literacy/FAL

Until the mid-1960 the right to literacy was primarily understood as asset of technical skills as reading, writing and calculating. Promoting literacy was fundamentally a matter of enabling individuals these skills. This conception led to mass literacy campaigns aimed at the eradication of illiteracy with a few years (sandhas, 2008).The

year 1960s and 1970s brought attention to the ways in which literacy is linked with socioeconomic development and the concept of functional literacy was born. Programs for functional literacy designed to promote reading and writing as well as arithmetical skills necessary for increased productivity were the subject of many national and international campaigns. During this period, functional literacy marked a turning point in the modern history of education. In addition, it allied education and especially literacy with social and economic development and expanded the understanding of literacy beyond the imparting of basic technical skills.

In 1964, UNESCO launched the experimental world literacy program to make literacy an effective tool in development. Functional literacy was derived from the post-independence theory of the third world countries which stressed economic production more than fundamental education strategy. In many other respects like fundamental education, Functional literacy was expected to attract and sustain the interest of the learner because of the utility of the functional content in the program. It was assumed that the utility of the skills imparted would immediately be converted into goods and services that would improve the lives of the learners.

In 1992, Paulo Freire, Brazilian education and psychologist developed a method for teaching literacy in terms of cultural actions immediately relevant to the learners. In Paulo Freire ideology, the illiterates are seen as an oppressed people. The functional literacy therefore, is to enable the illiterates to realize their condition and to take action in liberating themselves from their oppressors. During this period, due to the influences of Paulo Friere, literacy was seen as a strategy for liberation. His aim was to enable the adults not only to read the word but also to read the world (Mulunsa, 1988). He used a method of "Conscientization" translated as consciousness raising

and critical consciousness development through a process of reflection and action. Freire was teaching the poor and illiterate Brazilians to read at a time when literacy was a requirement for suffrage and dictators ruled many South African countries. In the 1980s, and 1990s, UNESCO and the international community addressed the literacy issues for all age groups in both industrialized and developing countries.

During this period, more analytical perspectives came to distinguish literacy as a technical skill to literacy as a set of practices defined by social relations and cultural process. This view explores the range of uses of literacy in the entire spectrum of daily life from the exercise of civil and political rights through matters of work, commerce and child care to self-instruction, spiritual, enlightenment and even recreation. According to Sandhaas (2007), the world declaration of education for all (EFA) introduced the concept of basic learning needs featuring literacy in a continuum encompassing formal and non formal education for children, youth and adults in 1990. This concept encompasses the four pillars of education namely learning how to acquire knowledge, learning how to act, learning to live together and learning for life. In 2000, the Dakar, Senegal, framework of action and the United Nations assembly Resolution on the United Nations literacy decade portrayed the evolving notation of literacy as a key element of lifelong learning in its lived context.

2.4 Importance of functional Adult Literacy

Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts. The major problem facing Nigeria are hunger, poverty, unemployment and under development. The solution lies in adult education since when people are functionally literate, they will think on being self-reliant and thus make a living that will lift them above poverty level as it is one of the

major objectives of the Nigeria National Development Plans to build a united, strong and self-reliant nation. To build this type of nation, there is need for the people to be literate because no nation can be strong with a vast majority of her citizens being illiterate and living in ignorance.

When functional literacy is entrenched in people, they can participate meaningfully at the political level and thus coming to self-fulfillment. For Nigeria to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters. With the establishment of the Agency for Mass education in all the states of the federation and other bodies established for public awareness and education like National Orientation Agency (NOA), National Directorate for Employment (NDE), there is hope for functional literacy being entrenched in our adult populace. Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to people.

(Uganda: www.ifad.org). Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health and so World Health distributes materials on adult literacy and English skills and advocates for public awareness and policy changes to emphasize the powerful connections between low literacy and poverty and health outcomes (Literacy and Health.www.worlded.org).

2.5 Stakeholders Contributions in Achieving Goals of IFAL Program

2.5.1 Government Contribution on IFAL program

Adult educations in many developing countries are planned with in the broader context of the general education policy. According to (patel 2000) cited in (Zelleke W. Meskel. 2007:15-27), in India, the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government.

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

2.5.2 Communities and private Sectors Contributions

Communities or private sectors are individual or groups of a stakeholder that maintains a stake in an organization in the way that they possess shares. In most developing countries, IFAL centers nearby communities and private sectors play a great role for instance, in India (UNESCO, 2009:9). Cited in (Tekalign Minalu, 2010) Report indicates that, different communities and private sectors involved in the implementation of IFAL program to identify learning materials and resources to meet the ongoing needs of the training groups. They also coordinate activates together with the community learning centers and other organizations.

2.6 Opportunity and Challenges of Integrated Functional Adult Literacy program Implementation

2.6.1 Opportunity of FAL program in Ethiopia

There are different opportunities for FAL program implementations in Ethiopia. The mid-term evaluation of USAID program by MOE; inclusion non formal education statistics in the education statistics that support provided to TEACH program by MOE; inclusion of non-formal education statistics in the education statistics annual abstract, provision of strategic guide line with the help of capacity building are among the known. There are also an opportunity of demand for FAL programs and capacity building the CMC availability to provide the leadership, NGOs willingness to participate in providing education in remote areas.

The commitment made by the Ethiopian government to meet MDGs availability of dedicated and hard-working facilitators and supervisors and commitment of local officials at Woreda level to the TEACH approach, willingness and acceptance of TEACH by the community, the provision of data entry forms provided to the

programs that can serve as a nucleus to selection of teacher training colleges to strengthen the non-formal education program by initiating separate department ,Government's efforts in to mobilizing the resources and developing the partnerships Necessary for a sustained adult literacy campaign. The focus shifted towards Integrated functional adult literacy (IFAL) to ensure the active participation of the newly literate population social and economic development (ESDP, IV), Availability of extension workers (both health and Agricultural) in the rural areas of the country, cost sharing approach by community to expand ABECs creating job opportunity to higher local facilitators and supervisors are the opportunities made by the government of Ethiopia. To make the functional adult literacy program meaningful various training manuals were prepared in four language (Amhara, Tigrigna, Oromigna and Somali) and collaboration between government community and NGOs to implement the program (MoE, 2008).

2.6.2 Challenges of Functional Adult Literacy in Ethiopia

There are a number of challenges in implementing functional adult literacy program in Ethiopia. For instance lack to motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area absence of clear policy and guidelines for FAL program in adequate supervisory service shortage of budget for supervision, shortage of logistic and finance for monitoring at Pact at level, in accessibilities to vehicle and difficulty to transport education materials and supervision are among the known (MOE, 2010:46)According to DVV.2005:77the major challenges of IFAL program are:-Lack of allocated budget to integrated functional adult literacy program implementation, Weak institutional arrangement to support integrated functional adult

literacy implementation, monitoring and evaluation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAL center, Lack of motivation among stakeholders, learners, facilitators, Lack of awareness of community (e.g. resistance to the program) , Poor communication work and infrastructures and Lack of strong institutional support from (E.g.MoE, OEB, Federal and regional Governments) Some of them.

2.7 Goals of post-literacy

This raises the other basic issue, the goals of post-literacy. Once again the stated purposes of post-literacy provision vary:

- a) For some, the main purpose is to consolidate and if possible extend the literacy skills in order to "prevent relapse into illiteracy". Many people have argued that a post-literacy programme is an essential ingredient of a permanent literacy campaign. Successful countries like China and Russia embarked on post-literacy programmes, while countries lacking such programmes as Ecuador. Had a gradual decline of literacy" (Bwatwa 1977 p15): "the relatively successful campaigns are in fact normally distinguishable from the failures by the emphasis they place on post-literacy" (Cairns 1989 cited in McCaffrey and Williams 1990 p 15).
- b) Others see post-literacy programmes as an opportunity to purvey developmental messages: "literacy creates and post-literacy reinforces the possibility for new literates to have access to information, to decisions and responsibilities concerning their own development" (Kessi 1979 p5).
- c) Others see post-literacy as helping the learners to participate in political or social life as critical citizen, alert customer or aware voter. In South Africa, for

example, massive inputs of materials on voter education have been provided. Such variations of goals will of course influence the contents of the programmes and the materials. Two concepts have been of particular significance for helping to determine the goals of post-literacy, independent learning and access.

Independent learners: Most writers on and practitioners of post-literacy see the over-riding goal as the promotion of independent learning. But this phrase is once again variably defined in different contexts - as the ability to learn on one's own, or the process of learning to be independent, or the creation of a permanent reading habit etc. There are divergent views between those who hold that post-literacy activities are essentially individual and those who hold that they can best be undertaken in a group. It is significant that the stress is laid on independent learning rather than on the independent use of literacy skills. We would point out that real rather than rhetorical independent learning - that is, individualized learning without the help of a learning group or teacher - will carry implications for the role of the providing agency and for the dissemination of materials (on learning, see p40 below).

Virtually all agencies engaged in post-literacy report that the gap between what is achieved by the end of the primer-based literacy programme (even in three or more stages) and the ability to 'learn independently' is too big for adult learners to proceed from the one to the other without further assistance. What is equally clear is that primer-based literacy instruction tends to encourage dependency of the learner on the teacher and the text. Some different process is needed to discourage such dependency and to promote 'independence in learning'. This programme of further assistance and declining dependence is what many people

mean by post-literacy. We note from our field studies however that many post-literacy programmers are becoming more prescriptive and more like formal education and are thus discouraging rather than encouraging real independence.

Access: Several agencies see post-literacy as providing access into formal education (some form of primary or secondary schooling), as bridging the gap between the levels achieved by the end of the literacy programmed and the standards needed to enter school. Others however point out that only a very small minority of adult learners in literacy classes have any intention of proceeding into formal education; the bulk of those who learn literacy skills as adults intend it to be of immediate use in their existing way of life rather than of future use in some changed way of life.

This last point suggests that although many of those who plan and provide post-literacy programmers claim to know what the goals of the learners are, there may well be less appreciation of the real literacy needs, understandings, perceptions and practices of the participant learners. Existing literacy practices and perceptions are rarely considered in depth when planning literacy programmers except at a very generalized level ("all villagers." or "all women." need this or that). This is particularly true when expressing the purposes of post-literacy. Thus Bhola (1980) summarizes the goals of post-literacy as the retention of literacy, second-chance formal education, the systematic integration of literacy and developmental goals, and socialization for the ideal society. It would seem clear that these are the goals of the providers, not necessarily those of the learners which would normally be more immediately instrumental. Local surveys of literacy perceptions are still rare, and local surveys of existing literacy practices

are even rarer, although some are beginning to emerge (and where they exist are usually confined to reading rather than writing practices). Both kinds of surveys need to be encouraged.

2.8 Post-Literacy Activities

One concern about adult literacy classes is that acquired literacy skills will quickly erode. 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's 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. Common sense supports the notion that if interesting reading materials are available, adults will use their reading skills and improve them through practice.

2.9 The New FAL program policy and Strategy

The expansion of a comprehensive adult education system is essential and central to improvement of the quality of life of every Ethiopian. To this end, the ministry of education published in 2008 the National adult education strategy of which an Integrated FAL has been defined in the master plan for adult education, which the ministry has developed with support from dvv international. In general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. such an approach requires delivery by various governmental and non-governmental service providers in

multiple settings and also ensures that literacy skills development is meaningful to the learners(MoE,2010: ESDP iv).

2.9.1 Strategic Objectives

The new NAES is aimed at facilitating the launch of a practice-focused adult education program which supports the productive parts of the society (the adults) by mastering knowledge and skill to perform their personal and social roles. Another equality significant objective of the national adult education strategy is to build democratic and good governance culture through expansion of adult education, to bring about a change on social life of the society through expansion of adult education as well as ensuring sustainable economic development through quality and relevant adult education (MoE, 2008).

2.9.2 Expected program Outcomes

For the MoE (2008) the main expected outcomes of the program include democratic and good governance culture improved through expansion of adult education, economic development made more sustainable through quality and relevant adult and non-formal education, with a special focus on functional adult literacy, an efficient institutional system created for adult and non-formal education and finally significant improvement in adult literacy will be attained.

2.10 Creating Awareness on the significant of adult education

To achieve full commitment for the success of the program by reacting to an understanding between ministries and bureau of regional states and woredas, as well as government and nongovernment organizations relevant to implement integrated functional literacy programs to bring about a meaningful change among adults in their

respective occupations is vital. In addition to, conducting massive awareness creation and popularization of activities at regional, woreda and kebele levels to set up common understanding on the contribution of adult education in accelerating development, creating democratic culture, eradicating poverty as well as on its importance to individual and societal living standard viewed as an integral part of the program implementation scheme. The development of awareness among implementing bodies, partners and the societies. The application of different awareness creation and advertisement means/methods (Mass-media, printings, conferences, workshops, meeting, e.t.c). Efforts would be made to increase the coverage by encouraging the society, development agencies, non-government organization as well as civic societies to implement the program or give financial and material support for adult education (MoE, 2008).

2.11 Life long learning

The recent official Adult Education and Alternative Basic Education strategies state that, “Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today’s fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly develop themselves (Ministry of Education, 2006).”

Lifelong learning: which is often associated with adults refers, in fact, to a comprehensive and visionary concept which includes formal, non-formal and informal learning which extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and vocational and professional life. It views education in its totality, and includes learning that occurs in a home, school,

community, and workplace, and through mass media and other situations and structures for acquiring and enhancing knowledge, skills, and attitudes.

2.12 Community Skills Training Centers

Governance of the Community Skills Training Centers varies from region to region. For instance, in Addis Ababa, they are governed by the Technical and Vocational Education and Training Agency. In Amhara region, Community Skills Training Centers fall under the Micro and Small-Scale Industry and Trade Bureau. Likewise, in Tigray, the centers are under Technical and Vocational Education and Training Commission. In the rest regions, the governance of the CSTCs falls under regional education bureaus TVET units at woreda and Woreda Education Offices are responsible for directly administering the Community Skills Training Centers. The majority are government-funded, but some receive support from external donors (for instance, 6 of Oromia's 155 centers receive support from non-governmental organizations). Community Skills Training Centers train unemployed youth and adults, to upgrade the skills of farmers, to introduce new technologies and expand income-generating activities. The Community Skills Training Centers were established in the 1970s as a means of furthering the initial literacy training of the national literacy campaign, introducing and expanding appropriate technology for the rural community, providing short-term farming and vocational training and establishing a development resource center for the community.

In the model EXPRO Community Skills Training Centers supported by IIZ/DVV, 2013 learners were enrolled in 2004, 1472 of which were females and 541 of which were males. Model Community Skills Training Centers are said to have the capacity to train 100-150 learners per year. The Community Skills Training Centers provide

basic literacy and numeracy classes as well as practical skills such as entrepreneurship, handicrafts, ceramics, home economics, metalwork, traditional cloth-making, sewing, embroidery, woodwork and other trades. The model centers provide income generating and skills training for illiterate individuals, individuals with some schooling and dropouts of the formal education system.

Some trainers have been educated in the Technical and Vocational Training system and so draw upon the techniques learned there. Since many Community Skills Training Centers are not functional, there is not a clear framework of pedagogy to be put forward. Some courses utilize standard andragogy techniques. Most classes are conducted in the language of the region in which the training center is located. One prerequisite to recruit a trainer is that the trainer speaks the language of the trainees. The duration of the course depends on the nature of the topic and the interest of the participants. The classes are offered in increments of 15 days up to four to six months depending on the nature of the topic and the interest of the participants.

2.13 The experiences of selected countries

The ability to read easily or with difficulty a letter or a newspaper a person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life. Read, write and numerate with understanding [There are a number of quite complex variations on this statement.] Ability to read and write in any language or one of a set of specified languages Based on the results of a reading and writing test Persons are functionally literate who can engage in all those activities in which literacy is required for effective functioning and also for enabling them to continue to use reading, writing [in at least one national language] and calculation for their own and their community's development.

Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. [Global Campaign for Education benchmark 1] An illiterate is a person who never attended school even if that person can read and write Sources: UNESCO Institute for Statistics. Literacy Statistics Metadata Information Table, April 2008. (Reference years 1995-2004, 2005-2007) and country reports In most cases literacy counts take place during national censuses and surveys and make use of a 'self-declaration' method: respondents are asked whether they and the members of their household are literate and are not required to demonstrate their literacy capabilities. Other countries take completion of a certain level of education as a proxy for being literate. In spite of the growing interest in direct assessment of literacy skills, few countries have made use of the UIS-developed data collection instrument, Literacy Assessment and Monitoring Program (LAMP), or the International Adult Literacy Survey (IALS) instrument. Both these instruments aim to provide literacy data of higher quality and conceptualize literacy skills as a continuum rather than as a literate/illiterate dichotomy.

Two countries, Botswana with its national household surveys on literacy in 1993 and 2003 and Kenya with its National Adult Literacy Survey of 2006, should be commended for having already run surveys which have tested literacy competency. A commitment to hold such surveys should be encouraged. In particular, the way Kenya conducted its survey deserves wide emulation.

2.13.1 Functional Adult Literacy in Nigeria

Achieving functional literacy in Nigeria will mean resuscitating Adult and Non-formal education which had hitherto being neglected in favor of formal education.

Establishment of more centers for Adult education in the country should be embarked upon so that everybody will have easy access to education and thus become more functional on their job performance and in the community in which they live and this will be accompanied by change in attitude and behavior. Omolewa in Adedokun, (2008) states that: “Adult literacy, adult basic and continuing education and lifelong learning are key tools to address global challenges in such area as democracy, peace and human right; preservation of diversity, education for all, learning for sustainability, HIV and AIDs, conflict resolution and workforce development. Furthermore adult learning is critical to UNESCO’S main program priorities and to the attainment of the objectives of EFA, the NDGs, DLSA and UNLD”.

The Nigerian government is making frantic efforts to eradicate illiteracy in Nigeria. To make this possible, the federal government established the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in 1990. In view of this each state has the Agency for Adult and Non-Formal Education (AANFE). The role of this agency is to eradicate illiteracy within their areas of jurisdiction by providing literacy programs that are in line with the economic, cultural, social and political needs of the people (National Blueprint for Adult and Non-Formal Education in Nigeria, 1990). Some of the objectives as put forth by NMEC are: - to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. - Provide functional and remedial education for those young people who did not complete secondary education. -Provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills. - Provide education for different categories of completers of formal school system in order to improve their basic knowledge and skills on income

generation activities like carpentry, tailoring, knitting, pomade, soap making and local craft.

When these objectives are realized, development not only of individuals but of communities and the nation at large would emerge. This is because with exposure to functional literacy, people would have learnt to use their power to solve their problems with their wisdom, experience and resources with a view to eliminating poverty, pestilence and starvation (Adedokun 2011). This implies that inherent in functional literacy is man's capacity to expand his own consciousness and therefore exercising his power over himself, his environment and his society. In making attempt to achieve functional literacy in Nigeria, adult learners must be made to see the importance of functional literacy in all they do. It is only through adult education that people can be fulfilled as adult education is the last available opportunity for learning (Adedokun, 2008). Adult learners should therefore be counseled to understand why they need to be functionally literate. The needs to encourage adults to be literate include: - Being literate will help them tackle any problem that they are faced with. - Being functionally literate provides avenue for change in individuals, community, societies and nation at large. - It helps adult learners to experience a transformation and a change of circumstances and it has been a source of providing opportunities to go higher in the wrung of development. - Being functionally literate will increase their efficiency on their various assignments on daily activities.

Being functionally literate will enrich the minds of the adult not only on their job performance but in contributing intelligently to political, social and economic development of their environment (Adedokun, 2008). Adult learners have multiple tasks to handle and have a lot of demands on their time. These adults have needs and

concerns that are unique and have to be attended to. In spite of these commitments, they need to be advised that it's never too late to learn; they are never too old to improve their lives and that engaging in learning; they will finish with slow and steady progress and this will improve their functionality. They must be counseled to subdue their all or nothing attitude and must be advised to distinguish between what they can let go and what they do not want to let go. They should also be counseled as to their confidence level as they do not always have the same confidence level as children (Welcome Adult Learners 18-11-11).

In view of the importance of functional literacy the federal government of Nigeria plans a comprehensive mass education program to achieve functional adult literacy. Mass education deals with the provision of fundamental education including the acquisition of reading, writing and numeracy skills which are to be applied for the development of the individual and the community. The National Blueprint for Adult and Non-formal Education in Nigeria states the main components of mass education as including the following: a. Adult Education: It is described by NMEC as any learning or educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society.

Adult education involves, further studies by adults such as sandwich programs, programs offered by open universities, training and re-training programs b. Non-Formal Adult Education: It is a learning activity organized outside the established framework of the formal school system. It is education meant for out of school adults. It is very wide in scope as it covers training of various types e.g. training of food vendors for better food preparation, learning carpentry or the art of sewing. This program of mass education is closely related to literacy which involves the ability to

read, write and compete for informed and organized competence meant to aid the development of active citizenship, improved health and livelihoods. This program extends into functional literacy, which emphasizes the skill of reading, writing and computing failure towards one's occupation for better economic productivity. Included in functional literacy also are technological and computer literacy. It could be deciphered from here that functional literacy is a must for any adult to be involved in cosmic issues. Media literacy is also a component of mass education and it involves the ability to learn through the use of instructional media such as radio, television and internet. The above implies that all excluded groups and illiterate adults can be reached through one component of adult education or the other to make them become productive and get them out of generational and situational poverty. Another program of adult education that could be of benefit to the adults is extension education. This can be divided into agriculture extension service in which farmers are mobilized and educated on how to become better farmers. There is also the health extension service, where people are educated on how to maintain healthy living. When adults Endeavour to take the pains of being literate, health issues and how to keep healthy become more meaningful thus wastage of human resources will be at a dead end. Nigeria, whose mainstay economy is agriculture, needs to train enlightened farmers those whose literacy will transform them from subsistence farmers to large scale farmers. With functional literacy for farmers, they would easily grapple with the modern technology and improve on their farming.

The essence of functional literacy through these programs of adult education is that functional adult education would bring about desirable change that will culminate into socio-economic progress and emancipation and thus act as a vital instrument in the development of the nation and its citizenry. All the programs of adult education and

the objectives of Adult and Non-formal education have one end in view which is to equip the adult with everything he needs for life in order to be relevant in his society by helping to solve some of its problems. For development to occur, men must play a vital role because man is the master of his destiny and functional literacy through adult education serves to bring about a fundamental change in man's attitudes and life style. It must be borne in mind that people need awareness to survive and for them to be adequately informed, they must be literate (Ewuzie–accessed 9/10/1).been scaled down because of funding constraints. A few countries have invested in comprehensive training, curriculum and materials support for their literacy initiatives, for example, Seychelles and Namibia. The Commonwealth of Learning Program (CLIT) in Zambia aims to use ICT to teach illiterates to read and write and develop materials. Generally there are no national standards for literacy learning achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section of the study deals with research method and design, source of data, samples and sampling technique, data collection instruments, procedures of data collection and methods of data analysis

3.1 Methodology

The nature of the research issue has determined the method of the research to be utilized. In terms of research method one might choose either Qualitative or Quantitative or a mixed one; but I prefer using mixed method of research. The fundamentals of my choice of the mixed approach are that the mixed methods helped to get information in deep and to be flexible when situations demand to do so. A mixed method of research design is a procedure for collecting and analyzing both quantitative and qualitative data in a single study to understand a research problem because both of them are complementary to each others. And descriptive survey design was used.

3.2 Sources of Data

In this thesis, data from both the primary and secondary sources were taken to get adequate information about the current situation of graduates adults in extending literacy skills: focus on Kirkose Sub-city particularly in woreda 05 and woreda 06. Primary sources of data were taken from IFAL facilitators, Adults who graduated from IFAL centers, school principal, supervisor, woreda education experts and sub city education experts. Secondary sources- secondary data were used to compare it

with the primary data and secondary sources has been used intended to consolidate the primary sources gathered And source of data included woreda education office statistical data reports and annual report in IFAE centers.

3.3 Sample Size and Sampling Techniques

This study was confined with integrated Functional Adult literacy Programs Implementers and participants such as: - Kirkose Sub city IFAL Facilitators, Graduated of IFAL program, Woredas education office experts, Sub city education office experts, Schools supervisors and Schools directors. In kirkose sub city there are 11 woredas and 23 integrated adult functional literacy centers in 2013/20014 and there are 34 integrated adult functional adult literacy centers in 2014/15. Then by available sampling methods, two woredas were selected. The sample was considered from graduated of integrated adult functional literacy program in 2013/14 and 2014/15. It was planned to take 6 centers in woreda five and woreda six Graduated of 2013/14 and 2014/2015. Totally 323 adults were graduated in two years. Out of this 95 adults were selected by using simple random sampling Method. In Addition, all IFAL centers Facilitators, Woredas Supervisors, Woredas adult education office Experts, kirkose Sub city adult education office Experts and School Directors were selected by available sampling methods. Generally, 111 respondents were included in this study. In short the sampling techniques employed in the study are all about available and random sampling were employed and the following table has demonstrated it:-

Table 1: Population and Sample Size

No	Item	Population	Sample	Data Collection Instrument	Sampling Technique
1	IFAL Centers Facilitators	6	6	Questionnaires	available sampling
2	Sub-City Education Experts	2	2	Questionnaires and Interview	available sampling
3	Adults who graduated from IFAL	323	95	Questionnaires	random sampling
4	Woreda Education Experts	4	4	Questionnaires and Interview	available sampling
5	School Principal	2	2	Questionnaire	available sampling
6	Woreda Supervisor	2	2	Questionnaires and Interview	available sampling

3.4 Data Collection Instruments

3.4.1 Questionnaires

Questionnaire is planned as a major data collecting tool for this study because it would help to get necessary information about Graduated of Integrated Adult Functional Literacy Program in extending literacy skills. I am to use questionnaires as the main data gathering instruments because it is easier to handle and is simpler for respondents to answer with in short period of time. The forms of the questions have been developed both in closed and open ended manner, the questions were made in Amharic and in English as well in which the translation were checked by English language teachers and it was fine as to me.

3.4.2 Interview

I have planned to use interview because it is appropriate to generate in-depth information from respondents. It was carried out by note taking. Besides, I believe it could allow me flexibility to problem my respondents' responses more deeply. Interviewing is a commonly used method of collecting information from the people.

Any person to person interaction between two or more individuals with a specific purpose in mind is an interview .On the one hand interviewing can be very flexible, when the interviewer has the freedom to formulate questions as they come to mind around the issue being investigated & on the other hand it can be inflexible, when the investigator is to keep strictly to the questions decided beforehand.

3.4.3 Document Analysis

Document analysis: - Different available document which are related with the subject is used to obtain relevant information of the study. So, it is to be employed to collect necessary information regarding conducted and ongoing research as well as the graduated adults in extending literacy skills.

3.4.4 Focus Group Discussion

Focal group discussion (FGD):- It is a special type of group interview (Johnson and Christensen, 2004) which is often used to triangulate information obtained by using other data collection instruments. The researcher has led the discussions with woreda education experts and woreda supervisor.

3.5 Method of Data Analysis

Data that is collected using interview is analyzed using thematic data analysis method. Descriptive statistics such as table is also used in analysis of quantitative data. The data collected through open and close ended questionnaire are interpret and summarized.

Data analysis refers to shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research (Seliger and Shohamy, 1989). Quantitative and qualitative research methods were used since descriptive

survey design was employed. The quantitative information obtained through the questionnaire were tallied, tabulated, and analyzed by using frequency count and percentage. On the other hand, the qualitative information obtained by using semi-structured interview guide and focus group discussion were transcribed, categorized thematically, expressed through descriptive statements, interpreted and triangulated with the quantitative data as necessary.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETION OF DATA

As indicated in chapter one, the general objective of this study is how to follow up extending literacy skill after graduation of IFAL at Kirkos Sub City. 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 how to follow up extending literacy skill after graduation of IFAL in woreda five and six integrated functional adult literacy center. Results of data analysis were presented, analyzed and interpreted as follows.

4.1 Background Information of the Respondents

Different tools were used to gather the data: a questionnaire, focus group discussion and interview guide questions. 95 copies of the questionnaire consisting of close-ended and open-ended items were distributed to the selected adult learners who graduated from IFAL. And 16 copies of questionnaire consisting of close-ended and open-ended items were distributed to the selected facilitators; school principal, woreda supervisors, woreda education expert and subcity education expert. All copies were properly filled and returned from facilitators; school principal, woreda supervisors, woreda education expert and subcity education expert. But 88 % (77) were returned from adults who graduated from IFAL.

4.1.1 Background Information of the Respondents of the Questionnaire

The back ground of the questionnaire respondents were from four groups of sample populations, namely, IFAL centers facilitators ,Adults who graduated from IFAL,

Subcity and woreda education experts and Woreda supervisor and school principal.

Their characteristics, frequency and percentage details are presented in the Table 3.

Table2: Background Information of respondents of the Questionnaire.

No	Characteristics		IFAL centers facilitators		Adults who graduated from IFAL		Sub-City and woreda education experts		Woreda supervisor and school principal	
			No	%	No	%	No	%	No	%
1	sex	Male	-	-	11	14.2%	6	100%	3	75%
		Female	6	100%	66	85.8%	-	-	1	25%
2	Age	15-20			7	9%	-	-	-	-
		21-30			22	28.6%	2	33.3%	1	25%
		31-40	6	100%	31	40.3%	3	50%	1	25%
		Above40			17	22.1%	1	16.7%	2	50%
3	Educational level	Level two completed	-	-	77	100%	-	-	-	-
		up grading literacy skill	-	-	-	-	-	-	-	-
		10 or 12	4	66.7%	-	-	-	-	-	-
		Diploma	2	33.3%	-	-	-	-	-	-
		BSC/BA	-	-	-	-	6	100%	4	100%
		MSC/MA	-	-	-	-	-	-	-	-
4	Total population		6	100%	77	100%	6	100%	4	100%

As indicated in table 2 above, the sex, age, and education level. Let us see them one by one. The total facilitators 6(100%) are female. Out of the total sample IFAL learners 66 (85.8%) of them are female. And also Woreda supervisor and school principal 3(75%) of them are male. This indicated that there have been all female facilitators and all Subcity and woreda education experts are male. On the other side, adult who graduated from IFAL learners more female and Woreda supervisor and school principal at the target areas of woreda five and six in kirkos Sub-city.

The total facilitators 6 (100%) of them are under the age group 31-40, from this the majority of the facilitators are young so, from this the researcher expected that facilitators facilitate the learners friendly.

Out of the total sample adults who graduated from IFAL 7 (9 %) of them are under the age group 15- 20 years, 22(28.6%) of them are under the age group 21-30, adults who graduated from IFAL 31(40.3%) of the total sample are under age group 31-40 and the rest 17 (22.1%) of the total adults who graduated from IFAL are whose age are above 40. This means the highest number 31(40.3%) of adults who graduated from IFAL are at the age group of between 31-40 years. It is the most active, energetic, and may be productive age level of humans. This clearly implies that the upgrade literacy skill can be very helpful and useful to the social and economic conditions of the majority.

Educational level of facilitators 4 (66.7%) of facilitator are grade 10-12 completed. This implies that the qualifications of the facilitators are in the IFAE guideline which says they should at least be grade 10 completed. So the facilitators' qualification full filled the IFAE guideline. From the total sample respondent of Adults who graduated from IFAL 77 (100%) of adults are level two completed. No of them adults upgrade literacy skill after graduation from IFAL. Subcity and woreda education experts Subcity and woreda education experts all of them are BSC/BA. In addition, Woreda supervisor and school principal are first degree holders.

4.1.2 Background Information of the Respondent of Interview

The background of respondents of an interview is presented in detail by including their characteristic, no of sample and percentage data's as indicated in the Table 4.

Table 3: Background of respondents of Interviewee guide

No	Characteristics		woreda education experts		Subcity education experts		Woreda supervisor	
			No	%	No	%	No	%
1	Sex	Male	2	100	1	100%	1	50%
		Female	-	-	-	-	1	50%
2	Educational level	Diploma	-	-	-	-	-	-
		BSC/BA	2	100	1	100%	2	100%
		MSC/MA	-	-	-	-	-	-
3	Total population		2	100%	1	100%	2	100%

The above table indicated the information and data of interview question respondents which include their sex and their educational level. From the total sample supervisors 1 (50%) of them are accounted male the rest 1(50%) are accounted female and the total sampled Woreda education experts 2 (100%) of them are male and one male is kirkos Sub city Adult education expert. From this the data shows only one female supervisor and also no female were assigned for kirkos sub-city education expert and woreda education expert from this one thing can understand, there was no better gender consideration in assigning educational experts. This might be due to the unavailability of females who satisfy the required criteria or lack of interest to be assigned in this position. This may affect the great role and role model that females can play in the society to change the communities. The data related to the qualification of the supervisors, woreda experts, and kirkos sub-city education expert indicate that all 5 (100%) of them are first degree holders. this implies that the woredas are equipped with sufficiently qualified human resource.

4.2 Investigation into whether there is the conducive environments for adults to extend literacy skill or not

4.2.1 Conducive Environment for Adults to enhance their literacy skill

Creating conducive environment is very important when we want adults to enhance their literacy skill after graduation from IFAL. So, based on this we can see how to follow up to create conducive environment for adults to upgrade their literacy skill after graduation from IFAL.

Table 4: Data gathered from Sub city and woreda education experts about conducive environment for Adults to enhance their literacy skill.

NO	Item	Option		Freq.	%		
1	How far do you agree that conducive environment has been created for Adults to enhance their literacy skill?	Strongly agree		-	-		
		Agree		2	33.3%		
		Weakly		4	66.7%		
2	According to question no 10, how do rate the emphasis given to the following topics to enhance literacy skill by creating conducive environment?	Option					
		High		Medium		Low	
		Freq	%	Freq	%	Fre	%
2.1	Provide learning materials	-	-	-	-	6	100%
2.2	Facilitate conducive class			4	66.7 %	2	33.7
2.3	Adjust the time which the teaching-learning process take place					6	100%
2.4	Accessibility centers to upgrade literacy skill			6	100%		-
2.5	Its conduciveness from external noise			3	50%	3	50%

As it can be seen from Table4, 4 (66.7%) of respondent indicated that weakly agree to create conducive environment. On the other side, the rate to emphasis literacy skill to enhance with relate to creating conducive environment, 6(100%) of respondents responded there are limitation in creating conducive environment by providing learning material, 4(66.7%) of respondent responded that medium space is given to create conducive environment with relate to facilitating conducive class. With regard

to adjustment of the time which the teaching-learning process takes place, all respondents said that lowly agree that the time is not more conducive. With regard to accessibility centers of upgrading literacy skill, all respondents said that it is medium. The other point it's conduciveness from external noise 3(50%) of them medium and the rest (50%) of respondents said low.

The open ended questions gathered data from the woreda supervisor and school director about conducive environment that has been created for Adults to upgrade their literacy skill. The gathered data implies they can't create conducive situation for adults to upgrade their literacy skill after graduation. For instance, the time which takes place the teaching-learning process is not conducive for adults because most of them are leader of family, daily worker, and others who have worked various things to get their livelihood. Therefore, regular class is not conducive. As a rule after graduation from IFAL adults they can join regular school at grade three and also in Technical and Vocational Education and Training center for different categories of workers and professionals in order to improve their skills. They can be considered as its positive side. But most of adults they don't know what they do after completed level two, which means they are not well aware what the benefit they get by upgrading their literacy skill after graduation from IFAL, in terms of social aspect, economical aspect and political aspect.

4.2.2 The role of the administrative from the perspective of giving priority for adults to upgrade their literacy skill

The new NAES is aimed at facilitating the launch of a practice-focused adult education program which supports the productive parts of the society (the adults) by mastering knowledge and skill to perform their personal and social roles. Another

equality significant objectives of the national adult education strategy is to build democratic, good governance and culture through expansion of adult education, to bring about a change on social life of the society through expansion of adult education as well as ensuring sustainable economic development through quality and relevant adult education (MoE, 2008).From this perspective, human development is the very foundation of every aspects of societal development, that means it is better to give special attention to enhancing literacy skill of adults to make them able to positively impact the developments of the country at large. To achieve this objective there must be conducive environment by giving priority, identifies the problem that challenge to adults to extend their literacy skill and by solving it.

Table 5: Sub city and woreda education experts Responses about give priority for Adults to upgrade their literacy skill.

NO	Item	Option		Freq.		%	
1	Do you think that as sub- city and woreda administration give priority for adults to upgrade their literacy skill?	Yes		2		33.3%	
		No		4		66.7%	
2	If your answer is yes, how do rate the emphasis given to the following topics to enhance literacy skill by creating conducive environment?	Option					
		High		Medium		Low	
		Freq	%	Freq	%	Freq	%
2.1	Provide learning materials	-	-	-	-	2	100%
2.2	Facilitate scaling up training	-	-	-	-	2	100%
2.3	Motivate the adults to upgrade their literacy skill	-	-	-	-	2	100%
2.4	Adjust to attend school after graduating IFAL	-	-	2	100%	-	-

As indicated in Table 5, the respondents were asked about the given priority for adults to upgrade their literacy skill, 4 (66.7%) of respondent said no. The level of priority for adults to upgrade their literacy skill, all of the respondents rated low provide learning materials, facilitate scaling up training and motivate the adults to upgrade

their literacy skill. But adjustment of time to attend school after graduating from IFAL, all of the respondents rated medium. From the open ended questions, the gathered data from the woreda supervisors and school directors about the given priority for adults to upgrade their literacy skill. It implies that they do not give attention for adults after graduation to extend their literacy skill. As a rule after graduation from IFAL adults they can attend regular school at grade three and also in Non formal Technical and Vocational Education and Training center for different categories of workers and professionals in order to improve their skills, they can join, but practically, the inclusion of the IFAL implementation guideline is not viable to give priority for adults to upgrade their literacy skills.

To see specifically, the education of adults is believed to bring about the desired development of a country in a short period of time. Scholars in the area of adult education and community development argue that if development should be secured, education of adults should be given priority (Subban, 2007; Mohanty, 2007).

Table 6 : Adult those who graduates from IFAL about conducive environment for them to enhance their literacy skill.

NO	Item	Option		Freq.		%	
1	Do you think that conducive environment has been created for adults to extending literacy skill?	Yes		18		23.4%	
		No		59		76.6%	
2	If your answer is yes, how do rate the emphasis given to the following topics to enhance literacy skill by creating conducive environment?	Option					
		high		Medium		Low	
		Freq.	%	Freq	%	Freq	%
2.1	Provide learning materials	-	-	-	-	18	100%
2.2	Facilitate conducive class	-	-	8	44.4%	10	55.6%
2.3	Adjustment of the time which the teaching-learning process take place	-	-	-	-	18	100%
2.4	No of students in the class	-	-	6	33.3%	12	66.7%

From the above table, 59 (76.6%) of respondent indicated that no conducive environment created. On the other side, the rate to emphasis literacy skill to enhance literacy skill with relate to create conducive environment, 18(100%) of respondent responded that there are low conducive environment by providing learning material, 8(44.4%) of respondent responded that medium conducive environment with relate to facilitate conducive class and the rest 10(55.4%) responded low to create conducive environment with relate to Facilitate conducive class. With regard to adjustment of time which the teaching-learning process take place, all respondents low conducive environment that the time take place the teaching-learning process. The other point is arrangement of class size, 12(66.7%) of respondents said low.

R1: The conducive environment has not been created for adults to extend their literacy skill after they graduate from IFAL. The concerned body did not give attention for post IFALP. Most of the time, they have focused on adults to participate in IFAL.

R2: Adults those who graduated from IFAL, any concerned body did not give attention in order to improve their literacy skill. By facilitating the practice center, providing learning material and well aware the way of extending literacy skill and the significance of upgrading and it's in turn contribution to life.

R3: I have made an interview with woreda supervisor; they said that they did not believe as to the conducive environment which has been created for adult learners in extending literacy skill after graduation from IFAL. The time in which the teaching-learning process takes place is not conducive because most adults are daily labors. As result, it's difficult to attend regular class in formal education.

I did make focal group discussion with woreda education expert and woreda supervisor that are thought to have the necessary information about the subject matter. Accordingly, we have reached at conclusion that sufficient conducive environment is not yet created. Generally, from the overall discussion, I found that the conducive environment created is not commensurate with what is badly demanded to be fulfilled so as to realize adults literacy skill enhancement. It seems that there is a lot yet to be done to assure it. No attention is given as to the means in order to bring the result.

4.3 The practice of graduates under extending their literacy skill.

4.3.1 The graduates practice in extending literacy skills so as to examine the reality on the ground.

Adults who graduated from IFAL, they can participate non-formal technical and vocational training and formal education. NFTVET centers include woodwork, metalwork, tailoring, embroidery, weaving, typing, computer training, driving and also they can attend formal education to join grade three. “Adult education must not be understood to mean only literacy, but also basic education and skills for youth and adults. In today’s fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly develop themselves (Ministry of Education, 2006).”

Table 7: Sub city and woreda education experts Responses about other functional educational program that helps adult to up-grade literacy skill

NO	Item	Option	Frequency	Percent
1	Is there other functional educational program that helps adult to up-grade their literacy skills after graduation?	Yes	2	33.3
		No	4	66.7
		Total	6	100.0

As indicated in table 7, the functionality of other educational program that helps adult to upgrade literacy skill, majority of the respondents 4(66.7%) responded 'no'. From the above table, we can logically conclude that in different reason that implementation guide line is not implemented. Because the guide line to appreciate the adults can participate at formal-education or non-formal technical and vocational training to join them and upgrade their literacy skill, but not practically implemented.

Table 8: Adults those who graduated from IFAL about attending in other educational program to upgrade their literacy skill

NO	Item	Option	Freq.	%
1	Are you attending in other educational program to upgrade your literacy skill after graduating from IFALP	Yes	12	15.6%
		NO	65	84.4%
2	If your answer is 'yes' in which institution do you attend	Regular program(FED)	-	-
		NFTVET	12	15.6%
3	If your answer is 'No', what is the problem to attend the program?(more than one answer is possible)	Shortage of Time	56	86.2%
		Economical Problem	42	64.6%
		Due to the distance of the school	37	57%
		Others, if any	22	33.8%

As indicated in item 1 of table 8 above, respondent Adult those who graduated from IFAL were asked. Based up on, question no.1, 65 (84.5%) of them reported that they are not attending. In item 2 of the same table, those respondents who graduated from IFAL were replied that all of them 12(100%) have attended at NFTVET. From this, it could be decided that there is little bit practice adults who graduated from IFAL at NFTVET. In item 3 of the same table accordingly, 56(86.2%) of them said that there is shortage of time, 42(64.6%) of them said that economical problem, 37(57%) of them said that due to the distance of the school. This suggest that majority of the adults did not practice in order to extend their literacy skill after graduation from IFAL to

participate at formal education or non formal technical and vocational training, because of the shortage of time, economical problem, due to the distance of the school and others problem. The implementation guide line to motivate the adults to upgrade their literacy skill after graduation from IFAL, at formal education and NFTVET.

Table 9: Adults those who graduated from IFAL about their interest to upgrade their literacy skill

No.	Item	Option	Frequency	Percent
1	Do you have any interest to upgrade your literacy skill	Yes	25	32.5%
		No	52	67.5%
		Total	6	100.0

As indicated in table 9, 52(67.5%) of adult those who graduated from IFAL said that they did not have interest to upgrade their literacy skill. From the above table we can logically conclude, they saw lack of interest because of different reason. As indicated in table 9, why the reason the adults to engage to upgrade their literacy skill of formal education or NFTVET: they said, shortage of time, Economical problem and due to the distance of the school far to their home. And also they did not well aware the significance to upgrade their literacy skill to improve their life.

4.3.2 Creating awareness about the importance of up-grading literacy skill

The adults can attend in other educational program after graduation of IFAL program and also they set the IFAL implementation guide line how to practice to extend their literacy skill. For instance, in formal education they can join in grade three or at alternative basic education in level two can participate adults those who graduating IFAL and NFTVET centre. They can participate in-short term training about woodwork, metalwork, tailoring, embroidery, weaving, typing, computer training, driving, etc. So, adults to participate in this program and to extend their literacy skill, firstly well aware how to extend their literacy skill and also what they gain to

participate in other educational program to extend their literacy skill in order to enhance their social, economical ,political aspect and generally personal development had better make them well informed. To analyze these adults well aware of the importance of upgrade literacy skills after graduates IFALP the researcher used the following questions and interviewed the Sub city and woreda education experts.

Table 10: Evidence obtained from Sub city and woreda education experts about adults in well aware of the importance of up-grading literacy skill

NO	Item	Option		Freq.	%		
1	Are the Adults well aware of the importance of upgrade literacy skills after graduates IFALP?	Yes		3	50%		
		No		3	50%		
2	If your answer is yes, how do rate the emphasis given to the following topics to aware the importance of extending literacy skill?	Option					
		high		Medium		Low	
		Freq.	%	Freq	%	Freq	%
2.1	Significance of extending literacy skills from the perspective of economy	-	-	1	33.3%	2	66.7%
2.2	Its paramount in social aspect of life	-	-	1	33.3%	2	66.7%
2.3	Its importance in political dimension	-	-			3	100%
2.4	Its importance of personal development	-	-	2	66.7%	1	33.3%

As indicated in table 10, adults well aware the importance of up-grade literacy skill after completed IFAL 3(50%) of them said well aware, the rest 3(50%) said no. In item 2.1 of the same table, those respondent Sub city and woreda education experts who asserted adults well aware of the importance of upgrade literacy skills after graduates IFALP were asked to rate emphasis of its significance of extending literacy skills from the perspective of economy. Accordingly, 2 (66.7%) of them rated as low.

In item 2.2 of the same table, its paramount in social aspect of life, 2 (66.7%) of them rated low .In item 2.3 of the same table, its importance in political dimension, accordingly all of them3 (100%) said low rated and in item 2.4 of the same table, 2(66.7%) of them the awareness creation rated medium about the importance of personal development. The development of awareness among implementing bodies, partners and the societies the application of different awareness creation and advertisement means/methods (Mass-media, printings, conferences, workshops, meeting, (e.t.c). Efforts would be made to increase the coverage by encouraging the society, development agencies, non-government organization as well as civic societies to implement the program or give financial and material support for adult education (MoE, 2008).

R1: As we know the transition guide line of post-IFAL set the adult those who graduates from IFAL they can participate at formal education join grade three and NFTVET can participate in different short term training to extend their literacy. But practically most of adults did not to extend literacy skill after graduation to join formal education or NFTVET center.

R2: Basically, some concerned body focus on IFALP, by different reason adults did not get education in formal or non formal education to participate for integrated functional adult literacy program but extending literacy skill is very important for adults. So, they could say that adults did not practice to upgrade their literacy skill and the concerned body also did not give attention.

R3: Adults those who graduated from IFAL did not practice to extend their literacy skill. Firstly the stake holders did not create awareness for adults how and where to upgrade their literacy skill. For instance, after graduation the adults to upgrade their

literacy skill by participating in NFTVET in different short term training but majority of adults were not well aware. This implies that all concerned body were not coordinated and did not give attention for adult to extend their literacy skill after graduation from IFAL.

Form the focal group discussion about how the graduated adults to practice in order to extend their literacy skill. I reached from the discussion, for the transition of IFAL program implementation guide line to explain the adults after graduated from the IFAL. They can attend formal education and NFTVET program but practically now a day most of adults cannot attend by this program to upgrade their literacy skill as the result of different reason mentioned somewhere above.

4.4 Clear procedural steps as to how to follow up so as to help Adult those who graduated from IFAL in extending their skill

Follow up is very important because it could identify the gap what we support adult those who graduated from IFAL in extending their literacy skill. But firstly, the concerned body set clear strategy system about the structure of follow-up and supporting system and how to coordinate other stakeholders to give them follow-up and support. I analyzed the gathered data from the respondent in below.

Table 11:What witnessed from Sub-city and woreda education experts about follow up so as to help Adult those who graduated from IFAL in extending their Skill

NO	Item	Option	Freq.	%
1	Is there functional way of strategic to support and follow up Adults so as to enable them to extend their literacy skill	Yes	1	16.7%
		No	5	83.3%

As indicated in table 11, the majority of the respondents responded that based on functional way of strategic to support and follow up Adults, 5(83.3%) said 'no'. I also asked an open ended question, some of them said there is and list out the strategic to support and follow up system, from the data indicated one strategy to list he/she said that create awareness during the adults attended IFAL center after graduation. They can attend at formal education class at grade three and also NFTVET center in short term training by participating to upgrade their literacy skill. In second question, they replied that they did not and gave the reason of no structured mechanism to do so. From the above table indicated the majority of the respondents said there is no systematic way of strategy to support and follow up adults to extend their literacy skill after graduation from IFALP. The reason out mostly they focused on the adults engage in IFALP. This means, there is no conducive environment which means, the adult learners most of them lead the family or they are self governed by doing labor work, so they want to learner after completing their work. For this reason to attend the formal education is difficult to them.

Table 12: Adult those who graduated from IFAL response about any support and follow up so as to help them to enhance their academic performance

NO	Item	Option		Freq.		%	
1	Is there any support and follow up so as to help you to enhance your academic performance	Yes		9		11.7%	
		No		68		88.3%	
2	If your answer is yes, how do rate the emphasis given to the following topics given any support and follow up to enhance your literacy skill	Option					
		high		Medium		Low	
		Freq.	%	Freq	%	Freq	%
2.1	Adjustment to your practice to extend literacy skill	-	-	-	-	9	100%
2.2	Provide learning material	-	-	3	33.3%	6	66.7%
2.3	Facilitate educational institution to upgrade literacy skill	-	-	5	55.6%	4	44.4%
2.4	To solve economical problem	-	-	-	-	9	100%
2.5	Give awareness as to the importance of extending literacy skill	-	-	4	44.4%	5	55.6%
2.6	The integration among all stake holders to make you able to upgrade literacy skill	-	-	-	-	9	100%

As indicated from the above table, 66(88.3%) of the respondent responded no one to support and follow-up them to enhance their literacy skill after graduation from IFAL. In addition to asked the rate to emphasis about adjustment to your practice to extend literacy skill, all of them said low rated. They were provided learning material, 6(66.7%) of them said low rated. And, 5(55.6%) of them said medium rated. Regarding solving economical problem, all of them said low rated. About awareness as to the importance of extending literacy skill, 5(55.6%) of them said low rated. For the last item, all of the participants said low rated. They were not supported the stake holder in order to extend literacy skill.

4.4.1 The coordination stake holders regarding the adults to extend their literacy skill

According to MoE, 2008 Successful implementation of IFAL program requires adequate participation and integration of every stakeholder, and the participation and integration of stakeholders ensures the implementation of IFAL Program, to be more effective, efficient and sustainable. The same thing, adults to extend literacy skill after graduation of IFAL, the stake holders follow up and supports are very important and there coordination also very important so as to help them to enhance their literacy skill.

Table 13: Sub city and woreda education experts Responses about the coordination of stake holders with regarding to the adults to extend their literacy skill

NO	Item	Option	Freq.	%
1	How do you judge your coordination with other stake holders to upgrade adult's literacy skill after graduating	Strong	-	-
		Partial strong	-	-
		Weak	2	33.3%
		No coordination	4	66.7%

As indicated in table 13, respondent in Sub city and woreda education experts were asked how they judge their coordination with other stake holders to upgrade adult's literacy skill after graduating. Accordingly, the majority 4(66.7%) said no coordination. From the above table, we can logically conclude that there is big gap between the stake holders coordination. So, there is no coordination mean in other way no follow up and support, because IFAL program by its self needs to be cooperative to work.

Table 14 : Facilitators’ views concerning the coordination with stake holders regarding the adults to extend their literacy skill

NO	Item	Option	Freq.	%
1	How do you rate the level of coordination of other stake holders’ to upgrade adult’s literacy skill after graduation of IFALP	High	-	-
		Medium	-	-
		Low	6	100%

As indicated in table 14, all of the respondents responded low rated. The coordination of stake holders to support and follow up the adults' literacy skill to extend after graduation from IFAL. I have made also an interview, woreda education expert , sub city education expert and woreda education supervisor with relate about follow up and supporting system to help the adults those who graduated from IFAL to extend their literacy skill.

R:1 Basically, the follow up and supporting system is very important for the IFALP. Because the IFALP supported by different sectors. So, firstly they set the ways of follow up and supporting system that enable all stake holders engagement to support and follow up the adults literacy skill extending. Within this regarded they said that they did not believe which have been the system of follow up and supporting structure. The concerned body did not give attention for post IFALP.

R: 2 As woreda education expert, they did follow up and support adults during the IFAL but after graduation they did not support and follow up the adults to extend their literacy skill to participate in other educational program. They said that if they want follow up and support the adults those who graduated from IFAL are very difficult because the problem of the adults with relate different sectors. This problem is to be solved by the coordination of concerned body work together but still now the coordination of all stake holders is low. Generally, the follow up and supporting

system for adults those who graduated from IFAL were weak in order to improve their literacy skill after graduation from IFAL.

R: 3 They said that supporting and follow up system was not functional for adults to enable them to extend their literacy skill. They think, the concerned bodies not give attention that literacy skill to be extended after graduation and no coordination among the stake holders. The follow up and supporting system is weak at all levels of stake holders for adults those who graduated from IFAL to extend literacy skill. From the focal group discussion about follow-up and supporting system by the concerned body does not sufficiently support and follow up the adults to extend literacy skill after graduated from IFAL. Most of the time they have focused on the IFAL program.

The National Adult Education Strategy (MoE, 2008) also reemphasized the active involvement and coordination among those sectors working on education and others for strengthening the program. Similarly, in ESDP IV, the Ministry of Education again showed interest towards strengthening its partnership with government, private sector and NGO for better provision of IFAL (MoE, 2010b).R1:Follow up and supporting system is very important for adult to extend their literacy skill. But as woreda education expert more focus on during IFAL program.

4.5. Major challenges Faced by Adults in upgrading their literacy skill after graduation from IFAL.

Open-ended questions were presented for Adult those who graduated from IFAL, Sub city and woreda education experts, facilitators, woreda supervisor and school director. The questions required respondents to list down some of the major Challenges, problems and suggest possible solutions. Similarly, the interview with Woreda Education supervisors, and Sub city education experts they were requested to state

some of the major challenges and problems of the Adults upgrade their literacy skill after graduation from IFAL and to provide some solutions for each challenges and problem. The results obtained from the questionnaire and the interviews are presented as follows.

4.5.1. Major Challenges/problems / The Adults confronted to extend their literacy skill after graduation from IFAL:-

Lack of motivation and willingness of adults those who graduated from the IFAL to upgrade their literacy skill, lack of awareness, in addition to these Inadequate budget allocation to the integrated adult literacy program that could not enable woreda education experts and woreda supervisor to support and follow up in order to aware adults, extending literacy skill has importance from the perspective of economy, social, political dimension and for personal development, too. Lack of integration between stakeholders to support and follow up adults those who graduated from IFAL to extend literacy skill, the distance between the upgrading center and the learners home another factors. The majority of adults family leader or self responsibly, with in this regarded it's difficult to attend formal education. The other one problem that sufficient conducive environment is not yet created and also there is no systematic way of strategy to support and follow up adults to extend their literacy skill after graduation from IFALP. Moreover, Absence of Individuals who run the program with due attention and great consideration, The administration personnel don't give priority for adults to upgrade their literacy skill only focus on IFALP. Poor Management and organization from the coordinating committees at all levels. Based on the memorandum of understanding signed among stakeholder ministries where the Ministry of Education is presumed to play a facilitating role, other ministries are not considering adult education as their role. I have made discussion

4.5.2. Suggested possible solutions to the above listed problems from the interviewee and answers from question

As solution to the above stated major Challenges and problems of The Adults to extend their literacy skill after graduation from IFAL, Subcity and woreda education experts, facilitators and woreda supervisor and school director suggested the following points.

- To create awareness about Significance of extending literacy skills from the perspective of economy, in social aspect of life, and personal development.
- To give attention and priority to extend literacy skill by adjust to attend post IFAL, expanded accessibility of the centers to upgrade literacy skill and to integrate among all stake holders to make them able to upgrade literacy skill and to solve economical problem.
- To motivate the adults to upgrade their literacy skill by facilitate field trip; facilitate scaling up training, and providing learning material.
- To support and follow up all stake holders by coordinate them focus on identify the problem of adult those who graduate from IFAL to extend literacy skill and give solution for the problem.
- To create conducive environment for adults to extend literacy skill, for instance the time take place formal education program is difficult for adult because the majority of adult want to attend class by free time.
- To improve the guide lines, Work together in all stakeholders to improve integrated functional literacy program and all the stakeholders integrated give serious attention for the program, Establishing Quality and Relevant Adult education system.
- To set clear and structural way of strategic to support and follow up system to involve all stake holders for extend literacy skill.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The overall objective of the study was to examine the practice of extending literacy skill after graduation of IFAL at Kirkos Sub City of Addis Ababa City Administration. In line with these objectives, research questions were raised in relation to the conduciveness of environments to enable adults to extend literacy skill after graduation of IFAL, the practice of applying Integrated Adult Functional Literacy Program in extending literacy skills so as to enhance their level of performance, the presence of clear procedural steps as to how to follow up and help adults in extending their skills and the major problems encountered by adult learners after IFAL program completion in their effort to extend their literacy skill.

Guided by these basic questions, the study was carried out in Kirkos Sub-city taking Woreda 5 and Woreda 6 as its sample Woredas. The participants were 95 adults who graduated from IFAL, 6 Facilitators, 2 Woreda supervisors, 2 school directors and 2 Sub-city education experts. The data were collected from the above group through questionnaire, interview, focus group discussion and document analysis. After the data were collected and organized quantitative and qualitative techniques were employed in the analysis depending on the nature of the data. Specifically, quantitative data were analyzed using statically tool such as frequency count and percentage while data from interview and FGD were narrated to supplement the findings of quantitative data. Based on the results of the data, analysis and interpretation were done.

The Major findings of the research are summarized as the following:-

1. The finding showed majority (66.7%) of the respondents from the Woreda and the sub-city agreed that conducive environment was not created to help FAL graduates to extend and further develop their skills. In addition the rate to emphasis literacy skill to enhance with regarding to conducive environment, all of respondent responded there are limitation in creating conducive environment by providing learning material and the adjustment of time which the teaching-learning process take place, all respondents said that they lowly agree that the time is not more conducive. But on the other side, as to the accessibility of centers to upgrade literacy skill, all respondents said it medium and 4(66.7%) of respondent responded that medium to create conducive environment with relate to Facilitating conducive class. And also the adult those who graduates from IFAL, 59 (76.6%) of respondent indicated that are not created conducive environment.
2. The responsible body did not give attention for adults after graduation to extend their literacy skill. As a rule after graduation from IFAL adults they can attend regular school at grade three and also in Technical and Vocational Education and Training center for different categories of workers and professionals in order to improve their skills. They can join both legally and theoretically fine, but practically they have limitation to give priority for adults to upgrade their literacy skills by creating conducive environment.
3. The majority of the adults were not substantially practicing it in order to extend their literacy skill after graduation from IFAL by participating at formal education or non formal technical and vocational training center. But this does not mean that there is no room for practicing rather insignificant in number.

4. Almost all of the adults had not well aware how to extend their literacy skill and also what they obtained by extending their literacy skill, in order to enhance their social, economical, political aspect and generally personal development.
5. Most of the respondents reported that there was no systematic way of strategy to support and follow up adults to extend their literacy skill after graduation from IFALP. This implies that there is no well coordinated schema that is to be followed by the mandated body and other stake holders.
6. The majority of respondents explained that the integration and coordination of different stakeholders for adult those who graduated from IFAL to extend literacy skill was rated low.
7. Some of the major challenges to extend literacy skill after graduation are Lack of conducive situation, regarding the time which take place in formal education or NFTVET center does not go with their life leading system that means they are daily workers. Besides there is no much conducive class created for adults and not enough accessibility as to centers to upgrade literacy skill, Lack of coordination of the stake holders, Lack of clear and structural follow up and supporting system to extend literacy skill, Lack of motivation among stakeholders and learners, The shortage of time the adult to attend formal education in regular class and lack of awareness how to practice to extend literacy skill after graduation from IFAL. These are some of the factors what I did get from an overview of the evidences.

5.2 Conclusions

From my overview of evidences so far, I can confidently draw the following conclusion

- There is no adequate conducive environment created for adults to extend their literacy skill after IFAL program completed.
- Adults are not attending post literacy classes after completion of the IFALP.
- There is low follow up and support by respective stakeholders so that adults couldn't extend their literacy.
- Lack of awareness, coordination, motivation among stakeholders and learners, time of the adults the nature of the job which in turn requires to pay for extension classes some of the challenges of adults' to extend literacy skill.

5.3. RECOMMENDATIONS

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

- Although the implementation guide line IFAL stated adult's can attend in grade three in formal education program after they graduated from IFAL, but they cannot attend in formal education. Because they have different problems like, economic problem and shortage of time. So government should cover the payment of teachers in the evening program and make adults to attend in evening program freely.
- I recommend Woreda 5 and 6 of kirkos Sub-city mandated professionals to create awareness of the adults those who graduated from IFAL about how they can extend and the importance of extending literacy skill in economical aspect, social aspect and personal development.

- The coordination of stake holders who have helped graduated adults is less. Hence, I advise that every stake holders who concern IFAL should support and follow up in collaboration to each other to upgrade adult's literacy skill.
- The Government, stakeholders, community and other concerned bodies had better give adequate attention to extend literacy skill by fulfilling the required facility, by creating conducive learning environments, by creating awareness for adults as to the significance of extending literacy skill.
- Apart from what I recommended before, there need to be systematic and well structured procedures of following up put in place so as to effectively implement or practice in extending literacy skill.

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APPEDIX - A

Questionnaire to be filled by woreda and sub-city educational officer

The main purpose of this questionnaire is to follow up study of graduates of integrated adult functional literacy program in extending literacy skill. Therefore, I honesty request your collaboration in fulfilling these questionnaires responsibly because your truthful response is great importance for success of this study.

Note: - No need of writing your name, please indicate your response by marking on the choice and give short answer for blank spaces.

Part one:-personal Information (Data)

1.1 Name of IFAL center school -----woreda -----

1.2 Sex A, male B, female

1.3 Educational background

A, 12 or 10 Completed B, Diploma C, BSC /BA D, MSC/MA

1.4 Age-----

2. When did you graduate Adults from the integrated functional Adult literacy skills centers

A, in2011 GC B, in 2012GC C, in2013 GC d, in2013/14-2014/15

3, Is there a functional other educational program that helps adult to up-grade literacy skills after graduation?

A, yes B No

4 If your answer to question number 3 above is 'No' explain it

5. Are the Adults well aware of the importance of upgrade literacy skills after graduates IFALP?

A, yes B, No

6. If your answer to question number 5 above is 'yes' How do you rate the emphasis given to the following topics during attending the IFAL to aware the importance of extending literacy skill?

No	Topic	High	Medium	Low
i.	Significance of extending literacy skills from the perspective of economy			
ii.	Its paramount in social aspect of life			
iii.	Its importance in political dimension			
iv.	Its importance of personal development			

7. If your answer to question number 5 above is 'No' what do you think are the reasons _____

8. Do you think that as sub- city and worda administration give priority for adults to upgrade their literacy skill?

A, Yes B, No

9.If your answer for question number 8 is" yes" how do you rate the emphasis given to the following topics given priority for adults to up-grade their literacy skill?

No	Topic	High	Medium	Low
i	Provide learning materials			
ii	Facilitate scaling up training			
iii	Facilitate field tripe			
iv	Motivate the adults to upgrade their literacy skill			
V	Adjust to attend school after graduating IFAL			

10. How far do you agree that conducive environment has been created for Adults to enhance their literacy skill?

A, strongly agree B, Agree C, weakly

11. According to question no 10, how do rate the emphasis given to the following topics to enhance literacy skill by creating conducive environment?

No	Topic	High	Medium	Low
i	Provide learning materials			
ii	Facilitate conducive class			
iii	Adjust the time which the teaching-learning process take place			
V	Accessibility of the centers to upgrade literacy skill			
Vi	Its conduciveness from external noise			

12. If your answer to question number 10 is "No" what do think are the reason? _____

13. What are major challenges that encountered adults after graduation to upgrade their literacy skill?

14. Is there functional way of strategic to support and follow up Adults so as to enable them to extend their literacy skill?

A, yes B, No

15. If your answer to question number 14 above is "Yes" what are they?

16. If your answer to question number 14 above is "NO" why?

17. Do you think that rule and regulation are implementable regarding the adults to enhance their literacy skill after completing their IFALP?

A, implementable B, Not implementable C, I don't know

18. How do you judge your coordination with other stake holders to upgrade adult's literacy skill after graduating?

A, Strong B, partial strong C, weak D, No Coordination

19. What are the possible challenges faced by those adults who have pursued their upgrade literacy skill?

20. What conducive situation demanded from the stake holders to play their quotient in up grading the literacy skill of adults?

A. From the perspective of the government

B. From the perspective of private sector

C. From the perspective of Non-governmental organization

APPE DIX - B

Questionnaire for supervisor and school principal

The main purpose of this questionnaire is to follow up study of graduates of integrated adult functional literacy program in extending literacy skill. Therefore, I honestly request your collaboration in fulfilling these questionnaires responsibly because your truthful response is great importance for success of this study.

Note: - No need of writing your name, please indicate your response by marking on the choice and give short answer for blank spaces.

Part one:-personal Information (Data)

1.1 Name of IFAL center school -----wereda

1.2 Sex A, male B, female

1.3 Educational background

A, 12 or 10 Completed B, Diploma C, BSC /BA D, MSC/MA

1.4 Age-----

1. Do you think that, there is a conducive situation for the adult learners who completed their adult education program to extend literacy skill

A, I think so B. I don't think so

2. If your answer question number 1 is I think so. List down those conducive situation

3. If your answer for question number 1 is I don't think so. please explain the factor behind

4. Do you think that there is a procedural follow up strategy to enhance literacy skill of adults after graduating from IFALP?

A. yes B. No

5. If your answer for question number 4 is “yes” explain it?

6. What is the role of other stakeholders to enhance literacy skill of adults after graduating from IFALP ?

7. As you as a supervisor or school principal, what should be done for Adults to upgrade their literacy skill? please point out the ways that are going to be carried out

8. What is the social and economical value for adults who is extending their literacy skill after graduating from IFAEP?

9. What are major challenges that encountered adults after graduation to upgrade their literacy skill?

APPE DIX - C

በየጣቢያው ላሉ የጎልማሶች አመቻቸውን የቀረበ መጠይቅ

ወደ ተሳታፊዎች

የዚህ መጠይቅ አላማ በአዲስ አበባ ከተማ በቂርቆስ ክፍለ ከተማ በወረዳ አምስትናወረዳ ስድስት በተቀናጀ ተግባር ተኮር ትምህርት ጣቢያ ትምህርታቸውን ተከታትለው ያጠናቀቁ ጎልማሶች የትምህርት ደረጃቸውን እንዲያሻሽሉ ያለው ክትትል ምን እንደሚመስል ሂደቱን ለማጥናት ነው። ስለዚህ የጥናቱን አላማ ከግብ ለማድረስ ተሳታፊዎች እያንዳንዱ ጥያቄ የሚሰጡት መልስ ወሳኝ በመሆኑ መጠይቁን በተቻለ መጠን በጥንቃቄ እና በሃላፊነት ስሜት እንድትሞሉልኝ በትህትና እጠይቃለሁ።

ማሳሰቢያ፡ - ስም መጻፍ አያስፈልግም

-የምትሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ነው

-ከዚህ መጠይቅ የሚገኙ መረጃዎች ሁሉ ለጥናት ብቻ የሚውሉ ናቸው

ለምታደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

1 የተቀናጀ ተግባር ተኮር ጣቢያ ያለበት ወረዳ -----የጣቢያው ስም-----

1.1 ጾታ ሀ ወንድ ለ ሴት

1.2 የትምህርት ዝግጅትዎ

ሀ አስር ወይም አስራሁለት ያጠናቀቀ ለ ዲፕሎማ ሐ ዲግሪ

1.3 እድሜ-----

1. ከተቀናጀ የጎልማሶች ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸው ለመሻሻል ፍላጎት የላቸው ይመስልዎታል

ሀ አዎ ለ አይመስለኝም

2. ጎልማሶች የት/ት ደረጃው ለማሻሻል የሚቻሉባቸው ምቹ ሁኔታዎች ተፈጥረዋል ብለው ያስባሉ

ሀ አዎ ለ አልተመቻቸም

3. አዎ ካሉት የተፈጠሩት ምቹ ሁኔታዎችን በዝርዝር ያስቀምጡ

4. ከምረቃት በኋላ የት/ት ደረጃቸው ቢያሻሻሉ ተጠቋሚ አንደሚሆኑ ለጎልመሶች የተፈጠረ ግንዛቤ አለ ብለው ያምናሉ

ሀ አለ ለ አልተፈጠረም

5. ከተመረቁ በኋላ የት/ት ደረጃቸውን የሚሻሻሉባቸው የት/ት ፕሮግራሞች እንዳሉ በእናንተ በኩል የሚፈጠር ግንዛቤ ነበር?

ሀ አለ ለ አልተፈጠረም

6. በተ.ቁ 5 ለተጠየቀው ጥያቄ መልስዎ አለ ከሆነ ግንዛቤ የፈጠራችሁባቸውን ፕሮግራሞች ቢዘረዝሩ

7. በተ.ቁ 5 ለተጠየቀው ጥያቄ መልስዎ አልተፈጠረም ከሆ ለምን

8. ከጎልማሶች ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸው እንዲሻሻሉ ለማድረግ እየተተገበረ ያለ የተዘረጋ የድጋፍ ናክትትል ስርአት አለ

ሀ አለ ለ የለም

9. ጎልማሶች የት/ት ደረጃቸውን እንዲሻሻሉ ሌሎች ባለድርሻ አካላት ተቀናጁቶከመስራት አካያ ያሉበትን ደረጃ እንዴት ይገልጽታል

ሀ ጠንካራ ቅንጅት አለን ለ በተወሰነ መልኩ ነው ሐ ደካማ ነው

10. ከጎልማሳ ጣቢያ ለተመረቁ ጎልማሶች የት/ት ደረጃቸው እንዲሻሻሉ ባለድርሻ አካላት ድጋፍና ክትትል ያደረጋሉ

ሀ አዎ ለ አያደርጉም

11. ከተቀናጀ ተግባር ተኮር ጣቢያ ት/ታቸው ያጠናቀቁ ጎልማሶች የት/ት ደረጃቸውን እንዲሻሻሉ የድጋፍና ክትትል አግባብ ምን መምስል አለበት ብለው ያምናሉ

12. ከተቀናጀ ተግባር ተኮር ጣቢያ ት/ታቸውን በማጠናቀቅ ናየት/ት ደረጃቸውን በማሻሻላቸው የሚኖረው በማህበራዊናኢኮኖሚያዊ ፋይዳ ምንድ ነው

13. ከጎልማሶች ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸውን አንዳሻሽሉ ሊደርጉ የሚቻሉ ተግዳሮቶች የሚሉአቸውን ቢገልፁ

APPE DIX - D

ከተቀናጀ ተግባር ተኮር ለተመረቁ ተማሪዎች የቀረበ የጽሁፍ መጠይቅ

ወድ ተሳታፊዎች

የዚህ መጠይቅ አላማ በአዲስ አበባ ከተማ በቂርቆስ ክፍለ ከተማ በወረዳ አምስትናወረዳ ስድስት በተቀናጀ ተግባር ተኮር ትምህርት ጣቢያ ትምህርታቸውን ተከታትለው ያጠናቀቁ ጎልማሶች የትምህርት ደረጃቸውን እንዲያሻሽሉ ያለው ክትትል ምን እንደሚመስል ሂደቱን ለማጥናት ነው። ስለዚህ የጥናቱን አላማ ከግብ ለማድረስ ተሳታፊዎች እያንዳንዱ ጥያቄ የሚሰጡት መልስ ወሳኝ በመሆኑ መጠይቁን በተቻለ መጠን በጥንቃቄ እና በሃላፊነት ስሜት እንድትሞሉልኝ በትህትና እጠይቃለሁ።

ማሳሰቢያ፡ - ስም መጻፍ አያስፈልግም

-የምትሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ነው

-ከዚህ መጠይቅ የሚገኙ መረጃዎች ሁሉ ለጥናት ብቻ የሚውሉ ናቸው

ለምታደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

1 የተቀናጀ ተግባር ተኮር ጣቢያ ያለበት ወረዳ -----የጣቢያው ስም-----

--1.1 ጾታ ሀ ወንድ ለ ሴት

1.2 የትምህርት ዝግጅት

ሀ ደረጃ ሁለትን ያጠናቀቁ ለ ደረጃ ሁለትን አጠናቀውት/ት በማሻሻል ያሉ

1.3 እድሜ-----

1.ከተቀናጀ ተግባር ተኮር ጣቢያ መቼ ተመረቅህ/ሽ/

ሀ በ2003ዓ.ም ለ በ2004ዓ.ም ሐ በ2005ዓ.ም መ በ2006ዓ.ም/በ2007ዓ.ም

2. ከተቀናጀ ተግባር ተኮር ጣቢያ ከተመረቁ በኋላ የት/ት ደረጃዎትን ለማሻሻል ፍላጎት አለዎት ወይም እያሻሻሉ ከሆነ በፋላጎት ነው

ሀ አዎ ለ አይደለም

3. ከተቀናጀ ተግባር ተኮር ከተመረቁ በኋላ የትምህርት ደረጃዎትን ለማሻሻል በሌሎች የትምህርት ፕሮግራሞች ትምህርትዎን እየተከታተሉ ነው?

ሀ አዎ ለ አይደለም

4. ለተ.ቁ ሶስት መልስዎ አዎ ከሆነ መልሱ በየትኛው የት/ትፕሮግራም ነው የሚከታተሉት?

ሀ.በመደበኛውፕሮግራም ለ.በጥቃቅን አነስተኛ ተቋም

5. ለተ.ቁ ሶስት መልስዎ አይደለም ከሆነ የት/ት ደረጃዎትን ለማሻሻል ያልቻሉበት ምክንያት (ከአንድ ጊዜ በላይ መክበብ ይቻላል)

ሀ ጊዜ ለ የቦታ ርቀት ሐ የገንዘብ ችግር መ ግንዛቤ ስለሌለኝ

6. ከጎልማሳ ጣቢያ ከተመረቁ በኋላ የት/ት ደረጃዎት እንዲያሻሽሉ ድጋፍና ክትትል ተደርጎልዎት ነበረ

ሀ አዎ ለ አልተደረገልኝም

7. በተ.ቁ 6 ለተጠየቀው ጥያቄ መልስዎ አዎ ከሆነ በተቀናጀ የተግባር ተኮር ትምህርት ትግብራ ወቅት የት/ት ደረጃዎትን እንዲያሻሽሉ ድጋፍና ክትትል ከማድረግ አንጻር ቀጥለው ለተዘረዘሩት ርዕሰ ጉዳዮች የተሰጠው ትኩረት እንዴት ትገልጻለሁ/ሽ

ተ.ቁ	ርእሶች	ከፍተኛ	መካከኛ	ዝቅተኛ
1	የት/ት ደረጃዎትን ለማሻሻል ተግባራዊ የሚያደርጉበት ሁኔታ በመፍጠር			
2	የመማሪያ ግብአቶችን በማሟላት የተደረገ ድጋፍና ክትትል			
3	የት/ት ደረጃችሁን የምታሻሽሉባቸውን ተቋማት ምቹ እንዲሆኑ ማድረግ ላይ			
4	የኢኮኖሚያዊ ችግሮችን በመፍታት የተደረገ ድጋፍና ክትትል			
5	የት/ት ደረጃዎትን ማሻሻልዎ ስለአለው ጠቀሜታ የተፈጠረ ግንዛቤ ደረጃ			
6	የት/ት ደረጃዎትን ለማሻሻል ባለድርሻ አካለት በቅንጅት ያደረጉት ድጋፍና ክትትል			

8. ከጎልማሳ ጣቢያ ከተመረቁ በኋላ የት/ት ደረጃዎት እንዲያሻሽዎይም በማሻሻል ሂደት የባለድርሻ አካላት ድጋፍ ሚና ነበረ ይላሉ

ሀ አዎ ለ አልነበረም

9. ከተቀናጀ ተግባር ተኮር ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸውን እንዲሻሽሉ የተፈጠረ ምቹ ሁኔታ አለ

ሀ አለ ለ የለም

10. በተ.ቁ 9 ለተጠየቀው ጥያቄ መልስዎ አዎ ከሆነ በተቀናጀ የተግባር ተኮር ትምህርት ትግበራ ወቅት የት/ት ደረጃዎትን እንዲያሻሽሉ ምቹ ሁኔታዎች ከመፍጠር አንጻር ቀጥለው ለተዘረዘሩት ርዕሰ ጉዳዮች የተሰጠው ትኩረት እንዴት ትገልጻልህ/ሽ

ተ.ቁ	ርእሶች	ከፍተኛ	መካከኛ	ዝቅተኛ
1	የት/ት ማቴሪያሎችን ከማቅረብ አንጻር			
2	ምቹ የመማሪያ ክፍል ለመፍጠር የተሰራው ስራ			
3	መማር ማስተማሩ የሚካሄድበትን ጊዜ ማመቻቸት			
4	ጉልማሶቹ የሚማሩበትን የክፍል ሁኔታ ማስተካከል			

11. ከተቀናጀ ተግባር ተኮር ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸውን ለማሻሻል ተግዳሮቶች ይሆናሉ የሚሉአቸውን ቢዘረዝሩ

APPE DIX - E

ከዚህ ቀጥሎ የተዘረዘሩት 7 ጥያቄዎች ለተለያዩ አካላት ማለትም የተቀናጀ ተግባርተኮር የጎልማሶች ትምህርትን በባለቤትነት ለሚመሩት ለወረዳ ባለሞያዎች፣ ለክፈለ ከተማ ባለሞያና ሱፐርቫይዘር በቃል የሚጠየቅ ጥያቄ ነው።

1. ጎልማሶች ከጎልማሳ ጣቢያ ከተመረቁ በኋላ በምን መልኩ ነው ሊትረሲ እስኪል እንዲሻሻል የምታደርጉት?
2. እንደወረዳችሁ ተጨባጭ ሁኔታ ሌቭል ሁለትን ያጠናቀቁ ጎልማሶች በሌሎች የትምህርት ፕሮግራሞች እንዲሳተፉ የምታደርጉበት ዘዴ ምንድነው? ምን ያህሉስ ተጠቃሚ ሆነዋል?
3. ደረጃ ሁለትን ያጠናቀቁ ተማሪዎች በመደበኛው ትምህርት ወይም ኢመደበኛ ቴክኒክና ሙያ ስልጠና እንዲሳተፉ ለማድረግ ያላችሁ ቅንጅት ምን ይመስላል?
4. ጎልማሶች የት/ት ደረጃቸው እንዲሻሻል ምቹ ሁኔታዎች ተፈጥሮላቸዋል ይላሉ?
5. ጎልማሶች የት/ት ደረጃቸው እንዲሻሻል ለማድረግ የምታደርጉት ድጋፍና ክትትል በምን ደረጃ ላይ ነው ማለት ይቻላል?
6. ከጎልማሳ ጣቢያ የተመረቁ ጎልማሶች የት/ት ደረጃቸውን እንዲያሻሽሉ ከባለድርሻ አካላት ምን ይጠበቃል?
7. ከጎልማሳ ጣቢያ የተመረቁ ጎልማሶች ሊትረሲ እስኪል ለማሻሻል የሚያጋጥማቸው ችግሮች መወሰድ ያለበት መፍትሄ ካለ?

Appendix F

የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ከሚከታተሉና ድጋፍ ከሚያደርጉ የወረዳ ት/ጽ/ቤት ባለሞያዎችናየወረዳ ሱፐር ቫይዘር ጋር የተደረገ ወይይት

1. ከተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ያጠናቀቁ ጎልማሶች የት/ት ደረጃቸውን እንዲያሻሽ ለማድረግ በእናንተ በኩል የተከናወነ ተግባር?
2. ከተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርትን የጠናቀቁ ጎልማሶች በመደበኛው ትምህርት ሶስተኛ ክፍል ወይም በኢመደበኛ ቴክኒክና ሞያ አጫጭር ስልጠናዎችን እንዲከታተሉ በሽግግር መመሪያው ላይ ይገልጻልና የሚሰጥበት ቦታ ፣ ቀን እና ሰዓቱ ትምሕርቱን ለመማር አመቺ ነው ብለው ያስባሉ? አይደለም ካሉ ምክንያቱን ይግለጹ?
3. ከተቀናጀ የተግባር ተኮር የጎልማሶች ጣቢያ ለተመረቁ ጎልማሶች የትምህርት ደረጃቸውን እንዲያሻሽሉ የሚያስችል ምቹ ሁኔታ ተፈጥሮዋል ብለው ያሥባሉ?
4. ከተቀናጀ የተግባር ተኮር ጣቢያ የተመረቁ ጎልማሶች የትምህርት ክህሎታቸውን ማሳደግ እንዲችሉ የሚመለከታቸው አካላት ድጋፊና ክትትል የሚያደርጉበት ስርአት አለ? ቅንጅታቸውስ ምን ይመስላል?
5. ከተቀናጀ የተግባር ተኮር የጎልማሶች ጣቢያ የተመረቁ ጎልማሶች ያገኙትን እውቀትና ክህሎት ለማሻሻል በተዘረጉት ፕሮግራሞች እየተሳተፉ ነው ብለው ያስባሉ? ካልሆነ ግን ምክንያቶቹ ምንድን ናቸው?
6. ከተቀናጀ የተግባር ተኮር የጎልማሶች ጣቢያ አጠናቀው በሌሎች የትምህርት ፕሮግራሞች የትምህርት ደረጃቸውን ለማሻሻል የሚያጋጥሙ ዋና ዋና ግኑኖችን ይግለጹ?