



IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT
LITERACY PROGRAM IN METEKEL ZONE OF MANDURA AND PAWI
WOREDAS

Minalbat Yitayew

MA Thesis

Advisor: Desalegn Fufa (PhD)

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Minalbat Yitayew

Advisor: Desalegn Fufa (PhD)

June, 2018

Addis Ababa, Ethiopia

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my original work and all sources of material used for this thesis have been duly acknowledged also declare that this thesis has never been submitted to any to any other institutions anywhere for academic awards.

Name: Minalbat Yitayew signature_____ date_____

Place: Addis Ababa

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As Thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Minalbat Yitayew entitled: Implementation of Integrated Functional Adult Literacy Program in Metekel Zone of Mandura and Pawi woredas. I recommend that it to be submitted as fulfilling the Thesis requirement.

Dr. Desalegn Fufa

Name of Thesis Advisor-----Signature-----Date-----

As members of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the thesis prepared by Minalbat Yitayew and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Masters of Arts in adult education and community development.

Name of chairman ----- Signature----- Date-----

Name of internal examiner----- Signature-----Date-----

Name of External examiner----- Signature-----Date-----

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DEDICATION

I dedicated this thesis manuscript to my friend Wogayehu Mulatu, for his great contribution and courage for the success of my life.

Statement of advisor

I Desalegn Fufa (PhD.) hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Minalbat Yitayew, entitled the *implementation of integrated functional adult literacy program in Mandura and Pawi Woredas in Benishangul Gumuz Regional state, Ethiopia*. I recommend that it can be submitted as it fulfills the necessary academic requirements.

Name: Desalegn Fufa(PhD) signature_____date _____

Place: Addis Ababa

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born at Debre Markos in East Gojjam Zone of Amahara Region. He attended primary School at Amber Primary School and his high school education at lumame Senior Secondary School. He joined; Bahirdar University in 2002 and graduated in 2004 with Degree in Adult Education and Community Development, then he worked in Metekel Zone of Mandura Woreda as an Adult Education and Community Development expert for three years. To pursue his further studies, and improve his qualification he joined at Addis Ababa University for MA degree program in Adult Education and Community Development.

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ABBREVIATIONS AND ACRONYMS

MZEO	Metekel Zone Education Office
ESDP	Education Sector Development Program
EWLP	Experimental World Literacy Program
FAL	Functional Adult Literacy
ICDR	Institute of Curriculum Development and Research
IFAL	Integrated Functional Adult Literacy
IIZ/DVV	Institute for international Zusammenarbeit Des Deutschen Volkshochschulverbandes (Institute for international cooperation of the German Adult Education Association)
MoE	Ministry of Education
NGO	Non Governmental Organization
SAIDE	South African Institute for Distance Education
SIDA	Swedish International Development Agency
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
REB	Regional Education Bureau

IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT LITERACY PROGRAM IN METEKEL ZONE OF MANDURA AND PAWI WOREDS

MINALBAT YITAYEW

ABSTRACT

The Purpose of this study was to assess the implementation of Integrated Functional Adult Literacy Program in Metekel Zone of Mandura and Pawi woredas. Descriptive survey research design was employed. Both quantitative and qualitative data were gathered through questionnaire, interviews and observation. The IFAL centers were selected using simple random sampling and the facilitators and learners were selected using table of sample size determination following simple random sampling techniques. Of the total sample size of the two study groups, 78 (97.5%) IFAL learners and 36 (90%) facilitators filled in and returned the questionnaire. In addition, six (6) IFAL program coordinators and two woreda educational supervisors were interviewed. The collected data were analyzed using frequencies, percentages and chi-square test. Some of the major findings were: Mostly IFAL program was planned by government bodies without full participation of other stakeholders. The planning process was carried out without need assessment and the needs of the learners and the large society were not properly considered, there were no clearly stated roles and responsibilities of stakeholders and IFAL was not organized through formulated legal structure. It was found that the number of learners coming to IFAL, the achievement of IFAL objectives, level of community involvement in IFAL, number of facilitators who devoted their time for IFAL and the level of evaluation and monitoring system of coordinated sectors were low. The major challenges identified were absence of budget, lack of awareness by the community, inconvenient location of IFAL centers and inconvenient time table, lack of incentives for facilitators, and shortage of pre-service training for facilitators, absence of commitment of facilitators, and lack of motivation of facilitators. Thus, to improve the situation, it is recommended that: there should be incentives for facilitators and coordinators, it is advisable to supply sufficient facilities through the participation of the society, allocate sufficient budget in advance of the program implementation, prepare guideline for coordinated sectors at center and create learner's awareness.

CHAPTER ONE

INTRODUCTION

This chapter consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

1.1. Background of the Study

Education is the base for economic, social and political development. It has both individual and social benefits. It helps people to acquire knowledge and skills. In relation to this, the Ethiopian Ministry of Education (2010) stated that education is a key instrument for development. Moreover, every human being has the right to get basic education irrespective of his or her color, religious background, economic status, ethnic group, etc.

Education is also the major force of change and development and helps people to adjust according to a situation. This benefit of education has become very important today. This is because social changes takes place with increasing speed and affect the lives of more and more people. Education can help people to better understand these changes and provides the skills for adjusting to them (MoE, 2009).

However, formal education alone is not enough to bring rapid and continuous social and economic development. It is not also the only means of satisfying the education needs of people. People who do not get the opportunity of formal education should be provided with other alternative ways. One of these alternative ways is non-formal education. There are three modes through which one can gain knowledge. Concerning to this, Aggarwal (2002) expressed them as: formal, non formal and informal. In several cases, the non formal education approach is the complement of formal education. The inadequacy of formal education in relation to the needs of some groups of the population becomes a source of justification for non-formal education. In line with this, adult education has a significant role in poverty reduction. It plays very essential function in a rapid changing society by providing information, knowledge, skills, etc. that people need to cope with the changing conditions. Therefore, it is essential to expand the provision of adult education which is less expensive, flexible in terms of time and place in

fulfilling the demand of education. MoE (2010) stated that adult education is an essential process directed arising the knowledge and skills of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner.

Integrated functional adult literacy (IFAL) is one of the ways of literacy programs through which adults' education is directly linked with the livelihood of the society. It is a program designed to help adults to solve their daily life problems. In addition to this, Lind (2008) stated literacy as follows: Mastering literacy is essential for living in a modern society, just as a literate population is essential for a country to compute in a globalized world. Literacy is a human right which must be given also key to achieve much poverty reduction, enhance political participation, conscientization of the poor, and empowerment of women or sensation of environmental issues.

The concept of IFAL is defined in a Master Plan for Adult Education, which the MoE is developing with the support of (DVV) Des DeuschenVolkshochschulVerbandes (Institute for international cooperation of the German Adult Education Association). In general terms it seeks to link writing, reading, 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. This 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 IFAL activities and to income generating and business opportunities (with the respective business related services). More bridges however must be built for learners who wish to access other activities offered by various providers as they progress through the integrated FAL process and more post-FAL activities must be developed (ESDP IV, 2010).

Integration of literacy and life skills is very essential in order to challenge different life problems. Functional Adult Literacy program enables adult to take informed decisions in daily life of an individual or groups. It also empowers a person or people to participate actively in ones or their affairs. It helps beneficiaries to generate income, fight against poverty, and promote

lifelong learning and so on. Concerning this, IIZ/DVV International (2005) stated that the essence and degree of functionality and the need are directly related to the relevant and appropriateness of the program to successfully challenge the various life problems. Functional Adult Literacy for poverty reduction thus goes far beyond organizing basic literacy classes. It is a participatory approach, which motivates the learners to continue searching for knowledge and skills. It involves a wide range of localized basic livelihood activities and characterized by participation and goal orientation. The researcher has not found any research that has been conducted in Metekel Zone of Mandura and Pawi woredas. Because of this reason the researcher had been motivated to conduct this research, which was intended to assess and bring improvement in the implementation integrated functional adult literacy program.

1.2. Statement of the Problem

Starting from its establishment in 2010/11 the integrated functional adult literacy program faced many problems in the country. The problems faced were more or less similar in different regional states. The challenges faced by integrated functional adult literacy program were: lack of trained facilitators and lack of facilities for the program such as text books and the like (MoE, 2010).

Like other Zones, Metekel Zone is practicing IFAL program. However, from the Experience of the researcher the implementation of integrated functional adult literacy Program has not being implemented as intended. This is because of the fact that integrated functional adult literacy lacks trained facilitators, lack of conducive centers and teaching manuals. Besides, the researcher has found from integrated functional adult literacy participants, facilitators and Woreda Education Office heads, and experts that the implementation of IFAL program is not as intended. On the other hand, from the researcher experience point of view as an educational expert in the Metekel Zone of Mandura Woreda, he observed that integrated functional adult literacy implementation varied from center to center in both teaching-learning process and delivery of different facilities. In addition to this, the integrated functional adult literacy trainees are not willing to take part in the teaching- learning process in their respective centers. Therefore, it is from this point of view that the researcher is intended to assess the implementation of integrated functional adult literacy program.

Mulugeta Menkir (2002) conducted a research entitled ‘An Implementation of Adult Literacy Program in east Gojjam Zone’ and found that the implementation of adult literacy program is nominal and completely left only to the education sector. This resulted high dropout rate of literacy participants and unwillingness to participate in the program due to poor understanding about literacy. Since there is no study conducted on the implementation of integrated functional adult literacy program in Metekel zone of Mandura and Pawi Woredas, the researcher is initiated to conduct this research. This research is different from the above in that it will focus on assessing the implementation of an Integrated Functional Adult Literacy Program in Metekel Zone of Mandura and Pawi woredas.

1.3. Research Questions

1. To what level is the integrated functional adult literacy program planned and organized in Mandura and Pawi woredas?
2. To what extent the integrated functional adult literacy program is being implemented in Mandura and Pawi woredas?
3. What are the major challenges encountered in the implementation of integrated functional adult literacy program in Mandura and Pawi woredas?
4. What strategies are used to improve the implementation of integrated functional adult literacy program in Mandura and Pawi woredas?

1.4. Objectives of the Study

The general and specific objectives were formulated as follows.

1.4.1. General objective

The general objective of this study was to assess the implementation of integrated functional adult literacy program in Mandura and Pawi woredas.

1.4.2. Specific objectives

More specifically, this study was attempted to:

1. Identify the level of planning and organization of integrated functional adult literacy n program in Mandura and Pawi woredas.
2. Assess the extent at which integrated functional adult literacy program is being implementation in Mandura and Pawi woredas.
3. Identify the major challenges that encountered the implementation of integrated functional adult literacy program in Mandura and Pawi woredas.
4. Suggest the solution to improve the implementation of integrated functional adult literacy program in Mandura and Pawi woredas.

1.5. Significance of the Study

The findings of the study may have the following importance for different bodies. The study may provide information to Mandura and Pawi woredas Education Offices and Metekel Zone Education office about the status of integrated functional adult literacy program in Mandura and Pawi woredas. Besides, it may enable policy makers to know the area that needs attention during policy decision. Moreover, it may serve as a reference material for all concerned body and researchers who want to conduct further studies in the area.

1.6. Delimitation of the Study

The study was delimited in Benishangul Gumuz Regional State, Metekel Zone in Mandura and Pawi woredas. To conduct the study in a regional level it is difficult financial and time constraint. In since integrated functional adult literacy is a broad area; it is very difficult to study all aspects about it. As a result, in order to make the study manageable, it delimited to assess IFAL implementation, challenges and possible way out of the integrated functional adult literacy program. Besides, among the seven Woredas (districts) found in Metekel Zone of, due to the constraints of a scope unmanageability, the researcher delimited the study to two districts namely: Mandura and Pawi.

1.7. Limitation of the Study

Unwillingness of a few respondents to filled in the questionnaire and return back on time; the shortages of time, insecurity to collect the data were the constraints which encountered the researcher. However, by appointing the respondents and going to the area repeatedly the researcher collected the data.

1.8. Operational Definitions of Key Terms

Adult Literacy: is the program where the process of adult education taking place.

FAL: is the former approach of functional adult literacy where there is no integration among the activities.

IFAL: Is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults.

IFAL Facilitators: are those who facilitate adult learning at the center where the program takes place.

IFAL Coordinators: are those bodies that are responsible for IFAL program implementation at Woreda level.

Supervisors: Are those professionals who provide professional supports to the facilitators and the learners

Woreda/district: The lower administrative hierarchy next to zone in Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review literature that has a connection with the title under study. Thus, definition of adult literacy, historical development of functional adult literacy, the main principles and features of functional adult literacy, rationale for adult literacy, objectives and benefits of adult literacy planning and management of functional adult literacy and the needs, motivation and characteristics of adult literacy were discussed in detail under this chapter.

2.1. The Meaning Functional Adult Literacy and Its Development

The definition and development process of integrated functional adult literacy was discussed below.

2.1.1. Definition of literacy and functional literacy

It is very difficult to give a comprehensive definition for the term literacy. The definition of it during the old days is different from its definition of the present time. It also differs from person to person. Therefore, different scholars defined it in different ways in different times. In relation to this Mohanty (2007) stated “As such, literacy has no monolithic definition suitable for all countries and for all time. It is, therefore, country specific and time specific.” From this quotation, it is clear that different persons who live in different places perceive literacy differently. Similarly, it is also clear from this question that people’s understanding of literacy varies from time to time.

The traditional understanding of literacy was merely limited to the 3RS (reading, writing and arithmetic). It was a matter of knowing how to deal with words and numbers. It means knowing how to read, write and simple calculations. Traditional literacy aims at imparting sufficient proficiency in reading, writing and arithmetic. Its sole aim is to provide the illiterates, whoever they are, with access to the written word.

However, the term literacy is now part of lifelong learning. Literacy is an ageless concept and process and it thus not related to only with (illiterate) adults and without-school/non formal education, but also with children, youth and formal schooling. Literacy is the result of

knowledge and skills that are very essential for people by enabling them to be efficient and effective in their day-to-day lives. In relation to literacy's uses UNESCO (2005) expressed as "Literacy skills are essential in today's knowledge societies."

Regarding to Literacy, Mohanty (2007) also expressed as "Literacy is a pre-requisite, an essential condition for acquiring and applying knowledge for taking decisions and for solving problems. In short it is necessary for successful living and for improving the quality of life." The phrase functional literacy has different meanings since it was adopted by UNESCO in the early 1960s. Its meaning has gone several transformations. It was initially linked to the notion of sustainable literacy (reading and writing with understanding and autonomy). During that time, it was believed that four years of the schooling were the minimum necessary condition for acquiring a functional literacy and functional literacy later evolved. That is basic

Literacy was understood as the first phase of literacy (literacy acquisitions was the same as learning to read and write) and the later was the next phase of literacy. The second phase was considered as the effective use of reading and writing in day-to-day activity (Okech, 2009).

Functional was redefined as work oriented and production oriented. It was assumed that functional literacy approach would also contribute to solve the traditional motivation problem towards literacy. That is, it would make literacy more attractive. As a reaction to the conventional approach, functional means something which is relevant, meaningful and practical utility. In the same way, Papen (2005) defined functional literacy as a skill which is required for a range of activities associated with the individual's participation in societies. The word functional here refers not only societies' demands on its individual members but encompasses reading and writing that serves individual needs and purposes.

In Practice, two different understandings of functional literacy have existed: functional literacy as reading and writing acquiring at a level of enough competence to be put to use and actually put to productive use and functional literacy as reading and writing plus knowledge and skills in others fields (Okech, 2009). Functional Adult Literacy is a method of training illiterate adult for development purposes and literacy skills. That is it is not merely a literacy program. It is much more than literacy. It is a functional education aiming at knowledge, understanding, changes in attitude and motivation of learners for solving different problems, etc.

It is a means of developing the personality of the illiterates. It is greatly believed to be a reliable tool and a means to improve the living conditions of individual learners and the society as a whole. Functional adult literacy is concept that is used in various ways starting from the more literate meaning of literacy to the more metaphorical meanings of other basic knowledge and skills required by in their daily lives. In all cases, however, functional adult literacy not treat reading and writing in isolated way but tries to address them in integrated manner.

Integrated functional adult literacy links literacy and livelihood elements. It is a participatory approach that provides skills on reading, writing and counting linked with practical knowledge and skills. It is a process of correlation development purposes with educational programs and inputs. In this regard, Samuel Asnake (2007) stated the importance of two fold integration. At the community level, the program must integrate basic literacy, life skills and income generating activities. At the same time, the program must integrate itself in to the wider poverty reduction and sustainable development strategies in a systematic way.

Integrated functional literacy approach is used in order to address adult learners' needs adequately. This approach brings knowledge from different areas. Such kinds of integration are very important because in real life situations, one problem may come from different things and it is often possible to solve it by looking at from different angles.

2.1.2. Historical development of functional adult literacy

Just as the universal declaration of human right, Literacy has been considered sometimes to which every person is entitled to. Literacy initially referred to reading, writing and calculating simple calculations. Until the mid-1960s, the right to literacy was primarily understood as a set of technical skills: reading and simple calculations. Promoting Literacy was fundamentally a matter of enabling individuals to acquire these skills (UNESCO, 2005). This understanding of literacy led to mass literacy campaigns aimed at eradication of illiteracy within a few years. Contrary to their intention, such campaigns revealed that literacy cannot be sustained by short-term operations or by top-down and one sector actions mainly directed towards the acquisition of technical skills without giving emphasis on the contexts and motivation of the learners and proper follow up of accomplishment. On the other hand, some successful campaigns which were conducted in overtly political frameworks have to do with the important political roles played by

political will and social mobilization in literacy efforts.

The 1960s and 1970s brought attention to the means in which literacy is integrated to with socio- economic development and the concept of functional literacy was created. Program for functional literacy which were designed to promote reading and writing as well as arithmetical skills necessary for increasing productivity were the subjects of many national and international campaigns. As result, literacy came to be viewed as necessary conditions for economic and national development. For example; the world congress of ministers of education on the eradication of illiteracy held in Tehran (1965) stressed for the first time the interrelationship between literacy and development.

The notion of functional literacy becomes a linchpin of UNESCO's Experimental World Literacy Program (EWLP) initiated at the general conference in 1966, implemented in eleven countries and discontinued in 1973. The EWLP, founded by United Nations Development Program (UNDP) and other agencies, aimed to provide literacy acquisition via experimentation and work oriented learning. In parallel, the UNDP took a leading role in financing technical assistance that incorporated ideas of functional literacy (Bhola, 1994).

Although initially focused on enhanced efficiency and productivity, the concept of functional literacy was later expanded in light of EWLP experiences to include a broader array of human concerns and aspirations. In relation to this, it was stated as "Functional Literacy is seen to be identical with lifelong learning insofar as the later concept also encompasses everything which enters life" UNESCO/UNDP, Cited in (Sandhaas, 2008).

During the 1970s, Paulo Freire's theory of Conscientization which stated that the social awareness and critical enquiry are key factors in social change gained popularity in developing countries. It also heavily influenced conceptions of literacy in UNESCO and other international organizations. In relation to contribution, it was stated as Freires ideas about literacy gained prominence in the 1970s and 1980s at a time when, at the international level, faith in the functional model of literacy was beginning to fade due to the poor results many literacy program had produced (Papen, 2005). In 1975, during an international symposium for literacy held in Persepoli (Iran), Freire was awarded the Mohammed Reza Pahlavi Prize for Literacy by UNESCO. In relation to critical consciousness, it was stated as Literacy should open the way to

a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right (Bataille, 1976).

In general, reviewing the historical background of the issue enables the researcher to have deep understanding regarding Integrated Functional Adult Literacy.

2.1.3. Different Approaches to Teaching and Learning Literacy

Literacy approaches refer to the model of planning and implementation of literacy tasks. The approaches adopted arise from the objectives of the programs. They help to choose the contents and methods to fit the aims. Some of the most important issues/questions to be considered for a literacy approach (Strategy) according to Johnston and Lind (1990) are the priority aims; groups should be included; the scale of the program, in the number of participants and period of time; motivation to be created; the framework of the organization, supervision, and the likes. Supporting this idea Lind (2008) stated three common approaches to teaching adult literacy. These include: the social awareness raising approaches, the development-oriented approach and the formal education approach.

2.1.3.1. Social awareness or Liberation approach

Social awareness approaches have been adopted mainly by NGO and Popular movements inspired by Freirean conscientization literacy perspectives. They have explicit political and social objectives. Literacy is seen as a tool for social transformation and empowering people to participate in democratic process. The objective is to overcome operation.

2.1.3.2. Development oriented or Functional approach

Development-oriented approaches refer to the inclusion of development oriented program components or learning contents about health practices, agriculture, marketing environmental issues and other livelihood skills. Integrated approaches to literacy have tried to respond to the concern of poor people wanting to break out poverty and learn how to improve their livelihoods. These approaches begin with either livelihood or literacy training and then add the other components. The practices of linking literacy to other functional or development-oriented skills are mixed. The two more common ways relating to these are: first to run literacy and income

generating activities in parallel but separately; or second, to run literacy activities first, followed by income, generation activities (Oxenham et al., 2002).

2.1.3.3. Formal education or continuing adult education approach

Most adult literacy programs seem to be labeled as non-formal without linking to formal or continuing education. Frequently, this is pointed out as a weakness by researchers, Policy-makers, educators and learners themselves. Several studies, for example from South Africa and Namibia, Papen (2005) have shown that many adult literacy learners are happy with or prefer, a formal school-like approaches with textbooks, exams and certificates, with textbooks, as compared to a non formal community oriented approach without textbooks or certificates. There is clearly a demand for bringing and leaders to formal paths of continuing education for adults who have been through non-formal literacy program. Very little progress has been made on this.

None of these approaches are complete or exclusive. They focus on different aspects and there certainly exist mixtures and variations of these approaches. All literacy program do not necessarily fit into these categories and some can be fitted into one while they are clearly influenced in certain aspects (Johnston and Lind, 1990).

One can understand from the above emphasis of different approach, using these approaches is situational where the condition in which the program is implemented directs us to choose the appropriate approach. So, it is possible to say none of these approaches are good enough by themselves.

2.1.4. The Main Principles and Features of Functional Adult Literacy

Despite the fact that different meanings of what Functional Adult Literacy means Okech (2007), it is generally agreed that it is characterized by a number of principles. Concerning to this, Sandhaas (2008) described 16 main features and characteristics of it. They are: emphasis on learning needs, need assessment of learners, learners are seen as stakeholders of community development, recognizes people's changing needs and aspirations, mother tongue as language of instruction, integration of subject matter, integration of learning and life, integration of service providers, trained and remunerated staff, facilitators must be chosen according to their qualification and motivation, active and learner-centered teaching methods, production and

utilization of different learning materials, flexible and learner oriented time and duration, continual participatory assessment of learning achievement, Functional adult literacy needs systematic management and involve able and capable intermediaries. Some of this principle is similar with the six core adult learning principle. Those six core adult learning principles are: the learners' need to know, self directed learning, prior experience of the learner, readiness to learn, orientation to learning and motivation to learn (Knowles, 1984).

2.1.5. Rationale, Objectives and Benefits of Functional Adult Literacy

The comprehensive rationale, objectives and benefits of adult literacy programs were presented under this title as discussed below.

2.1.5.1. Rationale for functional adult literacy

A society which is able to communicate in reading and writing is able to handle basic informed discussions and operations (business, agriculture, health, environment, democracy, etc) in daily life. Literate people are essential for social development. Poor adults hardly learn for the sake of learning but they mainly learn in order to get basic survival skills which enable them to fight against poverty.

The need for functional adult literacy program is directly related to its relevance and appropriateness in order to solve the various life problems of the community. It is used for poverty reduction purpose. It is not simply organizing basic literacy classes for adult learners. It goes beyond literacy lessons. It is a participatory approach that motivates adult learners in order to continue their searching for knowledge and skills. It enables the learners to develop a sense of employment and to improve their own learning conditions using their own efforts. It requires a wide range of local people's participation in different activities. In relation to this, Okech (2009) said that there is several purpose of functional adult literacy. These are: functional adult literacy contributes to economic empowerment particularly by enabling women to make their goods more effectively and that enables them to plan and implement income generation. In the social dimension, proper decision making procures promoted by FAL lead to better social welfare. Educationally and socially empowered communities are seen to participate more effectively in poverty reduction.

There is evidence that better family care resulting from FAL leads to better health, better health seeking and that parents take greater care for their children's schooling. FAL can promote universal primary education (UPE). In political dimension, socially empowered people can participate more effectively in managing society.

2.1.5.2. Objectives of functional adult literacy

Functional Adult Literacy program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills that can help adults to fight against poverty. This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. Functional adult literacy leads to empowerment as far as literacy serves adult learners to ask questions about the life situations, problems and as it serves them to search for informed decisions and actions that help for fighting the root causes of poverty for them (Okech, 2009).

The specific objectives of functional adult literacy are to enable informed decisions in daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning. The functional adult literacy program is planned to introduce all elements of learning contents through learner-centered and problem solving approach with special emphasis to solve problems and increase the productivity of the community. In this way, adult learners learn to identify their common problems and try to find solutions for those problems that decreased their productivity and hindered their achievement of better livelihood. The aims of functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. To help them apply these skills and knowledge to solve their basic economic, social and cultural problems (Okech, 2007).

2.1.5.3. Benefits of functional adult literacy

Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society.

Adult education is founded on the needs of the beneficiaries and requires multi-sect oral activities. Adult will be encouraged to learn, only if they find the program related to their life, which is problem-solving and brings about a change in their life style. In this regard, it was described that the rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely recognized that, in modern societies, literacy skills are fundamental to informed decision making, personal empowerment, active and passive participation in local and global social community (Stromquist, 2005).

On the contrary, the traditional approach of literacy failed in many places in the world because adult learners lacked internal motivation. Traditional basic literacy dominated programs usually show some undesired outcomes, especially that the participants pass literacy tests but they stop reading, writing and calculation immediately after. One of the reasons is the lack of meaningful materials to read, write and count in the national or local language, the unavailability or non-affordability of reading materials and the lack of enough proficiency. After that, participants can not apply basic literacy in daily life.

A lack of functional knowledge and the separation of learning contents from daily life result in learners who are unable to write meaningful messages. They do not also read and understand letters and instructions properly. These lead to poor motivation to continue their learning (Robinson, 2005). Reviewing the objectives of functional adult literacy enables the researcher to understand why IFAL is taking place and help to see the activities that are taking place in line with the objectives formulated ahead.

2.1.6. The Planning and Management of Functional Adult Literacy Program

The planning and management process of integrated adult literacy program is the key activities that drive all process to achieve the IFAL objectives. These all process discussed here under.

2.1.6.1. The planning of functional adult literacy program

It is better to define the word planning before seeing the planning of FAL program. The term planning has different meanings according to its context. As a result, different scholars defined it in different ways. It can be defined as a skill of arranging or organizing activities, resources

and facilities for conducting a specific program of educational activities. Planning is an idea that has been used in the field of adult education for a long period of time. However, the understanding of its concept remained as a subject of debate. Generally speaking most people agree that planning is viewed as a systematic process of decision making and acting up on such decisions. It is a continuous effort of deciding what needs to be done by eliminating the less important work and focusing on the more important ones (Gboku and Lekoko, 2007).

Planning is one of the most important techniques that are used for project management and time management. It is preparing a sequence of action steps to achieve some specific goals. If it is done effectively, it can reduce much of the necessary time and effort of achieving goal. It is very crucial for meeting the needs. Generally, planning can be defined as making decision about future actions by choosing among alternatives. It is the first managerial function and it lays the ground work for other managerial functions. It involves selecting missions and objectives and it bridges the gap where we are to where we want to be in the future. The planning of functional adult literacy programs includes enhancing people's commitment to those programs, increase coverage by expanding them, capacity institutions for them, establishing a sustainable network and an effective monitoring and evaluating system as well as creating partnerships (Plunket and Attner, 1986).

It is expected that IFAL planning should be prepared by the participation of all concerned body where IFAL facilitators, coordinators, learners and other stakeholders take part.

2.1.6.2. The management of functional adult literacy program

In the Management of Functional Adult Literacy Programs, different stake holders participate in the process of planning, organizing, staffing, directing and controlling activities. Management of these programs is a joint responsibility of different parties. These parties include the project staff, the community, the government bodies, civil service organization, NGO and the likes. The management of functional adult literacy programs should adopt participatory approach which allows the staff, coordinators, adult learners, and the community to involve actively in the program decision process. Concerning to adult education management body in Ethiopia, it was stated that realizing the importance of coordination, a national adult education management body was established at federal level with membership of different, relevant ministries including

agricultural and rural development, health, women's affairs, youth and sports, labor and social affairs. By doing this, it has been tried to organize adult education in a strengthened and coordinated manner based on the decentralized administration system of the country with defined duties and responsibilities. Concerning to this, Plunket and Attner (1986) said that systematic management is essential for any activity. So, FAL program needs it.

2.1.6.3. Organizing functional adult literacy program

Functional adult literacy program is organized in the way that different persons who have different roles participate in it. These people who have different tasks in the program include learners, facilitators, coordinators, supervisors, and other stakeholders. These groups have their own duties and responsibilities. In relation to it, Plunket and Attner (1986) described it as "Organizing as a management function is concerned with assembling the resources necessary to achieve the organization's objectives and establishing the activity authority relationships of the organization. It develops the structure to reach the goal."

- Facilitators recruitment

The way of facilitators' recruitment have different from country to country depending on environmental context. As a result, they use different criteria, facilitators can be chosen according to their qualified and motivation to work as a facilitator. That means facilitators should have specific qualities such as subject knowledge, pedagogical knowledge, communication skills, show commitment to their work, respect learners and the likes.

- Training of facilitators

Facilitators are very vital to the success of adult literacy programs. The quality and effectiveness of any adult education program obviously depends on them. However, facilitators are one of the least supported groups worldwide. They received little remuneration, lack job security and receive few training opportunities and support (UNESCO, 2005). Training of facilitators is important since it helps them to develop their knowledge and skills. It also enables them to use appropriate methods of facilitation. In addition, training of facilitators is essential with regard to the development of instructional materials.

- The roles of facilitators

Facilitators play many roles. It may be useful to think of the roles of facilitators as multiple and flexible adapting to learners' changing needs and expectation. As one time a facilitator will control an activity; at another time, she/he own observe, while learners are doing their work. Regarding to the roles of a facilitators, SAIDE (2000) described him/her as a leader who encourages learners to participate actively, (not just to listen passively), a consultant who makes learners responsible for the progress of an activity, a participant who joins the learners in solving problems and making discussions, and an observer who withdraws completely to allow learners to make total responsibility for their own work, etc.

2.2. The Needs, Motivation and Characteristics of Adult Learners

Under this title the needs, motivation and characteristics of adult learners were discussed as follows.

2.2.1. The needs of adult learners

Adult learners can learn when they have strong desire to learn the knowledge and skill required are related to their objectives, when they are active participant in the teaching learning situation and when they receive personal satisfaction from what they have learnt. Many adult educators tried to address the question of what adult learners want to learn. In this regard, SAIDE (2000) described about what adult learners want to learn as adult learners need opportunities to study as a level and pace that suit their individual abilities and need to study part-time while working. They need education that addresses their daily needs and their interests. They need opportunities to gain credits for their learning and to build on these credit over time. Adult learners' continuing motivation to study is often greatly influenced by their success in the course they are studying. Adults also have often accumulated a wide range of experience linked to the subjects they want to study formally, but they have not actually gained this knowledge formally.

Generally, since adults differ in their background knowledge, skills and experience, they have different needs. Some of the common needs of adult learners can be: adults want to learn communication skills; adults want to learn new skills and wisdom that enables them to improve their daily lives; Adults wants to learn skills and knowledge which are accepted by the community and can bring about mental growth and efficiency in moral and skill development,

etc.

Concerning to the needs of adult learners, Fasokun et al. (2005) described that facilitators should know the target audience's interests, attitudes, perceptions, self-concepts and beliefs. They should understand and appreciate why adults enroll in educational programs. Dialogue can be used to identify the needs of adult learners and the life events that promoted the needs.

2.2.2. Motivation of adult learners

The term motivation is very broad. As a result, different scholars do not give a comprehensive single definition for it. Due to this, different scholars define it in different ways. In relation to this, Fasokun et al. (2005) stated it as "Even though it is difficult to define motivation, it is possible to do so in general terms. Psychologists do not take motivation a hypothetical concept because it cannot be seen or touched", Motivation can be defined a force that initiates and directs behavior. It refers to anything that can cause people to behave as they do. It is the activation and energization of goal oriented behavior.

Motivation can be categorized into two types. They are intrinsic and extrinsic motivation. Intrinsic motivation is a kind of motivation that comes from inside an individual, but extrinsic motivation comes from outside an individual. It could be rewards or incentives that an individual receives. Concerning to this, English (2005) stated about the two major types of motivation that intrinsic or internal motivation is a drive or force that comes from inside individuals. For instance, when people read books because they find them inherently interesting, their motivation is intrinsic. On the contrary, extrinsic (external) motivation is based in something extrinsic to the activity in the form of reward or punishment. For example, if students read books because their teachers require them or they believe that the actively will help them to gain praise from their teachers, their motivation is extrinsic.

Motivation plays a significant role for learning to occur. Adults are motivated to learn when their lessons' objectives are related to their needs. This is because human behavior is goal oriented. Even though both internal and external motivations are used for adults, internal motivation is more valuable than external motivation. Regarding to the value of motivation, Knowles (1998) clearly stated as "while adults are responsive to some external motivators (better jobs, promotions, higher salaries and the like), the most potent motivators are internal

pressures (destine for increased job satisfaction, self esteem, quality of life and the like).”

Here it is clear that internal motivation is more useful than external motivation. As a result, adult’s curricular designers and facilitators should take into account this point as very essential.

In relation to the value of motivation, Fasokun et al.(2005) described as “

Human value of motivation is better and more productive when the learner is self-driven, that is, the learner should really determine to learn. However, when internal stimulation is non-existent or low, external stimulation can be used.”

Generally, motivation should be one of the major focuses when adult curricular designers try to prepare curricular materials. Unless this central point is included in their design, the materials that are prepared will be valueless. Therefore, adult motivation should have significance importance.

2.2.3.Characteristics of adult learners

Adults usually have clear ideas of what they want to learn and choose to achieve career or personal goals. They do not usually have time to study full-time as they have a lot of other responsibilities, knowledge, skills and talents. They may be unemployed people, working people, people who have children and even grand-children. In relation to the characteristics of adult learners, Heimstra and Sisco (1990) stated that “adults are characterized by a special orientation to life, living, education and learning. They have a rich reservoir of experience up on which to draw with different development needs, roles than children and adolescents. They also have varying amounts of stress and anxiety.” On the other hand, ICDR (1999) mentioned some essential characteristics of adult learners here. They include adults have multiple roles and responsibilities, their self-concepts move from dependency to independency, adults have accumulated life experiences, they pass through a number of developmental phases and they experience anxiety and ambivalence in their orientation to learning.

Similarly, Fasokun et al. (2005) wrote about the characteristics of adult learners that they are highly diversified with regard to age, experience, interest, intelligence, attitude, motivation, language, gender, personality, employment, etc. They have also varying educational levels and deferent orientation to learning.

2.2.4. Assessment of adult learners' performance

Assessment is an essential tool for checking the understanding of the learners and it gives feedback to the facilitators about the skills of the learners. In relation to the uses of assessment, Jarvis (2004) stated as "Assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon.

Assessment is a diagnostic tool. In FAL, this includes not only testing, grading and promotion, but also reviewing and checking of contents and very importantly, the satisfaction of the participants.

Assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners' attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself (Jarvis, 2004).

In reference to the required literacy competencies, the aspects to be assessed are first of all the 3RS that is the ability to read, write and calculate using arithmetic operation (on the side of the learners). In FAL, the other two more skill has major impotence. That is the ability to apply literacy skills and livelihood skills (Knowledge, skills and attitude) in daily life (functionality). The increasing reasoning capacity, motivation and self confidence in daily life activities of the learners including learning, their involvement in community and the real changes and improvements from the ultimate goals of FAL should also be assessed.

2.3. Stakeholders Participation in Functional Adult Literacy Program

Governments have an obligation to provide basic education for all their citizens. However, they cannot be expected to supply every human, financial or organizational need for this purpose. They have vital roles in coordinating different stakeholders in order to address different educational needs of their people and creating conducive environments for the teaching learning process. They can foster the environment of the community, civic organizations, NGO, etc. Therefore, the strength of FAL program depends on the support it receives from community. Governments demonstrate their commitment through their policies. Such commitment assists to

create better political and economic environment.

The political support can raise the popularization of the concepts of FAL program and create idea for practice. They may also give sustainable economic support to organize, manage, implement, etc. on need-based achievable programs. The political and economic support of governments to FAL programs are likely to mobilize the social support which can enlarge and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham et al., 1995).

NGO are very essential in expanding FAL because of their unique characteristics. They are people centered, flexible, responsive, creative non-hierarchical, etc. In the Organization and implementation of FAL program, NGO have many roles to play. Their roles include providing materials for construction of classrooms, paying monthly salary for the facilitators, Sponsoring training for facilitators, involving in procurement activity, distributing students learning materials and facilitator's guides, etc.

One of the major factors for the failure of the educational system is the absence of the concern and feeling of ownership of educational matters on the part of the community. It implies that when community has no feeling that education is its concern, much of the input from the community to what is going to the educational system can be missed. Thus, one form of promotion on community concern in the education program is the opportunity of participation on educational matters.

In order to support FAL program implementation meaningfully, the community should be involved in discussion about it. If this is done, the community can express the difficulties that hinder it and they may suggest about the solutions to these problems.

2.4. The Curriculum of Integrated Functional Adult Literacy

The meaning of curriculum varies from person to person. This is because different persons have different views. In relation to this, Schiro (1978) noted that curriculum designers have sought to determine a proper definition of the word curriculum. The end result seems to be addition of another new definition, more debate over the issue and further criticism of other in adequate definitions. For example, John et al. (1979) explained it as, curriculum can be defined as all the learning experience that come under auspices of the learning center, a school or school district

whether these occur in a regular classroom, in a special laboratory or outside of the school.

Regarding to curriculum, it was also described as “A curriculum usually contains a statement of aims and of specific objectives, it indicates some selection and organization of content finally, it includes a program of evaluation of the outcomes” (Taba Cited in Jarvis, 1962, and 2004).

Like all other conscious undertaking, an educational program must be carefully and systematically prepared. In order to do this, a curriculum is designed and developed and all curricular materials must be produced. As a result, the overall educational endeavor- bring about the desired goal (ICDR, 1999).

The curriculum of functional adult literacy contains reading, writing and numeracy, a wide range of life skills and non-formal need based skill training. Basically literacy and Livelihood skills are taught interdependently. A FAL program should have a curriculum and number of learning and teaching materials including training manuals and instructors/facilitators guide, primers and follow up readers, posters and flash cards can illustrate the teaching. Integration of literacy and life skills in daily learning requires special preparation of materials and lessons. The curriculum should be designed according to learners’ needs and priorities. In this context, the integration of literacy and income generating activities needs attention. Based on the specific target groups, it is essential to develop new opportunities and demands and links for the literacy and numeracy so as to reinforce the income generation initiatives.

2.4.1. Methods of facilitation/teaching

Teaching may be regarding as the process to bring about learning. Teaching children is different from teaching adults. So the way of facilitation of Adults’ Learning differs from teaching of children. Concerning to the facilitation of adult learning, it is clear that the teacher of adults, beside having either the relevant knowledge and experience, require certain other characteristics in order to help adults learn, including: knowledge of the educational process, appropriates philosophy and attitudes and teaching and personal skill (Jarvis, 2004). Similarity, Mohanty (2007) stated about method for adult learners, that special methods and materials should be used for adult learners. Unlike children, adult learners have much accumulated experiences, skills and knowledge. Adults’ learning significantly differs from children’s. This is because adults have already a set of built up foundations and conceptual structures.

There are two major teaching methods. They are the traditional and modern teaching methods. Traditional teaching methods include: recitation, classroom instruction and lecture. Even though this methods have a lot of uses, many scholars in the field of pedagogy rate their disadvantages considerably higher than their advantages. To cite two major objections of them, since traditional methods have no variety, they become monotonous and boring and the learning process depending on the taking of the teacher while the learner becomes a passive listener. In addition, it inhibits active participation and research ability of the learner and encourages him or her to be submissive. However, modern teaching methods comprise problem solving, case studies, simulation, dramatization, etc, In relation to facilitative teaching, Jarvis (2004) stated that teachers of adult learners want to create an awareness of specific learning needs in the part of the students, to confront students with a problem that requires a solution, to provide the students with an experience and encourage reflection on it. In all of these examples, the outcome of the activity should be that learning has occurred, but teachers have done their roles differently. That means they have facilitated learning.

2.4.2. Target groups of functional adult literacy program

The Target groups of Functional Adult Literacy Program are youth and adults who are illiterate due to lack of access to formal education at all. They can also be people who are drop out of primary and secondary education because of different reasons. Most of the target groups of functional adult literacy program are those persons whose ages are 15 years old or above. Most of those persons are very poor. Therefore, the program targets those disadvantage groups. So, in order to ensure educational access and equity, this program is targeted towards them.

2.4.3. Adult learning places and facilities

Adult learning places vary depending upon the local conditions. They can be buildings of churches or mosques, kebele halls, formal school buildings or any convenient place. Although, it is essential to begin the provision of adult education in these centers, it seems reasonable to equip them with adequate facilities like benches, desks, toilet, water, teaching learning materials, etc in order to improve the quality education in those centers. Regarding to the adult learning places, English (2005) expressed as” For example, with regard to the first assumption that as adults mature, they become more independent and self-directing, Knowles suggest that

the classroom climate be one of ‘adulthood’ both physically and psychologically.”

2.5. Literacy, Functional Adult Literacy and IFAL

2.5.1. Literacy

Literacy may be defined as a context-specific, developmental, dynamic and open-ended continuum of skills, attitudes, values and general knowledge which enable an individual to acquire, evaluate, use and exchange written and quantitative information pertinent to livelihood and other social activities, to the level of economic development of the nation, and in fulfillment of self-determined objectives as individuals and as citizens.

According to Jean-Paul Hautecoeur (1990), illiteracy has its great influence in all sectors of the societal actions. In the economy, it would lead to major losses in production, low productivity, and poor product quality, industrial accidents, etc.; In the social sector, it is associated with the increase in criminality, disease and accidents, with the growing exclusion of new population levels;

In private life, illiterate families and individuals display certain psychological disturbances which affect their identity, interfere with their role and lead to isolation and behavior characterized by failure, aggressiveness, etc. In culture, the cultural capital of the nation is threatened due to the competition of imported values, etc. In the sociopolitical sector, it is a direct threat to democracy, to national security, and national unity.

2.5.2. Functional adult literacy

It refers to the meaningful acquisition, development and use of reading, writing and numeracy skills plus other basic knowledge and skills required by a person in everyday life as a tool for self expression, information, communication, income generation and civic participation as a means to improve one’s life and contribute to family, community and national transformation and development (MoE, 2011).

2.5.3. Integrated functional adult literacy

It is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning.

It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults (MoE, 2011).

2.6. Monitoring and Evaluation of Integrated Functional Adult Literacy

Monitoring lays foundation to evaluation. This is because monitoring enables people to collect information in order to conduct evaluation. Monitoring and evaluation are used as an instrument to increase the progress of the beneficiaries in the program and improve the quality of education system. In relation to the importance of monitoring, it was expressed that continuous monitoring of learners' academic progress is very essential in order to increase academic performance and give better assistance. Monitoring is not the concern of one body, but it is the responsibility of different bodies who participate in the management system.

Evaluation is the process of checking whether the desired objectives are met or not. It gives feedback, based on the result of evaluation if the objectives are not met as planned, amendments will be done. Caffarella (2002) defined it as program evaluation is most often defined as a process used to determine whether the design and delivery of a program were effective and whether the purposed out comes was met." Generally, evaluation is very essential in order to get information about the weaknesses and strengths of the activities which are performed.

2.7. Overview of Adult and Functional Literacy Programs in Ethiopia

The provision of adult education in Ethiopia has a long history. It can be divided into two major eras. They are the traditional and modern. The traditional adult education programs ran teaching and training in a formal way. Both the church and mosque had learning centers at all levels of schooling with their own curriculum. During that time, the teaching focused on spiritual life. The programs remained quietly influential up to the end of the 19th C. However, the education

could not help much in transforming the economic life of those who attended the programs. It influenced them to lead a spiritual life. Therefore, the country could not benefit from the traditional adult education in improving the lives of the beneficiaries (economically). In addition to this, the traditional education had no tolerance for modern education. That means it did not allow the introduction of modern adult education. In relation to the purposes of adult education, it was stated that traditional education served as guardianship to the education of the country. During that period there were centers of academic excellence in the area of medicine, geography and astrology. The programs were equipped at and successful in making learned adults understand that life in this world is useless. Resistance of change was one of its drawbacks. Church education never regarded hard work as a moral duty that brought its own intrinsic reward (Zelege Woldemeseke, 2009).

The History of modern adult education of the country traces back at the beginning of the 20th Century. During the imperial period, the provision of adult education was highly decentralized and many institutions (government, NGO, religious and private) participated. It implies that there was no one to coordinate efforts. During the Dergue regime, the adult education system was designed. It was highly centralized. It means it was all through top-down approach with no compromise and flexibility. Adult education programs of both the educational and modern eras were insufficient. The providers did not collect the required support and they were not all staffed. The programs were not well integrated into livelihood programs. All efforts seem to delay economic returns to both direct and indirect beneficiaries; however, currently there are some signs of improvement through programs like EXPRO, thus requiring promoting and scaling them up. Only these and similar other programs can help adult learners to improve their living situation and contribute to the country wide poverty reduction.

2.8. Findings Related to the Implementation of Integrated Functional Adult Literacy Program (IFAL)

Integrated functional adult literacy program is one of the strategies designed by MoE to widen the chance of the education for the citizen. In Ethiopia different researchers tried to carry out research on integrated FAL. For example, the research entitled as the implementation of adult literacy program in East Gojjam was done by Mulugeta Menkir in 2002. The objectives of the study were: to investigate the implementation of adult literacy program in East Gojam Zone, to assess the status of community in supporting adult literacy program, to assess whether the facilitators have sufficient professional training and the like. The study was specifically done in East Gojam Zone. The sample of the study were 15 adult literacy program coordinating committee, 50 adult literacy program center facilitator and 250 adult literacy learners or trainees.

The major findings of the study were: adult literacy program facilitators have great role in the implementation of adult literacy program, and there are problems with adult literacy program which are: Adults lack of willingness to participate in adequate budget allocation, lack of facilities (resources), lack of effective leadership and the like.

There are differences between this study and the above one. To begin with, this study was focused on IFAL, but the above study focused on reading and writing. While this study is restricted to two Woreda, the previous study was at zonal level. This research includes four groups of respondents but the previous study incorporated only three groups.

The objective of the research under study was to assess the implementation of IFAL which is linked with the real life of adults while the previous study focused only on how to read and write. Generally speaking, the study held by Mulugeta Menkir was based on the assessment of the implementation of adult literacy which more seems like obligation, due to unmatched way of teaching and adults need. However, my study focused on the implementation of IFAL, which is the way of teaching/training with connection with their private life such as how to save themselves from disease, how they can develop their productivity with different professionals and etc.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the study includes research design and methodology, source of data, sample and sampling techniques, instruments of data collection, procedures of data collection and methods of data analysis.

3.1. Research Design

A descriptive survey design was employed for this study. This design is selected on the assumption that it can help the researcher to gather a large variety of current data related to the subject under the study. Elliott et al, (2000) reported that, descriptive survey method is important to answer questions related to the current status quo of the problem. In support of this, Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present. Furthermore, he explained that the main characteristic of this design is that the researcher reports what has happened or what is happening. Additionally, a mixed research methodology was utilized for this study. This is because mixed design helps the researcher to deal with both quantitative and qualitative data of the study.

3.2. Sources of Data

Both primary and secondary sources of data were used for this study.

3.2.1. Primary sources

The primary data for this study were collected from integrated functional adult literacy coordinating committee, Woreda educational supervisors, facilitators and learners using questionnaire, interview and observation.

3.2.2. Secondary sources

Secondary data were obtained from documents. These documents include minutes on IFAL and reports about the implementation of IFAL that are gathered from IFAL centers to Woreda education office.

3.3. Population, Sample and Sampling Techniques

In Metekel Zone, there are seven educational clusters. These include Mandura, Bullen, Wonbera, Pawi, Guba and Debate (MZEO, 2018). Conducting a research in all sub-zones was difficult due to time and resource constraints. Mandura and Pawi were selected purposively because of the exposure of the researcher in the Mandura woreda as an integrated functional adult education expert and he observed the problems that were seen on IFAL implementation. Additionally both woredas report that there is an implementation problem in annual review meetings. Based on the data from Mandura and Pawi education office there are a large number of IFAL learners in two woredas. In Metekel Zone, there are seven districts. Because of the large number of population in these districts, the researcher decided to select two districts which were Pawi and Mandura using simple random sampling based on their convenience to conduct this research. There were 20 adult education centers in Mandura, and 40 adult education centers in Pawi district, which totally accounts of 60 adult education centers.

Out of these center's 4 centers from Mandura district and 6 centers from Pawi districts, forming a total of 10 (10%) adult education centers were selected by using simple random sampling technique. Regarding to this Sarantakos (2005) stated as "Random sampling is the procedure in which the choice of respondents is guided by the probability principle, according to which every unit of the target population, has an equal calculable and non-zero probability of being included in the sample."

Table 1: Total Population, Sample and Sampling Technique

No.	Types of respondents	Total	Sample	%	Sampling
1	Woreda IFAL Coordinating committee	6	6	100	Availability
2	Woreda Educational supervisors	2	2	100	Availability
3	IFAL facilitators	40	36	90	Simple random
4	IFAL learners	225	80	36	Simple random
	Total	273	124	100	

From facilitators, out of 40, sample size 36 was determined using table of sample size determination and they were selected in the sample using simple random sampling. Besides, 6 integrated functional adult literacy committee members and two districts supervisors were selected as a sample using table of sample size determination. Concerning the learners, out of 225 populations from 10 centers 80 samples was determined using table of sample size determination and each individual learner were selected in the sample by using simple random sampling technique.

3.4.Data Collection Instruments

In the process of data collection, questionnaire, observation and interview were used which was discussed as follows.

3.4.1. Questionnaire

For this study, a set of questionnaire was used to gather data from the facilitators and learners about their perceptions towards the implementation of integrated functional adult literacy. The questionnaires are prepared in English and translated to participants' local language Amharic. Both closed ended (Likert type) and open ended questions were incorporated in the questionnaire. Pilot test was conducted in non sample center of integrated functional adult literacy at Madura district in that validity and reliability of the questionnaire was checked. Face validity of the instrument was ascertained from experts in the field.

The reliability coefficient was calculated using the Cronbach Alpha and 0.74 obtained. This indicated that the instrument is reliable to use for the actual data gathering activity and it was used.

3.4.2. Observation

Observation checklist was developed and employed by the researcher to examine the availability of facilities in the centers. In order to do it, observation checklist was used and the sample centers were observed.

3.4.3. Interview

Interview was held with 6 coordinators and two supervisors for the purpose of eliciting supplementary information which may not be secured by the questionnaires. Semi structured interview items were prepared in English and later translated into Amharic for the sake of clarity.

3.5. Methods of Data Analysis

Both quantitative and qualitative methods of data analysis were used to interpret the data gathered. The data gathered through the closed ended questionnaire was tabulated and analyzed using percentage, frequency and Chi-square test. Percentage and frequency was employed to describe the characteristics of respondents and to describe the status of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi Woredas. On the other hand, Chi-square test was used to observe statistically significant difference among the responses of the groups (learners and facilitators) on each item. To say significant the p- value should be greater than 0.05 and vice versa (insignificant; when p-value less than 0.05). The χ^2 indicates the critical value of chi-square, DF indicates the degree of freedom; which calculated as the number of categories minus one, in each table analysis. The chi square is analyzed by using SPSS (statistical package for social science) analysis.

Furthermore, the qualitative data which was collected through interview, observation, and open ended questionnaire and from documents were narrated and analyzed in words qualitatively.

CHAPTER FOUR

DATA ANALYSIS AND INTERPERETATIONS

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire, interview and observations. The questionnaires were distributed to 120 of respondents. Out of these questionnaires 114 (95%) were filled out and returned. Out of the total 120 questionnaires, 80 questionnaires were distributed to adult learners while 40 questionnaires were to facilitators. Finally, 78 (97.5%), 36 (90%), of the questionnaires distributed to adult learners, facilitators respectively filled out, returned and used for the analysis quantitatively. In addition, 6 IFAL Coordinators and 2 Supervisors who work at woreda level were interviewed and 10 classes (that is one class from each center) and 10 centers' facilities were observed using observation checklist. Then interview responses and observation results were analyzed qualitatively. All the groups of respondents from the two Woredas were asked to indicate their personal information in the questionnaire. Results from different sources were triangulated in words under each analysis part or title.

4.1.Demographic Characteristics of Respondents

This part of the study deal with the characteristics of respondents in terms of Sex, Age, Educational back ground and work experience.

Table: 2. The Sex and Age of respondents

No	Items	Learners		Facilitators		IFAL coordinators		Supervisors		Total	
		f	%	f	%	f	%	f	%	f	%
1	Sex										
	Male	61	78.2	24	66.7	4	80	2	100	91	70
	Female	17	21.8	12	33.3	2	20	-	-	31	30
	Total	78	100.	36	100.0	6	100	2	100	122	100
2	Age										
	Below 20	6	7.7	5	13.9	-	-	-	-	11	9
	20-25 years	21	27	12	33.3	2	33.3	-	-	35	28.7
	26-30 years	31	39.7	14	38.9	1	16.7	-	-	46	37.7
	31-40 years	20	25.6	5	13.9	3	50	2	100	30	24.6
	Above 41	-	-	-	-	-	-	-	-	-	-
	Total	78	100.	36	100.0	6	100	2	100	122	100

Total of 122 respondents were included in the study.

As shown in table 2 above 91 (74.6%) respondents were males while the remaining 31 (25.4%) females. The researcher sampled proportion of respondents by sex proportion of their enrollment. The findings showed that the male participation in IFAL program is by far more than that of the females. This implies that in IFAL program, the participation of females was low. Concerning the age of respondents, 35 (28.7%) respondents were in the age group of 20-25 years. And 46(38.3) respondents were between the age group of 26-30 years that is the majority of the respondents were in the above age group. The other few 30 (24.5%) respondents were between the age group of 31-40 years and the rest very few 11 (9%) respondents were in the age group of below 20 years. This shows that most participants in IFAL program were very young, this implies that the participants of the program can do everything and would be effective if they get what they need to do the program. Because they are ready mentally as well as physically.

Table: 3. Educational Background and Work Experience of the Respondents

No	Items	Facilitators No= 36		IFAL coordinators N=6		Supervisors N=2		Total= 44	
		f	%	f	%	f	%	f	%
1	Educational Background								
	Degree	10	27.8	6	100	2	100	18	40.9
	Diploma	14	38.9	-	-	-	-	14	31.8
	Certificate(below diploma)	5	13.9	-	-	-	-	5	11.4
	10 completed	4	11.1	-	-	-	-	4	9.1
	12 completed	3	8.3	-	-	-	-	3	6.8
	Total	36	100	6	100	2	100	44	100
2	Work experience Related to IFAL								
	Below 1 year	20	55.5	1	16.7			21	47.7
	1-5 years	15	41.7	2	33.3			17	38.6
	6-10 years	-	-	3	50	1	50	4	9.1
	Above 10 years	1	2.8	-	-	1	50	2	4.6
	Total	36	100	6	100	2	100	44	100
3	Total experience								
	Below 1 years	1	2.8	1	16.7			2	4.5
	1-5years	24	66.7	2	33.3			26	59.1
	6-10 years	8	22.2			1	50	9	20.5
	11-15years	1	2.8	3	50			4	9.1
	16-20years	2	5.5			1	50	3	6.8
	Above 20	-	-					-	-
	Total	36	100	6	100	2	100	44	100

As it can be seen from the table 3, majority i.e. 14 (38.9%) facilitators have diploma level educational background, 10 (27.8%) were first degree holders and 5 (13.9%) have a certificate and 4 facilitators are ten, 3 facilitators are twelve completed respectively. With regard to the experience of facilitators, twenty of them have below one year and 15(41.7) have 1-5 year experience in related to IFAL program. On the other hand, 1(2.8%), have above 20 years in IFAL, and 1 (2.8%) of the facilitators has between 11-15 one year total experience other than IFAL related jobs. On the other hand, 24 (66.7%), 8 (22.2%), 2 (5.6%), and 3 (8.3%) of the facilitators have 1-5 years, 6-10 years, and 16-20 years respectively in total experience of both IFAL related jobs and others. Even though most of the facilitators have different experiences, the experiences of them in relation to IFAL program were very low. As a result, this low Experience in relation to IFAL program may have a negative impact on their performance in implementation of IFAL program.

As indicated above; 6 coordinators and two Woreda Supervisors were included in the study. Among them, 4 coordinators and two supervisors are males while only 2 coordinators are females. This may indicate that female participation in coordinator positions was very few. Regarding to educational background (qualification), all supervisors (2) and 6 coordinators had first degree. This revealed that their qualification was good to manage the work.

With regard to the experience of coordinators, one of them possessed less than one year in IFAL related experience. But the supervisors had 6-10 and above ten years IFAL related work experience. Even though those coordinators had different experiences in other areas, they have problems in coordinating IFAL program. But supervisors had experiences in both IFAL related and other areas. So, these may help them to supervise the IFAL activities

4.2.The Planning of IFAL Program

The planning of functional adult literacy programs includes enhancing people's commitment to those programs, increasing coverage by expanding them, capacitating institutions for them, establishing a sustainable network and an effective monitoring and evaluating system as well as creating partnerships (Plunket and Attner, 1986).

For the reason that IFAL needs integration, an involvement of concerned bodies like NGO, civil service organization and local community should get proper attention. It is a continuous effort of deciding what needs to be done by eliminating the less important work and focusing on the more important ones (Gboku and Lekoko, 2007).

Taking this in to consideration the questions were presented for respondents on the participation of concerned body and their response were discussed below.

Table 4 the level of participants in Planning of IFAL program

No	Item	Responses Category						2 X	df	p-value
		Learners		Facilitators		Total				
		f	%	f	%	f	%			
1	Government bodies							6.096	3	0.12
	Very high	19	24.4	1	2.8	20	17.6			
	High	30	38.5	10	27.8	40	35.1			
	Medium	23	29.5	24	66.6	47	41.2			
	Low	-	-	-	-	-	-			
	Very Low	6	7.6	1	2.8	7	6.1			
	Total	78	100	36	100	114	100			
2	NGO's							1.89	2.5	0.396
	Very high	-	-	-	-	-	-			
	High	6	7.7	-	-	6	5.3			
	Medium	11	14.1	5	13.9	16	14			
	Low	47	60.3	25	69.4	72	63.2			
	Very Low	14	17.9	6	16.7	20	17.5			
	Total	78	100	36	100	114	100			
3	IFAL learners							0.201	2	0.68
	Very high	-	-	-	-	-	-			
	High	-	-	-	-	-	-			
	Medium	7	9	6	16.7	13	11.4			
	Low	54	69.2	25	69.4	79	69.3			
	Very Low	17	21.8	5	13.9	22	19.3			
	Total	78	100	36	100	114	100			
4	Local community							1.551	2	0.4615
	Very high									
	high									
	Medium	7	8.9	2	5.6	9	7.9			
	low	36	46.2	20	55.5	56	49.1			
	Very low	35	44.9	14	38.9	49	43			
	Total	78	100	36	100	114	100			
5	Civil society org's							0.26	1	0.713
	Very high									
	High									
	Medium									
	Low	50	64.1	15	41.7	65	57			
	Very Low	28	35.9	21	58.3	49	43			
	Total	78	100	36	100	114	100			
6	Facilitators							3.767	4	0.525
	Very high	7	9	5	13.9	12	11			
	High	50	64.1	9	25	59	51.8			
	Medium	14	18	15	41.7	29	25			
	Low	3	3.8	4	11.1	7	6.1			
	Very Low	4	5.1	3	8.3	7	6.1			
	Total	78	100	36	100	114	100			

As it can be seen from table 4 above of item 1 the respondents were asked to rate the degree to which different stakeholders took part in the planning of IFAL program. 20(17.5) of respondents say very high,40(35.1) say high respectively .Thus, majority i.e. 60 (52.6%) participants rated the participation of government bodies in planning of IFAL program as high and very high whilst 47 (41.2%) participants rated on medium level. Only 7 (6.1%) of the respondents rated that government bodies' participation was low.

This shows the program was largely prepared by government body with participation of other few stakeholders.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This confirms the respondents have the same understanding on the participation of government bodies on IFAL program preparation.

Concerning item 2 of the same table, the respondents were asked to rate the extent to which NGO participated in the planning of IFAL program. Accordingly, 92 (80.7%) respondents replied that the participation of NGO body in the planning of IFAL program was low and very low. On the other hand, small number of respondents who were 6 (5.3%) rated as high. and 16(14%) rated as medium. From this, we conclude that the participation of NGO in the planning of IFAL was low.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This shows that respondents have similar understanding on the NGO participation in IFAL program planning. Besides this, the interview held with IFAL supervisors revealed that the participation of NGO in planning of IFAL was low. One of the supervisor said "I do not come across any NGO who participated in the planning of IFAL in my Woreda."

Concerning item 3 of table 4, the respondents were asked to rate the extent to which IFAL learners participated in the planning of IFAL program. Accordingly, 101 (88.6%) respondents replied that the participation of IFAL learners in the planning of IFAL program was low and very low. On the other hand, small number of respondents who were 13 (11.4%) rated as medium. From this, we can conclude that the participation of IFAL learners in the planning of IFAL was not on the expected level.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This indicates that participants have similar awareness on the participation of IFAL learners on the preparation of IFAL program planning.

Regarding item 4 of the same table, the respondents were asked to rate the extent to which local community participated in the planning of IFAL program. Accordingly, 105 (92.1%) respondents replied that the participation of local community in the planning of IFAL program was low and very low. On the other hand, small number of respondents 9 (7.9%) rated as medium. From this, we can conclude that the participation of local community in the planning of IFAL program was low.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This confirms there is no understanding gap between the respondents regarding the participation of local community in the preparation of IFAL program planning.

Coming to item 5 of table 4, the respondents were asked to rate the extent to which civil society organization participated in the planning of IFAL program. Accordingly, 65 (57%), 49(43%) respondents replied that the participation of civil society in the planning of IFAL program was very low and low respectively. On the other hand, there were no respondents who were rated as high level. From this we can conclude that the participation of civil society in the planning of IFAL program was very low.

The chi-square test was carried out to observe if there was statistically significant difference between the responses of respondents. Accordingly, the chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This indicates that there is the same understanding about civil society's participation in the IFAL program planning.

Concerning item 6 of table 4, the respondents were asked to rate the extent to IFAL facilitators participated in the planning of IFAL program. Accordingly, 7 (6.1%), 7(6.1%) respondents replied that the participation of facilitators in the planning of IFAL program was low and very low in similar way. On the other hand, large number of respondents who were 12 (10.5%),

59(51.8%) rated it as very high and high respectively. And 29(25.4%) respondents rated as medium. This shows that the participation of facilitators in planning of IFAL program is good.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the groups of respondents' response. This shows there is similar degree of knowledge among the respondents on the participation of facilitators in IFAL program planning.

In general, the aggregated data from interview, and questionnaire shows, the IFAL program planning was carried out by government bodies where the involvement of other stakeholders was very small. Thus, the implementation of IFAL program was not as targeted or it is difficult to achieve the objective formulated by few groups without the participating all stakeholders. So, the participation of all concerned body in IFAL program planning is crucial.

Table: 5.the way by which IFAL program is planned.

	Item	Responses Category						2 X	df	p-value
		Learners		Facilitators		Total				
		f	%	f	%	f	%			
1	After need assessment							0.769	2.5	0.758
	Strongly Agree									
	Agree	3	3.8			3	2.6			
	Undecided	8	10.3	1	2.8	9	8			
	Disagree	51	65.4	31	86.1	82	71.9			
	strongly Disagree	16	20.5	4	11.1	20	17.5			
	Total	78	100	36	100	114	100			
2	Based on the need of community							2.9855	1.5	0.26
	Strongly Agree									
	Agree									
	Undecided	4	5.1			4	3.5			
	Disagree	56	71.8	32	88.9	88	77.2			
	Strongly Disagree	18	23.1	4	11.1	22	19.3			
	Total	78	100	36	100	114	100			
3	By involving the community and learners							1.032	1.5	0.664
	Strongly Agree			1	2.8	1	0.9			
	Agree			-						
	Undecided			-						
	Disagree	64	82.1	32	88.9	96	84.2			
	strongly Disagree	14	17.9	3	8.3	17	14.9			
	Total	78	100	36	100	114	100			
4	By Woreda education experts							1.137	2	0.577
	Strongly Agree	14	18			14	12.3			
	Agree	59	75.6	33	91.7	92	80.7			
	Undecided	-	-	-	-	-	-			
	Disagree	5	6.4	2	5.5	7	6.1			
	strongly Disagree	-	-	1	2.8	1	.9			
	Total	78	100	36	100	114	100			
5	By coordinators and facilitators							3.066	2.5	0.390
	Strongly Agree	13	16.7			13	11.4			
	Agree	56	71.8	33	91.7	89	78.1			
	Undecided	-	-	2	5.6	2	1.7			
	Disagree	5	6.4	-	-	5	4.4			
	Strongly Disagree	4	5.1	1	2.8	5	4.4			
	Total	78	100	36	100	114	100			

As it can be observed from table 5, the respondents were asked to rate the degree to which different ways used to plan for IFAL program. Regarding item 1, the respondents were asked their view whether the need assessment used as ways. Hence, majority i.e. 88 (77.2%) respondents replied that they disagree on the ways that plan prepared after need assessment for IFAL. Additionally 22 (19.3%) respondents show their strong disagreement on the process that need assessment was done before IFAL planning. only 4(3.5%) respondents rated as undecided.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the responses of the respondent groups. This indicates that respondents have similar understanding whether need assessment is carried out before IFAL program planning.

Besides this, the document analysis made on the minute of two woreda education offices revealed that the IFAL plan is prepared based up on the experience of educational expertise rather than the coordinated need assessment.

Concerning item 2 of table 5, the respondents were asked their view whether the IFAL plan based up on need of entire community. Accordingly, 96 (84.2%) of the total respondents was replied that they disagree on the ways that plan prepared based on the need of entire community for IFAL. and, 17(14.9%) respondents show their strongly disagreement and only 1(0.9%) respondents strongly agree that the IFAL plan prepared based on the need of community as a way.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the responses of the respondent groups. This confirms the respondents have no different understanding on the way that IFAL program plan is prepared based up on the need of entire community. Besides this, the interview held with IFAL coordinators revealed that the IFAL plan is not prepared based on the need of entire community. One of the facilitators said “educational expertise tried to prepare IFAL plan at woreda level without even high lightly making any study to know the need of entire community that may not help them for effective planning”.

Concerning item 3 of the same table, the respondents were asked their view whether the IFAL planning involved the entire community and IFAL learners. Thus, 96 (84.2%), 17(14.9%) respondents replied that they disagree and strongly disagree that the plan prepared involved entire community and IFAL learners as the method for efficient IFAL planning. Only 1 (0.9%) replied that he or she strongly agrees with the involvement of entire community and IFAL learners in the process of IFAL program planning. From this, we can conclude that IFAL planning was not done involving entire community and IFAL learners at large.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the responses of the respondent groups. This indicates that respondents have similar knowledge on the issue of entire community and IFAL learners' involvement in IFAL program plan. Moreover, the interview held with educational supervisors confirmed that the IFAL plan prepared is not involving community and IFAL learners. One of the supervisors said "educational expertises who prepare IFAL plan at woreda level were not involving community and IFAL learners in the planning of IFAL planning".

Concerning item 4 of table 5, the respondents were asked their view whether or not the IFAL planning was done by woreda education expertise. Accordingly, 92 (80.7%), 14(12.3%) respondents respectively replied that they agree and strongly agree that plan was prepared by woreda educational expertise. The small number of respondents, 7 (6.1%) and only 1(0.9%) respondents disagree and strongly disagree on the issue whether the IFAL planning prepared by educational expertise. From this we can conclude that mostly IFAL planning was prepared by woreda educational experts.

Test result at 0.05 significant level shows that there is no statistically significant difference between the responses of the respondent groups. This indicates that respondents have similar degree of knowledge on the issue.

Regarding item 5 of the same table, the respondents were asked their view about the participation of IFAL coordinators and facilitators in the planning of IFAL program. Accordingly, 102(89.5%), of total respondents agreed that the program was prepared by IFAL coordinators and facilitators. A small number of respondents, i.e. 10 (8.8%) responded that they disagree on the issue that the IFAL program was planned by IFAL coordinators and facilitators.

From this, we can conclude that the majority of IFAL program was prepared by IFAL coordinators and facilitators. Besides this the discussion made on the rest of the items on the same table revealed that the IFAL program plan was prepared by educational expertise rather than involving different stakeholders such as IFAL coordinators and facilitators.

The chi-square test result at 0.05 significant level shows that there is no statistically significant difference between the responses of the respondent groups. This indicates that respondents have similar degree of knowledge on the issue of IFAL coordinators and facilitators involvement in IFAL program plan.

In general, IFAL program planning was largely prepared by Woreda educational experts with less involvement of other stakeholders and without using need assessment in the area. This approach negatively affects the implementation of IFAL program at large.

4.3 The Organization of IFAL Program

As it was discussed in the review literature part, functional adult literacy program is organized in the way that different persons who have different roles participate in it. These people who have different tasks in the program include learners, facilitators, coordinators, supervisors, and other stakeholders. These groups have their own duties and responsibilities. In relation to it, Plunket and Attner (1986) described it as “Organizing as a management function is concerned with assembling the resources necessary to achieve the organization’s objectives and establishing the activity authority relationships of the organization. It develops the structure to reach the goal.” Taking this in to account, the respondents were asked to give their views on the items listed as the ways for organizing IFAL program and discussion has been made below.

Table 6 Organization of IFAL

No	Item	Responses Category						2 X	df	value
		Learners		Facilitators		Total				
		f	%	f	%	F	%			
1	With clear duty and responsibilities							4.3	3	0.337
	Strongly Agree	3	3.8			3	2.6			
	Agree	17	21.8	3	8.3	20	17.5			
	Undecided	10	12.8	14	38.9	24	21.1			
	Disagree	35	44.9	19	52.8	54	47.4			
	strongly Disagree	13	16.7	-	-	13	11.4			
	Total	78	100	36	100	114	100			
2	Through the formulated legal structure from ministry to center							4.06	3.5	0.4355
	Strongly Agree	3	3.8			3	2.6			
	Agree	24	30.8	7	19.4	31	27.2			
	Undecided	10	12.8	13	36.1	23	20.2			
	Disagree	39	50	14	38.9	53	46.5			
	strongly Disagree	2	2.6	2	5.6	4	3.5			
	Total	78	100	36	100	114	100			
3	Through informing center learners and facilitators							3.9	4	0.523
	Strongly Agree	2	2.6			2	1.8			
	Agree	8	10.3	18	50	26	22.8			
	Undecided	10	12.8	7	19.4	17	14.9			
	Disagree	42	53.8	11	30.6	53	46.5			
	strongly Disagree	16	20.5	-	-	16	14			
	Total	78	100	36	100	114	100			
4	By preparing guide line for facilitators							4.7	3	0.271
	Strongly Agree	16	20.5	6	16.7	22	19.3			
	Agree	52	66.7	25	69.4	77	67.5			
	Undecided	8	10.3	2	5.6	10	8.8			
	Disagree	2	2.5	3	8.3	5	4.4			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			

Table 6 above deals with how the IFAL program was organized in Metekel Zone of Mandura and Pawi woredas. Thus, respondents were asked to rate the degrees to which different ways were used to organize IFAL program.

Regarding item 1 of table 6, the respondents were asked their view whether the IFAL program organized based on clearly stated roles and responsibilities of stake holders. Hence, 54 (47.4%), 24(21.1), 13(11.4) and 3(2.6) respondents replied that they disagree, undecided, strongly disagree and strongly agree with the idea that it was based on clearly stated roles and responsibilities respectively. The small numbers of respondents, 20(17.5), agreed that it was based on clearly stated roles and responsibilities of stake holders.

From this we can understand that the clearly stated roles and responsibilities of stake holders were not used for organizing IFAL program. The chi-square result at 0.05 significance levels reveals that there is no statistically significant difference between the responses of the respondent groups. This indicates that there is similar understanding among the respondents how the organization of the program was not based on clearly stated roles and responsibilities of stakeholders.

Moreover, the document analysis made on the manual of IFAL prepared by MoE revealed that there is clearly stated roles and responsibilities of different stake holders in organizing IFAL program. However, in the respective research area, it was not used to make all stakeholders to take part in IFAL program organization.

Regarding item 2 of table 6, the respondents were asked their views whether or not the IFAL program was organized through formulated legal structure from woreda to center. Hence, majority i.e.53 (46.5%), respondents replied that they disagree that IFAL program was organized through formulated legal structure from woreda to center. On the other hand, 31 (27.2%) of the respondents indicated their agreement on the issue that the IFAL program was organized through formulated legal structure from woreda to center. and the remaining respondents 23(20.2%), 3(2.6%), 4(3.5%) replied that undecided, strongly agree, and strongly disagree respectively. From this we can conclude that mostly the organization of IFAL program was not formulated based on legal structure from Woreda to the center.

The chi-square result at 0.05 significant levels indicates that there is no statistically significant difference between the responses of the respondent groups. This confirms there is an equal understanding whether the IFAL formulated through legal structure from Woreda to the center among the groups of the respondents.

Regarding the interview result held with IFAL coordinators it revealed that the IFAL was not organized through formulated legal structure from woreda to center. One of the facilitators said “there is no legal structural hierarchy which clearly gives clear cut roles and responsibilities for those coordinated sectors at woreda level and for those facilitators at center who are from different profession”.

Coming to item 3 of table 6, the respondents were asked to give their views on whether the IFAL program was organized through informing IFAL learners and IFAL facilitators. Accordingly, the majority, 53 (46.5%), 16(14%), 17(14.9%) of respondents replied that they disagree, strongly disagree and undecided respectively with the idea of IFAL program was organized by informing the IFAL learners and facilitators. In contrast, 26 (22.8%) and 2(1.8%) respectively reveals their agreement and strong agreement on the issue that IFAL program was organized through informing IFAL learners and IFAL facilitators.

The chi-square result at 0.05 significant level shows that there is no statistically significance difference on the issue of informing IFAL learners and facilitators about IFAL program in organizing the program among the groups of the respondents. This indicates that the groups of respondents have similar understanding concerning informing IFAL learners and facilitators about IFAL program organization.

Besides, the interview held with IFAL program supervisor confirmed that how to organizing the program was not informed in regular and formal manner rather than conveying message. The process of organizing IFAL program in my woreda is through giving information. “Woreda educational expertise and cabinet members inform the IFAL facilitator in opportunity they get (informally) and those facilitators transfer the message to learners”.(March 08-08-2010 E.C Mekonnen addisu).

Concerning item 4 of table 6, the respondents were asked their view whether the IFAL organization process based on prepared guideline. Accordingly, 77(67.5%), 22(19.3%) respondents respectively show their agreement, and strong agreement on the issue of preparing guideline and using in the process of organizing IFAL program. The small number of respondents, 5 (4.4%) disagree and undecided 10(8.8%) on the issue of preparing guide line for facilitators in the process of organizing IFAL program.

The chi-square test was carried out to observe if there were statistically significant differences in the mean score of the respondents. Thus, the chi-square result indicates there is no statistically significance difference among the responses of the respondents. This confirms there is no an understanding gap between the IFAL learners and the facilitators group regarding the issue of using guide line in IFAL program organization. In line with this, the data from interview and observation indicates in most cases there is the preparation of guideline for the organization of IFAL program.

4.3.Implementation of IFAL

In the review literature part of this study and in the statement of the problem, it has been discussed that the implementation of IFAL is not going in similar way in different part of the country. for instance from the researcher experience point of view as an educational expert in the Metekel Zone of Mandura Woreda, he observed that integrated functional adult literacy implementation varied from center to center in both teaching-learning process and delivery of different facilities. In addition to this, the integrated functional adult literacy trainees are not willing to take part in the teaching- learning process in their respective centers. Taking this in to consideration the respondents were asked to rate the items believed as the indicators to show the level of implementation of IFAL and the discussion has been made below.

Table 7 implementation of IFAL

No	Item	Responses Category						2 X	Df	p- value
		Learners		Facilitators		Total				
		f	%	f	%	f	%			
1	No of learners coming to ifal center							1.8	2	0.6
	Very high									
	High									
	Medium	8	10.3	1	2.8	9	7.9			
	Low	44	56.4	32	88.9	76	66.7			
	Very Low	26	33.3	3	8.3	29	25.4			
	Total	78	100	36	100	114	100			
2	The extent to which IFAL objectives achieved							0.5	1	0.65
	Very high									
	High									
	Medium									
	Low	58	74.4	33	91.7	91	79.8			
	Very Low	20	25.6	3	8.3	23	20.2			
	Total	78	100	36	100	114	100			
3	The level of community involvement in IFAL							0.05	1	0.8
	Very high									
	High									
	Medium									
	Low	43	55.1	14	38.9	57	50			
	Very Low	35	44.9	22	61.1	57	50			
	Total	78	100	36	100	114	100			
4	The number of facilitators who devoted their time for IFAL							1.8	2.5	0.553
	Very high									
	High	4	5.2			4	3.5			
	Medium	15	19.2	5	13.9	20	17.5			
	Low	33	42.3	26	72.2	59	51.8			
	Very Low	26	33.3	5	13.9	31	27.2			
	Total	78	100	36	100	114	100			
5	Evaluation and monitoring system of coordinated sectors							0.27	1.5	0.727
	Very high									
	High									
	Medium	8	10.3			8	7			
	Low	48	61.5	31	86.1	79	69.3			
	Very Low	22	28.2	5	13.9	27	23.7			
	Total	78	100	36	100	114	100			

Table 7 presents the implementation process of IFAL program in Mandura and Pawi woredas of Metekel zone. Hence, on item 1, the respondents were asked to rate the number of learners who were coming to IFAL centers. Accordingly, 76 (66.7 %), 29(25.4%) respondents replied that the number of learners coming to IFAL center was low and very low respectively. The small number of respondents which sum up to 9 (7.9%) responded as the number of learners who come to IFAL center was medium. From this we can understand that the number of learners who were coming to IFAL center was low.

The chi-square result at 0.05 significance levels reveals that there is no statistically significant difference between the groups of respondents' response. This confirms that respondents have similar understanding regarding the number of IFAL learner's coming to the center. The interview result held with IFAL coordinators is in line with data from statistics. One of the coordinator said "In the center where I am coordinating, out of the registered learners always only few number of learners were attending the session."

Coming to item 2 of table 7, the respondents were asked to rate the extent to which IFAL objectives was achieved. Thus, 91 (79.8%) respondents rated the achievement of IFAL objectives at low level. additionally; a number of respondents which were 23 (20.2%) rated on very low level. There are no respondents rated at medium, high or very high. From this we can conclude that majority of the respondents rated the achievement of IFAL objectives on low status. This shows that the objectives of IFAL were not achieved in the way it was intended.

The chi-square result at 0.05 significance levels indicates there is no statistically significant difference among the respondents group's response. This reveals that a respondent have the same degree of awareness whether IFAL program objective achieved or not.

In item 3 of table 7, the respondents were asked to rate the degree of community participation in IFAL. Hence, half of respondents, 57(50%) rated the involvement of community in IFAL program implementation was low. Similarly; half of the respondents, 57 (50%) rated at very low level. From this we can conclude that the majority of the respondents rated the involvement of community in IFAL program at low level. This shows that the community involvement in the IFAL program was low.

Results from chi-square at 0.05 significance levels indicate there is no statistically significant difference among the responses of respondent groups. This shows that respondents have an understanding on the participation of community in IFAL program.

The interview held with supervisors revealed the same thing. As one of the supervisor said “As the IFAL plans are prepared by the woreda expertise and given to coordinators and facilitators community involvement in IFAL is low”

Concerning item 4 of table 7, the respondents were asked to rate the number of facilitators who devoted their time for IFAL. Accordingly, 59 (51.8%), 31(27.2%) respondents rated that the number of facilitators who devoted their time for IFAL were low and very low respectively. Very small number of respondents who were 4 (3.5%) rated high for the issue. on the other hand 20(17.5%) respondents rated as medium.

The chi-square result at 0.05 significance levels indicates there is no statistically significant difference among the responses of respondent groups. This confirms respondents have similar understanding on the issue of IFAL facilitators who devoted their time in the program implementation. Supporting the same idea many coordinators forwarded their views during interview. Accordingly, one of the IFAL coordinator said “Rather than helping IFAL learner facilitators preferred to give focus for their permanent job even at their leisure time”.

Item 5 of table 7, the respondents were asked to rate the degree to which the coordinated sectors monitor and evaluate the implementation of IFAL program. Accordingly, 79 (69.3%) and 27(23.7%) respondents rated by selecting low and very low options respectively. Small number of respondents, 8 (7%) rated medium.

From this rating we can conclude that the majority of the respondents selected low option to show that monitoring and evaluation of coordinated sector on IFAL program was low.

The chi-square result at 0.05 significance levels reveals there is no statistically significant difference between the respondents group response. This shows that all participants have an understanding on the issue.

In addition to this the interview held with IFAL coordinators confirmed the existence of the problem. Accordingly, one of the coordinator said “As far as my experience was concerned no one came purposely to monitor and evaluate the implementation of IFAL. Rather very rarely experts from woreda come for other purpose and ask if there is IFAL site.”

In general, as it can be seen from the table and analysis the IFAL implementation process was rated at low level indicating further effort from the stakeholders to achieve the IFAL objectives.

4.4. The Challenges that Encountered the Implementation of IFAL Program

In the review literature part of this research it has been raised that there are different problems that encountered the implementation of IFAL Program. The following items are believed to be the problems encountered the implementation of IFAL program. The respondents were asked to give their opinion on the items and the data were presented in the table below.

Table 8a challenges of IFAL implementation

No	Item	Responses Category						2 X	df	p- value
		Learner		Facilitat		Total				
		f	%	f	%	f	%			
1	Lack of budget							0.92	2	0.64
	Strongly Agree	65	83.	3	94.	99	86.8			
	Agree	8	10.	-	-	8	7			
	Undecided	-	-	2	5.6	2	1.8			
	Disagree	3	3.8	-	-	3	2.6			
	strongly Disagree	2	2.6	-	-	2	1.8			
	total	78	100	36	100	114	100			
2	Lack of awareness on community							1.04	1. 5	0.6
	Strongly Agree	56	71.	2	69.	81	71			
	Agree	22	28.	1	27.	32	28.1			
	Undecided			1	2.8	1	0.9			
	Disagree			-	-	-	-			
	strongly Disagree			-	-	-	-			
	total	78	100	3	100	114	100			
3	Inconvenient location of IFAL centers							2.08	2	0.4
	Strongly Agree	60	76.	2	55.	80	70.2			
	Agree	10	12.	1	38.	24	21			
	Undecided	8	10.	2	5.6	10	8.8			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	total	78	100	3	100	114	100			
4	Inconvenient time table							1.39	2	0.48
	Strongly Agree	59	75.	2	66.	83	72.8			
	Agree	12	15.	1	27.	22	19.3			
	Undecided	7	8.9	2	5.5	9	7.9			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	total	78	100	3	100	114	100			
5	Lack of leadership skills and facilities							0.52	1	0.5
	Strongly Agree	59	75.	2	58.	80	70.2			
	Agree	19	24.	1	41.	34	29.8			
	Undecided	-	-	-	-	-	-			
	Disagree	-	-	-	-	-	-			
	Strongly Disagree	-	-	-	-	-	-			
	total	78	100	36	100	114				

Table 8a deals with the challenges of IFAL program implementation, for item 1 of table 8a, 99 (86.8%) and 8(7%) of the respondents respectively revealed that they strongly agree and agree on the issue. The small number of respondents which sum up to 5(4.4%) responded as disagree and 2(1.8%) undecided on the issue. From this we can understand that the majority of the respondents agreed that lack of budget for IFAL was a challenge for the implementation of IFAL program.

The chi-square result at 0.05 significance level shows there is no statistically significant difference between the responses of the respondent groups. This indicates that there is no a difference in degree of understanding between the groups of respondents regarding that lack of budget if the challenge for IFAL program implementation.

In addition, the interview held with IFAL coordinators revealed the presence of the problem. One of the coordinator said *“in the center in which I am coordinating, the facilitators are always asking me whether there is budget allocated for this program and those woreda level coordinators told us that there is no any allocated budget”*.(16-08-2010 E.C,Gelgel beles)

Regarding item 2 of table 8a, the respondents were asked their opinion about the awareness of community on IFAL as a challenge for the implementation of IFAL program. Accordingly, 81(71%) %) and 32(28.1%) respondents replied that they strongly agree and agree that lack of awareness of community about IFAL was a challenge for the implementation of IFAL program. On the other hand, only one 1 (0.9%) did not as decided on the issue. From this response one can conclude that all of the respondents agreed on the absence of awareness of community as a challenge for the implementation of IFAL program. This shows that lack of awareness on the part of community affected the proper implementation of IFAL program.

The chi-square result at 0.05 significance level shows there is no statistically significant difference between the responses of the respondent groups. This confirms that the respondent groups have no different understanding level regarding the absence of community awareness is a challenge for IFAL program implementation.

In addition to this, the interview held with the woreda education supervisors confirmed the case. One of the supervisor said *“Many of the IFAL center facilitators, learners and the entire community do not well aware of IFAL. Most of the communities think as the objective of IFAL is only teaching how to read and write.”*(Getenet ababel, 21-08-2010 E.C)

Concerning item 3 of table 8a, the respondents were asked to give their views whether inconvenient location of IFAL centers was a challenge for the implementation of IFAL program. Thus, the majority 104 (91.2%) of the respondents strongly agreed and agreed that inconvenient location of IFAL centers is a challenge for the implementation of IFAL program. On the other hand, small number of respondents 10 (8.8%) responded they could not decide on the issue.

The chi-square result at 0.05 significance levels reveals there is no statistically significant difference among the responses of respondent groups. This shows that participants have similar knowledge concerning the inconvenience of IFAL center is a challenge for the proper implementation of IFAL program.

Besides, the interview held with supervisors revealed the same thing. One of the supervisor said *“in my time I meet any of the community when I raised issue of IFAL they said that there is no conducive place in which we attend our learning and the centers were located neared to the facilitators and they are far away from us and vice versa.”*(,Mekonnen Addisu,08-08-2010E.C,Beruh Tesfa centre)

Coming to item 4 of table 8a, the respondents were asked their view whether the inconvenient time table for teaching and learning was a challenge for the implementation of IFAL program. Accordingly, 105 (92.1%) respondents show their agreement. i.e. 83(72.8%) and 22(19.3%) respectively strongly agree and agree on the issue that the inconvenient time table for teaching and learning was a challenge for the implementation of IFAL program. From this, we can conclude that the majority of the respondents agreed that the inconvenient time table for teaching and learning was a challenge for the implementation of IFAL program.

The chi-square result at 0.05 significance level shows there is no statistically significant difference between the responses of the respondent groups. This confirms that respondent groups have similar understanding that inconvenient time table was the main challenge for the actual implementation of IFAL program.

Supporting the same idea many facilitators forwarded their views during interview. One of the IFAL coordinator replied *“one of the greatest problems for the implementation of IFAL is that facilitators are government workers, they are not regular workers, they are pedagogy teachers in a regular school, and there is no convenient time table for learners.”*

Item 5 of table 8a, presents whether the lack of leadership and facilities was a challenge for the implementation of IFAL program. Accordingly, 114 (100%) of total respondents replied that they agree on the issue that lack of leadership and facilities was a challenge for the implementation of IFAL program. From this, we can conclude that all of the respondents agreed that lack of facilities is a challenge for the implementation of IFAL program.

Consequently, the chi-square result at 0.05 significance level shows there is no statistically significant difference between the responses of the respondent groups. This indicates that respondent groups are on the same level of understanding regarding that the issue of facility is a problem to the IFAL program implementation.

In the same way, the observation held in IFAL centers revealed that no center was found having appropriate leadership and sufficient facilities that help for the effective implementation of IFAL program. In most of the centers it was observed that there were no focal person and facilities even chairs, books, black boards and the like even to start the program.

Table: 8b. Challenges related to facilitators

No	Item	F	%	f	%	f	%	χ^2	df	p-value
6	lack of incentives for facilitators								1.1005	2
	Strongly Agree	55	70.5	16	44.4	71	62.3	1.9875		
	Agree	15	19.2	19	52.8	34	29.8			
	Undecided	8	10.3	1	2.8	9	7.9			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total		78	100	36	100	114	100		
7	Lack of pre-service training for facilitators								1.9875	1
	Strongly Agree	56	71.8	14	38.9	70	61.4			
	Agree	22	28.2	22	61.1	44	38.6			
	Undecided	-	-	-	-	-	-			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			
8	Lack of commitment of facilitators								2	0.391
	Strongly Agree	62	79.5	15	41.7	77	67.5	2.9195		
	Agree	8	10.3	21	58.3	29	25.4			
	Undecided	4	5.1	-	-	4	3.5			
	Disagree	4	5.1	-	-	4	3.5			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			
9	Lack of motivation of facilitators								1.5	0.344
	Strongly Agree	56	71.8	13	36.1	68	59.6	3.4035		
	Agree	14	17.9	23	63.9	37	32.4			
	Undecided	8	10.3	-	-	8	7			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			

Table 8b is the continuation of table 8a which presents the challenges that confronting the implementation of IFAL program. Hence, on item 6 of table 8b, the respondents were asked to give their view if lack of incentives for facilitators is a challenge for the implementation of IFAL program. Accordingly, (62.3%) and 34(29.8%) respondents replied as they strongly agreed and

agreed on the issue respectively. The small number of respondents which sum up to 9 (7.9%) responded as disagree on the issue. From this we can understand that the majority of the respondents agreed that the lack of incentives for facilitators was a challenge in the implementation of IFAL program.

The chi-square result at 0.05 significance levels reveals that there is no statistically significant difference among the responses of the respondent groups. This shows that there is a common understanding that lack of incentives for facilitators was the main challenges in IFAL program implementation.

In addition, the interview held with IFAL coordinators revealed the presence of the problem. Majority of the facilitators said “in the center in which I am coordinating, the facilitators have their own job for which they paid salary, and they participated in IFAL as additional work and they mostly complain for the absence of incentives.”

Coming to item 7 the same table, the respondents were asked their opinion whether the absence of pre-service training was a challenge for the implementation of IFAL program. Consequently, 70 (61.4%) and 44 (38.6%) respondents show their strongly agreement and agreement respectively that it is a challenge for the implementation of IFAL program. On the other hand, no number of respondents which were responded as disagree or undecided on the issue.

The chi-square result at 0.05 significant levels shows that there is no statistically significant difference concerning the absence of pre-service training in IFAL implementation. This confirms that respondent groups have no different degree of understanding status on the absence of pre-service training for facilitators in the implementation of IFAL program.

Besides, the observation held at IFAL centers revealed that the IFAL facilitators were teaching with their own professional experience and some of them even cannot explain IFAL objectives. In Addition, one of the coordinator said “Many of the IFAL center facilitators asked for IFAL training.”

In item 8 of table 8b, the respondents were asked to give their views on whether lack of commitment of facilitators was a challenge for the implementation of IFAL program. Accordingly, the majority which were 77 (67.5%) and 29(25.4) of total respondents replied that they strongly agree and agree that lack of commitment of facilitators was a challenge for the implementation of IFAL program. On the other hand, small number of respondents which were

4 (3.5%) and 4(3.5%) respectively responded as disagree and undecided that lack of commitment of facilitators was a challenge for the implementation of IFAL program. From this we can conclude that the majority of the respondents testify that the lack of commitment of facilitators was a challenge for the implementation of IFAL program.

The chi-square result at 0.05 significant levels reveals that there is statistically significant difference among the responses of the respondents. This indicates participants have no similar knowledge on lack of facilitators' commitment is a challenge in IFAL program implementation.

Concerning item 9 of table 8b, the respondents were asked their view whether the lack of motivation of facilitators was a challenge for the implementation of IFAL program. Accordingly, 68 (59.6%) % and 37(32.4) of total respondents replied that they strongly agree and agree on the issue that lack of motivation of facilitators was a challenge for the implementation of IFAL program. The small number of respondents who were 8 (7%) responded as undecided on the issue. From this we can conclude that the majority of the respondents testify as lack of motivation of facilitators was a challenge for the implementation of IFAL program.

Regarding the chi-square result at 0.05 significant levels, it reveals that there is a statistically significant difference among the responses of the respondents. This indicates respondents have no an equal knowledge on lack of motivation for facilitators are a challenge in IFAL program implementation. In relation to this, Fasokun et al. (2005) stated it as “Even though it is difficult to define motivation, it is possible to do so in general terms. Psychologists do not take motivation a hypothetical concept because it cannot be seen or touched”, Motivation can be defined a force that initiates and directs behavior. It refers to anything that can cause people to behave as they do. It is the activation and energization of goal oriented behavior.

In general, IFAL program implementation was challenged by different problems. The main challenges confirmed by the respondent groups were lack of incentives for facilitators, lack of commitment from facilitators, absence of pre-service training on IFAL program for stakeholders, budget scarcity, inconvenient time and place for IFAL program and lack of community awareness. These are the challenges that hinder the IFAL program implementation not to achieve the objective formulated ahead of the program implementation. Similarly, (ESDP IV, 2010) stated; lack of funding and budget, lack of pre-service training, lack of structure at all levels to support activities, poor coordination, weak distribution of IFAL related documents like IFAL guidelines and training manuals as the major challenges to the effective implementation of IFAL program . Moreover, unavailability of human resources, inequitable distribution, lack of relevance and quality, Weakness of facilitators with the required skills and knowledge and lack of community awareness are other problems that confront IFAL implementation. So, the necessary IFAL documents which are essential for IFAL implementation should disseminate to the IFAL centers.

Table 9 Possible ways to improve IFAL implementation

No	Item	Responses Category						2 X	df	p-value
		Learners		Facilitators		Total				
		f	%	f	%	f	%			
1	Incentives for facilitators and coordinators							0.920 5	2	0.636
	Strongly Agree	65	83.3	34	94.4	99	86.8			
	Agree	8	10.3	-	-	8	7			
	Undecided	-	-	2	5.6	2	1.8			
	Disagree	3	3.8	-	-	3	2.6			
	strongly Disagree	2	2.6	-	-	2	1.8			
	Total	78	100	36	100	114	100			
2	Sufficient facilities							1.043	1 5	0.628
	Strongly Agree	56	71.8	25	69.4	81	71			
	Agree	22	28.2	10	27.8	32	28.1			
	Undecided			1	2.8	1	0.9			
	Disagree			-	-	-	-			
	strongly Disagree			-	-	-	-			
	Total	78	100	36	100	114	100			
3	Sufficient Budget allocation							2.088	2	0.427
	Strongly Agree	60	76.9	20	55.5	80	70.2			
	Agree	10	12.8	14	38.9	24	21			
	Undecided	8	10.3	2	5.6	10	8.8			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			
4	Guide line for coordinated sectors at center							1.397	2	0.5
	Strongly Agree	59	75.6	24	66.7	83	72.8			
	Agree	12	15.4	10	27.8	22	19.3			
	Undecided	7	8.9	2	5.5	9	7.9			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114	100			
5	Creating learners awareness							0.5225	1	0.469 5
	Strongly Agree	59	75.6	21	58.3	80	70.2			
	Agree	19	24.4	15	41.7	34	29.8			
	Undecided	-	-	-	-	-	-			
	Disagree	-	-	-	-	-	-			
	strongly Disagree	-	-	-	-	-	-			
	Total	78	100	36	100	114				

Table 9 the above deals with the possible ways of to improving the implementation of IFAL program. Hence, on item 1 of table 9, the respondents were asked to take their position on whether giving incentives for coordinators and facilitators can be the possible way to improve the implementation of IFAL program. Thus, 99 (86.8%) % and 8(7%) of total respondents show their strong agreement and agree that incentives for facilitators and coordinators is essential to improve the IFAL program implementation. The small number of respondents which sum up to 5 (4.4%) responded as disagree and 2(1.8%) responded as undecided. From this we can understand that providing incentives for coordinators and facilitators can be the possible way to improve the implementation of IFAL program.

The chi-square result at 0.05 significance levels reveals there is no statistically significant difference between the respondents' responses. This indicates that participants have an understanding on the issue of incentives for facilitators and coordinators of IFAL program. Besides this, the interview held with IFAL coordinators revealed the presence of the problem. One of the coordinator said "in the center in which I am coordinating all facilitators asked me about the incentives to be given for IFAL and I myself want to get some incentive to be motivated on the work of IFAL." (30-08-2010 E.C Dahua anzbaguna)

Regarding item 2 of table 9, the respondents were asked whether they agree or disagree on supplying sufficient and appropriate IFAL facilities and good leadership skills of IFAL to improve the implementation of IFAL program. Accordingly, 81 (71%) and 32(28.1%) of the total respondents selected strongly agree and agree while only 1 (0.9%) of the respondent selected undecided. From this we can conclude that all of the respondents agreed that facility and good leadership of IFAL play significant role in improving the implementation of IFAL program.

The chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of the respondents group. This confirms that respondents have awareness that facility and good leadership in IFAL is the main thing that facilitates the implementation of IFAL program.

Coming to item 3 of the same table, the respondents were asked whether they agreed or disagreed on allocating sufficient budget for IFAL program serve as possible way to improve the implementation of IFAL program. Accordingly, 80 (70.2%) and 24(21%) of the total respondents show their strong agreement and agreement that sufficient budget allocation is necessary for IFAL program implementation improvement. While only small number of the respondents who were 10(8.8%) selected undecided.

From this we can easily conclude that the majority of the respondents were agreed that budget play significant role in improving the implementation of IFAL program. This indicates that respondents have similar understanding on the necessity of budget allocation in order to improve IFAL program implementation.

Moreover, the interview held with supervisors revealed the same thing. As, one of the supervisor said “cannot implemented as IFAL program has no any budget at woreda and center levels the program cannot go on the line it is planned”

In item 4 of table 9 the respondents were asked whether they were agree or disagree on preparing guide line for coordinated sectors at center level serve as possible way to improve the implementation of IFAL program. Accordingly, 83 (72.8%) and 22(19.3%) of the total respondents selected strongly agree and agree while very small number of the respondents i.e. 9(7.9%) selected undecided. From this, we can conclude that almost all of the respondents agree that preparing guideline for coordinated sectors play significant role in improving the implementation of IFAL program.

The chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This confirms that respondents have similar awareness regarding the necessity of IFAL program implementation guideline. Supporting the same idea many coordinators forwarded their views during interview that there should be clear IFAL guideline for coordinated sectors at center level that help facilitators of different profession to do and exert their effort on IFAL based on their profession taking the guideline as mile stone.

Concerning item 5 of table 9, the respondents were asked whether they agree or disagree on creating learners awareness to improve the implementation of IFAL program. Thus, 80 (70.2%) and 34(29.8%) of the total respondents selected strongly agree and agree while no respondents shows his or her disagreement or undecided on the issue.

The chi-square test was carried out to observe if there were statistically significant differences in responses of the respondents. Accordingly, the chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This confirms that respondents have similar awareness regarding the usefulness of creating learners awareness about the IFAL program.

In addition, the interview held with IFAL coordinators confirmed the statistical data. One of the coordinator said “Since primary beneficiaries are the entire community in general and that of IFAL learners in particular their awareness should be built from its root that may lead the IFAL program to successful accomplishment”

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter the summary of the major findings of the study, conclusions and recommendations were presented.

5.1. Summary

The major objective of this study was to investigate the implementation of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi woredas to suggest possible solutions for the problems. To attain this objective, the study attempted to give answers to the following basic questions.

1. To what level the integrated functional adult literacy program planned and organized in Metekel Zone of Mandura and Pawi Woredas?
2. To what extent the integrated functional adult literacy program is being implemented in Metekel Zone of Mandura and Pawi Woredas?
3. What are the major challenges encountered in the implementation of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi Woredas?
4. What strategies are used to tackle problems faced during implementation of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi Woredas?

Accordingly, descriptive survey study method was employed in this study and the related literature was reviewed. Both quantitative and qualitative data were gathered through questionnaire, interview and observations. The respondents who completed the questionnaires were 78 learners, 36 facilitators, 6 coordinators and 2 education supervisors. The data were collected from learners and facilitators using questionnaires. Interview was also used to gather data from IFAL coordinators and Woreda educational supervisors. Besides, observation of classes and centers were conducted. The data obtained were analyzed using frequency, percentage and chi-square. Based on the analysis of the data, the following findings were obtained from the study.

1. Concerning the participation of different stakeholders in the planning of IFAL program the majority of the respondents indicated that the participation of government bodies (Woreda experts) in the planning of IFAL as high, while the rest stakeholders such as NGO, local community, civil Society organization, IFAL facilitators and learners have low participation in the planning of IFAL.
2. With respect to the ways by which IFAL was planned, large number of respondents revealed that there was no need assessment, no using the need of society, without involving community and learners and no using coordinators and facilitators to plan. On the other hand, large numbers of the respondents agreed that the planning of IFAL was prepared by Woreda educational expertise and used expertise to prepare IFAL planning.
3. Concerning the organization of IFAL program, the majority of the respondents replied preparing guideline for facilitators and informing the IFAL center learners were used in organizing IFAL program. But, they confirmed that using clearly stated roles and responsibilities, through formulated structures from Woreda education office to the IFAL center in organizing IFAL program was not practiced.
4. Regarding the implementation of IFAL the majority of the respondents give their responses that the number of learners coming to IFAL, the achievement of IFAL objectives, level of community involvement in IFAL, number of facilitators who devoted their time for IFAL and the level Evaluation and monitoring system of coordinated sectors were low.
5. Regarding the challenges that encountered the implementation of IFAL program, the majority of the respondents agreed that there is lack of budget, lack of awareness of community, inconvenient location of IFAL centers, inconvenient time table, lack of facilities and leadership, lack of incentives for facilitators, lack of pre-service training for facilitators, lack of commitment of facilitators and lack of motivation of facilitators were challenges that encountered in the implementation of IFAL program.
6. With respect to possible ways to improve the implementation of IFAL, the majority of the respondents agreed providing incentives for facilitators and coordinators, supplying sufficient facilities, allocating budget, preparing guideline for coordinated sectors at center and creating learners awareness are the possible ways to improve the implementation of IFAL program.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn. The major objective of the study was to assess the implementation of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi Woredas. The implementation of IFAL in Mandura and pawi Woredas of Metekel Zone was at low level. The reasons are stated as follows clearly.

The participation of government bodies (Woreda and Zonal experts) in the planning of IFAL program was high while the participation of other stake holders in the planning of IFAL was low. Besides, the way by which IFAL program was planned is through woreda educational experts and the other ways were used rarely. As a result, the participation of different stake holders in the planning of IFAL was not satisfactory and it has been prepared using educational expertise. Therefore, there was a gap in participating stake holders in the planning of IFAL and in using different methods to plan.

The IFAL program was organized through informing center learners and facilitators and by preparing guide line for facilitators. Therefore, there is a gap in using many different methods to organize IFAL program. The number IFAL learners, the extent to which IFAL objectives achieved, the level of community participation in IFAL, number of facilitators devoted, level of evaluation and monitoring was low. Therefore, this shows that the implementation of IFAL program was low.

The facilitator related challenges that encountered the implementation IFAL program were lack of incentives for facilitators, lack of preserves training for facilitators, lack of commitment of facilitators, lack of motivation of facilitators. On the other hand, there were other challenges such as: lack of budget, lack of awareness of community, inconvenient location of IFAL centers, inconvenient time table and lack of facilities leadership. Therefore, there were different challenges that exist during implementation of IFAL program. Giving incentives for facilitators and coordinators, supplying sufficient facilities and good leadership, allocating budget, preparing guideline for coordinated sectors at center and creating learner's awareness was the possible ways to improve the implementation of IFAL program.

5.3. Recommendations

Based on the preceding findings and conclusions the following recommendations were

Forwarded:

1. In the process of IFAL planning, appears good if all stakeholders (IFAL facilitators, coordinators, supervisors and learners) participate in order to sustain the implementation of the IFAL program with common understanding among all participants.
2. Monitoring and evaluation of IFAL programs at center level: In any job, it is obvious that the plan should have monitoring and evaluation system. It appears good if The IFAL programs have experts in the field at Woreda level and is better to monitor and evaluate the IFAL activities center level. It seems good when Woreda education office with other sector (Health, Agriculture, etc) follow and make the necessary support for each activities of IFAL which are performed at the IFAL center.
3. It appears good if ministry of education, regional education bureau and Woreda officials with NGO's motivated facilitators morally and materially. Therefore, as facilitators expected to play very decisive roles for the realization of IFAL program, ministry of education together with other stakeholders (REB and Woreda officials with NGO's) have to motivate and reinforce them by creating some ways for their incentives.
4. Woreda education office with other sectors like health, agriculture, labor and social affairs, youth and Sport should discuss and adjust the time and the center that is convenient for IFAL implementation.
5. Regional education bureau and woreda education office in coordination with health, agriculture, labor and social affairs and youth and Sport sectors should supply the necessary facilities for IFAL implementation. Therefore, IFAL centers as a site of service delivery can have better facilities that can help them for effective service.
6. Enhancing the awareness of the entire society on IFAL should get priority in IFAL implementation activity. Therefore, from REB to the facilitator level they should devote their time and effort for awareness creation activities.

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APPENDIX A

Addis Ababa University

School of graduate studies

College of educational and behavioral science

Department of curriculum and instruction

Adult education and community development program

Questionnaires to be filled by integrated functional adult literacy learners.

The questionnaire is designed to gather information on assess the implementation of integrated functional adult literacy program in Mandura and Pawi Woredas. The questionnaire will help to conduct the research successfully and the result will help to improve the implementation of integrated functional adult literacy program. Therefore, you are kindly requested to give your appropriate and genuine information based on your personal feelings and understandings. Your data will be kept confidential and it will be used for research purpose only. Data will be read only by researcher.

Thank you in advance for your cooperation!

General Instruction

1. Do not write your name.
2. Put a “V” mark in the box for responses that you think are appropriate for close-ended items.
3. Write your responses on the space provided for open-ended questions.

1. Personal Information

1. Name of the center _____

2. Kebele _____

3. Woredas _____

4. Level _____

5. Sex: A. Male B. Female

6. Age:

A. 14 and below 14years old B. 15-20 years old C. 21-30

D. 31-35 E.36-40 F. 41 and above.

2. Planning of integrated functional adult education program

Planning is the process of putting direction for a certain job on how it will be done, who will do it, when it be done and where it should be done.

The following are some of the stake holders expected to play role in the planning process of IFAL program. To what extent do they are participating in the planning process of

IFAL program. Read the following item and put (V) under your choice.

Note: VH=Very High, H=High, M=Medium, L=Low, VL=Very Low

No	Participation level in IFAL planning	VH	H	M	L	VL
1	Government bodies					
2	NGO's					
3	IFAL learners					
4	Local community					
5	Civil society organization					
6	Facilitators					

If there is any other participants in the planning of IFAL, please write-----

3. The ways by which IFAL planning is prepared.

Different methods or ways can be used to prepare IFAL plan. Based up on your personal feeling put your option by putting (V) under your corresponding answer.

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	The ways by which IFAL planning is prepared	SA	A	U	D	SD
1	By assessing environmental need					
2	Based on the need of entire community					
3	By involving the community and learners					
4	By Woreda education experts					
5	By coordinators and facilitators					

If there is any other ways which IFAL planning is prepared please write-----

4. Organizing of IFAL program

The following items are believed to be the ways by which IFAL program organized Based up on your personal feeling put your choice with (V) under your corresponding answers.

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	Organizing IFAL program	SA	A	U	D	SD
1	With clearly stated roles and responsibilities					
2	Through the formulated legal structure from ministry to center					
3	Through informing the center learners and facilitators					
4	By preparing guide line for facilitators					

If there is any other ways which IFAL program is organized, please write _-----

5. The implementation of IFAL program

The following items are expected as the indicators for the implementation of IFAL program. To what extent do they are practice in your center? Give your rate by putting) under your choice.

Note: VH=Very High, H=High, M=Medium, L=Low, VL=Very Low

No	Implementation of IFAL Program	VH	H	M	L	VL
1	Number of learners come to IFAL center					
2	The extent to which IFAL objectives achieved					
3	The level of community involvement in IFAL					
4	The number of facilitators who devoted their time for IFAL					
5	Evaluation and monitoring system of coordinated sectors					

What is the current status of IFAL implementation in your center? Please write-----

6. Challenges that affect the implementation of IFAL program

The following items believed to be the challenges that encountered the implementation of IFAL program. Read the following items and give your personal opinion based on your

Center by putting (V) mark under your choice

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	Challenges in the Implementation of IFAL program	SA	A	U	D	SD
1	Lack of budget					
2	Lack of awareness of community					
3	Inconvenient location of IFAL centers					
4	Inconvenient time table					
5	Lack of leadership skills and competence					
6	lack of incentives for facilitators					
7	Lack of preserves training for facilitators					
8	Lack of commitment of facilitators					
9	Lack of motivation of facilitators					

If any other challenges that encountered the implementation of IFAL program please write-----

7. The Possible ways to improve the Implementation of IFAL

The following are lists of measures to be taken to improve the implementation of IFAL program. Based on your personal feelings, indicate your choice by putting a tick (✓) mark please.

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	Possible ways to improve the implementation of IFAL	SA	A	U	D	SD
1	Incentives for facilitators and coordinators					
2	By assigning individuals from entire community					
3	Budget allocation					
4	Guide line for coordinated sectors at center					
5	Creating learners awareness					

If any other measure /idea or comment to be taken to improve the implementation of IFAL program list them down please...-----

APPENDIX B

Addis Ababa University

School of graduate studies

College of educational and behavioral science

Department of curriculum and instruction

Adult education and community development program

Questionnaires to be filled by facilitators

This questionnaire is developed to gather information on assess the implementation of integrated functional adult literacy program in Metekel zone, Pawi and Manduraworeda. The questionnaire will help to conduct the research successfully and the result will help to improve the implementation of integrated functional adult literacy program. Therefore, you are kindly requested to give your appropriate and genuine information based on your personal feelings and understandings. Your data will be kept confidential and it will be used for research purpose only. Data will be read only by researcher.

Thank you in advance for your cooperation!

General Instruction

1. Do not write your name.
2. Put a “V” mark in the box for responses that you think are appropriate for close endedItems.
3. Write your responses on the space provided for open-ended questions.

1. Personal Information

1. Name of the center _____

2. Kebele-----

3. Woreda-----

4. qualification _____

5. Sex: A. Male B. Female

6. Age: A. below 20 years B. 20-25 years C. 26-30 years

D 31-40 year E. 41 years and above

7. Service Year in an Integrated Functional Adult Literacy program related work

- A. less than 1 year
- B. 1-5 years
- C. 6-10 years
- D. 11-15 years
- E. 16-20 years

7. Total experience

- A. Less than 1 year
- B. 1-5 years
- C. 6-10 years
- D. 11-15 years
- E. 16-20 years
- F. More than 21 years

2. Planning of IFAL Program

Planning is the process of putting direction for a certain job on how it will be done, who will do it, when it be done and where it should be done.

The following are some of the stake holders expected to play role in the planning process of IFAL program. To what extent do they are participating in the planning process of IFAL program. Read the following item and put (V) under your choice.

Note: VH=Very High, H=High, M=Medium, L=Low, VL=Very Low

No	Participation level in IFAL planning	VH	H	M	L	VL
1	Government bodies					
2	NGO's					
3	IFAL learners					
4	Local community					
5	Civil society organization					
6	Facilitators					

If there is any other participants in the planning of IFAL please write

3. The ways by which IFAL planning is prepared

Different methods or ways can be used to prepare IFAL plan. Based up on your personal feeling put your option by putting (√) under your corresponding answer.

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	The ways by which IFAL planning is prepared	SA	A	U	D	SD
1	By assessing environmental need					
2	Based on the need of entire community					
3	By involving the community and learners					
4	By Woreda education experts					
5	By coordinators and facilitators					

4. Organizing IFAL program

Organizing is process of putting different resources together for the accomplishment of particular purpose or objective.

The following items are believed to be the ways by which IFAL program .Based up on your personal feeling put your choice with (√) under your corresponding answers.

N	Organizing IFAL program	SA	A	U	D	SD
1	With clearly stated roles and responsibilities					
2	Through the formulated legal structure from ministry to center					
3	Through informing the center learners and facilitators					
4	By preparing guide line for facilitators					

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

If there is any other ways used to prepare the IFAL please write _____

5. Implementation of IFAL Program

The following items are expected as the indicators for the implementation of IFAL

program .To what extent do they are practice in your center? Give your rate by putting (V) under There are many challenges that affect the implementation of IFAL program. The following items believed to be the challenges that encountered the implementation of IFAL program. Read the following items and give your personal opinion based on your center by putting (V) mark under your choice.

Note: VH=Very High, H=High, M=Medium, L=Low, VL=Very Low

No	Implementation of IFAL Program	VH	H	M	L	VL
1	Number of learners come to IFAL center					
2	The extent to which IFAL objectives achieved					
3	The level of community involvement in IFAL					
4	The number of facilitators who devoted their time for IFAL					
5	Evaluation and monitoring system of coordinated sectors					

What is the current status of IFAL implementation in your center? Please write-----

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	6.Challenges in the Implementation of IFAL program	SA	A	U	D	SD
1	Lack of budget					
2	Lack of awareness of community					
3	Inconvenient location of IFAL centers					
4	Inconvenient time table					
5	Lack of leadership skills and competence					
6	lack of incentives for facilitators					
7	Lack of preserves training for facilitators					
8	Lack of commitment of facilitators					
9	Lack of motivation of facilitators					

If any other challenges that encountered the implementation of IFAL program please write-----

7. The Possible ways to improve the Implementation of IFAL

The following are lists of measures to be taken to improve the implementation of IFAL program. Based on your personal feelings, indicate your choice by putting a tick (✓) mark please.

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

No	Possible ways to improve the implementation of IFAL	SA	A	U	D	SD
1	incentives for facilitators and coordinators					
2	By assigning individuals from entire community					
3	Budget allocation					
4	Guide line for coordinated sectors at center					
5	Creating learners awareness					

If any other measure /idea or comment to be taken to improve the implementation of IFAL program list them down please-----

APPENDIX C

Addis Ababa University

School of graduate studies

College of educational and behavioral science

Department of curriculum and instruction

Adult education and community development program

Interview questions to be answered by Coordinators and supervisors of IFAL

The objective of this interview is to collect relevant data on assess the implementation of integrated functional adult literacy program in Pawi and Mandura woredas. Give some solutions that need to be considered for effective implementation of the program. Therefore, you are kindly requested to provide appropriate genuine information is based on your personal feeling and understanding. Your data will be kept confidential and it will be used for research purpose only.

Thank you very much in advance!

I. Personal Information

- a) Occupation: _____
- b) Qualification: _____
- c) Sex: _____
- d) Age: _____
- e) Service Year in IFAL Related work _____ others _____ total _____

II. Interview Guideline Questions

1. How IFAL program do is planned in your Woreda?
2. Who are the participants in the planning of IFAL program in your Woreda?
3. How IFAL program do organized in your Woreda?
4. What is the current status of IFAL program implementation in your Woreda?
5. What are the problems that encountered the implementation of IFAL program?
6. What do you think are measures to be taken to improve the implementation of IFAL program?
7. If you have any comment or suggestions, please list here-----

APPENDIX D

Addis Ababa University
School of graduate studies

College of educational and behavioral science

Department of curriculum and instruction

Adult education and community development program

Observation Checklist

This checklist is prepared to gather information on assess the implementation of integrated functional adult literacy program in Pawi and Manduraworedas. The focus areas of the observation include the availabilities, the degree of conformability of the centers etc

Date _____

Name of the center _____

Woreda _____

Level and section _____

Observation beginning time _____

Observation ending time _____

1. Issues Related to Availability of Facilities and Conduciveness of the Center.

No.	Issues	Available	Not Available	Comfortable	Not Comfortable
1	Classroom				
2	Learners Desk (Seats)				
3	Blackboard				
4	Staff room				
5	Text books				
6	Pedagogical center				
7	Practical center (field)				
8	Toilet				

አባሪ አንድ
አዲስ አበባ ዩኒቨርሲቲ
የተመራቂ ትምህርት ጥናት
የትምህርት እና ስነ-ባሕርይ ሳይንስ ኮሌጅ
የሰር-ዐተ ትምህርትና ማስተማር ትምህርት ክፍል
የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ -ግብር

መጠይቆች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች የሚሞላ ይሆናል።

መጠይቁ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በፓዌ እና ማንዱራ ወረዳ መረጃ በመሰብሰብ፤ አተገባበሩን በመገምገም የተሞላ ጥናት በማካሄድ የመፍትሄ ሃሳቦችን ለመስጠት የተዘጋጀ ነው።

ስለዚህ, እርስዎ በደግነት ላይ የተመሠረተ ለእኛ ተገቢ እና እውነተኛ መረጃ እንዲሰጡን እየጠየቅን የእርስዎን የግል ስሜት እና ግንዛቤ፤ ሃሳብ ሚስጥራዊ እንደሆነ ይቀመጣል። ለምርምር ብቻ ተመራማሪው የሚያነበው ይሆናል።

ለትብብርዎ በቅድሚያ እናመሰግናለን

አጠቃላይ መመሪያ

1. የእርስዎ ስም አይጻፍም
2. ተገቢ ናቸው ብለው የሚያስቡት ምላሾችን ሳጥን ውስጥ ምልክት ያድርጉ
3. ማብቂያው ክፍት ቦታ ላይ ለቀረቡት ጥያቄዎች የእርስዎን ምላሾች ይጻፉ።

1. የግል መረጃ

1. ጣቢያ ስም _____
2. ቀበሌ _____
3. ወረዳ _____
4. ደረጃ _____
5. ፆታ: ሀ) ለ) ሴት
6. ዕድሜ;
 - ሀ) 14 እና 14 ዓመት ዕድሜ በታች
 - ለ) 15-20 ዓመት ዕድሜ
 - ሐ) 21-30
 - መ) 31-35
 - ረ) 36-40
 - ሰ) 41 እና ከዚያ በላይ

1. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ

እቅድ ማለት ለአንድ ስራ እንዴት፣ መቼ.በማን፣እና የት እንደሚሰራ አቅጣጫ የማስቀመጥ ሂደት ነው።

የሚከተሉት ባለድርሻ አካላት በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ ላይ ጉልህ ሚና ይኖራቸዋል ተብሎ ይጠበቃል።

በእቅድ ሂደቱ ላይ ምን ያህል እንደሚሳተፉ በቀረቡት ምርጫዎች መሰረት (V) ምልክት ያስቀምጡ። ማስታወሻ:

በከ = በጣምከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ = ዝቅተኛ,በጣም ዝቅተኛ =በዝ

ተ.ቁ	በተ.ተ.ተ.የጎ .ትምህርት እቅድ ውስጥ የተሳትፎ ደረጃ	በከ	ከ	መ	ዝ	በዝ
1	የመንግስት አካላት					
2	መንግስታዊ ያልሆኑ ድርጅቶች					
3	የተ.ተ.ተ. የጎ .ትምህርት ተማሪዎች					
4	የአካባቢው ማህበረሰብ					
5	የሲቪልማህበረሰብ ድርጅት					
6	አመቻቸው					

በተ.ተ.ተ. የጎ .ትምህርት እቅድ ተሳትፎ ውስጥ ያልተገለጹ አካላትካሉ እባክዎትን ይግለጹ-----

2.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ የተዘጋጀበት መንገድ የተለያዩ ዘዴዎች ወይም መንገዶች

ዕቅድን ለማዘጋጀት ጥቅም ላይ ሊውል ይችላል. የእርስዎን በግል ላይ የተመሠረተ ሃሳብ በተጉዳኝ መልስ ያስቀምጡ ማስታወሻ:

በእ=በጣምእስማማለሁ, እ=እስማማለሁ, አ=አልወሰንኩም, አል=አልስማማም, በአ=በጣምአልስማማም

ተ.ቁ	የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ የሚዘጋጀበት መንገድ	በእ	እ	አ	አል	በአ
1	በአካባቢው የአሰሳ ጥናት ፍላጎት መሰረት					
2	በማህበረሰቡ ዘላቂ ፍላጎት መሰረት					
3	በተሳታፊዎች (ተማሪዎችን)					
4	በወረዳ የትምህርት ባለሙያዎች					
5	በተ.ተ.ተ የጎ.ትም አስተባባሪዎች እና አመቻቾች					

በተ.ተ.ተ.የጎ .ትምህርት እቅድ በሚዘጋጀበት መንገድ ውስጥ ያልተገለጹ ካሉ እባክዎትን ይግለጹ-----

3.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ማደራጀት

ማደራጀት:አንድን የተወሰነ ዓላማ ወይም ግብ፣ከግብ ለማድረስ በአንድነት የተለያዩ ሀብቶችን የማጠናቀ ርሂደት ነው::

የእርስዎን በግል ላይ የተመሠረተ ሃሳብ በተጉዳኝ መልስ ያስቀምጡ::

ማስታወሻ: አእ=አጥብቄእስማማለሁ , እስማማለሁ =እ ,አ = አልተወሰነም ;አል = አልስማማም, አጥብቄአልስማማ =አአ

ተ.ቁ	በተ.ተ.ተ.የጎ .ትምህርት ማደራጀት	አእ	እ	አ	አል	አአ
1	ከግልጽ ሚናዎች ተግባር እና ኃላፊነቶችጋር					
2	በሕጋዊ መዋቅር አማካኝነት ወደ በመንደፍ					
3	በማዕከሉ ተማሪዎች እና አመቻቾች መረጃ አማካኝነት					
4	ለአስተባባሪዎች መመሪያ በማዘጋጀት					

በተ.ተ.ተ.የጎ ትምህርት በማደራጀት መንገድ ውስጥ ያልተገለጹ ካሉ እባክዎትን ይግለጹ_-----

4...የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ

የሚከተሉት ንጥሎች የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ለማስፈፀም ጠቋሚዎች ይሆናሉ ተብሎ ይጠበቃል፡፡ ፕሮግራሙ በእርስዎ ማዕከል ላይ ያለበትን ደረጃ የእርስዎን ተመንይስጡ ማስታወሻ: በከ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ = ዝቅተኛ, በጣም ዝቅተኛ = በዝ

ተ.ቁ	..የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ	በከ	ከ	መ	ዝ	በዝ
1	ተማሪዎች ማዕከል በብዛት የመምጣታቸው ሁኔታ ተማሪዎችን በዛት IFAL ማዕከል ይመጣሉ					
2	የፕሮግራሙን ዓላማዎች የማሳካት መጠን					
3	በፕሮግራሙ ውስጥ የማህበረሰብ ተሳትፎ ደረጃ					
4	ጊዜያቸውን ለፕሮግራሙ ብቻ የሚያውሉ አመቻቾች መጠን					
5	የተቀናጁ ዘርፎች ግምገማ እናቁጥጥር ስርዓት					

በእርስዎ ማዕከል ውስጥ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ አፈጻጸም የአሁኑ አቋም ምን ይመስላል? እባክዎ ይጻፉ

5...በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያለው ተግዳሮት

ከዚህ በታች የተዘረዘሩት ለትግበራው ተግዳሮት ናቸው ተብሎ ይታሰባል። ዝርዝሩን ካነበቡ በሁላ የእርስዎን መልስ በቀረቡት ምርጫዎች መሰረት ያስቀመጡ።

ማስታወሻ: በከ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ = ዝቅተኛ, በጣም ዝቅተኛ = በዝ

ተ.ቁ	በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ላይ ያሉ ተግዳሮቶች	በከ	ከ	መ	ዝ	በዝ
1	የበጀት ማጣት					
2	የማህበረሰቡ ግንዛቤ ማጣት					
3	የማይመች አካባቢ ማዕከላት					
4	የማይመች የጊዜ ሰንጠረዥ					
5	አመራር ክህሎት እና ብቃት ማጣት					
6	የአመቻቸው የማበረታቻ እጥረት					
7	የአመቻቸው የሰራ ላይ ሥልጠና ማጣት					
8	የአመቻቸው ቁርጠኝነት ማጣት					
9	የአመቻቸው ተነሳሽነት ማጣት					

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያሉ ተግዳሮቶችን ማንኛውም ችግሮች እባክዎ ይጻፉ-----

6. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ባሉ ተግዳሮቶች ላይ የመፍትሄ ሃሳቦች፤

የሚከተሉት ዝርዝሮች ለፕሮግራሙ ተግዳሮት መፈትሄ ይሆናሉ ተብሎ ይታሰባል። በመሆኑም ዝርዝሩን ካነበቡ በሁላ የእርስዎን መልስ በቀረቡት ምርጫዎች መሰረት ያስቀመጡ።

ማስታወሻ፡ አእ=አጥብቄ እስማማለሁ , እስማማለሁ =እ ,አ = አልተወሰነም ;አል = አልስማማም, አጥብቄ አልስማማም =አአ

ተ.ቁ	በተ.ተ.ተ.የጎ .ትምህርት ትግበራ ፕሮግራም አፈፃፀም ባሉ ተግዳሮቶች ላይ የመፍትሄ ሃሳቦች	አእ	እ	አ	አል	አአ
1	ስራ ማስኬጃ እና ለአስተባባሪዎች ማበረታቻ					
2	ከጎብረተሰቡ ጥሩ ግለሰቦችን በመመደብ ዎይም በመምረጥ					
3	የበጀት ምደባ					
4	ለተቀናጁ ዘርፎች በማዕከል መመሪያ ማዘጋጀት					
5	ለተማሪዎች ግንዛቤን በመፍጠር					

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያሉት ግዳሮቶችን ለማሻሻል ማንኛውም ለችግሮች መፈትሄ ነው የሚሉትን እባክዎ ይጻፉ-----

አባሪ ሁለት
አዲስ አበባ ዩኒቨርሲቲ
የተመራቂ ትምህርት ጥናት
የትምህርት እና ስነ-ባሕርይ ሳይንስ ኮሌጅ
የሰር-ዐተ ትምህርትና ማስተማር ትምህርት ክፍል
የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ -ግብር
መጠይቆች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት አመቻቸች የሚሞላ ይሆናል።

መጠይቁ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በፓዌ እና ማንዱራ ወረዳ መረጃ በመሰብሰብ፤ አተገባበሩን በመገምገም የተሞላ ጥናት በማካሄድ የመፍትሄ ሃሳቦችን ለመስጠት የተዘጋጀ ነው።
ስለዚህ, እርስዎ በደግነት ላይ የተመሠረተ ለእኛ ተገቢ እና እውነተኛ መረጃ እንዲሰጡን እየጠየቅን የእርስዎን የግል ስሜት እና ግንዛቤ፤ የእርስዎ ሃሳብ ሚስጥራዊ እንደሆነ ይቀመጣል።
ለምርምር ብቻ ተመራማሪው የሚያነበው ይሆናል።

ለትብብርዎ በቅድሚያ እናመሰግናለን

አጠቃላይ መመሪያ

1. የእርስዎ ስም አይጻፍም

- 2. ተገቢ ናቸው ብለው የሚያስበውን ምላሾችን ሳጥን ውስጥ ሽ ምልክት ያድርጉ
- 3. ማብቂያው ክፍት ቦታ ላይ ለቀረቡት ጥያቄዎች የእርስዎን ምላሾች ይፃፉ።

የግልመረጃ

1. የማእከል ስም _____

2. ቀበሌ _____

3. ወረዳ _____

4. ስራ _____

5. ያታ: ሀ) ወንድስ) ሴት

6. ዕድሜ:

ሀ 20 ዓመት በታች

ለ 20-25 ዓመታት

ሐ 26-30 ዓመት

መ 31-40 ዓመት

ሠ 41 ዓመት እና ከዚያ በላይ

7. የተቀናጀ ተግባራዊ የጎልማሶች ትምህርት ፕሮግራም ጋር የተያያዘ ሥራ የአገልግሎት ዓመት

ሀከ 1 ዓመት በታች

ለ 1-5 አመታት

ሐ 6-10 ዓመት

መከ 10 ዓመታት

8. ጠቅላላ ልምድ

ሀ ከ 1 ዓመት

- b 1-5 ዓመታት
- ሐ 6-10 ዓመት
- መ 11-15 ዓመት
- ሠ 16-20 ዓመት
- ረ ከ 21 ዓመታት በላይ

1. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ

እቅድ ማለት ለአንድ ስራ እንዴት፣ መቼ፣ በማን፣ እና የት እንደሚሰራ አቅጣጫ የማስቀመጥ ሂደት ነው። የሚከተሉት ባለድርሻ አካላት በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ ላይ ጉልህ ሚና ይኖራቸዋል ተብሎ ይጠበቃል።
 በእቅድ ሂደቱ ላይ ምን ያህል እንደሚሳተፉ በቀረቡት ምርጫዎች ሰረት (V) ልክት ያስቀምጡ

ማስታወሻ:

በከ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ = ዝቅተኛ, በጣም ዝቅተኛ = በዝ

ተ. ቁ	በተ.ተ.ተ.የጎ ትምህርት እቅድ ውስጥ የተሳተፈ ደረጃ	በከ	ከ	መ	ዝ	በዝ
1	የመንግስት አካላት					
2	መንግስታዊ ያልሆኑ ድርጅቶች					
3	የተ.ተ.ተ.የጎ ትምህርት ተማሪዎች					
4	የአካባቢው ማህበረሰብ					
5	የሲቪል ማህበረሰብ ድርጅት					
6	አመቻቸው					

በተ.ተ.ተ.የጎ ትምህርት እቅድ ተሳትፎ ውስጥ ያልተገለጹ አካላት ካሉ እባክዎትን ይግለጹ-----

2.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ የተዘጋጀበት መንገድ

የተለያዩ ዘዴዎች ወይም መንገዶች ዕቅድን ለማዘጋጀት ጥቅም ላይ ሊውል ይችላል. የእርስዎን በግል ላይ የተመሠረተ ሃሳብ በተጉዳኝ መልስ ያስቀምጡ

ማስታወሻ:

በእ=በጣም እስማማለሁ, እ=እስማማለሁ, አ=አልወሰንኩም, አል=አልስማማም, በአ=በጣም አልስማማም

ተ.ቁ	.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት እቅድ የሚዘጋጀበት መንገድ	በእ	እ	አ	አል	በአ
1	በአካባቢው የአሰሳ ጥናት ፍላጎት መሰረት					
2	በማህበረሰቡ ዘላቂ ፈላጎት መሰረት					
3	ተሳታፊዎቻን (ተማሪዎችን) እና ማህበረሰቡን በማሳተፍ					
4	በወረዳ የትምህርት ባለሙያዎች					
5	በተ.ተ.ተ የጎ.ትም አስተባባሪዎች እና አመቻቾች					

በተ.ተ.ተ.የጎ .ትምህርት እቅድ በሚዘጋጅበት መንገድ ውስጥ ያልተገለጹ ካሉ እባክዎትን ይግለጹ-----

3.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ማደራጀት

ማደራጀት፡አንድን የተወሰነ ዓላማ ወይም ግብ፣ከግብ ለማድረስ በአንድነት የተለያዩ ሀብቶችን የማጠናቀር ሂደትነው።

የእርስዎን በግል ላይ የተመሠረተ ሃሳብ በተጉዳኝ መልስያስቀምጡ።

ማስታወሻ፡ አእ=አጥብቄ እስማማለሁ , እስማማለሁ =እ ,አ = አልተወሰነም ;አል = አልስማማም, አጥብቄአልስማማ =አአ

ተ.ቁ	በተ.ተ.ተ.የጎ .ትምህርት ማደራጀት	አእ	እ	አ	አል	አአ
1	ከግልጽ ሚናዎች ተግባር እና ኃላፊነቶች ጋር					
2	በሕጋዊ መዋቅር አማካኝነት ወደ መሃል አገልግሎት በመንደፍ					
3	በማዕከሉ ተማሪዎች እና አመቻቾች መረጃ አማካኝነት					
4	ለአስተባባሪዎች መመሪያ በማዘጋጀት					

በተ.ተ.ተ.የጎ .ትምህርት በማደራጀት መንገድ ውስጥ ያልተገለጹ ካሉ እባክዎትን ይግለጹ_-----

4.የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ

የሚከተሉት ንጥሎች የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ለማስፈጸም ጠቋሚዎች ይሆናሉ ተብሎ ይጠበቃል።ፕሮግራሙ በእርስዎ ማዕከል ላይ ያለበትን ደረጃ የእርስዎን ተመን ይስጡ

ማስታወሻ፡ በከ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ =ዝቅተኛ, በጣም ዝቅተኛ = በዝ

ተ.ቁ	..የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ	በከ	ከ	መ	ዝ	በዝ
1	ተማሪዎች ማዕከል በብዛት የመምጣታቸው ሁኔታ					
2	የፕሮግራሙን ዓላማዎች የማሳካት መጠን					
3	በፕሮግራሙ ውስጥ የማህበረሰብ ተሳትፎ ደረጃ					
4	ጊዜያቸውን ለፕሮግራሙ ብቻ የሚያውሉ አመቻቾች መጠን					
5	የተቀናጁ ዘርፎች ግምገማ እና ቁጥጥር ስርዓት					

በእርስዎ ማዕከል ውስጥ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ አፈጻጸም የአሁኑአቋም ምን ይመስላል? እባክዎ ይጻፉ

5...በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያለው ተግዳሮት

ከዚህ በታች የተዘረዘሩት ለትግበራው ተግዳሮት ናቸው ተብሎ ታሰባል።

ዝርዝሩን ካነበቡ በሁላ የእርስዎን መልስ በቀረቡት ምርጫዎች መሰረት ያስቀመጡ.

ማስታወሻ:በከ = በጣም ከፍተኛ, ከ = ከፍተኛ, መ = መካከለኛ, ዝ =ዝቅተኛ, በጣም ዝቅተኛ = በዝ

ተ.ቁ	በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ላይ ያሉ ተግዳሮቶች	በከ	ከ	መ	ዝ	በዝ
1	የበጀት ማጣት					
2	የማህበረሰቡ ግንዛቤ ማጣት					
3	የማይመች አካባቢ ማዕከላት					
4	የማይመች የጊዜ ሰንጠረዥ					
5	አመራርክህሎት እና ብቃት ማጣት					
6	የአመቻቸው የማበረታቻ እጥረት					
7	የአመቻቸው የሥራ ላይ ሥልጠና ማጣት					
8	የአመቻቸው ቁርጠኝነት ማጣት					
9	የአመቻቸው ተነሳሽነት ማጣት					

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያሉ ተግዳሮቶችን ማንኛውም ችግሮች እባክዎ ይጻፉ-----

6. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ባሉ ተግዳሮቶች ላይ የመፍትሄ ሃሳቦች፤

የሚከተሉት ዝርዝሮች ለፕሮግራሙ ተግዳሮት መፈትሄ ይሆናሉ ተብሎ ይታሰባል። በመሆኑም ዝርዝሩን ካነበቡ በሁላ የእርስዎን መልስ በቀረቡት ምርጫዎች መሰረት ያስቀመጡ።

ማስታወሻ: አአ=አጥብቄ እስማማለሁ , እስማማለሁ =አ ,አ = አልተወሰነም ;አል = አልስማማም, አጥብቄ አልስማማም =አአ

ተ.ቁ	በተ.ተ.ተ.የጎ ትምህርት ትግበራ ፕሮግራም አፈፃፀም ባሉ ተግዳሮቶች ላይ የመፍትሄ ሃሳቦች	አአ	አ	አ	አል	አአ
1	ሰራ ማስኬጃ እና ለአስተባባሪዎች ማበረታቻ					
2	ከጎብረተሰቡ ጥሩ ግለሰቦችን በመመደብ ወይም በመምረጥ					
3	የበጀት ምደባ					
4	ለተቀናጁ ዘርፎች በማዕከል መመሪያ ማዘጋጀት					
5	ለተማሪዎች ግንዛቤን በመፍጠር					

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ፕሮግራም አፈፃፀም ላይ ያሉ ተግዳሮቶችን ለማሻሻል ማንኛውም ለችግሮች መፈትሄ ነው የሚሉትን እባክዎ ይጻፉ-----

አባሪ ሶስት
አዲስ አበባ ዩኒቨርሲቲ
የተመራቁ ትምህርት ጥናት
የትምህርት እና ስነ-ባሕርይ ሳይንስ ኮሌጅ
የሰር-ዐተ ትምህርትና ማስተማር ትምህርት ክፍል
የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ -ግብር
የቃል መጠይቆች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት አደራጆች እና ሱፐርቫይዘሮች
የሚሞላ ይሆናል።

የቃል መጠይቁ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በፓዌ እና ማንዲራ ወረዳ መረጃ
በመሰብሰብ፣አተገባበሩን በመገምገም የተሞላ ጥናት በማካሄድ የመፍትሄ ሃሳቦችን ለመስጠት የተዘጋጀ ነው።
ስለዚህ፣እርስዎ በደግነት ላይ የተመሠረተ ለእኛ ተገቢ እና እውነተኛ መረጃ እንዲሰጡን እየጠየቅን የእርስዎን የግል
ስሜት እና ግንዛቤ፣የእርስዎ ሃሳብ ሚስጥራዊ እንደሆነ ይቀመጣል።
ለምርምር ብቻ ተመራማሪው የሚያነበው ይሆናል።

ለትብብርዎ በቅድሚያ እናመሰግናለን!

I. የግል መረጃ

ሀ) ስም: _____

ለ) ተፈላጊ ችሎታ _____

ሐ) ጾታ: _____

መ) እድሜ: _____

ሠ) በተ.ተ.ተ. የጎትም እና ተዛማጅ ስራ ውስጥ የአገልግሎት ዓመት _____

በሌላ _____

ጠቅላላ _____

II. የቃል መጠይቆች

1. በእርስዎ ወረዳ ውስጥ የተ.ተ.ተ.የጎ.ትም/ትፕሮግራም የሚታቀደው እንዴት ነው? ?
 2. በእርስዎ ወረዳ ውስጥ የተ.ተ.ተ.የጎ.ትም/ት ፕሮግራም ዕቅድ ውስጥ ተሳታፊዎች እነማን ናቸው?
 3. በእርስዎ ወረዳ ውስጥ የተ.ተ.ተ.የጎ.ትም/ትፕሮግራም የሚደራጀው እንዴት ነው?
 4. በእርስዎ ወረዳ ውስጥ የተ.ተ.ተ.የጎ.ትም/ት ፕሮግራም አፈጻጸም የአሁኑ በምን ሁኔታ ላይ ነው ?
 5. በተ.ተ.ተ .የጎ.ትም/ት ፕሮግራም ላይ ያጋጠሙ ችግሮች ምንድን ናቸው?
 6. የተ.ተ.ተ .የጎ.ትም/ት ፕሮግራም አፈጻጸም ለማሻሻል መወሰድ ያለባቸው እርምጃዎች ምንድን ናቸው ብለው ያስባሉ?
 7. ማንኛውንም ተጨማሪ ሃሳብ ወይም አስተያየት ካለዎት
እዚህ ይዘርዝሩ_____
-

አባሪ አራት
አዲስ አበባ ዩኒቨርሲቲ
የተመራቂ ትምህርት ጥናት
የትምህርት እና ስነ-ባሕርይ ሳይንስ ኮሌጅ
የስር-ዐተ ትምህርት ና ማስተማር ትምህርት ክፍል
የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ -ግብር
ይህን የምልከታ ዝርዝር መረጃ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት አጥኝው
የሚሞላ ይሆናል።

የምልከታ ዝርዝር ነጥቦች

ይህ የምልከታ ዝርዝር መረጃ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በፓዌ እና ማንዳራ ወረዳ መረጃ በመሰብሰብ፣ አተገባበሩን በመገምገም የተሞላ ጥናት በማካሄድ የመፍትሄ ሃሳቦችን ለመስጠት የተዘጋጀ ነው። ይህ በምልከታ የሚረጋገጫ ዝርዝር መረጃ መሰብሰቢያ የመማሪያ ማእከላትን ምቹነትና የቁሳቁስ አቅርቦትንም ያካትታል።

- ቀን _____
- የጣቢያ ስም _____
- ወረዳ _____
- የክፍል ደረጃ እና ክፍል _____
- ምልከታው የተጀመረበት ሰዓት _____
- ምልከታው ያለቀበት ሰዓት _____

I የመማሪያ ማዕከሉ ምቹነትና የአቅርቦት ሁኔታ ተዛማጅ ጉዳዮች

ተ.ቁ	የመማሪያ ማዕከሉ ምቹነትና የአቅርቦት ሁኔታ ተዛማጅ ጉዳዮች	አለ	አይገኝም	ምቹ ነው	ምቹ አይደለም
1	ክፍል				
2	የተማሪዎች ደንብ (መቀመጫዎች)				
3	ጥቁር ሰሌዳ				
4	የሠራተኞች ክፍል				
5	የጽሑፍ መጽሐፍት				
6	የፔዳጎጂካል ማዕከል				
7	የተግባራዊ ማዕከል (መስክ)				
8	ሸንት ቤት				

