

**IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT  
LITERACY IN DODOLA WOREDA, WEST ARSI ZONE, OROMIA  
NATIONAL REGIONAL STATE**

**MA THESIS**

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**HARAMAYA UNIVERSITY, HARAMAYA**

**IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT  
LITERACY IN DODOLA WOREDA, WEST ARSI ZONE, OROMIA  
NATIONAL REGIONAL STATE**

**A Thesis submitted to Postgraduate Program Directorate  
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MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

**BY**

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# HARAMAYA UNIVERSITY

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## **DEDICATION**

I dedicated this thesis to my wife Medina Ambo, to my sons Kenenisa ,Yahya ,Sagn and to my daughter Lemmi for their moral support, love and affection in the success of my study.

## STATEMENT OF AUTHOR

By my signature below, I declare and affirm that this Thesis is my work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

This thesis has been submitted in partial fulfillment of the requirements for an M.A degree at the Haramaya University. The Thesis is deposited in the Haramaya University Library and made available to borrowers under the rules of the Library. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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## **BIOGRAPHICAL SKETCH**

The author was born in 1976G.C in West Arsi Zone, Dodola Woreda, Serofta town. He attended his elementary school (1-6) at Serofta, grade 7-8, at Dodola elementary and junior school and Secondary school ( 9-12) at Dodola high school. He then joined Robe teachers training institute in 1996 and graduated in certificate and then he joined Adama Teachers Training College in 2001 and graduated in diploma in 2005, also joined Degree in distance program at Alpha University College and graduated with BA degree in English language in 2009. Then he joined Haramaya University in June2011 to pursue his graduate studies for MA in Educational Leadership. He taught elementary schools from 1997 to 2004 at Nensabo and Kokosa Woreda. From 2005-2007 he became school director at kokosa woreda, Gata elementary school. In 2007 second semester he transferred to Dodola woreda and became Serofta CRC primary school super visor. In 2011 he also became secondary school supervisor and served for two years. Now he is teaching in Serofta high school.

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## ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ANFEAE	Adult and Non-Formal Education Association in Ethiopia
CRC	Cluster Resource Center
CSDC	Community Skill Development Center
CSTC	Community Skill Training Center
DA	Development Agent
DNAEA	Directorate of National Adult Education Association
ESDP	Educational Sector Development Program
ETP	Education and Training Policy
FAL	Functional Adult Literacy
GDP	Gross Domestic Product
HIV	Human Immune Virus
ICDR	Institute for Curriculum Development and Research
IFAL	Integrated Functional Adult Literacy
IIZ/DVV	Institute for international Zusammenarbeit Deutschen Volkshochschulverbände (Institute for international cooperation of the German adult Education Association)
MDG	Millennium Development Goal
MoE	Ministry of Education
NFE	Non-Formal Education
NGO	Non- Governmental Organization
NLCCC	National Literacy Campaign Coordinating Committee
ONSR	Oromia National Regional State
PTA	Parent Teacher Association
REB	Regional Education Bureau
SIDA	Swedish International Development Agency
SNNPR	Southern Nations Nationalities and Peoples Region
TGE	Transitional Government of Ethiopia
UNDP	United Nations Development Program
UNICEF	United Nations International Children`s Emergency fund

## **ABBREVIATIONS AND ACRONYMS “Continued”**

UNSECO	United Nation Educational Scientific and Cultural Organization
USAID	United States Agency for International Development
WOALD	Work Oriented Adult Literacy Project

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# **IMPLEMENTATION OF FUNCTIONAL ADULT LITERACY IN DODOLA WOREDA, WEST ARSI ZONE, OROMIA NATIONAL REGIONAL STATE**

**Mohammed Bedaso**

## **ABSTRACT**

*The purpose of this study is to investigate the implementation of integrated functional adult literacy in Dodola woreda, West Arsi zone, Oromia National regional state. For this study, descriptive survey research design was employed; both qualitative and quantitative data were gathered through questionnaire, interview and document analysis. The sources of data for the study were; 285 IFAL learners, 4 literacy teachers, 4 literacy facilitators, 25 IFAL committee, 22 PTA, 2 school supervisors, 2 woreda education experts, 5 school directors, 6 health extension workers, 9 DAs, 4 kebele chair persons, and relevant documents related to the issue. The simple random and available sampling techniques were employed to select the respondents of the study. The collected data were analyzed using percentage and frequency. Two separate sets of questionnaire were prepared to be completed by IFAL learners' IFAL committee, PTA and DAs. The interview was employed to the literacy teachers, facilitators, school supervisors, woreda education experts' school directors, kebele chair persons and health extension workers. The finding of the study indicate that IFAL participants profile (sex, age, occupation and marital status) were similar to the points in the strategy document 15-45 age. In addition, the woreda education expert, adult literacy teachers and literacy participants have good knowledge and understanding about the IFAL. The time for provision of IFAL is convenient. And the certificate, was given when the learners complete the level. However, the support provided by the community members to construct and maintain literacy centers and the attention provided by coordinating committee to support the program, the lack of regular meeting, the training given for facilitators and the shortage of educational materials and budget, the monitoring and evaluation was unsatisfactory. Consequently; the implementation of IFAL program resulted in high dropout rate of IFAL learners and irregular attendance to participate in the program. Hence, IFAL participants gave more emphasis and priority to their day to day activities; rather than lose 2-3 hours a day for about 3-5 days in a week to literacy education. To improve the condition in literacy program it is essential to raise the interest of IFAL learners and motivate them to attend literacy classes regularly, constructing literacy centers facilitated with the necessary educational materials and allocating adequate budget, Providing adequate training for literacy teachers and improving their payments, above all it is important to creating responsible and independent institution that has authority to govern on implementation of the program. To sum up, to be successful in IFAL program the contribution of every responsible individual and organization in the Woreda is very important.*



# 1. INTRODUCTION

This introductory part has background of the study, statements of the problem, objective of the study, scope of the study, significance of the study and operational definition of key terms.

## 1.1. Background of the Study

Education is the process which equips persons with knowledge and skills that enable him to creativity, intellectual curiosity and honest inquiry to thrive (Teka, 2003). Education is the best instrument to cultivate the learner's capacity to problem solving, adaptability to the environment by developing necessary skills, knowledge and attitude. Moreover; it enables man to improve change as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society (TGE, 1994).

Likewise, adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social program of community as a whole including personal advancement of individual. If properly targeted and made relevant, adult education results in better health and better living condition, improved facilities and so on (ANFEAE,2011). Adult education as its name indicates, an education that helps an adult for his lifelong process such as reading, writing, calculating, problem solving abilities, experience sharing and getting good practice from friends and educators. Adults learn by connecting experience with reflection (Gillin, 2005). The physical and psysico-social condition of adults certainly affect how adults learn (Marriam and Caffarella, 1999).

Any one browsing across the literature, may easily realize that there are multiple conceptions of literacy. For instance, (Papen 2005) discusses the functional, the critical and the liberal conceptions of literacy. According to this writer, the functional model assumes that literacy is a list of skills with externally set requirements to become functional. The conception of literacy as a social practice, reading and writing are not only simple skills but also social activities that are always situated in particular cultural and historical context. Literacy is part of the social activity in which people engage and such social activities give meaning to literacy. Thus, when someone becomes literate (be able to read, write and compute) and where she/he starts to integrate it into her/his social activity; then some changes happen to her/him, for example, related to her/his

social relationships, morality, empathy, scope of thinking, power and economic wellbeing (Papen 2005). As a result, education and training policy of Ethiopia also emphasizes the adult education program as one of the objectives is to develop the physical and mental potential and problem solving capacity of individuals by expanding education for all( ETP 1994). It can combine the provision of: Literacy and numeracy skills; Life skills, awareness on issues related to health, family planning, environmental protection, elements of civic education for the development of the constituencies of the learners; vocational skills geared towards improved livelihoods and adding value to local resources; business skills to handle gainful occupations, micro credits and participate in economic (Uta, 2005)

Likewise the adopted national adult education strategy with the objectives of establishing well planned, organized and coordinated adult education system for youth and adults with focus on access, quality and relevant learning program MoE (2008). Adult and youth 15 years and above who did not get chance to go to regular school program are targets of the strategy. The major policy provisions in the strategy are: Increase coverage equitably by expanding adult education for peasants, pastoralists, women and citizens with special need through a modular approach, address quality and relevance, create an institutional system and capacity for continuous adult education, and create effective network and partnership between government and non-governmental organization. The strategy is assumed to enable the education sector play its role as a tool for development and contribute the MDG of reducing literacy by 50% and emphasizes increasing adult literacy rates supports other development goals and growth in both economic output and GDP. The ESDP IV foresees a major program in adult education that will allow all adult illiterates with particular focus on women, to participate 2 years integrated functional adult literacy course. The government intends to put more efforts in mobilizing resources and developing partnership necessary for sustained adult literacy complied final program are considered as vehicle for newly literate population to engage in to social and economic development of the country(MoE,2008)

Integration of literacy and life skills is essential in order to challenge different life problems. Integrated functional adult literacy program enables adult to take informed decision in daily life of an individual or groups' .It also empowers 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) state that “The essence of functionality and the need are directly related to the relevant and appropriateness of the program to successful challenges of the various life problems”. Functional adult literacy for poverty reduction thus goes far beyond organizing basic literacy classes. It is participatory approach, which motivates the learners to continue searching for knowledge and skills. It involves a wide range of localized basic need livelihood activities and characterized by participation and goal orientation. However, there is still a great gap between theory and practical implementation in many areas of our country. Even though integrated functional adult literacy is important, the commitment of the leaders, the integration of the concerned government officials and the community representatives, the lack of funding, the difference in concept of understanding of IFAL and poor coordination of the integrated sectors hinders its implementation. The researcher has not found any research that has been conducted on IFAL in Dodola Woreda .The implementation of integrated functional adult literacy was not assessed in the woreda. Because of this reason the researcher had been motivated to conduct this research, which was intended to assess the implementation and bring improvement for the implementation of integrated functional adult literacy program.

## **1.2 Statement of the Problem**

It is quite clear that adult education is very essential for sustainable development of the country and to improve adults the ability to calculate, to read and write, to integrate what he/she learns with their day today improvement to get the skill of using best seeds, to improve their health condition, to develop culture of saving and poverty reduction ANFEAE (2011). To achieve this, education and training policy of Ethiopia calls for adult education. Adult education helps to develop the physical or mental potential and the problem solving capacity of individuals (MoE, 1994). However, starting from its establishment in 2010/11 there is the problem of implementation IFAL in rural and urban areas of our country. The challenges were: lack of trained facilitators and lack of facilities for the program such as textbooks and the like (MoE, 2008). Similarly, High dropouts in IFAL program learner in the woreda, which is 9822(59%) out of 15002 who were registered to learn (Dodola woreda education office, 2012), the lack of funding, the difference in concept of understanding of IFAL and poor coordination of the

integrated sectors .Due to this the implementation of integrated functional adult literacy vary from center to center both in teaching-learning and delivery of different facilities. The IFAL is not the only concern of education sector. It is the program that needs the integration of other sectors like, health, agriculture, women and children affair, youth; administration and NGO (MoE, 2008). However, there are few studies that were conducted in relation to non-formal education program in Ethiopia. For instance, study conducted at master`s thesis level include the work of Yalew Dessie(1992), Mammo Kebede, (1999) Ambissa Kenea (1996) on adult education and some studies conducted by NGO`s and government agencies. The study found that the implementation of adult literacy program is nominal and left for education sector. This resulted in high dropout rate of literacy participants and inconvenient of the location of adult literacy centers. This study differ from others: It focuses mainly on implementation of IFAL program in Oromia National Regional State, West Arsi Zone, Dodola Woreda. In line with the above problems, still there is no empirical investigation under taken so as to address awareness and information about the implementation of integrated functional adult literacy practice in the study areas. This is why the researcher is initiated to conduct the study on implementation of IFAL in Dodola woreda.

### **1.3. Research Questions**

The following were the major questions to be answered in this study.

1. What are the perceptions of PTA, DA, health extension worker, directors, teachers' facilitators, school supervisors,' kebele chair persons and IFAL learners towards the practice of integrated functional adult literacy?
2. To what extent integrated functional adult literacy program is being implemented in Dodola woreda?
3. What are the major factors affecting the implementation of integrated functional adult literacy practice in Dodola woreda?
4. What are the mechanisms through which the implementation of IFAL would be improved?

### **1.4. Objectives of the Study**

The general and specific objectives were formulated as follows.

#### **1.4.1. General objective of the study**

The overall objective of the study was to assess the implementation of integrated functional adult literacy in Dodola woreda.

#### **1.4.2. Specific objectives**

The specific objectives of the study are intended:

1. To explore perceptions of PTA, DA, health extension worker, directors, teachers' facilitators, school supervisors, kebele chair persons and IFAL learners toward the practice of integrated functional adult literacy in Dodola woreda.
2. To assess to what extent integrated functional adult literacy is being implemented in Dodola woreda
3. To identify major factors affecting the implementation of integrated functional adult literacy in Dodola woreda.
4. To recommend ways in which the factors affecting the implementation of integrated functional adult literacy would be improved in Dodola woreda

#### **1.5 .Delimitation of the Study**

The researcher was aware that it would be appropriate to conduct this study in a broad area. In order to make the study manageable, it was delimited to the implementation of integrated functional adult literacy. Besides, among the five clusters found in Dodola Woreda, due to time constraint the researcher delimited the study to two selected clusters namely; Serofta and Dodola in Dodola Woreda District in West Arsi Zone, Oromia National Regional State.

#### **1.6. Significance of the Study**

The finding of the study may have the following importance for different bodies. It will be important in identifying the implementation of IFAL program in DodolaWoreda, and may provide information to schools, kebeles and parent teacher association to know the problem of IFAL program. It may be important for educational leaders to seek the solution for problem that encountering IFAL program in study areas. Moreover, it may serve as reference materials for concerned body and researchers who desire to conduct further studies on similar themes in the area and helps policy makers.

### 1.7. Limitation of the Study

This study intends to assess the implementation of integrated functional adult literacy in Dodola woreda, clusters. Thus, because the study is restricted to Serofta and Dodola clusters, the conclusion and recommendation might have weakness to have application in other clusters of the woreda. Besides, although the adult education and training strategy consists of various education and training activities, the study particularizes mainly on the IFAL program.

There were some constraints faced the researcher when conducting the study. These were: the time of delivery for IFAL was lagged due to unexpected drought in Dodola cluster. This made IFAL participants not to participate in literacy program in planned time. This hinders the researcher to distribute the paper and also lag of return of the questionnaire at intended time.

### 1.8. Operational Definition of Key Terms

**Adult:** is a person who performs socially productive roles who has assumed primary responsibility for his/ her own life.

**IFAL Committee:** is the committee established at woreda, Kebele and center to coordinate and monitor the activity of IFAL.

**Illiteracy:** is inability to read, write and understand critically having or showing a little or no knowledge of a particular subject

**Integrated Functional Adult Literacy:** is the education that is given by cooperation of different sectors to teach adults. It is to link writing, reading, numeracy skills to livelihood and skill training in areas such as agriculture, health, civic, cultural education.

**Literacy:** is the ability to reading, writing and understanding signs, numeracy, language skills, autonomy or empowerment, life skills, and critical thinking.

**Non- Formal Education:** is all organized and semi-organized education and training activity that operate outside the regular structure and routines of the formal education system to serve both young and adult.

## **2. REVIEW OF RELATED LITERATURE**

In this part the review of literature related to the title under the study is presented. Thus, concepts and definitions of adult education, FAL, IFAL, the history of integrated functional adult literacy, rationale for integrated functional adult literacy, national benchmarks for integrated functional adult literacy, characteristics of illiterate, planning and management of integrated functional adult literacy, organization of functional adult literacy, factors affecting the implementation of integrated functional adult literacy, the training of facilitators and recruitment of integrated functional adult literacy facilitators, the role of facilitators, specific governance models for adult education approaches and the overview of adult and functional adult literacy were discussed.

### **2.1. Concepts and Definition of Adult Education, FAL and IFAL**

Adult education is defined as activities internationally designed for the purpose of bringing about learning among those whose age, social role or self-perception define them as adult (Megrims & Bracket, 1999) it is the action of an external education agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary roles in a society and which involves some continuity in an exchanged relationship between the agent and the learners. So, the educational process is under constant supervision and direction.

According to Houle (1996) adult education is theories by which men and women (alone, in groups or instructional settings) seek to improve themselves or their society by increasing their skill, knowledge or sensitiveness or it is any process by which individuals and groups or institutions try to help men and women to improve in these ways.

Courtney (1989) has also identified five basic overlapping perspectives. They are as follows: Adult education as the work of institutions and organizations, it is a profession or scientific discipline, it is a special kind of relationship as in the concept of andragogy, it is a result of a historical identification with social movements and it is distinguishable from other kinds of education by its goals and functions. Therefore, adult education means many different things to many different people. Therefore, adult education is

lifelong experience and training. So it is good to keep this set broad prospective in mind when thinking about the various definitions.

Functional Adult Literacy was defined as work oriented and production oriented. Functional means something which is relevant, meaningful and practical utility. That is, it would make literacy more attractive. 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. It is a means of developing the personality of the illiterates.'

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

Integrated functional adult literacy approach is a strategy that the government of Uganda, through the Directorate of Community Development, has adopted after piloting it in the 8 districts to be used in adult literacy program. Integrated functional literacy borrows strengths from the other approaches. It is called integrated because of its relationship and linkages with people's daily activities. This strengthens and broadens literacy making it applicable to other spheres of life. It is a method of training illiterate adult for development purpose and literacy skills. Integrated functional adult literacy links literacy and livelihood elements .The Adult Education and Alternative Basic Education draft policies discuss functional adult literacy as "the practice of reading and writing' put to some use people have attained functional. It also discuss functional adult literacy as "the practice of reading and writing ,As people have attained functional literacy they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills" (Ministry of Education, 2006).

The policy documents also define functional literacy as "the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and so on (MoE 2006). In this regard,

Samuel Asnake (2007) stated the importance of two fold integration at community level, the program must integrate basic literacy, life skill and income generating activities at the same time, the program must integrate itself into the wider poverty reduction and sustainable development strategies in a systemic way. Literacy is the key to unlocking the cage of human misery, a key to opening up a future of freedom and hope” (Kofi Anan 2003). Integration refers to bringing together different subject matters and different types of activities so that they can all be used to solve the problem which is being dealt with. Integration is important because in people’s lives one problem may arise from different things and it is not usually possible to solve a problem by looking at one aspect only.

The approach adopted by functional adult literacy takes the best from all the three approaches: traditional, functional and psycho-social. Since it is work oriented or production oriented, It does the following: Enables learners acquire skills of reading, writing and numeracy (3Rs), helps people to be sensitized and aware of the true reasons for their situation and problems, and how their conditions can be improved, enables people to acquire practical knowledge and skills and the proper attitudes to use these to improve their living conditions, It would make literacy more attractive. In the same way Papen (2005), defined functional adult literacy as a skill which required for arrange of activities associated with the individuals participation in societies. The word functional not only societies demands on its individual number but encompasses reading and writing that serves individual needs and purposes.

In practice, two different understanding of functional literacy have existed: functional literacy as reading and writing acquiring at level of enough competence to be put to use and actually put productive use and functional literacy as reading and writing plus knowledge and skill in other field (Okech, 2009). Generally, IFAL is to link writing, reading, numeracy, skill to livelihoods and skill training in areas such as health, agriculture, civic and cultural education. Enables learners acquire skills of reading, writing and numeracy (3Rs), helps people to be sensitized and aware of the true reasons for their situation, and how their conditions can be improved, enables people to acquire practical knowledge and skills and the proper attitudes to use these to improve their living conditions

## **2.2. Historical Development of Integrated Functional Adult Literacy**

Just as the universal declaration of human right, literacy has been considered something to which every person is entitled to. Literacy initially referred to reading, writing, calculating simple calculations. Preconditions for being literate vary from country to country. Since each country has its own population size, cultural identity, social and historical background as well as political and economic status, it will not be an easy task to put common criteria to say that these citizens are literate and these ones are illiterate. Traditionally, until the mid-1960s the right to literacy in most developing countries being literate is considered as practicing technical skills: writing and reading and calculations , But the current meaning of literacy moves more than writing and reading.

During the 1970s Paulo Friere`s theory of conscientization which state that the social awareness and critical inquiry are key factors in social change gained popularity in developing countries. It also heavily influenced conception of literacy in UNESCO and other international organizations. In relation to contribution, it was state as Freire ideas about literacy gained prominence in the 1970s and 1980s at time when, at international level, faith in functional model of literacy was beginning to fade due to the poor result many literacy program had produced (Papen, 2005) .In 1975, during international symposium for literacy held in Persepoli (Iran), Friere was awarded the Mohammed Reza Pahlavi Prize for literacy by UNESCO in relation to critical consciousness. It stated literacy should open the way to as a mastery of techniques and human relations. Literacy is not an end itself .It is fundamental human right.

United Nations Educational, Scientific and Cultural Organization UNESCO (2005) recent definition implies that literacy in modern sense includes: reading, writing, numeracy, language skills, autonomy or empowerment, ICT skills, life skills and critical thinking. For instance, in developing countries like Ethiopia the primary thing for being literate is having the basic knowledge of reading and writing. Despite the adult education, the regular education has also its own loopholes. In fact, our ancestors have a tremendous knowledge in most fields of study. They developed this collection of knowledge by their long life experience (life skills) plus deep observation of life. The conception of literacy continued to be the same in the literacy initiatives

of both the imperial regime and the revolutionary government. For both, literacy is the capacity to do the 3R's without much regard to functionality. The only exception to this was the experimental adult functional literacy introduced by UNESCO. In both systems, the deficit conception of literacy where illiteracy was equated to ignorance and an absolute state of being illiterate or literate has been assumed. The present National Adult Education Strategy seems to start with the economic development paradigm and sees, at least theoretically, in terms of functionality. Yet, this is only stated, not implemented, as discussed above. Critical literacy has not been part of the intent of any of the adult literacy initiatives of the regimes.

Functional context of adult literacy principles can be applied to sustainable development activities such as: education on microenterprise development so adults can learn how to become entrepreneurs and economically self-sufficient, job skills training so that displaced workers in unskilled jobs can be efficiently cross-trained into better paying jobs that do not suffer from outsourcing; financial literacy so that once employment at a self-sufficiency level is achieved adults can be better consumers in various domains and manage their money better so they can begin to invest in wealth accrual, health literacy so that individuals and families can take better care of themselves and access affordable, competent medical care; workplace literacy so that employed and under employed workers can acquire skills for upward mobility or transfer into better paying job (Sticht 2005).

### **2.3. Rationale for Integrated 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 peoples are essential for social development. Poor adults hardly learn for the sake of learning but they mainly learn in order to get a basic survival skill which enables them to fight against poverty

The need for integrated functional adult literacy program is directly related to the relevance and appropriateness of it in order to solve the various life problem of the community. It is used for poverty reduction purpose. 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 require 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: it contributes to economic empowerment particularly by enabling woman to make their goods more effectively and that enables them to plan and implement income generation. There is evidence that better family care resulting from FAL leads to better health, this makes parents take care for their children schooling. FAL can promote universal primary education .In political dimension socially empowered people can participate more effectively in managing society. Educational and socially empowered communities are seen to participate more effectively in poverty reduction.

#### **2.4. National Bench marks for Integrated Functional Adult Literacy**

The recently implementing adult education program, (integrated functional adult literacy) has the following national benchmarks as it is indicated in ANFEAE (2011). These are: Literacy is about acquiring and using reading, writing and numeracy skills that contribute to the enhancement of social, economic and political participation of children, youth, and adults. Functional adult literacy program should be based on learners need and interest encourages problem solving and improves the livelihood of learners and should be given in a mother tongue of the learners and/or in the working language of the region.

Functional adult literacy facilitators should be recruited from within the local community taking account of the needs of gender equity and level of academic achievement. Facilitators are required to attend 30 days of initial training followed by 15 days of refresher training every 6months and should be remunerated monthly on the basis the country's civil service law with due consideration given to their contributions and the prevailing cost of living. In functional adult literacy program, there should be less than 30 learners in a group and the facilitator should be responsible for no more than 3 groups (ANFEAE, 2011)

Potential learners and the local community should be involved in the planning and delivery of functional adult literacy programs. Government, NGO and civil society organization should work collaboratively for the expansion of IFAL programs that contribute to national sustainable development. There should be regular supervision and monitoring to ensure the effectiveness of

functional adults literacy programs and data about these programs should be included in the regional and national annual education abstracts. Government education offices should coordinate the work of the governmental and NGO organizations as well as those in the private sector to ensure the availability of developed –related reading materials for adults. Governmental education office should take the primary responsibility for leading, coordinating, controlling and allocating the required resources for functional adult literacy programs. Taking account of the capacity of the country, appropriately trained staff and the necessary financial resources should be allocated within the government education sector to enable the expansion of high quality functional adult literacy program.

### **2.5. Characteristics of the Illiterates**

Illiterates in Ethiopia share those attributes that are common among peoples with high level of illiteracy: they are mostly poor and marginalized, the females being the most deprived of all the groups. The coincidence of illiteracy with poverty and deprivation is a phenomenon long realized by experts (Roy – Sing, 1990). The illiterates are the sector of the society that are denied their rights to education and most excluded from information and knowledge sources and opportunities.

Due to the exclusion from information and knowledge sources and opportunities, the illiterates are those who lack perceived learning needs and demand or whose need and demand are very much limited in scope. They are people who are kept in the dark unaware of the advantages and values of literacy and education. They are peoples who lack the knowledge of their needs as demands or who have difficulties in translating their needs into effective demands. Most illiterates are people who are faced with disadvantaged economic and social conditions, which can have either direct or indirect negative impacts as they have neither the free time nor the energy to learn. As a result, the illiterates are characterized by their disempowerment.

### **2.6. Planning and Management of IFAL Program**

The planning and management of integrated functional adult literacy program is the key activities that drive all process to achieve the IFAL objective.

### **2.6.1. Planning of Integrated Functional Adult Literacy Program**

It is better to define the word planning before seeing the planning of IFAL program the word planning has different meaning according to its context .Different scholars define it in different ways. It can be defined as a skill of arranging or organizing activities, resources and facilitate for conducting a specific program of educational activities. Planning is the function that determines in advance what should be done. It is looking ahead and preparing for the future. It is a process of deciding the business objectives and charting out the methods of attaining those objectives. In other words, it is the determination of what is to be done, how and where it is to be done, who is to do it and how results are to be evaluated. 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 &Lekoko, 2007)

The planning of IFAL program includes enhancing people's commitment to those programs, increase coverage by expanding them establishing a sustainable net working and effective monitoring and evaluating system as well as creating partnership Plunket and Attone( 1986) according to a report tour to Uganda 2002 planning follows a bottom up and participatory approach with the involvement of all stakeholders including IFAL learners .Generally, planning with people for their own sake is important to ensure greater participation and commitment for a defined goal.

### **2.6.2. Management of Integrated Functional Adult Literacy**

There is enough disagreement among management writers on the classification of managerial functions. Different authors offering different names for the functions of management. Newman and summer recognize only four functions, namely, organizing, planning, leading and controlling. Fayol, (1929) identifies five functions of management, planning, organizing, commanding, coordinating and controlling.Gulick, (1929) states seven such functions under the catch word 'POSDCORB' which stands for planning, organizing, staffing, directing, coordinating, reporting and budgeting. Warren Haynes and Joseph Massie, (1950) classify management functions into decision-making, organizing, staffing, planning, controlling, communicating and directing. Koontz and O'Donnell divide these functions into planning organizing, staffing, directing and controlling.

For our purpose, the following four as the functions of a manager: planning, organizing, directing and controlling. In the management of integrated functional adult literacy program different stake holders participate in the process of planning, organizing, directing and controlling activities. Management of these programs is joint responsibility of different stake holders. These include the project staff, the community, the government bodies, civil service organization, NGO, coordinators, IFAL learners and the community to involve actively in program decision process. Concerning adult education management 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 (MoE,2010).

### **2.7. Organization of Integrated Functional Adult Literacy**

Integrated functional adult literacy is organized in different bodies that have different roles in it. These include: community, facilitators, IFAL coordinators, supervisors’ learners, PTA, and other stake holders’ .These bodies have their own duties and responsibilities in relation to it Plunked and Attoner (1986) described it as a management function is concerned with assembling the resource necessary to achieve the organizations objectives and establishing the activity authority relationships of the organization

### **2.8. Factors Affecting the Implementation of IFAL and Mechanisms of Improvement**

Literacy is" ... a struggle against poverty and hence, simultaneously for social and economic development, justice, equality, respect for traditional culture and recognition of the dignity of every human being” (Muller, 1997). However, even though literacy contributes for development there are various problems that arise in the implementation of the program. According to different writers’ assumption, the main reason that problems arise in the implementation process is due to: lack of coordination among literacy organizers, participants and teachers. Hence, according to David (2001), it is essential to consider the involvement of all groups of participants (organizers, learners, and educators) in the planning stage.

Among problems identified from different literacy programs, some are David(2001); Hildebrand, (1999); Nibuagbaw ( 2001), listed as follows: deficiencies in planning the program,

inadequate teaching materials, lack of coordination and delay's in implementation and decision making, The staff turnover because of low motivation and payments for coordinators and literacy teachers, inadequate training of teacher, The voluntary teaching and attendance- a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted high dropout, poor research activities on issues related with the program, inadequate budget allocation for the program implementation.

Similarly, in our country the recent statically evident from the federal ministry education has revealed that the literacy target set 5.2 million ESDP III was not achieved due to lack of funding, lack structure at all levels to support activities, poor coordination, absence guide lines and training materials and un availability human resources at grassroots level. According to ESPP IV the major challenges in adult education Sector include: Deference in the concept of understanding of integrated FAL to recognize the adult education activities conducted by various ministers difficult in the coordination, linkages and monitoring of FAL program and low level of human, financial and material resources lack of culture of volunteerism to serve free like another country. (Ethiopian herald, 2013).Due to the above problems the IFAL is not implementing as designed in the strategy document, so it needs the commitment of sectors, community and adult participant.

The main constraints and challenges identified during review of ESDP IV implementation include: the planned institutional system, including the National Adult Education Board, was not fully developed, which resulted in continued fragmentation of adult education provision and meant that efficient implementation, coordination, linkages between programs and monitoring was difficult, not all regional adult education boards were operating effectively and lacked dedicated experts to lead the program, so most of the learning centres did not get technical support, In most regions learning materials development was a challenge due to lack of budget, limited capacity among teacher trainers and facilitators; and most learners did not have facilitators guide and hand book for learners due to budget constraints or ineffective resource allocation by regions, lack of post-literacy strategy and curriculum framework may bring relapsing of illiteracy, adult participation in the emerging regions, and amongst women, is relatively low, lack of monitoring and evaluation and reporting skills at all levels meant that the quality of the IFAE program and their relevance to the daily lives of many participants could

not be assessed effectively and low transition rates of participants from Year 1 to Year2 IFAL program (Ministry of Education,2015).

As a mechanisms of improvement to the above listed and other related problems in literacy programs, different recommendations and resolutions were suggested and passed in seminars and workshops organized at different time and places. Among these recommendations (David ,2001) summarized few of them into the following points: National commitment and support for any literacy effort, Adult education professionals should be hired to lead, direct and evaluate the literacy program at national, provincial, district and village level, Salaries for these professionals should be commensurate with their qualifications, in this way, staff retention would be enhanced, to publicize literacy program objectives to the community, people's differing needs must be considered in the planning and coordination stages, authorities should use experiences obtained in the program implementation for the improvement of other programs.

Likewise ESDP V to address the challenges identified, five components have been identified for this priority program. These focus on: expanding IFAL and Post-IFAE program in all regions equitably ,improving women's participation in IFAE and post-IFAE program, expanding continuing education programmes piloted in emerging regions, improving the quality of adult and non-formal education, creating a strong and efficient institutional system for adult and non-formal education at all levels (MoE ,2015).

## **2.9. Training of Adult/ NFE Educators and Facilitators**

In the Education Sector Development Plan, the government committed itself to linking the training of non-formal education facilitators with existing regional teacher education colleges (TECs). Yet, there is currently no national framework for the training of NFBE educators and trainers. Every region in Ethiopia trains its own teachers. Teacher Training Colleges are providing trainings to formal teachers and are increasingly becoming involved in the training of non-formal basic education facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3 intensive trainings during the mid-year break, these non-formal education facilitators become certified. For instance, Somali Region has inducted non-formal education facilitators, provides an initial

induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified. In Amhara Region, Debremarkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Non-formal Education

The SNNP Region has trained facilitators in Arbaminch Teacher Education College and plans to start an Adult and Non-formal Education Department at Hawassa University. Jimma Teacher Education College, in Oromia region has, been preparing to house an Adult and Non-formal Education Department which runs a two-year diploma program in adult education and build the capacity of non-formal education professionals. In addition to these, the Addis Ababa University has launched a Masters program in Adult Education and Life Long Learning. Recently functional adult literacy facilitators should be recruited from within the local community taking account of the needs of gender equity and level of academic achievement. Facilitators are required to attend 30 days of initial training followed by 15 days of refresher training every 6 months and should be remunerated monthly on the basis the country's civil service law with due consideration given to their contributions and the prevailing cost of living (ANFEAE, 2011)

#### 2.10. Facilitators Recruitment

The way facilitators recruitment have different from county to county depending on environment context as a result ,they use different criteria ,facilitators can be selected according to their qualified and motivation to work as facilitator . That means facilitators should have specific qualities such as subject knowledge, pedagogical knowledge communication skills commitment to their work respect learners and the like.

Functional adult literacy facilitators should be recruited from within the local community taking account of the needs of gender equity and level of academic achievement. Facilitators are required to attend 30 days of initial training followed by 15 days of refresher training every 6 months and should be remunerated monthly on the basis the country's civil service law with due consideration given to their contributions and the prevailing cost of living. In functional adult literacy program, there should be less than 30 learners in a group and the facilitator should be responsible for no more than 3 groups (ANFEAE, 2011).

### **2.11. The Role of Facilitators**

Facilitators' play many roles to facilitate IFAL program. Their role is as multiple and flexible adapting to learners changing needs and expectation. As one time a facilitators control an activity at another time, she/he observe, while the learners are doing their work. Regarding to the role of facilitators SAIDE (2000) described him/her as a leader who encourages learners to participate actively, a consultant who makes learners responsible for the progress of an activity. Participants who join the learning in involving problems, making necessary discussions and an observer who withdraw completely to allow learners to make total responsibility for their own work. The practical nature of IFAL and non-formal education requires the use of active methods (active learning). In this respect, the training process varies with each discipline. However, the following steps can generally be carried out during a teaching or learning activity:

The facilitator must explain the purpose of the class as thoroughly and accurately as possible, illustrating it with one or several concrete examples relevant to each learner, a discussion regarding the related subject is introduced. Discussion allows for the correction of potential misunderstandings and the adjustment of information for each learner, the facilitator evaluates individual learning by means of questions or exercises whose successful completion depends on the understanding of the information that has been given, the facilitator plans lessons in the community for applying what the participants have learned in class.( UNESCO, 2006)

### **2.12. Assessment of IFAL Learners Performance**

Assessment is an essential tool for checking the understanding of the learners and it gives back to facilitators about the skill of the learners in relation to the uses of assessment (, Jarvis, 2004) states as'' Assessment is very important for the learners as well as for the 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 improve up. Assessment is a diagnostic tool. In IFAL, This include not only testing, grading and promotion but also reviewing and checking of contents and very importantly the satisfaction of the participants. Assessment provide evidence of learners attainment and as much provides evidence that they may progress to either another stage in their educational career or may enter career itself (Jarvis, 2004)

In relation to required literacy competences, the aspects to be assessed are the 3Rs that is the ability to read write and calculate using arithmetic operation .In IFAL ,the other sills has

importance, that is the ability to apply literacy skills and livelihoods skills (knowledge, skill, and attitude) in daily life (functionality), the increasing reasoning capacity, motivation and self-confidence in daily life activities of the learners including learning, the involvement in community and the real changes and improvements from the ultimate goals of FAL should be assessed.

### **2.13. Specific Governance Model for the Adult Education System**

With the aim of creating an efficient institutional system for adult and non-formal education, the subsequent analytical considerations, assumptions and pre-requisites have been retained in the master plan of adult education (MoE, 2008)

Under the federal system of government, educational is shared responsibility of the federal, regional state and worked administrations. The relationship in the federal and regional state government is not hierarchal. Accordingly, MoE has no direct and line authority over the regional state education bureaus (REB). It has the responsibility of initiating and enforcing policy matters and promulgating Laws to implement by sector offices in the regions.

Ministry of education gives technical and policy support to the regional state. Regional state and woreda council and their sub-units for example regional state education bureaus and woreda education offices have a mandate for other levels and types of formal and non-formal education programs.

In the past although adult education is part of mandate of the MoE and REB, there has been little recognition of adult education in national planning (e.g., ESDP II and ESDP III) the adult education structure is not represented on the organizational charts on MoE statically abstract that being said, there is a new enthusiasm for adult education especially since the acceptance of (ANFEAE, 2011)

### **2.14. Selecting the Appropriate Teaching Method**

When selecting appropriate teaching methods, the factors that have to be considered are; objectives, subject matter, available facilities, background of the learners, desired interaction of learners among themselves and instructor and policies of learning (Birkenhages, 1999).

The major type set active learning strategies for adult education. As current the thinking and practice in education highly support the need to actively involve learner in their learning teachers, health extension workers, DAs, facilitators should use different active learning methods to be effective in their teaching learning process of adult education. However, only some of them that commonly used will be discussed in this section.

**Group work:** Group work is apart collaborative strategies of teaching learning. According to (Kyriacou 1998), group work can take many forms; involving pairs of learners work together, more than four learns together or it can involve student who work individually and come together in groups to compare and discuss the result of their group.

**Role play:** Role playing is a deliberate acting of a social role in which the teachers provides the learners with real or imaginary context along with a range of relevant characteristics or ideas to improvise dramatic interaction among their Characters in classroom. That is the small number of students present the content while others in the class observe. it provides students with opportunity to experience and analyses the specific situation being studied( Frazee, etal.,1998)

**Discussion:** Discussion is and amercing kind of active leering method to examine information in order to develop adept and broader understanding of the topic (ICDR, 1999) however to lead an effectible discussion the presenter should be a good facilitator guide the discussion to cover the important points and deep discus on to the relevant points following its logical order similarly according to Nards (2000) this strategy guise room for students to exchange, explore and air their views.

**Brain storming:** Brain storming is a method of collaborative (or individual problem solving in which all members of a group spontaneously contribute ideas to generate rapidly and record variety possible solution. That is, the student generate as many ideas as possible about a topic it can be great way to start access on any given topic and is a good way of finding out of learners what they already know a subject as well as an excellent review activity (Bowell and Elison, 2003).

**Project work:** Project is natural, life like learning activity involving the investigation and solving of problem by individuals or group of student ICDR, (1999). Ideally project work should consist of task to achieve some definite goals of real personal value. It involves

cooperative investigation of real life situation or problem under supervision of the teacher. It encourages learners to plan and carryout investigations real life situation in learners' immediate environment individually in a group (Dray, 2000).

**Demonstration:** Demonstration is an activity which learners are asked to show how to do something standing in front of their class. Its purpose is to illustrate how to do something to whole class both in words and actions. When students demonstrates he/she points out the process step by step having written instruction on the board on piece of chart or land is also helpful way of demonstrating something (Capel et al., 1995)

### **2.15. An Over View of Adult and Functional Literacy in Ethiopia**

The provision of adult education in Ethiopia has a long history. It can be divided in two major eras they are the traditional and modern .the traditional adult education programs run 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 teaching focused on spiritual life .The programs were learned adults to understand the life in this world is us less the resistance of change is its drawbacks. (Zelege Woldemeskel, 2009).

The country started somewhat formally organized education program particularly intended for adults in 1948 by establishing the *Berhanih Zare New* (literally meant 'your light is today') Institute Inquai, (1998), Wirtu (2005) and Kebede (2005), an institute intended to support the education of adults. Since then, there has always been some kind of adult education (mostly adult literacy) activities run at times by the Government alone and at other times by both the government and non-governmental organizations. Nonetheless, adult illiteracy remained a critical challenge to Ethiopia (MoE, 2008).

From the end of the 19th century, the time when it took its present geographic shape, until 1974, Ethiopia had been under monarchical rule. This period is referred to as the pre-revolution period. From 1974 to 1991 a Military Socialist Government ruled the country, a period referred to as the revolution period. By 1991 the Military Socialist Government gave way for a new coalition force that came to power after seventeen years of armed struggle. (Yalew dassie, 1992) During these three regimes Ethiopia experienced various types of education in general and adult literacy initiatives in particular adult literacy received a laissez faire treatment during the

imperial regime (pre-1974); was approached with strong 'revolutionary zeal' during the revolution period; and almost neglected during the early phase of the post-1991 period. The imperial government's ambivalent approach was a result of a wish to have an 'ignorant' mass of tenants on the one hand and the need to silence some change seekers on the other. This paradoxical situation made the government fail to take bold steps to implement strong literacy initiatives while at the same time issued some policy provisions (such as the 1944 public notice and the 1954 Memorandum). In fact behind the policies and the initiatives were also some external pressures (for instance, the British behind the 1944 policy and the UNESCO behind the Experimental Functional Literacy).

The military Socialist Government wanted to have citizens who could understand and accept the military re-interpretation of the Marxist-Leninist ideology and wanted to use adult literacy as an avenue to promote its ideology; a view which Papen( 2005) labeled as the social control function of literacy. Hence, as is the case with almost all military-dominated socialist governments, the then Ethiopian Government used its strong hands to coerce citizens to attend the literacy program. This led the implementers to focus on the number of people who 'could' read and write (said to be liberated from illiteracy); not on the liberation that comes from being literate. The conception of literacy continued to be the same in the literacy initiatives of both the imperial regime and the revolutionary government. For both, literacy is the capacity to do the three R's without much regard to functionality. The only exception to this was the experimental adult functional literacy introduced by UNESCO. In both systems, the deficit conception of literacy wherein illiteracy was equated to ignorance and an absolute state of being illiterate or literate has been assumed. (Mammo Kebede, 2005)

The present (post-1991) government of Ethiopia neglected adult literacy in response to the global focus on universal primary education, association of adult literacy with the defeated party and, probably, due to considering a literate population as a threat to its rule.' The Government repeatedly outlined that agriculture-led industrialization is its main development strategy.

The present National Adult Education Strategy seems to start with the economic development paradigm and sees, at least theoretically, in terms of functionality. Equally ideological was the choice of literacy language during the three regimes. The melting pot sort of language policy

wherein language was hoped to serve as national glue was behind the choice of literacy language during the imperial regime. The official language (i.e., the language of the ethnic group to which the aristocracy most belonged) was taken unquestioningly as a medium of instruction for all the literacy initiatives. No effort was made, at least officially, to form a sort of transition for the adults from home language to the literacy (target) language. The effort made to use local languages during the revolution period was not without a problem, a problem equally ideological. (Ambissa kenea, 1996)

During this period the decision to use local language as a literacy language was made without due regard to the utility of the literacy: there was misfit between the literacy languages on the one hand and the language used for official purpose and at school on the other. This situation might have been instigated by the ideological end of getting literate citizens who can read political messages in the local languages and to compile enough reports on adult basic literacy “initiatives” in the number of literate citizens as quickly as possible. Where the major purpose of the adult literacy initiative is ideological indoctrination rather than functionality, the choice the government made seem workable once again affirming the ideological nature of the literacy initiatives.

Participation was voluntary and only for those who wish to learn in Amharic (the national official language) during the imperial regime. It came to be compulsory for all citizens eight years and above during the socialist period. It has been apparently up to the citizens to attend literacy classes; if the program is there at all, during the post-1991 period. It is true that voluntary participation of the learners is very essential in all learning programs, and most of all in adults’ learning. Yet, there is a need to create a situation where all those external factors which limit adults’ decision to learn are overcome. The adult literacy program of both the traditional and modern eras were in sufficient, the provider did not collect the required support and the way performed are not all staffed program evaluation Caffarella (2002) defined it as “program evaluation is most often as a process used to determine whether the design and delivery of the program were effective and whether the purpose outcomes were met.” Generally, Evaluation is very essential in order to get information about the weaknesses and strength of the activities which are performed.

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part consists of research design, source of data, population, sampling and sampling techniques, data collection instruments, data collection procedures and method of data analysis.

#### **3.1. Research Design**

The general objective of this study is to assess the implementation of integrated functional adult literacy in Dodola Woreda. In order to achieve objectives of the research; the researcher used descriptive survey. Both qualitative and quantitative research designs were used to study the problem in detail and to identify the reality case in the study area. The reason why researcher employed descriptive survey is that, it is used to describe what was happened and what is happening (Kothari, 2007).

#### **3.2. Sources of Data**

For this study, the researcher used both primary and secondary sources of data.

##### **3.2.1. Primary Sources of data**

The primary data for this study were collected from IFAL learners, kebele chair persons, facilitators, teachers, DA, health extension workers, school supervisors, PTA, IFAL coordinating committee, school directors and woreda education experts using questionnaire and interview.

##### **3.2.2. Secondary sources of data**

The secondary data were obtained from documents. These documents include, manuals, books, plan, reports, mark- list, minutes of sectors on IFAL implementation, policy and strategy documents related to IFAL.

#### **3.3. Population, Sample and Sampling Techniques'**

Dodola woreda has five clusters or sub- zones. These include: Negelle, Serofta, Kechema, Dodola and Heraro. Conducting a research in all clusters was difficult due to time and resource constraints. Hence, from five clusters Dodola and Serofta clusters were selected using cluster random sampling techniques to address clusters in different facilities. These clusters have 11

kebeles. However, to make the study manageable two kebeles were selected from each cluster. This is shown in table 1 below. In the sample kebles, as statistical data obtained from Dodola administration office of 2013, there are 1493 adults who are learning integrated functional adult literacy, 4 teachers, 6 health extension workers, 12 DAs, 2 Supervisors, 5 school directors, 28 PTA, 32 adult literacy committee, 4 chair persons, 4 facilitators and 2 woreda education experts forming a total of 1592 population.

Due to time and resource scarcity, it was difficult to study the whole population at a time. Therefore, the researcher needs to sample the population under the study. From 1493 adults, 315 were selected using the formula  $n = \frac{N}{1+N(e)^2}$  (Bonsan Alemu, 2012). Therefore, the sample size for adults is calculated as follows: Where n=sample size, N=Total population and e=0.05 margin of error. So that  $(n = \frac{1493n}{1+1493(0.05)^2} = 315)$ . However, woreda education experts, supervisors, school directors, facilitators, teachers, chair persons, DAs and health extension workers were selected in available sampling techniques because these respondents are the only option to be included in the study. Likewise, PTA and adult literacy committee were selected by simple random. So that 315 adult learners, 4 teachers, 6 health extensions, 4 facilitators, 12 DAs, 2 supervisors, 5 school directors, 26 PTA, 29 IFAL committee, 2 woreda education experts and 4 chair person were respondents of this study. The sums of these respondents give rise to 409 subjects.

Although efforts were made to collect back the distributed 315 questionnaires it was only possible to get back 285(90%) of the questionnaires. Among the questionnaire distributed to IFAL committee, PTA and DA 25, 22 and 9 returned back respectively. Consequently, the total number of questionnaire employed in the study was 285 filled by IFAL learner, 22 questionnaire completed by PTA, 9 filled by DA and 25 questionnaires by IFAL coordinating committees. The interview response from different respondents and different documents that related with IFAL was included under the study.

**Table 1. Sample Cluster and Sample Kebeles**

No	Sample Clusters	No of Kebeles	Sample Kebeles	Sampling Techniques
1	Dodola	5	2	Cluster random Sampling
2	Serofta	6	2	
	Total	11	4	

**Source:** Dodola woreda administration office, 2013.

**Table 2. Population and Sample of Respondents**

No		Population	Sample	%	Sampling Techniques
1	Adults	1493	315	21	Simple random
2	Health extension workers	6	6	100	Availability
3	DA	12	12	100	Availability
4	Teachers	4	4	100	Availability
5	Facilitators	4	4	100	Availability
6	PTA	28	26	92	Simple random
7	Supervisors	2	2	100	Availability
8	Chair Person	4	4	100	Availability
9	IFAL Committee	32	29	90	Simple random
10	School Directors	5	5	100	Availability
11	Experts of woreda education office	2	2	100	Availability
	Total	1592	409		

### 3.4. Data Collection Instruments

In order to accomplish the intended research work, the researcher employed three types of data collection instruments. A multiple instruments of data collections are used to overcome the fault of each instruments of data collection. In line with this issue Master and Kalton(1972) also recommended that using of different instruments of data collection provides powerful research strategies for study. Accordingly, in order to achieve the objective of the study questionnaire, interviews, and documents were used as data gathering instruments for this study.

### 3.4.1. Questionnaire

Questionnaire helps to obtain adequate primary data from relatively large or small numbers of people in any topic within a given time limit (Abiyet *al* 2009). The researcher employed questionnaire with both open and close ended items which were developed on the bases of the objectives of the study. The questions were translated to local language (Afan Oromo) by the researcher to avoid language communication barriers. Then the developed questionnaire was administered by the researcher for IFAL learners, PTA, IFAL committee and DAs. Before actual study was conducted the developed questionnaire was checked by Afan Oromo language teachers and restructured to make clear and ready for final study. Then the corrected questionnaire was administered for the study.

### 3.4.2. Interview

Interviews questions are delivered in face to face encounter by an interviewer to obtain information relevant to a particular topic. Today, interview is more popular as means of gathering information widely in qualitative research (Robson 2002). Therefore, the researcher conducted open- ended and semi-structured questions, enabling respondents to address ideas in their own terms and words. The interview was prepared for the selected health extension workers, teachers, IFAL facilitators, school supervisors, school directors, Kebele chairpersons and Woreda education experts

### 3.4.3. Documents analysis

To collect relevant data from documents in different level, checklist was prepared and used to gather data from various IFAL documents such as, attendance of IFAL learners, roster, reports, especially data prepared for the purpose of quarterly evaluation at the woreda level and the like.

## 3.5. Data Collection Procedure

Before distribution, questionnaire was tiend out at Negelle town which is out of the selected Kebele by the researcher. The questionnaire was given for two English minor and Afan Oromo major teachers, one supervisor, one school director, one health extension worker and 10 IFAL learners to assess the content, logical flow and clarity of the questionnaire. The researcher pilot

tested draft of questionnaire for the study .According to Wiersma and Jus (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. Due to this draft of questionnaires was distributed. Then the internal consistency of the questionnaire was tested by using Cronbach's alpha and 0.79 reliability coefficients were obtained. After improvement was made, the questionnaire was distributed to the respondents to assess the implementation of IFAL in Dodola woreda. Then the questionnaire distributed, the interview and the document analyzed were collected, analyzed and interpreted.

### **3.6. Methods of Data Analysis**

The data collected from primary and secondary sources were first organized using tables. Both quantitative and qualitative methods of data analysis were used to interpret the data gathered. The Data collected through closed ended questionnaire were tabulated and analyzed using frequency and percentage. Percentage frequency was employed to describe the characteristics of respondents and to describe the status of integrated adult literacy in Dodola Woreda. In addition, the qualitative data which was gathered through interview, open ended questionnaire and documents were narrated and analyzed in words qualitatively.

## **4. RESULTS AND DISCUSSION**

This part deals with the presentation and analysis of data gathered from groups of respondents using questionnaire, interview and document analysis. The questionnaires were distributed to 382 respondents. Out of these questionnaires 341 were filled and returned. Out of the total 382 questionnaire, 315 questionnaires were distributed to IFAL learners, 26PTA, 12DAs and 29 to IFAL Committee. Finally 285, 22, 25 and 9 of the questionnaires distributed to adult learners, PTAs, IFAL committees and DAs respectively filled out, returned and used for the analysis quantitatively. The interview was conducted with 2 Woreda Education Expert, 2 school supervisors, 4 literacy teachers, 4 facilitators, 4 Kebele chair persons, 6 health extension workers and 5 school directors. The interview responses and document analysis result were analyzed qualitatively. All of the respondents from the two clusters were asked to indicate their personal information in the questionnaire. The results from different sources were triangulated in words under each analysis part or title.

### **4.1. The General Profile of the Respondent**

This part of the study deals with the characteristics of respondents in terms of sex, age, marital status and educational back ground

Table 3. The General Profile of the Respondent

	PTA	%	IFAL	Committee	DA	%	H.Extension	%	WEO.expe	%	S.Directors	%	Teachers	%	Facilitator	%	S.Super	%	K.Chairman	%	IFAL learner	%	Total
29	7	31.8	11	44	8	88.8	6	100	-	-	3	60	4	100	2	50	-	-	-	-	116	40.7	1
0-45	15	68.2	12	48	1	11.2	-	-	1	50	2	40	-	-	2	50	2	100	4	100	169	59.3	2
46-55	-	-	2	8	-	-	-	-	1	50	-	-	-	-	-	-	-	-	-	-	-	-	3
56-65	22	100	25	9	100	6	100	2	100	5	100	4	100	4	100	2	100	4	100	285	100	3	
66-75	18	81.8	21	84	9	100	-	-	2	100	5	100	4	100	3	75	2	100	4	100	213	74.7	2
76-85	4	18.2	4	16	-	-	6	10	-	-	-	-	-	1	25	-	-	-	-	-	72	25.3	8
Total	22	100	25	100	9	100	6	100	2	100	5	100	4	100	4	100	2	100	4	100	285	100	3
Education	-	-	5	20	2	22	2	33	-	-	1	2	50	-	-	-	-	-	-	-	42	14.7	5
Married	22	100	17	68	7	78	3	50	2	100	4	-	-	4	100	2	100	4	-	-	234	82.1	3
Employed	-	-	3	12	-	-	1	16	-	-	-	-	2	50	-	-	-	-	-	100	9	3.2	1
1	22	100	25	100	9	100	6	100	2	100	5	100	4	100	4	100	2	100	4	100	285	100	3
2	-	-	-	-	-	-	-	-	2	100	-	-	-	-	-	-	-	-	-	-	-	-	2
3	12	54.5	12	48	9	100	-	-	-	-	5	100	2	50	4	-	2	100	-	-	-	-	4
4	-	-	-	-	-	-	6	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8
5	-	-	5	20	-	-	-	-	-	-	-	-	2	50	-	-	-	-	-	-	-	-	5
6	10	-	8	32	-	-	-	-	-	-	-	-	-	-	-	-	-	4	100	-	-	2	
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	285	100	2

A total of 368 respondents were included in the study. As shown in table 3 above 208(56.52%) respondents were in age group 30-45. That is, more than half of the respondent. The other 157(42.67% respondents were in the age of 15-29 and 3(0.8%) were above 45 years. This shows that most participants in IFAL program were adults.

Concerning the sex 281(76.36%) respondents were males 87 (23.64%) were females. The finding showed that that male participation in IFAL program is by far more than that of females. This implies that in IFAL program, the participation of females was low. This confirms the case for focusing ESDP V adult and non-formal education program resources on increasing female participation and completion rates is clear. Of the target 19.4 million illiterate adults targeted by the program, 12.4 million (64%) are female (MoE, 2015).

As seen from the above table 301(81.8%) of the respondents were married, 54 (14.7%) were single and 13(3.5%) divorced .This indicate that the respondents have work and family responsibility. Regarding education 46(12%) of the respondents were diploma holders22 (5.9%) were bellow grade 10and the 285(77.4) were level two.

The above table 3 reveals that literacy participants are on the age limit restricted in the strategy plan (i.e. 15-45). The above stated results were cross checked with the data collected from the response and literacy teachers. The teachers and the literacy program facilitates revealed that all literacy participant in the center are with the specified age limited above 15years .Among the literacy teachers and facilitators 2 teachers and 2 facilitators.50% confirmed that the majority of the participants are in the 15-29 age limits while 2 teachers and 2 facilitators 50% suggested that the majority the participants are in the age limit 30-45 years. As indicated from the table 3 above the majority of the IFAL learners169 (59.3%) were30-45age and 116(40.7%) were15-29 age limit. Among literacy participants no one has suggested that his/her age was below 15 or above 45 years.

The strategy document recommended the age of adult literacy participants to be between 15 and 45 years old. Although interested individual beyond age 45 have no restriction to participate. The strategy document also focused on mainly to provide priority to female participation in the program as instructors and program participants. (MoE 2008).

Even though, the strategy document does not state clearly the occupation and marital status of IFAL Participant. It is obvious that the majority the rural population (male, female) in the woreda above age 15 married or nearly to be married. They have possibility to lead their live being engaged in certain occupation. The majority of the Woreda's populations are engaged in agriculture. Although there are few individuals who are engage in trading. The majority of the peoples are farmers who are producing crops that the IFAL learners of selected literacy centers are between age of 15 to 45, almost married and majority have no prior experience in attending an educational program. In Dodola woreda the profile of adult participants was found to be in agreement with points explained on detail in the strategy document MoE (2010) which is between 15-45. However, the similarity on the strategy document and the fact collected in practical doesn't make the literacy program to be effective.

#### 4.2. The Educational Profile of IFA Learners

The educational profile of IFA learners is indicated in the following table

Table 4. Educational Profile of IFAL Learners

No	Item	Frequency	Percentage (%)
1	Have you participated in educational program previously		
	Yes	203	71.2
	No	82	28.8
	Total	285	100
2	If your response is "yes" to item 4 above which of the following programs you were learned		
	Modern regular		
	Religious school (Muslim and Christian)		
	Yes	57	20
	No	43	15.2
	Total	99	34.7

Regarding the previous learning experience either modern schools, religious or private schools, 203 (71.2% of the literacy learners indicated that they did not try to register for education, while other 82 (28.8%) were registered in the religious school.

Almost all the above listed issues in adult learners profile are crucial elements that are influencing the individual's participation on the program. Thus it is important to investigate in detail these factors in order to suggest possible recommendations that could assist to improve IFAL participant rate on each literacy center.

### 4.3. The willingness IFAL learners to participate in literacy program

In order to have information on the main reason that IFAL participants are attending the literacy program, question indicated in the table below were incorporated on the questionnaire. The result obtained is reflected in the table below.

**Table.5. The Willingness IFAL Learners' to Participate in the Literacy Program.**

No	Items	F(frequency)	Percentage (%)
1	Are you attending the literacy program mainly by your own interest to get knowledge and skill?		
	Yes	259	75.9
	No	82	24.1
2	Do you attend literacy program regularly		
	Yes	103	36.1
	No	182	63.9
3.	Is there any punishment for your not to participate in literacy program?		
	Yes	83	29
	No	202	71
4	One of the main reason that you attend literacy program is no to be punished by the kebele committee, due to lack of unwillingness to participate in the program		
	Yes	97	34
	No	188	66

The response of respondent from table 5 above reveals that 259(75.9%) of participants are participating on the program due to their willingness to obtain knowledge and skill. It is only few participants'82(24.1%) who reflected that they attend the literacy class without their interest. It is only 97(34%) of the respondents who are attending class because of their fear not to be punished by the kebeles committee. When we see the regular attendance of adults the table reveals that 182(63.9%) of participants do not attend literacy program regularly. The respondent from the

interview also reveals that this is due to their private and social problem. Among, private and social problems some are: sickness, market days, marriage ceremonies and farming activities. (Mulugeta Menkir, 2002)

An attempt was also made to examine the above response of the IFAL learners in relation to the information provided by adult literacy teachers and facilitators to a question having a similar idea. Among the literacy teachers and facilitators 6(75%) respond IFAL participants participate in the program by their own interest.

On the other hand with the interview from the woreda education experts also explained that “*Adults are free from any kind of mistreatment, because of their unwillingness to attend on the literacy program*”. Even though, the majority of IFAL learners have an interest to learn voluntarily due to the above hindering force the implementation is very low. (Mulugeta Menkir, 2002)

#### **4.4. The Convenience of the Program to IFAL Learners**

In order to know about the convenience of the program to attend the education the question indicated in the table below were incorporated in the questionnaire.

**Table.6 The convenience of the IFAL program**

Item	F	%
1 Do you think the time (the day, hour and the months has convenience to attend education?		
Yes	260	76.25
No	81	21.75
Total	341	100
2 Do you have an interest to teach (coordinate),learn IFAL?		
Yes	237	69.5
No	104	30.5
total		
3 Is the place of educational provision (literacy centers) has convenience to attend the lesson?		
Yes	244	71.6
No	97	28.4
4 Total	341	100
Do you think the literacy teachers are competent and cooperatives in Teaching adult participants		
Yes	197	69.1
No	88	30.9
Total	285	100
5 Do you support the participation of women in the literacy program?		
Yes	227	79.65
No	58	20.35
Total	285	100

The above table reveals 260 (76.25%) of participants indicated that the time to attend education is convenient. This is because the participants choose the appropriate time for education. unless the adults' have private and social problems like: trading, death of a relatives and friends sickness. Identifying the most appropriate time to conduct literacy classes is one of the challenging factors, particularly in area where the majority of the population is engaged up on agricultural activities. However, in the program implementation, even this agreement has several problems and still some literacy participants are complaining on the length of duration.

In addition to agricultural activities that community members are engaged, some young adult population migrate to other parts of the country to work as daily labors even if agriculturally free

months were selected to conduct literacy education. In other country of Africa, for example in Mozambique, almost similar problem was identified on the literacy program of 1978-1982. (Mulugeta Menkir, 2002)

However, the training to be provided for literacy respondent was recommended to be for about 10-15 days in the strategy document especially for teachers, DAs and health extension workers. For the question employed to ask the interest if participant to learn and teach/coordinate) IFAL, 237 (69.5%) respond that they have an interest to teach and learn they but 104(30.5) do not have an interest to teach/coordinate. The information collected from the response of IFAL program learners 237 (69.5%) revealed that literacy teachers are competent and cooperative in teaching and treating adults.

Regarding the convenience of literacy centers 244(71.60%) of the learners respond that the literacy centers are convenient to learn. But 97 (28.4%) respondents revealed that the literacy centers are inconvenient to learn. As stated in (MoE,2010) the government has a plan expanding adult education with specific attention to functional adult literacy (FAL). This is by :Expanding the scope of adult and non-formal education, Creating awareness on the significance of adult education stakeholders , Designing curricula to improve knowledge, skills and attitude of adults that is linked to livelihoods issues, Building the capacity of facilitators, supervisors and experts, with a focus on integrated FAL, create and expand the institutional system for adult and non-formal education at the national level, establish an effective monitoring, evaluation and reporting system, with a focus on integrated FAL, Provide relevant best practices models, materials and resources to the regions, Provide ongoing support for the integration and implementation of integrated FAL, encourage new and innovative practices for the delivery of IFAL.

To reduce the illiterate people in the woreda, the first point to focus on is the education of women. To discover the attention was given to women education in the implementation of adult literacy program; a question was included in the questionnaire to be completed by adult literacy participants. The response from the above table indicate that the respondents 227(79.65%) have positive outlook towards women participation in the literacy program, where as the participation of women in the literacy program is very low when compared with male. This is due to their private problems like: workload, market, looks after the child and the like. (Mulugeta Menkir 2002)

#### 4.5. Partners Participation and Organization of Literacy Centers

In the (ONRS, 1997) Non-formal strategy document it is stated that the community have the responsibility to construct, project and administer literacy centers. To identify the attitude of literacy participants on implementing these activities the question presented in the following table were incorporated on the questionnaire

Table .7.Partners participation and organization of Literacy Centers

Rating scales: 1.strongl agree 2.agree 3.undecided 4. Disagree 5.strongly disagree

No	Items	1	2	3	4	5	Total
1	Community should contribute financial and other resource to fulfill facilities to literacy centers	198	97	25	14	7	341
	%	56.1	28.45	7.33	4.11	2.05	100
2	Literacy participants must have responsibilities to support literacy centers morally and financially	158	81	16	21	9	285
	%	55.4	28.42	5.61	7.4	3.2	100
3	Providing resources to literacy centers	35	21	66	117	102	341
	%	10.26	6.1	19.35	34.3	29.9	100
4	The management of the literacy is well managed by IFAL coordinating committee	42	51	42	92	58	285
	%	14.7	17.9	14.7	32.3	20.4	100

As indicated in the table 7 above the respondents confirmed that community has interest to support literacy centers. Moreover among respondents 295(86.51 %) believe in providing support to literacy centers. Despite the willingness to support literacy centers there was no such a significant support that was provided to the literacy centers from community, except in Alentu Kebele which try to build literacy centers outside regular school. In the rest kebeles the literacy

centers are in the regular schools. This is due to the weakness of IFAL committee to organize and coordinate various potentials of the community towards supporting literacy centers. (Dodola woreda Education office, 2014)

The interview with respondents also indicated that although community might have the interest to support literacy centers and to participate in the program, the inadequate performance of the coordinating committee had created difficulty to utilize resources properly for successful implantation of the program. The response collected from the respondent 117 (34.31) disagree that it is not the sole responsibility of government to produce resources to literacy centers. From the interviews question response it is the responsibilities' of all stake holders like: community, NGO and any volunteer organization.

The organization of literacy program is assigned to IFAL committee established at different levels (woreda, kebeles and centers). Particularly, the literacy centers are under the leadership and control of the centre coordinating committee.

However the education office at the woreda level had the responsibility to assist technical (pedagogical) issues in organizing literacy centers, the coordinating committee are not coordinated at all levels with the activity of woreda education office, this made the performances not be effective as expected.

Hence to explore how much the coordinating committees at all levels are supporting the literacy program, respondents were requested to reflect their views: In the interview discussion with different coordinating office workers it was disclosed that although, coordinating committees were formed at all levels their performance in relation to responsibilities delegated to them is unsatisfactory. Respondents explained that the committee at the woreda, kebeles and center level had no regular meeting schedule and they give direction during meeting organized spontaneously. The lack of permanent meeting schedule of the committee was believed by woreda educational officials as the main causes delayed to pass decision on critical issues that faced the program. The delays have also impact on the general activities and achievements of the program. Hence the support provided from the committee is unsatisfactory and disorganized. Consequently, all activities of the literacy program are left to the woreda education office and mostly for literacy teachers and facilitators working in each center.

As a result due to the poor performance of the coordinating committee, literacy centers are not properly managed and IFAL is not properly implemented as planned.

In general, the IFAL implementation process was not satisfactory to achieve the IFAL objectives. Regarding this John R.et.al, (1979) states as “objectives are key to successful adult education program “.This objective must be achieved through based dynamic, integrated, sustainable learning environment .The IFAL program needs to be clearly set to give tangible benefits both quantitatively and qualitatively .Adult learners should not confused with the unrealistic promised and they should clearly know what they expect from the program .A successful IFAL program is not one time actively. It should enables the participants to enjoy self-directed learning and contribute to the creation of literate environment

#### **4.6. The coordination experience of PTA, IFAL Committee and DAs.**

The coordination experience of PTA, IFAL committee and DAs are given in the following

**Table.8. The coordination experience of PTA, IFAL Committee and DAs.**

No	Items	Respondents			
		PTA	IFAL Committee	DA	Total
1	Coordination Training				
	Trained	4	12	9	25
	Un trained	18	13	-	31
2	Coordinating experience				
	Bellow 1year	3	2	-	5
	One year	8	3	-	11
	Two year	-	11	3	14
	3-4year	11	9	6	26
	5-10year	-	-	-	-
3	Pre service training				
	Present	4	12	9	25
	Absent	18	13	-	31
4	The selection criteria				
	Clear	19	17	9	45
	Not clear	3	8	-	11

As indicated from the response of respondents the place for provision of IFAL is selected almost 31 (55.5%) by the agreement of the respondents. But 16 (28%) of the respondents respond that the literacy centers are inconvenient for IFAL program. In the interview with respondents from the woreda education office, it was stated that literacy participants were encouraged to select or recommend sites of literacy centers established outside regular schools compound. As a result of this, most of the adult literacy participants have no objection concerning the location of literacy centers. However, some participants' counted the location of literacy centers as one factor for their irregular attendance and to lose punctuality. Places for the provision of the literacy program should be convenient and located in site where those aren't far away from the residence of the majority of the population. To actualize this assumption the strategy document recommended the

participation and consultation of the adult literacy participants and other members of the community in the selection of the site (ONSR, 1997)

Regarding the availability of education materials for IFAL from the table it was found that 28 (50%) of the respondents response reveals that, there was shortage of educational materials (Books, Chair, tables, blackboard, chalk, etc)

In sample clusters of the study 37 (66.1%) of the respondent response indicate that the time for provision of literacy education was convenient. This is because the learners choose the time with the agreement of their facilitators. Whereas, 16 (28.6) of the respondents respond that literacy centers are inconvenient. The adult literacy participants' response also disclosed that 46(82%) adults have the interest to moral and material support to equip literacy centers. But, in actual situation, the participation of adults in supporting literacy centers was found to be limited. This was assumed due to poor mobilization effort of the IFAL committees at all levels.

To identify the most appropriate time to conduct literacy classes is one of the challenging factors; particularly in areas where the majority of the population is engaged upon agricultural activities. The above table 37(66%) of the respondents response reveals that the time for educational provision is convenient .Because the participants choose the appropriate time

#### **4.9. Organization and Management of IFAL Program**

Organization and Management of IFAL Program indicated as flows.

TABLE.9.Organization and Management of IFAL program

Item	Respondent					
	PTA		IFAL Committee		DA	
	F	%	F	%	F	%
1 Do the coordinating committees at all levels: Woreda, Kebele and Mender have plan for IFAL implementation? 1.Yes 2. No	15	68.2	17	68	9	100
	7	31.8	8	32	-	
2 Do the Woreda and Kebele committee have regular meeting? 1.Yes 2.No	3	13.6	6	24	2	22.2
	19	86.4	19	76	7	77.8
3 Do the coordinating committees at Woreda and Kebele level have conducted meetings together to discuss on the issues related to IFAL program? 1. Yes 2.No	9	41	11	44	6	66.7
	13	59	14	56	3	33.3
4 Do you think that the IFAL program in your Kebele or Woreda is implemented successfully in the last two-three years? 1. Yes 2. No	2	9	4	16	2	9
	20	91	21	84	7	91

The organization of literacy program is assigned to IFAL committee established at different levels (woreda, kebeles and centers). Particularly, the literacy centers are under the leadership and control of the centre coordinating committee.

Hence to explore how much the coordinating committees at all levels are supporting the literacy program, respondents were requested to reflect their views: In the interview discussion with different coordinating office workers it was disclosed that although, coordinating committees were formed at all levels their performance in relation to responsibilities delegated to them is unsatisfactory. Respondents 45 (80.3%) explained that the committee at the woreda, kebeles and center level had no regular meeting schedule and it gives direction during meeting organized spontaneously. The lack of permanent meeting schedule of the committee was believed by woreda educational officials as the main causes delayed to pass decision on critical issues that

faced the program. The delays have also impact on the general activities and achievements of the program. Hence the support provided from the committee is unsatisfactory and disorganized. Consequently, the interview from respondent indicated that all activities of the literacy program were left to the woreda education office and mostly for literacy teachers and facilitators working in each center. Concerning about the success of the program item 4 above 47(83.9%) of the respondent respond the program was not implemented successfully.

As indicated in the literature part IFAL program is organized in the way that different persons who have different roles participate in it. These peoples include: learners facilitators coordinators, supervisors, PTA, IFAL committee, teachers DAs, health extension workers and other stakeholders .In relation to it, (Plunket and attoner1986) described it as “Organizing as management function is concerned with assembling the resources necessary to achieve the organizations objectives and establishing the activity authority relationship of organization”.

As a result the poor performance of the coordinating committee, literacy centers are not properly managed and IFAL is not properly implemented as planned. (MoE, 2008)

## 4.10. Evaluation of Participants' Performance and Certification of the Program

**Table 10. Evaluation of Learners Performance and Certification**

No	Item	Respondent					
		PTA		IFAL Committee		DA	
		F	%	F	%	F	%
1	The presence of continuous evaluation program to assess the performance of IFAL learner						
	High	10	45.5	13	52	4	44.5
	Medium	7	31.8	7	28	3	33.3
	Low	5	22.7	5	20	2	22.2
	Total	22	100	25	100	9	100
2	The committees follow up of IFAL committee about the IFAL learner.						
	High	6	27.3	5	20	3	33.3
	Medium	5	22.7	8	32	1	11.1
	Low	11	50	12	48	5	55.5
	Total	22	100	25	100	9	100
3	How the presence of certificate that shows the qualification level for IFAL learners?						
	High	8	36.4	21	84	6	66.6
	Medium	14	63.6	4	16	3	33.3
	Low	-	-	-	-	-	-
	Total	22	100	25	100	9	100
4	The success of IFAL program in Kebele or Woreda in the past two-three years						
	High	2	9.1	-	-	-	-
	Medium	6	27.3	11	44	6	66.7
	Low	14	63.6	14	56	3	33.3
	Total	22	100	25	100	9	100

As indicated in the above table, the continuous evaluation was given for respondents to assess the performance of IFAL participant. The 30(53.6%) of the respondent reveals that the

continuous evaluation was given to evaluate the performance, but the 12 (21.4%) of the respondent reveals that the continuous evaluation given was low.

Regarding the follow up of the committee about the IFAL learner 28(50%) of the respondent respond that there is low follow up.

Test was conducted in order to confirm how much the literacy participants have understood and obtained literacy skills (reading, writing & numerical skills).Where as the certification is the process to confirm in written document that level that the literacy participant completed in the program. The 41(73.2%) of the response reveals that the certificate was awarded for participants who successfully complete the level. The learners have to obtain the passing mark 50% at each level. When the participant complete level 1-3 the certificate given is equal with grade four regular students.

Regarding about the success of the program implementation in the woreda,kebele and center 31(55.4) of the respondent responds rated that the success was low and 21(41%) responds the implementation was medium. From this we can conclude that the majority of the respondents rated the success of IFAL was low. The key policy objective is to increase participation in Adult and Non-Formal Education programs within Ethiopia. Some encouraging progress is being made. As a result of the expansion of primary schooling over the last decade, the youth literacy rate in Ethiopia has increased from 34% in 2000 to 52% in 2011but this is still one of the lowest rates in sub-Saharan Africa so there is a considerable way to go. The 2013/14 UNESCO/EFA Global Monitoring Report notes that in Ethiopia there are an estimated 6,222,000 youth (16-25) illiterates in 2015, 53% of who are female. Activities that will be supported include strengthening institutional capacity, introducing minimum standards and a quality assurance system, training programs for facilitators and adult education tutors, the development of relevant quality materials that can be used to teach learners and apply literacy in real life situations, creating and sustaining a learning environment; addressing the needs/desire of IFAE graduates for continued education and the development of a more coordinated structure for adult education provision in communities. Appropriate curricula will be developed for all regions in the major languages that are used in Ethiopia, which will serve as lead frameworks for IFAE materials development woreda-level. (MoE, 2015)

Assessment (evaluation) is an essential tool for checking the understanding of the learners and it gives back to facilitators about the skill of the learners in relation to the uses of assessment (, Jarvis, 2004) states as’’ Assessment is very important for the learners as well as for the 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 improve up. Assessment is a diagnostic tool. To explore the evaluation system and how adults are certified the following questions were included in the questionnaire and discussion has been made bellow.

#### **4.11. The Major problems affecting the Implementation of IFAL Program**

Open ended question were presented at the last part of questionnaire prepared for literacy participants and the participant program concerned.

The question requires respondents list down major problems and suggest possible solutions. Similarly in the interview with the concerned body they were requested to state major problem IFAL program and provide solution for each problem. The result obtained from the questionnaire and interviews was presented as follows: adults lack of willingness to participate in the program regularly, In adequate training of literacy teachers and facilitators, lack of cooperation from the committee, poor support from the community to maintain and construct literacy centers, lack of adequate educational material and inconvenience associated with the location of literacy center ,inadequate budget allocation to literacy program that could enables coordinators facilitators and teachers to accomplish the desired task & in adequate salary, the shortage of stastical data on the actual number of literacy population of the woreda&kebeles that could be used for the planning purpose, lack of interest and commitment to teach IFAL in integrated manners (lack of strong networking) and lack of regular supervision. These problems are also indicated in ministry of educations 2015 document

Adult literacy and education has been suffering from neglect that emanated from lack of political will on the part of the government. As a consequence, adult literacy and education remained peripheral to education policies and the resources allocated to it have been kept to the minimal. One of the challenges is, therefore, to convince the government to attach high importance to the development of adult education and literacy and design policy, in collaboration with social

partners and other stakeholders to promote adult education. Though very important, the political will and designing the policy can be meaningful only if it is backed by the allocation of the necessary resources. Civil society organizations (including NGOs) and other social partners, as they are young and up-coming and also few in number, may not be in a position to influence or make a pressure on the incumbent to positively respond to the popular demand; this is also another area of challenge (Mammo kebede,2005).

#### **4.12. Suggested possible solution**

As the solution to the above stated problem of literacy program literacy teacher, facilitators, supervisors, Woreda Education experts, DA's, health extension workers, IFAL committees, school directors, school directors Kebele chair persons and PTA suggested the following points : raise the interest of IFAL learner giving continuous discussion about the use of IFAL and explaining benefits that could be gained from the program, reduce the extended responsibility to coordinating committees at all levels and establish responsible and independent institution that has authority on implementation of the program. Mobilizing the community to increase participation and support to main and construct literacy centers, providing adequate educational materials, improve literacy teachers training and equip them with skills of teaching IFAL program coordination, accomplish the plan prepared each year and reduce illiteracy rate in the woreda, allocated adequate budget for the implementation of the program, allocate appropriate and reasonable monthly payments to literacy teachers, have accurate statistical data on the actual number of illiterate population of the woreda and kebeles, increase the commitment of different offices to participate in IFAL ,giving motivation according to their performance in the IFAL program.

Formulate details working guidelines that focus on every possible activities of the literacy program, with consultation to community and to exercise it accordingly to special condition of each community, raise intensive supervision schedule and organize discussions with stakeholders. (MoE, 2015) also stated that expanding IFAL and Post-IFAE program in all regions equitably ,improving women's participation in IFAE and post-IFAE program, expanding continuing education programs piloted in emerging regions, improving the quality of adult and non-formal education, creating a strong and efficient institutional system for adult and non-formal education at all levels To conclude it would be valuable to point out major inputs that

were listed by Canon and Borida (1985) that are essential for effective mass mobilization for adult literacy programs.

These factors are: Real political will that is supported by appropriate financial, human and materials resources. In addition commitment at all levels of the political structure. Appropriate organizational structure with systematic coordination with various development agencies and mass organizations at all levels. Use of all available media to the mobilization of the masses to participate and have understanding about the objectives of the literacy program.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary of major findings, conclusions and recommendations of the study.

### 5.1. Summary

The major objective of this study is to assess the implementation of integrated functional adult literacy program in Dodola woreda, West Arsi zone, Oromia Regional State and to suggest possible solution for those problems. To attain this objective, the study attempted to give answers to the following basic questions.

1. What are the perceptions of PTA, DA, health extension worker, directors, teachers', Facilitators, school supervisors' kebele chair persons and IFAL learners towards the practice of integrated functional adult literacy?
2. To what extent integrated functional adult literacy program is being implemented in Dodola woreda?
3. What are the major factors affecting the implementation of integrated functional adult literacy practice in Dodola woreda?
4. What are the mechanisms through which the implementation of IFAL would be improved?

The sources of data for the study were; 285 IFAL participants, 4 literacy teachers, 4 literacy facilitators, 25 IFAL committee, 24 PTA, 2 school supervisors, 2 woreda education experts, 5 school directors, 6 health extension workers, 9 DAs, 4 kebele chair persons, and relevant documents related to the issue. The employed research design was descriptive survey in which both quantitative and qualitative research methodology were incorporated. The simple random and available sampling techniques were employed to select the respondents of the study and percentage and frequency was used to analyze the collected data.

The instrument used for data collections were; questionnaire, interview and document analysis. Two separate sets of questionnaire were prepared to be completed by IFAL learners, IFAL committee, PTA and DAs. The interview was employed to the literacy teachers, facilitators, school supervisors, woreda education experts', school directors, kebele chair persons and health extension workers. Besides, document analysis was conducted. Based on the analysis of the data the following findings were obtained from the study.

The study disclosed also that adult participants were attending the literacy program based on their own interest, to get literacy skills (reading, writing and arithmetic) and there are no controlling mechanisms for their unwillingness to attend class or absenteeism. However, in some kebeles they produced local rules and regulations that govern activities in the literacy process. Though, participation of adults in the program wasn't found to be satisfactory, when performance were compared to the yearly plan.

The finding of the study indicate that IFAL participants profile (sex, age, occupation and marital status) were similar to the points in the strategy document in addition the woreda education expert, adult literacy teachers and literacy participants have good knowledge and understanding about the IFAL related to the strategy document. However, the support provided by the community members to construct and maintain literacy centers, the attention provided by coordinating committee, management and organization, training of the literacy teachers and payment was unsatisfactory. Consequently; the implementation of IFAL program is resulted in high dropout and unwillingness of learners to participate in the program. Hence, IFAL learners gave more emphasis and priority to their day to day activities; rather lose 2-3 hours a day for about 3-5 days in a week to literacy education.

The study confirmed that the training of adult literacy teacher was for about less than 5 days in the woreda. This was directly against the guidelines stated in the strategy document action plan, which recommends 10-15 days of training. In addition, literacy teachers are obtaining less than 300 Birr each year and even some do get this amount as a reward for their 3-4 months volunteer teaching performance.

The IFAL coordinating committees were formed at all levels –starting from Woreda to kebele. But, it wasn't possible to confirm by evidences that the committee, particularly at kebele level was really working, due to lack of written documents (including minutes of the committee) in the sample areas. However, the committees' performance was found to be weak and uncoordinated at all levels. The committees didn't accomplish the responsibilities assigned to them and completely leave its obligation to the woreda education office. Consequently, the woreda education office was confronted with several problems in coordinating other sectors in the woreda, to have participation in the literacy program, and its effort wasn't found to be effective.

The respondents (in the woreda education office) also confirmed that they are not satisfied and don't feel comfortable about the issues related with the literacy program implementation.

## **5.2. Conclusions**

Based on the major findings, the following conclusions were drawn. The adult and non formal Basic education strategy draft (2010) indicates that adult literacy participants age limit must be between 15 to 45. The study also confirm that the age of majority participant's were 15-45. The participation of adults was also expected to be high on rural areas than urban areas and most of the participants to be married and have their own families to take care of.

In general the information collected from respondents indicate that woreda education office staffs, the literacy teachers and even literacy participants have better understanding on the basic concepts of the strategy document. However the knowledge could not be able to maximize the rate of IFAL participation and to minimize the dropouts' rate, due to other related problems.

As it was indicated in the study the number of female participant was found to be much less than male participant. However respondents confirmed their support about the participation of women in the literacy program, by explaining that to educate females contributes a lot for the development of a country

The study confirmed that the training of adult literacy teachers was for about less than 5 days. This was direct against guidelines stated in strategy document action plan, which recommends 10-15 days of training every 6 month. In addition, literacy teachers are obtaining less than 350 birr a month and even some don't get this amount a month. They only serve to get certificate for teaching IFAL to compete for other time in different occupation.

The Study indicates that adult participants were attending the literacy program based on their interest to get skills (reading, writing and arithmetic) and there are no controlling mechanisms for their unwillingness to attend class or absenteeism. However, in some kebeles they have local rules of regulations that govern activities in the literacy process. But, the participation of adults in the program wasn't satisfactory, when performance were compared to the yearly plan.

The IFAL coordinating committees were formed at all levels starting from woreda to center. However, the committees' performance was found to be weak and uncoordinated at all levels. The committee did not accomplish the responsibilities given to them consequently, the woreda education office was confronted with several problems in coordinating other sectors in the woreda, to have participation in the literacy program and its effort was not found to be effective.

The communities' interest to support literacy centers established outside regular schools was found to be great. The community also has the knowledge and believes that supporting literacy centers is their responsibility. Despite the fact that the community has interest and believes to support literacy centers in financial and materials resource, in the actual situation these institution were found to have serious problems of educational facilities, lack of budget and even the houses for the literacy work were in need of reconstruction in some centers. This was due to poor performance of the IFAL coordinating committee and commitment in creating the awareness among communities.

The time that the literacy program was provided to adult was 5-6 months long and days are not less than 3-5 days per week. Each day there are 2-3 hours of literacy class in each center as stated in the strategy document. But in some centers this was not practiced as stated in the document. This is due to participants' private problems and commitments of integrated offices to teach that designed time. This made participants not to complete the program as designed.

The provision tests and certificates were confirmed to be in accordance to the guide lines described in the strategy document and action plan. But the study disclosed also that the participation of the woreda education in setting tests and to follow up execution was not as set in the document. Besides final tests mainly focus on written type test, although it was stated in the strategy document to make the assessment of adults' performance using oral and practical tests.

### **5.3. Recommendations**

To promote development oriented IFAL in the woreda, based on data collected from related documents investigation, the following points are suggested as possible recommendation to the implementation of IFAL program in Dodola woreda. These are:

- One of the challenges for the implementation of IFAL program is lack of interest of participants and motivation of learners. The woreda and center committee should continuously provide awareness using all available communication
- To reduce dropout rate the IFAL committee should plan and set targets of the program with the real participation of all stake holders, strengthen the net working and transparency among stake holders and setting different alternative time tables for literacy classes.
- Regarding the duties and responsibilities assigned to coordinating committee at al level, it is important to creating responsible and independent institution that has authority to govern on implementation of the program.
- Integrated functional adult literacy board should allocate satisfactory finance and material resources to the program from government, NGO entire community and other sources.
- The woreda integrated adult literacy board should Improve IFAL teachers' selection and providing satisfactory training to staff, improve monthly salary and motivating those using different techniques.
- The IFAL program should have experts in field and at the woreda for support, monitoring and evaluation.
- Regarding literacy teachers and facilitators the coordinating committees should provide adequate training, improving their payments,
- To improve the condition in literacy program it is essential to raise the interest of IFAL learners and motivate them to attend literacy classes, to construct literacy centers facilitated with the necessary educational materials and allocate adequate budget.
- To sum up, to be successful in IFAL program the contribution of every responsible individual and organization in the woreda for real implementation of the strategy document is believed to be very important, otherwise the plan and the program become the lion on the paper.
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## **7. APPENDICES**

**APPENDIX A**  
**HARAMAYAUNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**  
**DEPARTMENT OF EDUCATIONAL PLANING AND MNEGMENT**

Questionnaire to be completed by adult literacy program participants

General Information

This questionnaire is prepared with the aim to study the Implementation of Integrated Functional Adult literacy Program in Dodolaworeda.

Hence, after reading each question carefully respondent are expected to provide their genuine and reliable response to each item.

Notice:-

- Respondent shouldn't need to write their names.
- Respondents are expected to indicate their response by circling on the provided choice corresponding to each question.
- For open-ended questions respondents are requested to give short and precise answers in the space provided.

1. Age of the respondent \_\_\_\_\_ Sex \_\_\_\_\_ occupation \_\_\_\_\_

2. Marital status    1. Single            2. Married            3. Divorced

**The e wiliness of IFAL learners to participate in literacy program**

3. Are you attending the literacy program based on your own interest to get knowledge and skills? 1. Yes    2. No

4. Do you attend the literacy program regularly?    1. Yes    2. No

5. Is there any punishment for your not to participate in literacy program? 1. Yes            2. No

6. One of the main reasons that you attend the literacy program is not to be punished by the kebele committee due to lack of willingness to participate in the program. 1. Yes    2. No

**The convenience of time for IFAL learners**

7. Do you think the time (the day, hour and the month) has convenience to attend education? 1. Yes    2. No

8. Is the place of educational provision (literacy center) has convenience to attend the lesson. 1. Yes 2. No

9. Do you think literacy teachers are competent and cooperative in teaching adult participants? 1. Yes 2. No

10. Do you support the participation of women in the literacy program? 1. Yes 2. No

### **Partners Participation and Organization of Literacy Centers**

12. Do you think the community should have to contribute financial and other resources to fulfill facilities of literacy centers?

1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree

12. Do you believe that literacy participants have responsibilities to support literacy centers? 1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree

13. Is it the sole responsibility of the government to provide resources to literacy centers?

1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree.

14. What are the main problems in your literacy center that are hindrance for successful Implementation of the program?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

15. Do you have possible solution for the problems that you listed above?

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Thank you

**APPENDIX B**  
**HARAMAYA UNIVERSITY**  
**POSTGRADUAT DIRECTORATE**

**DEPARTMENT OF EDUCATIONAL PLANING AND MNEGMENT**

Interview Questionnaire to be completed by literacy program teachers, facilitators', health extension workers, Kebele chair person, supervisors, woreda Education experts and school directors

**General Information**

This questionnaire is prepared with the aim to study the Implementation of Integrated Functional Adult Literacy Program in Dodolaworeda district

Please give your response according to you are asked.

**I. Profile of the respondent**

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ . Qualification \_\_\_\_\_

Marital status 1.Single 2.Married 3. Divorced

**II. Questions about the literacy program**

2. Year of service in teaching (coordinating) adults 1. Less than one 2.one

3. Two 4. 3-5 5. 5-10

3. If you have attend a training program, for how long the training was conducted?

1. Less than 5 days 2. 6-10 days 3.11-15 days 4.more than 15 days

5. For how long does the literacy program is conducted in your center

1. About 3 months 2. 4 months 3.5 months 4.more than 5 months

6. In which of the following age- limits are the majority of the adult participants of your literacy center could be grouped.

1. 7-14 years 2. 15-29 years 3.30-45 years 4. Above 45 years old

7. To what extent the training assisted you in teaching adults?

1. Very high 2. High 3.Average 4.low 5. No importance

8. What is the extent of adult literacy participants' interest to learn in the program?

1. Very high 2. High 3.Average 4.Low 5. Very low

9. Do adult- literacy participants attend the lesson regularly? 1. Yes 2. No

10. Do you think that lack of interest to the lesson is the main reason for adults' irregular attendance? 1. Yes 2. No

11. Do you think that school days and the time class begins are convenient for adults' education?

1. Yes 2. No

12. Are the months of the year that the literacy program is conducted suitable for literacy activities? 1. Yes 2. No

13. Do you think that adult literacy participants attend classes due to their understanding on the importance of the lesson to improve their living condition 1. Yes 2. No

14. Do you think the assistance and encouragement from the woreda and kebele literacy-program coordinating committee has contribution to facilitate your activities. 1. Yes 2. No

15. Do you think there is mutual understanding and good-relationship between you and adult literacy program participant? 1. Yes 2. No

16. Does the location of literacy centers have convenience to teach adults? 1. Yes 2. No

17. Do you think that the community has responsibility to participate in all activities of literacy centers (including planning)? 1. Yes 2. No

18. If your response for question No. 18 is "No" who's responsibility is then to manage and organize literacy center.

1. Government (edu.office)

4. kebele administration

2. NGO's

5. Specify if any other \_\_\_\_\_

3. Private volunteers

19. What are the major five problems in your literacy center? (List them in rank order, the 1st problem to be the sever one)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

20. Suggest your solution for the problems that you listed under question No.20?

\_\_\_\_\_

\_\_\_\_\_

Thank You!

## APPENDIX C

### HARAMAYAUNIVERSITY

#### POSTGRADUATE PROGRAM DIRECTORATE

#### DEPARTMENT OF EDUCATIONAL PLANING AND MNEGMEN

Questions to be answered by IFAL Coordinating Committee, DA and PTA

#### General Information

This questionnaire is prepared with the aim to study the Implementation of Integrated Functional Adult Literacy Program in Dodolaworeda district

Hence, after reading each question carefully respondents are expected to provide their genuine and reliable response to each item.

Notice:-

- Respondent shouldn't need to write their names.
- For open-ended questions respondents are requested to give short and precise answers in the space provided.

#### **General profile of respondents**

Sex \_\_\_\_\_ Age \_\_\_\_\_ .Qualification (Education) \_\_\_\_\_

Marital status 1.Single 2.married 3.divorced

4. Major responsibility in the IFAL committee \_\_\_\_\_

5. Years of service in the committee \_\_\_\_\_

6. Do you have teaching experience in the formal education system? \_\_\_\_\_

7. Years of service as school teacher/coordinator / \_\_\_\_\_

#### **Regarding integrated functional adult literacy facilitator's and participants**

8. Is there a selection criterion for integrated functional adult literacy program teachers/facilitators? 1. Yes 2.No

9. Do you get pre-service training? 1. Yes 2.No

10. Do you have an interest to teach (coordinate) IFAL? 1. Yes 2.No

11. Do you think that IFAL program participants are attending the lesson with interest?

(free from fear of measures of any type)? 1. Yes 2.No

#### **Questions about the places of education provision and duration (facility of literacy centers)**

12. The convenience of literacy centers for the learner 1.Very good 2.good 3.bad

13. Availability educational materials (modules, manuals policy documents) in the literacy centers 1. High 2. Medium 3. Low

14. The responsibility government to equip IFAL centers each year using government recurrent budget? 1. High 2. Medium 3. Low

15. The interest of community to equip literacy centers 1. High 2. Medium 3. Low

16. The convenience of time for IFAL provision 1. Convenient 2. Inconvenient 3. Not decide

### **Organization and Management of adult education**

17. Does the coordinating committees at all levels/Woreda, Kebele and Mender/preparing a working plan each year? 1. Yes 2. No

18. Does the Woreda and Kebele committee have regular meetings? 1. Yes 2. No

19. Do the coordinating committees at Woreda and Kebele level have conducted meetings together to discuss on the issues of the program? 2. YES 2. No

20. Do you think that the IFAL program in your Kebele or Woreda is implemented successfully in the last two-three years? 2. Yes 2. No

### **Evaluation of participants' performance and certification (document)**

21. The presence of continuous evaluation program to assess the performance of IFAL participants 1. High 2. Medium 3. Low

22. The follow up of coordinating committee about IFAL learner 1. High 2. Medium 3. Low

23. The presence of certificate for IFAL learner when they complete the level learner 1. High 2. Medium 3. Low

24. The success of IFAL program in your Kebele or Woreda in the past two-three years 1. High 2. Medium 3. Low

25. What are the major problems of the literacy program in your Kebele or Woreda (please list down these problems in rank order)

1. \_\_\_\_\_  
\_\_\_\_\_

26. What are your suggestions as possible solutions for the above stated problems?

\_\_\_\_\_  
\_\_\_\_\_

Thank You

**APPENDIX D**  
**HARAMAYAUNIVERSITY**  
**POSTGRADUATEPROGRAM DIRECTORATE**  
**DEPARTMENT OF EDUCATIONAL PLANING AND MNEGMEN**

**Document analysis**

1. What is the qualification of IFAL facilitators dominantly?
2. What is the duration of literacy teachers' pre-service training?
3. In which age level do the great majority of the IFAL learners grouped?
4. For how many days in a week do the literacy education is provided to learners?
5. For how long does the literacy program is conducted in a year?
6. For how long the lesson is provided in each day?
7. How many adult literacy participants registered to learn? How many complete the program?
8. Which institution does the committee assumed as the major financial source to the Program?
9. Do the coordinating committees have annual plan about IFAL program?
10. What types of assessment technique is applied most frequently to evaluate the performance of literacy participants? Who controls the reliability?
11. Do the coordinating committee at the Kebele/Woreda have regular meeting?