

**IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT  
EDUCATION PROGRAM IN EAST HARARGHE ZONE, OROMIYA  
REGIONAL STATE, ETHIOPIA**

**MATHESES**

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**IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT  
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**MA THESIS**

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## ABBREVIATIONS AND ACRONYMS

EHEO	East Hararghe Education Office
ESDP	Education Sector Development Program
EWLP	Experimental World Literacy Program
EXPRO	Extra Program Additional to IIZ/DVV's Regular Country Program in early 2002 Organization
FAL	Functional Adult Literacy
IFAE	Integrated Functional Adult Education
IFAL	Integrated Functional Adult Literacy
IIZ/DVV	German Adult Education Association and Institute for International Cooperation
MoE	Ministry of Education
NGO	Non-Governmental Organization
SAIDE	South African Institute for Distance Education
SIDA	Swedish International Development Agency
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

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**IMPLEMENTATION OF INTEGRATED ADULT FUNCTIONAL LITERACY  
PROGRAM IN EAST HARARGHE ZONE  
NEMOMSA KEBEDE**

**ABSTRACT**

*The Purpose of this study was to analyze the implementation of Integrated Functional Adult Literacy Program in East Haraghe zone. For this study, descriptive survey research design was employed; both quantitative and qualitative data were gathered through questionnaire, interviews and observation. The IFAL centers, the facilitators and learners were selected using simple random sampling. Questionnaire, interview and field observation data collection tools were implemented. Of the total sample size of the two study groups, 138 (95.1%) IFAL learners and 53 (96.3%) facilitators filled in and returned the questionnaire. In addition, five (5) IFAL program coordinators and six woreda supervisors were interviewed. The collected data were analyzed using frequencies, percentages and chi-square test. Some of the major findings were: Mostly IFAL program is planned by government bodies without full participation of other stakeholders, the planning process was carried out without need assessment and the needs of the learners and the needs of large society was not considered. There is no clearly stated roles and responsibilities of stakeholders and IFAL was not organized through formulated legal structure. It was found that the number of learners who come to IFAL, the achievement of IFAL objectives, level of community involvement in IFAL, number of facilitators who devoted their time for IFAL and the level of evaluation and monitoring system of coordinated sectors was low. The major challenges identified were lack of budget 136 (71%), lack of awareness of community 128 (67%), inconvenient location of IFAL centers 139 (73%), inconvenient time table 138 (72%), absence of incentives for facilitators 149 (78%), lack of pre-service training for facilitators 136 (71%), lack of commitment of facilitators and lack of motivation of facilitators 119 (62%). Thus, to improve the situation, it is recommended that: there should be incentives for facilitators and coordinators, it is advisable to supply sufficient facilities, allocate budget, prepare guidelines for coordinated sectors at center and create learners awareness.*

# 1. INTRODUCTION

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

## 1.1 Background of the Study

Education is the base for economic, social and political development. It has both individual and social benefits. It helps people to acquire knowledge and skills. In relation to this, the Ministry of Education (2008) stated that education is a key instrument for development. Moreover, every human being has the right to get basic education irrespective of his or her color, religious background and economic status.

There are three modes through which one can get knowledge: formal, non-formal and informal. Formal education alone is not enough to bring rapid and continuous social and economic development. It is not also the only means of satisfying the education needs of people. People who do not get the opportunity of formal education should be provided with other alternative ways. One of these alternative ways is non-formal education. In several cases, the non-formal education approach is the complement of formal education. The inadequacy of formal education in relation to the needs of some groups of the population becomes a source of justification for non-formal education Aggarwal (2002)

In line with this, adult education has a significant role in poverty reduction. It plays very essential function in a rapid changing society by providing information, knowledge, skills, etc. that people need to cope with the changing conditions. Therefore, it is essential to expand the provision of adult education which is less expensive, flexible in terms of time and place in fulfilling the demand of education. MoE (2008) stated that adult education is an essential process directed arising the knowledge and skills of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner.

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

The concept of IFAL is defined in a Master Plan for Adult Education, which the MoE is developing with the support of DVV international. In general terms, it seeks to link writing, reading, numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings. This ensures that literacy skills development is meaningful to the learners (MoE, 2010).

Integration of literacy and life skills is very essential in order to challenge different life problems. Functional Adult Literacy program enables adults to take informed decisions in daily life of an individual or groups. It also empowers a person or people to participate actively in ones or their affairs. It helps beneficiaries to generate income, fight against poverty, and promote lifelong learning and so on (MoE, 2010).

Concerning this, DVV International (2005) stated that the essence and degree of functionality and the need are directly related to the relevant and appropriateness of the program to successfully challenge the various life problems. Functional Adult Literacy for poverty reduction thus goes far beyond organizing basic literacy classes. It is a participatory approach, which motivates the learners to continue searching for knowledge and skills. It involves a wide range of localized basic livelihood activities and characterized by participation and goal orientation. Thus, the intention of this study is to

assess and bring improvement in the implementation of integrated functional adult literacy program.

## **1.2. Statement of the Problem**

Globally, IFAL has characterized by lack of human, financial and technical support. Governments have vital roles in coordinating different stakeholders in order to address different educational needs of their people and creating conducive environments for the teaching learning process. They can foster the environment of the community, civic organizations, NGOs, etc. Therefore, the strength of FAL program depends on the support it receives from governments. Governments demonstrate their commitment through their policies. Such commitment assists to create better political and economic environment (Fordham et al., 1995).

In Ethiopia, Integrated Functional Adult Literacy has problems like a policy gap, shortage of fund, low human resource base and a related management problems, and lack of knowledge of IFAL (Tilahun, 2011). Even though the adult education policy is revised and named IFAL, starting from its establishment in 2002 the IFAL program faced many problems in the country. The problems faced were more or less similar in different regional states. The challenges faced by IFAL program were: lack of trained facilitators and lack of facilities for the program such as textbooks and the like (MoE, 2008).

Like other Zones, East Hararghe Zone is practicing IFAL program. However, from the experience of the researcher the implementation of IFAL program has not been accomplished as intended. This is because of the fact that IFAL has got some constraints such as lack of trained facilitators, lack of conducive centers, and lack of teaching manuals. On the other hand, from the researcher experience point of view as an educational expert in the zone, IFAL implementation is varied from center to center in both teaching-learning process and delivery of different facilities. In addition to this, the informal informants have asserted that the IFAL trainees are not willing to take part in the teaching-learning process in their respective centers. Therefore, it is from this point of view that the researcher is intended to assess the implementation of IFAL program.

Mulugeta (2002) conducted a research entitled ‘An Implementation of Adult Literacy Program in East Gojjam Zone’ and found that the implementation of adult literacy program is nominal and completely left only to the education sector. This resulted high dropout rate of literacy participants and unwillingness to participate in the program due to poor understanding about literacy. Similarly the study which was undertaken by Mohammed Suleyman in East Hararghe,Obora Sub Zone found that the participation of stakeholders in the implementation of IFAL is low and the support made by government bodies are not in line with the objectives of IFAL. The management of IFAL, its human resource base and facility issues are not touched well. Thus, this research is different from the other in that it focuses on IFAL management, its human resource and facility issues in addition to other mentioned variables.

### **1.3 Research Questions**

1. How the IFAL program is being planned in East Hararghe zone?
2. To what extent does the IFAL program is being implemented in East Hararghe zone?
3. What are the major challenges encountered in the implementation of IFAL program in East Hararghe zone?
4. What strategies are envisaged to improve the implementation of IFAL program in East Hararghe?

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

The general and specific objectives are formulated as follows.

#### **1.4.1 General objective**

The general objective of this study is to assess the implementation of IFAL program in East Hararghe zone.

#### **1.4.2 Specific objectives**

More specifically, this study is attempted to:

1. Identify the planning process of IFAL program in East Hararghe.
2. Analyze the implementation of IFAL program in East Hararghe.

3. Identify the major challenges that encountered the implementation of IFAL program in East Hararghe.
4. Find out alternative strategies used to improve the implementation of IFAL program in East Hararghe.

### **1.5 Significance of the Study**

The findings of the study will have the following importance for different bodies. The study will provide information to Woreda Education Offices and East Hararghe Zone about the status of IFAL program in the zone. Besides, it will enable officials to give due attention to the program by providing them more information about the contribution of the program and the problems it faced and shows the learners how to participate more on the IFAL program. Its finding will use as a tool for poverty reduction activities. Moreover, it will serve as a reference material for all concerned body and researchers who want to conduct further studies in the area.

### **1.6 Limitation of the Study**

There were no enough literature references regarding local context of Ethiopia in the library of Haramaya University. Hence, the researcher was forced to depend much on foreign books and journals. Besides, the shortage of resource and experience to undertake this research to the expected university schedule. However, the researcher had done all the possible efforts to complete this study successfully.

### **1.7. Delimitations of the Study**

Since integrated functional adult literacy is a broad area; it is very difficult to study all aspects about it. As a result, in order to make the study manageable, it delimits to analyze IFAL implementation and its challenges in the practices of the program. Besides, due to the constraints of time and money, the researcher delimited the research area on East HarargheZone, Meyu and Kombolchaworedas and Haramaya town administrative. Methodologically it was conducted using the descriptive research design.

### **1.8. Operational Definitions of Key Terms**

**Adult:** A matured person who can shoulder different responsibilities

**Functional:** Applicable, it enables learners to apply what they have learnt in their day to day activities.

**Integrated Functional Adult Literacy Management:** It is an act of managing (planning, organizing, staffing, controlling and evaluation) IFAL activities: learning and teaching.

**Implementation:** the overall efforts made in the practices of IFAL program

**Integrated:** Linking the literacy lessons with the livelihood activities of learners.

**Literacy:** The ability of a person to read, write and do simple calculations. It is the ability to use written language.

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

### **1.8. Organization of the Study**

This study was organized as follows. It has five chapters. The first chapter consists of an introduction, background of the study, statement of the problem, research questions, objectives, significance, limitation and delimitation of the study. Chapter two present review of related literatures which includes meaning and definition of Functional adult literacy, objectives and benefits of IFAL, different approaches to learning and teaching literacy, main principles and features of IFAL, management of IFAL, Planning and organization of IFAL activities, historical development of IFAL and overview of Adult and Functional Adult literacy program in Ethiopia. The third chapter deals with research methodology. Chapter four presents result and discussion, and chapter five presents summary, conclusion and recommendations of the study.

## **2. REVIEW OF LITERATURE**

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

### **2.1 Functional Adult Literacy Meaning and Development**

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

#### **2.1.1 Definition of literacy and functional literacy**

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

The traditional understanding of literacy was merely limited to the 3RS (reading, writing and arithmetic). It was a matter of knowing how to deal with words and numbers. It means knowing how to read, write and simple calculations. Traditional literacy aims at imparting sufficient proficiency in reading, writing and arithmetic. Its sole aim is to provide the illiterates, whoever they are, with access to the written word (Mohanty, 2007).

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

result of knowledge and skills that are very essential for people by enabling them to be efficient and effective in their day-to-day lives. In relation to literacy's uses UNESCO (2005) expressed as "Literacy skills are essential in today's knowledge societies." Regarding to Literacy, Mohanty (2007) also expressed as literacy is a pre-request, an essential condition for acquiring and applying knowledge for taking decisions and for solving problems. In short, it is necessary for successful living and for improving the quality of life.

The phrase functional literacy has different meanings since it was adopted by UNESCO in the early 1960s. Its meaning has gone several transformations. It was initially linked to the notion of sustainable literacy (reading and writing with understanding and autonomy). During that time, it was believed that four years of the schooling were the minimum necessary condition for acquiring a functional literacy and functional literacy later evolved. That is basic literacy was understood as the first phase of literacy (literacy acquisitions was the same as learning to read and write) and the later was the next phase of literacy. The second phase was considered the effective use of reading and writing in day-to-day activity (Okech, 2009).

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

In Practice, two different understandings of functional literacy have existed: functional literacy as reading and writing acquiring at a level of enough competence to be put to use and actually put to productive use and functional literacy as reading and writing plus knowledge and skills in others fields (Okech, 2009).

Functional Adult Literacy is a method of training illiterate adult for development purposes and literacy skills. That is it is not merely a literacy program. It is much more than literacy. It is a functional education aiming at knowledge, understanding, changes in attitude and motivation of learners for solving different solving different problems, etc. It is a means of developing the personality of the illiterates. It is greatly believed to be a reliable tool and a means to improve the living conditions of individual learners and the society as a whole (Papen, 2005)

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

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

### **2.1.2 Concept of functional adult literacy**

Functional adult literacy is concept that is used in various ways starting from the more literate meaning of literacy to the more metaphorical meanings of other basic knowledge and skills required by in their daily lives (Okech, 2009). In all cases, however, functional adult literacy tries not to treat reading and writing in isolated but to integrate it not to treat reading and writing in isolated but to integrate it not only on other areas of learning, but in some cases in life and work.

A society which is able to communicate in reading and writing is able to handle basic informed discussions and operations (business, agriculture, health, environment, democracy, etc) in daily life. Literate people are essential for social development. Poor

adults hardly learn for the sake of learning but they mainly learn in order to get basic survival skills which enable them to fight against poverty (Bataille, 1976).

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

In the social dimension, proper decision making procures promoted by FAL lead to better social welfare. Educationally and socially empowered communities are seen to participate more effectively in poverty reduction. There is evidence that better family care resulting from FAL leads to better health, better health seeking and that parents take greater care for their children's schooling. FAL can promote universal primary education (UPE). In political dimension, socially empowered people can participate more effectively in managing society.

### **2.3.Objectives and Benefits of Functional Adult Literacy**

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

#### **2.3.1. Objectives of functional adult literacy**

Functional Adult Literacy program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills that can help adults to fight against poverty. This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. Functional adult literacy leads

to empowerment as far as literacy serves adult learners to ask questions about the life situations, problems and as it serves them to search for informed decisions and actions that help for fighting the root causes of poverty for them (Stromquist, 2005).

The specific objectives of functional adult literacy are to enable informed decisions in daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning. The functional adult literacy program is planned to introduce all elements of learning contents through learner-centered and problem solving approach with special emphasis to solve problems and increase the productivity of the community. In this way, adult learners learn to identify their common problems and try to find solutions for those problems that decreased their productivity and hindered their achievement of better livelihood.

The aims of functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. To help them apply these skills and knowledge to solve their basic economic, social and cultural problems (Stromquist, 2005).

### **2.3.2. Benefits of functional adult literacy**

Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society. Adult education is founded on the needs of the beneficiaries and requires multi-sect oral activities. Adult will be encouraged to learn, only if they find the program related to their life, which is problem-solving and brings about a change in their life style.

In this regard, it was described that the rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely recognized that, in modern societies, literacy skills are fundamental to informed

decision making, personal empowerment, active and passive participation in local and global social community (Stromquist, 2005).

On the contrary, the traditional approach of literacy failed in many places in the world because adult learners lacked internal motivation. Traditional basic literacy dominated programs usually show some undesired outcomes, especially that the participants pass literacy tests but they stop reading, writing and calculation immediately after. One of the reasons is the lack of meaningful materials to read, write and count in the national or local language, the unavailability or non-affordability of reading materials and the lack of enough proficiency. After that, participants can not apply basic literacy in daily life. A lack of functional knowledge and the separation of learning contents from daily life result in learners who are unable to write meaningful messages. They do not also read and understand letters and instructions properly. These lead to poor motivation to continue their learning (Robinson, 2005).

#### **2.4. Different Approaches to Learning and Teaching Literacy**

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

##### **2.4.1 Social awareness or liberation approach**

Social awareness approaches have been adopted mainly by NGO and Popular movements inspired by Freirean conscientization literacy perspectives. They have explicit political and social objectives. Literacy is seen as a tool for social transformation and empowering

people to participate in democratic process. The objective is to overcome operation (Lind, 2008).

#### **2.4.2 Development oriented or Functional approach**

Development-oriented approaches refer to the inclusion of development oriented program components or learning contents about health practices, agriculture, marketing environmental issues and other livelihood skills. Integrated approaches to literacy have tried to respond to the concern of poor people wanting to break out poverty and learn how to improve their livelihoods. These approaches begin with either livelihood or literacy training and then add the other components. The practices of linking literacy to other functional or development-oriented skills are mixed. The two more common ways relating to these are: first to run literacy and income generating activities in parallel but separately; or second, to run literacy activities first, followed by income, generation activities (Oxen ham. 2002).

#### **2.4.3 Formal education or continuing adult education approach**

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

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

### **2.5.The Main Principles and Features of Functional Adult Literacy**

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

Functional adult literacy needs systematic management and involve able and capable intermediaries. Some of this principle is similar with the six core adult learning principle. Those six core adult learning principles are: the learners' need to know, self directed learning, prior experience of the learner, readiness to learn, orientation to learning and motivation to learn (Knowles. 1998).

### **2.6.The Management of Functional Adult Literacy Program**

In the Management of Functional Adult Literacy Programs, different stake holders participate in the process of planning, organizing, staffing, directing and controlling activities. Management of these programs is a joint responsibility of different parties. These parties include the project staff, the community, the government bodies, NGO and the likes.

The management of functional adult literacy programs should adopt participatory approach which allows the staff, coordinators, adult learners, and the community to involve actively in the program decision process. Concerning to adult education management body in Ethiopia, it was stated that realizing the importance of coordination, a national adult education management body was established at federal level with membership of different, relevant ministries including agricultural and rural

development, health, women's affairs, youth and sports, labor and social affairs. By doing this, it has been tried to organize adult education in a strengthened and coordinated manner based on the decentralized administration system of the country with defined duties and responsibilities (Oxen ham. 2002).

### **2.6.1 The Planning of functional adult literacy program**

It is better to define the word planning before seeing the planning of FAL program. The term planning has different meanings according to its context. As a result, different scholars defined it in different ways. It can be defined as a skill of arranging or organizing activities, resources and facilities for conducting a specific program of educational activities. Planning is an idea that has been used in the field of adult education for a long period of time (Gboku and Lekoko, 2007).

However, the understanding of its concept remained as a subject of debate. Generally speaking most people agree that planning is viewed as a systematic process of decision making and acting up on such decisions. For the reason that IFAL needs integration, an involvement of concerned bodies likes NGOs, civil service organization and local community should get proper attention. It is a continuous effort of deciding what needs to be done by eliminating the less important work and focusing on the more important ones (Gboku and Lekoko, 2007).

Planning is one of the most important techniques that are used for project management and time management. It is preparing a sequence of action steps to achieve some specific goals. If it is done effectively, it can reduce much of the necessary time and effort of achieving goal. It is very crucial for meeting the needs. Generally, planning can be defined as making decision about future actions by choosing among alternatives. It is the first managerial function and it lays the ground work for other managerial functions. It involves selecting missions and objectives and it bridges the gap where we are to where we want to be in the future. The planning of functional adult literacy programs includes enhancing people's commitment to those programs, increase coverage by expanding them, capacity institutions for them, establishing a sustainable network and an effective monitoring and evaluating system as well as creating partnerships (Sandhaas, 2008).

## 2.6.2 Organizing functional adult literacy program

Functional adult literacy program is organized in the way that different persons who have different roles participate in it. These people who have different tasks in the program include learners, facilitators, coordinators, supervisors, and other stakeholders. These groups have their own duties and responsibilities. In relation to it, Plunket and Attoner (1998) described it as

*Organizing as a management function is concerned with assembling the resources necessary to achieve the organization's objectives and establishing the activity authority relationships of the organization. It develops the structure to reach the goal.*

### a. Facilitators recruitment

The way of facilitators' recruitment have different from country to country depending on environmental context. As a result, they use different criteria, facilitators can be chosen according to their qualified and motivation to work as a facilitator. That means facilitators should have specific qualities such as subject knowledge, pedagogical knowledge, communication skills, show commitment to their work, respect learners and the likes (UNESCO, 2005).

### b. Training of facilitators

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

### c. The roles of facilitators

Facilitators play many roles. It may be useful to think of the roles of facilitators as multiple and flexible adapting to learners' changing needs and expectation. As one time a

facilitator will control an activity; at another time, she/he own observe, while learners are doing their work. Regarding to the roles of a facilitators, SAIDE (2000) described him/her as

*a leader who encourages learners to participate actively, (not just to listen passively), a consultant who makes learners responsible for the progress of an activity, a participant who joins the learners in solving problems and making discussions, and an observer who withdraws completely to allow learners to make total responsibility for their own work, etc.*

### **2.6.3 Staffing IFAL Activity**

Different countries manage the delivery of adult literacy programmes. Staff delivering adult literacy programmes can be unpaid volunteer or paid tutors. The concerned body may approve the appointment of other staff including administrative, caretaking, cleaning and other support staff. In addition, the government may allocate a resource worker or development officer to work under the direction of the Adult Education Department in the development and delivery of the local Adult Literacy Programme. A clear rationale and job description, in line with the objectives of the adult literacy programme, should be established for such posts (UNESCO, 2005).

Paid tutors should be recruited in line with best practice and a panel of tutors should be established, with associated subject areas where relevant. With the approval of the government Adult Education Department should allocate tuition hours in accordance with the panel in the first instance and other factors such as availability in the second. As part of the recruitment and induction process, all paid tutors should be provided with a contract of employment stating their entitlements (Caffarella, 2002).

### **2.6. 4 Monitoring and Evaluation of Functional Adult Literacy Program**

Monitoring lays foundation to evaluation. This is because monitoring enables people to collect information in order to conduct evaluation. Monitoring and evaluation are used as an instrument to increase the progress of the beneficiaries in the program and improve the quality of education system. In relation to the importance of monitoring, it was expressed that continuous monitoring of learners' academic progress is very essential in order to

increase academic performance and give better assistance. Monitoring is not the concern of one body, but it is the responsibility of different bodies who participate in the management system (Jarvis, 2004).

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

### **2.6.5 Reporting IFAL Activity**

As different literatures indicate, the Adult Literacy Review highlighted the need for more accurate reporting in relation to the statistical returns. It is anticipated that this issue will be addressed by the concerned body in the context of broader initiatives concerning data collection and analysis (Caffarella, 2002). The report madeneed to be accurate and truthful. As the current IFAL practice of our region, the reporting process is started from IFAL centers to woredas and then to Zones finally ends at region.

## **2.7.The Needs, Motivation and Characteristics of Adult Learners**

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

### **2.7.1 The needs of adult learners**

Adult learners can learn when they have strong desire to learn the knowledge and skill required are related to their objectives, when they are active participant in the teaching learning situation and when they receive personal satisfaction from what they have learnt. Many adult educators tried to address the question of what adult learners want to learn. In this regard, SAIDE (2000) described about what adult learners want to learn as adult learners need opportunities to study as a level and pace that suit their individual abilities

and need to study part-time while working. They need education that addresses their daily needs and their interests. They need opportunities to gain credits for their learning and to build on these credits over time. Adult learners' continuing motivation to study is often greatly influenced by their success in the course they are studying. Adults also have often accumulated a wide range of experience linked to the subjects they want to study formally, but they have not actually gained this knowledge formally.

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

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

### **2.7.2 Motivation of adult learners**

The term motivation is very broad. As a result, different scholars do not give a comprehensive single definition for it. Due to this, different scholars define it in different ways. In relation to this, Fasokun, et al. (2005) stated it as

*Even though it is difficult to define motivation, it is possible to do so in general terms. Psychologists do not take motivation a hypothetical concept because it cannot be seen or touched.*

Motivation can be defined a force that initiates and directs behavior. It refers to anything that can cause people to behave as they do. It is the activation and energization of goal oriented behavior.

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

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

*While adults are responsive to some external motivators (better jobs, promotions, higher salaries and the like), the most potent motivators are internal pressures (desire for increased job satisfaction, self esteem, quality of life and the like).*

Here it is clear that internal motivation is more useful than external motivation. As a result, adult's curricular designers and facilitators should take into account this point as very essential. In relation to the value of motivation, Fasokun et al. (2005) described as

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

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

### **2.7.3 Characteristics of adult learners**

Adults usually have clear ideas of what they want to learn and choose to achieve career or personal goals. They do not usually have time to study full-time as they have a lot of other responsibilities, knowledge, skills and talents. They may be unemployed people, working people, people who have children and even grand-children. In relation to the characteristics of adult learners, Hiemstra et al. (1990) stated that “adults are characterized by a special orientation to life, living, education and learning.

They have a rich reservoir of experience up on which to draw with different development needs, roles than children and adolescents. They also have varying amounts of stress and anxiety.” On the other hand, NEK-International Consultancy (1999) mentioned some essential characteristics of adult learners here. They include adults have multiple roles and responsibilities, their self-concepts move from dependency to independency, adults have accumulated life experiences, they pass through a number of developmental phases and they experience anxiety and ambivalence in their orientation to learning.

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

### **2.7.4 Assessment of adult learners’ performance**

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

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

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

In reference to the required literacy competencies, the aspects to be assessed are first of all the 3RS that is the ability to read, write and calculate using arithmetic operation (on the side of the learners). In FAL, the other two more skill has major impotence. That is the ability to apply literacy skills and livelihood skills (Knowledge, skills and attitude) in daily life (functionality). The increasing reasoning capacity, motivation and self-confidence in daily life activities of the learners including learning, their involvement in community and the real changes and improvements from the ultimate goals of FAL should also be assessed (Jarvis, 2004).

### **2.8.Stakeholders Participation in Functional Adult Literacy Program**

Governments have an obligation to provide basic education for all their citizens. However, they cannot be expected to supply every human, financial or organizational need for this purpose. They have vital roles in coordinating different stakeholders in order to address different educational needs of their people and creating conducive environments for the teaching learning process.

They can foster the environment of the community, civic organizations, NGOs, and different sectors (Healthy, education, agricultureetc). Therefore, the strength of FAL program depends on the support it receives from governments. Governments demonstrate their commitment through their policies. Such commitment assists to create better political and economic environment (Fordham et al., 1995).

The political support can raise the popularization of the concepts of FAL program and create idea for practice. They may also give sustainable economic support to organize,

manage, implement, etc. on need-based achievable programs. The political and economic support of governments to FAL programs are likely to mobilize the social support which can enlarge and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham et al., 1995).

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

One of the major factors for the failure of the educational system is the absence of the concern and feeling of ownership of educational matters on the part of the community, It implies that when community has no feeling that education is its concern, much of the input from the community to what is going to the educational system can be missed. Thus, one form of promotion on community concern in the education program is the opportunity of participation on educational matters (Fasokun, 2005).

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

### **2.8.1. Target groups of functional adult literacy program**

The Target groups of Functional Adult Literacy Program are youth and adults who are illiterate due to lack of access to formal education at all. They can also be people who are drop out of primary and secondary education because of different reasons. Most of the target groups of functional adult literacy program are those persons whose ages are 15 years old or above. Most of those persons are very poor. Therefore, the program targets those disadvantage groups. So, in order to ensure educational access and equity, this program is program is targeted towards them (Hiemstra et al., 1990).

## **2.9. Adult learning places and facilities**

Adult learning places vary depending upon the local conditions. They can be buildings of churches or mosques, Keble halls, formal school buildings or any convenient place. Although, it is essential to begin the provision of adult education in these centers, it seems reasonable to equip them with adequate facilities like benches, desks, toilet, water, teaching learning materials, etc in order to improve the quality education in those centers (ICDR, 1999).

## **2.10. Historical development of functional adult literacy**

Just as the universal declaration of human right, Literacy has been considered sometimes to which every person is entitled to. Literacy initially referred to reading, writing and calculating simple calculations. Until the mid-1960s, the right to literacy was primarily understood as a set of technical skills: reading and simple calculations. Promoting Literacy was fundamentally a matter of enabling individuals to acquire these skills (UNESCO, 2005). This understanding of literacy led to mass literacy campaigns aimed at eradication of illiteracy within a few years.

Contrary to their intention, such campaigns revealed that literacy cannot be sustained by short-term operations or by top-down and one sector actions mainly directed towards the acquisition of technical skills without giving emphasis on the contexts and motivation of the learners and proper follow up of accomplishment. On the other hand, some successful campaigns which were conducted in overtly political frameworks have to do with the important political roles played by political will and social mobilization in literacy efforts (UNESCO, 2005).

The 1960s and 1970s brought attention to the means in which literacy is integrated to with socio- economic development and the concept of functional literacy was created. Program for functional literacy which were designed to promote reading and writing as well as arithmetical skills necessary for increasing productivity were the subjects of many national and international campaigns. As result, literacy came to be viewed as necessary conditions for economic and national development. For example; the world congress of

ministers of education on the eradication of illiteracy held in Tehran (1965) stressed for the first time the interrelationship between literacy and development (Bohla, 1994)

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

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

During the 1970s, Paulo Freire's theory of conscientization which stated that the social awareness and critical enquiry are key factors in social change gained popularity in developing countries. It also heavily influenced conceptions of literacy in UNESCO and other international organizations. In relation to contribution, it was stated as Freire's ideas about literacy gained prominence in the 1970s and 1980s at a time when, at the international level, faith in the functional model of literacy was beginning to fade due to the poor results many literacy programmes had produced (Papen, 2005). In relation to critical consciousness, it was stated as Literacy should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right (Bataille, 1976).

### **2.11. Overview of Adult and Functional Literacy Programs in Ethiopia**

The provision of adult education in Ethiopia has a long history. It can be divided into two major eras. They are the traditional and modern. The traditional adult education programs ran teaching and training in a formal way. Both the church and mosque had learning centers at all levels of schooling with their own curriculum. During that time, the

teaching focused on spiritual life. The programs remained quietly influential up to the end of the 19<sup>th</sup> C. However, the education could not help much in transforming the economic life of those who attended the programs. It influenced them to lead a spiritual life. Therefore, the country could not benefit from the traditional adult education in improving the lives of the beneficiaries.

In addition to this, the traditional education had no tolerance for modern education. That means it did not allow the introduction of modern adult education. In relation to the purposes of adult education, it was stated that traditional education served as guardianship to the education of the country. During that period there were centers of academic excellence in the area of medicine, geography and astrology. The programs were equipped at and successful in making learned adults understand that life in this world is useless. Resistance of change was one of its drawbacks. Church education never regarded hard work as a moral duty that brought its own intrinsic reward (Zelege, 2009).

The History of modern adult education of the country traces back at the beginning of the 20<sup>th</sup> Century. During the imperial period, the provision of adult education was highly decentralized and many institutions (government, NGO, religious and private) participated. It implies that there was no one to coordinate efforts. During the Dergu regime, the adult education system was designed. It was highly centralized. It means it was all through top-down approach with no compromise and flexibility. Adult education programs of both the educational and modern eras were insufficient. The providers did not collect the required support and they were not all staffed. The programs were not well integrated into livelihood programs (Mulugeta, 2002).

All efforts seem to delay economic returns to both direct and indirect beneficiaries; however, currently there are some signs of improvement through programs like EXPRO, thus requiring promoting and scaling them up. Only these and similar other programs can help adult learners to improve their living situation and contribute to the country wide poverty reduction (Mulugeta, 2002).

## **2.12. Findings Related to the Implementation of Integrated Functional Adult Literacy Program (IFAL)**

Integrated functional adult literacy program is one of the strategies designed by MoE to widen the chance of education for the citizen. In Ethiopia different researchers tried to carry out research on integrated FAL. For example, the research entitled as the implementation of adult literacy program in West Gojjam was done by Mulugeta(2002). The objectives of the study were: to investigate the implementation of adult literacy program in West Gojam zone, to assess the status of community in supporting adult literacy program, to assess whether the facilitators have sufficient professional training and the like.

The major findings of the study were: adult literacy program facilitators have great role in the implementation of adult literacy program, and there are problems with adult literacy program which are: Adults lack of willingness to participate in adequate budget allocation, lack of facilities (resources), lack of effective leader ship and the like(Mulugeta, 2002).

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

Furthermore, there are research documents that related with this thesis. Their research question and findings discussed as follows. AlemayehuGezahegn carried out the research in 2011 entitled “ *The practices and challenges of Integrated Functional Adult Literacy in case of selected Woredas in North Shoa Zone*” The researcher came up with findings: The practices of IFAL program where the research carried out was low; there is no integration among all stake holders in the IFAL program implementation; scarcity and inappropriateness of teaching materials were the main problems which confronts the practices of IFAL program in the zone; existence of unqualified and incompetent facilitators also another problems in the implementation of the program.

Temesgen (2010) also carried out the research in 2010 entitled “The status and Challenges of Integrated functional adult literacy program in selected sub city of Addis Ababa.” The findings of the study were: the practice of IFAL program in selected sub city of Addis Ababa was at a medium level; existence of irrelevant learning contents and lack of materials were the challenges in the implementation of IFAL program in this selected sub city were the challenges in the practice of the program; work load pressure of the facilitators was the other challenges in the implementation of the program (Temsegen 2010).

In general, although these research documents conducted at different places and in different times, the problems and implementation status of IFAL program were similar. Regarding this research, some of the findings of the research were similar with the research findings of the documents reviewed above especially on the challenges of IFAL program implementation.

### 3. RESEARCH DESIGN AND METHODOLOGY

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

#### 3.1. Description of the Study Area

Oromia regional state is subdivided into 20 administrative zones. East Hararghe zone is to be found in the eastern part of Ethiopia and is bounded by Dire Dawa administrative council to the north; Somali regional state to the north, east and southeast; Bale zone to the south and southwest; and West Hararghe zone to the west. Harari regional state is entirely surrounded by East Hararghe zone. The zone capital is Harar, located 524 km to the east of the Ethiopian capital, Addis Ababa.

East Hararghe is characterized by plateaus, rugged mountains, deep gorges and flat plains. The altitude ranges from 500 to 3,400 metres above sea level. The zone contains three agro-ecological zones, *dega* (highlands – elevations above 2,300m), *woinadega* (midlands elevations between 1,500 and 2,300m) and *kolla* (lowlands – below 1,500m). Based on the previous country level census, the zone has a total of 3,686,618 (1,872,877 male and 1,813,741 female) population.

#### 3.2. Research Design

A descriptive survey research design was employed for this study. Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present. Furthermore, he explained that the main characteristic of this design is that the researcher reports what has happened or what is happening. Elliott et al. (2000) reported that descriptive survey method is important to answer questions related to the existing problem. Additionally, a mixed research method (quantitative and qualitative) was used for this study. Mixed method helps the researcher to deal with both quantitative and qualitative data of the study.

### **3.3. Sources of Data**

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

#### **3.3.1 Primary sources**

The primary data sources include IFAL coordinating committee, Woreda educational supervisors, facilitators and learners using questionnaire, interview and observation.

#### **3.3.2 Secondary sources**

Secondary data was obtained from documents. These are books (journals and different articles written by scholars), IFAL committee minutes at woreda level, reports and manuals related to integrated functional adult literacy.

### **3.4. Population, Sample and Sampling Techniques**

In East Hararghe Zone, there are 19 woredas and 3 towns administrative. These are Babile, Bedeno, Deder, Fedis, GoroGutu, Gurawa, Gursum, Haramaya, Jarso, Kombolcha, Kurfachale, Melka Bello, Meta, Kersa, Chinaksen, GolaOda, Meyu, Midegatola, Kumbiworedas and Aweday, Deder and Haramaya Administrative towns. Conducting a research in all woredas and town administrative was difficult due to time and resource constraints. Hence, the researcher selected Meyu and Kombolchaworedas and Haramaya town administrative using simple random sampling technique. There were 305 adult education centers in these woredas. Out of these centers, 15 centers were selected by using stratified random sampling technique where the woredas were the strata.

In addition, the total sample size was determined based on the availability of resources (time and money) and the sampling error. The larger the sample size, the smaller sampling error. No sample will yield exactly the reliable information as if all people in the population were included. For the purpose of this study the formula developed by Cochran (write year), was employed. Accordingly, the sample of IFAL learners' in the study areas calculated as follows:

$$\frac{Z^2pq}{d^2} = n \dots \text{eq}_1,$$

Where

$z$  = Confidence level (95=1.96)  $n$ =Desired sample size for large population size  $p$

= Estimated population characteristics (0.5) $q=1-p$

$d$  = statistical significance/margin of error (0.05)

For large population the sample size is  $\frac{(1.96)^2 \times 0.5(1-0.5)}{(0.05)^2} = n$

$$n = \frac{0.9604}{0.0025}$$

$$n = 385$$

Then the sample size for large population is 385 and to manage for small size population the sample size ( $n$ ) was calculated using the result of large population formula .....eq<sub>2</sub>.

For small size population  $n = \frac{n}{1 + \frac{n}{N}} \dots \dots \text{eq}_2$

$$n = \frac{385}{1 + \frac{385}{234}}, \quad n = 145$$

Moreover, two non-government organizations which were working on Integrated Functional adult literacy were included in the sample. Hence, the organization officers responded to the interview.

**Table 1: Total Population, Sample and Sampling Technique**

N O	TYPES OF RESPONDENTS	TOTAL POPULATION	SAMPLE SIZE	%	SAMPLING TECHNIQUE
1	Woreda IFAL Coordinating committee	30	5	17	Simple random sampling
2	Woreda Education supervisors (CRC)	6	6	100	Availability
3	IFAL facilitators	364	55	15	Stratified random sampling
4	IFAL learners	16446	145	0.8	random sampling
5	Non-government organizations	4	2	50	Purposive
	Total	16850	213	1.3	

### **3.5.Data Collection Instruments**

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

#### **3.5.1 Questionnaire**

For this study, questionnaire was the important data collecting tool. It aimed at getting sufficient primary data. Both open-ended and close-ended items were prepared for facilitators and IFAL learners. Questionnaire was selected not only because it is the most common data gathering tool, but also it helps to collect a great deal of information within the time limit and helps to reach large group of research subjects. The learners filled in the questionnaire by the help of data collectors assigned by the researcher. To make necessary corrections and to maintain the validity of instruments, face validity of the instrument was ascertained from experts in the field.

#### **3.5.2 Observation**

Observation checklist was developed and employed by the researcher to examine the availability of facilities in the centers and whether the adult education is integrated or not. Consequently, observation checklist was prepared and the sample centers were observed.

#### **3.5.3 Interview guide**

The other instrument used for the collection of primary data for the study was an interview. Hence, semi-structured interview was used in the process of data collection. It is helpful to supplement the data gathered, through other instruments, as well as for the clarification of some unforeseen information. Consequently, a face-to-face communication was held with six woreda supervisors, two NGO officers and 5 IFAL committee members who were selected purposively because of their experience in the area and the knowledge they possess on the topic of the study.

### **3.6.Data Collection Procedures**

After preparing the data collection tools, the validity of the tools were ascertained from the experts in the field. Next to that, the responsible body for the data collection was contacted. To increase the return rate using data collectors, the data was collected in one day. Concerning interview and observation, after having program with informants, it was collected as soon as possible with in a given day.

### **3.7.Methods of Data Analysis**

Both quantitative and qualitative methods of data analysis were used to analyze the data gathered. The data gathered through the closed ended questionnaire were tabulated and analyzed using percentage, frequency and Chi-square. Percentage and frequency are employed to describe the characteristics of respondents and to describe the status of integrated functional adult literacy program in East Hararghe Zone. On the other hand, Chi-square test is used to observe statistically significant difference among the responses of the two groups (learners and facilitators). Furthermore, the qualitative data which was collected through interview, observation, and open ended questionnaire and from documents are narrated and analyzed in words qualitatively.

## 4. RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire, interview and observations. The questionnaires were distributed to 210 of respondents. Out of these questionnaires 191 (91.4%) were filled out and returned. Out of the total 210 questionnaires, 145 questionnaires were distributed to adult learners while 55 questionnaires were to facilitators and members of IFAL coordinating committee. Finally, 138 (95.1%) and 53 (96.3%) of the questionnaires distributed to adult learners and facilitators respectively filled out, returned and used for the quantitative analysis.

In addition, five IFAL coordinators and six supervisors who work at woreda level were interviewed and 12 classes (that is one class from each center) and 12 centers' facilities were observed using observation checklist. Then interview responses and observation results were analyzed qualitatively. All the groups of respondents from the two Woredas were asked to indicate their personal information in the questionnaire. Results from different sources were triangulated in words under each analysis part.

### 4.1. Demographic Characteristics of Respondents

This part of the study deals with the characteristics of respondents in terms of Sex, Age, Educational background and work experience.

**Table: 2. The Sex and Age of Respondents**

No	Items	Learners		Facilitators		IFAL coordinators		Supervisor		Total	
		F	%	F	%	F	%	F	%	F	%
1	<b>Sex</b>										
	Male	84	60.8	30	56.6	4	80	5	83.3	123	61
	Female	54	39.2	23	43.4	1	20	1	16.7	79	39
	Total	138	100	53	100	5	100	6	100	202	100
2	<b>Age</b>										
	Below 20 yrs	-	-	7	13	-	-	-	-	7	3
	20-25 years	64	46.5	29	55	1	20	1	17	95	47
	26-30 years	53	38.4	15	28	3	60	2	33	73	35
	31-40 years	12	8.6	2	4	1	20	3	50	18	9
	Above 41 years	9	6.5	-	-	-	-	-	-	9	5
	Total	138	100	53	100	5	100	6	100	202	100

\* *f*=frequency

A total of 202 respondents were included in the study. As shown in table 2 above 124 (61.3%) respondents were males while the remaining 78 (38.7%) were females. The researcher sampled proportion of respondents by sex proportion of their enrollment. The findings showed that male participants in IFAL program is by far more than that of the females. This implies that in IFAL program, the participation of females was low. Among the five coordinators and six Woreda supervisors who were included in the study, four coordinators and five supervisors are males while only one coordinator and one supervisor are females. This may indicate that female participation in coordinator and supervision was very minimal. This could affect the effectiveness of IFAL program implementation.

Concerning the age of respondents, 95 (46.5%) them, were in the age group of 20-25 years. That is more than one third of the respondents were in this age group. The other 73 (38.4%) respondents were between the age group of 26-30 years and the rest few 18 (8.6%) respondents were in the age group of 31-40 years. This shows that most participants in IFAL program were very young.

**Table: 3. Educational background and work experience of respondents**

No	Items	Facilitators		IFAL coordinators		Supervisors		Total	
		F	%	F	%	F	%	F	%
1	Educational Background								
	Less than Certificate	10	19	-	-	-	-	10	29.4
	Certificate	19	36					19	
	Diploma	20	38			-	-	20	45.8
	Degree	4	7	5	100	6	100	15	33.3
	Total	53	100	5	100	6	100	64	100
2	Work experience Related to IFAL								
	Below 1 year	31	58					31	42
	1-5 years	22	42	5	100	6	100	33	58
	6-10 years								
	Above 10 years								
	Total	53	100	5	100	6	100	74	100

As it can be seen from the table, majority 20 (38%) facilitators have diploma level educational background, 4 (7%) were first degree holders and 19 (36%) have a certificate. With regard to the experience of facilitators, majority have below one year

experience in related to IFAL program. Even though most of the facilitators have several other experiences, the experiences of them in relation to IFAL program were very low. As a result, this low experience in relation of IFAL program may have a negative impact on their performance in implementation of IFAL program.

As indicated above, regarding to educational background (qualification), all supervisors and five coordinators had first degree. This revealed that their qualification (supervisors and Coordinators) can have positive impact to manage the work.

#### **4.2.The Planning of IFAL Program**

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

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

**Table: 4. The Extent of Participation on planning of IFAL program**

No	Item	Respondents category						$\chi^2$	p-value
		Learners		Facilitator		Total			
		F	%	F	%	F	%		
1	Government bodies								
	High	88	63.6	31	58.8	119	62	1.64	.801
	Medium	38	27.2	19	35.2	57	30		
	Low	12	9	3	5.8	15	8		
	Total	138	100	53	100	191	100		
2	NGO's							130.02	.000
	High	2	1	3	6	5	3		
	Medium	35	25	19	35	54	28		
	Low	101	74	31	59	132	69		
	Total	138	100	53	100	191	100		
3	IFAL learners							29.9	.000
	High	4	2.7	11	20.5	15	8		
	Medium	19	13.6	14	26.4	33	17		
	Low	115	83.6	18	52.9	133	69		
	Total	138	100	53	100	191	100		
4	Civil society organization							7.5	.110
	High	5	3.6	5	8.8	8	4		
	Medium	11	8.1	6	11.7	17	9		
	Low	122	88.1	42	79.4	166	87		
	Total	138	100	53	100	191	100		
5	Facilitators							2.87	.578
	High	9	6.8	3	6	12	6		
	Medium	13	9	6	12	19	10		
	Low	116	84	44	82	160	84		
	Total	138	100	53	100	191	100		

*df=4,  $\alpha=0.05$  and the chi-square table (critical) value is 9.49*

As it can be seen from table 4 above of item 1 the respondents were asked to rate the degree to which different stakeholders take part in the planning of IFAL program. Thus, majority i.e. 119 (62%) participants rated the participation of government bodies in planning of IFAL program as high whilst 57 (30%) participants rated on medium level. Only 15 (8%) respondents rated that government bodies' participation was low. This shows the program was largely prepared by government body with participation of other few stakeholders. Hence, this will have a negative impact on the implementation of the program.

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

Concerning item 2 of the same table, the respondents were asked to rate the extent to which NGO participated in the planning of IFAL program. Accordingly, 132(69%) respondents replied that the participation of NGO body in the planning of IFAL program was low. On the other hand, small number of respondents who were 5 (3%) rated as high. From this, we conclude that the participation of NGO in the planning of IFAL was low.

The chi-square test result at 0.05 significant level shows that there is statistically significant difference between the groups of respondents' response. That is, more learners (74%) than facilitators (59%) believed that the participation of NGOs in the planning of IFAL program was low. This shows that respondents did not have similar understanding on the NGO participation in IFAL program planning. Besides, the interview held with IFAL supervisors revealed that the participation of NGO in planning of IFAL was low. One of the supervisor responded "*I do not come across any NGO who participated in the planning of IFAL in my Woreda.*"

Concerning item 3 of table 4, the respondents were asked to rate the extent to which IFAL learners participated in the planning of IFAL program. Accordingly, 133 (69%) respondents replied that the participation of IFAL learners in the planning of IFAL program was low. On the other hand, small number of respondents who were 15 (8%) rated as high. From this, we can conclude that the participation of IFAL learners in the planning of IFAL was low.

The chi-square test result at 0.05 significant level shows that there is statistically significant difference between the groups of respondents' response. That is, more learners (83.6%) than facilitators (52.9%) believed that the participation of IFAL learners in the planning of IFAL program was low. This indicates that participants did not have similar awareness on the participation of IFAL learners on the preparation of IFAL program planning.

Coming to item 4 of table 4, the respondents were asked to rate the extent to which civil society organization participates in the planning of IFAL program. Accordingly, 166(87%) respondents replied that the participation of civil society in the planning of IFAL program was low. On the other hand, small number of respondents who were 8 (4%) rated as high level. From this we can conclude that the participation of civil society in the planning of IFAL program was low.

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

Concerning item 5 of table 4, the respondents were asked to rate the extent to IFAL facilitators participated in the planning of IFAL program. Accordingly, 160(84%) respondents replied that the participation of facilitators in the planning of IFAL program was low. On the other hand, small number of respondents who were 12 (6%) rated it as high.

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

In general, the aggregated data from interview and questionnaire shows, the IFAL program planning was carried out by government bodies where the involvement of other stakeholders was very small. Thus, the implementation of IFAL program was not as targeted or it is difficult to achieve the objective formulated ahead of its implementation by the participation of all stakeholders. In similar way Mohammed (2013), has been reached on similar findings regarding the participation of stakeholders in the research conducted on Challenges of IFAL in East Haraghezone.

**Table: 5. The way in which IFAL program is planned**

No	Item	Respondents category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		f	%	F	%	F	%		
1	After need assessment								
	Agree	10	7.7	14	26.5	24	13	14.6	.006
	Undecided	23	16.8	12	23.5	35	18		
	Disagree	104	75.5	27	50	132	69		
	Total	138	100	53	100	191	100		
2	Based on the need of entire community								
	Agree	16	11.8	8	14.7	24	13	10.8	.028
	Undecided	15	10.9	16	29.4	31	16		
	Disagree	107	77.3	29	55.9	136	71		
	Total	138	100	53	100	191	100		
3	By involving the community and learners								
	Agree	17	12.3	8	14.7	25	13	5.79	.215
	Undecided	23	16.4	14	26.5	37	19		
	Disagree	98	71.4	31	58.8	129	67		
	Total	138	100	53	100.0	191	100		
4	By Woreda education experts								
	Agree	105	76.4	29	55.9	134	70	18	.001
	Undecided	15	10.5	16	29.4	31	16		
	Disagree	18	13.2	8	14.7	26	14		
	Total	138	100	53	100.0	191	100		
5	By coordinators and facilitators								
	Agree	22	15.9	6	11.8	28	15	17.1	.002
	Undecided	9	6.8	16	29.4	25	13		
	Disagree	106	77.3	31	58.8	137	72		
	Total	138	100	53	100	191	100		

$df=4, \alpha=0.05$

As it can be observed from table 5, the respondents were asked to rate the degree to which different ways used to plan for IFAL program. Regarding to item 1, the respondents were asked their view whether the need assessment used as ways. Hence, majority i.e. 131 (69%) respondents replied that they disagree on the ways that plan prepared after need assessment for IFAL. Only 24 (13%) respondents show their agreement on the process that need assessment was done before IFAL planning. The chi-

square test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. That is, more learners (75.5%) than facilitators (50%) disagreed that needs assessment was carried out to plan the IFAL program. This indicates that respondents have no similar understanding whether need assessment is carried out before IFAL program planning.

Concerning item 2 of table 5, the respondents were asked their view whether the IFAL plan based up on need of entire community. Accordingly, 136 (71%) of the total respondents replied that they disagree on the ways that plan prepared based on the need of entire community for IFAL. In contrast only, 24 (13%) respondents show their agreement that the IFAL plan prepared based on the need of community.

The chi-square test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. That is, more learners (77.3%) than facilitators (55.9%) disagreed that the IFAL plan was prepared based on the needs of the community. This confirms the respondents have different understanding on the way that IFAL program plan is prepared based up on the need of entire community. Besides, the interview held with IFAL coordinators revealed that the IFAL plan is prepared without considering the needs of the community. One of the facilitators said:

*Educational expertise tried to prepare IFAL plan at woreda level without even making any study to know the need of entire community that may help them for effective planning.*

Concerning item 3 of the same table, the respondents were asked their view whether the IFAL planning involved the entire community and IFAL learners as ways. Thus, 129 (67%) respondents replied that they disagree on the ways that plan prepared involved entire community and IFAL learners as the method for efficient IFAL planning. Only 25 (13%) replied that they agree with the involvement of entire community and IFAL learners in the process of IFAL program planning. From this, we can conclude that IFAL planning was not done involving entire community and IFAL learners at large.

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

*Educational expertises who prepare IFAL plan at woreda level are not involving community and IFAL learners in the planning of IFAL planning.*

Concerning item 4 of table 5, the respondents were asked their view whether the IFAL planning prepared by *woreda* education expertise as ways. Accordingly, 134 (70%) respondents replied that they agree on the ways that plan prepared by *woreda* educational expertise. The small number of respondents, 26 (14%) disagree on the issue whether the IFAL planning prepared by educational expertise. From this we can conclude that mostly IFAL planning was prepared by *woreda* educational expertise.

The chi-square test was carried out to observe if there was statistically significant difference in the groups of respondents' response. Accordingly, the chi-square test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. That is, more learners agreed that the IFAL plan was prepared by Woreda educational experts. This indicates that respondents did not have similar understanding on the issue.

Regarding item 5 of the same table, the respondents were asked their view whether the IFAL planning prepared by IFAL coordinators and facilitators as ways. Accordingly, 137 (72%) of total respondents replied that they do not agree on the ways that plan prepared by IFAL coordinators and facilitators. A small number of respondents, i.e. 28 (15%) responded as agree on the issue whether the IFAL planning prepared by IFAL coordinators and facilitators. From this, we can conclude that the majority of IFAL planning was not prepared by IFAL coordinators and facilitators. Besides this the discussion made on the rest of the items on the same table revealed that the IFAL

program plan was prepared by educational expertise rather than involving different stakeholders such as IFAL coordinators and facilitators.

The chi-square test was carried out to observe if there was statistically significant difference in the responses of the two groups of the respondents. Hence, the chi-square test result at 0.05 significant levels shows that there is statistically significant difference between the responses of the respondent groups. That is, more learners (77.3%) than facilitators (58.8%) disagreed that the IFAL plan was prepared by the participation of IFAL coordinators and facilitators. This indicates that respondents have no similar information on the issue of IFAL coordinators and facilitators involvement in IFAL program plan.

In general, IFAL program planning was largely prepared by *Woreda* educational experts rather than the involvement of several stakeholders or using need assessment in the area. This negatively affects the implementation of IFAL program at large. Regarding this, Gboku and Lekoko (2007) describe, planning is one of the most important technique that is used for project management and time management. It is preparing a sequence of action steps to achieve some specific goals. If it is done effectively, it can reduce much of the necessary time and effort of achieving goal. It is very crucial for meeting the needs.

#### **4.3. The Organization of IFAL Program**

As it was discussed in the review literature part, functional adult literacy program is organized in the way that different persons who have different roles participate in it. These people who have different tasks in the program include learners, facilitators, coordinators, supervisors, and other stakeholders. These groups have their own duties and responsibilities.

**Table: 6. The ways through which IFAL program is organized**

No	Item	Response category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		F	%	F	%	F	%		
1	With clearly stated roles and responsibilities								
	Agree	18	13.2	3	5.9	21	12.2	2.35	.671
	Undecided	14	10	8	14.7	22	10.6		
	Disagree	106	76.8	42	79.4	148	77.2		
	Total	138	100	53	100	191	100		
2	Through the formulated legal structure from ministry to center								
	Agree	25	18.2	11	20.6	36	18.5	7.79	.100
	Undecided	19	14.1	14	26.5	33	15.7		
	Disagree	94	67.7	28	52.9	122	65.7		
	Total	138	100	53	100	191	100		
3	Through informing the center learners and facilitators								
	Agree	31	22.3	28	52.9	59	26.4	60.09	.000
	Undecided	35	25.5	8	14.7	43	24		
	Disagree	72	52.3	17	32.4	89	49.6		
	Total	138	100	53	100	191	100		
4	By preparing guideline for facilitators								
	Agree	97	70.5	26	50	123	67.7	9.75	.045
	Undecided	17	12.3	12	20.6	29	13.4		
	Disagree	24	17.3	15	29.4	39	18.9		
	Total	220	100	53	100	191	100		

*df=4,  $\alpha=0.05$*

Table 6 above deals with the way through which the IFAL program is organized in EastHaraghe zone. Thus, respondents were asked to rate the degree to which different ways used to organize IFAL program. Regarding item 1 of table 6, the respondents were asked their view whether the IFAL program was organized by clearly stated roles and responsibilities of stakeholders. Hence, 148 (77.2%) respondents replied that they disagree with the idea of clearly stated roles and responsibilities of stakeholders used for organizing IFAL program. A small number of respondents which sum up to 21 (12.2%) agree on the idea of clearly stated roles and responsibilities of stakeholders used for

organizing IFAL program. From this, we can understand that the clearly stated roles and responsibilities of stakeholders were not used for organizing IFAL program.

The chi-square result at 0.05 significance level reveals that there is no statistically significant difference between the responses of the respondent groups. This indicates that there is similar understanding among the respondents concerning clearly stated roles and responsibilities of stakeholders in organizing IFAL program.

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

Regarding item 2 of table 6, the respondents were asked their view whether the IFAL program was organized through formulated legal structure from *woredato* center. Hence, majority 122 (65.7%) respondents replied that they disagree that IFAL program was organized through formulated legal structure from *woreda* to center. On the other hand, 36 (18.5%) showed their agreement on the issue that the IFAL program was organized through formulated legal structure from *woreda* to center. From this, we can conclude that mostly the organization of IFAL program was not formulated through legal structure from *Woreda* to the center. The chi-square result indicates at 0.05 significant level there is no statistically significant difference between the responses of the respondent groups. This confirms there is an equal understanding whether the IFAL formulated through legal structure from *Woreda* to the center among the groups of the respondents.

Regarding the interview result held with IFAL coordinators it revealed that the IFAL is not organized through formulated legal structure from *woredato* center.

Coming to item 3 of table 6, the respondents were asked to give their views on whether the IFAL program was organized through informing IFAL learners and IFAL facilitators. Accordingly, the majority which were 89 (49.4%) respondents replied that they disagree with the idea of IFAL program was organized by informing the IFAL learners and

facilitators. In contrast, 59 (26.4%) revealed their agreement on the issue that IFAL program was organized through informing IFAL learners and IFAL facilitators.

The chi-square result at 0.05 significant level shows that there is statistically significance difference on the issue of informing IFAL learners and facilitators about IFAL program in organizing the program among the groups of the respondents. That is, while majority of the learners (52.3%) disagreed, the majority of the facilitators (52.9%) agreed that the IFAL program was organized through informing IFAL learners and IFAL facilitators. This indicates that the groups of respondents have different understanding concerning informing IFAL learners and facilitators whilst organizing the IFAL program.

Besides, the interview held with IFAL program supervisor confirmed that the ways used to organize the program was not by informing in regular and formal manner rather by conveying message.

*The process of organizing IFAL program in my woreda is through the provision of information. Woreda educational expertise and cabinet members inform the IFAL facilitator in opportunity they get (informally) and those facilitators transfer the message to learners.*

Concerning item 4 of table 6, the respondents were asked their view whether the IFAL organization process used by preparing guideline for facilitators. Accordingly, 123 (67.7%) respondents showed their agreement on the issue of preparing guideline and using it in the process of organizing IFAL program. A small number of respondents, 39 (18.9%) disagreed on the issue of preparing guideline for facilitators in the process of organizing IFAL program. The chi-square test was carried out to observe if there were statistically significant differences in the responses of the two groups of respondents. Thus, the chi-square result indicates there is statistically significance difference among the responses of the respondents. That is, more learners (70.5%) than facilitators (50%) agreed that a guideline was prepared and used in the process of organizing IFAL program. This confirms that although the majority of both groups of respondents agreed on the issue, there is an understanding gap between the IFAL learners and the facilitators group regarding the use of guideline in IFAL program organization.

#### 4.4.Implementation of IFAL

In the review literature part of this study, it has been discussed that the implementation of IFAL is not going in similar way in different parts of the country. Taking this in to consideration, the respondents were asked to rate the items believed as the indicators to show the level of implementation of IFAL and the discussion has been made below.

**Table: 7. Implementation of IFAL**

No	Item	Respondents Category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		F	%	F	%	F	%		
1	The extent to which IFAL objectives achieved								
	High	7	5	11	20.5	18	10	10.58	.032
	Medium	18	12.7	11	20.5	29	15		
	Low	113	82.2	31	58.8	144	75		
	Total	130	100	53	100	191	100		
2	The number of facilitators who devoted their time for IFAL								
	High	7	5	2	2.9	9	5	.737	.947
	Medium	26	18.6	9	17.6	35	18		
	Low	105	76.3	42	79.4	147	77		
	Total	138	100	53	100	191	100		
3	Evaluation and monitoring system of coordinated sectors								
	High	12	8.6	9	17.6	21	11	3.75	.440
	Medium	20	14.5	9	17.6	29	15		
	Low	106	76.8	35	64.7	141	74		
	Total	138	100	53	100	191	100		

Table 7 presents the implementation process of IFAL program in East Haraghe zone.

Thus on item 1 of table 7, the respondents were asked to rate the extents to which IFAL objectives were achieved. Thus, 144 (75%) respondents rated the achievement of IFAL objectives at low level. On the other hand, a small number of respondents which were 18 (10%) rated on high level while 29 (15%) respondents rated at medium. From this, one can conclude that the majority of respondents rated the achievement of IFAL objectives at low level. This shows that the objectives of IFAL were not achieved in the way it was intended.

The chi-square result at 0.05 significance level indicates there is statistically significant difference among the respondents group's response. That is, more learners (82.2%) than facilitators (58.8%) rated the achievement of IFAL objectives at low level. This confirms that although the majority of both groups of respondents agreed on the low level of achievement of the IFAL objectives, the two groups of respondents do not have similar understanding whether IFAL program objective achieved or not.

Concerning item 2 of table 7, the respondents were asked to rate the number of facilitators who devoted their time for IFAL. Accordingly, 147 (77%) respondents rated that the number of facilitators who devoted their time for IFAL were low. Very small number of respondents who were 9(5%) rated high for the issue.

The chi-square test was carried out to observe if there was a statistically significant difference in the respondents' response. Accordingly, the chi-square result at 0.05 significance level indicates there is no statistically significant difference among the responses of respondent groups. This confirms respondents have similar understanding on the issue of IFAL facilitators who devoted their time in the program implementation. Supporting the same idea, many coordinators forwarded their views during interview. Accordingly, one of the IFAL coordinator said:

*Rather than helping IFAL learner, facilitators preferred to give focus for their permanent job even at their leisure time.*

As it can be seen from item 3 of table 7, the respondents were asked to rate the degree to which the coordinated sectors monitor and evaluate the implementation of IFAL program. Accordingly, 141 (74%) respondents rated by selecting low option. Small number of respondents who were 21(11%) rated high level for the issue. From this, we can conclude that the majority of the respondents selected low option to show that monitoring and evaluation of coordinated sector on IFAL program was low. The chi-square test was carried out to observe if there was a statistically significant difference in the respondents' response. Accordingly, the chi-square result at 0.05 significance level reveals there is no statistically significant difference between the respondents group

response. This shows that the majority of the participants have similar understanding on the issue.

In addition to this, the interview held with IFAL coordinators confirmed the existence of the problem. Accordingly, one of the coordinator said:

*As far as my experience concerned, no one came purposely to monitor and evaluate the implementation of IFAL rather very rarely experts from woreda come for other purpose and ask if there is IFAL site.*

In general, as it can be seen from the table, the IFAL implementation process was rated at low level indicating further effort from the stakeholders to achieve the IFAL objectives. Regarding this, John (1979) stated as “Objectives are key to successful adult educational program.” This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. The FAL program needs to be clearly set to give tangible benefits both quantitatively and qualitatively. Adult learners should not be confused with unrealistic promise and they should clearly know what they expect from the program. A successful FAL program is not a one-time activity. It should enable the participants to enjoy self-directed learning and contribute to the creation of literate environment.

#### **4.5.The Challenges that Encountered the Implementation of IFAL Program**

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

**Table: 8a. Challenges of IFAL program implementation**

No	Item	Responses Category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		F	%	F	%	f	%		
1	Lack of budget								
	Agree	107	77.3	29	52.9	136	71	14.23	.007
	Undecided	15	10.9	12	23.5	27	14		
	Disagree	16	11.8	12	23.5	28	15		
	Total	138	100	53	100	191	100		
2	Lack of awareness of community								
	Agree	107	77.3	21	38.2	128	67	11.31	.023
	Undecided	13	9.5	9	17.6	22	12		
	Disagree	18	13.2	23	44.2	41	21		
	Total	138	100	53	100	191	100		
3	Inconvenient location of IFAL centers								
	Agree	105	76	34	64.7	139	73	11.85	.018
	Undecided	7	6	5	8.8	12	6		
	Disagree	26	18	14	26.5	40	21		
	Total	138	100	53	100	191	100		
4	Inconvenient time table								
	Agree	99	71.8	39	73.5	138	72	2.62	.622
	Undecided	13	9.1	5	8.8	18	10		
	Disagree	26	19.1	9	17.6	35	18		
	Total	138	100	53	100	191	100		
5	Lack of facilities								
	Agree	106	76.8	27	50	133	70	16.8	.002
	Undecided	5	3.6	6	11.8	11	6		
	Disagree	27	19.5	20	38.2	47	24		
	Total	138	100	53	100	191	100		

Table 8a deals with the challenges of IFAL program implementation. On item 1 of table 8a, the respondents were asked to give their view if lack of budget for IFAL was a challenge for the implementation of IFAL program. Hence, 136 (71 %) respondents revealed their agreement on the issue. A small number of respondents which sum up to 28 (15%) responded as disagree on the issue. From this, we can understand that the

majority of the respondents agreed that lack of budget for IFAL was a challenge for the implementation of IFAL program. The chi-square result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups. That is, more learners (77.3%) than facilitators (52.9%) agreed that lack of budget for IFAL was a challenge for the implementation of IFAL program. This confirms that although the majority of both groups of respondents agreed on the issue, the two groups of respondents have different degree of understanding regarding lack of budget as a challenge for IFAL program implementation.

In addition, the interview held with IFAL coordinators revealed the presence of the problem. One of the coordinators said:

*In the center in which I am coordinating, the facilitators are always asking me whether there is budget allocated for this program and those woreda level coordinators told us that there is no any allocated budget.*

Regarding item 2 of table 8a, the respondents were asked their opinion whether the absence of awareness of community on IFAL was a challenge for the implementation of IFAL program. Accordingly, 128 (67%) respondents replied that they agree that lack of awareness of community on IFAL was a challenge for the implementation of IFAL program.

On the other hand, small number of respondents which were 41 (21%) responded as disagree on the issue. From this, one can conclude that the majority of the respondents agreed on the absence of awareness of community was a challenge for the implementation of IFAL program. This shows that lack of awareness on the part of community can affect the proper implementation of IFAL program. The chi-square result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups. That is, while the majority of the learners (77.3%) agreed, most facilitators (44.2%) disagreed that lack of community's awareness can affect the implementation of IFAL program. This confirms that the respondent groups

have different understanding on the absence of community awareness as a challenge for IFAL program implementation.

In addition to this, the interview held with the woreda education supervisors confirmed the case. One of the supervisors said:

*Many of the IFAL center facilitators, learners and the entire community are not well aware of IFAL. Most of the communities think as the objective of IFAL is only on teaching how to read and write.”*

Concerning item 3 of table 8a, the respondents were asked to give their views whether inconvenient location of IFAL centers was a challenge for the implementation of IFAL program. Thus, the majority which sum up to 139 (73%) of total respondents agreed that inconvenient location of IFAL centers is a challenge for the implementation of IFAL program. On the other hand, small number of respondents which were 40 (21%) responded as disagree on the issue. The chi-square result at 0.05 significance levels reveals there is statistically significant difference among the responses of respondent groups. That is, more learners (76%) than facilitators (64.7%) agreed that inconvenient location of IFAL centers was a challenge for the implementation of IFAL program. This confirms that although the majority of both groups of respondents agreed on the issue, the two groups of respondents have different level of understanding concerning the inconvenience of IFAL center as a challenge for the proper implementation of IFAL program.

Besides, the interview held with supervisors revealed the same thing. One of the supervisors said:

*In my time I meet any of the community when I rose issue of IFAL they said that there is no conducive place in which we attend our learning and the centers located near facilitators are far away from us and vice versa.*

Coming to item 4 of table 8a, the respondents were asked their view whether the inconvenient time table for teaching and learning was a challenge for the implementation

of IFAL program. Accordingly, 138 (76%) respondents showed their agreement on the issue that the inconvenient time table for teaching and learning was a challenge for the implementation of IFAL program. A small number of respondents who was 35 (14.9%) responded as disagree on the issue. From this we can conclude that the majority of the respondents agreed that the inconvenient time table for teaching and learning was a challenge for the implementation of IFAL program. The chi-square test was carried out to observe if there was a statistically significant difference in the two groups of the respondents. Hence, the chi-square result at 0.05 significance level shows there is no statistically significant difference between the responses of the respondent groups. This confirms that respondent groups have similar understanding that inconvenient time table was the main challenge for the actual implementation of IFAL program.

Supporting the same idea, many participants forwarded their views during interview. One of the IFAL coordinators replied:

*One of the greatest problems for the implementation of IFAL is because facilitators are government employee; there is no inconvenient time table for learners.*

Item 5 of table 8a, presents whether lack of facilities was a challenge for the implementation of IFAL program. Accordingly, 133 (70%) of total respondents replied that they agree on the issue that lack of facilities was a challenge for the implementation of IFAL program. A small number of respondents who was 47 (24%) responded as disagree on the issue. From this, we can conclude that the majority of the respondents agreed that lack of facilities is a challenge for the implementation of IFAL program. The chi-square test was carried out to observe if there was a statistically significant difference in the two groups of the respondents. Consequently, the chi-square result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups. That is, more learners (76.8%) than facilitators (50%) agreed that lack of facilities was a challenge for the implementation of IFAL program. This confirms that although the majority of both groups of respondents agreed on the issue, the

two groups of respondents have different level of understanding regarding the issue of facility as a problem to the IFAL program implementation.

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

In general, IFAL program implementation was challenged by different problems. The main challenges confirmed by the respondent groups were lack of incentives for facilitators, lack of commitment from facilitators, absence of pre-service training on IFAL program for stakeholders, budget scarcity, inconvenient time and place for IFAL program and lack of community awareness. These are the challenges that hinder the IFAL program implementation not to achieve the objective formulated ahead of the program implementation. Concerning this, MoE (2010) in ESDP IV stated that the main challenges that hinder the IFAL program implementation are lack of funding and budget, lack of pre-service training, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals, unavailability of human resources, inequitable distribution, lack of relevance and quality, weakness of facilitators with the required skills and knowledge and lack of community awareness.

**Table: 8b. Challenges related to facilitators**

No	Item	Respondents category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		F	%	F	%	F	%		
6	lack of incentives for facilitators								
	Agree	107	77.7	42	79.4	149	78	2.7	.609
	Undecided	11	8.2	6	11.8	17	9		
	Disagree	20	14.1	5	8.8	25	13		
	Total	138	100	35	100	191	100		
7	Lack of pre-service training for facilitators								
	Agree	106	76.4	30	55.9	136	71	18.56	.001
	Undecided	14	10.5	15	29.4	29	15		
	Disagree	18	13.2	8	14.7	26	14		
	Total	138	100	53	100	191	100		
8	Lack of commitment of facilitators								
	Agree	88	63.6	31	58.8	119	62	2.23	.692
	Undecided	38	27.3	19	35.3	57	30		
	Disagree	12	9.1	3	5.9	15	8		
	Total	138	100	53	100	191	100		
9	Lack of motivation of facilitators								
	Agree	88	64.1	31	58.8	119	62	4.05	.398
	Undecided	12	9.1	8	14.7	20	11		
	Disagree	38	26.8	14	26.5	52	27		
	Total	138	100	53	100	191	100		

Table 8b is the continuation of table 8a which presents the challenges that confronting the implementation of IFAL program. Hence, on item 6 of table 8b, the respondents were asked to give their view if lack of incentives for facilitators is a challenge for the implementation of IFAL program. Accordingly, 149 (78%) respondents replied as they agreed on the issue. A small number of respondents which sum up to 25 (13%) responded as disagree on the issue. From this, we can understand that the majority of the respondents agreed that lack of incentives for facilitators was a challenge in the implementation of IFAL program. The chi-square result at 0.05 significance level reveals that there is no statistically significant difference among the responses of the respondent groups. This shows that there is a common understanding that lack of incentives for facilitators was the main challenge in IFAL program implementation.

In addition, the interview held with IFAL coordinators revealed the presence of the problem. One of the facilitators said:

*In the center in which I am coordinating, the facilitators have their own job for which they paid salary, and they participated in IFAL as additional work and they mostly complain for the absence of incentives.*

Coming to item 7 of the same table, the respondents were asked their opinion whether absence of pre-service training was a challenge for the implementation of IFAL program. Consequently, 136 (71%) respondents show their agreement that it is a challenge for the implementation of IFAL program. On the other hand, small number of respondents which were 26 (14%) responded as disagree on the issue. The chi-square result at 0.05 significant level shows that there is statistically significant difference concerning the absence of pre-service training in IFAL implementation. This confirms that although the majority of both groups of respondents agreed on the issue, the two groups of respondents have different degree of understanding on the absence of pre-service training for facilitators in the implementation of IFAL program.

Besides, the observation held at IFAL centers revealed that the IFAL facilitators were teaching by their own professional experience and some of them even cannot explain IFAL objectives.

In item 8 of table 8b, the respondents were asked to give their views on whether lack of commitment of facilitators was a challenge for the implementation of IFAL program. Accordingly, the majority which were 119(62%) of total respondents replied that they agree that lack of commitment of facilitators was a challenge for the implementation of IFAL program. On the other hand, small number of respondents which were 15 (8%) responded as disagree that lack of commitment of facilitators was a challenge for the implementation of IFAL program. From this, we can conclude that the majority of the respondents testify that lack of commitment of facilitators was a challenge for the implementation of IFAL program. The chi-square result at 0.05 significant level reveals that there is no statistically significant difference among the responses of the respondents.

This indicates participants have similar knowledge on lack of facilitators' commitment is a challenge in IFAL program implementation.

Concerning item 9 of table 8b, the respondents were asked their view whether lack of motivation of facilitators was a challenge for the implementation of IFAL program. Accordingly, 119(62%) of total respondents replied that they agree on the issue that lack of motivation of facilitators was a challenge for the implementation of IFAL program. A small number of respondents who were 52 (27%) responded as disagree on the issue. From this we can conclude that the majority of the respondents testify as lack of motivation of facilitators was a challenge for the implementation of IFAL program. Regarding the chi-square result at 0.05 significant level, it reveals that there is no statistically significant difference among the responses of the respondents. This indicates respondents have similar level of knowledge on lack of motivation for facilitators as a challenge in IFAL program implementation.

#### **4.6.The Possible Strategies Envisaged**

In the review literature part of this study, it has been raised that there are different possible ways to be envisaged to improve the implementation of IFAL program. That is proper allocation as well as economic and effective utilization of budget, preparation of guidelines and training manuals, creating awareness, skill development training and human power is necessary to improve the implementation of adult education and expansion of its coverage (MoE, 2008). Having this in mind, the respondents were asked to take their position on the possible ways listed below to improve the implementation of IFAL program and the discussion has been made below.

**Table 9: The possible ways to improve the implementation of IFAL**

No	Item	Responses category						$\chi^2$	p-value
		Learners		Facilitators		Total			
		F	%	F	%	f	%		
1	Incentives for facilitators and coordinators								
	Agree	117	85	44	82.4	161	85	1.43	.838
	Undecided	11	8.2	3	5.9	14	7		
	Disagree	10	6.8	6	11.8	16	8		
	Total	138	100	53	100	191	100		
2	Sufficient facilities								
	Agree	122	88.2	42	79.4	164	86	3.81	.432
	Undecided	5	3.6	6	11.8	11	6		
	Disagree	11	8.2	5	8.8	16	8		
	Total	138	100	53	100	191	100		
3	Budget								
	Agree	117	84.5	37	70.6	154	81	2.85	.582
	Undecided	4	3.2	6	11.8	10	5		
	Disagree	17	12.3	10	17.6	27	14		
	Total	138	100	53	100	191	100		
4	Guideline for coordinated sectors at center								
	Agree	130	94.1	47	88.2	177	93	4.59	.331
	Undecided	6	4.5	3	5.9	9	5		
	Disagree	2	1.4	3	5.9	5	2		
	Total	138	100	53	100	191	100		
5	Creating learners awareness							0.861	0.930
	Agree	124	90	45	85.3	169	88		
	Undecided	5	2.3	3	5.9	8	4		
	Disagree	9	7.7	5	8.8	14	8		
	Total	138	100	53	100	191	100		

Table 9 above deals with the possible ways provided to improve the implementation of IFAL program. Hence, on item 1 of table 9, the respondents were asked to take their position on whether giving incentives for coordinators and facilitators can be the possible way to improve the implementation of IFAL program. Thus, 161 (85%) of total respondents show their agreement that incentives for facilitators and coordinators is essential to improve the IFAL program implementation. A small number of respondents which sum up to 16 (8%) responded as disagree. From this, we can understand that providing incentives for coordinators and facilitators can be the possible way to improve

the implementation of IFAL program. The chi-square result at 0.05 significance level reveals there is no statistically significant difference between the respondents' response. This indicates that two groups of participants have a similar understanding on the issue of incentives for facilitators and coordinators of IFAL program. Besides this, the interview held with IFAL coordinators revealed the presence of the problem. One of the coordinators said:

*In the center in which I am coordinating all facilitators asked me about the incentives to be given for IFAL and I myself want to get some incentive to be motivated on the work of IFAL.*

Regarding item 2 of table 9, the respondents were asked whether they agree or disagree on supplying sufficient and appropriate IFAL facilities to improve the implementation of IFAL program. Accordingly, 164 (86%) of the total respondents selected agree while only 16 (8%) of the respondents selected disagree. From this, we can conclude that the majority of the respondents agreed that facility play significant role in improving the implementation of IFAL program. The chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of the respondents group. This confirms that the two groups of respondents have similar awareness that facility is the main thing that facilitates the implementation of IFAL program.

Coming to item 3 of the same table, the respondents were asked whether they agree or disagree on allocating budget for IFAL program serve as possible way to improve the implementation of IFAL program. Accordingly, 154 (81%) of the total respondents showed their agreement that budget allocation is necessary for IFAL program implementation improvement. While only small number of the respondents selected disagree. From this, we can easily conclude that the majority of the respondents agreed that budget play a significant role in improving the implementation of IFAL program. This indicates that respondents have similar understanding on the necessity of budget allocation in order to improve IFAL program implementation. Moreover, the interview held with supervisors revealed the same thing. As one of the supervisors said:

*As the IFAL program has no any budget at woreda and center level, the program wouldn't be implemented as planned.*

In item 4 of table 9 the respondents were asked whether they agree or disagree on preparing guideline for coordinated sectors at center level serve as possible way to improve the implementation of IFAL program. Accordingly, 177 (93%) of the total respondents selected agree while very small number of the respondents selected disagree. From this, we can conclude that almost all of the respondents agree that preparing guideline for coordinated sectors play significant role in improving the implementation of IFAL program. The chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This confirms that respondents have similar awareness regarding the necessity of IFAL program implementation guideline.

Supporting the same idea, many coordinators forwarded their views during interview that there should be clear IFAL guideline for coordinated sectors at center level that help facilitators of different profession to do and exert their effort on IFAL based on their profession taking the guideline as mile stone.

Concerning item 5 of table 9, the respondents were asked whether they agree or disagree on creating learners awareness to improve the implementation of IFAL program. Thus, 169 (88%) of the total respondents selected agree while only 14 (8%) of the respondents show their disagreement. The chi-square test was carried out to observe if there was statistically significant difference in responses of the respondents. Accordingly, the chi-square result at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This confirms that respondents have similar awareness regarding the usefulness of creating learners awareness about the IFAL program.

In addition, the interview held with IFAL coordinators confirmed the above idea. One of the coordinators said:

*Since primary beneficiaries are the entire community in general and that of IFAL learners in particular, their awareness should be built from its root that may lead the IFAL program to successful accomplishment.*

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

### 5.1. Summary

The major objective of this study was to investigate the implementation of integrated functional adult literacy program in East Hararghe Zone. To attain this objective, the study attempted to give answers to the following basic questions.

1. How the IFAL program is being managed in East Hararghe zone?
2. To what extent do the IFAL program is being implemented in East Hararghezone?
3. What are the major challenges encountered in the implementation of IFAL program in East Hararghe zone?
4. What strategies are envisaged to improve the implementation of IFAL program in East Hararghe?

Accordingly, descriptive survey study design was employed in this study and the related literature was reviewed. Both quantitative and qualitative data were gathered through questionnaire, interview and observations. The respondents who completed the questionnaires were 138 learners and 53 facilitators. The data was collected from learners and facilitators using questionnaires for each group. Interview was also used to gather data from IFAL coordinators and *woreda* educational supervisors. Besides, observations of centers were conducted. The data obtained were analyzed using frequency, percentage and chi-square. Based on the analysis of the data, the following findings were obtained from the study.

1. Concerning the participation of different stakeholders in the planning of IFAL program, the majority 119 (62.9%) of the respondents rated the participation of government bodies in the planning of IFAL as high, while the rest stakeholders such as NGO, civil society organization, IFAL facilitators and learners had low participation in the planning of IFAL.
2. With respect to the ways by which IFAL was planned, large number of respondents gave their view as there was no need assessment which involves the

need of society, community and learners and using coordinators and facilitators. On the other hand, large number of the respondents agreed that the planning of IFAL was prepared by *woreda* educational expertise.

3. Concerning the ways through which IFAL program organized, the majority of the respondents gave their view on preparing guideline for facilitators and informing the IFAL center learners was used as ways to organize IFAL program. In contrast, they confirmed that using clearly stated roles and responsibilities, through formulated legal structure as ways to organize IFAL program were no practiced.
4. Regarding the implementation of IFAL, the majority of the respondents gave their response that the number of learners come to IFAL, the achievement of IFAL objectives, level of community involvement in IFAL, number of facilitators who devoted their time for IFAL and the level of evaluation and monitoring system of coordinated sectors is low.
5. Regarding the challenges that encountered the implementation of IFAL, program the majority of the respondents agreed that lack of budget, lack of awareness of community, inconvenient location of IFAL centers, inconvenient time table, lack of facilities, lack of incentives for facilitators, lack of pre-service training for facilitators, lack of commitment of facilitators and lack of motivation of facilitators were challenges that encountered in the implementation of IFAL program.
6. With respect to possible ways provided to improve the implementation of IFAL, the majority of the respondents agreed as providing incentives for facilitators and coordinators, supplying sufficient facilities, allocating budget, preparing guideline for coordinated sectors at center and creating learners awareness were the possible ways to improve the implementation of IFAL program.

## **5.2.Conclusions**

Based on the major findings, the following conclusions were drawn. The major objective of the study was to analyze the implementation of integrated functional adult literacy program in East Hararghe zone. The participation of government bodies in the planning of IFAL program was high while the participation of other stakeholders in the planning of

IFAL was low. Besides, the way by which IFAL program was planned is through *woreda* educational expertise and the other ways were used rarely. As a result, the participation of different stakeholders in the planning of IFAL was not satisfactory and it has been prepared using educational expertise. Therefore, there was a gap in participating stakeholders in the planning of IFAL and in using different methods to plan. The IFAL program was organized through informing center learners and facilitators and by preparing guide line for facilitators. Therefore, there is a gap in using many different methods to organize IFAL program.

The number of IFAL learners, the extent to which IFAL objectives achieved, the level of community participation in IFAL, number of facilitators devoted, level of evaluation and monitoring was low. Therefore, this shows that the implementation of IFAL program was low. The facilitators rated the challenges that encountered the implementation of IFAL program as lack of incentives for facilitators, lack of pre-service training for facilitators, lack of commitment of facilitators, lack of motivation of facilitators. On the other hand, there were other challenges such as: lack of budget, lack of awareness of community, inconvenient location of IFAL centers, inconvenient time table and lack of facilities.

Therefore, there were different challenges that exist during implementation of IFAL program. Giving incentives for facilitators and coordinators, supplying sufficient facilities, allocating budget, preparing guideline for coordinated sectors at center and creating learners awareness were the possible ways to improve the implementation of IFAL program.

### **5.3.Recommendations**

Based on the preceding findings and conclusions, the following recommendations were forwarded.

In the process of IFAL planning, all stakeholders should participate in order to sustain the implementation of the IFAL program with common understanding among all participants. Hence, regional and zonal administrators should set up the committee/council from sectors: education, healthy, agriculture, small scale enterprise, women and children affairs and make to sign a memorandum between these sectors.

More over the technical committee should be formed having experts as a member in these sectors.

Monitoring and evaluation of IFAL programs at center level: In any job, it is obvious that the plan should have monitoring and evaluation system. The IFAL program should have expertise in the field at woreda level and is better to monitor and evaluate the IFAL activities at the center level. Thus, the technical committee at woreda level should carry out monitoring and evaluation activity at the center level.

Creating ways for facilitators' incentives: in the study it was agreed on by many respondents that lack of incentives was among the challenges that encountered the implementation of IFAL. Therefore, as facilitators expected to play very decisive roles for the improvement of IFAL program, Ministry of Education together with other stakeholders have to motivate and reinforce them by creating some ways for their incentives.

Make meeting time and place convenient to IFAL learners: - in the conclusion section of this study, it was identified that those problems such as inconvenient meeting time and place were raised as challenges that encountered the implementation of IFAL. In order to alleviate these constraints, the meeting date and time should be adjusted in a way that convenient to the majority of the learners by the center coordinators.

Supplying sufficient facilities: to deliver any effective service it is important to have facilities. Therefore, IFAL centers as a site of service delivery should have full facilities that can help it for effective service. Therefore, nongovernmental organization and entire community should take role in supplying facilities for IFAL.

Creating Community awareness on IFAL: the aim of IFAL is to build the country on the base of multidimensional citizen, it is just to educate how to sense the world. To effectively implement the program, the entire community who primarily benefited from this program should get appropriate awareness of the IFAL program by the council from regional and zonal level and by the technical committee at the center level.

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### 1. Planning of IFAL Program

Planning is the process of putting direction for a certain job on how it will be done, who will do it, when it be done and where it should be done. The following are some of the stake holders expected to play role in the planning process of IFAL program. To what extent do they are participating in the planning process of IFAL program. Read the following item and put (✓) under your choice.

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

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

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

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### 2. The Ways by which IFAL Planning is Prepared

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

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

No	The ways by which IFAL planning is prepared	SA	A	U	D	SD
1	By assessing environmental need					
2	Based on the need of entire community					

3	By involving the community and learners					
4	By <i>Woreda</i> education experts					
5	By coordinators and facilitators					

### 3. Organizing IFAL Program

Organizing is process of putting different resources together for the accomplishment of particular purpose or objective. The following items are believed to be the ways by which IFAL program .Based up on your personal feeling put your choice with (√) under your corresponding answers.

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

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

If there is any other ways used to prepare the IFAL plan please write \_\_\_\_\_

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### 4. Implementation of IFAL Program

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

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

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

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

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### 5. The Challenges in the Implementation of IFAL Program

There are many challenges that affect the implementation of IFAL program. The following items believed to be the challenges that encountered the implementation of IFAL program. Read the following items and give your personal opinion based on your center by putting (√) mark under your choice.

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

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

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

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### 6. The Possible ways to improve the Implementation of IFAL

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

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

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

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

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**Appendix B**  
**HARAMAYA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**Questionnaire to be filled by facilitators**

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

**Thank you in advance for your cooperation!**

**General Instruction**

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

**I. Personal Information**

1. Name of the center \_\_\_\_\_
2. *Kebele* \_\_\_\_\_
3. *Woreda* \_\_\_\_\_
4. Occupation \_\_\_\_\_
5. Sex: A. Male  B. Female
6. Age: A. below 20 years  B. 21-25 years  C. 26-30 years   
D. 31-40 years  E. 41 years and above
7. Service Year in an Integrated Functional Adult Literacy program related work  
A. less than 1 year  B. 1-5 years   
C. 6-10 years  D. More than 10 years
8. Total experience in facilitating IFAL activity  
A. less than 1 year  B. 1-5 years  C. 6-10 years

## 2. Planning of IFAL Program

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

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

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

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

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

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## 2. The ways by which IFAL planning is prepared

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

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

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

### 3. Organizing IFAL Program

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

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

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

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

If there is any other ways used to prepare the IFAL plan please write\_\_\_\_\_

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### 4. Implementation of IFAL Program

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

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

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

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

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### 5. The Challenges in the Implementation of IFAL Program

There are many challenges that affect the implementation of IFAL program. The following items believed to be the challenges that encountered the implementation of IFAL program. Read the following items and give your personal opinion based on your center by putting (√) mark under your choice.

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

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

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

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## 6. The Possible ways to Improve the Implementation of IFAL

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

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

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

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

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**Appendix C**  
**HARAMAYA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

Interview questions to be answered by coordinators and supervisors of integrated functional adult literacy program. The objective of this interview is to collect relevant data on assess the implementation of integrated functional adult literacy program in East Hararghe zone and give some solutions that need to be considered for effective implementation of the program. Therefore, you are kindly requested to provide appropriate genuine information is based on your personal feeling and understanding. Your data will be kept confidential and it will be used for research purpose only.

**Thank you very much in advance!**

**I. Personal Information**

- a) Occupation: \_\_\_\_\_
- b) Qualification: \_\_\_\_\_
- c) Sex: \_\_\_\_\_
- d) Age: \_\_\_\_\_
- e) Service Year in IFAL Related work \_\_\_\_\_ others \_\_\_\_\_
- Total \_\_\_\_\_

**II. Interview Guideline Questions**

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

\_\_\_\_\_

\_\_\_\_\_

**Appendix D**  
**HARAMAYA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**Observation Checklist**

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

Date \_\_\_\_\_

Name of the center \_\_\_\_\_

Woredas \_\_\_\_\_

Grade level and section \_\_\_\_\_

Observation beginning time \_\_\_\_\_ observation ending time \_\_\_\_\_

**I. Issues Related to Availability of Facilities and Conduciveness of the Center.**

No.	Issues	Available	Not Available	Comfortable	Not Comfortable
1	Classroom				
2	Learners Desk (Seats)				
3	Blackboard				
4	Staff room				
5	Text books				
6	Pedagogical center				
7	Practical center (field)				
8	Toilet				
9	Learners participation				
10	Integration of the learning contents				

