

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES IN IMPLEMENTING INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM IN HARARI REGIONAL
STATE**

MA THESIS

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APRIL, 2017

HARAMAYA UNIVERSITY, HARAMAYA

**PRACTICES AND CHALLENGES IN MANAGING INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM IN HARARI REGIONAL
STATE**

**A Thesis submitted to Postgraduate Program Directorate
College of Education and Behavioral sciences
Educational Planning and Management Department**

**In Partial Fulfillment of the Requirement for the Degree of
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

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DEDICATION

I dedicated this thesis manuscript to my father Aliye Mummad. My mother Kemiya Sheke Aliye, to my brother Jamal Aliye for their great contribution and courage for success of my life. And my wife Naima Abedalla for her unlimited support and the whole responsibility of taking care to our sons, Kebek Arab and Ramadan Arab during my stay away from them for my study.

STATEMENT OF THE AUTHOR

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

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ACKNOWLEDGEMENTS

First, I am grateful to my almighty God for helping me complete this research work and for all his help throughout my life. My heartfelt gratitude also goes to my major advisor Dr. Bahar Adam and my Co-advisor Tadase Hailu (Assistant Professor) for their constructive comments and support from the beginning to the end of the research work. Their valuable advice and logical comments helped me a great deal to shape the paper in its present form. Without their help, this research work could not have been accomplished successfully.

My thanks are also expressed to adult learners, facilitators, woreda education coordinators, supervisors and experts of Sofi woreda, Shenkor woreda, Dire-Teyara woreda and Amir-Nuri woreda as they collaborated with me in administering the questionnaire and attending the interview participants were duly acknowledged for their

provision of valuable support and cooperation and their sense of willingness in providing required information. I wish to extend my heart-felt gratitude to my dear friend Mr.Daniel Birhane for his helpful comments in supporting and providing needed materials for the research and education.

I am also glad to thank Dr. Dawit Nagasa, Mr. Zekarya Abdulazize, Mr.Yemage Abdi, their unreserved contribution in facilitating work condition while the researcher was at field for the paper work. I would also like to thank appreciation to Haramaya University, instructors from the Department of Educational Planning and Management, all libraries in Haramaya University and Harari Regional Education Bureau for their support or contribution. Finally, my special heartfelt thanks are to my families and my friends for their invaluable moral, financial and material supports for the study.

ACRONYMS AND ABBREVIATIONS

AL	Adult Literacy
ALL	Adult Learner Literacy
ANFEAE	Adult and Non-Formal Education Association in Ethiopia
CSOs	Civil Society Organization
EFA	Education for All
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
FALP	Functional Adult Literacy Program

FDRE	Federal Democratic Republic of Ethiopia
GDP	Growth and Development Program
GTP	Growth and Transformation Plan
HRSEB	Harari Regional State of Education Bureau
HRFEDB	Harari Regional Finance and Economic Development Bureau
HRS	Harari Regional State
IFALP	Integrated Functional Adult Literacy Program
IFAL	Integrated Functional Adult Literacy
IZZ /DVV	Institute for international Zusammenarbeit Des Deuschen Volkshochschuul verbande (Institute for international cooperation of the German adult Education Association)
LWG	Literacy Worked Group
MDG	Millennium Development Goals
MoE	Ministry of Education
MoEA	Ministry of Education and Fine Arts
MoU	Memorandum of Understanding
NALS	National Adult Literacy Strategy
NGO	Non Governmental Organization
NIFALS	National Integrated functional Adult literacy Strategy
UIS	United Nations Educational Scientific and Cultural Organization Institute for Statistics,
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United State Agency for International Development

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PRACTICE AND CHALLENGES IN IMPLEMENTING INTEGRATED FUNCTIONAL ADULT LITERACY PROGRAM IN HARARI REGIONAL STATE

Arab Aliye

ABSTRACT

The purpose of this study was to analyze practices and challenges in implementing integrated functional adult literacy program in Harari regional State. For this study, descriptive survey research design was employed; both qualitative and quantitative data were gathered through questionnaire, interview, observation and document review. From the region, four woreda were selected using cluster, IFAL program centers were selected using simple random sampling and the facilitators and learners were selected using table of sample size determination following simple random sampling techniques of the total sample size of the two study groups; 332(92.7%), IFAL program learners and 51(100 %) facilitators filled in and returned the questionnaire. In addition, 4 woreda education coordinators, 4 experts and 10 Supervisors were interviewed. The collected data were analyzed using frequencies, percentages and chi-square test. The finding of the study indicate that mostly of the IFAL program was affected by IFAL program is planned by woredas educational expert without full participation of other stakeholders'. The planning process was carried out without need assessment of environment, the planning process was carried out without 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 Program was not organized through formulated legal structure from region to centers', Only information through informing the center to learners and low level or unequal participation of stakeholders in IFAL program implementing. Therefore, to alleviate these problems, it is recommended that: there should be established participatory monitoring and evaluation system. Building sense of ownership among the society, supplying sufficient and appropriate IFAL

program facilities, proper allocate budget and organizing conducive learning environment the program were suggested.

1. INTRODUCTION

This chapter consists of background of the study, statement of the problem, research equations, and objective of the study, significance of the study, scope of the study and definition of key terms.

1.1. Background of the study

Illiteracy is still a persisting problem of almost all countries of the world. There are more than 757 million illiterate adults in the world, 63% share or two-third of which are women- still lack basic reading and writing skills (UIS, 2015). In addition, 25% of all illiterate adults live in sub-Saharan Africa. Therefore illiteracy is attributed to deny such large number of world population access to information and skills essential to their daily life. The fact that the population grows so fast in some countries that the number of illiterate adults continues to increase despite a steady rise in the literacy rate and promotes the participation of individuals in their local communities and in the global society(UIS, 2015).

According to the 2007 National Population and Housing Census, there were 36.5 million adults in Ethiopia between ages 15-60, from this adult at 2009/10 UNESCO/ EFA Global Monitoring Report, the adult national illiteracy rate is 64% (male 50%, female 77%) in which there are 23,270,767 (male 8,992,983 and female 14,277,784) illiterate adults. For this reason, increasing the literacy rate is inevitably one of the main objectives of the ongoing Growth and Transformation Plan /GTP and Education Sector Development Program (ESDP), but the progress in this regard so far has been minor, with limited participation in literacy courses under ESDP, the government will put more efforts into mobilizing the resources and developing the partnerships necessary for a sustained AL campaign (MoE, 2010).

The focus will shift towards functional adult literacy (FAL) to ensure the active participation of the newly literate population into social and economic development; it also designed the (ESDP) which is now in its fourth phase. It is one of the signatories of the international agreement on Education for All (EFA) which consists of six components. Specifically the fourth goal of (EFA) calls on countries to achieve a 50 % improvement in levels of AL by 2015. Moreover, in the Growth and Transformation Plan of FDRE (2010), the government of Ethiopia has planned to reach 95% of AL in 2015 from only 36% in 2010.

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NALS of which an integrated approach to Functional Adult Literacy (IFAL) is a major focus (ESDP IV) .The concept of integrated IFAL has been defined in the Master Plan for Adult literacy, which the Ministry has developed with support from DVV international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education. MoE also left the frame work for implementation by educational bureaus in all regions. However, the status of AL has remained low in terms of both accessibility and relevance AL programs implemented so far have not been geared toward problem solve and not relevant to the day-to-day life of the adult population that is directly involved in production activities (MoE, 2008).

Likewise the adopted national adult literacy strategy (NALS) with the objectives of establishing well planned, organized and coordinated AL system for youth and adults with focus on access, quality and relevant learning program of adult and youth 15 years and above who did not get chance to go to regular school program are targets of the strategy. Ministry of Education is created NALS framework and signed Memorandum of Understanding (MoU) with Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Labor and Social Affair, Ministry of Women's Affairs and Ministry of Youth and Sports are leading body will be established at federal level . Its detailed responsibilities will be elaborated with guideline and regional and woreda levels,

coordinate body will have similar composition to the federal body, involving the respective bureaus and offices. However, regions may change the mix based on their real conditions (MoE, 2008).

In the implementation of the policy, FAL is emphasized as important program areas. Currently, Ethiopia has developed a rolling growth and transformation plan (GTP). The achievement of GTP is realized through the implementation of different sustainable development packages which focus on rural development, health extension, youth development, women development, agricultural extension and micro and small enterprises development. Hence, to build the capacity of participants of the development agendas mentioned above, the government has developed literacy program which help improve the above and other aspects of life. The program is named integrated functional adult literacy (MOE, 2011).

Harari regional State of Education Bureau (HRSEB) adapt their real condition prepared IFAL program document and signed (MoU) with regional Agriculture bureau, regional Health bureau, regional Women's Youth and children office, micro and small enterprise office and nine woreda. The

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The regional strategy document consists of the implementing IFAL program and establishment of committees starting from region, woreda to Mender (Gott) level included duties and responsibility of the committee.

Currently HRS, there are 5,594 female and 5,749 male total of 11,343 AL were attending 226 program centers in which there are 36 program centers located in urban and 190 of program centers in rural area of the region (HREB,2008). As a result, the regional strategy document also emphasizes the AL program as one of the objectives is to develop the physical and mental potential and problem solving capacity of individuals. It can combine the provision of: Literacy and numeracy skills; Life skills, awareness on issues related to health, family planning, environmental protection, elements of civic education for the development of the constituencies of the learners; vocational skills geared towards improved livelihoods and adding value to local resources; business skills

to handle gainful occupations, micro credits and participate the regional economic development (HREB, 2008).

Integration of literacy and life skills is essential in order to challenge different life problems. IFAL program enables adult to take informed decision in daily life of an individual or groups'. It also empowers person or people to participate actively in ones or their affairs. It helps beneficiaries to generate income, fight against poverty and promote lifelong learning and so on. Concerning this IIZ/DVV International (2005) state that "The essence of functionality and the need are directly related to the relevant and appropriateness of the program to successful challenges of the various life problems". IFAL program for poverty reduction thus goes far beyond organizing basic literacy classes. It is participatory approach, which motivates the learners to continue searching for knowledge and skills. It involves a wide range of localized basic need livelihood activities and characterized by participation and goal orientation. The reports of HREB concerning of AL indicated that the achievements of program obtained are found to be below the expected goal in the last 3 years (HREB, 2016).

However, there is still a great gap between theory and practical implementing in our region. Even though IFAL program is important, the commitment of the leaders, the integration of the concerned government officials and the community representatives, the lack of funding, weak implementing, poor coordination and leading of the integrated sectors hinders its implementing. The researcher has not found any research that has been conducted on practice and challenge in implementing IFALP in

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HRS. The implementing IFAL program was not assessed in the region. Because of this reason the researcher had been motivated to conduct this research, which was intended to assess practices and challenges in implementing IFAL program and bring improvement for the implementing IFAL program.

1.2. Statement of the Problem

FAL is regarded as the important tools to equip adult people with necessary skills that enable them take part in the effort made to promote economic growth, reducing poverty, consolidating political participation, to read and write, to integrate what he/she learns with their day today improvement to get the skill of using best seeds, to improve their health condition, to develop culture of saving and to take responsibility in harmonizing apparent national development strategies and program. In order to realize the successful attainment of the purpose of IFAL program integration of livelihood led and literacy program is crucial (MoE, 2008). However, starting from its establishment in 2010/11 the IFAL program faced many problems in the country. The problems faced were more or less similar in different woreda of the region. The challenges faced by IFAL program were: lack of trained facilitators and lack of facilities for the program such as text books and the like (MoE, 2008).

Like other region, HRS is practicing IFAL program. However, from the experience of the researcher the implementing of IFAL program has not being implemented as intended. This is because of the fact that integrated stakeholders of FAL program are week collaboration in implementing (poor coordination of the integrated sectors), inadequate number of qualified facilitators, lack of conducive centers and lack of manpower in the area of monitoring and evaluation. Besides, the researcher has found from IFAL program participants, facilitators, woreda education coordinators, Supervisors, Experts and others stakeholders that the implementing IFAL program is not as intended.

On the other hand, from the researcher experience point of view as an educational expert in the region, Due to this the implementing IFAL program varied from woreda to woreda and centers to centers in both teaching-learning process and delivery of different infrastructure adequacy and facilities. In addition to this, the IFAL trainees and stakeholders are gap of cooperation to take part in the training their respective woreda and centers. The IFAL program is not the only concern of education sector. However, the regional performance coverage in IFAL Program report of in the year 2016 indicated

below 50% respectively. Therefore, it is from this point of view that the researcher is intended to assess practices and challenges in implementing IFAL program.

As a matter of fact, IFAL program itself is a relatively new phenomenon in HRS. which implementing by different Regional Bureaus, like /Agriculture, Health, Micro enterprise, Women's Youth and children office, HRSEB and woreda have been take grate responsibilities/. As a result, there seems to be poor coordination of the integrated sectors or lack of inter- sectoral linkages the relevance of integration and factors that hinder the promotion of implementing IFAL program, lack of awareness of community, inadequate number of qualified facilitators and lack of commitment of facilitators. In accordance of the problem in the area of implementing IFAL program practices and challenges faced by IFAL program integration for woreda in the HRS are not solved still any studies have been conducted in this area (HRSEB, 2016).

However, only few studies were conducted in the areas of the implementation of IFAL program since then. Among those studies were Mohammed (2016), Mulugeta (2002). The former studied the implementation of IFAL Program in Dodola woreda, West Arsi zone, and Oromia regional state. the latter An implementation of AL Program in East Gojjam Zone Amahar Region, The research gap lies in the lack of comprehensiveness (both implementation of the curriculum aspect) because Mohammed study focused on the implementation of the IFAL program resulted in high dropout rate of IFAL program learners and irregular attendance to participate in the program whereas that of Mulugeta focused on the implementation of AL program is nominal and completely left only to the education sector as resulted high dropout rate of literacy participants and unwillingness to participate in the program due to poor understanding about literacy.

Furthermore, both researchers conducted their studies in different geographical settings than the one indicated in this research study. Since there is no study conducted on the practices and challenge in IFAL program in HRS. The researcher is initiated to conduct this research. This research is different from the above in that it will focus on assessing the practices and challenge in implementing IFAL Program in HRS.

1.3. Research Questions

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

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1. What is the status of integrated functional adult literacy Program in Harari regional state?
2. What are the challenges in implementing integrated functional adult literacy Program?
3. To what extent the challenges affecting the implementation of IFAL program in HRS?
4. What are the Strategies to overcome the challenges in implementing IFAL program in HRS?

1.4. Objectives of the Study

The study has the following general and specific objectives

1.4.1. General objective of the study

The general objective of this study was to assess practices and challenges in implementing IFALP in HRS.

1.4.2. Specific objectives

More specifically, this study was attempted to:

1. To identify the status of integrate functional adult literacy Program in Harari regional State.
2. To examine the challenges in implementing IFAL Program in Harari regional State.
3. Assess the extent at which the challenges affecting the implementation of IFAL program in HRS.
4. Suggest the solution to improve the challenges in implementing of IFAL program in HRS.

1.5. Significance of the Study

The researcher believes that this study was providing information about the status of integrated functional adult literacy program in four clusters of Harari regional state. Besides, it may enable policy makers to know the area that needs attention during policy decision and may provide information to Harari Regional Education Bureaus, other program Stakeholders Bureaus and woreda education office to know the problem of IFAL program. It may be important for educational leaders to seek the solution for problem that encountering IFAL program implementing in study areas. Moreover, it may serve as reference materials for concerned body and researchers who desire to conduct further studies on similar themes in the area and helps policy makers.

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1.6. Scope of the Study

Since IFAL program is a broad area; it is very difficult to study all aspects about it. As a result, in order to make the study manageable, it delimited to assess IFAL program implementing, challenges and possible way out of the IFAL program. Besides, among the nine clusters found in HRS, due to the constraints of scope unmanageability, the researcher delimited the study to four clusters (Sofi Amir-Nuri, Dire-Tayera and Shankor).

1.7. Limitations of the Study

The researcher believes that the limitation of this study lies the fact that the findings and conclusions made may not be adequate to represent both the woreda and centers. Reluctance of trainees and facilitators in filling the questionnaire; for instance, 26 adult learners did not turn back the administered questionnaire to them. Interviewed respondents postponed interviews appointment two times claiming that they have urgent meeting, lack of transport service to IFAL program centers and lack of proper documents in IFAL program centers were factors that limited the researcher to collect data on intended time. However, under intensive efforts made by woreda education

office head and the researcher commitment the necessary data were collected, analyzed interpreted and reported objectively.

1.8. Operational Definition of Key Terms

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

Centers: - are localized centers where IFAL program are implemented with the help of facilitator and coordinators within specific period of time.

Coordinators: - are those bodies that are responsible for IFAL program implementing at woreda level

Facilitators: - are those who facilitate AL at the center where the program takes place

IFAL: - is the education that is given by cooperation of different sectors to teach adults. It is to link writing, reading, numeracy skills to livelihood and skill training in areas such as agriculture, health environmental protections, saving, civic, cultural education.

IFAL Program: - is new in its kind in that government tried to bring different stakeholders like education, health, agricultural sectors and many others who are engaged in building the capacity of adults and being implemented at national level in Ethiopia for it has been regarded as an integral part

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of development endeavor (MoE, 2008).

Stakeholders: - any concerned body to the proper implementing of programme of IFAL.

1.9. Organization of the Study

This research study has five chapters. The first chapter deals with introduction, where by the background of the study, statement of the problem, Research questions, objectives of the study, significance of the study, Scope of the Study and limitation and definition of terms of the study were included. Chapter two treats review of related literature that lays conceptual frame work of the study where as chapter three deals with research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five which deals with the summary

of the major findings, conclusions, drawn and recommendations of the study, sample questionnaire; interview, observation check lists and document review are annexed at the end .

2. REVIEW OF RELATED LITERATURE

This chapter encompassed review of related literature from different sources pertaining to conceptual development of FAL, IFAL, Historical Development of IFAL program, implementing of IFAL program and Policy and strategies development of IFAL program in Ethiopia. It also included practices, challenges and stakeholders' participation in promoting literacy program from different sources.

2.1. Definition of Functional Adult Literacy

Country leaders, professionals and well to do organizations ever struggle to improve the living standards of the society. To address their goal they want to equip their respective target stakeholders and customers with education. To this end, history has been telling us that FAL is the burning issue both in developing and developed countries. Despite the fact that different meanings of what FAL means Okech (2007), it is generally agreed that it is characterized by a number of principles. Concerning to this, 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, FAL needs systematic implementing and involve able and capable intermediaries (Sandhaas ,2008).

FAL is a precondition for any nation to become competitive within a global economy and without a significant increase in the AL rate Ethiopia will not be able to achieve a middle-level income status within a foreseeable time. Increasing AL rates will support Children with literate parents stay in school longer and achieve more. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health and other development goals (MoE, 2010). FAL 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 FL aiming at knowledge, understanding, changes in attitude and motivation of learners for solving different problems, etc. It is a

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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 (MoE, 2010).

2.2. Concept of Integrated functional Adult Literacy program

IFAL program links literacy and livelihood elements. It is a practical approach that provides skill on

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

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

The policy documents also define FL as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and so on (MoE 2006). In this regard, Samuel (2007) stated the importance of two fold integration at community level, the program must integrate basic literacy, life skill and income generating activities at the same time, the program must integrate itself into the wider poverty reduction and sustainable development strategies in a systemic way. Literacy is the key to unlocking the cage of human misery, a key to opening up a future of freedom and hope” (Kofi Anan 2003). Integration refers to bringing together different subject matters and different types

of activities so that they can all be used to solve the problem which is being dealt with. Integration is important because in people's lives one problem may arise from different things and it is not usually possible to

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solve a problem by looking at one aspect only.

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

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

2.3. Historical Development of Integrated Functional Adult Literacy

Just as the universal declaration of human right, literacy has been considered something to which every person is entitled to. Literacy initially referred to reading, writing, calculating simple calculations. Preconditions for being literate vary from country to

country. Since each country has its own population size, cultural identity, social and historical background as well as political and economic status, it will not be an easy task to put common criteria to say that these citizens are literate and these ones are illiterate. at international level, faith in functional model of literacy was beginning to fade due to the poor result many literacy program had produced (Papen, 2005)

United Nations Educational, Scientific and Cultural Organization UNESCO (2005) recent definition implies that literacy in modern sense includes: reading, writing, numeracy, language skills, autonomy

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or empowerment, ICT skills, life skills and critical thinking. For instance, in developing countries like Ethiopia the primary thing for being literate is having the basic knowledge of reading and writing. Despite the adult education, the regular education has also its own loopholes. In fact, our ancestors have a tremendous knowledge in most fields of study. They developed this collection of knowledge by their long life experience (life skills) plus deep observation of life. The conception of literacy continued to be the same in the literacy initiatives of both the imperial regime and the revolutionary government. For both, literacy is the capacity to do the 3R's without much regard to functionality. The only exception to this was the experimental FAL introduced by UNESCO. In both systems, the deficit conception of literacy where illiteracy was equated to ignorance and an absolute state of being illiterate or literate has been assumed. The present NALS seems to start with the economic development paradigm and sees, at least theoretically, in terms of functionality. Yet, this is only stated, not implemented, as discussed above. Critical literacy has not been part of the intent of any of the AL initiatives of the regimes.

Functional context of AL principles can be applied to sustainable development activities such as: education on microenterprise development so adults can learn how to become entrepreneurs and economically self-sufficient, job skills training so that displaced workers in unskilled jobs can be efficiently cross-trained into better paying jobs that do not suffer from outsourcing; FL so that once employment at a self-sufficiency level is

achieved adults can be better consumers in various domains and manage their money better so they can begin to invest in wealth accrual, health literacy so that individuals and families can take better care of themselves and access affordable, competent medical care; workplace literacy so that employed and under employed workers can acquire skills for upward mobility or transfer into better paying job (Okech,2009).

2.4. Rationale for Integrated Functional Adult Literacy

A society which is able to communicate in reading and writing is able to handle basic informed discussions and operations (business, agriculture, health, environment, democracy etc) in daily life. Literate peoples are essential for social development. Poor adults hardly learn for the sake of learning but they mainly learn in order to get a basic survival skill which enables them to fight against poverty. The need for IFALP is directly related to the relevance and appropriateness of it in order to solve the various life problem of the community. It is used for poverty reduction purpose. It is a participatory

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approach that motivates AL in order to continue their searching for knowledge and skills. It enables the learners to develop a sense of employment and to improve their own learning conditions using their own efforts. It require a wide range of local people's participation in different activities. In relation to this, Okech (2009) said that there is several purpose of FAL. These are: it contributes to economic empowerment particularly by enabling woman to make their goods more effectively and that enables them to plan and implement income generation. There is evidence that better family care resulting from FAL leads to better health, this makes parents take care for their children schooling. FAL can promote universal primary education. In political dimension socially empowered people can participate more effectively in managing society. Educational and socially empowered communities are seen to participate more effectively in poverty reduction.

2.5. Objective of Integrated Functional Adult Literacy Program

IFAL program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills, which can serve the fight against poverty. This objective is to be achieved through a need based, dynamic, integrated and sustainable learning environment. IFAL program leads to empowerment so far as literacy serves to question actual life situation and problems as it serves to look for informed decisions and actions towards fighting the root causes of poverty (Samuel, 2005).

In line with this writer, adults particularly those people in poor life situation handily learn for the sake of learning but mainly seek basic survival skills, which would enable them to fight the vicious circle of poverty. Specific objective of FAL are to enable beneficiaries, make informed decisions in their 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 (DVV, 2005).

2.6. The FAL Program Policy and Strategy

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

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service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners(ESDP) . However, more recently, the ministry has placed more emphasis on adult and non-formal literacy and has undertaken a number of initiatives to better coordinate existing initiatives and assume greater leadership. Most noteworthy are the creation of IFAL program unit with the ministry, the signing of a memorandum of understanding between the MoE and five other nine. This agreement

ensures the creation of the AL Board and a technical committee, which should be replicated up to the woreda level (MoE, 2008).

According to MoE the focus of AL is to impart livelihood knowledge, skills and attitudinal change among the adult and to facilitate conditions for the provision of the FAL program in an integrated manners. In addition, it enables adult to read and write in order to acquire knowledge and skill in agriculture, health, civic, cultural education. The strategy document designed in 2008 contains issues on status and relevance of AL, strategic directions for accessibility and quality of AL, as well as organization of AL (MoE, 2008).

2.6.1. Strategic Objectives

The NALS is aimed at facilitating the launch of a practice-focused AL program which supports the productive parts of the society (the adults) by mastering knowledge and skill to perform their personal and social roles. Another equality significant objective of the NALS is to build democratic and good governance culture through expansion of AL, to bring about a change on social life of the society through expansion of AL as well as ensuring sustainable economic development through quality and relevant AL (Hildana, 2014).

2.6.2. Expected Program Outcomes

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

2.6.3. Binding Directions for Implementation of the IFAL Program

The new national adult education strategy proposed the following guiding principles for implementing

of IFAL program all over the country.

2.6.3.1. Creating Awareness on the Significant of AL Program

To achieve full commitment for the success of the program by reacting to an understanding between ministries and bureau of regional states and woreda, as well as government and NGOs relevant to implement IFAL programs to bring about a meaningful change among adults in their respective occupations is vital. In addition, conducting massive awareness creation and popularization activities at regional, woreda and kebele levels to create common understanding on the contribution of AL in accelerating development, creating democratic culture, eradicating poverty as well as on its importance to individual and societal living standard viewed as an integral part of the program implementation scheme. The development of awareness among implementing bodies, Partners and the societies the application of different awareness creation and advertisement means/ methods (Mass-media, printings, Conferences, workshops, meeting e.t.c). Efforts would be made to increase the coverage by encouraging the society, development agencies, non-government organization as well as civic societies to implement the program or give financial and material support for adult literacy (MoE, 2008).

The strategy focuses at the expansion of basic and FAL for social groups residing in areas susceptible to problems and with no infrastructural development to enable them participates in development programs competently and with a sense of equality. The need to develop appropriate programs to peasants in the rural areas and to groups with low income in urban areas was stressed. Establishing FAL programs for women, especially for those with low or no income, which are appropriate for additional income generation and facilitating learning venues and use delivery methods appropriate to citizens with special needs, show how the strategy emphasizes on the education needs of disadvantages section of the community.

2.6.3.2. Allocating Budget and Human Power for Implementing

Proper allocation as well as economic and effective utilization of budget and human power is necessary for implementation of adult literacy and expansion of its coverage. Therefore this new strategy stresses the needs to increase money allocated for adult literacy by increasing budget allocated at the federal, regional and woreda levels, and

develops and implement strategies to look for additional resources from other sources (MoE, 2008).

2.6.3.3. Building the capacity of Facilitators and other experts

One of the indispensable inputs for quality education, according to MoE (2010), is availability of

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competent adult teachers. As well known, since adults have their status in the society and are 30 owners of rich experiences, teaching them requires special methodology in order to get well committed, trained and competent FAL practitioners the new strategy underlines the needs to raise the capacity of program managers, training institutions, facilitators and experts to the required level, establish a system to train facilitators and providing the training in teachers training institutions.

2.7. National Benchmarks for Integrated Functional Adult Literacy

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

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

Potential learners and the local community should be involved in the planning and delivery of FAL programs. Government, NGO and civil society organization should work collaboratively for the expansion of IFAL programs that contribute to national sustainable development. There should be regular supervision and monitoring to ensure the effectiveness of FAL programs and data about these programs should be included in the regional and national annual education abstracts. Government education offices should coordinate the work of the governmental and NGO as well as those in the private sector to ensure the availability of developed –related reading materials for adults. Governmental education office should take the primary responsibility for leading, coordinating, controlling and allocating the required resources for FAL programs. Taking account of the capacity of the country, appropriately trained staff and the necessary financial resources should be allocated within the government education sector to enable the expansion of high quality FAL program. `

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2.8. Management of IFAL Program Implementing

Implementing of IFAL program focuses on the process of: planning, organizing, leadership and controlling in which issue of communication, human resource development, supervision, implementing change beneficiaries and requires mulit- sectoral activate. Adult will be encouraged to learn. Only if they found the programme related to their life, problem-solving and brings about a change in their life style. However, AL program carried out in the past were inconsistent un coordinated and hence could not bring the required results prevalence of strengthen and coordinated through coordination of relevant ministries for agriculture and rural development health women's affairs, youth and sport, labor and social affairs and thereby organizing national adult literacy leading /management body will be established at federal level and demarcation of duties and responsibilities of federal, region, Zonal and woreda will be developed in line with decentralize government structure .also tangible plan at all level. To strengthen and support different adult literacy program will be developed at all levels (MoE, 2008).

This process needs close look at implementing like planning, organizing, leading controlling, communicating, motivating, decision making and situational analysis Conceptual and decision making skills enable a manager to identify issues facing the organization, examine the factors behind these issues and provide solutions(MoE,2010).

2.8.1. Planning of Integrated Functional Adult Literacy Program

The planning process of IFAL program is the key activities that drive all process to achieve the IFAL objectives. These all process discussed here under .It is better to define the word planning before seeing the planning of IFAL 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 (Dire, 2014).

Planning is one of the most important techniques that are used for implementing. 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.

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The planning of IFAL 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 (MoE,2010). It is expected that IFAL planning should be prepared by the participation of all concerned body where IFAL facilitators, coordinators, learners and other stakeholders take part.

According to its context the term planning has different meanings. As a result, different scholars define it in different ways. planning as making decision about future actions by choosing among alternatives and planning involves selecting mission and objectives and it can also viewed as a systematic process of deciding what needs to be done by

eliminating the less important work and focusing on the more importance ones (Lekok and Gebak,2007).

From the above information, it is possible to realize that the planning of IFAL Program is process of preparing a set of decisions for action in the future, directed at achieving the goals up by optional means. In view of that, the planning process in the IFAL program bridges the gap from where we are, to where we want to go (MoE, 2008).

2.8.2. Organizing of Integrate Functional Adult Literacy Program

Organizing is the development of jobs and the implementing of IFAL program implementation is the process of establishing r/ships among available resources with the intention that their structure enables the achievement of the objectives of the IFAL programs. As included in the research findings (Muhammad, 2013) in Nigeria Employment of adequate number of staff at all levels to meet the ever increasing demand of integrate functional adult literacy in the country. IFAL program should be staffed with people with proven ability so as to strengthen the system and helps in the development of IFAL program in the country.

The purpose of organizing the IFAL program implementing is to give each person or stakeholders separate, distinct task, and to ensure that these tasks are coordinated in such a way that the program accomplishes its goals. Hence, organizing process in IFAL program may result in ensuring cohesiveness and order in the IFAL stakeholders, facilitate effective communication among them, foster co-ordination and improves efficiency and quality of the program implementation through synergism .synergism occurs when individual or separate units work together to produce a whole greater than the sum of the parts. It can result from division of work, better utilization of human talent optimum use of technological improvement, and above all increased co-ordination (MoE, 2008).

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2.8.3. Implementation of Integrated Functional Adult Literacy Program

The National adult literacy strategy (NALS) put FAL in the center of IFAL in Ethiopia. So far, IFAL program is a participatory approach that provides skills, on reading, writing and counting integrated with practical knowledge and skills. IFAL program for poverty reduction go far beyond organizing basic literacy classes. Since three years, dvv international Regional office east Africa assisted at a national and regional level to introduce innovative approaches to improve and replace traditional literacy programs. It applied the Uganda experience to Ethiopia condition and developed a model of FAL projects for Ethiopia adopted in variations to specific conditions. The objectives are to link literacy with livelihood skills training and to empower illiterate and semi-literate people to fight poverty (sandhaas, 2008). According to the MoE “The third national five years educational sector development program, about 5.2 million adults should receive IFAL until 2011”(MoE, 2005).However, it is expected that there exist certain factors affecting, positively or negatively, implementation process.

In relation to this discussion the numerous and serious problems encountering implementation and they list the following as outstanding ones: absence of strong leadership, insufficiencies in equipment, materials, trained personnel and facilities, resistance, previous delays, confusion and too rapid implementation and other challenge. Hence, it is hoped that, this particular research will find out which of the factors are more influential in IFAL implementation in kolfe keranyo sub city in general woreda one and five in particular (Hayimanot,2014) .

2.9. Factors affecting the Practices of Implementing of IFAL Program

2.9.1. Lack of Domestic Political Commitment

The main challenge of implementing of IFAL is political commitment and challenge is resulted from political issues, trainees seek employment first rather than improving their basic skills. This shows that when the domestic political commitment remains silent citizens are unable to identify their rights and responsibilities in regard with time and place. Report of IFAL program indicate lack of efficient coordination, within government and other stakeholders, absence of due consideration in using political leaders of different political administration units like Region, zone, woreda and kebele in

coordinating functional adult literacy program were problems identified related to domestic political commitment (MoE, 2011).

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As included in the research findings (Genet, 2014) in there is political will and there are strategies and programs which are conducive to the provision of adult literacy, they are not being implemented. Furthermore, based on the (MoU) signed among stakeholder ministries where the Ministry of Education is presumed to play a facilitating role, other ministries are not considering adult education as their role. Hence, only the facilitator seems responsible for the education of adults in his/her respective centre. Moreover, colleges and universities which are engaged in training professionals are not working in collaboration with education and other concerned bureaus and non-governmental organizations. Inter-sectoral linkages: Coordination, cooperation and collaboration between the agencies involved in Basic Education is lacking. There is the need to streamline activities and programmes of these agencies to avoid duplication of efforts. A practical example of this scenario is the existence of Non-Formal Education unit in the Federal Ministry of Education despite the existence of a full- pledged National Commission for Mass IFALP charged with responsibility of over-seeing everything about IFALP in the country (Muhammad, 2013).

2.9.2. Socio-economic constraints

Socio-economic problems are the main factors of implementing of IFAL program which hinder the effectiveness of the organization of FAL program in most African countries. In line with this FAL program report of (UNESCO, 2007) revealed that, in Uganda financing of AL has been inadequate, inconsistent and uncoordinated due to lack of finance, un like other programs such as HIV/AIDS prevention, environmental protection, physical infrastructure provision and fund raising for AL program has increasingly become a dream for civil society organizations (CSOs).

Research finding of (MOE, 2010) also shown that unwillingness of the date of registration, engagement in different economic activities for winning daily bread, a

feeling of boredom due to heavy work load at home, poverty of families and large class size were also identified as hindering factors of organization leading and controlling of FAL program in most regions of Ethiopia.

2.9.3. Problems Related to Unskilled Human Power

Ethiopia has paid maximum attention to expand tertiary education. The number of higher Education institutions providing training related to adult and IFALP is increasing year by year. However, having sufficient number of highly qualified instructors is still remaining to be a challenge (MoE, 2008). Availability of resources, willingness of the participants, promulgation of different declarations

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and proclamations alone never brings the intended goals to be achieved from certain policies or programs. Hence in any development endeavors human resource is the one and the central inputs to be focused on for it coordinates, plan, organize, manage, direct, lead, monitor, supervise and evaluate the process to be delivered for effective implementing of the program. In line with this, NFAL reports of (UNESCO 2007) stated that, in Ghana and Uganda, lack of knowledge and insufficient experiences among FAL staff volunteers and tutors were the major problems to select different training styles in leading the program in accordance with the actual environments of the program centers.

In Oromia regional State (2014) shows study that lack of skilled human resource, trainees' lack of awareness were identified as major constraints of IFALP in the woreda.

In order to reduce these problems woreda's cabinets should considerably discuss on issues of IFAL program as one of the international and national agendas with concerned bodies to improve IFAL program implementing in allocating adequate budget, motivating practitioners through material or moral rewards, and they should devote their time and able to use favorable conditions like meetings, conferences and workshops to aware communities importance of IFAL program (Mohammad, 2013).

HRSEB also stressed in the report that, included: lack of leaderships commitment, lack of coordination of stakeholders, lack of controlling AL, lack of special teacher, lack of appropriate instructional materials, lack of awareness, participate in economic life, lack

of participation the community, planning, implementation and evaluation of their own programs. Participation is learning, learning about leadership and team work, administrators and coordinators commitment is weak (HRSEB, 2015).

2.9.4. Institutional Problems

Accordingly, (MOE, 2008) stated that in most rural and pastoral areas of the country; improper learning schedule, lack of appropriate learning centers, distance from learning centers, were the prevailing institutional problems in FAL program and also stated that lack of appropriate and available material is often felt to be a problem in the success of literacy program. According to the writer, many literacy program rely on highly structured work book which introduces learners to new lesson and a new topic, often new character.

However, ordinary materials (especially prepared materials) which are highly related with lives of learners are appreciated (Fordham, 2007). A major problem raised by all institutions was the shortage

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of resource (both financial and physical facilities). In some training centers shortage of stationery, absence of latrine, water, power supply and transport service were identified as problem areas. In some other training centers selection of methodologies and duplication of training materials were reported as hindering factors of the success of the FAL (Tekalign, 2010).

2.9.5. Lack of Instructional Materials

Instructional material challenge for implementing of IFAL program center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MoE (2008) explains instructional material as follows: "the availability of instructional material is the lowest cost component of basic education, but it is the one with greatest impact on learning". Learners can get more meaning and experience if the source from which they extract information, knowledge and skill is diversifies.

Instructional materials are the key component that contributes a great deal of the success of learning program. In relation to their importance, (MoE, 2010) suggest, Instructional

materials are used to increase the acquisition of knowledge, skills and aptitude according to the levels of students. Furthermore, the author explains that instructional materials are used to make learning experience more tangible, practical and active (MoE, 2010). From the above concept, it is possible to understand the necessity of instructional materials in learning process. A learning material gives life to education.

2.9.6. Shortage of Budget

Budgets are problems are the main factors inadequate funding and allocation of adult literacy at all level of government is grossly inadequate especially when compared to the formal education sector. More importantly adult literacy is excluded in the share of two percent consolidated Funds meant for Basic Education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to adult literacy sector (Muhammad, 2013).

2.9.7. Social resistance

In nature, human beings resist changes, not for they know the negative impact of the new but for they have experienced with the old with its multiple drawbacks. For instance, some parents are fearful that In nature, human beings resist changes, not for they know the negative impact of the new but for they have experienced with the old with its multiple drawbacks. For instance, some parents are fearful that

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the literacy program would lead to the marginalization of their rituals, beliefs, religion, norms and other cultural aspects of the society. In fact, literacy is to encourage beneficial cultures and to discourage harmful practices “like genital mutilation, removal of epiglottis”, and other healthy education and development related bad attitudes and practices. However; convincing and awaking people towards the needed change is neither simple nor an overnight process. It needs commitment, Skills and knowledge to dialogue the aged and out raged bridge. In connection to this, (MOE, 2008) asserted that unwillingness of parents/ guardians/ to send their family members to FAL centers low regard for education and culture barriers such as labeling educated people as evils, lack

of family supports to continuing IFAL program, low regard to girl education considering literacy only as for employment in government institutions etc are among the known problems which reflected in most regions of Ethiopia.

2.9.8. Inadequate number of qualified facilitators

Inadequate number of qualified facilitators: appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, primary school teachers and even school certificate holders are usually appointed as facilitators. According to NMEC (2008) Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National Policy on Education to ensure the quality delivery in integrated functional adult literacy. Statistics revealed that there are still teachers and even less qualified personnel teaching in the IFALP centers and are not fully trained in the andragogical methods (Muhammad, 2013).

2.9.9. Inconvenient Location of AL Centers and Lack of Facilities

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

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2.9.10. Shortage of Training Facilitators

Facilitators are very vital to the success of AL programs. The quality and effectiveness of any AL 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.

2.10. Challenges in Implementation of IFALP in Ethiopia

There are a number of challenges in implementing of IFAL program in Ethiopia. For instance lack to motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area absence of clear policy and guidelines for FAL program in adequate supervisory service shortage of budget for supervision, shortage of logistic and finance for monitoring at PACT at level, in accessibilities to vehicle and difficulty to transport education materials and supervision are among the known (MoE, 2010).

According to DVV (2005) the major challenges of IFAL program are:-Lack of allocated budget to integrated functional adult literacy program implementation, Weak institutional arrangement to support IFAL program implementation, monitoring and evaluation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAL program center, Lack of motivation among stakeholders, learners, facilitators, Lack of awareness of community (e.g. resistance to the program, Poor communication work and infrastructures and Lack of strong institutional support from (E.g. MoE, HEB, Federal and regional Governments.) some of them.

2.11. Stakeholders Contributions in Achieving Goals of IFAL Program

Education is a master key and fundamental need that every professions and development goals consider in their program planning and implementations. Accordingly education is one of the Millennium Development Goals (MDGS) of the 2006, dedicated in reducing poverty. However, adult literacy and adult education is not explicitly included in the MDGS. It is implicitly embedded in goal 3 as a means to promote gender equality and empowering women. This reveals that international perception of literacy has shifted

from defining literacy as technical and discrete skills to functional human resources skills for economic growth to human capabilities for socio-cultural and political

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change (UNESCO, 2007). To address UNESCO MDGs of FALP, stakeholders (government, non-government and private sectors) are expected to enforce its implementation.

2.11.1. Government Contribution on IFALP Program

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

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

211.2. Contributions of Non-governmental Organizations (NGOs).

There is different NGOs support implementing of IFAL program in different ways at different levels. there are a number of literacy working groups (LWG) member organizations which contribute a lot in the area of IFAL program to achieve MDG (Anthony,2006). Among these, Action Aid works in 40 countries with an annual budget of about 150 million Euros where education is one of the six priorities in its strategic plan “right to end poverty” 2005-2010. Book Aid International also promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realize their full potential to reduce poverty.

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2.11.3. Communities and private Sectors Contributions

Communities or private sectors are individual or groups of a stakeholder that maintains a stake in an organization in the way that they possess shares. In most developing countries, IFAL centers nearby

communities and private sectors play a great role for instance, in India (UNESCO, 2009) Cited in(Tekalign,2010) report indicates that, different communities and private sectors involved in the implementation of IFAL program to identify learning materials and resources to meet the ongoing needs of the training groups. They also coordinate activates together with the community learning centers and other organizations.

In addition UNESCO report in Uganda, cited in (Dire, 2014) indicated report that about decentralization, most of the authority to control the affairs of IFAL program such as planning, policy analysis, curriculum and examination reform, national assessment, monitoring and evaluation were effectively done by the private sectors. Besides, by funding on the job training communities promote the involvement of AL facilitators in advocating, planning, implementing and evaluation of the IFAL program.

2.12. Coordinating mechanisms of IFAL program

The diversity of the institutions involved has made it necessary to set up mechanisms providing some degree of consultation, or preferably co-ordination, between the different partners carrying out AL program. In most cases, it is the administrative structure which manages activities, for example in Greece, Turkey, Swaziland, Niger and Mali. In some cases, there are specific structures, such as in Ecuador the 'Ecuador estudio' program linked with the directorate for lifelong mass education, in India the LNM, which involves several ministries such as those for development, the universities, trade unions, etc., in Swaziland the AL board and in Guinea the national basic education commission.

In Finland, this role is played by the national education board. Almost all the countries of Africa, Latin America and the Caribbean, Asia and the Arab region have set up national literacy committees under regional program to combat illiteracy; these committees are inter sectoral and frequently have branches at the regional and even local level. After Jomtien, many of these countries also instituted coordinating committees for basic education.

In countries with a federal structure characterized by a wide variety of educational options and a large number of NGOs, any centralization by the State is excluded. For example, in Belgium, co-ordination

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is carried out in the sub regional employment and training committees set up ; the report also notes the roles played by the 'Lire et ecrire association acting as a recognized partner in the co-ordination of network literacy activities, and by the higher council for popular education under procedures for the recognition or non-recognition of NGOs. The same applies to Germany, where co-ordination

2.13. Monitoring and Evaluation of IFAL 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 implementing system.

According to (Juliet et al, 2007), monitoring is a systematic way of checking and reporting on day-to-day operations; while evaluation is done at the end of certain section to 'value' how well the working and its outcomes is. Furthermore, monitoring is a process of measuring, recording, collecting, and processing program management for decision making. The central essence of program implementation monitoring system is the continuous comparison of the actual situation against the plan. When the monitoring report shows a deviation between the planned activities and actual progress; the implementing get insight to make remedial action. As stated above, monitoring is the implementing tools used to collect information to enable manager analyzes progress of implementation and takes timely decisions to ensure that the progress is being maintained according to set schedule. Caffarella (2002) defined it as program evaluation is most often defined as a process used to determine whether the design and delivery of a program were effective and whether the purposed out comes was met." Generally, evaluation is very essential in order to get information about the weaknesses and strengths of the activities which are performed

2.14. Current Status of Implementing IFAL Program

The expansion of a comprehensive adult literacy system is essential to completing the learning continuum in Ethiopia, which is central to improving the quality of life of every Ethiopian. To this end, the Ministry of Education published in 2008 the (NALS) of which an integrated approach to FAL is a major focus. The concept IFAL program has been defined in the Master Plan for AL, which the

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Ministry has developed with support from dvv international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery

by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. The linkages already exist in Ethiopia, for example the basic skills of adults' literacy that are based on market demand, income generating and business opportunities with the respective business related services.

Development of an integrated approach to FAL is progressing. A national task force composed of governmental and non-governmental organizations has helped developing a number of basic documents on integrated FAL program: the FAL Curriculum Framework; the FAL Implementation Guideline; the FAL Facilitators Training Manual; and the FAL benchmarks. FAL provides for a two year program with yet to be defined yearly skills targets and curricula that need to be developed further. Even considering underreporting of available data and underestimation of participation rates, it is certain that the literacy target set at 5.2M in ESDP III was not achieved (MoE, 2010). This is attributable to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals and unavailability of human resources at the grassroots level.

Moreover, coverage of programs seems to be decreasing instead of increasing. However, more recently, the Ministry has placed more emphasis on AL and has undertaken a number of initiatives to better coordinate existing initiatives and assume greater leadership. Most noteworthy are the creation of an expanded adult literacy unit within the Ministry, the signing of (MOU) between the MoE and five other ministries (Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Women's Affairs and Ministry of Youth and Sports) are leading/management body will be established at federal level. Its detailed responsibilities will be elaborated with guideline and Regional and wereda levels, management body will have similar composition to the federal body, involving the respective bureaus and offices. However, regions may change the mix based on their real conditions (MoE, 2008).

HRSB mix based on their own real condition prepared IFAL program document, at the same time (MoU) was agreed between the regional education Bureau and six regional

Bureaus to use resources in common to implement the FAL program which is renamed as IFAL program, with in their

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development strategies. The objective is clear i.e. to reduce poverty and ensure sustainable development by providing the necessary education to the productive part of the community /youth, adults/ which enable them to actively participate in the regional development. Similar agreements have been agreed at woredas level. The woredas concerned are the: Agriculture Health, Women's, Youth and children focal parson and Micro and small enterprise. The idea of establishing the NIFAL Board and the Technical Committee was part of the memorandum of understanding signed in the year 2008 among six concerned Bureau to facilitate the effective implementation of the NIFALS and similar procedures have been followed in establishing IFAL Board and Technical Committee at woredas level (HREB, 2009).

2.15. Findings Related to the Implementation of IFAL Program

Integrated functional adult literacy program is one of the strategies designed by MoE to widen the chance of the education for the citizen. In Ethiopia different researchers tried to carry out research on integrated FAL. For example, the research entitled as the implementation of adult literacy program in Dodola woreda, West Arsi zone, Oromia regional State was done by Mohamed Bedaso in 2016. The objectives of the study were: to investigate the implementation of adult literacy program in Dodola Woreda, West Arsi Zone, to explore perceptions of explore perceptions of PTA, DA, health extension worker, directors, teachers' facilitators, school supervisors,' kebele chair persons and IFAL learners toward the practice of integrated functional adult literacy program, to assess to what extent integrated functional adult literacy is being implemented and the like. The study was specifically done in West Arsi zone. The sample of the study were ,4 kebeles, 4 adult literacy program facilitator, 6 Health extension, 12 DA, 4 Teachers, 26 PTA, 2 Supervisors, 4 chair person, 29 IFAL committee, 5 School Directors, 2 Experts of Woreda education office and 315 adult literacy learners or trainees.

The major findings of the study were: IFAL program participations of stakeholder have great role in the implementation of literacy program, and there are problems with adult literacy program which are: Stakeholders lack of willingness to participate in the program regularly, Inadequate training of literacy teachers and facilitators, lack of cooperation, poor support from the community to maintain, lack of regular supervision. These problems are also indicated in ministry of education's 2015 document and the like. There are differences between this study and the above one. To begin with, this study was focused on IFAL program, but the above study focused on adult literacy program participants

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and stakeholders were attending the literacy program. While this study is four Woredas included, the previous study was only one Woreda. This research includes five groups of respondents but the previous study incorporated eleven groups.

The objective of the research under study was to assess the implementation of IFAL program which is linked with the real life of stakeholders while the previous study focused on how to control mechanisms for their unwillingness to attend class or absenteeism and to get literacy skills (reading, writing and arithmetic). Generally speaking, the study held by Mohammed Bedaso was based on the assessment of the implementation of adult literacy which more seems like no controlling mechanisms, due to unmatched way of absenteeism and adults' need. However, my study focused on the practices and challenge in implementing IFAL program, which is the way of training and leading with connection with their private life such as how to save themselves from disease, how they can develop their productivity with different professionals and to link writing, reading, numeracy skills to livelihood and skill training in areas such as agriculture, health, civic, cultural education etc.

3. RESEARCH DESIGN AND METHDOLOGY

The major purpose of this study was to assess the current practices and challenges in implementing IFAL program in Harari regional state. 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

The study was conducted in the Harari regional State, Harari regional state is located at 515 km east of capital city of Ethiopia Addis Ababa; This Region was the most popular historical town in the Eastern part of Ethiopia. The population of Harari regional State has an estimated total population of 196,000, of whom 100,000 are men and 96,000 are women of these 74,000 or 37.8% of the population are estimated to be rural inhabitants, while 122,000 or 62.2% are urban. With an estimated area of 342.91 square kilometers, the regional population density estimated 629.72 people per square kilometer and

temperature of around 17.1-20.2, However, there is no well registered current statistics showing the number of adult illiteracy in the region. Furthermore, HRS revitalization document shows that there were 80,000 people or 42% of population with Illiteracy in the region (HRFEDB, 2011).

3.2 Research Design

The general objective of this study is to assess the practices and challenges in implementing IFAL program in HRS. To this end, descriptive survey design was employed for this study. This design was selected on the assumption that can help the researcher to gather a large variety of current data related to the subject under the study. Elliott et al, (2000) reported that, descriptive survey is important to answer questions related to the current status quo of the problem. In support of this, Kothari (2007) 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.

3.3. Research Method

The purpose of the study was to investigate practices and challenges in implementing integrated functional adult literacy program: the case of HRS. Mixed method of research was employed. Mixed methods research is an approach to inquiry that combining or associates both qualitative and quantitative forms. Combing qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method sounds like good ideas using multiple approaches can capitalize on the strengths of each approach and offset their different weakness. It could also provide more comprehensive answers to research question approach (Creswell, 2008).In this study, both quantitative and qualitative methods were used to generate and analyze information obtained from diverse groups of respondents. The quantitative method helped the researcher to analyze the quantitative data obtained through the use of a questionnaire with close-ended question items whereas the qualitative method helped her analyze the data obtained through the use of semi-structured interview guide, document analysis and observation checklist.

3.4. Sources of Data

To get valid and reliable information, the uses of appropriate data sources were vital. Therefore, two sources of data (primary and secondary) sources of data were employed for this study.

3.4.1 Primary Source of Data

The Primary data for this study were collected from 4 Woreda education coordinators, 10 Woreda, supervisors, 4 Woreda experts, 51 facilitators and 332 Adult learners using questionnaire and interview.

3.4.2 Secondary Source of Data

In order to substantiate the primary data and to obtain full information related to the study issue, the secondary data were obtained from documents. These documents include minutes on IFAL, policy and strategy documents and reports about the implementing of IFAL program that are gathered from IFAL centers to Woreda education office.

3.5. Population, Sample and Sampling Techniques

In Harari regional State (HRS), there are nine educational clusters, These include: Abadir, Sofi, Amir Nuri, Hakim, Jinela, Ereri, Aboker, Dire-Tayera and Shankor educational clusters (HRSEB, 2015). Conducting a research in all clusters was difficult due to time and resource constraints. Hence, from nine clusters, Amir-Nuri, Sofi, Dire-Tayera and Shankor Clusters were selected. Cluster random sampling techniques to conduct a study on implementing IFAL program because its convenience for researcher. Amir-Nuri, Diretayera, Shankor and Sofi was selected cluster random sampling techniques because of the exposure of the researcher in the region as an educational expert and he observed the problems that were seen on IFAL program implementing.

Based on the data from Harari regional State of education Bureaus there are a large number of IFAL program learners in Harari regional State. In Harari region, there are nine educational Clusters.

Because of the large number of population in these Clusters, The researcher decided to select four clusters which were Amir-Nuri, Sofi, Dire-Tayera and Shankor clusters using

simple random sampling based on their convenience to conduct this research. There were 138 adult education centers in the sample clusters. Out of these center's 20 (15%) adult education centers were selected by simple random sampling technique. Regarding to this Sarantakos (2005) stated as "Random sampling is the procedure in which the choice of respondents is guided by the probability principle, according to which every unit of the target population, has an equal calculable and non-zero probability of being included in the sample."

From facilitators, out of 170, sample size 51 was determined using table of sample size determination and they were selected in the sample using simple random sampling. However, 4 Woreda education Coordinators, 10 Woreda Supervisor and 4 Woreda Education experts are more resourceful on the implementing of IFAL program were selected by available sampling techniques because these respondents are the only option to be included in the study. Concerning the adult learners, out of 3453 populations from 20 centers 358 samples was determined using table of sample size determination and each individual learner were selected in the sample by using simple random sampling technique. The sums of these respondents give rise to 427 subjects.

Although efforts were made to collect back the distributed 409 questionnaires it was only possible to get back 383(93.64%) of the questionnaires. Among the questionnaire distributed to adult learners and facilitators 332 and 51 returned back respectively. Consequently, the total number of questionnaire employed in the study was 332 filled by adult learners and 51 questionnaire completed by facilitators. The interview response from different respondents and different documents that related with IFAL was included under the study.

Table: 1. Total Population, Sample and Sampling Technique

N	Types of respondents	Total Population	Sample size	%	Sampling Technique
1	IFAL learners	3453	358	10	Simple random
2	Woredas Education Coordinators	4	4	100	Availability
3	Woredas Supervisor	10	10	100	Availability
4	Woredas Expert	4	4	100	Availability
5	IFAL program facilitators	170	51	30	Simple random
	Total	3641	427		

3.6. Data Collection Instruments

In order to accomplish the intended research work, the researcher employed four types of data collection instruments. Accordingly, in order to achieve the objective of the study questionnaire, interviews, observation and documents were used as data gathering instruments for this study.

3.6.1. Questionnaire

In this study, questionnaires were used to collect information about the practices and challenges in implementing IFAL program from facilitators of IFAL program and adult learners. The questionnaires were containing mainly close ended and some open items. Depending up on the type of question items, choices and rating scales were used in the questionnaire. The questions were translated to local language (Afan Oromo) by the researcher to avoid language communication barriers.

Then the developed questionnaire was administered by the researcher for facilitators and Adult learners. Before actual study was conducted the developed questionnaire was checked by Afan Oromo language teachers and restructured to make clear and ready for final study. Generally 51 and 358 copies of questionnaires were distributed to be filled by IFAL learners and facilitators respectively.

3.6.2. Interview guide

Semi- structured interview items was employed to collect factual and detail information from 4 Woreda Education coordinators, 4 Woreda Experts and 10 Woreda Supervisors for the purpose of eliciting supplementary information which may not be secured by the questionnaires. The items were forwarded during personal interview with key informants dealt with their personal information as well as issues related to status of IFAL program (planning, organizing, leading and implementing), practice

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and challenges in implementing in IFAL program, to what extent are the challenges affecting in the implementation and improve the challenges in implementing of IFAL program. Semi- structured interview items were prepared in English and later translated into Afan Oromo and Amharic language for the sake of clarity.

3.6.3. Observation

Observation checklist was developed and employed by the researcher to collect the information sought by way of investigator's and observe how the teaching and learning processes take place, condition of program learning centers, suitability of program centers and facilities, facilitators implement program based on guideline, adult learners' participation in the centers as well as to see the overall environment of the IFAL program center. In order to do it, observation checklist was used and the sample centers were observed.

3.6.4. Document review

To collect relevant data from documents in different level, checklist was prepared and used to gather data from various IFAL documents such as: woredas IFAL program plan and report documents, MoU signed between concerned Bureaus, IFAL policy, FAL guidelines, research books, and other related document were reviewed to obtain the purpose of the study.

3.7. Validity and Reliability of Research Instrument

In this study the researcher focused on content validity. Firstly, the researcher sought the assistance of experts for content validity of each item in the research instrument. Secondly, the researcher carried out pilot study on adult literacy programme centre with

similar environment. Again, the researcher sought the suggestions of two lecturers from Haramaya University by sending the research question and the content of the research instruments to them respectively. The feedbacks from all these sources including that of the two IFAL program experts from Harari Regional Education Bureau were used to improve the content of the research instrument. Pilot test was conducted in non sample center of IFALP at Hakim woreda in that validity and reliability of the questionnaire was checked. Face validity of the instrument was ascertained from experts in the field. The reliability coefficient was calculated using the Cronbach Alpha and 0.79 obtained. This indicated that the instrument is reliable to use for the actual data gathering activity and it was used. Depending up on the type of question items rating scales were used in the questionnaire.

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To determine the reliability of questionnaire, a pilot study was conducted in order to identify the sensitive and ambiguous items and took corrective measures. Test and retest method was employed in administering the instruments to enable the researcher confirm the consistency of the research instruments. Again, the researcher made sure that the research instruments were not conducted when either the interviewer or interviewee is over whelmed with fatigue because such condition does influence the research findings.

3.8. Data Collection Procedures

Before distribution, questionnaire was tried out at home which is out of the selected centers by the researcher. The questionnaire was given for two English major and Afan Oromo major teachers, one supervisor, one expert, 10 facilitators and 15 IFAL learners to assess the content, logical flow and clarity of the questionnaire. The researcher pilot tested draft of questionnaire for the study .According to Wiersma and Jus (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. Due to this draft of questionnaires was distributed. After improvement was made, the questionnaire was distributed to the respondents to assess the Practices and challenges in implementing IFAL program in HRS.

To collect qualitative data, the study used interview schedule to conduct in-depth face to face interviews. The administration of this instrument and data collection was conducted at the centers. Meanwhile; informal interviews took place at the centers, offices, and homes of the respondents. Each interview session was planned not to take more than one 45 minutes. Before the interview commences the researcher always explained the purpose of the study to the interviewee and then sought the permission of the interviewee to note down their conversations. Then the questionnaire distributed, the interview, Observation of centers and document review were collected, analyzed and interpreted.

3.9. Methods of Data Analysis

Depending on the nature of the collected data and the objectives of the study, both quantitative and qualitative methods of data analysis were used to interpret the data gathered through different data collection tools. The data gathered through the closed ended questionnaire and observation checklist were tabulated and analyzed by descriptive statistics such as percentage and frequency. Also, inferential statistics such as X^2 test was employed to observe statistically significant difference among

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the responses of the groups (adult learners and facilitators) on each item. The quantitative data analysis was done by using the Version “21” software of SPSS (Statistical Package for Social Sciences).

Furthermore, the qualitative data which were collected through interview, document analysis and open ended questionnaire and narrated in words. The interpretation and analysis were made to triangulation of the results obtained through different data collecting instruments based on the stated objectives. Finally, the result of the interpretation were discussed and summarized to give recommendations.

3.10. Ethical Considerations

According to Kombo and Tromp (2006), researchers have people and animals as their research subjects and as such must consider the conduct of their research and pay honest attention to the ethical issues associated with carrying out their research. In the current

study therefore, the researcher ensured the following ethical issues were respected: In order to obtain an informed consent from the respondents, the purpose of the study was explained clearly. Woredas head Office officials and experts, Supervisors,

AL program facilitators, AL and community representatives were asked to give their informed consent orally before filling out the questionnaire or participating in any interview. Information obtained from the respondents was promised to be kept confidential. Necessary efforts were made so that the languages in the data collection tools would consider the culture, religion and the comprehending level of the respondents.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire, interview, observations and document analysis. The questionnaires were distributed to 409 of respondents. Out of these questionnaires 383 (93.64%) were filled out and returned. Out of the total 409 questionnaires, 358 questionnaires were distributed to adult learners while 51 questionnaires were to facilitators (DA, health extension workers, teachers and micro enter pries workers). Finally,332 (92.7%), 51 (100%), of the questionnaires distributed to adult learners,

facilitators respectively filled out, returned and used for the analysis quantitatively. The interview was conducted with 4 Woreda education Coordinators, 10 supervisors and 4 experts who work at woreda level were interviewed and 20 centers' facilities were observed using observation checklist. Then interview responses and observation results were analyzed qualitatively. All the groups of respondents from the four Woredas were asked to indicate their personal information in the questionnaire. Results from different sources were triangulated in words under each analysis part or title.

4.1. Sex, Age, Educational Background and Work Experience of Respondents

This part of the study deal with the characteristics of respondents in terms of sex, age, educational background and work experience.

Table.2, General profile of the respondent

No	Items	Learners		Facilitators		Coordinators		Supervisor		Expert		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Sex												
	Male	214	64.5	33	64.7	3	83.3	9	90	3	75	262	52.7
	Female	118	35.5	18	35.3	1	16.6	1	10	1	25	139	47.3
	Total	332	100	51	100	4	100	10	100	4	100	401	100
2	Age												
	Below 18 years	-	-	-	-	-	-	-	-	-	-	-	-
	19 -25 years	49	14.8	22	43.1	1	25	-	-	-	-	72	18
	26-30 years	265	79.8	29	56.9	2	50	4	40	2	50	302	75.3
	31-40 years	18	5.4	-	-	1	25	6	60	2	50	27	6.7
	Above 41 years	-	-	-	-	-	-	-	-	-	-	-	-
	Total	332	100	51	100	4	100	10	100	4	100	401	100
3	Educational Background												
	Certificate			18	35.3							18	26.1
	Diploma	-	-	33	64.7	1	25	2	20	1	25	37	53.6
	Degree	-	-	-	-	3	75	8	80	3	75	14	20.3
	Total	-	-	51	100	4	100	10	100	4	100	69	100
4	Work experience related to IFAL program												
	Below 1 years	-	-	22	43.1	2	50	2	20	1	25	27	39.1
	1-5 years	-	-	29	56.9	2	50	4	40	2	50	37	53.6
	6-10 years	-	-	-	-	-	-	4	40	1	25	5	7.3
	Above10 years	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	51	100	4	100	10	100	4	100	69	100
	Total	332	92.7	51	100	4	100	10	100	4	100	401	100

* *f*=frequency

A total of 401 respondents were included in the study. As shown in table 2 above 262 (52.7%) respondents were males while the remaining 139 (47.3%) females. The research sampled proportion of respondents by sex proportion of their enrollment.

The findings showed that the male participation in IFAL program is by far more than that of the females. This implies that in IFAL program, the participation of females was low. Concerning the age of respondents, 302 (75.3%) respondents were in the age group of 26-30 years. That is more than three fourth of the respondents were in this age group. The other few 72 (18%) respondents were between the age group of 19-25 years and the rest very few 27 (6.7%) respondents were in the age group of 31-40 years. This shows that most participants in IFAL program were adults.

As stated in the same table above 33(564.7%) facilitators have diploma level educational background while 1(25%) Woredas education coordinator, 2(20%) supervisors and 1(25%) Woredas Experts were diploma and degree holders in their order. The table also elaborated that 3(75%) of the Woreda education coordinators, 8(80%) Woreda education supervisors and 3 (75%) Woredas Education Experts was degree holder and the remained 18(35.3%) facilitators also a certificate level. Regarding to facilitators educational back ground the data revealed that they have good academic concepts to positively influence the success of IFAL program in terms of literacy, numeracy and in terms of wide ranges of lively hood skills for trainers are experts of different development issues.

As far as Woreda education coordinators and Woreda education supervisors was concerned, the table revealed that they are qualified enough to understand and to let others understand the broader vision of IFAL program as well as to create more awareness on the study area effectively. With regard to the experience of facilitators, Woredas education coordinators, Woredas education supervisors and Woreda education expert have below one year experience in related to IFAL program. On the other hand, 22 (43.1%) of facilitators, 2(50%) Woredas education coordinators, 2(20%) Woredas education supervisors and 1(25%) of Woreda education expert have below one year experience other than IFAL related jobs. On the other hand, 29 (56.9%), 2 (50%), 4

(40%), and 2 (50 %) of the facilitators, Woredas education coordinators, Woredas education supervisors and Woredas education expert have 1-5 years, 6-10 years, respectively in total experience of both IFAL program related jobs and others. Even though most of the facilitators have different experiences, the experiences of them in relation to

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IFAL program were very low. As a result, this low experience in relation to IFAL program may have a negative impact on their performance in implementing of IFAL program.

As indicated the table above; 4 coordinators and 10 Woreda Supervisors and 4 Woreda experts were included in the study. Among them, 3 coordinators and 9 supervisors and 3 experts are males while only 3 of them were females. This may indicate that female participation in coordinator, supervisor and experts positions were very few.

Regarding to educational background (qualification), 8(80%) supervisors, 3(75%) experts and 3(75%) coordinators had first degree. The remaining 1coordinator, 2 supervisors and one (1) expert had diploma. This revealed that their qualification was good to implementing the work. With regard to the experience of coordinators, each of them possessed 1-5 years in IFAL related experience. But the supervisors had 6-10 years IFAL related work experience. Even though those coordinators had different experiences in other areas, they have problems in coordinating IFAL program. But supervisors had experiences in both IFALP related and other areas. So, these may help them to supervise the IFAL Program activities.

4.2. Status of Implementing integrated functional adult literacy Program

4.2.1. Way of Planning in the implementing of IFAL Program

Table.3, Response on way by which of IFAL program planned

No	Item	Respondents category						χ^2	p-value
		Learners		Facilitators		Total			
		f	%	f	%	f	%		
1.	After need assessment of environment							10.79	0.168
	Agree	24	7.2	10	19.6	34	8.9		
	Undecided	63	19	13	25.5	76	19.8		
	Disagree	245	73.8	28	54.9	273	71.3		
	Total	332	100	51	100	383	100		
2.	Based on the need of entire community							12.58	0.181
	Agree	42	12.7	10	19.6	52	13.6		
	Undecided	39	11.7	14	27.5	53	13.8		
	Disagree	251	75.6	27	52.9	278	72.6		
	Total	332	100	51	100	383	100		
3.	By involving all stakeholders							6.088	0.126
	Agree	43	13	11	21.6	54	14.1		
	Undecided	56	16.9	13	25.5	69	18.0		
	Disagree	233	70.1	27	52.9	260	67.9		
	Total	332	100	51	100.0	383	100		
4.	By Woreda education experts							9.034	0.154
	Agree	249	75	28	54.9	277	72.3		
	Undecided	37	11.1	11	21.6	48	12.5		
	Disagree	46	13.9	12	23.5	58	15.1		
	Total	332	100	51	100.0	383	100		

5 .By facilitators of centers							14.22	0.193
Agree	26	7.8	12	23.5	38	9.9		
Undecided	55	16.6	11	21.6	66	17.2		
Disagree	251	75.6	28	54.9	279	72.8		
Total	332	100	51	100	383	100		
6. By involving Adult learners							13.60	0.188
Agree	24	7.2	11	21.6	35	9.1		
Undecided	63	19	13	25.5	76	20		
Disagree	245	73.8	27	52.9	272	71.0		
Total	332	100	51	100.0	383	100		

$df=2, \alpha=0.05$

As it can be observed from table 3, 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 of environment used as ways. Hence, majority of 273 (71.3%) respondents replied that they disagree on the ways that plan prepared after need assessment for IFAL.

Only 34 (8.9%) respondents show their agreement on the process that need assessment of environment was done. The X^2 test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. This indicates that respondents have similar understanding whether need assessment of environment is carried out before IFAL program planning.

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

Concerning item 2 of table 3, the respondents were asked their view whether the IFAL Program plan based up on need of entire community as ways. Accordingly, 278 (72.6%) 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 52 (13.6%) respondents show their agreement that the IFAL plan prepared based on the need of community as a way. The X^2 test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. 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 this, the interview held with Woreda of education coordinators revealed that: *“IFAL program plan is prepared based on the need of entire community”*.

One of the supervisors said that: *“IFAL program plan by educational expertise tried to prepare at woreda level without even high lightly making any study to know the need of entire community that may help them for effective planning”*.

During the researcher collect data by Observation check-list the facilitator’s dose not prepared and not use lesson plan and the teaching learning process take place.

Concerning item 3 of the same table, the respondents were asked their view whether the IFAL planning involvement of Stakeholders as ways. Thus, 260 (67.9%) respondents replied that they disagree on the ways that plan prepared by involvement stakeholders IFAL program planned. the method for efficient IFAL program planning. Only 54 (14.1%) replied that they agree with the involvement of stakeholders in the process of IFAL program planning. From this, we can conclude that IFAL planning was not done involvement of stakeholders IFAL program planning.

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The X^2 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 involvement of stakeholders’ involvement in IFAL program plan. Moreover, the interview held educational supervisors confirmed that *“Stakeholders of IFAL program are not involving prepared IFAL program planned”*.

In addition information from open-ended question and IFAL document revealed that IFAL program was planned only as sub-content of the woreda education expertise like formal education plan. This indicates that woreda integrated offices did not give close attention to multi-faceted nature of IFAL program and its contribution in development.

Concerning item 4 of table 3, the respondents were asked their view whether the IFAL program planning prepared by woreda education expertise as ways. Accordingly, 277 (72.3%) respondents replied that they agree on the ways that plan prepared by woreda educational expertise. The small number of respondents, 58 (15.1%) disagree on the issue whether the IFAL program plan 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 were statistically significant differences in the groups of respondents' response. Accordingly, the X^2 test result at 0.05 significant level shows that there is statistically significant difference between the responses of the respondent groups. This indicates that respondents have no similar degree of knowledge on the issue.

Regarding item 5 of the same table, the respondents were asked their view whether the IFAL program planning prepared by IFALP facilitators of centers as ways. Accordingly, 279 (72.8%) of respondents replied that they do not agree on the ways that plan prepared by facilitators of centers. A small number of respondents 38(9.9%) responded as agree on the issue whether the IFAL planning prepared by IFAL facilitators of centers. From this, we can conclude that the majority of IFAL planning was not prepared by IFAL facilitators of centers.

Regarding the involvement of adult program learners in the process planning item 6 of the above table, the respondents were asked their view whether the IFAL program planning involvement of adult learners as ways. Thus, 272 (71.0%) respondents replied that they disagree on the ways that plan prepared involved adult learner as the method for efficient IFAL program planning. Only 35 (9.1%)

replied that they agree with the involvement of IFAL learners in the process of IFAL program planning. From this, we can conclude that IFAL planning was not done involvement of adult program learners. The X^2 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 involvement of adult learners in IFAL program planed.

Besides this the interview 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 adult IFAL program learner and facilitators. The chi-square test was carried out to observe if there were statistically significant differences in the mean score of the respondents.

Hence, the X^2 test result at 0.05 significant levels shows that there is statistically significant difference between the responses of the respondent groups. This indicates that respondents have no similar degree of knowledge on the issue of IFAL facilitators and stakeholders involvement in IFAL program plan. In general, IFAL program planning was largely prepared by Woreda educational experts rather than the involvement or without using need assessment of environment. This is directly negatively affects the implementing of IFAL program at many time. Regarding this, (Gboku and Lekoko, 2007) describe, 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.

During the researcher collect data by Observation check-list the facilitators were not observed connecting lesson with prior knowledge, using lesson plan, and variety of teaching methods, need assessment of environment and life oriented teaching. This resulted ineffective implementing of the program because in conditions were pedagogically recommended principles and guidelines were not practiced in IFAL program centers instruction it is difficult to expect effective implementing of the program.

4.2.2. 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

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These groups have their own duties and responsibilities. In relation to it, (Sanndhaas, 2008) described it as “Organizing as a implementing function is concerned with assembling the resources necessary to achieve the organization’s objectives and establishing the activity authority relationships of the organization. It develops the structure to reach the goal.” Taking this in to account, the respondents was asked to give their view on the items listed as the ways for organizing IFAL program and discussion has been made below

Table.4, Responses related to organized of IFAL program

No	Item	Response category						χ^2	p-value
		Learners		Facilitators		Total			
		f	%	f	%	f	%		
1.	By preparing guideline for facilitators							7.758	0.142
	Agree	230	69.3	26	51.0	256	66.9		
	Undecided	43	13.0	13	25.5	56	14.6		
	Disagree	59	17.8	12	23.5	71	18.5		
	Total	332	100	51	100	383	100		
2.	Through informing the center to IFALP learners and IFALP facilitators							0.979	0.051
	Agree	170	51.2	29	56.9	199	52.0		
	Undecided	86	25.9	10	19.6	96	25.0		
	Disagree	76	22.9	12	23.5	88	23		
	Total	332	100	51	100	383	100		
3.	Through the formulated legal structure from region to center							5.887	0.124
	Agree	63	19.0	10	19.6	73	19.0		
	Undecided	48	14.5	14	27.5	62	16.2		
	Disagree	221	66.6	27	52.9	248	64.8		
	Total	332	100	51	100	383	100		
4.	With clearly stated roles and responsibilities							7.203	0.137
	Agree	44	13.3	9	17.6	53	13.8		
	Undecided	38	11.4	12	23.5	50	13.1		
	Disagree	250	75.3	30	58.8	280	73.1		
	Total	332	100	51	100	383	100		

$df=2, \alpha=0.05$

As the above table deals with the way through which the IFAL program is organized in Harari Regional State. Thus, respondents were asked to rate the degree to which

different ways used to organize IFAL program. Regarding item 1 of table above, the respondents were asked their view whether the IFAL organization process used by preparing guide for facilitators. Accordingly, 256 (66.9%) respondents show their agreement on the issue of preparing guideline and used in the process of organizing IFAL program. The small number of respondents, 71 (18.5%) disagree on the issue of preparing guideline for facilitators in the process of organizing IFAL program. The X^2 test was carried

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out to observe if there were statistically significant differences in the mean score of the respondents. Thus, the X^2 test result indicates there is statistically significance difference among the responses of the respondents. This confirms there an understanding gap between the IFAL learners and the facilitators group regarding the issue of using guideline in IFAL program organizing. Besides, the interview held with IFAL program supervisor confirmed that:

“In most cases there is no (absence) of guideline in the organization of IFAL program”.

Besides, during the centers observation the researcher observed that traditional method of teaching dominated centers of program teaching. As can be seen from the table 4, the respondents were asked to give their views on whether the IFAL program organized through informing IFAL learners and IFAL facilitators.

Accordingly, the majority which were 199 (52.0%) respondents replied that they agreed with the idea of IFAL program is organized by informing the IFAL learners and facilitators. In contrast, 88 (23%) reveals their disagreed on the issue that IFAL program organized through informing IFAL learners and IFAL facilitators. The X^2 test 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. This indicates that the groups of respondents have different understanding concerning informing IFAL learners and

facilitators about IFAL program organization. Besides, the interview held with IFAL program supervisor confirmed that: *“Way used to IFAL program organizing is not informed in regular and formal manner rather than conveying message. The process of organizing IFAL program in my woreda is through giving information” Woreda educational expertise and school principal inform the IFAL program facilitator in opportunity they get (informally) and those facilitators transfer the message to learners”*.

Regarding item 3 of table 4, the respondents were asked their view whether the IFAL program organized through formulated legal structure from region to center. Hence, majority of 248 (64.8%) respondents replied that they disagree that IFAL program was organized through formulated legal structure from region to center. On the other hand, 73 (19.0%) show their agreement on the issue that the IFAL program was organized through formulated legal structure from region to center. From this we can conclude that mostly the organization of IFAL program was not formulated through

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legal structure from region to the center. The X^2 test result at 0.05 significant levels there is no statistically significant difference between the responses of the respondent groups. This confirms there is an equal understanding whether the IFAL program formulated through legal structure from region to the center among the groups of the respondents. Regarding the interview result held with woredas education coordinators it revealed that:

“IFAL program is not organized through formulated legal structure from region to center. Because of no legal Structure between IFAL program stakeholders”.

Likewise, two of the woredas education experts also revealed that: *“There is no legal structure and Clear cut roles and responsibilities for those IFAL program coordinated sectors from region to and woredas centers. For those facilitators at center who are most from teacher’s profession”*.

Regarding item 4 of table 4, the respondents were asked their view whether the IFAL program organized by clearly stated roles and responsibilities of stakeholders. Hence, 280(73.1%) respondents replied that they disagree with the idea of clearly stated roles and responsibilities of stakeholders used for organizing IFAL program. The small numbers of respondents which sum up to 53 (13.8%) agreed on the idea of clearly stated roles and responsibilities of stakeholders used for organizing IFAL program. From these cannot understand that the clearly stated roles and responsibilities of stakeholders were not used for organizing IFAL program. The χ^2 test result at 0.05 significance levels reveals that there is no statistically significant difference between the responses of the respondent groups. This indicates that there is similar understanding among the respondents concerning clearly stated roles and responsibilities of stakeholders in organizing IFAL program. Moreover, the document analysis made on the manual of IFAL prepared by MoE revealed that there is clearly stated roles and responsibilities of different stakeholders IFAL in organizing IFAL program. However in the respective research area it was not used to make all stakeholders to take part in IFAL program organization.

4.2.3. Level of Participation Controlling and Leading of IFAL Program

Though the issue of IFAL program is the issue of feeding the ongoing development activities with skilled human labor which is the concerns of all citizens, For the purpose of strategically enforcing implementing of the IFAL program regional government assigned five sectors as a fore front

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stakeholder in the IFAL program implementing in woreda. These include education sector, agriculture sector, Micro and small enter pries Offices, health sector and women's and youth's association facilitators of IFAL program at woreda and IFAL program center are also selected from these aforementioned sectors. As a result, they are

assumed resource sectors to be considered in the research. From the views of this point, their participation level was presented and analyzed in the following immediate sections.

Table.5, Participants on controlling and leading of IFAL Program

No	Item	Learners		Facilitator		Respondents category		χ^2	p-value
		f	%	F	%	f	%		
1	Education sectors							3.221	.092
	High	198	59.6	26	51.0	224	58.5		
	Medium	102	30.7	16	31.4	118	30.8		
	Low	32	9.6	9	17.6	41	10.7		
	Total	332	100	51	100	383	100		
2	Health Sectors							13.113	.185
	High	17	5.1	8	15.7	25	6.5		
	Medium	39	11.7	11	21.6	50	13.1		
	Low	276	83.1	32	62.7	308	80.4		
	Total	332	100	51	100	383	100		
3	Agricultural sectors							27.898	.270
	High	10	3	10	19.6	20	5.2		
	Medium	48	14.5	11	21.6	59	15.4		
	Low	274	82.5	30	58.8	304	79.4		
	Total	332	100	51	100	383	100		
4	Non-government Organizations							36.953	.311
	High	9	2.7	9	17.6	18	4.7		
	Medium	34	10.2	14	27.5	48	12.5		
	Low	289	87.0	28	54.9	317	82.8		
	Total	332	100	51	100	383	100		
5	Micro Enterprises							27.908	.270
	High	8	2.4	8	15.7	16	4.2		
	Medium	36	10.8	12	23.5	48	12.5		
	Low	288	86.8	31	60.8	319	83.3		
	Total	332	100	51	100	383	100		
6	women's and Youths associations							24.174	.251
	High	8	2.4	7	13.7	15	3.9		
	Medium	64	19.3	18	35.3	82	21.4		
	Low	260	78.3	26	51.0	286	74.7		
	Total	332	100	51	100	383	100		

As indicated in table 5 above the item 1 the respondents were asked to rate the degree to which different stakeholders takes part in the leading and controlling of IFAL program. Thus, majority of respondents 224 (58.5%) participants rated the participation of

educational sectors in controlling and leading of IFAL program as high whilst 118 (30.8 %) participants rated on medium level. Only 41 (10.7%) of the respondents rated that Education sectors participation was low. This shows the Education sectors participation in controlling and leading with participation of other few stakeholders. The X^2 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 education sectors on IFAL program leading and controlling.

Concerning item 2 of table 5, the respondents were asked to rate the extent to which Health sectors participated in the controlling and leading of IFAL program. Accordingly, 308 (80.4%) respondents replied that the participation of Health sectors in the controlling and leading of IFAL program was low. On the other hand, small number of respondents who were 25 (6.5%) rated as high. From this, we can conclude that the participation of IFAL learners in the controlling and leading was not on the expected level. The X^2 test result at 0.05 significant level shows that there is statistically significant difference between the groups of respondents' response. This indicates that participants have no similar awareness on the participation Health sectors controlling and leading of IFAL.

Regarding item 3 of the same table, the respondents were asked to rate the extent to which Agricultural sectors participated in the leading and controlling of IFAL program. Accordingly, 20(5.2%) respondents replied that the participation of Agricultural sectors in the controlling and leading of IFAL program was high. On the other hand, high number of respondents who were 304 (79.4%) rated as low. From this, we conclude that the participation of Agricultural sectors in controlling and leading of IFAL was low. The X^2 test result at 0.05 significant level shows that there is statistically significant difference between the groups of respondents' response. This shows that respondents have no similar understanding on the Agricultural Sectors in controlling and leading. Besides this, the interview held with woreda education coordinators, supervisors and

experts revealed that the participation of Agricultural Sectors in controlling and leading of IFAL was low. Some of the experts and Supervisors said:

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“We do know that any activities in integrated functional adult literacy Programs are run by education Sector only”.

Regarding item 4 of the same table, the respondents were asked to rate the extent to which Non-government organizations in the controlling and leading of IFAL program. Accordingly, 317 (82.8%) respondents replied that the participation of Non-government organizations in the leading and controlling of IFAL program was low. On the other hand, small number of respondents 18(4.7%) rated as high. From this, we can conclude that the participation of Non-government organizations in the controlling and leading of IFAL program was low. The X^2 test result at 0.05 significant level shows that there is statistically significant difference between the groups of respondents' response. This confirms there is understanding gap between the respondents regarding the participation of Non-government organizations in the controlling and leading of IFAL program planning.

Concerning item 5 of table 5, the respondents were asked to rate the extent Micro Enterprises Offices in the controlling and leading of IFAL program. Accordingly, 319 (83.3%) respondents replied that the participation of Micro Enterprises Offices in the controlling and leading of IFAL program was low. On the other hand, small number of respondents who were 16 (4.2 %) rated it as high. The X^2 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 micro Enterprises Offices in the controlling and leading.

Similarly item 6 of table 5, the respondents were asked to rate the extent to women's and Youths associations of IFAL program. Accordingly, 286(74.7 %) respondents replied

that the participation of women's and Youths associations in the controlling and leading of IFAL program was low. On the other hand, small number of respondents who were 15 (3.9%) rated as high level. From this we can conclude that the participation of women's and Youths associations in the controlling and leading 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 X^2 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 women's and Youths associations in the controlling and leading of IFAL program.

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According to the respondents result from the above analysis revealed that education sector was actively participating in the implementing of IFAL program followed by health sector, agriculture, Micro Enterprises and women's and Youths associations respectively in Harari regional state in relative comparison. This implies the responsibility to implement IFAL program was mostly left to this sector. Both groups agree on the poor participation of IFALP stakeholders in the implementing the programs, except education sector. In general, the aggregated data from interview, questionnaire and document analysis shows, the IFAL program leading was carried out by education sector where the involvement of other stakeholders was very small. Thus, the implementation of IFAL program was not targeted or it is difficult to achieve the objective formulated ahead of its implementation by the participation of all stakeholders. So, the participation of all concerned body in IFAL program controlling and leading is crucial. Therefore, the participation level of the leading stakeholder sectors is needed to be reviewed and some managerial measure must be considered to ensure equal participation in the region and woreda level IFAL program implementing practices.

4.3. Challenges in Implementing IFAL Program

In the review literature part of this research it has been raised that there are different problems that encountered the implementing 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: 6a. Responses Challenges in implementing IFAL program

No	Item	Responses Category						χ^2	p-value
		Learners		Facilitators		Total			
		f	%	f	%	f	%		
1.	Lack of Inter-sectoral linkages							15.066	0.198
	Agree	251	75.6	26	51.0	277	72.3		
	Undecided	39	11.7	15	29.4	54	14.1		
	Disagree	42	12.7	10	19.6	52	13.6		
	Total	332	100	51	100	383	100		
2.	Lack of awareness of community							10.244	0.164
	Agree	257	77.4	29	21.6	286	74.7		
	Undecided	33	9.9	11	21.6	44	11.5		
	Disagree	42	12.7	11	56.9	53	13.8		
	Total	332	100	51	100	383	100		
3.	Inadequate number of qualified facilitators							13.573	0.188
	Agree	247	74.4	28	54.9	275	71.8		
	Undecided	21	6.3	10	19.6	31	8.1		
	Disagree	64	19.3	13	25.5	77	20.1		
	Total	332	100	51	100	383	100		
4.	Inconvenient location of IFAL program centers							10.833	0.168

	Agree	234	70.5	29	56.9	263	68.7		
	Undecided	21	6.3	10	19.6	31	8.1		
	Disagree	77	23.2	12	23.5	89	23.2		
	Total	332	100	51	100	383	100		
5.	Infrastructural Inadequacy and facilities							19.143	0.224
	Agree	250	75.3	33	64.7	283	73.9		
	Undecided	16	4.8	11	21.6	27	7.0		
	Disagree	66	19.9	7	13.7	73	19.1		
	Total	332	100	51	100	383	100		

As indicated in table 6a deals with the challenges of IFAL program implementing, on item 1 of table above, the respondents were asked to give their view if lack of Inter-sectoral linkages was a challenge for the implementing of IFAL program. Hence, 277 (72.3 %) respondents reveal their agreement on the issue. The small number of respondents which sum up to 52 (13.6%) responded as disagree on the issue. From this we can understand that the majority of the respondents agreed that lack of Inter-sectoral linkages was a challenge for the implementing of IFAL program. The X^2 test result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups.

This indicates that there is a difference in degree of understanding between the groups of respondents regarding that lack of Inter-sectoral linkages as the challenge for IFAL program implementing. In addition, the interview held with woredas education coordinators and woredas education experts

revealed the presence of the problem: *“Described that, lack of coordination due to weak technical support made by responsible bodies and lack of continuity in IFAL program. Moreover, the effort made to integrate different adult literacy programs provided by different development sectors in the area has its own problems and There was the lack of coordination between different sectors they think that this work is left only for education sector”*.

According to the respondents, the only stakeholder that highly participated was education sector with the majority of respondents rated high. This implies the responsibility to implement IFAL program was mostly left to this sector. Both groups

agree on the poor participation of IFALP stakeholders in the implementing the programs, except education sector.

Regarding item 2 of the table 6a, the respondents were asked their opinion whether the absence of awareness of community on IFAL program was a challenge for the implementing of IFAL program. Accordingly, 286 (74.7%) respondent groups replied that they agree that lack of awareness of community on IFAL was a challenge for the implementing of IFAL program. On the other hand, small number of respondents which were 53 (13.8%) 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 were a challenge for the implementing of IFAL program. This shows that lack of awareness on the part of community can affect the proper implementing of IFAL program. The X^2 test result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups. This confirms that the respondent groups have different understanding level regarding the absence of community awareness is a challenge for IFAL program implementing. In addition to this, the interview held with the woreda education coordinators and experts confirmed the case. *“Many of the IFAL learners and community do not well aware of IFAL program. Most of the facilitators think as the objective of IFAL program is only on teaching how to read and write”.*

Likewise, two of the woredas education supervisors also revealed that: *“Community’s participation was low because of lack of awareness, regarding the importance of the IFAL program. This revealed that Woredas leaders and other concerned bodies did not conduct awareness creation and continuous discussion with communities regarding importance of IFAL Program*

Concerning item 3 of table 6a, the respondents were asked to give their views whether inadequate number of qualified facilitators were challenge for the implementing of IFAL program. Thus, the majority of the respondents 275 (71.8%) of agreed inadequate number of qualified facilitators is a challenge for the implementing of IFAL program. On

the other hand, small number of respondents which were 77 (20.1%) responded as disagree on the issue. The χ^2 test result at 0.05 significance levels reveals there is statistically significant difference among the responses of respondent groups. This show that participants have no similar knowledge inadequate number of qualified facilitators is a challenge for the proper implementing of IFAL program. Besides, the interview held with supervisors revealed the same thing. One worded as education supervisors said. *“In my time I meet any of the learners when I rose issue of IFAL program they said that there is no enough facilitators and even they lack commitment”*

Coming to item 4 of table 6a, the respondents were asked their view whether the inconvenient location of IFALP centers for teaching and learning was a challenge for the implementing of IFAL program. Accordingly, 263 (68.7%) respondents show their agreement on the issue that the inconvenient location of IFAL program centers for teaching and learning was a challenge for the implementing of IFAL program. The small number of respondents who were 89 (23.2%) responded as disagree on the issue. From this we can conclude that the majority of the respondents agreed that the inconvenient location of IFAL program centers for teaching and learning was a challenge for the implementing of IFAL program. The chi-square test was carried out to observe if there were statistically significant differences in the mean score of the respondents. Hence, the χ^2 test 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 location of IFAL program centers was the main challenge for the actual implementing of IFAL program. Supporting the same idea many Supervisors forwarded during interview said. *“One of the greatest problems for the implementing of IFAL program, there is no convenient location of IFAL program centers for learners”*

Item 5 of the table 6a, presents whether the inadequate infrastructures and facilities was a challenge for the implementing of IFAL program. Accordingly, 283 (73.9%) of total respondents replied that they agree on the issue that inadequate infrastructures and

facilities was a challenge for the implementing of IFAL program. The small number of respondents who were 73 (19.1%) responded as

disagree on the issue. From this we can conclude that the majority of the respondents agreed that inadequate infrastructures and facilities were a challenge for the implementing of IFAL program. The chi-square test was carried out to observe if there were statistically significant differences in the mean score of the respondents.

Consequently, the X^2 test result at 0.05 significance level shows there is statistically significant difference between the responses of the respondent groups. This indicates that respondent groups are not on the same level of understanding regarding that the issue of inadequate infrastructures and facilities is a problem to the IFAL program implementing. In the same way the observation held in IFAL program centers revealed that no center was found having appropriate and sufficient facilities that help for the effective implementing of IFAL program. In most of the centers it was observed that there is no even chairs, books, black boards and the like even to start the program. It is obvious that teaching-learning process demands good condition of learning environment.

However, the types of IFAL program centers used to run literacy at different centers of the sampled woredas were quite different from standardized IFAL program centers. In IFAL program centers visited, the IFAL program centers used for the program are 'dases', private houses, the sheds of the trees and also kebele office/halls, which were not equipped and furnished with the necessary equipment and furniture. This was confirmed through observation using observation checklist. Furthermore, the data obtained through interview revealed that: *"The training Environment of IFAL Program centers were not suitable for training of adult learner. Generally, all the respondents of the study confirmed that both internal facilities of the centers such as the inadequacy of the facilities, the absence of sufficiency of seating, unavailability of teaching aids and external facilities such as absence of pipe water and toilet or no toilet at all"*.

In general, IFAL program implementing was challenged by different problems. The main challenges confirmed by the respondent groups were lack of inter-sectoral linkages, lack

of awareness of community, inadequate number of qualified facilitators, inconvenient location of IFAL program and infrastructural inadequacy and facilities. These are the challenges that hinder the IFAL program implementing not to achieve the objective formulated ahead of the program implementing. Similarly, (DVV, 2005) stated as the major challenges of implementing of IFAL program are:-Lack of allocated budget to implementing IFAL program , Weak institutional arrangement to support IFAL program, shortage of logistic and finance, Lack of motivation among stakeholders, learners and facilitators,

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Lack of awareness of community (e.g. resistance to the program), Poor communication work and infrastructures and Lack of strong institutional support from (E.g. MoE, Region, Woreda and kebel) Some of them. So, the necessary IFAL documents which are essential for IFAL program implementing should disseminate to the IFAL program center level.

Table.6b, Responses Challenges in implementing IFAL program

No	Item	Respondents category						χ^2	p-value
		Learners		Facilitators		Total			
		F	%	f	%	f	%		
6	Lack of skilled manpower in the area of monitoring and evaluation							8.553	.149
	Agree	250	75.3	30	58.8	280	73.1		
	Undecided	30	9.0	11	21.6	41	10.7		
	Disagree	52	15.7	10	19.6	62	16.2		
	Total	332	100	51	100	383	100		
7	Lack of pre-service training for facilitators							7.046	.136
	Agree	248	74.7	29	56.9	277	72.3		
	Undecided	37	11.1	10	19.6	47	12.3		
	Disagree	47	14.2	12	23.5	59	15.4		
	Total	332	100	51	100	383	100		
8	Lack of commitment of facilitators							1.930	.071
	Agree	208	62.7	32	62.7	240	62.7		
	Undecided	91	27.4	11	21.6	102	26.6		
	Disagree	33	9.9	8	15.7	41	10.7		
	Total	332	100	51	100	383	100		
9	Poor record keeping in Adult literacy and illiteracies							4.666	.110
	Agree	209	63	31	60.8	240	62.7		
	Undecided	33	9.9	10	19.6	43	11.2		

Disagree	90	27.1	10	19.6	100	26.1
Total	332	100	51	100	383	100

As indicated in table 6b is the continuation of table 8a which presents the challenges that confronting the implementing of IFAL program. Hence, on item 6 of table 6b, the respondents were asked to give their view if lack of skilled man power in the area of monitoring and evaluation is a challenge for the implementation of IFAL program. Accordingly, 280 (73.1%) respondents replied as they agreed on the issue. The small number of respondents which sum up to 62 (16.2%) responded as disagree on the issue. From this we can understand that the majority of the respondents agreed that the lack of skilled man power in the area of monitoring and evaluation was a challenge in the implementing of IFALP.

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The X^2 test result at 0.05 significance levels reveals that there is no statistically significant difference among the responses of the respondent groups. This shows that there is a common understanding that lack of skilled manpower in the area of monitoring and evaluation was the main challenges in IFAL program implementing. In addition, the interview held with woredas education coordinators and supervisors revealed the presence of the problem. They said that: *“There is lack of skilled manpower in the area of monitoring and evaluation in the centers and the facilitators participated in IFAL as additional work”*.

Regarding item 7 of the same table, the majority of respondents 277 (72.3%) agreed that absence of pre-service training for facilitators was a challenge for the implementing of IFAL program. On the other hand, small number of respondents which were 59 (15.4%) responded as disagree on the issue. the X^2 test result at 0.05 significant levels shows that there is statistically significant difference concerning the absence of pre-service training in IFAL implementing. This confirms that respondent groups have different degree of understanding status on the absence of pre-service training for facilitators in

the implementing of IFAL program. Besides, the observation held at IFALP centers revealed that the IFAL facilitators were teaching with their own professional experience and some of them even cannot explain IFAL program objectives. In Addition, from the data gathered through observation and interview woreda education coordinators and experts said. *“That lack of proper discussion with trainees, facilitators and other stakeholders on IFAL program in Harari regional state .Many of the IFAL center facilitators asked for IFAL Program training”*.

In item 8 of table 6b, the respondents were asked to give their views on whether lack of commitment of facilitators was a challenge for the implementing of IFAL program. Accordingly, the majority which were 240 (62.7%) of total respondents replied that they agree that lack of commitment of facilitators was a challenge for the implementing of IFAL program. On the other hand, small number of respondents which were 41 (10.7%) responded as disagree that lack of commitment of facilitators was a challenge for the implementing of IFAL program. From this we can conclude that the majority of the respondents testify that the lack of commitment of facilitators was a challenge for the implementing of IFAL program. The X^2 test result at 0.05 significant levels reveals that there is no statistically significant difference among the respondents. This indicates participants have similar knowledge on lack of facilitators' commitment is a challenge in IFAL program implementing.

Furthermore concerning item 9 of table 6b, the majority of respondents 240 (62.7%) replied that they agree poor record keeping in IFAL program was a challenge for the implementing of IFAL program. The small number of respondents who were 100 (26.1%) responded as disagree on the issue. From this we can conclude that the majority of the respondents testify as Poor record keeping in IFAL was a challenge for the implementing of IFAL program. Regarding the X^2 test result at 0.05 significant levels, it reveals that there is no statistically significant difference among the responses of the

respondents. This indicates respondents have an equal knowledge on poor record keeping in IFAL program a challenge in IFAL program implementing.

4.4. Extent of the Challenges affecting the Implementation of IFALP in HRS

In the review literature part of this study, it has been discussed that the implementation of IFAL program is not going in similar way in different part 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 program and the discussion has been made below.

Table.7. Respondents of Extent are the challenges affecting the implementation of IFALP

No	Item	Respondents	Category
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		Learners		Facilitators		Total		χ^2	p-value
		F	%	f	%	f	%		
1	Involvement of stakeholders at all level							6.478	.130
	High	33	9.9	9	17.6	42	11.0		
	Medium	59	17.8	14	27.5	73	19.1		
	Low	240	72.3	28	54.9	268	70.0		
	Total	332	100	51	100	383	100		
2	Number of learners come to IFAL program center							16.984	.211
	High	20	6.0	11	21.6	31	8.1		
	Medium	45	13.6	10	19.6	55	14.4		
	Low	267	80.4	30	58.8	297	77.5		
	Total	332	100	51	100	383	100		
3	The level of community involvement in IFAL program							11.262	.171
	High	23	6.9	10	19.6	33	8.6		
	Medium	58	17.5	12	23.5	70	18.3		
	Low	251	75.6	29	56.9	280	73.1		
	Total	332	100	51	100	383	100		
4	The number of facilitators who devoted their time for IFAL program							8.179	.146
	High	20	6.0	8	15.7	28	7.3		
	Medium	63	19	13	25.5	76	19.8		
	Low	249	75	30	58.8	279	72.8		
	Total	332	100	51	100	383	100		
5	Proper evaluation and monitoring system of IFAL program							13.978	.191
	High	32	9.6	12	23.5	44	11.5		
	Medium	50	15.1	13	25.5	63	16.4		
	Low	250	75.3	26	51.0	276	72.1		
	Total	332	100	51	100	383	100		
6	The extent to which IFAL program objectives achieved							.515	.037
	High	43	13.0	8	15.7	51	13.3		
	Medium	56	16.8	7	13.7	63	16.4		
	Low	233	70.2	36	70.6	269	70.2		
	Total	332	100	51	100.0	383	100		

As indicated in the above table, the extent challenges affect implementation process of IFAL program in Harari regional states. Hence, on item 1, the respondents were asked to rate the involvement of stakeholders at all level in IFAL program implementation. Accordingly, 268 (70.0%) respondents replied the involvement of stakeholders at all level was low. The small number of respondents which sum up to 42 (11%) responded the involvement of stakeholders at all level was high. From this we can understand that involvement of stakeholders at all level was low. The X^2 test result at 0.05 significance levels reveals that there is statistically significant difference between the groups of respondents'

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response. This confirms that respondents have similar understanding regarding the involvement of stakeholders at all level on the implementation IFAL program. In addition, the interview held with IFAL program woredas education coordinators revealed that involvement of stakeholders at all level of the problem. They said that: *"Result held with IFAL coordinators is in line with data comes from statistics. During the Interview the coordinators, supervisors and experts said that there exists lack of coordination between different Stakeholders"*

Similarly on item 2, the respondents were asked to rate the number of learners who come to IFAL centers. Accordingly, 297 (77.5 %) respondents replied as the number of learners who come to IFAL center was low. The small number of respondents 31 (8.1%) responded as the number of learners who come to IFAL center was high. This indicated that the number of learners who came to IFAL center was low. The X^2 test result at 0.05 significance levels reveals that there is statistically significant difference between the groups of respondents' response. This confirms that respondents have no similar understanding regarding the number of IFAL learners who came to the center. The interview result held with IFAL supervisors is in line with data comes from statistics. One of the supervisors said "In the center where I am supervising, out of the registered learners always only little number of learners attended the session."

Regarding item 3 of table 7 the majority of the respondents 280 (73.1%) responded that the degree of involvement of community in IFAL program implementation was low. On the other hand, small number of respondents which were 33 (8.6%) rated on high level. This shows that the community involvement in the IFAL program was low. Results from X^2 test at 0.05 significance levels indicate there is no statistically significant difference among the responses of respondent groups. This shows that respondents have an understanding on the participation of community in IFAL program. The interview held with supervisors revealed the same thing. During the interview one of the supervisor said: *“As the level IFAL program participation are coordinators, facilitators and community involvement in IFALP is low”*.

With respect to item 4 of table 7, the majority of the respondents 279 (72.8%) respondents rated that the number of facilitators who devoted their time for IFAL were low and only small number of respondents' 28(7.3%) gives their rate by choosing high for the issue.

The chi-square test was carried out to observe if there were statistically significant differences in the respondents' response. Accordingly, the X^2 test result at 0.05 significance levels indicates there is no statistically significant difference among the responses of respondent groups. This confirms respondents have similar understanding on the issue of IFAL facilitators who devoted their time in the program implementation. Supporting the same idea coordinators forwarded their views during interview. Accordingly, one of the IFAL coordinator said: *“Rather than helping IFALP learner facilitators preferred to give focus for their permanent job even at their leisure time” and even though new facilitators were hired they give little focus for IFALP implementation”*.

As it can be seen from item 5 of table 7, the majority of the respondents 276 (72.1%) respondents rated that the degree to which the coordinated sectors monitor and evaluate the implementation of IFAL program was low. Only few numbers of respondents 44

(11.5%) rated high level for the issue. From this we can conclude that the majority of the respondents agreed monitoring and evaluation of coordinated sector on IFAL program was low. The chi-square test was carried out to observe if there were statistically significant differences in the respondents' response. Accordingly, the X^2 test result at 0.05 significance levels reveals there is no statistically significant difference between the respondents group response. This shows that all participants have an understanding on the issue. In addition to this the interview held with IFAL coordinators and supervisors confirmed the existence of the problem. Accordingly, coordinators and supervisors said: *“As far as our experience concerned there is no coordinated monitoring and evaluation on the implementation of IFAL Program”*.

Furthermore as it can be seen in item 6 of table 7, the majority of respondents 269 (70.2%) replied that the achievement of IFAL objectives at low level. On the other hand, small number of respondents 51 (13.3%) replied high level while 63 (16.4%) respondents replied as medium. From this we can conclude that majority of the respondents replied the achievement of IFAL objectives on low status. This shows that the objectives of IFALP were not achieved in the way it was intended. The X^2 test result at 0.05 significance levels indicates there is statistically significant difference among the respondents group's response. This reveals that a respondent does not have the same degree of awareness whether IFAL program objective achieved or not. In generally, this shows that the IFAL implementation IFAL Program in Harari People regional state was replied at low level indicating

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further effort is expected from the stakeholders to achieve the IFAL program objectives.

4.5. Strategies to mitigate the challenges in implementing of IFAL program

There are different possible ways to improve the implementing of IFAL program the respondents were asked to take their position on the possible ways listed below to improve the implementing of IFAL program and the discussion has been made below.

No	Item	Responses category						χ^2	p-value
		Learners		Facilitators		Total			
		f	%	f	%	f	%		
1	Establishing participatory monitoring and evaluation system							15.378	.200
	Agree	273	82.2	30	58.8	303	79.1		
	Undecided	33	9.9	10	19.6	43	11.2		
	Disagree	26	7.9	11	21.6	37	9.7		
	Total	332	100	51	100	383	100		
2	Building sense of ownership among the society							13.253	.186
	Agree	249	75.0	26	51.0	275	71.8		
	Undecided	37	11.1	13	25.5	50	13.1		
	Disagree	46	13.9	12	23.5	58	15.1		
	Total	332	100	51	100	383	100		
3	Supplying sufficient and appropriate IFAL facilities							30.509	.282
	Agree	286	86.1	29	56.9	315	82.3		
	Undecided	16	4.8	12	23.5	28	7.3		
	Disagree	30	9.1	10	19.6	40	10.4		
	Total	332	100	51	100	383	100		
4	Proper allocation as well as economic and effective utilization of budget							30.154	.281
	Agree	275	82.8	27	52.9	302	78.9		
	Undecided	14	4.2	11	21.6	25	6.5		
	Disagree	43	13.0	13	25.5	56	14.6		
	Total	332	100	51	100	383	100		
5	Guide line for coordinated sectors at center							38.643	.318
	Agree	305	91.9	32	62.8	337	88.0		
	Undecided	19	5.7	10	19.6	29	7.6		
	Disagree	8	2.4	9	17.6	17	4.4		
	Total	332	100	51	100	383	100		
6	Creating learners awareness on the significance of IFAL							28.235	.272
	Agree	292	88	31	60.8	323	84.3		
	Undecided	11	3.3	9	17.6	20	5.2		
	Disagree	29	8.7	11	21.6	40	10.4		
	Total	332	100	51	100	383	100		
5.7	Organizing conducive learning environment							4.171	.104
	Agree	208	62.7	28	54.9	236	61.6		
	Undecided	91	27.4	13	25.5	104	27.2		
	Disagree	33	9.9	10	19.6	43	11.2		
	Total	332	100	51	100	383	100		

As the above deals with the possible ways provided to improve the implementing of IFAL Program. Hence, on item 1 of the above table, the majority of respondents 303 (79.1%) show their agreement that establishing participatory monitoring and evaluation system is essential to improve the IFAL program implementing. The small number of

respondents which sum up to 37 (9.7%) responded as disagree. From this we can conclude that that establishing participatory monitoring and evaluation system

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can be the possible way to improve the implementing of IFAL program. The X^2 test result at 0.05 significance levels reveals there is no statistically significant difference between the respondents' response. This indicates that participants have an understanding on the issue of establishing participatory monitoring and evaluation system. Besides this the interview held with woredas IFAL program coordinators revealed the presence of the problem.

One of the woredas education coordinator said: *“Participatory monitoring and evaluation system is an essential activity. Woreda Participatory IFAL program monitoring and evaluation system make the necessary follow-ups. They visit IFAE centers and discuss periodically with the facilitators as well as IFAE learners. In addition, the woreda education offices in collaboration with other stakeholders periodically monitor the progress of the program. However, a comprehensive and systematic participatory monitoring and evaluation system should be establishing”*.

Regarding in item 2 of table 8 the majority of the respondents 275 (71.8%) agreed that building sense of ownership among the society serve as possible way to improve the implementing of IFAL program while very small number of the respondents replied disagree. From this we can conclude that almost all of the respondents agree that building sense of ownership among the society play significant role in improving the implementing of IFAL program. The X^2 test result at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This confirms that respondents have similar opinion on building sense of ownership among the society as possible way to improve the implementing of IFAL program. Supporting the same idea many coordinators forwarded their views during interview that building sense of ownership among the society will improve the interest of IFAL learners. In addition, the interview held with all IFAL supervisors confirmed the statistical data said: *“Since*

primary beneficiaries are the building sense of ownership among the society 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”.

With respect to item 3 of table8, the majority of respondents 315 (82.3%) agree supplying sufficient and appropriate IFAL facilities is possible solution to improve the implementing of IFAL program. While only 40 (10.4%) 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 implementing of IFAL program.

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The X^2 test result at 0.05 significance level shows there is no statistically significant difference among the responses of the respondents group. This confirms that respondents have awareness that facility is the main thing that facilitates the implementing of IFAL program.

Similarly in item 4 of the same table, the majority of respondents 302 (78.9%) showed their agreement that proper allocation as well as economic and effective utilization of budget is necessary for IFAL program implementing improvement. While only small number 56(14.6%) of the replied disagree. From this we can easily conclude that the majority of the respondents were agreed that budget play significant role in improving the implementing of IFAL program. The X^2 test result at 0.05 significance level shows there is no statistically significant difference among the responses of the respondents group. This confirms that respondents have awareness that facility is the main thing that facilitates the implementing of IFAL program. This indicates that respondents have similar understanding on the necessity of budget allocation in order to improve IFAL program implementing. Moreover, the interview held with supervisors revealed the same thing. As, one of the supervisor said : *“As the IFAL program has budget at woreda level since there is no budget at center level budget should have to be allocated for the effective implementing of IFAL Program”.*

Moreover in item 5 of table 8 the majority of the respondents 337 (88.0%) replied agree on preparing guide line for coordinated sectors at center level serve as possible way to improve the implementing of IFAL program. while very small number of the respondents replied disagrees. From this we can conclude that majority of the respondents agree that preparing guideline for coordinated sectors play significant role in improving the implementing of IFAL program. The X^2 test 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 implementing guideline. Supporting the same idea many coordinators, experts and supervisors 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 guide line as landmark.

Concerning item 6 of the above table, the majority of respondents 323(84.3%) agreed that creating learner's awareness on the significance of IFAL while only 40 (10.4%) of the respondents show their

disagreement. The chi-square test was carried out to observe if there were statistically significant differences in responses of the respondents. Accordingly, the X^2 test 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 on the significance of IFAL program. In addition, the interview held with IFAL coordinators confirmed that said: *"Since primary beneficiaries are the entire community in general and that of IFAL Program learners in particular their awareness should be built from its root that may lead the IFAL program to successful accomplishment"*.

Furthermore as it can be seen in item 7 of table 8, the majority of respondents 263 (61.6%) agreed that organizing conducive learning environment is important in

implementation IFAL program. On the other hand, small number of respondents 43 (11.2%) replied disagree. From this we can conclude that majority of the respondents replied organizing conducive learning environment is important in implementation IFAL program. Accordingly, the X^2 test 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 on the significance of IFAL Program.

In generally, The respondents raised that establishing participatory monitoring and evaluation system, building sense of ownership among the society, supplying sufficient and appropriate IFAL facilities, budget allocation, preparing guideline for coordinated sectors at center, creating learner's awareness on the significance of IFAL program, organizing conducive learning environment are different possible ways to improve the implementing of IFAL program.

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 assess practices and challenges in implementing IFAL program in Harari regional State and to suggest possible solutions for those problems. To attain this objective, the study attempted to give answers to the following basic questions.

1. What is the status of integrated functional adult literacy Program in Harari regional state?
2. What are the challenges in implementing integrated functional adult literacy Program?
3. To what extent the challenges affecting the implementation of IFAL program in HRS?
4. What are the strategies to overcome the challenges in implementing of IFALP in HRS?

The sources of data for the study were; 332 adult learner, 51 facilitators, 10 supervisors, 4 weredas Educational experts and 4 Weredas Education coordinators relevant documents related to the issue. The employed research design was descriptive survey study method was employed in this study and the related literature was reviewed. Both quantitative and qualitative research methodologies were incorporated. The Sample random sampling and available sampling techniques were employed to select the respondents of the study were percentage, frequency and χ^2 test was used to analyze the collected data. The respondents who completed the questionnaires were 332 (92.73%) adult learners, and 51 (100%) facilitators.

The data were collected from adult learners and facilitators using questionnaires for each group. Interview was also used to gather data from Woreda educational experts, Woreda educational supervisors and woreda education coordinators. Besides, observations of centers and relevant documents related to the issue 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.

The findings of the study showed that large number of respondents gives their view as there was no need assessment of environment, using the need of entire community, involvement of stakeholders and

involving adult learners and using facilitators of the centers to plan. 277 (72.3%) of respondents replied agree that the planning of IFAL program was prepared by woredas educational expertise and used expertise as the ways to prepare IFAL planning.

The findings of the study showed that the majority of the respondents replied informing the center to learners and preparing guideline for facilitators was used in organizing IFAL program. But, they confirmed that using formulated legal structures from region to centers, stated roles and responsibilities of IFAL program was not practiced.

The findings of the study showed that the majority of the respondents replied that Education sectors actively participating in leading and controlling of IFAL program. while the rest stakeholders such as, Health Sectors, Agricultural sectors, NGOs, micro and small Enter pries offices and women's and Youths associations rated as they have low participation in leading and controlling of IFAL program in Harari regional state,. This was directly against the guidelines of strategic document of IFAL program.

Findings of the study showed that the most serious challenges that IFAL program of Harari regional state encountered were lack of inter-Sectoral linkages, lack of awareness of community, inadequate number of qualified facilitators, inconvenient location of IFAL program centers, infrastructural inadequacy and facilities, lack of skilled manpower in the area of monitoring and evaluation, lack of preserves training for facilitators, lack of commitment of facilitators and poor record keeping in IFAL program were challenges that implementing IFAL program.

The finding showed that the extent of challenges affecting the implementation of IFAL program, the majority of the respondents, gives their respondent that the involvement of stakeholders at all level, the numbers of learners come to IFAL program centers, the level of community involvement in IFAL program, the number of facilitators who

devoted their time for IFAL program, Proper evaluation and monitoring system of IFAL program and the extent to which IFAL program objective achieved was low.

With respect to possible ways provided to improve the implementing IFAL program, the majority respondents raised that establishing participatory monitoring and evaluation system, building sense of ownership among the society, supplying sufficient and appropriate IFAL facilities, budget allocation, preparing guideline for coordinated sectors at center, creating learner's awareness on the significance

of IFALP, organizing conducive learning environment were different possible ways to improve the

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implementing IFAL program.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn.

Based on the major findings, the following conclusions were drawn. The major objective of the study was to assess the implementing integrated functional adult literacy program in Harari regional State.

As a result, the participation of different stakeholders in IFAL program planning was not satisfactory and it has been prepared using educational expertise. Therefore, there was a gap in participating stakeholders in IFAL program planning and using different methods to plan.

The IFAL programs was organized through informing the centers to IFAL program learners and IFAL program facilitators and using preparing guideline for facilitators but, the formulated legal structures from region to centers, roles and responsibilities of IFAL program was not practiced. Therefore, there is a gap in using many different methods to organize IFAL program. In brief, the programs were deficient to empower learners and enhance them to seek answers to their problems them in line with the fast changing but solution requiring situations.

To accomplish better IFAL Program implementing, concerned bodies (stakeholders) participation on leading and controlling of the program implementing, integration between stakeholders to support the program, planning, organizing, coordination, collaboration, Awareness of Communities about IFAL program, monitoring and evaluation of IFAL program are be obliged to. However, more responsibilities were left to only education sector workers. Hence, lack of integration was one of the difficulties of the development of the program or implementing.

The IFAL program Stakeholder related challenges that encountered the implementing IFAL program were lack of inter-sectoral linkages, infrastructural inadequacy and facilities, absence of awareness of community, lack of skilled manpower in the area of monitoring and evaluation, inconvenient location of IFALP centers and poor record keeping illiterate adult. On the other hand, there were other challenges such as: inadequate number of qualified facilitators, lack of pre-service training for facilitators and lack of commitment of facilitators was challenges in implementing IFAL program.

The challenges affecting the implementation of IFAL program, the extent to which the involvement of stakeholders, number of learners come to centers, community involvement in program, numbers of

facilitators who devoted their time for IFAL program, proper evaluation and monitoring system and IFAL program objectives achieved at all level was low.

To accomplish better IFAL program implementing, developing and creating appropriate establishing participatory monitoring and evaluation, building sense of ownership, supplying sufficient and appropriate IFAL program facilities, proper allocation as well as economic and effective utilization of budget, guideline for coordinated sectors at centers, creating learners awareness on the significance of IFAL program and organizing conducive learning environment were the possible ways to improve the implementing of IFAL program. The implication is that implementing of IFAL program was low in the in study areas.

5.3. Recommendations

According to the conclusion there are practices and challenges in implementing IFAL program in HRS because of inappropriate practice of teaching in adult learners centers. In order to tackle these problems the researchers would like to forward the following recommendations:

- In the process of IFAL program planning, REB and Woreda education office collaboration with other stakeholders should participate in order to sustain the implementing of the IFAL program before planning need assessment of community and with involvement of learners during need assessed prioritize need of learners prepared common shared (integrated) plan from woredas to centers level, and each facilitators and common understanding among all participants at all level.
- Enhancing the awareness of the entire community on IFAL program should get priority in IFAL program implementing activity. Therefore, REB from woredas education offices to facilitators of learners they should devote their time and effort for awareness creation of common shared (integrated) planning activities.
- REB and woredas officials should establish and extend formulated legal structure from region to centers which clearly identifies roles and responsibilities of stakeholders at all levels in a way that communication can be conducted through informing the learners and facilitators IFAL program practices and new national IFAL program strategy apply with the IFAL program guideline.
- To resolve the problem of participation on leading and controlling IFAL program implementing, others sectors should work collaboratively with education sectors. The education sectors could design and deliver relevant programs which can help them to continuously discuss with other sectors and woredas officials that give adequate attention for adult literacy.
- REB with Woreda officials should be intensified and sustained advocacy, sensitization and mobilization of all stakeholders to come recruitment of adequate and

qualified facilitators and support IFAL program implementing.

- REB should maximizing collaboration between the sectors on IFAL program get priority in IFAL program implementing activity. Therefore, from woredas to the facilitator level they should discuss and adjust the adequate infrastructural and facilities of IFAL program center. that is convenient for IFAL implementing.
- All stakeholders of IFAL program should be prepare more capacity building for monitoring and evaluation of the concerned bodies of program through short, medium and long term training programmes, workshops, conferences amongst others.
- To resolve the problem of record keeping in adult literacy. Hence, REB and woredas offices should collecting data of illiteracy adult, graduates of two year IFAL programmes, currently attending IFAE or any who are needy. which can help them prepare adequate planning and implementing of IFAL program and ensure the utilization of the EMIS monitoring instruments and to maintain records.
- The REB and Woredas should be improve the condition in literacy program it is essential to raise the numbers of IFAL learners and motivate them to attend IFAL program centers, raise and reinforce the involvement of stakeholders at all level providing satisfactory training to IFAL facilitators and staff, those using different techniques and new mechanisms for maximizing proper evaluation and monitoring system of IFAL program with collaboration among stakeholders should be sought by REB (For eg. Networking, strategic partnership among institutions, etc

- REB should considerably discuss on issues of IFAL program as one of the national and regional agendas with concerned bodies, to improve challenging in implementing IFAL program, establishing participatory monitoring and evaluation system, Building sense of ownership among the society, organizing conducive learning environment, allocate appropriate budget according to the woredas, building

their capacity of facilitators enable them to implementing of IFALP training ,facilitators should provide adequate training and raise the interest of IFALP facilitators and organizing illiterate adult in the woreda they should devote their time and able to use favorable conditions like meetings, conferences and workshops to aware communities importance of IFAL program.

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7. Appendix

Appendix-A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

**Questionnaires to be filled by integrated functional adult literacy Program
facilitators.**

The main purpose of this questionnaire is to assess the practice and challenge in implementing IFALP. Therefore, I honestly request your collaboration in filling this questionnaire responsibly because your honest response is of great importance for the success of this study.

General Instruction

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

1. Personal data

1.1. Name of Woreda _____

1.2. Kebele _____

1.3. Center /school _____

1.4. Level _____

1.5. Sex: A. Male B. Female

1.6. Age: A. Below 18 B. 19-25 years old C. 26-30 year’s old D. 31-40 years

E. Above 41 years

Part Two: - General Information

2. Issues related to the Current status of implementing of IFAL Program

2.1. Planning in the implementing of IFAL Program .The following are some of the stakeholders expected to play role in the planning process of IFALP. Tick mark (√) to indicate your response with respect to each statement in only one of the five alternatives.

Note: SA, Strongly agree, A, Agree, UD=undecided, DA, Disagree, SDA, Strongly Disagree

No	The way by which IFAL program is planned	SA	A	UD	DA	SDA
1	After need assessment of environment					
2	Based on the need of entire community					
3	By involving of stakeholders					
4	By Woreda education experts					
5	By facilitators of IFAL program centers					
6	By involving Adult learner					

If you have additional comment of the current status of implementing IFAL program planning, please specify _____

2.2. Organizing of IFAL Program

Organizing is integrated bureaus putting different resources together for achieved objective of IFALP. The following items are believed to be the ways by which IFALP. Tick mark (√) to indicate your response with respect to each statement in only one of the four alternatives.

Note: SA, Strongly agree, A, Agree, UD, undecided, DA, Disagree, SDA, Strongly Disagree

No	The ways through which IFAL program is organized	SA	A	UD	DA	SDA
1	By preparing guideline for facilitators					
2	Through informing the center to learners and facilitators of program					
3	Through the formulated legal structure from region to center					
4	With clearly stated roles and responsibilities					

If you have additional comment on the current status of organizing of IFAL Program, please specify _____

2.3. Level of Participation on Leading and controlling process of IFAL Program

Among the following stakeholders of IFAL Program leading, which one is actively participating?

To what extent do they are participating in the leading and controlling 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 of IFAL Program	VH	H	M	L	VL
1	Education sectors					
2	Health Sectors					
3	Agricultural sectors					
4	Non-government organizations					
5	Micro Enterprises Offices					
6	women's and Youths associations					

3. The Challenges in Implementing of IFAL Program

Read the following items which are believed to be the challenges in implementing of IFALP 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, DA, Disagree, UD, Undecided, SD, strongly disagree

No	Challenges in Implementing IFAL program	SA	A	UD	DA	SDA

1	Lack of Inter-sectoral linkages					
2	Lack of awareness of community					
3	Inadequate number of qualified facilitators					
4	Inconvenient location of IFAL Program centers					
5	Infrastructural Inadequacy and facilities					
6	Lack of skilled manpower in the area of monitoring and evaluation					
7	Lack of pre-service training for facilitators					
8	Lack of commitment of facilitators					
9	Poor record keeping in Adult literacy and illiteracies					

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4. To what extent of the Challenges affecting the implementation of IFAL Program in the Hararii region

The following items are expected as the indicators for the challenges affecting the implementation of IFALP. To what extent do they are practice in your Region and centers center? Give your rate by putting (√) under your choice.

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

No	Items	VH	H	M	L	VL
1	Involvement of stakeholders at all level					
2	Number of learners come to IFAL Program center					
3	The level of community involvement in IFAL Program					
4	The number of facilitators who devoted their time for IFALP					
5	Proper evaluation and monitoring system of IFAL Program					
6	The extent to which IFAL objectives achieved					

If any other to extent the Challenges affecting implementation of IFAL Program please write

5. What are the strategies to mitigate the challenges in the implementation of IFAL Program. The following are lists of measures to be taken to improve the implementing of

IFAL Program. Based on your personal feelings, indicate your choice by putting a tick (√) mark please.

Note: SA=strongly agree A, Agree, DA, Disagree, UD, Undecided, SD=strongly disagree

NO	ways provided to improve the management of IFAL	SA	A	UD	DA	SDA
1	Establishing participatory monitoring and evaluation system					
2	Building sense of ownership among the society					
3	Supplying sufficient and appropriate IFAL facilities					
4	Proper allocation as well as economic and effective utilization of budget					
5	Guide line for coordinated sectors at center					
6	Creating learners awareness on the significance of IFAL					
7	Organizing conducive learning environment					

Please can you mention better mechanisms through which an implementation of IFAL Program takes place in your Woreda /kebele _____

Appendix-B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Questionnaires to be filled by integrated functional adult literacy facilitators.

The main purpose of this questionnaire is to assess the practice and challenge in implementing of IFALP. Therefore, I honestly request your collaboration in filling this questionnaire responsibly because your honest response is of great importance for the success of this study.

General data

1. Do not write your name.

2. Put a “√” mark in the box for responses that you think are appropriate for close-ended items.

3. Write your responses on the space provided for open-ended questions.

1. Personal data

1. Name of Woreda _____

2. kebele _____

3. Center /school _____

4. Sex: A. Male B. Female

5. Age: A. Below 18 B. 19-25 years old C. 26-30 year’s old D. 31-40 years E. Above 41 years

6. Educational Background A. Certificate B. Diploma C. Degree D. Below grad 12

7. Work experience related to IFAL program: A. Below 1 year B. 1-5 years C. 6-10years D. Above 10 years

Part Two: - General Information

2. Issues related to the Current status of implementing of IFAL Program

2.1. Planning in the implementing of IFAL Program

The following are some of the stakeholders expected to play role in the planning process of IFALP. Tick mark (√) to indicate your response with respect to each statement in only one of the five alternatives.

Note: SA, Strongly agree, A, Agree, UD=undecided, DA, Disagree, SDA, Strongly Disagree

No	The way by which IFAL program is planned	SA	A	UD	DA	SDA
1	After need assessment of environment					
2	Based on the need of entire community					
3	By involving of stakeholders					
4	By Woreda education experts					
5	By facilitators of IFAL program centers					
6	By involving Adult learner					

If you have additional comment of the current status of implementing IFAL program planning, please specify _____

2.2. Organizing of IFAL Program

Organizing is integrated bureaus putting different resources together for achieved objective of IFALP. The following items are believed to be the ways by which IFALP. Tick mark (√) to indicate your response with respect to each statement in only one of the four alternatives.

Note: SA, Strongly agree, A, Agree, UD, undecided, DA, Disagree, SDA, Strongly Disagree

No	The ways through which IFAL program is organized	SA	A	UD	DA	SDA
1	By preparing guideline for facilitators					
2	Through informing the center to learners and facilitators of program					
3	Through the formulated legal structure from region to center					
4	With clearly stated roles and responsibilities					

If you have additional comment on the current status of organizing of IFAL Program, please specify _____

2.3. Level of Participation on Leading and controlling process of IFAL Program

Among the following stakeholders of IFAL Program leading, which one is actively participating?

To what extent do they are participating in the leading and controlling 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 of IFAL Program	VH	H	M	L	VL
1	Education sectors					
2	Health Sectors					
3	Agricultural sectors					
4	Non-government organizations					
5	Micro Enterprises Offices					
6	women's and Youths associations					

3. The Challenges in Implementing of IFAL Program

Read the following items which are believed to be the challenges in implementing of IFALP 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, DA, Disagree, UD, Undecided, SD, strongly disagree

No	Challenges in Implementing IFAL program	SA	A	UD	DA	SDA
1	Lack of Inter-sectoral linkages					
2	Lack of awareness of community					
3	Inadequate number of qualified facilitators					
4	Inconvenient location of IFAL Program centers					
5	Infrastructural Inadequacy and facilities					
6	Lack of skilled manpower in the area of monitoring and evaluation					
7	Lack of pre-service training for facilitators					
8	Lack of commitment of facilitators					
9	Poor record keeping in Adult literacy and illiteracies					

4. To what extent of the Challenges affecting the implementation of IFAL Program in the region. The following items are expected as the indicators for the challenges affecting the implementation of IFALP. To what extent do they are practice in your Region and centers center? Give your rate by putting (√) under your choice.

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

No	Items	VH	H	M	L	VL
1	Involvement of stakeholders at all level					
2	Number of learners come to IFAL Program center					
3	The level of community involvement in IFAL Program					
4	The number of facilitators who devoted their time for IFALP					
5	Proper evaluation and monitoring system of IFAL Program					
6	The extent to which IFAL objectives achieved					

If any other to extent the Challenges affecting implementation of IFAL Program please write

5. What are the strategies to mitigate the challenges in the implementation of IFAL Program. The following are lists of measures to be taken to improve the challenges of implementing of IFAL Program. Based on your personal feelings, indicate your choice by putting a tick (√) mark please.

Note: SA=strongly agree A, Agree, DA, Disagree, UD, Undecided, SD=strongly disagree

NO	ways provided to improve the management of IFAL	SA	A	UD	DA	SDA
1	Establishing participatory monitoring and evaluation system					
2	Building sense of ownership among the society					
3	Supplying sufficient and appropriate IFAL facilities					
4	Proper allocation as well as economic and effective utilization of budget					
5	Guide line for coordinated sectors at center					
6	Creating learners awareness on the significance of IFAL					
7	Organizing conducive learning environment					

Please can you mention better mechanisms through which an implementation of IFAL Program takes place in your Woreda/kebele? _____

_____ Thank you

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7. APPENDIX-C

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Interview questions to be answered by Woreda education coordinators and Woreda education experts and Woreda Supervisors. The objective of this interview is to collect relevant data on the practice and challenge in implementing IFALP in HRS and give some solutions that need to be considered for effective implementing 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.

Thanks!

Part I: - Personal Data

1. Name of Woreda _____
2. Sex: - male _____ Female _____ Age _____
3. Qualification/ Educational level _____
4. Field of study _____
5. Service Year in IFALP Related work _____ others _____

Part II. Issues Related to implementing in IFAL program

1. What does the current status of IFAL Program implementing in your woreda
 - 5.1. What does the current practice of IFAL Program planning in your woreda IFAL centers
 - 1.1.1. How IFAL program do is planned in your woreda?
 - 1.1.2. In terms of need of entire community?
 - 1.1.3. In terms of Involvement of Adult learner and stakeholder?

- 1.2. How IFAL program do organized in your woreda?
 - 1.2.1. In terms of roles and responsibilities
 - 1.2.2. In terms of legal structure from region/ Woredas to centers and included information
 - 1.2.3. To what extent is IFAL stakeholders participate in leading and controlling of IFAL program?
2. What are the challenges in implementing of IFAL program in Woreda?
 - A. In terms of sector linkages
 - B. In terms of awareness of community
 - C. In terms of facilitators
 - D. In terms of locations of program
 - E. In terms of monitoring and evaluation
 - F. In terms of training for facilitators
3. What extent are the challenges affecting the implementation of IFALP woreda?
 - A. In terms of facilitators
 - B. In terms of monitoring and evaluation
4. What do you think are measures to be taken to improve the implementing of IFAL program in Harari regional State?

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Thank you

APPENDIX-D
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Observation Checklist

This checklist is prepared to gather information on assess practice and challenges of implementing integrated functional adult literacy program in Harari Regional state. The focus areas of the observation include the availabilities, the degree of conformability of the centers, etc.

Part I: - Personal data

1.1. Name of Woreda _____ Date _____

1.2. Centers _____ Level _____

1.3. Observation beginning time _____

1.4. Observation ending time _____

Part II: - Issues Related to Availability of Planning, Organizing, Controlling and Facilities of the centers.

No	Checklist item to check centers practices	yes	No	Remark
1	Do facilitators appropriately prepared and use lesson plan			
2	Prepare a common shared yearly plan of IFALP in centers			

3	Facilities IFALP centers			
4	Does the center have rules and regulations			
5	Is the Suitability of IFAL training centers and sufficiency of seating			
6	There is Staff room			
7	Are the adult learners participating during training?			
8	Facilitator encourages Adult learner self learning in the centers (e.g. By giving centers activities)			
9	Is the facilitators implement IFAL program based on Guideline and curriculum framework?			

Appendix-E

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Document Review

The purpose of this document review to gather information for the research regarding the practices and challenges in implementing IFALP in HRS. The focus areas of woreda, Kebele and IFALP learning centers of document of planning, organizing, controlling and leading, statistical data, duties and responsibilities and yearly progress evaluation are reviewed.

Part I: - General data

1.1. Name of the Woredas _____ Kebele _____ center

Part II : Document Review Questions

1. Is signing Memorandum of understanding known with other stakeholders in IFALP implementing documents (such as planning, organizing, controlling and leading) included

duties and responsibilities of stake holder at different level (woredas, kebele and centers) ?

2. Is the common shared planned of IFALP known in five year woreda plan documents?

3. Is common plan of IFAL centers known in IFAL centers plan documents?

4. How the yearly common plan in IFALP is implemented?

5. How Kebele IFALP stakeholders meet to assess activities and develop report to Woreda ?

6. To what extent the stakeholders regular meet in activities of IFALP in terms of solving problems and up follow of activities?

7. To what extent supervisors and Expert are supports and follow up of IFALP using plan? Check documents of roles and duties for every stakeholder are clearly described in centers and woredas?

8. What successes and problems are registered in relation to Agriculture, Health, Income generating activity, about environmental Protection, writing and reading skills in IFAL program?

9. What is the qualification of IFAL facilitators dominantly?

10. Do the stakeholders have annual plan and rules and regulations about IFAL program?

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YUNIVARSITII HARAMAYAA

BARNOOTA DIGRII LAMMAFFAA

KOLLEEJII BARNOTAA FI SAAYINSII AMALAA

Gaaffiiwwan Baroota Barnoota Ga'essootaatiin Guutaman.

Gaaffiiwwan kun kan fayyadu waa'ee madaallii hojiirra oolmaa SBBGX kan MNH.Odeeffannoo barbaachisaa sassaabuudhaf qopha'ee. Gaaffiiwwan kun kan gargaaru qorannon kun haala gaariin akka milkaa'uu fi bu'aan isaatiis hojiirra oolmaa

SBGGX akka foyya'uuf. Kanaafuu isiniis odeeffannoo sirrii fi kan dhugaa irrattii hundaa'e akka kennitan kabajaanin isin gaafadha. Odeeffannoon nuuf kennitan kun kan oolu qorannoo propozaalaatiifi abbaa qorannichaa qofaan kan dubbifamuudha.

Hub: SBGGX: - Sagantaa Barnoota Ga'eessootaa Gocha Irratti Xiyyeeffatee

MNH:-Mootuummaa Naannoo Harararii

Deggarsa keessaniif baay'ee galatooma!

Qajeelfama Waliigalaa:

1. Maqaa keessan hin barreessinaa.
2. Gaafii filanoo qabduuf deebii sirrii jettanii yaaddaniif mallattoo "√" sanduuqa kennamee keessatti godha.
3. Gaafii bakka duwaa ta'aniif deebii keessan iddoo kannametti barreessaa.

I. Odeeffannoo Dhuunfaa

1.1. Aanaa _____

1.2. Araddaa _____

1.3. Maqaa wiirtuu _____

1.4. Sadarkaa _____

1.5. Saala: A. Dhiira B. Dhalaa

1.6. Umrii: A. Waggaa 18 gadii B. Waggaa 18 -25 jidu C. Waggaa 25-30 jidu

D. Waggaa 30-41 jiduu E. Waggaa 36-40 jidu F. Waggaa 41 olii

II. Odeeffannoo waliigalaa

2. Hujmaata sagantaa Barnoota Ga'eessootaa Gocha Irratti Xiyyeeffatee sadarkaa irraa jiru.

2.1. Karoorri kun kan ademsifamu kallatti hujmaataa akkamitti hojjetama, eenyuutu hojjeta, yoom hojjetama, fi essatti akka hojjetamu kana kaa'uudha. Kanneen arman gadii kun Qam-dhimmamtoota barnoota BGGX keessatti hojjatamuudhaa .Kanneen armaan gadiitti barreeffamee kana dubbisuudhaan barnoota BGGX keessatti haala Karoorri BGGX kana karaalee adda addatin qopha'a. Fedhii keessanirratti hunda'uun filannoo keessaniif mallattoo (√) ka'a.

Hub: HIW, Haalaan Itti walii gala IW, Itti Waliif gala HM, Hin Murtooyne IWH, Itti Waliif Hin galu HIWH, Haalan Iitti Walii Hin galu.

Lakk	Karaalee sagantaa karoora BGGX kun ittiin qophaa'u	HIW	IW	HW	IWH	HIWH
1	Ega Fedhiin nannoo qoratamee boda					
2	Feedhii haawaasicharratti hundaa'udhaan					
3	Hirmaannaa Qam-dhimmamtoota waliin					
4	Expertii barnoota aanaatin					
5	Haala mijjeessitootaan sagantaa BGGX wirtuutiin					
6	Hirmaannaa ga'eessitootaa BGGX tiin					

Yoo yaada addaa hujmaata saganta BGGX irratti qabaattan jiraatan iddoo duwwaa asii gadiittii barreessaa. _____

2.2.2. Sagantaa BGGX Qindeessuu

Wajjiraale fii dinagdee waliin qindeeysadhaan Galmaan ga'umsa sagantaa BGGX hujmaata milka'ina kaayyichaaf godhamu keessaa? Kanneen arman gadi kun karaalee sagantaan BGGX qindeeyfamu jenne amanna. Fedhii teessan irratti hunda'uun filannoo keessanif mallattoo(√) kana godha.

Hub: HIW, Haalaan Itti walii gala IW, Itti Waliif gala HM, Hin Murtooyne IWH, Itti Waliif Hin galualu HIWH, Haalan Iitti Walii Hin galu.

Lakk	Karaalee sagantaa BGGX kana ittiin qindeeyfamuu	HIW	IW	HW	IWH	HIWH
1	Haala mijjeesitootaf qajeelfamaa qopheesudhaan					
2	Gara wirtuu oddeefanoo ge'eestoota fi hala mijeessitootan BGGX tiin					
3	Karaa caasaa seerqabeessaan qopheefame naannoo irraa ilaa wirtuulee kan dirireen					
4	Gahee fi itti gaafatamummaa ifatti kaa'uun					

Yoo yaada addaa hujmaata sagantaa BGGX qindeessuu irratti qabaatee iddoo duwwaa asii gadiittii barreessaa _____

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2.3. Sadaarkan hirmaannaa Qam-dhimmamtoota hujmaata Sagantaa BGGX armaan gadii keessaa warreen adda dureen hojjataa jiran jannee yaannu . Aanaa fii Wirtuu keessanitti hirmaannaa Qam-dhimmamtoota hammam tokka hojirra ole? Deebii keessaniif mallatto (✓) kana ka'a.

Hub: BO,Baay'ee ol'aanaa O,Ol'aanaa GG, Giddu Galeessa GA, Gadi Aanaa BGA,Baay'ee Gadi Aanaa.

Lakk	Hirmaannaa Qam-dhimmamtoota sagantaa BGGX	BO	O	GG	GA	BGA
1	Biiroo Barnoota					
2	Biiroo eegumsa fayyaa					
3	Biiroo Qonnaa					
4	Qaama miti Mootummaa					
5	Wajjiira IMX/ijaarsa maaykiroo fii xixiqqaa/					
6	Wajjiira dubartoota,daimmaniifi dargaggootaa					

Yoo kanneen biroo jiratan asitti naaf barreessaa _____

3. Rakkolee hujmaata Sagantaa BGGX keessaa jiran

Rakkoleen bay'een hujmaata Sagantaa BGGX keessaa jiran/ ni mudatu. Qabxiileen arman gadii kun rakkolee hujmaata Sagantaa BGGX kana mudaatu danda'anidha. Kan arman gadi kana dubbisaati Aanaa fii wirtuu keessanitti maal akka fakkatuu mallatto (✓) kana guutaa.

Hub: HIW=Haalaan Itti walii gala IW=Itti Waliif gala HM=Hin Murtooyne IWH=Itti Waliif Hin galu HIWH=Haalan Iitti Walii Hin galu

Lakk	Rakkolee hujmaata Sagantaa BGGX mudaatu	HIW	IW	HM	IWH	HIWH
1	Hanqina waliin qindoomu dhabuu wajjirolee					
2	Hanqina kaka'uumsa hawaassaa					

3	Hanqina haala mijeesitoota gulantaa kanan leenji'aan					
4	Iddoo wirtuulee leenjii itti argamuu mijjawu dhabu					
5	Hanqiina meshaalee barnootaati fi bu'uuraaleen misoomaa ga'a ta'u dhabu					
6	Too'aana fi hordooffii irratti hanqinaa humna nama baratee					
7	Hir'ina leenjii tajajila duraa /hoj-duree/haala mijjessitotaaf					
8	Hanqina muranno haala mijjessitotaa					
9	Hanqina ragalee ga'eessotaa jiran qulquulesanii qabachu dhabu					

Yoo rakkoleen biro jira ta'e asitti barreessa _____

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4. Rakkoolleen jirtu tun hammam tokko hujmaataa saganta BGGX tanarraatii dhiibaa fiddi jattuu.

Qabxiileen arman gadii kun agarsiiftoota hojirra olma saganta BGGX kanati jenne yanna. Aanaafi Wirtuu keessanitti hammam takka dhiibaa fidee? Deebii keessaniif mallatto (✓) kana ka'a.

Hub: BO, Baay'ee ol'aanaa O, Ol'aanaa GG, Giddu Galeessa GA, Gadi Aanaa BGA, Baay'ee Gadi Aanaa.

Lakk	Sadarkaa Hujmaata sagantaa BGGX irra jirtu	BO	O	GG	GA	BGA
1	Sadarkaa hundatti hirmaanaan Qam-dhimmamtoota					
2	Baayina ge'essotaa wirtuu kana dhufan					
3	Sadarkaan hirmaanan hawaassaa BGGX irratti					
4	Lakkofsii haala mijjessitota murannoon yeroo isanii ga'eessotaa leenjisu irrattii dabarsan					
5	Qindoomini sirna hordooffii fi to'anno sagantaa BGGX					
6	Sadarkaan milka'iini Kaayyoo BGGX					

Yoo yaada addaa hujmaata sagantaa BGGX hafee jiratee asitti naaf barreessa _____

5. karaalee rakkoolee hujmaata sagantaa BGGX kana mudatee ittin foyyaa'uu danda'u.

Kanneen arman gadii kun tarreffama tarkaanfile foyya'insa hujmaata saganta BGGX irratti fudhatamanidha. Fedhii keessanirratti hunda'un filannoo keessanif mallatto (✓) kana godha.

Hub: HIW=Haalaan Itti walii gala IW=Itti Waliif gala HM=Hin Murtooyne IWH=Itti Waliif Hin galu HIWH=Haalan Iitti Walii Hin galu

Lakk	Karaalee hujmaata sagantaa BGGX ittiin foyya'uu	HIW	IW	HM	IWH	HIWH
1	Sirna hirmaana Qam-dhimmamtoota hordooffii fi kenna deeggarsaa dirirsuu					
2	Haawwaassa keessattii miira abuummaa ijjaaruu					
3	Meshaalee sagantaa kanaaf bu'uura ta'an dhihessu					
4	Bajata barbachiiisa ramaduu					
5	Qajeelfamaa adeemsa sagantaa Qam-dhimmamtoota hundaaf qopheessu					
6	Barbaachiisumaa BGGX hubannaa keenudhaan feedhii miira ga'eessootaa keessatii uumu.					
7	Iddoo barnoonni/leenjiin/ itti kennamu mijawaa godhu					

Karaaleen kana irra fooyyaawaa isin bira yoo jiratee iddoo duwwaa kanaa gadi irratti naaf barreessaa _____

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YUNIVARSITII HARAMAYAA

BARNOOTA DIGRII LAMMAFFAA

KOLLEEJJII BARNOTAA FI SAAYINSII AMALAA

Gaaffiiwwan Haala Mijjeessitootaan Guutamuu Qaban.

Gaaffiiwwan kun kan fayyadu waa'ee madaallii hojiirra oolmaa SBGGX kan MNH. Odeeffannoo barbaachisaa sassaabuudhaf qopha'ee. Gaaffiiwwan kun kan gargaaru qorannon kun haala gaariin akka milkaa'uu fi bu'aan isaatiis hojiirra oolmaa SBGGX akka foyya'uuf. Kanaafuu isiniis odeeffannoo sirrii fi kan dhugaa irrattii hundaa'e akka

kennitan kabajaanin isin gaafadha. Odeeffannoon nuuf kennitan kun kan oolu qorannoo propozaalaatiifi abbaa qorannichaa qofaan kan dubbifamuudha.

Hub: SBGGX: - Sagantaa Barnoota Ga'eessootaa Gocha Irratti Xiyyeeffatee

MNH:-Mootuummaa Naannoo Harararii

Deggarsa keessaniif baay'ee galatooma!

Qajeelfama Waliigalaa:

1. Maqaa keessan hin barreessinaa.
2. Gaafii filanoo qabduuf deebii sirrii jettanii yaaddaniif mallattoo "√" sanduuqa kennamee keessatti godha.
3. Gaafii bakka duwaa ta'aniif deebii keessan iddoo kannametti barreessaa.

I. Odeeffannoo Dhuunfaa

- 1.1. Maqaa Aanaa _____
- 1.2. Araddaa _____
- 1.3. wiirtuu _____

1.2. Saala: A. Dhiira B. Dhalaa

1.3. Umrii: A. Waggaa 18 gadii B. Waggaa 18 -25 jidu C. Waggaa 25-30 jidu

D. Waggaa 30-41 jiduu E. Waggaa 36-40 jidu F. Waggaa 41 olii

1.4. Sadarkaa barnootaa A. Waraqaa raga B. Dipilomaa C. Degrii
D. Kutaa 12 gadii

1.5. Muuxannoo walii-galaa kan SBGGX walin walqabate: A. Waggaa 1 gadii
B. Waggaa 1-5 C. Waggaa 6-10 D. waggaa 10 oli

II. Odeeffannoo waliigalaa

2. Hujmaata sagantaa Barnoota GGX Sadarkaa irraa jiru.

2.1. Karoorri kun kan ademsifamu kallatti hujmaataa akkamitti hojjetama, eenyuutu hojjeta, yoom hojjetama, fi essatti akka hojjetamu kana kaa'uudha. Kanneen arman gadii kun Qam-dhimmamtoota barnoota BGGX keessatti hojjatamuudhaa .Kanneen armaan

gadiitti barreeffamee kana dubbisuudhaan barnoota BGGX keessatti haala Karoorri BGGX kana karaalee adda addatin qopha'a. Fedhii keessanirratti hunda'uun filannoo keessaniif mallattoo ($\sqrt{\quad}$) ka'a.

Hub: HIW, Haalaan Itti walii gala IW, Itti Waliif gala HM, Hin Murtooyne IWH, Itti Waliif Hin galu

HIWH, Haalan Iitti Walii Hin galu.

Lakk	Karaalee sagantaa karooraa BGGX kun ittiin qophaa'u	HIW	IW	HW	IWH	HIWH
1	Ega Fedhiin nannoo qoratamee boda					
2	Feedhii haawaasicharratti hundaa'udhaan					
3	Hirmaannaa Qam-dhimmamtoota waliin					
4	Expertii barnoota aanaatin					
5	Haala mijjeessitootaan sagantaa BGGX wirtuutiin					
6	Hirmaannaa ga'eessitootaa BGGX tiin					

Yoo yaada addaa hujmaata saganta BGGX irratti qabaattan jiraatan iddoo duwwaa asii gadiittii
b a r r e e s s a a .

2.2.2. Sagantaa BGGX Qindeessuu

Wajjiraale fii dinagdee waliin qindeeysadhaan Galmaan ga'umsa sagantaa BGGX hujmaata milka'ina kaayyichaaf godhamu keessaa? Kanneen arman gadi kun karaalee sagantaan BGGX qindeeyfamu jenne amanna. Fedhii teessan irratti hunda'uun filannoo keessanif mallattoo($\sqrt{\quad}$) kana godha.

Hub: HIW, Haalaan Itti walii gala IW, Itti Waliif gala HM, Hin Murtooyne IWH, Itti Waliif Hin galualu HIWH, Haalan Iitti Walii Hin galu.

Lakk	Karaalee sagantaa BGGX kana ittiin qindeeyfamuu	HIW	IW	HW	IWH	HIWH
1	Haala mijjeesitootaf qajeelfamaa qopheesudhaan					
2	Gara wirtuu oddeefanoo ge'eestoota fi hala mijjeessitootan BGGX tiin					
3	Karaa caasaa seerqabeessaan qopheefame naannoo irraa ilaa wirtuulee kan dirireen					
4	Gahee fi itti gaafatamummaa ifatti kaa'uun					

Yoo yaada addaa hujmaata sagantaa BGGX qindeessuu irratti qabaattee iddoo duwwaa asii gadiittii barreessaa _____

2.3. Sadaarkan hirmaannaa Qam-dhimmamtootaa hujmaata Sagantaa BGGX armaan gadii keessaa warreen adda dureen hojjataa jiran jannee yaannu . Aanaa fii Wirtuu keessanitti hirmaannaa Qam-dhimmamtoota hammam tokka hojirra ole? Deebii keessaniif mallatto (✓) kana ka'a.

Hub: BO,Baay'ee ol'aanaa O,Ol'aanaa GG, Giddu Galeessa GA, Gadi Aanaa BGA,Baay'ee Gadi Aanaa.

Lakk	Hirmaannaa Qam-dhimmamtoota sagantaa BGGX	BO	O	GG	GA	BGA
1	Biiroo Barnoota					
2	Biiroo eegumsa fayyaa					
3	Biiroo Qonnaa					
4	Qaama miti Mootummaa					
5	Wajjiira IMX/ijaarsa maaykiroo fii xixiqqaa/					
6	Wajjiira dubartoota,daimmaniifi dargaggootaa					

Yoo kanneen biroo jiratan asitti naaf

barressaa _____

3. Rakkolee hujmaata Sagantaa BGGX keessaa jiran

Rakkoleen bay'een hujmaata Sagantaa BGGX keessaa jiran/ ni mudatu. Qabxiileen arman gadii kun rakkolee hujmaata Sagantaa BGGX kana mudaatu danda'anidha. Kan arman gadi kana dubbisaati Aanaa fii wirtuu keessanitti maal akka fakkatuu mallatto (✓) kana guutaa.

Hub: HIW=Haalaan Itti walii gala IW=Itti Waliif gala HM=Hin Murtooyne IWH=Itti Waliif Hin galu HIWH=Haalan Iitti Walii Hin galu

Lakk	Rakkolee hujmaata Sagantaa BGGX mudaatu	HIW	IW	HM	IWH	HIWH
1	Hanqina waliin qindoomu dhabuu wajjirolee					
2	Hanqina kaka'uumsa hawaassaa					
3	Hanqina haala mijeesitoota gulantaa kanan leenji'aan					
4	Iddoo wirtuulee leenjii itti argamuu mijjawu dhabu					
5	Hanqiina meshaalee barnootaati fi bu'uuraaleen misoomaa ga'a ta'u dhabu					
6	Too'aana fi hordoofii irratti hanqinaa humna nama baratee					

7	Hir'ina leenjii tajajila duraa /hoj-duree/haala mijjessitotaaf					
8	Hanqina muranno haala mijjessitotaa					
9	Hanqina ragalee ga'eessotaa jiran qulquulesanii qabachu dhabu					

Yoo rakkoleen biro jira ta'e asitti barreessa

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4. Rakkoolleen jirtu tun hammam tokko hujmaataa saganta BGGX tanarraatii dhiibaa fiddi jattuu.

Qabxiileen arman gadii kun agarsiiftoota hojirra olma saganta BGGX kanati jenne yanna. Aanaafi Wirtuu keessanitti hammam takka dhiibaa fidee? Deebii keessaniif mallatto (✓) kana ka'a.

Hub: BO, Baay'ee ol'aanaa O, Ol'aanaa GG, Giddu Galeessa GA, Gadi Aanaa BGA, Baay'ee Gadi Aanaa.

Lakk	Sadarkaa Hujmaata sagantaa BGGX irra jirtu	BO	O	GG	GA	BGA
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2	Baayina ge'essotaa wirtuu kana dhufan					
3	Sadarkaan hirmaanan hawaassaa BGGX irratti					
4	Lakkofsii haala mijjessitota murannoon yeroo isanii ga'eessotaa leenjisu irrattii dabarsan					
5	Qindoomini sirna hordooffii fi to'anno sagantaa BGGX					
6	Sadarkaan milka'iini Kaayyoo BGGX					

Yoo yaada addaa hujmaata sagantaa BGGX hafee jiratee asitti naaf barressa

5. karaalee rakkoollee hujmaata sagantaa BGGX kana mudatee ittin foyyaa'uu danda'u.

Kanneen arman gadii kun tarreffama tarkaanfiile foyya'insa hujmaata saganta BGGX irratti fudhatamanidha. Fedhii keessanirratti hunda'un filannoo keessanif mallatto (✓) kana godha.

Hub: HIW=Haalaan Itti walii gala IW=Itti Waliif gala HM=Hin Murtooyne IWH=Itti

Waliif Hin galu HIWH=Haalan Iitti Walii Hin galu

Lakk	Karaalee hujmaata sagantaa BGGX ittiin foyya'uu	HIW	IW	HM	IWH	HIWH
1	Sirna hirmaana Qam-dhimamtoota hordooffii fi kenna deeggarsaa dirirsuu					
2	Haawwaassa keessattii miira abuummaa ijjaaruu					
3	Meshaalee sagantaa kanaaf bu'uura ta'an dhihessu					
4	Bajata barbachiisa ramaduu					
5	Qajeelfamaa adeemsa sagantaa Qam-dhimamtoota hundaaf qopheessu					
6	Barbaachiisumaa BGGX hubannaa keenudhaan feedhii miira ga'eessootaa keessatii uumu.					
7	Iddoo barnoonni/leenjiin/ itti kennamu mijawaa godhu					

Karaaleen kana irra fooyyaawaa isin bira yoo jiratee iddoo duwwaa kanaa gadi irratti naaf barreessaa
