THE IMPLEMENTATION OF FUNCTIONAL ADULT LITERACY PROGRAM IN THE SPECIAL ZONE OF OROMIA AROUND FINFINE

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JULY, 2015

JIMMA, ETHIOPIA

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THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIUORAL SCEINCES DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF DEGREE OF MASTER'S OF ARTS IN CURRICULUM AND INSRUCTION

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Declaration

The researcher hereby declares that the thesis on the title, *"'Implementation of functional adult literacy program in the special zone of Oromia around Finfine,* is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references. I make sure that it has never been presented to any other university for the award of a degree.

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Table of Contents

.Page

Acknowledgments..... I

Table of Content…..……..……..……..……II

List of Tables…….……...……III

List of Figure…….…….……...IV

Abbreviation/ Acronyms...…..……V

Abstract ……...…….……Vi

CHAPTER ONE: INTRODUCTION …..... 1

1.1. Background..... 1

1.2. Statement of the Problem..... 5

1.3. Objectives of the study 7

1.3.1 General objective of the study..... 7

1.3.2 Specific objectives the study..... 7

1.4. Significance of the study..... 7

1.5. Delimitation of the study..... 8

1.6. Limitations of the study..... 8

1.7. Operational definitions of key terms 9

1.8. Organization of the paper..... 10

CHAPTER TWO: REVIEW OF RELATED LITERATURE..... 11

2.1. The concept of Functional Adult Literacy..... 11

2.2. Importance of Functional Adult Literacy..……12

2.3. Functional Adult Literacy and Learning..... 14

2.4. Model for Learning and Teaching Cycle of Adults. 15

2.5. The implementation of functional adult literacy program in developing African countries.
……..18

2.5.1 Functional Adult Literacy Program in Uganda..... 19

2.5.2. Functional Adult Literacy in Nigeria 21

2.5.3. Functional Adult Literacy in Ethiopia..... 22

2.6 .Teaching and learning resources for functional adult literacy programs 25

2.7. Teaching Methods of Functional Adult Literacy Program 27

2.7.1 Demonstration 28

2.7.2. Lecture method 29

2.7.3. Guided Discussion..... 29

2.7.4. Role plays..... 29

2.7.5. Brainstorming..... 30

2.7.6. Projects and case studies..... 30

2.8. Problems and Possible Solutions in Functional Adult Literacy Program……..……31

2.9. Literacy facilitator's selection and training..... 32

CHAPTER THREE: RESEARCH DESIGN AND METHODS OF THE STUDY..... 34

3.1. ResearchDesign..... 34

3.2. Research method..... 35

3.3. Source of Data..... 35
3.4 Target Population..... 35
3.5. Sample Size and Sampling Techniques..... 35
3.6. Instruments of data collection..... 36
3.6.1. Questionnaires..... 36
3.6.2. Interviews 37
3.6.3. Document analysis..... 38
3.7. Procedure of data collection..... 38
3.8. Method of data analysis and interpretation 39
3. 9. Validity and Reliability..... 40
3.10 .Ethical consideration..... 41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION..... 42
4.1. Background of the Respondents..... 43
4.2. 1. Indicators of the Implementation of Functional Adult Literacy (FAL) 49
4.2.2. Learner's Engagement in their Learning 52
4.2.3. The teaching methods used in the FAL program 57
4.2.4. The literacy program..... 63
4.2. 5. Assessment of learner's performance..... 67
4.2.6. Major problems and their solutions..... 69
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS
5.1 .Summary 70
5.2. Conclusions 74
5.3. Recommendations..... 75
Reference 76
Appendixes A.....I
Appendixes B..... VIII
Appendixes C..... XVIII
Appendixes D..... XIX
Milto A..... XX
Milto B..... XXVIII

Milto C……..……...XXXIX
Milto D ……..…….XL

List of Tables

Page

Table -1. Reliability test results with Cronach's alpha……..……40

Table-2. Background of the respondents…….…….…….44

Table -3. General background information about literacy facilitators…….……..47

Table - 4.Learner's response on the availability of learning resources…….……49

Table -5.Facilitator's response on the availability and utilization of learning resources….…….51

Table - 6.Learner's response on the learner's engagement in their Learning…..…..…….53

Table-7.Response of facilitators on the Incidence during facilitation of learning among FALP……..54

Table-8.The response of the learners on the teaching methods used in the FAL program……..57

Table-9.The response of the facilitators on the teaching methods used in the FAL program ……..……..60

Table-10.Learners response on the literacy program……....63

Table-11.Response of the facilitators on the literacy program.....….....65

Table-12.Response of the facilitators' Evaluation of participant's performance and qualifications …….…….……..67

List of Figures Page

Figure-1.CSO Engagement Model ……..…...17

Figure-2.Methods of Teaching Facilitators per the Class…..…….……...…..……...…58

Figure-3.Common methods of teaching.……...…..……..…..…….……...…….62

Abbreviations/ Acronyms

CSA: Central Statistical Authority

CSO: Civil Society Organizations

DVV: Deuscher Volkshocschu Verban

EFA: Education for All

ESDP: Education Sector Development Program

FAL: Functional Adult Literacy

FALP: Functional Adult Literacy Program

IIZ: Institute for International Zusammenanbeit

LABE: Literacy and Basic Education

MGLSD: Ministry of Gender, Labor and Social Development

MOE: Minister of Education

NAES: National Adult Education Strategy

NNCAE: Nigerian National Council for Adult Education

NGO: Non-Governmental Organization

OEB: Oromia Education Bureau

RCU: Reflect Coordination Unit

REB: Regional Education Bureaus

UNDP: United Nations Development Program ix

UNESCO: United Nations Educational, Scientific and Cultural Organization

WEO: Woredas Education Office

ZEO: Zone Education Office

ABSTRACT

The purpose of this study was to examine the implementation of functional adult literacy program (FALP) in the special Zone of Oromia around Finfine. To this end, questionnaire, interview and document analysis were used to collect the relevant data for the study. The study participants were 133 randomly selected adult learners (50 women & 83 men), 34 adult functional literacy facilitators (10 women & 28 men) selected using availability sampling, and 12 purposively selected education experts (3 women & 9 men). Both quantitative and qualitative data analyses techniques were applied. The quantitative and qualitative results disclosed that the implementation of FALP was found inadequate. The major factors associated with this inadequacy were low attention given for the implementation of functional adult literacy program, lack of interest to participate, unwillingness to attend lesson regularly, inconvenience of time allocated, distance of the FAL centers from home of the learners, inconvenience of the place of educational provision to attend the lesson, and shortage of teaching and learning materials. To improve the implementation of FALP, it is important to raise the interest of adult participant and encourage them to attend classes. Also important is to equip literacy centers with the necessary educational materials and facilities. In general, to be successful in the implementation of functional adult literacy program it is important to involve those stakeholders at the Woredas and Zone levels.

CHAPTER ONE: INTRODUCTION

1.1. Background

Adult education has been defined by different authors in the field. To understand most of the definitions has to be equipped with some ideas of who an adult is. Knowles, Holton & Swanson (2005)Consider an adult as a person who has come into certain stages of life in which they have assumed responsibility for themselves and for others and who have competently accepted a functionally productive role in their community. As Sinafikish (2010) states in terms of social and political definitions, an adult is a person who behaves as an adult, one who is performing social roles typically assigned by our culture to those it considers to be adults, and that individual who perceives own life. This shows that adult can be anyone regardless of his/her to chronological age, who is exercising adults' responsibilities.

As United Nations Education and scientific and Cultural Organization (2004) states functional adult literacy support the ability of individuals, families and community to access health, education, political, economic and cultural chance and services. Research has shown that countries with lower levels of functional illiteracy among their adult populations tend to be those with the highest levels of modern literacy among the lower section of young people approaching the end of their formal academic studies (Greenberg, Ehri & Perin, 2007). This correspondence suggests that a contributing factor to a society's level of community literacy is the capacity of FAL to ensure the economic development of their countries and learner attain the functional literacy required to create a literate society.

In spite of the advantages of functional adult literacy, the report estimates that in 2000 there were 862,000 illiterates in the world (UNESCO, 2003). Together with the rest of the world, Africa started adult literacy programs to eradicate the problem of illiteracy (White & Closely, 2003). A skillful population is a precondition for any nation to become competitive within a global economy and without a significant increase in the adult literacy rate in the World will not be able to achieve a middle-level income status within a foreseeable time. Increasing functional adult literacy rates will support other development goals (MoE, 2010).

However, serious campaigns started after conducted of different study on the adult, growth, wealth and death rates showed that poverty, disease and illiteracy go hand in hand (Olateju, 2010). As early as 1965, UNESCO organized the Tehran Conference of ministers of education. This was meant for the deliberation of ways and means of combating adult illiteracy.

One of the outcomes is that functional adult literacy (FAL) emerged as an important field for realization of the goal for education and economic improvement for all (UNESCO, 2003**).** Many other countries of Africa tried to implemented work oriented adult education in mass literacy campaigns and the achievements gained from these campaigns were short lived and also not in organized way.

Similar to the other countries of Africa, Ethiopia started to realize education for all using both formal and non-formal types of education (Firidisa, 2002). Moreover, formal education has limitations to provide equal educational opportunity for people living in urban and rural areas (UNESCO, 2003) consequently, governments preferred to implement the functional adult education system, parallel with the formal education system, to fulfill the fast growing educational needs of the people. According to German Adult Education Association (Deuscher Volkshocschu Verban)(2009) FALP is the new national education strategy in Ethiopia and tried to start the real implementation of functional adult literacy program in 2002. The adult education was generally exercised in the country, during the past period, several round of countrywide, functional adult literacy (work oriented) campaign were carry out and this effort has unable to increase the percentage of literate adult population in the country (MoE, 2008). However, the condition of functional adult literacy program in Ethiopia did look like the following.

> According to the 2007 national population census, there were 36, 528, 54 Adult in Ethiopia between ages15to55 and according to the 2009/10 UNESCO EFA international mentoring report, the functional adult illiteracy rate was 50% for males and 77% for females in which there were 23,270,767 total adults illiterate adults out of which male 8,992, 983 and female 14, 277,784 are illiterate. (MoE, 2010, p.12)

These numbers indicates that in Ethiopia the greatest part of adult population were illiterate. To reduce the number of adult illiteracy in the country, the national adult education strategy has been developed in February, 2008. The strategy plan states the needs to implement functional adult literacy program in rural and urban areas of Ethiopia, identified the need they had to develop their literacy and numeracy skills to improve their living condition (MoE, 2008). The program was designed to specifically focus on helping the society to recognize the value of functional adult literacy program.

In line with this, the currentAdult Education Strategy puts emphasis on the application of functional adult literacy to serve as a means to acquire reading and writing competencies with the ability to learn practical knowledge and skills that are useful for life and life related issues (Sinafikish, 2010). The strategic plan for functional adult literacy in Ethiopia 2010–2020 with its regional agenda presents an outline for the implementation of FAL. Improvement of the implementation, access, quality with a focus on the implementation of functional adult literacy and eradicate illiteracy by 2020. The actual plan is based on a detailed set of socio-demographic data and the availability of facilities on the regional level (Ambissa, 2014).

However, inadequate implementation of FAL at the lower levels of the organizational structures (e.g. Woredas) is a critical problem in realizing the implementation of FAL especially with regard to adult literacy program (MoE, 2005). The implementation of functional adult literacy program in Ethiopia has characterized by shortage of financial support scheme, worktable mark to start with and targets to be achieved (Werkineh, 2011**).** The wide-ranging system, on the other hand, it was very small at the base and acceptable advantage and few to reach the top and exercise new skills at national level. Moreover, it used to rely on the formal system, which even could not provide somewhere to stay more than 20% of the functional adult literacy learning (MoE, 2010).

To construct this range of country, there is require for the people to be well-informed because no nation can be well-built with a vast majority of their people being unskilled and living in lack of knowledge. Functional literacy is more than a set of skill. It includes the ability to use those skills to solve problem in daily life. It refers to the ability to use the skill of reading writing and

computing in the acquisition of such information as would make the individual function more actively and helpfully in the economics, social, political mental and cultural activities of the community whether he or she lives (Spencer, 2006).

According to DVV (2009) suggests the importance of functional adult literacy as the key to development has been recognized as national, but in the Oromia region the implementation of functional adult literacy program was not effectively implemented, as planned in the national adult literacy strategy of 2008. As MoE (2005) explain implementing functional adult literacy will mean giving the technique of life to adult and which had still not well implemented in theOromia region. On the other hand, implementation of functional adult illiteracy remained a critical challenge to special Zone of Oromia around Finfine (MoE, 2008). Thus, it is both academically and practically sound to question what lies behind the continued ineffectiveness of the functional adult literacy implementation process over the years. As Oromia Education Bureaus (2005) mentioned the problem of implementation of functional literacy is not a typical problem to Oromia region alone, but a recent development in the special Zone of Oromia around Finfine.

In general many studies conduct study on the implementation of adult literacy program international and national. However, most such data are only limited to the writing and reading skills of adults. As indicated by Papen (2005), MoE (2008) and Olateju (2010*)*, the realizations of more comprehensive implementation of FAL objectives, such as individual capable of working in cooperation with others or indicating ability to solve problems are rarely implemented. Under such situation policy makers, curriculum designers, facilitators, teaching material writers and implementers are followed their own way in interpreting implementation FAL into practice. Even though functional adult literacy program may not be to improve for all the value of FALP implementation, it is a step in the right direction, although it is widely phrase, but poorly understood concept in the practice of implementation of functional adult literacy programs in the special Zone of Oromia around Finfine (OEB, 2005).

1.2. Statement of the Problem

Functional adult education appears to be the most efficient and effective one, resulting into sustainable impact on the lives of adults. The need to improve on one's job, further knowledge or education, to improve social status, for socialization, mental improvement psychological capability, political orientation, religious improvement, awareness etc.It will motivate adult learners to participate in functional literacy programs. The functional adult learners can be a parents, workers, young adults etc. If these need that motivate them to participate in functional literacy programs; they can be satisfied in the aspect of growth and development for themselves and the society in which they live.

As it was point by CSA, (2007) the literate adult population of the Oromia region is too low (61.5% men and 29.5% women). There is also wide gap in the percentage between the illiterate adult population in urban areas and rural areas in the Oromia region. In spite of the Oromia regional government coming up with corrective measures to eradicate illiteracy in the region, illiteracy level and increasing functional adult literacy enrollment in the Oromia remains low with only few adult learners enrolled for the programs (OEB, 2006).

As it point out by CSA, (2007) in Oromia National regional state the data indicates that adults are suffering from series of illiteracy, particularly those who affected one from the adults of rural (OEB,2005). Implementation of functional adult literacy program is to blame with a number of problems. In relation to this, the national adult education strategy (2008), raised some basic issue of achieving effective implementation of functional adult literacy program, participating adult facilitators in curriculum development, content determination and in deciding the duration and schedule of the training and integrate with adults creative understanding in the program to make the learning experience participatory and relevant are among the limitations.

Although, international, a number of studies were conducted to discuss and determined how to make adult education relevant, effective and practically useful, for instance, research conduct in south East Asian countries is to indicate a significant proportion of their populations below functional level of literacy skill (OECD, 1997). In Africa, for example in Kenya findings reveled

that attendance rate for adult learners have been very low, the learners are not subjected to full time schooling, attendance rates were higher for females than for males (Kamau,2011). However, there are few studies that are conducted in Ethiopia, in relation to the implementation of adult literacy program. For instance, Mulugeta (2002) revealed several implementation constraints of adult literacy program like high illiteracy level, high dropout rate of literacy participants, learners' unwillingness to participate in the literacy program. Based on this, the same authors concludes that the adult literacy program as being nominal and completely left only to the education sector.

As an experienced teacher in the study area about a decade, the researcher has heard some complaints that made about the implementation of functional adult literacy programs. However, these factors did not revealed by any international and local studies of above mentioned. The need for vast intellectual research, the implementation of functional adult literacy program is newly introduced one and to validate the reports made regarding the FAL Implementation in the Special Zone of Oromia around Finfine. This strike a question to the researchers' mind on the implementation of functional adult literacy programs .It is such a situation that initiates the researcher to conduct a study on the implementation of functional adult literacy program in the special Zone of Oromia around Finfine. Thus, the study attempts to find out to what extent the implementation of FAL is being implemented in the special Zone of Oromia around Finfine and what challenges are encountered while implementing it by raising the following basic research questions:

1. What does the implementation of functional adult literacy programs looks like in the special Zone of Oromia around Finfine?
2. What are the factors affecting the implementation of FAL in the special Zone of Oromia around Finfine
3. What would be the intervention strategies for implementation of FAL in special Zone of Oromia around Finfine?

1.3. Objectives of the Study

1.3.1 General Objective of the Study

The study was to examine the implementation of functional adult literacy program in the special Zone of Oromia around Finfine

1.3.2. Specific Objectives the Study

1. To examine the implementation of functional adult literacy program what its look like in the special Zone of Oromia around Finfine.
2. To find out the major factors affecting the implementation of functional adult literacy program in the special Zone of Oromia around Finfine.
3. To suggest some intervention strategies for the implementation of FAL in the special Zone of Oromia around Finfine.

1.4. Significance of the Study

The significance of the study has practical and theoretical implication .The significance of the practical dimension of the study upon the implementation of functional adult literacy program. They also know to what extent functional adult literacy program is implemented. Thus; mostly the research benefits the special Zone of Oromia around Finfine and Woredas education office theoretical and practical.

It gives clues about how problems are solved concerning the implementation of FAL in the Oromia region in general and particularly in the special Zone of Oromia around Finfine. It will be indicator setting that identifies possibility and challenge to employ illiterate people in the functional adult literacy program .May serve as good input for policy makers to set the strategy how to engage illiterate people with functional adult literacy program .It will contribute a lot to a good understanding about the examining of the existing implementation of functional adult literacy education program on the commitment of illiterate adult in the special Zone of Oromia around Finfine. It helps the Zone education office to design and implement the policies to

improve the implementation of functional adult literacy and the quality of training by changing the attitude of adults towards learning and implementing the policy and strategies of FAL

1.5. Delimitation of the Study

The research was delimited in both content wise and geographically. Regarding to content, this research was delimited on assessing the implementation of functional adult literacy program in the special Zone of Oromia around Finfine. The research was assessed on focusing the following implementation variables participation of adults, characteristics of adult, role of the stake holders, instructional methodology and the availability of teaching materials. The study will be delimited to investigate the implementation of functional adult literacy program in special zone of Oromia around Finfine. Geographically the scope of this study was delimited to 19 functional adult literacy centers of special Zone of Oromia around Finfine. However, the findings could not be generalized to other functional adult literacy centers because the implementation of functional adult literacy program may vary from one Zone to another.

1.6. Limitations of the Study

As mentioned in the delimitation part, the study focuses on the implementation of functional adult literacy program in the special Zone of Oromia around Finfine. Thus, because the study is restricted in a single Zone, the conclusion and recommendations might have weakness to have application in other Zones of the region. Poor documentation and unavailability of the required data at the FAL centers, nonetheless, limited him to analyze only the number of learners enrolled at the beginning of the 2007 Ethiopian academic year and available until April 2007. Besides, although the adult literacy program and training strategy consists of various education and training activities for different age groups, this study particularizes mainly on the functional adults' literacy program.

1.7. Operational Definitions of Key Terms

For the purpose of this study the key concepts used are defined below

Adult literacy: the training of adults to meet independently the reading and writing demands placed on them.

Adult facilitators: one who is concerned in teaching of adults or in the organization and administration of adult education?

Adult learners: mature individuals who participate in a learning situation that will learn in non-formal type of education.

Functional illiteracy: is contrast with illiteracy in the severe sense, meaning the enable read or write simple sentences in any language.

Functional adult literacy: is a practical competence in reading writing to expect to literate people.

Implementation of FAL: put in practices take in fulfilling adults' requirement pressure facilitation learning setting, collaborations, and areas of promotion or change of adult learners.

Intervention strategy: is a program used in place of conventional adult illiteracy education and for effective implementation of adult literacy program.

Literacy: refers to the ability to read and write with understanding, as well as to make simple arithmetical calculations (numeracy).

Literacy programs: it refers to the programs planned to enhance the skills, and development. It is also systematic planned activities intended to equip and individual participants to become skillful in the ability to read, write and compute to an appreciable.

1.8. Organization of the Paper

The research report has five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature on the field of FAL. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four gives the presentation, analyses and interpretation of the research. Finally, Chapter five summarizes the main Findings, Conclusions and Recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. The Concept of Functional Adult Literacy

According toFriedrich (2008) functional adult literacy has different meanings that may go beyond the simple term of practice in which adults connect in organized and permanent knowledge show in order to increase new forms of information, skill, attitude, or values .It can mean that any form of learning that adults learn in varies forms. (Justin, 2009) defined functional adult literacy is often used interchangeably with other viewpoint such as literacy, adult basic education, long life learning, continuing education and non-formal education. Functional Adult Literacy can generally speaking been considered as being a so called functional adult literacy technique. It has its origin in the life experience of the learners and learning is not restricted to simple reading, writing and numeracy skills, but it also includes the analysis of life related functions (Sinafikish, 2010).

In the same way, both Friedrich (2008) and MoE (2008) define functional adult literacy as commonly referring to any form of learning assumed to have an adequate skill for adult outside the formal schooling system. The main targets are specifically defined as youth (both girls and boys over 15 years of age), as well as women and men, generally poor or socially disadvantaged groups of people. Although literacy continues to be at its spirit and also it includesproblem-solving and life skills, and other knowledge. Moreover, Bazira, (2014) definedfunctional adult literacy (FAL) as an approach designed to express understanding, writing and numeracy skills among adults side by side with other functional knowledge and skills in agriculture, health and other livelihood activities. For example in South Africa, functional adult literacy learners, who have dropped out of school before acquiring adequate literacy and numeracy skills and for those learners who have never attended formal educational training.

From the definition stated above, it is possible to generalize that functional literacy serve as an alternative for those who lack the opportunity to gain access to formal school. Planned outside the formal education structures, systematically organized and has selected contents provide education for adults. In languages with regular spelling, functional illiteracy is usually defined simply as reading too deliberate for practical use, inability to effectively use dictionaries and

written manuals (Justin, 2009). They also serve as an extension of informal learning for those who need additional skill for productive service or who become self-employed, as well as a means of improving the ability of those already skilled. Hence, functional adult literacy imitate a specific point of view about learning and teaching based on the theory that adults can and desire to learn, that they are able and ready to take accountability for that learning, and that the learning itself should respond to their need (MoE,2008).

Regarding the importance of functional adult literacy, Wlodkowski, (1993) generalized that functional literacy development support communication; and it should improve the participation of communities in the national development and poverty reduction strategies. Moreover, the realization of this concept will make adults more productive and self-reliant. The functional adult literacy program shall specifically address human right that should be neglected from development of the country.

2.2. Importance of Functional Adult Literacy

According to Vinogradov (2001) the functional adult literacy will enhance the participation of communities in the national development and poverty reduction approach. Moreover, the understanding of this concept will make adults more productive and self-reliant. It is now widely acknowledge that growth will not decrease poverty but for poor people are able to forcefully participate in it (ESDP IV). Such participation can become effective to a large extent all the way through functional adult literacy program to which they belong, develop their abilities, development and participation in balanced and independent social, economic and making attempt to achieve skill (DVV, 2008). While little functional adult literacy, research has been carry out purposively paying attention on learner in functional adult literacy program, the possibility of targeting functional adult literacy program on the learner has enormous importance (Akroyd, 2003).

The purpose of the implementation of FALP is activities, quality training to enhance personal capacities, workers teaching and treatment. These functions are reflected in the programs implemented by strategic plan. Adult take delivery of course and practice training in; life skills,

awareness on issues related to health, family planning, environmental protection and elements of civic education for the development of the population of the learners; occupational skills enhanced towards better employment and adding value to local resources; business skills to handle cost-effective occupations, micro credits and participation in economic life (UNESCO 2004).

As Rutherford (2004) suggest, functional adult literacy programs provide ready access to populations with low functional adult literacy, and both facilitators and learner from these programs can be engaged in the strategic development work that must take place to address fully related needs of this target group (Justin, 2009). Thus, concerning learner in functional adult literacy program in education two-faced on improving policy for working with less literate adults could provide important approaching with suggestion for the life outcomes of functional adult literacy learner and other adults who face similar literacy challenges.

The objective of functional adult education is to provide basic skills to adults deprived of the right to formal schooling. It is aimed at enabling the adult gain basic reading, writing, and computing skills and basic functional knowledge in their live hood. The number of adults participated in this program in the Oromia national state in the past five years was increased from 418, 435 to 484,900. Among the reasons presuppose preserve sustainability of this functional adult education program with respect to adult, is the fact that educated adults most likely are interested to send their children to schools (OEB, 2005).

Related to this Mamo (2005) and Papen (2005) state that all functional adult learner, believe that functional adult education will convey about improvement of individual who will stay central to all learners. To construct this range of country, there is require for the people to be knowledgeable because no nation can be well-built with a vast majority of their people being unskilled and living in lack of knowledge. It includes the ability to use those skills to solve problem in daily life (Fasokun, 2005).When people are functional literate, they will think on being self-dependent and thus make source of income that will raise them and also one of the most important of the Ethiopian national development strategy to build integrated, powerful and dependent state of life (MoE, 2008).

Functional adult literacy is linked to modernization through the concept of capital in human resources. Literacy is also used as a tool to organize and allow people to understand the causes of their oppression and to act in order to change their circumstance (John, 2007). However, literacy may not automatically lead to development or economic improvement on a national or individual level, but it helps when related to other structural changes in the wider society.

A research showed in Latin America has carried out up to now is not satisfactory. However, literature seems to establish a few general principles for concerning adult education with the world of work. The widely accepted principle that functional adult learning must be able to react to the problems of adults face and must offer elements for their solution has to be made equipped. According to Schmelkes andStreet (1990), there are four promising ways of linking functional adult education with the solution of feel and critical problems:

One possibility is to define a problem to be solved with a certain group offunctional literate adults, and to educationally accompany its collective solution. Another route is to carry out adult education activities where development and transformation processes are on-going. A third possibility is for functional adult education to give support to specific productive or welfare projects (Wlodkowski, 1993). Many problems can be solved directly through the actions of the literate adults. Adult education must recognize the existence of adult acting or potential agents in non -government instances or in social associations or organizations (persons working in health, agricultural extension). The responsibility of adult education can be either to join them or to train them.

2.3. Functional Adult Literacy and Learning

According to Knowles et al. (2005) offers functional adult learning encompass of all educational process what the content, level or method whether formal or informal as well as learner. To a certain extent, both the content of the lessons and the methods in which literacy and numeracy are learned should enable learners to gain the confidence and ability to participate actively in decision-making on matters that affect them. For examplePhipps, Prieto and Ndinguri (2013) states that in India mass literacy programs showed that literacy by itself had no meaning or

relevance for those with who worked those who were on the border of urban life, dehumanized by the physical and material existence widespread in situation of poverty.

Functional adult literacy program is one of the major components' of the adult and continuing education subsector of school youth aged 15 years and above, who are drop out of school before attain sustainable education. It is now widely acknowledge that growth will not decrease poverty but for poor people who are not able to strongly participate in it (Teshome, 1978).Such participation can become effective to a large extent all the way through functional adult literacy learner to which they belong, develop their abilities, development and participation in balanced and independent social, economic making attempt to achieve functional literacy (IIZ/DVV, 2000). Supporting this idea Mimeo (1990), Katahoire (2001) indicate, functional adult learners as the society why they need to be functionally made to see the importance of practical literacy. It contributes to productive in the form of high quantity and quality products and services, as well as to maintenance objectives of low absence and income.

A strategic structure is created with a functional adult education strategy encourages adults to be literate. Functional adult literacy provides street for change in people, district, civilization and state of affairs at large. Accordingly, John (2007) describes that functional adults have the ability to change a conditions and it has been a source as long as opportunity to go higher in the chain of development.As Titmus (1998) indicates being functional literate will be educational development, supplement knowledge, improve technical or professional qualification or turn them in a new direction and bring changes (Spencer, 2006). The change may be in attitudes or behavior in personal for functional adult education, which is part of ESDP IV. It can combine the condition of literacy and numeracy skills.

2.4. Model for Learning and Teaching Cycle of Adults

Bazira, (2014), pointed out that in teaching adults; facilitator plays the role of transmission way of life which is the society's accumulated knowledge over time. Since what adults are educated depends on their needs (Rogers & Kramer, 2008).The facilitators are faced by problems in selecting the content to be express because of the diverse needs of learners. Example facilitators

are able to integrate professional knowledge (subject matter &pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics &reflective capacity). The model is significant since it shows how adults learn and the role of the facilitator infunctional adult literacy programs'. The learning cycle in an adult learning situation is captured in figure1 Learning cycle in functional adult learning

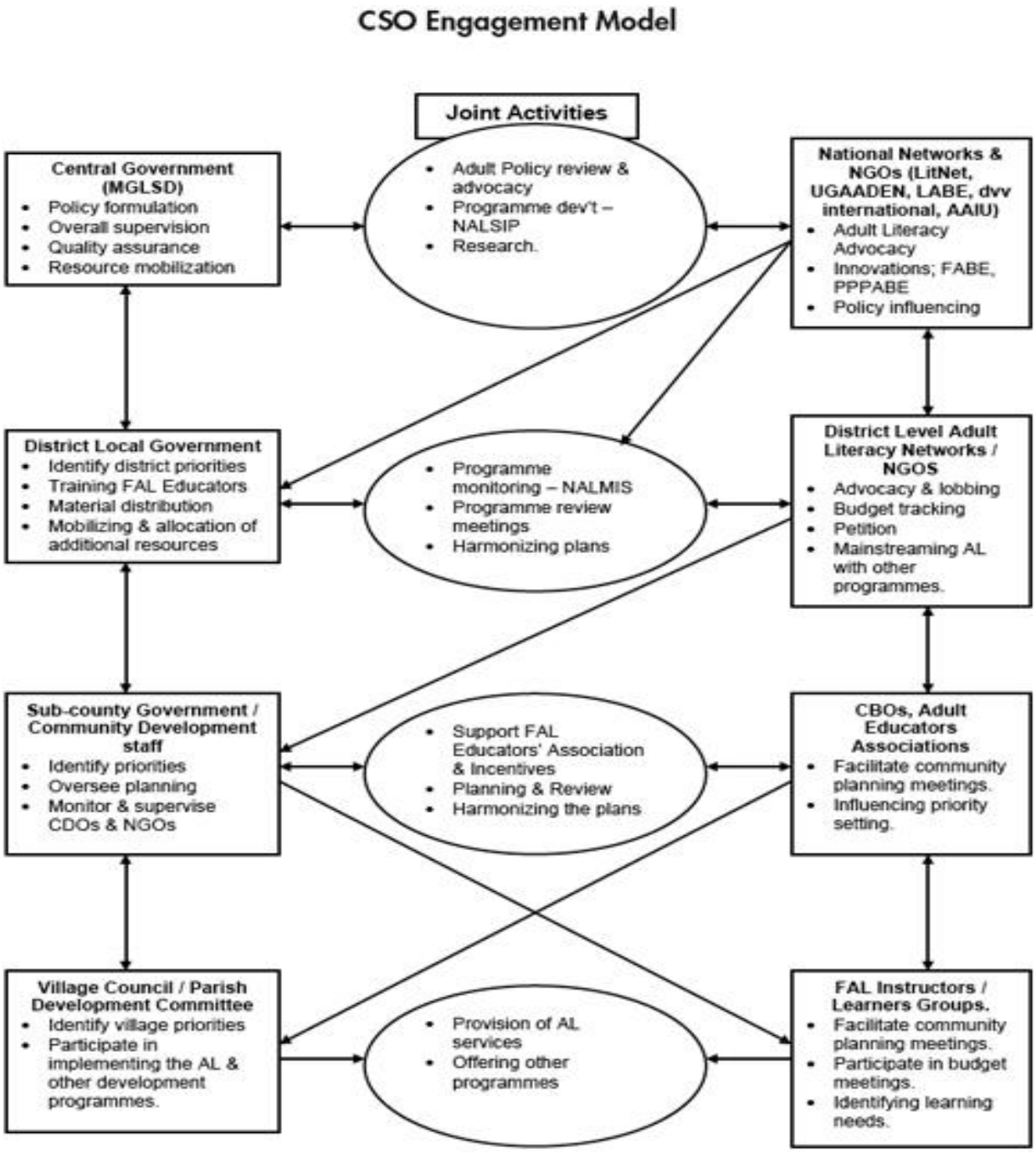

Figure 1. CSO Engagement Model

Source: Bazira, (2014).

2.5. Implementation of Functional Adult Literacy Program in African Countries

African countries were under colonial role before the 1960's. Thus, when countries got their independence after years of struggle, large percentage of the population has been illiterate and poverty had been over whelmed these countries. The literacy rates in Africa vary significantly between countries. The highest registered literacy rate in the region is in Equatorial Guineaand Inferior youth in sub-Saharan Africa have smaller amount learning chance to become literate balance with comfortable relations. They often must leave school because of being needed at home to farm or care for child (Okech, 2004).

This direction targeted policy makers and staff of local governments and NGOS at district and sub-county level to ensure that functional adult literacy was identified as a main concern under the local government development plans. It was found that most local government policy makers were not aware of the need for functional adult literacy and its benefits to community development (Olateju, 2010).The characteristics of functional illiteracy vary from one society to another, as some cultures require better reading and writing skills than others.

Still, a number of participatory assessment reports indicated that most communities where ranking illiteracy and lack of knowledge as among the key causes of poverty. The condition and encouragement meeting were followed by joint reviews and planning session at different levels (station to district) involving district planners, local councilors, chairperson, policy makers, agriculture extension staff, community members/learners and facilitators. As Okech (2001), stated the illiterate are to a great extent poor, hungry, sick and powerless. To overcome all these problems governments took direction targeted to policy makers and adult literacy program as their best solution (Katahoire, 2001).

According to recent research UNESCO ,UNDP and world bank reports ,this rate is the lowest in east Africa and Uganda are the countries unlikely to meet the millennium development goal target of illiteracy by 2015 ,despite government commitments in the national functional adult literacy strategic plan at 77%,the rate for men is much higher than the one for their women counter parts ,which stands at only 54% (Archer, 2005) .

In Uganda, in 2000, 5.5 million women were illiterate, although Uganda and Nigeria are two African countries and the implementation of the functional literacy program varies from one country to the other depending on the general condition and the availability of resources in each country. Hence, a short summary of the functional adult literacy program implementation in both Uganda and Nigeria is stated in the coming few pages of this study.

2.5.1. Functional Adult Literacy Program in Uganda

Uganda is one of the East African countries that practiced the functional adult literacy program after independence and achieved results that could be mentioned as model for other African nations and developing countries in general (Okech, 2001).Functional adult literacy (FAL) in Uganda is an approach designed to impart reading, writing and numeracy skills among adults (Bazira,2014). Although functional adult literacy in Uganda has diverse meanings, it is however, recognized by UNESCO as a key component and a foundation for adult and lifelong learning. By 2001 about 6.9 million adults in Uganda were non-literate, constituting a 35 % illiteracy rate.

The national adult literacy strategic be appropriate plan aims to expand the government functional adult literacy activities and increase the literacy work of NGO by having a provision of working With other stakeholders in FAL towards lifelong learning (Cula, 2000). The Ugandan government first launched a mass literacy campaign in 1964. The campaign was available in 22 languages, with a primary reader, and a text for further reading, available in each language. In 1966, under the guidance of UNESCO, the notion of functional adult literacy was first introduced to these programs (MGLSD, 2007). However, this change did not make a significant idea, since the necessary adaptations could not easily be merging onto existing materials published in 1964. By the time Amen's government was overthrown in 1979, Ugandan literacy programs had completely lost steam, and there was very little government provision for adult literacy.

In 1992, the government launched the integrated FAL education direct development. As Teresa, Alice, Nididde & John (2001) states the new initiative adopted the principles of functional literacy which UNESCO had attempted to install in 1966, and so literacy programs were

designed to link people's education to their everyday lives and their needs. Early judgment of these programs showed positive signs of interest from participants, with many classes beginning outside of the pilot area as a result of intense demand (MGLSD, 2007).

In 1997 showed program developed into the functional adult literacy (FAL) programs, which was to be implemented across the country.The plan assign to achieving 50% improvement in levels of functional adult literacy by 2007 and recognize the potential opportunities offered by the diversity of different Organizations. One of the associate CSOs specifically mentioned in the Government Strategic investment Plan. Under literacy providing agencies, it is stated, there are two major national level of functional adult Literacy training NGOs –literacy of adult basic education and Reflect Coordination Unit (RCU) of Action Aid.

Furthermore Government also in 2004 developed Guidelines on implementation of Functional Adult Literacy (FAL). These guidelines look at both the management and the quality assurance and standardization aspects. The guidelines were expected to yield the following benefits: Capacity of stakeholders to implement and manage FAL at different levels enhanced, Quality FAL materials standardized, organized and continuous assessment of adult learners ensured, mechanisms for networking and collaboration among stakeholders strengthened and Transparency and accountability improved.

The adult learners and the community members make mainly non-financial contributions to the FAL learning program, such as the learning place, learning aids, demonstration sites, and sharing their expertise with fellow adult learners. The adult learners were encouraged to participate in planning and advocating for the FAL programs at community and community level (Schultz & Prinsloo, 2001).

The study found that adults viewed functional adult literacy education as playing an important role in their empowerment and in reducing their lack of knowledge and poverty. When asked, they noted a number of benefits. These included reading, writing and numeracy skills and other useful knowledge and skills acquired (Justin, 2009). Such commonly acquire learning or skills included: how to control pest crops; how to improve sanitation and hygiene at the household

level (use of waste pits, boiling water, use of latrines); the care and nutrition of children (breastfeeding, a balanced diet, immunization); and modern farming methods. The study concluded that functional literacy had given adults both useful learning and self-confidence.

2.5.2. Functional Adult Literacy in Nigeria

Nigeriais located in the western part of Africa. It has been under the colonization of British for centuries. In the 20 th centuries, deliberate efforts were made by the British colonial government to provide some adult education in Nigeria. In its 1925 communication on Education Policy in British Tropical Africa, the British Colonial Office suggested the implementation of an adult education programmed in African countries. Actual implementation of adult education in Nigeria started in 1944 (Omebe, 2009) and by 1946 a national literacy programmed was well under way, although due to poor implementation it had limited success. Literacy efforts in Nigeria received improvement when UNESCO supported the establishment of Adult Literacy Institute in Ibadan in 1965. In 1971 the Nigerian National Council for Adult Education(NNCAE**)** was set up, becoming a voice for adult education practice in Nigeria. But, the great majority of the people of Nigeria hadn't been beneficiary from the program. As a consequence at least 84% men and 69% women were illiterate between the periods 1995-2004. Thus, it was to educate the illiterate population and to reach the stage of development, adult education to use the media, especially the radio, to reach the country's 60 million adults were literates.

However, the weakness of the Nigeria literacy campaign were exposed in the research of Egonu (1987) as a major weakness with these literacy campaigns is that they were not closely linked to adults working life or their basic needs for economic and social development and empowerment. Rather than provide adults with functional literacy skills, which would have motivated constructive future perspectives, the programs were reduced to Functional adult literacy, which failed to provide them with knowledge for self-fulfillment and improved living standards (MGLSD, 2007). This approach was less attractive to functional adult learners and thus discourages some from participating in literacy training programs. It was in this context that the adult literacy initiated the Functional adult Literacy program to advance the development of literacy and livelihoods skills among adults (Ugwoegbu, 2003).

Aims and Objectives of Implementation of Functional Adult Literacy in Nigeria:Improve learners functional literacy skills based on their livelihood or business, activities, Enhance the practicality of learners income-generating activities through improved functional literacy skills, Provide learners with appropriate knowledge for self-fulfillment, poverty alleviation and improved living standards, Enhance the social networking capacity of program participants, promote community development, promote child attendance in school by raising parental awareness of the importance of education and promote the grassroots communities' involvement in national social, economic community and political activities

2.5.3. Functional Adult Literacy in Ethiopia

Adult literacy program in Ethiopia has carried out over the years has been recognized as an important element in the country's development process. The government has recognized the requirement of functional adult literacy program through various educational expenses set up to map out the way onward on matters of adult education (MoE, 2006) national report of development and the state of FAL.The expansion of a comprehensive adult education system is necessary to completing the learning range in Ethiopia, which is central to improving the quality of life of every citizen. To this end, the ministry of education published in 2008 the national adult education strategy (NAES) of which an incorporated approach to functional adult literacy (FAL) is a major focus of government's attention (MoE, 2008). At the same time, the programmed is institutionalized, implemented by and through the government structures. In supportof this idea Werkineh (2011) andHaftu, Hindaye, Gebre and Genet (2013) indicate that it works towards capability improvement of the regional governments and establish a parallel implementation system.

There have been several challenges at the side of the success implementation of functional literacy programs in Ethiopia. Gotly (2003) states some factors that affect the implementation of functional adult educations are lack of self-confidence, this learners find it hard to learn in a formal way again after being out of school for long time, fear of failure the dropout rate at level

was evidently, shortly before and after the first tests, lack of support from Woredas education office and kebele administrative boards. According to (Genet,2009) problems in production when learners are attending classes and transport problems, if learners are not on site delay of materials, receiving learning materials on time, lack of resources and the use of the resource centre, books are not relevant to the level of adult education learners.

The large number of providers is however not co-ordinate. In order to make sure that good practices are maintained in the provision of functional adult literacy program in accordance with the strategic plan. The strategic plan of adult education was consent to coordinate recommendation and regulate activities of the functional adult education (MoE, 2008). Since has the beginning of modern education has placed functional adult literacy on its development agenda as part of the country's general policy of bringing about accelerate and sustainable socio-economic development (Sinafikish, 2010).

In order to resolve the issue, the program began adult classes on their work places. These included teaching around their production area, but also not all covered topics which addressed adults' specific needs and areas of interest or influence, such as crop production, saving and lending, and family health and hygiene (Gotly,2003). The development of functional adult's literacy program significantly increased learner's participation. In addition, some beneficiaries and class facilitators found that adult's involvement in the program has increased their social status and visibility. FAL has further focused on adult's empowerment by serving as a forum to discuss of their livelihood.

As indicated in the national strategy document, adult education in general and functional adult literacy (FAL) in particular can contribute to the overall development of the country by helping people to have modern attitudes and skills which aid them in getting employment opportunity and employing themselves which in turn result in improving one's family income (Genet , 2009).In spite of the fact that one of the accepted implication of functional adult education is to encourage employability, adult literacy education reproduces the type of knowledge that has little to do with technical improvement and with changes taking place in the work place. It is not related with social and economic development processes (Ayalew, 2005). The expansion of a

comprehensive functional adult education system is essential to completing the learning diversity in Ethiopia, which is central to improving the quality of life of every Ethiopian.

The consideration included FAL will be defined in a strategic plan for adult education, which the ministry of education is developing 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 and cultural education (MoE,2010). Such an approach requires delivery by various governmental service providers in various situations and also makes sure that literacy skills progress is important to the learners. Many examples establishing such relationship already exist in Ethiopia for youth and adults that are based on market demand in specific localities and that are linked to integrated FAL activities and to income generating and business opportunities .More correlation however, must be built for learners who wish to right to use other activities accessible by various providers as they progress through the integrated FAL process Developed (OEB, 2006).

However, in the development of the country without human intervention lead to development or economic improvement on a national or individual level, but it helps when related to other structural changes in the wider society. Therefore functional adult literacy should not only lead to simply, universal essentials but to bring for service, enlarged efficiency, a greater contribution in national life and a better thoughtful of the adjacent world (Ayalew, 2005)**.**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 implemented FAL. MOE in ESDP-III, (2006) states, that the government alone cannot provide enough financial or human resources for the implementation of the program and hence there is a need to get support from other stakeholders. In relation to this, Development general strategic guide on implementation of the FALP, facilitate development partners assistances to REBS of the FAL, Provide particular practical and qualified assistances to emerging regions, Decreasing distances among the school and community, develop strategy to use formal schools for a functional adult literacy programs establish regular experiences sharing forum, increase enrollment from 30% to 50% as per EFA goals

2.6. Teaching and Learning Resources for Functional Adult Literacy Programs

Adults enter the classroom situation with knowledge and understanding that may perhaps also help or get in the way of their experiences. Greenberg and et al (2002) identifies that shortage of resources as a challenge to learning of functional adult literacy program. A research finding on the situation of functional adult literacy in Turkey recognized that lack of human power and resource was a major challenging to successful implementation of functional adult literacy (Nohl &Sayılan, 2004). While it is true that some functional adult educators come from primary schools to teach adults, within a condition of functional adult group and a wider curriculum, these are on the whole, especially in developing country perspective.

Darkenwald (1986) implies thatto be able to apply effective combinations of strategies of functional adult literacy educators, have a good awareness and knowledge of the resources available to them. Leslie and Allen (1999) support this theory, relating functional adult literacy facilitators, frequently called volunteers and the formal school teacher serve as facilitators. The difference is recognized widely in some countries educators with a diploma work in formal basic education programs, while voluntary teacher work in open mass programs of adult education and in Syria, literacy activities are continue by competent as well as by voluntary facilitators (Smith, Hofer, Gillespies, Solomon & Rowe, 2003). Challenge in the implementation of functional adult literacy program. It is difficult for the Functional adult literacy programs need adequate resources while governments especially in poor countries tend to supply for the FALP, thus challenges the programs with supply of facilitators, equipment and materials. Inadequate resource allocations by the government affect the wages of the full-time facilitators thus de-motivating them Rutherford, (2004) & Papen, (2005). Effective learning process need resource to be accessible, adequate and appropriate infrastructure put in place that is conducive for the learners. Facilitators of functional adult literacy may not be adequately equipped for the functional adult literacy in terms of how much there is for them to know methods of teaching (Kristen, 2009).

Teaching is difficult task without certain teaching materials and aids. For instance, Books, charts, drawings, tools etc all constitute teaching aids. They must be there, because as John Dewey

posited, learning is easily done by doing. According to Omabe (2009), instructional materials help the teacher to increase his students learning experiences as learner trained with materials, they become familiar with the real life of functional adults literacy. An investigation into the use of instructional materials in adult education in different social status of the country showed that government has not done much in the provision of teaching materials and the teachers employed to teach these adults do not improve materials to teach their subject. For example(Kristen, 2009 &Comings, 2003) suggested that a resource material, which illustrates a set of principles and procedures and which can be used and adapted in the development of relevant materials meeting local training needs by adult functional adult learners. It would be not feasible to develop standard literacy lesson materials for all of the functional adult literacy centers of the region.

It similar in Ethiopia, funding is a big problem to set to the right resources for training teachers, buildings, equipment and materials for functional adult literacy program. The absence of clear cut, specific objectives of the teaching learning resource for functional adult literacy. lack of working closely with all stakeholders in the adult education strategy, it will develop learner centered curricula that enable adults to acquire the functional literacy skills closely related to their lives, their employment and desires of their functional literacy learners (MoE,2008). According to the MoE (2010) the government develops community mobilization strategies that can be adapted to meet the needs of different regions in order to take advantage of awareness, support and participation in functional adult literacy programs. This will involve connect the skills, knowledge and expertise of all stakeholders in adult education, especially the ministries who signed the adult education strategy communication of accepting, in order to develop appropriate curricula, train and support FAL facilitators and share innovation and good practice. Rogers and Kramer (2008) suggested the way throughout theteaching learning resource andobjectives are directed at the learners and facilitators. Thus the specific objectives of the teaching of functional adult literacy learners allow to:

Read materials necessary for the improvement of their daily lives, express their ideas logically both orally and in writing and be able to share such ideas with others, solve simple numerical calculations relevant to their daily lives, demonstrate positive attitude towards acquiring

knowledge and skills in reading, writing, numeracy and practical work ,demonstrate ability to identify and look for ways of solving the problems faced by the individual and community, actively participate in the socio-economic and cultural activities of the community, use the acquired interest and skills to continue learning on their own, demonstrate interest to take the program in the promotion of performance of norms, customs and laws that protect human rights and human self-respect without gender gap (Akroyd, 2003).

2.7. Teaching Methods of Functional Adult Literacy Program

Learning programs has a better chance of implementation when its learning methods are carefully considered .A teaching method is a strategy or approach that a trainer uses to deliver the content, so the trainers achieve the objectives (Greenberg etal., 2002).Selecting an appropriate and important step in teaching activity once the learning contents are recognized .It is also good to use a variety of a teaching methods is possibly, the most important step in training activity, the training content are identified. It is also better to use a variety of training methods and techniques for assigning in sequence to adult learners, but not all of these are equally suitable for all topics and all situations (Nohl & Sayılan, 2004).

AsAbraham (2000) suggests for the teaching of FAL, the curriculum should incorporate literacy and functional knowledge in accordance with a learner's daily living experiences, vocational interests and needs. In effect, it should help not only individuals but also the society to cope with problems. Therefore, it is important that the adopted curriculum be as flexible as possible. Today more than ever, functional adult learners need to inform their knowledge for skills improvement, job advancement and personal growth and understanding (Campbell, 2003). Career changes are common place, which means today's functional adult literacy must be able to acquire and incorporate new information.

They need to feel that whatever they learn is important and relevant to their lives, adults like to be self-directed and responsible for their learning, which is why functional, adult literacy learning is such an attractive option for knowledge sharing, the life experience of functional adult learners form the foundation of their learning environment, functional adult learners are

goal oriented and want the learning to be greatly defined with achievable goals, functional adult learners are more motivated to learn information directly related to their job or social life (Rutherford, 2004).

Any training or education program must understand these characteristics of functional adult learners in order to realize the program is structured around their needs. The strategies of FALPs used to teaching content and develop lessons skills were working well, but learners often continue to use these strategies (Campbell, 2003). In order to help learners improve and practice the methods they used to study and learn, it is important to teach them to use a systematic approach to learning, because the implementation of FALP is linked with the needs, interests and livelihood of the adults. This may result in better retention of literacy skills and hold the interest and attendance of participants longer than the mass literacy programs (Dighe, 2005). Functional adult literacy education could be provided using different approach.

2.7.1. Demonstration

Demonstration is a type of teaching process well suited for adult learning. It is a method where the experts demonstrate a particular topic with practical or field work or experiments. This method is most commonly engaged in skill training. In this approach, the facilitators shows the learners how specific procedures are assume and the student is expected to imitate the facilitators Phipps etAl. (2013) the demonstration is usually very skilled and the process appears to be easy. Knowles etAl. (2005)suggests that if a skill which is being taught is broken into fragment in the demonstration, the learner may be able to seize the concept more easily (Nohl &Sayılan, 2004). However, the same authors state that there is a threat of the teachers transmits their own inadequate skills to their learners. Demonstration technique is vital since it assists functional adult learners understanding and retention. It stimulates learner's interest and gives learners a model to follow. It must be accurate and appropriate to adult functional learners (Mauch, 2005).

2.7.2. Lecture Method

Lecture is generally described as a teacher-centre teaching method involving one-way communication procedure. Millard, Falland Woods (2010) indicates that lectures were invented before the printing press evolved in order to passes on information and knowledge to others. It started as a formal discourse wherein a leaned person exposed the complexities of a topic or subject to motivated learners (Wlodkowski, 1993). This method keeps the group together on the same point and therefore none of the learners lag behind. On the other hand it can be boring if used for too long without learner's participation. The problems to this method are that it is difficult to measure whether there is any learning and maintenance of learnt materials. It is thus a method that should be used carefully.

2.7.3. Guided Discussion

As Smith etAl. (2003)the discussion method can utilize the experience resources of adults to make learning faster. Adult learners express their ideas, views and hence learning takes place through discussion and this is not only enjoyable but more permanent. The method keeps learners interested and involved. Learner'sresources can be discovered and shared during learning. Group members participate in discussions as equals within the study group. This method enhances human relations, self-awareness and creates a willingness to consider new ideas.

2.7.4. Role Play

This method of teaching enhances retention and allows practice of new skills in a controlled environment. The learners are actively involved in the lesson. It however requires a lot of time to prepare and may be difficult to tailor to all learnerssituations. Enough class-time for exercise completion and feedback is required. According to Fasokun (2005), role play focuses attention on a single problem at a time and learners deal with it themselves. Learners get an opportunity to experiment with new behavior and become vocal. It does not require much preparation or money.

2.7.5. Brainstorming

According to bargain, Nohl and Sayılan (2004) this method is an idea inventory. It is an intensive discussion circumstances in which the quantity of ideas produced or potential solutions offered to problems is more important than the quality. In using this method, group members are not allowed to criticize any of the ideas put forward, or offer solution during brainstorming. Comings (2003) states the ideas are then analyzed by the group at the end of an agreed period to reach a consensus, offer potential courses of actions and offer solutions to the problems under analysis. Vinogradov (2001) states that work in small groups to suggest classroom activities. For example few of these principles:concrete activities facilitate understanding and learning, visual aids help these learners learn, connecting the classroom to real life is important, physical movement helps students adapt to the school setting and encourages participation, connecting oral language to written language is crucial, integrate technology in instruction is beneficial for learning and future employment.

2.7.6. Projects and Case Studies

As Esteves (2004) Projects and case studies are some of the teaching and learning methods used to teach adults. This method requires active learner participation and can stimulate performance required during learning. In this method, information should be precise and kept up-to-date. However, they are found to be difficult in cases where assessment is required since points are usually awarded to individual (Knowles et al., 2005). Projects are a form of practical adult education studies in which the learners may want to use the results later in life Case studies are similar to projects but the groups may seek to focus upon a specific occurrence and in this case in point it may integrate a multi-discipline perspective (Thaung & Lynd,2003).Together with teaching methods and approaches, suggests that approaches to teaching adults should take motivation at the bottom of learner'sinterest so that the learner can enjoy and participate actively in the lesson.

2.8. Problems and Possible Solutions in FALP

Functional literacy skill training is central to socio-economic development. The implementation of literacy and employment skills training programs depends on the active involvement of various stakeholders, including academics, learners, the government, NGOS, and civil society. Functional literacy as mentioned above, such participation can become effective to a large extent all the way through functional adult literacy to which they belong, develop their abilities, development and participation in balanced and independent social, economic and making attempt to achieve functional adult literacy (DVV, 2008). Even though functional adult literacy contributes for development and also there are various problems that take place in the implementation of the program.furthermore, government has been unsuccessful to conduct a baseline study of what functional adults and what does not; what livelihood activities most people are engaged in and what they wish to learn in order to enhance their livelihoods.Among problems identified from different literacy programs, some are (MoE, 2010) mentioned as: Lack of clear-cut implementation guidelines to enhance promotion of learners from FALP centers to formal schools. Lack of program-specific curricula materials and trained and well paid facilitators, severely at government-implemented FALP centers, inhibited the implementation practices of the FALP. As a solution to the above listed and other related problems in functional literacy programs, different recommendations and resolutions were suggested and passed in seminars and workshops organized at different time and places. Along with these David (2001) summarized few of them into the following points: there is a need for curriculum reform at all levels of learning, as well as customized functional literacy materials to enhance the learning process. For functional adult literacy and skills training programs to be effective, the learning process should be determined by the learners' requirements, existing livelihood activities and general preferences. Accordingly, learners should be actively involved in the development and implementation of literacy programs.

2.9. Literacy Facilitator's Selection and Training

Adult education teacher are known by different names by different authors. They are sometimes called facilitators, adult educators, and motivators. Ani (2003) defined an adult education facilitators are those who help an adult or adults to be trained anything useful to them. Their educational levels thus vary widely. Some of them are those who have passed through FALP themselves and have no formal schooling (Rashid& Rahman, 2004). Others have between five and ten years of primary school only, but there are signs that facilitators are being recruited with higher educational levels than in the past. Some are already trained and qualified teachers in other regular education; some are students still in formal education (Esteves, 2004).

In Turkey, It is assumed by the Ministry of education that, facilitators know how to teach literacy anyway and that it isn't of high priority to give these facilitators additional training. Nonetheless, there is a training program for volunteers who want to give adult literacy teaching (Nohl & Sayılan, 2004). The program for literacy educators envisage 50 hours' training in which the volunteers learn general features of education, the Turkish education system, and adult literacy. But the focus lies on the method and practice of adult literacy teaching. As indicated by (Rogers & Kramer, 2008) most adult literacy programs in poor countries do not have the resources to train for more than two weeks. In this amount of time, teachers cannot be exposed to the entire curriculum or taught to be effective in learning practice.

The implementation of FAL association in Mozambique was not carried out in mass literacy campaign approach, which is similar to Uganda. Rather it was a selective priority approach that was planned for identified selection of facilitators. The facilitators selected to attend literacy education in the first national literacy campaign were members of the army, state firms, factories and cooperatives and literacy facilitators for centers of organized production units.

In the literature, Teresa et al. (2004) cite the importance of having skilled facilitators and qualifications to support the learning process. This requirement is particularly important for the motivation and progress of learners. If facilitators are not skilled, they will not be adequately

equipped to support the needs of functional adult learners which are sometimes more challenging than the needs of younger school-going learners.

Qualities of Adult Education facilitators, there are certain qualities which adult education instructors are expected to possess. These qualities of the instructors help him to function as an effective adult educator. Ani (2003) and Ugwoegbu (2003) listed some of the qualities that an adult educator must possess. The adult educator must be very skilled and experienced in theory and practice of adult education. He must have a good grasp of the subject adult education. He should be very knowledgeable in adult education and also capable of practicing it. They must understand what the adult learners need and be able to provide the need to the adult learners. The adult educator must understand those things that motivated the adult learners to participate in any learning programmers. Have the ability to take adequate measures for effective evaluation of adults with the above qualities of the adult education instructors, if they are not motivated, they cannot motivate the adult learners and this will equally affect their teachings.

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CHAPTER THREE: RESEARCH DESIGN AND METHODS OF THE STUDY

3.1. Research Design

The adult educator must be very skilled and experienced in theory and practice of adult education. He must have a good grasp of the subject adult education. He should be very knowledgeable in adult education and also capable of practicing it. They must understand what the adult learners need and be able to provide the need to the adult learners. The adult educator must understand those things that motivated the adult learners to participate in any learning programmers. Have the ability to take adequate measures for effective evaluation of adults with the above qualities of the adult education instructors, if they are not motivated, they cannot motivate the adult learners and this will equally affect their teachings.This study used a cross-sectional surveydesign.This design was preferred because it provides the opportunity to describeexisting practices to determine the current status of the population under study with regard to one or more of the studied variables. The usefulness of this design was justified in terms of collecting extensive quantifiable data from a large sample of respondents within a short period of time.

3.2. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, both quantitative and qualitative data were required to assess the implementation of FALP in the special Zone of Oromia around Finfine. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview was employed. Interview facilitates to have or to get in-depth data on the implementation of functional adult literacy program. Furthermore, the qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell & Planoclark, 2007).

3.3. Source of Data

In this study, both primary and secondary source of data were used. With respect to primary data learners, facilitators and their representatives at all the Woredas education office and Zone education office and their respective lower agents were included in filling out close-ended questionnaire and participating in interview.Regarding secondary data sources, relevant information was also collected from locally available policy documents, reports and written materials.

3.4. Target Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). Therefore, the target population in this research were all participants and facilitators of FALP of the special Zone of Oromia around Finfine.

3.5. Sample Size and Sampling Techniques

Special Zone of Oromia around Finfine is divided into 6 Woredas and 2 town administrations. In each Woreda there is an education office that has the responsibility to organize and facilitate all functional adult education activities. Besides, at the Woreda level, there was the FALP Committee, which has 9 members. This committee was established in accordance to the guidelines stated in the strategy document of MoE 2008 and has responsible to coordinate the FALP and training program at the Woreda level. Among 6 Woredas and 2 town administration of the Zone, 3 samples were selected using simple random sampling method. These Woredas were: Wolmera, Mullo and Bark. Among literacy centers established in these Woredas, taking the time factor in to consideration, only 19 literacy centers were again selected using simple random sampling method. From each literacy center 7 learners were selected using availability sampling technique. This makes the total number of sample literacy learners to be 133 adults. Furthermore, from each literacy center, 133 adult literacy participants (83 Male and 50 Female) who are in level two and three were selected. In addition, 38 literacy facilitators (28 Male and 10 Female) were selected from the corresponding FAL centers, and 12 members of the coordinating

committee were also selected forinterviewee from Zone education office (2 Males and 1 Females) and Woreda education office (7 Male and 2 Female). Hence, the total numbers of the samplesparticipants in the study were: 12 Woredas & Zone education office FALP coordinating committee members, 38 literacy center facilitators/Adult literacy teachers' and 133 adult literacy participants. Moreover, an attempt was made to make respondents to be representative of the male and female population.

The rational for selecting level two and level three participants is that these participants had adequate literacy skills (reading and writing) that enabled them to understand and respond freely to questions incorporated in the questionnaire. This study did not include Level one participant as the learners in this level were assued to have low ability of understanding and writing skills. . 12Twelve Education officials at the Zone and Woredalevels and FAL coordinators were selected usingpurposive sampling technique. FALP facilitators (2 per each center) were selected using availability sampling techniquebecause the number of facilitators available at all the FALP was small and varies from center to centers. The researcher believed that they were responsible bodies to the implementation of FAL, and they have sufficient data from each selected FAL centers.

3.6. Instruments of Data Collection

The research instruments used in the study were questionnaires, interview and document analysis. The items in the questionnaires and interview schedule were performing by the study objective and research questions.

3.6.1. Questionnaires

The main purposes of the questionnaires were to gather quantitativedata regardingthe impeding and facilitating factors for adult participations in FAL centers. Theitems in the questionnaire were set for FALP facilitators in light of the literature review. All the questionnaires were prepared primary in English Language and then translated to Afan Oromo Language as the researcher believed that all the respondents were able to understand the questions as presented in

the vernacular language instead. In each questionnaire, the researcher preparedboth close-ended and open-ended questions. Each type of questionnaire has different types of questions, part I of the questionnaires contain the demographic characteristics contains 17 choose type, part ii, Indicators of the implementation of functional adult literacy contains 13 yes/no and 2 choose type of items, iii, Learner's engagement in their learning contains 6 choose type and 4 yes/no items iv. Teaching methods during facilitation for functional adult learning contains 2 choose type and 10 yes/no items, v, The literacy program contains 4 choose type of items and 9 yes/no items, vii, Evaluation of participant's performance and certification contains 5 yes /no types and 2 open ended type ,vii. Major problems and possible solution to be recommended to improve the literacy program contains 5 open end questionnaires.

In order to check the accuracy of Afan Oromo translation of the questionnaire pertaining important concepts of the original English version, consultation was made with the other at the Zone adult education coordinators. After changes and improvements were made based on the suggestions provided, these questionnaires were distributed again to FAL facilitators and learners and to Woredas FAL coordinators in Wolmera Woreda for additional comments and suggestion. Again improvements were made on the questionnaire and at last the final copy of the questionnaire were prepared and distributed to the above mentioned respondents, in accordance to the schedule of the study. However, although adult participants at level two and three were selected to be respondents for the study, literacy teachers were asked in the questionnaire to assist literacy participants in the completion process, that is, in reading and clarifying concepts of the questionnaire. Moreover, during the discussion with Woredas literacy program coordinators, they were informed to remind literacy teachers to assist adult participants, in completing questionnaires.

3.6.2. Interview

In this regard, semi-structured interview was found appropriate. It was used to guide the interview to express their feelings freely, allow the researcher to use the idea from document analysis and at the same time more convenient for analysis purpose than unstructured interviewee. Two types of semi-structure interviews were prepared for Woreda education office

Therefore, interview were selected with the assumption that they were helpful to obtain precise information concerning the currentimplementation of functional adult literacy in detail from numerous of respond and Zone education office. The interview allowed better depth of responses not possible through the other way. The interview schedule was developed as followup tool to compliment the data from the questionnaires. Interview participants were selected using purposive sampling technique whereby first the members of the FALP coordinating committee of the adult literacy program were accessed and based on the information from them other respondents were identified. Accordingly,12 individuals who have direct relationship with FALP as coordinators (3), Woreda education office heads, (6), Woredas FALP coordinator committee (1), and secretaries of Zone education office and (2) were members of FALP committee in the Zone were interviewed. The interviewees were invited to freely narrate their experienceson the topic of their chosenconcern and discuss the major achievements and problems of the FALPs of the Zone from insider's point of view. The interview process came to an end when the responses seemed redundant. Each interview session lasted for 15 to 25 minutes during which a thick description of note was taken. The researcher conducted all the interviews. The analysis took the major implementation of FALP seen during the five months as reference to be discussed. The information gathered from the various sources was triangulated in carrying out the analysis.

3.6.3. Document Analysis

The documents were mainly reports and statistical data prepared for the purpose of the quarterly progress evaluation at Zone and Woreda levels. The information collected from these reports was also used to confirm the data collected through the questionnaires and interviews. Hence an attempt was made to cross check the collected data using different instruments.

3.7. Procedure of Data Collection

To answer the research questions raised, the researcher has gone through a series of data gathering procedures. First, the researcherreceived the authorized official cooperation letters from College of Education and Behavioral Sciences,Jimma University for ethical clearance. Then the researcher didintroduce his objectives and purposes of the study for the study

participants. Finally, the researchergathered the necessary data from respondents' questionnaires and interviews. The researcher administered questionnaires to 126 adult literacy learners and 34 FALP facilitators. The interviews were administered for 9 WEO coordinator of FALP and 3 ZOE coordinator at the Zone level.

3.8. Method of Data Analysis and Interpretation

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document. The data that were collected through close ended questions were concluded and tabulated and interpretations were made using descriptive statistics, particularly the percentage frequency distribution and pie charts. This was made because of the belief that the information collected could be more clearly analyzed without making unnecessary complications, with the percentage approach than other statical approaches. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements in order to determine and interpret inherent facts or meanings. The data collected by use of various instruments was first coded to allow for easy classification in order to facilitate interpretation.

On the other hand, the data obtained from the documents, open ended questions and semi-structured interview were analyzed using qualitative analysis techniques. This analysis was made possible in such a way that different characters were organized and noted to assess what types of themes came out of the collected data with reference to the basic questions. Thus, the quantitative data were compared with the qualitative findings that could help to conclude and suggest recommendation.

Both qualitative and quantitative findings were integrated from interview, questionnaire and document analysis. The study generated both qualitative and quantitative data. After collecting the raw data for the quantitative study, coding is done whereby responses are assigned codes. The coded data were entered into the statistical package for social sciences (SPSS) program version20. The data were presented by use of tables, pie charts and bar graphs.

3. 9. Validity and Reliability

Validity and reliability of the data were assured through checking instruments before providing them to the actual study participants. Validity of the instrument was guaranteed by developing instruments under close guidance of the researcher and conducting a pilot study to pretest the instruments. The test retest method was used whereby the same questionnaire was administered to the same participantgroup in a span of one week to see if the responses were replicated. The entire questionnaire was refined and improved to determine the validity of the instruments; a pilot study was carried out 12 respondents.

The reliability of the instrument was measured using reliability test. A reliability test was performed to check the consistency of the measurement scales. Table 1 presents a summary of the reliability test results.

Table 1.Summer of the Reliability Test Results of the Quantitative Instruments of the Study

variables	Numbers of items	Cronach's alpha
Availability of learning resources	15	0.82
Learner's engagement in their Learning.	1	0.71
Teaching methods	12	0.81
The literacy program	13	0.75
Assessment of learner's performance	7	0.83
Major problems	5	0.79
Average reliability result		0.79

As Table 1 shows, the results of Cronbach's alpha coefficients are satisfactory with the coefficients ranging between .71 and .93, indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Computed using Cronbach alpha coefficient, the average internal consistency of the instrument

was found alpha .79. Therefore, no significant changes were made to the items in the questionnaire except some minor reformatting, condense and modification was made on 3 items, curriculum materials available, varieties of learning materials for learn, varied teaching methods Likes are modified.

3.10 .Ethical Considerations

The researcher obtained a letter of cooperation from the College of Education and Behavioral Sciences, University of Jimma. A permit was then sought to go to the field. Ethical considerations were observed. For example the researcher assured the respondents that their identity would be treated confidentially. This ensured that their rights were not violated and that the information was only used for academic purposes but not to incriminate anyone. The researcher also explained the purpose of the study to the respondents and asked them to voluntarily participate in the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data. In the study, different groups of people were included to obtain the necessary information. The groups that are included in the study were adult functional learners, Facilitators, Woredas and Zone education office coordinating committee. The findings are presented in the form of tables, graphs, pie charts, and grouped according to objectives. As mentioned in part one, the information for the study was collected using the questionnaire and the interview methods. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one. Because the research design is concurrent nested mixed research design, thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data. The questionnaires designed for the study were two types. The first one was prepared to be completed by functional adult literacy participants, whereas the other was to be filled by functional adult literacy facilitators and the interview was conducted with Zone and Woredas education officials, i.e., Zone and Woredas education office heads, education programs and the functional adult literacy program coordinators. All these respondents have responsibilities that are directly related with the literacy program exercised at the Zone and Woreda levels. Functional adult literacy facilitators and the adult participates are the actual implementers of the program and have the first hand information about the literacy program. Regarding their place of residence all the functional adult learners were living in rural areas. The general profile of respondents is stated as follows

The response rate was very high with 160 questionnaires returned out of the total 171 questionnaire administered. Out of 133 questionnaires administered to the learners, 126 were returned fully answered, while 34 out of 38 administered to the facilitators were returned. This represented 93.56% response rate that enhanced the reliability of data collected for conclusions. The other 11 questionnaires were lost or not included in the analysis, due to the problems to be returned from respondents and some contained incomplete information. Among 12 interview respondents all (100%) are properly participated and gave necessary information on the issue under study. Response rate of the respondents

4.1. Background of the Respondents

Out of the 160facilitators, 58 (36.25%) of the respondents were female whereas 102 (63.75%) were male. In terms of learners, 76 (62.70%) male and 50(37.30%) females were fully returning the questionnaires. It shows that majority of the functional adult learner in the special zone of Oromia around Finfine were male. In terms of facilitatorsindicate that 26 (76.47%) and 8 (23.53%) of the respondents sampled were male and female respectively. The respondents from, Zone Education office 2 male and 1 female, and Woredas Education offices 7 male and 2 female in three sample Woredas. There were variations in Woredas, with male literacy highest in Mulo Woredas followed by Wolmera and BarkWoreda. Female's literacy was highest in Mulo woreda followed by Bark and Wolmera Woredas having the least female percentage literate population. This illustrated that FALP had a higher number of male participants compared to females. This indicated that it was difficult to get female facilitators at the functional adult literacy centers. The unavailability and low salary for the adult literacy facilitators at the literacy centers also made few participants literate females to join other living alternatives rather than giving free services particularly in special zone of Oromia around Finfine.

Table_ 2. Background of the respondents

No	Item	No	%	Total
1	Learners age			
	20-25years	15	11.90	100%
	26-30years	30	23.81	
	31_35years	37	29.37	
	36_40years	19	15.07	
	41_45years	11	8.73	
	46_50 years	9	7.14	
	>50 years	5	3.97	
2	Facilitators age			
	20-25years	7	20.58	100%
	26-30years	9	26.47	
	31_35years	11	32.35	
	36_45years	6	17.64	
	46_50 years	1	2.94	
	>50 years			
3	Marital status of learners			
	Married	63	50	100%
	Single	59	46.83	
	Divorced	4	3.17	
4	Marital status of facilitators		20.58	
	Married	7	67.64	100%
	Single	23	11.76	
	Divorced	4		
5	Academic qualifications of learners			
	Level 1			100%
	Level 2	73	57.94	
	Level 3	53	42.06	

6	Academic qualifications facilitators			
	Grade 10	10	29.41	100%
		7	20.59	
	TTI	14	41.18	
		3	8.82	
	Diploma	-	-	
	B.A/B.SC Degree			
	M.A/M.SC Degree			

As shown in Table 2, the respondent'sage is classified into six categories. These include 15(11.90%) of them with the agesbetween 20-25 years, 30(23.81%) aged between 26-30 years, 37 (29.37%) aged between 31_35 years, 19(15.07%) aged between 36_40 years, 11(8.73%) aged between 41_45 years, 9(7.14 %) of the respondents in the age between 46_50 years and 5(3.97%) greater than 50 years of old. Accordingly the majority age of the learners (84.12%) were below the age of 40 years and perhaps appreciated adult learning since their early days of adult education and been interrupt. Further shows that facilitators of the literacy revealed that all literacy facilitators in their center are within the specified age limit (20-50 years). Among the literacy teachers 33(97.06%) confirmed that the majority of Participants are within 20-45 age limit, while 1(2.94%) suggested that the facilitators are in the age between 46-50 years.

In terms of marital status of the learners, 59 (46.83%) of the respondents were married, 63(50%) were single whereas 4(3.17%) were divorced, this showed that majority of the participants in the study on adult learning were single. Regarding the facilitators marital status, 23(67.64%) of the facilitators were married, 7(20.58%) of the facilitators were single and 4(11.76%) the rest of the facilitators were divorced.

Regarding their level of learning experience either in, 73(57.94%) of the literacy participants are level two learners and 53(42.06 %) respondents were registered in the level three. To sum up, all the above raised issues in the profile of functional adult literacy learners reflect and are related with the profile of participants stated in the strategy document. All the selected samples were selected among the FAL learners were individuals who are learning in the program at level two

and three. Because they have the literacy skills (reading and writing that enables them to understand and respond freely to questions incorporated for the study.

The facilitators were asked to indicate their professional qualifications. Among randomly selected 34 literacy facilitators, 14(41.18%) of the total respondents were diploma, 10(29.41%) were facilitators had grade 10 complete. Of the respondents 7(20.59%) were TTI equivalent, the rest 3(8.82%) were B.A/B.SC. Concerning the qualification of Zone and Woredas education officials 1(8.33%) had MA degree, 7(58.33%) had BA/BSC Degree holders and 4(33.33%) had diploma. Among these respondents 3 (33.33%) were education office heads, 6(66.67%) were functional adult literacy programs coordinators at Woredas level, and 1(33.33%) were secretaries of Zone education office and 2 (66.67%) were members of the committee of the zone adult Literacy program coordinators. Regarding the responsibility they hold in the Woredas functional adult literacy Coordinating Committee, Furthermore, 5(55.56%) had been working in the committee for 2 consecutive years, even though 4 (44.44%) had more than 5 years and above total work experience in teaching and office work. The woreda education office FALP coordinating committee interview discussion on 03/09/07 also indicates that:The qualification of functional adult literacy facilitators must have familiar with the culture and living style of the rural people and must have the willingness to teach adults.

In supporting this, in rural areas literacy facilitators are the only easily available individuals in the literacy program. It also states that the academic qualification as required by the strategy document was at least minimum qualification of grade 10 and accepted by the community.

Table _3.General Background Information about Literacy Facilitators

No	Question	No	%
1	Have you got pre-service training on methods of teaching FAL?		
	Yes	21	61.71
	No	13	38.24
2	If you have attended a training program, for how long the training was conducted?		
	Less than 5 day's	17	50
	6-10 day's	9	26.47
	11-15 day's		
	More than 15 day's	5	14.70
	If other please specify		
3	Indicate the number of years you have worked as a facilitator		
	1 - 3 years	-	-
		11	32.35
	4 - 6 years	14	41.18
		9	26.47
	7 - 10 years		
4	Indicate your employment terms		
	Part time	24	70.59
	Permanent	10	29.41
	Volunteer	0	0

As can be seen from Table 3, 21(61.76%) of the facilitators in FALP Centers did have initial trainings on the methods of teaching, where as it was only 13 (38.24%) did not have initial training. On the other hand, 13(38.24%) of the respondent had only teaching adults by experience from regular school. 17(50%) of the respondents have attended a training program for less than 5 days, 9(26.47%) of the respondents indicated that they have attended a training program for11-15 days on the methods of teaching functional adult literacy program, it is only few of the participants 5(14.70%) of the respondents claimed that they have attended a training program for more than 15 days.

The results on work experience revealed that 11(32.35%) of the facilitators had experience of1-3 years, 14(41.18%) 4-6 years while, 9(26.47%) 7-10 years had work experience. These findings indicate that the respondents experience was varied and depended on when they were engaged by the functional adult learning organization and the government. The facilitators' terms of employment were cited to be on permanent basis by 10 (29.41%) of the respondents' part time by 24(70.59%) and none as volunteers hence showing that the majority of the respondents were per time employed, because they are regular teachers in the governmental school, so they were teaching as additional work in the FALP centers. Therefore they were not familiarized with teaching methods of adults. In the discussion made with Woredas education officials (the heads, functional adult literacy programs Coordinators) interview result on work experience 03/09/2007E.C also indicates that:

> It was identified that the criteria for the selection of functional adult literacy facilitators are: - their qualification is at least completing grade 10, accepted by the community and familiar to the culture of the people. In addition, to follow up pre service Training in adult literacy teaching was required also from every literacy facilitators, before they Starts to teach.

In addition to this, Omolewa (1981) supported this concept when they stated that all facilitators should be exposed to course of instruction in adult teaching methods, the teaching of literacy and numeracy.According to the suggestion of Anthony (2007) teaching functional adult literacy the content, level and method, whether formal or otherwise, whether they extend or replace initial training in FALP centers, as well as in apprenticeship, where by persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitude or behavior. In the two fold viewpoint of full personal development and participation in balanced and independent social, economic and cultural development. However, the selection criteria were supported by the strategic document of the MOE 2008

4.2. 1. Indicators of the Implementation of Functional Adult Literacy

The Learners and facilitators were asked to state the learning resource was available and who provided them. The responses in this section aimed at gathering information inquiring on whether the facilitator was well equipped to teach adult learners effectively. The findings are summarized in table below

Table - 4. Learner's Responses on the Availability of Learning Resources

No	Question	Response	frequency	Percentage	Total
1	Are curriculum materials available at your level of education?	Yes No	44 82	34.9 65.1	100
2	Are materials used by learners relevant in FAL?	Yes No	87 39	69.04 30.96	100
3	Are learning materials easy to read?	Yes No	102 24	80.95 19.96	100
4	Are there varieties of learning materials for learners?	Yes No	49 77	38.89 61.11	100%
5	Who provides learning materials for FAL?	FAL facilitators WEO ZEO MoE	5 69 13 39	3.96 54.76 10.32 30.96	100%
6	What types of resources are used in the class?	Text books Pictures charts Real	90 22 14 0	71.43 17.46 11.11	100%

As can be seen from Table 4, the availability of curriculum materials, only 44(34.9%) indicated that curriculum materials were adequate, the majority 82(65.1%) them indicated that curriculum materials were inadequate at over all functional adult literacy centers. Item 2, indicates that 87 (69.04%) of the respondents cited the learning materials were relevant, 39 (30.96%) of respondents claimed that learning materials were not relevant. 102 (80.95%) of the respondents claimed that learning materials were easy to read,24(19.96%) said that learning materials were not easy to read.

For the question item that demanded to explain variety of learning materials of functional adult literacy learners provided the information that 77(61.11%) of the respondents claimed that there were not variety of learning materials, 49(38.89%) cited that showing that there was variety of learning that could enhance alternative learning methods. Regarding the provider of learning materials 69(54.76% of the respondents cited that the Woredas education office provided the learning materials .While 39(30.96%) claimed that the MoE provided the learning material. With 13(10.96%) saying zone education office provided learning materials 5(3.96%) were provided by facilitators. Accordingly the types of the resource facilitators used during teaching, text books were cited by 90 (71.43%) of the respondents, pictures by 22(17.46%) and charts by14 (11.11%) and the facilitators were not used real objectives for the purpose of teaching learning. Thus shows that Woredas education office provided books for both the teacher and learners.

Table- 5. Facilitator's response on the availability and utilization of learning resources

no	Items	Response	Frequency	Percentage	Total
1	Are learning/teaching resources available	Yes No	23 11	67.65 32.35	100%
2	Are materials for teaching/learning delivered in time	Yes No	13 21	38.24 61.76	100%
3	Are materials for teaching/learning distributed in time	Yes No	12 22	35.29 64.70	100%
4	Are materials relevant for learners in adult education	Yes No	28 6	82.35 17.65	100%
5	Is the language used in the teaching/learning material easy to understand to enable the implementation of FALP?	Yes No	25 9	73.5 26.47	100%
6	Are the books easy to read?	Yes No	31 3	91.18% 8.82%	100%
7	Are the guides adequate?	Yes No	6 28	17.65% 82.35%	100%
8	Are there varieties of teaching/learning materials for learners?	Yes No	3 31	8.82% 91.18%	100%

Table 5, shows that the availability of learning materials in the adult functional learning centers was confirmed by 23(67.65%) of the respondents, 11(32.35%) of the respondents that there were teaching learning materials were not available. 13 (38.24%) of the respondents cited that distribution of teaching learning resource was not effectively delivered in time, 21 (61.76%) claimed that teaching learning materials were not in delivered time . of the total 22(64.70%) of the respondents argue that teaching learning resource were not distributed in time, 12 (35.29%) of the respondents agreed that the teaching learning materials were distributed in time. 28

(82.35%) of the respondents agreed that teaching learning resource were relevant for the learner, 6 (17.65%) claimed that the teaching learning resource were not relevant for the learner. 25 (73.5%) of the respondents claimed that language of teaching were understood by learners, only 9(26.47%) of the respondents claimed that language of teaching were not understood by learners.

Of the total 31(91.18%) of the respondents agreed that the books were easy to understood, whereas 3(8.82%) of the respondents claimed that the book were not easy to understood. (20.89%) as to whether the facilitators have guides, 27(79.41%) of the respondents articulated that they did not have guides. 28 (82.35%) hence showing that guides weren't sufficient for the facilitators in the FALP centers. Item, 8, shows that 6(17.65%) of the respondents cited that guides were in adequate, factor that impeded on the implementation of the FALP. According to 31(91.18%) of the respondents, though 3 (8.82%) cited that there were variety of learning materials creates alternative modes of learning that would enhance the quality of learning process and education. There was no variety of teaching materials in the functional adult literacy program centers Overall, there was shortage of curricula materials at all the centers. The data collected using the interview with Woredas education office, Zone education office and document analysis result on 04/09/2007E.C also indicates that:"Indicates that the critical shortages of curricula materials more bright almost at the entirecenters offunctional adult literacy program. In general, the scope of the availability of curricula materials varied from center to center." Furthermore, as stated by Ugwoegbu (2003) suggested facilitators should be motivated by providing adequate facilities for the teaching and learning environment. The learning situation must be satisfying. Functional adult literacy centers should be fully equipped with facilities like blackboards/whiteboards, pieces of chalk/marker, chairs, tables, pencils, biros and writing papers must be provided. Hence illustrating that the availability of the learning materials was insufficient and this could be affect the effectiveness of the implementation FAL

4.2.2. Learner's Engagement in Their Learning

The learners and facilitators were asked to state who selects learning engagement for the learners. Selection of learning event during the facilitation of learning among adult learners

Table_6.Learner's response on the learners' engagement in their Learning.

No	Questions	Response	Frequency	Percentage	Total
1	Who sets the priority of what is to be learnt during the adult classes?	The learner	47	37.30	100
		The facilitators	51	40.48	
		The WOE	28	22.22	
2	Who selects the learning materials for learners?	Facilitators	63	50	100
		Learners	37	29.37	
		WOE	19	15.07	
		ZEO	7	5.56	
3	Does what you learn help you in any social life?	Yes	97	79.98	100
		No	29	23.02	
4	Who determines the learning topic for the learners?	The learner	34	26.98	126(100%)
		Facilitator	73	57.94	
		WOE	19	15.07	

Table 6 shows that the overall learning incidenceduring facilitation in functional adult learning, 51(40.48%) of the respondents said facilitators prioritized on what was to be learned, 47(37.30%) of the respondents claimed that learners prioritized on what was to be learned and 28(22.22%) responded that WEO prioritized on what was to be learned. Whereas 63(50%) revealed that facilitators selected learning materials for the learners, 37(29.37%) of the respondents claimed that learners selected learning materials for the learners and 19(15.07%) and 7(5.56%) responded that WEO and ZEO learners selected learning materials for the learners

respectively. According to findings on the table above indicates that 97(79.98%) of the respondents agree that

what they learnt was helpful to the functional adult learners, 29 (23.02%) of the respondents that what they learnt was not helpful to the functional adult learners. 73(57.94%) majority of the respondents felt that facilitators determined learning topic while 34(26.98%) claimed that learning topic were determined by the learners, 19(15.07%) respond that learning topic determined by WEO. This indicates the learning topic was determined by facilitators.

Table -7. Response of Facilitators on the Incidence duringFacilitation of Learning among FALP

No	ITEM	Response	Frequency	Percentage	Total
1	Are the learners deciding on what has to be learnt (the topics to be learned)?	Yes No	13 21	38.24 61.76	100%
2	You as a facilitator, do you determine learning pace/speed for learners?	Yes No	29 5	85.29 14.71	100%
3	Are there times when you involve the learners in the selection of the learning event?		32 2	94.11 5.89	100%
4	Are there directions from the Woredas education office on areas to be included in the learning/teaching of the adults?	Yes No	30 4	88.24 11.76	100%

5	Who selects the learning topic for the FAL?	Facilitators	23	67.65	100%
		Learner	7	20.59	
		KTB	1	2.94	
		WEO	3	8.82	
6	What determines the learning incidence for the learners?	Their needs	10	29.41	100%
		priority of facilitator	16	47.06	
		WOE	8	23.53	
7	Who sets the priority of what is to be learnt during FAL classes?	ZOE	4	11.76	100%
		WOE	7	20.59	
		The learner	9	26.47	
		facilitator	14	41.18	

As can be seen from Table 7, 21 (61.76%) of the respondents claimed that learners were not deciding the topic what they learn, only 13(38.24%) of the respondents agreed that learners were deciding the topic what they learn. Item 2, indicates that 29(85.29%) of the respondents agreed that facilitators were select learning frequency for learners, only 5(14.71%) of facilitators were not select learning frequency for learners. However, item 3, indicates that 32 (94.11%) of the respondents inform that the learners were at times involved in the selection of learning events, only 2 (5.89%) of the subjects responded that there was no times involved in the selection of learning events. In Item 4 indicates that the majority 30(88.24% of the respondents claimed that directions were given from the Woredas education office on areas to be included in the teaching/learning of the FALP, whereas only 4(11.76%) of the respondents cited that they did not provide direction on the study areas. For the question item that demanded to explain selecting learning topic for the learners functional adult literacy facilitators provided that 23 (67.65%) of the respondents cited that facilitators selecting learning topic for the learners, whereas 7(20.59%)

learners, 1 (2.94%) kebele training board, 3(8.82%) Woredas education office were claimed that selection of the learning topic for the FAL respectively. Regarding determines of the learning incidences for the learners16 (47.06%) of the respondents claimed that facilitators determines the learning incidences for the learners, 10(29.41) of the respondents claimed that the learning incidences determine based on the needs for the learners, 8 (23.53%) of the facilitators claimed that Woredas education office determined learning incidence. The findings of item 7 of the above table, also revealed that facilitators set priorities for what was to be learnt 14(41.18%) of the respondents, 9(26.47%) of the respondents claimed that learner set priorities for what was to be learnt, 7 (20.59%) and 4(11.76%) of the respondent claimed that WOE and ZOE set priorities for what was to be learnt during adult classes respectively.

To sum up, facilitators have the roles to decide on the learning topic and set priorities for what was to be learnt during adult classes. Therefore, without support of WEO and stake holders, the implementation of FAL effectively achieving of educational aim and objective become challenging in the study area. As Sinafikish (2010) identify WEO is the front line responsible government organs that have the consent to coordinate and run all activities related to functional adult literacy programmers at grassroots levels. Thus, WEOs in each Woredas are the main stakeholder with vested power to put in order, realize and organize the support of functional adult literacy initiatives in line with the existing government policy direction and strategy scaffold.

4.2.3. The Teaching Methods used in the FALP

The learners were asked to indicate the teaching methods used by their facilitators in the FAL Classes.

Table- 8. Teaching methods used by their facilitators in the FAL Classes.

No	ITEM	Response	Frequency	Percentage	Total
1	Is the teaching methods used is effective according to you?	Yes No	95 31	75.40 24.60	126(100%)
2	Do you find some teaching methods more effective than others?	Yes No	87 39	69.04 30.95	126(100%)
3	Are varied teaching methods (at least three per class) used during learning process?	Yes No	79 47	62.70 37.30	126(100%)
4	Are the methods used as per the learner's needs and interests?	Yes No	83 43	65.87 34.13	126(100%)
5	Are the methods used engage learners in their learning?	Yes No	81 45	64.29% 35.71%	126(100%)

Table, 8 shows that 95 (75.40%) of the respondents were agreed that the teaching methods were effective, whereas 31(24.60%) of the respondents claimed that teaching methods were not effective. The majority of the respondents 87(69.04) who reflects that some methods were more effective than others, whereas only few 39(30.95%) of the respondents claimed that

there is no more teaching method was effective. The various teaching methods were used during learning process. Majority of the respondents 79(62.70%) agree that the various teaching methods were used during learning process, it is only 47(37.30%) of the respondents were not agreed that facilitators were not used varies teaching learning methods. The 83(65.87%) of the learners agreed that teaching methods were used as per the learner's needs and interests, only 43(34.13%) of the respondents agreed that teaching methods was not used as per the learner's needs and interests. The methods used to engage learners in their learning supported by 81(64.29%) of the respondents, 45(35.71%)) learners were asked to indicated that the methods were not used to engage learners in their learning.

Methods teaching the facilitators used per the class

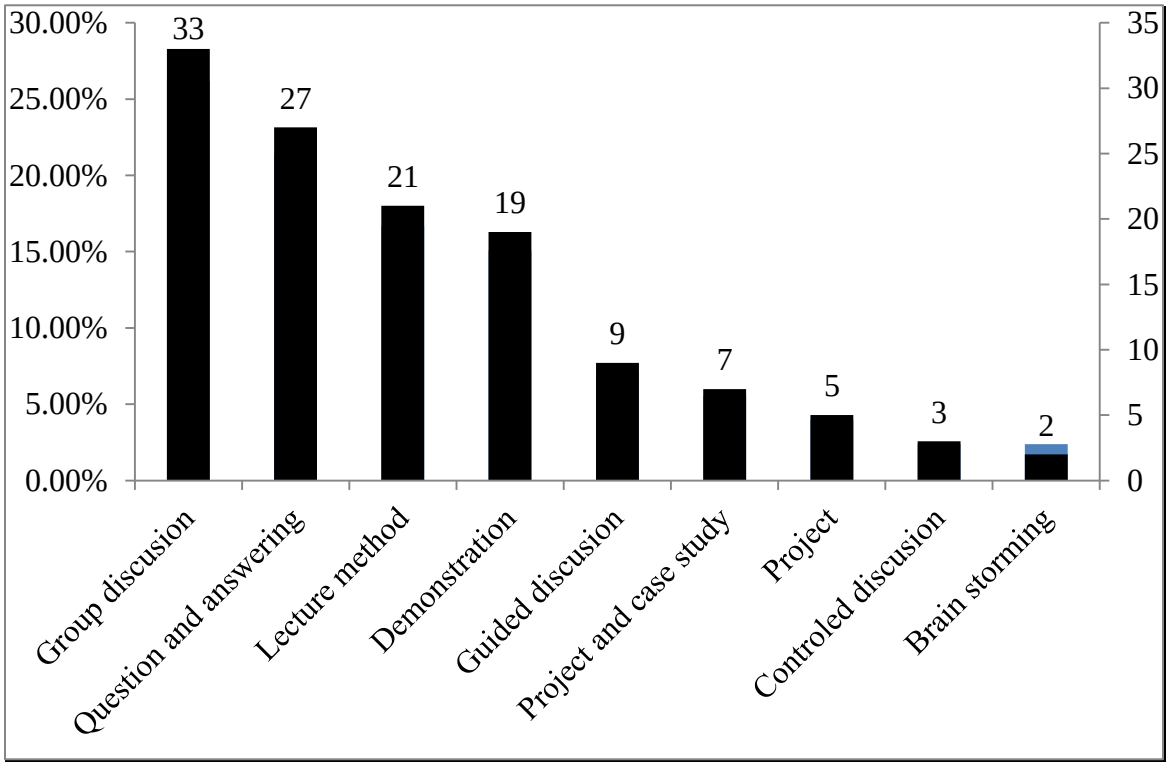

Figure -2. Methods of Teaching Facilitators per the Class

As can be seen from the figure 2, the learners were asked to list in order the teaching methods as per they are used in class, majority of the respondents 33(26.19%) replied that group discussion was the most used teaching method per the class, 27(21.43%) of the respondents claimed that question and answering used by facilitators per the class, 21(16.67%) of the respondents replied that lecture method used by facilitators per the class, 19(15.08%), of the respondents replied that demonstration used by facilitators per the class, guide,9(7.14%) of the respondents claimed that guide discussion used by facilitators per the class,7(5.56%) of the respondents respond that project and case studies, 5(3.97%) replied that group project was the most used teaching method per the class, 3 (2.38%) of the respondents cited that controlled discussion facilitators used per the class and brain storming 2(1.58%) the teaching method(s) as per they are used in class . In doing so, Ambissa, (2014) argued that of the study are inspired by the social practice view of literacy, a view, as will be discussed above, that goes beyond the conception of literacy as just set of skills to be acquired through discrete methods of teaching-learning process.

Table -9. The response of the facilitators on the teaching methods used in the FAL program

No	Question	Response	Frequency	Percentage	Total
1	Are there directives/guidelines from the Woredas education office concerning the methods of teaching to be used in teaching adults?	Yes	23	67.65	100%
		No	11	32.35	
2	Are the teaching methods used effective according to your opinion?	Yes	19	55.88	100%
		No	15	44.12	
3	Do you find some teaching methods better or more effective for the FAL than others?	Yes	33	97.06	100%
		No	1	2.94	
4	Do you usually use more than one teaching methods during one learning/teaching session?	Yes	34	100	100%
		No	0	0%	
5	Are methods used acceptable by/comfortable to the learners?	Yes	28	82.35	100%
		No	6	17.65	

As can be seen from Table 9, Woredas education office gives directives on teaching methods as23 (67.65%) of the respondents shown that Woredas education office gives directions on teaching methods, only 11 (32.35%)of the respondents claimed that Woredas education

officewere not gives directions on teaching methods .As can be depicted from table 9, 19 (55.88%) of the respondents were agreed that the of the teaching methods were not effective whereas15 (44.12%) of the respondent cited that teaching methods were not effective to teach functional adult literacy. 33 (97.06%) of the respondents predetermined that the facilitators found some methods better than others, only 1(2.94%) of the respondents were not find the best teaching methods. The study found that all 34(100%) of the respondents felt that the facilitators combine some teaching methods during one learning/teaching session. 28 (82.35%) of the respondents claimed that methods use were acceptable to the learners, 6 (17.65%) of the respondents claimed that were not acceptable by the learners. Particularly, the literacy centers are under the leadership and control of the FAL coordinating committee. However, the education office at the Woredas level and Zone level had the responsibility to assist academic issues. In organizing literacy centers, unless efforts of the coordinating committee at all levels are coordinated with activities of the Woredas education office, performance may not be effective as planned for the functional adult literacy program. Hence, to explore how many of the coordinating committees at all levels were supporting the literacy program; respondents were requested to reflect their views. In the interview discussion with Zone education office respondent's results on 04/09/2007 E.C also indicates that:

> While coordinating committees were formed at all levels, their performance in relation to responsibilities delegated to them is unsatisfactory. The lack of permanent meeting schedule of the committee was supposed by the zone education officials as the main cause that delayed to pass decisions on crucial issues that faced the program.

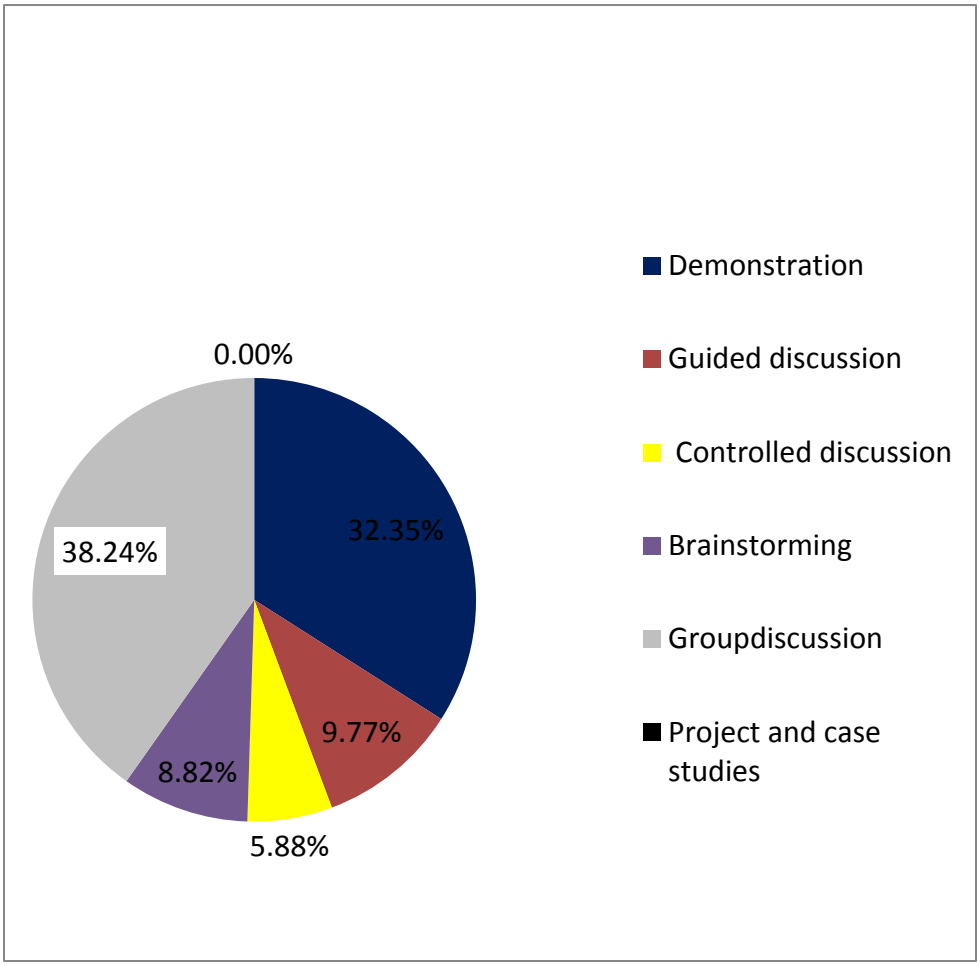

*Figure 3.*Common methods of teaching

Figure 3, shows that the facilitators who answered this question, 13(38.24%) said they used group discussion as a common method of teaching 11(32.35%) used demonstration, 5(14.71%) guided discussion 3(8.82%) brain storming, 2 (5.88%) Controlled discussion .The findings show that as group discussion is a common teaching method was prefer mode of delivery by majority of the facilitators**.**

4.2.4. The Literacy Program

The learners were asked to explain about the literacy program

Table- 10.Response of the learners on the literacy program

No	Question	Response	Frequency	Percentage	Total
1	Is time allocated enough for learning?	Yes	33	26.19	
		No	93	73.81	100%
2	Do you think the day, hour and the month has convenience to attend education?	Yes	43	34.13	
		No	83	65.87	100%
3	What suggestions do you have on the time allocation?	More time should be allocated	53	42.06	100%
				25.40	
		Time should be reduced	32	32.54	
		Time allocated is enough	41		
4	Is the place of educational provision (literacy center) has convenience to attend the	Yes	47	37.30	100%
		No	79	62.70	
5	What suggestions do you have concerning the learning environment?	No noise around the learning centers	24	19.05	
			39	30.95	100%
		Distracters should be avoided as learning takes place			
			53	42.06	

As can be seen from Table 10, show the respondent's choice on time allocation. The time allocated for learning was cited to be adequate by 33 (26.19%) of the respondents. However, 93 (73.81%) were of the contrary opinion, therefore showing that sufficient time was not allocated for studies in the institutions and thus did considerably hinder on the implementation of the functional adult literacy programs.

As the above table,83(65.87%) of the respondents were not agreed that the day and month has not convenience to attend education, while 43 **(**34.13%) of the respondents claimed that the day, hour and the month has convenience to attend education. Concerning the Suggestion on the allocation of time, more time should be allocated for learning53 (42.06%), 32(25.40%) of the respondents cited that time for learning should be reduced and 41(32.54%) of the respondents agreed that the time allocated for learning is sufficient.

Regarding the educational places 47(37.30%) of the respondents revealed that the place of educational provision (literacy center) has convenience to attend the lesson, 79 (62.70%) of the respondents claimed that the place of educational provision (literacy center) has not convenience for the learners to attend the lesson. Regarding the distance of the center from adult literacy centers, 56(44.44%) of the respondents claimed that adult literacy centers were close to the Centers, 34 (26.98%) of the respondents reveled that is medium for the adult literacy centers, while 6(28.57%) of the respondents claimed that the adult literacy centers are far from centers. Thus, 53(42.06%) of the respondents suggest that classes should be well clean and well ventilated, 39 (30.95%) of the respondents recommend that distracters have to be avoided as learning takes place, 24(19.05%) respondents claimed that there should be no sound around the learning centers, 10(7.94%) of the respondents claimed that the functional adult literacy centers should acquire additional tables, chairs and separate classroom for the learning.

Furthermore stated by Egonu (1987) who stated that location of the literacy center could affect both the learners and the facilitators because some have to travel over kilometers to get centers to the FAL. The problem becomes more serious especially during rainy seasons or hot weather or when the literacy center is situated in the rural areas. In the urban areas, the situation is not better because the facilitators have to resist each time for the transportation to reach the center.

This indicated that the FALP was affected mostly by place of educational provision (literacy center).

Table- 11.Response of the facilitators on the Literacy Program

No	Question	Response	Frequency	Percentage	Total
1	Do FAL participants attend the lesson regularly?	Yes No	7 27	20.47 79.53	100
2	Do you think that the learners are interested to attend the lesson regularly?	Yes No	13 21	8.24 61.76 14.71	100
3	For how long does the FALP is conducted in your center in general?	Yes No	5 29	85.29 8.82	100 100
4	For learners for how long does the FALP is conducted in your center	3month's 4months 5months More than 5 month's		26.47 50 14.70	
5	Are the months of the year that the literacy program is conducted suitable for literacy activities?	Yes No	8 26	23.53 76.47	100
6	Do you think that adult literacy participants attend classes due to their understanding on the importance of the lesson to improve their living condition?	Yes No	21 13	61.76 38.24	100

Table 11 shows that adults are participating in the program due to their willingness to obtain knowledge and skills. It is only few of the participants 7 (20.47 %) who reflected that they attend the literacy class regardless of obtaining knowledge and skill from the program, majority of the participants 27(79.53%) who reflected that they were not interested to attend the literacy program regularly. The response that was provided to question No .2 in the table facilitators reflects the interest of the learners to attend the lesson, it is only13 (8.24%) of the respondents interested to attend the lesson, whereas 21(61.76%) of the respondents were not interested to attend the lesson. 29(85.29) of the respondents cited that school days and the time class begins were not convenient for adult's education, only few of the respondents 5(14.71%) claimed that school days and the time class begins were convenient for adult's education. In the interview discussion with Zone education office respondent's results on 05/09/2007 E.C also indicates that:

> The Woredas education and zone education office coordinators pointed out that the flexibility of the implementation of the program encourages them to attend the program while also managing their responsibility of the house hold tasks for female. As the sane interview discussion indicated that FALP learners making a living by farming, petty trading and employees of private.

17(50%) of the respondents claimed that functional adult literacy program was conducted for 5 months, 9(26.47%) of the respondents cited that functional adult literacy program was conducted for 4 months,5(14.70%) of the respondents claimed that that functional adult literacy program was conducted for more than 5 months, it is only few of the participants 3(8.82%) cited that functional adult literacy program was conducted for more than 3 months. only 8(23.53%) of the respondents reflected that the months of the year that the literacy program is conducted suitable for literacy activities, whereas 26(76.47%) suggested that the months of the year that the literacy program is conducted was not suitable for functional adult literacy activities. 21(61.76%) of the respondents who are attending class due to their understanding on the importance of the lesson to improve their living condition, few of the participants 13(38.24%) who reflected that they attend the literacy class, because of the fear of the leader of the kebele training board. 25(73.5%) suggested that the FALP were not assist by Woredas and kebele training program,

whereas9(26.47%) claimed that Woredas education office and kebele training board encourage the functional adult literacy program. According to Abraham (2000), the classroom must be convenience for the teacher to give his best and the learners to learn effectively.

4.2.5. Assessment of Learner's Performance

Table12. Response of the facilitators' Evaluation of Participant's Performance and Qualifications

No	Question	Response	Frequency	Percentage	Total
1	The performance of FALP evaluation technique	Yes	34	100	100%
		No	0		
2	The follow up consistency of the Evaluation by Woredas and Kebele coordinating committee	Yes	23	67.65	100%
		No	11	32.35	
3	Do learners obtain a certificate that shows the qualification level?	Yes	8	23.53	100%
		No	26	76.47	
4	Do you think that the FALP in your centers is implemented successfully in the last two-three years	Yes	15	44.12	100%
		No	19	55.88	

As can be seen from Table 12, all of the respondents 34 (100%) indicated that the presence of continuous assessment. The response that was provided to question No.2 in the table also reflects follow up consistency of the evaluation by Woredas and Kebele coordinating committee majority

of the respondents 23(67.65%) indicated that WEO and kebele coordinating committee follow up the consistence of the evaluation while, 11(32.35%) of the respondents claimed that there were no follow up of WEO and kebele coordinating committee. An attempt was also made to examine learners obtain a certificate that shows the qualification level, among the functional literacy facilitators 26 (76.47%) of the respondents claimed that the functional adult literacy participants were not obtain certificate that shows their performance, 8(23.53%) of the respondents agreed that the respondents obtain certificate that shows the performance of the functional adult literacy program.

Regarding the successful implementation of functional adult literacy program in the last two–five years were not effectively implemented according to the respondents 19(55.88%) and 15(44.12%) of the respondents agreed that functional adult literacy program was effectively implemented in the last two- five years in the special zone of Oromia around Finfine.

In relation to this respondents indicated that the testing technique applied most frequently to evaluate the performance of FAL learners were included the test of Word Reading competence , the Vocabulary test (meaning of words),the reading comprehension section and the reading of local language skills test , administered only to local language learners in the study area. Adult functional literacy participants obtain promotion to higher levels. The respondents suggested that the promotion from one step to another was very low. The ZOE and WOE, FALP coordinators committee interview result on 05/ 09/ 07 E.C indicated that:

> Promotion was an institutionalized agreement that FALP learner who completed phase I could join phase II, its realization used to depend upon the extent relationships between the personnel at FALP centers and the nearby formal primary schools, where FALP learners were to join rather than on rules and regulations or guidelines.

In supporting this one of the Woreda education office FALP coordinating committee cited that: There was very low promotion to the next levels of the FALP and regular class's. Lack of promotion from one step to another is to undermine the awareness of the value of participatory communication of learning of functional adult literacy program.

4.2.6. Major Problems and Its Solutions

Open-ended questions were presented at the last part of each questionnaire prepared for literacy participants, adult literacy facilitators and interview discussion with WOE and ZOE. These questions require respondents to list down at least five major problems and suggest possible solutions. Similarly, in the interview with Woredas Education Office members, they were requested to state at least five major problems of the literacy program and pointed out solutions for each problem. The results obtained from the questionnaire and the interview was presented as follows. Further request to write the major problem faced in the functional adult literacy centers ,29(85.29%) of the facilitators responded: their common responses have been respectively summarized below: scarcity of the available teaching materials, Lack of appropriate coordination and integration between the activities of government agents, lack of institutionalized certificate for the learners, low salary for facilitators, High dropout rate of participants, lack of time of learning, shortage of program-specific curricula materials, Lack of ownership of literacy centers, distance of Literacy centers from learners residential areas and Lack of follow up and evaluation, Inadequate budget allocation to the literacy program that could enable coordinators and teachers to accomplish the desired task to each year, Poor condition of functional adult literacy centers and unavailability of adequate educational materials (textbooks, chalk, black board etc.), Lack of appropriate educational places and Shortage of literacy materials.

Suggested possible solutions to these listed problems: As solution to these stated major problems of the literacy program, literacy teachers, participants and Woredas education office members, suggested the following points. Toteach the community continuously about the advantages of to be literate, and to explain in detail possible benefits that could be gained in the future, to provide teaching materials like textbooks and others, to adjust the literacy program time table (month, days and the hours), and to shorten its length to months that best suits the conditions of each literacy center, which could be convenient to the great majority of adult participants, to improve literacy teachers training, and to equip them with skills of teaching adults and adult literacy program coordination and appropriately trained man power; to allocate appropriate and reasonable monthly payments to literacy teachers.

CHAPTER FIVE:SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to the implementation of functional adult literacy program in the special zone of Oromia around Finfine are forwarded for all concerned FALP. To examine the implementation FALP in 3 selected Woredas of special zone of Oromia around Finfine and 3 basic questions were raised. Based on these basic questions, a questionnaire, interview and document analysis were developed. Data were collected using the questionnaire from 34 functional adult facilitators and 126 FALP learners, and interview guides with 12 officials (3, ZEO and 9 WEO). The data were presented, quantitatively and qualitatively analyzed and discussed under each relevant research questions. The chapter, thus, presents the summary of the major findings of the study and then concludes on the basis of these findings. Finally, possible recommendations have been present. The main objective of the study was to examine the implementation of the functional adult literacy program. Hence, this study was intended to look into the real implementation functional adult literacy program. As state above, point with the purpose of the study focal point are:

The general conditions of functional adult literacy participants (age, sex, occupation, marital status, educational background),

2. Indicators of the implementation of functional adult literacy

3. Learner's engagement in their learning,

4. Teaching methods during facilitation for functional adult learning,

5. Implementation of functional adult literacy program,

6. The literacy program,

7. Facilitator work,

8. Selection of learning event during the facilitation of learning among adultlearners,

9. Evaluation of participant's performance and certification and

10. Major problems and possible solution to be recommended to improve the literacy program.

Majority of the functional adult learner and facilitators in the special zone of Oromia around Finfine were male. Majority of the learners (84.12%) were below the age of 40 years. Concerning the marriage status; the majority of the participants were single. The educational level of functional adult literacy participants were II and III. Educational qualification of facilitators 14(41.18%) diploma. 21(61.76%) of the facilitators in FALP centers implemented by WEO did have initial trainings on the methods of teaching adults for less than five days. The work experience of majority of facilitators 14(41.18%) were between 4_6 years.

The qualitative and quantitative analyses of all the data indicated that there were great shortages of learning materials, the availability of learning materials was low and did not have adequate learning materials even for facilitators let alone for the learners. The data collected using the interview with Woredas education office, Zone education office and document analysis made the critical shortages of curricula materials more bright almost at all the functional adult literacy program of the centers. The majority 82 (65.1%) them indicated that there were inadequate teaching materials at over all functional adult literacy centers. In general, the scope of the availability of curricula materials varied from center to center. The need to ensure that the teaching and learning resource were not available and materials for teaching learning was not distributed and delivered in time for FALP. Learning materials should be relevant for adult learning.

Selection of learning incidence for the adult learners was determined by the needs of the facilitators. 63(50%) revealed that facilitators selected learning materials for the learners. Both the learners and the facilitators should involve in the selection of learning topic and facilitators prioritize the topic to be learnt. This indicates that facilitators have the roles to decide on the

learning topic and set priorities for what was to be learnt during adult classes. There was no variety of teaching materials in the functional adult literacy centers. More teaching methods were applied, when teaching learning process is conducted and the methods used should be acceptable to the learners. On the facilitators in service courses suggestion were that 35% recommended that the government should organize in service courses for the facilitators.

The learning materials easy to read and facilitators were not providing variety of learning materials. The Woredas education office provided the learning materials .Majority 90 (71.43%) of respondents claimed that text books were main teaching learning resource. 51(40.48%) of the respondents claimed that the priority of learning was determined by facilitators and facilitators selected learning incidence. Regarding the teaching method ,the learning topic was helpful to the functional adult learners, some methods of teaching were more effective than others, the various teaching method were combined during teaching /learning process, teaching methods were used as per the learner's needs and interests. The methods used to engage learners in their learning and which the facilitators used as per the class was group discussion.

Majority 73 (57.94%) of the respondents felt that facilitators determined learning topic for learners and learners were not deciding the topic what they learn. The learners were at times involved in the selection of learning events. Facilitators were select learning frequency for learners. Directions were given from the Woredas education office on areas to be included in the teaching/learning of the FALP. Facilitators selecting learning topic and determine learning incidences for the learners.

Majority of the respondents indicated that (67.65%) of the participants claimed that Woredas education office gives directions on teaching methods and the some teaching method was effective. The adult functional facilitators predetermined that some methods better than others. All 34 (100%) facilitators combine some teaching methods during one learning/teaching session and that teaching methods used were acceptable to the learners. The facilitators who answered group discussion are the common method of teaching.

The time allocated for learning was inadequate and sufficient time was added for studies in the FALP and thus did fundamentally affect the implementation of the functional adult literacy programs. That day, hour and the month were not inconvenience to attend the lesson. The place of educational provision (literacy center) was inconvenience to attend the lesson. Most (61.76%) of the participants were not interested to attend the literacy program regularly,because the school days and the time class begins were not convenient for adult's education. In general the implementation of functional adult literacy program in the special Zone of Oromia around Finfine was not effectively implemented within two –five years.

Tests were conducted continuously following the progress of the learners. The WEO and kebele coordinating committee follow up the consistence of the evaluation. In order to verify how much the literacy participants have understood and obtained literacy skills (reading, writing and numerical skills).A multiple aspects of testing technique are applied to measure the multiple aspects of literacy skills. Respondents confirmed that the adult's skill in reading and writing was also taken in to consideration before providing them the certificate that confirms the completion of each level education.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn. Adult functional literacy programmed is based on nationallyidentified needs. Without proper functional adult education programs, there can be no true human resource development. Zone education office and Woredas education office have great roles to play in providing functional education to adults, thus the regional government should seriously reorganize the functional adult literacy program and give necessary support.

The study also established that there was inadequate learning and teaching resources therefore the methodology of providing, distributing and customizing teaching /learning materials need to be streamlined.The teaching learning materials used for functional literacy program were found to be insufficient for adult learners.

The learning materials were recognized to be of great help in the learning process or the FAL. Learning incidence guided the conduct of learning in the FAL centers. The incidences were determined by needs of the facilitators and Woredas FAL coordinators collaborated with them to effectively implement the FAL learning. Thus learning incidence did have not significant effect on the implementation of the learning process.

The teaching learning method commonly used was group discussion .It was found to enhance learning and retention for the functional adult literacy learners .There were varies methodof teaching applied during learning and teaching process in the class and the facilitators combined them to effective the learning process.

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The teaching learning materials were not distributed for the learner in time. The materials used in the teaching learning process are easily understood but the guides weren't sufficient for facilitators in the FALP centers.

Directions were given from the Woredas education office on areas to be included in the teaching/learning of the FAL. The consistence of continuous assessment was followed by WEO and kebele coordinating committee.

5.3. Recommendations

For effective Implementation of Adult functional Literacy implementation, in response to the existing implementation of adult literacy programs, the following recommendation were made in order to improve the system and make its implementation more successful.

- The Zone education office and Woredas education office needs to allocate adequate funds to the functional adult literacy for effective implementation of the program.
- Formulation and completing by functional adult education program of a regular supervision of the teaching/learning activates in the various centers.
- The Woredas education office and facilitators better to engage the learners fully to establish effective learning engagement
- The functional literacy centers are supposed to make infrastructure development plans to access better facilities for learning. Allocate adequate resources; develop local-and program-specific curricula materials and supply adequately to each of the learning centers, and utilize the resourceful approaches
- Inadequate support of Woredas education and kebele training board affect the implementation of functional adult literacy program. They need to focus on continuing implementation of functional adult literacy program Woredas education office and Kebele training board effectively giving assistances for FALP.

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Appendixes A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Questionnaire to be filled by FAL learners

Dear Respondents:

I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: *The implementation of functional adult literacy program in the special zone of Oromia around Finfine.* Thus, the main purpose of this questionnaire is to collect relevant information which is necessary to undertake this research work. You are, therefore, kindly requested to fill the all the questions in the questionnaire by carefully following the instructions provided at various levels. The success of the study depends on your honest and genuine response to each question. The information you provide will be used only for the academic purposes and kept with paramount confidentiality.

THANK YOU!

Part I (A): Information on Backgrounds of the respondents

This part of the questionnaire contains the personal information. Thus, please fill the box in front of the alternative that fit to your answer by putting (✓) mark in the box prepared.

1. Name of the Woredas_____
2. Location of your center Urban ☐ Rural ☐
3. Sex Male ☐ Female ☐
4. Age
   20 – 25 ☐ 26 – 30 ☐

.31 – 35 ☐ 36 – 40 ☐

.41 – 45 ☐ 46 – 50 ☐

Greater than 50 years ☐

5. Marital status?

Married ☐ Single ☐ Divorced ☐

6. Indicate your highest academic qualifications

Level one ☐

Level two ☐

Level three ☐

If other please specify _____

PART II: Indicators of the implementation of functional adult literacy

7. Indicators for the implementation of functional adult literacy program

NO	ITEM	YES	NO
7.1	Are curriculum materials available at your level of education?		
7.2	Are materials used by learners relevant in FAL?		
7.3	Are learning materials easy to read?		
7.4	Are there varieties of learning materials for learners? Please mentionfew examples		

8. Who provides learning materials for FAL?

FAL facilitators ☐ Woredas education office ☐

Zone education office ☐ MOE ☐

If other please specify

_____

9. What types of resources are used in the class?

Text books ☐ Charts ☐

Pictures ☐ Real objects ☐

If other please specify _____

Section B (II) Learner's Engagement in their Learning

10. Who sets the priority of what is to be learnt during the adult classes?

The WOE ☐

☐ i

The Facilitators

The Learners ☐

Ifotherpleasespecify

_____

_____

11. Who selects the learning materials for learners?

Facilitator ☐

Learner ☐

WOE ☐

Ifotherpleasespecify

_____

_____

12 .Does what you learn help you in any social life?

☐ Yes ☐ No

13. Who determines the learning topic for the learners?

☐ The learner

What facilitator feels is important ☐

☐ WOE

If other please specify

_____

_____

14. The teaching methods used in the FAL program. Please answer the followings by putting (✓) mark.

NO	ITEM	YES	NO
14.1	Is the teaching methods used is effective according to you?		
14.2	Do you find some teaching methods more effective than others?		
14.3	Are varied teaching methods (at least three per class) used during learning process?		
14.4	Are the methods used as per the learner's needs and interests?		
14.5	Are the methods used engage learners in their learning?		
	If others please specify it_____		

15. Rank the under listed teaching method(s) as per they are used in your class from 1 up to 9 by starting with the most commonly used and proceed to the least /rarely used one.

Demonstration ☐

Lecture method ☐

Group Discussions ☐

Project ☐

Guide discussion ☐

Controlled discussion ☐

Brainstorming ☐

Project and case studies ☐

Questioning and answering ☐

16. Is time allocated for learning the program enough?

Yes ☐ No ☐

17. Do you think (the day, hour and the month) has convenience to you to attend education?

Yes ☐ No ☐

18. What suggestions do you have on the time allocation?

More time should be allocated for learning ☐

Time for learning should be reduced ☐

The time allocated is enough ☐

If other please specify

_____

_____

19. Is the place of educational provision (literacy center) has convenience to attend the lesson.

Yes ☐ ☐

20. What suggestion do you have on the distance of the centers from your home?

It’s far apart from the centers ☐

It is very close to the center ☐

it is medium for the centers ☐

If any others (specify) _____

21. What suggestions do you have concerning the learning environment?

There should be no noise around the learning centers ☐

Distracters should be avoided as learning takes place ☐

Classes should be well clean and well ventilated ☐

If other please specify_____

_____

_____

22. What are the major problems in your FALP (list them in rank order, the 1st problem to be the sever one)

1._____

2._____

3._____

4._____

5._____

23. Suggest your solution for the problems that you listed under question No.22?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Questionnaire to be filled by FAL facilitators/teachers

Dear Respondents:

I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: *The implementation of functional adult literacy program in the special zone of Oromia around Finfine.* Thus, the main purpose of this questionnaire is to collect relevant information which is necessary to undertake this research work. You are, therefore, kindly requested to fill the all the questions in the questionnaire by carefully following the instructions provided at various levels. The success of the study depends on your honest and genuine response to each question. The information you provide will be used only for the academic purposes and kept with paramount confidentiality.

THANK YOU!

Part I (A): Information on Backgrounds of the respondents

This part of the questionnaire contains the personal information. Thus, please fill the box in front of the alternative that fit to your answer by putting (✓) mark in the box prepared.

1. Name of the Woredas_____
2. Location of your center Urban ☐ Rural ☐
3. Sex Male ☐ Female ☐

4. Age 20-25 years 41_45 years

☐

26-30 years ☐ 46_50 years ☐

31_35 years ☐ >50 years ☐

36_40 years ☐

5. Marital status? ☐

Married ☐ Single Divorced

6. Indicate your highest academic qualifications

TTI ☐

Diploma ☐

B.A/B.SC Degree ☐

M.A/M.SC Degree ☐

If other please specify _____

7. Have you got pre-service training on methods of teaching FAL?

Yes ☐ No ☐

8. If you have attended a training program, for how long the training was conducted?

Less than 5 day's ☐

6-10 day's ☐

11-15 day's ☐

More than 15 day's ☐

If other please specify _____

9. Indicate the number of years you have worked as a facilitator

1 - 3 years ☐ 7-10 years ☐

4 - 6 years ☐

If other please specify _____

9. Indicate your employment terms

Part time ☐

Permanent ☐

Volunteer ☐

If any other (Specify)_____

Part II. Questions about the literacy program

10. Do FAL participants attend the lesson regularly?

Yes ☐ No ☐

11. Do you think that the learners are interested to attend the lesson regularly?

Yes ☐ No ☐

12. Do you think that school days and the time class begins are convenient for adult's education?

Yes ☐ No ☐

13. For how long does the FALP is conducted in your center in general?

About 3 month's ☐ 5 months ☐

☐

More than 5 month's

☐

4 months specify

14. Are the months of the year that the literacy program is conducted suitable for literacy activities?

Yes ☐ No ☐

15. Do you think that adult literacy participants attend classes due to their understanding on the importance of the lesson to improve their living condition?

Yes ☐ No ☐

16. Do you think that the assistances and encouragements provided from the Woredas and kebele FALP coordinating committee has contribution to facilitate your activities?

Yes ☐ No ☐

17. What are the major problems you faced in your literacy center (list them in rank order, the 1st problem to be the sever one)

1. _____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Part III (A): The questions in this section are aimed at gathering information concerning your work as a facilitator.

No	ITEMS	Yes	No
18	Are learning/teaching resources available		
19	Are materials for teaching/learning delivered in time		
20	Are materials for teaching/learning distributed in time		
21	Are materials relevant for use by learners in adult education		
22	Is the language used in the teaching/learning material is easy to understand and enable the implementation of FALP?		
23	Are the books easy to read?		
24	Do facilitators/teachers have guides?		
25	Are the guides adequate?		
26	Are there varieties of teaching/learning materials for learners?		

PART III (B): Selection of learning event during the facilitation of learning among adult learners

No	ITEM	yes	no
27	Are the learners deciding on what has to be learnt (the topics to be learned)?		
28	You as a facilitator, do you determine learning pace/speed for learners?		
29	Are there times when you involve the learners in the selection of the learning event?		
30	Are there directions from the Woredas education office on areas to be included in the learning/teaching of the adults?		

31. Who selects the learning topic for the FAL?

The facilitators ☐

The learner ☐

Kebele training board ☐

Woredas education office ☐

If other please specify_____

32. What determines the learning incidence for the learners?

Their need ☐

What the facilitator feel is important ☐

WEO ☐

If other please specify

_____

_____

33. Who sets the priority of what is to be learnt during FAL classes?

Zone education office ☐

Woredas education office ☐

The learner ☐

The facilitator ☐

E) If other please specify

_____

_____

PART III (C): This section concerns teaching methods used in the process of teaching FAL. Please answer them as precisely as possible.

No	ITEM	yes	no
34	Are there directives/guidelines from the Woredas education office concerning the methods of teaching to be used in teaching adults?		
35	Are the teaching methods used effective according to your opinion?		
36	Do you find some teaching methods better or more effective for the FAL than others?		

37	Do you usually use more than one teaching methods during one learning/teaching session?		
38	Are methods used acceptable by/comfortable to the learners?		

39. Tick the method(s) you commonly use in teaching the adults

Demonstration ☐ Brainstorming ☐

Guided discussion ☐ Group discussion ☐

Controlled discussion ☐ Project and case studies ☐

40. Which method do you find best for teaching FAL?

Demonstration ☐

Guided discussion ☐

Group discussions ☐

Project ☐

Case studies ☐

If other please specify

_____

41. What challenges did you encounter in the selection of the teaching methods used in FAL?

Some methods are complicated for the level of learners ☐

Participation of learners is not always guaranteed ☐

Other learners are unwilling to take up roles during role plays ☐

If other please specify_____

_____

_____

42. What would be the possible solutions to overcome those challenges?

The language used should be simple ☐

Resources should be adequate ☐

Materials should be relevant for use by FAL ☐

D) If others please specify_____

_____

_____

Part III (D). Evaluation of participant's performance and certification

43. Is there continuous evaluation program to assess the performance of FALP participants?

Yes ☐ No ☐

44. Does the Woredas and Kebele coordinating committee follow up the consistency of the Evaluation?

Yes ☐ No ☐

45. List the assessment technique/s applied most frequently to evaluate the performance of FAL

Participants?_____

_____

_____

_____

_____

46. How do adult literacy participants obtain promotion to higher levels?

_____

_____

_____

_____

47. Do participants obtain a certificate that shows the qualification level?

Yes ☐ No ☐

48. Do you think that the FALP in your centers is implemented successfully in the last two-three years Yes ☐ No ☐

49. What are the major problems of the FALP in your centers (please list down these problems in rank order)

1._____

2._____

3._____

4._____

5._____

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

_____

_____

_____

_____

_____

Thank You.

Appendixes C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIRIOUL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Semi-structured interview guidelines for Zone education officers

The main objective of this interview guideline is to collect extensive information about the implementation of FALP. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research

Sex _____ Age _____

Current position _____ Service year _____

1. Are there teaching and learning materials are available in the centers of FALP centers?

2. Is the teaching learning material is arriving at time?

3. How do you motivate your student to participate more?

4. Does the coordinating committees at all levels/zone, Woredas, Kebele and centers/preparing a Working plan each year?

5. Do the coordinating committees at zone and Woredas level have conducted meetings together to discuss on the issues of the program?

6. How frequently do the committees conduct meetings to discuss on issues of the Program?

7. What are the challenges that you encounter in the implementation of FALP in your zone?

Appendix D

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Semi-structured interview guidelines as coordinators of FLAP in the Woredas

The main objective of this interview guideline is to collect extensive information about implementation of functional adult literacy program. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____

Current position _____ Service year _____

1. How many years of experience do you have as an FALP coordinators?

2. Is there a selection criterion for functional adult's literacy program teachers/facilitators?

3. What is the qualification of adult literacy facilitators dominantly?

4. Do literacy facilitators/teachers get pre-service training?

5. What is the duration of literacy teachers' pre-service training?

6. For how many days in a week do the literacy education is provided to participants?

7. For how long does the literacy program is conducted in a year?

8. Which factors influence the attendance of FALP in your Woredas?

9. What are the factors that affect the implementation of FALP in your Woredas?

Milto A

Gaaffii Barreeffamaa

Yuunivarsiitii Jimmaatti

Kolleejjii Barnootaa Fi Saayinsii Xiin-Sammuu

Muummee Barnootaa fi Qo' anno Sirna Barnoota

Gaaffanno Barattoota Barnoota Bu'uura qinda'a gocha rratti Barataniin Guutamu

Ani barata digirii lammaffaa Yuunivarsiitii Jimmaati.qorannoo mata-duree "*hojiirra oolmaa barnoota bu'uuraa ga'eessota qinda'a gochaa irratti xiyyeeffate Godina Adda Oromiyaa Naannawaa Finfinneetti''* jedhuun qorannoon gaggeessaa jiru kanaaf akka na gargaaru gaafannoon qophaa'ee jira. Kanaafuu, gaafanoonni kun dhimma barnoota duwwadhaaf kan gargaaru waan ta'eef, isinis haaluma kanaan ofi qusachuu tokko malee yaadaa keessan akka anaaf kennitan kabajaan isin gaafadha.

Horaa bulaa!!

Kutaa I (A) kutaan kun odeeffannoo hirmattoota ofii keessa qaba. Kanaafu deebii ni ta'a jette kan yaadu mallattoo (✓) kaa'uun deebii kee agarsiisi.

1. Maqaa anaa keti_____

2. Argama bufata barnoota Magala ☐ Baadiyaa ☐

3. saala Dhiiraa ☐ Dubaraa ☐

4. Umurii

20-25 ☐ 31-35 ☐ 41-45 ☐

26-30 ☐ 36-40 ☐ 46-50 ☐ 50 ☐

5. Haala Ga'eel

kan fuudhe/hin herumne ☐ kan hin fuune/fune ☐ an hiike ☐

6. Sadarkaa barnoota kee kan amma irra jirtuu

Marsa 1ffaa ☐
Marsaa 2ffaa ☐
Marsaa 3ffaa ☐
kan biroo yoo jiraate ifaa godhi

_____

_____

7. Agarssiituwaan hojiirra olma BGQGX

Lakk	Gaaffii	Eeyee	Lakki
7.1	Kitaaboleen barnoota sadarkaa keef qophaa'an ni mijaatu		
7.2	Meeshaalee barnoota ga'eessotaaf qophaa'an mijaatadha		
7.3	Meeshaleen kun akka salphaatti ni dubbafamu		
7.4	meeshaalee barnoota garagaraa kan barnootaaf qopha'an ni jiru?		

8. Meeshalee barnoota eenyuutu barattooataf dhiyeessa?

Haala mijeessitoota barnoota bu'uuraa ☐ Waajjira barnoota aanaa ☐

Waajjira barnoota godinaa ☐ Ministeera barnoota ☐

kan biroo yoo jiraate ibsi ☐

_____

_____

_____

_____

9. kutaa keessatti Meeshalee maal fa'i barsiisuuf fayyadamta?

kitaaba barata ☐

Fakki ☐

Chaartii ☐

Meeshaale qabatama ☐

kan biraa yoo jiraate ibis

_____

_____

KutaaI . Ga'ee barattoota barnoota irratti

10. Carraa barnoota barachuu barattoota kutaati murtee dursaa eenyuutu kenna.

WBA ☐

Haala mijeessitoota barnoota ☐

Barattoota ☐

kan biraa yoo jiraate ibsi ☐

_____

_____

_____

11. Meeshale baruufi barsiisuu barattootaaf kan filatu eenyuudha?

Haala mijeessitoota ☐

Baratoota ☐

WBA ☐

kan biraa yoo jiraate

_____

_____

12. Wanti ati barattu haala jireenya hawaasummaa keessatti si gargaara?

Eeyyee ☐ Lakki ☐

13. Mata-duree barnoota barattoota irratti murteessaan eenyuudha?

Barattoota ☐

Haala Mijeestoonni Yaadan ☐

WBA ☐

Kan biraa yoo jiraate

14. Malaa baruuf barsiisuu barnoota bu’uura gocharratti xiyyeefate.deebii kee maallattoo(✓)

ka’uun agarsiisii

Lakki	Gaaffii	Eeyyee	Lakki
14.1	Akka yaada keeti malli baruuf barsiiuu bu’aa qabeessaa?		
14.2	Mala baruufi barsiisuu hunda caala bu’aa qabeessaa ta’ee ni fayyadamtaa?		
14.3	Malleen baruuf barsiisuu adda addaa yoo xiqqaate daree keessatti sadiitti fayyadamta?		
14.4	Malli baruufi barsiisuu fayyadamitu fedhi barata irraatii ni hundaa?		
14.5	Malli baruufi barsiisuu kutaa keessatti fayyadamtu barattootaaf ni mijata?kan biraa yoo jirate ibsi.		

15. Malleen baruufi barsiisuu kutaatti fayyadamtu irraa caala kan fayyadamtu irraa hanga darbe darbe fayyadamtuutti tartiibessi?

Mala agaree ☐

Oduu-ibsa ☐

Marii garee ☐

Projeekti ☐

Qajeelfaman mari'achu ☐

Mala to'anno marii ☐

Mala xiinxaluu ☐

Mala pirojeektii fi malaqoranno ☐

Mala gaaffi fi deebiitiin ☐

Kutaa I (E) Gaafannoo yeroo barnoota ilaalchise

16. Yeroon barnootaaf ramadame gahaadha?

Eeyyee ☐ Lakki ☐

17. Akka yaada keetti (guyyaa, sa'aatiifi baatii) barnoota barachuu bartattootaaf mijaatadha?

Eeyyee ☐ Lakki ☐

18. Ramaddii sa'aatii barnoota irratti ilaalcha maal qabdaa?

Sa'aatiin barnoota dabalataan barbaachisoo ta'uu isaa ☐

Sa'aatiin barnoota hir'achuu qaba ☐

Sa'aatiin ramadame gahaadha ☐

kan biraa yoo jiraate ☐

_____

_____

19. Iddoon barnoonni itti baratamuu, barnoota hordofuuf mijataadha?

Eeyyee ☐ Lakki ☐

20. Yaadni waa'ee buufata barnootaaf fi iddoo jireenya kee maal fakkaata?

Buufata barnoota irraa ni fagaata ☐

Buufata barnootaatti baay'ee dhiyaata ☐

Buufata barnootaaf gidduu galeessa ☐

kan biraa yoo jiraate ☐

_____

_____

☐

21. Yaadni ati naannoo mana barnootaa ilaachisee qabdu maal fakkaata?

☐

Rakkina tokkollee naannoo mana barnootaati hin mul'ata ☐

Yeroo barnoota jeequmsi tokkollee hin mul'atu ☐

Kutaan barnoota seeraan qulqulla'a ☐

Kan biraa yoo jiraate(ifaa godhi)

_____

_____

22. Rakkinni ijoon hojiirra oolmaa barnoota bu'uuraa qinda'aa gochaarratti xiyyeefate maalidha? (isaa ijoo gara xiqqaatti tartiibaan ka'i)

1._____

2._____

3._____

4._____

5._____

23. Rakkinoota gaaffii 22 jalaatti keesseef furmaata ni ta'a jettee kan yaaddu tarreessi.

Milto B

Gaaffii Barreeffamaa

Yuunivarsiitii Jimmaa

Kolleejjii Barnootaa fi Saayinsii Xiin-Sammuu

Muummee Barnootaa fi Qo' anno Sirna Barnootaa

Gaafannoo haala mijeestoota Barnoota Bu'uura qinda'aa gocha irratti xiyyeefateen

Guutamu

Ani barata digirii lammaffaa Yuunivarsiitii Jimmaati.*Qorannoo mata-duree hojiirra oolmaa barnoota bu'uuraa ga'eessota qinda'aa gochaa irratti xiyyeeffate Godina Adda Oromiyaa Naannawaa Finfinneetti* 'jedhuun qorannoon gaggeessaa jiru kanaaf akka na gargaaru gaafannoon qophaa'ee jira. Kanaafuu, gaafanoonni kun dhimma barnoota duwwadhaaf kan

gargaaru waan ta'eef, isinis haaluma kanaan ofi qusachuu tokko malee yaadaa keessan akka anaaf kennitan kabajaan isin gaafadha.Maqaa bareesuun hin barbaachisuu.

Horaa bulaa!!

Kutaa I (A) Odeeffannoo waligalaa hirmaattotaa

kutaan kun odeeffannoo hirmattoota ofii keessa qaba. Kanaafu deebii ni ta'a jette kan yaadu mallattoo (✓) kaa'uun deebii kee agarsiisi.

1. Maqaa aanaa kee_____

2. Argama buufata barnoota kee Magaala ☐ Baadiyaa ☐

3. saala Dhiiraa ☐ Dubaraa ☐

4. Umurii

20-25 ☐ 31-35 ☐ 41-45 ☐

26-30 ☐ 36-40 ☐ 46-50 ☐ > 50 ☐

5. Haala Ga'eela

kan fuudhe/herumne ☐ kan hin fuune/herumne ☐ kan hike/hikte ☐

6. Sadarkaa barnoota kee kan amma irra jirtuu

kutaa 10 ☐

DH .L.B ☐

Dippiloomaa ☐

Digirii jalqabaa ☐

Digirii 2ffaa ☐

Kan Biroo Yoo Jiraate ibsii

_____

_____

_____

7. Leenji hojii duraa mala baruuf barsiisuu BBGG X irratti ni qabda?

☐

Eeyyee ☐ Lakki

8. Leenji hoji duraa yoo qabte ,leenji guyyaa meeqa qabdaa?

Guyya 5 gadii ☐

Guyyaa6__10 ☐

Guyyaa11_15 ☐

Guyyaa 15 caala ☐

9. Waggaa meeqaaf haala mijeessa barnoota bu'uura gochaarratti xiyyeefattee taate hojatte?

WAGGAA 1-3 ☐

WAGGAA 4-6 ☐

WAGGA 7-10 ☐

Kan biraa yoo jiraate Ifaa Taasisi

_____

_____

Kutaa II(B) gaafannoo dhimma sagantaa barnoota bu'uura ilaallatu

10. Leenjitoonni barnoota isaanii harcaatii tokko malee ni hordofuu?

Eeyyee ☐ Lakki ☐

11.Baratootni fedhi isaanitiin barnoota ni horduufu jete yaada?

Eeyyee ☐ Lakki ☐

12. Akka yaaddaa keeti guyyaan barnootaa fi sa'aatiin barnoota barachuu baratootaaf ga'eessotaaf mijaatadhaa?

Eeyyee ☐ Lakki ☐

13. Barnoonni bu'uuraa qinda'aa gochaa irratti xiyyeeffate baatii meeqa walitti fufinsaan kennamaa?

Baatii 3 ☐

Baatii 4 ☐

Baatii 5 ☐

Baatii 5 caalaaf kennema ☐

14. Batileen barnonni itti adeemsifamu baratootaa barnoota bu'uraa barataniif mijatadhaa?

Eeyyee ☐ Lakki ☐

15. Baratootni barnoota bu'uuraa kan baratan hubannoo fi bu'aa qabeessa waan ta'eefi haala jireenya isaan waan foyyeessuudhaaaf?

Eeyyee ☐ Lakki ☐

16. Akka yaada keetti gargaarsa qindeessitoota barnoota bu'uuraa WBA FI GANDA hojii keef haala ni mijeessu?

Eeyyee ☐ Lakki ☐

17. Rakkinoota ijoo ta'an buufata barnoota keetti jiran sadarkaadhaan tarreessi.

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

KutaaIII (A) Gaaffileen kutaa kana keessa jiru odeeffannoo dhuunfaa haalaa hojii kee ilaallatudha.

T.L	GAAFANOO	Eeyee	Lakki
18	Meeshaaleen baruufi barsiisuu gahaadha?		
19	Meehaaleen baruufi barsiisuu yeroon ni dhiyaatu?		
20	Meeshaaleen baruufi barsiisuu yeroon raabsamuu?		
21	Meeshaleen barnoota bu'ura itti faydamu baratootaaf ni mijaatu?		
22	Afaan meeshalee baruu fi barsiisudhaaf itti fayadamtuu akka salphaati kan hubatamuuf hojiirra oolmaa barnootaa bu'uraaf		

	mijaataadha ?		
23	Kitaabni barnoota akka salphaati ni dubbifama?		
24	Haala mijeestoonni /barsiisonni barnoota bu'uraaqajeelcha barsiisa ni qabu		
25	Qajeelchi barsiisaa gahaa ni jira?		
26	Meeshaaleen adda addaa baruufi barsiisuuf gargaaruu jiraa?		

KutaaIII (B) Filannoo gochaalee barnoota adeemsa baruufi barsiisuu keessatti

T.L	Gaafannoo	eeyyee	lakki
27	Mata duree barataanii irratti baratotni murtee kennuu ni danda'uu		
28	Akka haala mijeessaatti addemsa barnoota barattootaa irratti murtee kennuu ni dandeessaa?		
29	Yeroon barattoonni gochaalee baruu fi barsiisuu filachuu irratti hirmaatan ni jira?		

30	Qajeelfamni baruuf barsiisuu barnoota bu'uraa waan baratoonni barachu qabaan WBA irraa ni kennama?		

31. Mata-duree barnootabu'uraa baratootaaf enyuutu filata?

Haala mijeessa / Barsiisaa ☐

Baratoota ☐

Boordii Leenji gandaa ☐

WBA ☐

Kan Biraa Yoo Jiraate Ifaa godhi

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32. Gochaa barachuu Baratoota maaltu murteessaa?

Fedhii Baratoota ☐

Fedhii haala mijeessitoota ☐

WBA ☐

Kan biraa yoo jiraate ibsi

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33. Waan baratooni kutaa keessatti barachuu qaban irratti murtee dursaa eenyutu kenna.

WBG ☐

☐

WBA

Haala mijeessitoota barnoota ☐

Barattoota ☐

Kan biraa yoo jiraate ibsi

_____

_____

Kutaa III (C) Kutaan kun adeemsa baruufi barsiisuu irratti mala baruuf barsiisu irratti kan xiyyeeffateedha. Deebii kee mallattoo "√" ka'uun deebsii.

T.L	**Gaaffii**	Eeyyee	Lakki
34	Mala baruufi barsiisuu ilaaalchisee qajeelfamni WBA irraa kennamu ni jira?		
35	Mala baruufi barsiisuu fayadamtu akka yaada keetti bu'aa qabeessaadhaa?		
36	Malli baruufi barsiisuu biraa kaan caalaa bu'aa qabeesa ta'ee jiraa?		
37	Malli baruufi barsiisuu adda addaa wayitii barnootaa tokko keessatti ni fayadamta?		
38	Malli baruufi barsiisuu ati fayyadamtu barattoota biratti fudhatama qabaa/mijatadha?		

39. Mala baruufi barsiisuu yeroo baay'ee ga'eessota barsiisuuf fayyadamtu irratti mallatoo "√" ka'i.

Mala agaree ☐

Qajeelcha marii ☐

Mala marii to'anno ☐

Mala xiinxaluu ☐

Marii garee ☐

Piroojeektii fi dhimma qoranno ☐

Kan biro yoo jiraate ibsi

_____

_____

_____

40. Mala baruufi barsiisuu barnoota bu'uura gochaa irratti xiyyeeffate barsiisuuf kamtu irraa caalaa filatamaadhaa?

Mala agaree ☐

Qajeelcha marii ☐

Marii garee ☐

Piroojeektii ☐

Qoranno dhimma ☐

Kan biraa yoo jiraate ibsi.

_____

_____

41. Adeemsa baruufi barsiisuu keessatti rakkoon mala baruuf barsiisuu ga'eesota filaachuu irratti si qunname maalidhaa?

Malli baruufi barsiisuu wal xaxaa ta'uu isaa ☐

Hirmaannaan barattootaa waan hin mirkanoofneef ☐

Gahee taphachuu irratti barattootni fedhii dhabuu ☐

Kan biraa yoo jiraate ibsi

_____

_____

42. Rakko kana furuuf furmata maaltu ta'a jeta yaada? ☐

Afaan barnoota salphaati fayadamu. ☐

Meeshaaleen deeggarsa barnootaa gahaati fayadamu.

Meeshaaleen barnoota bu'uuraa gochaa irratti xiyyeefate mijata gochuua. ☐

kan biraa yoo jiraate ibsi.

_____

_____

Kutaa II (F) Haala maadalii fi gaa'umsaa baratoota ilaalchisee

43. Sagantaan madaallii walitti fufaa ga'umsa barattootaa ittiin beekan ni jiraa?

Eeyyee ☐ Lakki ☐

44. Qindeessitoonni bu'uuraa barnoota, WBA fi boordiin barnoota leenjii gandaa walitti fufiinsaa madaallii walitti fufaa kanamuu ni hordofuu?

Eeyyee ☐ Lakki ☐

45. Madaalliin walitti fufaa irraa deddeebiidhaan yeroo baay'ee itti fayyadamtu yoo jiraate tartiiba isaatiin tarreessi.

_____

_____

_____

_____

46. Barattoonni barnoota bu'uuraa baratan haala kamiin sadarkaa itti aanuutti darbuu?

_____

_____

_____

47. Barattootni waraqaa ragaa ga'umsa isaanii agarsiisu ni argatuu?

Eeyyee ☐ Lakki ☐

48.Akka yaada keeti BBGQGX waggota lama fi shani keessatti haalan galma ga'ee jira?

Eeyee ☐ Lakki ☐

49. Rakkoo ijoon barnoonni bu'uuraa qinda'aa gocha irratti xiyyeeffate akka galma hin geenye taasisuu buufata barnoota ati barsiistuurraa yoo jiraate(sadarkaa isaaniitiin tarreessi)

1._____

2._____

3._____

4._____

5._____

Yaada anaaf kenitaniif Galatooma!!!

Milto C

Gaaffii Afaan

Yuunivarsiitii Jimmaa

Kolleejjii Barnootaa Fi Saayinsii Xiin-Sammuu

Muummee Barnootaa fi Qo' anno Sirna Barnootaa

Gaaffi afaan koree qindeestoota BBGQX Godinaaf qopha'ee

Kayyoon gaafi afaan odeeffanno bal'aa ta'e hojirra olma barnota bu'uraa ga'eessota qinda'aa gocha irratti xiyyefate sasabuuf,haluma kanaan hirmaanan issin gootan murteesa waan ta'eef, odeeefanno barnbaachisa fi qubsaa ta;ee galma ga'insa qoranno kannaf murteeessa waan ta'eef ragaabarbaachisa akka annaf kennitan kabjaan isiin gaafadha.

Saala _____ umurii_____

Ga'ee hojii kee_____ bara tajaajila kee_____

1. Meeshaaleen baruufi barsiisuu gahaadha?

2. Meehaaleen baruufi barsiisuu yeroon ni dhiyaatu?

3. Haal mijeestoni leenji ni qabuu?

4. Haal mijeestonni sadrkaa garaagarra irra jiraan godinaa, anaa,gandaa fi buufata irraa jiraan karooraa ni qopheessu?

5. Qindestoonni sadaka godina fi anaa irra jiraan walgahan ni mar'atu?

6. Koreen BGQGX yeroo hagamin wal gahaan mar'atu?

7.Rakkoon ijoo hojirra olma BGQGX akka godinaa keessanitti maali fa'i?

Milto D

Gaaffii Afaan

Yuunivarsiitii Jimmaa

Kolleejjii Barnootaa Fi Saayinsii Xiin-Sammuu

Muummee Barnootaa fi Qo' anno Sirna Barnootaa

Gaaffi afaan koree qindeestoota BBGQX anaaf qopha'ee

Kayyoon gaafi afaan odeeffanno bal'aa ta'e hojirra olma barnota bu'uraa ga'eessota qinda'aa gocha irratti xiyyefate sasabuuf,haluma kanaan hirmaanan issin gootan murteesa waan ta'eef, odeeefanno barnbaachisa fi qubsaa ta;ee galma ga'insa qoranno kannaf murteeessa waan ta'eef ragaabarbaachisa akka annaf kennitan kabjaan isiin gaafadha.

Saala _____ umurii_____

Ga'ee hojii kee_____

1. Haala mijeessa BBGQX taate wagga meeqaaf hojaate jirta?

2. Ulgaan haala mijeestoota BBGQX ittin filatan ni jiraa?

3. Sadarkaan banoota haala mijeesoota haala kammin ilaalama?

4. Haala mijeestoonni leenjii hojii duraa ni argatu?

5. Haala mijeestooni turti hangamiif leenjii fudhatu?

6. Torbeetti barnooni guyya meeqaaf kenama?

7. Barnoonni waggatti baati meeqaaf kennamaa?

8. Dhiiba BBGQX irratti kan fidu maal fa’i?

9. Rakkolee gurguddoonni hojirra olma BBGQX akka anaa keeti maal fa’i?