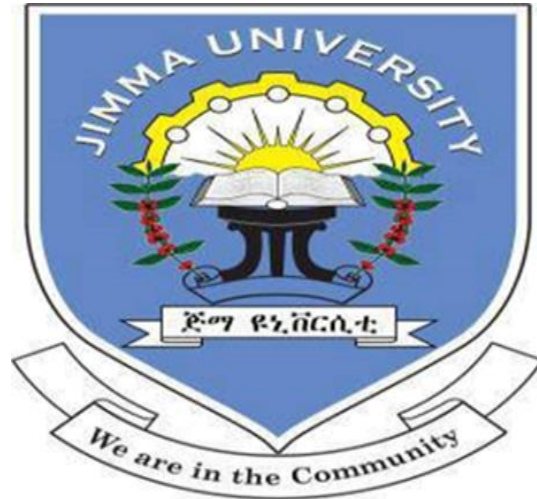


IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT  
EDUCATION PROGRAM IN KAFFA ZONE: FOCUS ON SAYLEM  
WOREDA.

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## Declaration

The researcher hereby declares that, this research on the title, “Implementation of Integrated Functional Adult Education Program of Kaffa Zone: Focus on Saylem Woreda” is my original work and all sources of materials used for the research have been fully indicated and acknowledged with complete references.

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## Recommendation

This research has been submitted for my approval as university advisor:

Main advisor- Name \_\_\_\_\_ Sign \_\_\_\_\_

Date \_\_\_\_\_

Co-advisor- Name \_\_\_\_\_ Sign \_\_\_\_\_

Date \_\_\_\_\_

As members of the Board of Examiners of the M.A. Thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Endale Simel and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Art in Curriculum & Instruction

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## **Abstract**

*The purpose of this study is to assess the implementation of integrated functional adult education program of Kaffa Zone in particular focus on Saylem woreda. In order to achieve this objective the researcher used descriptive survey research design. Both qualitative and quantitative data were collected by means of questionnaire, interview guide and document analysis. The source of data was: 72 facilitators, 24 adult learners, 6 woreda education office personnel and relevant documents related to the issue. Both probability and non-probability sampling methods were employed in order to select the samples for the study. The study was carried out in 24 IFAE centers out of 96 centers found in Saylem Woreda. Out of 22 kebeles found in the woreda, 12 kebeles were selected by cluster sampling technique. In this study out of 1085 population, a total of 102 samples were selected. Thus woreda education office head, woreda IFAEP coordinator and school supervisors were selected by availability sampling methods. Facilitators such as DAs, health extension and teacher facilitators were selected by convenient sampling methods whereas adult learners were selected by purposive sampling methods. The analysis of the quantitative data was carried out by using frequency, mean and standard deviation while the qualitative data was analyzed using coding and thereby theme building procedures. The result of the study disclosed that teaching learning resources such as stationeries, adult learners textbook and facilitators' guide were not accessible in study area. It was also found that stakeholders have not played their role for the effective implementation of integrated functional adult literacy program. It was also found that majority of facilitators were not trained in andragogy. To conclude, the implementation of IFAEP in the study area was greatly affected by lack of resources, lack of adequate budget, and lack of cooperation of stakeholders. Facilitators are key persons in the implementation of IFAEP, but the attention given from concerning body to qualify them was ignored in the study area. Adult learners and communities in the study area were not aware about the program due to this they were not devoted to participate in the program. Based on the findings of the study it was recommended that woreda education office personnel need to give due attention for the fulfillment of educational and instructional material in IFAE centers. Zonal education department and regional education bureau need to work collaboratively in order to equip facilitators with basic knowledge and skills in andragogy and in preparing suitable IFAE center. IFAEP facilitators need to arrange convenient training time for adult learner. Woreda administration office needs to work hard in establishing strong integration among different stakeholders and creating awareness to adult learners about the benefit of program.*

## **Keywords**

Integrated Functional Adult Education program, Co-ordination, Perception, Facilitators, Awareness

## List of Abbreviations

A1....A24	Number of interviewed adults
ABE	Adult Basic Education
ANFE	Adult and Non Formal Education
DAs	Development Agents
EFA	Education for All
EP1...EP6	Number of interviewed educational personnel
ESDP	Educational Sector Development Program
FAL	Functional Adult Literacy
FDRE	Federal Democratic Republic of Ethiopia
IFALP	Integrated functional adult Literacy program
IFAEP	Integrated functional adult Education program
MoE	Ministry of Education
MoU	Memorandum of Understanding
SD	Standard Deviation
SNNPRS	South Nations Nationalities and Peoples' Regional State
UNESCO	United Nations Educational Scientific and Cultural Organization
UNLD	United Nations Literacy Decade
WCEFA	World Conference on Education for All
WEOs	Woreda education offices

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter presents the background of the study, statement of the problem, basic research questions of the study, objectives of the study, significance of the study, delimitations of the study, limitation of the study, operational definitions of terms and organization of the study.

### **1.1. Background of the Study**

Education plays a big role as a major driver of economic competitiveness in an increasingly knowledge-driven global economy. Contemporary society has high expectations of the contribution that education can make in helping people learn to live with change, to lead change, and to support improvement in all spheres of life (Kala & Chaubey, 2015). Therefore, education is a prerequisite for short and long-term economic, political and social development.

However, formal education alone is not enough to bring rapid and continuous social and economic development. It is not also the only means of satisfying the education needs of people. People who do not get the opportunity of formal education should be provided with other alternative ways. One of these alternative ways is non-formal education. In line with this, adult education has a significant role in poverty reduction. It plays very essential function in a rapid changing society by providing information, knowledge, skills, etc. that people need to cope with the changing conditions.

In the same way successful completion of adult education programs yields benefits similar to formal schooling (UNESCO, 2005). Politically, educated people are more likely to vote and more tolerant to democratic values. Participation in adult literacy programs is also correlated with increased participation in trade unions, community action and national political life, especially when empowerment is at the core of program design. This realization has led to campaigns in various countries for the promotion of

literacy for all including adults (UNESCO, 2005). The document compiled by UNESCO (2010) argues that literate, numerate, and problem solving workers who can add value to the production of goods and services at every possible point are needed. In order to improve learner participation in developmental programs, learning opportunities must be created by making education accessible to all.

It is in this light that literacy education is accepted as a right and an essential part of the human right of every individual as recognized in the Universal Declaration of Human Rights (UNESCO, 2003). According to Global monitoring team on Education for All (UNESCO, 2003), literacy strengthens the capabilities of individuals, families and communities to access health, education, political, economic and cultural opportunities and services. In this regard, adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social program of community as a whole including personal advancement of individual. If properly targeted and made relevant, adult education results in better health and better living condition, improved facilities and so on (ANFE,2011). Adult education as its name indicates, an education that helps an adult for his lifelong process such as reading, writing, calculating, problem solving abilities, experience sharing and getting good practice from friends and educators.

The notion of adult education is often used interchangeably with other concepts such as literacy, adult basic education, and lifelong learning, and continuing education, adult and non-formal education etc. For the sake of the present research purpose the researcher opted to use Integrated Functional Adult Education Program (IFAEP) since its practical application in Ethiopian education system was consistent with this terminology. Basically, adult education is understood as a development process of general, technical or vocational knowledge as well as skills, values and attitudes which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies.

Ethiopia introduced its new Education and Training Policy in 1994 with the aim to address the following five major issues: access, equity, relevance, efficiency and quality. In order to implement the Policy, it also designed the Education Sector Development Program (ESDP) which is now in its fifth phase. Ethiopia is one of the signatories of the international agreement on Education for All (EFA) which consists of six components. Specifically, the fourth goal of Education for All (EFA) calls on countries to achieve a 50 % improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all (MoE,2005).

Ethiopia has implemented a series of poverty eradication plans and it has emphasized the need to overcome the problem of illiteracy if a real socio- economic transformation is to occur. Among this Integrated Functional Adult Education (IFAE) program is one of the core areas of concern. IFAEP in Ethiopia is an approach designed to impart reading, writing and numeracy skills among adults side by side with other functional knowledge and skills in agriculture, health and other livelihood activities.

Under the federal system of government, education is a shared responsibility of the federal, regional state and woreda governments (MoE,2006). The MoE gives technical and policy support to regional states and manages university education. Regional state, Zonal and woreda education departments have the mandate to run formal and non-formal education programs. Woreda education offices (WEOs) are responsible for primary, secondary education as well as non-formal education for adults and youth out of school children. In 2008, the country endorsed its National Adult Education Strategy and at the same time Memorandum of Understanding (MoU) was signed by various line ministries. These were the Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Women's Affairs and Ministry of Youth and Sports. Moreover, in Kaffa zone Saylem woreda IFAE was underway since its national strategy endorsement. Thus, stakeholders in the program were undertaking initiative since then. Therefore, in this paper the researcher tried to assess the implementation of IFAEP in Kaffa Zone, Saylem woreda.

## **1.2. Statements of the problem.**

Nowadays, lack of education is one of the major problems that influence all sides of the earth, particularly the poor nations. It has no restrictions and it exists in every race and ethnicity, age group, and economic class (UNESCO, 1990).

Adult education plays an important role in increasing literacy rate, in building the capacity of adults in the world of work, in promoting gender equity, the development of democracy and a culture of peace (UNESCO, 1997).

In Ethiopia, education is at the center of the government policy targeted at achieving middle-income country status in the next decades (ESDP IV 2009/10-2014/15). The education sector both formal and non-formal should provide capable citizens with core literacy and numeracy skills and with the middle and higher-level capacities needed by the emerging productive sectors.

During the 1960s, adult learning was taken to be a key component of most strategies for development. In this day's rapid changing societies, adult education is a branch of the lifelong education endeavor through which community keep up with changing development (MoE, 2006). Taking this policy in to consideration, the new national adult and alternative basic education strategies of Ethiopia initiate for the formation of adult non-formal education with a particular emphasis to Integrated Functional Adult Literacy program. The focus of IFAEP is to convey knowledge and skills in income generation, environment protection, cultural education, health, civic education, skills in agriculture and enable them to read and write.

However, in Ethiopia high level of illiteracy in the adult population is still one of the major barriers to achieving development goals by 2025. Regarding the status of adult education, the federal Ministry of Education in 2008 pointed out that the program had remained low in terms of accessibility and relevance; it had not been geared towards problem solving and had failed to address the immediate life of the adult community. In the same way Education Sector Development Program (ESDP-IV) revealed that the

figure of adult illiteracy has remained high, and the issue has become the main challenge and priority agenda in ESDP V (MoE, 2015).

Ethiopian Federal Ministry of Education recognized that increasing adult literacy rates would support other development goals (MoE, 2006). Moreover, from the side of IFAEP mothers education is directly or indirectly associated with infant mortality, child health and schooling (MoE, 2006).

Literature suggests that well designed and properly implemented adult and non-formal education program provides access to those who are over-aged for formal schooling and brings back to the track those who dropped out from formal schools for various reasons. It, particularly, helps adults to manage their daily life and fit to the present life that requires integration of knowledge and skills from different fields. However, the study conducted by MoE (2018) indicated that lack of integrating functional adult education with agriculture, health, livelihood skills; lack of clear structure of ANFE and strong coordination system at all levels; lack of proper documentation of the data about the program; focus of the program solely on literacy and numeracy by giving little attention to other functional skills (agriculture, health, business) and lack of tailoring the program to the local needs of adults are the major challenges faced by ANFE. (Ethiopian Education Development Road Map, 2018- 30).

Moreover, different researchers had conducted their study on the importance of educating adults in general and IFAE program in particular. For instance, a research conducted by MoE (1999) on the status of non-formal education in Ethiopia pointed out that the stakeholders' participation in Functional Adult education program implementation wouldn't be feasible unless the FAL centers would be managed properly and the need of the local communities' wouldn't be incorporated. In addition to this, the study conducted by Debel Hundessa (2011) pinpointed that female participation, in FAL implementation, was very low. According to Haimanot (2014) the most serious challenges that Integrated Functional adult Education Program in the study area faced by were lack of adequate budget and lack of support from line ministries. Furthermore, she pointed that the implementation of the program was practically turned side for the education sector and

she recommended that all the existing challenges ought to be solved so as to improve the integrated functional adult education practices. Similarly, according to Ambissa (2014) tried to look in to change and degree of continuity in the policy and practices of adult basic literacy initiatives in Ethiopia so as to draw experiences for the future of adult basic literacy program in the country and elsewhere. He stressed that the literacy initiatives lacked sustained commitment from the governing bodies and the literacy initiatives were largely premeditated in response to external drives rather than local needs. In nut shell, other researchers have tried to investigate problems related with adult education in the country. For instance, Hoben (1984, & 1991); Wirtu (2005); Kebede (2005) tried to study adult literacy provisions. Furthermore, at region wise an annual report on education witnessed that due to different factors, the program was not effective in achieving the expected objectives (SNNPRS, 2010). However, the studies conducted in the country so far focused on the assessment of the implementation of FAL which is former approach focused on the practice of reading and writing where there is no integration among the activities but the present study was focused on IFAEP which is linked with the real life of adults. Moreover none of the study dealt with the perceptions of facilitators in the program.

In line with the above problems, still there is no empirical investigation under taken so as to address awareness and information about the implementation of integrated functional adult education in the study areas. This is why; the researcher is initiated to conduct this research. Therefore, the present study has attempted to assess the implementation of the IFAEP including the perception of facilitators on IFAEP in Kaffa Zone of Saylem woreda. Thus, the author tried to pose the following four basic questions that were addressed through the research process.

- 1.** Are there sufficient teaching learning resources available for implementation of Integrated Functional Adult Education Programmes in the study area.
- 2.** To what extent do the stakeholders play their role in the implementation of Integrated Functional Adult Education Programmes in the study area?
- 3.** What is the perception of facilitators towards the IFAEP in the area under study?
- 4.** What are the major challenges in the implementation of IFAEP in the study area?



### **1.3. Objectives of the Study**

The general and specific objectives were formulated as follows.

#### **1.3.1. General Objective of the Study**

The purpose of this study is to assess the implementation of integrated functional adult education program in Kaffa zone of Saylem woreda.

#### **1.3.2. Specific Objectives of the Study**

- To examine the availability of teaching learning resources in each integrated functional adult learning center.
- To assess the contribution of stakeholders in the implementation of IFAEP in Saylem woreda.
- To identify the perceptions of facilitators in IFAEP in Saylem woreda
- To identify the major challenges that hinder the implementation of integrated functional adult education in Saylem Woreda

### **1.4. Significance of the study**

This study has tried to assess the implementation of IFAE program regarding to the contribution of stakeholders, perceptions of adult learners and facilitators, availability of teaching learning resources in IFAE centers and challenges in the implementation of the program. Therefore, the study might provide the following significances:-

- The findings of the study are expected to benefit the adult learners of the study area in its genuine recommendations for the challenges facing the full implementation of the IFAE program.
- The IFAE facilitators may get informed of their practices of implementing the program.
- It may serve as reference point for education planners, decision makers and implementers in the area of IFAE program to make an informed action.
- It may forward tentative recommendations that can serve as benchmark for improvement of the IFAE program administration and execution.
- It may serve as a springboard for those who are interested to extend this study for further investigation.

## 1.5. Delimitation of the Study

Geographically, the study covered all IFAE centers of Saylem Woreda to assess the implementation of integrated functional adult education program. Conceptually, the study also covered on assessment of the implementation of integrated functional adult education, the perception of facilitators towards the IFAE program, the availability of teaching learning resources and the role of stakeholders regarding the implementation of the program. The study was delimited to undertake investigation only on the above population, area and conceptual frameworks but did not try to include study sites and populations out of the stated woreda due to time and other financial constraints.

## 1.6. Limitations of the study

There were some constraints which the researcher faced when conducting this study. These were:

- Some of respondents who participated as data sources were too busy to provide the necessary data regarding the problem under study which results in the delay of data collection process; however, the researcher managed to address them with extra patience.
- The findings of the study cannot be generalized for other woredas in Kaffa zone since its geographical scope was only limited to a single woreda due to financial constraints faced by the researcher.

## 1.7. Operational Definitions of key terms

**Active Adult Learners:** are adult learners who were attending IFAEP in the study area.

**Adult education:** an educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society.

**Adult:** is a person who is aged 15-64 and performs socially productive roles who has assumed primary responsibility for his/ her own life.

**Facilitator:** Refers to those who were involved in the teaching of adults.

**Functional adult literacy (FAL)** is the former approach of functional adult literacy where there is no integration among the activities

**Implementation of IFAEP** is a process of putting into practice about the integrated functional adult education program which can be measured from the dimensions of stakeholders' involvement on the program, competency of facilitators, availability of adequate teaching learning resources on IFAE center and perception of adult learners and facilitators on the program.

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

**Literacy:** Refers to the ability to read, write and enumerate.

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

**Non-formal adult education:** a learning activity organized outside the established framework of the formal school system targeted at addressing the adult population.

**ABE:** Remedial or school-level education for adults, usually with an emphasis on the literacy, numeracy and social skills needed to function within the community or to gain employment.

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

The report of this study is organized into five chapters. The first chapter presents the introduction which encompasses: background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of the terms. The second chapter deals with the review of related literature. The third chapter deals with methodology and procedures of the study. Chapter four present data obtained from field, its analysis, interpretations and discussion. Chapter five contains the summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents the review literature that has a connection with the title under study. Thus, theoretical frame work, concepts and definitions of adult education, Nature of integrated functional adult education, the historical development of integrated functional adult education program in Ethiopia, approaches of teaching learning in integrated functional education , Lifelong learning since 1990s, challenges facing the implementation of adult education and teaching - learning resources for adult education programmes were discussed.

#### **2.1. Theoretical Framework**

Modern Adult Education theoretically it is based on some theories developed by researchers and famous scholars like Paul Freire (1973). Paul Freire's Theory of Adult Education was the result of oppression of the masses in Brazil by the elite who reflect the prevailing values of a non-Brazilian culture. The Freirian theory summarizes the movement that was done in Latin America by intellectuals after the Second World War which is a creation of Christianity and Marxism which form the so called Liberation theory and its educational philosophy. Paul Freire's theory encourages the people to be active participants in the wide world after the learning; therefore, it is humanistic in nature (Jarvis, 1995).

According to Freire (1973) in order for leaning to take place the teacher should be a facilitator who is able to stimulate the learning process rather than the one who teaches the correct knowledge and values to be acquired. He insisted on the dialogue between teacher and learner i.e. teacher-learner and learner-teacher dialogue. This is because his model concentrates on the humanity of the learners and places great value on the human being.

In 1900s Malcolm Knowles come out with adult learning theory called andragogy, at the same time in united states Eduard Lindeman was considered a major philosopher of adult

education (Stewart, 1987). Brookfield (1987:122) notes that according to Lindeman, “adult education is a cooperative venture in non-authoritarian, informal learning - the chief purpose of which is to discover the meaning of experience”. Lindeman discouraged the use of lecture method to adults rather he insisted on the use of groups in learning. According to Brookfield (1987) discussion method is important to be used when teaching adult learners. Lindeman insisted that the curriculum should focus on the competence instead of content. In understanding a range of different situation group discussion should be used by the facilitator, they can also develop a set of analytical skills (Brookfield, 1987). In 1920, true method for adult learners was recommended by Lindeman and Martha Anderson was andragogy (as cited in Brookfield, 1987). Andragogy was used to help illustrate Plato’s educational theory (Knowles, Holton & Swanson 1998). The concept of andragogy was seen that adult education requires special teachers, special methods, and a special philosophy (Knowles, Holton & Swanson, 1998). Again Malcolm Knowles began using that term andragogy in 1968.

The theory of andragogy come out with effective methodologies for adult learning where five principles were recommended which are readiness of the learner, learners experiences, the faculty member as a facilitator of learning, orientation to learning, and the learners self-concept (Knowles, Holton, & Swanson, 1998). Andragogy come out with different characteristic of adult learning which is contrary to assumption of a young child. These characteristics are adult learners don't depend on facilitators rather are self-directed, have life experiences, are mature and ready to learn, are problem centered, their perception of learning changes from a postponed application of Knowledge to an immediate application, their motive to learn is internal (Knowles, 1984; Knowles, Holton & Swanson, 1998; Knowles & Knowles, 1972). Adult learners need to know why learning. Adults’ wants to know why are they learning something and to what extent are they going to benefit.

According to Knowles (1975) the difference between how adults and children learn was an important landmark in teaching and learning practices in vocational education and training, as well as in higher education. Andragogy and the principles of adult learning

that were derived from it, transformed face-to-face teaching (Brookfield, 1987; Knowles, Holton & Swanson, 1998) and provided a rationale for distance education based on the notion of self-directedness (Knowles, 1980, 1984, 1989). These theories are relevant to the research study since it supports participation of adult learners in the society which the researcher expects to be the fruits of adult education.

## **2.2. Lifelong Learning since the 1990s**

Interest in lifelong learning revived in the early 1990s, both in Europe and the United States. A fresh round of studies and reports popularized the idea of lifelong learning, and it became part of national policy discussion, particularly as global competition and economic restructuring toward knowledge-based industries became more prevalent. In a full-employment economy, corporations perceived a benefit from investment in human capital, while a new workforce of knowledge technologists expected their employers to maintain their employability by investing in their education. The focus on learning thus shifted from personal growth to human resource development. Meanwhile, education and training approaches became central to a transition away from unemployment and welfare dependency. Lifelong learning has elements of adult education, continuing education, self-directed learning, and the ideal of the individual reaching his/her full potential. There have been global initiatives towards lifelong learning and education for the whole life span, dating back to the 1990s. Governments in Europe and the United States have supported lifelong learning as an ideal means to facilitate global competition in the knowledge-based economies (Maehl, 2003).

## **2.3. Meaning and concept of Adult Education**

Kanukisya (2008) noted that the term 'adult education' is used with at least three different meanings. In its broadest sense, it describes the entire process of adults learning. In its more technical meaning, 'adult education' describes a set of organized activities to a wide variety of institutions for the accomplishment of specific educational objectives. The third meaning combines all of these processes and activities into the idea of a movement or field of social practice. In this sense, 'adult education' brings together into a discrete

social system all the individuals, institutions, and associations concerned with the education of adults and perceives them as working toward common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of life (Nafukho, *et al.*, 2011).

MoE (2008) Education Sector Development Program III discusses adult and non-formal education and it defines *adult education as field that includes a range of basic education and training components for out-of-school children and adults*. The document defines content of adult education as literacy, numeracy and life skills that enable learners to solve their problems in their daily lives and contribute to national development endeavors socially, economically and politically. Besides, UNESCO (1976: 245) defined as:

*Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities, as well as an apprenticeship where by persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent, social, economic and cultural development.*

Adult non-formal education is a series of planned and organized educational activities provided outside the formal education system (Tight, 1996). The ultimate rationale of Adult Non-Formal Education (ANFE) is to grant alternative learning opportunities for those who do not have access to formal schooling or specific life skills and knowledge to overcome different obstacles. It is deliberate and organized types of learning as contrasting to incidental learning. The meaning of adult education varies at different places and time. However, UNESCO (2006: 205) defined adult education as follows:

*Adult education has always been part of the solution for marginalized and vulnerable population groups because program are based on an integrated approach that takes in to account all the factors influencing the opportunities and life-chance of different population groups, and the role played by education systems themselves in the process of social inclusion and cohesion.*

## **2.4. Nature of integrated functional adult education**

Regarding its nature, IFAEP was less structured, immediate in objectives, goals, management are decentralized, and contents are locally specific, characterized by resource sharing, more task and skill oriented, and flexible in timing (Radcliffe & Colletta, 1985). Furthermore, andragogically adult education possesses flexible teaching methods, learner-centered rather than teacher-centered, concert and experiential rather than abstract and theoretical. Participation be based on interest and opportunity, teachers should be recruited based on opportunity, tendency and experiences from the grassroots rather than being centrally predetermined. In the last four decades, political and scientific discourse have stressed out on the growing implication of adult education for development. According to IIZ/DVV (2005), adult education plays a fundamental role in promoting social, economic and personal well-being. There is a deep-rooted belief that adult learning has a prospective to create personal, economic and social value (Motschilnig, 2014).

The life and daily activity of adults are the center point for IFAE which is a process of leading to mastery of 3RS, encouraging voluntary participation of adult; introducing new work practice/ culture for improved health as well as economic and social life; depending attitudinal change enriching knowledge and skills; and developing human and material values to overcome poverty. IFAE focuses an adult behavior and psychology using adult knowledge and skills as starting points, improves the same, enables progress to a better stage; introduces new technology inputs and procedures; and as such is part of the process of individual, local community and national development (MoE, 2010).

Integrated functional adult Education (IFAE) is based on mutual learning teaching, not on one-way communication between learners and facilitators. Facilitators teach adults; adults teach facilitators, everybody teaches everybody else. The collective learning is used for the solution of common problems, individual knowledge and skills are pooled and coordinated to achieve the resolution of common problems. This approach to adult literacy helps adults to use in practical terms their reading and writing and



communication skills to advance their life, custom traditions, experiences, strengthen environs and productivity MoE (August, 2010)

## **2.5. The Historical Development of Adult Education in Ethiopia**

Adult Education in Ethiopia is diversified and dynamic, changing with circumstances (Tilahun, 2011), These diversified programs and practices have had their own impact on the structure organization and management of Adult Education in the country. Therefore, in order to have clear picture of it, it is important to take the different historical periods into account.

### **2.5.1. The Pre-revolution (Pre-1974) Adult education Initiatives**

Even though some kind of formal education is said to have been introduced to Ethiopia in 1908, it was accessible to a handful of elites. As a result, only about 7% of the population was reported to be literate by 1974 (MoE, 1980; and Hoben, 1994). Regarding this situation, Papen (2005) writes:

*The selection and distribution of literacy to different social groups is not something that happens neutrally... above the interest that pattern the society. Instead, they are embedded in its infrastructure of power relationships. Literacy is deeply and inescapably bound up with producing, re-producing and maintaining unequal arrangements of power.*

Adult basic literacy initiatives during the period had been sporadic and lacked any policy frame, and started after the end of the Italian invasion in 1941. During the period, education in Ethiopia had been in a very adverse condition: the few schools that started prior to Italy's invasion in 1935 were closed, the few foreign educated Ethiopians were lost in the war for independence (Bekele, 1966; Trudeau, 1964) and, as a result, there was an acute shortage of human resource for the new 'free' bureaucracies.

One important progress was the issuance of the 1944 Memorandum on Educational Policy for Ethiopia. The memorandum provided free education for all at all levels (Trudeau, 1964). The policy, though apparently responsive to the prevailing needs of the time, was ambitious. It seemed ahead of the time since the national capacity was not

adequate to shoulder such mass education: human resource was meager, everything was to start from scratch and the public attitude towards education was not yet developed.

According to some writers (e.g. Sandhaas, 2009 and Bekele, 1966) the policy was introduced (or had been influenced) by the British who were here presumably to assist the national reconstruction. The policy was only stated, not implemented, a further assurance that it was not home grown. Nonetheless, it had significant influence by creating increased attention to adult education in general and adult literacy in particular. For instance, the *Berhaneh Zare New* Institute was opened by the government and financed by the emperor with the aim to promote evening education for adults. Evening classes were started in almost all schools in the capital city and in Addis Ababa University College (Sandhaas, 2009 & Bekele, 1966).

In 1954 a voluntary organization called *Yefidel Serawit* (literally, army of the Alphabets) was formed by university students, with the purpose to expand education to the rural mass. This is a stage of growing volunteerism by students who could recognize the adverse state of illiteracy in the country and the adult literacy movements in other parts of the world (Kenea, 2014).

The formation of *Yefidel Serawit* coincided with the 1955 public notice on fundamental education/adult literacy which was published in the Amharic Newspaper – *Ye Etophiya Dimtsi* (literally, voice of Ethiopia) on the 17<sup>th</sup> of November 1955. The 4<sup>th</sup> paragraph of the public notice provided that ‘all illiterate persons between the ages of 18 and 50 to acquire, in their spare time, through their own efforts/arrangements; the knowledge of Amharic reading and writing.’

The “Work-oriented adult literacy program” was an adult education project introduced to Ethiopia in 1968. This is different from the early efforts because it brought the idea of ‘functional literacy’ center stage where the early initiatives were in the main focused on enabling the adults to master the three R’s and get ‘liberated from the darkness of illiteracy’. The work-oriented adult literacy programme was an external, donor-driven experimental program; a result, as Fisseha (2000) argued, of the expansion of the liberal

Western economy and increase in development funding to developing countries as a strategy to combat the expansion of communism to these countries. The scope of adult literacy during the pre-revolutionary Ethiopia was only for those who volunteered to learn.

### **2.5.2. The Revolution Period (1974 – 91) Adult education Initiatives**

The 1960s revolt against the imperial regime ended in 1974 with a replacement of the regime by a socialist government mainly led by military officers. The new government sensed the need for campaign approach to move the country forward – a lesson probably acquired from countries in the Eastern bloc (e.g. Cuba, USSR, and Vietnam). As a result, two major campaigns were launched early during the few years of the military's term of office. These were the *Development through Cooperation, Knowledge and Work Campaign* (from 1974 - 1976) and the *National Literacy Campaign* (1979 - 91). Where the former was provided as a national development program and therefore had a legal recognition (Woldemeskel, 2005), the latter was only based on what was called the "Revolutionary Directives", directives issued wherever the need arises (*Addis Zemen*, the 26<sup>th</sup> of September 1979).

In the national adult literacy campaign the expressed purpose was total eradication of adult illiteracy where illiteracy was seen as a primary limitation to development efforts and literacy as a tool towards alleviation of poverty. The literacy initiatives that took place during this period had clear advantage for the great majority of Ethiopian populations who were devoid of educational opportunity. According to Molla (2008) and Kebede (2005) the three major advantages or benefits of the literacy initiatives were (i) the literacy program was reported to have reached over 22 million 'illiterate' Ethiopians; (ii) it raised the expectations of millions of people for formal education; and (iii) about 15 local languages were used as media of literacy for the first time in a traditionally 'monolingual' education system. Even if these benefits are there, the actual motive behind the Socialist government's effort to promote literacy was said to be ideological. Regarding this Woldemeskel (2005) noted that the actual objective of the literacy campaign was to use adult education to indoctrinate the people with *Military Socialist*

propaganda. Regarding the management of the campaign, there was strong central control. Everything program plan, implementation, and evaluation, support consignments was centrally planned to make all actors of the various levels tune their acts according to directives (Woldemeskel, 2005; Abbagidi, 2009).

### **2.5.3. Adult Education Since 1991**

The new government came to power in an era when major changes have been noted globally: end of the ‘cold-war’; the ‘Education for All’ (Jomtien 1990 and Dakar 2000) and the ‘Millennium Development Goal’ initiatives; and such requirements from multilateral organizations as the structural adjustment.

Lind (2008) eloquently stated lack of political will towards adult literacy results from a) association of adult literacy with socialism; b) the liberating function of literacy is taken as a threat to national ruling elites and c) the illiterates are powerless to publicly express demand for literacy.

Since 1991, the organizational structure of the adult education has shrunk, and budget allocation diminished (Woldemeskel, 2005 and Desu, 2005), which indicates that adult education in general and adult literacy in particular has not been one of the priority agenda of the present government.

### **2.5.4. The Current IFAE Program Policy and Strategies in Ethiopia**

The expansion of comprehensive adult education system is essential and central to improvements of the quality of life of every Ethiopian. To this end, in 2008, The Ministry of Education published the national adult education strategy of which an integrated approach to functional adult literacy is a major focus. The concept of integrated functional adult education (IFAE) has been defined in the master plan for adult education which the ministers develop with support from DVV international. In general terms, it seeks to link writing reading and numeracy skills to livelihood and skill training in the area such as agriculture, civic, cultural education and health education, like family planning and HIV/AIDS education etc. Such an approach requires delivery by various

governmental and nongovernmental service providers in multiple setting and also ensures the literacy skills development is meaningful to the learners (MoE, 2010; ESDP IV).

The current national adult education strategy propose the following guiding principle for the implementation of IFAE overall the country.

- Increasing coverage of by expanding adult education,
- Creating awareness on the significant of adult education,
- Allocating budget and Human power for implementation,
- Establishing quality relevant adult education system ,
- Developing need based curriculum,
- Building the capacity of the facilitators and other experts,
- Provision of adequate materials ,
- Improvement of adult education delivery strategy,
- Expanding adult education coverage equitably
- Capacitating institutions for continue adult education police strategies

Under ESPD I, the Ministry of Education strives to fully implement the national adult education strategy through the development and implementation of the master plan in adult education.

## **2.6. Approach of teaching-learning in Integrated Functional Adult Education**

According to (Mackeizie, 2012) the teacher's role in adult learning situation is that of a facilitator or guide and therefore does not direct the learning process. This is because by being a director he/she may distract the adult learners own independence. Thus (Jarvis,1992) and (Williams, 1980) agree that the facilitators work is to assist the learner to learn even to the extent of creating an environment in which that learning may occur, but it is never one who dictates the outcome of learning experience. (Jarvis, 1995) says that facilitation is difficult in that learning in adult education is open-ended and therefore the learners may reach conclusions which are different from those held by the facilitator.

Integrated functional adult education (IFAE) makes participants read and write agreed and planed sentences reflecting their daily life and activities. In this approach, adults learn how to read, write and compute about their individuals, community and national

agendas. Adults possess a wealth of knowledge and, therefore, do not wish to be treated like children. They also participate actively and voluntarily when reading, writing and computing relevant encourage words, phrase and sentences. In their home and residential communities, adults see materials they have made meaning full changes in their lives and regrets lacking the skills to read them in the past.

Experience and research testify to wisdom of meaning with such readily accessible materials. Similarly, reading material of government development organization and those related to legal and social life are available to home and communities. Reading, thus, enhances development of the skill and opens the windows for better life. Many adults are very eager to read and understand such materials. They will be happy if such materials are available in integrated functional adult education (IFAE) centers. One key question here, however, is how one can proceed to reading before adults have identified alphabet or letters in the particular language. Adults are engaged reading sentences, identifying key words, and then recognizing individual letters alphabets in them. Simultaneously, they learn that identifying and reading letters is a useful skill for reading words, phrase, and sentences (MOE, 2010).

## **2.7. Challenges Facing the Implementation of Adult Education.**

Adult learners perceive learning from the point of how much time is left for them either to stay in their places of work or time to live (Lowy & O'Connor, 1986). These situations impact the educational goals of the adults. It is advised that there should be a great change in the recognizing adult education by the generality of people by educating people on what adult education means. The concern of perception is related to the self-image of adult learner. The way the society value adult education is what matters and have great impact towards their abilities and readiness while considering themselves that they are able to learn in spite of the switch from being a full time learner to one that takes on other responsibility becomes important for progress to be made in adult education. According to Knowles (1980) creates more of self-directed personality. Moreover adult education is also faced by untrained facilitators of which limits the effectiveness of the teaching process generally. Imhabekhei (2009) is of the opinion that a person that is not a trained

adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method for teaching adults (andragogy). It is suitable for facilitators to apply different approaches for effective learning situation. By combining various methods this will benefit the students and facilitators to reach their goals.

By doing this it will be difficult for untrained facilitator on whom the effectiveness of adult education lies. Not every facilitator will be knowledgeable with the nature and characteristics of adult learner and sometimes may not really understand that adults achieve less when the learning tasks involve too much theory and memorization.

Although non-formal and adult education provide for a broad vision for adult education, its current application is limited to IFAE and basic skills development and thus fails to recognize the adult education activities conducted by various ministries. Non-government organizations and private sectors faced challenges (MoE, 2010; ESDP IV) including:

- ✓ The fragmented nature of adult education provision makes efficient implementation coordination linkages between programs and monitoring difficult.
- ✓ Inequitable distribution of adult education
- ✓ Low level of relevance in relation to daily life situation.
- ✓ Low level of quality of adult education due to the absence or poor quality of adult education structures programs, materials and unskilled human resources ,
- ✓ Low capacity for data collection evaluation monitoring and reporting capacities at all levels especially but not exclusively for IFAE.

Although, a structure has been developed for IFAE curriculum and syllabi still to be developed in all regions and languages (MOE, 2010; ESDP IV).

Moreover, MoE (2008) distinguished lack of qualified and skilled manpower to adult education. Ethiopia has paid maximum attention to expand tertiary education. The number of higher education institutions providing training in adult and NFE are increasing every year. However, having sufficient number of highly qualified teachers is still remaining to be a challenge. To solve it every region is now looking to establish

adult and non-formal education academic unit to help the education development in their respective areas at teacher training colleges.

Hence, adult education is offered by a broad range of providers to highly heterogeneous audiences. The diversity introduces a number of problems that must be taken into account in economic studies of adult education which may range from basic education provided in the formal system to informal learning.

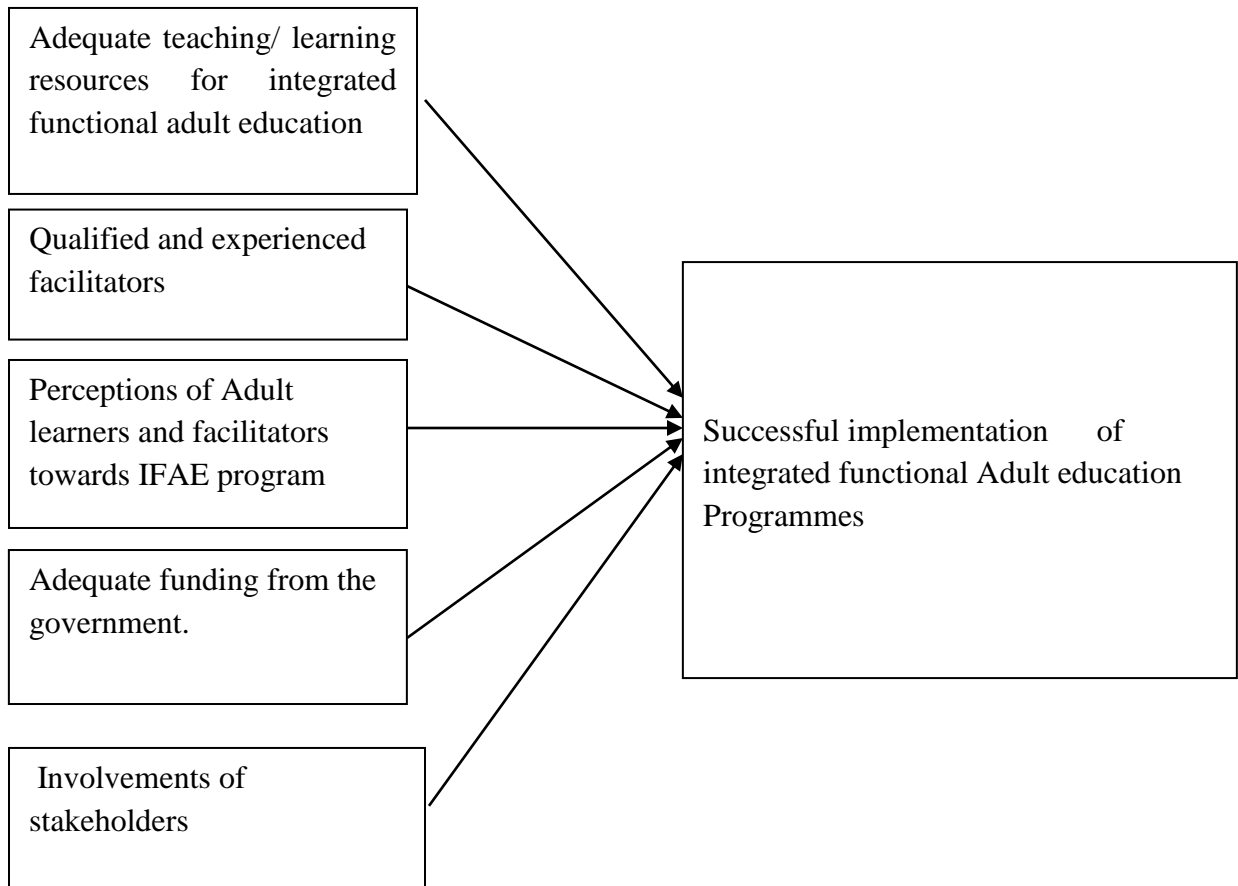
## **2.8. Teaching and Learning Resources for Adult Education Programmes.**

Cross (1981) categorized barriers to the implementation of ALP into several categories. One category consists of barriers related to practices and procedures, which include inconvenient schedules and poor choice of the location of ACE centers. This discourages adults from joining the programmes. Adult literacy programmes take place in different places including schools, churches, social halls which are sometimes not suitable for adult learning. For instance, some rooms used as classes are dirty, poorly lit and ventilated (Ngau, 1997). According to Knowles (1990) adult educators should be innovative enough to gauge the needs of the adult learners and prepare teaching and learning resources which are relevant to their needs. The study materials are prepared for the learners depending on the group level of education and need (Knowles, 1990).



## 2.9. Conceptual Framework.

A conceptual framework is a formal way of thinking about a process of system under study. This study is based on the concept that in order to achieve the goals of integrated functional adult literacy programme, challenges affecting its implementation must be understood and addressed. It was based on the concept that the implementation of integrated functional Adult Education Programme could be enabled through provision of teaching/learning resources, qualified facilitators, and adequate funding from the Government and other organizations and participation of stakeholders.



**Figure 1: Conceptual Framework**

Source: *Adopted and Modified from Mungai Mary Warigia (2014)*

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter describes the research design, target population, sample size and sampling procedure, research instruments, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2. Research Design**

The purpose of the present study is to assess the implementation of IFAEP in Kaffa Zone Saylem Woreda. Thus, the study adopted descriptive survey research design. The design is also relevant to gather detailed information concerning the current implementation of integrated functional adult education program in the study area. Moreover, this design is selected on the assumption that it can help the researcher to gather a large variety of current data related to the subject under the study. Elliott et al, (2000) reported that, descriptive survey method is important to answer questions related to the current status quo of the problem. Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition.

#### **3.3. Research Methodology**

Both quantitative and qualitative research method were used to study the problem in detail and to identify the reality case in the study area. The reason why researcher employed descriptive survey is that, it is used to describe what was happened and what was happening (Kothari, 2007).

#### **3.4. Sources of Data**

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

### **3.4.1. Primary Sources of Data**

In this study the primary data were collected from facilitators such as teacher facilitators, health extension, agricultural developmental agents (DAs), adult learners, woreda education office head, woreda education office Integrated functional adult education program coordinator and school supervisors.

### **3.4.2. Secondary Sources of Data**

The secondary data were obtained from the integrated functional adult literacy center documents and different reports about the implementation of IFAE education. This source was used in order to substantiate the data obtained through questionnaires and interviews.

## **3.5. Study Site and Population**

The aim of the study is to assess the implementation of integrated functional adult education program in Saylem woreda. The study area is found in Saylem woreda which was located in South Nation Nationalities and Peoples Regional State (SNNPRS) in Kafa Zone. It is located in the East Sigimo woreda of Jimma zone, in North Becho woreda of Iluabobora zone, in the west Didu woreda of Iluababora zone and in South Gesha woreda of kafa zone. It is one of the eleven woredas that are found in kafa zone. Saylem woreda contains 22 kebeles in which 97 IFAEP centers situated. Currently there are 44 health extension workers, 44 DAs, 97 teacher facilitators 894 adult learners, 1 woreda education office head 4 school supervisors and 1 woreda education office IFAEP center coordinator totaling 1204 study population.

## **3.6. Samples and Sampling Technique**

Sampling is a research technique used for selecting a given number of subjects from a target population as a representative of the population (Borg and Gall, 1996). In order to obtain reliable data for the study, both probability and non-probability sampling techniques were employed. Accordingly, due to their responsibility woreda Education Office IFAEP coordinator and woreda education office head were selected by availability

sampling technique. In order to select sample kebele for the study purpose stratified sampling technique was employed. Thus, from the south part 3, from north part 3, from east 3 and from west 3 kebeles were selected. Therefore, the sample size kebeles were 12. There is one school supervisor in each school cluster center, so 4 supervisors from sample kebeles were selected by availability sampling techniques. In addition to this, the researcher selected 24 IFAE centers by simple random sampling techniques. In each centers there are 1 teacher facilitators, 1 DAs and 1 health extension workers. Hence, the facilitators were selected from each IFAE center on the basis of convenient sampling techniques. Thus, 72 participants were selected from 24 IFAE centers. In selected 24 IFAE centers there are 360 adult learners; however, the researcher selected 24 adult learners for the study purpose through purposive sampling.

**Table 1 : Summary of sample size and sampling technique**

No	Sample	Population	Sample Size		Sampling technique
			No	%	
1	Kebele	22	12	54.5	cluster sampling
2	IFAE center	97	24	24.74	Simple random sampling
3	Woreda education Office head	1	1	100	availability sampling method
4	Woreda Education office IFAEP coordinator.	1	1	100	availability sampling method
5	School supervisors	4	4	100	availability sampling
6	IFAEP adult learners	894	24	0.026	Purposive sampling method
7	IFAEP facilitators ( teachers)	97	24	24.74	convenient sampling method
8	DAs ( agriculture developmental agents	44	24	54.54	convenient sampling method
9	Heath extension	44	24	54.54	convenient sampling method
	Total	1204	138		

### 3.7. Instruments of Data Collection

In order to gather the required data from the sample of respondents, various data gathering instruments were used namely, questionnaires, interviews and documents analysis.

### **3.7.1. Questionnaire**

The majority of the data employed in the present research was quantitative data. Therefore, it was mainly collected through questionnaire. According to Best and Kahn (2003) questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because, standard instructions are given to the respondents. The researcher used questionnaire since it is convenient to conduct survey and acquire necessary information from a large number of study subject with in a short period of time. Furthermore, it makes possible an economy of time and expense and also provides high proportion of usable response. Therefore, the researcher used questionnaire in order to gather data from IFAE program facilitators. Both open ended and close ended items were developed as main instrument of data collection from the respondents. The questioners were prepared in English Language and translated in to Amharic for more clarity and administered to all facilitators. Thus, close ended questionnaire was prepared in the form of Likert-scale. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to the effective implementation of integrated functional adult literacy program. Thus, the questionnaire items mainly focused on collecting data regarding teaching learning resources, role of stakeholders, perception of facilitators. Most part of the questionnaires was taken from previously published literatures such as International Journal of Education & Literacy Studies (2017) and International Journal of African and Asian Studies (2017). As a result the researcher acknowledges the source materials that the questionnaire was taken.

### **3.7.2. Interview**

Marczyk, DeMatteo and Festinger (2005) noted that interviews are a relatively common ways of collecting data in research. Similarly, Burns (1999) noted that the strength of semi-structured interviews tends to be one of the most favored by educational researchers as it allows respondents to express themselves at some length, but offers enough shape to prevent aimless rambling and help researchers to get themes and topics which may not have been anticipated while designing the interview. Therefore, so as to get additional

information and supplement the data obtained via questionnaires, the researcher administered semi structured interview to adult learners and woreda education office personnel in the study areas and in the analysis they were represented anonymously by Letter A and numbers like A1, A2, and A3..... A24 and Ep1, EP2...respectively. The area on which interview schedule focuses was adult learners' perception on IFAEP, stakeholders' participation and the challenges facing the implementation of the program. Interview was conducted through both Amharic and local language with woreda education office personnel and adult learners respectively.

### **3.7.3. Document Analysis**

Lincoln and Guba (1985) supports that document analysis enable researchers to get readily available and stable source of data. Therefore, in order to see the way of implementation of Integrated Functional Adult Education program in the study area, document analysis in present study was employed to review different reports concerning the practice of IFAE program. It was employed to review the attendance rate of adult learners, the text book clarity and relevance to the targets and the allocation of necessary budget for the program implementation.

### **3.8. Pilot Test of the Study**

The researcher carried out a pilot test for reliability check at IFAEP centers which was not be part of the study population. Based on the pilot test, various misleading items were corrected and made ready for actual use. In addition, content validity was checked by experts. Then the instruments were given to two language experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of strongly agree (4), agree (3), disagree (2), and strongly disagree(1). Validity was then determined using content validity index (CVI).  $CVI = \frac{\text{Items rated 3 or 4 by both judges}}{\text{total number of raters}}$ . Therefore the computed item level content validity index for each item was greater than 0.78 which can be considered as a good content validity. Content analysis was used to determine the validity of interviews. To establish reliability, test retest method was used. The instruments were subjected to 20 facilitators

from neighboring woreda IFAE centers. The results were scored manually. The same instruments were re-administered to the same group after two weeks and a result was again scored manually. Cronbach's coefficient alpha method was then used to test the correlation of the two tests. Coefficient alpha was used to estimate reliability for the instruments at 0.7 and above to be acceptable as Cronbach's alpha reliability coefficient normally ranging between 0 and 1 (Gliem, & Gliem, 2003).

A correlation of test retest gave a right measure which is a correlation of 0.8 for facilitators. Therefore the items were considered reliable. The instruments were then said to be reliable and made ready for actual use.

### **3. 9. Data Gathering Procedures**

The following data gathering procedure was employed by the researcher in order to get relevant information from the respondents of the study. From the very beginning the researcher took letter of recommendation from Jimma University and then went to the Saylem woreda education office seeking authorization letter to conduct research in the area. After getting permit ion from concerned organizations data collection instruments particularly questionnaire was distributed to IFAEP facilitators and collected without delaying it in order to prevent non response rate. Simultaneously, an interview was conducted and recorded with adult learners in each IFAE center. Furthermore, an interview was conducted with woreda education office personnel immediately after the researcher has turned from IFAE centers in the villages of the stud area. Finally, document review was conducted both at the IFAE centers and woreda education office.

### **3.10. Methods of Data Analysis**

After collecting raw data from respondents, the data was analyzed using both qualitative and quantitative methods of data analysis. The interview data was transcribed first and analyzed using triangulation procedures in order to substantiate quantitative data. Whereas the data obtained from questionnaire was analyzed using SPSS version 20. Background data was analyzed using percentage and frequency count. Descriptive statistics such as mean, standard deviation were employed in order to analyze all the basic research questions.

### **3.11. Access and Ethics**

#### **3.11.1. Access**

The field work for the research process was began after having clearance and letter of recommendation from the author's university (JU) for conducting research in the study area. More over the researcher kindly requested every concerned organizational structure to allow further ventures through official recommendation letters. Hence, Saylem WEO allowed the process in writing authorization letter.

#### **3.11.2 Ethics**

Before the data collection took place the purposes of the study was explained to the participants and they were asked for their informed consent to participate in the study and the concerned body was politely requested to allow document analysis. The researcher was committed to keep the confidentiality of the participants' information by making their name anonymous as well approached each participant politely in order to achieve their consent.



## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND DISCUSSION**

This chapter represents a systematic analysis of the collected data. The first part presents the characteristics and background of the sample populations involved in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on the assessment of the implementation of Integrated Functional Adult Education Program in Kafa zone of Saylem woreda.

The study data were gathered from sample IFAE centers, adult facilitators, woreda IFAE coordinator, adult learners, school supervisors and woreda education office head through interview, questionnaire and document analysis. The questionnaires were distributed to 72 adult facilitators. All the distributed questionnaires were returned. The completed questionnaires were subsequently scanned into an SPSS version 20 data file. Besides, an interview was conducted with 24 adult learners and 6 education office personnel. The responses from all the respondents were analyzed and interpreted. Most of the data collected were organized and presented in table and followed by discussion. In addition, the qualitative data which was gathered through interview, open ended questionnaire and documents were narrated and analyzed in words qualitatively.

## 4.1 Demographic Characteristics of the Respondents

The characteristics and background of respondents were examined in terms of sex, age, educational background and years of experiences. The respondents to this study were from Saylem woreda education office head, Saylem woreda school supervisors, woreda IFAE coordinator, IFAEP facilitators and adult learners who are currently attending IFAE program in sample IFAE centers.

**Table 2: Demographic information of the respondents**

Items	Response category	Respondents category									
		Adult learners		Facilitators		School supervisors		IFAEP coordinator		Woreda education office head	
		No	%	No	%	No	%	No	%	No	%
<b>Sex</b>	Male	14	58.3	47	65.3	4	66.7	1	16.7	1	16.7
	Female	10	41.6	25	34.7	-	-	-	-	-	-
<b>Age</b>	16-20	-	-	-	-	-	-	-	-	-	-
	21-25	-	-	6	8.3	-	-	-	-	-	-
	26-30	3	12.5	37	51.4	-	-	-	-	-	-
	31-35	9	37.5	24	33.3	4	66.7	-	-	-	-
	Above 35	12	50	5	6.9	-	-	1	16.7	1	16.7
<b>Educational status</b>	Non- literate	24	100	-	-	-	-	-	-	-	-
	Read and write	-	-	-	-	-	-	-	-	-	-
	10 <sup>th</sup> completed	-	-	19	26.4	-	-	-	-	-	-
	10+1 certificate	-	-	11	15.3	-	-	-	-	-	-
	10+3 diploma	-	-	42	58.3	-	-	-	-	-	-
	12 <sup>th</sup> completed	-	-	-	-	-	-	-	-	-	-
	Bachelor	-	-	-	-	4	66.7	1	16.7	1	16.7
Masters	-	-	-	-	-	-	-	-	-	-	
<b>Years of Experience</b>	1-3	-	-	45	62.5	1	16.7	-	-	-	-
	4-6	-	-	27	37.5	3	50	-	-	-	-
	7-10	-	-	-	-	-	-	-	-	-	-
	11-15	-	-	-	-	-	-	-	-	-	-
	16-20	-	-	-	-	-	-	-	-	-	-
	Above 20	-	-	-	-	-	-	1	16.65	1	16.65

As indicated in Table 2 above, 47 (65.3%), 4 (66.7%), 14 (58.3%), 1 (100%), and 1 (100%) of the respondent facilitators, school supervisors, adult learners, IFAE program coordinator, and woreda education office head respectively were males whereas 25 (34.7%) and 10 (41.6%) of the facilitators and adult learners respectively were females. Generally, out of 102 (100%) respondents, 67 (65.68%) were males whereas 35 (34.31%) were females. This suggests that there have been more male facilitators and learners than female facilitators and learners.

Concerning their education level, 42(58.3%), 19 (26.4%) and 11 (15.3%) of the facilitators were 10+3 diploma, grade 10 complete and 10+1 certificate respectively. while 4(100%), 1(100%) and 1(100%) of the respondents school supervisors, IFAE coordinator and woreda education office head had bachelor degrees respectively. On the other hand, 24 (100%) adult learners were non-literate. Concerning the education level, the qualifications of the facilitators are in line with the IFAE guideline which says they should at least be grade 10 complete (MoE, 2011a; MoE, 2008)

Regarding the average age of the respondents 6(8.3%) of the facilitators were in the category of 21-25 years, 3(12.5%) and 37(51.4%) of the adult learners and facilitators were in the category of 26-30 years respectively, 9(37.5%), 24(33.3%) and 4(100%) of the adult learners, facilitators and supervisors were in the category of 31-35 years respectively. whereas 12(50%), 5(6.91%), 1(100%) and 1(100%) of the adult learners, facilitators, IFAE coordinator and education office head were in the category of 35 and above years respectively.

According to the (MoE, 2009) adult learners involves who are aged 15-64 who had missed the opportunity of formal education during child hood and drop out from primary education due to different reason. From this data, we can understand that most of adult learners were with the center of productive age range 15-64 which were young and energetic. Regarding the work experience in facilitating the IFAE program 45(62.5%) and 27(37.5%) of the facilitators were in the category of 1-3 years and 4-6 years respectively.

## 4.2 Availability of teaching learning resources for the implementation of IFAEP in IFAE centers

In order to identify the availability of teaching learning resources for the implementation of IFAEP in IFAE centers, the questionnaires administered to facilitators. The items for facilitators contain scales ranging from 1 strongly disagree to 4 strongly agree. The questionnaires have varied number of items. Facilitators' questionnaires asking about the availability of teaching learning resources comprise 7 items. Hence, table 3 contains that of facilitators' response on availability of teaching learning resources to implement the IFAEP in IFAE centers.

**Table 3: Facilitators response on the availability of teaching learning resources in IFAE centers**

No	Items	N	Mean	Std. Devi.
1	There are sufficient and timely service of stationary.	72	1.69	.573
2	There are adequate classroom.	72	1.18	.387
3	There are adequate classroom materials (chair, table, black board).	72	1.39	.519
4	There are enough facilitator's guide and adult's text books for adult education	72	1.99	.489
5	There is enough financial support for the IFAEP	72	1.31	.464
6	The learning center is well situated to the adult education	72	1.85	.362
<b>Aggregate mean</b>			1.56	0.46

**Key:**  $M= 0.00-0.99 \rightarrow$  strongly disagree  $M= 1.00 - 1.99 \rightarrow$  disagree  $M= 2.00 - 2.99 \rightarrow$  agree  $M= 3.00-4.00 \rightarrow$  strongly agree.

As shown in Table 3 above, the aggregate mean score for facilitators was 1.56 with standard deviation of 0.46, implies that most of the respondent groups disagree with the availability of educational resources. Therefore, the availability of teaching learning resources was insufficient in IFAE centers and this could affect the implementation of integrated functional adult education program. Based on the same table, the fifth item with the mean result of 1.31 with 0.464 SD which implies the respondents disagreed with

the financial support for the IFAE program. In this regard according to the budget document review, teacher facilitators paid 500 birr monthly while Developmental agents (DAs) and Health extension workers were not given any additional payment as reinforcement except their normal monthly salary. Indeed, according to the analysis of open ended items the DAs and Health extension workers complained and considered the work as extra burden. However, the data of the study indicated that the incentive was not satisfactory, and the amount of payment allowed for health extension worker and DAs was not functional in the study area and this could affect the implementation of IFAEP in the area understudy. Generally, from the above data it is able to conclude that the learning center was not well situated to the adult education; there was no adequate classroom and classroom materials for IFAE program and there were scarcity of teaching learning materials like facilitator guidelines, adult text book in study area; hence this could affect the success of the implementation of IFAEP in the study site.

To supplement the above quantitative data the researcher interviewed adult learners and majority of the adult learner interviewed confirmed the lack of resources in teaching learning of adults in the study area was acute. Moreover, one adult interviewee quoted saying:

*...there are no sufficient teaching learning materials like adult text books then we are not able to exercise from our home what we have learned at IFAE center due to shortage of textbooks, there were no well-situated learning centers then we attend the lesson on a challenging manner. (A24, March 15/2019)*

Furthermore, educational office personnel were also participated in the interview guide. The entire participants in the education sector have confirmed the in formations provided by the adult learners as well. They assured that the implementation of IFAEP in the study area was greatly affected by lack of resources such as suitable learning centers for adults, classrooms and classroom materials like desks, blackboard, facilitators guide, adult text books and lack of adequate budget to run the program were focused resource related issues.

Moreover, one of the participants (EP1, EP2... hereafter) among the education office personnel expressed the resource issue as follows:

*In order to implement the IFAEP in our woreda we are grappling with critical lack and shortage of resources. In much of the IFAE centers providing training for adults we supply only a limited resources such as used and out dated blackboards, few adult text books, and the IFAE centers have no chairs and tables which are convenient for adult learners. Zonal and regional education department was no in a position to support the implementation of IFAEP with necessary resources except requiring reports on the program implementation. (EP3, March 25/2019).*

Additionally, one of the interview participants (EP1) stressed the competence of IFAEP facilitators as a major resource for the effective implementation of the program by forwarding the following accounts.

*Most of the facilitators do not have any in-service and on-job training on the concepts of andragogy as well as the commitment of woreda education office to equip facilitators with basic skill and knowledge was low; hence the IFAE program in the study area was not successfully implemented as it was intended. (March 28/2019).*

This analysis could be congruent with the data reported in the background section in which most of teacher facilitators have no any diploma or certificate or training on andragogy. This issue is directly related with competence of facilitators in facilitating the adult education program in a well-organized manner. Therefore, as a resource lack of trained facilitators or absence of on-job or in-service training particularly for facilitators critical affect the effective implementation of IFAEP in Saylem woreda.

Based on the quantitative and qualitative analysis made regarding the availability of resources in the sections above it is possible to draw a logical conclusion that the implementation of IFAEP is not as intended in the adult education strategy document. That is lack of resources like suitable classrooms and classroom materials (chairs, blackboard, adult text books and facilitator guide), shortage of adequate budget and financial support for the effective implementation of the program are rampant problems affecting the IFAEP in the study area. Regarding this point it is clearly indicated in (MoE, 2008) as the implementation guideline order that, it is the responsibilities of the woreda leaders to provide the required material in time and the amount requested.

Concerning the availability of resources there is consensus among scholars that the availability of competent teachers plays a vital role in securing quality education (MoE, 2008). Like any level, even more, adult literacy facilitators need to be skillful and knowledgeable. The reason behind is adults have special characteristics. This was also mentioned in the National Adult Education Strategy as, “Adults have their status in the society and are owners of rich experiences, teaching them require special methodology. Competence of facilitators has also great importance for the delivery and effectiveness of adult education” (MoE, 2008). In the implementation guideline, it was also made clear that adult facilitators could get pre-service and in-service training which can help them continuously develop their professions. Hence, teachers, development agents and health extension workers, ABE facilitators, other volunteer individuals who are willing to work as adult facilitators can get a 15 days pre-service training on basic facilitation skills by regional education bureaus and woreda education offices (MoE, 2011).

### 4.3. Contribution of stakeholders in the implementation of IFAE program

In this study an attempt was made to get data on the contribution of different stakeholders for the implementation of IFAEP. Accordingly, the results were summarized in the Table 4 as follows.

**Table 4: Facilitators Data on Contribution of stakeholders in the implementation of IFAE program**

No	Items	N	Mean	Std. Deviation
1	There is strong coordination between different stakeholders to run the IFAE program effectively.	72	1.60	.494
2	There is a continuous supervision from WEO	72	1.72	.481
3	Woreda IFAE program coordinator is accomplishing his duty.	72	1.65	.508
4	Woreda adult education board is working cooperatively	72	1.0	.298
5	There is a structured system with specified role and responsibilities to run the program	72	1.75	.467
6	School supervisors provide professional support regularly	72	1.93	.256
7	Stakeholders work together to convince adult learners in enrolling in the program	72	1.79	.409
8	Facilitators such as agricultural developmental agents, health extension workers and teacher facilitators accomplish their duty cooperatively.	72	1.83	.375
Aggregate mean			1.67	.411

**Key:**  $M= 0.00-0.99 \rightarrow$  strongly disagree  $M= 1.00 - 1.99 \rightarrow$  disagree  $M= 2.00 - 2.99 \rightarrow$  agree  $M= 3.00-4.00 \rightarrow$  strongly agree.



As it can be seen from Table 4 above, the grand mean score for facilitators was 1.67 with 0.41 SD. This implies that facilitator respondents disagreed with the contributions of different stakeholders for the effective implementation of integrated functional education program. Furthermore, if we look at individual items, in item 1 of Table 4 above, facilitators were asked whether there were strong integration between different stakeholders to run the IFAE program effectively. Accordingly, the items mean has 1.60 with 0.411 SD was identified which implies the respondent disagreed on the issue of coordination. In item 2 and 6 of the same table, facilitators were asked whether the woreda education office and school supervisors provide monitoring and evaluation of the IFAE program regularly. Accordingly, the mean value of both items was 1.72 and 1.92 respectively. This implies that facilitators disagreed on continuous monitoring and evaluation of the IFAE program in IFAE center. The researcher raised the issue of monitoring and evaluation of IFAE program during interview session with adult learners and A12 reported about it as follows: “woreda education supervisors visit sometimes IFAE centers and discuss with the facilitators as well as adult learners” (Feb 12/2019).

But the role of monitoring and evaluation is to ensure the IFAE program as being conducted according to plans and that the facilitators received necessary supports they need to be effective. Facilitators benefit from support and advice during the monitoring and evaluation. From this we can conclude that there was no regular and timely monitoring and evaluation of the program has been taken by woreda education office and school supervisors.

As it can be seen from Table 4 above of item 4, the mean of the item on the woreda adult education board functionality is 1.0, implies that the respondent facilitators disagreed with the functionality of woreda adult education board. From this result we conclude that the woreda adult education board was not effectively participate as it was assigned in the implementation of IFAE program.

In item 8 of the same table facilitators such as teacher facilitators, health extension workers and agricultural developmental agents were asked to rate whether they work

cooperatively in the implementation of integrated functional adult education program. Accordingly the mean value regarding this point is found as 1.83. This implies that the integration of these different facilitators' to implement the program was low. In addition, one of the interview respondents from the adult learners (A3) stated that “ most of the time the lesson was delivered only by the teacher facilitators but health extension workers and DAs were not committed to deliver the lesson” (Feb 13/2019).

According to MoE (2011) facilitators are key person in implementation of IFAE program and their active role and commitment is essential for successful implementation of the program. From this we can conclude that stakeholders were not participating properly on the practicality of IFAEP; for this reason that the program in the study area was not successfully implemented as it was planned.

In order to supplement quantitative analysis made regarding stakeholders role accomplishment, the researcher has conducted an interview with both adult learners and woreda education office personnel. Hence, its analysis was narrated hereafter separately for the sake of better impression of the role accomplishment from both the perspectives of both adult learners and woreda education office personnel.

The entire adults who were participated in the interview guide complained that the participation and accomplishment of stakeholder's role was not that much promising resulting in ineffective implementation of the IFAEP in Saylem woreda.

In consistent with this failure one of the adult learners interviewed (A21) has pointed out the following remarks.

*There were only facilitators who are providing the training for us; however, supervisors visit sometimes IFAE centers. Moreover, the stakeholders (woreda education office and other partners including the sectorial offices) integration was not that much visible in our training even though we were oriented that different sectors will have collaboration in the implementation of the training program through providing necessary human and material resources (March, 15 2019).*

In the same fashion, the entire education office personnel has confirmed that stakeholders participation rate was too low that resulted in the fatal weakness of the implementation of IFAEP in the study area. They all complained that stakeholder such as woreda adult

education board, string committees, and other sectorial offices participation and accomplishment of their roles and duties established in the adult education document was critically missing which contributed its share in the ineffective implementation of IFAEP in the study area.

Surprisingly, the cooperation issue fails even among the actual educators of the IFAEP assigned in each center. Regarding the lack of cooperation among teacher facilitators, health extension workers and DAs most of the adult learners confirmed that there was no effective integration of stakeholders such as teacher facilitators, agricultural development workers & health extension workers. Moreover, one of the interviewee (A6) stated the following:

*Facilitators' such as teacher facilitators, DAs and health extension workers were not committed to implement the IFAE program effectively in an integrated manner. They do not adjust conducive IFAE center for us; they do not adjust the training schedule according to our need instead they give consideration in teaching O-class children; so we are not interested and motivated by the IFAEP.*

From the analysis of both quantitative and qualitative data it is possible to conclude that there was no effective integration between different stakeholders to run the IFAEP in the area understudy. However, effective implementation of IFAEP needs cooperation among different facilitators from education, health and agriculture sectors other stakeholders in the program.

The National Adult Education Strategy (MoE, 2008) also reemphasized the active involvement and coordination among those sectors working on education and others for strengthening the program. However, it was only in 2005 that the Ministry called for active involvement, ownership and commitment of communities, NGOs and civil societies. In ESDP III, in addition to the regions which play active role in organizing the program and preparing materials in the mother tongue, NGOs which work on adult literacy have also been welcomed for the better expansion, local responsiveness and relevance of the program (MoE, 2005).

According to DVV (2005) the major challenges of IFAE program are lack of motivation among stakeholders, learners, facilitators and lack of awareness of community were some of them.

However, the study conducted by Mulugeta Menkir (2002) indicated that implementation of adult education program is nominal and completely left only to the education sector.

#### 4.4. The Perception of Facilitators towards the IFAEP

This section covers findings from specific question posed to the facilitators to determine perception on the implementation of integrated functional education program.

**Table 5: Perception of facilitators towards IFAEP**

No	Items	N	Mean	Std. Deviation
1	I am interested in facilitating adult literacy program	72	2.00	.650
2	I am motivated to facilitate the functional adult education program	72	1.74	.475
3	The incentives paid for my duty is encouraging.	72	1.18	.387
4	The IFAE learners show devotion in attending the program	72	1.61	.571
5	As a facilitator I personally respect adult learners	72	3.25	.581
	Aggregate mean		1.95	.53

**Key:**  $M= 0.00-0.99 \rightarrow$  strongly disagree  $M= 1.00 - 1.99 \rightarrow$  disagree  $M= 2.00 - 2.99 \rightarrow$  agree  $M= 3.00-4.00 \rightarrow$  strongly agree.

As it can be seen in the Table 5 the grand mean was found as 1.95 with 0.53 SD which falls in the ranges of disagree. But when we come to an individual item analysis, in item 2 the motivation of facilitator in facilitating the IFAE program was found as mean value of 1.74 with 0.475 SD which shows that facilitators had low motivation in facilitating the IFAE program. But one of such areas that need urgent attention in adult education is facilitators' motivational strategies which influence their work commitment, performance, productivity and efficiency. Among these motivational strategies for

facilitators include: comfortable pay, use of bonuses, awards, incentive and rewards, participatory decision-making process, supportive evaluation and supervision, promotion, conducive working conditions and physical work environment, adequate support through effective teaching resources, interpersonal relations in the organization and recognition (Nyakundi, 2012). Based on this we can conclude that due to different factors facilitators was not motivated in the implementation of IFAEP in the study area.

Concerning item 3 of the same table, the facilitators disagree with the incentives paid for their duty which weighted the mean value of 1.18 with the standard deviation of 0.387. This implies that facilitators were not satisfied with the incentives given for them. Regarding this, the IFAE implementation guideline indicates some additional payment would be provided for part-time facilitators to encourage them (teachers, development agents and health extension workers, ABE facilitators). It also indicates that adult facilitators would be provided with monthly remuneration taking their contributions and the current condition of life into consideration (MoE, 2011). On the other hand, the fourth adult literacy benchmark attests that paying facilitators a salary of “at least the equivalent of the minimum wage of primary school” would secure their stay in the job for longer period of time. However, this study shows that the part-time facilitators were not paid, even for the full time facilitators the incentives they received was not such enough or satisfactory.

Regarding to item 4 of the same table, facilitates mean was 1.61 which shows that respondents disagree with the statement on which adult learners devotion to participate in to IFAEP. Therefore, adult learners were not effectively participating in teaching-learning process in the study area.

In order to supplement the above quantitative data the researcher conducted interview on the perception of adult learners on the integrated functional adult education program and reported as:

*I need to participate in IFAEP in order to learn how to read and write; to do simple business calculations and to use different technologies like mobile phone. Moreover, the IFAEP center is near to my residence and the learning schedule is conducive to my attendance (A9, Feb 18/2019).*

Another interviewee said as:

*I am not interested to participate in integrated functional adult education program because the time in which the lesson delivered was not convenient to me; the IFAE center was not situated and far apart from my home. However the learning environment was not convenient; I attended the IFAE program due to not to be punished with woreda and kebele leaders. (A13, Feb15/2019).*

The qualitative data provided by adult learners' shows that some of the adult learners participate on the program because of their willingness to obtain knowledge and skill. But other adult learners reflected that they attend the IFAEP without their interest because of not to be punished by the woreda or kebele leaders. According to the reviewed of the regular attendance, most of the adult learners doesn't participate the IFAE program regularly.

From the above quantitative and qualitative data we can conclude that most of the adult learners were negatively perceived about the IFAE program due to limitation of awareness about the benefit of the program

Devitt, (2006) most adult learners derive their motivation from outside learning thus if the literacy classes will add value to their daily activities they will tend to be more active and the reverse can also apply.

#### 4.5. The Major Challenges in the Implementation of Integrated Functional Adult education Program.

Challenges during the implementation of integrated functional adult Education program measured from aspects of various factors. Thus, in the present study the following data was gathered and analyzed.

**Table 6: Facilitators data on major challenges in the implementation of IFAEP**

<b>N</b>	<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
1	There is strong integration between teacher, DAs and Health extension facilitators in running the IFAE program.	72	1.83	.411
2	The language used in the teaching-learning material is easy to Understand	72	2.65	.653
3	Continuous in-service training was given by IFAEP coordinator.	72	1.29	.458
4	There is a societal awareness about the program	72	1.75	.436
5	There are trained facilitators and expertise knowledge in andragogy	72	1.92	.550
6	There is financial support for those who engage in the program	72	1.18	.387
7	There is continuous training to facilitators and expertise	72	1.18	.387
8	There is continuous supervision from woreda education office	72	1.82	.422
9	The quality of teaching learning materials is good	72	2.51	.671
10	There is structured system with role and responsibility to run the Program	72	1.74	.503
11	There is interest in facilitators to facilitate the program	72	2.15	.705
12	The training time is conducive to adult learners	72	1.64	.484
13	There is political commitment among leaders to sustain the program	72	1.28	.451
<b>Aggregate mean</b>			<b>1.76</b>	<b>.500</b>

**Key:**  $M= 0.00-0.99 \rightarrow$  strongly disagree  $M= 1.00 - 1.99 \rightarrow$  disagree  $M= 2.00 - 2.99 \rightarrow$  agree  $M= 3.00-4.00 \rightarrow$  strongly agree.

As shown in the Table 6, the aggregate mean score of the facilitator respondent was 1.76 with 0.50 SD shows that most of the facilitators expressed their disagreement on the issues listed in the Table 6 above were the challenges impeding the effective implementation of the IFAEP in the area under study.

However, careful looks at individual items indicate different interpretation. For instance, according to the mean value of item number 1 (1.83) facilitators disagree that there was a problem in integration between facilitators such as teacher, DAs and health extension workers to run the IFAEP in the study area. From this we can conclude that only the teacher facilitators were committed to run the program where as DAs and health extension workers were not effectively participating in the program.

In item 2 of the same table, the mean value (2.65) implies that the facilitators rated the clarity of language in teaching-learning materials as agree. According to the document review, the adult learning manual was prepared in local language which was easy to understand for adult learners.

In item 3 of the same table, facilitators were asked whether there is continuous in-service training was given for facilitators or not, accordingly the mean value (1.29) implies that on-job training was not given for facilitator. But as it was indicated in IFAE implementation guideline there is consensus that the availability of competent teachers plays a vital role in securing quality education (MoE, 2008). Like any level, even more, adult literacy facilitators need to be skillful and knowledgeable. The reason behind is adults have special characteristics. However, the attention given to equip the facilitators with basic knowledge and skill in the study area seems minimal.

Concerning item 4 of the same table, the mean was 1.75 with 0.436 SD implies that the respondents disagree with the community awareness about the IFAE program in the study area. From this data it is possible to conclude that the community lacked awareness about the importance of the IFAE program and this affected the effectiveness of the IFAE program



Regarding item 5 of the same Table above, the facilitators mean was found 1.92 with 0.55 SD which implies the respondents disagree with the availability of trained facilitators and expertise knowledge in andragogy. According to this study most of facilitators were: DAs, health extension workers and grade 10<sup>th</sup> complete who have not sufficiently trained on the concept and practice of adult education, hence this can affect negatively the implementation of IFAE program in the study area. Regarding this, IFAE implementation guideline states that one month initial training on andragogy and 7 days continuous on job training shall be provided. In addition, in line with what was stated in the National Adult Education Strategy (MoE, 2008), it was also mentioned that newly recruited adult facilitators would be provided with training every 6 months by teacher education colleges and universities (MoE, 2011). However, there was no continuous on-job training was given to facilitators in the area understudy.

Concerning item 6 in the same table, the mean value was 1.18 with 0.387 SD was identified. This implies the facilitators were disagreed with financial support on those whom participating in IFAE program. The results indicated that the amount of budget allocated for implementation of IFAE program was low in the area understudy.

As the researcher reviewed from woreda education office budget breakdown report only 15,000 ETB was allocated for annual implementation of IFAEP. In this regard the allocation of enough budgets for adult education has great contribution for successful implementation of IFAE program. Concerning this, the IFAE implementation guideline indicates that some additional payment would be provided for those whom participating in the program to encourage them (MoE, 2008).

In item 12 of the same table the mean value has 1.61 with 0.484 SD, which indicates the respondents disagree with the convenience of the training time to adult learners. Even if the adult learners choose the appropriate time for learning, since they have private and social problems such as farming, house holding and trading, choosing the appropriate time in common was challenging. In item 13 of the same table the facilitators mean value has 1.28 with 0.451 SD identified, which indicates the respondents rated disagree on political commitment of the leaders to sustain the program. This shows that political

leaders were not playing their role in the effectiveness of the program. Due to this there was no structured system with role and responsibility to run the program. Thus, the Woreda Technical Committee and woreda education board were not functional in the area under study. From this we can conclude that lack of commitment among leaders negatively affect the IFAE program in the study area.

According to the analysis of open ended question facilitators in the study area have dual responsibilities as facilitators for adults and teachers for O-class children's. Accordingly the facilitators gave priority for children's learning but not on facilitating adults. In the same way the woreda education office gave attention not for adult learning but for children's learning. Hence this was another challenge which can affect negatively the implementation of IFAEP in the study area.

Supplementing the quantitative analysis an interview conducted with adult learners discloses that the adult learners do not regularly attend the program and dropped out from the program because of different reasons such as inconvenience of IFAE centers, unfavorable training time and lack of awareness about the benefit of the IFAE program. Furthermore, the document review performed by the researcher with the adult learners' attendance in IFAE center shows that most of the adult learners do not attend the program regularly. Concerning this adult education guideline shows that facilitators usually conduct classes in schools, alternative basic education centers and other Kebele facilities (MoE, 2008).

Moreover, analysis of interview guides conducted with educational personnel indicated that the effective implementation of IFAEP in the study area was hampered by various challenges. That is the entire interview participants appealed that the implementation of IFAEP has got many challenges such as lack of awareness among community members and adult learners about the benefits of adult education, lack of political commitment to run the program, lack of well-structured system for role and responsibility execution, lack of coordination among different stakeholders for instance. Additionally, one of the educational office personnel (EP5) has forwarded the following remarks.

*The implementation of IFAEP in our woreda is affected by various factors like lack of well-situated learning centers for adult learners, lack of adequate budget, political leaders low commitment in the integrated manner to implement the program, work burden of the facilitators to perform the teaching of both adults and O-class children, shortage of educational material are the profound once (March 28/2019).*

Another interviewee (EP 6) reported about challenges that affect the implementation of IFAEP as follows : “ teacher facilitators received 500 ETB monthly while DAs and health extension workers do not have additional payment as reinforcement in case they were not motivated to facilitate the program” (March 29/2019).

In general, the results of questionnaire and qualitative analysis discussed so far implied that the major challenges to implement IFAE program was associated with leader’s commitment to sustain the program. This implies that woreda political and education leaders have the role and responsibilities: to make awareness about the program for adults; to make a functional and efficient structured system with role and responsibility to run the IFAE program; making facilitators skillful by providing in-service training; motivating facilitators by providing a good deal of salary; making the IFAE centers conducive and equipped with teaching and learning resources. Even though playing leading role on the part of educational office personnel have lions share in effective implementation of integrated functional education program, in the study area this responsibility was not effectively executed putting a challenge to the program implementation.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

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

#### 5.1. Summary of key findings

The major objective of this study was to assess the implementation of integrated functional adult education program in Saylem woreda of Kaffa zone and to suggest possible solution for those problems. To attain this objective, the study attempted to give answers to the following basic questions.

1. Is there a sufficient teaching learning resource available for implementation of Integrated Functional Adult education Programmes in Saylem woreda in IFAP centers?
2. To what extent do the stakeholders play their role in the implementation of Integrated Functional Adult education Programmes in the area understudy?
3. What is the perception of facilitators towards the IFAEP in the study area?
4. What are the major challenges in the implementation of Integrated Functional Adult Education Program in the area under study?

The sources of data for the study were: 1 woreda education office head; 1 woreda integrated functional adult education program coordinator; 4 school supervisors; 24 adult learners; 24 teacher facilitators; 24 agricultural development agents; 24 health extension workers and different documents related to the issue. The research design employed was descriptive survey in which both quantitative and qualitative research methodology were incorporated. The purposive, convenient, and availability sampling techniques were employed to select the respondents of the study and statistical tools such as frequency, mean and standard deviation were used to analyze the data. Besides this, the qualitative data was analyzed through narration immediately after quantitative analysis for triangulation purposes.

The instrument used to collect the data was questionnaire, interview and document analysis. The questionnaires were prepared for facilitators. Semi structured interview was administered for adult learners and woreda education personnel whereas different reports such as attendance of adults, different reports on the implementation of IFAE and budget allocation document were reviewed. Based on the analysis of the data the following findings were obtained and reported according the basic research questions.

1. Concerning issue related with the availability of teaching learning resources in IFAE centers the analysis result indicated the following:

- ❖ It was found that teaching learning resources such as stationeries, adult learners textbook and facilitators guide, classroom and classroom materials were not adequately available in study area.
- ❖ There were no conducive IFAE centers available for the effective implementation of IFAEP in the study area

2. Regarding availability of trained and qualified facilitators

- ❖ The study revealed out that there was lack of trained facilitators in andragogy.
- ❖ It was reported that facilitators were not getting any in-service training in order to equip them with up-to-date andragogically skills.

3. Regarding the extent to which stake holders play their role in the implementation of IFAEP

- ❖ According to this study, the integration of different stakeholders to run the IFAE program was not strong enough.
- ❖ The study indicated that there was no continuous monitoring and evaluation of the program taken by woreda education office and school supervisors.
- ❖ The present study showed that there was no strong structured system to run the IFAE program since woreda adult education board was not accomplishing its duty well.
- ❖ It was found out that facilitators such as agricultural developmental agents, health extension workers and teacher facilitators were not accomplishing their duty cooperatively.

4. Concerning perception of facilitators towards the IFAEP the study revealed out the following findings.

- ❖ The study found out that facilitators were not motivated to implement the IFAEP due to lack of incentives provided for their efforts and lack of cooperation among different stakeholders.

5. Regarding availability of sufficient financial support for IFAEP

- ❖ The financial support for the implementation of IFAEP in the area was not enough.
- ❖ Based on the participants' response and document analysis, most of teacher facilitators paid only 500ETB monthly while DAs and health extension workers does not (considered the facilitation work as extra duty); due to this they were not motivated to facilitate the IFAE program.

6. Concerning major challenges in the implementation of IFAEP the study's analysis revealed the following findings

- ❖ According to information obtained from part of the open ended question, facilitators in the study area were also assigned to teach O-class children, so this extra duty make facilitators busy and they lacked additional time to prepare conditions for adults; lack of integration among stakeholders and facilitators themselves; low political commitment to sustain the program were identified as some of the challenges for the implementation of IFAEP in the study area.

## 5.2. Conclusions

The present study was conducted to assess the implementation of integrated functional adult education program in Saylem woreda of Kafa zone. Hence, the researcher drawn conclusions based on the analysis and findings discussed in the sections above.

Regarding the availability of resources for the implementation of integrated functional adult education program, the study pointed out that there were no teaching learning resources (facilities), adult textbook and facilitators guide were adequately available.

Facilitators are key persons in the implementation of integrated adult education. But, the attention given for the quality of facilitators was low in the study area. Most facilitators haven't got in-service training about the IFAE program. In addition facilitators in the study area were not only facilitating the adults but also they were teachers of O-class children's so that they lack additional time for preparation. Moreover, due to different reasons there was no strong integration between facilitators such as teacher facilitators, DAs and health extension workers as well as other stakeholders which are string committees. Therefore, this shows that the implementation of IFAEP in the study area was low.

The present study revealed out that there was no enough budgets allocated for the implementation of IFAE program. According to the response from open ended question and budget report document; the incentives given for facilitators were not attractive. Most of teacher facilitators got 500 ETB while others do not have any payment for extra duties they were assigned. Due to this they were not motivated to implement the IFAE program.

The practices of IFAEP require the collaboration of different stakeholders but due to lack of structured system with the role and responsibility to run the program, stakeholders were not contributing their role for the effectiveness of the IFAE program. Woreda political and education office were not committed to sustain the IFAE program and even though there is woreda adult education board, it was not functional. In general the result from questioner and interview revealed that the cooperation among different IFAEP

stakeholders was very weak and the program was being implemented in unorganized way in the study area.

Monitoring and evaluating programs of the IFAEP gives opportunities to take correction before something went wrong. Facilitators benefit from support and advice during the monitoring and evaluation. However, according to the findings of the study there was no regular and timely monitoring and evaluation of the program taken by woreda education office and school supervisors.

Awareness creation creates common understanding on the contribution of integrated functional adult education program and to bring about a meaningful change among adults in their respective occupations. According to the present study adult learners were not fully aware about the benefit of IFAE program and the general community was not aware of the benefits of IFAEP. Because of this most of adult learners were not devoted to attend the IFAE program. Moreover, most of adult learners attend the IFAE program for the sake of not to be punished with the kebele or woreda administrates but some of them want to learn to read and write, to know business calculations and to use different technologies like mobile phone and so on.

Finally, the implementation of IFAEP in the study area was hampered by numerous challenges such as lack of coordination and integration among several stakeholders in the implementation centers and the coordinating institutions at woreda level, hence it could be safely concluded that the implementation of IFAEP in Saylem woreda was ineffective.



### 5.3. Recommendations

The present study has tried to assess the implementation of integrated functional adult education program in Kaffa zone with particular focus on Saylem woreda. Based on the findings and conclusions discussed above the researcher tried to suggest the following recommendations

- ❖ The finding of this study revealed that teaching learning resources such as stationeries, adult learners textbook and facilitators' guide, classroom for teaching learning process and classroom materials were not adequately available in study area. Therefore woreda education office needs to give attention for the fulfillments of teaching learning resources in IFAE centers.
- ❖ This study shows that there was no enough finical support for the implementation of IFAEP in the area understudy. Hence, woreda political leaders and education office should better allocate adequate budgets for IFAEP.
- ❖ The finding shows that, lack of convenience IFAE center is one of the issues for ineffective implementation of IFAEP in the study area. Hence it is recommended that woreda leaders should have to give attention in preparing convenience IFAE centers.
- ❖ The finding of the study revealed out that most of the facilitators were not trained in andragogy and were not getting in- service training about the IFAE program. Hence woreda education office, zonal education department and regional education bureau should organize in-service and on-the-job training for facilitators so as to fill skill and knowledge gaps prevalent among facilitators.
- ❖ The finding of the study showed that different stakeholders have not played their role for the effective implementation of integrated functional education program. Therefore, it is recommended that there should be strong cooperation among political leaders; woreda education office; woreda education board; woreda adult education coordinating committees; woreda IFAE coordinators and facilitators to effectively implement IFAEP.
- ❖ The study found that there was no continuous monitoring and evaluation of the program taken by woreda education office and school supervisors. Hence, it is

recommended that woreda education office should pay attention to strengthening the monitoring and evaluation system. .

- ❖ The study revealed that most of adult learners were not devoted and motivated to participate in IFAE program due to lack of awareness. Hence, it is recommended that stakeholders need to work hard to increase awareness of adult learners and the community about the benefit of the IFAEP.
- ❖ The study confirmed that facilitators were not motivated to implement the IFAEP due to lack of incentives provided for their efforts. Hence, woreda administration and education office need to pay considerable amount of salary or incentives in order to promote the motivation among facilitators.
- ❖ Regional and zonal education office should better pay attention in fulfilling educational materials like adult text book and guide and other teaching learning facilities.
- ❖ To sum up, to be successful in the IFAEP the commitment of every stakeholder is very important. Hence every stakeholder should pay attention for an effective implementation of the program in the study area.

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## **Appendix A**

### **General Direction**

#### **Instrument Two: Questionnaires to be filled by facilitators**

The purpose of this questionnaire is to gather information regarding **Assessment of the implementation of Integrated Functional adult Education program**. Your genuine response for each item in the questionnaire could be of great help to the intended purpose. Therefore, I kindly request your honesty reply. Your response will be kept confidential and the information required for this study will only be used for research purpose.

**Thank You in Advance!**

Notice:

- Do not write your name
- Indicate your response in the space provided by marking “√”

#### ***Section 1: Background Information***

1. Sex Male  Female
2. Age 16-20  21-25  26-30  31-35  36- and Above
3. Educational background  
 10 completed  10+1 certificate  10+3 diploma  Degree
4. The number of years you have worked as a facilitator  
 1-3  4-6  7-10
4. Job position of the respondent DAs  Health extension worker   
 Teacher facilitators
5. Please indicate your position by putting a thick mark in a box which corresponds to the question on the basis of rating scales? (4= strongly agree 3 = agree 2= disagree 1 =strongly disagree)

No	Item	Option			
		4	3	2	1
	<b>Availability of learning resources in IFAE centers</b>				
1	Woreda education office provides sufficient and timely service of stationary.				
2	There are adequate classroom.				
3	There are adequate classroom materials (chair, table, black board).				
4	There are enough facilitator's guide and adult's text books for adult education				
5	There is enough financial support for the IFAEP				
6	The learning center is well situated to the adult education				
	<b>Contribution of stakeholders for the implementation of IFAE program</b>				
7	There are strong coordination b/n different stakeholders to run the IFAE program effectively.				
8	There is a continuous supervision from WEO				
9	Woreda IFAE program coordinator is accomplishing his duty.				
10	Woreda adult education board is working cooperatively				
11	There is a structured system with specified role and responsibilities to run the program				
12	School supervisors provide professional support regularly				
13	Stakeholders work together to convince adult learners in enrolling in the program				
14	Facilitators such as agricultural developmental agents, health extension workers and teacher facilitators accomplish their duty cooperatively.				



	<b>The perception of facilitators towards the IFAEP</b>				
15	I am interested in facilitating adult literacy program				
16	I am motivated to facilitate the functional adult education program				
17	The incentives paid for my duty is encouraging.				
18	The IFAE learners show devotion in attending the program				
19	As a facilitator I personally respect adult learners				
	<b>Challenges that may affect the implementation of IFAE program</b>				
20	There is strong integration b/n teacher, DAs and Health extension facilitators in running the IFAE program.				
21	The language used in the teaching/learning material is easy to understandable				
22	Continuous in-service training was given by IFAEP coordinator.				
23	There is a societal awareness about the program				
24	There are trained facilitators and expertise knowledge in andragogy				
25	There is financial support for those who engage in the program				
26	There is continuous training to facilitators and expertise				
27	There is continuous supervision from woreda education office				
28	The quality of teaching learning materials is good				
29	There is structured system with role and responsibility to run the program				
30	There is interest in facilitators to facilitate the program				
31	The training time is conducive to adult learners				
32	There is political commitment with leaders to sustain the program				

6.what suggestions do you provide for improvement of IFAE programs \_\_\_\_\_

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**Appendix A ይህ መጠይቅ ለተቀናጀ ተግባር ተኮር የጎልማሶች ት/ርት አመቻቾች የተዘጋጀ ነዉ.**

የዚህ መጠይቅ ዋና አላማ በካፋ ዞን ሳይለም ወረዳ በተግባር ተኮር የጎልማሶች ትምህርት አተገባበር ዙሪያ ስላለው ተሞክሮ እና ተግዳሮቶች /አስቸጋሪ ሁኔታዎች ለማጥናት ይረዳ ዘንድ አስፈላጊውን መረጃ ለማሰባሰብ ሲሆን እንዲሁም ውጤታማ በሆነ የተግባር ተኮር የጎልማሶች ትምህርት አተገባበር ዙሪያ ለሚነሱ ችግሮች መፍትሄዎችን ለመጠቀም ነው ። ስለሆነም የእርስዎ ልባዊ ትብብር / ተሳትፎ ለጥናቱ ውጤታማነት ወሳኝ በመሆኑ ትብብር እንዲያደርጉልኝ በትህትና እጠይቃለሁ ። ለሚደረግልኝ ቀና ትብብር በቅድሚያ አመሰግናሁ።

ማሳሰቢያ

- ስምዎን መጻፍ አያስፈልግም
- ምላሽዎን በተቀመጠዉ መልስ መስጫ ቦታ ላይ ይህን ምልክት በመጠቀም ይግለጹ “✓”

**ክፍል -1**

1. ጾታ ወንድ  ሴት

2. ዕድሜ 16-20  21-25  26-30  31-35  36 እና በላይ

3. የት/ርት ደረጃ

10ኛ የጨረሰ  10+1 ሴርትፍካት  10+3 ድፕሎማ  ድግሪ

4. በአመቻችነት ያገለገሉበት አመት

1-3  4-6  7-10

4. የስራ ሃላፊነት

መምህር  ጤና ኤክስተንሽን  የግብርና ባለሙያ

5. የተስማማብዎትን ምላሽ ከጥያቄው ጋር በማዛመድ በተቀመጡት ሳጥን ውስጥ ትክ በማድረግ ምላሽዎን ይግለጹ

(1 = በጣም አልተስማማም 2 = አልተስማማም 3 = እስማማለሁ 4 = በጣም እስማማለሁ)

ክፍል -2

ተ/ቁ	ዝርዝር	ምርጫ			
		4	3	2	1
	<b>Availability of learning resources in IF AE centers</b>				
1	የጽህፈት መሳሪያዎችን ወረዳ በግዜ በበቂ ሁኔታ ያቀርባል				
2	የተመቻቹ የጎልማሶች መማሪያ ክፍል አለ				
3	በጎልማሶች መማሪያ ክፍል የተመቻቸ መቀመጫ ጠረጴዛ ብላክቦርድ ይገኛል				
4	በጎልማሶች ት/ርት መስጫ ማዕከል በቂ ማጣቀሻ መጽሃፍት , መማሪያ መጽሃፍት እና የት/ርት መርጃ መሳሪያዎች ይገኛሉ				
5	ለጎልማሶች የት/ርት ፕሮግራም ማስከጃ በቂ የገንዘብ ድጋፍ ይደረጋል				
6	የአመቻቾች የማስተማሪያ ጣቢያ በደንብ ተደራጅቷል				
	<b>The perception of facilitators towards the IF AEP</b>				
7	የተቀናጀ የተግባር ተኮር ት/ርትን ለማመቻቸት ደስተኛ ነኝ				
8	የተቀናጀ የተግባር ተኮር ት/ርትን ለማመቻቸት ተነሳሽነት አለኝ				
9	የሚከፈለኝ ደመወዝ አበራታች ነው				
10	የጎልማሳ ተማሪዎች ት/ርቱን በሚማሩበት ወቅት ትኩራት ያደርጋሉ				
11	እንደ አንድ አመቻች የጎልማሳ ተማሪዎችን አከብራቸዋለሁ				
	<b>Contribution of stakeholders for the implementation of IF AE program</b>				
12	የጎልማሶችን ት/ርት በተሳካ ለማስከድ ባለድርሻዎች በተቀናጀ እየሰሩ ይገኛሉ				
13	ስለ ጎልማሶች ት/ርት ከወረዳ ት/ርት ጽ/ቤት ተከታታይነት ያለው ድጋፍና ግምገማ ይካሄዳል				
14	የጎልማሶች ት/ርት አስተባባሪ የስራ ሃላፊነቱን በትክክል ይወጣል				
15	የጎልማሶች ት/ርት ፕሮግራም ቦርድ በቅንጅት የጎልማሳ ት/ርትን ይመራል				
16	ከሃላፊነትና ተግባር አኳያ የጎልማሶችን ት/ርት ለማስከድ የተቀናጀ መዋቅር ተዘርግቷል				
17	የት/ቤት ሱፐርቫይዘሮች ሙያዊ ድጋፍ በወቅቱ ይሰጣሉ				
18	የጎልማሳ ተማሪዎችን ተሳትፎ ለመጨመር ባለድርሻ አካላት በጋራ ይሰራሉ				
19	አመቻቾች ማለትም የመ/ር አመቻች የግብርና አመቻች የጤና ኤክስተንሽን አመቻች ሃላፊነታቸውን በትክክል ይወጣሉ				
	<b>Challenges that may affect the implementation of IF AE program</b>				
20	በአመቻቾች ማለትም በመምህራን : በግብርና ልማት ሰራተኛ እና በጤና ኤክስተንሽን መካከል በፕሮግራሙ ላይ የጋራ ቅንጅት አለ				
21	በመማሪያና ማስተማሪያ መጽሃፍት ላይ ያለው የቋንቋ አጠቃቀም ግልጽ ነው				

22	የስራ ላይ የሙያ ማሻሻያ ለጎልማሳ ት/ት አመቻቾች በተከታታይነት ይሰጣል				
23	ስለ ጎልማሶች ት/ርት ፕሮግራም ማህበረሰቡ በቂ ግንዛቤ አለው				
24	በጎልማሳ ት/ርት የሰለጠነ አመቻቾች በበቂ ሁኔታ አለ				
25	በጎልማሶች ት/ርት ሂደት ውስጥ ለሚሳተፉ የገንዘብ ድጋፍ ይደረጋል				
26	ለአመቻቾችና ለፕሮግራሙ አስተባባሪዎች ተከታታይነት ያለው ስልጠና ይሰጣል				
27	ከወረዳ ት/ርት ጽ/ቤት ተከታታይነት ያለው ግምገማ ይደረጋል				
28	የጎልማሳ ት/ርት ማስተማሪያ መሳሪያዎች ጥራታቸው የተጠበቀ ነው				
29	ስለ ጎልማሶች ት/ርት ከስራ ድርሻና ሃላፊነት አካያ የመዋቅር ችግር የለም				
30	የጎልማሳ አመቻቾች የጎልማሳ ት/ርት ለማመቻቸት ተነሳሽነት ይታይባቸዋል				
31	ት/ርቱ የሚሰጥበት ጊዜ ለጎልማሶቹ ሚቹ ነው				
32	የጎልማሳ ት/ርት ፕሮግራምን ከማቆየት አካያ የፖለቲካ አመራሮች ቁርጠኝነት አለ				

6. የተቀናጀ የተግባር ተኮር ጎልማሶችን ት/ርት ፕሮግራምን ለማሻሻል ምን አስተያየት ይሰጣሉ? \_\_\_\_\_

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## **Appendix-B**

### **General Direction**

#### **Instrument three: Interview questionnaire to be filled by IFAEP learners (adult learners)**

The purpose of this interview questionnaire is to gather information regarding **Assessment of the implementation of Integrated Functional adult Education program**. Your genuine response for each item in the interview questionnaire could be of great help to the intended purpose. Therefore, I kindly request your honesty reply. Your response will be kept confidential and the information required for this study will only be used for research purpose.

**Thank You in Advance!**

#### ***Section 1: Background Information***

1. Sex Male  Female
2. Age 16-20  21-25  26-30  31-35  36- and Above
3. Educational status  
Non- literate  Read and Write

4. What is your marital status?

a) Married  b) Single  c) Divorced

5. Occupation-----

## **Part-2**

### **Issue related with the availability of teaching learning resources in IFAE center**

1. Is the place of IFAE center has convenient to attend the lesson?
2. Are adult textbooks and other teaching learning materials adequately available?
3. Who provides teaching learning materials?

### **Issue related with involvement of stakeholders in IFAE program**

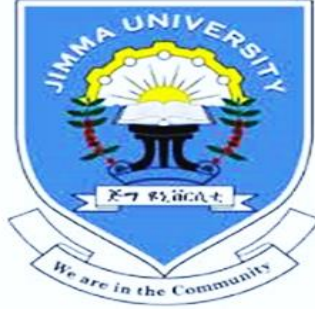
4. Do all the facilitators equally perform their adult teaching duty?
5. Do woreda education office regularly control and supervise IFAE centers?

### **Issue related with perception**

6. Are you interested with the language of instruction that is used in IFAE program?
7. What reason made you to attend adult Education?
8. Do you think that attending IFAE program can add value to your life? If yes how, If not why?

### **Issue related with challenges in the implementation of IFAEP**

9. Do you attend the IFAE program regularly? If yes when, if not why?
10. Who decide what to learn? You or the facilitators?
11. Is the time you attend classes' favorable?
12. What are the problems that you experience at home when you attend classes?
13. Which challenges do you encounter in the learners centers?
14. Do you think dropping out a challenge for the adult literacy program?
15. In your opinion what are the reasons for dropping out?



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**Appendix B የቃሌ መጠይቅ ጥያቄዎች ለተቀናጀ ተግባር ተኮር ተማሪዎች ወይም የገልጻሪዎች የተዘጋጀ**

የዚህ መጠይቅ ዋና አላማ በካፋ ዞን በሳይሌም ወረዳ በተግባር ተኮር የገልጻሪዎች ትምህርት አተገባበር ዙሪያ ስላለው ተሞክሮ እና ተግዳሮቶች /አስቸጋሪ ሁኔታዎች ለማጥናት ይረዳ ዘንድ አስፈላጊውን መረጃ ለማሰባሰብ ሲሆን እንዲሁም ውጤታማ በሆነ የተግባር ተኮር የገልጻሪዎች ትምህርት አተገባበር ዙሪያ ለሚነሱ ችግሮች መፍትሄዎችን ለመጠቀም ነው ። ስለሆነም የእርስዎ ልባዊ ትብብር / ተሳትፎ ለጥናቱ ውጤታማነት ወሳኝ በመሆኑ ትብብር እንዲያደርጉልኝ በትህትና እጠይቃለሁ ። ለሚደረግልኝ ቀና ትብብር በቅድሚያ አመሰግናሁ።

**ክፍል -1**

- 1. ጾታ ወንድ  ሴት
- 2. ዕድሜ 16-20  21-25  26-30  31-35  36- እና ከዚያ በላይ
- 3. የት/ርት ደረጃ  
ያልተማረ  መጻፍና ማንበብ የሚችል
- 4. የጋብቻ ሁኔታ?  
a) ያገባ/ች  b) ያላገባ/ች  c) አግብቶ የፈታ /የፈታች
- 5. የስራ ሁኔታ -----

**ክፍል-2**

**Issue related with the availability of teaching learning resources in IFAE center**

1. የተቀናጀ ተግባር የጎልማሶችን ት/ርት መስጫ ማዕከል ት/ርቱን እንድከታተሉ ለእርስዎ አመቺ ነዉ?
2. የጎልማሶች መማሪያ መጽሃፍትና እና ለሎች የመማሪያና ማስተማሪያ መሳሪያዎች በበቂ ሁኔታ ይገኛል ብሎ ያስባሉ?
3. የመማሪያና ማስተማሪያ የት/ርት መሳሪያዎችን ማን ይሰጥዎታል?

**Issue related with involvement of stakeholders in IFAE program**

4. ሁሉም የጎልማሳ ት/ርት አመቻቾች የተሰጣቸዉን ሃላፊነት በትክክል ይወጣሉ ብሎ ያምናሉ?
5. የወረዳ ት/ጽቤት የጎልማሳ ት/ርት ሂደትን በወቅቱ ከትትልና ድጋፍ ያደርጋሉ ብለዉ ያምናሉ?

**Issue related with perception**

6. የተቀናጀ ተግባር የጎልማሶችን ት/ርት ለመማር ያነሳሳዎት ምክንያት ምንድነዉ?
7. የተቀናጀ ተግባር የጎልማሶችን ት/ርትን መማር ጥቅም አለዉ ብሎ ያምናሉ አዎ ከሆነ እንዴት? ካልሆነ ለምን?

**Issue related with challenges in the implementation of IFAEP**

8. የተቀናጀ ተግባር የጎልማሶችን ት/ርት ከት/ርት ገበታ ሳይቀሩ ይከታተላሉ አዎ ከሆኑ መቼ? ካልሆነ ለምን?
9. እርስዎ የሚማሩትን የትር/ት ይዘት ማን ነዉ የሚመርጠዉ ?
10. የተቀናጀ ተግባር የጎልማሶችን ት/ርት የሚሰጥበት ሰዓት ለእርስዎ አመቺ ወይም ተስማሚ ነዉ?
11. የተቀናጀ ተግባር የጎልማሶችን ት/ርት እንዳይከታተሉ ቤትዎ አከባቢ እንቅፋት ልሆኑ የሚችሉ ጉዳዮች ምንድናቸዉ?
12. የተቀናጀ ተግባር የጎልማሶችን ት/ርት እንዳይከታተሉ በት/ርት መስጫ ጣቢያ አከባቢ እንቅፋት ልሆኑ የሚችሉ ጉዳዮች ምንድናቸዉ?
13. ከት/ርት ገበታ ማቃረጥ ለጎልማሶች ት/ርት ፕሮግራም እንደ ችግር ነዉ ብሎ ይገምታሉ?
14. በራስዎ አመለካከት የተቀናጀ የተግባር ተኮር ት/ርት ሳይጠናቅቁ ጎልማሶች የሚያቃርጥበት ምክንያት ምንድነዉ ብሎ ያስባሉ?
15. የተቀናጀ ተግባር የጎልማሶችን ት/ርት በሚሰጥበት ቋንቋ ደስተኛ ነዎት ?





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**General Direction**

## **Appendix C**

**Instrument three: Interview questionnaire to be filled by IFAEP by woreda education office personnel.**

The purpose of this interview questionnaire is to gather information regarding **Assessment of the implementation of Integrated Functional adult Education program**. Your genuine response for each item in the interview questionnaire could be of great help to the intended purpose. Therefore, I kindly request your honesty reply. Your response will be kept confidential and the information required for this study will only be used for research purpose.

**Thank You in Advance!**

### **Section 1: Background Information**

1. Sex Male  Female
2. Age 16-20  21-25  26-30  31-35  36- and Above
3. Educational background  
Diploma  Bachelor Degree  Master's Degree
4. Years of experience 1-5  6-10  11-15  15-20  above 20
4. Job position of the respondent. IFAL coordinator  WoE head  Supervisor

### **The availability of teaching learning resources in IFAE centers**

1. Do the learning center well situated to the adult education? Explain
2. Are there adequate classrooms and classroom materials (chair, table, black board) to conduct teaching learning for adults? Explain
3. Are there enough facilitator guides, modules and adult books for adult education. Explain
4. Do adequate budget allocated for the implementation of IFAE in the woreda? Explain
5. Do facilitator teachers in each IFAE centers got training in andragogy? Explain

### **Challenges that may affect the implementation of IFAE program**

1. What are the challenges which do your institution faces related with implementation of IFAEP? Explain

### **Contribution of stakeholders in the implementation of IFAE program**

1. Do teacher facilitators, agricultural developmental agents and Health extension workers facilitate the IFAEP cooperatively or in an integrated way? Explain
2. Is there any integration among woreda sectorial offices regarding the implementation of IFAEP? Explain