

PRACTICES AND CHALLENGES OF FUNCTIONAL ADULT LITERACY  
PROGRAMME IN JIMMA ZONE RURAL WOREDAS



JIMMA UNIVERSITY  
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## **Acronyms**

AE -Adult Education

AGI-Adult Graduate Interview

ALE -Adult Literacy Education

COB -Chora botor

DED-Dedo

EFA -Education for All

ESD -Education for Sustainable Development

FAL -Functional Adult Literacy

GUM -Gumay

KER- kersa

HIV/AIDS -Human Immunodeficiency Virus/Acquired Immune-Deficiency Syndrome

IFAL -Integrated Functional Adult Literacy

MoE -Ministry of Education

NAES -National Adult Education Strategy

NDR - National Democratic Revolution

NGO -Non-Governmental Organization

NLC -National Literacy Campaign

NLCC -National Literacy Coordinating Committee

NLCCC - National Literacy Campaign Coordinating Committee

NLCO -National Literacy Campaign Organization

OECD -Organization for Economic Cooperation and Development

OED -Operations Evaluation Department

SD -Sustainable Development

SDGs -Sustainable Development Goals

UNESCO -United Nations Educational Scientific and Cultural Organization

UIS -UNESCO Institute for Statistics

JZEO -Jima Zone Education office

CRC- Cluster Resource Center

FGD - Focus Group Discussion

## **Abstract**

*The purpose of this study was to explore and assess the practices and challenges of Integrated Functional Adult Education in Jimma Zone rural woredas. In order to achieve this objective, the researcher used mixed research design.. Multi stage ,stratified, systematic and purposive sampling were used to select sites and samples. The instruments used for data collection were focus group discussion, interview and questionnaire. FGD was conducted with 12 IFAE technique committee at woreda levels and interview was conducted with 16 adults who completed two year adult education course before three years. Questionnaires were filled by one hundred and fifty five IFAE facilitators. The researcher used note ,codes , audio and video cassette to collect and transcribe data. The analysis of qualitative and quantitative data resulted in to four major themes, eight categories and twenty two subcategories. The result of the study showed that the knowledge ,skill, attitude ,motivation and training of facilitators needs further work to implement IFAE at expected level. Moreover those adults who have completed their two year course read and identify alphabets and numbers easily but they read sentences and articles with low speed. Furthermore, these findings revealed that IFAE improves adult graduates livelihood economically, politically and socially. Those adults who completed the course started saving, improved their agricultural product, income generation, keeping hygiene, protecting environment and utilizing modern technology. Moreover, political change observed in practicing democracy ,obeying rules and regulations and respecting one another. The major challenges observed in implementing IFAE were low attention given by government and concerned sectors, shortage of resources such as text book, facilitators guide, black board, chair, learning center, trained facilitator of IFAE and budget.. The appropriate remedies for these challenges were governments', illiterate adults' and facilitators' commitment.. Government need to fulfill all resources (material ,human and financial).Illiterate adults need to participate on the program punctually. Facilitators need to be equipped in andragogy. As it has been concluded from the study both facilitators and adults who completed the course were at moderate level in implementing IFAE. Facilitators need training while adults need practice and use what they learn in their daily live to improve community lively hood economically, politically and socially at high level. Hence, it has been recommended that all government structures from Federal to Keble including ,universities, colleges, NGO, illiterate and literate adults including IFAE facilitators need to play their role in implementing the program.*

## **CHAPTER ONE: INTRODUCTION**

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

According to (MoE, 2008) adult education denotes 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. Persons regarded as adults by the societies 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 (UNESCO, 1976) in MoE 2008.

when we talk about back ground of adult education in Ethiopia, different sources indicate that there was provision of adult education during Emperor Haile Selassie (1930-1974), during Military rule (1974-1991) and during EPRDF (1991 - up to present). We can also see the world trend on the program and its Challenges and implementation in each period shortly (H.S.Shola, 1987).

Concerning the period of Emperor Haile Selassie (1930-1974), the adult education given in the period of 1945-1964 was based up on reading and writing. Adult education given from 1965 - 1973 was work oriented (Kenea A. , 2014). Although there were provision of functional adult education at that time, absence of mother tongue education was the main challenge of the time. Next from the period of Haile Selassie there was Derg Military Rule (1974-1991) (H.S.Shola, 1987).

When Ethiopia launched its National Literacy Campaign (NLC) in July 1979, it was announced that illiteracy would be removed from the urban area of the country by 1982 and from rural Ethiopia by 1987 (H.S.Shola, 1987). By the end of the 12th round of the NLC in February 1985 , 16.9 million youths and adults had been covered by the campaign and (almost half Of them female) had earned literacy Certificates after passing test (Kenea A. , 2014). These impressive result do not mean however that the program does not still have-a long way to go. The NLC most important characteristic may be its mode of mobilization.

The official age range for enrollment in literacy classes was 8 to 60 years. In reality students have been found to vary from 3 to the very old. Three different types of classes were run: beginners' classes; remedial classes; and post Literacy classes. Beginners' classes; for new recruits to the literacy programs; 6 days a week, 3 hours a day. Adults learn to read and write in 312 hours of instruction: 240 hours of basic skills plus 72 hours of practice on functional readers (H.S.Shola, 1987).

After the collapse of derg ,EPRDF started to rule Ethiopia from 1991 up to now. The current National Adult Education Strategy of Ethiopia was created during the UNESCO's Education for All declaration goal was received and dispatched in 1990, and it was reexamined after ten years in the education meeting in Dakar. The EFA goal had embraced a set of six goals to be met by 2015 (UNESCO, 2000). EFA goal four was about achieving 50 percent changes in levels of adult literacy by 2015.

Based up on this the government of the Federal Democratic Republic of Ethiopia undertook a lot of measures during this time to implement adult education (Woldemeskel Z. , 2005). As it is also mentioned in National adult education strategy 2008 there were improvement on formal education although there was gap on coverage of adult education.

It is known that in order to ensure equitable and active participation in politics within the social and economic development of a country, it is necessary to make educational services accessible to society at large. Regarding the participation rate in the regular programs, encouraging achievements are registered due to the measures taken by the government, especially to guarantee citizen's access to basic education. As far as illiteracy rate is concerned with limited efforts made, it has gone down only to 58.5%. Adult education programmers carried out by regions in the past years were deficient as far as their continuity and sustainability is concerned, and limited to few regions and areas in their coverage. Most of them were managed without planning, programming, and lack continuity. Because of the limited effort made to increase the accessibility of educational services to the economically active segment of the society (the adult), the illiteracy rate could not go down to the required level. No availability of adequate information on the current situation of adult education is another problem to be mentioned. To enable the adult to competently participate in the country's development efforts it is vital to design an adult education program ,which complies with government development strategies'

and packages (agricultural and rural development, health, women and youth development packages) and serves as a tool for accelerated and sustained utilization of these development activities (Ethiopia, 2008).

However adult education enrolment trend in IFAE Program at national ,regional and zonal level from 2015-2017 showed that there was no improvement on the implementation of the program (Education Stastics Annual Abstract, 2016/2017).For example total enrollments of adults at national level in 2015 ,which was 5,990 ,409 decreased to 5,479,633 in 2017. Similarly total adult learners enrollment in Oromia in 2015 was 1,574,824.However, this enrolment decreased to 1,425,936 in 2017. Moreover, according to Jimma zone education office report in 2009,the completion rate of adults in Jimma zone from 2015-2018 was 22.62% while at national level it is 55% (Jimma Zone Education Office Report, 2009 E.C)

Although the program was full of challenges, no attempt was made to determine how these integrated program have contributed to improving the socioeconomic status and living standard of illiterate adults. Internationally, the entrance of adult literacy to social and economic development has been recognized so far through research. There are also evidences that adult literacy was beneficial within families, with an educated adult family members earning more when living within the illiterate family.

Nevertheless, the process by which adult literacy affects the well-being of individual illiterate adults and their families in Ethiopia, are not fully understood. For example, questions like how do literacy program change adults attitude with respect to resource allocation in the families? How does literacy help them participate in social matters? How does literacy help them in developing positive self-esteem, have not been addressed at all in the Ethiopian context. These are some of the issues that motivated the present researcher to conduct this study in Jimma.

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

Although literacy has been high on the development agenda over the past decades, UIS data shows that 758 million adults – two-thirds of whom are women – still lack basic reading and writing skills. According to the latest available data for 2014, one hundred and fourteen million of the illiterate population were between 15 and 24 years old. The global adult literacy rate was 85% in 2014, while the youth literacy rate was 91% (UNESCO, 2016).

As UIS data indicated, the majority of countries missed the Education for All goal of reducing adult illiteracy rates by 50% between 2000 and 2015. At the global level, the adult and youth literacy rates are estimated to have grown by only 4% each over this period. Moreover UNESCO expressed the National Regional and Global trends of adult and youth literacy from 1985-2015 (UNESCO, 2013) 7 countries combined were home to 82 million of the 123 million young men and women worldwide who lacked basic literacy skills.

According to this report (UNESCO, 2013) Ethiopia is one of those 30 Countries in the world that are likely to be more than 5 percentage points below the target adult literacy rate in 2015.

The lowest national literacy rates are observed in sub-Saharan Africa and in Southern Asia Adult literacy rates are below 50% in the following 16 countries: Afghanistan, Benin, Burkina Faso, Central African Republic, Chad, Côte d'Ivoire, Ethiopia, Guinea, Haiti, Liberia, Mali, Mauritania, Niger, Senegal, Sierra Leone and South Sudan. (UNESCO, 2016).

Researchers in Ethiopia also conducted researches in different parts of the country to identify challenges and improve the practice of integrated functional adult Education. Genet in her assessment of Ethiopia's Progress towards attaining Integrated Functional Adult Literacy (Genet Gelana, 2014) concluded that the role of implementing FAL has almost been left to the Ministry of Education and its regional, zonal and wereda offices. Her findings showed that, although the progresses of enrolment in FAL are encouraging, Ethiopia inevitably seems far from achieving the adult literacy rate by 2015 as intended.

Sisay and Yilfashewa also in their study conducted in Eastern Ethiopia showed that dysfunctional management ,poor institutionalization, integration and coordination among the sectors, lack of financial package, trained personnel and low and inconsistent salary were the major bottlenecks in the implementation of the program (Sisay and Yilfashewa , 2017).

Moreover, Daniel's Finding (Daniel Chamebo, 2014) disclosed that there were gaps in collaboration of stakeholders in creating opportunities to adult learners. It was also observed that there were challenges of having sustainable life after completion due to lack of resource and opportunity in the Woredas.

In addition to this, data obtained From Ethiopian C.S.A. 2004 E.C showed that ,the Ministry of Education planned in ESDP IV to decrease the percentage of illiteracy by 95% at the end the plan period. This planned target was not successfully achieved (Education Stastics Annual Abstract, 2016/2017). Out of the 20.4 million illiterate adults around 12 million adults are able to write, read and perform simple arithmetic through participating in IFAE program during the ESDP IV.

Moreover, Ethiopian Education Roadmap (2018) also indicated that there was lack of integrating functional adult literacy with agriculture, health and livelihood skills. Moreover, there was lack of clear structure of ANFE , strong coordination system at all levels and proper documentation of the data about the program (Ethiopian Education Roadmap, 2018).Furthermore, focus of the program was 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 (Education Sector Development Program iv, 2014/2015)

Similarly, Oromia has the largest difference between the two different levels. This shows that there may be many adults who are dropping out and not completing the course (Education Stastics Annual Abstract, 2016/2017).

The researcher has personal experience as a teacher; principal , supervisor and team leader of adult education at woreda and zone level in Jimma zone .Hence he believed the existence of gap between what was demanded and what we're being done. The researcher is also assured that there is no research conducted in the zone particularly on adults who completed integrated functional adult literacy before three years. Yearly and quarterly report of the implementation of the program shows that the current practice of integrated functional adult education has been exposed to many problems (Jimma Zone Education Office Report, 2009 E.C). The completion rate of adults in Jimma zone is 22% which is very far from the national level (55%).This implies the zone is expected to do a lot to implement the program as it has 550,506 illiterate adults .

In light with this, the researcher looked in to the gaps that affects the practice of implementing integrated functional adult education on the side of facilitators, adults ,technique committee and boards at different levels. IFAE boards ,technique committee ,education officers ,Principals and adult education facilitators did not exert much effort for the success of the program. Technique

committee did not design various interventions to assist facilitators in improving their limitation. They didn't provide professional support to facilitators to improve their skills.

The purpose of this study was to explore and assess the existing practices and challenges of Integrated Functional Adult Literacy Program in Jimma zone.

Based up on the above facts, the researcher intended to explore and assess the practices and challenges of integrated functional adult education in Jimma Zone, four rural woredas. In doing so, the researcher has raised the following basic research questions. These are:

- 1.What are the practices of Integrated Functional Adult Education Program in the study areas?
- 2.To what extent has Integrated Functional Adult Education Program contributed to the improvement of the livelihood of the community?
- 3.What are the major challenges in the implementation of Integrated Functional Adult Literacy Program ?
- 4.What measures shall be taken to improve the IFALP in study area ?

### **1.3. Objectives**

#### **1.3.1.General Objective**

The overall objective of the study was to explore and assess practices, challenges of IFAE with its social, political and economic contribution to improve livelihood of adults in Jima zone.

#### **1.3.2. Specific Objectives**

1. To describe the practices of Integrated Functional Adult Education Program in the study areas
2. To examine the extent to which Integrated Functional Adult Education Program contributed to the improvement of the livelihood of the community
- 3.To describe major challenges in the implementation of Integrated Functional Adult Education Program
- 4.To forward appropriate remedy in order to alleviate challenges of IFALP.



#### **1.4. Significance of the Study**

The researcher believed that the study had the following significances. 1. The paper may help policy makers as reference while developing and reviewing poverty eradication strategies at micro and macro levels.

2. It may also provide insights on how educational programs can be used to develop integrated implementation framework for various sectors, ministries and agencies such as MoE and small scale microfinance enterprise agencies to achieve their common agenda, poverty eradication.

3. The study will have impacts on the development such as multi-lateral development and humanitarian agencies organizations and donors as a point of reference to conduct further studies and to design community development projects.

4. It may contribute its part to the implementation of the country's Growth and Transformation Plan which is in line with the UN's Sustainable Development Goals (SDGs).

5. The researcher hoped that the result of this research will help all IFAE Board and technique committee at National, Regional, Zone Woreda and kebele levels. Moreover it helps FAL facilitators, adults, teachers, Supervisors, School principals and all sectors who participate on implementing integrated functional adult education. All of them are audience of the result of this finding.

6. Finally, it will help other researchers to further study as a base line.

#### **1.5. Delimitation.**

The study was conducted in Jimma zone, one of the 19 zones of Oromia Region in South West Ethiopia. It is located in the south western part of Oromia National regional State. It is bordered by East Wollega zone in the north, with East Shewa zone and South West Shewa Zone in North, with SNNP administration in the South East and South part, and with Ilu Aba Bora zone in the West. Jimma zone has 20 rural woredas and one special town administration. The study sites were selected four woredas with their selected CRC and adult learning centers. These woredas are Kersa, Chora Botor, Dedo and Gumay. This research was delimited to the practice contribution and challenges of IFAL program to those adults who completed second round integrated functional adult education before three years in the research site. Moreover, IFAE technique committee at woreda level and IFAE facilitators in the selected site were included in the study. Comparison were not made with those adults who weren't participated in the program. Jimma zone was purposively selected to obtain relevant and tangible data on the issues of

practices and challenges of integrated functional adult Education According to CSA 2004 out of 7.89 illiterate in Oromia region, Jimma zone has 711,413 illiterates. Out of them 68% of them are females .It was hoped that the study might lead to direct and/or indirect influence to the development of Adult Education and consequentially to the development of the community livelihood.

### **1.6 Limitation**

There were some problems that limited the findings of the study to talk in absolute terms. Some of these problems were the availability and willingness of the respondents. Specifically, it was difficult to find adults Who completed IFAE before three years to conduct interview due to the nature of their post literacy work and transport. Some of the respondents live in far area which can be difficult to contact them. .Moreover it was difficult for IFAE facilitators and technique committee to give their response as they were busy.

### **1.7. Definition of Key Terms**

**Adult Education** is a broad field that includes basic (foundation or essential education)and continuing education, vocational and technical education, higher education and professional development and is offered through formal, non-formal and informal education means (MoE, 2008).

Lifelong learning :Extending for the entire duration of life (MoE, 2008).

Adult: A person who has reached a certain age legally bound and acceptable in his/her society and has some social responsibility(s) as an adult and has developed a sense of self directedness. (MoE, 2008).

Practices :In this study practices means what is done in the adult classrooms. These may be a reflection of what is happening in the society.

Literacy :Literacy in this study means the ability to read, count and write, with understanding a short, simple sentences about one's everyday life.

Poverty :Any deficiency of elements or resources that are needed or desired or that constitute richness.

Numeracy :A solid mathematical education, the result of poor schooling.

**Livelihood:** The course of someone's life or their manner of living (MoE, July,2006)

**Functional Adult Literacy :** The acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (MoE, July,2006).

**Challenges:** They are problems that affect the implementation of integrated functional adult education.

**Variable :A Variable** is a characteristic or attribute of an individual or an organization that can be measured or observed by the researcher. In this research integrated functional adult literacy and community livelihood are variables. (Creswell, 2012)

**Independent variables:** In this research provision of integrated functional adult education to bring social, political and Economic transformation of adults 'life. (Creswell, 2012)

**Dependent Variable :**In this research improved community livelihood or changed adult learners life in social, economic and political aspect.

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

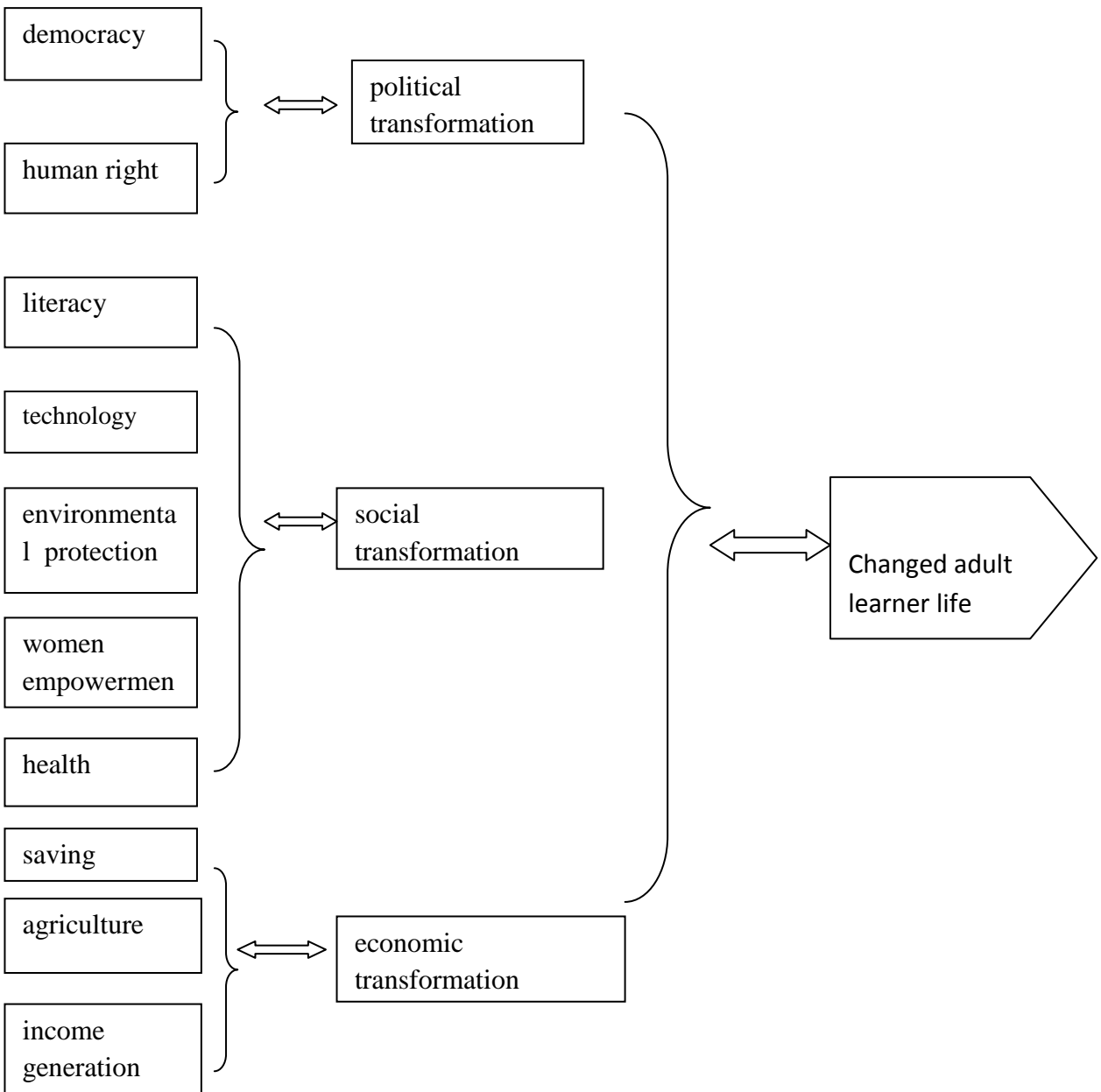
This thesis has preliminary parts such as acknowledgements, table of content, list of tables, figures and acronyms and abstracts. The rest of the thesis is structured in to five chapters as follows .The first chapter has presented background to the problem, statement of the problem, research objectives followed by research questions ,significance of the study and conceptual framework is presented in this chapter. Limitation, delimitation and operational definition are also presented in this chapter. Chapter two is about review of related literature. In this chapter, Adult Education in Ethiopia is presented by six phases. Adult Education in Ethiopia general Overview, Adult Education in Ethiopia durations system ,adult education in Ethiopia history and development ,the rationales for adult education ,Current Practice of functional adult education and challenges facing adult education in Ethiopia. Chapter three is about design and methodology. It includes design of the study ,Participant of the study ,instruments ,procedures, sampling technique , data Collection Procedures, data analysis Procedures and ethical issues in this research. Chapter four provides data presentation, analysis, interpretation, and discussion of research findings. Chapter five presents summary, conclusion and recommendations

### **1.9.Theoretical Framework for Adult Education**

A framework provides an explicit explanation why the problem under study exists by showing how the variables are related to each other. This framework is built on a set of concepts which are related and linked together to provide a better understanding of the study and also as a guide to a review of related literature, data collection, data presentation, data analysis, interpretation and discussion and finally conclusion (kanukisiya, 2008).

While making sense of the conceptual framework, several theories and models contributed in developing it. As it is known, adult education policies and practices are guided by many models and theories emanating from various disciplines such as sociology, economics and psychology.

Figure one demonstrates that the role of adult education is multisided. Integrated Functional Adult Education can serve as a tool for political, economic and social transformation of a particular society because the focus of it intended to guarantee the active participation of the literate community in the country`s general development Endeavors (kanukisiya, 2008).



**Figure 1: Adult Education for Transformation (Sisay and Yilfashewa , 2017)**

As shown on figure 1 the position of adult education for national development is multi-dimensional. It is a foundation for improvement in the areas such as human capital formation, nutrition and prevention of diseases income generation and productivity. An educated population economically expected to grant a more attractive investment climate. Human capital formation using ANFE is a crucial investment. International organization frequently recognized that adult education is a main instrument in reducing poverty across the world (Yilben, 2014) also concludes that participating in adult education can help considerably enhancing employment

opportunity, reducing poverty, and better living. AE also, improves family health because evidence shows that literate mothers have better family health practices compared to their counter illiterate mothers (Yilben, 2014).Adult Education has been a concern of states and individuals for decades especially for developing countries (Sisay and Yilfashewa , 2017) like Ethiopia.

## **CHAPTER TWO: REVIEW OF RELEATED LITERATURE**

### **2.1. Adult Education in Ethiopia General Overview**

Ethiopia is an ancient country, with a long history of independence. The country has mosaic of people and diverse cultures. It shares borders with Eritrea, Djibouti, Kenya, Somalia and Sudan (MoE, 2008). Ethiopia has a federal system of government consisting of nine regional states and two city administrations. Regional states have considerable authority and responsibility which they exercise and discharge through councils at regional, zonal (in some cases), wereda and kebele levels. Currently (2008), there are over 720 weredas and close to 18,000 kebeles (MoE, 2008).

In several countries of the world Adult and Non-formal Education has been given for adults who are over 15 and under 60. Governments have used Adult and Non-formal Education to assist development in other sectors of their economy. A literate population is a precondition for any nation to become competitive within a global economy. Therefore, an Adult and Non-Formal Education program has been used to combat illiteracy and focuses on literacy, numeracy and life skills training. This is to enable adult learners to develop problem solving abilities and to change their mode of life. Moreover, (Education Stastics Annual Abstract, 2016/2017) adult and non-formal education enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self- reliant (Education Stastics Annual Abstract, 2016/2017).

From the end of the 19th century, the time when it took its present geographic shape, until 1974, Ethiopia had been under monarchical rule. This period is referred to as the pre-revolution period. From 1974 to 1991 a Military Socialist Government ruled the country, a period referred to as the revolution period. By 1991 the Military Socialist Government gave way for a new coalition force that came to power after seventeen years of armed struggle. During these three regimes Ethiopia experienced various types of education in general and adult literacy initiatives in particular (Abissa, 1996).

## **2.2. Adult Education in Ethiopia Education System**

Owing to the implementation of education and training policy and the country's commitment to realize universal primary education, the number of primary schools has increased from 12,089 in 2001/2 to 33, 373 in 2014/15 while the students' enrolment has shown drastic increment over the same period. Net enrollment rate was raised from 54% in 2002/03 to 94.3% in 2014/15 (Ethiopian Education Roadmap, 2018). Regarding efficiency of primary education, previous huge regional, urban-rural and gender gaps were improved over the years. For instance, GPI was raised from about 0.7 in 1999/00 to 0.93 in 2014/15 while dropout rate was improved from 18% in 2008/09 to 9% in 2013/14. Furthermore, policy provision for the implementation of mother tongue as a medium of instruction at the primary level is an encouraging attainment (Ethiopian Education Roadmap, 2018).

Moreover the C.S.A. 2004 E.C abstract, there were around 20.4 million illiterate adults in the country. The Ministry of Education planned in ESDP IV to decrease this number by 95% at the end the plan period (Educational Statistics Annual Abstract, 2016/2017), However this planned target was not successfully achieved, though significant progress was made towards the illiteracy rate. Out of the 20.4 million illiterate adults around 12 million adults are able to write, read and perform simple arithmetic through participating in IF AE program during the ESDP IV period. This indicates the need for strong effort and coordination at all levels to make the remaining around 8 million illiterate adults to become literate within the ESDP V plan period (Education statistics Annual Abstract, 2015/2016)

## **2.3. Adult Education in Ethiopia: History and Development**

Starting from the end of the 19th century to 1974, Ethiopia had been under monarchical rule (Ambissa, 2014). This period is referred to as the pre-revolution period. The time from 1974 to 1991 a Military socialist Government ruled the country, a period referred to as the revolution period. By 1991 the Military Socialist Government gave way for a new coalition force that came to power after seventeen years of armed struggle. During these three regimes Ethiopia experienced various types of education in general and adult literacy initiatives in particular (Ambissa, 2014).



### **2.3.1 Adult Education in Ethiopia: During Pre-revolution (pre-1974)**

Although introduction of modern education is said to have been in 1908 only very few members of ruling class were participated in the program. As a result, only about 7% of the population were reported to be literate by 1974 (Ambissa, 2014). During that 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 and, as a result, there was an acute shortage of human resource in the country, (Trudeau, 1964) This terrible situation had significant impact on the Government's attention to education in general and adult education in particular. One important progress concerning education was the issuance of the 1944 Memorandum on Educational Policy for Ethiopia. The memorandum provided free education for all at all levels (Trudeau, 1964).

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 (Susan, 1991). 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. Fundamental education/adult literacy which was published in the Amharic Newspaper YeEtophiyaDimtsi (literally, voice of Ethiopia) on the 17th of November 1955. The public notice (Ambissa, 2014) 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 notice also expected the clergy and all employers to assist in the process and the Ministry of Education to coordinate the effort. (Weldemicheal, 2018).

The "Work-oriented adult literacy program" was an adult literacy project introduced to Ethiopia in 1968. This is different from the early efforts because it brought the idea of 'functional literacy' and get 'liberated from the darkness of illiteracy'. The scope of adult literacy during the pre-revolutionary Ethiopia (H.S.Shola, 1987) was only for those who volunteered to learn. No means were in place (at least from the Government side) to deal with the social disequilibrium connected to wealth, cultural and ideological power relations

The pre-revolutionary Ethiopian adult literacy policy/initiatives never took cognizance of the linguistic diversity of Ethiopia.. (H.S.Shola, 1987) It seemed that the ideological purpose of using

Amharic as a means to maintain ‘one-Ethiopia’ (Trudeau, 1964) seemed to have over-shadowed the choice of language for the literacy initiatives.

### **2.3.2. Adult Education In Ethiopia During the Revolution period (1974 – 91)**

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). (H.S.Shola, 1987) 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). The former was provided as a national development program and therefore had a legal recognition (Weldemicheal, 2018). The latter was only based on what was called the “Revolutionary Directives”, directives issued wherever the need arise. 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 (Ambissa, 2014) the three major advantages or benefits of the literacy initiatives were (i) the literacy program was reported to have reached over 2 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. The actual motive behind the Socialist government’s effort to promote literacy was said to be ideological (H.S.Shola, 1987).

The system saw illiteracy as one of the social problems inherited from the past system) and as something to be eradicated. It symbolized illiteracy as a ‘black curtain’, a symbol of ignorance, that had to be torn apart if the illiterates were to see the light of development (literacy), implying an absolute state of illiteracy (H.S.Shola, 1987). Regarding the management of the campaign, there was strong central control. Everything – program plan, implementation, and evaluation, support consignments.

### **2.3.3. Adult Education in Post-1991**

**Ethiopia** saw major change in its political landscape in 1991 when the Military socialist government was replaced by EPRDF . The new government came to power in an era when major changes have been noted globally: the ‘Education for All’ (Ambissa, 2014) and the ‘Millennium Development Goal’ initiatives; and such requirements from multilateral organizations as the structural adjustment .The post-1991 period, however, saw an increasing involvement of non-governmental organizations in adult education in general and adult literacy in particular; which partly modeled the pre-1974 adult literacy approach. Claiming that the Regional Education Bureaus should devise their own means to run adult literacy, the Federal Ministry of Education seemed to have pulled out from the business.

As a result, adult education management at all levels was constrained, very much like in pre-1974 days, by the lack of institutional framework; human, material, financial resources; lack of political commitment and clear policy (Weldemicheal, 2018). Since 1991, the organizational structure of the adult education has shrunk, and budget allocation diminished which indicates that adult education in general and adult literacy in particular has not been one of the priority agenda of the present government. A recent development in Ethiopian adult literacy initiative is the new National Adult Education Strategy (Zelege W. , 2005).

As part of the new effort, planning of the implementation of a nationwide functional adult literacy was completed in 2009. However, the national adult literacy strategy document lacks clear specification of funding scheme, benchmarks to start with and targets to be achieved. Hence, some respondents were cynical about the seriousness of the Government (Weldemicheal, 2018). They question if at all the Government formulated the strategy for the instrumental end of breaking the sharp words of the critic or out of serious concern for adult education. The absence of adequate moves to implement the plan seems to strengthen the skeptical attitude.

### **2.4 .The Rationales for Adult Education**

In several countries of the world Adult and Non-formal Education have been given for adults who are over 15 and under 60. Governments have used adult and non-formal education to assist development in other sectors of the economy. A literate population is a precondition for any nation to become competitive within a global economy. Therefore, an adult and non-Formal

education program has been used to combat illiteracy and focuses on literacy, numeracy and life skills training. This is to enable adult learners to develop problem solving abilities and to change their mode of life. Moreover, Integrated Functional Adult Education/enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant. The IFAE program empowers communities to utilize their money in a better planned way. It also has positive impacts on children school enrolment and gender issues and also initiates adult learners to use new technologies and inputs according to their livelihoods.

According to (Babatola, 2016) Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts. The major problem facing Nigeria are hunger, poverty, unemployment and under development. The solution lies in adult education when people are functionally literate, they will think on being self-reliant and thus make a living that will lift them above poverty level as it is one of the major objectives of the Nigeria National Development Plans to build a united, strong and self-reliant nation (Babatola, 2016).

To build this type of nation, there is need for the people to be literate because no nation can be strong with a vast majority of her citizens being illiterate and living in ignorance. When functional literacy is entrenched in people, they can participate meaningfully at the political level and thus coming to self-fulfillment. For nations to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters. Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to (Scotland, 2001).

Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health and so World Health distributes materials on adult literacy and English skills and advocates for public (Uganda, Functional literacy for Women, [www-ifad.org](http://www-ifad.org).)

Omolewa in (Adedokun, 2008) states that: "Adult literacy, adult basic and continuing education and lifelong learning are key tools to address global challenges in such area as democracy, peace

and human right; preservation of diversity, education for all, learning for sustainability, HIV and AIDs, conflict resolution and workforce development. Furthermore adult learning is critical to UNESCO'S main program priorities and to the attainment of the objectives of EFA.

In making attempt (Adedokun, 2008)to achieve functional literacy adult learners must be made to see the importance of functional literacy in all they do. It is only through adult education that people can be fulfilled as adult education is the last available opportunity for learning Adult learners should therefore be counseled to understand why they need to be functionally literate. The needs to encourage adults to be literate include:- Being literate will help them tackle any problem that they are faced with.- Being functionally literate provides avenue for change in individuals, community, (Babatola, 2016)societies and nation at large. It helps (Adedokun, A handbook of community Development, 2011) adult learners to experience a transformation and a change of circumstances. (Carr- Hill, 1991)

Being functionally literate will increase their efficiency on their various assignments on daily activities .It is globally acknowledged that illiteracy and the inability to improve one's livelihood are interlinked. It is for this reason that literacy program, particularly at national government level, are targeted at the poor and rural communities. Other studies suggest that being literate should not be simply defined as the ability to read and write; literacy must being related to something – to the presence or absence of a skill to perform a function – the functional perspective (Prins, 2016)

#### **2.4.1. Adult Literacy and its Contributions to Socio-cultural Development**

(Schutes, 1993)confirms that both educated and non-educated parents agreed to provide education for their children, but educated parents were happier to have the capacity to help children in viable routes, for example, meeting teachers and talking about advancement of their children. In the same way, (Carr- Hill, 1991)assessment report of Uganda's adult literacy shows that adult literacy class graduates were about twice strong to examine schoolwork and check homework than the non-literates. Mothers who participated in the adult literacy program have more prominent accomplishment than those.

They concluded that a rise of 1 percent in a country's literacy score relative to the national average is associated with an eventual 2.5 percent relative rise in labor productivity and a 1.5 percent increase in

GDP per head (Gilbert, 2011). In the same way, adult literacy was connected with economic accomplishment as education levels determine the sort of occupations individuals find. Thus, there was a clear evidence from the studies reviewed above that literacy has a positive association with people's income and labor force status. skills (Aphata, 2013).

#### **2.4.2. Adult Literacy and its Contributions for Agriculture**

World Bank study of African states showed that raising educational level upgrades agricultural productivity (World B. , 1997). The study, which surveyed the effect of an adult education plan on the agrarian productivity of agriculturists in southwest Nigeria, for instance, demonstrates that the adult education plan has a huge effect on rural benefit and expectation of everyday life. From the results accumulated, it was affirmed that the farmers who take part in the adult education plan, acquire more wage/benefit contrasted to those individuals who do not partake in adult literacy (Aphata, 2013).

Furthermore, in Kenya, increases in the prevalence of Adult literacy and numeracy in rural areas lead to improvements in agricultural productivity. Therefore, adult literacy program can improve agricultural productivity, as it equips the participants with all the necessary knowledge and skills on how to effectively practice agricultural activities and use agricultural inputs properly.

#### **2.4.3 .Adult Literacy and its Contribution for Health**

The practice of functional adult literacy can be instrumental (Sandiford, 1995) in individuals' accomplishment of a scope of abilities; for example, keeping up great well-being and living longer, controlling reproductive behavior, raising and reeducating kids, lessening child mortality, and improving prospects. The factual connection between women's literacy and health indicators, especially diminished fertility, child mortality and expanded life expectancy, was the center of much research in the 1970s and 1980s. (Sandiford, 1995) analyzed the impacts of adult basic education in Nicaragua over ten years and discovered the factual critical drop in child mortality among mothers who had participated in the adult literacy program. In addition, they found that the decreased children death rate because of adult basic education was more remarkable for individuals who had been made literate in primary level education than those individuals who had not been made literate in primary level education (Aphata, 2013).

To sum up, studies have proved that women who took part in adult literacy program know more information about health issues related to themselves and their children. They are very eager to take their children to health station for vaccination or other treatments. Studies on the impact of adult literacy on family planning also confirm that women who took part in adult literacy program have good knowledge about family planning issues and they do have positive attitude towards it. Thus, based on the findings from studies done in various developing nations, it is possible to conclude that women who participate in adult literacy program are more observant, and participant in various work initiative and health awareness issues for themselves and for their children

#### **2.4.4 . Adult Literacy and its Economic Contribution**

The positive relationship between economic advancement, and literacy levels and the effects of participation in education in economic development are well established.

For example, human capital and growth across fourteen OECD countries (UNESCO, 2006), and identified the significant relationship among investments in human capital, economic growth and labor productivity. The study was of particular interest since it was the first to identify a significant correlation between a country's investment in human (UNESCO, 2005)capital and its economic growth. They concluded that a rise of 1 percent in a country's literacy score relative to the international average is associated with an eventual 2.5 percent relative rise in labor productivity and a 1.5 percent increase in GDP per head. Likewise, has a constructive impact on the economic development of the nation (UNESCO, 2006). Thus, there was a clear evidence from the studies reviewed above that literacy has a positive association with people's income and labor force status (UNESCO, 2006). It could be argued that that people with greater literacy skills are more likely to be employed, and to be paid more than people with weaker literacy skills. On the other hand, if literacy improvement was a slow and expensive struggle, the rewards might be considered small.

#### **2.4.5. Adult Literacy and its Contributions for Developing Self-esteem**

Self-esteem is personal conditions that facilitate social and political action. An individual's heightened sense of confidence can lead to incipient forms of political behavior; it functions as invisible armor that prepares people to undertake behaviors that may introduce risks but also intended results. (M.B., 1980)made a national assessment of literacy projects under the Adult

Education Act in the United States. The study uncovered that 85 percent of literacy learners reported a change in their self-esteem. Another national assessment of his own also found that 65 percent of proficient learners felt better about themselves following a three-year follow-up (M.B., 1980)A study by (Cottinghams, 1996) assessing women in literacy in Bangladesh observed that women enhanced their confidence and feeling of self-adequacy in activity inside family unit. Furthermore, (Stromquist, 1995) study which focused on adult literacy programs in Brazil shows a positive result about the relationship between literacy and self-esteem.

### **2.5.Current Practice of Functional Adult education**

Government of Ethiopia (Education Stastics, 2016/2017) starting from the inception of Adult and Non-Formal Education, particularly the IFAE program, has worked for the expansion and quality of the program. Prior to this the government knew that without a significant increase in the adult literacy rate Ethiopia would not be able to achieve middle-level income status within a foreseeable time period. Therefore, the IFAE program was developed and the program was delivered to the illiterate adults. Increasing adult literacy rates will support to achieve all development goals. (Education Stastics, 2016/2017)

Accordingly, the Ministry of Education developed and published the National Adult and Non-Formal Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines and IFAE Facilitators Training Manual. IFAE is a two year program designed for illiterate adults. Based on the C.S.A. 2004 E.C abstract, there were around 20.4 million illiterate adults in the country.

The Ministry of Education planned in ESDP IV to decrease this number by 95% at the end the plan period. This planned target was not successfully achieved, although good progress was made. Out of the 20.4 million illiterate adults around 12 million adults are able to write, read and perform simple arithmetic through participating in IFAE program during the ESDP IV period. ESDP Vs goal for the academic year 2009 E.C. was 47% female graduates and67% male graduates from all students enrolled in Year 2.In (Education Stastics, 2016/2017) 5,479,633adults taking part in Integrated Functional Adult Education programs.

The majority of these adults were enrolled in year 1, with 55%. Nationally there were more males enrolled in IFAE, with 54%. Regionally, Amhara had the highest number of enrolled



adults in IF AE with 37.5% of all those enrolled being in this region. In Tigray, Ethiopia-Somali, SNNP, Gambella and Addis Ababa there were more females enrolled than males; and in Addis Ababa female enrolment constitutes 73% of the total. In every region there were more adults enrolled in year 1 compared to year 2, Oromia had the largest difference between the two different levels, this showed that there might be many adults who were dropping out and not completing the course. The majority of people enrolling were aged between 25-60 years nationally, with 63% of students falling within this age range (Education Stastics, 2016/2017)

## **2.6. Challenges Facing Adult Education in Ethiopia**

The findings (AmdeMeskel, 2014) disclosed that the outcome of the adult education program is highly affected by the way adult education is deliberated and the method of assessment employed by adult education moderators. More importantly, the learning outcome of adult learner is determined by the methodological approaches employed by facilitators, who in one way or another plays pivotal role in adult teaching learning process. This would lead us to the conclusions that the methods and assessment procedures employed by adult facilitators have momentous contribution towards the attainments. Similarly, the research reveals that adult education outcome is affected by locality of the learners (his/her learning environment). This means that the experience the learner had in rural areas is far behind then learning condition in urban settings.

In this regard, researchers also agreed that the geographical location of an institution, whether urban, suburban, small town, or rural, is expected to have marvelous impact on success due to the differences in organizational and social environments and the resources available. Although the patterns are not clear, the educational inequities in urban area suggest that large achievement gaps could exist between participants in these institutions and their peers in suburban and rural institutions (Everson, 2004). Thus, it is suggested to narrow this gap through recompensing special attention to learning in the rural settings

To put this into effect, education bureaus, Ministry of Education and training institutions should work together to encourage the training of moderators on learning teaching styles and other assessment techniques as part of continuous professional development. Further research needs to be conducted to understand this phenomenon by including other factors like the learning facilities, instructional quality, and moderator- learner communication of the adult education

program (Seyum, 2017). According to Sisay Awgichewand and YilfashewaSeyoum (Seyum, 2017)challenges in provision of integrated functional adult education in Ethiopia are:

Lack of adult education boards to operate effectively at all levels, absences of trained, reasonably paid, dedicated and committed experts to manage and coordinate the programs ,low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions were affecting the implementation of IFAL program. Furthermore, lack of post-literacy materials ,low and incompetent facilitators' with inefficient monitoring and evaluation skills, low and inconsistent salary of facilitators , lack of continuous professional development program that forced the facilitators for high turnover, lack of prior adequate orientation and training of facilitators on the philosophy and peculiar nature of adult education program and poor political commitment of leaders and misunderstanding on the program at various level and absence of well-organized and independent managing structure for the program. were frequent challenges.

## **CHAPTER THREE: THE RESEARCH DESIGN AND METHODOLOGY**

### **3.1. Research Design**

The purpose of this study was to explore and assess the current practices and challenges of integrated functional Adult Literacy Program in Jima zone. In order to attain this general objective, the study employed exploratory sequential mixed methods design that involved qualitative and quantitative research approaches (mixed research design). The mixed methods researcher begins with qualitative data and then collects quantitative information. The purpose of an exploratory sequential mixed methods design involved the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data (Creswell, 2012). A popular application of this design is to explore a phenomenon, identify themes, design an instrument, and subsequently test it. Researchers use this design when existing instruments, variables, and measures may not be known or available for the population.

There were three main reasons for the choice of mixed methods in this research. Firstly, it is necessary to have qualitative information or stories about the implementation of IFAE and the way IFAE embraces SD, the use of stories and numbers in a study presents ‘an alternative perspective in a study.

Secondly, since interviews, observations and document analysis are insufficient to answer research questions, survey was conducted to address the knowledge and practice of implementation of the program. The survey develops in consideration of the provisional analysis from the qualitative data in order to extend, elaborate on and explain these data (Creswell, 2012).

Thirdly, the use of mixed design permits triangulation, and integrating and embedding the data to understand the research issues fully ;Its central premise was that the use of qualitative quantitative and approaches, in combination, provides a better understanding of research problems than either approach alone. Particularly descriptive design employed to describe the prevailing factors and opinions related to the ongoing implementation of Integrated Functional Adult Education .

### **3.2. The Research Method**

This research is concerned with the practices and challenges of integrated functional adult literacy program in Jimma zone rural woredas. The target populations of this study were three main groups that were involved in the adult literacy program. These were adult literacy facilitators, adult literacy technique committee and adults who completed functional adult education program before three years. The research method employed by the researcher to conduct this research is expressed under this section. Both qualitative and quantitative approaches applied in the study. These methodologies appeared necessary for the researcher in order to explore the practice and challenges of Integrated Functional Adult education in Jima zone rural woredas. Hence the researcher used both non probable and probable method to select samples.

According to (Creswell, 2012) non probability sampling is a quantitative sampling procedure in which the researcher chooses participants because they are available, convenient, and represent some characteristic the investigator seeks to study. In qualitative research non probable sampling is used for selecting the population to study. Because qualitative research is usually focused on small number but the selection of participant and research sites is crucial to the overall usefulness of the research findings. In probability sampling methods a quantitative sampling procedure in which the researcher selects individuals from the population so that each person has an equal probability of being selected from the population.

Moreover, the exploratory sequential mixed methods design emphasizes the qualitative data (QUAL) more than the quantitative data (quan). This emphasis may occur through presenting the overarching question as an open-ended question or discussing the qualitative results in more detail than the quantitative results. The researcher has a sequence to data collection that involves first collecting qualitative data followed by quantitative data. It is helpful to mix both methods in order to strengthen the study. According to Frankel, Wallen and Hyun (2012) those who engage in such research claim that the use of both methods provides a more complete understanding of research problems than does the use of either approach alone.

The rationale behind research is that collecting quantitative data is important to test the qualitative explorations of the first phase of the study. Another justification results from combining the "best" of both quantitative and qualitative research. Quantitative provides the opportunity to gather data from a large number of people and generalize results, whereas

qualitative permits an in-depth exploration of a few individuals. (Creswell, 2012) Moreover, it helps to improve implementation of Integrated Functional Adult Education in Jimma zone to bring improvement in community lively hood.

In such manner, 258 adult literacy facilitators/teachers and 12adult literacy technique committee and 16 adult graduates were selected for this study. Adults who were selected for the study were labeled from AGI<sub>1</sub> ( adult graduate interview one)--AGI<sub>16</sub>( adult graduate interview sixteen) while those technique committee were labeled beginning from TCFGD<sub>1</sub> ( technique committee focus group discussion one )-TCFGD<sub>12</sub>. (technique committee focus group discussion twelve).

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

Data for this research was collected from both primary and secondary sources. The primary sources of data were adult education facilitators, adult learners and technique committee of IFAE at different levels. The secondary sources were recorded documents at zone level, Woreda, school and learning centers, action researches, feedbacks, reports and government policies. The decision to use these subjects as a source of primary and secondary data was based on the expectation that they had better information on the factors that contribute for low adult's participation in IFAE.

### **3.4. Sample Size and Sampling Technique**

Multi-stage sampling technique was used to select the samples. The researcher favored this technique as it helps to get more representative sample from geographically scattered participants According to (Endawak ,Yihenew, 2004) among the total population 10-30% fulfilled the sample sizes. Four successive multi-stage sampling techniques used to select sample Woredas, cluster centers, learning center/school for adults, facilitators and adult learners. In the first stage, 4(20%) Woredas (Chora **botor**,Dedo,Gumay and kersa ) were selected among 20 rural Woredas found in Jima zone because of their scattered location, and cluster arrangement of the woreda. They were selected through simple random sampling technique, particularly lottery system to get representative sample.

On the second stage, there were 40 cluster centers in four selected Woredas; Among those cluster centers 1(20%) were selected from Chorab**otor**,3(20%) from Dedo, 1(20%) from Gumay and 3 (20%) from)kersa. Therefore, 8(20%) cluster centers selected from the total of 40(100%) sample clusters through simple random sampling techniques, particularly lottery methods to easily manage the cluster population. To this end Chorabagie primary school clusters from Cora

botor, Sheki , Wala and Dafikela clusters from Dedo woreda and Alamkure primary school clusters from GumayWoreda and Kitimbile, Girmaa and Serb clusters from kersa have been selected as sample clusters.

In the third stage, all sample schools 32 (50%) grouped under 8 selected cluster centers taken through systematic random sampling. The size of sample learning centers/Schools were made proportional to the number of cluster centers in each Woreda. Accordingly, 4(57%) schools were taken from cluster centers containing a total of 7 schools in Chora botor. Similarly, 12(52%) schools were taken among 3 cluster centers having a total of 23 schools in Dedo in selected clusters. Likewise, 4(57%) schools in 1 cluster centers having a total of 7 schools were selected in Gumay. Finally, 12(48%) schools taken among 3 cluster centers having a total of 25 schools in kersa in selected clusters. Therefore, 32(50%) of schools were taken as a sample.

In this study, sampling deliberately included data sources that were the richest sources of information in specific contexts. In the first stage, adult literacy facilitators were selected based on their involvement in the program in rural area. Adult literacy technique committee who were currently involving in the program were selected purposefully. Moreover adults who have completed a two year adult education program successfully before three years have been selected purposefully.

Among IFAE technical committee members in 4 Woreda, 12 of them were selected through Purposive sampling for focus grouped discussion. They were expected to be good source of information about the Practices and Challenges of integrated functional adult education. The purpose of selecting these experts for discussion was to get more critical information about the practices and challenges of integrated functional adult education in Jimma Zone rural woredas. These experts were selected because of their close contact with IFAE and due to their current position in Woreda sector office. 155(60.08%) facilitators were selected through simple random (lottery system) and stratified sampling. Moreover, 16 (6%) adult who completed a two year program and 12(30%) technique committee of IFAE at woreda level were selected through purposive sampling and addressed through snow ball technique.

**Table 1 The Category and Number of Sample centers in the Study**

Zone	Selected Woreda	Selected CRC	Number of Learning centers/schools	Selected Learning centers/schools(50%)	Total Number of Selected Samples					Sampling technique	
					Total facilitator Population	Facilitator or selected (%)	Adult graduate population	Adult learner selected For focused interview	Technique committee selected For FGD (% 50%)		
Jimma	Kersa (20%)	Kitimbile 9	8	4	M	13	8	16	2	2	Multi stage sampling
					F	19	11	12	2	1	
					T	32	19	28	4	3(50%)	
		Serbo	9	4	M	16	10	18			Systematic sampling
					F	24	14	14			
					T	40	24	32			
		Girma	8	4	M	13	8	17			Stratified sampling
					F	19	11	13			
					T	32	19	30			
	Chora botor (20%)	Chora bagie	7	4	M	14	8	17	2	3	Purposive sampling
					F	18	11	13	2	9	
					T	32	19	30	4	3(50%)	
	Dedo	Walla	6	3	M	16	10	18	3	3	sampling
					F	24	14	14	1	0	
					T	40	24	32	4	3	
		Dafika 1	9	5	M	11	7	15			
					F	17	10	11			
					T	28	17	26			
		Shekii			M	12	8	19			
					F	18	10	15			
					T	30	18	34			
Gumay (20%)	Alamkure	7	4	M	10	7	17	2	3		
				F	14	8	13	2	0		
				T	24	15	30	4	3		
	Total	62	32		258	155(60.07%)	242	16 (6.61%)	12 (50%)		

(Endawak ,Yihnew, 2004)

**Table 2:** Summary of Population ,Sample size and Sampling Technique

No	Types of respondents	Population size	Sample size	%	Sample technique
1	Adult Education Facilitators	258	155	60.07	Simple random sampling Proportional sampling
2	Adults who graduated in two year program before 2 years (interview)	242	16	6.61	Purposive sampling (convenience and snow ball sampling)
3	Adult Education Technique committee (FGD)	40	12	30	Purposive sampling
	Total	540	183	33%	

### **3.5. Data Gathering Tools**

Interview , focus group discussion and questionnaire were used as data gathering instruments. In addition, the researcher used relevant reference books, internet sources and IFAE manuals to support the findings of the study and document analysis.

#### **Interview**

The interview was conducted in Afan Oromo to make communication easier. Semi-structured interview was designed to gather data from adult graduate before two years. The researcher planned to conduct interview with 16 adult learners who have been selected from population purposefully. The interview was conducted at the CRC level and in each woreda there was one interview group who had four adults who completed adult education program successively before three years. Hence there were four discussion groups on four selected woreda. Their selection showed that they had detailed information about the practices and challenges of integrated functional adult education. The interview guide question set for respondents and had one part, which targeted to obtain information related to the basic research questions. Finally, researcher used field notes and audiovisual materials to take and record information from respondents.



### **Focus Group Discussions**

Focus group discussion was conducted with members of IFAE technical committee members at the selected woreda level. Only 12 WEO experts were involved in the (three from each woreda) discussion. The selection based on their position to effectively describe the reality in the study area and they had detail information about the practices and challenges of integrated functional adult education. Guide questions for discussion set for respondents and had one part, which targeted to obtain information related to the basic research questions. Finally, notes were taken; summarized and translated into English. The researcher also used audiovisual materials consisting of images or sounds to record responses given by group members.

### **Questionnaires**

According to (Creswell, 2012) questionnaires are questions presented in written format and the respondents write their answers. Questionnaires were believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English and Afan Oromo language and administrated to all facilitators with the assumption that they understood the language.

In this study, two sets of questionnaire items used in the two languages. The first sets of items deals with the general background of the respondents. The second set of questionnaires, which was prepared in both languages, administered to facilitators and adult learners. In terms of content, the two set of questionnaires had two items. The first sections have background information of the respondents and the second section on issues related to the practices and challenges of integrated functional adult education. Therefore, for structured question items, Likert scale was employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consisted of five scales 5 = strongly agree, 4 = agree, 3 = Somewhat agree, 2 = disagree, and 1 = strongly disagree.

### **3.6. Procedure of Data Collection**

To answer the basic research question raised, the researcher passed through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and focus group discussion. In doing so, having letter of authorization from Jimma University and zone education office for getting permission; the researcher went directly to four sample Woreda education offices, CRC and learning centers /schools. After making agreement

with the concerned participants; the researcher introduced his objective and purposes. Then, the questionnaires administered to sample facilitators. Interview were conducted with adults who completed two year program before two years. Focus group discussion was done with technique committee at woreda level. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Finally, the questionnaires were collected back at the right appointment.

### **3.7. Method of Data Analysis**

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaire were checked for completion, and then classified by the researcher himself. The characteristics of respondents were analyzed by using frequency and percentage whereas the quantitative data by using mean scores and standard deviation. The scores of each item statistically organized and imported in to SPSS V.21 to obtain Sum, Mean value, frequency ,percentile and Standard deviation. To compare and test whether the mean scores of the four groups of respondents was statistically significant or not, ANOVA was used. The mean value of each item was interpreted as follows. The mean value of each item was interpreted as follows:1.0–1.4 as very low, 1.5–2.4 as low , 2.5–3.4 as moderate,;3.5–4.4 as high ,4.5–5as very high for the implementation of IFAE (Kifle Bidika, 2016).

On the other hand qualitative data was analyzed by narration and description. In order to analyze qualitative data the researcher used the guiding theoretical framework of this study designed by Sisay and Yilfashewa (2017). In addition to these the researcher also used (Creswell, 2012) and (Huberman and Miles, 1994) to find themes categories and sub themes of the qualitative data.

Likert scale was employed to identify to what extent respondents agree or disagree. Data obtained from document, interview and FGD were stated by narrating the information. It was done according to the code given to FGD and interview groups. The data obtained from questionnaire was analyzed and presented with data obtained from FGD and interview in order to support qualitative one.

### **3.8. Pilot Testing**

Pilot study was conducted in Mana Woreda , two CRC (Garuke Jimate and Doyo Haro). There were 20 facilitators, three IFAE technique committee members at woreda level for FGD and four adults who completed IFAE before two years who were selected for interview. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument enabled the researcher to gather relevant information. It is to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined. Based on the comments given by the above respondents of the piloted facilitators, IFAE technique committee and adults who completed IFAE before three years all qualitative and quantitative tools were translated in to afan oromo. Modification of unclear questions were done and the reliability of the instrument was found to be statistically calculated.

Moreover checking the validity and reliability of quantitative instruments before providing the actual study subject will be the core to assure the quality of the data (Endawak ,Yihenew, 2004). To ensure validity of quantitative tools, senior instructors of JU were personally consulted personally to provide their remark. The participants of the pilot test was also take as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, The reliability of the instrument was measured by using Cronbach alpha method with help of Statistical Package for Social Science (SPSS) version 21. Based on the pilot, the average of the reliability result was found to be (0.781). This indicated that the instrument was found to be reliable as statistical literature recommended a test result of 0.70-0.90 is reliable (Tavakol, 2011).

### **3.9. Ethical Consideration**

The purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants unnamed .

## **CHAPTER 4: DATA ANALYSIS, INTERPRETATION, AND FINDING**

### **4.1. Respondents' Characteristics Obtained from Qualitative Data**

As it is mentioned in chapter three data collection includes many activities. It ranges from finding people and places to collect good and reliable information. Moreover it helps to collect reliable information in order to answer researcher's basic research questions. (Baxter and Jack, 2008). The major qualitative data collection tools used in this research were interview and focus group discussion. An interview was conducted by the researcher. Adult graduate who completed adult education before three years were respondents.

The goal of the interview was to explore deeply the respondent's attitude, feelings and perspectives concerning the practices, challenges and contributions of IFAE in improving the livelihood of the community. They were coded from COB-AG<sub>1</sub> to DED-AGI<sub>16</sub>. In addition to this FGD was conducted with technique committee of integrated functional adult education at woreda level as they play key roles in implementing IFAE at kebele level. The responses obtained from this respondents used as an input to answer the research question. These respondents were coded from COB-AGI<sub>1</sub> to DED-AGI<sub>12</sub>.

**Table 3. Adults' Characteristics Who Completed IFAE before-three Years and Selected for Interview**

No	Participants' Code	Age	Sex	Woreda	The Language They, Speak	Marital Status	IFAE Completion Time
1	COB_AGI <sub>1</sub>	36	Male	Cora botor	Afan Oromo	married	2009
2	COB_AGI <sub>2</sub>	25	Female	Cora botor	Afan Oromo	married	2009
3	COB_AGI <sub>3</sub>	24	Female	Cora botor	Afan Oromo	married	2009
4	COB_AGI <sub>4</sub>	34	Male	Cora botor	Afan Oromo	married	2009
5	KER-AGI <sub>5</sub>	35	Female	Kersa	Afan Oromo	married	2009
6	KER-AGI <sub>6</sub>	38	Male	Kersa	Afan Oromo	married	2009
7	KER-AGI <sub>7</sub>	42	Male	Kersa	Afan Oromo	married	2009
8	KER-AGI <sub>8</sub>	32	Female	Kersa	Afan Oromo	married	2009
9	GUM-AGI <sub>9</sub>	31	Male	Gumay	Afan Oromo	married	2009
10	GUM-AGI <sub>10</sub>	35	Female	Gumay	Afan Oromo	married	2009
11	GUM-AGI <sub>11</sub>	32	Male	Gumay	Afan Oromo	married	2009
12	GUM-AGI <sub>12</sub>	29	Female	Gumay	Afan Oromo	married	2009
13	DED-AGI <sub>13</sub>	41	Male	Dedo	Afan Oromo	married	2009
14	DED-AGI <sub>14</sub>	35	Female	Dedo	Afan Oromo	married	2009
15	DED-AGI <sub>15</sub>	46	Male	Dedo	Afan Oromo	married	2009
16	DED-AGI <sub>16</sub>	33	Male	Dedo	Afan Oromo	married	2009

NB.COB=Cora Botot,KER=Kersa,GUM= Gumay.DED=Dedo and AGI=Adult graduate interview

The age of adult graduates interviewed ranged between 24 and 46 as shown above. Their average age was 34. Out of them, 50 percent of them were between the age 24 to 34;while the rest50 percent were over the age 35 and above. The implication of this data is that most of adults who completed their two years course were in the beginning of productive age range 15-60 which were young and energetic. This is age group plays an important role in improving community livelihood in the country.

All the respondents were adults females and males who completed integrated functional adult literacy before three years. In terms of sex 44% percent of them are females while 56% of them are males. As it was indicated above, all of them had been selected from four woreda(Cora botor,Gumay,Dedo and Kersa). What we can understand from this is that percentage of males who completed adult education and selected for interview is higher than females which is contrary to the CSA in 2004.

According to the CSA 2004 the percentage of illiterate females were greater than males. It covers 68% of illiterates in the zone. This implies that it needs further effort to bring females to IFAE program. As far as their marital status all of them have got married. In addition to these Afan oromo is their mother tongue for all of them. Hence they gave information using their mother tongue. From this we can understand that all adults who participated in this interview have responsibility in their family to improve their lively hood. Moreover it was interesting to interview them in their mother tongue to explore answer to the basic research questions.

**Table 4**Participants' Characteristics Selected for FGD(Adult Literacy Technique Committee)

No	Participants	Sex	Age	Educational Level	Sector	Responsibility at Woreda Level
1	COB-TCFGD <sub>1</sub>	male	29	degree	Woreda Education Office	IFAE Team Leader and TC
2	COB-TCFGD <sub>1</sub>	male	27	degree	Woreda Rural Development office	Expert of Rural Development Office and IFAE TC
3	COB-TCFGD <sub>1</sub>	male	30	degree	Woreda Health Office	Expert in Woreda Health Office and IFAE TC
4	KER-TCFGD <sub>4</sub>	male	32	degree	Woreda Education Office	IFAE Team Leader and TC
5	KER-TCFGD <sub>5</sub>	Female	26	diploma	Woreda Health Office	Expert of Rural Development office and TC
6	KER-TCFGD <sub>6</sub>	Male	28	degree	Woreda Health Office	Expert in Woreda Health Office and IFAE TC
7	GUM-TCFGD <sub>7</sub>	Male	30	degree	Woreda Education Office	IFAE Team leader and IFAE TC
8	GUM-TCFGD <sub>8</sub>	Male	59	degree	Woreda Rural Development Office	Expert of Rural Development office and IFAE TC
9	GUM-TCFGD <sub>9</sub>	Male	28	degree	Woreda Health office	Expert in Woreda Health office and IFAE TC
10	DED-TCFGD <sub>10</sub>	Male	31	degree	Woreda Education Office	IFAE Team Leader and IFAE TC
11	DED-TCFGD <sub>11</sub>	Male	33	degree	Woreda Rural Development office	Expert of Rural Development office and IFAE TC
12	DED-TCFGD <sub>12</sub>	Male	36	degree	Woreda Health Office	Expert in Woreda Health office and IFAE TC

NB.COB=Cora Botot,KER=Kersa,GUM=Gumay.DED=Dedo and TCFGD=technique committee focus group discussion FAE= integrated functional adult education , TC=technique committee

The age of adult education technique committee at woreda level who were selected for focus group discussion ranged between 26 and 59 as shown above. Their average age was 24. From this we can understand that most of members of IFAE technique committee selected for FGD young enough to implement IFAE. Out of 12, one was female (8%) while the rest 11 (92%) were males. What we can understand from this is that there is low participation of females in

technique committee of IFAE at woreda level which can be resulted in poor participation of illiterate females in the program. In terms of educational level 11 of them (92%) have first-degree, while the rest one (8%) have diploma.

In terms of profession for all of them are experts at woreda health, education and agriculture office. From this it can be concluded that the educational level of members of IFAE technique committee at wereda level is well to implement IFAE in their woreda. Concerning their proportion three experts assigned from each woreda (each from health, education agriculture). As it was indicated above, they all received on job training related to their profession but not related to method of teaching adults. Concerning their experience, all of them have had more than two years of experience in adult literacy technique committee. We can understand from this it is not new for them to conduct the program.

#### **4.2. Respondents' Characteristics obtained from Quantitative study**

As the objective of this study was to explore and describe the practices and challenges integrated functional adult education in Jimma zone rural woreda , quantitative data was gathered by using questionnaire. The data gathered through questionnaire was supposed to complement the qualitative data. Questionnaires were distributed to 155 respondents and returned back. The return rate of questionnaire was 117 copies from the teachers , 16 copies from DA, 13 copies from IFAE facilitators and 9 copies from health extension. All of them responded successfully



**Table 5 Characteristic of Respondents Selected for Quantitative study**

Item	DA		Health extension		IFAE facilitator		Teacher		Total		
	freq	%	Freq	%	freq	%	freq	%	freq	%	
1 Sex	M	9	56	0	00	6	46	51	44	66	43
	F	7	44	9	100	7	54	66	56	89	57
	T	16	100	9	100	13	100	117	100	155	100
2 Work experience	1 -10	10	63	6	67	7	54	45	38	68	44
	11-20	6	37	3	33	6	46	63	54	78	50
	21-30	0	0	0	0	0	0	7	6	7	5
	31-40	0	0	0	0	0	0	2	2	2	1
	Total	16	100	9	100	13	100	117	100	155	100
3 Educational level	certificate	3	18	2	22	6	46	5	4	16	10
	diploma	8	50	6	67	7	54	68	58	87	56
	degree	5	32	1	11	0	0	44	38	52	34
	Total	16	100	9	100	13	100	117	100	155	100

Concerning groups of facilitators, the above table shows , 9(56.%) of DA, 6(46 %) of IFAE facilitators and 51(44%) of teachers were males. On the other hand 66(56%) of teachers,7(54%) of IFAE facilitators,9(100%) of health extensions and 7(44) of DA were females. From this, it is possible to suggest that the majority of the facilitators 89(57) are females. This indicates that the participation of female facilitators is higher than males. This implies that there is good opportunity to increase the participation of illiterate females by using female facilitator.

Regarding the experience of groups of facilitators more than half 78(50%) of facilitators had work experience between 11 and 20 years., 68(44%)of the respondents had 1-10 years' experience and 7(5%) of them had work experience between 21 and 30 years. From this one can conclude that majority of facilitators are well experienced in their profession to run IFAE in their environment although they need further training on how to implement IFAE.

In addition, 63(54%) , 6(46%) ,3 (33%) and 6 (37%) are teachers. IFAE contract facilitators, health extension and DA respectively . DA and health extension have work experience less than

20. Teachers had work experience between 1-40 years. Among all groups of respondents only 9 (6%) whose experience is greater 21 years. The rest 146(94%) are below 21 years. From this, one can conclude that DA ,health extension and IFAE facilitators were relatively less experienced than teachers in the sample Woredas .

Regarding the educational background of the respondents 68 (58%) of teachers were diploma holders, 44(38%) of teachers were first degree holders and the remaining 5(4%) of teachers were certificate holders. In case of IFAE facilitators 7(54%) were diploma holders while 6(46%) of facilitators are certificate holders.

Concerning educational level of respondents (DA) 3 (19%), 8(50%) and 5(31%) are certificate, diploma and degree holders respectively. Similarly 2(22%), 6(67%) and 1(11%) are certificate ,diploma and degree holders in health extension respectively. From this, it is possible to conclude that teachers in the sample Woredas of Jimma zone were relatively more qualified than other facilitators.

#### **4.3 Major Themes and Categories Identified from Qualitative data**

Together with the purpose of the study and research questions ,the conceptual framework was another important element that was revisited before the researcher moved to the interpretation of the results. The guiding theoretical framework for this study was Adult Education for Transformation (Sisay and Yilfashewa , 2017). It is about the Practices and Challenges of Integrated Functional Adult Education developed by Sisay and Yilfashewa. The researcher used it as we have the same policy and strategy in one country. In addition to these,the researcher also used (Creswell, 2012) and (Huberman and Miles, 1994) to find themes categories and sub themes.

After the interviews and FGD had been transcribed, the researcher read it many times to find its theme. He made note of the different ideas, Words and phrases often used. Moreover, he analyzed quantitative data collected from respondents to relate it with the qualitative data. Once words and /phrases often used as well as ideas coming from the interviewees had been identified ,the researcher organized those ideas into codes or categories. The analysis resulted in to four major themes, eight categories, and twenty-two sub-categories.

The first major theme is Practices of Integrated Functional Adult Education with its two categories, facilitators' moderate knowledge, skill, attitude, motivation and adults' moderate literacy and numeracy skill .Its sub categories are related to facilitators knowledge ,skill , attitude, motivation and adults' reading ,writing alphabets, numbers and long sentences.

The second major theme is the contribution of IFAE (economic, social, and political) to Change adults' life. Its categories are economic, social and political changes while the sub categories are Improvement in saving, agricultural product ,income generating adults livelihood , empowering women , hygiene , environmental protection, utilizing modern technology, literacy skill, Practicing democracy and respecting ones and others right.

The third major theme is about Challenges in Implementing IFAE with its categories. Lack of commitment to sustain the program and lack of teaching material resource and trained facilitator are its categories. Sub categories are low attention given for the implementation of the program by federal government ,sectors, shortage of text books, black board , teaching room, chair, trained facilitator in IFAE and budget to conduct the work.

The fourth theme is about Appropriate remedy to improve the implementation of the program. Its category is improving government, illiterate adults and facilitators role while its subcategories are government's, illiterate adults' and facilitators' role for the success of the program. The categories attempt to categorize smaller information within each theme. The sub-categories highlight unique components of participant experience within each theme. Direct interview quotations were used to highlight and personalize data. Moreover data collected from questionnaire was also used to strengthen the finding.

#### **4.4The Practice of Integrated Functional Adult Education**

Since the purpose of this study is to explore/examine the Practices and Challenges of Integrated functional Adult Literacy Program in Jima zone 4 rural woreda. It is crucial to answer the basic research questions by using qualitative and quantitative data. The qualitative data under this part organized under one major theme, two categories and three sub categories. Facilitators' knowledge ,skill , attitude and motivation including literacy and numeracy skill of adult graduates are the two categories under this theme. The sub categories are grouped under three groups by saying first related to facilitators knowledge ,skill, attitude, second. related to facilitators' motivation and third , related to reading and writing alphabets, numbers and long sentences The result presented in table 6 is also helped to understand and strengthen the practice of integrated functional adult education.

**Table 6 Respondents' View on Practice of Integrated Functional Adult Literacy**

No	Item	DA			Health Extension			IFAE Facilitator			Teacher			Total		
		Sum	Me	SD	sum	Mean	SD	sum	Mean	SD	Sum	mean	SD	sum	mean	SD
1	Facilitators have appropriate knowledge, skill & attitude necessary for proper implementation of IFAE Program	60	3.750	.8563	29	3.22	.833	48.00	3.692	.9473	383.0	3.273	1.156	520	3.35	1.10
2	Facilitators have been trained to facilitate IFAE Program	56	3.500	1.26	31.0	3.444	1.013	42.00	3.230	1.091	327.0	2.794	1.200	456	2.94	1.20
3	Facilitators are motivated to facilitate IFAE Program	55	3.437	1.20	27.0	3.000	1.000	48.00	3.692	1.031	407.0	3.508	1.268	537	3.48	1.22
4	Adult learners are able to identify written letters and words	57	3.562	1.45	27.0	3.000	.7071	50.00	3.846	.9871	410.0	3.534	1.226	544.	3.53	1.21
5	able to identify, write, read and comprehend long sentences	53	3.13	.946	25	2.77	.666	36	2.76	1.23	361	3.08	1.13	475	3.06	1.10
total	practice of integrated functional adult education total	56	3.54	.795	28.	3.13	.564	45	3.46	.694	372	3.23	.810	502.	3.2	.78

Keys .Very low 1.0–1.4 :low1.5–2.4 : Moderate: 2.5–3.4 :High:3.5–4.4:Very high 4.5–5 (Kifle Bidika, 2016)

Table 7 ANOVA for the data presented on practice of integrated functional adult education

Item	Dependent Variable	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
1	Facilitators have appropriate knowledge, skill & attitude necessary for proper implementation of IFAE Program	Between Groups	1.705	3	.568	.537	.658
		Within Groups	159.870	151	1.059		
		Total	161.574	154			
2	Facilitators have been trained to facilitate IFAE Program	Between Groups	5.677	3	1.892	1.524	.211
		Within Groups	187.523	151	1.242		
		Total	193.200	154			
3	Facilitators are motivated to facilitate IFAE Program	Between Groups	2.776	3	.925	.610	.610
		Within Groups	227.698	150	1.518		
		Total	230.474	153			
4	Adult learners are able to identify written letters and words	Between Groups	3.846	3	1.282	.872	.457
		Within Groups	220.492	150	1.470		
		Total	224.338	153			
5	Learners able to identify, write, read and comprehend long sentences	Between Groups	2.909	3	.970	.794	.499
		Within Groups	184.446	151	1.221		
		Total	187.355	154			

#### **4.4.1.Facilitators' knowledge ,skill , attitude and motivation**

The researcher read and re-read the data in the interview ,questionnaire and focus group discussion to describe integrated functional adult education. It had been analyzed with the available literature under which,sub-categories emerged.

##### ***4.4.1.1 Facilitators' knowledge ,Skill , Attitude***

As it can be observed from participants in the interview, FGD and questionnaire, facilitators specially teachers have appropriate knowledge and skill to implement integrated functional adult education. The majority of Adults who completed the course used to appreciate their facilitators (teachers) while some of them tried to see the difference in skill ,attitude and knowledge among their facilitators. For example DED-AGI15 explained this :

*"I will appreciate and thank my facilitator who taught me and enabled me to come from dark to light. our facilitator spent her time even her rest time with us and my plan will be to join formal school in near future"*

KER-AGI5also expressed similar understanding:

*"All our facilitators including IFAE facilitators, DA ,Health extension and teachers) have sufficient skill and knowledge in their profession They enabled us to read and write, to keep our hygiene and to improve our farming and living standard"*

However, few participants in focus group discussion, confirmed that there is variation among facilitators in having appropriate skill ,attitude and knowledge. For example KER-TCFGD5 confirmed this:

*"Although they have appropriate knowledge, skill & attitude they have differences on implementing the program. DA ,Health extension and teachers have almost good foundation to teach adults. However IFAE contract facilitators haven't been given necessary training to teach adults. All Adult Education facilitators who have been attending summer course to upgrade their level are being trained on pedagogy but not andragogy. Those who haven't taken training on teaching adults used to treat adults in the way they treat formal school students"*

Moreover, in item 1 of table 6 the respondents were also asked whether facilitators have appropriate knowledge ,skill and attitude to implement the program or not. In this case, DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.75, .85)(3.22,.833) (3.69 ,.947) (3.27,1.15) and with total mean 3.5 indicated that facilitators have appropriate knowledge ,skill and attitude at moderate level to facilitate the Integrated functional adult education. Item one on ANOVA table 7 (with significance .658 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding facilitators appropriate knowledge ,skill and attitude.

From this we can understand that facilitators are not equipped highly with appropriate *knowledge, skill & attitude* to facilitate integrated functional adult education at high level. This limited the practice at satisfactory level. practicing integrated functional education at moderate level need to be improved to high level. to improve community livelihood at high level.

Research conducted by Genet supports this finding. Genet(2014) shows that there is lack of skill and motivation on the part of the facilitators Hence, if the program needs to be effective, facilitators should be equipped with appropriate skills for facilitating adult learning. It is because, helping adults to learn is more difficult than others as the facilitator should know and make use of the experiences of learners to immediately apply what they got from every session in their day-to-day lives. (Genet Gelana, 2014)

#### ***4.4.1 .2 Facilitators' Motivation and Training***

The participants in the interview, FGD and questionnaire indicated that facilitators' have differences concerning their level of motivation. The majority of participants in the interview and FGD confirmed facilitators level of motivation is at medium level. For example during the interviewKER-AGI7stated:

*"Teachers have high level of motivation while health extension, DA and IFAE facilitator have medium level of motivation"*

During the focus group discussion session with adult education facilitatorsGUM-AGI11 also responded about the level of motivation of IFAE facilitators similarly:



*"Teachers have special motivation for the implementation of the program,"*

Regarding provision of training to facilitators ,most of respondents responses in the FGD, interview and questionnaire showed that there is gap in providing training to facilitators. For instance DED-TCFGD10 explained it in this way:

*"Teachers and facilitators had been trained at woreda level not in andragogy but in pedagogy. There is no training given in our woreda in andragogy. Those IFAE facilitators employed to facilitate adult education have been attending summer course to get their diploma in Pedagogy. There is no summer course in andragogy, There are 16 adult education facilitators who had been trained in pedagogy last year"*

GUM-TCFGD9 also expressed similar response:

*"Although training is important to run the work, nobody thinks about it now. It has been forgotten. We can say that there is no training in our woreda."*

Moreover, item 2 and 3 of table6, the respondents were asked to identify facilitators training and level of motivation of facilitators. Based up on this in item 2 and 3 of table 6, DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.5, .976) (3.4,1) 3.2,1) (2.7, 1.2) and (3.4, 1.2) (3.44,1.01) (3.69,1.03) (3.5,1.2) and with total mean (2.94 ,3.48) respectively indicated that facilitators' training and level of motivation were at moderate level in practicing integrated functional adult education. Similarly item two and three on ANOVA table 7 (with significance .211 and .610 respectively) also indicated that, there is no statistically significant difference among the four groups of respondents regarding facilitators' training and level of motivation .

This showed that facilitators need to be supported technically to practice integrated functional adult education. Research conducted by Sisay and Yilfashewa(2017) confirmed that Weak motivational mechanisms, low and inconsistent salary of facilitators, lack of professional development program, low infrastructure and support disgruntled the program facilitators and experts (Sisay and Yilfashewa , 2017).

#### ***4.4.2.1. Adults' Skill of Reading and Writing Alphabet ,Numbers , Long and Short Sentences***

According to the response obtained from interview, all adult graduates have been tested whether they can identify afan oromo alphabets and numbers or not Moreover they have been tested whether they can read and write long sentences or not. The researcher assured that almost all of them had high abilities to identify afan Oromo alphabets. According to the data obtained from item 4 of table6, the respondents were asked to identify afan oromo alphabets and numbers. Based up on this DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.5, 1.4) (3.,7,01) (3.8 ,980) (3.5,1.2) respectively with total mean 3.53 indicated that adult graduates level of identifying words, alphabets and numbers was at high level . Likewise item four on ANOVA table 7 (with significance .457) also indicated that, there is no statistically significant difference among the four groups of respondents regarding adult graduates level of identifying words, alphabets and numbers.

The researcher tested respondents from COB-AGI<sub>1</sub>-DED-AGI<sub>16</sub> whether they can read and write long sentences or not. Data from all respondents assured that adult graduates can read and write long sentences but they are not fast. Most of them have leveled themselves at medium .

For example KER-AGI<sub>5</sub> stated that his level of reading ,writing and comprehending long sentence is medium. He can read banners and other Witten materials in big letters easily. Even if he is not fast, he can read documents easily. He is at medium level.

Similarly COB-AGI<sub>2</sub> added that his ability to identify ,write, read and comprehend long sentences is medium. He can write and read his life history.

In the data obtained from item 5 of table 6, the respondents were asked to identify afan oromo alphabets and numbers. Based up on this DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.13, .946) (2.77,.666) (2.76,1.23) ,(3.0,1.13) with total mean 3.06 respectively indicated that adult graduates level of reading and writing long sentences was at medium level. Moreover, item five on ANOVA table 7 (with significance .499) also indicated that, there is no statistically significant difference among the four groups of respondents regarding adult graduates level of reading and writing long sentences.

From this we can conclude that it is not difficult for those adults who completed their course before three years to read and write alphabets and numbers. However, it is difficult for most of

the adults to read and write long sentences. Hence, adults are expected to practice at home what they have learned in class in order to improve their skill.

Yilfashewa(2017) concluded that in the current adult education program, the trend in using a variety of teaching methods was below the expected level, approaching to the rarely use of them by facilitators. Meaning, facilitators were not often employed active learning methods as an option for sustaining quality in the learning of adult. This could arise from the fact that facilitators lack the appropriate knowledge on what, how and when of active learning methods. This entails a future plan for training of adult education facilitators (Yilfashewa Seyoum, 2017).

#### **4.5.Economic, Social and political Contribution of IFAE to Change/Transform Adult Life**

As it is known one of the purpose of providing integrated functional adult education is to improve community livelihood.

**Table 8 Respondents' View on the Contribution of Integrated Functional Adult Literacy to Community Livelihood**

No	Item	DA			Health Extension			IFAE facilitator			teacher Total			Total		
		Sum	mean	SD	Sum	Mean	SD	sum	mean	SD	Sum	mean	SD	sum	mean	SD
	IFAE improve standards of living	59	3.6	.704	35	3.88	.927	39	3	1.08	394	3.36	1.17	527	3.40	1.120
2	IFAE increase the use of agricultural technology	52	3.2	1.12	34	3.77	.666	39	3	1.22	358	3.08	1.21	483	3.13	1.183
3	IFAE enhance agricultural productivity	59	3.6	1.014	34.00	3.777	1.301	44.	3.3	1.1	385	3.2	1.1	52.	3.36	1.151
4	IFAE improve income of the individual	59	3.6	.60208	36	4.0000	.86603	37	2.8462	1.40512	356	3.0427	1.10	488	3.14	1.115
5	IFAE improve social participation in community affairs	58	3.62	.806	36	4	.866	46	3.53	.877	416	3.55	1.07	556	3.58	1.024
6	IFAE promote active participation in election	61.	3.6	1.0	37	4.1111	.78174	42	3.2308	.72501	412	3.2308	.72	552	3.56	1.081
7	IFAE improve understanding about their rights and responsibilities within the society	64	4.	.81650	32.00	3.5556	1.01379	43.00	3.3077	.94733	402.00	3.4359	1.18	541	3.49	1.130
8	IFAE empower women to face different responsibility at home	57	3.5	.89209	40	4.4444	.72648	45	3.4615	.96742	413	3.5603	1.165	555	3.60	1.116
9	IFAE prepare learners with essential literacy and numeracy skill	51	3.1	1.04682	37	4.1111	.92796	42	3.2308	.59914	385	3.2906	.947	515	3.32	.946
0	IFAE reduces sickness and mortality rate and by increasing life expectancy	58	3.6	1.02470	37.00	4.1111	.92796	45.00	3.4615	1.12660	561.00	3.5983	1.10	561	3.61	1.088
11	IFAE improve environmental protection practice	57	3.5	.89209	38.00	4.2222	.83333	38.00	2.9231	1.03775	400.00	3.4188	1.052	533	3.43	1.044
12	IFAE improve hygiene	62	3.87	.88506	38.00	4.2222	.44096	46.00	3.5385	.77625	449.00	3.8376	1.07	595	3.83	1.009
	Total	58	3.630	.61386	36.17	4.018	.56944	42.17	3.2436	.65569	397	3.4232	.813	530	3.46	.7819

Keys .Very low 1.0–1.4 :low 1.5–2.4 : Moderate: 2.5–3.4 :High:3.5–4.4: Very high 4.5–5 (Kifle Bidika, 2016)

**Table 9 ANOVA for the data presented on the contribution of Integrated Functional Adult Education to community lively hood**

item	Dependent Variable	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
1	IFAE improve standards of living	Between Groups	5.677	3	1.892	1.524	.211
		Within Groups	187.523	151	1.242		
		Total	193.200	154			
2	IFAE increase the use of agricultural technology	Between Groups	4.443	3	1.481	1.059	.368
		Within Groups	209.693	150	1.398		
		Total	214.136	153			
3	IFAE enhance agricultural productivity	Between Groups	3.849	3	1.283	.968	.410
		Within Groups	200.190	151	1.326		
		Total	204.039	154			
4	IFAE improve income of the individual	Between Groups	13.671	3	4.557	3.868	.011
		Within Groups	177.916	151	1.178		
		Total	191.587	154			
5	IFAE improve social participation in community affairs	Between Groups	1.705	3	.568	.537	.658
		Within Groups	159.870	151	1.059		
		Total	161.574	154			
6	IFAE promote active participation in election	Between Groups	5.337	3	1.779	1.537	.207
		Within Groups	174.831	151	1.158		
		Total	180.168	154			
7	IFAE improve understanding about their rights and responsibilities within the society	Between Groups	4.975	3	1.658	1.306	.275
		Within Groups	191.761	151	1.270		
		Total	196.735	154			
8	IFAE empower women to face different responsibility at home	Between Groups	6.870	3	2.290	1.867	.138
		Within Groups	183.968	150	1.226		
		Total	190.838	153			
9	IFAE prepare learners with essential literacy and numeracy skill	Between Groups	6.117	3	2.039	2.337	.076
		Within Groups	131.754	151	.873		
		Total	137.871	154			
10	IFAE reduces sickness and mortality rate and by increasing life expectancy	Between Groups	2.553	3	.851	.714	.545
		Within Groups	179.989	151	1.192		
		Total	182.542	154			
11	IFAE improve environmental protection practice	Between Groups	9.273	3	3.091	2.937	.035
		Within Groups	158.895	151	1.052		
		Total	168.168	154			
12	IFAE improve hygiene	Between Groups	2.517	3	.839	.820	.485
		Within Groups	154.451	151	1.023		
		Total	156.968	154			

The changes observed on adults' life as a result of providing Integrated functional adult education can be identified as Economic, Social and political. Scotland (2001) confirms that for nations to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters. In order to do this the researcher read the interview and focus group discussion many times to find the theme of the data. Moreover he compared the data obtained from questionnaire with the qualitative one and categorize it in to three categories and ten sub categories. Each category and sub category showed the change observed in adults life who had completed adult education .

#### **4.5.1 Economical Change**

Respondents participated in FGD and interview replied that those adults who completed and graduated integrated functional adult education have shown improvement in their livelihood. The economic change observed in the adults life indicated by improvement in livelihood, agriculture , income generating and saving.

##### ***4.5.1.1. Improvement in Adults Livelihood***

According to the data obtained from interview and FGD adults' live in the community have been changed because of the lesson they got from Integrated functional adult literacy. Most of them have indicated that they have seen improvement in their livelihood because of integrated functional adult education. One of the adult literacy technique committee at woreda level,DED-TCFGD10,who critically observed changes in adults' life after participating in the adult literacy program, expressed this very clearly in this way:

*"There are many changes observed in the community. The communication between adults who have passed through this program has been improved, People learn to bring change on themselves. Normally people brings change if they learn. Their living standard and interest has been improved. Their houses changed from grass to iron sheet. In the past they used to plan orally however now they have started to plan and document their individual plan. They started to save their money in oromia saving association. They also have started to use pen to record what they have sold in the market. They started to use math to calculate ,record and plan their work. They started to borrow and use their saved money when they want it."*

By comparing his situation before and after Adult literacy program, KER-AGI7 also responded the change observed in his life by saying:

*"Before I complete adult education was living in grass house. I used to waste my property during holiday. I didn't care about tomorrow. I used to live without plan. My farm was washed by rain, I used lamp to get light at night. It was difficult for me to buy cloth for my children. After I completed adult education I have house with iron roof more than one. I used to minimize unnecessary expenditure during holiday, protect my farm from erosion, used solar to get light at night, used to cloth and teach my children, All my children are at school. This year product cultivated before I finished the past . There is excess product. "*

The data obtained from facilitator also support this idea. For example item 1 on table 8 showed that DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.68,.70) (3.88.92) (3,1.0) ,(3.36,1.17) and total mean 3.4 respectively indicated that adult graduates were at moderate level in improving their livelihood. In addition to this item one on ANOVA table nine (with significance.211) indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE to improve living standard of the community. From this ,we can conclude that integrated functional adult literacy started to change adults' livelihood although it is at moderate level.

Scotland (2001) also supported this. He stated that functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to the community (Scotland, 2001).

Gilbert(2011) also concluded that a rise of 1 percent in a country's literacy score relative to the national average is associated with an eventual 2.5 percent relative rise in labor productivity and a 1.5 percent increase in GDP per head. (Gilbert, 2011)

#### **4.5.1.2 Improvement in Agricultural Product**

The result from the respondent who have completed functional adult education indicates that integrated functional adult education contributes to the improvement in agricultural product. Most participants in the interview and FGD explained how the adult literacy program helped

them in improving their agricultural product. For example, COB-AGI1 explained what he gained from the program in the following way:

*"I used to plant seeds traditionally before I graduate in adult education. Before I learn adult education I used to plant much seed on small plot of lands. I used to saw traditionally with estimation with my hand. Moreover, I used to plant without using fertilizer and from one hectare I used to produce 4 quintals. But after I took this lesson I started to use fertilizer and I used to produce 20 quintals from one hectare. I used to cover large plot of land with small amount of seed using modern way of sowing and it helped me to improve my economy. Moreover I changed my hat house to corrugated sheet of iron "*

COB-TCFGD2 who works as a member of technique committee woreda level also expressed similar understandings:

*"Adults who completed this course used to record their expense and income .They used to evaluate their income and expense whether it has been improved or not. They used to calculate the amount of Fertilizer they used and the amount product they use. They started to plan the amount of input the use and the product they forecasted to get. Farmers who completed this course started to plan what they will do in the future. they started to buy fertilizer with their money. there is an observable change in the farmers life"*

Another respondent GUM-AGI9 added about improvement in his agricultural product by saying:

*"Before I complete adult education ,I used to farm my land as I want traditionally. I don't have sufficient house furniture. I was poor and illiterate to use mobile. My income was very low. I don't know saving. I don't know how to keep my coffee product in modern way. After I completed adult education ,I used to farm my land based up on the advice of DA.I fulfilled my house furniture. I have sofa, biffe TV etc. Now I can read and write .I used mobile for communication. My income is high. I have no shortage of food and*



*money from year to year. I used to save and guided by plan. I keep my coffee plant in modern way."*

Facilitators of IFAE also indicated in the data collected by questionnaire, the improvement of agricultural productivity for those adults who has completed the IFAE course . Item 3of table 8 showed that DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.6, 1.01) (3.7,1.3.) (3.3,1.1),(3.20,1.1) respectively with total mean 3.36 indicated that integrated functional adult literacy contributed to the improvement of adults' agricultural product at moderate level. Item three on the ANOVA table 9 (With significance .410 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE to the improvement of adults' agricultural product. World Bank study of African also showed that raising educational level upgrades agricultural productivity (World B. , 1997).Moreover, the study (Aphata, 2013) which surveyed the effect of an adult education plan on the agrarian productivity of agriculturists in southwest Nigeria also demonstrates that the adult education plan has a huge effect on rural benefit and expectation of everyday life. From the results accumulated, it was affirmed that the farmers who take part in the adult education plan, acquire more wage/benefit contrasted to those individuals who do not partake in adult literacy.

#### **4.5.1.3. Improvement in Income Generating**

Concerning improvement observed in **income generating in** adults' life ,majority of respondents relied that integrated functional adult education enabled adults to generate and improve their income. However informants in the interview , FGD and questionnaire explained that there is great difference in income generating among those adults before and after they completed the course. To explain how the adult literacy program helped adults COB-TCFGD1,explained:

*"Nobody cheat them in the market when they sell their product. There is great improvement on income of females. Their capital in their association is increased."*

DED-AGI14also indicated what he gained from the program in the following way:

*"Before I complete adult education Our life was from hand to mouth. I cannot support my family and myself. I used to live without any improvement. After I completed adult education started to save my money in bank. I saved 600 birr in this year. I used to save 200 birr monthly. I used to sell tea and coffee to improve myself , As a result my income is increased."*

Similar to the points indicated above DED-AGI13 explained improvement observed in generating income in his family :

*"Before I complete adult education it was too difficult to feed my family. I know nothing about saving and income generating. After I completed adult education I support myself and my family. I bought sheep and hen and used sell them after I made them fat. This year is better than last year. I teach my children with my expense."*

Moreover, item 4 in table 8 indicated that DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.6, .60) (4.00,86) (2.8,1.4) ,(3.00,1.1) respectively with total mean 3.14 indicated that adult graduates were at moderate level in increasing their income. However item four on the ANOVA table 9 (With significance .011 ) indicated that, there is statistically significant difference among the four groups of respondents regarding the contribution of IFAE to the improvement of adults' income. In general there is relationship between provision of integrated functional adult education and improvement in agricultural product and income generation. Though the change observed in adults life in income generating is at moderate level ,it has been shown that those adults who complete the program expressed their change in their own words. UNESCO(2006) also confirmed that adult literacy has a constructive impact on the economic development of the nation and has significant relationship among investments in human capital, economic growth and labor productivity. There was a clear evidence from the studies reviewed above that literacy has a positive association with people's income and labor force status. (UNESCO, 2006)

#### **4.5.1.4. Improvement in Saving**

Most in formants explained that participating and completing Integrated functional adult education helped adults to improve their saving. As they have informed they have opened bank account and used to save regularly. By comparing the current life with their life before their completion in adult literacy program one of the adults who completed the course before three years KER-AGI6, explained his change as follows :

*"Before I completed adult education, I don't know how to save. It was difficult for me to manage my family. I used to farm traditionally. After I completed adult education, I have started and saved 3000 birr. I support my children and my mother effectively by farming."*

*I manage my family appropriately. I plant seeds in line and my productivity increased. I used to teach my children. I have coffee plant and use it effectively ."*

Another participant, DED-AGI15, during focus group discussion, also confirmed:

*"Before I completed adult education I used to use traditional farming. I don't care about the seed I sow in my farm. The product I got from my farm was very low. After I completed adult education used to save money at bank based up on Skill I got from adult education. I have been trained how to use modern farming. I used to use fertilizer and my product has been increased. I used to save 150 birr monthly . I have saved 1000 birr up to now."*

**DED-TCFGD10** who works as a member of woreda technique committee also stated change observed in adult's life in saving as follows:

*"There are many changes observed in the community. The communication between adults who have passed through this program has been improved, Their living standard and interest has been improved .In the past they used to plan orally however now they have started to plan and document their individual plan. They started to save their money in oromia saving association. They also have started to use pen to record what they have been sold in the market. They started to use math to calculate ,record and plan their work. They started to borrow and use their saved money when they want it."*

Teshome (2016) in his research conducted on Rural women In Ethiopia concluded that at an economic level, adult literacy equipped adults with the knowledge and skills to engage in different income generating activities like poultry production, honey production and growing different types of vegetables. Moreover, adult literacy advanced women's knowledge of saving and effective utilization of resources (Teshome Gudisa, 2016).

#### **4.5.2. Political Change**

There is civic and ethical education in adults course which is aimed to bring change in adults life. Adults who have completed integrated functional adult education before three years have been asked through interview, FGD and questionnaire Whether they have improved their political participation (related to democracy and human right) in their life or not. Most of the respondents indicated that integrated functional adult literacy improved their participation in community affairs and respecting ones and others right.

#### **4.5.2.1 Active Participation in Community Affairs**

Integrated functional adult literacy created an opportunity for adults to meet new friends to whom ideas are shared. As a result of their interaction with many new people, they learn skills of communication which helped adults to improve their participation in community affairs. Their exposure to civic and ethical education in integrated functional adult literacy program made them to give constructive idea in community meeting. CB-TCFGD1 who was member of technique committee of IFAE indicated what he observed in adults' life as follows:

*"Those who have completed IFAE program are used to give best suggestion on community meetings. They used to give constructive idea on different meeting. They used to complete their role easily than others"*

DED-TCFGD11 also added the following:

*"Those who completed adult education fought not only for their right but also for others. There is great difference in understanding what they have been told They have been matured enough politically. They are unique in asking about infra structures in their environment. They are very fast in accepting and implementing what they have been advised by their facilitator. The literate adults used to think widely"*

By comparing the current life with his life before his participation in adult literacy program KER-AGI8 explained it as follows:

*"Before I took IFAEI used to talk only about my right, I didn't use to make awareness about right and obligation of youth 'qero' My awareness about my right and obligation was very low. I don't know about rule of law. After I completed IFAEI know about my right and obligation. I used to advice the youth group "qero" about their right and obligation. I used to teach about right and committing crime specially by the youth group to bring social change. Democratic culture is flourishing in me."*

Moreover, item 5 in table 8 indicated that DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.6, .86) (4.00,.866) (3.53,.877) ,(3.55,1) respectively with total mean 3.58 indicated that adult graduates were at high level in participating in community affairs. Item five on the ANOVA table 9 (With significance .658 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the

contribution of IFAE to the improvement of adults' participation in community affairs . What we can understand from this is that IFAE enables adults' to participate in community affairs actively. Moreover Adedokun states that Adult literacy, adult basic and continuing education and lifelong learning are key tools to address global challenges in such area as democracy, peace and human right (Adedokun, 2008).

#### **4.5.2.2 Respecting Ones and Others Right**

Regarding respecting ones and others right Participating and completing adult literacy program helped adults to obey theirs and others right.GUM-AGI9 compared the current life with the life before resulted from participating in IFAE. The improvement observed in respecting ones and others right explained by respondents as follows:

*"Before I took IFAEI don't know about my obligation. I knew only about my right. People used to push me simply to wrong acts. After completing IFAEI understood about my right and obligation. Nobody can misguide me. I know my right and obligation. I used to advice others to keep their right and obligation."*

Explaining how civic and ethical education in IFAE enabled him to respect ones and others right DED-AGI14 also added the following:

*"Before I took IFAE in previous time I don't keep others' right. I used to treat my children roughly. I used to kick my children in unethical way. I don't have awareness' about my right and obligation. I used to punish my children and my wife without any reason. I don't have awareness about early marriage .After I completed IFAE I started to ask about my right and obligation. I started to respect my children's right. I asked them politely to do what they have to do. Moreover I ceased to break my wife's right .I used to discuss with her and solve our problems easily. Husband and wife started to respect with one another. Children started to respect their parents when parents started to obey their right."*

DED-AGI15also expressed similar experience:

*"Before I took IFAE: I used to support early marriage. There were conflict among our families. Husband and wife didn't share their property equally when they decided not to live together. There was no agreement between husband and wife . There were parents*

*who force their children to do more than their ability. After I completed IFAEI and my husband including my neighbors agreed not to force our children to early marriage. My families are happy because we respect one another. Husband and wife share their property equally if they are agreed not to live together. Female started to use role models such W/ro Teyiba and W/ro Adanch Who hold key position in our country."*

CB-TCFGD2 also expressed about the political change observed as a result of provision of integrated functional adult education in adults life as follows:

*"They used to give their own suggestion on meetings without any fear. They used to take note and give their opinions on different type of meetings. They know their obligation and do without any hesitation. They used to write some important idea discussed on the meeting like literate person.*

Another participant, **DED-TCFGD11**, during focus group discussion, also confirmed that the adult literacy program provides adults with ability to ask about infrastructures and implement what they have been given to do in this way:

*"Those who completed adult education fought not only for their right but also for others. There is great difference in understanding what they have been told They have been matured enough politically. They are unique in asking about infra structures in their environment. They are very fast in accepting and implementing what they have been advised by their facilitator. The literate adults used to think widely"*

Likewise item7of table 8 showed that DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (4, .8165) (3.5,1) (3.3,.947) ,(3.4,1) respectively with total mean 3.49 indicated that integrated functional adult literacy contributed to the improvement of adults in understanding about their rights and responsibilities within the society at high level. Item seven on the ANOVA table 9 (With significance .275 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE to the improvement of adults' participation in community affairs .

A study by Babatola (2016) confirmed that Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts (Babatola,

2016). Furthermore, (Stromquist, 1995) confirmed in his study which focused on adult literacy programs in Brazil and showed a positive result about the relationship between literacy and self-esteem.

### **4.5.3 Social Change**

The data collected and analyzed showed that implementing integrated functional adult education bring change in adults life. The researcher read the response given by respondents many times and identifies the following changes as category and sub category. These are changes observed in adult learner in Empowering women. Improving hygiene, environmental protection, utilizing modern technology and improvement in literacy skill.

#### **4.5.3.1 Empowering Women**

Empowering women is one aspect of social change observed in adults life by providing integrated functional adult literacy. The data collected from adults who completed the course before three years , IFAE technique committee and facilitators showed that those females who have completed the course have been empowered to guide their daily activities.

**GU-TCFGD12** who works as a member of IFAE technique committee at woreda level explained it as follows:

*"Both husband and wife has got awareness that they have equal right on their property. Females started to save and take loan from saving association. They start to buy oxen and sheep to make fat and sold them with high profit. There is great change on the living standard of those adults who complete their adult education."*

Another participant, **KER-AGI6** ,during interview also confirmed that how integrated functional adult education empowered women as follows:

*"Before I took adult education no females used mobiles. I don't have kitchen and latrine. I don't have saving association. I don't know how to use my money. I don't listen to radio and television. I haven't separated my kitchen from the residence. I beg others to phone mobile. After I completed adult educational females in my village including me who attend IFAE bought and used mobiles. I have built kitchen and latrine independently and used it. I have been member of saving association established in our village. I used my*

*money wisely. I used to listen to radio and television to get current information I have separated my kitchen from the residence. I used to phone my own mobile by myself."*

KER-AGI5 also expressed similar understandings by comparing her situation before and after Adult literacy program:

*"Before I took IFAEI used to be suppressed. I didn't t give respect for others and for myself. I don't t know about my right and obligation .After I completed IFAEI know my right and my obligation . I respect my husband and my children and made them to respect my right. I used to respect my families right and obligation. Nobody suppressed me."*

Data collected from facilitators through questionnaire showed that the standard deviation and mean of item 8 in table 8 for DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.5, .89) (4.4,72.) (3.4,96) ,(3.50,1.1) respectively with total mean 3.6 indicated that female adult graduates were at high level in being empowered by functional adult literacy. Item nine on the ANOVA table 9 (With significance .138 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE in empowering women .

In general we can affirm that participating in integrated functional adult literacy program empower women to use their right and obligation. A study Cottinghams(1996) (Cottinghams, 1996) assessing women in literacy in Bangladesh observed that, women enhanced their confidence and feeling of self-adequacy in activity inside family.

#### ***4.5.3.2 Improved Literacy Skill***

The researcher tested adults who completed the course to assure whether they can read ,write and understand in their mother tongue or not. More over facilitators and IFAE technique committee at worda level have participated in giving their suggestion. Most adults informed that as a result of participating in integrating functional adult education they have started to read, write and understand whatever they want. This has been expressed by DED-AGI13 as follows:

*"Before I took adult education, I can't read and write. I didn't know how to use mobile. Although I have built it ,I didn't use latrine. As a result I used to be attacked by typhoid, malaria ,typhus etc. I didn't have my own farm. After I completed adult education, I can*



*read and write. I started to use mobile. I have built my own latrine and started to use it effectively now. I am free from some disease such as typhoid, malaria, typhus etc. I used to take contract others farm to improve my life."*

Moreover CB-AGI4 confirmed that adult literacy projects can improve literacy skills follows:

*"Before I complete adult education, I don't have latrine. My children usually feel sick. I used to be cheated by town people when I sell and buy something. After I completed adult education, I built my own latrine and my family started to use it effectively. My families are healthy. Nobody cheat me when I sell and buy since I know numbers to sell my product in K.g."*

Likewise in item 9 table 8, data collected from facilitators through questionnaire showed that the standard deviation and mean of DA, health extension, IFAE facilitators and teachers (3.1, 1.0) (4,1.92), (3.2,59) (3.2,.94) respectively with total mean 3.32 indicated that adult graduates were at moderate level in improving their literacy skill. Item nine on the ANOVA table 9 (With significance .076) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE in improving their literacy skill.

Other studies suggest that being literate should not be simply defined as the ability to read and write; literacy must be related to something – to the presence or absence of a skill to perform a function – the functional perspective (Prins, 2016).

#### **4.5.3.3. Improved Hygiene**

As one component of social change observed by providing integrated functional adult education, improvement in hygiene is observed almost in all adults health. Most of technique committee at woreda level who supervise the program explained that integrated functional adult education improved adults' hygiene. For example, **KER-TCFGD4** indicated this as follows:

*"Adults who completed their education have shown great change. Pregnant women used to go to clinic soon, they also used mobile phone easily. pregnant women used to come to health station for checkup. we have assured this when we go home."*

In similar way ,COB-TCFGD3, explained improvement in keeping hygiene in this way:

*"Females made their environment free from human faces by building and using latrine. All adults who attend adult education are being model for others in protecting their natural resource, making their environment free from humane waste matters and in using modern technology. They started to say 'keeping my health is for me."*

More over I started to read letters for others who cannot read. I bought mobile and started to use it. I started to use latrine instead of expelling waste mater here and there."

KER-AGI8 compared the current life with the past one in this way:

*"Before I took adult education, I don't know benefit of health insurance. After I completed adult education I bought and used mobiles. I got awareness about health insurance and bought it with 250 birr. I used to protect natural resource. I used to protect soil erosion because of this lesson"*

Moreover, data collected from facilitators through questionnaire showed that the standard deviation and mean of item 12 on table 8 for DA, health extension ,IFAE facilitators and teachers with mean and standard deviation (3.8, .88) (4.2,.44.) (3.5,77) ,(3.8,1.1) respectively with total mean 3.83 indicated that adult graduates were at high level in improving their hygiene. Item twelve on the ANOVA table 9 (With significance .485 ) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE in improving adults' hygiene.

In general, adult literacy programs have contributed a lot towards improving hygiene. Sandyford (1995)analyzed and confirmed the impacts of adult basic education in Nicaragua over ten years and discovered the factual critical drop in child mortality among mothers who had participated in the adult literacy program. In addition, they found that the decreased children death rate because of adult basic education was more remarkable for individuals who had been made literate in primary level education than those individuals who had not been made literate in primary level education (Aphata, 2013).

#### **4.5.3.4. Environmental Protection**

It is known that majority of adults' day to day life is associated with their environment. It is included in the content of the course as adults who completed the course are expected to protect their environment. Hence response given by most respondents indicated that adults who participate and complete integrated functional adult education improved their skill of environmental protection. COB-AGI3, for example, expressed the benefits of adult literacy program in environmental protection as follows:

*"Before I complete adult education, I Used to cut trees without any fear. Most of the time I don't give attention for environmental protection. After I completed adult education, I understood the advantage of trees and I have started to plant new trees and to protect those present in kebele."*

In a similar way, **DED-TCFGD10**, explained in this way:

*"They are protecting their environment according to government plan to reduce soil erosion. They are planting various types of trees around their house."*

In addition to this, data collected from facilitators through questionnaire showed that the standard deviation and mean of item 11 on table 8 for DA, health extension, IFAE facilitators and teachers (3.5, .89) (4.2, .83) (2.9, 1.1) (3.4, 1.1) respectively with total mean 3.43 indicated that adult graduates were at moderate level in protecting their environment. However item eleven on the ANOVA table 9 (With significance .035) indicated that, there is statistically significant difference among the four groups of respondents regarding the contribution of IFAE in protecting their environment

Sisay and Yilfashewa (2017) in their findings also confirmed that since the introduction of adult education programs with an integrated manner community participation in environmental conservation are growing (Sisay and Yilfashewa, 2017).

#### **4.5.3.5. Utilizing Modern Technology**

Most adult respondents and their facilitator including the member of FGD explained that those adults who completed the two year adult education program stated to use modern technology at their level. According to this response respondents replied that participating and completing integrated functional adult literacy helped adults to use modern technology. They have explained

that they started to use modern technology such as mobiles. GUM-AGI11 indicated what he gained from the program in the following way

*"Before I took adult education, I don't know numbers and alphabets to use mobile phone. I used to live with domestic animals. I don't have latrine. After I completed adult education, I started to read and write using mobile and communicate with my family and friends."*

KER -TCFGD5 who was member of IFAE technique committee also added the following concerning use of media:

*"Farmers used to use latrine, the community started to listen to mass media or radio even when they travel on horseback. This showed how the educated adults awareness increased. They used to listen different program such as health and farming. This motivation comes from adult education."*

Moreover GUM-TCFGD8 also explained that the introduction of integrated functional adult literacy helps to go to clinic to get treatment in this way:

*"Adults have started to use modern technology in their daily activities. Females have ceased to stay at home when they are pregnant. They used to go to clinic for checkup and childbirth. They used to plant vegetables and sell to get additional income. They knew the gross and individual cost of their product when they sell. Hence nobody cheat them in the market."*

Likewise item2 on table 8 ,data collected from facilitators through questionnaire showed that the standard deviation and mean of item two on table 8 for DA, health extension ,IFAE facilitators and teachers (3.25, 1.12) (3.77,.66.) (3.1.22) ,(3.08,1.1) respectively with total mean 3.13 indicated that adult graduates were at moderate level in using modern technology in their daily life. Item two on the ANOVA table 9 (With significance .368) also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE in using modern technology in their daily life.

This showed that integrated functional adult education should be implemented properly to transfer the change observed in using modern technology to high level. A study by

Abbatial(2016)confirmed Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts (Babatola, 2016).

#### **4.6. Major Challenges in Implementing IFAE**

As it is mentioned in this chapter the third major theme is challenge of integrated functional adult education. These theme has two categories and five sub categories. The two categories are lack of commitment to sustain the program and lack of teaching material resource and trained facilitator. The sub categories are Very low attention for the implementation of the program from federal to Kebele, ,low attention given by sectors for its implementation, Shortage of text books, black board, room, chair, serious shortage of trained facilitator in IFAE and lack of budget to conduct the work. All respondents in the interview, FGD and questionnaire listed challenges observed in the implementation of the integrated functional adult education. The researcher read this theme many times to find its theme and interpreted as follows:

**Table 10 respondents' View on Major Challenges that Encounter the Practices of IFAE**

No	Item	DA			Health extension			IFAE facilitator			teacher			Total		
		Sum	Mean	SD	sum	mean	SD	sum	mean	SD	sum	mean	SD	sum	mean	SD
1	Absence of political commitment among leaders to sustain the literacy campaign	52.00	3.25	1.00000	31.	3.4444	1.01	39.	3.0000	1.2909	412.00	3.5214	1.4	540	3.4	1.4
2	Absence of structured system with the role and responsibility to run integrated functional adult education	56	3.5	1.31	29.	3.22	1.30	46.	3.5385	1.26	397.00	3.3932	1.3	52.	3.4	1.3
3	Absence of material resource to implement IFAE	55	3.4	1.09	32.	3.5	.72	44.	3.3846	1.04391	379.00	3.2393	1.4	510	3.29	1.32
4	Absence of trained IFAE facilitator and expertise on andragogy and material resource	50	3.1	1.25	31.	3.4	1.13	39.	3.0000	1.5275	397.00	3.3932				1.38
5	Absence of continuous training to facilitators and experts in method of teaching integrated functional adult education	50	3.1	1.20	28.	3.1	1.05	40.	3.0769	1.6052	388.00	3.3162	1.4	50	3.26	1.38
6	shortage of training time and for adults and facilitators to implement IFAE.	49	3.0	1.28	33.	3.6667	1.00	34.	2.6154	1.1929	379.00	3.2393	1.3	48	3.14	1.31
7	Lack of motivation to facilitate the program inside of the facilitator	45	2.8	1.04	31.	3.4444	1.33	35.	2.6923	1.31559	376.00	3.2137	1.3	50	3.24	1.40
8	Low quality of teaching materials in integrated functional adult education	56	3.5	1.31	33	3.6	1.32	41.	3.1538	1.51911	410.00	3.5043	1.4	540	3.48	1.41
9	Absence of financial support for those who engage in integrated functional adult education	49	3.0	1.28	34.	3.7	1.30	40.	3.0769	1.	400.00	3.4188	1.5	52	3.3	1.5
	Total	51	3.2	.873	30	3.4040	1.0042	39	3.0140	.96555	393	3.3598	1.0	511	3.3	1.0

Keys .Very low 1.0–1.4 :low 1.5–2.4 : Moderate: 2.5–3.4 :High:3.5–4.4: Very high 4.5–5 (Kifle Bidika, 2016)

Table 11 ANOVA for the data presented on the Major Challenges of Integrated Functional Adult Education

item	Dependent Variable	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
1	Absence of political commitment among leaders to sustain the literacy campaign	Between Groups	3.865	3	1.288	.704	.551
		Within Groups	276.419	151	1.831		
		Total	280.284	154			
2	Absence of structured system with the role and responsibility to run integrated functional adult education	Between Groups	.693	3	.231	.130	.942
		Within Groups	268.701	151	1.779		
		Total	269.394	154			
3	Absence of material resource to implement IFAE	Between Groups	1.770	3	.590	.292	.831
		Within Groups	304.940	151	2.019		
		Total	306.710	154			
4	Absence of trained IFAE facilitator and expertise on andragogy and material resource	Between Groups	2.668	3	.889	.473	.702
		Within Groups	283.887	151	1.880		
		Total	286.555	154			
5	Absence of continuous training to facilitators and experts in method of teaching integrated functional adult education	Between Groups	3.931	3	1.310	.675	.568
		Within Groups	292.947	151	1.940		
		Total	296.877	154			
6	shortage of training time and for adults and facilitators to implement IFAE	Between Groups	6.880	3	2.293	1.346	.262
		Within Groups	257.314	151	1.704		
		Total	264.194	154			
7	Lack of motivation to facilitate the program inside of the facilitator	Between Groups	5.790	3	1.930	1.125	.341
		Within Groups	259.087	151	1.716		
		Total	264.877	154			
8	Low quality of teaching materials in integrated functional adult education	Between Groups	1.770	3	.590	.292	.831
		Within Groups	304.940	151	2.019		
		Total	306.710	154			
9	Absence of financial support for those who engage in integrated functional adult education	Between Groups	4.402	3	1.467	.633	.595
		Within Groups	349.895	151	2.317		
		Total	354.297	154			

#### **4.6.1. Lack of Commitment to Sustain the Program**

It is known lack of commitment among concerned sectors from top to bottom are main challenges indicted by respondents. Most of them explained that lack of commitment is the most frequent challenge in the implementation of the program.

##### ***4.6.1.1 Very low attention from Federal to Kebele***

As it is mentioned under 4.5.1 several respondents replied that although it is part of the strategic plan of the country, giving low attention by federal and Kebele for the implementation of IFAE was the main challenge in the research site. Participant ,GUM-AGI12, during interview confirmed this as follows:

*"There is lack of attention given by government(federal ,Region, Zone, woreda board and technique committee)and governmental or nongovernmental organization who can provide loan and assistance for adults."*

**CB-TCFGD3** also expressed that lack of integration among sectors as main challenge as follows:

*"Lack of integration of sectors who have been given responsibility to implement this program starting from region to the community is the main challenge"*

As item 1on table 10 depicts data collected from facilitators through questionnaire showed that the standard deviation and mean for DA, health extension ,IFAE facilitators and teachers (3.25, 1.1) (3.4,1.) (3,1.22) ,(3.5 , 1.1) respectively with total mean 3.4 indicated lack of government commitment as challenge of integrated functional adult education .The challenge was at moderate level to implement the program. Similarly item one on ANOVA table 11 (with significance.551) indicated that, there is no statistically significant difference among the four groups of respondents regarding government commitment as challenge of integrated functional adult education This showed that there is gap on the government side to implement the program. A research conducted by Sisay Awgichew and Yilfa shewa Seyoum (2017) indicted that (Awgichewand ,Seyum, 2017) Poor political commitment of leaders and misunderstanding on the program at various level and absence of well-organized and independent managing structure for the program was the main challenge in implementing IFAE. Genet also in her assessment of Ethiopia's Progress towards attaining Integrated Functional Adult Literacy, although there is political will and there are strategies and programs which are conducive to the provision of adult



literacy, they are not being implemented accordingly. Hence government is expected to play his part in the implementation of the program (Genet Gelana, 2014).

#### ***4.6.1.2.Low Attention Given by Sectors for its Implementation***

The other challenged explained by most of respondents is lack of coordination and attention given by concerned sectors . Respondents informed that sectors used to run to adults in rural and town to implement their sector plan, However they don't want give attention to Integrated functional adult education to transform adults life. They simply prepare their checklist ,go to the community and take their report to inform to the concerned body. The work IFAE has been left To education sector in many woreda and kebele. Even some sectors consider Providing IFAE as the only task of education sector. For example ,GUM-TCFGD9, member of IFAE technique committee who explained the challenge in this **way**:

*"Very poor attention and follow up of sectors on the implementation of the program. For example no training has been provided by government/sectors about the implementation of the program after 2008 e.c. The team who facilitate this work depend on education office. The education office didn't allocate enough budget and resource for this program when it is compared with others. This team must be independent office to conduct its work appropriately. There are some facilitators who can't identify a fan Oromo alphabet. Adults need to participate in the program with great interest. We shouldn't base only on the interest of adults to teach them . There need to be obligation of adults."*

GU-TCFGD7 also explained this challenge similarly:

*"Lack of attention given by the concerned sectors and lack of providing additional training for facilitators are big challenges"*

**Moreover KER-TCFGD5** was another member of technique committee at woreda level who explained various types of challenges such as failure to have media coverage and continuous follow up on the implementation of the program in this way:

*"Failure to pay incentive for those facilitators who teach when they are free, lack of continuous follow up and evaluation of the program and lack of giving media coverage about the implementation of the program are main challenges. This work is not included*

*in the check list of the zone and woreda. sectors runs this program only if the top level management started to control"*

As it can be seen on table 10,item 2 depicts that data collected from facilitators through questionnaire with the standard deviation and mean of DA, health extension ,IFAE facilitators and teachers (3.5, 1.31) (3.2,1.3) (3,5. 1.2) ,(3.3, 1.3) respectively with total mean 3.4 indicated that lack of governmental structured system with roles and responsibilities to follow the implementation of the program was at moderate level .Furthermore, item two on ANOVA table 11 (with significance.942) indicated that, there is no statistically significant difference among the four groups of respondents regarding lack of government structured system with roles and responsibilities to follow the implementation of the program Moreover, researchers also assured this clearly. For example, Sisay Awgichewand and Yilfashewa Seyoum (2017) concluded in their study that adult education boards do not operate effectively at all levels.This makes implementation, coordination and linkage between program providers more difficult (Awgichewand ,Seyum, 2017). Hence concerned sectors need to work hard minimize this challenge.

#### **4.6.2 Lack of Teaching Material Resource and Trained Facilitator**

Almost all informants replied that lack of resources such as such as text books, facilitators guide, blackboard, Chalk ,rooms, Chairs and well trained facilitators are other challenges to implement integrated functional adult education successfully. Respondents replied these shortages in the interview, FGD and questionnaire as follows: CB-TCFGD1,for example, expressed lack of resource as one challenge as follows :

*"Shortage of resource to monitor and evaluate the program such as Motor cycle, cars and budget are serious challenges"*

Another respondent called GUM-TCFGD8,who is member of technique committee at woreda level indicate shortage of training and teaching materials as follows:

*"Shortage of training for facilitators, shortage of teaching material and weak integration among sectors who coordinate this work to provide training to facilitators are challenges observed in the program "*

In sum Shortage of resources become critical challenge to implement integrated functional adult literacy in the research site. Researchers called Awigichew and Seyum (2017) affirmed that low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions were affecting the implementation of IFAL program.

#### ***4.6.2.1 Shortage of Text books, Blackboard , Teaching room and Chair***

Most of informants responded that serious shortage of shortage of text books, blackboard ,teaching room and chair were major challenges in conducting adult literacy program.**DED-TCFGD10** who works as a member of IFAE technique committee in the village illustrated challenges related to resources as follows :

*"There is lack of modules to teach IFAE in each cycle., lack of comfortable learning centers for adults, lack of room ,chair, desk and other teaching materials in the learning center. Most adults used to learn under trees, by sitting on stone. The program can be cancelled if there is rain on that day."*

Very similar to the points indicated above,GUM-AGI9,explained that it was not comfortable to her to sit under tree to attend IFAE program. She told that sitting on stone for a long time to attend the lesson was challenge as it wasn't comfortable. She expressed this as follows:

*"We learn under trees. Our learning center changed from day to day which makes us to waste time. There is lack of facilities in the learning center such as class room, text book, shelter etc"*

**COB-AGI** and **COB-AGI2**also expressed the inconvenience of learning centers as one challenge for the implementation of the program as follows :

*"Learning centers are not comfortable for adults and teachers(especially during rainy season),lack of being punctual , distance of learning centers for adults and teachers, continuous follow up support and evaluation of the program by the concerned body are big challenges."*

Similarly item 3 on table 10 showed that the standard deviation and mean of DA, health extension IFAE facilitators and teachers (3.4, 1) ((3.5,72) ,(3.3,1) (3.2,1.4) respectively with total mean 3.29 indicated that the challenge was at moderate level in implementing the program. Moreover, item three on ANOVA table 11 (with significance.831) indicated that, there is no statistically significant difference among the four groups of respondents regarding Shortage of text books, blackboard , teaching room and Chair as one challenge to implement IFAE. From this ,we can understand that there is no comfortable situation for adults to attend their lesson. This influenced the program negatively. Studies that have been done so far by Everson & Millsap(2004) confirmed that that adult education outcome is affected by locality of the learners (his/her learning environment). This means that the experience the learner had in rural areas is far behind then learning condition in urban settings. In this regard, researchers also agreed that the geographical location of an institution, whether urban, suburban, small town, or rural, is expected to have marvelous impact on success due to the differences in organizational and social environments and the resources available. Although the patterns are not clear, the educational inequities in urban area suggest that large achievement gaps could exist between participants in these institutions and their peers in suburban and rural institutions Thus, it is suggested to narrow this gap through recompensing special attention to learning in the rural settings.

#### **4.6.2.2 Serious Shortage of Trained Facilitator in IFAE**

Furthermore serious shortage of trained facilitators is also major challenge in of the program. As data obtained from respondent showed the problem is t its critical stage.GU-TCFGD9,who has been member of IFAE technique committee at woreda level indicated the problem in this way:

*"There should be special college to rain adult education facilitators. Government should conduct continuous follow up on facilitators in the implementation of the program."*

Similarly,DED-TCFGD12, also described that the educational level of contract facilitators and failure to give them training at woreda ,zone, college and region level on method of teaching adults explained in this way:

*"The low educational standard of those adult education facilitator(they are grade ten completes) lack of training provided to facilitators at woreda , Zone ,college and region etc, asking for report continuously which can push facilitators to false report, evaluating and ranking woreda and learning center based up on false report, Poor communication*

*among woreda, zone and region concerning the work except asking for report are major challenges The zone used to ask report daily but they didn't send any training material or any document that help us to conduct the program"*

Another respondent, GUM-TCFGD8 and **GUM-TCFGD9** , also explained challenges related to facilitators in this way:

*"We should have enough trained facilitators. It is preferable if those adults who completed the course is identified and known. All concerned bodies should stand for the success of the work There are some facilitators who can't identify afan Oromo alphabet "*

In item 4 and 5 on table 10 showed that the total standard deviation and mean of DA, health extension ,IFAE facilitators and teachers (3.3, 1.3) ((3.3,1.4) respectively indicated that shortage of providing training to facilitators, trained facilitators and experts in andragogy were challenges at moderate level in conducting integrated functional adult education program in the research site. Furthermore item 4 and 5 on ANOVA table 11 (with significance.702 and.568 respectively) indicated that, there is no statistically significant difference among the four groups of respondents regarding Shortage of providing training to facilitators, trained facilitators and experts in andragogy. Study that has been done concerning this challenge by) confirmed that the facilitators working in adult literacy are not equipped enough to facilitate adult learning which makes adults not to be attracted to the programs. There is no system for recruiting facilitators and apparently, the practical experience shows that anyone can be a facilitator for adults. As there hardly is any payment for facilitating adult learning, there is high turnover rate which forces the programs to interrupt. Moreover, colleges and universities which are engaged in training professionals are not working in collaboration with education and other concerned bureaus and non-governmental organizations.

#### ***4.6.2.3 Lack of Budget to Conduct the Work***

The other challenge identified by respondents in providing integrated functional adult literacy is shortage of budget. Almost all informants replied that lack of allocating and using enough budget for this program by concerned body was big challenge.COB-TCFGD2 and COB-TCFGD1 who were member of technique committee at woreda level, for example, expressed shortage of budget as follows :

*"Shortage of budget to conduct training at different level, allocating low budget for the work, lack of incentive for facilitators. Very low attention given by the government for this program and failure to pay incentive for those facilitators who teach when they are free were challenges observed in implementing the project".*

DED-AGI14 and DED-AGI15 also explained that they need additional budget in the form of aid and loan in order to minimize the challenge. They indicated that lack of money to implement what they learn was their main individual challenge. They revealed this as follows:

*"We need government assistance such as loan and donation important to improve our life. It is difficult for us to fulfill need of children. We are expected to fulfill their need who learn in school, for example exercise, cloth and others and lack of governmental or nongovernmental organization who can provide loan and assistance for adults."*

Similarly item 9 on table 10 data showed that the standard deviation and mean of DA, health extension ,IFAE facilitators and teachers (3.0, 1.2) ,(3.7,1.3) ,(3.1) (3.3,.1.5) respectively with total mean 3.3 indicated that shortage of budget is at moderate level in order to run IFAE. Similarly item 9 on ANOVA table 11 (with significance.595) indicated that, there is no statistically significant difference among the four groups of respondents regarding shortage of budget. It is known that assigning budget at moderate level for the implementation of the program cannot help to minimize the problem. Research conducted by Yilfashewa and Seyum (2014) confirmed that adult learners have experienced enormous problems that disallow them not to efficaciously take part in the program. Among the most vibrant one are economic problems and the amount of members that a given family could have. When adults have multiple responsibilities at home, obviously they cannot be attentive in learning. This situation makes them to lag behind in their achievement of the learning outcomes.

Similarly, local research conducted by Sisay and Yilfashewa (2017) concluded that, lack of incentive and adequate training of facilitators, low commitment and motivation of facilitators, lack of adequate budget and facilities affect the implementation of IFAL program in Eastern Hararghe.

#### **4.7 Appropriate Remedy to Alleviate the Challenge**

Explaining only challenges of integrated functional adult education is not enough to answer basic research question in this study. Respondents participated in the interview ,FGD and questionnaire suggested solution to improve the practice of integrated functional adult education. All of them gave their own suggestions to come out of the problem. The researcher read all these responses repeatedly. Finally he identified the role need to be played by government, Illiterate adults and facilitators as follows:

##### **4.7.1 Improving Governments , Illiterate Adults and Facilitators role**

As it is known government, illiterate adults and facilitators play key role in making IFAE successful. Suggestions given by them to alleviate the problem presented as follows.

###### ***4.7.1.1 Government Commitment for the Success of the Program***

The first thing expected to be done to alleviate the challenges of practice of integrated functional adult education is to improve government commitment. The government structure from federal to keble including boards an technique committee of IFAE should be committed for the realization of this program. This is basic to bring fundamental change in adults life. It should be given attention as we done in formal education. Response given by,KER-AGI8 and GU-AGI10,have been presented as follows to indicate lack of government commitment as follows:

*"The Board and technique committee of IFAE at different level should give attention to this program. Government should identify those who learn and do not learn to bring the community to this program. There must be serious follow up by the government for the implementation of the program to encourage adults to attend on this program seriously. Government should be committed to this program. It should be prioritized .Medias should announce to illiterate adults the value of Participating in integrated functional adult education. All government sectors should give special emphasize for the program. Government is expected to allocate enough budget for this work. Those woredas and kebles who implement this program should be awarded*

DED-AGI15 also explained:

*"Government must play his part in creating awareness to convince all illiterate adults to bring them to integrated functional adult education. Those adults who completed the program should be motivated and rewarded .Adults education must not be given under*

*tree. It is difficult for adults to sit on under trees and attend their lesson. who is responsible for adults if there leg is broken because of shortage of conducive environment for adults"*

Indicating how government commitment alleviate the problem of implementing integrated functional adult literacy, DED-TCFGD11 and GUM-TCFGD9, showed that government should participate in supervising the program and organizing structure and colleges to train facilitator to alleviate the problem as follows:

*"IFAE board and technique committee from federal to kebele level should be strengthened. There should be planning, implementing and evaluating the program in order to make it successful. There should be continuous feedback about the program. There must be sufficient text books and other learning material. Evaluating members of technique committee and board to identify their weakness and strength is also necessary. There should be special college to train adult education facilitators. Budget for follow up and monitoring of the program should be allocated from UNESCO."*

In general all respondents expressed that government should be expected to participate in the program with commitment to alleviate the challenges of implementing IFAE. A study by Genet (2014) assessment of Ethiopia's progress towards attaining integrated Functional Adult Literacy in Bahirdar observed that in order to alleviate the problem ,the involvement of government and other sectors in the IFAL program is important.. Ministry of Education and its offices at regional, zone and wereda levels should work collaboratively with the colleges and universities. Thus, the colleges and universities could design and deliver relevant programs which can help them train full-fledged facilitators who are trained in all the core issues surrounding the lives of the adult learners (Genet Gelana, 2014). Moreover according to the government's main focal direction to build the capacity of the productive force of society, which comes in the frontline in its endeavor to reduce poverty and ensure sustainable development through education and training. Therefore, achieving a general conscience on the need for the sector should be the primary task in order to expand adult education and to increase its coverage. (MoE, 2008)

#### ***4.7.1.2. Illiterate Adults Commitment for the Success of the Program***

Illiterate adults had lion share in alleviating challenges of the implementation of integrated functional adult literacy. Participants or respondents in the FGD and interview and questionnaire



explained that illiterate adults should be expected to be committed to its implementation in order to reduce challenges in the program. COB-TCFGD3 and GUM-AGI11, explained commitment needed from illiterate adult to improve the practice of IFAE in this way:

*"Attending integrated functional adult education ought to be obligation of illiterate adults, Teaching materials necessary in the learning center should be fulfilled. Adults should attend on this program with high commitment"*

GUM-AGI12, also explained how the need for improving illiterate adults commitment to improve IFAE as follows:

*"The community is expected to participate on this program actively. Stationary must be fulfilled. Attending on this program need to be obligation of adults who has to pass through this program. Adults need to participate on the program regularly. Adults should arrive on time in the learning center."*

Yilfashewa and Yonas (2014) in their research conducted in Western Hararghe zone suggested that adult learners have experienced enormous problems that disallow them not to efficaciously take part in the program. Among the most vibrant one are economic problems and the amount of members that a given family could have. When adults have multiple responsibilities at home, obviously they cannot be attentive in learning. This situation makes them to lag behind in their achievement of the learning outcomes. Accordingly, their experience in adult education program is in consequent to their life compared to their colleagues.

In addition to this the National Adult Education Strategy of FDRE (2008) confirms the importance improving integrated adult literacy by developing appropriate educational program to peasants in the rural areas and to groups with low income in urban areas, designing program for pastoralists, which are friendly to their working and living conditions and Establishing functional literacy programmers for women, especially for those with low/no income, which are appropriate for additional income generation (MoE, 2008)

#### ***4.7.1.3 Improving Facilitators Quality for the Success of the Program***

Almost all respondents replied that facilitators play major role in improving IFAE. Respondents explained that thinking about improvement of IFAE without improvement in the quality of facilitator is useless. For example, KER-TCFGD6 and COB-AGI1, during FGD and interview

expressed facilitators need to facilitate adults with commitment, based up on appropriate knowledge and skill. They explained it in this way:

*"This work must have its own standard. Facilitators sequence of teaching must be ordered. There must know program that shown period of facilitators. Teachers need to be followed when they teach .Teachers need to work more than this Teachers/Facilitators need to follow adults,"*

TCFGD10,also express the importance of providing training to facilitators to improve IFAE implementation similarly:

*"Providing training for facilitators on how to teach adults(andragogy)There should be continuous follow up and monitoring of the program "*

A study by Genet (2014) confirms that to overcome high turnover rate of facilitators and sustain the program, as mentioned in the National Adult Education Strategy and FAL implementation guideline, proper and adequate salary, and incentives should be made in place to the facilitators. Moreover, a system should be designed to attract and retain better facilitators. Moreover research in the area of adult education conducted by Yillfashewa (2014)emphasized that the learning result of adult learners can also be determined by the methodological approaches employed by facilitators and the way the learning achievement assessed by those who in one way or another involved in adult teaching learning process. Galbraith (2004) also emphasized that being part of an effective educator involves understanding how adults learn best. Andragogy is a theory that holds a set of assumptions about how adults learn. Andragogy emphasizes to value the process and methods of learning. It uses approaches to learning that are problem-based and collaborative rather than didactic, the emphasis more on equality between the teacher and learner. Collaborative learning as an element of andragogy has effects on the outcome of adult learning.

Roberson (2002), also confirmed that andragogy or facilitated learning improves communication between the students and facilitators; they work together as partners to design instructional content and methods to suit the learners' needs. The principle of facilitated learning promotes trust between the learner and the moderator and enhances self-awareness in learners. This makes andragogy as a preferred method of adult education.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS**

This is the final chapter deals with the summary, conclusions drawn from the major findings and recommendations made based on the findings.

### **5.1 Summary**

The purpose of this study was to explore and assess the practices and challenges of Integrated Functional aAult Literacy in Jimma zone rural woreda . The study tried to answer the following basic research questions . These are:

1. What are the practices of Integrated Functional Adult Education Program in the study areas?
- 2.To what extent has Integrated Functional Adult Education Program contributed to the improvement of the livelihood of the community?
- 3.What are the major challenges in the implementation of Integrated Functional Adult Education Program ?
- 4.What measure shall be taken to improve the IFALP in study area ?

The overall objective of the study was to explore and assess practices, challenges of IFAE with its social, political and economic contribution to improve livelihood of adults in Jima zone.

In order to achieve the study objective and answers the basic research questions descriptive survey method was used. The researcher reviewed relevant literature and prepared guides for interview and FGD including questionnaires for the participants of the study. Accordingly, qualitative question prepared for adults' technique committee at woreda level and adults who completed Integrated functional adult literacy before three years. These questionnaires were commented by the research advisors and colleagues and pilot tested to check validity and reliability. And after the necessary correction and modifications, the questionnaires were duplicated and distributed to 155 facilitators. Moreover FGD was conducted with 12 IFAE technique committee at woreda level. Likewise interview was conducted with 16 adults who completed IFAE before three years. Adults who were selected for interview were coded beginning with COB-AGI<sub>1</sub> and ends in DED-AGI<sub>16</sub>.With regard to focus group discussion members, they were coded as COB-TCFGD<sub>1</sub> - DED-TCFGD<sub>12</sub>

The qualitative data obtained was analyzed by narration and description while quantitative data with the help of SPSS. Statistical tools such as percentage, frequency, mean score, standard deviation and ANOVA were used to analyses the quantitative data. The researcher read the transcribed

response obtained from interview and FGD many times to find its theme. Finally, the qualitative data identified in to four themes, eight categories and twenty two sub categories. This has been done based up on the guiding theoretical framework for this study (Sisay and Yilfashewa , 2017) (Creswell, 2012) and (Huberman and Miles, 1994). After completing finding ,theme and sub data analysis and interpretation summarized as follows.

1. Concerning respondents' characteristics selected for interview, the percentage of females were 43% while males are 57 % which implies low completion rate of females in adult literacy. Regarding groups selected for FGD, 92 % of them were males while 8% of them was female. This implies females need to be empowered to participate in the technique committee. Similarly among respondents' in the quantitative research, (117) 75% are teachers while the rest 25% are DA, health extension and IFAE contract facilitator. This implies that teachers participation on the program is higher than others. However the majority of the facilitators 89(57%) were females while the rest were males. This implies that female facilitators interest to facilitate adults is higher than males in implementing the program,

2. Regarding the practices of integrated functional adult education program, qualitative data collected from Interview and FGD showed that facilitators' knowledge ,skill, attitude and motivation to implement IFAE was at moderate level .Moreover, the total mean and standard deviation (3.2,.780) of table 6 confirmed that facilitators' 'level of knowledge ,skill, attitude and motivation including adults' level of practicing reading and writing long and short written articles and sentences is at moderate level. This implies (Yillfashewa 2014) that facilitator need to be empowered to bring improvement on adults life at high rate. The ANOVA table attached at the appendix also indicated that, there is no statistically significant difference among the four groups of respondents regarding the practice of IFAE. It showed all of them with significance. greater than ( $>.05$ )

3. The findings of this study demonstrated that integrated functional adult education has been contributing to bring economic, social and political change in adults life. Qualitative data obtained from interview and FGD demonstrated that there is improvement in the economy of adults who completed adult education before three years. It is indicated by economic change in their individual livelihood, agricultural product, income generating and saving. After their

participation in IFAE, increased their productivity , started making animals fat, rearing chicken , selling tea ,coffee and saving. Furthermore there is also political change in adults life in knowing and using their right and obligation. After they took adult education, husbands , wives and children started to respect with one another, give their own suggestion on meeting, started to fight not only for their right but also for other.

Similarly, integrated functional adult education contributed to bring social changes on adults life such as improvement in empowering women in literacy skill ,keeping hygiene, environmental protection and utilizing modern technology( Gilbert 2011) at moderate level. After they completed IFAE they bought and started using mobiles, radio and TV. Moreover, they built and started using latrine and kitchen. Nobody cheat them in the market. They also started to plant trees and minimize soil erosion, to read and write some articles, to take note in meeting and using math's in their day to day activities. Moreover, quantitative data collected from respondents on table 7 with total mean and standard deviation (3.4,.781) confirmed that IFAE contributed to the improvement of community livelihood at moderate level. This implies that changes started to be seen on adults' life. However, this change is only satisfactory. Adults' life need to be transformed at high level. In addition to this the ANOVA table attached at the appendix also indicated that, there is no statistically significant difference among the four groups of respondents regarding the contribution of IFAE to improve community livelihood. It showed all of them with alpha greater than ( $>.05$ ).

4. Based up on findings in qualitative data ,the challenges to implement IFAE are lack of commitment among government and sectors and lack of resources (material, human and financial). In addition to this there are serious shortages of resources such as well-trained facilitator (Genet 2014) in andragogy ,lack of text books and facilitators guide, black board, chalk, learning center and budget to conduct this work. Adults used stones as chair and tree as classroom. The total average of quantitative data on table 8 with its mean and standard deviation (3.3,1) respectively indicated that the challenges are minimized to moderate level. This implies that all concerned bodies need to be one to minimize this challenges. The ANOVA table attached at the appendix also indicated that, there is no statistically significant difference among the four groups of respondents regarding challenges to implement IFAE .It indicated all of them with alpha. greater than ( $>.05$ ).

5. Finally, appropriate remedy suggested by all respondents are grouped in to three. These are those related to governments, illiterate adults and facilitators role. First of all, government need to work with high commitment for the success of the program. It need to be emphasized as formal education. Secondly, illiterate adults must be committed to attend ,complete and be free from illiteracy. Thirdly, facilitators are expected to devote their skill ,knowledge and time to implement IFAE in order to improve community livelihood.

## **5.2 Conclusions**

It is possible to conclude from the finding that the number of females and males in woreda IFAE technique committee are not balanced. Concerning adults selected for interview the number of females who completed IFAE is only 43% while 57% are males. Regarding IFAE facilitators 75% are teachers and out of total number of facilitators 89( 57 % ) are females. From this we can conclude that commitment among female facilitators is very high. In practicing integrated functional adult education to improve community livelihood ,the knowledge ,skill , attitude ,motivation and training of facilitator is not at expected level. They need to be trained on the methodology of teaching adults. Adults who have completed the two year course have read some long and short sentences and short articles with some difficulty. They have to be followed and supported to implement what they learn.

With regard to adults who have completed the two year IFAE program before three years ,they have been interviewed and responded that integrated functional adult education brought economic, social and political change ( Babatola 2016) in their life. Completing IFAE enabled them to save money (UNESCO 2006) to increase their product twice by using fertilizer and modern seed at moderate level. IFAE also contributed to social changes observed in adults life such as improvement in empowering women (at high rate) keeping hygiene, environmental protection, utilizing modern technology and literacy skill at moderate level. Furthermore, IFAE contributed to adults to bring political change in adults life by helping adults to respect ones and others right. It helped to know ones right and obligation, families started to respect each other . Some of the challenges to implement IFAE are failure to give attention for IFAE by the government, all responsible sectors, serious shortage of trained facilitator ,budget to monitor

evaluate and motivate adults and facilitators, in convenience of learning center .Lack of textbook ,facilitators guide, black board and chalk board.

In order to improve the implementation of IFAE, the political parties and government offices need to make it their first agenda. Giving equal attention for both formal and adult education ,using mass media to implement the program, completing the two year illiterate adults course with high commitment ,giving training on how to teach adults and paying incentives to motivate them specially who do their best for the success of the program are the most important one.

### **5.3 Recommendations**

- Woreda IFAE board and technique committee need to empower women to increase females participation in the woreda technique committee.
- Woreda IFAE board need to work hard to increase participation and completion of female adults in IFAE program.
- Woreda IFAE (Awgichewand and Yilfashewa 2017) board need to work hard to increase participation of DA,Health extension and IFAE facilitators in implementing IFAE.
- Woreda education office need to use teachers as IFAE facilitator specially female teachers effectively.
- Education biro at Federal, regional ,zonal and woreda level including Universities and Colleges need to equip facilitators with appropriate knowledge ,skill, attitude and motivation by providing short and long term training on the methodology of teaching adults.
- Woreda IFAE board, technique committee and facilitators need to follow and support those adults who are free from illiteracy by encouraging them to apply what they learn in their life.
- All boards and IFAE technique committee at different level including GO and NGO need to work with integration to implement IFAE so as to improve community livelihood at high level economically, politically and socially.
- Ministry of education need to give attention for the implementation of the program by equipping facilitators with methodology of teaching adults.
- Government is also expected to allocate enough budget (Genet 2014) for incentives. It is also necessary to provide chalk, black board, text book, and facilitators guide. Moreover,

community and government need to be coordinated to build learning center with fulfilling chairs.

- Government need (MoE ,2008) to give emphasize for implementation of IFAE as special attention given for formal education.
- Mass media need to work to increase awareness of the community.
- Illiterate adults need to complete the two year course with commitment.
- Facilitators need to facilitate the program with high commitment to remove illiteracy from our country.



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Appendices

**Appendix -A Questionnaire**

The purpose of this Questionnaire is to collect data for the study entitled “The Practices and challenges of functional adult literacy in Oromia region ,Jima zone" ,kersa ,Dedo,Gumay and Chora Botor woreda.for the success of the study. I am therefore humbly requesting you to respond honestly to the following questions. Your participation is completely voluntary and the information you may give will be treated with utmost confidentiality and will be used for the study only. Please, take note of the following:

- 1. Do not write your name on the questionnaire.
- 2. Read all the questions before attempting to answer them.

Thank you in advance for your genuine cooperation

**Part I: General information and personal data**

Indicate your response

- 1.Woreda -----
- 2. School/earning center \_\_\_\_\_
- 3. Age: -----
- 4. Sex: \_\_\_\_\_
- 5. Work experience -----
- 6. Educational background: Certificate  Diploma  degree  second degi
- 7. Current work position of facilitators: Teacher  IFAE facilitator  D.A
- H. Eks

**Part II Questionnaires to be filled Adult Facilitators**

**RQ1: What are the practices of Integrated Functional Adult Education Program in the study areas?**

Facilitators\teachers opinion about of integrated functional adult education

Indicate your responses for the following Likert scale items using”√” or "X" mark to write in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3= somewhat agree(swa) 4=Agree (A), 5=Strongly Agree (SA)

No	Activities	Degree of IFAE practice					
		SA =5	A= 4	swa =3	D= 2	SD =1	Not at all=0
1	Facilitators have appropriate knowledge, skill & attitude necessary for proper implementation of IFAE Program						
2	Facilitators have been trained to facilitate IFAE Program						
3	Facilitators are motivated to facilitate IFAE Program						
4	Adult learners are able to identify written letters and words						
5	able to identify, write, read and comprehend long sentences						

**RQ2: To what extent has integrated Functional Adult Education Program contributed to the improvement of the livelihood of the community ?**

Adult facilitators opinion about Socio-Economic impact of functional adult literacy/education program

Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3= somewhat agree(swa), 4=Agree (A), 5=Strongly Agree (SA)

No	Item	Impact					
		SA=5	A=4	Swa=3	D=2	SD =1	Not at all=0
1	IFAE improve standards of living						
2	IFAE increase the use of agricultural technology						
3	IFAE enhance agricultural productivity						
4	IFAE improve income of the individual						
5	IFAE improve social participation in community affairs						
6	IFAE promote active participation in election						
7	IFAE improve understanding about their rights and responsibilities within the society						
8	IFAE empower women to face different responsibility at home						
9	IFAE prepare learners with essential literacy and numeracy skill						
10	IFAE reduces sickness and mortality rate and by increasing life expectancy						
11	IFAE improve environmental protection practice						
12	IFAE improve hygiene						



**RQ 3: What are the major challenges in the implementation of Integrated Functional Adult Education Program?**

.Major challenges that encounter the practices of IFAE

Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3= somewhat agree(swa), 4=Agree (A), 5=Strongly Agree (SA)

No	Item	Challenges in scale					
		SA=5	A=4	swa =3	D=2	SD =1	Not at all=0
1	Absence of trained IFAE facilitator and expertise on andragogy						
2	Societal awareness problem about integrated functional adult education						
3	Absence of financial support for those who engage in integrated functional adult education						
4	Absence of continuous training to facilitators and experts in method of teaching integrated functional adult education						
5	Low quality of teaching materials in integrated functional adult education						
6	Absence of structured system with the role and responsibility to run integrated functional adult education						
7	shortage of training time for adults and facilitators to implement IFAE.						
8	Lack of motivation to facilitate the program inside of the facilitator						
9	Absence of political commitment among leaders to sustain the literacy campaign						

4.What measure shall be taken to improve the IFALP in study area ?

## **Appendix .B.**

**In depth Interview Schedule for adults completed IFAE before three years .** you have been identified as someone who has a great deal to share about the subject under investigation. This research focuses on studying the practice and challenges of functional adult literacy on adults livelihood. To facilitate my note taking, I would like to audio my conversation. Only researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed

A. Record Time \_\_\_\_\_

B. Place of Interview \_\_\_\_\_

C. Demographic Data : age ----- Sex ----- Occupation \_\_\_\_\_ marital status \_\_\_\_\_  
year of completion of IFAE \_\_\_\_\_

1. Describe whether your facilitators have appropriate knowledge, skill, attitude, training and motivation necessary for proper implementation of IFAE Program or not.

2. How is your level of identifying, reading and writing Afan Oromo alphabet, numbers, sentences and short articles?

3. Describe economical change observed in your life after you complete adult education program? (in agriculture, saving, income generating, employment etc) How this change comes?

4. Describe social change observed in your life after you have completed adult education program in (health, environmental protection, using modern technology and women empowerment?) How this change comes?

5. What type of political change observed in your life after completing IFAE (in implementing democracy, and human right) How this change comes?

6. What are the major challenges you have observed in the implementation of Integrated Functional Adult Education Program? (facilitators interest, government commitment, Teaching materials, punctuality, supervising the program etc)

7. What measure shall be taken to improve the IFALP in study area? By government, adults etc

**Appendix .C.**

**Focus group discussion with Adult literacy Technique committee**

You have been selected to speak to me (researcher) because you have been identified as someone who has a great deal to share about the subject under investigation. This research focuses on studying the practice and challenges of functional adult literacy on adults lively hood. To facilitate my note taking, I would like to audio my conversation.

a. Record Time \_\_\_\_\_

b. Place of discussion \_\_\_\_\_

c. Demographic Data \_\_\_\_\_

Age: ----- sex \_\_\_\_\_ ; work experience \_\_\_\_\_

Educational background: Certificate \_\_\_\_\_ ' Diploma  degree  second degree

Current work position \_\_\_\_\_

Qualification -----

1. How do you think and describe facilitators' appropriate knowledge, skill and attitude necessary for proper implementation of IFAE Program ?

2.HowFacilitators are being trained to facilitate IFAE Program ? (IFAE facilitator, teachers, heath extensions workers and D.A).

3. How would you explain, the way's adult literacy program brings political transformation on adults life?

4.Howwould you explain, the way's adult literacy program brings economic transformation on adults life?

5.How would you explain, the way's adult literacy program brings social transformation on adults life?

6. What are major challenges adults ,facilitators and committee at different level have faced in implementing adult literacy program? ( training, controlling ,financing etc )

7.What measure shall be taken ( government ,Board and technique committee, facilitators and adults) to improve the implementation of IFALP in study area ?

Gaafiilee qo'anoo fi qorano

Oddefanoo dabalataa.A

Kayyoon gaaffille qo'anno kanaa raga qorranno mata duren isaa "Hojjii irra olmaaf guufuwwan Banootaga'esootaqindaa'a gocha irrati xiyeefatee naannoo oromiyyaati.Godina Jimmaa,Aannolee Baadiiyya afur' (qarsaa,Deedo,Gumay fi coraa botor) irraa ragaa ssabuun xinxaluuf milkaaina hojichaatiif kara saaqudhaa. kanaafu gaaffillee kana obsaan dubiisuun deebii siiri tae akka naaf keenitan obsaan issin gaafadha.Hirmaanaan assi irrati agarsisitan fedhii kessani irrati kan hudaa'e ta'u isaa hubachun debiin isiin keenitanis qoanoo kanaaf qoffa kan olu ta'u isaa baruun qabilee armaan gaditti ibsaman kana siritti hubadhaa.

1.Maqa kessanii gaaffillee kana irrati bareesuun barbaachisaa mitti.

2.Debii kessan osso hinkeeni dura gaaffillee armaan gadii hunda siritti dubisaa.

Kutaa I : Odeefanno waligala kan nama dhunfaa

Debii kee keenii

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

2.Maqa bufata /Mana barumsaa \_\_\_\_\_

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

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

5.Tajaajila / Muxanno \_\_\_\_\_

6. sadarkaa Barumsa Malatto (√) ka ayii:      sartafikeeti    Diploma       digrii   
maastars   

7.Gosaa haala mijjeessa Malatto (√) filano kee irrati kaayii : IFAE facilitator     teacher      
D.A     Health extension worker   

Kutaa II Gaafiilee haala mijeesitoota BGQGX tiin deebii itti keenamuu

Gaafii qo'anno Iffaa : Hojjii irra olmaan sagantaa barnoota gaesoota qidaawaa gochaa irrati xiyeefatee ganda/Mana barumsa ,naannoo yokin bufata kessan kessati maal fakaataa?

Yaada haala mijesitoota /barsisoota BGQGX barsisan waa'e gaesoota BGQGX wagaa sadiin dura baratani xumuruun ebiifaman

Debii kee iskeeli liikartin fayadamuun Malatto (√) agarsiisi. 1= cimsee walihingaluu ,2=walihigalu 3=hanga ta;e waligalee,4=waligalee , 5=cimisee waligalee

Lak	Gochaalee	Haanga hojii irra olmaa BGQGX					
		cimise waligalee=5	Waligalee =4	Hangaa ta;e waligalee=3	Waligalee= 2	Cimsee waligalee=1	Yaada hinqabu
1	Haala mijesiton BGQGX saganticha hojii irra olchuuf beekumsa ,dandetiif hubannoo gahaa qabuu						
2	Haalamijeesoon BGQGX barsisuuf leenjii gahaa argatni ru						
3	Haalamijeesitooni BGQGX barnoota gaesootaaf halaa mijeesuuf barsisuuf kakaumsii qabu						
4	Ga'eesoonii wagaa sadiin dura ebbifaman qubeef jeechoota afaan oromo baresuuf adda baasuu						
5	Ga'eesoonii wagaa sadiin dura ebbifaman jeechootaa dheeraa adda baasuu,barreessu,dubiisuf hubachuu						

**Gaafii qoo'anno 2ffaa Sadarkaan Gumaacha BGQGX jiruuf jirenya ga'eesa jijiraa jiruu hangamii?** Yaada haala mijeesitoota BGQGX jijirama BGQGX n jiruuf jirenya hawaasa siyaasaan,dinagidee fi haawasumaan argamsisee. deebii srii ta'e Malatto ( $\sqrt{\quad}$ )1= cimsee walihingaluu ,2=walihigalu 3=hanga ta'e waligalee,4=waligalee , 5=cimisee waligalee Hubachisa :Gaafiin kun kan ilaalatu ga'esoota wagaa sadiin dura BGQGX xumuran qoffa.

lak	Gosaa jijirama	Sadarkaa jijiramaa likart iskeelin					
		cimise waligalee=5	Waligalee=4	Hanga ta'e waligalee=3	Waligalee=2	Cimisee waligalee=1	Yaada hin qabuu
1	Ga'eesoon wagaa sadiin dura BGQGX xumuran Foyaainsa sadarkaa jiruuf jirenya agarsiisan						
2	Ga'eesoon wagaa sadiin dura BGQGX xumuran Itiifaydama teknolojjii amayyaa qonairrti dabalaniiru						
3	Ga'eesoon wagaa sadiin dura BGQGX xumuran Omishaaf omishtumaa qonnaa dablani ET 3						
4	Ga'eesoon wagaa sadiin dura BGQGXn xumuran galiin ga'esoota mataa mataan dabalee						
5	Ga'eesoon wagaa sadiin dura BGQGX xumuran hirmaanaa dhimmota haawaasuma kessatti taasisan foyya'e						
6	Ga'eesoon wagaa sadiin dura BGQGX xumuran filanno adda addaa keesstii damaqinaan hirmaachuu isanii dabalee						
7	Ga'eesoon wagaa sadiin dura BGQGX xumuran dirqamaafi ittigafatamumaa haawasa kessatti bahachuuf foyya'insa mulatee						
8	Dandheetii dubartootaa wagaa sadiin dura BGQGX xumuran itti gafatmumaa maatii isaaniif qaban dabalee						
9	Ga'eesoon wagaa sadiin dura BGQGX xumuran dandheeti dubisuuf shalagu isaani foyya'era						
10	Dubartooni wagaa sadiin dura BGQGX xumuran BGQGX dhukubaaf du'aa haadholee xiqeesuun umrii dheraa akka jiraatan taasisu irrati						
11	Ga'eesoon wagaa sadiin dura BGQGX xumuran Foyyinsa Pnaano ofif qabenya umamaa kunusu irrati jijiram agarsisan						
12	Ga'eesoon wagaa sadiin dura BGQGX xumuran Qulqulina ofi eguirrati jijirama agarsisaan						

**Gaaffii 3ffaa Rakkoleen ijooon BGQGX hojji irra olchuuf gufu ta'an maal fayi ?**

Rakkoleen ijooon BGQGX hojji irra olchuuf gufu ta'an Malatto (√) agarsiisi. 1=cimsee walihingaluu ,2=walihigalu 3=hanga ta;e waligalee,4=waligalee , 5=cimisee waligalee

lakk	Rakoo ijoo	Sadrkaa rakoo ijoo					
		cimise waligale=5	Waligalee =4	Hanga ta;e waligalee u =3	Waligalee =2	Cimsee waligalee lu=1	Yaada hinqabuu
1	Haanqina haala mijeesaa BGQGX gosa mala baru barsiisu ga'eesaan ebifamee						
2	Haanqina hubanoo haawaasaa sagantaa BGQGX walqabatee						
3	Hanqina kafaltii onechiftuu ogeessota sagantaa kana kessati hirmaatan						
4	Hanqina leenjii walttifufinsa qabuu haala mijeesitootaaf ogeesoota sagantaa kan irrati hirmaatan						
5	Hanqina qulqulina meeshaale ittin barsifamuf qajelcha barsisaa						
6	Hanqina caasa motuma gaheef ittigaafatamumaa sagantaa BGQGX hojji irra olchuf taasifamu irrati						
7	Hanqina yeeroo haala mijeesitootaaf ga'eesoota birati mulatu (sagantaa BGQGX hojji irra olchuuf )						
8	Hala mijeesooni sagantaa kan mijjesuuf feedhi/kakaumsa dhabuu						
9	Hanqina kutanoo siyaasa hogantoota itti fufinsa sagantaa BGQGX irrati qaban						

**Gaafii 4ffaa gara fula duraati sagantaa BGQGX idoo qoanoon kun gageefamaa jiruu irratii babalisuuf maaltu hojjatamau qaba ?**

**Oddefanoo dabalataa.B**

**Gaafanno gadii fagneenyaa ga'eesoota wagaa sadiin dura BGQGX xumuran**

Issini mata duree qorranno kana jalati yaada bilchaataa akka nufi keenitan abdii qabina Mata dureen qoanoo kanaa kan xiyeefatuu hojjii ira olmaaf rakkowan ijoo sagantaa BGQGX jiruuf jrenya haawaasa foyyeesu irrati ta'aa. **hojjii**kanafi haali akka mijatu yadanu qabachun dabalataa sagaleen hirmaaoota niwaraabama.kana kan fayadamus qaama qo'aanoo kana gageesu qoffa yatau dhumarate erga gara brefamaati jijirameen booda meshaa sagalee ittin warabamee kessa akka haqamu nitaasifamaa.

**A.yeroo itti waraabamee \_\_\_\_\_**

**B.baka oddeefanoon fudhatame \_\_\_\_\_**

**C.odefanoo dhunfaa: umurii  Salaa  hojjii.  years of  completion of IFAE**

**1.Haala mijesiton IFAE dandheetii,beekumsaaf hubanno ,leenjiif kakaumsa barbaachisaa BGQGX hojjii irra qlchuf ta'e qabaachu isaani ibsii.**

**2. Saarkaan dandheeti kee qubee afaan oromoo fi lakoofsoota dubiissu akasumas hima dheera bareessu fi dubbisuf kee maal fakaata?**

**3.Ergaa BGQGX xumurtee ebbifamitee booda jijirama dingidee jiruu kee keessatii argatee ibsii.**

**4. Ergaa BGQGX xumurtee ebbifamitee booda jijiramagama fayyaan,qabanya umama naanoo offii kununusun,technologjii amayaan fayadamuun,dandeeyii dubartooto cimsuun mulatee ibsii.Jijiramini kun akkamitti dhufee ?**

**5. Ergaa BGQGX xumurtee ebbifamitee booda jijirama/hubbanoo siyaasa jiruu kee keessatii argatee ibsii.**



**6.Rakkoleen ijoo Sagantaa BGQGX hojjii irra olchuu kesstti issin qunaman maal fayyi ? (gama kuttanno mutumaan,feedhii haala mijeesaa,,ordoofii deegarsa walitti fufinsa qabu dhabu,haanqina meeshaalee barnoota.)**

**7.Sagantaa BGQGX gutumaan gutuuti hojjii irra olchuuf tarkaanfiin gama motumaa,gaeesaan KKF fudhatamuu qaban ibsii.**

**Odefannoo C**

Maree garee waa/ee BGQGX illachisee koree teekniika BGQGX wajjin taasifamee.Issini mata duree qorranno kana jalati yaada bilchaataa akka nufi kenitan abdii qabina Mata dureen qoanoo kanaa kan xiyeefatuu hojjii ira olmaaf rakkowan ijoo sagantaa BGQGX jiruuf jirenya haawaasa foyyeesu irrati ta'aa. **hojji**kanafi haali akka mijatu yadanu qabachun dabalataa sagaleen hirmaatoota niwaraabama.kana kan fayadamus qaama qo'aanoo kana gageesu qoffa yatau dhumarate erga gara brefamaati jijirameen booda meshaa sagalee ittin warabamee kessa akka haqamu nitaasifamaa .

**A.yeroo itti waraabamee \_\_\_\_\_**

**B.baka oddeefanoon fudhatame \_\_\_\_\_**

**C.odefannoo dhunfaa: umuri  salaa sadarkaa barnootaa : certifi  
diplomaa digrii Maastrate**

**1. Dandheetii,beekumsaaf hubanno barbaachisaa haalamijeesitootaa BGQGX hojjii irra qlchuf olu akamitti ibsitaa?**

**2.Haalamijeesitooni BGQGX leenjii haala mijeesitoota akamitti argatan ? (Haalamieesaa BGQGX, D.A. , ogeessa fayya fi barsiisaa)**

**3. Ergaa BGQGX xumurani ebbifamifaman booda wagaa sadii asii Jijirama siyaasa BGQGX n jiruuf jirenya ga'eesa kessatti argamsisee akamitti ibsitaa ? (diimokraasiif mirga namaa)**

**4. Ergaa BGQGX xumurani ebbifamifaman booda wagaa sadii asii Jijirama dinagidee (Economic transformation ) BGQGX n jiruuf jirenya ga'eesa kessatti argamsisee akamitti ibsitaa ? (qonnaa, galii gudiisu,qussanoo, qaxarii,jirruf jirenya foya'e)**

**5. Ergaa BGQGX xumurani ebbifamifaman booda wagaa sadii asii Jijirama hawaasumaa (social transformation) BGQGX n jiruuf jirenya ga'eesa kessatti argamsisee**

**akamitti ibsitaa ? (dandeetii dubartoota cimsuu,fayyaa,qabenya naannoo kununsuu, technologii amayyaa faydamuu fi bareesuufi dubiisuu)**

**6. Rakkoleen ijoo Sagantaa BGQGX hojjii irra olchuu kesstti issin qunaman maal fayyi ? (gama kuttanno mutumaan,feedhii haala mijeessaa,,ordoofii deegarsa walitti fufinsa qabu dhabu,haanqina meeshaalee barnoota.)**

**7. .Sagantaa BGQGX gutumaan gutuuti hojjii irra olchuuf tarkaanfiin gama motumaa,gaeesaan KKF fudhatamuu qaban ibsii**

## Appendix - D

### Themes and Categories Identified from Qualitative Data

No	Major themes	No	Category	No	Sub category
1	Practice of Integrated Functional Adult Literacy	1	Facilitators' moderate knowledge ,skill , attitude and motivation	1	Related to facilitators knowledge ,skill , attitude
				2	Related to facilitators motivation
		2	Adults' moderate Literacy and numeracy skill graduate	1	Related to reading and writing alphabets, numbers and long sentences
2	Economic, Social, and Political Contribution of Of IFAE to Change/Transform Adult Graduates Life	3	Economic change	1	Improvement in saving
				2	Improvement in agricultural product
		4		3	Improvement in income generating
				4	Improvement in adults livelihood
				1	Empowering women
		Social change	2	Improved hygiene	
			3	Environmental protection	
			4	Utilizing modern technology	
			5	Improved Literacy skill	
		5	Political change	1	Practicing democracy
				2	Respecting ones and others right
3	Major Challenges in Implementing IFAE	6	Lack of commitment to sustain the program	1	Very low attention for the implementation of the program from federal to Kebele
				2	Low attention given by sectors for its implementation
		7	Lack of teaching material resource and trained facilitator	1	Shortage of text books, black board , teaching room, chair
				2	Serious shortage of trained facilitator in IFAE
				3	Lack of budget to conduct the work
4	Appropriate Remedy to Alleviate the Challenge	8	Improving government, illiterate adults and facilitators role	1	Government commitment for the success of the program
				2	Illiterate adults commitment for the success of the program
				3	Facilitators commitment for the success of the program