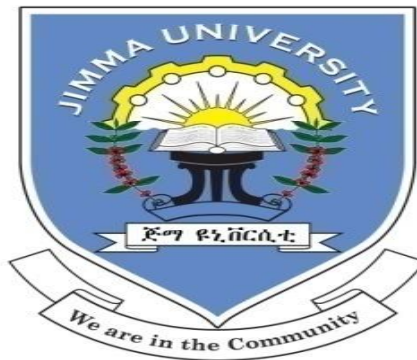# THE PRACTICE AND CHALLENGES OF THE IMPLEMENTATION OF INTEGRATED FUNCTIONAL ADULT LITERACY IN THE JIMMA ZONE

BY

BEYENE HORDOFA

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE OF ARTS IN SCHOOL LEADERSHIP

ADVISORS:

MAIN ADVISOR: **DESALEGN BEYENE (Ph.D.)**

CO-ADVISOR: **GETACHEW HELUF (MA)**

NOVEMBER, 2021

JIMMA, ETHIOPIA

I

DECLARATION

I, the undersigned, declare that this thesis, titled "The Practice and Challenges of the Implementation of Integrated Functional Adult Literacy in the Jimma Zone," is my original work, and all sources that have been referred to and quoted have been dully indicated and acknowledged with complete reference.

Name: **Beyene Hordofa**

Signature: _____

Date: _____

ADVISORS' APPROVAL SHEET

This thesis has been submitted for examination with our approval as University advisors'

Main advisor

Name: **Desalegn Beyene (Ph.D)**

Signature: _____

Date: _____

Co. Advisor:

Name; **Getachew Heluf (MA)**

Signature: _____

Date: _____

Place Jimma University College of education and behavioral science department of educational planning and management.

Date of submission: _____

BOARD OF EXAMINERS' APPROVAL SHEET

As members of the Board of examiners of the final MA thesis open defense, we hereby certify that we have read and evaluated the thesis prepared by Beyene Hordofa titled **"The Practice and Challenges of the Implementation of Integrated Functional Adult Literacy in the Jimma Zone"** and recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Arts in school leadership.

_____   _____   _____

        Internal Examiner   Signature   Date

_____   _____   _____

        External Examiner   Signature   Date

FINAL APPROVAL

This thesis is approved by:

_____   _____   _____

  Head, Research and post-Graduate Office   **Signature**   **Date**

I, as Head of Research and Post-Graduate Office, hereby approve that all the corrections and recommendations suggested by the board of Examiners be incorporated into the final thesis titled "**The practice and challenges of the implementation of integrated functional adult literacy in the Jimma zone**" by Beyene Hordofa.

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ABSTRACT

The aim of this study was to investigate the practices and challenges of the implementation of integrated functional adult literacy in the Jimma zone. It is also aimed at exploring factors that contributed to the challenges of the program. Thus, the design of the study was a descriptive survey that employed both qualitative and quantitative research methods. The study participants numbered 124, that is, 13 vice principals, 8 principals, and 5 supervisors. In addition to the 52 facilitators and 44 adult learners, two IFAL Program coordinators from 3 WEo were also included. To this end, the main results are given as follows: The data was analysed by SPSS version 26. The mean value of respondents' responses about adult learners' skills in writing and reading indicated high for all Woreda, with a general grand mean value of (3.956). . Furthermore, at the 0.05 level, the ANOVA result of all woreda respondents was significant. The items under each variable were aggregated into based on inter-item correlation analysis of the data. The ANOVA result shows that no significant difference existed among the woredas except for a few items. On average, it had a 0.013 with a confidence interval of p 0.05, F4, 119) = 3.65. it can be concluded that, the IFAL program facilitation has mostly depended on employing full-time facilitators and drawing part-time facilitators from sector offices. As a result, increasing investment and efforts in training, as well as recognizing their contributions, helps to encourage and extend their role in IFAL program facilitation. Hence, it could be concluded that the IFAL control practice in the Jimma zone was ineffective. As a result, all these inadequate processes make the status of IFAL program management (planning, staffing, coordination, and control) substandard at best in the Jimma zone.

However, using a group of stakeholders enables them to bring new inventiveness and to present a new effort from their past experiences in program monitoring and evaluation. Therefore, it is recommended that IFAL program monitoring and evaluation be done by identifying the most appropriate personal/experts drawn from all concerned stakeholders who participated in the implementation of the IFAL program. That is, participants in monitoring and evaluation should not always be from the Woreda Education Office. Evaluation results and reports have great value in making all-rounded decisions concerning the provision of the IFAL program. However, the study showed that the IFAL program evaluation lacks a detailed examination of what the LCs have.

Key Words: Adult Literacy, Adult Numeracy, Adult Illiteracy, Adult Reading, and Adult Writing].

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ACRONYMS AD ABBREVIATIONS

FDRE: Federal Democratic Republic of Ethiopia

IFALP: Integrated Functional Adult Literacy Program

MoE: Ministry of Education

REB: Regional Education Bureau

SDPs: Successful Development plans

SMTs: School management teams.

UNESCO: United Nation Educational, Scientific and Cultural Organization

WEO: Woreda Education Office

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Education is an indispensable tool for multidimensional development, including social, economic, political, and cultural aspects (MOE, 2008). It is mainly concerned with the liberation of man from ignorance and poverty. It plays an imperative function in the transformation and improvement of society (Ghash & Zachriah, 1987). In the continuous conferences of different bodies of the United Nations, the issues of Education for All (EFA), environment, human rights, population, social development, women's empowerment, human settlement, and food security have been addressed since the 1990s. These conferences recognized that transformation would be contingent on an adult member of society changing their lives circumstances and gaining more control over their lives. To attain these changes, adults need the latest knowledge, skills, and attitudes (Sabo & Mapofu, 2006). Adults, the immediate producers in society, need to keep on learning throughout the lifespan in lifelong learning (LLL) and life-wide education to catch up with rapid changes in society and ensure sustainable development (Galabawa, 2005, as cited in Blackson, 2008). Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal system (Seya, 2014). It targets girls and boys over 15 years of age, as well as those who are poor and underprivileged. Adult education content may include income generation, health, literacy, numeracy, knowledge, life skills, and problem-solving. It is considered a remedy for early education and self-fulfillment.

These geared society towards active involvement in economic, social, and political life (Seya, 2014). The importance of adult education is growing in the Third World because many see it as a valuable instrument for sustainable development (Nafukho, 2011). It has been considered as a bridge between the desires of some to achieve a higher income and social status on the one hand and the development goals of the government on the other hand (Rogers, 1992). Adult education consists of systematic and organized educational activities to deal with any area of life, including family, work, and health matters (Coombs, 1985 as cited by Josses-Bass, 2007).

Tekalign (2010) brought in merging the IFAL program with educational progress as a whole to focus. Functional Adult Literacy (work-oriented Literacy) is at an infant stage in the Third World. Its newest manifestation may be literacy, integrated with income generation. Bhola (1984) stresses that proper and organized IFALP has advantages for an individual to be

independent in his/her daily activities as it helps the individual to increase productivity, improve his/her status in society, and assist him/her in upward mobility in the social structure. The government of Ethiopia attempted to mobilize the scarce resources and develop the partnerships essential to sustain the adult education program as stipulated in the Education Sector Development Program (ESDP) V2015/2016–2019/2020). Recently, the government of Ethiopia has been working to address the more than 19 million illiterates across the country. However, the practices and challenges are not yet investigated in depth. Therefore, it is rational to inquire whether such practices and interventions have had a momentous impact on the road to middle- and lower-income countries by 2025. To understand the situation and develop a general platform for the implementation of IF AEP, the researchers considered the current topic to examine the existing practices and challenges of IF ALP in Eastern Ethiopia.

Education is at the heart of Ethiopian government policy aimed at achieving middle-income status in the coming decades (ESDP IV 2009/10-2014/15). The education sector, both formal and non-formal, should provide capable citizens with core literacy and numeracy skills and with the middle and higher-level capacities needed by the emerging productive sectors. The Ethiopian Federal Ministry of Education recognized that increasing adult literacy rates would support other development goals (MOE, 2006). Mothers' education is directly or indirectly associated with infant mortality, child health, and schooling (MOE, 2006). Since the 1960s, adult learning has come to be a key component of most strategies for development. In today's rapidly changing societies, adult education is a branch of lifelong education endeavour through which the community keeps up with changing development (MOE, 2006). Taking this policy into consideration, the new national adult and alternative basic education strategies of Ethiopia initiate the formation of adult non-formal education with a particular emphasis on integrating.

Functional adult literacy program. As a result, a governance structure was created and staffed at all levels (Katy, 2007). The focus of the Integrated Functional Adult Education Program (IFAEP) is to convey knowledge and skills in income generation, environmental protection, cultural education, health, civic education, and agriculture, and to enable them to read and write. However, in Ethiopia, a high level of illiteracy among the adult population is still one of the major barriers to achieving development goals by 2025. Regarding the status of adult education, the federal Ministry of Education in 2008 pointed out that the program had remained low in terms of accessibility and relevance; it had not been geared towards problem-solving and had failed to address the immediate life of the adult community. In the same way, the Education Sector Development Program (ESDP-IV) revealed that the figure of adult illiteracy

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has remained high, and the issue has become the main challenge and priority agenda in ESDP V (MOE, 2015). Despite the expanded social, political, and economic role that governments in most third-world countries envision for adult education, the program has come to a halt, is severely under-resourced, and the clarity of thought has been lost (Rogers, 1992). The most powerful concept that has been lost by stakeholders is the socio-economic impact of the program. On the other hand, from the researcher's frequent discussion with stakeholders (facilitators, experts, and adult learners) and practical observation on the ground, It was assured that the existing structure had not been well instituted, integrated, and functioned as expected. More specifically, the tasks and responsibilities of the government, civil society, and the community are ambiguous (Katy, 2007). However, the standstill researcher does not critically investigate the causality and extent of all these problems for policy-makers, program designers, and implementers as a gap. Furthermore, the contribution of the IFAE program to improving the livelihoods of the people has not been checked, and a research-based solution for the challenge encountered by the program has not yet been recommended for further improvements. Therefore, this research aimed to assess the practice and challenges of the implementation of IFAEP in the Jimma zone.

1.2 Statement of the Problem

As has already been mentioned in the background section, illiteracy is a major challenge in developing countries. Ethiopia is one of the developing African countries that has been highly threatened by illiteracy for the last few decades. Ethiopia's FDRE government has done a lot of activities to expand adult education in Ethiopia during the last two decades (MOE, 2008). The government addresses adult education through a multi-spectral approach. Various ministries are putting adult education at the center of their agendas. More specifically, the Ministries of Education, Agriculture, and Health are among the ministries that are vigorously involved in adult education in Ethiopia (MOE, 2008). Apart from the efforts of the government, several non-governmental organizations and community-based organizations are engaged in expanding functional adult literacy programs.

The action plan of IFAL defines the content of adult and formal education to include literacy, numeracy, and the development of skills that enable learners to solve problems and change their lives. The draft Adult Education and Alternative Basic Education policies state that adult education must not be understood to mean only literacy, basic education, and skills for youth and adults. In today's fast changing society, adult education is part of the life-long education

effort through which people keep up with changes and develop themselves increasingly (Ans, 2007).

On the other hand, though the concept of MOE looks at adult education as a functional skill, particularly designed for illiterate people (countryside), its actual practice remains in question at different times. For instance, (ESDP IV) (2003 EC–2007 E.C) pointed out some basic problems related to functional adult literacy. According to ESDP IV, there are differences in the conceptual understanding of Integrated Functional Adult Literacy and a lack of standardized parameters. Weakness of facilitators with the required skills and knowledge base that would enable them to implement integrated functional adult literacy as intended, inequitable distribution of adult education, low level of relevance in relation to daily life situations.

The final goal of all the efforts being made by the different organizations in the IFAL program is to build the capacity of the productive part of society and thereby to make them improve their living standards and competency participation in the national effort for development (MOE, 2008:8). However, the challenges in the IFAL program were weak instructional support, lack of trained manpower in the area, lack of motivation, lack of awareness, and poor communication networks. Based on this, the drop-out rate for functional adult literacy is progressively increasing. Researchers who conducted studies on the IFAL program (Eshetu, 2012; Fedilu, 2012; Kefyalew, 2012) indicated the practice and challenges of engaging women and low-income citizens. On the contrary, this study mainly focuses on the factors influencing the implementation of the IFAL program with respect to the principles and guidelines. Therefore, it was, therefore, such conditions that indicated the existence of a gap and gave background to the study, and it was based on this background that the researcher intended to attempt the research to fill the gap not filled by previous researchers. It was also this situation that gave justification to the effort made to examine the current practice and possible explanatory factors regarding the implementation of the IFAL program in the Jimma zone. Accordingly, this study attempted to answer the following basic questions:

1. What is the current practice of the implementation of IFAL in the Jimma Zone?
2. To what extent is IFAL effectively managed in the Jimma Zone?
3. What factors affect the effective implementation of FAL in the Jimma Zone?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the practices and challenges of the implementation of functional adult literacy in the Jimma zone and thereby investigate the factors that contribute to the challenges related to the program.

1.3.1 Specific Objective

- To evaluate the practices of integrated functional adult literacy implementation in the Jimma zone.
- To investigate the extent to which integrated functional adult literacy was managed in the Jimma zone.
- To explore the challenges of the implementation of integrated functional adult literacy in the Jimma zone.

1.4 Significance of the Study

The study was aimed at an assessment of the status of IFAL program management, and has a multidimensional value for IFAL concerned bodies. Some of them are: The study helps to make IFAL experts, coordinators, and facilitators aware of their role during IFAL program planning. Additionally, the study forwards the considerations that are to be considered during the IFAL program plan development for planners. It is believed that the issues of the IFAL program are broad and require the participation of several sectors or stakeholders. Thus, the study serves as a wake-up call for the IFAL program concerned stakeholders to work together in coordination to push forward the program implementation, which needs a collective effort. Providing continuous training, creating appropriate means of remuneration and professional development opportunities for facilitators is vital for the successful implementation of the IFAL program. Therefore, the study provides information for WEOs about how to perform the above-stated staffing functions effectively to sustain the ability of IFAL personnel or facilitators over time in the program. The study helps the IFAL experts, supervisors, coordinators, and facilitators adapt to the steps and some practice in the IFAL program monitoring and evaluation activities. The study forwards possible recommendations for the concerned IFAL stakeholders that can serve as a benchmark for the improvement of IFAL program management in terms of the required planning, coordination, staffing, and controlling practices. The study serves as a

stepping-stone for research institutions, professionals, and researchers who require further study in the fields of planning, coordination, staffing, implementation, monitoring, and evaluation of the IFAL program and related issues.

1.5 Delimitation of the Study

Management in education has several functions. These include planning, organizing, and coordination, staffing, leading, controlling, reporting, and budgeting. However, it is not possible to cover all these management functions within the researcher's cost constraints. Therefore, for this study purpose, only such management functions as planning, coordination, staffing, and controlling practice of IFAL programs that are carried out by government-owned institutions such as WEOs and LCs were the main focus of the study. For getting representative sample participants for the study, the sample frame LCs selection was delimited to five weredas (L/kossa, Cora Boter and Manna, Seqa, Qarsa), which were selected randomly out of the total twenty one weredas of the Jimmal zone. The reasons for this delimitation were: a) all weredas in the Jimma zone are implementing the IFAL program with a similar management structure; and b) collecting data from all weredas was very difficult as compared to the researchers' cost constraints.

The data source for the study was bound within four categories of subjects. These were: a) WEOs personnel, b) Cluster school supervisors, c) Coordinators, and d) Facilitators (full-time employed facilitators, primary school respondents, DAs, and HEWs). The researcher believed that the above-mentioned bodies that have an active role in the management of the IFAL program, from WEOs up to LCs, can provide appropriate information for the study.

Geographically, the study was limited to the Jimma zone of Oromia Regional State. The reason behind this was that, previously, the researcher had worked in five woreda of the Jimma zone. Accordingly, the researcher was familiar with the geographical area (Jimma zone) where the study problem has been investigated.

1.6 Limitation of the Study

The study did not attempt to investigate all problems that are related to IFAL program management issues in the Jimma zone. It is only limited to exploring the existing status of planning, coordination, staffing, and controlling practices of the IFAL program. Therefore, the study does not indicate the full overview of IFAL program management status. The absence of

adequate documents at the LCs because of their poor documentation presented challenges for the study to strengthen and support the primary source data.

1.7 Operational Definition of Terms

The researcher has given the following terms their appropriate operational meanings in relation to the study**:**

Adult Education: it represents the meaning given to IFAL. It needs more definition.

Adult learners: are people between the ages of 15 and 60 who are unable to read, write, or calculate and have previously dropped out of primary school and are now enrolled in the IFAL program.

Basic literacy skills: the ability to read, write, and use numbers in order to understand and communicate in order to make informed decisions and thoughts.

Controlling: represents the practice of IFAL program monitoring and evaluation. Coordination: the organization of stakeholders to implement the IFAL program together.

Coordinators: Primary school principal**'s** representatives are responsible for coordinating efforts for the implementation of the IFAL program at the LCs.

Facilitators: are government employees (including primary school respondents, HEWs, DAs, and full-time facilitators) who are facilitating adult learning at the LCs.

Integrated Functional Adult Literacy: is an educational program that is delivered for adults focused on enabling learners of the program to successfully learn the skills of reading, writing, and numeracy in the context of their daily life and experiences.

Literacy Center: a place where the process of adult learners' facilitation/teaching-learning process takes place.

Life Skill Learning: the learning content such as health education, agricultural extension education, income generation activities, civics education, natural resource conservation, etc. is delivered for adult learners, which helps adults develop adaptive skills.

1.8 Organization of the Study

This proposal consists of three chapters. The first chapter discusses the background of the study, the problem statement, the conceptual framework, and the objectives of the study, the significance of the study, the delimitation, or scope of the study, the limitations of the study, the definition of terms, and the organization of the study. The second chapter deals with a review of related literature related to the main factors that influence the IFAL program in the Jimma zone. In order to establish a theoretical framework for the concern, the current state of knowledge related to the study is reviewed from the available literature. The third chapter deals with research design and methodology. The fourth chapter deals with the presentation and interpretation of data. Finally, the fifth chapter provides a summary and conclusion.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The concept of Adult Education

Many institutions and scholars have expressed various points of view on education in general, and adult education in particular. Accordingly, FRDE (1994:1) described education as the process by which people transmit their experiences, new findings, and values accumulated over the years. Moreover, it is a fundamental right to a prerogative society for the development of human beings by which individuals and communities acquire and strengthen the knowledge and skills for life (Diaz & Romero, 2017:122). Education in emergencies comprises learning opportunities for all stages, which encompasses early childhood development, primary, secondary, non-formal, technical, vocational, and adult education (INEE, 2010:2). In particular, see the concept of adult education. Many definitions were given, but for this review, it is preferable to consider the most widely accepted meanings given by UNESCO (1997) as: "adult education" denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and turn their technical or professional qualifications in a new direction to meet their own needs and those of their society. Adult learning encompasses formal and continuing education, non-formal learning, and the spectrum of informal and incidental learning available in a multicultural learning society, where theory and practice-based approaches are recognized (pp. 1). The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, and non-formal education (Shamsideen, 2016:10). Many researchers came to the conclusion that adult education is a system through which men and women seek to better themselves or their society by increasing their skills, knowledge, and capacity (Zmeyov, 1998 in Yilfashewa & Garkebo, 2017:48). Thus, adult education, which is education for every individual, is seen as an opportunity and as a development potential, which can contribute to the development of an individual and the wider community at large (Avdagi & Ellwanegr, 2017:186).

The broader, ambitious scope of the new global education agenda is a necessary condition for coping with the societal development challenges in an increasing interdependence and complex world (Tawil, 2016:22). Contemporary study proves that education generally and adult education particularly, is considered as the key to enter development (Mohamed, 2013:1). Therefore, it is a significant tool to address the global challenges such as democracy, peace and human right, preservation of diversity, education for all, prevention of HIV/AIDS, confect

resolution and work force development (Genet & Haftu, 2013:48). That is why the opportunity to be educated is central to advancing all-round human development in every aspect (UNESCO, 2017:11).

Adult education positively impacts a host of social and economic issues (Tylor, 2016:68). It stabilizes one's educational attainment as it provides constant refinement of knowledge and skills, and it plays a supplementary role as it takes over from where the formal school system stops (Yilfshewa & Garkebo, 2017:47). Moreover, it is now admitted that growth alone will not reduce poverty unless poor people are able to actively participate in adult education (Shamsideen, 2016:11).

In addition, adult education brings health benefits, healthier behaviour, and lower health costs for both individuals and societies (UNESCO, 2016b:69). It is believed that the education of adults through the IFAL program brings about the desired development of a country in a short period of time (Genet, 2014:14). The goal of the IFAL program is to develop the ability of learners to make use of basic literacy skills to solve problems and meet learning needs in daily life (Kebede & Mohamed Husen, 2016:129). It also ensures the active participation of the newly literate population in social and economic development.

2.2 Adult Literacy

Literacy is broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world (UNESCO, 1997:1). In every society, literacy is a necessary skill and one of the foundations of other life skills. Basic adult literacy skills, comprising reading, writing, and computing, are the foundation skills enabling people to function effectively in today's text-mediated knowledge societies and to make informed life choices (UNESCO, 2014:36).

Adult literacy can be looked at in several ways that are generally referred to when adult literacy is discussed:

Reading: Functional literacy is often defined as the ability to read at a particular grade level. Written Literacy might best be considered as an individual's capacity to write what he/she needs to in a clear and reasonably accurate language. Numeracy, or mathematical literacy, usually refers to the ability to perform basic mathematical operations such as addition, subtraction, multiplication, division, and whatever else is normally needed in everyday life.

Literacy and numeracy are viewed as foundation skills forming the core of basic education and are indispensable for full participation in society (Hanemann, 2016:47). That is why the vision

of adult literacy supports integrated approaches to facilitate adult literacy and numeracy learning, such as family literacy, family learning, and literacy embodied in practical skills training and income generation activities. Whereas adult numeracy as a life skill also involves the competent use of mathematical language every day, knowledge and the confidence to manage the mathematical demands of real-life situations. Acquired and shared through reading and writing, knowledge shapes individuals and weaves the social and cultural network between them and the world around them (Ngem, 2013:7). Instead of looking at reading and writing as tools for linking the mind with text, one can look at them as means of connecting the mind with life. This means encouraging learners to look beyond "reading the word" to "reading the world" is necessary (Julit et al., 2007 in Hildana, 2014:9). Therefore, adult literacy has personal, social, and economic dimensions. Literacy increases the opportunities for individuals, families, and communities to reflect on of their situation.

Possibilities and change (McHugh & Dolan, 2012:6). A literate population is a pre-condition for any nation to become competitive within a global economy (UNESCO, 2015a:3). In this regard, increasing adult literacy rates will support other development goals, such as a) children with literate parents stay in school longer and achieve more; and b) each additional year of education for mothers is also associated with a significant reduction in infant mortality and improved child health.

Besides the literacy content, the creation of an adult learning environment would have an immense contribution to the success of the IFAL program (Kebede & Mohamedhusen, 2016:132). Adult literacy and education for men and women of all ages can be provided at schools, learning centres, or other agencies that enable them to improve their general knowledge (Aggarwal & Thakur, 2013:47). Accordingly, INEE (2010:58) figured out that adult learning environments and literacy centres need to be flexible and adapted to the context. Adaptations may include: a) changes to class schedules, hours, shifts, and annual timetables to meet the needs of a group of learners; b) alternative methods of delivery such as self-study, distance learning, and accelerated or catch-up learning programs; and c) provision of child care services for young parents.

2.3 The practice of the IFAL Program in Ethiopia

IFAL program is an approach used to help adults acquiring basic literacy skills and enhance their livelihoods in their locality which intern could contribute for the development of the country (McCaughey; Merrifield & Millikan, 2007 in Kebede & Mohamedhusen, 2016:128).

IFAL program in Ethiopia perceived as: the acquisition of the mechanical skills of the 3Rs10, life kills11, technical/vocational skills12 and business skills13 (Sonja, 2011:71). Largely, IFAL builds on indigenous knowledge and seek to link reading, writing and numeracy skills to livelihoods and skill training in areas such as agriculture, health, civic and cultural education (Bernd, 2009:9).

Reading, writing and basic mathematic skills. Relates to basic knowledge and skills gained from agriculture, health- hygiene and sanitation, civics education, saving and related facts which are covered by the topics in the literacy program by considering the adult learners' daily life. Relates to income generation activities such as weaving, pottery, sheep fattening, etc. Skills which enables to run a business such as basic book keeping, assessing competitors. In Ethiopia, the education system has shown a systematic increase in enrollment in almost the education sectors over time (UNESCO, 2015b:4). However, according to current studies on the practice of adult education reveals the fact that there is a problem of underreporting of available data and underestimation of participation rates (Yilfashewa & Garkebo, 2017:48). Recent investment in primary and secondary education has overall had a positive impact on young people, although adult have not benefited to the same extent (UNESCO, 2016c:39). According to the UNESCO survey report almost half of Ethiopian fathers and a third of mothers have completed primary school, while a significant proportion (45% of fathers and 75% of mothers have no education14. For adult and youth who did not get the chance to take part in regular programs, implementation of IFAL is of great importance to accelerate the ongoing development activities in the country (MoE, 2008:2-3).

Education, as a very imperative factor to human development, is of a high priority in the overall development endeavor of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation, as a result, a comprehensive education and training policy was formulated in 1994 that encompasses an overall and specific objective, implementation strategies including formal and non-formal education (FDRE, 1994:4). This ETP guides action, lay down principles and creates the conditions needed to foster learning opportunities (UNESCO, 2016b:31).

In Ethiopia, the National Adult Education Strategy has been developed in 2008 with an active participation of all concerned stakeholders. From the study of Tilahin (2011) in Yilfashewa & Garkebo (2017:48) it is possible to understand that the aim of developing the NAES was to impart the knowledge and skills among the adults and to facilitate conditions for the provision

of functional adult literacy program. Currently, the national efforts in adult education have been guided by the Master Plan for Adult Education which was drafted during the preparation of ESDP document. This can be considered as a positive step for progress in the field of adult education/IFAL program.

2.4 Participants and/or Beneficiaries of IFAL Program

"Beneficiaries, participants, target group and, occasionally, learners are all used interchangeably in various adult education documents to refer both potentials and actual adult learners" (Bernd, 2009:36). All people, irrespective of their difference in sex, age, race, ethnicity, persons with disability, migrants, indigenous people and especially those in vulnerable situations have an opportunity to access lifelong learning (United Nation, 2015 in UNESCO, 2016b:17). Because IFAL program helps them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society.

That is why participation in adult education program is a voluntary activity, more precisely participation in organized adult education is considered as a matter of principles based on participants free well (Sava, 2012:14).

In Ethiopia, the IFAL program provision consider the special interest of different age groups and people with special needs (visually impaired, handicapped) with the consideration of local cultural and linguistic diversity (ADEA, 2012:12). But first and foremost, give emphasis for the high illiterate rate of women; especially provisions must be made to recruit women to participate them in the program with the focus of meeting their special needs in their community context17. With the focus on decentralize IFAL program provision, the regional IFAL program guideline of BGRSEB (2013:5) identified that the beneficiaries of IFAL program includes any individual and groups whose age is above 15 years old. In the implementation guideline document as clearly found, the recruitment and selection of participants are determined based on adult's willingness' to take part in the program. Accordingly, the beneficiary of IFAL program includes**:**

 Illiterate individuals who didn't got the chance to education previously Early school leavers or who didn't complete their primary school Unemployed individuals Prisoners and ex-prisoners, juvenile delinquents, minors with delinquent behaviors Ethnic minorities, refugees, asylum seekers, repatriate Individuals with physical, mental and chronic disabilities Specific categories of women (e.g. victims of abuse)

2.5 IFAL Program Management

Before reviewing the practice of IFAL program management, it is important to see what management and educational management mean. Scholars described that "management is the process of designing and maintaining an environment in which individuals working together in groups, efficiently and effectively to accomplish the activities of the organization" (Nafuko; Wawire & Lam, 2010:55). Parallel to this, the term management can be understood as the collection of activities that involves setting the strategies of an organization and coordinating the available efforts of its employees to accomplish its objectives through the application of available resources. Looking exactly the concept of management in education, it can be perceived as a professional action for achievement of innovative and efficient services for education and learning of learners to support and accept the new understanding (Avdagić, 2017:13). According to scholar's study, "management in adult education is expected to make some changes in the nature and mission of education organizations to support and accept a new understanding for the benefits of learners'' (Avdagić & Ellwanger, 2017:180). Therefore, one of the scientific fields which could use its knowledge to initiate a positive change in the development of adult education is educational management. Management in IFAL program covers the planning, staffing, coordination as well as outcome/impact control of the educational activities (Merk, 2006 in Avdagić, 2017:21). Besides to this, scholars concluded the management of adult education as:

There are many applicable managerial functions for adult education, but they can be implemented depending on the characteristics of the external environment. To respond to everyday managerial challenges, to make plans for the next day or the next year, to motivate employees to discuss and negotiate with partners as well as to improve educational offers, employee can't possible to working as amateurs, without a strategy. All these activities and process need to be managed in a proper way, which means one need to have adequate tools to be able to use them in practice (Avdagić & Ellwanger, 2017:198).

2.5.1 IFAL Program planning

Planning in the expression of UNDP (2009:7) can be conceived as "the process of setting goals, developing strategies, outlines the implementation arrangements and allocation resources to achieve the intended goals." Additionally, it is the formal process of making future action decisions of individuals and organizations (Aggarwal & Thakur, 2013:28). Therefore, a plan

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of action for adult education provision is a living reference framework for implementation of the intended program activities

According to different scholars' viewpoint, "adult education as an academic discipline, must address the issue of program planning and about organizing educational provisions in a managerial way. That is to ensure a tailored, smoothly running program, able to reach the envisaged learning outcomes based on well-defined instructional and marketing plans" (Sava, 2012:10). Hence, planning in IFAL program plays significant role in the management of literacy centers to make some adjustments at any of the stages to identify constraints faced in the process of IFAL program plan implementation (Dire, 2014:27).

2.5.2 The Stages of IFAL Program Planning

The IFAL program planning process ought to give due consideration to learning literacy contents, facilitators, coordinators, IFAL program committee, conditions of learning centers, training material and supra environment of training centers (Dire, 2014:27). According to the UNDP (2009:8) it is also important to note that planning encompasses nearly five processes. These are involving: Conducting Beneficiaries' Need Analysis: this is an important issue wherever educational programs are carried out i.e. "designed to attract adults on a purely voluntarily basis, just by matching their interests and needs" (Sava, 2012:9). Searching source of information for need assessment also considered here. Identifying the Vision, Goals, Objectives to be Achieved: this means making explicit to the result to be achieved; how it will be achieved Programs in terms of learning outcomes or competencies in which the learner will have acquired at the end of the program (Sava, 2012:120). Formulating the Strategies Needed to Achieve the Vision and Goals: including scheduling of activities to perform tasks sequentially. Determining and Allocating the Required Resources: includes financial, human, material, etc. resources to achieve the vision and stated goals of the IFAL program. Outlining the Implementation Strategies: includes stating the means of arrangements for monitoring and evaluating the IFAL program progress and completion respectively towards achieving the identified vision and goals.

2.5.3 The Benefits of Planning in IFAL Program

Scholars figured out that the merit of planning in IFAL program implementation is unquestionable. Planning in adult education has multipurpose such as: to bring planned change in the system of educational provision, content and program structure, to continuing successful

parts of the existing program in to the future and to reflct on the quality and performance of the existing programs (Sava 2012:98). To illustrate more about the benefit of planning in adult education, UNDP (2009:20) identified four core importance of planning. These are: Planning enables us to know what should be done when without proper planning; programs may be implemented at the wrong manner and result in poor outcomes. Planning helps mitigate and manage crises and ensure smoother implementation- there will always be unexpected situations in program. However, a proper planning exercise helps to reduce the likelihood of these and prepares the team for dealing with them when they occur.

Planning improves focus on priorities and leads to more efficient use of time, money and other resources- having a clear plan or road map helps to focus limited resources on priority activities, that is, the one most likely to bring about the desired change. Planning helps to determine what success will look like- a proper plan helps individuals and units to know whether the result achieved are those that were intended and to assess any discrepancies.

2.5.4 Coordination of stakeholders in the implementation of the IFAL program

Coordination can be well-defined as the process of making organization of the human and material potentials to achieve goals set in adult education through collective effort (Avdagić & Ellwaner, 2017:180). The lifelong learning approach supports the idea of building bridges between different actors, institutions, process, learning spaces and moments to develop holistic designed adult learning system (Hanemann, 2016:47). Coordination for adult education are in place and support stakeholders "working to ensure access and continuity of quality adult education" (INEE, 2010:31). The process of preparing strong coordination among stakeholders for the sustainability of IFAL program begins with by ensuring the readiness, granting support, institutionalizing of the initiative and initiate to scale-up the plan (Pimentel, 2014:4).

 Stages of Stakeholders Coordination Sustainability Stage One: Creating Readiness- Making the environment/climate suitable for change. Stage two: Generating Support- mobilizing interests, conciseness and inviting key stakeholders Stage Three: Institutionalizing the Initiatives- Maintaining Changes through existing policies and practices Stage Four: Initiating a Scale-up Plan- sustaining momentum, progress and creative renewal Effective outreach and promotion of adult education depends on developing partnerships and sharing responsibilities between the service provider organizations through pooling of their valuable ideas, methods and resources (McHugh & Dolan, 2012:56). Thus, adult education services are a part of local

networks which bring together community groups, local education providers and public service agencies20. Therefore, coordination between sectors is essential for the effective responses that address the right and needs of all adult learners (INEE, 2010:4).

In Ethiopia, when the ETP was ratified, it considered the cooperation of various developmental and social institutions with the Ministry of Educations to organize the non-formal education and training programs (FDRE, 1994:26).

Consequently, the draft of NAES proposed to establishes inter-ministerial committees at the federal and similar committees from regional to woreda and kebele level to promote and ensure the joint action on IFAL program implementation (MoE, 2008).

Besides to the decentralized administrative system of the country, it was acknowledged to provide the adult education sector with coordinated management through integration of relevant ministries/bureaus/departments/office and thereby organizing adult education in a strengthened and coordinated manner up to the grass root level. As a result, five federal level ministries such as Health, Agriculture and Rural development, Children and Women Affairs, Youth and Sport, and Labor and Social Affairs have signed a Memorandum of Understanding with the MOE to enhance the IFAL program implementation in collaboration (MoE, 2008:2). Vertically, it also recognizes the role and responsibilities of each stakeholder's whether they operate at the national, regional, wereda, kebele and community level (ADEA, 2012:10).

2.5.4.1 Challenges of Stakeholders' Coordination in the IFAL Program Implementation

Poor coordination caused from challenging factors in IFAL program can decrease the achievement, complicate the process and delay the completion of the program objectives21. However, it is crucial that some challenges in coordination of IFAL stakeholders such as "inadequate policies and guidelines, competition for resources, lack of accountability, unequal relationships, lack of capacity of partners, unclear goals and objectives, lack of transparency are recognized and need openly discussion" (Bernd, 2009:26).

Moreover, Oromia (2017) on its annual IFAL report revealed that the achievement of IFAL program implementation was not more than even half of the yearly plan. This low level of achievement was resulted mainly because of poor coordination among concerned stakeholders'. According to the report, many hindering factors that challenging stakeholder's coordination during the implementation of IFAL program in 2016/17. These are:

Stakeholders' belief that individual effort is more beneficiary than cooperation of stakeholders' belief that let alone the implementation of IFAL program as the only centers Primarily task of educational institutions including WEOs, primary schools and/or literacy, stakeholders busy with the duties and responsibilities of their office Lack of stakeholder's clarified goal being achieved through IFAL program Lack of committed leadership of stakeholder's office to see IFAL program as their task Lack of stakeholders' capacity in relation to human power, financial and material resources to involve in the IFAL program Lack of continuous discussion among stakeholders about the program progress Lack of integration between stakeholders' office managers and local level experts Lack of integration between Wereda and Kebele IFAL board and technique committees Lack of accountability of stakeholders in the implementation of IFAL program

2.5.4.2 The Staffing of the IFAL program

Staffing is one of the significant functions in the management of adult education program. It is a critical organizational function which consists of the process of acquiring, deploying and retaining a workforce of sufficient quality and quantity to create positive impact on the effectiveness of the organization22.

2.5.5 Types of Personnel (Worker) in IFAL Program

The Ethiopian MoE, during the draft of the NAES was recognized to assigning competent human power at all level of the education sector by considering expected duties and responsibilities in the implementation of IFAL program (MoE, 2008:14). By bearing in mind this, Bernd (2009:43) identified that, "the task of providing adult education requires at a minimum three categories of human resources. These are: University trainers/educators/researchers, Managers at different levels of adult education delivery, and trainers/respondents/facilitators- those guiding the adult facilitation process." For this study review, the last two categories of adult education personnel have been given more emphasis and presented in detail below: IFAL Program Management Staffs (Managers): Adult education management staffs and/or managers support the development, organization and coordinate the delivery of IFAL program services (Bernd, 2009:53). Additionally, in the statement of Bernd, IFAL program management staffs could be familiar with the following competencies. Such as:

Adult education staffs with varying degree of depth need to understand the aims and principles of adult education management, planning, implementing, reporting at different levels; Knowledge of broad or bigger picture, thinking, and anticipating and responding to the ever-

changing needs of the service; Work with a range of stakeholders; Developing project and programs; Organizing and coordinating delivery of services at the grass root level (pp, 54). IFAL Program Facilitators: Facilitation which means working with adult people with the aim of enabling and empowering them with basic literacy and life skills learning is indispensable to adult education. Who are come from the same local community (Hildana, 2014:19). As researchers confirmed, facilitators are mainly drawn from education, agriculture, health sectors and other volunteers (Kebede & Mohanedhusen, 2016:132).

It has been presumed that one of the major task of IFAL facilitators is to ensure effective participation of learners in the training/learning (Yilfashewa & Garkebo, 2017:129). Furthermore, successful implementation of IFAL program requires competent facilitators who can able to identify and tell learners need and interest (Kebede & Mohamedhusen, 2016:129). Thus, such competencies and qualities are required from facilitators as "mastery of subject matter, content, topic theme, training in the teaching methods appropriate to adults, awareness of learner needs and those of the society to which they belong are expected from adult education facilitators" (Bernd, 2009:54).

Therefore, for a good adult learning outcome to be achieved, there is a need for competent educators/facilitators (Obiozor & obidiegwu, 2013 in Ukwuaba, 2015:249). However, when compared to other types of education in Ethiopia context, the attention given to the quality of facilitators seems minimal (Genet, 2014:20). As a result, it challenges for the adult education system to pay adequate attention to factors affecting facilitator's effectiveness such as policy on training, recruitment, deployment and professional development (UNESCO, 2014:40).

2.5.5.1 The Function of Staffing in IFAL Program

Managers/staffs of adult education need to have a clear understanding of the emerging fields known as human resource development (Nafukho; Wawire & Lam, 2010:78). Human Resource Development (HRD) is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities through training, coaching, mentoring, performance management and career development. It helps to advance employees' general capabilities in relation to their present jobs and the expected role in the near future. According to Nafukho; Wawire and Lam (2010:82) there are three main function of HRD, these are: training and development, organizational development and career development.

Training and Development: The training and development functions of staffing focus on improving the performance of IFAL program personnel through learning. With respect to this,

scholars such as Nafukho; Wawire and Lam (2010) remarked that: The purpose of training is to equip employees with the key competencies needed to perform their current jobs through the acquisition of new skills, knowledge and attitudes. On the other hand, the development function has the same purpose except that its focus is not only on an employee's current job but also on his or her possible future jobs. Besides to orientation training, employee's skills and knowledge are kept up to date via ongoing training programs (pp, 82).

Therefore, IFAL experts, coordinators, facilitators and other adult educational personnel could be receiving periodic, relevant and structured training according to their needs and circumstances (INEE, 2010:83). Like any educational level, even more, adult literacy facilitators need to be skillful and knowledgeable because adult have special characteristics (Genet, 2014:20). Likewise, the Ethiopian MoE in the NAES confirmed as "adults have their status in the society and are owners of rich experiences; therefore, teaching them requires special methodology. Competences of facilitators have also great importance for the delivery and effectiveness of adult education" (MoE, 2008:16).

Organizational Development: The second functions of HRD is organizational development which has been defined as the process of enhancing the effectiveness of an organization and the well-being of its members through planned interventions focusing on bringing change (Nafukho; Wawire and Lam, 2010:83). Thus, it is a planned process of change to take advantages of opportunities to improve performance. Career Development: This is the third function of HRD which emphasis the fact that both the organizations and the individuals have career path to follow including individual career progression, investigation of employment opportunities within and outside the organization (Nafukho; Wawire and Lam, 2010:83). During the development of IFAL implementation guideline of Oromia (2013:8) consideration of promoting and recognizing of facilitators was set in to account for sustaining their facilitation ability over time.

2.6 The Controlling of IFAL Program

Control or controlling is one of the educational management functions like planning, staffing and coordinating. It is an important function in IFAL program provision because it helps to check the errors and to take corrective actions. So that, deviation from standards are minimized as well as stated goals of the organization are achieved in a desired manner looking specifically, "the controlling function in educational management has two main components such as

monitoring and evaluation. They are the key to achieving the goals and objectives of an educational program" (INEE, 2010:48).

Adult education provider institutions make delivery in their plan for the continuous monitoring and evaluation of their course of action, programs and services delivery (Nafukho, Wawire & Lam, 2010:149). Together with organization management, adult education personnel during controlling of the program have an inherent interest in finding out how the program performed and what need to be improved, which of the organization capacity and services need to be enhanced (Save, 2012:129). Let look at the two main components of IFAL program controlling functions i.e. monitoring and evaluation.

2.6.1 Monitoring of IFAL Program

Monitoring is "the ongoing process by which stakeholders obtains regular feedback on the progress being made towards achieving their goals and objectives" (UNDP, 2009:8). Additionally, scholars given similarly sense to IFAL program monitoring as it is the continual process of collecting and analyzing data to determine if an initiative is going on in a way that achieving its intended results (Nafukho, Wawire & Lam, 2010:150). That is why the central essence of IFAL program monitoring system is the continuous comparison of the actual situations against the standards/indicators in the plan (Dire, 2014:28).

Regular monitoring of adult education activities and the evolving learning needs of the affected population is vital to ensure the safety and security of all learners, facilitators and other personnel (INEE, 2010:44). Because it helps to ensures that interventions are relevant and responsive; identifies possibilities for improvement contributes to conflict mitigations and disaster risk reduction; and Promotes accountability. According to the Oromia (2013) IFAL program implementation guideline, IFAL monitoring would be covered the following major activities. These are: Follow-up the adult learners' enrollment to see if this is functioning as planned at the literacy centers. Follow-up the IFAL program facilitation situation to see if this element is functioning as planned. Follow-up the retention of basic literacy and numeracy skills to adult learners Exploring the application of key life skill learning contents in to adult's daily lives Investigating the problems and find solutions in the adult training process

2.6.2 Evaluation of IFAL Program

The term evaluation can be comprehended as a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which the stated objectives are

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achieved and contributing for decision making (UNDP, 2009:8). Evaluation focus on impact and sustainability of program which take place: at the end of the program phase to assess immediate impact; and beyond the end of the program to assess the long-term impact of the project and its sustainability (Chang, 2006:18). Scholars dictated that "evaluation theory and practice in adult education and training has in recent time, undergone significant development. Concepts of evaluation but also equally dramatic changes in the philosophy and curriculum of adult education" (McNamara; Joyce & Hara, 2010:548). Evaluation in adult education includes a review of principles and policies, organization and resources, the effectiveness of facilitation and other activities (McHugh & Dolan, 2012:45).

Moreover, in the ETP and its implementation document of the MOE of Ethiopia, it can be understood that educational evaluation enables to measure the changes in achievement and behavior at every level (MoE, 2002:42). Additionally, it helps to produce timely and credible evidence of program outcomes and impacts that can inform future action (INEE, 2010:48). A well-designed evaluation demonstrates its usefulness (gathering data in time and communicate with stakeholders), feasibility (realistic and adequate to the context of the program), propriety (respecting ethical and confidential issues) and accuracy (using objective and well-defined standards) (Sava, 2012:134).

2.6.3 Types of Evaluation in IFAL Program

Designing the evaluation of adult education programs involves key steps to include any vital parts of the process (McNamara; Joyce & Hara, 2010:550). Evaluation data that gained from in every step of the evaluation process can provide formative and summative information about the program implementation and its outcome for facilitators, program leaders, funders and other concerned stakeholders (Shechtman; Yarnall; Stities & Cheng, 2016:36). Generally, evaluation have two categories of phases such as formative and summative.

 Formative Evaluation: scholars figured out that the nature and practice of formative evaluation in IFAL program as "formative evaluation is used to modify and improve a program and this is frequently used to provide feedback to staff during the program is in operation. Information from formative evaluation is directed to improving the program operation" (McNamara; Joyce & Hara, 2010:548). Formative evaluation is different from monitoring, in that, the former can be part of a large-scale evaluation of an organization and occurs at a predetermined period during the program implementation phase, whereas, the later can be done internally or by an external agent (Nafukho, Wawire & Lam, 2010:153).

Summative Evaluation: summative evaluations in adult education are used to prove something that satisfy accountability or make judgment about the overall quality of the program (McNamara; Joyce and Hara, 2010:548). It is usually conducted at the end of the program to determine if objectives were met, make improvements and help verify whether the difficulties that experienced during implementation were resolved (Nafukho, Wawire & Lam, 2010:153).

2.6.3 Steps of Evaluation in IFAL Program

As documented in Nafukho, Wawire and Lam (2010:151-153), there are six phases in the adult education evaluation process that are carried out by evaluators to increase the accuracy of their decisions. These are**:**

Step 1: Designing Evaluation Plan: Since evaluation is a collaborative effort, engaging others in the evaluation plan design phase could likely to construct an effective, realistic plan, and gain the cooperation of the stakeholders.

Step 2: Designing Evaluation Instruments: The types of instrument to be used will depend upon the purpose of the evaluation, the resource available, the time frame involved and the availability of existing instruments.

Step 3: Collecting Data: The formal methods used in the data collection phase include survey, interview, FGD, use of archival data and reports and observations- including site visit.

Step 4: Analyzing Data: Data analysis is the stage where the data collected through the instruments are examined closely by the evaluator whether quantitatively or qualitatively.

Step 5: Drawing Conclusions and Recommendations from the Results: In most cases, the findings of an evaluation exercise are presented in the form of written report with clear stated conclusion and recommendations. The report also presents in detail about the purpose of evaluation and types of evaluation techniques used and the structure of the evaluation process.

Step 6: Disseminating the Findings: Disseminating the findings of an evaluation exercise can be take place in several forms. The methods used will depend on the time and resources available, the nature of planning, implementation and evaluation of the audiences, and the evaluator's competency in the different form of delivery.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter deals with the research proposal and presents the methodological aspects of the research, which include the research design, research method, sources of data, population, sample size and sampling techniques, data collection tools, data collection procedures, method of data analysis, validity and reliability checks, and ethical considerations.

3.2 Research design

The study was basically aimed at an assessment of "the status of IFAL program management in the Jimma zone of Oromia Regional State". Thus, the design of the study is a descriptive survey. There are two main reasons given by the researcher for using this design: The first one is that the researcher was initiated to study the existing status of IFAL program management through collecting the current information. Hence, as Yalew (2005) and Osuji (2012) pointed out, using a descriptive survey helps to describe the present status of the existence or absence of what is being investigated. Secondly, the geographical area of the Jimma zone is very large as compared to the capability of the researcher in terms of resources and time for collecting the required data. So, descriptive survey design helps to permit the combined use of a great variety of instruments in data collection to save time and energy as well as the money that the researcher uses to collect data from a large geographical area. (Osuji, 2012:76). Therefore, for these two basic reasons, the researcher has preferred a descriptive survey design, which is more convenient for the study.

3.3 Research method

The study employed both qualitative and quantitative research methods. While deciding about the methods of data collection for the study, the researcher kept in mind two types of data: primary and secondary (Kothari, 2004:95). For the study, the researcher obtained both primary and secondary data from different sources. Primary data was obtained from WEO heads and experts, supervisors, coordinators, and facilitators. As well, the researcher has utilized different IFAL-related secondary data by looking into various documents. These are: IFAL program implementation guidelines, reports and publications of the MoE, Oromia, Jimma zone, and WEOs, as well as LCs, were used. Different study reports that have been investigated recently by researchers and institutions focusing on IFAL program management fields were also

examined to support and compare the results of the study. For the study, the researcher used both primary and secondary data because both types of data have a significant value in triangulating and supplementing different data gathered from various sources, which are then used to make the data and the research result reliable (Yeraswork, 2010 in Esayas, 2014:33).

3.4 Data Sources

The Jimma zone has four types of workers in the IFAL program management, from WEOs up to LCs. These are (a) the coordinator of IFALP OF WEO; (b) supervisors-primary school cluster supervisors; (c) coordinators-primary school principal and vice principal and/or representatives; and (d) facilitators-full-time and part-time facilitators. Therefore, the target populations of the study are all these four groups.

3.4.1 Population Sample Size and Sampling Techniques

The sample size for the study was determined by considering the "general rule of thumb tables on sample size determination" developed by Cohen, Manion, and Morison (2007:104) at a 0.05 significance level. Hence, at the beginning, out of the total twenty-one woreda of Jimma (namely; Chora Botor, Limmu kossa, Manna, Seqa, and Qarsa), the Jimma zone was selected purposively as the study. In this zone, i.e., the Jimma zone, there are twenty-one weredas. Then, out of the total twenty-one weredas of the Jimma zone, Chora Botor, Limmu Kossa, Manna, Seqa, and Qarsa Woredas are selected randomly. All the representative samples were drawn from these three weredas. As a result, of a total of 416 study populations of these five weredas, the researcher selected 124 sample subjects. To illustrate more, the following description clearly shows how and why the researcher drew the representative sample through simple random and purposive sampling techniques from the target study population.

3.4.2 Sampling Techniques

In order to determine sample size, this study used the Kothari (2004) formula. In the case of a finite population, the sample size when estimating a percentage or proportion is as in the following:

$$n = \frac{Z^2 pqN}{e^2(N-1)+Z^2 pq} \hspace{2cm} (3.1)$$

Where, p = proportion of success, q = proportion of fail, n = the required number sample size, z = confidence level, e = standard error, N= total population.

In order to determine the number of sample from each selected school, proportional sampling is applied with following formula.

$$n_i = \frac{N_i}{N} * n \dots\dots\dots\dots\dots\dots\dots\dots\dots (3.2)$$

Whereas "i" refers to school identification, "n" is the number of teachers, and "S" is the sample size required from each school. So, the results in Table 3.1 are calculated using the equation (3.2). As a result, 13 vice principals, 8 principals, and 5 supervisors are selected. So, in addition to 52 teachers and 44 student respondents, 2 IFAL Program of WEO school leaders are included in the population.

3.5 Instruments of Data Collection

The researcher has carefully collected the relevant IFAL information from the sample through three data-gathering tools. These are the questionnaire, composed of both close-ended and open-ended items, and interview and document analysis. The following description clearly shows how and when the researcher carried out these instruments to collect information from respondents.

3.5.1 Questionnaire

The main reason for using a questionnaire was to obtain factual information, opinions, and attitudes from a large number of subjects within a short period of time. For this reason, the researcher has adapted two separate questionnaires by taking into consideration different IFAL management-related reviews and reports and administered the one for WEO sample personnel and the other for LC sampled subjects (coordinators and facilitators). Including and organizing all the necessary components of the questionnaire is very important. So, the researcher has made the questionnaire with the following components: Osuji (2012: 119–120). Questionnaire-based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resources available, and the skills of the researcher. Closed-ended questionnaires include one type of item. A closed-ended item was used to collect data from the above groups of respondents: educational office officials, principals, and respondents regarding the school's effectiveness. The closed-ended items were arranged on a five-point rating Likert-type scale from SDA to SA.

3.5.2 Interview

This was another type of data collection instrument that the researcher had prepared and administered for eight primary school cluster supervisors. Scholars figure out that interviews as a method of data collection involve eliciting information through some verbal interaction between the respondents-interviewee and the researcher-interviewer (Kumar, 2011:115).

The quaternaries are first prepared in and converted to the local languages, which are Afan Oromo, to avoid language communication barriers. The quaternaries were distributed to learners and collected with the direct support of center facilitators because the learners were unable to read and understand the quaternaries. Selected English facilitators filled the quaternaries at the same time. FAL coordinators, supervisors and facilitators, and adult education coordinators are participating by responding to a questionnaire.

Regarding this, Schumacher and Mc Milan (1997) state that questionnaires are relatively economical as the same question for all subjects can insure anonymity and contain questions for specific porpoises. The questionnaires are both closed-ended and open-ended. One can involve a large number of people by using a questionnaire (Hult, 1986:37).

3.5.3 Document Review

The data collection by the instrument mentioned above, document review, to secure facts and figures about the FAL program. The purpose of documentary review is to support study findings driven by the adult learner's response. The number of documents, among others, statistics information and reports, is thoroughly and sufficiently investigated. In addition, secondary sources such as official policy and strategy documents, guidelines, books, magazines, and educational statistical abstracts are also referred to.

3.6 Validity and Reliability

A pilot test was conducted to examine whether the questionnaire was designed in a manner that consistently provided the required information and to ensure language clarity for respondents. To keep the local language clarity of the questionnaire, two educational experts from Limmu WEO and two English-language respondents from Limmu Kossa secondary school have commented. The provided comments have been incorporated with the questionnaires, and the edited questionnaire has been piloted to check whether the questionnaires' items have reliability. It was administered to two IFAL Program coordinators and 96 facilitators in four

IFAL centers in Limmu Kossa wereda.The researcher has taken these sample categories for the pilot study that are outside of the actual sample subjects.

Consequently, a Cronbach's analysis was calculated to determine the inter-item reliability of the questions. The alpha level was found to be r =.714, which indicated that the items had an adequate level of inter-item reliability. Confirming this, many scholars remarked that for most instruments, an acceptable inter-item reliability for Cronbach's alpha coefficients ranges from.70 to.90 (Kothari, 2004; Yalew, 2005; Cohen; Manion & Morrison, 2007). Therefore, the alpha, which was found to be r =.714, indicated that the questionnaire has acceptable and adequate inter-item reliability.

3.7 Procedures of Data Collection

All data collection instruments for the study were developed to answer the stated research questions in line with helping to look at the status of IFAL program management in the Jimma zone. Indeed, before and during the data collection activities took place, the researcher followed some important steps to increase the validity and reliability of the instruments.

Clearly speaking, the questionnaires were first prepared in English by considering different reviews of IFAL program management and expected practice. To maintain the questionnaire's appropriateness for the investigation problem, the researchers' advisors have seen it repeatedly and have provided productive feedback. Accordingly, an appropriate modification of some questions was made. Ambiguities in the phrasing of questions and inappropriate response categories of some questions were simplified to make them clear and understandable for respondents. Then, it was translated into the Amharic language and subsequently checked by two language respondents whether the items contained an equivalent meaning in their own language. Consequently, a pilot test was conducted (presented in detail in the next topic), and based on this result, the questionnaire was revised and prepared for distribution. Before distributing the questionnaire, the researcher gave a brief orientation to the respondents about its purpose and how to fill it in. Finally, the questionnaire was distributed to respondents and collected when they finished filling it out. When the interview was administered to supervisors, the researcher did the following activities: Firstly, appropriate information about the objectives of the study and the nature of the interview was provided to the interviewee (supervisors). Then the researcher followed it up with prodding and probing interview questions to get comprehensive information.

Before the interview session started, the researcher got the full consent of all the interviewees, who were voluntary and agreed to allow the researcher to use mobile phone recording during the interview session. When the existing IFAL documents were analyzed, the researcher primarily examined the relevance and appropriateness of the documents in relation to the IFAL program management. The researcher has used the document only when it has been found reliable and suitable for the investigation of IFAL program management. Because Kothari (2004) confirmed that secondary data may be unsuitable or inadequate in the context of the study problem.

3.8 Methods of Data Analysis

The collected data was prepared (edited, coded, classified, tabulated, and summarized) before the analysis was conducted. Then, the researcher presented the demographic characteristics of respondents regarding sex, age, educational level, job position, and work experience. To perform these, frequency distribution tables, percentages, and figures were used to make clear the data for readers. Since the study employed mixed methods of analysis, the quantitative data collected through the questionnaire from WEO and LC respondents were analyzed with the SPSS.

Frequency and percentage were employed from descriptive statistics and multiple linear regression statistical models from inferential statistics. Frequency percentage and anova test from nonparametric statistical tests were also used to examine whether there was a statistical significance difference between LC and WEO respondents' responses to the questions. Frequency and percentage comparison of questions were interpreted, and coefficients of standardization of items were determined to quantify the analyzed items. To enhance a clear picture of the data and findings, tables and figures were used. To do these tasks, the Statistical Package for Social Science (IBM SPSS Version 26) was used since it is especially well suited for computing statistical data and presenting it with customized and significant figures.

In addition, qualitative data gained through interviews, open-ended item questions, and document analysis were first organized and summarized into related themes. Then the data was discussed through narration to relate and support the quantitative data.

3.9 Ethical Consideration

Scholars remarked that each research stage raises an ethical issue in that "ethical concerns encountered, particularly in educational research, can be extremely complex and frequently

place researchers in moral predicaments which may appear quite unreasonable" (Cohen, Manion & Morrison, 2007 p: 51). Hence, in the process of conducting the study, the researcher has given more attention to the following ethical issues: The researcher has done each activity rigorously and with the correct procedures when designing, conducting, and reporting the study in accordance with the expected MA thesis format.

During collecting data from WEO, coordinators, facilitators, and supervisors, firstly, appropriate information was provided to them about: a) the main purpose of the data collection; b) all aspects of the study and its possible consequences; and c) who will have access to the data that they have provided and the study report. Therefore, information obtained from the respondents through the questionnaire was promised to be kept confidential through coding of responses to maintain their anonymity. Only the researcher has access to the coded information. To account for respondents' culture and comprehension level, necessary changes were made to the language in the data collection tools. The interview responses were also recorded in such a manner that a participant couldn't be identified directly or through identifiers linked to them.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter of the study leads into the analysis, interpretation of data, and discussion of results that were collected from respondents through questionnaires, interviews, and document analysis. The chapter contained three major presentations. These are demographic information (characteristics) of respondents, analysis and interpretation of the collected data, and then discussion of the main results. All these were presented sequentially. Moreover, the section of the report is categorized into two major parts. The first part presents the personal information of the respondents, whereas the second part deals with the results and discussion of the data.

4.2 Characteristics of the Respondents

Under this part, the demographic characteristics of the respondents, which include sex, age, educational status, and work experience, were presented and discussed. Accordingly, the data in Table 4.1 illustrates the demographic characteristics of the respondents.

The category includes principals, vice principals, teachers, and student respondents currently working in the school's understudy.

Table 4. 1 Demographic characteristic of the respondents

	SEX DISTRIBUTION			
	Male	Female		Sub-total
IFAL Program Of WEO School Leader	2	-		2
Principal	6	2		8
Vice Principals	12	1		13
Supervisors	5	-		5
Teachers	43	9		52
Students	31	13		44
Total	99	25		124
EDUCATIONAL BACKGROUND OF RESPONDENTS				
	Diploma	BA/BSc/B.Ed.	MA/MSC	
IFAL Program of WEO school leader		1	1	2
Principal	-	3	5	8
vice principals		5	8	13
supervisors		3	2	5
facilitators	40	12	-	52
total	40	24	16	80
	Service years			
	Below 5 years	From 5-10 years	Above 10 years	
IFAL Program of WEO school leader	-	-	2	2
Principal	-	1	7	8
vice principals	-	3	10	13
supervisors	-	1	4	5
facilitators	8	8	36	52
total		13	59	72

According to the results illustrated in Table 4.1, among the 2 IFAL Program of WEO school leaders, there is 1 male and 1 female. Regarding the principals, there are six males and three females. Moreover, when we see the participating vice principals, there are 12 males and 1 female. However, among the respondents' supervisors, there were 3 males and 2 females. Moreover, among the teacher respondents, there were 40 males and 12 females. The majority of the respondents were males. This implies that the participation of females in teaching staff as well as in managerial positions was at a minimum.

Concerning the educational background of the respondents, the data illustrated in Table 4.1 showed that from the IFAL Program of WEO school leaders, there was 1 degree holder and 1 master's holder. From the principal, there were 3 degree holders and 5 master's degree holders. There were five degree holders and eight masters holders among the vice principals. From supervisors, there were 3 degree holders and 2 master's holders. From the teachers, there were 40 degree holders and 12 master's holders. In relation to this, MOE's standard for secondary school education (MOE, 2009) stated that a minimum requirement for respondents to work in a secondary school is a first degree.

Regarding the work experience of the respondents, the data in the table showed that 22 respondents had worked for less than 5 years. Moreover, 48 respondents and 1 principal had worked for 5–10 years. On the other hand, 21 respondents and 9 principals had worked for more than 10 years. Moreover, almost all principals had served more than ten years as school managers in the sector. Of the IFAL Program of WEO school leaders, 2 of them have served more than 10 years. One of them served as principal for 5 to 10 years, and seven of them served for more than 10 years. Vice principals, 3 of them, served from 5 to 10 years, and 10 of them served more than 10 years. Of the supervisors, one of them has served from 5 to 10 years and the other four have served over 10 years. Of the teachers, 8 of them served from 5 to 10 years and 36 of them served over 10 years.

In general, the data illustrated in table 4.1 shows that the majority of the respondents have worked for more than five years. This implies the respondents were mature, educated, and relatively experienced in their respective job positions. From this, it is possible to assume that these respondents could be able to provide genuine and truthful responses.

4.3 Results on the Practice of Implementation IFAL

These results were presented to answer the first research question, which was, "What is the current practice of the implementation of FAL in Jimma Zone?" The results were interpreted according to Table 4.2 (interpretation of the Likert scale used in the questionnaire).

Table 4. 2 Interpretation of Likert scale used in the questionnaire.

Mean	Degree	Opinion
4.5–5	Very high	Strongly agree
3.5–4.4	High	Agree
2.5–3.4	Moderate	Undecided
1.5–2.4	Low	Disagree
1.0–1.4	Very low	Strongly disagree

Source: Walters and Kücük (2009). Oxford University Press, ELT Journal Volume, 63(4), pp.332-342.

Table 4. 3 Respondent's opinions about the literacy skill of integrated functional adult learners

	Chora Botor			Limmu kossa			Manna			Seqa			Qarsa			Total (Grand result)		
	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD
The current adult learners can write and read texts	4.11	22	0.60	3.8	25	0.63	3.68	33	0.74	4.33	26	0.65	4.15	18	0.89	3.98	124	0.75
Adult learners can identify written letters and words	3.66	22	0.5	2.9	25	0.87	2.63	33	0.89	2.91	26	0.99	2.76	18	0.83	2.90	124	0.89
Adult learners can identify familiar words.	3.55	22	0.72	3.1	25	0.99	2.21	33	1.27	3.41	26	0.99	2.92	18	1.03	2.92	124	1.15
Learners can identify strange words.	3.66	22	0.70	3.7	25	0.82	3.47	33	0.84	4	26	0.42	3.61	18	0.65	3.6	124	0.71
Learners can identify, write, read and comprehend long sentences.	3.66	22	0.5	3	25	1.05	3.31	33	0.82	3.41	26	0.51	3.46	18	0.77	3.36	124	0.76

As it is presented in Table 4.2, the mean value of respondents' responses about adult learners' skills in writing and reading was high for all Woreda, with a mean value of (3.9). When we see the mean value of each woreda, Chora Botor (4.3), Limmu kossa (3.8), Manna (3.6), Seqa (4.3), and Qarsa (4.1). According to the respondents' opinion, this result indicated that the literacy and numeracy skills were well addressed in the zone. Item 2 deals with whether all adult learners are able to identify letters and words. On this item, respondents from Chora Botore Woreda responded "yes" with a mean value of (3.6). Others, however, responded moderately. These are Seqa (2.9) and Qarsa (2.7). According to data obtained from respondents of five woredas, the overall mean value was moderate. The results obtained from five woredas confirmed that there is disparity in responding to this item. As we can see from the obtained values, only Chora Botor woreda strongly agreed that adult learners are able to identify letters and words. According to the Washington State Adult Learning Standards (2012), adult learners need to write all letters of the alphabet and numbers and appropriately use simple, every day, highly familiar words (personal names, signatures, addresses), numbers (dates, phone numbers, addresses, prices, etc.) and simple phrases to convey information with minimal attention to the

audience. Besides, adult learners are also thought to write individual words, simple phrases, and a few very simple sentences slowly and with some effort and some errors.

Item 3, on the other hand, elicits almost similar information regarding whether functional adult learners of Jimma Zone are able to identify familiar words. The entire mean value for this item among the five woredas respondents showed moderate, with a mean value of 2.9. As shown in the table, there is inconsistency in mean values across all woredas.Respondents from Chora Botor Woreda, for instance, responded highly (3.5) while others, such as Limmu Kossa (3.1), Seqa (3.4), and Qarsa (2.9), responded moderately. The Washington State Adult Learning Standards (2012) set a standard that adult learners need to understand and use every day, familiar vocabulary to produce several sentences on a familiar topic. Adult learners are still expected to make a few simple content changes based on review and feedback from others.

Concerning item 4, whether or not learners identify strange words, only respondents from Manna Woreda responded moderate (3.4). Four Woreda, on the other hand, responded positively to the learners' skill in identifying strange words. More specifically, respondents from Chora Botor (3.6), Limmu kossa (3.7), Seqa Woreda (4), and finally Qarsa Woreda (3.6) believed that adult learners were able to be aware of strange words. The whole mean value for this item is high, with a value of (3.6).

According to EFF content standards in 2009 (as cited in The Washington State Adult Learning Standards, 2012), adult learners need to decode and recognize every day words and word groups in short, simple texts by breaking words into parts, tapping out or sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

Item 5 deals with whether learners are able to identify, write, read, and comprehend long sentences. This item is quite different from the rest of the four items in that it focuses on adult learners' comprehension of long sentences. Regarding this item, all respondents from all woredas responded moderate. Limmu kossa (3), Manna (3.3), Seqa (3.4) and Qarsa (3.4). Respondents in Chora Botor Woreda, however, responded well (3.6). According to Cree, Key, and Steward (2012), literacy has traditionally been limited to the ability to read, write, and compute numbers. In particular, reading has meant perusing and analyzing printed texts such as books and newspapers. Adult learners in today's workforce, therefore, are expected to create, edit, and read numerous documents on a computer. The more literate an individual is, the more likely he/she is to be in a job role that requires reading and understanding long sentences.

Table 4. 4 Respondents' opinion about integrated functional adult learners' numeric skill

Respondents Woredas		Chora Botor			Limmu kossa			Manna			Seqa			Qarsa			Total	
	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD
Students are able to read and write from 0-100	4.11	22	0.92	4.3	25	1.05	4.21	33	0.91	3.16	26	1.02	4.67	18	0.81	4.38	124	0.91
Students are able to read and write all the four mathematical operations and thereby add, subtract, divide and multiply.	4.33	22	1.41	4.1	25	0.73	3.15	33	1.11	4.58	26	1.08	3.30	18	1.18	3.68	124	1.09
Students are able to draw Tables, charts, graphs, and analyses of their basic assets.	2.33	22	1.41	2.1	25	0.87	2.15	33	1.16	2.58	26	1.16	2.30	18	1.25	2.28	124	1.15

Table 4.3 shows items related to indicators of numeracy skills of adult learners in five woredas. As it has been indicated in the above table, item 6 concerned the learners' ability to read numbers from 0 to 100. According to the results obtained from the respondents of Chora Botor, Bullen, Manna and Qarsa Woreda, there is a high value. The obtained mean values are 4.1, 4.3, 4.2, and 4.6, respectively. Respondents from Seqa woreda, however, moderated with a mean value of 3.1. The entire mean value for this item was revealed to be high (4.3). This indicates that students are capable enough to count numbers, even to three digits.

Item 7 was designed to obtain information about the abilities of adult learners in reading and writing the four mathematical operations. This item is aimed at getting information only if learners can add, subtract, divide, and multiply numbers. On this item, respondents from Seqa woreda responded very well (4.5). On the other hand, three woredas such as Chora Botor and Limmu Kossa, on the other hand, responded well, with a mean value of 4.3 and 4.1, respectively. The other two woredas, Manna and Qarsa, responded moderately, with a mean of (3.3) and (3.1) respectively. The sum mean value for this item was high (3.6). The ability to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension clearly indicates the numeracy skills of functional learners (The Washington State Adult Learning Standards, 2012).

Item 8 is concerned with whether adult learners draw tables, charts, graphs, plan, budget, and even analyse their basic assets. Almost all respondents in all woredas responded poorly to this item. For instance, Chora Botor and Qarsa (2.3), Limmu kossa and Manna (2.1). Only Seqa woreda respondents replayed moderately, with a mean value of 2.5. According to the standard set by (WSALS, 2012), function, adult learners are highly required to understand, interpret, and work with pictures, numbers, and symbolic information and communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models. Respondents' opinions concerning indicators of adult learners' numeracy and literacy skills in accordance with the DVV international training module this category attempts to examine items previously responded to by respondents on the literacy and numeracy skills of adult learners. In doing so, this category also attempts to answer research question number 2 about the level of students' and respondents' understanding of the integrated functional adult literacy and numeracy skills and how respondents follow indicators during classroom instruction for both skills.

Table 4. 5 Respondents' opinion about integrated functional adult learners' ability to read and understand the skill

	Chora Botor			Limmu kossa			Manna			Seqa			Qarsa			Total		
	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD	M	N	SD
Students are able to read and understand Drs prescriptions of medicines and taking of pills	2.66	22	1	2.4	25	1.07	2.52	33	0.96	2.41	26	0.99	2.46	18	1.05		124	
Adult learner able to read and write time Tables	2.44	22	1.01	2.4	25	1.17	2.47	33	0.96	2.33	26	0.98	2.38	18	1.04	2.41	124	0.99
Learners are able to list out price of materials for purchasing	2.22	22	1.09	2.4	25	1.17	2.31	33	1.05	2.33	26	1.2	2.30	18	1.18	2.31	124	1.10
Learners can operate amount of loans and interest rate	2.22	22	0.97	2	25	0.66	2.15	33	0.76	2.33	26	0.77	2.15	18	0.80	2.1	124	0.77
Adult learners able to write and read bank slips and hence can transfer and receive money	2.44	22	1.13	2.5	25	1.08	2.52	33	1.02	2.25	26	0.96	2.23	18	0.92	2.39	124	0.99
14. Learners can Identify rating symbols (eg. Kg, mm. m,) and so on.	2.11	22	0.78	2.1	25	1.28	2.15	33	1.01	2.25	26	1.13	2.07	18	1.11	2.14	124	1.04

Hence, according to Table 4.4 of Item 9, about learners' ability to read and understand doctors' medical prescriptions and the taking of pills, the data obtained from all subjects of five woredas respondents indicated that three woredas responded low (2.4). These are Limmu kossa, Seqa, and Qarsa. The rest of the two Woredas, however, answered moderate, with a mean value of Chora Botor (2.6) and Manna (2.5). The sum value of this item was also low (2.4). According to Cree, Key, and Steward (2012), individuals may have basic reading, writing, and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include: reading a medicine label; reading a nutritional label on a food product. Moreover, applying knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension is the other aspect of a numeracy skill. Based on this conceptual understanding of literacy skills, adult learners are expected to record, count, and have a clear view of their children's age. It is also factual that illiteracy significantly limits a person's ability to access, understand, and apply health-related information and messages and ultimately results in poor household and personal health, hygiene, and nutrition.

Item 10 was designed to extract information about whether adult learners are able to read and write time tables and charts. All five respondents from the five woredas responded similarly. The data obtained indicated that low. WSALS (2012) states that functional adult learners are highly required to understand, interpret, and work with pictures, numbers, and symbolic information on tables and communicate results using a variety of mathematical representations, including graphs, charts, and tables as well as algebraic models.

Item 11 deals with information concerning whether adult learners are able to list out the cost breakdown of goods for daily consumption, particularly when shopping. For this item, three woredas scored similar mean values, and it showed low (2.3). Similarly, the other two woredas also appeared to have similar mean values that showed low (2.2 and 2.3) for Chora Botor and Limmu kossa, respectively. The total mean value of all woredas respondents for this item showed a low of 2.3. Concerning this item, Cree, Key, and Steward (2012) explained that calculating the cost and potential return of a financial investment and filling out a home loan application are indicators of functional adult learners' mathematical skills.

Regarding learners' skills in financial knowledge, such as having a clear knowledge about the amount of loans and interest rate in Table 4.3 of item 12, all respondents of the five woredas responded low. The mean value for each woreda showed: Chora Botor (2.2), Bule (2), Manna

(2.1), Seqa (2.3), and Qarsa (2.1). The overall mean value for this item is low. This is an indication of poor literacy skills, which limits a person's ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills, and calculate the cost and potential return of a financial investment.

When we see item 13, whether or not adult learners of Jimma Zone are able to read and write on bank slips for their likelihood of using them for many transfers and receives, and respondents of two woredas decided to moderate. These woredas are Limmu kossa and Manna (2.5). The rest of the three woredas, however, were confirmed as low as Chora Botor (2.4), Seqa and Qarsa (2.2). The mean values of all respondents in five woredas indicated a low (2.3). Researchers such as Cree, Key, and Steward (2012) state that filling out a job application, reading and responding to correspondence in the workplace, filling out a home loan application, reading a bank statement, comparing the cost of two items to work out which one offers the best value, and working out the correct change at a supermarket all imply the functional skills of learners.

Item 14 is about adult learners' potential in identifying units such as kg, m. l, and m. m. cm and so on. All five respondents of the five woredas answered "disagree" (low). The mean values of Chora Botor, Limmu kossa, and Manna respondents (2.1), Seqa (2.2), and Qarsa (2.0). Finally, the overall mean value is also low (2.1). From the obtained data, we can deduce that learners attain poor skills while they need to understand, interpret, and work with pictures, numbers, and symbolic information, which are marks of functional skill.

Table 4. 6 Respondents' opinions concerning indicators of adult learners' numeracy and literacy skill by the DVV international training module

	Chora Botor			Limmu kossa			Manna			Seqa			Qarsa			Total		
	M	N	SD	M	N	D	M	N	SD	M	N	SD	M	N	SD	M	N	SD
Learners able to plan and budget	2.11	22	1.92	2.6	25	1.32	2.42	33	1.07	2.33	26	1.75	2.46	18	1.19	2.39	124	1.10
Adult learners able to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting.	2.55	22	1.33	2	25	0.81	2.21	33	1.08	2.33	26	1.30	2.23	18	1.23	2.25	124	1.13
Adult learners can measure the amount of activities they perform in their daily life e.g. milking, counting grains by scientific measurement like k.g	2.55	22	1.01	2.9	25	1.10	2.68	33	1.15	2.91	26	1.08	2.76	18	1.16	2.76	124	1.08
Adults able to record the number of their cattle, chickens, products using all units	2.77	22	1.20	2.6	25	1.07	2.57	33	1.12	2.58	26	0.90	2.46	18	0.96	2.58	124	1.02
Adult learners able to use fertilizers by counting and measuring amounts required	2.55	22	1.42	2.9	25	1.44	2.68	33	1.45	2.83	26	1.26	2.92	18	1.44	2.77	124	1.37

Item 15 is about respondents' opinion: whether or not adult learners in the Jimma zone can plan and budget for their daily activities. Only respondents of Limmu kossa Woreda responded moderately, and the mean value of this woreda was (2.6). The other four woredas replayed low (disagree), and the mean values were: Chora Botor (2.1), Manna (2.4), Seqa (2.3), and Qarsa (2.4). The total mean value for this item is low (2.3).

Regarding adult learners' ability in planning for agricultural issues such as; ability to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing, harvesting by using numeracy and literacy skills, item 16, respondents still believed low. Furthermore, respondents from all woredas confirmed that the value was low, with a total mean value of (2.2).Chora Botor (2.5), Limmu kossa (2), Manna (2.2), Seqa (2.3) and Qarsa (2.2). According to Tefera (2006), as cited in MoE (2008), the main aims of the farmers' training centers are: to give specialized training on modern farming techniques; to provide agricultural extension services easily; to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc.; and to serve as permanent exhibition centers to transfer technologies.

It is also clear that Ethiopia's development strategy is summarized as "Agricultural Development-Led Industrialization" (ADLI). In this long-term strategy, agriculture plays a leading role in the growth of the economy. Its broad objectives are to modernize agriculture and improve its efficiency and productivity, ensure food security, create employment opportunities, and enhance the country's foreign exchange earnings, with the aim of promoting the development of a vibrant industrial sector and accelerating overall economic growth. Agriculture development leads to industrialization and is supplemented by sector-specific strategies in areas such as health, education, ICT, population, industry, etc.

Item 17 is about adult learners' knowledge of measuring daily activities, for instance, how much product they obtain from their daily activities. All respondents described themselves as moderate.This item attempts to elicit information about adult learners' skills in measuring the amount of activities they perform in their daily life (e.g. milking, counting grains by scientific measurement like k.gs, etc.). The mean value for all five woredas indicated 2.7, which confirmed moderate value. According to Anthony, Cree, and Andrew Key Reading a medicine label, reading a nutritional label on a food product, balancing a check book, filling out a job application, reading and responding to workplace correspondence, filling out a home loan application, reading a bank statement, comparing the cost of two items to determine which one

offers the best value, and working out the correct change at a supermarket are all functions of adult literacy.

em 18 deals with whether or not adult learners are able to record and document the number of their cattle, chickens, and yields they obtain using all measuring units. Respondents from four woredas believed this was moderate. The obtained mean values from these woredas are: Chora Botor (2.7), Limmu Kossa (2.6), Manna and Seqa (2.5). However, few Qarsa Woreda respondents, however, responded that they disagreed (2.4). The overall mean value showed that there was moderate (2.5).

Similarly, item 19 deals with whether or not adult learners in Jimma Zone are able to use fertilizers by counting and measuring the amount to be used scientifically rather than in a traditional way. On this item, all respondents from five woredas answered moderate, giving a total mean value of 2.7. According to Tefera (2006), the Ministry of Agriculture's training program seeks to provide "agricultural sector workers with skills more relevant to the evolving needs of employers and the economy" and "to create business-oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products" (Tefera, 2006).

4.3 Results of One-Way-ANOVA

As stated earlier in this paper, it is critical to examine the significance differences between groups based on data obtained from five Woreda. The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of the five woredas as they are independent (unrelated) groups. Hence, using a one-way ANOVA table is required in order to apprehend differences that occur between groups on the first category and the second category, which state the knowledge of adults in numeracy and literacy skills and the respondents' opinion on the indicators of numeracy skills of students. Moreover, one-way ANOVA is also needed to see if the differences within groups and between groups are capable enough to integrate the theoretical framework of IFAL as it has been indicated in the national strategy of "integrated functional adult literacy."

Table 4. 7 One way- ANOVA about the literacy skill of integrated functional adult learners

Items		Sum of Squares	df	Mean Square	F	Sig.
1. The current adult learners are able to write and read texts	Between Groups	4.031001	4	1.00775	1.8883	0.125
	Within Groups	30.95313	119	0.53367		
	Total	34.98413	123			
2. Adult learners are able to identify written letters and words	Between Groups	6.88316	4	1.72079	2.3459	0.065
	Within Groups	42.54541	119	0.73354		
	Total	49.42857	123			
3. Adult learners are able to identify familiar words.	Between Groups	16.48331	4	4.12083	3.6148	0.011
	Within Groups	66.11986	119	1.14		
	Total	82.60317	123			
4. Learners are able to identify strange words	Between Groups	2.086235	4	0.52156	1.0113	0.409
	Within Groups	29.91377	119	0.51575		
	Total	32	123			
5. Learners are able to identify, write, read and comprehend sentences	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	119	0.59056		
	Total	36.60317	123			

Table 4.7: ANOVA Table about the opinions of all woredas respondents concerning learners' literacy skills the mean difference is significant at 0.05 levels. df: degree of freedom; F: value between and within groups [to be found in the F Table]:A significant difference between groups is denoted by the symbol Sig.-way ANOVA was conducted to identify if any difference existed in the respondent's perception across the five (five) woredas. The items under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.6 shows that no significant difference existed among the woredas except for item number 3 (0.011) with a confidence interval of p 0.05 and F (4, 119) = 3.61. In the above table (4,6: see distribution of F on statistical table value), at 5% level, with the degree of freedom being between groups = 4 and within groups = 119, could have arisen due to chance. This analysis supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in the results regarding adult learners' knowledge of numeracy and

literacy skills obtained from the respondents was insignificant and is just a matter of chance. For item 3, however, there is a significant difference as the calculated values were 0.01 and 0.05. The p-value is 0.05, which reveals that learners are able to read, write, and even comprehend long sentences. In other words, there is no statistically significant difference between all respondents across all woredas except for item 3. This means that all levels of respondents have the same knowledge regarding literacy and numeracy skills, with p 0.05 for all variables. UNESCO indicates that education improves understanding of new technologies and facilitates their diffusion and implementation – factors that also promote economic growth. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills that they feel are irrelevant to them. Without solid literacy and numeracy skills, technological literacy is hard to achieve. Those people who have strong basic literacy and numeracy skills combined with advanced functional literacy are valuable human capital for their nations and the global economy. Without such expertise, it is impossible to compete effectively in the global marketplace through integrated functional adult literacy. "

Table 4. 8 ANOVA results on integrated functional adult learners' numeric skill

Items		Sum of Squares	df	Mean Square	F	Sig.
6. Students can read and write from 0-100	Between Groups	4.1231	4	1.50776	1.8883	0.125
	Within Groups	31.31653	119	0.83366		
	Total	32.08941	123			
7.Students are able to read and write all the four mathematical operations and thereby add, subtract, divide and multiply	Between Groups	5.95314	4	1.675074	2.3459	0.065
	Within Groups	42.54541	119	0.73354		
	Total	49.42857	123			
8. Students are able to draw Tables, charts, graphs, and analysis their basic assets	Between Groups	16.48331	4	4.12083	3.8327	0.011
	Within Groups	66.11986	119	1.14		
	Total	82.60317	123			

Table 4.8 ANOVA Table about results on integrated functional adult learners' numeric skills the mean difference is significant at 0.05 levels. One-way ANOVA was conducted to identify if any difference existed in the respondents' perception across the five (five) woredas. The items

under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.7 shows that no significant difference existed among the woredas except for item number 3 (0.011) with a confidence interval of p 0.05 and $F_{(4, 119)} = 3.82$. In the above table (4.7), see the distribution of F on the statistical table value at 5% level, with a degree of freedom being between groups = 4 and within groups = 119, could have arisen due to chance. This analysis supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in results regarding adult learners' knowledge of numeracy skills obtained from respondents was insignificant and is just a matter of chance. For item 7, however, there is a significant difference as the calculated values were 0.01 and 0.05, as the p-value is 0.05, revealing that learners can know different numbers.

Table 4. 9 ANOVA result on integrated functional adult learners' ability to read and understand the skill

Items		Sum of Squares	df	Mean Square	F	Sig.
Students are able to read and understand Drs prescriptions of medicines and taking of pills	Between Groups	4.031001	4	1.56077	1.8883	0.125
	Within Groups	30.95313	119	1.53365		
	Total	34.98413	123			
Adult learner able to read and write time Tables	Between Groups	6.88316	4	2.22070	2.3459	0.065
	Within Groups	42.54541	119	0.8354		
	Total	49.42857	123			
Learners are able to list out price of materials for purchasing g	Between Groups	16.48331	4	3.12083	3.146	0.012
	Within Groups	66.11986	119	1.14		
	Total	82.60317	123			
Learners can operate amount of loans and interest rate	Between Groups	2.086235	4	0.52156	1.2112	0.409
	Within Groups	29.91377	119	0.51589		
	Total	32	123			
Adult learners able to write and read bank slips and hence can transfer and receive money	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	119	0.59056		
	Total	36.60317	123			
Learners can Identify rating symbols (eg. Kg, mm. m,) and so on.	Between Groups	7.377762	4	1.84945	2.4913	0.05
	Within Groups	42.9397	119	1.04034		
	Total	50.31746	123			

Table 4.9 ANOVA Table about results on integrated functional adult learners' numeric skills, The mean difference is significant at 0.05 levels. A one-way ANOVA was conducted to identify if any difference existed in the respondents' perceptions across the five (five) woredas. The items under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.9 shows that no significant difference existed among the woredas except for item number 11 (0.012) with a confidence interval of p 0.05 and F (4, 119) = 3.14. In the above table (see distribution of F on statistical table value), at 5% level, with the degree of freedom being between groups = 4 and within groups = 119,

could have arisen due to chance. This analysis supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in the results regarding adult learners' knowledge of numeracy skills obtained from the respondents was insignificant and is just a matter of chance. For item 11, however, there is a significant difference, as the calculated values were 0.01 and 0.05. The p-value is 0.05, which reveals that learners are able to read and write as well as differentiate numbers.Table 4.10: ANOVA results on indicators of adult learners' numeracy and literacy skill by the DVV international training module

	Items		Sum of Squares	df	Mean Square	F	Sig.
15	Learners able to plan and budget	Between Groups	4.031001	4	1.00775	1.8883	0.132
		Within Groups	30.95313	119	0.53367		
		Total	34.98413	123			
16	Adult learners able to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting.	Between Groups	6.88316	4	1.72079	2.3459	0.053
		Within Groups	42.54541	119	0.73354		
		Total	49.42857	123			
17	Adult learners able to measure amount of activities they perform in their daily life e.g. milking, counting grains by scientific measurement like k.g	Between Groups	16.48331	4	4.12083	3.7245	0.021
		Within Groups	66.11986	119	1.14		
		Total	82.60317	123			
18	Adults able to record the number of their cattle, chickens, products using all units	Between Groups	2.086235	4	0.52156	1.0113	0.429
		Within Groups	29.91377	119	0.51575		
		Total	32	123			
19	Adult learners able to use fertilizers by counting and measuring amounts required	Between Groups	2.350476	4	0.58762	0.995	0.418
		Within Groups	34.2527	119	0.59056		
		Total	36.60317	123			

Table 4.10: ANOVA Table about the opinions of all woredas respondents concerning learners' indicators of adult learners' numeracy and literacy skills in accordance with the DVV international training module. The mean difference is significant at 0.05 levels. One-way ANOVA was conducted to identify if any difference existed in the respondents' perception across the five (five) woredas. The items under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.9 shows that no significant difference existed among the woredas except for items number 16 and 18 (0.065) and (0.042) with a confidence interval of p 0.05 and F (4, 119) = 3.72. In the above table (4.9: see distribution of F on statistical table value), at 5% level, with the degree of freedom being between groups = 4 and within groups = 119, could have arisen due to chance. This analysis supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in the results regarding adult learners' knowledge of numeracy skills obtained from the respondents was insignificant and is just a matter of chance. For items 16 and 18, however, there is a significant difference as the calculated values were 0.01 and 0.05, as the p-value is 0.05, revealing that learners can know different numbers. This means that all levels of respondents have the same knowledge regarding literacy and numeracy skills, with p 0.05 for all variables. UNESCO indicates that education improves understanding of new technologies and facilitates their diffusion and implementation – factors that also promote economic growth. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills that they feel are irrelevant to them.

4.5 Factors Affect IFAL Program and Management

This part of the study answered the second and the third research questions, which were, "What factors affect the effective implementation of FAL in Jimma Zone and what factors affect the effective management of FAL in Jimma Zone?" Since inadequate stakeholder involvement due to challenging factors is one of the most common reasons for the program's failure (UNDP, 2009:25), So far, various studies have been conducted focused on revealing the challenges and factors in the implementation of the IFAL program. Recently, many researchers, such as Mohamed (2013), Hildana (2014), Ayele (2012), Esayas (2014), and Samuel (2017), concluded that poor stakeholders' coordination was the biggest challenge for IFAL program implementation. However, none of them could give enough information about how the low level of stakeholders' coordination had resulted or was caused. In other words, they did not

show more about the factors that cause poor stakeholder coordination. Therefore, by considering this study gap, the researcher has conducted further analysis to fill the information gap.

As a result, the researcher delimited this scope to determine the most influential hindering factors of stakeholders' coordination in the implementation of the IFAL program. For dining this, ten factors that hinder stakeholders' coordination were presented to respondents to rate the magnitude of each factor. These are:

Stakeholders' belief that individual effort is more beneficial than cooperation

stakeholders' belief that, let alone the implementation of the IFAL program as the only task of the educational sector, including WEOs, primary schools, and/or literacy centers

Primarily, stakeholders are busy with the duties and responsibilities of their office.

- Lack of a stakeholder's clarified goal being achieved through the IFAL program
- Lack of committed leadership of stakeholders' office to see the IFAL program as their task
- Lack of stakeholders' capacity to be involved in the IFAL program
- Lack of continuous discussion and communication among stakeholders
- Lack of integration between stakeholders' office managers and local experts
- Lack of integration between Wereda and Kebele IFAL boards and technical committees
- Lack of accountability of stakeholders in the implementation of the IFAL program

Then, respondents' responses were analyzed through step-wise multiple linear regression. In doing this, poor stakeholder coordination is considered as a dependent (predicted) variable by computing the listed factors, and the identified ten hindering factors are treated as independent (predictor) variables.

4.5.1 Lack of Equipped Training Centers

Many of the poorest local, rural, and urban kebeles in the region do not have access to the adequate financial resources necessary to establish an appropriate training center for adult education programs. The government has given much emphasis to child education. Community mobilization, awareness creation, and motivation mostly focus on child education. As narrated above, the training IFAE is given not only at some formal schools but also under shade, at

religious institutions, and at household level, which might have contributed to the demotivation of adult learners attracted to attend the program. Providing training materials along with recruiting and training facilitators costs money, and the allocated financial support from the formal school budget generally is not sufficient to establish an education system for adult learners. Moreover, the program has involved a lower number of female participants compared to its male counterpart. Adult learner attendance is not moving forward for different reasons, including a lack of an attractive learning and training environment that has contributed to a lack of access to adult education.

4.5.2 Lack of Effective IFAE Structure

IFAE is structured under the MOE as a coordinating office. It is important to consider the structure of the body in terms of fundamental levels of the organization that increase the simplicity or complexity of IFAE's function. The structural organization and cooperation signed among sectors to share responsibility in relation to the implementation seem weak. The sign made among sectors such as the MoE, Ministry of Agriculture, Ministry of Health, and Women's Affairs frozen without showing synergy in implementation. The sectors did not plan together except to sit down for the signing ceremony in 2008.

In response to the issue of the structure of IFAE, the deputy bureau head said that:

… the structure of IFAE was covered by the formal education structure. In running the program, there are different approaches from region to region; in Oromiya, for example, we assigned a single director at the regional level, and at the zonal and district level, coordinators without authority to run human, material, and financial resources. Others establish the office at the process owner's level, or run it by a case team or single focal person. There are diverse approaches and structures for a single program. In this case, none of the structures have made the program effective (Deputy head, 2017).

The strategy indicated that IFAE was supposed to be run by a board composed of different sectors. However, in the current situation, the program is affiliated with the education sector, with no collaboration with other sectors. To this end, the experts were asked about the extent of local-level sector involvement, coordination, and planning to implement the program. In response to the question, one of the participants said,

The sectors are voluntarily involved to support the community; there is no one there accountable for the program. For example, the education sector at district level employs literacy

facilitators to hold and run the program based on the adult learners' textbook, but other sectors involve development agents (health and agriculture extension workers) to train adult learners on their own training packages. In this regard, the multi-sectoral model did not function properly. No one monitors and reports the activities in time. For example, if the health sector or agriculture sector is not willing to run the program, no one is forced to conduct the program (Experts, 2017).

The experts were also asked to respond to questions like "To make adult education fit the needs of adults, what should be done with it?" The participants gave the following response:

Initially, the emphasis given to the program from the top management down to the kebele level was low. The focus was to reach a large number of school-age children instead. However, recently, access to primary school has almost been achieved. The previous trend should not continue. Facilitators and expert preparation have to function in the same way we prepare and run primary schools. On top of this, a proper structure must be established at the district level to make the program more effective. The fulfilment of human, material, and financial resources should be improved to run the program in a more effective way (Experts, 2017).

The participant seems cognizant of the challenges of the program but unable to respond proactively to the situation, which cannot be attributed to other factors. The leadership quality for such fragmented activity, in particular, has a significant impact on the program. The lack of emphasis from the top was easily transferred to the grassroots implementers. If the program cannot function with the right structure and with specified duties and responsibilities, the local implementer cannot have clear direction in terms of planning, organizing, running activities, and reporting reliable results. Apart from preparing the necessary curriculum materials for adult learners, identifying quality content in terms of its relevance to the needs of the learners is the main duty of the experts. To this end, the experts were asked about the relevance and quality of the curriculum, one of the experts said,

… the textbook contents differed for urban and rural areas, but they all contained clear concepts, explanations, and activities that can help adult learners learn more effectively. However, we could not write additional learning materials other than textbooks. In terms of curriculum, the region did not develop competency-based curricula, such as non-formal vocation training, which could improve adult learners' skills and the quality of education at the level. We, the experts, made an effort to develop functional content with a pilot test to see if it meets the interests and needs of adult learners. In the current situation, we do not have a clearly

structured adult education program. As experts, we believe that the presence of a clear structure can minimize the problems and improve the quality of adult education in particular. The involvement of other cooperating sectors in the curriculum preparation was not visible. We could not solve the integration and coordination problems as planned. The decision was not made to use professional classroom respondents or facilitators with adult education backgrounds to develop curriculum content. Apart from these, training facilitators on the textbook methodology was not done (Expert, 2017). … In the future, it is important to establish independent institutions responsible for managing the program if there is a need to reach adults with diverse needs (gender, location, and social class). The participants stated that they expect the program to garner attention at all levels in order to put the policy in place. The authorities at different levels have to make strong interventions and show strong political commitment that can support the implementation at kebele level (FGD2, 2017).

In their responses, the discussants above stated that the program's ongoing practices were hampered by a lack of appropriate structure, follow-up, and government emphasis. Besides, the learning materials development process and cooperation among sectors were barriers to effectively implementing IFAE. The essence of integration in writing the curriculum and scarcity of resources like qualified facilitators to run the program and mode of delivery of the program as per the guidelines has failed because there was no visible structural integration of sectors. The writing curricula were not agreed upon among the sectors. After its development, the contents of the textbooks were not shared among the education, agriculture, health, and business sectors. Moreover, the facilitators were not trained in relevant curricula. As a result, they could not properly handle the program in an integrated manner.

4.5.3 Lack of Responsibility and Power-Sharing

An organizational structure is the way responsibility and powers are allocated, and work procedures are carried out. The organized structure is important for measuring or monitoring newly emerging programs like IFAE. It helps to collect feedback and correct errors on time. In the IFAE program, no policy clarifies who is responsible for what activities of the program. The nominal structure of the program is attached to the education sector by default. There is no horizontal communication or relationship among the different sectors supposed to run the program. The existing structure at the coordinator level is integrated into the education sector, which has no power but to run the IFAE program under the umbrella of formal education. Other sectors, such as agriculture, health, and business sectors, are supposed to run adult education,

but they do not have an adult education structure and are ready to shoulder responsibility. As indicated above, IFAE seems to lack an efficient and effective structure that could have helped with quicker responses to adult education problems, increased unity of functions, and created alignment among the different institutions to run the program.

4.5.4 Lack of IFAE Coordination

In our education sector, experience has shown a top-down approach to dominate the system where policy, strategy, and guidelines are prepared at the national level. Similarly, coordination follows the top-down principle. Things are decided at the regional, zonal, and district levels and disseminated to kebeles, schools, and training centres. Coordination among sectors was not visible, which is supposed to provide unity of action in the process of providing the right training to adult learners. In this connection, IFAE has no special approach because adult training needs a different approach from child teaching. The coordination among sectors in the horizontal relationship is weak, and the vertical relationship function is limited within the education sector. Referring to the issue of coordination, the bureau head stated the following:

As is widely known, adult education leaders or coordinators at various levels are not assigned on merit. With regard to decentralization issues, the leadership could have been given the power to carry out responsibilities. In the leadership position, prevailing in the regional state political assignment had the lion's share. However, sometimes, in positions where professional expertise is required, a political assignment cannot lead to success. Success cannot be obtained easily unless a free assignment is dealt with in full accord. Otherwise, it will boil down to the quality of leadership. The assigned leader must be a man of merit who can largely accomplish the curricula, training, and planning tasks with commitment. Moreover, each sector that is supposed to work on adult education must be empowered to act without political pressure (bureau head, March 2017).

The researcher has presented issues related to adult learners' engagement. With respect to follow-up, a keen effort was not made at all levels to curb the weakness seen in the program. Until now, no evidence has been collected to prove that the number of adult learners continues to stay with up-to-date knowledge and skills gained during their training.

The participants of the FGD have suggested the following points to improve IFAE program coordination. At a higher level, universities, and colleges should support the program by providing professionals, materials, and financial aspects. It is also critical to revisit the integration of sector strategies, and sectors that have not yet taken on real responsibilities

should be committed and ready to participate in the adult education program. Obviously, future employment and its expansion in the region are more attached to private sectors. Integration of IFAE with NGOs and private sectors is also important. It is necessary to create decent and remunerative jobs at the district level so that adult learners, particularly young adults who have completed rounds 1 and 2, can access the opportunities (FGD, expert, 2017).

From the assertions above, though there is readiness from the experts' side in implementing the program, more focus is still on formal school coordination and IFAE lacks follow-up. The regional state, in its coordination, shall consider writing learning materials that can increase the reading and writing skills of adult learners. From the above citation, the main activities of the program are situated in the education sector, only dropping other essential sectors like health and agriculture.

Moreover, the other significant implementer of IFAE was the school committee, which has a voice in improving the schools, adult training centres, and community coordination. The FGD participants at school were briefed about their role in the community regarding coordination. The first question was to address how the Parent Teacher Association (PTA) is coordinating the school to implement the IFAE training policy. To serve in the current position, they did not attend any PSTA training in either short-term or long-term capacity building. The Kebele head and chairman of the school's PTA said:

We write a plan with the school administrators to implement the school improvement program packages, ensure active involvement, and follow-up. But we did not start to organize. We also mobilize kebele residents to cover some activities like planting trees, soil protection using trussing, and providing little financial support (FGD, PTA, 2017).

> *Other speakers from the group said that the school and the surrounding community work together. For example, the PTA is responsible for creating a conducive learning environment and mobilizing adults to join training centers; they call meetings, open discussion, and convince parents of the importance of educating people. However, when asked about the number of centers and those attending the program, including the school, everyone taking part in the FGD kept silent. They said, currently, we do not have it in terms of a figure, but we give awareness and orientation when gathering for other purposes.*

The discussants further said:

We did not begin with all of our efforts; we focused more on formal education, but we provide little orientation to the importance of adult education.We attempted to orient about the IFAE program during the mobilization of farmers for soil protection using land terracing "DagaaLafaa." However, as to the registration and attendance, though many of them registered to start the program, only three to four participants come to the program regularly. He said it is one of our responsibilities to support the program. We did not have any strong follow-up in collaboration with the responsible sectors expected to run the program. The task is not only given to the education sector, but also other offices such as agriculture, health, women's and children's affairs, and business firms.

To implement the policy at the grassroots level, school leadership has to give emphasis to following school improvement program packages and applying a participatory approach to work with the community (FGD2, PSTA, March 2017).

The participants reported that the issue of coordination with the right plan to mobilize adults who cannot read and write was not getting much attention at all levels. The coordination from the top, sector coordination, and kebele level integration are very weak. They confirmed that for some IFAE programs, they may not even be secondary to formal education at all levels.

Coordination among the different sectors could have involved planning and integrating the various activities designed for the program through mutual discussion and exchange of ideas. Coordinating includes organizing and staffing because it specifies who will be on staff and their rational placement. However, the coordination of the IFAE program is limited only to a simple orientation. The PSAT, in this connection, did not carry out their major responsibility, which is mobilizing human, material, and financial resources for the success of the program. The management of adult education requires the right personnel in various positions with the right type of education and skills so that there are the right men in the right job. In this school or adult training center, giving orders to their job, instructions, and guidance to the facilitators or respondents is done with no harmony between the adult learners or the community and the people supposed to run the program using proper coordination.

4.5.5 Lack of Effective Leadership

In this study, adult education programs, or IFAE, involved poor leadership because the leaders found at different levels of the education sector were not able to share time in supporting

this way of working. This means that adult education program leaders are not seeking out opportunities to work with others; recognizing staff involved in coordinated work; and ensuring that resources (human, materials, and financial) and time are available. The leadership is influenced by external and political pressures, which had an impact on the successful implementation of the program. The insignificant support of local authorities and their attitude towards the IFAE program could not raise the participation of adult learners and increase the commitment of facilitators. In this regard, leadership practices cannot be taken for granted because they must be worked on a continuous basis. As a result, the program could not involve a significant number of participants yearly and be a coordinated activity for the effective implementation of IFAE. To ensure the coordinated activity is successful, leaders need to make sure that sufficient resources are available to support it. Moreover, the leaders should avoid their laissez-faire style and need to assist participants by ensuring joint activities are given priority, integrated into a wider system of their performance, and linked to budgetary allocations.

The leadership style must display a positive attitude to work well as a team and develop a sense of shared commitment among the different sectors. The participants need to establish working relationships based on mutual support and trust, acknowledge their differences, and share information openly for the benefit of other IFAE participants.

4.5.5 Lack of Planning As Challenge

At the zonal and district levels, the bureau heads are expected to have more fresh and reliable information or data about programs running under their leadership than the higher officials. In this regard, the researcher presented questions related to the status of IFAE in the Jimma zone and Jimma district. The discussants replied.

The coverage is a large number on a sheet of paper in the form of reports. However, extensive work was not done, and the distribution of training centres to remote localities was not effective. For instance, learners in the city have more access to training than in rural areas. Creating a learning opportunity for those who quit farming is very hard in the rural vicinities. In Jimma Town itself, attending literacy learning is hard because the participants have an economic problem. In some places, primary schools are inaccessible to adult learners. Since some of the schools are situated far away from the community setting, the facilitators in many

places are forced to use private household homes due to the scarcity of materials like blackboards, chairs, and tables. Because of a lack of understanding about adult characteristics, some training centres mix children and adults in the same class, and the same lesson becomes familiar, while parents sit together to learn lessons in an adult class (Case 4, bureau head, 2017).

The heads narrated IFAE implementation under their leadership, saying that there is a difference between reports and reality on the ground. The report is usually based on the data collected during registration time. Because of the characteristics of adult education, the final report does not always correspond with the beginning data. The problem of data variation may be associated with a lack of proper planning, periodical supervision, and reports. The head also reveals that creating learning opportunities at the school level is found to be difficult because of distance. Some training centres are adjusted to private household situations where there are no facilities, and it is difficult to address the academic and psychological needs of adults. Besides, the facilitators' motivation in such a class could sometimes depend on the commitment and social attachment with family members, particularly the husbands, who are usually the authorities. The rural experience shows that the home has no reserved class for the training, but the same room is used for different purposes, such as cooking, sleeping, keeping cattle, and rearing children.

Figure 2 shows that there is a huge difference between what has been planned and what has been executed at the different training centres.

As can be observed in Figure 2, centres such as private homes and shades have a large number of plans but a very small number of participation accomplishments. The data shows that when the learning environment is not attractive, like in schools and training centres, adults are not motivated to attend the program. At the school level, training accomplishments are about 45.62% of the plan, whereas in other training centres it is below 45.62%, which shows schools are more attractive for adult learners. Adults learn many things informally from school compounds rather than training centres set up under shade or private homes.

Lack of capability in planning is not limited to the selection of the right place for learning, but also having a concrete plan to mobilize registered adults for the training. As can be witnessed at the planning stage, the facilitators and Kebele administration's effort to sort out people ready to attend the program seems remarkable. However, the skill of attracting the adults to the training centre or retaining them to stay for about three months or more was found to be a challenge.

4.5.6 Lack of Visionary Leaders

Visionary leaders use strategic planning to inspire and motivate coordinators and facilitators subordinate to their leadership to achieve the goal of the organization. In the process of implementing a program, a strategic leader can minimize the destruction that could happen in terms of resource utilization (human, material, and financial). As can be observed in the above analysis, the regional government has no clear plan in place to reach the 9 million illiterate adults. The different levels of leadership running the program do not have a system that could help them utilize the secured resources available. On paper, the leaders have a great plan with high enrolment numbers; however, they only execute less than 25% of their plans across all training centres. Potential leaders may be put off by a lack of funding. Nevertheless, focusing on the characteristics of adult and non-formal education, a leader must be flexible to see what is working and what is not working in the strategy and make adjustments accordingly. In this regard, researchers and the government itself have repeatedly reported that the multi-sectoral model has failed because of a lack of commitment at all levels, but the leaders in the area were not willing to give their ears for listening and abilities to improve the program.

In this context, the researcher did not utilize a measure to discuss the positive and negative attitudes or mindsets, which can be described as a limitation. However, the self-report from participants of this study has shown that there is a lack of positive mindsets, low feelings of enthusiasm, and satisfaction towards adult education programs. The participant mindset tells us that the program of IFAE is not making life more enjoyable and attractive, but rather encouraging self-development, dreams, and aspirations. As a result, participants, coordinators, leaders in the area, and facilitators are not great performers and encourage others to join the program.

4.6 DISCUSSION

In this study, it was indicated that many of the implementation problems were associated with access, structural problems, political commitment, and the inability of implementers at different levels. To help the non-literate adults see a new and bright future, the sectors have not yet developed experience of working together at the planning stage and organizing the IFAE program. The government of Oromia should direct its policy implementers to show commitment, ensure access to adult education, and create adequate educational opportunities at the local level, particularly at the kebele level.

Hoy and Miskel (1978:215) believe that "policies are not only formulated but also communicated, monitored, and evaluated." Lindblom (1959:86) believes that a wise policymaker cannot expect all of their policies to be completely successful. Regardless of how good a policy may be, its implementation may introduce some element of imperfection. However, in this study, in the regional context, the implementation at the kebele level is being observed without the coordination of the sectors.

Adult education programs recognized officially at the national, regional, and local levels are implemented with a full set of challenges. Traditional values such as building work together or "Dabo" during harvest or plowing land and seeding in different seasons could not be maintained much by integrated functional education. It has been observed in this study that implementers are not able to know what they are expected to do. There was no communication or networking among sectors, and there were inconsistencies in structure and data, capability problems at zones, districts, kebele, and training centres, incompetent staff, low political support, inadequate financial resources, and a lack of positive attitude among the implementers. As a result, the IFAE, with its potential contribution to technological development and growth, has failed to make any differences among the adult community utilizing the program. These findings are consistent with Abeje (2017), who conducted a study on pastoralist areas and found that adult education is challenged by governance structure, funding, and a lack of integrated effort with other sectors. Van Horn and Van Meter (1977) revealed that policy implementation fails because of a lack of effective communication, capability problems, political support, inadequate financial resources, time constraints, and dispositional conflicts or reluctance of the assigned implementers to carry out their assignments.

In this regard, Harris (2009) argues that the public has continuously perceived adult training as the path from school to a less academic situation. Harris further points out that the adult

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education program had poor results in terms of improving the living conditions of those individuals. This assertion has been confirmed by FGD conducted with adult education facilitators in 2015 at Jimma University. In the current study, the program did not get much attention compared to formal education. They said that the public is not ready and willing to attend the program because of a lack of attention from all stakeholders.

The direction set to implement the program is a collaborative approach among sectors of education, agriculture, and health extension workers. The sectors are expected to play a greater role. However, the study reveals that only the focal person at district education offices and the literacy facilitators at training centers make a follow-up on the progress of the program. Indicating the importance of facilitators, Tolera et al. (2017) assert that respondents/facilitators in adult literacy learning programs are recognized as being vital to successful learning outcomes. Respondents and trainers play an important role in the motivation and success of learners (Katiliute, 2005).

The study also notes the financial constraint on covering salaries, fulfilling learning facilities, and coordination among different sectors. This could be attributed to two causes: a lack of enough budgets in which adult education is mostly supported by the government and maybe poor management of the small budget allotted by putting more emphasis and priority on formal education. On the other hand, the government body at the local kebele does not have aid to support adult education programs, which makes the case acute. This is due to the fact that the total volume of aid made available for adult education by both government and non-governmental organizations is always insufficient and is tied only to political completion. Consistent with this, Negash (2006) asserts that although a considerable portion of governments' budgets are made up of development aid, it is inconceivable that this external financial input could not lead to sustained development. The aid is usually invested in formal education and a few for the democratization process, but not to cover the expenses of non-formal education or adult education.

The present study of IFAE employed a qualitative approach, the sampling technique was purposive, and the sample size was not large enough to generalize. It can be concluded that the present adult and non-formal education implementation strategy is not at its preliminary stage because the strategy, curriculum guides, focal person, and very few facilitators are in place. However, for all education bureau heads, adult education is not on their priority agenda, which may be because of the influence of formal education characteristics. As can be seen in this

study, the practices are not in good condition and the people are not discharging their responsibilities at all levels (regional, zonal, district and kebele levels). Moreover, the sectors are not interconnected at a local level to support the effective implantation of IFEA. In fact, it was stated in the national strategy that there is a need to implement a demand-driven and workable Integrated Functional Adult Education program that facilitates and improves the literacy skills and the livelihood of adult learners. Nevertheless, the current "multi-sectoral model" is challenged by a lack of limited access, synergy among sectors, active structure, commitments, coordination, and a low attitude towards the program on the part of the responsible bodies to run the program. In this regard, the regional government shall take the lion's share and responsibility for working on the dysfunction of IFAE that can be attributed to education leaders, experts, local kebele administrators, and facilitators. In general, since this is qualitative research limited in size and variables, before a dependable result is reached, researchers should conduct further study by increasing the study site, variables of study, the sample size, and other necessary but missing from the current study.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This part of the study presents a summary of the study with key findings, a conclusion, and forward relevant recommendations for the concerned bodies regarding the management of the IFAL program in the Jimma zone.

5.1 Summary

The study was conducted aimed at examining the status of IFAL program management in the Jimma zone of Oromia Regional State.

The following basic research questions were set:

- What is the current practice of the implementation of IFAL in the Jimma Zone?
- To what extent is IFAL effectively managed in the Jimma Zone?
- What factors affect the effective implementation of IFAL in the Jimma Zone?

According to the results illustrated in Table 4.1, among the 2 IFAL program coordinators of WEO, 1 was male, whereas the other was female. Regarding the principals, six were males, while three were females. As to vice principals, 12 were males, whereas 1 was female. However, of the supervisor respondents, 3 were males and 2 were females. Moreover, among the facilitators, 40 were males, whereas 12 were females. Overall, the majority of the respondents were males. This implies that the participation of females in teaching staff as well as in managerial positions was at a minimum.

Concerning the educational background of the respondents, from the IFAL Program of WEO school leader, there were 1 BA and 1 MA holder. From the principal, there were 3 BA holders and 5 MA holders. Of the vice principals, 5 had a BA while 8 had an MA degree. Of the supervisors, 3 had BAs, whereas 2 were MA holders. Of the facilitators, 40 were degree holders, while 12 were MA holders. In relation to this, MOE's standard for secondary school education (MOE, 2009) stated that a minimum requirement for respondents to work in a secondary school is a first degree.

Regarding the work experience of the respondents, 22 respondents had worked for less than 5 years, whereas 49 had worked for 5–10 years. On the other hand, 30 had worked for more than 10 years. Almost all the principals had served more than ten years. The two IFAL Program

leaders of WEO served for over 10 years. As to the principal, 1 served from 5 to 10 years, whereas 7 served above 10 years. Three vice principals served from 5 to 10 years, while 10 others served over 10 years. One supervisor served from 5 to 10 years, whereas four of them served over 10 years. Eight facilitators served from 5 to 10 years, while 36 served more than 10 years.

In general, the majority of the respondents have worked for more than five years. This implies that the respondents were mature, educated, and relatively experienced in their respective job positions. From this, it is possible to assume that these respondents could be able to provide genuine and truthful responses.

The data obtained from respondents using a questionnaire indicated that there were differences in responses among respondents of the five sample woredas. Regarding the literacy and numeracy skills of adult learners, respondents believed that the learners were able to write and read properly. In contrast to this adult learner's ability to recognize familiar words, comprehend long sentences, and understand words reported to be local, To summarize, the data obtained in this category show that adult learners are still unable to attain the literacy skill. Most importantly, there was a high disparity between Table 4.1 (concerning the actual numeracy and literacy skills) and 4.3 (indicators of numeracy and literacy skills of students). Table 4.1 examines literacy and numeracy skills in relation to this concept, as previously discussed. On Table 4.3, however, we can see respondents' opinion concerning indicators of adult learners' numeracy and literacy skills in accordance with the DVV international training module identified as numeracy skill. Data obtained from respondents in Table 4.1 was not in harmony with the results obtained from Table 4.3. From the data, we deduced that learners may count and identify letters and words, but they are still not able to use these skills for functional purposes such as health, agriculture, and financial reasons. As it is presented in Table 4.2, the mean value of respondents' responses about adult learners' skills in writing and reading was high for all Woreda, with a mean value of (3.9). When we see the mean value of each woreda, Chora Botor (4.3), Limmu kossa (3.8), Manna (3.6), Seqa (4.3), and Qarsa (4.1). According to the respondents' opinion, this result indicated that the literacy and numeracy skills were well addressed in the zone.

The results obtained from five woredas confirmed that there is disparity in responding to this item. As we can see from the obtained values, only Chora Botor woreda strongly agreed that adult learners are able to identify letters and words. According to the Washington State Adult

Learning Standards (2012), adult learners need to write all letters of the alphabet and numbers and appropriately use simple, every day, highly familiar words (personal names, signatures, addresses), numbers (dates, phone numbers, addresses, prices, etc.) and simple phrases to convey information with minimal attention to the audience. Besides, adult learners are also thought to write individual words, simple phrases, and a few very simple sentences slowly and with some effort and some errors.

According to EFF content standards in 2009 (as cited in The Washington State Adult Learning Standards, 2012), adult learners need to decode and recognize every day words and word groups in short, simple texts by breaking words into parts, tapping out or sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

According to Cree, Key, and Steward (2012), literacy has traditionally been limited to the ability to read, write, and compute numbers. In particular, reading has meant perusing and analyzing printed texts such as books and newspapers. Adult learners in today's workforce, therefore, are expected to create, edit, and read numerous documents on a computer. The more literate an individual is, the more likely he/she is to be in a job role that requires reading and understanding long sentences.

The sum mean value for this item was high (3.6). The ability to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension clearly indicates the numeracy skills of functional learners (The Washington State Adult Learning Standards, 2012).

According to Cree, Key, and Steward (2012), individuals may have basic reading, writing, and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include: reading a medicine label; reading a nutritional label on a food product.

Moreover, applying knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension is the other aspect of a numeracy skill. Based on this conceptual understanding of literacy skills, adult learners are expected to record, count, and have a clear view of their children's age. It is also factual that illiteracy significantly limits a person's ability to access, understand, and apply health-related information and messages and ultimately results in poor household and personal health, hygiene, and nutrition.

The data obtained indicated that low. WSALS (2012) states that functional adult learners are highly required to understand, interpret, and work with pictures, numbers, and symbolic information on tables and communicate results using a variety of mathematical representations, including graphs, charts, and tables as well as algebraic models.

Concerning this item, Cree, Key, and Steward (2012) explained that calculating the cost and potential return of a financial investment and filling out a home loan application are indicators of functional adult learners' mathematical skills.

Regarding adult learners' ability in planning for agricultural issues such as; ability to plan for crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing, harvesting by using numeracy and literacy skills, item 16, respondents still believed low. According to Tefera (2006), as cited in MoE (2008), the main aims of the farmers' training centres are: to give specialized training on modern farming techniques; to provide agricultural extension services easily; to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc.; and to serve as permanent exhibition centers to transfer technologies.

It is also clear that Ethiopia's development strategy is summarized as "Agricultural Development-Led Industrialization" (ADLI). In this long-term strategy, agriculture plays a leading role in the growth of the economy. Its broad objectives are to modernize agriculture and improve its efficiency and productivity, ensure food security, create employment opportunities, and enhance the country's foreign exchange earnings, with the aim of promoting the development of a vibrant industrial sector and accelerating overall economic growth. Agriculture development leads to industrialization and is supplemented by sector-specific strategies in areas such as health, education, ICT, population, industry, etc.

According to Anthony, Cree, and Andrew Key Reading a medicine label, reading a nutritional label on a food product, balancing a check book, filling out a job application, reading and responding to workplace correspondence, filling out a home loan application, reading a bank statement, comparing the cost of two items to determine which one offers the best value, and working out the correct change at a supermarket are all functions of adult literacy.

Table 4.6: ANOVA Table about the opinions of all woredas respondents concerning learners' literacy skills, The mean difference is significant at 0.05 levels. df: degree of freedom; F: value between and within groups [to be found in the F Table]:Sig: statistically significant difference between groups One-way ANOVA was conducted to identify if any difference existed in the

respondents' perception across the five (five) woredas. The items under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.6 shows that no significant difference existed among the woredas except for item number 3 (0.011) with a confidence interval of p 0.05 and $F (4, 119) = 3.61$. In the above table (4,6: see distribution of F on statistical table value), at 5% level, with the degree of freedom being between groups = 4 and within groups = 119, could have arisen due to chance. This analysis supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in the results regarding adult learners' knowledge of numeracy and literacy skills obtained from the respondents was insignificant and is just a matter of chance. For item 3, however, there is a significant difference as the calculated values were 0.01 and 0.05. The p-value is 0.05, which reveals that learners are able to read, write, and even comprehend long sentences. In other words, there is no statistically significant difference between all respondents across all woredas except for item 3. This means that all levels of respondents have the same knowledge regarding literacy and numeracy skills, with p 0.05 for all variables. UNESCO indicates that education improves understanding of new technologies and facilitates their diffusion and implementation – factors which also promote economic growth. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills that they feel are irrelevant to them. Without solid literacy and numeracy skills, technological literacy is hard to achieve. Those people who have strong basic literacy and numeracy skills combined with advanced functional literacy are valuable human capital for their nations and the global economy. Without such expertise, it is impossible to compete effectively in the global marketplace through integrated functional adult literacy. "

Table 4.9 ANOVA Table about opinions of all woredas respondents concerning learners' indicators of adult learners' numeracy and literacy skills in accordance with the DVV international training module. The mean difference is significant at 0.05 levels. One-way ANOVA was conducted to identify if any difference existed in the respondents' perception across the five (five) woredas. The items under each variable were aggregated into categories based on inter-item correlation analysis of the data. The ANOVA result in Table 4.9 shows that no significant difference existed among the woredas except for items number 16 and 18 (0.065) and (0.042) with a confidence interval of p 0.05 and $F (4, 119) = 3.72$. In the above table (4.9: see distribution of F on statistical table value), at 5% level, with the degree of freedom being between groups = 4 and within groups = 119, could have arisen due to chance. This analysis

supports the null hypothesis of no difference in sample means. We may, therefore, conclude that the difference in the results regarding adult learners' knowledge of numeracy skills obtained from the respondents was insignificant and is just a matter of chance. For items 16 and 18, however, there is a significant difference as the calculated values were 0.01 and 0.05, as the p-value is 0.05, which reveals that learners are able to know different numbers. This means that all levels of respondents have the same knowledge regarding literacy and numeracy skills, with p 0.05 for all variables. UNESCO indicates that education improves understanding of new technologies and facilitates their diffusion and implementation – factors which also promote economic growth. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills that they feel are irrelevant to them.

5.2 Conclusion

Although the IFAL program has a plan which serves as a standard component for IFAL program implementation, monitoring, and evaluation in the Jimma zone, the planning processes do not give enough consideration to main IFAL management activities. Hence, it could be concluded that this reduces the quality of measuring the actual results and outcomes of the program in terms of whether to apprehend the current results or lessons learned for future work. The provision of the IFAL program is taking place through collaborative efforts between stakeholders and sector offices. However, their coordination to run the program together, except for education and other sector offices, was low due to various factors. Hence, this would lower the quality of IFAL program implementation and achieve the intended result.

So far, the IFAL program facilitation has mostly depended on employing full-time facilitators and drawing part-time facilitators from sector offices. As a result, increasing investment and efforts in training, as well as recognizing their contributions, helps to encourage and extend their role in IFAL program facilitation. But, the effort made to encourage facilitators was unsatisfactory. Due to this, there was a high turnover of facilitators from their facilitation jobs. Hence, this would negatively affect the adult learners' learning processes at the LCs. The study indicated that coverage of IFAL monitoring and evaluation was given more emphasis to look at the learners' enrollment than the actual practice of learning at the LCs, as well as the management functions. Hence, it could be concluded that the IFAL control practice in the Jimma zone was ineffective. As a result, all these inadequate processes make the status of IFAL

program management (planning, staffing, coordination, and control) substandard at best in the Jimma zone.

Recommendations

Based on the study findings, there are the following possible ways and/or solutions to improve the management of the IFAL program in the Jimma zone:

According to the conclusion, some factors affect the practice of integrated functional adult literacy in the Jimma zone because of the inappropriate practice of teaching in primary schools. To tackle these problems, the researchers would like to forward the following recommendations:

The plan has great potential to realize the intended goals and objectives of a given task. So, including the main IFAL program activities with an appropriate schedule and strategies for implementing, monitoring, and evaluation helps to achieve the intended results.

Participation and retention of adult learners in the IFAL program depend mainly on stakeholders' having strong coordination and linkage towards the program, starting from its planning up to evaluation phases. To ensure this, concerned stakeholders are advised to work with partners by recognizing and putting into account the IFAL program as the means of achieving their primary objectives and activities.

The study revealed the most severe factors that mostly hindered stakeholders' coordination in the implementation of the IFAL program in the Jimma zone. These are: (i) lack of integration between wereda sector office (stakeholders) managers and local level workers; To minimize this, stakeholders' office heads/managers at the wereda level are advised to create a sound communication and continuous discussion system with their local level experts who work at the grass-root level to increase their closeness. (ii) Lack of stakeholders' clarified goal being achieved through the IFAL program was also found to be the main challenge that limits stakeholders' coordination. Therefore, to solve this, stakeholders during their planning are advised to incorporate and integrate all the IFAL activities into their primary tasks throughout their planning development to improve the program implementation. Another challenge was the lack of accountability of stakeholders in the IFAL program implementation. Accountability in the IFAL program might not refer to financial accountability, but rather the process whereby IFAL stakeholders practice the program and are held accountable for producing the intended result.The right payment for the right contributors based on merit significantly determines the

healthier relationship between employers (WEOs) and employees (IFAL personnel). This needs an appropriate means of remuneration. However, in the Jimma zone, it was found that facilitators did not have enough remuneration and other expected benefits for their contribution. This also exacerbates their turnover from program facilitation. Therefore, to fill this gap, WEOs and concerned stakeholders are advised to (i) improve the employment system of full-time facilitators in a way that helps them shift from contract to permanent civil servant base and improve their monthly salary from 923 Birr to an appropriate salary based on civil servant career structure by considering the availability of budget, and (ii) create an additional subsidy system for part-time facilitators and coordinators.

When the education and training opportunities address the specific needs and gaps of both coordinators and facilitators, not only is their motivation increased, but the result of the IFAL program is also achieved. So it is good if WEOs provide education and/or training opportunities for IFAL facilitators and coordinators.

Job refreshment training for coordinators and facilitators in a way that aims at addressing the contextual/local skill gaps of different facilitators by identifying current and future skills that are needed for IFAL program facilitation. The training also needs to be adequate with training course and duration in a way to make it responsive to the local conditions of the facilitators.

The study results have shown that the IFAL program monitors in their monitoring of the program give more emphasis to how many adult learners are registered and enrolled in the literacy class. But, this is not becoming the main objective of IFAL program monitoring. It is, therefore, strongly advised that they pay attention to the actual practice of the program to ensure the realization of its objectives.

In the study, it was found that most of the time, IFAL program monitoring and evaluation were undertaken by only WEOs personnel. However, using a group of stakeholders enables them to bring new inventiveness and to present a new effort from their past experiences in program monitoring and evaluation. Therefore, it is recommended that IFAL program monitoring and evaluation be done by identifying the most appropriate personal/experts drawn from all concerned stakeholders who participated in the implementation of the IFAL program. That is, participants in monitoring and evaluation should not always be from the Woreda Education Office. Evaluation results and reports have great value in making all-rounded decisions concerning the provision of the IFAL program. However, the study showed that the IFAL program evaluation lacks a detailed examination of what the LCs have.

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APPENDIX A:

Background Information

PART I: Background Information

Indicate your response by circling on option provided for close ended questions

1. School code: _____   Woreda_____

2. Sex: Male ☐   Female ☐

4. Educational qualifications?

Diploma ☐

   BA, BSC, BED, ☐   MA/MSC/MED ☐

5. Service years (experience):

Less than 5 years ☐

5-10 years ☐   above 10 years ☐

7. Have you had any additional training?

Yes ☐   No ☐

8. If your answer is yes, please give a number: Length_____

Part two: Components of IFAL Program to what –extent to practice to IFAL Program are you satisfied with each of the following aspects of your work as a teacher? Please tick (√) the box which best represents your response from the following where 5=strongly agree, 4= agree, 3= neutral, 2 disagree, 1= strongly disagree.

No	items	1	2	3	4	5
		Rating scale				
	items on adult literacy					
1	The current adult learners can write and read texts					
2	Adult learners are able to identify written letters and words					
3	Adult learners are able to identify familiar words.					
4	Adult learners are able to identify strange words					
5	Learners are able to identify, write, read and comprehend sentences					
	items on adult numeracy					
6	Students are able to read and write from 0-100					
7	.Students are able to read and write all the four mathematical operations and thereby add, subtract, divide and multiply					
8	Students are able to draw Tables, charts, graphs, and analysis their basic assets					
9	Students are able to read and understand Drs prescriptions of medicines and taking of pills					
10	Adult learner able to read and write time Tables					
11	Learners can list out the price of materials for purchasing g					
12	Learners can operate the amount of loans and interest rate					
13	Adult learners are able to write and read bank slips and hence can transfer and receive money					
14	Learners can Identify rating symbols (eg. Kg, mm. m,) and so on.					
15	Learners able to plan and budget					

16	Adult learners are able to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting.					
17	Adult learners are able to measure the amount of activities they perform in their daily life e.g. milking, counting grains by scientific measurement like k.g					
18	Adults able to record the number of their cattle, chickens, products using all units.					
19	Adult learners able to use fertilizers by counting and measuring amounts required.					

PART II: IFAL Related Questions

Please respond to each of the items on this questionnaire by making" √" on the number of the response that best reflects the view of the respondents about issues related to the planning of FALP. After you read each statement, mark" √" on the number that indicates the extent to which you feel

your principal has demonstrated the specific behavior during the past school year. For each behavior, 5 represents "Almost Always," 4 represents "Frequently," a 3 represents "Sometimes," 2 represents "Seldom," and 1 represents "Rarely."

Management Related questions		Rating scale				
		1	2	3	4	5
2.1	Setting achieving of values, mission ,vision and goal					
2.2	Curriculum need assessment					
2.3	Designing incentive package					
2.4	Resource mobilization					
2.5	Efficient utilization of resource					
2.7	Budget					

2.8	Involving stakeholders					
2.9	Enrollment of adult Lerner					
2.10	Monitoring and evaluation					
2.11	*The target beneficiaries of the IFAL Program are clearly planning process*					
2.12	Stakeholders in the IFAL Program clearly identified with their expected responsibility					
2.13	The schedule of monitoring					
3	**Socio Economic impact of IFALP**					
3.1	improve social participation in community affaires					
3.2	Improve standard of living					
3.3	Increase the use of agricultural technology					
3.4	Enhance agricultural productivity					
3.5	Promote active participation					
3.6	Empower woman to face different responsibility					
3.7	Improve income of individuals					
4	How do you about coverage of FALP monitoring carried					
4.1	Follow up the adult learner enrollment to see if these are functioning as planned in literacy centers			7		
4.2	Surveying the IFALP facilitation situation to see if this element is functioning as planned					
4.3	Exploring the application of key life skill learning contents in to adult's daily life					

.4.4	Investigating the problems and find solution in the adult training process					
5	**Factors hindering stakeholders to monitor the IFALP implementation process at literacy centers**					
5.1	Poor communication among stakeholders					
5.2	Inadequate supply of personnel who are qualified with adult education to provide feed back					
5.3	Inadequate use of monitoring instruments					
5.4	Irregular inspection and supervision of the IFALP					
5.5	Lack of clear understanding about IFAL Program					
5.6	Lack of required resource					
5.7	Lack of IFAL Program guidelines					
6	View of respondents about the monitoring and evaluation of IFAL Program					
6.1	The learner enrollment follow-up there is a systemic handiling complain and feedback					
9.5	Performance of FALP appraised via discussion with concerned bodies (stack holdrs,parents)periodically					
9.6	The overall operation of FALP is through formal reports					

APPENDIX B:

Interview

Part one: personal information

A, work place ----------------------sex--------------------age-------------

B, date-----------------------

C, education leveL

D, years of success as coordinator of FALP WEO?

PARTTWO:

1. How long have you been coordinator of FALP OF WEO?
2. What look like stake holders contribute towards IFALP program implementation at learner center?
3. What factors hindering stake holder's coordination to implement the FALP?
4. What improvement will be made to enhance facilitator's capabilities?
5. What is the extent of your IFALP monitoring practice in your area of coordination?