The Practices and Challenges of Integrated Functional Adult Education Program Implementation: The Case of Digeluna Tijo Woreda, Oromiya

Bekele Deriba
THE PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT EDUCATION PROGRAM IMPLEMENTATION: THE CASE OF DIGELUNA TITO WOREDA, OROMIYA

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August 2020
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The Practices and Challenges of Integrated
Functional Adult Education Program Implementation: The Case of
Digeluna Tijo Woreda, Oromiya

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A Thesis Submitted To
College of Education and Behavioral Sciences in Partial Fulfillment of
the Requirements for the Degree of Masters of Arts in Adult Education
and Community Development

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DECLARATION

This is to certify that the thesis entitled “the practice and challenges of integrated functional adult education program implementation” in Oromia: the case of Digeluna Tijo Woreda submitted in partial fulfillment of the requirement for the degree of Masters of Arts in Adult Education and Community Development, Bahir Dar University, is my original work and did not present for any academic purpose in any educational institutions. The assistance and help I received during this investigation have been acknowledged.

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Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled the practice and challenges of integrated functional adult education program implementation: the case of Digeluna Tijo Woreda, Oromiya by Deriba Bekele Bededa prepared under my guidance. I recommended the thesis be submitted for the oral defense.

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Dedication

To my mother, Birki Jiru and my Father Bekele Bededa.
Acknowledgments

My earnest appreciation extends to my advisor Abiy Menkir (Assistant Prof) for his invaluable guidance and constructive comments throughout the work of this paper. I extend my thanks to Mitiku Daba (Ph.D. Candidate) and Alemu Feleka for their assistant in editing and translating the English version of the questionnaire into Afan Oromo.

I also extend my deepest pleased to thank the facilitators, supervisors, and learners of selected IFAE centers for their help in distributing and collecting the data as well as individuals who assist the adult learners during the data collection process. I would extend my deepest gratitude to all my friends who stood beside me throughout this study.

I would also like to thank all my family members’ especially my mother and father for their moral support. Again, my special thanks go to my sister Lomi Bekele. I don’t know if you were not....
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Lists of Acronyms

IFAE------------------------Integrated Functional Adult Education
IFAEP----------------------Integrated Functional Adult Education Program
IFAL------------------------Integrated Functional Adult Literacy
UNESCO----------------------United Nations Educational, Scientific and Cultural Organization
MoE------------------------Ministry of Education
FDRE------------------------Federal Democratic Republic of Ethiopia
ESDP------------------------Education Sector Development Program
NAES------------------------National Adult Education Strategy
SPSS------------------------Statistical Package for the Social Sciences
EFA------------------------Education for All
ESR------------------------Educational Sector Review
NFE------------------------Non-Formal Education
CSTCs----------------------Community Skills Training Centers
MoCD------------------------Ministry of Community Development
NLC------------------------National Literacy Campaign
MDG------------------------Millennium Development Goal
UPE------------------------Universal Primary Education
ADLI------------------------Agricultural Development Led Industrialization
NGO------------------------Non-Government Organization
Abstract

The objective of the study is to investigate the practices and challenges of integrated functional adult education program implementation in Digeluna Tijo Woreda. The study employed mixed-method with convergent design. In convergent parallel mixed design, the qualitative and quantitative databases are analyzed separately and then brought together. Data were gathered from IFAE learners, IFAE facilitators, woreda education experts, supervisors, and technical committees of the program. Simple random sampling techniques were used for integrated functional adult education learners and a comprehensive sampling technique was used for facilitators. Questionnaires and semi-structured interviews were used to gather data from respondents. Besides, a semi-structured interview was employed to woreda education experts, supervisors, and technical committees while the questionnaires were used for IFAE learners and facilitators. The collected data were analyzed by using frequency, percentage, mean, and together with the description of the interviewee’s opinion. Accordingly, the finding revealed that the contents of the IFAE program are more focused on agricultural education and it is also related to their daily life. Besides, appropriate materials and teaching methods were applied. On the other hand, the IFAE program implementation was challenged by lack of a conducive learning environment, lack of participation and integration between different stakeholders like government organization, non-government organization, communities, coordinators, and facilitators, lack of integration between different sectors’, overlapping of time table with learners own work, insufficient budget allocation for the program and lack of facilitators training were the major challenges of the IFAE program of the woreda. It was concluded that the allocation of sufficient budget, participation, and integration of different stakeholders and sectors, giving sufficient training for facilitators, and paying satisfactory salaries for facilitators are very important to overcome the challenges of the program. To this end, it was recommended that there should be strong cooperation and participation among major stakeholders such as government organizations, public organizations, NGOs, private sectors, and communities as well as strong integration between sectors in the IFAE program to address all challenges of the program were suggested.
CHAPTER ONE
INTRODUCTION

1. Background of the Study

Education is a key instrument for development and, every human being has the right to get basic education regardless of their color, religious background, and economic status (MoE, 2008). Besides, education is a fundamental human right and foundation for development where people can get the best out of it for economic and social empowerment (UNESCO, 2014). However, formal education alone is not enough to bring rapid and continuous social and economic development. So that, providing other alternative ways for people who do not get the opportunity of formal education should be important. In line with this, adult education has a significant role in economic development and poverty reduction. It plays a very essential function in a rapidly changing society by providing information, knowledge, and skills that people need to cope with the changing conditions. Hence, it is essential to expand the provision of adult education which is less expensive, flexible in terms of time and place in fulfilling the demand for education.

There is no one agreed-upon definition of the term adult education by scholars and institutions since its scope has been changing from time to time. As it has been changed over time it can be ill-defined by different scholars and institutions. One problem contributing to the confusion is that the term adult education is used with at least three different meanings. In its broadest sense, the term describes a process of adult learning. In its more technical meaning, adult education describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives. A third meaning combines all of these processes and activities into the idea of a movement or field of social practice. In this sense, adult education brings together into a discrete social system all the individuals, institutions, and associations concerned with the education of adults and perceives them as working toward common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of our culture (Knowles, 1980).
According to Merriam (2001), adult education could be conceived as a second chance or remedial to those who missed the opportunity for formal education. It can be realized through programs, such as literacy education for the illiterates as well as different continuing education programs in the forms of intellectual and vocational education. This can be viewed as a complementary or supplementary role of education. Adult education plays a complementary role because it stabilizes one’s educational attainments it provides constraint refinement of knowledge and skills.

In general, the focus of adult education is to impart knowledge and skill among the adult and to facilitate conditions for the provisions of the functional adult education program. Also, it enables an adult to read and write to acquire knowledge and skill in agriculture, health, civic and cultural education. For adults and youth who did not get the chance to take part in regular programs, the implementation of functional adult basic education is of great importance to accelerate the ongoing development activities in Ethiopia. Therefore, the strategy for adult education has been developed with the active participation of stakeholders (MoE, 2008).

On the other hand, adult education is a broad concept that incorporates different forms. Integrated Functional Adult Education (IFAE) is one of them. “Integrated functional adult literacy is an approach used to help adults acquire reading, writing, and basic arithmetic skills and enhance their livelihoods in their locality which in turn could contribute to the development of the country” (Kebeda & Mohamed, 2016: 128).

The National Adult Education Strategy implemented through ESDP IV put a special policy focus on Integrated Functional Adult Education (IFAE). The two-year IFAE program for 15-60-year-olds provides mother tongue reading, writing and arithmetic skills development integrated with practical knowledge and skills. It is designed to make use of inputs from other development workers (agriculture, health, etc.) and builds on indigenous knowledge. It seeks to link numeracy and literacy skills to livelihoods and skills training in agriculture (including off-farm activities), health, civic and cultural education, and requires delivery by various governmental and non-governmental service providers. Apart from the efforts of the government, some non-government organizations and communities based organizations are engaged in expanding IFAE programs and the plan gives much emphasis to the IFAE program (MoE, 2015).
Consequently, nowadays the IFAE program is going on almost in all Regions, Zones, and Woredas of Ethiopia. Among those, Digeluna Tijo woreda is one of the Woredas in which integrated functional adult education is implemented earlier. In line with this, the researcher intended to identify the practice of IFAE in terms of learning contents, teaching methods, assessment of learners and facilitators training, and challenges of the IFAE program in the case of Digeluna Tijo Woreda.

1.1. Statement of the Problem

According to UNESCO’s 2006 publication entitled “Global EFA monitoring Report,” 58.5% of the country’s population aged 15 years and above is illiterate. The coincidence of illiteracy with poverty and deprivation is a phenomenon long realized by experts (Roy & Sing, 1990:2 cited in Mammo, 2005: 27). The illiterates are the sector of the society that are denied their rights to education and most excluded from information and knowledge sources and opportunities.

Similarly, Mammo (2005) clearly stated about illiterates as follows:-

Due to the exclusion from information and knowledge sources and opportunities, the illiterates are those who lack perceived learning needs and demand or whose need and demand are very much limited in scope. They are people who are kept in the dark unaware of the advantages and values of literacy and education. They are people who lack the knowledge of their needs as demands or who have difficulties in translating their needs into effective demands. Most illiterates are people who are faced with disadvantaged economic and social conditions, which can have either direct or indirect negative impacts as they have neither the free time nor the energy to learn. As a result, the illiterates are characterized by their disempowerment (P: 22).

To eradicate illiteracy, Ethiopia is implementing different education sector development programs (ESDP) since 1997 and national adult education strategies in 2008 to provide an adult education program. As a result of the implementation of successive educations sector development programs, access to formal schooling has significantly grown from its previous low level. Accordingly, the government develops different education programs and national adult education strategies to increase literacy rate and to achieve national development goals. Consequently, IFAE programs are implemented in different areas and education is provided at adult education centers like Kebele
level, primary school, secondary school, farmer training centers, etc. by using locally available resources since 2003.

Some studies were conducted on the practice and challenges of integrated functional adult education in different parts of our country. For instance, Kebede and Mohamed (2016) studied the Practices of Integrated Functional Adult Literacy Program in Ethiopia: The Case of Oromia. The finding of their study indicated that a learning environment is one of the determining factors for the success of IFAL program.

Haimanot (2014), studied the practices and challenges of IFAE in Nifas Silk Lafto Sub-city. He found that the most serious challenges that the IFAE program of Nifas Silk Lafto Sub-city encountered were lack of adequate budget and lack of support from line ministries. He also found that the community lacked adequate awareness about the importance of the IFAE program.

In the same year, Hildana (2014), studied the Practices and Challenges of Integrated Functional Adult Literacy Programme in Kolefe Keranyo Sub-city by using descriptive survey design. The finding showed that some of the major challenges in the IFAL centers are poor management, organization of the program, Lack of coordination of the program, Lack clear and regular supervision in the integrated functional adult literacy center, lack of integration between stakeholders to support the program were the main finding of the researcher. Besides, the finding showed that the practice of the program about facilitators training was very low and it is not sufficient to equip facilitators with the necessary skills and knowledge.

Samuel (2017), also studied the practices and challenges of integrated functional adult education in Arada sub-city. Again he found that lack of the integration and participation of different stakeholders in integrated functional adult education program implementation except education was another challenge of the program.

Mulugeta (2002), studied the implementation of an adult literacy program in East Gojjam Zone. He found that, in the region, woreda education office staff, literacy teachers, and even literacy participants have a correct understanding of the basic concepts of the strategy document. However, the knowledge couldn't be able to maximize the rate of adults' participation.

Mohammed (2013), studied the implementation of integrated functional adult literacy program in Obora Sub-Zone of East Hararghe by using a descriptive survey design. The finding of his study
indicates that adult literacy program facilitators have a great role in the implementation of adult literacy program, and there are problems with adult literacy program which are: Adults lack of willingness to participate, inadequate budget allocation, lack of facilities (resources) and lack of effective leaders are some challenges investigated by this researcher.

Tolera (2019), studied the challenges of the implementation of Integrated Functional Adult Education (IFAE) in Ethiopia: A case of Oromia National Regional State. The finding indicates that integrated functional adult education program involved poor leadership, because, the leaders found at different levels of the education sector are not able to share time in supporting this way of working.

In general, the researcher of this study tried to read different kinds of literature thoroughly, but could not come across a study that looks at the practice and challenges of integrated functional adult education neither in Arsi Zone nor in Digeluna Tijo woreda. Besides, this study was different from the previous studies by participants, by the study area, and by research method, they have employed. Besides, two cases initiated the researcher to conduct the study. First, the researcher had got a chance to participate in different workshops that were held in the Arsi zone and some universities. The majority of the workshops were focused on the practice and challenges of the IFAE program specifically in terms of facilitators training and teaching methods and there have been certain problems. Second, as data obtained from the IFAE program annual report of (2011) year the achievement of Arsi Zone especially, Digeluna Tijo woreda was low. Hence, these problems initiated the researcher to conduct further study on the practice and challenges of the IFAE program in Digeluna Tijo woreda. Overall, the researcher believes that this study will contribute to identifying the existing practice and challenges of integrated functional adult education programs to come up with new findings.

Accordingly, the researcher attempts to answer the following basic research questions.

1. What does the practice of IFAE program implementation look like in Digeluna Tijo Woreda?
   1.1. Practices of integrated functional adult education program in terms of learning content?
   1.2. Practice of integrated functional adult education program in terms of teaching method?
1.3. Practice of integrated functional adult education program in terms of assessment?
1.4. The practice of integrated functional adult education in terms of facilitator training?

2. What are the major challenges of integrated functional adult education program implementation in Digeluna Tijo Woreda?

1.2. Objective of the Study

The study has general and specific objectives.

1.2.1. General Objective of the Study

The general objective of this study is to identify and show the gap in the practice and major challenges of integrated functional adult education implementation in Digeluna Tijo Woreda.

1.2.2. Specific Objective of the Study

✓ To investigate the practices of integrated functional adult education in Digeluna Tijo Woreda in terms of learning contents, in terms of teaching methods, in terms of assessment, and facilitators training.
✓ To identify the challenges of integrated functional adult education program implementation of Digeluna Tijo woreda.
✓ To suggest the possible solution for the challenges encountered in the IFAE program.

1.3. Significance of the Study

At the end of the study, the researcher hopes that the study will have the following significances for adult learners, for facilitators, for the woreda education office, and other researchers. For instance, it will enable the IFAE coordinator to gain updated information on the actual practice and challenges of IFAE to take as a suggestion and to take corrective action. It will be important for the IFAE facilitator by providing suggestions about what kind of teaching methods and what kind of teaching materials are appropriate in the IFAE class. The research findings will be shared with the woreda education office and it may help IFAE facilitators and coordinators to reflect on the findings of the study and the way how they will improve the challenges of IFAE in the woreda. It enables the Woredas and zonal education office to work effectively on the program and it helps them to set a guide to easily overcome the identified challenges. Again, it will also provide a valuable suggestion, recommendation, and orientation for the woreda education office.
Finally, it will be used as one input for other researchers who want to conduct a kind of study on similar issues.

1.4. Scope of the Study

It would have been comprehensive if more Woredas were included in this study. However, to make the study manageable considering the available time and financial resource, it was geographically delimited to Digeluna Tijo Woreda of East Arsi Zone. The reason behind selecting this woreda is, the researcher is familiar with the culture, values, and norms of the communities with those who are living in the area. This helps the researcher to get the necessary data easily. There are twenty-one (21) Zones and three hundred sixty (360) Woredas in Oromiya Regional state of Ethiopia. Among twenty-one zones, East Arsi is one of the zones which is found in the central part of the Oromiya Regional State. Asela is the capital town of the Zone. It is located at 175 km from Addis on Addis Ababa -Adama-Bale Robe main road. Also, Asela is located 75 km south of Adama town.

On the other hand, Digeluna Tijo is one of the Woredas which is found in the East Arsi Zone. Digeluna Tijo is bordered on the south by Bekoji, on the southwest by Munesa, on the northwest by Tiyo, on the north by Hitosa, on the northeast by Tena, and on the east by Sherka. The administrative center of this woreda is Sagure.

Besides, conceptually it was delimited to the implementation practice and challenges of integrated functional adult education programs. As the name implies, integrate functional adult education is a broad concept and it is difficult to study all aspects of it. Hence, the researcher emphasized only on the practice in terms of learning contents, teaching methods, facilitators training, and assessment of IFAE learners and major challenges of IFAE.

1.5. Limitation of the Study

This study was not completely free of limitations. It means, some problems limited the findings of the study. For instance, the primary limitation of the study unable to see the different practice of the program during the teaching and learning process and unable to hear the detail opinions of respondents of the integrated functional adult education program about the practice and challenges of the program because of currently appeared pandemic in our country. However, attempts were made to overcome these limitations by using different techniques like cell phones and
questionnaires. Additionally, there were no facilitators and adult learners of the IFAE program in all centers. Thus, there is no observation conducted. This also affected the intentions of understanding of what are practices and challenges of the program.

1.6. Operational Definition of Terms

**Adult:** Adult is a human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age (UNESCO, 1997).

**Adult Education:** Is a practice in which adults engage in systematic and sustained self-educating activities to gain new forms of knowledge, skills, and attitudes.

**Functional Adult Literacy:** Is the newly introduced program of adult learning system including the practical life experience or real lifestyle of the learner. (NAES, 2008).

**Integrated functional adult literacy:** One of the ways of literacy programs through which adult’s education is directly linked with their lives to solve the daily life problems (DVV, 2005).

**Integrated functional adult education program:** Is a functional literacy program that reaches out to adults and young people aged 15 or older and is available to women, the disabled, and minority groups.

**Facilitators:** This is a person who gives training for adults and facilitates the learning program of adult learners.

**Practice:** is the act of repeated exercises how integrated functional adult education is implemented in terms of learning contents, in terms of teaching methods, in terms of assessment, and in terms of facilitators training.

**Challenge:** is the difficult task that tests the abilities of concerned bodies in implementing integrated functional adult education program.

1.7. Organization of the Study

The study consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and definition of terms of the study. Chapter two presents the review of related literature whereas chapter three deals with research design and methodology. Chapter four deals with data analysis and interpretation. Finally, a summary of the major findings,
conclusions, drawn, and recommendations of the study are presented in chapter five. In the last part, questionnaires and interview questions are annexed.
CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

This chapter presents the review literature that has a link with the title of the study. Thus, different kinds of literature such as books, journals, articles, and documents were reviewed. In doing so, the concept of education, forms of education, the concept of adult education, the concept of IFAE, the historical development of adult education, expansion of adult education, the practice of IFAE, management, and organization of IFAE, and challenges of IFAE program were included as main topics of reviewed literature.

2.2. Conceptual Clarifications

2.2.1. Concept of Education

Education is recognized as an unchallengeable right for every person by the universal declaration of human rights in 1948. Article 26 stated that everyone has the right to education. Thus, citizens of a country have the right to education and it is considered an essential tool in achievement. The goals of education are equality, development, and peace. Most countries recognize the importance of providing education to their citizens. In developing countries, however, many citizens haven't got even fundamental education which let them literate; be able to read, write, and understand what is written (DVV, 2005).

2.2.2. Forms of Education

Education could be conducted in different ways. The well-known ways are formal, non-formal, and informal.

2.2.2.1. Formal Education

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content, and methodology. It is characterized by a contiguous education process named, Sarramonal remarks, “presentational education”, which necessarily involves the teacher, the students, and the institution.
It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically, and circularly organized and require from students a minimum classroom attendance. Formal education by its location is called schools, which are characterized by the use of graded classes of youth a fixed curriculum by certified using the standardized pedagogical method.

2.2.2.2. Non-formal Education

Non-formal education is defined as, any organized, systematic, educational activity, carried on outside of the framework of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children (underlining supplied). In operational terms, some of the major areas delivered through NFE include, for example, agriculture and farmers’ training programs, adult literacy programs, occupational skills training given outside of the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives (Coombs and Ahmed, 1975 cited in Tilahun, 2012).

Furthermore Tilahun 2012, stated in his book as follows:

   Non-formal education programs existed in Ethiopia long before the term was coined and applied and before organized western formal education arrived. As a new term, ‘NFE’ first appeared in writing in the 1972 ESR and the Niehoff and wilder study of 1974 as consisting of, among others, adult literacy, adult/continuing education for a formal qualification, and other programs of the ministries of Agriculture, Health, and Labour and Social Affairs for families and individuals with elements of literacy(p:39).

2.2.2.3. Informal Education

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. “Informal education is unorganized unsystematic and even unintentional at
times it accounts for the great bulk of any persons total lifetime learning including that of even a highly schooled person” (Coombs, 1985 cited in Alemu 2008:11).

2.3. Concept of Adult Education

According to UNESCO (1976), adult education denotes the entire boy of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities, as well as an apprenticeship whereby persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two-fold perspective of full personal development and participation balanced and independent, social, economic and cultural development.

Besides, Houle (1996) also asserts that as adult education is the process by which men and women (alone, in groups, or institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness: or it is any process by which individuals, groups or institutions try to help men and women improve in these ways.

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

According to Seya (2005), adult education is seen as:

A transmission of process of general, technical or vocational knowledge as well as skills, values, and attitudes, which takes place out of the formal education system with a view of remedying early education inadequacies of mature people or equipping them with knowledge and cultural elements required for their self – fulfillment and active participation in the social, economic and political life of their societies (p: 97).
In general, adult education is defined as one of the fields of academic endeavor that is saddled with the responsibility of solving socio-economic, cultural, political, and environmental problems, there is a positive association between adult education programs and increased levels of self-esteem and high levels of knowledge and skills which thereby encouraging positive and active engagement of people in their development (Umar. et.al, 2010 cited in Beyene, 2019).

2.4. Adult Education in Ethiopia

Ethiopia had indigenous non-formal education practices long before the arrival of organized religion and western-style modern formal education. Family and community problems, conflicts, and common concerns have been resolved through meetings of elders.

These opportunities afforded learning exercises, opportunities, and duties. The Borena of Oromia for example still has a practice of educating its youth. Age cohorts of for example 16-31 and 32-40 are taken through different stages of education at the end of which they emerge able to assume different family and community adult roles.

But, as indicated in the Education sector Development program III for 2005/2006—2010/2011, the Ethiopia national action plan on education specifically discusses the adult and non-formal education program and frame is to include a range of basic education and training component for out of school children and adult. The action plan defines the content of the adult, and non-formal education to include literacy, numeracy, and the development of skills that enable learners to solve problems and to change their lives. The action also outlined three sub-component modes of delivery for adult, and non-formal education: those are, alternative basic education for out of school children between the aged of 7-14, a functional adult literacy programmed for youth, and adult over 15, and community skills training centers for youth and adults.

Accordingly, new adult education and alternative basic education strategies have been opened officially by the Ministry of Education in 2008. According to the definitions and specifications of these strategies, Alternative Basic Education is a type of school equivalency program for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transit into the formal system. Alternative Basic Education is characterized by low-cost construction, community contribution to the construction and school management, the inclusion of disadvantaged ethnic groups, gender, and special needs groups,
teaching in the local vernacular, selection of a facilitator from the local community, accelerated learning active process and learner-centered teaching methodologies and flexibility in the delivery of education.

2.5. Historical Development of Adult Education in Ethiopia

As mentioned earlier Ethiopia started formally organized education program particularly intended for adults in 1948 by establishing the Berhanih Zare New (literally meant ‘your light is today’) Institute (Kebede, 2005 and, Wirtu, 2005), an institute intended to support the education of adults. Since then, there have always been some kind of adult education (mostly adult literacy) activities run at times by the Government alone and at other times by both the government and non-governmental organizations. Nonetheless, adult illiteracy remained a critical challenge to Ethiopia (MoE, 2008). In general, adult education in Ethiopia during the three regimes is presented hereunder.

2.5.1. Adult Literacy Education during the Imperial Rule

The first attempt to provide literacy education to a wider target group was made by a voluntary organization established in July, 1962 with the name Association of the National Army for the Alphabet (Biherawi Yefidel Serawit) with a guiding motto of Let Everyone Learn. It was organized by some notable, high government officials with Emperor Haile Silassie as their patron (Ambissa, 2014).

At about the same time, a Ministry of Community Development (MoCD) was established to guide, organize, and coordinate rural development activities including provision of basic education. One of the priority programs of MoCD was basic education as a component of community development literacy being an integral part. And surprisingly, MoCD used to publish a report of its activities and achievements in a booklet entitled “Education for All” since 1957 E.C.

2.5.2. Adult Literacy Education during the Derg Military Regime (1974-1991)

The pro-socialist, revolutionary government (commonly known as Derg) took government power in February 1974 and soon issued a proclamation known as “Development in Cooperation-Campaign for Knowledge and Work” (MoE, 1989). The mass of the population was mobilized through a campaign and adult literacy was essential to realize the goals of the new revolution
(Bhola, 1987). There were two kinds of adult literacy campaigns: Development through Cooperation, Knowledge, and Work (or Zemecha), 1974-1976; and the National Literacy Campaign, 1979-1991.

In the Development through Cooperation, Knowledge and Work Campaign, literacy was one of nine programs in the entire country with the greatest focus on rural, including the remote and neglected areas (Kebede, 2006). The government deployed around 60,000 young campaigners, mostly teachers and students, all over the countryside to perform various development activities, including literacy education, for a two-year term service (Mammo, 1982 & Amare, 2006).

Similarly, as Mammo (1982) stated that,

> The campaigners formed over 21,000 peasant associations with a total number of 5 million members. About a million people participated in the literacy program; over two hundred clinics were built in rural areas with the assistance of the Ministry of Health technicians. During the campaign, 200,000 persons were vaccinated against tuberculosis and 300,000 against smallpox. During the first round of the campaign, nearly four and a half million functional literacy primers were produced in a total of five national languages (p. 194).

Besides, the campaign developed scripts and designed and used literacy texts in four languages that were unwritten at the time. It continued to do translations and text preparations in other Ethiopian languages after the campaign stopped (Kebede, 2006). Despite its success, Amare (2006) claims that the lack of time to organize the campaign carefully and the organizers’ insufficient experience created challenges for the campaigners in terms of understanding the objectives of the campaign, the traditions of the people in the literacy education sites, and the expected pace of change. The campaign ended because of internal problems and the border war with Somalia.

On the other hand, the launch of the NLC took place on 8 June 1979. “It was a multi-purpose venture aimed at raising the level of the material and cultural life of the people” (Amare, 2006, p. 104). The Campaign had several objectives aiming at transforming the lives of the mass of the population. These included to emancipate the masses from illiteracy without hampering their day-to-day activities and in the languages they best understood; to strengthen and upgrade the skills
gained through literacy and lay down a strong foundation for further education; and to encourage and promote the development of political consciousness, economic prosperity and social maturity (MoE, 1986).

2.5.3. Adult literacy Education during FDRE (1991-now)

The current government came into power in May 1991 and instituted the ETP in 1994 to address the persisting problems of access, quality, equity, efficiency, management, and funding (MoE, 1999). The ETP is implemented through a rolling ESDP to 2015, the MDG deadline for Universal Primary Education (UPE), which for Ethiopia has become a moving target (Shetty 2008, in Sandhaas, 2009). Adult education and adult literacy were not addressed. Neither did they form part of the Agricultural-Development-Led Industrialization (ADLI) strategy that was first articulated in 1993. The lack of government emphasis meant that NGOs were virtually the sole provider of adult literacy programs that were conducted outside of the general policy context.

During this time, Ethiopia is usually assessed in terms of its efforts to discharge its responsibilities and obligations regarding the provisions it makes for adult literacy. It was assessed based on their policies and framework for action which sets time-bound goals and strategies to be employed for attaining the set of goals. In this regard, the existing policy document of the FDRE indicates that basic education will focus on literacy, numeracy, environment, and related areas but in practice, it has been emphasizing formal education only (ETP, 1994:10 in Mamo, 2005). Although the ETP (1994), under one of its sub-topics, (Educational Structure), declares that non-formal education (NFE) will be provided and be integrated with basic education at all levels of the formal education, it was not included in ESDP I. However, after a lot of internal and external pressures, MoE was forced to accept NFE as a mode of delivery for basic education and included it in ESDP II.

2.6. Expansion of Adult Education in Ethiopia

The FDRE government has done a lot of activities to expand adult education in Ethiopia during the last two decades. The government addresses adult education in a multi-sectorial approach. Various ministries are putting adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia.
EDSP II and III put adult literacy as their major agenda. Accordingly, regional education bureaus have strived to establish low-cost non-formal learning centers in which adult and non-formal education programs are carried out. The NFE centers are meant to cater to the educational needs of out-of-school children and adults with special emphasis on women. Thousands of rural young who are high school leavers have been recruited and trained to serve as professional teachers. Apart from the efforts of the government, several non-governmental organizations and community-based organizations are engaged in expanding functional adult literacy programs. The Ministry of Education of the FDRE is giving maximum support in terms of creating an enabling working environment. Besides the provision of education, these organizations are involved in generating and testing innovative education programs. For such innovative activities, Ethiopia won one of the 2008 UNESCO Confucius Award for Literacy. In spite of all these efforts, Ethiopia had faced the problem of coordination among several actors.

There have been several unrecognized and uncoordinated piecemeal efforts that are related to adult education in one way or another. In order to address this problem, the Ethiopian government has taken fruitful measures such as developing a national adult education strategy and establishing GO-NGO forums at various levels (MoE, 2008).

**2.7. National Adult Education Strategy**

A National Adult Education Strategy (NAES) was completed and approved in a national validation workshop in September (MoE, 2006) and printed and publicized as a much shorter version, for the first time both in Amharic and English, (MoE, 2008). This is the final and official document. At the NAES launching function which was opened by the Minister of Education, representatives, all at the State Minister level, of the Ministries of Agriculture and Rural Development, Health, Women’s Affairs, Culture, Youth, and Sport, Labour and Social Affairs, all of which were consulted in the drafting, signed a Memorandum of Understanding to collaborate in its implementation.

Accordingly, the new national adult education strategy is aimed at facilitating the launch of a practice-focused adult education program that supports the productive parts of the society (the adults) by mastering knowledge and skill to perform their personal and social roles. Another equality significant objective of the national adult education strategy is to build democratic and good governance culture through the expansion of adult education, to bring about a change on the
social life of the society through the expansion of adult education as well as ensuring sustainable economic development through quality and relevant adult education (MoE, 2008).

2.8. The Experiences of Different Countries on Adult literacy

2.8.1. Adult Literacy in Uganda

In Uganda international committee for the eradication of illiteracy was formed in 1988. Then, the committee formed was advised the government to revive adult literacy activities using an integrated functional adult education approach. FAL in Uganda is an approach designed to teach reading, writing, and innumeracy skills among adults side by side with other functional knowledge and skills in agriculture health, and other livelihood activities.

FAE may indeed be powerful tools for empowering poor rural adults particularly if they can apply their new learning and skills. With regard to this, the study was done by FAO (2000) in three training centers of Uganda found that women viewed FAE classes as playing an important role in their empowerment and reducing their ignorance and poverty.

In Uganda, trainers were to participate in training workshops to add to their training methods a shift in emphasis from teaching literacy theory to teaching practice, to reflect a move towards more creative, flexible, and less didactic teaching methods. Refresher courses were to be organized while teachers of English from NGOs and the Private sector were to be trained, with follow up workshops organized (Nyamugasira, 2005).

2.8.2. Adult Education in Tanzania

Tanzania, since independence 1961 is recognized the world over for its political commitment to and conviction of the importance of adult education as a major tool in its battle for the development of a socially just society. The importance attached to functional adult literacy for national development was first articulated by president Nyerere when inaugurating the first five years development plan in 1964, the president declared that:” The purpose of Government expenditure on education in the coming years must be equipping Tanzanians with the skills and knowledge which is needed if the development of the country is to be achieved first we must educate adults. Our children will not have an impact on our economic development for 5, 10 or even 20 years. The altitudes for the adults have an impact now. The people must understand the plans for the development of this country. Only if they are willing and ready to do so will this plan
This implies that Nyerere, conceived adult education as the most potent force for national social, economic, and political transformation, thus underscoring the principles of mass mobilization and popular participation of all citizens in their own development.

Tanzania becomes one of the worldwide eleven countries that implemented the FAE or work-oriented adult literacy projects within the UNESCO/UNDP experimental world literacy program in 1968. Other countries included were Algeria, Ecuador, Ethiopia, Guinea, India, Iran mail, Sudan, and Syria. Since the 1990s Tanzania was and still using three FAE models namely the LCBAE, the REFLECT model, and the COBE model.

The LCBAE Model: - intervention is characterized by the use of participatory rural appraisal techniques, graphics, maps, charts, and calendars, etc. to survey and monitor the community’s resources, analysis their problems, and take action to solve them. The curriculum evolves from people’s analyzed problems, needs, and interests and constructs their learning and teaching materials from local realities.

The REFLECT Model: - empowers communities to become self-reliant and knowledgeable on how to demand their basic rights. It has the potential, under the current development policy on poverty reduction and economic growth strategy to vigorously revive the adult or FAE programs.

The COBET Model: - focuses on out of school children and including both those never accessed formal education, and dropouts of the school system. The curriculum is flexible and permits linkage with the formal education n system, teaching literacy skills integrated with vocational skills, but also ensuring time for the children to work for their livelihood and living. In supporting this, Sandhaas (2008) pointed out that the duration of learning sessions must respect learner's situations and capabilities. The decision on the timely organization of learning must be taken jointly and flexibly with the learners and the community.

2.8.3. Adult Education in Nigeria

Nigeria is among the nine most populated countries of the world with the highest number of illiterates namely: Mexico, Brazil, Egypt, Nigeria, Bangladesh, Pakistan, India, Indonesia and China that signed the Delhi Declaration anchored by UNESCO aimed at providing basic learning needs of their citizens, trough making universal basic education accessible to all category of
schools age children, youths and adult in the society. The development of a country to some extent is determined by level of literacy of its citizens (Badu-Nyarko & Zumapkeh, 2014). The developed nation’s successes in economic, political and social are attributable to its literacy level (Obanya, 2003). Adult Education could be regarded as a sub-system of the entire educational system, regrettably, many people think of Adult Education entail literacy education, that is to say, that adult education is literacy education and literacy education is adult education. This type of statement is usually said by the layman, from the onset adult education is broader than literacy education. Literacy education is an aspect of adult education and it is usually defined as the ability to read, write and do some calculations (Balogun, 2008). Even then, this type of education is referred to as traditional literacy.

A crucial factor to the success of the Adult Literacy Education Programme (ALEP) in Kano State, Nigeria, which is meant to teach the adults, is the eligibility of the teaching method to take into consideration the religious values that is synonymous to the cultural background of adult learners while teaching them. Omitting this opportunity may cause the Adults to discontinue attending ALEP. This view is supported by Knowles learning theory that forms the theoretical framework for this study, by stating that, there are six andragogical -pedagogical assumptions: self-concept, experience, readiness to learn, orientation to learning, motivation and the need to know (Knowles, 1983 cited in Aisha, 2019).

2.8.4. Adult Education in India

In India, adult education is not looked upon as a process that has proven to be beneficial to individual learners. The process is beneficial to the other deprived and marginalized sections of the society. Women, farmers, and the individuals belonging to the socio-economically backward sections of the society have benefitted from adult education. The development of literacy skills should be regarded as the means for the disadvantaged and the weaker sections of society to fight against deprivation. Adult education programs have become vehicles for these sections of society to make use of knowledge, information, and skills towards improved opportunities leading to social justice and equality. The adult and continuing education in the rural areas, under the well trained and motivated adult educators and the program under the control of the community, is the base of adult and continuing education in the lifelong learning perspective (National Curricular Framework for Adult Education, 2011).
Identifying the best innovative strategies and methods used in general teaching and training means to look for and to analyses the communication methods, these include, critical lectures, debates, brainstorming, problem-solving in classroom or conferences, chat, web-seminar mediated by a personal computer in online learning. Action methods include study visits, study cases, practical exercises, digital games in the classroom, or simulative activities, such as a virtual workshop. Exploring methods include, experiment, demonstration, and modeling, and visual methods include, projected and non-projected images, such as movies, graphics, slides, photos, audio records, television shows, which demand for multimedia resources.

The most appropriate learning model that can be successfully used in an educational or any other type of project could include amongst the best teaching, training and learning practices, and various methods to transfer new knowledge, instruments and exercises to develop new skills and to facilitate the evaluation assisted by the personal computer. The selected innovative elements that have to be described as adjustable for the project should be classified into new activities, new media, and new approaches. They have to be defined by scope, why have they been selected, vision, how should they be put into practice, mission, how they will contribute to training, teaching innovation and potential results, and estimated success by making use of them (Kapur, 2018).

2.9. Concept of Integrated Functional Adult Literacy

Integrated Functional adult literacy is a process leading to mastery of 3Rs; encouraging voluntary participation of adults; introducing new work practices/culture for improved health as well as economic and social life; deepening attitudinal change; enriching knowledge and skills; and developing human and material values to overcome poverty (MoE, 2011). Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income-generating activities to facilitate the process of achieving “fuller participation of adults in economic and civic life” (Hutton, 1992, p. 33).

It tries to find to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in Ethiopia, for example, the basic skills/vocational training programs
for youth and adults that are based on market demand in specific localities and that are linked to integrated IFAL activities and to income-generating and business opportunities (MoE, 2011).

Besides, the Integrated functional adult literacy (IFAL) program is not only intimately related to daily life, health, income generation, productivity, etc but also improves these and other aspects of life. IFAL is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases, and/or sentences reflecting these; and finally begin to write, read, and calculate around them. Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants, or everybody learns from everybody else. Collective and mutual learning are used for the solution of common problems; private knowledge, skill, experiences are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc (MoE, 2011).

Overall the purpose of IFALP is to introduce all components of learning contents through a learner-centered and problem-solving approach with special emphasis on bottlenecks to increase productivity and solve common problems of the community (DVV, 2007). The main goals of functional adult literacy program are: to help socio-economic and socio-cultural development of youth and adult; to prepare the individual and communities to participate in development activities and the life of local environment; and to promote knowledge and attitudinal change which may enable illiterates to perform efficiently all those functions which are necessary for them.

2.10. The Practice of Integrated Functional Adult Education Programme

2.10.1. Participants and their Profile

The Target groups or participants of the Functional Adult Education Program are youth and adults who are illiterate due to lack of access to formal education at all. The program is reaching out to adults and young people aged 15 or older and is available to women, the disabled, and minority groups. Adults usually have a clear idea of what they want to learn and choose to achieve career or personal goals. They do not have time to study full-time as they have a lot of other responsibilities.
They may be unemployed people, working people, people who have children, and even grandchildren. Adults are characterized by a special orientation to life, living, education, and learning (heimstra and Sisco, 1990 in Minalbat, 2018). In addition, participants in this program can also be people who are drop out of primary and secondary education because of different reasons. The main goals of the program are to increase literacy rates, to promote women’s empowerment, to improve participants’ health, and to raise the general standards of living within communities.

2.10.2. Facilitators and their Role in IFAE Program

As to Tilahun (2012), a facilitator is one who assists in the learning process without being the sole provider of information or demonstrator of skills, one who constructs the opportunity to learn. Contrary to the prevailing international practice, some circles of Ethiopians wish to reserve facilitator for non-formal learning situations and particular in programs for out of school children and more recently in adult literacy programs. “Those are volunteers and recruit teachers. Those mobilized as teachers include students who have completed the 12th grade, teachers from schools, civil servants, armed forces, police, and retired persons, and literate housewives, members of mass organizations, and the religious organization “(Bhola, 1978:15-16).

Once this basic approach to Adult Education is understood, the present notion about the Adult Educator/Voluntary Instructor/Facilitator also will have to be changed. The new Adult Educator will not be a literacy instructor but an expert facilitator handholding the Adult learner to move ahead continuously along the lifelong path of education. In concrete terms she/he will be a person with an in-depth understanding of the implications of the long term comprehensive lifelong education process, beginning with basic literacy. She/ he must also have a clear understanding of the intricacies of adult learning processes as different from the child’s learning processes. The Adult Educator must be able to constantly link the vast life experience of the Adult Learner with all the learning processes including the literacy learning processes.
2.10.3. Facilitator Recruitment

The way by which facilitators are recruited may differ from place to place. MoE (2000) states that most of the facilitators in all programs are paraprofessional including part-time and volunteers recruited from the locally available manpower.

In addition to the above documents in the recruitment of IFAL facilitators, the guidelines are suggested that the facilitator should be local to the community to promote an internal and sustainable community process and also the facilitator should be of a similar socio-economic level to the participants to promote understanding and harmony in addition to this the Facilitator should respect participants, and not regard her/himself as a supervisor on grounds of education, castle, class or gender.

Besides, facilitators’ recruitment is depending on the environmental context. Critically knowing the culture and living conditions of the surrounding communities and having acceptability in the community are some common criteria to select facilitators. Also, Hildana (2014) stated that,

The procedure of selection involves posting a notice that outlines the required criteria by Woredas Human resources Administrative office. The main issue they consider is that the employees should be at least grade ten complete and that he/she should know the culture of the community, in case they have male and female applicants with equal qualifications, they tend more to recruit the female one to have a female role model at the IFAL centers (p:61).

2.10.4. Training of Facilitators

To create successful adult literacy programs in terms of teaching and learning giving training for facilitators are very important. Because it helps them to develop their knowledge and skills which enables them to use appropriate and active learning methods with the learners. Alternatively, the quality and effectiveness of any adult education program depend on them. However, facilitators are one of the least supported groups worldwide. They received little remuneration, lack job security and receive few training opportunities and support (UNESCO, 2005).

Furthermore, the training of the facilitator is particularly important, in doing and organizing assessments with whatever group of the learner.
It is important with regard to the development of literacy materials whatever sort of materials like reading materials, charts, maps and it is also important.

2.10.5. Learning Centers

Adult education shall be carried out wherever considered suitable by the learners and the community. Shelter construction shall be done where so desired by the community with support from the community themselves and kebele leaders. Then again, consultations shall be carried out with the community to work out ways of providing adequate sitting facilities. In general, the following can serve as learning centers for a functional adult literacy program, if they got acceptance by participants’ dialogue. These include tree sheds or other similar things, Individual houses through gift or rent, Kebele halls, Farmers’ training centers, churches, and health learning centers (MoE, 2002).

2.10.6. Learning Schedule

Integrated functional adult education is pursued at suitable times and places throughout life. Integrated functional adult education program requires staying at one place at least for a certain minimum period to complete a mutually agreed schedule of activities. Although the duration of lessons is established through discussion with and expressed will of the participants, it is necessary to explain to them why pedagogically shorter meetings over several days are preferred to long sessions once a week (MoE, 2011). The program consists of two eight-month courses that participants complete within two years. Topics taught were include literacy, gender issues, environmental protection, civic and ethical education, health, disease prevention, family planning and agriculture. Accordingly, the program will be completed, allowing for local variations, in two years with possibilities for continuing education and training. This opportunity will be facilitated for all those completing the two-year program and wish to pursue non-formal and formal TVET programs, provided they meet the particular admission requirements (MoE, 2011).

2.10.7. Curriculum Framework of Integrated Functional Adult Education

To develop practical skills, work-man ship, creativity, far-sightedness, and democratic culture among the adult through education, due consideration should be given to social and economic developments, while developing/structuring the curriculum. The curriculum should help improve the working and lifestyle of adults by strengthening their knowledge, skill, and attitude. In general,
to make the adult a development-focused and productive citizen, with capabilities of understanding his/her environment, developing a democratic culture with readiness for implementation (MoE, 2010).

Accordingly, the IFAE program should have a curriculum, learning contents, and teaching materials including training manuals and instructors/facilitators guide, primers, and follow up readers, posters, and flashcards that can illustrate the teaching. Integration of literacy and life skills in daily learning requires special preparation of materials and lessons. In addition, the curriculum should be designed according to the learners’ needs and priorities.

2.10.8. Content of Teaching and Learning

The primary basis of the content of IFAE is the life and engagements of the adult participant as well as the community. Topics taught were include literacy, gender issues, environmental protection, civic and ethical education, health, disease prevention, family planning, and agriculture. The chief aim of integrated functional adult education is to change adult life and thereby contribute to national development goals.

As argued earlier the contents are identified from the life of the adult and by the adult. In addition to this Samuel (2017) indicated that,

> It can be understood the contents presented to the integrated functional adult literacy facilitators and learners may fully support them within their daily life. That indicates the integrated functional adult literacy focused on practical life experience which may change the lifestyle of the learner, thus the contents were selected carefully to meet the need of integrated functional adult literacy learners (p:61).

2.10.9. Teaching and Learning Method

In contrast to initial education, adult education has tended to emphasize the learner and learning more than the teacher and teaching. In other words, teaching adults is certainly different from teaching children because both have different life experiences and needs. So everything’s in the process of teaching adults like the behavior of the learners must be changed through discussion and group activity. In this way, the learner will be able to utilize, apply, and assess their own psychological and social experiences as learning takes place simultaneously (Jarvis, 2004).
Similarly, Bedi (2004) pointed out that, to ensure an effective and participatory learning process the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater to the needs of the different types of adult learners through a diversity of methods. Indeed, the content of each session often determines which methods are applicable. Some topics and areas need a more active role of the facilitator and a lot of central input, while others are best conducted by involving all participants more actively.

2.10.10. Learning Materials

Instructional materials are the key component that contributes a great deal to the success of the learning program. Instructional materials are used to make the learning experience more tangible, practical, and active. Besides, a learning material gives life to education. In the IFAE center, teaching materials can be prepared from local material at the lowest costs. The availability of instructional material is the lowest cost component of basic education, but it is the one with the greatest impact on learning. Learners can get more meaning and experience if the source from which they extract information, knowledge, and skill is diversified (MoE, 2002).

2.10.11. Assessment in Integrated Functional Adult Education.

“Assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon’” (Jarvis, 2004, p. 230). Assessment is a diagnostic tool. In FAL, this includes not only testing, grading and promotion but also reviewing and checking of contents and very importantly, the satisfaction of the participants. The assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners’ attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself.

In general, the IFAL program is assessed and evaluated in terms of changes on IFAL participant’s life in a way of thinking, way of learning, and changes in behaviors moreover, it focuses on the use literacy skills like reading signboards, weight, and price of commodities and read medical prescriptions. The purposes and assessments of the IFAL program are -checking, reviewing, testing, grading, and promotion.
2.10.12. Stakeholders in integrated functional Adult Literacy Participation

A. Government Contributions for IFAL Program

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

B. Non-government Contributions

Non-government organizations are very essential in expanding FAL because of their unique characteristics. They are people-centered, flexible, responsive, creative nonhierarchical, etc. In the organization and implementation of a functional adult literacy program, non-government organizations have many roles to play. Anthony (2006:17), described that there are so many literacy working groups member organizations which contribute a lot in the area of functional literacy to attain MDGs. For instance, their roles include providing materials for the construction of classrooms, paying a monthly salary for the facilitators, sponsoring training for facilitators, involving in procurement activity, distributing students learning materials and facilitator’s guides, etc. In addition, NGOs involved in the development and allied activities are duty-bound to tune their programs to this strategy. No doubt that the strategy will play a significant role as it consolidates and accelerates the on-going development process.
C. Communities Contributions

Communities are individual or groups of a stakeholder that maintains a stake in an organization in the way that they possess shares. Most of the time the major factors for the failure of the educational system are the absence of the concern and feeling of ownership of educational matters on the part of the community.

It implies that when the community has no feeling that education is its concern, much of the input from the community to what is going to the educational system can be missed. Thus, one form of promotion on community concern in the education program is the opportunity of participation in educational matters. In most developing countries, IFAL centers nearby communities and private sectors involved in the implementation of the IFAL program to identify learning materials and resources to meet the ongoing needs of the training groups. They also coordinate activates together with the community learning centers and other organizations.

2.11. Management and Organization of Integrated Functional Adult Education.

2.11.1. Management of Integrated Functional Adult Literacy

In the management of functional adult literacy programs, different stakeholders participate in the process of planning, organizing, staffing, directing, and controlling activities. Management of these programs is a joint responsibility of different parties. These parties include the project staff, the community, the government bodies, civil service organizations, NGOs, and the likes. The management of functional adult literacy programs should adopt a participatory approach that allows the staff, coordinators, adult learners, and the community to involve actively in the program decision process. Concerning to adult education management body in Ethiopia, it was stated that realizing the importance of coordination, a national adult education management body was established at the federal level with the membership of different, relevant ministries including agricultural and rural development, health, women’s affairs, youth and sports, labor and social affairs. By doing this, it has been tried to organize adult education in a strengthened and coordinated manner based on the decentralized administration system of the country with defined duties and responsibilities (MoE, 2008).
The Federal Ministry of Education plays a coordinating role, setting forth frameworks and policies while regions are the main implementers and the ones who control the purse strings of education.

Some regions, like Oromia Regional Education Bureau, have developed regionalized versions of the alternative basic education strategy that specifically clarifies the roles of NGOs, woreda education office, community, etc. Coordinating donor input is a major undertaking in most Regional Bureaus. While Regional Education Bureaus have the main responsibility for implementation, they have, in many cases, formed Regional Forums on Non-formal Education. These forums are at different levels of functioning, usually in parallel with the implementation capacity of the regional government. The Regional Bureau plays a facilitating role; helps establish the operating guidelines of the forum and often filling many key officer positions. For instance, in SNNPR, the forum is comprised of approximately 25 NGO members who are all implementing non-formal education in different areas. The forum developed a manual on non-formal education for distribution to all those operating in the region and initiates various coordinating activities in the field of non-formal education. Many NGOs are now in the processing of handing over non-formal education centers to government management, Woreda Education Offices (MoE, 2008).

2.11.2. Organization of Functional Adult Literacy Program

The functional adult literacy program is organized in the way that different persons who have different roles participate in it. These people who have different tasks in the program include learners, facilitators, coordinators, supervisors, and other stakeholders. These groups have their duties and responsibilities.

Organizing integrated functional adult literacy program implementation is the process of establishing relationships among available resources. With the intention that their structure enables the achievement of the objectives of the integrated functional adult literacy programs. The purpose of organizing the IFAL program implementation is to give each person or stakeholders separate, distinct tasks, and to ensure that these tasks are coordinated in such a way that the program accomplishes its goals. Hence, the organizing process in the IFAL program may result in ensuring cohesiveness and order in the IFAL stakeholders, facilitate effective communication among them, foster coordination, and improves efficiency and quality of the program implementation through synergism (MoE, 2008). Accordingly, ESDP V indicated that Regions will develop appropriate learner-centered curricula in their languages, which will serve as lead frameworks for IFAE and
post-literacy materials development to the woreda level. Adult literacy curricula and programs will be strengthened for relevance, particularly to females.

2.12. Challenges of Integrated Functional Adult Literacy

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

According to DVV (2005:77), the major challenges of the IFAL program are -Lack of allocated budget to integrated functional adult literacy program implementation, Weak institutional arrangement to support integrated functional adult literacy implementation, monitoring and evacuation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAL center, Lack of motivation among stakeholders, learners, facilitators, Lack of awareness of community (e.g. resistance to the program), Poor communication work and infrastructures and Lack of strong institutional support from (E.g. MoE, OEB, Federal and regional Governments).

Besides, MoE (2008) distinguished a lack of qualified and skilled manpower in adult education. Ethiopia has paid maximum attention to expand tertiary education. The number of higher education institutions providing training in adult and NFE are increasing every year. However, having a sufficient number of highly qualified teachers is remaining to be a challenge. To solve it every region is now looking to establish an adult and non- formal education academic unit to help the education development in their respective areas at teacher training colleges. Carman and McKeeneehn (1985 cited in Abaje, 2017) identified that the most important problem of adult education is diversity in content and delivery approach; the multiplicity of educational agents involved, the variety of institutional and financial arrangements, the learning needs, and different ways in which people participate in educational activities. Hence, adult education is offered by a broad range of providers to highly heterogeneous audiences. Diversity introduces some problems
that must be taken into account in economic studies of adult education which may range from basic education provided in the formal system to informal learning.

2.13. Summary of Literature Review

In this chapter different literatures like the concept of education, forms of education, the concept of adult education, the concept of IFAE, the historical development of adult education, expansion of adult education, the practice of IFAE, management, and organization of IFAE and challenges of IFAE program, practice and challenges of integrated functional adult education were reviewed. In addition, previous studies conducted by using different methods on the practice and challenges of the IFAE were also reviewed and explained. The literature and previously reviewed studies about practices of the program indicated that contents presented to the integrated functional adult literacy facilitators and learners may fully support them within their daily life. From this, we understand that the integrated functional adult literacy is focused on practical life and experience which may change the life style of the learner.

The training or teaching process that applied in the IFAE class should be designed in a way that they outfit to the needs of the different types of adult learners through a diversity of methods by a discussion with facilitators. After completion of one level learners should be assessed to provide evidence of learners’ attainment and as such evidence that may progress to either another stage in their educational career or they may enter the career itself.

Besides, as different literature and previous studies indicated there are several challenges to IFAE program implementation in general. For instance, lack of management, lack of leadership, lack of learning materials, and lack of budget are the main challenges of the program. Based on the reviewed literature, the study presents the practices of the IFAE program about learning contents, facilitators training, teaching methods, and assessments of learners and challenges of the IFAE program. As a result, this may fill the gap of previous studies.
CHAPTER THREE

3. Research Methodology

This chapter discusses the methodologies that were employed in the study. The purpose of the study was to assess the practices and challenges of integrated functional adult education. So that, this chapter discussed on research paradigm, research approach, research design, and data collection instruments, data analysis, and interpretation techniques were the major procedures that were taken place in this chapter.

3.1. Research Paradigms

Research paradigms are a basic set of beliefs that guide action (Guba, 1990, p.17 cited in Creswell, 2012, p. 35). It is a general philosophical orientation about the world and the nature of research that a researcher brings to a study. Creswell (2007) divided research paradigms into four main types. Those are Advocacy/participatory, social constructivism, post-positivism, and pragmatism. Among those, the pragmatism research paradigm was employed research paradigms. Because, it allows the researcher to choose the methods, techniques, and procedures of the research that best meet their needs and purposes. Similarly, mixed methods researchers look to many approaches for collecting and analyzing data rather than subscribing to only one way (e.g., quantitative or qualitative). “Pragmatists do not see the world as an absolute unity and it believed truth is what works at the time’’ (Creswell, 2014:39).

3.2. Research Approach

Since the purpose of this study was to investigate the practice and challenges of an integrated functional adult education program, a mixed research approach was found to be appropriate to conduct this study. As the name indicates it involves the collection and analyses of qualitative and quantitative information in a single study. There are several reasons for using a mixed-methods design to conduct a study. For instance, using mixed-method is helpful for researchers, because it will compensate for the weakness of each other (Creswell, 2009). Besides, mixed methods research is a good design to use if the researcher is sought to build on the strengths of both quantitative and qualitative data (Creswell, 2012). Therefore, the main reason why the researcher...
used this approach is, that it helps to develop a more complete understanding of the problem of the study.

3.3. Research Design

As to Creswell (2014), research design for mixed methods falls into six categories. Namely, convergent parallel, explanatory sequential, exploratory sequential, embedded design, transformative design, and multiphase design. Among those, the researcher used a convergent parallel design. Convergent parallel mixed methods is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Besides, a basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. For example, quantitative scores on an instrument from many individuals provide strengths to offset the weaknesses of qualitative documents from a few people. The researcher will first report the quantitative statistical results and then discuss the qualitative findings (e.g., themes) that either confirm or disconfirm the statistical results. By taking this into account, the researcher believes that a convergent parallel research design was appropriate for this study.

3.4. Sources of Data

To get valid and reliable information, the uses of appropriate data sources are vital. Therefore, the researcher used only primary sources of data to get adequate and relevant information about the current practice and challenges of integrated functional adult education programs in Digeluna Tijo Woreda. The primary sources of data were used to get firsthand information from woreda educational experts, supervisors, technical committees, and IFAE facilitators and from adult learners by using open and closed-ended questionnaires and semi-structured interviews.

3.5. Population, Sample and Sampling Techniques

The population in the study helps to identify the size of the population and it is the means of identifying individuals in the population. Hence, the populations of this study include woreda educational experts, technical committees, supervisors, facilitators, and IFAE learners.
There are thirty-four IFAE centers in Digeluna Tijo Woreda and each center has thirty-five up to forty (35-40) learners. Among thirty-four IFAE centers, four centers were selected by using simple random sampling techniques. In general, eighty (80) Females and seventy-five (75) Males which is a total of 155 adult learners are found in the randomly selected four centers. Accordingly, twenty (20) adult learners from every four centers were selected through simple random sampling techniques. Because a simple random sampling technique is useful in every case the population has an equal probability of inclusion in the sample. In addition to this, 17 adult facilitators, two educational experts, two technical committees, and two supervisors were selected by using a comprehensive sampling technique. Furthermore, the detail of the sample size, sampling techniques, and data collection instruments was presented hereunder by using the table.
### Table 1. Population, Sample and Sampling Technique

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Population</th>
<th>Sample size</th>
<th>Data Collection instrument</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>IFAE learners</td>
<td>155 (35-40 learners in each center)</td>
<td>20 × 4 = 80</td>
<td>questionnaires</td>
<td>Simple random sampling technique</td>
</tr>
<tr>
<td>3.</td>
<td>IFAE facilitators</td>
<td>17</td>
<td>Questionnaires</td>
<td>Questionnaires</td>
<td>Comprehensive sampling technique</td>
</tr>
<tr>
<td>4.</td>
<td>Woreda Educational Experts</td>
<td>2</td>
<td>2</td>
<td>Interview</td>
<td>Comprehensive sampling technique</td>
</tr>
<tr>
<td></td>
<td>Technical committees</td>
<td>2</td>
<td>2</td>
<td>Interview</td>
<td>Comprehensive sampling Techniques</td>
</tr>
<tr>
<td></td>
<td>Supervisors</td>
<td>2</td>
<td>2</td>
<td>Interview</td>
<td>Comprehensive sampling Techniques</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1409</td>
<td>107</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.6.1. Questionnaires

The questionnaire is widely used in education research to obtain information about certain conditions and practices, and inquire into the opinions and attitudes of individuals or groups. On the other hand, questionnaires are instruments that enable the researcher to gather relevant and large amounts of data within a short time. In this study, self-developed questionnaires were used to collect data from IFAE learners and facilitators. Accordingly, issues like the practice of the IFAE program in terms of learning contents, teaching methods, and learners' assessment were collected by using questionnaires. In doing so, both closed-ended and open-ended questionnaires were prepared in English. Then, the English version questionnaires were translated to Afan Oromo with the help of an expert without distorting the original meaning. Then, facilitators and some learners fill the questionnaires by themselves whereas the researcher and data collection assistants read and fill the learners’ responses for those who are unable to read and write.

3.6.2. Interview

The researcher used semi-structured and open-ended interviews with participants to get qualitative data. These were used to get firsthand information from woreda educational experts, from technical committees, from supervisors, and from facilitators of the IFAE program to answer the question like practices of the program in terms of facilitators training and challenges of the program. The interview was translated to Afan Oromo for more understanding. Creswell (2014), stated that the interview is used to generate in-depth information from respondents. On the other hand, a semi-structured interview is a qualitative data gathering techniques which provide deferent ways to the researcher to gain additional information's that is not included in the interview question and the participants have not limited to only the interview question that is raising by the researcher rather the participants are trying to raise any idea that is important to the study issue. Moreover, semi-structured and open-ended interviews are very important data collection tools that help participants and inquirers express different views broadly. So, the researcher also decided to use semi-structured and open-ended interviews for participants to gain the necessary data for the study.
3.7. Validity and Reliability Test

“Validity and reliability of instruments lead to meaningful interpretations of data” (Creswell, 2014, p: 200). So, to check the validity of the items the following activities were taken place. Accordingly, the questionaries’ were given to the advisor and other experienced instructors in adult education and community development. Then, vague words and unclear statements were corrected and the necessary rearrangement and refinement of the questionnaire were made. Similarly, some relevant items were added while irrelevant ones were rejected. Then, the items were pilot tested to check the internal constancy of the reliability. As a result, 15 learners and 5 facilitators have participated in the pilot study for responding to the questionnaires. The pilot responses obtained through the questionnaire were analyzed statistically to use the reliability of items. In doing so, Cronbach (coefficient) alpha was used to judge the internal consistency of the items, and 0.73 alpha values were obtained. This indicated that the internal consistency of the reliability was acceptable or adequate.

3.8. Data Collection Procedures

The research goes through the following procedures before starting the actual work of the study. Firstly, Questionnaires, semi-structured interviews, and document analysis checklist were developed in English based on basic research question and literature review to get data about the practice and challenges of integrated functional adult education program in Digeluna Tijo woreda. Secondly, the questionnaire was translated to Afan Oromo language by the assistant of a language teacher and experts to make sure whether the items contain an equivalent meaning with respondents’ language. Thirdly, both English and Afan Oromo version of data collection tools were provided to the advisor to get comments. Besides, a pilot test was conducted and the questionnaires were revised accordingly. Fourth, the researcher gives adequate orientation for the assistants to secure reliable data before the questionnaire was distributed. Then, questionnaires were given for participants who can read and write and they fill the questionnaires by themselves. However, for those who are unable to read and write the researcher and the data collecting assistants were a help to read and fill the questionnaire. Finally, the semi-structured interview was held with the supervisors, woreda educational experts, and technical committees.
3.9. Data Analysis Techniques

Data analysis is about, organizing, summarizing, and synthesizing the data to arrive at the findings and conclusions of the research. After the collection of different data from respondents, the raw data were structured under the respective categories to make it manageable, readable, and understandable. Then, both quantitative and qualitative methods of data analysis were used to interpret the data gathered from participants. In convergent parallel mixed design “the two databases are analyzed separately and then brought together” (Creswell, 2014:273).

Accordingly, to analyses, quantitative data, information obtained through the questionnaire, the first data obtained from questionnaires were translated from Afan Oromo to English and read in detail. Then, it was analyzed by using SPSS 24 version to calculate frequency, percentage, and mean to describe and reach the finding on the practice and challenges of the integrated functional adult education program and background of respondents. Then again, the qualitative information obtained by using a semi-structured interview was also transcribed first. After transcription, the data was organized into retrievable sections and categorized into meaningful themes. Finally, the findings were summarized by using a simple, more readable narrative explanation as a research report.

3.10. Research Ethics

Since mixed methods research combines quantitative and qualitative research, ethical considerations need to attend to typical ethical issues that surface in both forms of inquiry. Quantitative issues relate to obtaining permissions, protecting the anonymity of respondents, not disrupting sites, and communicating the purposes for the study. In qualitative research, these issues relate to conveying the purpose of the study, avoiding deceptive practices, respecting vulnerable populations, being aware of potential power issues in data collection, respecting indigenous cultures, not disclosing sensitive information, and masking the identities of participants (Creswell, 2012). By considering this, the researcher was considered different ethical issues during data collection.

Accordingly, the researcher gained permission from the responsible bodies and inform the participants of the purpose of the study. The researcher needs to protect the research participants; develop trust with them; promote the integrity of research; guard against misconduct and
impropriety that might reflect on their organizations or institutions; and cope with new challenging problems (Israel & Hay, 2006 cited in Creswell 2014). Overall to have the relevant and best information from respondents, good relationships, respecting their cultures, norms, and values, and telling them honestly about the issue of confidentiality was considered by the researcher in every situation.
CHAPTER FOUR

4. Data presentation, Analysis and Interpretation

This part of the study deals with the presentation and analysis of data gathered from different sources through questionnaires and interviews to answers the basic research question raised in the study. There were 17 pieces of Questionnaires distributed to 17 facilitators and 80 pieces of questioners were distributed to integrated functional adult education learners. In general, Out of 97 distributed questionnaires, 88 were collected back and filled properly. This means 90.7% were collected back and the researcher continued to present and analyze the collected data. Also, there was a semi-structured interview with 2 woreda educational experts, 2 technical committees, and 2 supervisors in the woreda. On the other hand, this chapter has been divided into two parts. The first part discusses the general characteristics of respondents in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on the practice and challenges of integrated functional adult literacy program implementation in the woreda.

4.1. General Background of Participants

The background of the participants was from five groups of sample populations. Those are IFAE learners, IFAE facilitators, education experts, supervisors, and technical committees. In short, the detailed characteristics, frequency, and percentage of all participants were summarized by the following table.
Table 2: Background Information of Respondents of Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristics</th>
<th>IFAE learners</th>
<th>IFAE facilitators</th>
<th>Education Expert</th>
<th>Supervisors</th>
<th>Technical committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1.</td>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>30</td>
<td>42.3</td>
<td>9</td>
<td>52.9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>41</td>
<td>57.7</td>
<td>8</td>
<td>47.1</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>9</td>
<td>12.7</td>
<td>14</td>
<td>82.4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>35</td>
<td>49.3</td>
<td>3</td>
<td>17.6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Above 40</td>
<td>27</td>
<td>38</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Un married</td>
<td>4</td>
<td>5.6</td>
<td>3</td>
<td>17.6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>61</td>
<td>85.9</td>
<td>14</td>
<td>82.4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>3</td>
<td>4.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>3</td>
<td>4.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Current job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitator</td>
<td>17</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Extension worker</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Voluntary student</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Voluntary teacher</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
As data presented in table 2, 41(57.7%) and 30(42.3) are counted female and male respectively, even though the participants were drawn randomly from the population, the number of female learners’ respondents were larger than that of male respondents. This indicated that female learners more participated in integrated functional adult education. Unlikely, two woreda education experts, two supervisors, and two technical committees were counted male. It means all of the interview participants in the study are male.

As seen from the above table, the majority of the participants found in the age group of 31-40 years. And the next huge number found in the age group of 31-40, this indicated that most respondents were the productive age group. Again, the left number of age group were found 21-30 which is moderate relative to the other age groups. In general, the majority of the participants were found in the age of active, energetic, and productive age level of humans.

Regarding the educational level of questionnaire respondents, from the total sample of IFAE learners, 64 (90.1%), 3(3.2%), and 4(5.6%) were reported level one, level two, and level three respectively. This indicated that most of the learners of this study were level one learners. Coming to the educational background of facilitators, 2(11.8%) are grade twelve completers while, 15(88.2%) had to certificate with low experience as facilitators of the IFAE program. Besides, the data indicated that one educational expert and two supervisors are MA holders whereas one education expert and two technical committees were first Degree holders.

The data related to the experience of the supervisors, Woreda education experts and technical committees, two supervisors, one woreda education expert, and two technical committees have 3 years of experience while one woreda education expert has one year of experience.

But, the experiences of all facilitators’ respondents concerning integrated functional adult education programs were very low. This low experience with the IFAE program may harm their performance in the implementation of the program.

Concerning the marital status of integrated functional adult education learners, 4(5.6%), 61(85.9%), 3(4.2%) and 3(4.2%) are single, married, divorced, and widowed respectively. Again, from the total sample of facilitators respondents, 3(17.6%) were reported single and 14(82.4%) were married facilitators. Besides, all interview respondents are married and there is no single,
divorced, and widowed case for each of the sample groups. This implies that most of the participants are married.

4.2. IFAE Content and its Relevance to Learner’s Daily Life

In integrated functional adult education, the content is derived from the adult’s daily life experiences. It means, adults do not learn what we want to teach them rather they need to learn what they want to learn and which is help them to solve problems in their daily life. The types of education and their relevance are presented in detail in the following table.

Table 3: Learner’s responses to the relevance of each content to their daily life.

| No | Contents                                      | Level of relevance |          |          |          |          |          |          |          |
|----|----------------------------------------------|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|    |                                              | Very high | High    | Medium  | Low      | Very low | χ²       |          |          |          |          |          |          |          |          |          |          |          |
|    |                                              | F | %    | F | %    | F | %    | F | %    | f | %    |          |          |          |          |          |          |          |
| 1. | Agricultural Education                      | 44 | 62   | 24 | 33.8 | 3 | 4.2  | - | -    | - | -    | 4.58     |          |          |          |          |          |          |
| 2. | Health Education                            | 11 | 15.5 | 29 | 40.8 | 30 | 42.3 | 1 | 1.4  | - | -    | 3.70     |          |          |          |          |          |          |
| 3. | Business                                    | 7  | 9.9  | 9 | 26.8 | 21 | 29.6 | 13 | 18.3 | 11 | 15.5 | 2.97     |          |          |          |          |          |          |
| 4. | Civic and Ethical Education                 | 16 | 22.5 | 19 | 26.8 | 23 | 32.4 | 13 | 18.3 | - | -    | 3.54     |          |          |          |          |          |          |
| 5. | Environmental conservation and Protection   | 17 | 23.9 | 39 | 54.9 | 13 | 18.3 | 2  | 2.8  | - | -    | 4.00     |          |          |          |          |          |          |
| 6. | Gender                                      | 3  | 4.2  | 3  | 4.2  | 8  | 11.3 | 38 | 53.5 | 19 | 26.8 | 2.06     |          |          |          |          |          |          |
| 7. | Good governance                             | 2  | 2.8  | -  | -    | 18 | 25.4 | 31 | 34.7 | 20 | 28.2 | 2.06     |          |          |          |          |          |          |

As shown in Table 3, the respondents were asked to rate the relevance of each type of education in the integrated functional adult education program. Accordingly, the relevance of agricultural education to the IFAE program is 44(62%), 24(33.8%), 3(4.2%) rated very high, high, and medium respectively. On the other hand, no one can be reported low and very low to the relevance of agricultural education to the program. This indicated that agricultural education is highly related to that of IFAE program education.
Coming to item 2 on the same table, respondents were asked to rate how health education is related to the IFAE program. Consequently, 11(15.5%), 29(40.8%), 30(42.3%) and 1(1.4%) were rated very high, high, medium and low respectively. This shows that most of the respondents responded to the relevance of IFAE education to health education is medium.

Besides, the majority of respondents are responded to medium about the relevance of integrated functional adult education to environmental protection, business education, civic and ethics education. On the other hand, most of the respondents reported low to the relation of gender and good governance. In general, we understand that most of the IFAE program lesson is related to agricultural education than other types of education.

During an interview session, one of the education experts was asked about how many days in a week education of IFAE program is provided and about the certificate of learners in the program. He stated as follows:-

The education is provided to the integrated functional adult education learners two times a week and sometimes three times as needed. Regularly, they are decided to learn two days Saturday and Sunday. But, this is not fixed rather it is a tentative schedule. They change this tentative schedule when they are busy with other works. For instance, most of the learners are farmers and they are very occupied by farming especially during the summer season or during collecting their agricultural products. Besides, the participants also explained about certificate of the learners. To assure the quality and effectiveness of the functional adult literacy program, the ministry of education quality assurance and examination organization shall facilitate the development of a national certification and qualification framework. So, depend upon this evidence we are preparing the certificate which shows their level is given for all learners after they are complete one level (June 6, 2012).

On the other hand, IFAE learners were asked whether the content is related to the learners’ daily life or not. Accordingly, the data obtained from open-ended questionnaires revealed that the majority of respondents were confirmed that the content of the IFAE program is related to their daily life. On the top of this, Knowles (1998) assume that adult learners need to know why need to learn something before undertaking to learn it, they have a variety of experience of life which represent the richest resource for learning, they are ready to learn things they need to know to cope
effectively with life situations. This shows that the participation of adult learner from the design stage through need assessment and awareness creation and consideration of their rich experience of life is vital.

Besides, from literature, adults will be motivated to participate in adult education if the program is related to their needs and day to day activities, and if they find the education offered applicable to solve their current problems MoE (2008).

4.3. Teaching Methods and Materials Used in the IFAE Program

For the success of integrated functional adult education, appropriate teaching methods and materials are very vital. It means the materials and teaching method applied in the teaching-learning process plays a great role to achieve the required goal of the program. Overall, the following table summarizes data gathered about the teaching method and materials used in the IFAE program.

Table 4: - Facilitator’s response related to methods and materials used in the IFAE program.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fre</td>
</tr>
<tr>
<td>1.</td>
<td>What type of teaching method do you use in the IFAE class?</td>
<td>a. Learner centered</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Teacher centered</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Both</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Which method of teaching do you frequently use during the teaching-learning process? Moore than one answer is possible</td>
<td>a. Problem-solving</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Role play</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Group discussion</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Question and</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Which one of the teaching materials do you use frequently in the IFAE class?</td>
<td>a. textbook</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. modules</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. lesson plan</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. facilitators guide</td>
<td>10</td>
</tr>
</tbody>
</table>

As shown in table 4, item one is dealing with what type of teaching method do facilitators used in an integrated functional adult education class. Accordingly, 10(58.8%), 1(5.9%), and 6(35.3%) were reported learner-centered, teacher-centered and both respectively.
As indicated in the above table 8, facilitators were also asked about which method of teaching they frequently use during the teaching-learning process. As the result, the respondents’ answer indicates that 7(20.0%) are used problem-solving method, 1(2.9%) role-play method, 16(45.7%) group discussion method and 11(31.4%) of the facilitators’ respondents responded that they use question and answer method.

Besides, Jarvis (2004) stated that teaching adults are certainly different from teaching children because both have different life experiences and needs. So everything’s in the process of teaching adults like the behavior of the learners must be changed through discussion and group activity.

Similarly, Bedi (2004) added that to ensure an effective and participatory learning process the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater to the needs of the different types of adult learners through a diversity of methods. Indeed, the content of each session often determines which methods are applicable.

Concerning the teaching materials the facilitators use frequently in the integrated functional adult education class, 1(5.9%), 6(35.3%), and 10(58.8%) of the facilitators frequently used the lesson plan, and facilitators guide respectively. This implies that the majority of the respondents are using facilitators’ guides frequently.

On the other hand, one of the woreda supervisors clearly stated about teaching and learning process during the interview session as follows: “Adults prefer to be self-directing rather than being dependent upon a facilitator. They have accumulated experience which helps them learn and which helps them how to use learning resources. They also take responsibility for their learning. In general, they decided what to learn, when to learn, and by what method to learn. In short, facilitators are acting as guidance or consultancy rather than a teacher” (June 4, 2012).

4.5. Facilitators Training, Satisfaction, and Level of their Satisfaction as Facilitators of the IFAE Program.

Facilitators are the person who is engaging in the teaching of adults in integrated functional adult education centers. They are also the person who understand the nature and problems of adult learners. Therefore, their training, educational background, and satisfaction of facilitators are a very important element to ensure the quality of this education. In general, data collected concerning
the training of facilitators, for how many days the training is provided, satisfaction, and level of their satisfaction are summarized in the following table.

**Table 5:- Facilitator’s response to their training and level of their satisfaction as facilitators of the program.**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>As a facilitator of this woreda or center did you get any kind of training?</td>
<td>a. Yes</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>What type of training did you get?</td>
<td>a. Pre-Service</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. In-service</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Both</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>For how many days you got training?</td>
<td>a. .3 days</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 5 days</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. .5-10 days</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. If any_____</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>How do you rate your satisfaction level as facilitators?</td>
<td>a. very satisfied</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. satisfied</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. dissatisfied</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Very dissatisfied</td>
<td>1</td>
</tr>
</tbody>
</table>

As data presented in the above table, all (100%) facilitators of selected centers had to get training. Regarding the type of training, 3 (17.6%), 6(35.3%), and 8(47.1%) of the Facilitators had to get pre-service, in-service, and both types of training respectively. This implies that most of the facilitators had to get training in pre-service and in-service or on the job training.

One of the woreda technical committees clearly stated about the selection of facilitators during the interview session as follows:

First of all, we decided on how many facilitators are needed for our woreda by considering our budget. Then, we set criteria with educational experts and the Woredas Human Resources Administrative office. Then, recruitment shall be made by the committee
selected by the woreda education office. After that we, post a notice in the woreda education notebook which lasted in 10 days. To this end, the main criteria we consider is that the employees should complete grade twelve or certificate. In advance, information regarding the recruitment criteria shall be provided to the candidates (facilitators) to make the process of recruitment transparent. In addition, he/she should know the culture of the community he/she grows up in is the second criterion. We have male and female applicants with equal qualifications with priority for females (June 6, 2012).

According to the respondents' response to the duration of the training, 10(58.8%), 5(29.4%), and 2(11.8%) of facilitators responded that 3 days, 3-5 days, and 10 days respectively. As we understand from this, the days of training is very short. This may harm the quality of education of IFAE program implementation.

Besides, one of the education experts clearly stated about facilitators training during the interview session as follows:

To give training for facilitators by adult education experts, there is no sufficient budget to recruit trainees for them. Even if it is very difficult to give induction or orientation which lasts 1-3 days by IFAE education experts. Because of this, we assign formal school teachers, who had been trained in teaching formal school. They only trained literacy and numeracy rather than basic life skills and problem-solving skills. Most of the time, this kind of training is also provided after they start work without any induction training (June 2, 2012).

From this data, we can conclude that a shortage of well-trained facilitators may affect the implementation of the IFAE program. Because without well-trained facilitators ensuring the quality education of the program is impossible.

As we can see from the above table on item 5, facilitators were also asked whether they are satisfied by being facilitators of the IFAE program or not and 13(76.5%) reported they are satisfied while the rest 4(23.5%) reported as they are not satisfied. Again, the facilitators' respondents were asked to rate their level of satisfaction, accordingly, 1(5.9%), 12(70.6%), 3(17.6%), and 1(5.9%) rated very satisfied, satisfied, dissatisfied, and very dissatisfied respectively. This implies that most of the facilitators are satisfied by being facilitators of the IFAE program.
In addition, they have responded to open-ended questions related to the reason for their level of satisfaction as follows: some of them said that they are satisfied because they get cumulative experiences from adult learners and this makes them happy. The other said, “We are teaching our mother and father who give chance for us to learn and left behind because of me”. On the other hand, some of them who are rated their level of satisfaction as dissatisfied and very dissatisfied is said that first the work has no respect in the community and we are not respected as that of a formal school teacher. Second, the salary paid per month is 1826 Ethiopian birr which is very low. Third, there are no adequate facilities and no suitable learning environment. This implies that the insufficient salary and inadequate facilities and inconvenient learning environment is the reason behind the unsatisfaction of the facilitators.

**Table 6:- The facilitators’ response related to the implementation of the IFAE program.**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you implement the IFAE program based on Guideline and IFAE program curriculum framework?</td>
<td>Yes</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>-</td>
</tr>
</tbody>
</table>

As shown in Table 6, the respondents were asked whether they are implementing the IFAE program based on Guideline and IFAE program curriculum framework or not. And all respondents or 17 (100%) reported that they implement accordingly. This implies that integrated functional adult education facilitators are working for the implementation of the program based on the guideline and IFAE program curriculum framework.
Table 6.1:- Facilitators Response allied with Assessment of IFAE Learners

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. by following the daily progress of learners</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Assessing continuously</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Observing the way of learners behave</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Giving final exam</td>
<td>-</td>
</tr>
</tbody>
</table>

As indicated in table 6.1, the facilitators were asked how they are evaluating the progress of integrated functional adult education progress. Consequently, 12(70.6%) use by following the learners’ daily progress, 2(11.8%) use observing the way learners behave and the rest 3(17.6%) use the continuous assessing method. As the responses get from facilitators indicated no one can use the final examination to assess the progress of learners. This implies that the IFAE learners are not assessed as such of children.

Jarvis (2004) confirmed that Assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon. In Functional adult education, assessment this not only testing, grading, and promotion, but also reviewing and checking of contents and very importantly, the satisfaction of the participants. The assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners’ attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself.

4.6. Factors that Related to Level of IFAE Program Implementation

Many possible factors could have resulted in a very high, high, medium, low, and very low implementation of integrated functional adult education program implementation. The data collected to these factors are presented here under in table 7.
Table 7: Facilitator’s response to the level of IFAE program implementation.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Responses</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very high</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>Very low</td>
<td></td>
<td></td>
<td>x⁻</td>
</tr>
<tr>
<td>1</td>
<td>Flexibility in terms of time is taken in to account</td>
<td>6</td>
<td>35.3</td>
<td>10</td>
<td>58.8</td>
<td>-</td>
<td>1</td>
<td>5.9</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Flexibility in the content of the program is</td>
<td>1</td>
<td>5.9</td>
<td>13</td>
<td>76.5</td>
<td>2</td>
<td>11.8</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>3</td>
<td>Flexibility in place of the program is taken in to account</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>52.9</td>
<td>8</td>
<td>47.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Indicators of quality education like facilitators training are considerable.</td>
<td>1</td>
<td>5.9</td>
<td>6</td>
<td>35.3</td>
<td>7</td>
<td>41.2</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>5</td>
<td>Problems of adults will targeted to be solved in the program</td>
<td>2</td>
<td>11.8</td>
<td>8</td>
<td>47.1</td>
<td>4</td>
<td>23.5</td>
<td>2</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Participation of stakeholders

<table>
<thead>
<tr>
<th>No</th>
<th>Stakeholder</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>3</td>
<td>17.6</td>
<td>4</td>
<td>23.5</td>
<td>7</td>
<td>41.2</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>2</td>
<td>Non- government organization</td>
<td>2</td>
<td>11.8</td>
<td>5</td>
<td>29.4</td>
<td>8</td>
<td>47.1</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>3</td>
<td>Communities</td>
<td>1</td>
<td>5.9</td>
<td>1</td>
<td>5.9</td>
<td>9</td>
<td>52.9</td>
<td>6</td>
<td>35.6</td>
</tr>
<tr>
<td>4</td>
<td>Coordinators of the program</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>17.6</td>
<td>10</td>
<td>58.8</td>
<td>4</td>
<td>23.0</td>
</tr>
<tr>
<td>5</td>
<td>Facilitators of IFAE program</td>
<td>2</td>
<td>11.8</td>
<td>6</td>
<td>35.3</td>
<td>5</td>
<td>29.4</td>
<td>3</td>
<td>17.6</td>
</tr>
</tbody>
</table>
As presented in table 7, some factors related to the level of IFAE program implementation. For instance, Problems related to the inflexibility of time of the program 6(35.3%), 10(58.8%), and 1(5.9%) are rated very high, high, and low respectively. Factors related to flexibility in the content of the program and flexibility in place of the program, most of the respondents are rated medium. Again, factors related to consider quality indicators such as facilitators training, the majority of respondents are rated medium. In addition to this, as the mean calculated for each factor indicated, factors related to the inflexibility of time of the program and flexibility in place were rated 4.24 x⁻ and 3.82 x⁻ respectively. From this, we understand that flexibility in the time of the program and flexibility in place were considered other factors during the implementation of the IFAE program. On the other hand, other factors related to stakeholders’ participation in the integrated functional adult education program implementation. For instance, as responses of the respondents revealed concerning the participation of government in the IFAE program 3(17.6%) rated very high, 4(23.5%) rated high, 7(41.2%) rated medium and the rest 3(17.6%) are rated low. In general, According to the data presented in the above table, the participation of all stakeholders like government organization, non-government organization, communities, coordinators, and facilitators of the program are rated medium while some of the respondents rated low related to stakeholders participation in the integrated functional adult education implementation.

4.7. Problems Related to IFAE Program Implementation

There are some factors or problems that encountered IFAE program implementation. Among many problems that could stand against the success of IFAE program implementation, the major problems are learner’s related problems, facility-related problems, facilitators related problems, and stakeholder related problems are identified and presented for rating by respondents in the following table.
Table 8: Facilitator’s response to challenges of the IFAE program implementation.

<table>
<thead>
<tr>
<th>No</th>
<th>Challenges</th>
<th>Rating</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Unrelated lesson of the program to learners daily life</td>
<td>6</td>
<td>35.3</td>
<td>11</td>
<td>64.7</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Overlapping of time table with learners own work</td>
<td>12</td>
<td>70.6</td>
<td>5</td>
<td>29.4</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Lack of awareness on the advantage of IFAE</td>
<td>3</td>
<td>17.6</td>
<td>11</td>
<td>64.7</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Lack of interest to participate in the program</td>
<td>5</td>
<td>29.4</td>
<td>9</td>
<td>52.9</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Child care and domestic duties</td>
<td>9</td>
<td>52.9</td>
<td>7</td>
<td>41.2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Need to harvest, farm, or other works</td>
<td>14</td>
<td>82.4</td>
<td>3</td>
<td>17.6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Migration in search of work</td>
<td>2</td>
<td>11.8</td>
<td>5</td>
<td>29.4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Facility related problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lack of learning materials</td>
<td>7</td>
<td>41.2</td>
<td>8</td>
<td>47.1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Distance of literacy center from learners</td>
<td>1</td>
<td>5.9</td>
<td>11</td>
<td>64.7</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Absence of conducive learning environment</td>
<td>11</td>
<td>64.7</td>
<td>3</td>
<td>17.6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Facilitators related problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lack of training</td>
<td>8</td>
<td>47.1</td>
<td>6</td>
<td>35.3</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
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<td>9</td>
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<td>9</td>
<td>52.9</td>
<td>4</td>
<td>23.5</td>
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<td>Stakeholder Related problems</td>
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<td></td>
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<tr>
<td>15</td>
<td>Lack of cooperation between different</td>
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<td>88.2</td>
<td>2</td>
<td>11.8</td>
<td>-</td>
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<td>Insufficient budget allocation by</td>
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<td>76.5</td>
<td>2</td>
<td>11.8</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Lack of individual Commitment</td>
<td>11</td>
<td>64.7</td>
<td>5</td>
<td>29.4</td>
<td>1</td>
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</tbody>
</table>

As indicated in table 8, the major challenges of integrated functional adult education are divided into four parts. Those are learners related challenges, facility-related challenges, facilitators related challenges, and stakeholders related challenges. Under the learner related challenges, the unrelated lesson of the program to learners’ daily life, lack of interest to participate in the program, child care and domestic duties, need to harvest, farm, or other works, migration in search of work, and
lack of awareness on the advantage of IFAE program are categorized under learners related challenges. Accordingly, the unrelated lesson of the program to learners’ daily life, lack of interest to participate in the program, lack of awareness on the advantage of integrated functional adult education program, respondents reported that 11(64.7%), 11(64.9%) & 9(52.9%) medium respectively. Overlapping of time table with learners' work, child care, and domestic duties, need to harvest farm or other works are reported that there are high problems. Again, 10(58.8%) of respondents reported low regarding migration in search of work from one woreda to others. Plus to this, as the mean of the above problems indicated there are medium problems of IFAE program in relation to overlapping of time, child care, unrelated lesson of the program to learners daily life, lack of awareness on the advantage of IFAE, and lack of interest to participate in the program. But, problems related to migration for the search of work is low with a mean of 1.53. This implies that compared to other challenges adults those who move from one place to another place for search of work are very low.

Regarding to the challenges of the facility like lack of learning materials, lack of learning materials, and absence of a conducive learning environment, most of the respondents reported high with the mean of, 2.29, and 2.47 respectively. While the problem regarding the distance of learning center respondents reported the problem is low with the mean of 1.76. This indicated that the learning environment needs special attention to create a conducive learning environment.

Besides, in open-ended questions, the respondents were asked to respond in detail about the learning place or environment. Accordingly, they are responded that the place is not free from different external and internal disturbances. The reason is there is no constructed class for this education program rather it is church and mosques. They were said, sometimes they are learning in their home. So, this may have also their negative impact on education qualities.

With regarding facilitators related problems the data indicated that, lack of training and insufficient payment is reported as high challenges of integrated functional adult education program implementation with the mean of 2.29, 2.00, and 2.29 respectively. But, the problem related to the facilitator’s negative attitude for the work was rated 1.53 mean. This implies that the facilitators have a good attitude towards the IFAE program.
On the other hand, some problems related to stakeholders' participation like lack of cooperation between different stakeholders, insufficient budget allocation by government, lack of individual commitment to implement the integrated functional adult education program. As a result, all respondents are reported that there is a high problem.

The researcher also interviewed one of the woreda educational experts about attention and contribution of government and he stated boldly as follows:

In our woreda, there is a lack of coordination and integration of stakeholders due to weak technical support made by responsible bodies and lack of communities’ commitment to the IFAE program. As we heard from different media and government reports there are high government attention and contribution. But, the reality is, there is no practical contribution of government rather than paper values. In general, there is weak participation of all stakeholders in the IFAE program (June 6, 2012).

Besides, another interview respondents indicated the participation of sector as follows:-

There is no integration. It was good if there is an integration of different sectors. As the name of the program implies, integration refers to the involvement of concerned bodies in the IFAE program implementation based on the objective and content of the lesson, such as agriculture and health sectors gender education and formal education, etc. But, to tell you frankly, there is no participation of those stakeholders except the education sector. He concludes that the responsibility to implement the IFAE program was only left to the education sector (June 4, 2012).

In Ethiopia according to MoE (2008), successful implementation of the IFAE program requires adequate participation and integration of every stakeholder or in other words, the participation and integration of stakeholders ensure the implementation of the IFAE program to be more effective, efficient, and sustainable. But the finding shows that there are low integration and participation of different stakeholders.

In addition to the above quantitative data, there were open-ended questions in some parts of questionnaires for IFAE learners and facilitators. Similarly, there was a semi-structured interview question that was prepared for woreda educational experts, supervisors, and technical committees. Those questionnaires need respondents to view to list down or describe the major challenges of
IFAE program education in their learning centers. Moreover, the results obtained from the questionnaires and interviews were presented as follows.

As the data obtained from IFAE learners by using open-ended questionnaires revealed that, overlapping of adults own work with the schedule of the program, having additional responsibility like child care and domestic duties, lack of motivation of adult learners to regularly participate in the IFAE program, absence of conducive learning environment and lack of individual commitment in the program are the major challenges of integrated functional adult education program.

Furthermore, one of the interview participants pointed out the major challenges of the IFAE program as follows.

As our woreda or center, we encountered several changes. For instance, the major problems are lack of facilitators training, insufficient payment, lack of cooperation between different stakeholders and insufficient budget allocation by the government are the major challenges of the IFAE program in our center similarly in our woreda. Generally speaking, there is no adequate facilitators training which prepares them with the necessary skills and knowledge which helps them in using the appropriate method and in preparing different learning materials for learners. In general, there is no quality of education in the program at all (June 6, 2012).

From this, we conclude that those listed challenges have a direct impact on the implementation and quality of education of integrated functional adult education programs. Because. The facilitator plays the most important role in the learning process. And also, creative and innovative facilitators be employed and trained to use active learning methods with the learners.

4.8. Discussion of the Results

In this section, the researcher discusses the practices and major challenges of integrated functional adult education in Digeluna Tijo woreda in accordance with the research questions and findings. The researcher tried to discuss both the quantitative and qualitative findings of this study based on the basic questions of the study. One of the core objectives of this study is to investigate practices and major challenges of the IFAE program. Hence, the learning contents, teaching methods, assessment techniques and training of IFAE facilitators and major challenges of the program were discussed and summarized.
4.8.1. Practices of IFAE program in terms of learning contents, teaching methods, assessments and facilitators training

The finding related to learning contents showed that, the contents of integrated functional adult education programs included agricultural education, health education, civic and ethical education, business education, environmental protection, gender, and good governance. Even though the contents of the IFAE program are similar for all learners, contextualizing depend upon learners' interests is mandatory. So that, as the finding of this study indicated, agricultural education is more dominant contents of the IFAE program of Digeluna Tijo woreda. On the top of this, Knowles (1998) assume that adult learners need to know why need to learn something before undertaking to learn it, they have a variety of experience of life which represent the richest resource for learning, they are ready to learn things they need to know to cope effectively with life situations.

Besides, MoE (2008) confirmed that adults will be motivated to participate in adult education if the program is related to their needs and day to day activities, and if they find the education offered applicable to solve their current problems. The contents, objectives and methods, functional adult education is considered as diversified and multifunctional and could be formal, non-formal, general, vocational, continuing, regular and irregular program. The nature of functional adult education program is diversified and introduces a number of variables that must be taken into account in economic studies of adults which may range from public basic education provided in the formal system of education to informal learning in the work place and continuing education of highly skilled professions (Miomir D. and Aleksandra P. 2005, cited in Abaje 2017).

Teaching method is an order imposed up on teaching activities. These teaching activities can expressed in terms of the facilitators activity and learners activity in a given lesson. The activities must be intentionally selected, ordered and structured so that they bring about the intended change on the part of the students. Similarly, this study presents that, adult learners have accumulated experience which helps them learn and which helps them how to use learning resources. They also take responsibility for their learning. In general, they decided what to learn, when to learn, and by what method to learn. In short, facilitators are acting as guidance or consultancy rather than a teacher. In addition, Jarvis (2004) stated that teaching adults are certainly different from teaching children because both have different life experiences and
needs. Similarly, Bedi (2004) added that, to ensure an effective and participatory learning process the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater to the needs of the different types of adult learners through a diversity of methods. It means, the content of each session often determines which methods are applicable. Indeed, this study indicated that facilitators of the IFAE program in the woreda applied group discussions and questions and answers.

The assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners’ attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself. The finding of the present study showed that facilitators use different assessment techniques to know their progress. Accordingly, and most of the facilitators evaluated the learners by following learners’ daily progress. Jarvis (2004) confirmed that, assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon.

The availability of competent teachers plays a vital role in securing quality education. Likely, the competence of facilitators has also great importance for the delivery and effectiveness of integrated functional adult education (MoE, 2008). Similarly, Tolera et al. (2017) assert that teachers/facilitators in adult literacy learning programs are recognized as being vital to successful learning outcomes. But, the finding of this study showed that there is no sufficient budget to recruit trainees who give training for facilitators. Most of the time, facilitators had to get training in pre-service and in-service or on the job training for three days up to five days. Similarly, Hildana (2014) noted that the training given for facilitators was inadequate and it is not sufficient in preparing facilitators with the necessary skill and knowledge to implement the program and to handle adults based on their needs.

### 4.8.2. Major challenges of the integrated functional adult education program

Successful implementation of the IFAE program requires adequate participation and integration of every stakeholder. In other words, the participation and integration of stakeholders ensure the implementation of the IFAE program to be more effective, efficient, and sustainable (MoE, 2008). But, as per the data obtained from learners, facilitators, supervisors, education experts and
technical committees indicated the presence of multifaceted challenges in the implementation of integrated functional adult education programs in Digeluna Tijo Woreda. Accordingly, Overlapping of the schedule with learners own work, absence of adequate facilitators training, insufficient amount of facilitators’ salary, low attention given by the government for the program, weak participation and integration of all stakeholders in the IFAE program like, government organization, non-government organization, communities, coordinators, and facilitators of the program and low integration between sectors were the major challenges of the program that harmfully influence the integrated functional adult education program implementation of Digeluna Tijo woreda. Regarding to this, Mohammed (2013) identified that there is a lack of adult's willingness to participate in the program, inadequate budget allocation, lack of facilities (resources), and lack of effective leaders are some challenges of the program. Besides, Samuel (2017) also stated that there is a lack of integration and participation of different stakeholders in integrated functional adult education. Tolera (2019) investigated that non-formal education such as IFAE is not well planned, structured and organized. Overall, several studies at different times including the present study indicated that there are different challenges of the IFAE program.
CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. SUMMARY

The study was carried out in Digeluna Tijo woreda. The purpose of this study was to investigate the practice and challenges of integrated functional adult education program implementation in Digeluna Tijo woreda. To achieve the above objective, the following basic questions were raised.

1. What does the practice of IFAE program implementation look like in Digeluna Tijo Woreda?
   1.1. Practices of integrated functional adult education program in terms of learning content?
   1.2. Practice of integrated functional adult education program in terms of a teaching method?
   1.3. Practice of integrated functional adult education program in terms of assessment?
   1.4. The practice of integrated functional adult education in terms of facilitator training?

2. What are the major challenges of integrated functional adult education program implementation in Digeluna Tijo Woreda?

To come up with answers to those basic research questions, questionnaires and semi-structured interviews were used as data collection tools. The subject of the study were 80 (eighty) IFAE learners, 17(seventy) facilitators, 2 (two) technical committees, 2(two) supervisors, and 2 (two) woreda educational experts.

The data collected were organized and analyzed using a statistical tool such as table, frequency, percentage, and mean together with opinions of interview questions. Based on the analysis the major findings of the study were summarized hereunder.

- Regarding with practices of integrated functional adult education program in terms of learning contents, in terms of teaching method, in terms of assessment, and terms of facilitators training, the following findings have been drawn.

- The study revealed that the contents of integrated functional adult education programs included agricultural education, health education, civic and ethical education, business education, environmental protection, gender, and good governance. Among those, the
contents of the program in the woreda are more related to agricultural education and the contents of learning are derived from learners’ daily life.

- Regarding to the method of teaching and learning process in the IFAE program, the majority of the facilitators were use group discussion and questions and answers.
- The study also shows that the majority of facilitators frequently used the facilitator's guide.
- As per the findings of the research, the IFAE facilitators have evaluated the learners' performance by following their daily progress.
- Concerning facilitators' training, the training was very short and it is not enough to prepare them with the necessary skills and knowledge to implement the program according to the program guideline and curriculum framework of the IFAE program.
- The majority of the respondents reported that the salary paid for the facilitator was not satisfactory.
- The place where the IFAE program provided is not suitable for most of the learners to attend their education continuously.

Concerning the challenges of integrated functional adult education programs, the following findings have been reached.

- Overlapping of time table with learners' work.
- Having the duties of child care and domestic duties.
- Need to harvest, farm, or other works are reported that there is a high problem.
- Lack of a conducive learning environment.
- Lack of facilitators training.
- Insufficient salary of facilitators.
- Lack of participation and integration between different stakeholders like government organization, non-government organization, communities, coordinators, and facilitators.
- Lack of integration between sectors such as the education sector and the health sector.
5.2. CONCLUSIONS

The following conclusions were drawn from the findings of the study.

As mentioned in the finding section, it was found that the learning contents of the IFAE program were relevant to the daily life of the learners. Different teaching methods and materials are used in process of teaching IFAE learners. Among those, group discussion and questions and answers were found as appropriate teaching methods and teaching materials that were applied in the IFAE program of Digeluna Tijo woreda. Integrated functional adult education learners are not evaluated as that of children's way. In the IFAE program, facilitators evaluated the performance of learners by following the learner’s daily progress. Absence of adequate facilitators training, an insufficient amount of facilitators’ salary, low attention given by the government for the program, weak participation and integration of all stakeholders in the IFAE program like, government organization, non-government organization, communities, coordinators, and facilitators of the program and low integration between sectors were the major challenges of the program that harmfully influence the integrated functional adult education program implementation of Digeluna Tijo woreda.

5.3. RECOMMENDATIONS

Based on the study, the following recommendations are forwarded.

In the process of teaching and learning activities, a conducive learning environment is very important. But, as the finding of the study revealed that there is no conducive learning environment that invites the learners to learn more. Hence, the regional, zonal, and woreda education offices have to work with the government on how a conducive learning environment should be created for IFAE learners. Because a conducive learning environment may help the learners to actively participate in the learning-teaching process.

Lack of facilitators training was found as a challenge of the IFAE program of the woreda. Therefore, the woreda education office and supervisors of the program should have to find the way how to give adequate training for facilitators and motivating them by using different techniques. For instance, it is better if they work together with the department of adult education and community development of Arsi Universities.
The study also revealed that different stakeholders have not played their role in the IFAE program implementation. Hence, it is recommended that there should be strong cooperation and participation among major stakeholders such as government organizations, public organizations, NGOs, private sectors, and communities as well as strong integration between education, health and agriculture sectors to work on the effectiveness of the program.

Overall, a shortage of budget was found as a major challenge of the IFAE program. So that, it is advisable if regional, zonal, and woreda education offices have to find methods for increasing their budget or fund-raising.
Reference


Mammo Kebeda (2005). Where and who are the world's illiterates? Background paper prepared for the Education for All Global Monitoring Report 2006 Literacy for Life


National curriculum framework for adult education report of the expert committee retrieved from:

http://www.jkeducation.gov.in/download/report%20of%20the%20expert%20committee%20on%20national%20curriculum%20framework%20for%20adult%20literacy.pdf


https://www.pedocs.de/volltexte/2015/10914/pdf/Sandhaas_2009_Portrait_Adult_Educa
tion_in_Ethiopia.pdf


APPENDIX A
Bahir Dar University
College of Education and Behavioral Sciences
Department of Adult Education and Community Development

Questionnaire to be filled by IFAE learners.

Thank you in advance for your participation!

Dear participants: the questionnaire is designed for the study entitled “practice and challenges of IFAE program Implementation in Digeluna Tijo Woreda. The purpose of this questionnaire is to gather relevant and appropriate data based on the above title. The success of this study, thus, depends on the honesty, earnestness, and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: - Dear participants please read carefully the instructions below before starting to fill the questionnaires.

1. Do not write your name
2. Put a “√” mark where necessary in the box and where alternative answers are given, please read orderly each question and encircle the letter of your choice.
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the backside of the question paper by clearly indicating the number.
Part One: General Information

1. Sex:  
   - A. Male  
   - B. Female  

2. Age of the respondents:  
   - A. Below 20  
   - B. 21-30  
   - C. 31-40  
   - D. Above 40  

3. Marital status:  
   - A. Single  
   - B. Married  
   - C. Divorced  
   - D. Widowed  

4. Level or class:  
   - A. Level one  
   - B. Level two  
   - C. Level three  
   - D. Others_________  

Part Two: Issues related to the status of IFAE program

1. Do you think IFAE program lessons are related to your daily life?  
   - A. Yes  
   - B. No  

2. Do you participate in deciding by what method to learn in the IFAE program?  
   - A. Yes  
   - B. No  

3. The following statement describes how the IFAE lesson related to the daily life of you. Please read each type of education carefully and decide your level of agreement by putting a checkmark (√) under the alternatives that represent your level of scale of agreement.  
   - 5= Very high  
   - 4= High  
   - 3= Medium  
   - 2= Low  
   - 1= Very low  

<table>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>3.2.</td>
<td>Health Education</td>
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</tr>
<tr>
<td>3.3.</td>
<td>Business education</td>
<td></td>
</tr>
<tr>
<td>3.4.</td>
<td>Civic and Ethics Education</td>
<td></td>
</tr>
<tr>
<td>3.5.</td>
<td>Environmental conservation and Protection</td>
<td></td>
</tr>
<tr>
<td>3.6.</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>3.7.</td>
<td>Good governance</td>
<td></td>
</tr>
</tbody>
</table>
4. Do you attend a Functional adult education program regularly?
   A. Yes                B. No                C. If any _______________

5. If your answer to question number (10) is “No” what are the main reasons that make you not attend the program regularly and discontinue participation? Moore than one answers is possible
   A. A distance of literacy center
   B. Shortage of educational materials
   C. Lack of interest to participate in the IFAE program
   D. Others___________________________
APPENDIX B
Bahir Dar University
College of Education and Behavioral Science
Department of Adult Education and Community Development

Questionnaire to be filled by IFAE facilitators.

Dear participants: the questionnaire is designed for the study entitled “practice and challenges of IFAE program Implementation in Digeluna Tijo Woreda. The purpose of this questionnaire is to gather relevant and appropriate data based on the above title. The success of this study, thus, depends on the honesty, earnestness, and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: - Dear participant please read carefully the instructions below before starting to fill the questionnaires.

1. Do not write your name

2. Put a “√” mark where necessary in the box and where alternative answers are given, please read orderly each question and encircle the letter of your choice.

3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the backside of the question paper by clearly indicating the number.

Thank you in advance for your Participation!
Part one: - personal Information

1. Sex: A. Male  B. Female
2. Age: A. Below 20  B. 21-30  C. 31-40  D. above 40
3. Educational level: A. Grade 10 complete  B. Grade 12 Complete
   C. Certificate  D. Diploma  E. Degree  F. others
   D. voluntary teacher

Part II. Generation Information

1. As a facilitator of this woreda or center did you get any kind of training?
   A. yes  B. No
2. If your answer to question number one is “yes” what type of training did you get?
   A. Pre-Service  B. In-service  C. Both
3. For how many days you got training? A. 3 days  B. 5 days  C. 5-10 days  D. if any
4. How much was paid for you per month as a Facilitator? ___________
5. How do you rate your satisfaction level as facilitators?
   A. Very much satisfied  B. Satisfied  C. Dissatisfied  D. Very dissatisfied
6. Please write your reason for your level of satisfaction?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Part three: Issues related to integrated functional Adult Education Program Implementation.

1. Do you implement the IFAE program based on Guideline and IFAE program curriculum framework?
   A. Yes                B. No

2. What type of teaching method do you use in the IFAE class?
   A. learner-centered               B. Teacher centered               C. Both

3. Which method of teaching do you frequently use during the teaching-learning process? More than one answer is possible
   A. problem-solving B. Role play   C. Group discussion   D. Question and answer

4. How do you evaluate the progress of IFAE learners?
   A. By following the daily progress                      C. Accessing continuously
   B. Observing the way learners behave                 D. Giving final examination

5. Which one of the teaching materials do you use frequently in the IFAE class?
   A. Textbook   B. Modules   C. IFAE manuals   D. Lesson plan   E. Facilitators guide
### Part four: - Factors that related to the level of IFAE program implementation

Many possible factors could have resulted in a very high, high, medium, low, and very low implementation of integrated functional adult education programs. Among these, some of the following factors are listed hereunder. So, read each statement carefully and put (√) mark under the alternatives that seem to be the main causes of IFAE program implementation in your center. The alternatives are: 5= Very high 4= High 3= Medium 2= Low 1= Very low

<table>
<thead>
<tr>
<th>4.</th>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The flexibility in the time of the program is taken into account</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Flexibility in the content of the program is considerable</td>
<td></td>
</tr>
<tr>
<td>3.1.3</td>
<td>Flexibility in place of the program is taken into account</td>
<td></td>
</tr>
<tr>
<td>3.1.4</td>
<td>Consider quality indicators like facilitators training</td>
<td></td>
</tr>
<tr>
<td>3.1.5</td>
<td>Problems in the life of adults will be targeted to be solved in the program</td>
<td></td>
</tr>
</tbody>
</table>

#### 3.2. Participation of stakeholders

| 4.1.2 | Government organization                                                  |       |
| 3.2.2 | Non- government organization                                              |       |
| 3.2.3 | Communities                                                               |       |
| 3.2.4 | Coordinators of the program                                              |       |
| 3.2.5 | Facilitators of IFAE program                                              |       |
Part Five: Problems that related to IFAE program implementation

The following are some factors or problems that encountered IFAE program implementation. After reading it carefully please rate their degree of influence from your woreda or center experience by making a "√" sign under the alternative given hereunder. The alternatives are:

3 = High  2 = Medium  1 = Low

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Learners related problems</td>
<td></td>
</tr>
<tr>
<td>5.1. Unrelated lesson of the program to learners daily life</td>
<td>3</td>
</tr>
<tr>
<td>5.1.1. Overlapping of time table with learners own work</td>
<td>2</td>
</tr>
<tr>
<td>5.1.2. Lack of awareness on the advantage of IFAE</td>
<td>1</td>
</tr>
<tr>
<td>5.1.3. Lack of interest to participate in the program</td>
<td></td>
</tr>
<tr>
<td>5.1.4. Child care and domestic duties</td>
<td></td>
</tr>
<tr>
<td>5.1.5. Need to harvest, farm, or other works</td>
<td></td>
</tr>
<tr>
<td>5.1.6. Migration in search of work</td>
<td></td>
</tr>
<tr>
<td>Facility related problems</td>
<td></td>
</tr>
<tr>
<td>5.2.1. Lack of learning materials</td>
<td>3</td>
</tr>
<tr>
<td>5.2.2. The distance of the literacy center from learners home</td>
<td>2</td>
</tr>
<tr>
<td>5.2.3. Absence of a conducive learning environment</td>
<td>1</td>
</tr>
<tr>
<td>Facilitators related problems</td>
<td></td>
</tr>
<tr>
<td>5.3.1. Lack of training</td>
<td>3</td>
</tr>
<tr>
<td>5.3.2. Lack of motivation</td>
<td>2</td>
</tr>
<tr>
<td>5.3.3. Having negative attitude for the work</td>
<td>1</td>
</tr>
<tr>
<td>5.3.4. Insufficient of payment</td>
<td></td>
</tr>
<tr>
<td>5.3.5. Lack of discipline</td>
<td></td>
</tr>
<tr>
<td>Stakeholder related problem</td>
<td></td>
</tr>
<tr>
<td>5.4.1. Lack of cooperation between different stakeholders</td>
<td>3</td>
</tr>
<tr>
<td>5.4.2. Insufficient budget allocation by government</td>
<td>2</td>
</tr>
<tr>
<td>5.4.3. Lack of individual Commitment</td>
<td>1</td>
</tr>
</tbody>
</table>
5. If any please write down the problems in your IFAE center that are challenges for successful implementation of the program:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. What is the solution you suggest for the problems that you listed above? Please write down your suggestions and possible solutions for the problem encountered in the IFAE program in your woreda.

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APPENDIX C
Bahir Dar University
College of Education and Behavioral Sciences
Department of Adult Education and Community Development
Semi-structured interview Guide to Woreda Educational experts,
Supervisors, and Technical Committees of the IFAE program.

Part I: Personal Information

1. Work place_____________________
2. Sex___________________________
3. Age___________________________
4. Marital status_______________
5. Educational level____________
6. Field of study_______________
7. Current responsibility_________
8. Year of experience as Educational Experts, supervisors and technical committee /if any/______________
Part II: Issues related to the practice and challenges of IFAE program

1. Are there any criteria to select facilitators of the IFAE program? If so, what are there?
2. Do IFAE facilitators get adequate training? If so, what type of training is given for facilitators?
3. For how many days in a week do the IFAE education is provided to participants?
4. What does the current practice of the IFAE Program in your woreda or centers look like in terms of the teaching-learning process?
5. What is IFAE stakeholder’s participation look like in the implementation of the Program?
6. Which sector is closely working with the IFAE program?
7. Do you think that IFAE program learners attend the lesson with Interest? If not so, what are the reason?
8. Is there a certificate that shows the qualification level of the IFAE program for participants?
9. What are the major challenges/ problems you encountered during the implementation of the IFAE program?
10. What measures were taken to alleviate the challenges of the IFAE program?

Thank you for your cooperation and you are welcome if you have questions and comments!
1. Main Strength observed during classroom interaction?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Main weakness observed during conducting observation?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. What is the mechanism of the solution do you suggest for the challenges encountered in this woreda or center?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
APPENDIX D
YUNIVERSITII BAHIR DAAR
KOLLEEJJII BARNOTAA FI SAAYINSII AMALAA
MUUMMEE BARNOOTAA GA’EESSOOTAA FI MISOOMA HAWAASAA

Bar-gaafii Baratoota Barnoota Ga’eesootaa Qindoomaa Gochaa irratti Xiyyeeffateen

Guutaman.

Kabajamtoota hirmaatoota qorannoo kanaa, duraan dursee odeeffanno waraqaa kana irratti
barreefaman deebisuuf heeyamamaa ta’uu keessaniif ufaadhaa. Kaayyon bargaafii kanaa inni
guddaan yaaliwwanni fi rakkoolee sagantaa barnoota ga,eesootaa qindoomaa gocha irratti
xiyyeeffate (BGQGX) kan aanaa digaluufi xiijoo qorachuuf odeeffannoofunaanuu ta’a. Deebiin
isin nuuf kennitanis icciitiin isaa eegamuun dhimma qorannoocanaafaqofaakakooolu kabajaanan
isin beeksisa. Kanaafoo, deebiin keessan galma gahinsa qorannoocanaafaqee guddaa waan
qubuuf odeeffannoosirriifi kani dhugaa irratti hundaa’e akka naaf kennitan kabajaanan isin
gaafadha.

Hirmaannaa keessaniif gamanumaanan galatoomaa isinin jedha!

Qajeelfama Waliigalaa:

1. Waraqaa gaafii kana irratti maqaa keessan hin barreessinaa.
2. Gaaffiiilee filannoo qabaniiif deebii sirridha jettanii yaaddan itti marsuudhan
   akkasumas bakka barabaachisetti mallattoo (√) kana saanduqa kenname keessatti
galchuun mirkanessa.
3. Gaaffiiilee bakka duwwaa ta’aniif immoo deebii keessan bakka duwwaa kannametti
   barreessaa. Yoo bakki duwwaan isiniif kennaam isini hin gahu ta’e duuba waraqichaa
   fayyadamuu ni dandeessu.

►Hubachiisa:-
BGQGX: - jechuun, Barnoota ga’eesotaa qindoomaa gocha irratti xiyyeeffate jechuudha.
Kutaa Tokko: Odeeffannoo Dhuunfaa

1. Saala: A. Dhiira  B. Dubara

2. Umrii: A. waggaa 20 gadi  B. waggaa 21-30  C. waggaa 31-40  D. waggaa 41 oli


4. Marsaa yookiin daree: A. Marsaa tokkoffaa  B. Marsaa sadaffaa  C. Marsaa lammaffaa  D. kan biraa

Kutaa II: Gaaffiilee baratoota ga’eessotaa qindoomaa gocha irratti xiyyeffateen Guutaman.

1. Tooftaa kamiiin akka barachuu qabdan murteessuu keessatti ni hirmaattuu?
   A. Eeyyen  B. Lakki

2. Barnoonni ga’eessootaa qindoomaa gocha irratti xiyyeffatee jirenyaa guyyaa guyyaa keessaniin wal qabataa?
   A. Eeyyen  B. lakki

   5= Baay’ee ol-aanaa  4= Ol-aanaa  3= giddu-galleessa  2= Gad-aanaa  1= baay,ee gad-aanaa

<table>
<thead>
<tr>
<th>Lakk.</th>
<th>Gosa</th>
<th>Sadarkaa</th>
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<tbody>
<tr>
<td>1</td>
<td>Barnoota Qonnaa</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Barnoota Fayyaa</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Galii Argamisiiuu</td>
<td></td>
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<tr>
<td>4</td>
<td>Lammummaa fi amala gaarii</td>
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</tr>
<tr>
<td>5</td>
<td>Eegumsaafii kunuunsaa naannoo</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Barnoota Saalaa</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bulchinsa gaarii</td>
<td></td>
</tr>
</tbody>
</table>
4. Barnoota ga’essotaa qindoomaa gocha irratti xiyyeffate osoo addaan hin kutin yeroo hundaa ni hordoftuu?
   A. Eeyyen           B. Lakki

5. Yoo deebiin keessan gaaffii 10ffaadhaf lakki ta’e sababni barnooticha haalan akka hin hordofne yookiin akka addaan kuttan isin taasise maal fa’a? deebii tokkoo ol deebisuun ni danda’ama.
   A. Fageenya buufata barnootaa
   B. Meesaaaleen barnootaa gahaan waan hin jirref
   C. Saganticha keessatti hirmaachuuf fedhii waan hin qabneef.
   D. Kan biraa______________
APPENDIX E
YUNIVARSITII BAHIR DAAR
KOLLEEJJII BARNOTAA FI SAAYINSII AMALAA
MUUMMEE BARNOTAA GA’EESSOTAA FI MISOOMA HAWAASAA
Bargaaffii Haala- mijeesitoota Barnoota Ga’essotaa Qindoomaa gocha irratti xiyyeeffaten
Guutaman.

Kabajamtoota hirmaatoota keenya duraan dursee odeeffannoo waraqaan kana irratti barreefaman
deebisuuf heeyamamaa ta’uu keessaniif ulfaadhaa. kaayyon bargaaaffii kanaa inni guddaan
yaaliwwaniifi rakkoolee hojii irra olmaa sagantaa barnoota ga’essotaa qindoomaa gocha irratti
xiyyeeffate (BGQGX) kan aanaa Digaluufi xijoo qorachuuf odeeffannoo funaanuu ta’a. Deebiin
isin naaf kennitanis icciitiin isaa eegamuun dhimma qorannoo kanaaf qofa akka oolu kabajaanan
isin beeksisa. Kanaafuu, deebiin keessan galma gahinsaa qorannoo kanaaf ga’ee guddaawaan qabuuf
odeeffannoo sirrii fi kan dhugaa irratti hundaa’e akka naaf kennitan kabajaanan isin
gaafadha.

Hirmaannaa keessaniif gamanumaanan galatoomaa isinin jedha!

Qajeelfama Waliigalaa:
1. Waraqaan gaafii kana irratti maqaa keessan hin barreessinaa.
2. Gaafiilee filannoo qabaniiif deebii sirridha jettaniit yaaddan itti marsuudhan akkasumas
   bakka barabaachisetti mallattoo (√) kana saanduqa kennelee keessatti galchuun
   mirkanessa.
3. Gaafiilee bakka duwwaa ta’aniif immoo deebii keessan bakka duwwaa kannametti
   barreessaa. Yoo bakki duwwaan isininif kennelee isini hin gahu ta’e duuba waraqichaa
   fayyadamuu ni dandeessu.
kutaa Tokko: Oddeeffannoo Dhuunfaa

1. Saalaa:  A. Dhiiraa  B. Dubara  
2. Umrii:  A. 20 gadi  B. 21-30  C. 31-40  D. 40 oli  
   C. waraqa ragaa kan qabu/du  D. Degrii duraa  
   E. Degrii lammaffaa  F. kan biraa  
4. Hojii yeroo ammaa qabdan: A. Haala mijeeessa  B. Hojjataa Qonnaa  
   C. Barataa tola oolaa  D. Barsiisaa tola oolaa  

Kutaa Lama: Oddeeffannoo Waliigalaa

1. Akka haala mijeeessa aanaa/ wiirtuu kanatti leenjiin isinii kennie jiraa?  
   A. Eeyyen  B. Lakki  
2. Yoo deebiin keessan gaaffii lffaadhaf eeyyen ta’e gosa leenjii akkamituu isinif kennie?  
3. Leenjii tajaajilaan duraa  B. Leenjii tajaajila keessattii  C. Lachuu  
4. Leenjichi guyyaa meeqaf isiniiif kennie?  
   A. Guyyaa sadi’iif  B. Guyyaa shaniif  C. Guyyaa shanii hanga kudhanitti  
   D. kanaan  ala_________________  
5. Kafaltiin akka hojjataa haala mijeeessa saganta kanaatti ji’aan hangamtu isiniiif kafalama?_______________________  
6. Haala-mijeeessa saganta kanaa ta’uu keessaniif itti ni quuftuu?  
   A. Eeyyen  B. Lakki  
7. Itti quufinsaa keessan  sadarkaa isa  kamiin ibsitu?  
   A. Baay’een itti quufa  B. Ittin quufa  C. Itti hin quufu  D. Baay,ee itti hin quufu  
8. Maaloo sababa itti quufinsa sadarkaa keessanii nuuf barreessaa

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Kutaa sad: Wantoota Barnoota Ga’eesotaa Qindoomaa Gocha irratti
Xiyyeeffate wajjin wal qabatan

1. Akkaataa Qajeelfamaa fi wixinee sirna barnoota GQGX irratti hundaa’udhaan hojii irraa olmaa sagantichaf ni hojjattu?
   A. Eeyyen    B. Lakki

2. Daree keessatti tooftaa baruuf barsiisuu isa kam fayyadamttu?
   A. Baratoota kan giddu-galeessa godhate   B. Barsiisaa kan giddu-galeessa godhate
   C. lamaanu

3. Tooftaa baruuf-barsiisuu isa kam yeroo hunda fayyadamta? Deebii tokko ol deebisuun ni danda’ama
   A. Rakkoo furuu   B. Akkeessuu   C. Marii garee   D. Gaafiifi deebii

4. Jijjiirama baratoonni ga’eesotaa qindoomaa gocha irratti xiyyeeffate gama barnootaan agarsiisan haala kamin madaalta?
   A. Guyyaa guyyaan hordofuun   C. Madaalli itti fufaa kennuun
   B. Amala isaan agarsiisaan ilaaluun   D. Qorumsaa kennuun

5. Isaan armaan gadii keessaa meeshaan barnootaa yeroo hundaa daree keessatti itti fayyadamtu isa kami?
   A. Kitaaba   B. barreefama garagaraa   C. karoora guyyaa   D. Qajeelcha haala-mijeessaa
Kutaa Afur: wantoota yaaliwwan BGQGX wajjin wal qabatan

Wantoonni sababa harkifanna ykn a Riiti hoojirra irra olmaa saganta Barnoota ga’eesotoo qindoomaagocha iiratti xiiyeeffate ta’an baay’eetu jiru. Isaan keessaa muraasni isaani gabatee armaan gaddii keessatti barreefamani jiru. Kanaaafuu, erga sirritti dubistee booda isa sababa ta’a jettee yaaddu mallattoo (√)galchuun mirkaneesi. Filannooleen kunninis:  5= Baay’ee olka’aadha
4= Olka’aadha  3= Murteessun na rakkisa  2. Gad-bu’aadha  1= Baay’ee gad-bu’aadha

<table>
<thead>
<tr>
<th>4.1</th>
<th>Jijjiramuu sagantaa barnootichaa</th>
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<tbody>
<tr>
<td>4.1.2</td>
<td>Wal qabachu dhabuu qabiyyee sagantaa barnootichaa</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Jijjiiramuu iddo barnootaa</td>
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<tr>
<td>4.1.4</td>
<td>Dhabamuu leenjii haala-mijeesitoota sagantaa BGQGX</td>
</tr>
<tr>
<td>4.1.5</td>
<td>Rakkoolee ga’eesoonni jireenya isaanii keessatti qaban ni furamaa</td>
</tr>
<tr>
<td>4.2</td>
<td>Hirmaannaa Qaamoolee qooda qabani</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Hirmaanan qaamoolee Mootummaa gadi bu’aa ta’uu</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Wajjin hojachu dhabuu qindeesitoota sagantaa BGQGX fi qaamoolee mit-mootummaa</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Dhabamuu hirmaanna Ummataa</td>
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<tr>
<td>4.2.4</td>
<td>Kaka’uumsa dhabuu haala mijeesitoota sagantaa BGQGX</td>
</tr>
</tbody>
</table>
Kutaa Shan: Rakkoolee hojirra olmaa sagantaa raawwii barnoota ga’eesotaa qindoomaa gocha irratti xiyyeeffate muudachuu danda’an

Rakkooleen baay’e’en hojirra olmaa sagantaa BGQGX kana ni muudatu; Isaan keessaa qabxiileen armaan gadii kun rakkoolee hojirra olmaa sagantaa BGQGX muudachu danda’anidha. Kanaafuu, isaan arman gadii kana siriitti erga dubbistani booda wiirtuu keessan keessatti maal akka fakkatuu mallattoo (√) kana galchuun agarsiisa.

3=Olka’aadha   2= Giddu-galeessa   1= Gad-bu’aadha

<table>
<thead>
<tr>
<th>Lakk</th>
<th>Himoota</th>
<th>Sadarkaa</th>
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<tr>
<td>5.</td>
<td><strong>Rakkoolee baratoota wajjin wai qabatan</strong></td>
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<tr>
<td>5.1</td>
<td>Jireenya guyyaa guyyaa baratootaan wai qabachuu dhabuu saganticha</td>
<td></td>
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<tr>
<td>5.1.1</td>
<td>Sagantaa barnootaa hojii dhuunfaa baratoota wajjin wai irra ooluu</td>
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<tr>
<td>5.1.2</td>
<td>Faayidaa Barnootni GQGX qabu irratti hubanuu dhabuu</td>
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<tr>
<td>5.1.3</td>
<td>Saganticha keessatti hirmaachuf fedhii dhabuu</td>
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<td>5.1.4</td>
<td>Kunuunsa daa’immaa fi hojii mana keessan qabamuu</td>
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<tr>
<td>5.1.5</td>
<td>Hojiilee qonnaa fi kaneen biroo irratti hirmaachu</td>
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<td>5.1.6</td>
<td>Hojii baraachaaf gara birotti godaanuu</td>
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<td>5.2</td>
<td><strong>Rakkoolee tajaajilaan wai qabatan</strong></td>
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<tr>
<td>5.2.1</td>
<td>Hanqina meeshaalee barnootaa kaneeen akka kitaabaa fi qajeelfama barsiisaa</td>
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<tr>
<td>5.2.2</td>
<td>Fageenya buufatni barnoota iddoo jireenya irraa qabu</td>
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<tr>
<td>5.2.3</td>
<td>Naannoon barnootaa mijataa ta’uu dhabuu</td>
<td></td>
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<tr>
<td>5.3</td>
<td><strong>Rakkoolee haala mijeesitoota wajjin wai qabatan</strong></td>
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<tr>
<td>5.3.1</td>
<td>Leenjii dhabuu</td>
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</tr>
<tr>
<td>5.3.2</td>
<td>Kaka’uumsaa dhabuu</td>
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<tr>
<td>5.3.3</td>
<td>Ilaalcha gadhee hojichaafaaf qaban</td>
<td></td>
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<tr>
<td>5.3.4</td>
<td>Kafaltii gahaa ta’e kafaluu dhabuu</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td><strong>Rakkoolee qaamolee qooda qaban waijjin wai qabatan</strong></td>
<td></td>
</tr>
<tr>
<td>5.4.1</td>
<td>Walitti hidhata dhabuu qaamolee qooda qaban garagarraa</td>
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<tr>
<td>5.4.2</td>
<td>Maallaqa gahaa ta’e ramaduu dhiisuu</td>
<td></td>
</tr>
<tr>
<td>5.4.3</td>
<td>Itti gaafatummaa fidhachuu dhabuu namoota dhuunfaa</td>
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</tbody>
</table>
6. Yoo rakkooleen biroo kan saganta hojirraa olmaa Barnoota GQGX kan wiirtuu keessan keessatti argamu jiraatee maaloo bakka duwwaa armaan gaddii kanatti nuuf barreesaa.

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APPENDIX E
YUNIVARSITII BAHIR DAAR
BARNOOTA DIGRII LAMMAFFAA
KOLLEEJII BARNOTAA FI SAAYINSII AMALAA
MUUMMEE BARNOOTA GA’ EESSOTAA FI MISOOMA HAWAASAA

Af-gaafii ogeessota barnoota, supparvayzarootaa fi koree qindeesituu
sagantaa Barnoota ga’eessotaa qindoomaa gocha irratti xiyyeffateef qopha’e

Kutaa Tokko: odeeffannoo dhuunfaa

1. Iddoo hojii______________________________
2. Saala__________________________________
3. Umrii___________________________________
4. Haala bultii ______________________________
5. Sadarkaa Barnoota________________________
6. Muummee Barnoota barattanii_______________
7. Itti gaafatummaa amma qabdan______________
8. Muuxannoo hojii akka ogeessa barnootaa, supparvayizaratti, koree qindeesituu
   BGGXtti qabdanii fi kan biroo______________
Kutaa Lama: wantoota yaaliwwaniifi rakkoolee sagantaa Barnoota ga’eessotaa qindoomaa gocha irratti xiyyeffate wajjin wal qabatan

1. Haala mijeessa sagantaa Barnoota ga’eessotaa qindoomaa gocha irratti xiyyeffate filachuf ulaagaaleen barbaachisan ni jiruu? Yoo ni jiru ta’e maal fa’a?
2. Haala mijeessitoonni leenjii gahaa ta’e ni argatuu? Yoo ni argatu ta’e leenjii gosa akkamifaa argatu?
3. Torban keessatti barnoonni ga’eessotaa qindoomaa gocha irratti xiyyeffate guyyaa meeqaf hirmatoota sagantaa kanaatiif kennama?
4. Yeroo ammaa kana yaaliwwan akka wiirtuu ykn aanaa keessanitti jiran baruuf barsiisudhaan wal qabatee maal fakkaata?
5. Hirmaannan qaamoleen qooda qaban hojii irraa olmaa Barnoota ga’eessota qindoomaa gocha irratti xiyyeffate keessatti qaban maal fakkaata?
6. Buufata isa kamtu walitti dhiheenyan sagantaa Barnoota ga’eessotaa qindoomaa gocha irratti xiyyeffate wajjin hojjata?
7. Bartoonni sagantaa Barnoota kana fedhiidhuma isaanitiin hordofu jettee yaaddaa? Yoo eeyyen ta’e sababni isaa maali?
8. Hirmaatota sagantaa BGQGXteef Waraqaan ragaa sadarkaa isaanii ibsu ni kennamaa?
9. Rakkooleen gurguddoon hojjii irraa olmaa sagantaa Barnoota kana irratti isin muudate maal fa’a?
10. Rakkoolee isin muudate furuuf wanti isin hojjatan hoo maal fa’a?

Hirmaanma keessaniiff galatoomaa jechaa yoo gorsaa fi gaafii qabaattan kaasuu ni dandeessu!
APPENDIX F
YUNIVARSITII BAHIR DAAR
KOLLEEJJII BARNOTAA FI SAAYINSII AMALAA
MUUMMEE BARNOTAA GA’EESSOTAA FI MISOOMA HAWAASAA
Barnoota Digirii lammaaffaa
Guca eeyyamummaaan hirmaatotaa ittin mirkana’u

Maqaa Qorataa: Diribaa Bekele  Lakk bilbilaa:
Maqaa gorsaa qorannichaa: Abiy Menkir  Lakk, bilbilaa:

Mata Duree Qorannoo: Yaaliwwaniifi rakkoolee hojjii irra olmaa sagantaa barnoota ga’eessotaa qindoomaa gocha irratti xiyyeeffeate

Kaayyoo Qorannichaa: Yaaliwwaniifi rakkoolee hojjii irra olmaa sagantaa barnoota ga’eessotaa qindoomaa gocha irratti xiyyeeffeate (BGQGX) kan aanaa Digalu fi Xiijoo keessatti argaman adda baasuf

Wantoota muudachuu danada,an: tarii ennaa gaafiilee kana guuttan dadhabuu akkasumas dhukkubbin gara garaa yoo isinitti kan dhagahamu ta,ee boqqonnaa fudhachuuy ykn addaan kutuu ni dandeessu. Dabalataanis gaafiileen isinitti hin tollee yoo jiraatan irraa darbuu ni dandeessu.

Faayidaadhan walqabatee: qorannoo kana keessatti hirmaachuu keessanin bishaanin ala wanti isin argattan hin jiru.

Meeshaalee qorannichaaf oolaan fayyadamuu ilaalchise: eeyyamamaa yoo taatan odeefannoon isinirraa funaanamu sirritti qabachuuf akka nu gargaaruuf waraabduun sagalee gahee gudda qabdi. kanaafuu sagaleen keessan akka hin warabamne kan feetan yoo ta,e yaadannoo qabachuun ni danda’ama.

Iciitii Ragaalee: yaadni fi hubannoon isin nuuf kennitan akkasumas muuxanoon isin nuuf kennitan qorannoo kanaaf qofa kan oolu waan ta’eef dhuma irratti akkuma qorannichi dhumeen jiddu lixiinsa nama sadaaffaa malee ofeegannoo guddaadhan ni hojatamo. Kanaafuu maqaan keessaniiif dhimmooni biro maqaa biraatin bakka kan bu’an ta’u.

Yaada keessan akkuma jirutti ibsuu: barbaachisaa ta’ee yoo argame yaadni isin dubbattan akkuma jirutti ykn jechoota biraatiin mallatto waraabbi fayyadmuun ibsama.
Itti aansudhaanis qorannichi yerro maxxanfamutti bu;aan qoranichaa kan isiniif kennamu ta;a. kanaafuu eyyamummaa keessan filanno armaa gaddi kanaan mirkaneeessa

A. Eyyeen qorannoo kana keessatti hirmaachu nan barbaada

B. Lakki hirmaachuu hin barbaadu

**Waliigalte Hirmaatotaa**

**Fuula kana irratti mallateessun yaadota itti aanaani dhufan nan fudhadha**

- Qorannicha kana keessatti hirmaachuuf eyyamamaadha.
- Yerro kamittu hirmannaan koo addan kutuu akkan danda;u hubadheera
- Qorannoo kana keessatti hirmaachuu kootiin bishaanin ala waan tokkooyyuu hin barbaadu
- Gaafiilee gara fuula duratti na muudatan hundaa qorataa gaafachuu akkan danda’uu mirkannefadheera
- Walii galtee fuula kanaa fudhadheera

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<thead>
<tr>
<th>Maqaa fi mallattoo hirmaata</th>
<th>Guyyaa</th>
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<tbody>
<tr>
<td>Maqaa fi mallattoo qorataa</td>
<td>Guyyaa</td>
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