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RESEARCH ARTICLE

EFFECTIVENESS OF INTEGRATED APPROACH IN IMPLEMENTING FUNCTIONAL ADULT LITERACY: IN CASE OF WOLAITA AND DAWRO ZONES

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ABSTRACT

Integrated functional adult literacy provides learners to acquire knowledge and skills useful to their daily live. Now a day, the focus has been shifted to illiterate adult who due to a number of reasons is out of formal education. Our country has been aggressively doing in functional adult education since 2006. In light of this, this research was aimed at assessing the effectiveness of integrated functional adult literacy in Wolaita and Dawuro Zones. It was also intended to identify how effectively the program coordinated, how relevant to and benefit adult learners, and the challenges that hamper the implementation of the program. Consequently, it also suggests a way out of the problems evidenced in the study. To conduct the study a descriptive survey method was used. Samples of 2 woredas, 24 adult learners, 24 facilitators 8 school leaders, 4 supervisors, 6 department /sector heads, 2 woreda adult education unit were selected by simple random and purposive sampling techniques as data sources. To answer the basic questions, data were collected from groups of sample respondents through questionnaires, interview and document analysis. The data were analyzed using descriptive statistical technique such as percentages. The results of the study revealed that the program was relevant, practical and beneficial to the adult learners. However, almost all adult education facilitators were poorly qualified in terms of schooling and received inadequate training on andragogy. Thus, the training for facilitators and the preparation of more literacy materials in addition to current materials in locale language are among recommendations.

INTRODUCTION

Now a day the effect of education as an instrument for development is felt everywhere. Countries which are always mentioned as an example of economic and social development, when looked back into their history, education found to be a reason. Even the smallest countries with small population come to realize education as the only hope for improvement. The social difference, the yoke of poverty, the outbreak of diseases, susceptibility to natural calamity, submission to unjust and unfair political system and other circumstances that hindered the normal life of humanity is minimized or avoided by spreading education. That is why today education is seen as a great equalizer. All countries exist in the world are not in the same stage as far as the level and development is concerned. Peoples in some parts of East Asia, Latin America and Sub Saharan Africa are not yet get access to education. It becomes more serious and startling when the internal situation of those regions is assessed. There is a wider gap in access of education between rural and town, male and female, rich and poor to mention few. A number of United Nations Resolutions, International Conventions and Conferences ascertain the "Right of education for all" as a fundamental human right

(UN Report, 2002). A United Nations Report on education has shown that more than forty years ago, the nations of the world speaking through the Universal Declaration of Human rights asserted that "everyone has a right to education" (UN Report, 1990). It seems that many countries to date have failed to make this human right a reality, despite certain notable efforts by some countries around the globe to ensure the right to education for all (O'Malley, 2005).

According to Freire (1991), the following persists:

- More than 960 million adults, two thirds of who are women are illiterate, and functional illiteracy is a significant problem in all countries.
- More than one third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural changes.
- More than 100 million children fail to complete basic education programmes, millions satisfy the attendance requirements but do not acquire essential knowledge and skills.

All these realities in many countries have led to the establishment of non-formal education, which is an alternative branch to formal education to respond to challenges that have become a major priority in most African countries (Davies, 2002). Today an estimated 861 million adult including 140 million 15-24 year-olds worldwide are illiterate, despite literacy being recognized as a human right more than a century ago. According to CSA (2004) 20 million people whose age is above 15 years are illiterate. In SNNP alone about 4.1 million adult cannot read and write, of which 65% are women (SNNPEB, 2014). Hence, the provision of quality and equitable education to all segments of population is decisive and uncompromised measure of the government. Of course, there is much to debate about how illiteracy is defined in different countries. But there is a widespread acceptance that if we are to live in a world where every man, woman and child can fulfill their potential as free human beings, illiteracy must be tackled (O'Malley, 2005). The most powerful engine of change is the worldwide commitment to achieve Education for All by 2015, made at the World Education Forum in Dakar, Senegal, in 2000 (O' Malley, 2005). The above statistics portray the global nature of the problem of adult illiteracy and point to a disturbing reality that not only is the phenomenon on the increase, but that its geographical configurations coincide with the geography of poverty, disease, hunger and other characteristics of underdevelopment. Adult illiteracy contributes to sociopolitical and cultural problems of great dimensions, and therefore, requires extremely urgent solutions.

Statement of the problem

Ethiopia as a member of the organization endorsed Millennium Development Goal and has been committed to achieve the goal by 2015. It is estimated that 85 percent of Ethiopian population lives in rural area and the majority of them have not been get access to education (MoE, 2010). Obviously, the previous regime had launched a literacy campaign which at first appeared to be successful and later on become ineffective due to many reasons. At present the federal Government of Ethiopia has launched new integrated approach which would improve the life of adult population. The data shows that over 40 million of adult population are illiterate. It is impossible to talk about the development and any kinds of social change with population who does not read, write and compute (MoE, 2010). In regard to the training, in the past was transference of knowledge by one set of people to another. In such training programmes the trainees were merely passive receipts of whatever the trainers decided to give them. Freire (1991) has a differing perspective of adult education. According to him learning is not a quantity of information to be memorized or a package of skills to the students. Knowing, according to Freire (1991), means being an active subject who questions and transforms the world one is functioning. As the name itself is self descriptive, the functional adult education provides knowledge and skills useful to their daily lives for instance health skills; safety skills and income generating. Hence, it is integrative in approach i.e facilitators are from education, development agent from agriculture and health extension workers. Therefore it is wise to question how far effective is the integrative approach in implementing the functional adult education in Wolaita and Dawuro Zones.

In the process the study was tried to answer the following basic questions:

1. To what degree the integrative approach to the Functional Adult literacy is effective?
 - a) Is it cooperative?
 - b) Is it coordinated?
2. Do the facilitators provide training/skills that are relevant /functional to the needs of the adult learners
3. To what extent the Adult learners gain benefits as expressed by functional adult education approach
4. What are the challenges that hinder the implementation of the FAL?

Research objectives

This study has both general and specific objectives

General objective: The main goal of the research is to determine whether the FAL programmes offered in the area lead to the general development of Adult in the area.

Specific objectives

The specific objectives of the study are:

- i. To identify whether the program is cooperative and cooperated
- ii. To identify whether the training is relevant to the need of adult
- iii. To discuss challenges that hinder the implementation of IFAL

RESEARCH DESIGN AND METHODOLOGY

Methods of the Study: In this study mixed research approach was employed. A descriptive survey design was used to collect different types of data on the current status, opinions, trends and preference on the functional adult literacy or education. Therefore, descriptive survey which was done through questionnaires is appropriate research design. Qualitative approach was employed through structured interview which enable to solicit data unable to obtain through questionnaires. Moreover, it is suitable for adult learners who rather express their ideas freely through discussion than writing.

Data Sources: Both primary and secondary data sources were used. The primary data was gathered from Woreda Education Department heads, Woreda Agriculture Department heads, Woreda Health Department heads, school principals nearby IFAL centers, adult education facilitators (teachers, development agents and Health extension agents), woreda adult education experts and adult learners. Adult registration document, Attendance sheets, Guidelines, Policy documents, reports and literatures were secondary sources.

Population, Sample size and Sampling Techniques

Population and sample size: The two zones are made up of 17 woredas which contains 368 (156+212) rural kebeles. In this kebeles there are 2268 (368x6) adult education centers and 13248 (368x6x6) facilitators. There are 51 department heads from three sectors, 17 adult education experts and 599 school leaders in school closer to adult education centre. From the population mentioned above, taking into account the time, energy and cost of the researchers, 2 woredas, and 4 rural kebel, 8(4x2) adult education centers, 24 (8x3) adult learners ,

6(2x3) department heads/rep. (education, health and agriculture) , 4 supervisors ,2 adult education experts(1x2), 8(8x1) school leaders , 24(8x3) facilitators were the subject of the study. This makes the total sample size 68.

Sampling Techniques: Dealing with such large areas is difficult in terms of cost and efficiency. Therefore, multistage cluster samplings were employed (Kothari, 2004). Once the two areas determined as a cluster, the woredas, kebeles and adult education centers were selected randomly. The department heads of the three sectors (namely education, agriculture and health) and adult education experts were selected purposefully. With purposive sampling the sample is "hand-picked" for the research. In this case the researcher already knows something about the specific people or events and deliberately were selected the top-level management of the institution who supposed to have Knowledge about the issue at hand (Sarantakos, 2005; McMillan et al., 1997). the supervisors were selected by simple random sampling while adult learners, principals and facilitators were selected on the basis of systematic randomization.

Data gathering tools: In the study questionnaires, interview and document analysis were the major data gathering instruments. Questionnaires are chosen because they provide sufficiently valid descriptive data about the views and attitudes of the respondents (Singh, 2007) they were used to get information from school leaders and facilitators. Semi structured interview were prepared to gather data from department heads of three sectors and Adult learners. The interview also provides ample information which will assure the compatibility of data (McMillan et al., 1997) and deepen the understanding of the issues obtained through questionnaire and documents were consulted to track the progress adults made due to functional and integrated learning.

Data Analysis: Data collected through different tools were analyzed and interpreted both qualitatively and quantitatively. Quantitative data gathered through questionnaire were treated using appropriate descriptive statistics. Qualitative data obtained through interviews first were transcribed in to separate topics. After this, raw data were studied for each items, each expression and view obtained from the respondents were categorized. Then, the categories were combined to describe the items as expressed by the respondents and as understood by the researchers.

DISCUSSIONS AND FINDINGS

This chapter is devoted to the presentation and data analysis. The first section deals with the characteristics of the respondents in terms of sex and age. The second section discusses the main part of the study; the analysis, interpretation of data that were gathered through questionnaires and interview.

Characteristics of Respondents: The study targeted on effectiveness IFAL Wolaita and Dawuro zones. Adults, School leaders, supervisors and facilitators were the main sources of information. Accordingly, 8 school leaders, 5 supervisors, 24 facilitators, 64 adult learners were included in the study. All questionnaires were filled out properly and returned on time. Besides, to get in depth information interview on adults was made. The general characteristics of the respondents are discussed here under. According to the information obtained

from the respondents in table I, the IFAL facilitators, school leaders and supervisors were composed of 92 % male and 8 % female. The results clearly show that male domination implying the low participation of females in IFAL program.

With regard to their age, 19% of facilitators, school leaders and supervisors were between the age of 31 - 35, and the majority 56%, 25% of the respondents fall between 36- 40 and above 41 years of age respectively. From this age distribution it may be concluded that more than 80% of the respondents had 35 and above years of age which might have enabling them to give matured and dependable information to manage the program.

Effectiveness of Integrative approach to Functional Adult Literacy: IFAL program implementation requires the cooperation of all actors and the coordination of activities. The role of facilitators is significantly important in motivating adults and making the lesson practical, relevant and effective. In this regards respondents were asked and the following information elicited. As can be seen from item 1 in table 1- Pertaining the Effectiveness of IFAL; both facilitators and school leaders replied that facilitators discuss with adults 9(25%), high and 10(28%), medium. However, 17(47%) of respondents replied that the discussion with facilitators and adults was low. This shows that the facilitators teach adults without having discussion with the learners in the program. This might have negative impact on the interest of learners. In the same table, item 2- regarding the preparation of teaching materials; majority 24(65%) of facilitators, school leaders and supervisors replied low. From this one can judge that failure to prepare teaching material with adults would reduce the rate of understanding and level of applicability of the lesson in real situation. But the rest 12 (35%) of these respondents responded high and medium on average about the preparation of teaching materials. In item 3 of the table- concerning time and places specification; 13(36%), 10(28%) and 13(36%) were replied high, medium and low by facilitators, school leaders and supervisors respectively. Pertaining the evaluation of changes in teaching and learning process; 9(25%), 8(22%) and 19(53%) were responded high, medium and low by facilitators, school leaders and supervisors respectively. From this it is possible to say that the adults would not give chances to track their progress and to identify the problems they have solved so that they could get a lesson. Regarding adults motivation to learn each other; 16(44%), 11(31%) and 9(25%) were reacted high, medium and low by facilitators, school leaders and supervisors respectively.

The majority of adults interviewed confirmed that they had a say in specifying the time and place of learning. However they were express the reluctance of the facilitators in preparation of teaching materials, evaluating the progress exhibited and encouraging peer learning. These coincide with responses of other respondents. Therefore, it implies that the facilitators were not equipped with the necessary knowledge and skills to teach adult learners. As shown in item 1 of table II, concerning the integration of facilitators to teach 12(33.3%), 12(33.3%) and 12(33.4%) were replied high, medium and low by facilitators, school leaders and supervisors respectively. The support obtained from health and agriculture sector 14(39%), 9(25%) and 13(36%) were responded high, medium and low by facilitators, school leaders and supervisors respectively. Moreover, the support from responsible bodies in position to coordinate adult education 13(36%), 9(25%) and 14(39%) were replied high, medium and low by facilitators, school leaders and supervisors respectively.

Table I. General characteristics of the respondents

No	Characteristics	Respondents												
		Adults N-24		Facilitators N= 24		principals N= 8		Supervisors N=4		Sector rep N=6.		Woreda Adult exp. N=2		
		NO	%	No	%	No	%	No	%	No	%	No	%	
1	Sex	Male	15		22	92	8	100	4	100	6	100	2	100
	Female	9		2	8	-	-	-	-	-	-	-	-	
2	Age	a. below 20			-	-	-	-	-	-				
		b. 21-25			-	-	-	-	-	-				
		c. 26-30	2	8.4	-	-	-	-	-	-				
		d. 31-35	4	16.6	3	12	3	37.5	1	25	3	50	-	-
		e. 36-40	9	37.5	16	67	2	25	2	50	3	50	2	100
		f. above 41	9	37.5	5	21	3	37.5	1	25	-	-	-	-

Table II. Pertaining to cooperation

No	Item (Facilitator =24 School Leader =8 = Supervisors = 4	Respondents	N=36 Scale										
			High		Medium		Low						
			No	%	No	%	No	%					
I	Cooperation /Working together												
1	Facilitators discuss with adults	Facilitators	5	20	7	30	12	50					
		Principals	2	25	2	25	4	50					
		Supervisors	2	50	1	25	1	25					
2	Facilitators prepare teaching Materials with adults	Facilitators	6	25	5	20	13	55					
		Principals	1	15	2	25	5	60					
		Supervisors	1	25	-	-	3	75					
3	Time and places are specified discussing with adults	Facilitators	9	37.5	6	25	9	37.5					
		principals	2	25	2	25	4	50					
		Supervisors	2	50	2	50	-	-					
4	Teaching changes are evaluated with adults	Facilitators	5	21	5	21	14	58					
		principals	2	25	3	37.5	3	37.5					
		Supervisors	2	50	-	-	2	50					
5	Adults are encouraged to learn each other	Facilitators	10	42	7	29	7	29					
		Principals	4	50	2	25	2	25					
		Supervisors	2	50	2	50	-	-					

Table III. Regarding Coordination

No	Item (Facilitator =24 School Leader =8 = Supervisors = 4	Respondents	N=36 Scale									
			High		Medium		Low					
			No	%	No	%	No	%				
II	Coordination											
1	Facilitators teach in integrated way	Facilitators	5	20.8	11	45.8	8	33.3				
		Principals	5	62.5	1	12.5	2	25				
		Supervisors	2	50	-	-	2	50				
2	Support obtained from health and agriculture sector.	Facilitators	4	16.7	6	25	14	58.3				
		Principals	3	37.5	1	12.5	4	50				
		Supervisors	1	25	2	50	1	25				
3	Responsible bodies in position support adult Education in coordinated ways	Facilitators	7	29.2	6	25	11	45.8				
		Principals	4	50	1	12.5	3	37.5				
		Supervisors	2	50	2	50	-	-				

This shows that in the selected sample area the level of coordination was not as it should be. As far as the issue of coordination is concerned, the data obtained from adults through the interview revealed that the support of the management was not as strong as it supposed to be.

Provision of relevance and functionality of training to the needs of adults: IFAL builds on indigenous knowledge and seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture (including off - farm activities), health 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 and relevant to the learners. As depicted in table III, item 1 with regard to the practicality of integrated functional adult literacy program to local need; majority of the respondents (facilitators, school leaders and supervisors) replied 22(61%) high and

9(25%) medium. However, only 5(14%) of the respondents responded low. Regarding the relevance of IFAL program for their daily life; the majority 26(72%) of facilitators, school leaders and supervisors rated high. But the rest 5(14%) and 3(8%) of the respondents were rated medium and low respectively. In item 3 of the table; 29(81%) of facilitators, school leaders and supervisors confirmed that many adults begin to keep personal and family hygiene with the rating of high and very little number 7(19%) of the respondents rated low. In the same table of item 4; similarly 29(81%) of facilitators, school leaders and supervisors verify that adults able to write, read and compute during IFAL program with the rate of high. However, 7(19%) of the respondents responded low. Moreover, many 33(91%) of facilitators, school leaders and supervisors confirmed that many adults exhibited increase in productivity and interest for using new technology in the implementation of IFAL rating high. However, less 3(9%) of the respondents disagreed in the implementation of IFAL

Table IV. Regarding relevance

No	Item (Facilitator =24 School Leader =8 = Supervisors = 4	Respondents	N=36					
			Scale					
			High		Medium		Low	
No	%	No	%	No	%	No	%	
III	Relevance /Functionality							
1	Relevance to local need	Facilitators	15	62.5	5	20.8	4	16.7
		Principals	4	50	3	37.5	1	12.5
		Supervisors	3	75	1	25	-	-
2	Relevance to daily life	Facilitators	18	75	2	12.5	2	12.5
		School Leaders	6	75	2	25	-	-
		Supervisors	2	50	1	25	1	25
3	Begin to keep personal & family hygiene	Facilitators	20	83.3	3	12.5	1	4.2
		Principals	7	87.5	1	12.5	-	-
		Supervisors	2	50	2	50	-	-
4	able to write, read and compute	Facilitators	21	87.5	2	8.3	1	4.2
		Principals	5	62.5	2	25	1	12.5
		Supervisors	3	75	1	25	-	-
5	Increase in productivity and interest for using new technology are exhibited	Facilitators	23	95.8	1	4.2	-	-
		Principals	7	87.5	1	12.5	-	-
		Supervisors	3	75	1	25	-	-
6	Involvement in extra income generation activity	Facilitators	22	79.2	2	8.3	-	-
		Principals	7	75	1	12.5	-	-
		Supervisors	3	50	1	25	-	-
7	Engaged in saving	Facilitators	11	45.8	1	4.2	12	50
		Principals	-	-	1	12.5	7	87.5
		Supervisors	1	25	-	-	3	75
8	Participation in bringing good governance in kebele's and in other community service.	Facilitators	15	62.5	5	20.8	4	16.7
		Principals	3	37.5	2	25	3	37.5
		Supervisors	2	50	-	-	2	50
9	awareness of family planning is raised	Facilitators	16	66.7	6	25	2	8.3
		Principals	4	50	2	25	2	25
		Supervisors	2	50	1	25	1	25

Table V. Relevance of Learning to adult learners

No	Item	Respondents	Alternative(s)			
			Yes		No	
			No	%	No	%
1	Facilitators are trained	Facilitators	6	25	18	75
			6	75	2	25
		Supervisors	3	75	1	25
2	Females are given equal chance in IFAL	Facilitators	8	33	16	67
		School Leaders	3	37.5	5	62.5
		Supervisors	1	25	3	75
3	Daily lessons are supported with teaching materials prepared from local materials	Facilitators	11	45.8	13	54.2
		School Leaders	2	25	6	75
		Supervisors	1	25	3	75
4	Lesson time is agreed by all participants	Facilitators	21	87.5	3	12.5
		Principals	5	62.5	3	37.5
		Supervisors	3	75	1	25
5	Adults interest during lesson time	Facilitators	4	16.7	20	83.3
		Principals	3	37.5	5	62.5
		Supervisors	1	25	3	75
6	Improvement in objective regarding person hygiene.	Facilitators	18	75	6	25
		Principals	5	62.5	3	37.5
		Supervisors	3	75	1	25
7	Begin to use new technology in his/her farming	Facilitators	22	91.7	2	8.3
		Principals	2	25	6	75
		Supervisors	2	50	2	50
8	Able to differentiate the skills such as writing, reading, speaking and mathematical computations	Facilitators	23	96	1	4
		Principals	7	87.5	1	12.5
		Supervisors	3	75	1	25
9	Has saving account	Facilitators	8	33.3	16	66.7
		Principals	3	37.5	5	62.5
		Supervisors	1	25	3	75
10	Begin to apply family planning	Facilitators	12	50	12	50
		Principals	3	37.5	5	62.5
		Supervisors	2	50	2	50
11	High involvement in kebele good governance and other development works.	Facilitators	12	50	12	50
		Principals	5	62.5	3	37.5
		Supervisors	3	75	1	20

rating low. 32(89%) of facilitators, school leaders and supervisors verified that adults involvement in extra income generation activity was high in the program and the rest 4(11%) of the respondents rated low. In item 7 of the table; 22(61%) of facilitators, school leaders and supervisors disagreed with adults engagement in saving with the rate of low. But the rest 14(39%) of the respondents agreed adults engagement in saving which rated high. Item 8 of the table; 20(56%) of facilitators, school leaders and supervisors verify that adults participation in bringing good governance in kebele's and in other community service was high. However, 16(44%) of the respondents agreed their participation in community service by rating low. The last item of the table; 22(61%) of facilitators, school leaders and supervisors confirmed that adults awareness of family planning was raised by rating high. But the rest 9(25%) and 5(14%) of the respondents disagreed with adults awareness of family planning was raised by rating medium and low. Most of the adults agreed that what they had learnt address their needs, able to read, write, and calculate, increase their productivity, generate income, and raise their awareness of saving and the benefit of family planning which had never the case for many. This indicated that the knowledge and skills delivered through adult education are applicable in the life of learners.

Benefit of training to the needs of adults: The IFAL should design with the participation of all stakeholders and focused on skill training, vocational education and training program that enable learner to generate additional income (MoE, 2008). This view is consistent with Walters (2007) who see AE as assisting them in attaining a better life and in particular, earning a better living. In connection with this respondents were asked and the following results obtained. Table V of item 1 examines about the provision of training for facilitators. In this regard, 15 (42%) of facilitators, school leaders and supervisors confirmed that facilitators were trained. However, 21(58%) of the respondents were disagreed with facilitators training. This shows that the facilitators taught adults without having appropriate training in IFAL. On the same table of item 2; 12(33%) of facilitators, school leaders and supervisors replied that females were given equal chance in IFAL. But 24(67%) of the respondents were disagreed with the chance given for females equally in IFAL program with their counter parts. Therefore, still adult women fall behind in the program. On item 3 of the table; 14(39%) of facilitators, school leaders and supervisors responded that daily lessons were supported with teaching materials prepared from local materials. However, majority 22(61%) of the respondents disagreed with the above issue. Therefore, the need for training facilitators in preparing materials in the program is very crucial. In item 4; majority 29(81%) of facilitators, school leaders and supervisors verify that lesson time is agreed by all participants in the program. But only 7(19%) of the respondents were disagreed about the lesson time agreed by all participants. In item 5 of the same table; 28(78%) of re confirmed that adults have interest in the program. However, 8(22%) of the respondents verify that adults lack interest in the program. Improvement in objective regarding person hygiene, 26(72%) of facilitators, school leaders and supervisors agreed that the IFAL program helped them in improving their person hygiene, where as 10(28%) of the respondents disagreed in the program that has no benefit for their person hygiene. Similarly, 26(72%) of facilitators, school leaders and supervisors replied that adult learners begin to use new technology in their farming.

However, 10(28%) of the respondents disagreed in that the program has nothing to do with new technology in their farming. A great number 33(92%) of facilitators, school leaders and supervisors able to differentiate the skills such as writing, reading, speaking and mathematical computations in the program but 3(8%) of the respondents not agreed that the program has nothing to acquire the different skills. 12(33%) of facilitators, school leaders and supervisors witnessed that adult learners have saving account but 24(67%) of the respondents replied that adult learners have no saving account. From this one can understand that even though there is a progress in saving still a lot has to be done. 17(47%) of facilitators, school leaders and supervisors responded that adult learners begin to apply family planning however, 19(53%) of the respondents replied that the program has not yet fully applied by adults in family planning. The program has shown progress in family planning, still needs some improvements. 20(56%) of facilitators, school leaders and supervisors witnessed that the high involvement in kebele good governance and other development works after the IFAL program but 16(44%) of the respondents disagreed in the high involvement in kebele good governance and other development works after the IFAL program. IFAL has solved a lot in this regard however, good governance and other development works in kebele needs more improvements. In relation to the relevance, the interview result disclosed that could use what they had learnt in daily experiences such as family and personal hygiene, participating in kebele's development activities and enhancing good governance. Their responses were found to be the same as other group of respondents. From this one can conclude that the adult education program can effectively address the need of the adult learners.

Challenges in the implementation of IFAL: There are many factors that hinder the effective implementation of integrate functional adult literacy. In the open ended questions and interview respondents were asked to list what they thought to be a challenge in implementing IFAL and the followings are provided:

On the part of the adults

Facilitators, experts and sector heads had listed the following as major challenges:

- Persistence of negative perception of some adults on the program
- Failure to be available on time
- The impact of personal and social issues
- Boring caused by hard work
- Drop out without adequate reasons

On the part of the facilitators

- Poor qualification in terms of schooling and received only minimal training on adult education
- Come to the training centre late
- Poor lesson preparation and delivery
- Inadequate follow up of adult learning progress
- Reluctance of some facilitators to prepare learning materials in collaboration with adult learners
- Lack of motivation and commitment
- Lack of working in coordination with other educators and authorities
- Poor reporting

Organization and management

- ✓ In adequate support in some centre
- ✓ Poor supervision and monitoring
- ✓ Failure to observe teaching and learning process at centre level and motivating
- ✓ Lack of coordination among different sectors and management
- ✓ Bias in selecting facilitators
- ✓ Shortage of learning and reading materials
- ✓ Provision of inadequate training for facilitators
- ✓ Lack of incentives

As can be seen from the above list the main challenges in implementation of adult education come from perception of adult, training and commitment of facilitators and leadership and support of management and organization. Therefore, the effectiveness of the program and the change sought through it could only be materialized when actors are working together.

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, conclusions and recommendations of the study. The summary part includes brief discussion of the study and summarizes the findings of the study which is followed by conclusions. At last, recommendations that are helpful to improve the situation were presented.

Summary of major Findings: Relevant data gathered through standard questionnaire, interviews and document analysis were analyzed and interpreted using percentage and means. Depending on the result of data presentation and analysis the following major findings were obtained.

1. Regarding the effectiveness of integrated approach to FAL

i) Cooperation

The percentage in the analysis revealed day to day discussion (53%), the time and place of learning (64%) and motivation to learn each other were high. Where as preparation of learning materials (65%) with adults and evaluation of the progress (75%) found to be low. This implies though efforts were there learners participation still impacted due the neglect of facilitators in making learning lively.

ii) Coordination

Except the facilitators integration of learning to daily life (.33.3%) the data revealed that the support of sectors in woreda (39%) and the coordination of the adult education by the people in position (39%) were high. This indicates that most of coordination problem related to the facilitators than people in position.

2. Relevance / functional

Majority of the respondents confirmed that the ability of the program to address local needs(61%), to keep their hygiene(81%) , to read , write, and compute(81%), using new technology(91%) and willingness to participate in good governance(56%)and to use family planning(61%) were high. This shows that the program is practical in improving the life of the adult learners

3. Pertaining to the benefits of the program

It is found out that the most of the respondents confirmed that facilitators were not trained to provide life skills, and still females were left behind which would make the program relevant. Except the two elements, the percentage in analysis made it clear that the program was interesting (78%) relevant in improving personal hygiene(72%), increasing productivity, saving(67%), generating income ,involvement in development activities(56%) and family planning (53%). This implies that if the facilitators are provided sufficient and appropriate knowledge of and skills, the program would produce the result envisioned.

4. Challenges in implementing the program

Data obtained from the interview revealed that the perception of adults, poor qualification and inadequate training of facilitators on adult education, and inadequate supervision and monitoring were the problems in implementation of the IFAL. This makes it clear that effectiveness of the program and the change sought through it could only be materialized when actors are working together.

Conclusion

Based the findings the following conclusion were made. The findings revealed that almost all adult education facilitators were poorly qualified in terms of schooling and received inadequate training. Together with their complaints about low salary, the situation influenced the motivation and commitment of facilitators and adults engagement during the training. That is why the effectiveness of the program was more influenced by facilitators than adults or managements. It was obvious that adult learners were involving more in the development activities in their communities in terms of frequency and in the significance of roles played. They had also begun to maintain personal and environmental sanitation, use technology and saving. This ensures that the program is relevant, practical, and contributing to the improvement of adults. Regarding literacy materials there was a lack of relevant reading materials in the local languages, making it difficult for the participants of IFAL and graduates to have access to reading materials. In many places the monitoring and supervision situation was not satisfying. This could in many cases be explained by lack of resources. However, the lack of a properly worked out system and insufficient commitment in the programme by some of local management was the situation that needed improvement.

Recommendations

Based on the findings obtained and the conclusions reached, the following recommendations are forwarded. The IFAL facilitators require a special training since adults have needs that are different from other education service providers. There are three types of workers in adult education that require training – facilitators, coordinators and administrators/supervisors. In this respect the training must be strengthened, and so must support for their professional performance through regular well-planned supervision. The relevant training institutions should be strengthened for this purpose and should increase their collaboration with zonal and woreda adult education co-ordination Unit. The IFAL programme should embark on the preparation of more literacy materials in addition to current materials in locale language which are very inadequate. This should be done by involving the local people, adult education experts, woreda administration and other

actors. There needs to be clear and simple monitoring procedures which are understood and acceptable to everyone in the programme including the facilitators. The IFAL programme better to continue to emphasize agricultural skills and follow up readers so that learners, the majority engaged in agriculture, acquire more functional knowledge about agriculture on which most of their income depends. However, emphasis should also continue to be laid upon other skills for livelihood that are appropriate to the situation of the learners. Alternative forms of provision for completers and for those adults in the community who have basic literacy competencies in their own language need to be explored. This is to respond to the great demand from the learners who want to continue their learning. It is also desirable to explore the possibility of setting up a system of education for adults parallel to the formal education system with equivalence indicated at various points.

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