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THE CURRENT PRACTICE AND CHALLENGES OF INTEGRATED  
FUNCTIONAL ADULT EDUCATION PROGRAM IN SAWLA TOWN, GOFA  
ZONE: SOUTHERN ETHIOPIA REGIONAL STATE.

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October, 2023  
HAWASSA, ETHIOPIA

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A Thesis Submitted to the Department of Adult Education and  
Community Development

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October, 2023  
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## **Declaration**

I, the undersigned, declare that this Entitled “The current Practices and Challenges of Integrated Functional Adult Education program in Sawula Town, Gofa Zone, and Southern Ethiopia.” is my original work and that all relevant information or sources of materials used have been appropriately acknowledged.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

ABE	Adult Basic Education
BALID	British Association of literacy in Development
DVV	Deutscher Volkshochschul verband
EPO	European Parent Office
ESDP	Education Sector Development Plans
ETP	Education and Training Policy
FAL	Functional Adult Literacy
FALP	Functional Adult Literacy Program
FGD	Focus Group Discussion
ICT	Information and Communication Technology
IFAE	Integrated Functional Adult Education
IFAL	Integrated Functional Adult Literacy
LWG	Literacy working groups
MDG	Millennium Development Goal
MOE	Ministry of Education
NAES	National Adult Education Strategy
NGO	None Government Organization
UNESCO	United Nations Educational, scientific and Cultural Organization

## ABSTRACT

*The main objective of this study was to examine the current practice and challenges of Integrated Functional Adult Education program in Sawula Town, Gofa zone, Southern Ethiopia Regional State. This study employed a descriptive survey design with both quantitative and qualitative data type method. From the 182 target population, 92 participants were selected from IFAE learners by using Stratified random sampling techniques, 8 participants were selected from IFAE facilitators with purposive sampling techniques, one educational office head and one IFAE expert were selected purposive sampling techniques. The instruments used for data collection were questionnaire, interview, focus group discussion, and observation. After collecting the data, quantitative data was analyzed using percentage, mean and SD. The qualitative data interpretation was made with a narrative analysis of relevant incident of the respondents' responses. The findings revealed that the facilitators have no motivation in their work due to low payment, lack of government attention, highly lack of follow-up the centers and absence of integration, coordination, and commitment to improving the IFAE program from all concerned body. In IFAE centers there was highly facility problems are found in adult learner's center, like books, modules, IFAE manuals, facilitators guide, teaching aids and absence of unsuitable IFAE centers and shortage of equipment such as chairs, tables. The learners have no motivation to attain the program due to lack of awareness. The study result showed that lack of adequate budget allocated and timely availability. In the town, despite the growth of formal education, adult education has been impeded and the program handling system becomes not hopeful. Hence, the concerned government offices have to restructure the fragmented system of the program that could minimize the gap of the existing practice. Additionally, the name of the program was decrease the degree of learner's motivation by itself ("adult education" or (የጎልጫሳ ትምህርት). Finally, it has been recommended that the sawula town government should become to create awareness about the program, allocate adequate budget timely, deliver trainings for facilitators, construct the learning center and fulfill different equipment's. All government structures from Federal to Keble including, universities, colleges, NGO, illiterate and literate adults including IFAE facilitators need to play their role in well implementing the program.*

**KEY WORDS:** *Facilitators, IFAE learners, Integrated Functional Adult Education, Sawula-town*

# CHAPTE ONE

## 1. INTRODUCTION

### 1.1 Background of the study

Adult education developed and became established as a field of practice during the most intense period of the Industrial Revolution. The causes of this were three fold. First, adult education was propelled by the industrial bourgeoisie's interest in having available manual labor, which was capable of participating in a productive activity, undergoing constant educational development. Second, the emerging working class was interested in directing the new training possibilities brought about by the new production processes. These new training possibilities were tied to its desire for emancipation and for overcoming exploitation, as well as to the effects of the early capitalist social division of labor. Third, throughout Europe, the new needs and interests of the emerging social classes (bourgeoisie and proletariat) together with their raised aspirations contributed to the formation of national states. Thus, adult education was perceived as an important means of achieving national unity and cementing the power of the newly formed national states.(Budd L. Hall, (2014).)

Wogu Nedie (2019), was cited in his study UNESCO, 2013 reports, at the global level the adult and youth literacy rates are estimated to have grown by only 4% each over this period. Hence, UNESCO expressed the National Regional and Global trends of adult and youth literacy from 1985-2015. Seven countries combined were home to 82 million of the 123 million young men and women worldwide who lacked basic literacy skills. In several countries of the world Adult and Non-formal Education has been given for adults who are over 15 and under 60. Governments have used Adult and Non-formal Education to assist development in other sectors of their economy. A literate population is a precondition for any nation to become competitive within a global economy. Therefore, an Adult and Non-Formal Education program has been used to combat illiteracy and focuses on literacy, numeracy and life skills training. This is to enable adult learners to develop problem solving abilities and to change their mode of life.

According to (Prins, E 2016) Being functionally literate will increase their efficiency on their various assignments on daily activities .It is globally acknowledged that illiteracy and the

inability to improve one's livelihood are interlinked. It is for this reason that literacy program, particularly at national government level, are targeted at the poor and rural communities. Other studies suggest that being literate should not be simply defined as the ability to read and write; literacy must be related to something to the presence or absence of a skill to perform a function the functional perspective.

According to (Abo, G. B. (2020), in IFAE, the approach is functional and directed towards satisfying the specific needs of adults. The two-year IFAE program for 15 - 60 years old youths and adults provide another tongue reading, writing, and arithmetic skills development integrated with practical knowledge and skills. It is work and production-oriented literacy designed to make use of inputs from other development workers (agriculture, health, income generation, saving, 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, etc. and requires delivery by various governmental and non-governmental service providers.

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

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

In addition (Samuel G. 2022) stated that, many successful adult education initiatives in Asia and Pacific countries indicated that partnership/ collaboration, coordination mechanism, advocacy/communication strategy, funding, innovation, and monitoring and evaluation are important factors for the success of adult literacy/education, and these factors should be considered when adult education policies are developed.

According to the Ethiopia National Human Development Report (2018), adult functional illiteracy is a factor holding back Ethiopia's human development within the Education Sub-Index. In ESDP-V it is stressed that a high level of functional illiteracy in the adult population is a barrier to achieving development goals, particularly that of achieving the lower-middle-income economy status by 2025. Effective management of IFAE program in terms of planning, relevance, participation, integration, implementation, monitoring and evaluation are the key determinants and backup the endeavor of pulling off the development goals of Ethiopia, especially its vision of becoming a lower-middle-income country by 2025.

Ethiopia whose most adults are illiterate is experiencing poverty. To alleviate this widespread poverty, accessing educational opportunities to deprived citizens is the major means. Consequently, renewing adult education with a specific focus on functional adult literacy is one of the strategies that have been used in doing so, different programs like Adult Basic Education (ABE), Integrated Functional Adult Literacy (IFAL), and currently Integrated Functional Adult Education (IFAE) has been delivered. But the program was still challenge full in different problems from the beginning up to now (MoE, 2016).

According to (Weldemichael 2018), the work-oriented literacy program of 1968 failed because of two reasons: the first one was the problem of language. One language (Amharic language) which was the central government working language was used in all nations and nationalities irrespective of their needs. The program overlooked the multinational and multilingual issues.

As (Oljira & Hailu, 2021) stated that, the other reason was the problem of the program's centrality. The facilitators of the program were trained by staffs of UNESCO who were considered as 'specialists'. Local facilitators who most likely had good rapport with local community did not participate. Until the start of the 20th century, education in Ethiopia was restricted to religious institutions. Throughout the country's long history, the Orthodox Church schools have taken the responsibility for producing literates in the Ge'ez language. The schools taught learners who filled the religious system and provided church services. Later, the schools offered religious education not only to the children of the aristocracy, but also to the sons of the tenant farmers and servants of the elite families. Even today, these schools teach religious education to many young learners in rural as well as urban areas of the country in order to prepare them for church positions and services and/or to get them to sustain their Orthodox Christian faith. Since the seventh century, the Koran schools have provided religious education

in Arabic to followers of the Muslim religion, but the Orthodox Church organized most of the education. In general, examining the historical context of the problem allows the researcher to have a thorough understanding of integrated functional adult education. Integrated functional adult literacy includes the two-way process where participants learn from facilitators, who in turn learn from participants; where everyone learns from everyone. In this approach, literacy is accompanied by the learning of technical knowledge on agriculture, health and income-generating activities to facilitate the process of achieving greater adult participation in economic and civic life. ; Whereas collective and mutual learning is used to solve common problems; Private knowledge, skills and experiences are pooled and coordinated solve common problems (MoE, 2011).

It is clear that literacy skills affect society's way of life. Many authors agree that literate societies have greater quality of life than illiterate ones, and that literacy skills contribute to the growth of communities. The Ethiopian government has placed emphasis on literacy by taking these factors into account. It was employed to carry out a lengthy plan. By 2025, the government aimed to advance toward becoming a middle-income country. This long-term goal has been the subject of numerous tactics. One of the tactics is to revamp adult education with a particular emphasis on integrated functional adult literacy (Abo, G. B. 2020).

It was further added that a literate population is a prerequisite for any country to become competitive in the global economy and without a significant increase in the adult literacy rate, Ethiopia is not achieving its goal of becoming a middle-income state as expected 2025. Therefore, the writer of this research wants to examine the practices and challenges of IFAE in Sawla town, Gofa Zone.

## **1.2 Statement of the Problem**

One of the goals of education, starting with basic education and continuing through all levels, is to improve people's capacity, aptitude, and culture for problem-solving. Humans can recognize destructive customs and replace them with beneficial ones thanks to education. By disseminating science and technology, it aids humans in improving alterations, as well as developing and protecting his environment for the objective of an all-around development.

In Ethiopia, a significant movement has been carried out to promote knowledge of the purpose of education and the realization of the social, economic, and political benefits of the society. However, many individuals in the nation continue to lack access to formal education and are living under the illiteracy umbrella. As a result, socially, culturally, and economically pertinent literacy practices and livelihoods that foster the ability to critically analyze real-world situations and problem-solving skills have been formally developed and acknowledged in NAES since 2008.

Although adult education in Ethiopia was started in the past and has been practiced for a long time and is still being practiced, it has not yet reached the desired level (MoE, 2010). It makes sense, both scientifically and practically, to ask what lies behind the persistent in effectiveness of integrated functional adult education and what has changed in the process over the years.

As other researches in different regions of the country have shown, adult education is facing problems such as lack of proper organizational structure to manage adult education, unsatisfactory outreach of adult education, low participation to adult learning and low levels of relevance to the quality of adult learning education (MoE, 2008).

In general, various studies conducted in different regions in the same title. For example: Wondimu, (2021) studied on the practice and challenges of integrated functional Adult Education program in Ilubabor zone, Oromiya National Regional State, and he used data collection tools i.e questionnaires, interview and document analysis. His findings are lack of organized structure, coordination and commitment of concerned body and lack the implementation of curriculum. Among this, Mulualem, (2021) studied on the practice and challenges of integrated functional Adult Education program in Yeka Sub-city, Addis Ababa and he used data collection tools, questionnaires, interview, document analysis and observation. His findings are:- absence of guide line document, absence of incompatible learning centers, low participation of stakeholders, lack of training for facilitators, lack of management structure.

However, there studies not explore the implementation of the IFAE Program policy and the motivation of learners to learn IFAE program. In addition there is no previous study was conducted related to this title on the area of study, and the core objective of the IFAE program is to improve people's livelihoods and develop their awareness in different things of in there day to day life. But it is untested, and not given a research-based solution in the research area.

Therefore in order to fill the above gap of study on the conception, this paper aimed to present the current practice and challenges of the IFAE program at the study. Taking this situation into account the purpose of this study is to explore the current practice and challenges of integrated functional Adult Education program in Sawla town, Gofa Zone, Southern Ethiopia Regional state.

### **1.3 Basic Research Questions**

1. What is current practice of Integrated Functional Adult Education program in Sawla town?
2. To what extent to do Stakeholders participation in Integrated Functional Adult Education program?
3. What are the major challenges of Integrated Functional Adult Education program in Sawla town?

### **1.4 Objectives of the Study**

#### **1.4.1 General objective of the study**

The general objective of the study was to examine the Current Practices and Challenges of IFAE in Sawla town, Gofa Zone

#### **1.4.2. Specific objectives**

The specific objectives of the study were formulated as follows.

- To examine the current practice of Integrated Functional Adult Education program in Sawla town.
- To assess the extent of the participation of Stakeholders in the implementation of Integrated Functional Adult Education program in Sawla town.
- To point out the major challenges that hinders the implementation of integrated functional adult education program in sawula town.

### **1.5. Significance of the Study**

The study was attempted to assess the Practice and Challenges of Integrated Functional Adult Education. Therefore, the result of the study may have the following significance:

- It may provide information about the practice and challenges of IFAE program for IFAE planers at town level.
- The study may provide real information for top to down IFAE Stakeholders to make due attention about the progress and better IFAE program implementation.
- Furthermore, it can also provide Sawla town IFAE supervisors with relevant information to be considered while undertaking supervisory activities.
- Finally, it may be used as source of information other researchers to undertake related researches in the area of integrated Functional Adult education program.

### **1.6. Scope of the Study**

The study was delimited to assess the practice and challenges of integrated functional adult education program. The study geographically delimited to Sawula town administration in 12 kebeles and 29 IFAE centers. In order to make the study manageable, the scope of the study was delimited to 4 (four) kebeles and 8 centers of Sawla town. This study contextually delimited to practice, participation and challenges of IFAE program.

### **1.7 Limitation of the study**

The following were the major limitations encountered the study:

- ❖ The availability and willingness of the respondents.
- ❖ Some of the respondents unable to read and write the questioners
- ❖ Inappropriate response and delayed response of respondents might have affected the quality of the research output.
- ❖ Moreover it was difficult for IFAE facilitators and office head to give their response as they were busy.
- ❖ The financial problems faced by the researcher to print and copy draft document for approval and questionnaires. However, in spite of the problems faced, the researcher believes that it was done to the standard required.

## **1.8 Definition of key terms**

**Adult:-** Learners who are registered in IFAE to learn.

**Adult education:-** is the set of continuous learning processes, formal or informal, through which individuals, considered adults by the society to which they belong, develop their skills.

**Literacy: -** refers to the ability to read and write with comprehension.

**Functional adult literacy: -** is the recently implemented adult learning system including the learner's real life style or practical life experience.

**Integrated functional adult Education :-**one of the ways of literacy programs through which adult's education is directly linked with their lives to solve the daily life problems.

**Facilitators: -** a person assigned to facilitate the teaching learning process at the Functional adult literacy center.

**Expert: -** one who has acquired special skill in or knowledge of particular subject through professional training or practical experience.

**Woreda:** means Administrative division lower than zone, which is next to region.

**Stake-holders: -** any concerned body to the proper implementation of program of integrated functional adult Education.

## **1.9 Organization of the Study**

This study was organized into five chapters. The first chapter discuss about introduction, background of the study, statements of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, the limitation of the study and definition of the key terms. The second chapter deals with review of the related literature, which is noted by different scholars, researchers and institutions. The third chapter deals with methodology of the study, design, population, sample related facts, source, tools and procedures of data collection, pilot test, method of data analysis, and ethical considerations of the study. The fourth Chapter deals with analysis and interpretation of data. The fifth Chapter deals with summary of the major study findings, conclusions and recommendations. Finally, references and data collection instruments of the study appended.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURES

This chapter is deals with review of related literature accordingly. Since the literatures to be discussed on this topic are vast, the researcher selects the most pertinent areas. The study mainly aimed at practice and challenges of integrated functional adult education in Sawla town.

#### **2.1. The Concept of Integrated Functional Adult Education.**

According to (Tilahun Adamu 2021), the term literacy does not have a universal meaning and application across literature and practitioners. In ordinary understanding, literacy is often related to reading, writing, and basic mathematical skills. If an ordinary person is asked what literacy is? Probably the answer may be related to the ability to read and write. However, literacy is more than reading and writing, and has been explained in different forms including skills and the applications in daily life. They also point out that functional literacy is not only a skill or knowledge, but acquisition also encompasses more than learning some technical skills. Being functionally literate is more than simply decoding script or producing essays, it is also taking on the identities associated with these practices. Therefore, functional literacy is the process of learning skills, which can be applied in a learner's daily-life activities. Functional literacy is the ability to engage effectively in all activities, which assumes that literacy is required in culture or society. Therefore, functional literacy is not only confined to formal ways of learning, rather, it is interpreted differently based on the milieu.

However, integrated functional adult education is a process leading to mastery of read, wright and arithmetic; encouraging voluntary participation of adults; introducing new work practice culture for improved health as well as economic and social life; depending attitudinal change; enriching knowledge and skill; and developing human and material value to overcome poverty. IFAE focus on adult behavior and psychology. Using adult knowledge and skills as starting point it improves the same enable progress to a better stage; new technology inputs and procedure; and as such in part of a process of individual, local, community, and national development. IFAE is based on mutual learning- teaching, not on one-way communication between learners and facilitators. Collective learning is used for the solution of common problems; individual knowledge, and skill, are polled and coordinated to archive the resolution of common problems. This approach to adult literacy helps adults to use in practical terms their reading and writing and

computational skills to advance their life, customs, traditions, experiences, strength, environs productivity, etc (Mulualem Ghiley 2021).

According to (Yohannes Zewdie 2019), it is also clear from this question that people's understanding of literacy varies from time to time. The traditional understanding of literacy was merely limited to the 3RS (reading, writing and arithmetic). It was a matter of knowing how to deal with words and numbers. It means knowing how to read, write and simple calculations. Traditional literacy aims at imparting sufficient proficiency in reading, writing and arithmetic. Its sole aim is to provide the illiterates, whoever they are, with access to the written word. However, the term literacy is now part of lifelong learning. Literacy is an ageless concept and process and it thus not related to only with (illiterate) adults and without school or non-formal education, but also with children, youth and formal schooling.

Hence, the adult Literacy has significant contribution to poverty reduction, national socio economic development, addressing the motto 'Education for All' and ensuring the achievement of millennium Development Goal/MDG/.In order to successfully implement the National Adult Education Strategy, the Ministry of Education in collaboration with the concerned stakeholders had prepared the necessary curriculum framework and the program implementation manual. The documents focused on expanding Integrated Functional Adult Education (IFAE) which is strongly related to trainees 'occupation and everyday life i.e. reading, writing and basic arithmetic skills. The results and outcomes of Integrated Functional Adult Education (IFAE) highly demand the coordinated effort from the concerned development ministries, the government and the community at large (Geremew Ejigu 2016).

Farther more, (Hanemann, 2015) states that, the increasing importance of digital skills or competencies (i.e. problem solving in technology-rich environments) has added another dimension to the complexity of literacy. It has to be addressed within the dynamics of the multifaceted interrelationship of 'key information-processing competencies' (i.e. literacy, numeracy, language and problem solving in technology-rich environments) that are relevant to adults in many twenty-first century contexts and necessary to fully participate in social, economic, cultural and civic life. The overall goal of the SDGs, 'to transform our world', has also to be applied to the field of adult literacy. This involves understanding literacy as a social practice ('literacy is an action taken by actors') and activating its transformative potential

(‘literacy is a capability for change’). However, literacy can only unfold its full potential to ‘transform our world’ if it is approached from a lifelong learning perspective.

According to (Bekele Deriba 2020), 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. 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.

## **2.2. Rationale for Integrated functional adult education**

Amarech Alito (2017) confirms a society which is able to communicate in reading and writing is able to handle basic informed discussions and operations (business, agriculture, health, environment, democracy, etc) in daily life. Literate people are essential for social development. Poor adults hardly learn for the sake of learning but they mainly learn in order to get basic survival skills which enable them to fight against poverty. The need for functional adult literacy program is directly related to its relevance and appropriateness in order to solve the various life problems of the community. It is used for poverty reduction purpose. It is not simply organizing basic literacy classes for adult learners. It goes beyond literacy lessons. It is a participatory approach that motivates adult learners in order to continue their searching for knowledge and skills. It enables the learners to develop a sense of employment and to improve their own learning conditions using their own efforts. It requires a wide range of local people’s participation in different activities.

## **2.3. Adult Education and Development**

The role of adult education in national development is multi-dimensional. Indeed, as are of the building blocks of human development, and not just a basic right, education, including adult education, is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Therefore, the role of adult education in development can be apprehended through the complex relationships existing between all its forms and the economic, political, social and cultural determinant factors of Africa as a whole.

The economic role of adult education in development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition that improve people's standard of living and productivity by reducing sickness and mortality rates and by increasing life expectancy, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labor productivity. An educated population also provides a more attractive investment climate. Thus, investment in the development of human capital, through adult education, is crucial for developing a labor force and managerial know-how, able to compete in today's global economy (Seya, 2014)

#### **2.4. Objectives of functional adult Education program**

Functional Adult Literacy program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills that can help adults to fight against poverty. This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. Functional adult literacy leads to empowerment as far as literacy serves adult learners to ask questions about the life situations, problems and as it serves them to search for informed decisions and actions that help for fighting the root causes of poverty for them (Getnet Tesfaye 2016).

The specific objectives of functional adult literacy are to enable informed decisions in daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning. The functional adult literacy program is planned to introduce all elements of learning contents through learner-centered and problem solving approach with special emphasis to solve problems and increase the productivity of the community. In this way, adult learners learn to identify their common problems and try to find solutions for those problems that decreased their productivity and hindered their achievement of better livelihood. The aims of functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. To help them apply these skills and knowledge to solve their basic economic, social and cultural problems (Getnet Tesfaye 2016).

## **2.5. The Contribution of the IFAE program**

The implementation of IFAE program has a significant role in reducing the illiteracy rate of the country from age 15 and above and promising in meeting the Millennium Development Goals. Adult Education Program has contributed a lot in addressing access, equity, and positively played its role in reducing illiteracy. Integrated Functional Adult Education Program has contributed a lot for those youths and adults who are less access to formal education in addressing equity and change mode of life of adults by equipping adults with knowledge, skills, habits, values or attitude switch prepare them to be critical in decision making and creative within the society. The overall goal of the program was to help the society become familiar with the modern technologies and to use them in their daily lives. The responsible bodies and their structure that they created as a woreda level helped them to be effective. From these activities adults were the first beneficiaries of the program and their lives have been changed. IFAEP has contributed a lot for those youths and adults who are less access to formal education in addressing equity and change mode of life of adults by equipping adults with knowledge, skills, habits, values or attitudes which prepare them to be critical in decision making and creative within the society (Burayna, 2016).

Furthermore, (Debeli Belina 2022), non-formal adult education has other purposes besides providing skills, knowledge and competences. The promotion of active citizenship, health and personal well-being, social inclusion are among the most prevalent objectives. There is strong link between adult education and health and wellbeing; learning can provide a healthy lifestyle, develop health literacy, and inspire personal wellbeing and overall happiness. Adult education has contribution in social inclusion, it can compensate a lack of education in earlier life and enable social mobility, and thus promote social cohesion, equity and equality, this ranges from the kind of jobs they can attain to life expectancy. Adult learning and education correspondingly point as the means to foster sustainable development processes and peaceful coexistence. Adult education it has also, a great contribution in social affiliation, equity and gender equality. Adult education supports greater social mobility and equalizes social inequalities adult education brings together people from different paths and states of life. This contributes to democratic and social peace.

### **2.5.1 Principles of Integrated Functional Adult Education Program**

According to (Nemomsa Kebede 2019), despite the fact that different meanings of what Functional Adult Literacy means it is generally agreed that it is characterized by a number of principles. Concerning to this, described 16 main features and characteristics of it. They are: emphasis on learning needs, need assessment of learners, learners are seen as stakeholders of community development, recognizes people's changing needs and aspirations, mother tongue as language of instruction, integration of subject matter, integration of learning and life, integration of service providers, trained and remunerated staff, facilitators must be chosen according to their qualification and motivation, active and learner-centered teaching methods, production and utilization of different learning materials, flexible and learner oriented time and duration, continual participatory assessment of learning achievement. Functional adult literacy needs systematic management and involves able and capable intermediaries. Some of this principle is similar with the six core adult learning principle. Those six core adult learning principles are: the learners' need to know, self-directed learning, prior experience of the learner, readiness to learn, orientation to learning and motivation to learn.

### **2.5.2. Benefits of Functional Adult Education**

Debeli Belina (2022), In Ethiopia, adult education recognized as improving to illiterate adults on social, political and economic aspect to create actively participating adults in the development process of the country. Accordingly, the national adult education strategy was developed in 2008 with a special focus on two-year IFAE program that provide basic skills related to the adult learners' lives and development packages of the country. The program designed to address the illiterate youths and adults, and dropouts, particularly for rural communities. The IFAE aims to foster a democratic and good governance culture, as well as social reform and sustainable economic development in the country.

According to (Wondimu Tilahun 2021), adult functional education is a means to enhance productivity, facilitate labor force, assist individuals in their everyday actions and promote active citizenship. Besides, functional adult literacy has the potential to create personal, economic and social value. It is further stated that, adult functional literacy has a great role in improving employability, income, health, social engagement, attitudinal change, educational progression and poverty reduction. Furthermore, functional literacy increases the opportunity for individuals,

families and communities to reflect on their situations explore new possibilities and initiate change. It further constitutes to build a learning society and create learning communities that foster a culture of learning throughout life. In general, integrated functional adult literacy is considered as a tool to eradicate poverty, ensure education for all goals, ensure millennium development goals and achieve sustainable development goals in developing countries like Ethiopia. Particularly, practice-focused adult literacy program help adults acquire knowledge and skill to competently participate in the national development, and contribute to different development strategies of the government, such as agricultural, health, women and youth development packages.

### **2.5.3. Management of Integrated Functional Adult Education program**

According to (Bekele Deriba 2020), 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.

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#### **2.5.4. The planning of IFAE Implementation**

Planning in the expression can be conceived as “the process of setting goals, developing strategies, outlines the implementation arrangements and allocation resources to achieve the intended goals.” Additionally, it is the formal process of making future action decisions of individuals and organizations. Therefore, a plan of action for adult education provision is a living reference framework for implementation of the intended program activities According to different scholars' viewpoint, “adult education as an academic discipline, must address the issue of program planning and about organizing educational provisions in a managerial way. That is to ensure a tailored, smoothly running program, able to reach the envisaged learning outcomes based on well-defined instructional and marketing plans. Hence, (Amarech Alito 2017), planning can be defined as making decision about future actions by choosing among alternatives. It is the first managerial function and it lays the ground work for other managerial functions. It involves selecting missions and objectives and it bridges the gap where we are to where we want to be in the future. The planning of functional adult literacy programs includes enhancing people's commitment to those programs, increase coverage by expanding them, capacity institutions for them, establishing a sustainable network and an effective monitoring and evaluating system as well as creating partnerships. It is expected that IFAL planning should be prepared by the participation of all concerned body where IFAL facilitators, coordinators, learners and other stakeholders take part.

#### **2.5.5. The Implementation of Integrated functional adult education program**

The way in which adults learn is different from children and youth. Participatory learning, active learning, experiential learning, reflective learning, and collaborative learning are the language of andragogy to infer the student centered facilitation methods. Learning is an active process in which learners participate actively to make decisions in their learning such as what, how, and

why they learning. Learners also take their own responsibility in participating starting from need diagnosis, selecting contents, identifying teaching methods, up to the assessment and evaluation methods and procedures. Learning best occur when adults involved in the learning process either individually or in group. Facilitating participatory learning is a means of allowing adult learners to be involved in the learning process. Hence, the prime role of a teacher/facilitator is engaging the learners in the learning process. Participatory facilitation encourages collaborative learning where adult learners work together to address learning topics/problems, reach a common goal, make decision, involving their intellectual abilities and various skills with the help of the facilitator. The methodology therefore should be based on the sharing of experiences and knowledge. Here, experiential learning/methods in which learning based on valuing the role of learners prior experiences should be employed. The role of the facilitator will be managing the process, ensure learners participation in the selection of facilitation methods. It is important to know that the way adult learners learn is different from how children learn. Teaching methods that work with children may not work with adults. Teachers are the sole determiners of what type of teaching methods to be employed in teaching children, mainly teacher centered methods are employed (Samuel, Zinabu 2018).

## **2.6. The Practice of IFAE program**

During the ESDP IV period, the IFAE enrolled 10.2 million adult learners (42% of which were female) of the revised target of 19.4 million. A contested figure between 3.5 – 7.5 million IFAE graduates was reported by 2015. Around 13.2 million adults (9.2 million female and 4 million male) is estimated target for the IFAE under the fifth ESDP. The IFAE is actually a tag name for all ALE-related activities for non-literate and neo-literate Ethiopians. Anchored in a poverty eradication paradigm, the IFAE aims at supporting disadvantaged population groups to improve their livelihoods. The caution against narrowing it to reading, writing and numeracy skills development is evident in the public policy document owing to the desire to present the broadened vision of adult education. Integration is a desired overriding principle geared at delivering a program that is deemed to be multi sectorial. The IFAE curriculum framework requires a teaching-learning content to integrate literacy with aspects from agriculture, health, civics & ethics, environmental conservation & protection, gender, and income generation. Policy documents including the ESDPs emphasize the engagement of strategic sectors at federal, regional and lower levels of government. Already, a memorandum of understanding (MoU)

involving five federal level ministries (Agriculture, Health, Women, Children and Youth Affairs, and Labor and Social Affairs) with the Ministry of Education was signed by the end of the ESDP IV. Incidences of signed MoUs involving sectorial bureaus are indicative of deliberate attempts to forge functional inter sectorial linkages at lower levels of government. (Bonn, Belgrade, 2021)

### **2.6.1. Creating Awareness on the significant of adult education**

According to (Yohannes Zewdie 2019), to achieve full commitment for the success of the program by reacting to an understanding between ministries and bureau of regional states and woredas, as well as government and nongovernment organizations relevant to implement integrated functional literacy programs to bring about a meaningful change among adults in their respective occupations is vital. In addition, conducting massive awareness creation and popularization activities at regional, woreda and kebele levels to create common understanding on the contribution of adult education in accelerating development, creating democratic culture, eradicating poverty as well as on its importance to individual and societal living standard viewed as an integral part of the program implementation scheme. The development of awareness among implementing bodies, partners and the societies the application of different awareness creation and advertisement means methods (Mass-media, printings, conferences, workshops, meeting, e.t.c). Efforts would be made to increase the coverage by encouraging the society, development agencies, non-government organization as well as civic societies to implement the program or give financial and material support for adult education.

### **2.6.2. Allocating Budget and human power for Implementation**

According to ( MoE, 2008), Proper allocation as well as economic and effective utilization of budget and human power is necessary for implementation of adult education and expansion of its coverage. Therefore this new strategy stresses the needs to increase money allocated for adult education by increasing budget allocated at the federal, regional and woreda levels, and develops and implements strategies to look for additional resources from other sources.

### **2.6.3. Establishing Quality and Relevant Adult education system.**

The establishing of quality and relevant education program developed based on social, economic and moral values of the beneficiaries for the achievement of individual, societal and national growth through adult education becomes a central national and international issue. Since quality and relevance of education are directly related to curriculum, IFAL facilitators training educational materials, educational support, etc, fulfilling these inputs is of crucial importance to the proper implementation of the program (MoE, 2010).

#### **2.6.4. Developing Needs Based curriculum**

The ministry of education (2010) states in order to develop practical skills, creativity, farsightedness and democratic culture among the adult through education, due consideration could be given to social and economic developments while developing the curriculum. The curriculum should help improve working and life style of help improve working and life style 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 democratic culture with readiness for implementation the curriculum frame work for FAL program focuses on developing program with due consideration of social, economic and pedagogical conditions of the target groups (youth, adults, women and citizens with special needs) and based on beneficiaries needs and problems.

#### **2.6.5 Building the capacity of Facilitators and other experts**

One of the indispensable inputs for quality education, according to MoE (2010), is availability of competent adult teachers. As well known, since adults have their status in the society and are owners of rich experiences, teaching them requires special methodology in order to get well committed, trained and competent functional adult literacy practitioners the new strategy underlines the needs to raise the capacity of program managers, training institutions, facilitators and experts to the required level, establish a system to train facilitators and providing the training in teachers training institutions.

#### **2.6.6 Provision of Adequate educational material**

The new National adult education strategy of Ethiopia states any learning and awareness creation process will be more effective when all necessary inputs are fulfilled. Therefore, fulfillment of educational materials and teaching aids play an important role in keeping quality of education. For this critical purpose the new IFAL program underscores the needs to develop learning and supportive reading materials by regions based on the syllabus and taking in to account the life style and needs of adults and their surroundings and prepare learning teaching aids and educational materials. (MoE,2010).

In addition, this strategy outlines the need to prepare additional reading materials for new readers by identifying the conditions to improve their writing and reading skills in order to avoid relapse to illiteracy and develop reading culture as well as providing village reading centers with books,

develop reading culture of the users and strengthen democratic culture by using the centers as cultural and conference places. Finally, identifying and fulfilling the necessary materials to keep adult education running in the community, the utilization of alternative basic education schools and farmers training centers as teaching and reading centers by providing appropriate reading materials to the centers and supporting adult education centers with radios and ICT to facilitate conditions for the society to have access information will be scaled up in FAL program (MoE, 2010)

### **2.6.7 Strategy Improvement of Adult education Delivery**

The new adult education Strategy emphasizes the need of identification and application of education delivery methods and approaches appropriate for different adult education programs, provisions of skill development trainings to enable managers, supervisors and facilitators to manage and facilitate adult learning processes. Competently by using effective approaches is the principal concern of the strategy. For this end the preparation of training manuals based on adult education delivery methods and framework for standardization of education levels and certifications are described in the new FAL strategy (MoE, 2010).

### **2.6.8 Expanding Adult Education Coverage Equitably**

The new strategy focuses at the expansion of basic and functional literacy for social groups residing in areas susceptible to problems and with no infrastructural development to enable them participates in development programs competently and with a sense of equality. The need to develop appropriate programs to peasants in the rural areas and to groups with low income in urban areas was stressed. Establishing functional literacy programs for women, especially for those with low or no income, which are appropriate for additional income generation and facilitating learning venues and use delivery methods appropriate to citizens with special needs, show how the strategy emphasizes on the education needs of disadvantages section of the community (MoE, 2010).

### **2.6.9 The approach of Teaching-learning in Integrated Functional Adult Education**

The teacher's role in adult learning situation is that of a facilitator or guide and therefore does not direct the learning process. This is because by being a director he/she may distract the adult learners own independence. The facilitators work is to assist the learner to learn even to the extent of creating an environment in which that learning may occur, but it is never one who

dictates the outcome of learning experience. Facilitation is difficult in that learning in adult education is open-ended and therefore the learners may reach conclusions which are different from those held by the facilitator. Integrated functional adult education (IFAE) makes participants read and write agreed and planned sentences reflecting their daily life and activities. In this approach, adults learn how to read, write and compute about their individuals, community and national agendas. Adults possess a wealth of knowledge and, therefore, do not wish to be treated like children. They also participate actively and voluntarily when reading, writing and computing relevant encourage words, phrase and sentences. In their home and residential communities, adults see materials they have made meaning full changes in their lives and regrets lacking the skills to read them in the past. Experience and research testify to wisdom of meaning with such readily accessible materials. Similarly, reading material of government development organization and those related to legal and social life are available to home and communities. Reading, thus, enhances development of the skill and opens the windows for better life. Many adults are very eager to read and understand such materials. They will be happy if such materials are available in integrated functional adult education (IFAE) centers. One key question here, however, is how one can proceed to reading before adults have identified alphabet or letters in the particular language. Adults are engaged reading sentences, identifying key words, and then recognizing individual letters alphabets in them. Simultaneously, they learn that identifying and reading letters is a useful skill for reading words, phrase, and sentences (Endale Simel 2019) .

### **2.7. Stakeholders Participation in Achieving Goals of IFAE Program.**

Besides, (Meseret, Adane 2020), in the social, economic, and cultural processes, adults are not only active participants but are also principal actors. Adults realize that these social, economic, and political problems cannot be solved individually but through coordinated efforts. Such are work processes in industry, agriculture, health etc. each of which puts adults at the center of decision making. Therefore, stakeholder such as the ministry of agriculture, health, social and labor affairs, education, and women's affairs, regard youth and adults as principal forces of implementing their plans and achieving the goals. Sector agencies should therefore pool their human and material resources and work to gather where ever an IFAE program is and /or should be offered. It's expected that agriculture and health extension worker, farmers, training centers, health posts, health stations would significantly support the accomplishments of the goal of

IFAE. Further, NGOs involved in 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 consolidate and accelerate the ongoing development process. No wonder then that IFAE is often identified as tools for development.

However, (Assefa, 2018), stakeholder's coordination in the IFAE program implementation was low due to several hindering factors. Of which the most influential factors are lack of integration between woreda sector office (stakeholders) managers and local level i.e. Literacy Center workers, lack of stakeholders clarified goal being achieved through IFAE program and lack of accountability of stakeholders in the IFAE program implementation. Lack of enough participation of all stakeholders in planning, implementing and evaluation of adult education In addition to the above, the provision of IFAE program is taking place through collaborative efforts between stakeholders/sector offices. However, their coordination to run the program together except education, other sector offices was low.

### **2.7.1 Government Participation on IFAE program**

Adult educations in many developing countries are planned with in the broader context of the general education policy. In India, the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government. The new FALP policy and strategy formulated by government enable them the education sector plays its role as a tool for development by providing educational support for strategies as well as development packages and programs developed for the productive part of the society by the different organizations, eradicating poverty and ensure sustainable development so as to open up avenues for post- secondary institutions. Furthermore, the policy helps to implement beneficiaries need and development package- based educational program in a continuous and sustainable manner, by integrating adult education programs run by regions with the different development organizations, to contribute to the achievement of the millennium development Goals and education for all goals by reducing illiteracy rate by 50% through launching 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 (Addis Yibas 2018).

### **2.7.2. Contributions of Nongovernmental Organizations (NGOs)**

According to (Addis Yibas 2018), there are different NGOs which contribute a lot on the area of FALP offered in FAL centers. For instance, Action aid work in 40 countries with an annual budget of about 150 million euros where education is one of the six priorities in its strategic plan "Rights to end poverty"2005- 2010. Similarly, Book Aid international promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realize their full potential and eradicate poverty. In Uganda, British Association of literacy in Development (BALID) also plays a great role. It is a non-government voluntary organization that promotes literacy and numeracy as a basic human right and a network of member organizations and individuals, engaged in the policy, practice and research of adult literacy and numeracy in development.

### **2.7.3. Communities Participation**

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 systems, the absence of 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 (Bekele Deriba 2020).

### **2.7.4 Monitoring and Evaluation of Functional Adult Education program**

According to (Nemomsa Kebede 2019), Monitoring lays foundation to evaluation. This is because monitoring enables people to collect information in order to conduct evaluation. Monitoring and evaluation are used as an instrument to increase the progress of the beneficiaries in the program and improve the quality of education system. In relation to the importance of monitoring, it was expressed that continuous monitoring of learners' academic progress is very essential in order to increase academic performance and give better assistance. Monitoring is not the concern of one body, but it is the responsibility of different bodies who participate in the

management system. Evaluation is the process of checking whether the desired objectives are met or not. It gives feedback, based on the result of evaluation if the objectives are not met as planned, amendments will be done. Generally, evaluation is very essential in order to get information about the weaknesses and strengths of the activities which are performed.

## **2.8. Challenges of IFAE program Implementation**

The findings (AmdeMeskel, 2014) disclosed that the outcome of the adult education program is highly affected by the way adult education is deliberated and the method of assessment employed by adult education moderators. More importantly, the learning outcome of adult learner is determined by the methodological approaches employed by facilitators, who in one way or another plays pivotal role in adult teaching learning process. This would lead us to the conclusions that the methods and assessment procedures employed by adult facilitators have momentous contribution towards the attainments. Similarly, the research reveals that adult education outcome is affected by locality of the learners (his/her learning environment). This means that the experience the learner had in rural areas is far behind then learning condition in urban settings. In this regard, researchers also agreed that the geographical location of an institution, whether urban, suburban, small town, or rural, is expected to have marvelous impact on success due to the differences in organizational and social environments and the resources available. Although the patterns are not clear, the educational inequities in urban area suggest that large achievement gaps could exist between participants in these institutions and their peers in suburban and rural institutions. Thus, it is suggested to narrow this gap through recompensing special attention to learning in the rural settings.

There are a number of challenges in implementing functional adult literacy program in Ethiopia. For example, the lack of motivation of adults to participate in literacy, the poverty of parents in disadvantaged communities and arid areas and the pastoral way of life of the communities, the lack of guidelines and clear guidelines for the program FAL with an adequate supervision service, lack of budget for supervision, lack of logistics and finance for supervision at the PACT level, accessibility to vehicles and difficulties in transporting teaching materials and supervision are among those known (Yohannes Zewdie2019).

The program implementation is hampered by access to adults learning the program lack of organized structure, coordination, and commitment to improving the IFAE program. The literacy

classroom observation results reveal that some of the contents like counting and adding numbers are more liked by participants. On the other hand, writing names, constructing words and sentences found to be a challenge for the learners. The curriculum is not implemented as it was stipulated in the textbook of the learners, only literacy facilitators in the form of intergenerational learning modality run the program, without the involvement of the agriculture and health extension facilitators. The study result shows that the current model, used to implement IFAE, could not bring a change as the right way to escape from illiteracy problem (Negassa, 2019)

Adult education is expected to address the socio-economic, cultural, political and environmental problems besieging humanity in their various societies. This is so because adults are the major occupants of the production sectors of the economy. Unfortunately, the goals of adult education as stated by the federal government in the National Policy on Education have not been properly achieved (Mulualem Ghiley 2021).

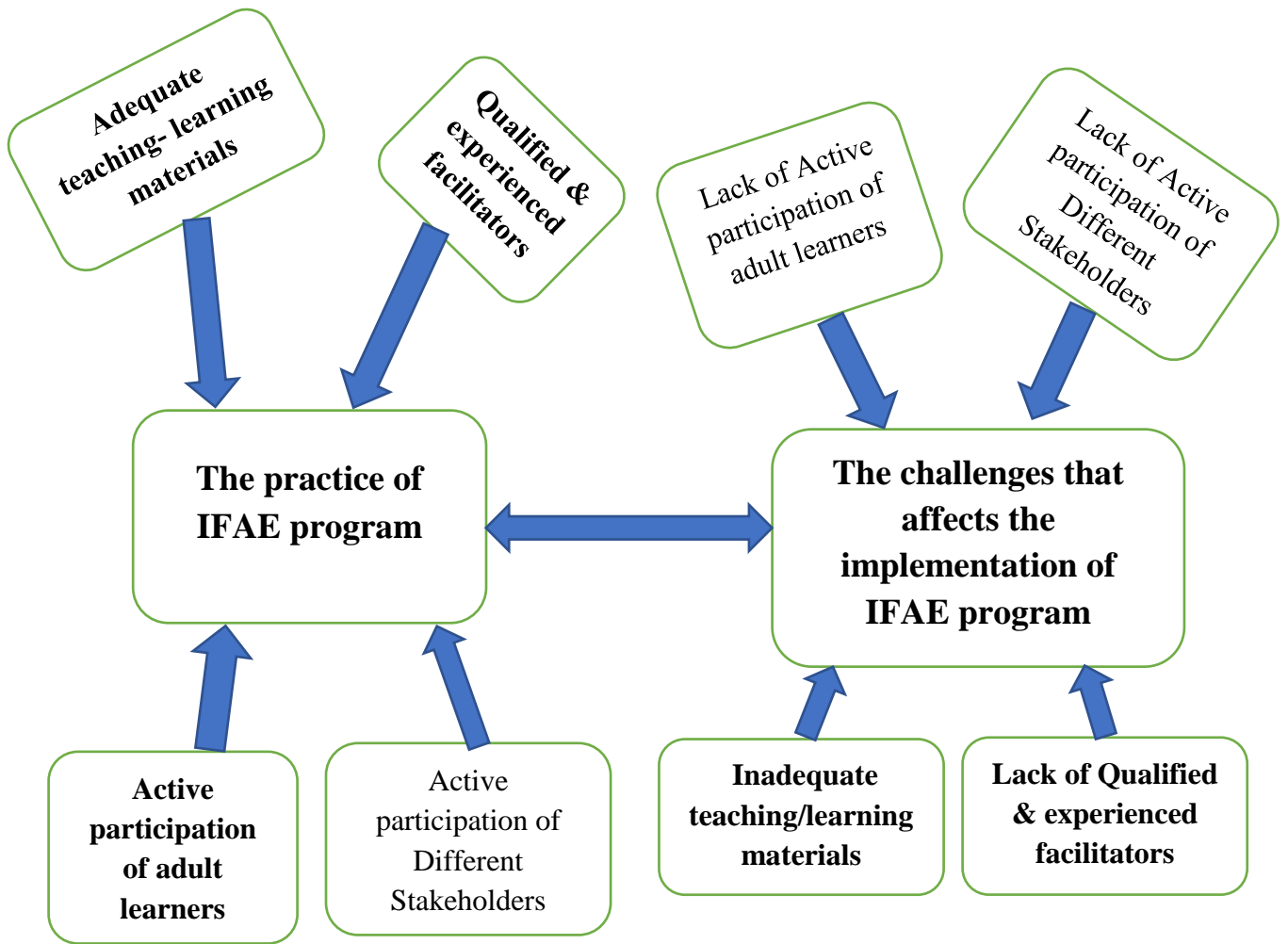
According to the research finding of Guta and Muhamedhusen (2016) states the sectors of agriculture, health, education and volunteers were the main actors in the implementation of IFAL program which would have been considered as the strength. But their contribution was hampered by major factors such as lack of reward package, poor rapport between different sectors and problem related with issue of unity of command. Participation in the IFAL program was not considered as additional task that deserve some kind of financial and other forms of reward. The rapport between stakeholders who are engaged in IFAL program was not up to the requirement.

Dagne Negash (2014), states that, one of the key challenges of the Adult education program remains in mobilizing participants. Many factors prevent people from coming to attend Adult education program; of which lack of awareness is most significant. Although classes should be free of charge, many of the target group cannot afford to neglect their subsistence activities to travel to and attend classes. Furthermore, many fear that fees will expected by participants. For others, fear of embarrassment is a barrier to class participation. Many people are worried that their participation in Adult education classes will assert their status as an illiterate and inferior member of the community. Fear of embarrassment is a particular barrier for older members of the community, and for males, who consider that the stigma of being an Adult education participant far outweighs any potential benefits.

However, (Endale Simel 2019) Adult learners perceive learning from the point of how much time is left for them either to stay in their places of work or time to live. These situations impact the educational goals of the adults. It is advised that there should be a great change in the recognizing adult education by the generality of people by educating people on what adult education means. The concern of perception is related to the self-image of adult learner. The way the society value adult education is what matters and have great impact towards their abilities and readiness while considering themselves that they are able to learn in spite of the switch from being a full time learner to one that takes on other responsibility becomes important for progress to be made in adult education.

## **2.9. Conceptual Framework.**

A conceptual framework is a formal way of thinking about a process of system under study. This study is based on the concept that in order to achieve the goals of integrated functional adult education program. The practices of integrated functional adult education program is needs well organized structure to achieve good result by providing adequate teaching/learning materials, qualified and experienced facilitators, active participation of different stakeholders and participation of adult learners to ward IFAE program. The challenges affecting its implementation must be understood and addressed. It was based on the concept that the implementation of integrated functional Adult Education Program could be enabled through inadequate provision of teaching/learning resources, lack of qualified and experienced facilitators, and inadequate funding from the Government, lack of other organizations participation of stakeholders and lack of adult learners motivation to participate to ward IFAE program.



**Figure 1: Consptual fremwork**

Source: Developed from own survey data.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This chapter deals with description of the study area, Research design, Research method, population, sample related facts, source, tools and procedures of data collection, pilot test, method of data analysis, and ethical considerations of the study.

#### 3.1 Description of the study area

Sawula town (also known as Felege Neway) is one of the towns of the Gofa Zone, Southern Ethiopia Regional State. Part of the Gofa zone, Southern Ethiopia Peoples' Region, Sawula town is bordered on the south by Zala woreda and, Uba debretsehay woredas, on the southwest by the Oyda woreda, on the west by the Geze Gofa woreda, on the northwest by Demba Gofa woreda, on the north by the Melo Gada, and on the east by Demba Gofa woreda. This town has a latitude and longitude of (6°18'N36°53'E) with an altitude of 1395 meters above sea level and it is far away from Addis Ababa 504 K.m and from Hawassa 289 K.m. The population of this town has 85,704 CSA report on 2012 E.c The location made the area adjacent to high land and low land having the agro ecological zones kolla (tropical), woinadega (subtropical) and Dega (high land) The study was conducted in selected sectors of the Sawula Town, Gofa Zone in the SNNPRS of Ethiopia. Sawula Town is divided into twelve Kebeles (Botire,quxe, Yela, Seziga, Bola, Qera, Megenagna, Kusti, Tsall,Gurade and Suka)

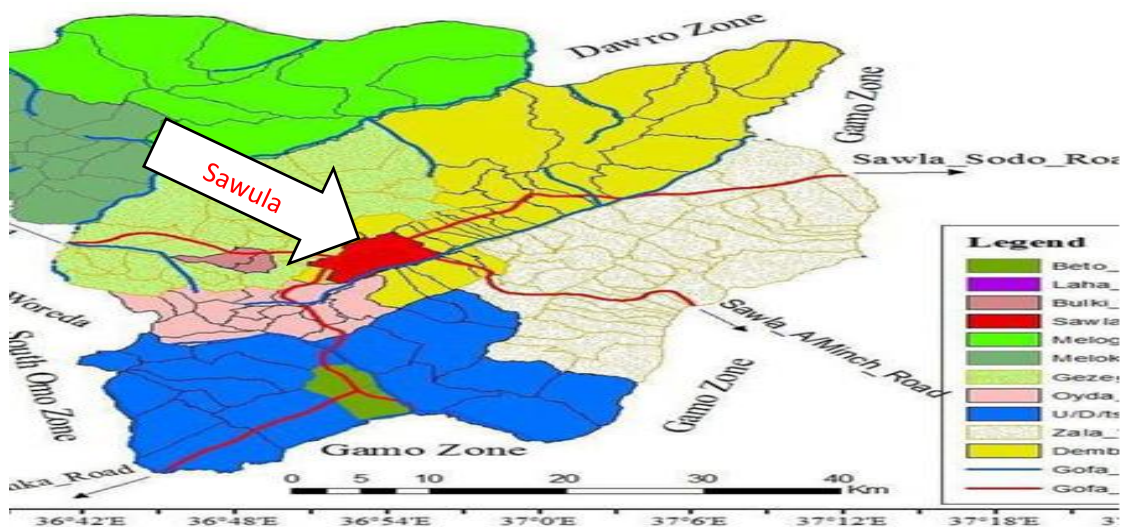


Figure 2: Description study area

### **3.2 Research Design**

The study basically focuses on the current practice and challenges of integrated function adult education. Therefore, the design of this research was employed descriptive survey research design. Descriptive research study is the study which is concerned with describing the characteristics of a particular individual, or of a group (Kothari, 2004). According (Best & Kahn, 2005) it helps the researcher analyze the current practices and fundamental challenges by gathering data from a relatively large number of respondents running the implementation of integrated functional adult education program in Sawula town.

### **3.3 Research Method**

The study was used mixed research approach, the reason behind the researcher used mixed methods is helpful to deal with both quantitative and qualitative data of the study.

Walker and Robinson (2004) suggested that combining qualitative and quantitative methods of sound instrument for research is necessary. Using multiple approaches can capitalize of the strengths of each approach and offset there different weaknesses. It also provide more compressive approach to finding answers to research questions, going beyond the limitations of a single approach and also asserted that, mixed method design is useful to capture the best of both quantitative and qualitative approaches. So concurrent mixed method would help the researcher to converge or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.

### **3.4 Sources of Data**

In order to get valid and reliable information, the uses of appropriate data sources were are vital. Therefore, two sources of data (primary and secondary) sources of data were employed for this study. Primary sources were used to get first-hand information concerning the current practice and challenges of IFAE program in the area under study. Accordingly, IFAE program Implementers and participants such as (integrated Functional adult education learners, IFAE facilitators, Sawula town Adult education expert, and Sawula town education office head and Secondary sources was reviewed from Sawula town education office annual abstracts, statically data reports, IFAE centers records, related researches, relevant books, Journals and online source. Secondary data were used to compare it with the primary data and to strengthen the data from primary sources.

### **3.5 Populations Size and Sampling Techniques**

#### **3.5.1 The target populations**

The target populations for study is level two adult learners, IFAE facilitators, Sawula town Adult education expert, and Sawula town education office head. In the study area there are 12 Kebeles and 29 IFAE centers are found. To make the numbers manageable, the researcher selected four kebeles and 8 IFAE centers as sample studies using purposive sampling in case of level two adult learners. Here, the researcher was used purposive sampling to identify the Kebeles and IFAE centers that have better performance in registering adult learners. As the data from education offices shows there are 8 IFAE facilitators in selected Kebeles. Among them 3 are females and 5 of them are males.

According the data of education office there is 560 2<sup>nd</sup> level adult learners in the Sawula town attending IFAE program in 12 Kebeles. Among these 560 2<sup>nd</sup> level adult learners 234 of them are male while 328 are female. From the above level two learners number in selected four kebele's 78 males and 94 females Totally 172 learners are attend the IFAE program and 8 IFAE facilitators, one office expert and one office head those have mandatory in promoting IFAE activities. In general the target population for this study includes 182 individuals.

#### **3.6 Sample size and Sampling Technique**

In this study, both probability and non-probability sampling techniques were employed. For the study, 4 kebeles were selected from 12 kebeles of the town by using purposive sampling technique Method based on vicinity to the researcher and availability of adult learners. Accordingly, Kera Kebele, Megenagna Kebele, Mehal Kebele and Botire kebeles were selected as sample for the purpose of this study.

**Table 1: Summary of Target Population, Sampling Technique and Sample Size.**

No	Respondents	Population			sample			Sampling Technique	Data collecting instrument
		M	F	T	M	F	T		
1	IFAE Program adult learners	M	F	T	M	F	T	Stratified random sampling	Questioner
		78	94	172	42	50	92		FGD
									Observation
2	Facilitators	3	5	8	3	5	8	Purposive sampling	Questioner
3	Office experts	1	-	1	1	-	1	Purposive sampling	Interview
4	Office head	1	-	1	1	-	1	Purposive sampling	Interview
Total		83	99	182	47	55	102	-	Document analysis

### 3.6. Data collection instrument

In this study the researcher used five types of data collection instruments namely; questionnaires, interview, FGD, document analysis and observation. Using these instruments both quantitative and qualitative data were collected and the analysis and interpretation was done based on the information that was collected.

#### 3.6.1 Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices, and inquire into opinions and attitudes of individuals or groups (Best, 2004). With regard to this, two sets of questions were prepared to collect data from groups of respondents both facilitators, experts and learners. In this study questionnaires were used to collect information about the practices and challenges of integrated Functional adult education program. The questionnaires were prepared to, Facilitators, and IFAE Learners. The questionnaires were contained mainly close ended items. Depending upon the type of question items were choice questions. Generally 100 copies of questionnaires were distributed to be filled by IFAE learners, and Facilitators. All of the questionnaire were filled and returned and the questionnaire which distributed for each group of respondents was similar with some difference to gain all the possible information from the respondents.

### **3.6.2 Interview**

According to Kothari (2008) interview method of collecting data involves presentation of oral verbal stimuli and oral-verbal response. Interview can be done through face to face encounter and if possible through phone. This study were used face to face encounter to administer the interview to get additional information from responsible bodies and semi-structured interview employed to collect factual and detail information from Sawula town IFAE expert and education office head. To increase the clarity of communication Amaharic language was used for the interview and major themes recorded, and later translated to English and used for analysis. The interview took place in the office of the interviewee by the researcher.

### **3.6.3. Focus Group Discussions**

As indicated by Mcneill and Chapman (2002), focus group discussion produces a good deal of qualitative and expressed in the word of participants. This method of data collection was arranged with the purpose of supporting the data to be obtained through questionnaire and interview. This technique was employed in the study to acquire qualitative data on the various components of IFAE program run by sampled centers. Therefore, this technique was employed to acquire the necessary data from level two IFAE learners. FGD were conducted in 8 IFAE centers with 92 participants by dividing them into 6 groups of 13 members of each and the rest one group has 14 members.

### **3.6.4. Document Analysis**

For this study the document analysis is undertaken as a data collection tools in order to check and support information that obtained from respondents through questionnaire and interviews. Thus, different available document which are related with the subject was used to obtain relevant in formation of the study. Hence, documents such as reports from Sawla Town Administration educational office, level two adult learners recorded data, Integration of IFAEP with concerned sectors and self- assessment tools, evaluation tools and over all practices records statistical annual abstract, minutes, IFAE centers records and plan, etc was investigate.

### **3.6.5. Observation**

Observation entails gathering data through vision as its main source; it is a method by which information is required by way of investigators on observation without asking from respondents (Kothari, 2004). The real instructional activities are manifested in the class room while facilitators facilitate and adult learn. And also center status/ facilities are determined by observing the existing situations and facilities. Therefore, observation was used as data gathering instruments in the case of classroom delivery and center status or facilities in the study. Hence, Observation was used to observe how the teaching and learning processes take place, condition of learning centers, learning facilities, learners' participation in the class as well as to see the overall environment of the integrated Functional adult literacy center. The observation was carried out based on the checklist.

### **3.7 Data Collection Procedure**

To investigate the practice and challenges of integrated functional adult education program, collect necessary data through questionnaires, interview, observation, FGD and document analysis from the respondents, the researcher informed all the responsible bodies to get permission and to make the research ethical. Then both close-ended and open-ended questioners were prepared by English language and it was converted to Amharic language, to avoid communication barriers and to collect relevant information from the respondents. Finally, the distributed questionnaires were collected personally by the researcher and enumerator with the various assessments on the practice and challenge of implementing integrated functional adult education: the case of Sawula town.

### **3.8 Method of data organization and analysis**

In the study, both qualitative and quantitative data analysis techniques were employed. The quantitative data obtain through questionnaires were edit, categorize and tabulate. To get the collected data ready for analysis, the questionnaire were checked for completion, and then classified by the researcher himself. The characteristics of respondents were analyzed by using frequency and percentage whereas the quantitative data by using mean scores and standard deviation. The scores of each item statistically organized and imported in to SPSS V.25 to obtain Sum, Mean value, frequency and Standard deviation. To compare and test whether the mean scores of each group of respondents was statistically significant or not, ANOVA was used. The

mean value of each item was interpreted as follows. The mean value of each item was interpreted as follows: 1.0–1.4 as very low, 1.5–2.4 as low, 2.5–3.4 as moderate, 3.5–4.4 as high, 4.5–5 as very high for the implementation of IFAE (Kifle Bidika, 2016). On the other hand qualitative data was analyzed by narration and description.

### 3.9 Pilot Test

To analyze the practice and challenges of integrated functional adult education program, the researcher has been carried out pilot study in Sawula town in the kebeles which are Yela, Suka, Gurade and Qutse non- sampled part. In these kebeles, the researcher has been distributed the questionnaire for hundred (100) individuals. The reliability of instruments has been analyzed through using reliability analysis at Cronbach’s alpha. The Cronbach Alpha coefficient of reliability and consistency is used to measure the internal consistency of the scales. So that, the reliability of Cronbach’s alpha Yela, Suka, Gurade and Qutse for practice, participation and challenges were obtained. As the result of pilot test some questions has been improve and eliminate from the questionnaires because reliability analysis will be employed to measure the consistency of questionnaire and produce consistent results. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed. The reliability of the instrument was measured by using Cronbach alpha method with help of Statistical Package for Social Science (SPSS) version 25. Based on the pilot, the average of the reliability result was found to be (0.781). This indicated that the instrument was found to be reliable as statistical literature recommended a test result of 0.70-0.90 is reliable (Tavakol, 2011).

**Table 2: Reliability Test Results with Cronbach’s Alpha**

No	Items type	No of Items	Reliability coefficient
1	The implementation of IFAE program	8	.753
2	Stakeholders participation	12	.851
3.	Challenges of IFAE program	15	.891

### **3.10. Ethical Consideration**

According to (Merriam, 2009); Trustworthiness of the research is largely depending on the ethics of the researcher establishing trustworthiness is one of the elements of ethical considerations. Ethics of the research should be considered in all stages of the research (Given, 2008).

Before data collection activities consents asked from concerned body. The researcher was obtaining an introductory letter from Hawassa University. A permit was given from the department of Adult Education and community development to enable the researcher to go to the field. To observe ethical considerations, for example the researcher assures the respondents that their identity would be treated confidentially. This ensures that their rights were not been violated and the information was used only for academic purposes.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter deals with presenting, analyzing, and discussing the data collected through questionnaire, interviews, focus group discussion, document analysis and observation. The subjects of the study were IFAE learners, facilitators, adult expert and office head. The focus of this study was to analyze and interpret data on variables of the study namely Practice and challenges of integrated functional adult education program.

The quantitative data are presented frequencies, percentage, tables were used to check whether relationship of each variable in thoroughly interpreted and discussed on the basis of key question. Qualitative data were collected through open-ended questionnaire; interviews and document analysis were described as supplementary evidence in addition to the discussions of quantitative data. In this process the first section deals with the general background information of the total population can be presented. The second section deals with the sample representatives; those are as a subject or respondents. And the third section was in light of the basic questions of the research data collected have been analyzed and interpreted.

#### 4.2. Response rate of the quantitative data

In this study, the total of **102** respondents were selected and invited to complete the questionnaires. From these numbers, 102 respondents properly completed and submitted usable questions, thereby generating a return rate of 100 percent.

**Table 3: Questionnaire Return Rate**

Respondents Type	Sample Size	Responses	Return Rate %
Adult Learners	92	92	100
Facilitators	8	8	100
Office head	1	1	100
IFAE expert	1	1	100
Total	102	102	100

### 4.3. Background characteristics of respondents

Description of the socio-demographic characteristics of the target population gives some basic information about (sex, age, marital status and educational background) of the respondents. Since socio-demographic characteristics of a given population have their own implication and relation with the Practice and challenge of integrated functional adult education program.

**Table 4: Respondents' Background Characteristics**

Variable		Adult learners (N=92)		Facilitators (N=8)		IFAE Expert (N=1)		Office head (N=1)	
		N	%	N	%	N	%	N	%
<b>Sex</b>	<b>Male</b>	42	45.7	3	37.5	1	100	1	100
	<b>Female</b>	50	54.3	5	62.5				
<b>Age</b>	21-30	39	42.4	5	62.5				
	31-40	53	57.6	3	37.5				
	Above 40	-	-	-	0	1	100	1	100
<b>Marital Status</b>	Single	-	-	3	37.5				
	Married	78	84.8	5	62.5	1	100	1	100
	Divorced	9	9.8	-	-				
	Widowed	5	5.4	-	-				
<b>Level of education</b>	Level Two	92	100	-					
	Grade 12 Complete			-					
	Diploma			5	62.5				
	BA/BSc Degree			-		1	100	1	100
	Other			3	37.5				

**N= Number of respondents      Fr= frequency      %= Percentage**

Table 4. this shows that out of the total sample of 8 facilitators 5 were female 62.5% and 3 of them were male 37.5%. This indicates the majority of facilitators in the IFAE program in study area were female's participants and one can conclude that males were not participating in facilitating the program at centers equally with that of the females. Regarding education background out of the total sample of 8 facilitators in 8 centers 5 (62.5%) of them were Diploma holders and 3 (37.5%) had others. The data shows that majority of the Facilitators are highly qualified who have more experience on teaching. Even if most of facilitator's education levels have diploma and other, their qualification seems to other disciplines not for Integrated Functional adult education program. This is also indicates as an opportunity in the Integrated functional adult education program implementation because all those facilitators bring different viewpoints from different corners to the adult learners.

As it is observed from the above table, the age of the respondents out of the total sample of 8 facilitators 5, (62.5%) had found in the age of between 21 - 30 years old. While 3 (37.5%) had between 31-40 years old. On the other hand the above table indicates two coordinators were males; their ages ranged above 40 years old. Both of them were first-degree holders.

Table 4 shows about the demographic characteristics of learners. From 92 adult learner, 42 (45.7%) of adult learners were males and 50 (54.3%) of adult learners are females in the program. This data shows the majority of learners in the IFAE program in selected study area were females' participants. As can be seen from the above table, regarding the age of the participants, from out of 92 participants 39(42.4%) of them found in the age range between 21 and 30 years, and 53(57.6%) between 31 and 40 years of old. however, concerning the educational status of the participants, 92 (100%) of them were level two, and it is very important to give appropriate answer for a given questions and it indicates they able to read and write. Finally, from the total 92 respondents the grater majority 78(84.7%) of the participants were married, 9 (9.7%) divorced, 5(5.6%) participants were windowed and none of them were single.

#### **4.4. The Practice of IFAE program in selected study area.**

Among the basic research questions of the study, the first was aimed to assess the practice of IFAE program in the selected area and see the considerations that put into account during the selection criteria of facilitators. There were the questioners developed for IFAEP facilitators, IFAE learners, and IFAE expert and office head. All participates filled the questionnaires. The collected data from respondents through questionnaire was analyzed by using frequency and percentages were presented as follows.

**Table 5: Facilitators Responses about Selection Criteria.**

Items		N	%
On what criteria does the selection of Facilitators depend?	Qualification and Motivation	8	100
	Acceptance in the community	-	
	Ability to speak of the language of the Community	-	
	knowing the culture of the Community	-	

Accordingly, as indicated in Table 5 all or 100% of the respondents filled the questioners that facilitators were assigned to facilitate in accordance with their educational qualification and their motivation. Indeed, educational background was one of the criteria for selection of facilitators in the IFAE program.

Additionally education office head and IFAE expert side, *that educational qualification and motivation, the best way of the candidate to serve the purpose, understanding qualification of were major criteria for selection of facilitators. Though, motivations and being role model in the society were important to given due attention for integrated functional adult education program.*

The researcher was analyzed the annual report of sawula twon education office,(2022/2014) that diploma holders, and other qualified are permanently recruited individuals were participating in adult education facilitation consistently with what was explained in the framework. The report shows that about 8 facilitators were permanently employed in study area for the program delivery almost two facilitators per kebele. Overall, Table 5 below presents the results concerning facilitators' participation in integrated functional adult educations program.

**Table 6: Issues related to training of facilitators.**

Items	Responses	N	%
Are you trained?	yes	-	-
	no	8	100
Types of training	Pre-Service	-	-
	In service	-	-
	Other	-	-
Duration of training?	5 Days	-	-
	5 – 10 Days	-	-
	15 Days	-	-
	30 Days	-	-

The purpose of Table 6 is to present training of facilitators, types of training and duration of training in learning centers are practiced or not. Because of that, under this main theme, there are sub themes developed to discuss the findings supporting with interview, focus group discussion, observation, and document analysis results.

As Table 6 shown, 100 % of the respondents have replied that facilitators didn't get any kind of training. As the issue has been raised for discussion during the interview session to integrated functional adult education program expert and to sawula twon office head, they have replied that *the training was not provided regularly but job orientation has given once at recruitment level only for the first time and it has not provided continuously in most of the time. This implies the facilitator has not got enough training in their service time and other.*

**Table 7: Issues related to Facilitator Salary and their Satisfaction.**

Items	Alternatives	N	%
How much is being paid for you per month as Facilitators?	600-700 birr	-	
	701-800 birr	-	
	801 – 900 birr		
	1000 above	8	100
How do you rate your Satisfaction level as facilitator?	Very much Satisfied	-	
	Satisfied	-	
	Undecided	-	
	Dissatisfied	-	
	very much dissatisfied	8	1000

As can be seen from the above Table 7 a total of 8 (100%) facilitators salary were above 1000 but they are replied very much dissatisfied getting the salary. They said, the facilitators were unhappy with the monthly wage they earn and that they were not motivated for their work and were ineffective in their work. In general during the interview session to integrated functional adult education program expert and to office head, they have replied that *the salaries of facilitators are so low that they cannot reach a better level of their work and are not satisfied with their income.*

**Table 8: Integrated Functional adult education program Implementation.**

Items	Alternatives	N	%	Mean	SD
Facilitators implement IFAE program based on Guideline and IFAL program curriculum framework?	yes	8	100	1.00	.000
	No	-			
What is the level of IFAE program implementation?	High	-		2.38	.518
	Average	5	62.5		
	Low	3	37.5		
Governments attention to implement IFAE Program is	High	-		2.75	.463
	Average	2	25		
	Low	6	75		
Synergy among stakeholders to implement IFAE program is	High	-		2.63	.518
	Average	3	37.5		
	Low	5	62.5		
How much budget is allocated to implement IFAE Program?	High	-		3.00	.000
	Average	-			
	Low	8	100		
Timely availability of the allocated budget is	High	-		3.00	.000
	Average	-			
	Low	8	100		
Efforts made to fulfill learning center with adequate teaching – learning facilities are	High	-		2.63	.518
	Average	3			
	Low	5			
Do you have a mechanism to evaluate the impact of IFAE?	yes	8	100	1.00	.000
	No	-	-		

SD= Standard deviation

N= number of respondents

Table 8 shown the facilitators said that all 8 (100%) of them who have expressed their emphasis on implementing the IFAE program based on the guidance and curriculum framework. On the other hand As indicated above, regarding to the level of integrated functional adult education program implementation, from the total number of respondent 5(62.5%) of them replied that an average level and the rest 3(37.5%) respondents replied that on low level.

As concerned to about governments attention to implement IFAE Program, from 8 respondents 6(75%) of them replied that low level and 2 (25%) of respondents replied an average level. This indicates there can have negative impact to implement the integrated functional adult education program on study area beside with governments and other concerned bodies.

On the above table stated that among the participation of stakeholders to implement IFAE program, from total respondents there were 3(37.5%) of them replied average level and 5(62.7%) low level. It was also indicated as there were lack of participation, coordination and communication between the stakeholders to implement the IFAE program.

As the table 8 above shows all 8 (100%) respondents replied the budget allocation for implementing the IFAE program were low level and the cumulative mean of the questions was 3.00 with SD .000, which indicates poor budget allocation for IFAE program activities.

As can be seen in the above table, regarding the timely allocation of the budget by the government, 8 (100%) all the respondents stated that it is at a low level, which shows that it will have a significant impact on the integrated functional adult education program. On the other hand, not allocating and delivering the budget on time is an obstacle to the success of the IFAE program, which delays its implementation, and if it continues in this way, the program will not be effective.

As data presented in table 8 from total respondents the majority of the participants 5(62.5) replied low level among efforts made to fulfill learning center with adequate teaching – learning facilities. The rest 3(37.5%) respondents replied an average level. this indicates among efforts made to fulfill learning center with adequate teaching – learning facilities were low level standard and its significantly negative impact on the program. The information obtained from the respondents indicates that the government has a serious problem in terms of supporting the

education system and providing the necessary educational materials. In this regard, the effectiveness of the integrated functional adult education system is very weak.

Finally, as can be seen from the above table the issues concerned mechanism to evaluate the impact of the integrated functional adult education program, all respondents 8(100%) replied yes, the evaluating system were indicated the level of the IFAE program based on the standard.

**Table 9: Responses on Teaching – learning process**

Items	Alternatives	N	%
Regarding the topic/ content of the lesson, which one is provided to the learners?	About identity		
	About agriculture	3	37.5
	About work		
	About health	2	25.0
	About family relation		
	About environmental Protection		
	About education		
	Income generating activity	3	37.5
	About Gender		

As detailed in the Table 9 above, to the question of which of regarding the topic/ content of the lesson, which one is provided to the learners the most time, 3 (37.5%) of the respondents answered that it was about agriculture, 3 (37.5%) answered that it was about ways to generate income, and 2 (25%) answered that it was about health education. This shows that the topic of the lesson is given to the learners in an integrated manner, and in this regard, they will be effective if the necessary educational materials are fulfilled and studied.

**Table 10: The issues concerned to the methodologies of teaching learning process**

Items	Alternatives	N	%
What Teaching methods applied in IFAE class mostly?	Teacher centered		
	Learner centered	1	12.5
	Both	7	87.5
Which method of teaching do you usually use during the teaching learning process?	Role plays		
	Group work	1	12.5
	Discussion	3	37.5
	Brainstorming	1	12.5
	Question and answer	3	37.5
	problem solving		
	Others		
How often do cluster supervisor visit your classroom?	Once a week	5	62.5
	Once a semester		
	Twice a month	3	37.5
	Once a Month		
	once a year		
	Others		
Way of evaluating the progress of learners is by?	Observing the way of learners behave		
	Accessing continuously	5	62.5
	Following the daily progress	3	37.5
	Giving final examination		

From Table 10 when asked about the teaching methods applied in IFAE class mostly, 7 (87.5%) of respondents indicated that they used both teacher and learner centered methodologies. The rest 1(12.5%) respondents replied learner centered. This implies that the teaching method used

mostly in the class room, the majority respondents were replied both learner-teacher oriented, which makes learners acquire better knowledge. From the questionnaire results, the majority of respondents replied apply both learner-teachers centered approach by considering adults abilities and needs.

On the other hand, on method of teaching in the class room usually use during the teaching learning process, 3(37.5%) of respondents said, discussion. 3(37.5%) of respondents said, Question and answer and 1(12.5) replied group work the rest 1(12.5) said brainstorm.

As presented in the above table 10 the issues concerned to how often do cluster supervisor visit your classroom, from the total number 8 respondents, the majority 5(62.5%) of them replied that once a week. 3(37.5%) of respondents said twice a month. This result displays that the extent of monitoring process of IFAE program was mostly carried out for twice per month visited. This implies that supervisors might see the nearby centers more frequently and the far centers have the chance to be seen twice a month.

Another questions rose on the above table, the way of evaluating the progress of learners, from 8 respondents, 5(62.5%) of them answered that accessing continuously. 3(37.5%) of them replied following the daily progress. In addition the majority of the participants replied that the *facilitators were used to evaluate the progress of learners, mostly continuous assessment method. This continuous assessment system is very useful for measuring the level of knowledge of adult learners and their level of learning.*

**Table 11: Issues related to Teaching materials used in implementation IFAE program**

Items	Materials	Alternatives	N	%
Teaching materials you use in IFAE class?	text book	Yes	8	100
		No		
	Modules	Yes		
		No	8	100
	IFAE manuals	Yes		
		No	8	100
	facilitators guide	Yes		
		No	8	100
	teaching aids	Yes		
		No	8	100
	Teaching Plan	Yes	8	100
		No		
Teaching materials used frequently in the IFAE class?	Writing guides	Always		
		Sometimes		
		Never	8	100
	Text books	Always	8	100
		Sometimes		
		Never		
	Reading guides	Always		
		Sometimes		
		Never	8	100

According to the above Table 11 Hence, to examine the usage of teaching materials in IFAE class, respondents were asked to reveal which teaching materials used in IFAE class. Their response was presented here; all 8 (100%) respondents used text book and Teaching Plan. But no one can use Modules, IFAE manuals, facilitators guide and teaching aids. This implies highly resource scarcity in the integrated functional adult education center. On the other hand the issues concerned to teaching materials used frequently in the IFAE class, 8 (100%) respondents never used Writing guides. 8 (100%) respondents replies always used Text book. 8 (100%) of respondents said never used reading guides.

**Table 12: Issues related to Planning, Organizing and stakeholders participation IFAE program**

Factors	Items	Alternatives			Mean	SD
		High	Medium	Low		
In planning the IFAE program	Need are assessed before planning	6	2		1.25	.463
	Problems in life of adults will be targeted to be solved	5	3		1.38	.518
	Stakeholders and Communities are encouraged to participate			8	3.00	.000
	The flexibility in time , content, place of the program is taken in to account	6	2		1.25	.463
	Quality indicators such as facilitators training and educational facilities are considered			8		
Degree of Stakeholders participation	Non-government organizations			8	3.00	.000
	Education sectors	8			1.00	.000
	Agricultural sector			8	3.00	.000
	Youths associations			8	3.00	.000
	Women’s associations			8	3.00	.000
	Community associations	6	2		1.25	.463
	Participants, Learners and Facilitators		6	2	2.25	.463
Health sector			8	3.00	.000	

SD= Standard deviation.

In Table 12 above, the respondent’s agreement on regarding the Issues related to Planning, Organizing and stakeholders participation IFAE program. In the planning the IFAE program, 6 (75%) of respondents replied high level of need are assessed before planning. 2(25%) of respondents agreed with medium level of need are assessed before planning. The mean score of this factor was 1.25 and standard deviation value was .463. The issues related to problems in life of adults was targeted to be solved, 5(62.5%) of respondents agreed on high level. 3 (37.5%) of respondents replied medium level. The mean score of this factor was 1.38 and standard deviation value was 0.518. On the other hand the participants response about stakeholders and communities are encouraged to participate on IFAE program, a11 respondents 8(100%) were agreed on low level. The mean score of this factor was 3.00 and standard deviation value was 0.000. This report implies there were low level encouragement of stakeholders and communities on integrated functional adult education program. The issues regarding to the flexibility in time,

content, place of the program is taken in to account, the majority respondents 6 (75%) were agreed on high level. 2(25%) of respondents agreed on medium level. The mean score of this factor was 1.25 and standard deviation value was 0.463. This result indicates that most of the respondents stated that activities was being done considering the flexibility in terms of time, content, and location of the IFAE program and similarly, some of the respondents stated that it is in the middle level.

The issues related to quality indicators such as facilitators training and educational facilities are considered, almost all 8(100%) respondents said that, low level. Here the mean score of this factor was 3.00 and standard deviation value was 0.000. The report showed that lack of consideration on facilitators training and educational facilities. Additionally, the problem encountered on the improvement of integrated functional adult education program beside with the lack of facilitator training and educational facilities. Because of this, of total 8 (100%) respondents, confirmed that there is low level to give consideration of how the program will be practiced.

As can be seen on the above table **12** Degree of stakeholders' participation, regarding to non-government organizations almost all 8(100%) respondents were confirmed low level. The mean score of this factor was 3.00 and standard deviation value was 0.00. This indicates lack of non-governmental participation on integrated functional adult education program in the study area. Totally all 8 (100%) respondents agreed to high level the participation of educational sector. The mean score of this factor was 1.00 and standard deviation value was 0.000. This report shown the participation of education sector in IFAE program has great potential to empower and encourage adult learners with basic literacy, numeracy skills and providing educational facilities. Due to this reason, the education sector participation in IFAE program is indispensable. On the other hand, the participation agricultural sector, youths associations, women's associations and health sector were indicates weak. Because all 8 (100%) respondents replied that the participation of agricultural sector, youths associations, women's associations and health sector was low level. The mean score of this report was 3.00 and standard deviation value was 0.00. This implies lack of agricultural sector, youths associations, women's associations and health sector participation were negative impact on IFAE program. Due to this reason adult learner has great knowledge gap about the urban agricultural extension packages based on environmental ecology,

understanding about different associations and about personal and public sanitation and health care. So the role of those sectors is expected to be having more contribution to develop the knowledge and skills of adult learners. As can be seen from the above table 12, the participation of community associations was relatively good. As the result shows, 6 (75%) of respondents confirmed high level. The rest 2(25%) of respondents replied medium level. The mean score of this report was 1.25 and standard deviation value was .463. This report indicates the participation of communities was highly empowering the IFAE program. On the other hand the above table shown, the participation of Participants (Learners) and Facilitators was 6 (75%) of respondents confirmed on medium level and the rest 2 (25%) of respondents replied low level. The mean score of this value was 2.25 and standard deviation value was 0.463.

**Table 13: Challenges Related to IFAE Program Implementation**

Challenges	Items	Alternatives			mean	SD
		High	Medium	Low		
Facility related problems	Lack of learning materials such as books	3	3	2	1.88	.835
	Unsuitable or unfit IFAE centers	6	1	1	1.38	.744
	Distance of center from home to IFAE center		6	2	2.25	.463
	Shortage of equipment such as chairs	6	2		1.25	.463
Learners related problems	Lack of interest to participate in IFAE program	7	1		1.00	.000
	Lack of awareness on the IFAE program	8			1.00	.000
	Child care and domestic duties	8			1.00	.000
	Need to harvest, farm, or other works	8			1.00	.000
	Migration in search of work to cities		2	6	2.75	.463
Facilitators related problems	Lack of motivation or interest		6	2	2.75	.463
	Lack of training skills on helping adults	4	3	1	1.75	.707
	Absence of payment or other incentives	8			1.00	.000
	Discipline problem			8	3.00	.000
Stakeholders related problems	Absence of responsible bodies to implement the IFAE program	6	2		1.25	.463
	Not have co-ordination to work together	8			1.00	.000

According to the Table 13 above, the respondents' answer on regarding the challenges related to IFAE Program Implementation was described. As reported in the table above, the issues

concerned with facility related problems lack of learning materials such as books, from the total respondents 3 (37.5%) agreed to high level. 3 (37.5%) of respondents replied that medium level. The rest 2(25%) of respondents confirmed low level. The mean score of this value was 1.88 and standard deviation value was 0.835. This report implies the learning material such as books has not enough in learning center. One of the ways to facilitate teaching and learning is the availability of sufficient textbooks, and in this regard, according to the report, among the respondents, on average, there are not enough textbooks in the learner center. Another facility related problems are unsuitable (unfit) IFAE centers, for this questions the majority of respondents 6 (75%) were answered that high level. 1 (12.5%) of respondents answered that medium level and the rest 1 (12.5%) respondents were confirmed low level. The mean score of this result was 1.38 and standard deviation value was 0.744. This result indicated high level challenges concerned with unsuitable or unfit IFAE centers to implement IFAE program in the study area.

From the table 13 above, distance of center from home (IFAE center) was another Facility relates problems. Moreover, 6 (75%) of respondents were confirmed medium level about the issues related to distance of center from home (IFAE center). 2 (25%) of respondents agreed with low level. The mean score of this result was 2.25 and standard deviation value was 0.463. The report indicates most of the respondent's rates medium level, so it confirms that the learning environment needs special attention to create conducive learning environment. According to the table above report issues related to shortage of equipment such as chairs, the majority 6 (75%) of respondents confirmed highly shortage of equipment's. 2 (25%) of respondents answered medium level. The mean score of this report was 1.25 and standard deviation value was 0.463. The report shown as the majority number of respondents answered there is highly shortage of equipment such as chairs. This indicates the availability of equipment was challenged on integrated function adult education program in the study area.

As presented in table 13, based on the participants response, 7(87.5%) of the respondents confirmed high level about learners related problems like lack of interest to participate in IFAE program. 1(12.5%) of respondents were agreed to medium level. The mean score of this report was 1.00 and standard deviation value was 0.000. This data indicates the majority of respondents

have taught about learners, lack of interest to participate in IFAE program. Very few respondents have taught medium level of learner's lack of interest to attend IFAE program.

In addition, all 8 (100%) of respondents replied about learners have lack of awareness on the IFAE program. This response implies all learners have no interest to attend IFAE program. During an interview session, the education expert and office head were asked about the learners, have lack of interest to participate in IFAE program. He stated as follows: - *Due to lack of awareness and different social problems, adult learners have no interest to attend or participate integrated functional adult education program. This implies they have no idea about the relevance of education and sometimes when social problems were happened like death, marriage and the like are clashed with their IFAE class, for this reason they absent from learning program.*

Another learner's related problem is child care and domestic duties, all respondents 8(100%) were replied high level. This message indicates adult learners have child care and domestic duties. Because of this there is a high rate of absenteeism from IFAE program. Accordingly, the report shown that, such kind of problems are make negative impact up on the IFAE program and decrease the effectiveness of IFAE program. This is another challenge of IFAE program in the study area.

As shown from the table above 13, need to harvest, farm, or other works are another challenges to implement IFAE program. Beside this, all 8 (100%) respondents were respond high level of need to harvest, farm, or other works. This result indicates adult learners are busy in different works to generate income for their daily life activities. For that matter the implementation of integrated functional adult education program is under question mark in the study area.

Accordingly, as table 13, presented learners related problems which is migration in search of work (to cities), from the respondents the majority or 6(75%) of respondents answered low level. And the rest 2 (25%) of respondents replied medium level. The mean score of this value was 2.75 and standard deviation value was 0.463. The presentation of the above table shows, there is low level of migration in search of different works to cities. Because the learners live in cities and they have their own different works to income generate.

Regarding to the above table 13, lack of motivation or interest is one of facilitator's related problems. From the respondents 6 (75%) responded medium level. 2 (25%) of them responded low level. The mean score of this report was 2.75 and standard deviation report was 0.463. The report indicates there are different factors that affecting the motivation of facilitators to implement effectively and efficiently the IFAE program in the study area. On Table 13 presented, lack of training (skills on helping adults) is another challenge to implement integrated functional adult education program. 4 (50%) of respondents replied high level lack of training and 3 (37.5) of respondents replied medium level. The rest 1(12.5%) of respondents replied low level of training and skills on helping adult learners. The mean score of this value was 1.75 and standard deviation value was 0. 707. Regarding to this report most of the time training is not provided to facilitators to fill their gaps and to implement IFAE program in helping adult learners. This is again another challenge on the implementation of integrated functional adult education program in the study area.

Similarly, as it can be seen from the above Table 13, the issues concerned with facilitators related problems which is the absence of payment or other incentives, almost all 8 (100 %) of respondents were agreed high level lack of payment or other incentive. This result indicates the payment or other incentives are make dissatisfaction on facilitator's life. This is another obstacle to implement IFAE program in study area. On the other hand Data presented in the same table 13 further shows that, another facilitator's related problem which means the discipline problem. Besides this problem, almost all 8 (100%) of respondents are responded to low level about the discipline problem. This indicates, facilitators were the role model for their learners.

As observed from Table 13, stakeholders related problems; this is the main and big challenge in the study area. The issues which is concerned to absence of responsible bodies to implement the IFAE program among the stakeholders related problem, the majority 6 (75%) of respondents replied high level. 2(25%) of respondents responded medium level. The mean score of this report was 1.25 and standard deviation value was 0.463. So, this report indicates the participation of concerned bodies or stakeholders on implementing IFAE program were under challenge full.

Similarly, as it can be seen from the above Table 13, another problem which is related to stakeholders do not have co-ordination to work together, concerned to this issues 8 (100%) of respondents replied high level. The respondents' response indicates that, there is highly absence

of coordination among the stakeholders to implement integrated functional adult education program in the study area.

In general, there are challenges facing the implementation of IFAE program in study area. Accordingly, the result indicated that, almost all concerned bodies or stockholders have lack of commitment and responsibility for the effective implementation of the IFAE program. The majority of respondents said that, *lack of participation and absence of responsibility among the stakeholders or concerned bodies make negative impact on implement integrated functional adult education program*. Due this reason the implementation of IFAE program was under challenge full beside the participation and coordination of concerned bodies.

### 4.3. Analysis and presentation of the questionnaire filled by adult learners

In this part, the learners were reacted about their motivation, contents to adults’ daily life to attend the program, the fruitfulness of the program, and the continence of the program delivery to the learners and etc. The results were analyzed based on the respondent’s agreement and narrated as follows.

**Table 14: Issues related to interest to attend IFAE program.**

Questions related to interest	Alternatives				
	Yes	No	total	Fr	%
Do you have interest to attend IFAE program?	-	92	92	92	100
Is the IFAE program participation fruitful to you?	18	74	92	92	100
Do you understand the time, hour, day & place has convenience to attend the IFAE program?	4	88	92	92	100
The degree to which the IFAE program contents related to adult daily life?	64	28	92	92	100

**Fr=frequency    %= percentage.**

According to the above table **14**, to identify the level of motivation and interest of learners to attend IFAE program, from total number of respondents all most all 92 (100%) of respondents replied “No”. This report indicates the learners have no interest to attend the integrated

functional adult education program. This was implies negative impact on the implementation of IFAE program in the study area.

On the above table 14, the researcher asked the participants about the IFAE program participation fruitfulness, 74 (80.43) of the respondents responded “No” and 18 (19.6%) of participants say “yes”. This report implies that the majority numbers of respondents were not understand about the fruitfulness of in participating integrated functional adult education program. On same table 14, the respondents responded to the issues related to learner’s interest, do you think the time, day, hour, month & place has convenience to attend the IFAE program, from all respondents 88 (95.6%) of respondents answered “No”. The rest very few or 4 (4.4%) of respondents replied “yes”. This message indicates there is low attitude of learners to understand the convenience of time, hour, day and places to attend integrated functional adult education program.

Finally, as it is observed from the above table 14, the question asked to identify the degree to which the IFAE program contents related to adult daily life, these questions were analyzed using respondent’s number and percentage (%). Accordingly, for the above questions from the total number of participants 64 (69.5%) of participants says “yes”. The other 28 (30.5%) of respondents answered “No”. Based on the respondents respond the result indicates the content which is given in integrated functional adult education class was more related to adult’s daily life.

**Table 15: Questions about types of subjects which is related to adults daily life**

No	Items	Alternatives						Total Fry	%
		H		M		L			
		Fr	%	Fr	%	Fr	%		
1	about Agriculture Education	52	56.5	11	12.0	29	31.5	92	100
2	About Health education	10	10.9	56	60.9	26	28.3	92	100
3	About civic and Ethics education	28	30.4	12	13.0	52	56.5	92	100
4	About family relation	-	-	-	-	92	100	92	100
5	Income generating activity	62	67.4	17	18.5	13	14.1	92	100
6	About environmental Protection	22	23.9	56	60.9	14	15.2	92	100

H= high    M= medium    L= Low                      Fr= frequency                      %= percentage

Table 15, presents about the degree of subjects which is related to adult learners daily life given in adult class.

Accordingly, on the above table report, from total number of respondents 52 (56.5%) respond high level about agriculture education subject which is given most of the time in their class. 11 (12.0%) of respondents replied medium. The rest 29 (31.5%) of respondents answered low level about agricultural subject. On the same table, 10 (10.9%) of respondents respond high level to about health education. 56 (60.9%) of respondents replied that medium level to about health education subject and for the same subject, 26 (28.3%) respondents respond low level.

On the other hand, to about civic and ethics education from total number of respondents 28 (30.4%) of respondents respond high level. 12 (13.0%) of respondents replied medium level and the rest 52 (56.5%) of respondents agreed to low level. On the same table 15, for the issues about family relation all the respondents replied low level. About income generating activities subject 62 (67.4%) of respondents chosen high level. 17 (18.5%) of respondents chosen medium level. The rest 13 (14.1%) of respondents replied low level. For about environmental Protection subject, 22 (23.9%) of respondents respond high level. 56 (60.9%) of respondents replied medium level and 14 (15.2%) of respondents respond low level. The overall subjects report

shown as, different subjects are given in integrated functional adult education class. Especially, about agriculture education subject, income generating activities, about environmental protection and about health education was given most of the time in their class. Beside to this, about civic and Ethics education and about family relation subject was relatively not given on the same degree to adult learners in their class. This implies lack of knowledge beside civic and Ethics education and about family relation subject.

**Table 16: Issues related to the reasons for absenteeism and attending the IFAE program**

No	Items	Alternatives	N	%
1	Do you attend the Integrated Functional Adult Education program regularly?	Yes, I attend regularly		
		NO, I was absent sometimes	88	95.6
		No, I was often absent	4	4.4
		<b>Sub Total</b>	92	100
2	What are the main reasons for Integrated Functional Adult Education participants not to attend the program regularly and to discontinue participation?	Distance of IFAE center		
		Shortage of educational materials	13	14.13
		Inconvenience of the time table and place		
		Lack of interest to participate IFAE program	36	39.13
		Poor understanding on the advantage of IFAE program.	43	46.73
		<b>Sub Total</b>	92	100

N= number of respondents

%= percentage

On the Table 16 above, the data shows the majority 88(95.6%) respondents replied “NO, I was absent sometimes” from attending the Integrated Functional Adult Education program class. 4 (4.4%) of respondents respond “No, I was always absent” from attending the IFAE class. This result implies the majority of respondents not attend regularly IFAE class and high level of absenteeism from adult education class. On the other hand on the same table question No.2, the

researcher was asked the respondents about the main reasons for Integrated Functional Adult Education participants not to attend the program regularly and to discontinue participation. From the total number of respondents, 43 (46.73%) of respondents answered poor understanding on the advantage of IFAE program. 36(39.13%) of respondents answered that, Lack of interest to participate FALE program. 13 (14.13%) of respondents answered that, shortage of educational materials. According to the above report presents, there is an understanding gap between adult learners about the advantages of IFAE program. Beside to this another challenge faced to IFAE program, which is lack of interest to attend on the program. Only few numbers of respondents agreed to shortage of educational materials.

**Table 17: Issues which is related to materials used by the learners in the IFAE program**

Item	materials	chooses	N	%
What are the materials you have used in the IFAE class?	Text books	yes	92	100
		no		
	Different teaching aid	yes		
		no	92	100
	Reading guide	yes		
		no	92	100
	Writing guides	yes		
		no	92	100

N= number of respondents

%= percentage

On Table 17 above, deals with the issues which are related to materials used by the learners in the IFAE program. Hence, the researcher was asked the respondents about different materials they have used in IFAE program .Thus, almost all 92 (100%) of total respondents answered “yes” to text book. None of the respondents answered “Yes” about different teaching aid. 0(00%) respondents answered “No” about reading guide. Filially, on the above table no one selected “Yes” about writing guides. As we can showed from the table, all respondents answered except

text book there is no materials in the IFAE center. This means, in IFAE program class to adult learners have shortage of different materials like teaching aid, reading guide and writing guides.

In finally, the aver all quantitative data result might have an implication that the implementation of integrated functional adult education program was facing different problem and challenges beside the government, concerned organizations or bodies, facilitators and learners in the study area. According to the report, the government and the stakeholders should be provide all the necessary support and supervision to update and strengthen the implementation of the integrated functional adult education program by providing various trainings to the facilitators, fulfilling sufficient learning materials, supporting them with a sufficient budget and making conducive teaching learning environment.

#### **4.4 Analysis of the Qualitative Data which is collected by Open-ended questioners**

On this section the qualitative findings are presented and the researcher was tried to explain about the implementation of IFAE program, the degree of stakeholder's participation and to show the main challenges of integrated functional adult education program in Gofa Zone Sawula town by using different data collection tools. Accordingly, the data were collected from facilitators, adult learners through focus group discussion (FGD), semi-structured interview from sawula town education office adult education program expert, from sawula town educational office head and from different centers observation checklist were analyzed and summarized in three major parts.

##### **4.4.1 The implementation of integrated functional education program in Sawula town.**

Regarding to the implementation of integrated functional adult education program in the study area, many issues are summarized. Among these, the requirements of facilitators in accordance with the guidelines for implementation, the monthly salary paid to facilitators, the type of training given to facilitators, and the type of subjects given to adult learners were explored in detail. In general, data was collected to ensure that the educational materials required for teaching- learning activities are complete or not and the level of stakeholders participation to support the program. Finally the successes of the program were the main issues narrated under this section.

During in the interview section the head of the education office and the adult education expert said that, *recruitment of facilitators is usually done through employment notice with priority given to educational qualification those who are trained in adult education program profession or who are willing to teach integrated functional adult education program to adults. Another question asked them to about facilitators' training, types of training and duration of training. Their response to this question, no training has been given to the facilitators and they are only given an initial job orientation at the time of recruitment.*

Responding to questions about the facilitators' salaries, educational office head and the IFAE expert said that *the salaries paid to the facilitators are not enough and they do not get any incentive.* Questions Regarding to delivery of the program, the educational office head and the IFAE expert stated in the interview that *the lesson or the teaching and learning process is given three days a week for two hours and the date and time are based on the needs of the adult learners.* During the focus group discussion (FGD), the adult learners emphasized this, and the researcher was able to confirm from the observation that the date and time of the lesson was determined by the needs of the adult learners. The researcher was also interviewed educational office head and IFAE program expert, about subjects which are given in IFAE class to adult learners. Regarding to this the head of the education office and the expert of the adult education program respond to *the types of subjects that mainly delivered most of the time for adult learners in the adult education class was, about agriculture, about health education, about environmental protection and about income generation.* Hence, both focus group discussion (FGD) and observation check list results confirmed the above semi-structured interviews report about the subjects of that adult learners are taken in their class most of the time.

On the other hand, the researcher was asked questions to facilitators, to head of educational office and to expert of adult education program about the implementation of the integrated functional adult education program in the study area. Hence, the interviewed respondents those who are selected for this research said that, *to the implementation of integrated functional adult education program the main participants are the sawula town education offices, the facilitators, the learners and kebeles by given their meeting halls for learning center.* The focus group discussion (FGD) report also supported that the facilitators, head of educational office and expert of adult education program answers. Similarly, during at the observation time the researcher

observed that sawula town education office, facilitators, adult learners and kebeles were doing the implementation work in the learning-teaching process in the study areas.

In general, in the study area the implementation of integrated function adult education program were implements with only sawula town education office, facilitators, adult learners and kebeles. Action-oriented adult education programs are best with many problems and their effectiveness is not satisfactory. The research indicates that the reasons for this are not only those listed above, but also related problems.

#### **4.4.2 The main challenges of integrated functional adult education program implementation in the study area.**

Accordingly, in sawula town the implementation of integrated functional adult education program was faced different challenges. Beside to this, the researcher was tried to dig out the main challenges encountered to the implementation of integrated functional adult education program in the study area though by using open ended questioners, semi-structured interview, FGD and observation.

As the report of interview, FGD and observation all respondents confirmed up on the following main challenges or factors that are encountered to the implementation of integrated functional adult education program in the study area.

- Insufficient salary paid for facilitators in case lack of motivation in facilitators due to insufficient paid salaries.
- Lack of enough knowledge in facilitators to teach the adult learners course.
- Absence of awareness towards the advantage of IFAE program in all participants
- Lack of adequate budget allocation to well implement the IFAE program
- Absence of providing trainings for facilitators
- Lack of government attention towards the IFAE program.
- Absence of stakeholders participation to provide appropriate support
- Lack of conducive and favorable school environment
- Lack of skilled, trained and qualified facilitators to implement the IFAE program
- Absence of teaching aid materials for example:- lack of different teaching – learning materials for example books, chair, black board and tables and absence of an independent adult learners center.
- Absence of understanding gap about the structure of IFAE program in different stakeholders.

In general there are many long standing challenges to implement the IFAE program in the study area. To strengthen the above idea, if the government should focus on the main challenges are listed on the above, similarly lack government attention, absence or lack of adequate budget, lack of commitment and coordination at all levels, low level of awareness among learners and all level of participants, absences of qualified facilitators with IFAE program. Absences of independent adult learner centers and lack of opportunities for experience sharing. Except from the town education office, the organization from the zone to the top level did not pay any attention to the program outside of the report. Additionally the learners said that, *adult education, the name its does not inspire to education.*

#### 4.4.3 Additional suggestion from the respondents to the challenges of integrated functional adult education program implementation the study area listed above.

Hence the respondents replied that, the solution for challenges that affects the implementation of integrated functional adult education program in study area. Accordingly, for any program to be successful and effective, the structure must be strong. Beside to this, the government organization from top to bottom should work hard for the integrated functional adult education program to be effective in Sawula town. In general, the respondents recommended the following points for the improvement of the implementation of integrated functional adult education program.

- An integrated functional adult education program should have an independent structure like the regular education program because the all stakeholders do not pay attention like regular education program.
- It would be better if the IFAE program is managed under its own structure so that the problems that arise in the IFAE program are not thrown to the stakeholders.
- It would be better if the government built an independent adult education centers and managed it with the necessary educational materials.
- For the effectiveness of the program, it is best to hire facilitators who are qualified in the field to lead the teaching and learning process.
- For the implementation of the IFAE program, the government should allocate an adequate budget and monitor and support the implementation of the program.

- Just like a regular school, it should increase the motivation of facilitators by preparing and providing new trainings.
- Facilitators should be encouraged to increase their ranks regularly by paying adequate salaries for their works and promoting them.
- Creating community mobilization to increase the awareness of illiterate persons who are living in the community.
- The government should create a conducive and attractive educational environment so that the adult learners do not absent or drop out.
- The government must provide different teaching – learning materials for example books, chair, blackboard and tables.
- The government must increase of understanding of all stakeholders about the structure and the advantages of IFAE program by giving different trainings.
- Additionally, changing the name adult education, in to new motivated name

Finally, if the solutions listed above are implemented, this program will be able to get out of the problem, especially since the name itself is one of the challenges. All the respondents stated that, *if the government provides adequate budget support and the one has a responsible and accountable structure, the implementation of the program can be effective. If it works on the understanding of the stakeholders from the top to the bottom level the implementation of the IFAE program can be effective. On the other hand, the program will be effective if the illiterate part of the society is made aware of the high benefits of the IFAE program due to the time of technology.*

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 SUMMARY

The main purpose of this study was to investigate the practices and challenges of IFAE program in Gofa Zone sawula town. According to Creswell (2007) research paradigms are divided into four main types. Among those, the pragmatism research paradigm was employed in this study. The research design of this study was both quantitative and qualitative methods to collect the right data from primary and secondary data sources and the descriptive survey method was employed. According to this, the following basic research questions are formulated to carry out the study.

1. What is current practice of IFAE program in Sawla town?
2. What is the extent of Stakeholders participation in IFAE?
3. What are the major challenges of integrated Functional adult education program in Sawla town?

In order to find out answers for the above research question 92 adult learners, 8 facilitators, one head of sawla town education office and one IFAE expert was selected from sawula town four kebeles and eight centers by using both probability and non-probability sampling techniques. Kebeles, office head and experts are selected by using purposive sampling technique method were as learners selected by using stratified sampling technique methods by using yemanes formula. In this study the researcher was used five types of data collection instruments. Namely: Questionnaires, interviews, focus group discussion, observation and document analysis. For this the assumption that it was helpful to get relevant information from large number of respondents and to provide and describe information about the practice and challenges of Integrated Functional Adult Education program in Gofa Zone Sawla town.

The data analysis led to the finally major findings and the findings of the study would help the government, it enables integrated functional adult education planers at town level and other IFAE Stakeholders to make due to attention about the progress and better IFAE program implementation.

**Based on the analysis of the data, the following findings drawn from the study.**

- From all 8 facilitator respondents, five of them are females and three of them are males and this indicates the majority numbers of respondents were females. All facilitator's respondents are found in the age range of between 21 - 30 years old and their marital status indicates married. Also the majorities are diploma holder in different subject area. Beside to this from 92 learner's respondents, 42 respondents are male and 50 respondents are females, the majority learner respondents are found in the age range of between 31-40 years old and all of them are level two learners.
- Educational qualification and motivation, the major best criteria for selection of facilitators. Though, motivations and being role model in the society was important to given due to attention for integrated functional adult education program. Beside to this, the facilitators are didn't get any kind of training except job orientation.
- All facilitators earn salary 1000 birr above per month, but they are dissatisfied with their salary and they are not motivated because they never got incentives for their work.
- The implementation of IFAE program based on guideline and IFAE program curriculum framework, but the level of IFAE program implementation was in average level.
- The Government's attention to implement IFAE Program and synergy among stakeholders to implement IFAE program was in low level. Beside to this, budget allocated to implement IFAE Program and timely availability of the allocated budget was in low level.
- Efforts made to fulfill learning center with adequate teaching – learning facilities was indicated in low level.
- Most of the time the topic or content of the lesson, which is provided to the learners, was about agriculture, about health, Income generating activity and environmental protection. Mostly The teaching methods applied in IFAE class were both teacher- learner centered and usually use in teaching learning process time, group discussion and answer and question.
- The cluster supervisor visits the IFAE class once a week and beside to this the ways of evaluating the progress of learners were by using accessing continuously.

- Except text book there is no any other teaching material found in all IF AE program centers and they frequently used text book only.
- Due to in planning the IF AE program, needs are assessed before planning and problems in life of adults will be targeted to be solved. According to this the stakeholders and Communities are not encouraged to participate in planning processes.
- The degree of stakeholder’s participation indicates except education sector and community association, others can not involve in the implementation of IF AE program. So that there is absence of responsible bodies to implement the IF AE program.
- According to facility related problems the finding shown, lack of learning materials such as books, modules, IF AE manuals, facilitators guide, teaching aids and Shortage of equipment such as chairs, tables. In general, the finding indicates the implementation of the program will not be given attention by the government and other stakeholders.
- Learners have lack of interest to participate in IF AE program, absence of awareness about the advantage of IF AE program. Beside to this they are too busy in their daily life activity such as child care and domestic duties or other works.
- Most of the time adult learners are not attend regularly due to poor understanding on the advantage of IF AE program, lack of motivation to participate IF AE program and shortage of educational materials.
- The structure from top to bottom was not strong as like formal education system and it was the main challenge to implement integrated functional adult education program.
- The name of the program was another challenge for the implementation of IF AE program. Most of the adult learners stated that, they have no interest to attend the program because they don’t want to called “adult learners” or (የጎልጫሳ ተጫሪ).

## 5.2 Conclusion of the study

The above findings are indicated that the implementation of integrated functional adult education program was still in different problem and challenges in the study area. Based on this result the researcher concluded that:-

The facilitators who are facilitating the integrated functional adult education program have no motivation in their work because of low payment. Beside to this the government has not provided different training for facilitators and not given any incentive to motivate them.

In the study area the implementation of integrated functional adult education program has in average level and the government attention to implement IFAE Program and the participation of stakeholders was in low level and except education sector and community association, others can not involve in the implementation of IFAE program. So that there was absence of responsible bodies to implement the IFAE program in the study area. Beside to the budget allocated to implement IFAE Program and timely availability of the allocated budget was in low level.

The finding shown as, there was highly facility problems are found in adult learners center, like books, modules, IFAE manuals, facilitators guide, teaching aids and absence of unsuitable or unfit IFAE centers and shortage of equipment such as chairs, tables. In general, the finding indicates the implementation of the program was not given attention by the government and other stakeholders.

The learners who are attending IFAE program have no motivation to attain the program. Because of awareness gap about the advantage of IFAE program and also this problem laded failarty in the implementation of IFAE program. On the other hand the name of the program was decrease the degree of learner's motivation by itself (“adult education” or (የጎልማሳ ትምህርት).

In general, shortage of different educational equipment's, lack of follow-up the centers and absence of integration in responsible bodies was another big challenge and in the study area. Due to this problem the participation of learners was weak and most of the learners are needs follow-upping. Finally, the study described the above core problems that encountered in the implementation of IFAE program and its needs high support and encouragement.

### 5.3. Recommendations

Based on the findings of the study and conclusion made, the following recommendations forwarded to improve the implementation of IFAE program in study area.

- ✓ The government, it's better to give attention to improve and to empower the implementation of integrated functional adult education program by making strong structure from top to bottom level. Beside to this to motivate the facilitators by providing different trainings and workshops and by paying equity payment to their work.
- ✓ To well implementation of the IFAE program, the regional government has its better to allocating enough budgets in timely and follow-up the implementation of allocated budget.
- ✓ The sawula town education office, make strong coordination with other concerned stakeholders to improve the implementation of IFAE program in sawula town.
- ✓ The sawula town government, provides awareness of education and counseling for the community about the advantage of IFAE program and fulfilling different educational materials, teaching learning equipment's and making comfortable learning centers to motivate adult learners and minimize absenteeism from IFAE class.
- ✓ The federal and regional government should be creating one a responsible and accountable body's and structure like formal education program to make the implementation of the program can be effective.
- ✓ Sawula town education office, health office, agricultural office, women and youth office involved in planning process, but other concerned bodies like NGOs are it's better to participate to minimize different challenges that faced IFAE program in the study area.
- ✓ The sawula town education office, health office, agricultural office, women and youth office and other concerned bodies like NGOs pay attention for the implementation of IFAE program by playing their role and follow-up the IFAE centers.
- ✓ Additionally, the sawula twon education office and other concerned stakeholders, it's better to communicate with top up level of IFAE program implementers to change the name of the program to keeps up the moral security and psychosocial make up of learners.
- ✓ This study is not the final method to assess the practice and challenges of IFAE program in Gofa zone swula town and provided the solutions. But it opens the way for others researchers to make investigation in these areas.

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# Appendix-1

## HAWASSA UNIVERSITY

### COLLEGE OF EDUCATION

#### DEPARTMENT OF ADULT EDUCATION & COMMUNITY DEVELOPMENT

##### Questionnaire to be filled by IFAE facilitators

The main purpose of this questionnaire is to gather data for the study entitled the Practice and challenges of IFAE Program in southern Ethiopia Gofa Zone Sawula Town. Therefore, the researcher honestly requests your collaboration in filling this questionnaire responsibly because your honest response is of great importance for the success of this study.

Thanks!

**Note:** - No need of writing your name. Please indicate your response by circling the letter.

##### Part one: - personal Information

1.1. Name of IFAE center \_\_\_\_\_ Kebele \_\_\_\_\_

1.2. Sex A. Male B. Female

1.3. Marital status A. Single B. Married C. Divorced D. Widowed

1.4. Age range in years A. less than 30 B. 31 -40 C.41-50 D. above 50

1.5. Educational status A.10/12 grade B.Certificate C. Diploma D.BA/BSC/ BED

1.6. Field of study \_\_\_\_\_

1.6. Current Job

- |                         |  |
|-------------------------|--|
| A. Employed facilitator | B. Extension worker (health/ Agricultural) |
| C. Volunteer student    | D. ABE Facilitator                         |
| E. Education Expert     | F. primary school teacher                  |
| G. Other _____          |  |

##### Part II: - General Information

2.1. On what criteria does the selection of facilitators depend? (More than one answer is possible)

- A. qualification and Motivation
- B. Acceptance in the community
- C. Ability to speak of the language of the community

D. knowing the culture of the Community

E. Others (if any)

2.2. Are IFAE facilitators in your Woreda (center) trained?

A. yes

B. No

C. Some are trained others untrained

2.3. If your answer is —yes— what type of training?

A. Pre-Service

B. In-service

C. Other \_\_\_\_\_

2.4. Are IFAE facilitators in your wereda (center) trained? Duration of training

A. 3 days

B. 5 days

C. 5-10 days

D. 15 days

E. others specify \_\_\_\_\_

2.5. How much is being paid for you per month as facilitators?

A. 600-700(birr)

B. 701-800 (birr)

C. 801-900(birr)

D. above 1000 birr

2.6. How do you rate your satisfaction level as facilitator?

A. Very much Satisfied

B. Satisfied

C. Dissatisfied

D. very much dissatisfied

E. undecided \_\_\_\_\_

**PART 3:- Issues related to IFAE practice. (Encircle your answer)**

3.1. Is the implementation of IFAE program based on Guideline and IFAE program curriculum framework? A. yes B. No

3.2. What is the level of IFAE program implementation? A. High B. Average C. Low

3.3. Governments attention to implement IFAE Program is A. High B. Average C. Low

3.4. Coordination among stakeholders to implement IFAE program is A. High B. Average C. Low

3.5. Reading the topic/ content of the lesson, which one is provided to the learners?

A. About identity

D. About health

G. About civic and Ethics education

B. About agriculture

E. About family relation

H. Income generating activity

C. About work

F. About environmental Protection

G. About Gender

3.6. What Teaching method applied in IFAE class?

A. Learner centered

B. Teacher centered C. Both

3.7. Which method of teaching do you usually use during the teaching learning process?

A. Group work

B. Discussion

C. Role plays

D. problem solving

E. Question and answer

F. Brainstorming If any other, please specify \_\_\_\_\_

3.8. How often do cluster supervisor visit your classroom? A. Once a week

B. Once a semester C. Twice a month D. Once a Month E. once a year

F. If other, please specify \_\_\_\_\_

3.9. Budget allocated to implement IFAE Program is? A. High B. Average C. Low

3.10. Timely availability of the allocated budget? A. High B. Average C. Low

3.11. Efforts made to fulfill learning center with adequate teaching – learning facilities is

A. High B. Average C. Low

3.12. Do you have a mechanism to evaluate the impact of IFAE? A. yes B. No

3.13. What Way of evaluating the progress of learners?

A. Following the daily progress C. Accessing continuously

B. Observing the way of learners behave D. Giving final examination

3.14	Teaching materials you use in IFAE class?	yes	no
	A. text book		
	B. Modules		
	C. IFAL manuals		
	D. facilitators guide		
	E. lesson plan		
	F. teaching aids		

#### 4. Issues Related to level of practice of IFAE program

Many possible factors could be resulted in to high, medium and low practice of IFAE program. Among these some of the following statements are listed below. Please mark "X" to indicate your answer that seems to be the main causes for high, medium and low level of implementation of this program in your town or IFAE center.

No	Statement	Scale		
		High	Medium	Low
1	<b>Before or / and After planning of IFAE program</b>			
1.1	Need are assessed before planning			
1.2	Problems in life of adults will targeted to be solved			
1.3	Stakeholders and Communities are encouraged to participate			
1.4	The flexibility in time , content, place e.t.c of the program is taken in to account			
1.5	Consider quality indicators such as facilitators training , educational facilities, e.t.c			
2	<b>During Organizing of IFAE program</b>			
2.1	All political and practicing Stakeholders are involved			
2.2	Roles and duties for every Stakeholders are clearly described			
2.3	Conducive learning environment are created			
2.4	Community participation is facilitated			

#### Issues related to stakeholders participation

No	Statement	Scale		
		High	Medium	Low
3	<b>Degree of Stakeholders participation</b>			
3.1	Trade and industry sector			
3.2	Youths and women's associations			

3.3	Community and community leaders			
3.4	Participants ( Learners) and Facilitators			
3.5	Health sector ( Experts, Extension workers e.t.c			
3.6	Agricultural sector ( experts, extension workers e.t.c)			
3.7	Education sectors ( Experts, Supervisors, principals, e.t.c)			

### Challenges related to IFAE program implementation.

Rate their degree of influence from your town or center experience by making "X" sign

4	Statements	Scale		
		High	Medium	Low
4.1	<b>Facility related problems</b>			
4.1.1	Lack of learning materials such as books, manuals e.t.c			
4.1.2	Unsuitable(unfit) IFAE centers			
4.1.3	Distance of literacy center from home			
4.1.4	Shortage of equipment such as chairs, black boards e.t.c			
4.2	<b>Learners related problems</b>			
4.2.1	Lack of interest to participate in IFAE			
4.2.2	Lack of awareness on the IFAE			
4.2.3	Child care and domestic duties			
4.2.4	Need to harvest, farm, or other works			
4.2.5	Migration in search of work ( to other areas)			
4.3	<b>Facilitators related problems</b>			
4.3.1	Lack of training (skills on helping adults			

4.3.2	Lack of motivation or interest			
4.3.3	Absence of payment or other incentives			
4.3.4	Discipline problem ( lack of discipline)			
4.4	<b>Stakeholders related problem</b>			
4.4.1	Absence of responsible bodies to implement the IFAE			
4.4.2	Not have co-ordination to work together			
4.4.3	Lack of Commitment to implement IFAE			

**Comments or strategies to enhance IFAE implementation**

5.1. What are the major challenges encountered during implementation of IFAE program?

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5.2. Please suggest solutions to overcome the challenges you mentioned above?

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## Appendix 2

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#### DEPARTMENT OF ADULT EDUCATION & COMMUNITY DEVELOPMENT

#### Questionnaire to be filled by IFAE learners

The questionnaire is designed for the study entitled —practice and challenges of IFAE program in selected kebele of Sawula Town. The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at Sawula Town and to provide some possible recommendation for the encountered problems if there are any. 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. Where you are required to show your reactions (ratings) by following rating scales please put an (√) below the number of your choice opposite (parallel) to each statement.
2. Where alternative answers are given, please read orderly each questions 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 back side of question paper by clearly indicating the number

#### Part I: personal Back ground Information

1. Age of the respondent\_\_\_\_\_ Sex\_\_\_\_\_ Woreda\_\_\_\_\_
2. Marital status  
A. Single  B. Married  C. Divorced  D. widowed
3. Your level or class  
A. Level one  B. level two  C. level three   
E. Other(s)\_\_\_\_\_

**Part II: Issues related to the status of IFAE program**

1. Do you have interest to attend integrated functional adult education program?

A. Yes  B. No

2. Is the IFAE program participation fruitful to you?

A. yes  B. NO

3. Do you think the time (the day, hour and the month) and place has convenience to attend the IFAE program?

A. yes  B. No

4. If your response to question number 3 is "No" what is your reason?

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5. How much is the IFAEP lesson is related to Adult daily life? (Sign √)

Issus	V. high	High	Medium	V. low	Low
A. Agriculture Education					
B. Health education					
C. About civic and Ethics education					
D. About family relation					
E. Income generating activity					
F. About environmental Protection					

6. Do you attend the Integrated Functional Adult Education program regularly? Encircle your answer

A. NO, I was absent sometimes from the class

B. yes, I attend regularly

C. Indeed I attend most of the time

D. I have dropped out from the program

7. What are the main reasons for Integrated Functional Adult Education participants not to attend the program regularly and to discontinue participation?

- A. Distance of IFAE center
- B. Inconvenience of the time table and place
- C. Shortage of educational materials
- D. Lack of interest to participate FAL program
- E. Poor understanding on the advantage of to be literate
- F. Migration in search of work (to cities)
- G. specify if there are other reasons \_\_\_\_\_

8. Do you use the following material in the FAE class? Give your answer (✓)

	Yes	No
A. Text books		
B. Writing guide		
C. Reading guide		
D. Different teaching aid		
E. Others,----- ----		

9. What are the main problems in your IFAE center that are hindrance for successful implementation of the program?

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10. What should be done to solve the problem?

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## **Appendix 3**

### **HAWASSA UNIVERSITY**

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#### **DEPARTMENT OF ADULT EDUCATION & COMMUNITY DEVELOPMENT**

#### **Focus group discussion guiding questions for Adult learners**

1. Do you come to the IFAE station regularly to learn by your interest?
2. Do your facilitators use active learner centered method in the classroom?
3. Do you have enough learning materials in your hand?
4. Do the socio—cultural situation have an impact on your learning program?
5. Do you think the time (the day, hour) and place has convenience to attend Education? If your response is "No" what is your reason?
6. How much is the IFAE lesson is related to your daily life?
7. Do you attend the Functional adult literacy program regularly?
8. What are the main reasons for IFAE participants not to attend the program regularly and to discontinue participation?
9. What are the main problems in your IFAE center that are hindrance for successful implementation of the program?
10. Do you have possible solution for the problems that you listed above?

## Appendix -4

### HAWASSA UNIVERSITY

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#### INTERVIEW GUIDING QUESTIONS FOR ADULT EDUCATION EXPERT & OFFICE HEAD

##### Part I: - Personal Data

Sex \_\_\_\_\_ Age \_\_\_\_\_ Marital Status \_\_\_\_\_ Educational level \_\_\_\_\_

##### Part II. Issues Related to the IFAL program

1. What does the current practice of IFAE Program in your town IFAE centers?
  - A. In terms of Facility and Budget
  - B. In terms of planning and Organizations
  - C. Method of teaching applied and content of the lesson
  - D. In terms of learners' assessment method
  - E. In terms of IFAE centers supervision
2. To what extent is IFAE stakeholders participate in the implementation of IFAE Program?
3. Is there a selection criterion for IFAE program facilitators?
4. Do IFAE facilitators/teachers get adequate Salary and incentives?
5. Do IFAE facilitators/teachers get adequate training?
6. Is there continuous evaluation program to assess the performance of IFAE participants?  
Explain
7. Do you think that the time, place and day of educational provision are convenient for IFAE Learners?
11. Are there adequate facilities and enough teaching materials to implement the program?
12. What are the challenges that you face during implementation of the program?
13. What are the possible solutions to the above given problem?

## **Appendix 5**

### **HAWASSA UNIVERSITY**

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#### **Observation Guide Checklist**

##### **A. Availability of stimulating learning context at the learning center**

1. Do facilitators appropriately prepared and use lesson plan? A. Yes B. No
2. Is learning materials (Curriculum frame work) available to each facilitator? A. Yes B. No
3. Do all learners bring their learning materials? A. Yes B. No
4. Is there adequate number of Class room, tables and chairs? A. Yes B. No

##### **B. Classroom Observations while learning facilitation process going on**

5. Is the class room has enough light? A. yes B. No
6. Is the class room clean? A. yes B. No
7. Teaching materials they use in the IFAE class A. Text book B. modules C. IFAE manuals  
D. Fillip charts E. facilitators guide F. Lesson plan G. Teaching aids H. Others\_\_\_\_\_
8. The participation of learners in teaching and learning process is A. high B. medium C. low
9. The dominant mode of interaction during learning-facilitation process will be taken place between A. learners and facilitators B. Learners and themselves C. Independent learning
10. The main Strengths and weaknesses observed during class room interaction?

አባሪ - ሀ  
ሀዋሳ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ክፍል

በጎልማሶች ትምህርት ክፍል የተግባር ተኮር ጎልማሶች ትምህርት ትግበራ

በአመቻቸው የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በጎፋ ሳውላ ከተማ የሚተገበረው የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። በመሆኑም ይህንን መጠይቅ በኃላፊነት ስሜት እና በታማኝነት እንድትሞሉ እየጠየኩ በዚህ ረገድ መጠይቁን መሞላት ለጥናቱ ስኬት ታላቅ አስተዋጽኦ እንዳለው መግለፅ እወዳለሁ። እያንዳንዱ ጥያቄ ሲመለስ እንደየ ጥያቄው መንፈስ ይሆናል። ይኸውም ከተሰጡ አማራጮች ውስጥ ለእርስዎ መልስ የሆነውን በመክበብና የእናንተን አስተያየት የሚሹ ጥያቄዎችን ደግሞ በተሰጠው ክፍት ቦታ ውስጥ መልሱን በመጻፍ ይሆናል። ከአንድ መልስ በላይ መምረጥ ይቻላል።

ውድ ጊዜያችሁን ሁሉንም ጥያቄዎች በመሙላት ለሚታደርጉልኝ ትብብር ምስጋናዬ የላቄ ነው።

አስታውሱ፣ ስም መጻፍ አያስፈልግም።

ክፍሌ 1: የግል መረጃ መልስዎን ከቀረቡት አማራጮች በመክበብ ይመልሱ

1.1. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማዕከል \_\_\_\_\_ ቀበሌ \_\_\_\_\_

1.2. . ጾታ ሀ) ወንድ ለ) ሴት

1.3. የጋብቻ ሁኔታ ሀ) ያላገባ ለ) ያገባ ሐ) የፈታ  
መ) በሞት የተለየ/የተለየች

1.4. እድሜ ሀ) 21-30 ዓመት ለ) 31-40ዓመት ሐ) ከ40 ዓመት በላይ

1.5. የትምህርት ደረጃ ሀ) 10-12 ለ) ሰርትፊኬት ሐ) ዱፕሎማ

መ) ዲግሪ ሠ) ሌላ ካለ ይገለጽ -----

**ክፍል 2: የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት አተገባበር በተመለከተ አጠቃላይ መረጃ (መልስዎን ከተቀመጡ ምርጫዎች በመክበብ ይግለጹ)**

2.1 የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት አተገባበር በተቀመጠው መምሪያና ደምብ መሠረት ይተገበራል?      ሀ) አዎ      ለ) አይደለም

2.2. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር ትግበራ ደረጃ ምን ላይ ደርሷል?      ሀ) ከፍተኛ      ለ) መካከለኛ      ሐ) ዝቅተኛ

2.3 . መንግስት ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚሰጠው ትኩረት ምን ይመስላል?      ሀ) ከፍተኛ      ለ) መካከለኛ      ሐ) ዝቅተኛ

2.4 የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር በባለድርሻ አካላት መካከላ ያለው ግንኙነት ምን ይመስላል?

ሀ) ከፍተኛ      ለ) መካከለኛ      ሐ) ዝቅተኛ

2.5. የትምህርቱን ርዕስ/ይዘት በሚያነቡበት ጊዜ ለተማሪዎች የሚተልለፈው መልዕክት ምንን በተመለከተ ነው? ከአንዴ በላይ መልስ መስጠት ይቻላል።

- ሀ) ስለ ማንነት በተመለከተ
- ለ) ስለ ግብርና ትምህርት በተመለከተ
- ሐ) ስለ ትምህርት በተመለከተ
- መ) ስለ ጤና ትምህርት በተመለከተ
- ሠ) ስለ ቤተሰብ ምጣኔ በተመለከተ
- ረ) ስለ አካባቢ አንክብካቤ በተመለከተ
- ሰ) ስለ ሥነ-ዜጋና ሥነ-ምግባር በተመለከተ
- ሸ) ስለ የገቢ ማስገኛ እንቅስቃሴዎች በተመለከተ
- ቀ) ስለ ሰርዓተ ያታ በተመለከተ

2.6. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መማሪያ ክፍል ውስጥ ምን አይነት የማስተማር ዘዴ ይጠቀማሉ?

ሀ) ተማሪ ተኮር የማስተማሪያ ሰነድ ዘይዩ

ለ) መምህር ተኮር የማስተማር ሰነድ ዘይዩ

ሐ) ተማሪ ተኮር እና መምህር ተኮር ዘይዩ

2.7. በመማር ማስተማር ሂደቱ ወቅት አብዛኛውን ጊዜ ምን አይነት ማስተማሪያ ዘይዩ ይጠቀማሉ?

ሀ) የቡድን ስራ

ሐ) የሚና ጨዋታ

ለ) በውይይት

መ) ችግር ፈች

ሰ) በጥያቄና መልስ

ረ) ሀሳብ በማፍለቅ

ሸ) ሌላ ካል ይገለጽ-----

2.8. የክላስተር ተቆጣጣሪው/ሱፐርባይዘር መማሪያ ክፍልዎን በየስንት ጊዜው ይጎበኛሉ?

ሀ) በሳምንት አንድ ጊዜ

ለ) በግማሽ ዓመት አንድ ጊዜ

ሐ) በወር ሁለት ጊዜ

መ. በወር አንድ ጊዜ

ሰ. በዓመት አንድ ጊዜ

ረ) ሌላ ካለ ይገለጽ-----

2.9. ለየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር አተገባበራ በጀት ተመድቧልን?

ሀ) ከፍተኛ

ለ) መካከለኛ

ሐ) ዝቅተኛ

2.10. የተመደበው በጀት በወቅቱ ስራ ላይ ይውላል፣ ከዋለ በእርሶ እይታ በምን ዓይነት ደረጃ ላይ ነው? ሀ) ከፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

2.11. የመማሪያ ማእከል በበቂ መማር ማስተማር መሟላት የተደረገ ጥረት

ሀ) ከፍተኛ

ለ) መካከለኛ

ሐ) ዝቅተኛ

2.12. የተማሪዎች የትምህርት አቀባበል እድገትን በተመለከተ ምዘናው እንደት ይከናወናል?

ሀ) እለታዊ ሂደቶቹን መከታተል

ለ) የተማሪዎች ባህሪ በመመልከት

ሐ) ቀጣይነት ያልወጡ ምዘና በማከናወን

መ) የመጨረሻ ፈተና በመስጠት

2.13	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መማሪያ ክፍል ጥቅም ላይ የሚውል የማስተማሪያ ቁሳቁስ <u>(ምላሽዎን (✓) በማድረግ ይመልሱ</u>	አሉ		የሉም
	ሀ) መማሪያ መፅሃፍ			
	ለ) ሞጁል			
	ሐ) የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማንዋል			
	መ) የአመቻች መመሪያ			
	ሠ) ዓመታዊ እቅድ			
	ረ) የማስተማሪያ መርጃ መሳሪያ			
2.14.	አብዛኛውን ጊዜ ጥቅም ላይ የሚውሉት የማስተማሪያ መሳሪያዎች የትኞቹ ናቸው? <u>(ምላሽዎን (✓) በማድረግ ይመልሱ</u>	ሁል ጊዜ		አይጠቀሙም
		አልፎ አልፎ		
	ሀ) መማሪያ መፅሃፍ			
	ለ) የንባብ መመሪያዎች			
	ሐ) የፅሁፍ መመሪያዎች			

**ክፍል 4: የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ጉዳዮች ያለበት በደረጃ በርካታ ጉዳዮች በየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ላይ ከፍተኛ መካከለኛ ወይም ዝቅተኛ አፈፃፀም እንድከተል ልያደርጉ ይችላሉ። ከእነዚህ መካከል ከዚህ በታች እንደሚከተለው ቀርቦታል። እባክዎ ከፍተኛ፣ መካከለኛ እና ዝቅተኛ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ትግበራ እንድኖር ከሚያደርጉ ጉዳዮች መካከል እርስዎ በሚስማሙበት ላይ የዚህን "✓" ምልክት ያድርጉ።**

ተ.ቁ	ዝርዝር	መለኪያ		
		ከፍተኛ	መካከለኛ	ዝቅተኛ
3.	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ማቀድ ሂደት ወቅት			
3.1.1	ፍላጎቶች ከእቅድ በፊት ይመዘናል			
3.1.2	በአዋቂዎች ህይወት ውስጥ ያሉት ችግሮች ትኩረት ተሰጥቶባቸው መፍትሄ ይሰጣል			
ተ.ቁ	ዝርዝር	መለኪያ		
		ከፍተኛ	መካከለኛ	ዝቅተኛ
3.1.3	ባለድርሻ አካላት እና ማህበረሰቦች ተሳታፊ እንድሆኑ ይበረታታሉ			
3.1.4	የጊዜ ሁኔታዎች መመቻቸት፣ ይዘቱ፣ የፕሮግራሙ ቦታ እንደሁኔታዎች መለዋወጣቸው ከግምት ይገባል			
3.1.5	የትምህርት ጥራትን ለማስጠበቅ የአመቻቹ ስልጠና መውሰድ እና የትምህርት መገልገያ ቁሳቁስ መሟላት የመሳሰሉ አመልካቾች ከግምት ውስጥ ይገባሉ።			
3.2	የባለድርሻ አካላት ተሳትፎ ደረጃ			

3.2.1	መንግስታዊ ያሌሆኑ ዴርጅቶች			
3.2.2	ወጣት ማህበራት			
3.2.3	የሴቶች ማህበራት			
3.2.4	የማህበረሰብ ማህበራት			
3.2.5	ተሳታፊ (ተማሪዎች) እና አመቻቾች			
3.2.6	የጤና ዘርፍ (ባለሙያ እና ጤና ኤክስፐርት)			
3.2.7	የግብርና ዘርፍ (ባለሙያ፣ ግብርና ኤክስፐርትን ሠራተኞች ወዘተ..)			
3.2.8	የትምህርት ዘርፍ (ትምህርት ጽ/ቤት ባለሙያ፣ የት/ቤት ተቆጣጣሪ/ሱፐርባይዘር እና ርዕሰ መምህራን)			

**ክፍል 5: የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ትግበራ ጋር የተገናኙ ችግሮች**

የሚከተሉት የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ትግበራ ወቅት ያጋጠሙ ችግሮች በከተማዎ ወይም በተመደቡበት ቀበሌዎች ምን ያህል ተፅእኖ እንዳሳድሩ መሆኑን እባክዎ በዚህ "✓" ምልክት ይግለጹ።

4	ዝርዝር	መለኪያ		
		ክፍተኛ	መካከለኛ	ዝቅተኛ
4.1.	ከመገልገያ ቦታ እና ቁሳቁስ ጋር የተገናኙ ችግሮች			
4.1.2	የመማሪያ ቁሳቁስ እንደ መፅሐፍት እና መመሪያ አጋዥ መጽሐፍ ወዘተ አለመኖር			
4.1.3	ተስማሚ ያልሆነ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማዕከል መኖር			
4.1.4	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ከቤት እስከ			

	ትምህርት የሚሰጥበት ቦታ ያለው ርቀት			
4.1.5	እንደ ጠረጴዛ፣ ጥቁር ሰላዳ ወዘተ... መሳሪያዎች እጥረት			
4.2	<b>ከተማሪዎች ጋር የተገናኙ ችግሮች</b>			
4.2.1	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች በፕሮግራም ላይ ለመሳተፍ ተነሳሽነት አለመኖር			
4.2.2	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች በፕሮግራም ላይ ግንዛቤ አለመኖር			
4.2.3	የህፃናት እንክብካቤ እና የቤት ውስጥ ስራ መጠመድ			
4.2.4	ሰብሌ ለመሰብሰብ ግዳታ ወይም በሌሎች ስራዎች ላይ መጠመድ			
4.2.5	ስራ ፍለጋ ወደ ከተሞች መፍለስ			
4.3	<b>ከአመቻቹ ጋር የተያያዙ ችግሮች</b>			
4.3.1	አመቻቸው ስሌጠና አለመስጠት (አዋቂዎችን ለማገዝ የሚያስፈልግ ክህሎት)			
4.3.2	የአመቻቸው ፍላጎት ወይም ተነሳሽነት አለመኖር			
4.3.3	የአመቻቸው ክፍያው ወይም ሌሎች ማበረታቻዎች አለመኖር			
4.3.4	የአመቻቸው የሥነ-ምግባር ችግሮች (ሥነ-ምግባር አለመኖር)			
4.4	<b>ከባለድርሻ አካላት ጋር የተያያዙ ችግሮች</b>			
4.4.1	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር ኃላፊነት የተሰጣቸው አካላት አለመኖር			
4.4.2	በጋራ ለመስራት ቅንጅት አለመኖር			
4.4.3	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር ቁርጠኛ አለመሆን			





7. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በፕሮግራሙ መሰረት ተሳታፊዎች በመደበኛ የማይከታተሉበትና ተሳትፎውን የሚያቋርጡበት ዋና ምክንያቱ ምንድን ነው?

ሀ. የተግባር ተኮር የጎልማሶች ትምህርት መማሪያው ቦታ ሩቅ በመሆኑ

ለ. የጊዜ ሁኔታ እና የመማሪያው ቦታ ባለመጣጣሙ

ሐ. የመማሪያ መሳሪያዎች እጥረት በመኖሩ

መ. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመሳተፍ ፍቃደኛ አለመሆን

ሠ. ስለ ትምህርት ጥቅም ዝቅተኛ ግንባዜ መኖሩ

ረ. ስራ ለመፈለግ ወደ ከተማ መሰደድ

ሰ. ሌሎች ምክንያቶች ካሉ ይግለጹ-----

8. የሚከተለትን መሳሪያዎች የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ላይ ይጠቀማሉን?

	አዎ	የለም
ሀ) መማሪያ መፅሃፍ		
ለ) የፅሁፍ መመሪያዎች		
ሐ) የንባብ መመሪያዎች		
መ) የተለያዩ መርጃ መሳሪያዎች		
ሰ) ሌላ ካለ ይገለጹ		

9. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በእናንተ ቀበሌ ማዕከል መርሃ ግብሩ በተሳካ ሁኔታ እንዲይተገበር ዋነኛ ችግር ሊሆን የሚችሉት ምንድን ናቸው?-----

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10. ችግሩን ለመፍታት ምን መደረግ አለበት ይላሉ? -----

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**አባሪ - ሐ**  
**ሀዋላ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ትምህርት ክፍል**

**በጎልማሶች ትምህርት ክፍል የተግባር ተኮር ጎልማሶች ትምህርት ትግበራ**

**በከፊል የተዋቀረ ቃለ መጠይቅ በከተማው ትምህርት ጽ/ቤት ኃላፊና ባለሙያ/ኤክስፐርት፣  
የሚሞላ መጠይቅ።**

የዚህ መጠይቅ ዋና ዓላማ በጎፋ ሳውላ ከተማ የሚተገበረው የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። በመሆኑም ይህንን መጠይቅ በኃላፊነት ስሜት እና በታማኝነት እንድትሞሉ እየጠየኩ በዚህ ረገድ መጠይቁን መሙላት ለጥናቱ ስኬት ታላቅ አስተዋጽኦ እንዳለው መግለፅ እወዳለሁ። እያንዳንዱ ጥያቄ ሲመለስ እንደየ ጥያቄው መንፈስ ይሆናል። ይኸውም በተሰጠው ሳጥን ውስጥ ይህን (✓) ምልክት በማድረግ፣ ምርጫ ከሆነ የትክክኛ መልሳችሁን የምርጫ ፊደል በመክብብና የእናንተን አስተያየት የሚሹ ጥያቄዎች ደግሞ በተሰጠው ክፍት ቦታ ውስጥ መልሱን በመጻፍ ይሆናል። ከአንድ መልስ በላይ መምረጥ ይቻላል።

**ውድ ጊዜያችሁን ሁሉንም ጥያቄዎች በመሙላት ለሚታደርጉልኝ ትብብር ምስጋናዬ የላቄ ነው።**

ክፍል 1: - የግል መረጃ

- 7. የስራ ቦታ -----
  - 8. ጾታ -----
  - 9. እድሜ-----
  - 10. የትምህርት ደረጃ -----
  - 11. የተመረቁበት የትምህርት ዘርፍ -----
  - 12. አሁን እየሰሩ ያለበት ዘርፍ -----
- ያገልግሎት ዘመን /ሌላ ካለ ይገለጹ-----

**ክፍል 2: ስለ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት እቅድ የሚገናኙ ጉዳዮች  
> አመቻቾች መደበኛ ትምህርት አቅርቦት በተለከተ።**

- 1. ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾችን የመመልመያ መስፈርት አላቸው? -----  
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2. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች/መምህራኖች በቂ ደመወዝ እና ጥቅማ ጥቅም ያገኛለን?-----  
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3. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች/መምህራኖች በቂ ስልጠና ያገኛለን?-----  
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4. ለየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ስልጠና ሰጪዎች የስልጠናው ጊዜ ምን ያህል ነው?-----  
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**ስለ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች እና የትምህርት ቆይታ ጊዜው**

5. በሳምንቱ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ለስንት ቀን ለተሳታፊዎች ይሰጣል? -----  
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6. በየቀኑ ለስንት ሰአታት ትምህርት ይሰጣል?-----  
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7. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመስጠት ሰዓቱ፤ወቅቱ እና ቀኑ ለተማሪዎች ምቹ ነው ብለው ያስባሉን? ምክኒያቱን ይግለጹ-----  
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**የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የአሁኑ አተገባበር ምን ይመስላል**

8. በአሁኑ ጊዜ በከተማችሁ በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በቀበሌ ማዕከል መርሃ ግብር ክንውኑ ምን ይመስላል?  
 ሀ. ከአቅርቦት እና በጀት አንጻር-----  
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 ለ. በድርጅታዊ መዋቅር እና አስተዳደር/አመራር አካላት -----  
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ሐ. የሚተገበረው የማስተማር ዘዴ እና የትምህርቱ ይዘት -----  
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9. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት እንድተገበር ተሳትፎ የሚያደርጉ እነማን ናቸው?

ሀ. መንግስታዊ ያልሆነ ድርጅት

ለ. ወጣት ማህበራት

ሐ. የሴቶች ማህበራት

መ. ተሳታፊዎች (ተማሪዎች) እና አመቻቸው

ሰ. የጤና ዘርፍ (ባለሙያ፣ ጤና ኤክስፐርት ወ.ዘ.ተ)

ረ. የትምህርት ዘርፍ (ባለሙያ፣ ሱፐርባይዘር ፣ ርዕሰ መምህራን ወ.ዘ.ተ)

10. ህብረተሰብ በፕሮግራሙ ምን ያህል ተሳትፎ ያደርጋሉ? -----

እናም ጎልማሶች የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በፕሮግራሙ ላይ ያላቸው ፍላጎት እንደት ነው? -----  
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### **የጎልማሶች ትምህርት መዋቅር እና አስተዳደር**

11. መርሃ ግብሩን ለመተግበር በቂ አቅርቦት እና በቂ የመማሪያ መሳሪያዎች አለን? -----  
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12. ክልስተር ሱፐርባይዘሮች የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በማእከል በመገኘት በተደጋጋሚ ይደግፋሉ? -----  
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13. ባለ ድርሻ አካላት ስለ መርሃ ግብሩ በፕሮግራሙ ላይ ለመወያየት ተሰብስቧልን?-----  
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### **የተሳታፊዎችን ውጤት አፈጻጸም መገምገም እና ማስረጃ ስርተፍኬት መስጠት**

14. ተከታታይ ምዘና በማድረግ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ተሳታፊዎችን ውጤታቸውን/አፈጻጸማቸውን የመመርመር/የመገምገም ሂደት አለን?-----  
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15. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር ተሳታፊዎች በፍላጎታቸው ትምህርቱን እየተከታተሉ ነውን (ከፍራቻ እና ከየትኛውም አይነት

እርምጃ ነጻ ሆነው)? -----  
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16. ተሳታፊዎች የብቃት ደረጃቸውን የሚያረጋግጥ ማስረጃ ስርተፍኬት ተቀብለዋል? ----  
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17. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በመተግበር ላይ ያገጠሙ አብይ  
ችግሮች እነማን ናቸው? -----  
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እንድሁም እነዚህን ችግሮች ለመፍታት ምን አይነት መፍትሔ ተወሰደ?-----  
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18. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አፈጻጸም ለማሻሻል ምን  
መደረግ አለበት? -----  
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አባሪ - መ  
ሀዋላ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ክፍል

በጎልማሶች ትምህርት ክፍል የተግባር ተኮር ጎልማሶች ትምህርት ትግበራ

በጋራ ውይይት በማድረግ የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በጎፋ ሳውላ ከተማ የሚተገበረው የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። በመሆኑም ይህንን መጠይቅ በኃላፊነት ስሜት እና በታማኝነት እንድትሞሉ እየጠየኩ በዚህ ረገድ መጠይቁን መሙላት ለጥናቱ ስኬት ታላቅ አስተዋጽኦ እንዳለው መግለፅ እወዳለሁ። እያንዳንዱ ጥያቄ ሲመለስ እንደየ ጥያቄው መንፈስ ይሆናል።

ውድ ጊዜያችሁን ሁሉንም ጥያቄዎች በመሙላት ለሚታደርጉልኝ ትብብር ምስጋናዬ የላቄ ነው።

አስታውሱ፣ ስም መጻፍ አያስፈልግም

ማሳሰቢያ መልሱን ከጥያቄው ጋር በተያያዘው ወረቀት ላይ የጥያቄውን ተራ ቁጥር በመጻፍ ይመልሱ።

1. በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ትምሕርት ትምሕርቱ በምን በምን ዙሪያ ነው? -----  
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2. ከተማሪው የአለት ከአለት የስራ ተግባራት ጋር ያለው ግንኙነት ምን ይመስላል ይግለፁ? -----  
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-----የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚሰጥበት ቦታ ፣ ቀን እና ሰዓቱ ትምሕርቱን ለመማር አመቺ ነው ብለው ያስባሉ?-----  
አይደለም ካሉ ምክንያቱን ይግለፁ?-----  
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3. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመማርና ለማስተማር የሚያስፈልጉ መርጃ መሳሪያዎች በትምህርት ማዕከል በአግባቡ አል ?-----  
የሚያስፈልጉ ሆነው የሌሉ መሳሪያዎች ካለ ይግለፁ?-----  
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4. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች ለተማሪዎች ፍቅር፣ እንክብካቤ እና አክብሮት ይሰጣሉ? -----  
ተማሪዎቹን በሞራል እንድማሩ ይመክራሉ?-----  
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5. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ላይ ተማሪዎች ከትምህርቱ ያቋርጣሉ?-----  
ካቋረጡ ምክንያቶቹ ምንድን ናቸው?-----  
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6. የአካባቢው ሕብረተሰብ ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም የተለያዩ ግብዓቶችን በማቅረብ የሚያደርጉት አስተዋፅኦ አለ ?-----  
ካለ ይግለፁ?-----  
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7. በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አሰጣጥ ሂደት የሚያጋጥሙ ዋና ዋና ችግሮችን ይግለፁ? -----  
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8. ከላይ ለጥያቄ 7 ለችግሮቹ መፍትሄ ይሆናሉ ብለው የሚያስቡትን ሀሳብ ይግለፁ?-----  
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አባሪ - ሠ  
ሀዋሳ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ክፍል

በጎልማሶች ትምህርት ክፍል የተግባር ተኮር ጎልማሶች ትምህርት ትግበራ  
የምልከታ ጅክ ሊስት

ሀ. በትምህርት ማእከሉ ትምህርቱን ይዘት የሚመለከት አነሳሽ ነገሮች መገኘት

1. አመቻቾች በአግባቡ የትምህርት ፕሮግራሙን በማዘጋጀት እና በእቅዳቸው መሰረት ይተገብራልን?      ሀ) አዎ ይተገብራሉ      ለ) አይተገብሩም
2. መማሪያ ቁሳቁስ እያንዳንዱ መምህራን/አመቻቾች ይኖሯቸዋልን?  
ሀ) አላቸው      ለ) የላቸውም
3. ሁለም ተማሪዎች መማሪያ ቁሳቁሳቸውን ወደ ክፍል ይዘው ይቀርባሉን?  
ሀ) አዎ ያቀርባሉ      ለ) አያቀርቡም
4. በቂ የሆነ መማሪያ ክፍል ወንበር እና ጠረጴዛ አሉ?  
ሀ) አሉ      ለ). የለም

ለ. የክፍል ምልከታ

5. መማሪያ ክፍል በቂ የሆነ ብርሃን አለውን?  
ሀ) አሉ      ለ). የለም
6. መማሪያ ክፍል ጽድ ነውን?      ሀ) አዎ      ለ) አይደለም
7. በመማሪያ ክፍል የተቀናጀ የጎልማሶች ተግባር ተኮር መርሃ ግብር መማሪያ ቁሳቁስ ይጠቀማሉ  
ሀ) መማሪያ መፅሃፍ  
ለ) ሞጁል  
ሐ) የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማንዋል  
መ) የሚያበረታታ/የሚያነሳሳ በምስል የተደገፈ  
ሠ) የአመቻቾች መመሪያ  
ረ) የማስተማሪያ እቅድ  
ሰ) ሌላ-----

8. የመማር ማስተማሩ ሂደት ተሳትፎ

ሀ) ከፍተኛ

ለ) መካከለኛ

ሐ) ዝቅተኛ

9. የመማሪያ መማር ማስተማር ሂደት ማመቻቸት ግንኙነት የሚፈጠረው

ሀ) በተማሪ እና ባመቻቸኛ

ለ) በተማሪዎች መካከል

ሐ) ገለልተኛ በሆነ ትምህርት

10. በክፍል ውስጥ ግንኙነት የሚታይ አብይ ጠንካራ ጎኖች ምን ምን ናቸው? -----

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11. በክፍል ውስጥ ግንኙነት የሚታይ አብይ ደካማ ጎኖች ምን ምን ናቸው?-----

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