CHALLENGES OF STAKEHOLDERS PARTICIPATION IN IMPLIMENTING INTEGRATED FUNCTIONAL ADULT EDUCATION IN THE CASE OF CHAHA WORADA GURAGE ZONE

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Declaration

First, I declare that this senior essay is my original work and all sources of material used for this study have been duly acknowledged & also declare that this study has never been submitted to any other institutions anywhere for academic awards.

By: DARATU MISGANA signature _____ date_____

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ABBREVIATIONS AND ACRONYMS

AE	Adult Education
ANFE.	Adult and Non-Formal Education
GAEA	German Adult Education Association
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FAL	Functional Adult Literacy
IFAE	Integrated Functional Adult Education
IEAEP	Integrated Functional Adult education program
IFAL	Integrated Functional Adult Literacy
EFALP	Integrated Functional Adult Literacy program
LLL.	Life-Long Learning
MoE.	Ministry of Education
NAES	National Adult Education Strategy
NFE	Non-Formal Education
NGO	Non-Governmental Organization
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
REB	Regional Education Bureau
WEO	Woreda Education Office

ABSTRACT

The main purpose of this study was to assess the challenges of stakeholders participation in implementing Integrated Functional Adult literacy program in three kebeles of Chaha woreda, Gurage zone. The specific objectives of the study were to identify the status of program implementation management, the extent of stakeholders participation, and to identify the challenges of stakeholders' participation in the implementation of the program. For this study, descriptive survey research design was employed; both qualitative and quantitative data were gathered through questionnaire, interview and document analysis. The sources of data for the study were; 3 kebeles the Ara 3 schools directors and, 15 IFAL facilitators selected from three kebeles in Chaha woreda, and relevant documents related to the issue. The purposive sampling techniques were employed to select the respondents of the study. The collected data were analyzed using percentage and frequency. Two separate sets of questionnaire were prepared to be completed by IFAL facilitators and kebeles IFAL committee members. The interview was employed to the school directors and supervisors, and woreda IFAL coordinators. The finding of the study indicates that the level of stakeholder' s participation in practical implementation of IFAL program was very low. The major challenges that affect stakeholders participation were: lack of attention given for the program from woreda administrative body, lack of training for stakeholders, lack of trained manpower, lack of cooperation from the committee, misunderstanding among stakeholders about the responsibility of implementing the program, lack of responsibility and accountability, lack of awareness created about IFAL program and the engagement of other sectors, inadequate budget allocation to literacy program that could enables coordinators, facilitators and teachers to accomplish the desired task & inadequate salary, lack of interest and commitment to teach IFAL in integrated manners, lack of regular supervision, lack of incentives for facilitators, lack of pre-service training for facilitators, lack of commitment of facilitators. To improve the condition of stakeholders participation in literacy program it is essential to raise the interest of all IFAL stakeholders, allocating adequate budget, Providing adequate training for literacy facilitators and improving their payments, above all it is important to creating responsible and independent institution that has authority to govern on implementation of the program. To sum up, to be successful in IFAL program the contribution of every responsible.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education, though differently defined, can be conceived as means of gaining knowledge, skills and attitudinal changes. It is an instrument use to obtain information, develop skill and awareness regarding different issues which in turn change the attitude and bring about the overall improvement of the individual (MOE, 1994 & 2011).

Education is an indispensable tool for multidimensional development: social, economic, political and cultural aspects (MoE, 2008). In the continuous conferences, different bodies of the United Nations, the issues of Education for All (EFA), environment, human right, population, social development, women empowerment, human settlement and food security addressed since 1990s. These series of conferences recognized that transformation would be dependent on adult member of the society, transforming their life situations and gaining greater control of their lives. To attain these changes, adults necessitate latest knowledge, skills and attitudes (Sabo &Mapofu, 2006). Adults, the immediate producers in the society, need to keep on learning throughout lifespan in lifelong learning (LLL) and life-wide education; so as to catch up with rapid changes in the society and en-sure sustainable development (Galabawa 2005, as cited in Blackson, 2008).

Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal system (Seya, 2014). It targets girls and boys above 15 years of age as well as those who are poor and underprivileged. Adult education contents may include income generation, health, literacy, numeracy, knowledge, life skills and problem solving. It is considering as a remedying early education and self-fulfillment. These geared the society towards active involvement in economic, social and political life (Seya, 2014).

The importance of adult education is growing in the third world, for many see it as a valuable instrument for sustainable development (Nafukho, 2011). It has been considering as a bridge between the desires of some to achieve a higher income and social statues

on the one hand and the development goal of the government on the other hand (Rogers, 1992). Adult education consists of systematic and organized educational activities to deal with any area of life, including family, work, and health matters (Coombs, 1985 as cited Jossey-Bass, 2007).

The various ESDP documents in Ethiopia have clearly shown that among the different options in the system of Non-formal Education (NFE), Integrated Functional Adult Literacy Programs (IFALP) found as the most pertinent one in Ethiopian contexts. The concept of IFALP was developed in 1960s and implemented in several countries onward 1970s (Bohla, 1995 cited in Dabal H, 2011). Besides, Functional Adult Literacy Program (FALP) was initiated at the world conference of MoE on the eradication of illiteracy on Teheran, Iran in September 1965. Director General of UNESCO (Bohlen, 1994 as cited in Tekalign, 2010) brought in merging FAL program to educational progress as a whole to focuses.

The government of Ethiopia attempted to mobilize the scarce resources and develop the partnerships essential to sustain Adult Education Program as stipulated in the Education Sector Development Program(ESDP-V). However, there are a number of challenges in implementing functional adult literacy program in Ethiopia. For instance lack to motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area, absence of clear policy and guidelines for FAL program, inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring at all level, inaccessibility to vehicle and difficulty to transport education materials and supervision are among the known (MOE, 2010).

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

support from (E.g. MoE, Federal and regional Governments.). Therefore, it is rational to understand the situation and to suggest possible solutions for the implementation of IFAEP, the researcher considered the current topic in order to examine the existing challenge of stakeholders participation in implementing IFALP in case of Chahs woreda.

1.2. Statement of the Problem

In Ethiopia, education is at the center of the government policy targeted at achieving middle-income country status in the next decades (ESDP IV 2009). The education sector both formal and non-formal should provide capable citizens with core literacy and numeracy skills and with the middle and higher-level capacities needed by the emerging productive sectors. Ethiopian Federal Ministry of Education recognized that increasing adult literacy rates would support other development goals (MoE, 2006). Mothers education is directly or indirectly associated with infant mortality, child health and schooling (MoE, 2006).

During the1960s,adult learning has taken to be a key component of most strategies for development. In this day' s rapid changing societies, adult education is a branch of the lifelong education endeavor through which community keep up with changing development (MoE, 2006). Taking this policy into consideration, the new national adult and alternative basic education strategies of Ethiopia initiate for the formation of adult non-formal education with a particular emphasis to Integrated Functional Adult Literacy program.

However, in Ethiopia high level of illiteracy in the adult population is still one of the major barriers to achieving development goals by 2025. Regarding the status of adult education,the federal Ministry of Education in 2008 pointed out that the program had remained low in terms of accessibility and relevance; it had not been geared towards problem solving and had failed to address the immediate life of the adul community. researcher frequent discussion with stakeholders (facilitators, experts and adult learners) and practical observation on the ground. It was assured that the existing structure has not been well instituted, integrated and functioned as expected. More notably, the task and duty among government, civil society and community is ambiguous (Katy, 2007).

That caught my attention to conduct research in this area. Furthermore, my exposure of the study area as an inhabitant gave me some chance to observe and to discuss what are the

challenges that AE stakeholders faced in implementing IFAE. In additio, I believe that the usefulness of any educational program should be based on appropriate empirical researches mad in relation to the various factors related to the issue of its contribution to the targeted groups. Therefore, it is with these intentions that I wish t conduct researchon assessment of challenges of stakeholders participation in implementing integrated functional adult literacy program in Chaha woreda.

1.3. Research Questions

This study will try to answer the following research questions.

1. How is the integrated functional adult education program managed?
2. Do all stakeholders actively participate in facilitating integrated functional adult education?
3. What are the major challenges that affect stakeholder' s participation to facilitate the program effectively?
4. What are the possible solutions for their active participation?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to assess challenges of the stakeholder' s participation in implementing integrated functional adult education in Chaha woreda Gurage zone

1.4.2. Specific Objectives

More specifically, this study was attempted to:

- To identify how the management of integrated functional adult education managed the program.
- To identify the stakeholders participation in facilitating integrated functional adult education in the case of Chaha worded.
- To identify the major challenges that affect stakeholder' s participation.
- To suggest the possible solution which regards the challenges of stakeholders participation in implementing adult education program.

1.5. Significance of the Study

The main significance of this study was to assess the challenges of stakeholders' participation in implementing IFAE, in the selected area of Chaha woreda. In addition to this the study has the following significance.

- ✓ The study may help education office experts, AE experts, facilitators, and other stakeholders to understand their role in facilitating IFAE.
- ✓ It will be expected to identify the major challenges of stakeholder' s participation.
- ✓ The finding of the study may also expect to give possible solutions for better ways of stakeholder' s participation.
- ✓ To serve as a starting point for further investigation on the issue understand.

1.6. Delimitation of the Study

Geographically this study was confined to at Chaha woreda. It delimited on of challenges of stakeholders participation in implementing integrated functional adult literacy (IFAL) program. In the study data collection were delimited to facilitators, school directors and Keble education technical committee members. The study covered woreda education office, health office, agriculture office etc, have responsibility for adult education program looks into the educational process of them.

1.7. Limitation of the study

Unwillingness of a few respondents to filled in the questionnaire and return back on time; the shortages of time, insecurity to collect the data were the constraints which encountered the researcher. However by appointing the respondents and going to the area repeatedly the researcher collected the data.

1.8Definition of the Key Terms

Adult :the term adults is difficult to define because it varies from one society to another. According to (UNESCO, 1997) an adult is human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age.

Education: is the process of facilitating learning acquiring new forms of knowledge skill and improving attitude.

Adult education: is a practice in which adults engage in systematic and sustained self-educated activities in order to new forms of knowledge, skill and values.

Stakeholder: is a person or company that involved in a particular organization or organizations.

Participation: is promoting adult learning, understanding adults access and taking parts in learning activities.

Functional adult education: is the newly introduced program of adult learning system including the practical life experience or real life style of the learner (NAES, 2008).

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 (IIZ/DVV, 2005)

1.9. Organization of the study

This study consists of five chapters.

The 1st chapter deals with background of the study, statement of the problem, objectives of the study, significant of the study, delimitation or scope of the study, limitation of the study, definition of terms and organization of the study.

The 2nd chapter deals with review of related literature related to the challenges of stakeholders participation in implementing Chaha woreda. In order to establish a theoretical framework for the problem, the current state of knowledge related to the study is reviewed from the available literature.

The 3rd chapter deals with the research design and methodology. This chapter presents the research design followed in conducting the study, the source of data, the sample population and sampling techniques carried out for the selection of responses, the type of instruments used to collect the data, the procedure pursued and the method applied to analyze the data.

The 4th chapter deals with presentation, analysis and interpretation of data obtained from the simple design. It consists of two main parts. The first part discuss the respondents' personal information, while the second part attempts to answer the research questions raised in the starting of writing the research proposal. Thus, later part deals with the of detailed data gathered through questionnaire and interview.

The 5th chapter deals with summary of the finding, the conclusion drawn from the finding and the recommendation forwarded on the basis of the results of the study.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter deals with the review of literature related to the main challenges that influence the stakeholders participation in implementing functional adult literacy program in Chaha woreda. In order to establish a theoretical framework for the problem, the current state of knowledge related to the study is reviewed from the available literature.

2.1. The Concept of Adult Education

The concept of adult education tends to be thought of as an educational process for adults. Adult non-formal education is a series of planned and organized educational activities provided outside the formal education system (Tight, 1996). The ultimate rationale of Adult Non-Formal Education (ANFE) is to grant alternative learning opportunities for those who do not have access to formal schooling or specific life skills and knowledge to overcome different obstacles. It is deliberate and organized types of learning as contrasting to incidental learning.

The meaning of adult education varies at different places and time. However, UNESCO (2006) defined adult education as follows:

> Non-formal education has always been part of the solution for marginalized and vulnerable population groups because program are based on an integrated approach that takes into account all the factors influencing the opportunities and life-chance of different population groups, and the role played by education systems themselves in the process of social inclusion and cohesion.

As defined above regarding its nature, ANFE was less structured, immediate in objectives, goals, management are decentralized, and contents are locally specific, characterized by resource sharing, more task and skill oriented, and flexible in timing. Furthermore, andragogycally adult education possesses flexible teaching methods, learner-centered rather than teacher-centered, concert and experiential rather than abstract and theoretical. Participation be based on interest and opportunity, teachers should be recruited based on opportunity, tendency and experiences from the grassroots rather than being centrally predetermined. In the last four decades, political and scientific discourse have stressed out on the growing implication of adult education for development. According to IIZ/DVV (2005), adult education plays a fundamental role in promoting social, economic and personal well-being. There is a deep-rooted belief that adult learning has a prospective to create personal, economic and social value (Motschilnig, 2014).

2.2. Rationale for Integrated Functional Adult Literacy

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 peoples are essential for social development. Poor adults hardly learn for the sake of learning but they mainly learn in order to get a basic survival skill which enables them to fight against poverty.

The need for integrated functional adult literacy program is directly related to the relevance and appropriateness of it in order to solve the various life problem of the community. It is used for poverty reduction purpose. 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 require a wide range of local people‘ s participation in different activities. In relation to this, Okech (2009) said that there is several purpose of

functional adult literacy. These are: it contributes to economic empowerment particularly by enabling woman to make their goods more effectively and that enables them to plan and implement income generation. There is evidence that better family care resulting from FAL leads to better health, this makes parents take care for their children schooling.FAL can promote universal primary education .In political dimension socially empowered people can participate more effectively in managing society. Educational and socially empowered communities are seen to participate more effectively in poverty reduction.

2.3. National Bench marks for Integrated Functional Adult Literacy

The recently implementing adult education program, (integrated functional adult literacy) has the following national benchmarks as it is indicated in ANFEAE (2011). These are: Literacy is about acquiring and using reading, writing and numeracy skills that contribute to the enhancement of social, economic and political participation of children, youth, and adults. Functional adult literacy program should be based on learners need and interest encourages problem solving and improves the livelihood of learners and should be given in a mother tongue of the learners and/or in the working language of the region.

Functional adult literacy facilitators should be recruited from within the local community taking account of the needs of gender equity and level of academic achievement. Facilitators are required to attend 30 days of initial training followed by 15 days of refresher training every 6months and should be remunerated monthly on the basis the country`s civil service law with due consideration given to their contributions and the prevailing cost of living. In functional adult literacy program, there should be less than 30 learners in a group and the facilitator should be responsible for no more than 3 groups (ANFEAE, 2011).

Potential learners and the local community should be involved in the planning and delivery of functional adult literacy programs. Government, NGO and civil society organization should work collaboratively for

the expansion of IFAL programs that contribute to national sustainable development. There should be regular supervision and monitoring to ensure the effectiveness of functional adults literacy programs and data about these programs should be included in the regional and national

annual education abstracts. Government education offices should coordinate the work of the governmental and NGO organizations as well as those in the private sector to ensure the availability of developed related reading materials for adults. Governmental education office should take the primary responsibility for leading, coordinating, controlling and allocating the required resources for functional adult literacy programs. Taking account of the capacity of the country, appropriately trained staff and the necessary financial resources should be allocated within the government education sector to enable the expansion of high quality functional adult literacy program.

2.4. Planning of Integrated Functional Adult Literacy Program

It is better to define the word planning before seeing The planning of IFAL program the word planning has different meaning according to its context .Different scholars define it in different ways .It can be defined as a skill of arranging or organizing activities, resources and facilitate for conducting a specific program of educational activities. Plan in is the function that determines in advance what should be done .It is looking ahead and preparing for the future. It is a process of deciding the business objectives and charting out the methods of attaining those objectives. In other words, it is the determination of what is to be done, how and where it is to be done, who is to do it and how results are to be evaluated. It is a continuous effort of deciding what needs to be done by eliminating the less important work and focusing on the more important ones (Gboku &Lekoko, 2007).

The planning of IFAL program includes enhancing peoples commitment to those programs, increase coverage by expanding them establishing a sustainable networking and effective monitoring and evaluating system bas well as creating partnership Plunket and Attone (1986) according to a report tour to Uganda 2002 planning follows a bottom up and participatory approach with the involvement of all stakeholders including IFAL learners. Generally, planning with people for their own sake is important to ensure greater participation and commitment for a defined goal.

2.5. Management of Integrated Functional Adult Literacy

There is enough disagreement among management writers on the classification of managerial functions. Different authors offering different names for the functions of management. Newman and summer recognize only four functions, namely, organizing, planning, leading and

controlling. Fayo,(1929)identifies five functions of management, planning, organizing, commanding, coordinating and controlling. Gulick,(1929)states seven such functions under the catch word POSDCORB' which stands for planning, organizing, staffing, directing, coordinating, reporting and budgeting. Warren Haynes and Joseph Massie,(1950)classify management functions into decision-making, organizing, staffing, planning, controlling, communicating and directing. Koontz and O Donnell divide these functions into planning, organizing, staffing, directing and controlling.

For our purpose, the same following four as the functions of a manager: planning, organizing, directing and controlling. In the management of integrated functional adult literacy program different stake conference holders participate in the process of planning, organizing, directing and controlling activities. Management of these programs is joint responsibility of different stake holders. These include the project staff, the community the government bodies, civil service organizations, NGO, coordinators, IFAL learners and the community to involve actively in program decision process. Concerning adult education management in Ethiopia, it was stated that realizing the importance of coordination ,a national adult education management body was established at federal level with membership of different, relevant ministries including agricultural and rural development ,health, women' s affairs, youth and sports ,labor and social affairs (MoE,2010).

2.6. Training of Adult/ NFE Educators and Facilitators

In the Education Sector Development Plan, the government committed itself to linking the training of non-formal education facilitators with existing regional teacher education colleges(TECs).Yet, there is currently no national framework for the training of NFBE educators and trainers. Every region in Ethiopia trains it own teachers. Teacher Training Colleges are providing training to formal teachers and are increasingly becoming involved in the training of non-formal basic education

facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3intensive trainings during the mid-year break ,these non-formal education facilitators become certified. For, Somali Region has inducted non-formal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified, In Amhara Region,

Debremarkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Non-formal Education.

2.7. The Role of Facilitators

Facilitators ' play many roles to facilitate IFAL program. Their role is as multiple and flexible adapting to learners changing needs and expectation. As one time a facilitators control an activity at another time, she/he observe, while the learners are doing their work. Regarding to the role of facilitators SAIDE (2000) described him/her as a leader who encourage learners to participate actively, seeking whom makes learners responsible for the progress of an activity. Participants who join the learning in involving problems, making necessary discussions and an observer who withdraw completely to allo learners to make total responsibility for their own work. The practical nature of IFAL and non-formal education requires the use of active methods (active learning). In this respect, the training process varies with each discipline. However, the following steps can generally be carried out during a teaching or learning activity: The facilitator must explain the purpose of the class as thoroughly and accurately as possible, illustrating it with on or several concrete examples relevant to each learner, a discussion regarding the related subject is introduced. Discussion allows for the correction of potential misunderstanding and the adjustment of information for each learner, the facilitator evaluates individual learning by means of questions or exercises whose successful completion depends on the understanding of the information that has been given, the facilitator plans lessons in the community for applying what the participants have learned in class.(UNESCO, 2006)

2.8. An Over View of Adult and Functional Literacy in Ethiopia

The provision of adult education in Ethiopia has a long history. It can be divided in two major eras they are the traditional and modern .the traditional adult education programs run teaching and training in a formal way. Both the church and mosque had learning centers at all levels of schooling with their own curriculum. During that time teaching focused on spiritual life .The programs were learned adults to understand the life in this world is us less the resistance of change is its drawbacks. (Zeleke Woldemeskel, 2009).

The country started somewhat formally organized education program particularly intended for adults in 1948 by establishing the Berhanih Zare New (literally meant ‘ your light is today’) Institute Inquai, (1998), Wirtu (2005) and Kebede (2005), an institute intended to support the education of adults. Since then, there has always been some kind of adult education (mostly adult literacy) activities run at times by the Government alone and at other times by both the government and non-governmental organizations. Nonetheless, adult illiteracy remained a critical challenge to Ethiopia (MoE, 2008). From the end of the 19th century, the time when it took its present geographic shape, until 1974, Ethiopia had been under monarchical rule. This period is referred to as the pre-revolution period.

From 1974 to 1991 a Military Socialist Government ruled the country, a period referred to as the revolution period. By 1991 the Military Socialist Government gave way for a new coalition force that came to power after seventeen years of armed struggle. (Yalew dassie, 1992) During these three regimes Ethiopia experienced various types of education in general and adult literacy initiatives in particular adult literacy received a laissez faire treatment during the imperial regime (pre-1974); was approached with strong revolutionary zeal’ during the revolution period; and almost neglecteonal Literacy).

The military Socialist Government wanted to have citizens who could understand and accept the military re-interpretation of the Marxist-Leninist ideology and wanted to use adult literacy as an avenue to promote its ideology; a view which Papen(2005) labeled as the social control function of literacy. Hence, as is the case with almost all military-dominated socialist governments, the then Ethiopian Government used its strong hands to coerce citizens to attend the literacy program. This led the implementers to focus on the number of people who ‘ could’ read and write (said to be liberated from illiteracy); not on the liberation that comes from being literate. The conception of literacy continued to be the same in the literacy initiatives of both the imperial regime and the revolutionary government. For both, literacy is the capacity to do the three R’ s without much regard to functionality. The only exception to this was the experimental adult functional literacy introduced by UNESCO. In both systems, the deficit conception of literacy wherein illiteracy was equated to ignorance and an absolute state of being illiterate or literate has been assumed. (Mammo

2.9. Integrated Functional Adult Education in Ethiopian Context

Ethiopia recognized education as a key instrument for development in their education and training policy. In the last two and half decades, Ethiopia carried out a massive movement to improve educational access through various education strategies and Education Sector Development Programs (ESDP I - V) which were derived from the country Education and Training Policy (ETP, 1994). The major objective of the ETP is to produce competent graduate who can actively participate in the economic, political and social development endeavor of the country. However, the problem of quality and relevance needs emphasis.

The government of Ethiopia has used adult and non-formal education to assist development in others sectors of their economy. The country recognized that an educated population is a prerequisite to become competitive with in an international financial system. It helps to eradicate illiteracy and enable adult learners to increase problem-solving capacity. Moreover, it enhances the involvement of the public in poverty reduction struggle, empowers to utilize their money in a planned way, has positive impacts on children' s school enrolment and gender issue, use technological inputs in their livelihoods, and makes adult learners more productive and self-reliant (MoE, 2014).situations etc.).

The goal of ANFE is: To create a learning society by providing adult and no formal education linked to lifelong learning opportunities that meets the diverse learning needs of all and contributes to personal, societal and economic development (MoE, 2010). The key policy objective is to increase participation in ANFE programmers. Activities focus on creating and sustaining a literate environment and strengthened institutional capacity through the development of a more coordinated structure for adult education provision in the communities. Training programmers for facilitators and adult education tutors include andragogy as a core component. The development of relevant and quality materials that can be used to teach learners and apply literacy in real life situations through the IFAE course will be part and parcel of the program. Regions should consider the languages and needs of adults' learner in developing appropriate curricula which will serve as frameworks for IFAE materials development at the district level. IFAE graduates will be

provided with opportunities and allowed to transfer to formal education and TVET, or to pursue post-literacy sector of action.

2.10. Implementation of FAL program

Functional adult literacy is a participatory approach that provides skills on reading, writing and counting integrated with practical knowledge and skills. FAL program for poverty reduction go far beyond organizing basic literacy classes. It applied the Ugandan experience to Ethiopia conditions and developed a model of FAL projects for Ethiopia adopted in variations to specific conditions. The objectives are to link literacy education with livelihood skills training and to empower illiterate and semi-literate people to fight poverty (Sandhogs, 2008).

According to the ESDP -III, the third national five years education sector development program, about 5.2 million adults should receive functional adult literacy until 2011 (MoE, 2005). However, it is expected that there exist certain factors affecting the implementation process of functional adult literacy program. In relation to this, the numerous and serious problems encountering in implementation such as absence of strong leadership, insufficiencies in equipment, trained personnel and facilities, resistance to the program, Confusion and the rapid implementation of the program.

2.11. FAL personnel in program implementation

As in most adult education programs the type of personal needed could be grouped into roughly three categories (DVV, 2008).

1. **Facilitators:** those working directly with learners constitute the largest group. This group is supposed to facilitate the learning process of the adult learners, not to teach them. Hence, they are called facilitators. In traditional literacy education they were understood as teaching results and sometimes still called teachers. FAL facilitators need to have mastery of the subject matter, content, topic and them to teach or facilitate and must be well trained in the learning and teaching methods appropriate to adults. Moreover, be aware of learner' s needs and feelings and those of the society to which they belong. In addition, facilitators must possess specific qualifications and qualities.

2. Managers at different levels: This group is management with sub-classifications. The first are responsible for policy making and planning national strategies and programs at higher levels. They are involved in anticipating and responding to evere changing needs of the literacy education service and need to work with a variety of stakeholders. The other group is organizers and coordinators of service or program at grassroots level.

They support program development, organize and coordinate delivery of services. Managers of both classifications need to have an understanding of aims and principles of education and educational management with its entire dimension and an understanding of fundamentals of counseling, sociology and knowledge of teaching methods appropriate for adults (DVV, 2008).

3. The third categories, is professional leaders: whose sole role is to train adult education, do research, and disseminate new findings for improved understanding and policy formulation. Ethiopia has no far none (DVV, 2008).

CHAPTER THREE

3. RESEARCH DESING AND METHODOLOGY

This chapter presents the research design, the source of data, the sample population and sampling techniques carried out for the selection of responses, the type of instruments used to collect the data, the procedure pursued and the methods applied to analyze the data.

3.1. Research Design

Research design is plan for the study. Mainly the choice of the research design is based on the research problem in the study and the personal experiences of the researcher (Creswell, 2009). The main objective of this study is to assess the challenges of stakeholder's participation in implementing integrated functional adult education in Chaha woreda. Based on this research problem **Survey research design** was adopted for the study.

Descriptive Survey research design is relevant to gather detailed information on the existing status. Moreover, Descriptive Survey research design makes possible predictions of the future on the bases of findings on prevailing conditions. In line with this, Jose and Gonzales (2008) state that descriptive survey research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (2005) describes that descriptive survey research design helps to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

3.2. Research Methods

The main objective of this study was to assess the challenges of stakeholder' s participation in implementing IFAE. To attain this purpose **Mixed research method** was employed for collecting, analyzing and to understand the research problem. Mixed methods research is an approach to inquiry that combining or associates both qualitative and quantitative forms. Combing qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method sounds like good ideas using multiple

approaches can capitalize on the strengths of each approach and offset their different weakness. It could also provide more comprehensive answers to research question approach(Spratt, Walker &Robinson,2004.

In addition, regarding the advantage of mixed method, Creswell(2009)stated that, researchers may first survey and large number of individuals and there follow up with a few participants to obtain their specific language and voices to about the topic. In these situations, collecting both closed-ended and open-ended questions show advantages.

3.3. Study Area

This study was conducted in Gurage zone chaha woreda. Chaha woreda is one of the woredas is one of Gurage zone. This woreda has boundaries with oromiy a region the West, Ezha on the East, by oromiya Eaner on the , woreda on the south, north wabe river. The woreda has 50 above kebeles. There were adult and non-formal education activities in some of these kebeles.

3.4. Source of Data

The source of data which serve the study to be effective emerges from the research questions. In order to attain the objective of the study the researcher was used both primary and secondary data sources. The primary data were collected from participants of IFAL program. The participants are IFAL facilitators, school directors and Kebele education technical committee members. In view of supporting the information to be gathered through primary sources, secondary data related to IFAL program were collected from official documents of IFAL program, different published books, journals and articles.

3.5. Population, Sample size and sampling Technique

Chaha woreda administration was sub-divided into 50 above Kebeles.To make the study manageable from the total of 50 above Kebele Astepo Kebele,yeteterk wodero Kebele and After Kebele totally 3(three) were would selected by using Random simple since their accessibility and availability of IFAL training centers. From the selected 3 Kebeles, (3) adult education centers were choosen from each Kebeles two of them by simple Random method. Because the purpose of using Simple was used to obtain detail information about the study. The identification challenges of stokeholds and the researcher get the relevant information. Then, out of the existing IFAE facilitators (20) health extension workers,(26) agricultural extension workers;

and (30) teachers), totally (76) the total numbers facilitators of them selected as a subject of the study. affairs office, three (3)school principals, and (three)3 Kebele by using simple Random technique. Total facilitotar 76;three school director and kebele committee coordinatary 18 the total population 96 and theiry simple is 30

Table 1: Target Population, Sample size and Simpling Techniques

No	Items	Population	Simple	Simpling techniques
1	Facilitators	76	15	Simple Random
2	School Director	3	3	Availbility
3	Kebele Coordinating Committee	18	12	Simple Random
4	Total	96	30	

3.6. Data Collection Instruments

Instruments that used for data collection in this study were; questionnaire and, interviews and . Using these instruments both quantitative and qualitative data were collected. The analysis and interpretation could be made based on the information collected.

3.6.1 Questionnaires

A questionnaire is a data collection instrument filled by research participants as part of the research study. It helps to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions and behavioral intentions of research participants (Cohen & Morrison, 2007).

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).

In this study the researcher were used two sets of questionnaires first preparing in English and the Amah aria versions. Then, the translated Amah aria questionnaires were distributed to the

respondents to make them more comprehensible. The questionnaires were contained both closed-ended and open-ended items. Most of the closed-ended items were constructed in the form of multiple choice, while the open-ended questions were prepared to facilitators and kebeles technical committee in a form of that enable to collect the respondents' suggestions, comments and recommendations.

3.6.2. Interview

Interviews are an interchange of ideas among two or more individuals on a topic of common interest that are based on certainty of human interaction for knowledge production and emphasize the social situation of research data (Creswell, 2007). Johnson &Christensen (2008) concur that in an interview it is important that we establish rapport with the person we are interviewing and through interviews you were gather information we need in order to support our research and also it was served as a base line. Within the limited time and resources, it will help to collect information by interviewing collectively individuals who share a common factor, in groups in a comfortable environment at a convenient venue rather than from a series of individual interviews (Koul, 2009).

In this study predetermined questions were used with Principals and kebel coordinating committee get in depth information about the factors that affects stakeholder' s participation in implementing functional adult literacy program. An interview guide was prepared in Amarik so as to better detailed information from IFAL facilitation Principals. The interview was conducted on a face-to-face basis.

3.7. Data Collection Procedure

Data were collected simultaneously by using the above two data collection instruments as indicated above. To collect and administer the data from the field, the first task of the researcher was to inform the responsible bodies in order to conduct the data collection process and to get the necessary support. Then, the questionnaires were distributed and then collected them from each IFAL center respondents by the researcher himself. Besides, the researcher conducted an interview with IFAL Principals and kebele Coordinators, by assuming these key informants have knowledge and relevant data with regard to the research problem. Finally, the collected quantitative and qualitative data were tabulated for analyze and interpretation based on the research questions of the study.

3.8. Methods of Data Analysis

To analyze and interpret the collected data an integration of the qualitative and quantitative data analysis were employed. Data analysis refers to the method by which the data collected through one or more of data collecting instruments have been properly edited and then organized in the forms of tables or charts and analyzed by applying various well defined statistical formula based on the computation of various percentage, derivatives, coefficients, etc (Kothari,2004). In this study the response that had obtained from questionnaire, and interviewhad been organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close- ended questions were first presented in the tables and statistically analyzed using frequency and percentage; on the other hand, the data gathered using interview and questioner and were analyzed in narrative description way. This would be made because of the belief that the information collected can be more clearly analyzed.

3.9. Ethical Consideration

In order to have respondents " genuine responses and to make them free posible emphasis had been given to the ethical issues. These include the following enough information provided to the participants of the research regarding the objective and nature of study. Participants of the research have been told about the confidentiality of their response and there would also be considering of their permission.The review literature acknowledged accordingly. The name of respondents didn' t mention in the research.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS and INTERPRETATION

This chapter consists of three main parts. The first part discusses the respondents' personal information, while the second and the third part attempt to answer the research questions stated in the starting of writing the research proposal. Hence, later parts deals with the interpretation of detailed data gathered through questionnaire and interview. Briefly, this chapter is devoted to analysis and discussion of the data.

4.1. Background of the respondents

The overview of the respondents' background information, which entails the sex, age, and academic background, is presented in table 2 below

Table 2 the background information respondent

No	Characteristics	IFAL Facilitators		Schools Directors		Kebele Education Committee	
		F	%	F	%	F	%

1	Sex	Male	10	67	3	100	8	67
		Female	5	33	-	-	4	3
		Total	15	100	3	100	12	100
2	Age	20- 30 years	10	65	3	100	7	58
		31-40 years	5	33	-	-	4	33
		Above 41 years			-	-	1	8
		Total	15	100	3	100	12	100
3	Academic background	Below grade10	-	-	-	-	-	-
		Grade 10/12	-	-		-	-	-
		Certificate	-	-	-	-	-	-
		Diploma	9	60	-	60	9	75
		1st degree	6	40	2	67	3	25
		2nd degree	-	-	1	33	-	-
		Total	15	100	3	100	15	100

As indicated in table 2, regarding facilitators, 10(67%) of the facilitators respondents were male, and 5(33%) of the facilitators respondents were female. Regarding the age of the IFAL facilitators respondents, 10(67%) of the facilitators respondents were 20-30, and 5(33%) of the facilitators respondents were between the age of 31-40 years. Regarding the educational qualification of facilitators, 8(60%) of them have a diploma level qualification, and 6(40%) of them have a 1st degree qualification. This indicates that facilitators are well equipped to the level they are expected to discharge their responsibilities.

As indicated in table 2, 3(100%) all of the school directors were males. Whereas regarding the age of the school directors ,1 (33)

of the respondent was under the age group of 20-30,Year.This indicates the highest numbers of school directors were at the age group of below 40 years. Regarding the educational qualification of school directors most of them 4(80%) was having 1st degree, and 1(20%) respondents have 2 nd degree level qualification.

As indicated in table 2, regarding the kebeles IFAL education board committee members respondents, 8(67%) of the respondents were female and the rest 4(3%) of the respondents were male. Regarding the age of the kebeles IFAL education board committee members respondents, 1(.5%) of the respondents were above 41 years, and Regarding the educational qualification of kebeles IFAL education board committee members respondents, 9(75%) of the respondents have diploma level educational qualification and 3(25)the respendents have firest degree level educational qualification From these data one can summarize that most of IFAL kebeles education board committee members respondents are adequately qualified for their current role.

4.2. Organization and Management of IFAL Program.

Table 3: Organization and Management of IFAE program

No	Item		Kebeles Committee and Facilitators	
			Frequency	%
1	Do the coordinating committees at all levels: Woreda, Kebele and Mender have plan for IFAL implementation?	Yes	28	93
		No	4	13
		Total	30	100
2	Do the Woreda and Kebele committee have regular meeting?	Yes	5	17
		No	25	83
		Total	30	100
3	Do the coordinating committees at Woreda and Kebele level have conducted meetings together to discuss on the issues related to	Yes	9	30
		No	21	70

	IFAL program?	Total	30	100
4	Do you think that the IFAL program in your Kebele or Woreda is implemented successfully in the last two-three years?	Yes	4	13
		No	26	86
		Total	30	100

As indicated in table 3, for item 1, most of respondents 28(93%) responded that the coordinating committee at all levels(woreda, kebeles and centers) have a plan for IFAE implementation, insignificant number of respondents which were 4(13%) responded that the coordinating committee at all levels(woreda, kebeles and centers) had no a plan for IFAE implementation.

As indicated in table 3, for item 2 and 3, respondents 25 (83%) explained that the committee at the woreda, kebeles and center level had no regular meeting schedule and it gives direction during meeting organized spontaneously, insignificant number of respondents which were 5(17%) responded that as the coordinating committee at all levels had regular meeting schedule and it gives direction during meeting organized spontaneously.

As indicated in table 3, for item 4, concerning about the success of the program 26(86%) of the respondents respond as the program was not implemented successfully, whereas the rest 4(13%) of respondents are respond as the program was implemented successfully. From this one can conclude the program was not implemented successfully in the study area.

Hence to explore how much the coordinating committees at all levels are managing the literacy program, respondents were requested to reflect their views: In the interview discussion with school directors, school and Kebele Coommittee revealed that coordinating committees were formed at all levels their performance in relation to responsibilities delegated to them is unsatisfactory. The lack of permanent meeting schedule of the committee was believed by woreda educational officials as the main causes delayed to pass decision on critical issues that faced the program. The delays have also impact on the general activities and achievements of the program. Hence the support provided from the committee is unsatisfactory and disorganized. The interview from respondent indicated that all activities of the literacy

program were left to the woreda education office and mostly for literacy teachers and facilitators working in each center.

From this we can conclude that the organization of the program was not implement based on clearly stated roles and responsibilities of stakeholders and not formulated based on legal structure from Woreda to the center.

4.3. Regarding Stakeholders Participation In IFAL

Table 4: Availability of IFAE in the study Area.

No	Items (questions)	Responses	Kebeles Committee and Facilitators	
			Number of Respondents	Percent (%)
1	Does IFAE program is implementing in your locality?	Yes	30	100
		No	-	-
		Total	30	100
2	If your answer for question No.1 is "Yes" how you explain the level of its implementation?	V/High	-	-
		High	-	-
		Medium	6	20
		Low	22	70
		V/Low	3	30
		Total	30	100

As indicated in table 4, all of the respondents .30(100%) were responded that IFAE was implementing in their locality. This indicates that the implementation of IFAE program is going as much as possible in the study area.

Concerning item 2 of table 4, the respondents were asked to rate the level of the IFAE program implementation, most of the respondents 21(70%) rated the level of IFAE program

implementation in their locality was at low level; Similarly, insignificant number of respondents which were 9(20%) rated on very low level; whereas, the rest insignificant number of respondents which were 6(20%) rated on medium level. There are no respondents rated at high or very high. This indicates that majority of the respondents rated the implementation level of IFAE program on low status.

From this we can conclude that the IFAE program implementation process was rated at low level and not implemented in the way as it was intended in the study area.

Table 5: Involvement of stakeholders in the study area.

No	Items (questions)	Responses	Kebeles Committee and Facilitators	
			Number of Respondents	Percent (%)
1	Do all stakeholders participate in facilitating IFAE program in your locality?	Yes	8	27
		No	22	73
		Total	30	100
2	If your answer for question No.1 is "NO", what does become challenge them to participate in facilitating IFAE?	Lack of training for stakeholders.	8	27
		Lack of allocated budget for the program.	15	50
		Lack of incentives for stakeholders.	7	23
		Others		
		Total	30	100

As indicated in table 5, most of the respondents, 22(73%) were responded that all stakeholders does not properly participate in facilitating IFAE; whereas, insignificant number of respondents

8(27%) were responded that all stakeholders are involved in facilitating IFAE by controlling a certain challenge. This indicates that the majority of the respondents confirmed as all does not sufficiently participate in facilitating IFAL program in the study area.

Concerning item 2 of table 5 the respondents were asked to explain their views the reason what does become challenge for stakeholders to participate in facilitating IFAE program most of the respondents which were 15(50%) show their views as lack of allocated budget for the program. Moreover, the response gathered through interview also revealed that the amount and source of budget for the program was very limited. For example, one of the IFAL coordinator said that "there was no special budget allocated for the implementation of IFAL program and the source of budget for IFAL was limited to government because of absence of NGO and private organization which support the program in the area and this in turn resulted in poor facilities; weak monitoring and support system, and weak performance of stakeholders participation in facilitating the program in the study area". In addition, One of the school directors said that " in the center in which I am coordinating, the facilitators are always asking me whether there is budget allocated for this program and those woreda level coordinators told us that there is no any allocated budget this resulted poor commitment among stakeholders" .(28-05-2012 E.C, Birbirsa kebeles). From this we can conclude that lack of allocated budget for the implementation of IFAE program is one of the factors that affect stakeholder' s participation in implementing IFAE program in the study area.

Concerning item 2 of table 5 the respondents were asked to explain their views the reason what does become challenge for stakeholders to participate in facilitating IFAE program, insignificant number of respondents which were 8(27%) show their views as lack of training for the stakeholders. This indicates that the absence of adequate training for stakeholders in the implementation of IFAL program is one of the factors that affect stakeholder' s participation in facilitating IFAL program.

Concerning item 2 of table 5 the respondents were asked to explain their views the reason what does become challenge for stakeholders to participate in facilitating IFAE program, the rest insignificant number of respondents which were 7(23%) show their views as lack of incentives for stakeholders. Moreover, the result of interview conducted with selected IFAL school directors, and coordination Coommitte revealed that there was less satisfaction and poor

cooperation of IFAL facilitators because of poor incentive particularly among the facilitators from health and agriculture sector who had very less interest to work cooperatively with formally employed facilitators; and there was poor sense of responsibility among IFAL facilitators' in the study area. Education Bureau identified the salary of 1013 ETB per month for newly employed formal facilitators and 280 ETB per month additional payment for heath extension and agriculture extension workers (Oromia Education Bureau, 2011). However, the results of the study indicated that the incentive was not satisfactory, and the amount of payment allowed for health and agriculture extension worker was not functional in the study area. This indicates that lack of incentives for stakeholders in the implementation of IFAE program is one of the factors that affect stakeholder' s participation in facilitating IFAL program.

In general, based on the above information we can conclude that lack of incentives for stakeholders, lack of the allocated budget for the program and lack of training for stakeholders were among the major challenges that affect stakeholders participation in implementing IFAE program in the study area.

Table 6: Regarding factors affecting stakeholders participation

No	Items (questions)	Responses	Kebeles Committee and Facilitators	
			Number of Respondents	Percent (%)
1	Does absence of memorandum at woreda and Kebele level among the stakeholders for their appointment can affect them to facilitate IFAE program?	Strongly agree	18	60
		Agree	12	40
		Strongly disagree	-	-
		Disagree	-	-
		Undecided	-	-
		Total	30	100
2	What are the frequent challenges that affect stakeholder' s participation to support the effectiveness of IFAE program?	Less attention given from the administrative bodies	17	57
		Lack of facilitators Commitment	3	10
		Absence of monitoring	4	13

		and supporting system		
		Poor performance of coordinating committee at all levels	6	20
		Total	30	100

As indicated in table 6 item 1, most of the respondents 18(60%) were strongly agree for that of absences of memorandum at woreda and Kebele level for their appointment; whereas, 12(40%) of respondents were agree for that of absences of memorandum at woreda and kebele level for their appointment. There are no respondents shows their views at strongly disagree, disagree and undecided. Moreover, the response gathered through interview also shows there were gap in building partnership with other sectors to implement IFAL program. This shows the engagement of other sectors in IFAL program was not carefully carried out according to the principles and implementation guide line of IFAL program. From this we can conclude that the cooperation among different IFAL stakeholders in facilitating the program was very week and the program is being implemented in unorganized way in the study area.

As indicated in table 6 item 2, regarding what are the frequent challenges that affect stakeholders participation, 17(57%) respondents were show their views as less attention given for the program from the administrative bodies affect stakeholders participation. Moreover, the results of interview conducted with selected school directors, revealed that the consideration given from the woreda administrative bodies to the implementation of IFAE program was very low this results poor stakeholders participation in facilitating the program. From this we can conclude that less attention given from woreda administrative bodies for the implementation of IFAE program is one the factors that affect stakeholders' participation in facilitating IFAL program in the study area.

As indicated in table 6, item 2, regarding what are the frequent challenges that affect stakeholders participation, 6(26%) respondents were show their views as poor performance of the coordinating committee, which indicates as a result the poor performance of the coordinating committee, literacy centers are not properly managed and IFAL is not properly implemented as planned. From this we can conclude that the existing gap poor performance of

coordinating committee was one of the factors that affect stakeholder' s participation in facilitating IFAE program in the study area.

As indicated in table 6, item 2, regarding what are the frequent challenges that affect stakeholder' s participation, insignificant number of the respondents 4(13%) were show their views as Lack of monitoring and strong institutional support in functional adult literacy program. Moreover, the interview held with IFAL coordinators confirmed the existence of the problem. Accordingly, one of the school directors said " As far as my experience was concerned no one came purposely to monitor and evaluate the implementation of IFAL. Rather very rarely experts from woreda come for other purpose and ask if there is IFAL site this affect the motivation of facilitators work with adult learners at centers." This indicates high gap existing in monitoring and institutional supporting system in implementing functional adult literacy program affect stakeholders participation in the study area. From this we can conclude that lack of monitoring and strong instructional supporting system was one of the factors that affect stakeholder' s participation in facilitating IFAL program in the study area.

As indicated in table 6, item 2, regarding what are the frequent challenges that affect stakeholder' s participation, 3(10%) respondents were show their views as lack of facilitators commitment affect stakeholders participation. Moreover, the results of interview conducted with selected school directors, supervisors and woreda IFAL coordinators revealed that despite the difference in level of commitment between individuals or groups, the commitment of facilitators was low because of inappropriate conditions, lack of incentive, lack of training on the methodology of delivering the IFAL contents, less emphasis of program coordinators to strengthen the implementation of the program, poor cooperation among stakeholders, lack of resources, and misunderstanding among stakeholders about the responsibility of implementing the program. From the information gathered, we can conclude that lack of facilitator' s commitment was one of the factors that affect stakeholder' s participation in the implementation of IFAL program in the study area.

4.4. The Major problems affecting stakeholders participation in the Implementation of IFAL Program

Open ended question were presented at the last part of questionnaire prepared for literacy facilitators and the participant program concerned.

The question requires respondents list down major problems and suggest possible solutions. Similarly in the interview with the concerned body they were requested to state major challenges that affect stakeholders participation in facilitating IFAL program and provide solution for each problems. The result obtained from the questionnaire and interviews was presented as follows:

In adequate training of literacy teachers and facilitators, lack of trained man power, lack of cooperation from the committee, misunderstanding among stakeholders about the responsibility of implementing the program, lack of responsibility and accountability, poor support from the community to maintain and construct literacy centers, lack of awareness created about IFAL program and the engagement of other sectors, inadequate budget allocation to literacy program that could enables facilitators and teachers to accomplish the desired task & inadequate salary, lack of interest and commitment to teach IFAL in integrated manners (lack of strong networking) and lack of regular supervision were the major challenges that affect stakeholders participation in implementing IFAE in the study area.

These problems are also indicated in ministry of educations 2015 document. Adult literacy and education has been suffering from neglect that emanated from lack of political will on the part of the government. As a consequence, adult literacy and education remained peripheral to education policies and the resources allocated to it have been kept to the minimal. One of the challenges is, therefore, to convince the government to attach high importance to the development of adult education and literacy and design policy, in collaboration with social partners and other stakeholders to promote adult education. Though very important, the political will and designing the policy can be meaningful only if it is backed by the allocation of the necessary resources. Civil society organizations (including NGOs) and other social partners, as they are young and up-coming and also few in number, may not be in a position to influence or make a pressure on the incumbent to positively respond to the popular demand; this is also another area of challenge (Mammo kebede,2005).

4.5. Suggested possible solution

As the solution to the above stated problem of literacy program literacy facilitators, school directors, and kebeles IFAL committees suggested the following points : reduce the

extended responsibility to coordinating committees at all levels and establish responsible and independent institution that has authority on implementation of the program, improve IFAL facilitators training and equip them with skills of teaching IFAL program, accomplish the plan prepared each year and strengthen stakeholders collaboration in the woreda, allocate adequate budget for the implementation of the program, allocate appropriate and reasonable monthly payments to literacy facilitators, increase the commitment of different sectors to participate in IFAL, giving motivation for all stakeholders according to their performance in the IFAL program, raise intensive supervision schedule and organize discussions with all stakeholders.

(MoE, 2015) also stated that expanding IFAL and Post-IFAE program in all regions equitably ,improving women' s participation in IFAE and post-IFAE program, expanding continuing education programs piloted in emerging regions, improving the quality of adult and non-formal education, creating a strong and efficient institutional system for adult and nonformal education at all levels. To conclude it would be valuable to point out major inputs that were listed by Canon and Borida (1985) that are essential for effective mass mobilization for adult literacy programs. These factors are: Real political will that is supported by appropriate financial, human and materials resources. In addition commitment at all levels of the political structure. Use of all available media to the mobilization of the masses to participate and have understanding about the objectives of the literacy progra

CHAPTER FIVE 5.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary of major findings, conclusions and recommendations of the study

5.1. Summary

The major objective of this study was to assess the challenges of stakeholders participation in implementing integrated functional adult literacy program in Chaha woreda, Gurage zone, South Nation Nationality people ofEthiopia(SNNPE) Regional State. To attain this the study attempted to give answers to the following research questions.

1. How is the integrated functional adult education program managed?

2. Do all stakeholders actively participate in facilitating integrated functional adult education?

3. What are the major challenges that affect stakeholder' s participation to facilitate the program effectively?

4. What are the possible solutions for their active participation?

The sources of data for the study were; 76 IFAL facilitators, 18 kebeles IFAL committee, 3 school directors and The employed research design was descriptive survey in which both quantitative and qualitative research methodology were incorporated.The Sample Random techniques were employed to select the respondents of the study and percentage and frequency was used to analyze the collected data. The instrument used for data collections were; questionnaire, anf interview.Two separate sets of questionnaire were prepared to be completed by IFAL facilitators and kebeles IFAL coordinating committee. The interview was employed to school directors.

Based on the analysis of the data the following findings were obtained from the study:

- Regarding the IFAL coordinating committees were formed at all levels starting from woreda to center. However, the committees' performance was found to be weak and uncoordinated at all levels. The committee did not accomplish the responsibilities given to them consequently several problems .woreda, to have participation in the literacy program and its effort was not found to be effective.
- Regarding the implementation of IFAL the majority of the respondents give their responses that the level of IFAL program Implementation, the level of stakeholders participation in facilitating IFAL program, and monitoring system of coordinated sectors were low.
- Regarding the challenges that encountered on stakeholders participation in the implementation of IFAL program, the majority of the respondents agreed that there is lack of attention given for the program from woreda administrative body, lack of training for stakeholders, lack of trained man power, lack of cooperation from the committee, misunderstanding among stakeholders about

the responsibility of implementing the program, lack of responsibility and accountability, lack of awareness created about IFAL program and the engagement of other sectors, inadequate budget allocation to literacy program that could enables facilitators and teachers to accomplish the desired task & inadequate salary, lack of interest and commitment to teach IFAL in integrated manners (lack of strong networking) and lack of regular lack of incentives for facilitators, lack of pre-service training for facilitators, lack of commitment of facilitators and lack of motivation of facilitators were challenges that encountered towards stakeholders participation in the implementation of IFAL program.

With respect to possible ways to improve stakeholders participation in the implementation of IFAL program, the majority of the respondents suggested that providing incentives for facilitators reduce the extended responsibility to coordinating committees at all levels and establish responsible and independent institution that has authority on implementation of the program,improve IFAL facilitators training and equip them with skills of teaching IFAL program coordination, accomplish the plan prepared each year and strengthen stakeholders collaboration in the woreda, allocate adequate budget for the implementation of the program, allocate appropriate and reasonable monthly payments to literacy facilitators, increase the commitment of different sectors to participate in IFAL, giving motivation for all stakeholders according to their performance in the IFAL program, scheduled and organized discussions with all stakeholders.

5.2. Conclusion

The main objective of this research was to assess the challenges of stakeholders participation in implementing integrated functional adult literacy program among three kebeles 0f Chaha woreda administration. The results of the study indicate that the level of stakeholders participation in practical implementation of IFAL program was very low; IFAL facilitators have low commitment to implement the program; the cooperation among different IFAL stakeholders was very week. Besides, poor commitment among stakeholders was resulted in poor stakeholder' s participation in the implementation of the program. Furthermore, inadequate training and incentive for facilitators, and poor facilities

bottlenecked the effort to effectively address the needs of adult learners and achieve the objectives of the program. Moreover, the poor funding and limited participation of key stakeholders leads to program failure to achieve its goals and poor implementation of the program in the study area.

Therefore, it is important to further strengthen the participation of all stakeholders in facilitating IFAL program by increasing the level of IFAL enabling factors; participation of all key stakeholders in planning, implementing, monitoring and evaluation of the IFAL activities and implementing post literacy interventions to effectively implement the program in the study area.

5.3. Recommendations

Based on the findings, the following recommendations forwarded.

- Regarding the duties and responsibilities assigned to coordinating committee at all level, it is important to creating responsible and independent institution that has authority to govern on implementation of the program.
- Woreda education office with other sectors like health, and agriculture, should discuss and strength the collaboration of all stakeholders from woreda up to center level.
- The woreda integrated adult literacy board should improve IFAL stakeholders motivation and providing adequate training to stakeholders, improve monthly salary and motivating them using different techniques.
- The IFAL program should have experts in field and at the woreda for support, monitoring and evaluation.
- Regarding literacy teachers and facilitators the coordinating committees should provide adequate training, improving their payments.

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7. APPENDICES

APPENDIX A:

Questionnaire to be filled by FAL facilitators and Kebeles Technical Committee Members.

The main purpose of this questionnaire is to collect information for the research study on the challenges of stakeholder' s participation in implementing integrated functional adult education program in Chaha woreda. Moreover, it helps to assess the situation on the stakeholder' s participation in facilitating functional adult education. Therefore, I honestly request your contribution in filling this questionnaire responsibly because your honest response is great importance for the success of this study. I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses were kept confidential.

Dear respondents!

It is unnecessary to write your name.

Please circle the correct choice that indicates your responses.

Specify questions for the alternative " others" .

For open-ended questions give short and precise answers on the space provided.

PART ONE: Personal Information

Dear responders:- please circle the answer from the given alternatives

1. **Sex** : A. Male B. Female
2. **Age group:** A. 20-30 B. 31-40 C. 41-50 D. Above 51

3. **Education level**:

A. Incomplete grade 10 B. Certificate 10+1 or 10+2 C. Diploma D. Degree E. Masters F. Other----------

PART TWO: Dear respondent:- please mark your answer from the alternative given for each question stated below:-

Regarding Organization and Management of adult education

Based upon your personal feeling put your option by putting (V) under your corresponding answer. Note: Say Yes or No

No	Items	Yes	No
1	Does the coordinating committees at all levels (Woreda, Kebele and center) preparing a working plan for effective implementation of the program?		
2	Does the Woreda and Kebele committee have regular meetings?		
3	Do the coordinating committees at Woreda and Kebele level have conducted meetings together to discuss on the issues of the program?		
4	Do you think that the IFAL program in your Kebele or Woreda is implemented successfully in the last two-three years?		

Regarding Stakeholders Participation in Facilitating Integrated Functional Adult Education

Based upon your personal feeling put your option by putting (V) under your corresponding answer.
Note: Say Yes or No

No	Items	Yes	No
1	Does integrated functional adult education program implementing in your		

	locality?		
2	If your answer for question No.1 is "Yes" how you explain the level of its implementation? Avery High B. High C. Medium D. Low E. Very low		
1	Do all stakeholders participate in facilitating IFAE program in your locality?		
2	If your answer for question No.1 is "NO", what does become challenge them to facilitate IFAE? A. Lack of training for stakeholders. B. Lack of allocated budget for the program. C. Lack of incentives for stakeholders. D. Other		

1	Does absence of memorandum at woreda and Kebele level among the stakeholders for their appointment can affect them to facilitate IFAE program?		
2	What are the frequent challenges that affect stakeholder' s participation to support the effectiveness of IFAE program? A. Less attention given from the administrative bodies. B. Lack of facilitators Commitment.		

	C. Absence of monitoring and supporting system. D. Poor performance of coordinating committee at all levels E. Other		

4.4. As your think what are the major factors that affect stakeholders' participation to facilitate IFAE?

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4. 5.What is the possible solution for effective stakeholders' participation?

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APPENDIX B:

Interview Questionnaire to be completed by IFAE program woreda coordinators and some selected school directors.

General Information

This questionnaire is prepared with the aim to study the challenges of stakeholders participation in implementing Integrated Functional Adult Literacy Program in Chaha woreda Please give your response according to you are asked.

I. Personal Information (Data)

1. Work place _____

2. Sex: Male _____ Female _____

3. Educational level _____

II. General Information

1. How is the functional adult literacy program managed? ----------
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2. Does integrated functional adult education program implementing in your locality? ----------
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3. Do all stakeholders actively participate in facilitating IFAE program at woreda and Kebele level? ----------

4. What are the main factors that affect stakeholders participation in implementing integrated functional adult literacy program in your locality? ----------
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5. What measures do you suggest to be taken to improve stakeholders participation in IFAL program? ----------