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Practice and Challenges of Functional Adult Literacy Program in Wondo Genet
Woreda, Sidama Region.

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ABSTRACT

Taking to the roles and importance of education in the human society, nations including Ethiopia have adopted various forms of education to serve as a means of capacity building. Education, literacy and knowledge are further acquired through the various forms of education that includes: formal learning, informal learning and non-formal learning. To achieve a nation's national goal(s), build a world of true democracy, attain high level of sustenance/living for citizens of a country and develop all citizenry in various capacities; adult/non-formal education is imperative because formal education which is embedded within the principles of formal school system cannot achieve these alone. Adult and non-formal education includes any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population.

According to the director general of UNESCO functional literacy development born (work oriented literacy) was a September, 1965. The merge of functional adult literacy program to educational progress as a whole child of third world. To implement FAL program in developing countries particularly in Ethiopia strengthening the organizational and managerial capacity of FAL is a decisive factor for socio-economic, cultural and political development. In Ethiopia stakeholder's participation of functional adult education program implementation are not sufficient unless the functional adult literacy centers are properly managed and organized. The former study is the implementation of IFAE in SNNPR Sidama Region, Wondo Genet woreda: the latter, study are the structure and management of IFAE in Chuko town.

Functional adult literacy plays an important role in eradicating illiteracy rate in Ethiopia in general and in Sidama Region, Wondo Genet woreda in Chuko town in particular. Functional adult literacy enables the learner to build their capacity in the world of work. The aim of the program is to impart literacy and numeric skills to the poor and vulnerable groups that will help them to effectively participate in the economic growth and development process at the community level. But functional adult literacy faced imbalance of literacy distribution to practice the program.

keywords:-challenges and practice.

LIST OF ABBREVIATION AND ACRONYMS

ANFE:-adult and non-formal education

ESDP:-educational sector development program

FAE:- functional adult education

MoE:-ministry of education

SNNPR:-south nation nationality and people region

GTP:- growth and transformation plan

UNESCO:-united nation educational sector cooperative organization

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Back ground of the Study

Globally, the importance of Adult and Non-Formal Education (ANFE) has been identified in response to the societal challenges by helping individuals through providing education, literacy and training schemes that will aid them tackle these challenges. Therefore, countries deemed it necessary to incorporate this form of education in their system. Adult and Non-Formal Education (ANFE) is also a means in which the MDGs and EFA goals could be obtained. This was ascertained in the 2000 Dakar framework, framework for Action to Meet Basic Learning Needs agreed to by nations at Jomtien, Thailand in 1990 and other UNESCO world conferences/meetings (UNESCO, 2008). Adult and Non-Formal Education (ANFE) aids development in the society by providing various imperatives by which human capacity can be developed for attaining sustainable livelihoods in the society.

Education is an instrument for nation-building and national development. According to Education and Training Policy of Ethiopia (1994) it is a process by which human being transfer his/ her experiences, new findings and values accumulated over the year, in his struggle for survived and development, through generation. Education enables individuals and society to make all-rounded participation in the development process through equipping the individual and society with the right skills, knowledge, abilities, competence, attitudes, behaviour and values. Education is equally a means to an end which assist citizens of a nation to develop their full potentials and capacity to function effectively in their society as well as attain sustainable livelihoods. Taking to the roles and importance of education in the human society, nations including Ethiopia have adopted various forms of education to serve as a means of capacity building. Education, literacy and knowledge are further acquired through the various forms of education that includes: formal learning, informal learning and non-formal learning. To achieve a nation's national goal(s), build a world of true democracy, attain high level of sustenance/living for citizens of a country and develop all citizenry in various capacities; adult/non-formal education is imperative because formal education which is embedded within the principles of formal school system cannot achieve these alone. Adult and non-formal education includes any organized systematic educational activity carried on outside the framework of the formal school

system to provide selected type of learning to particular sub-group in the population, adults as well as children (Egbezor and Okanezi, 2008).

According to Nzeneri (2008) adult and non-formal education accommodates all the forms of formal, non-formal and informal aspects of education given to men and women (alone, in groups or institutional settings) to improve them in their society by increasing their skills, their knowledge, understanding, attitudes and sensitiveness.

That why the Ethiopian government has officially endorsed adult and nonformula basic education and other mediums as viable methods of striving to reach the Millennium Development Goals. Government, donors, civil society, communities and other actors are highly engaged in and financially committed to the provision of non-formula and basic education. Moreover, the Education Sector Development Program III for 2005/2006 ³/₈ 2010/2011, Ethiopia²'s national action plan on education, specifically discusses the adult and non-formal education program and defines it to include a range of basic education and training components for out-of-school children and adults. The action plan defines the content of the adult and non-formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non-formal education: i) alternative basic education for out-of-school children between the ages of 7-14, ii) a functional adult literacy program for youth and adults over 15 and iii) Community skills training centers for youth and adults(Ethiopian non-formal education, 2007). In addition, the Ethiopian government developed national adult education strategies in 2008 with general objective; to establish a well- planned, organized and coordinated adult education system that will provide opportunities to youth and adults to access quality and relevant learning programmes to enable them to participate competently in social, economic and political development of the country. Therefore, ANFE has been designed for all categories/class of people in the society which ranges from the stark illiterates in the society, dropouts from formal school; the disadvantaged/marginalized groups which includes: women/girl-child, physically challenged group, prisoners, migrant fishermen/farmers, nomads, etc; workers of different categories/levels and professionals of all types; and the educated people in the society. To successfully achieve the goals of ANFE in Ethiopia, new paradigm of adult

education programs was introduced; Integrated Functional adult education. The new approach incorporate the health literacy programs , gender programmes , civic, agricultural programs and income generation programmes targeted the disadvantaged, less privileged / vulnerable groups in the society those listed in the above part of this paragraphs.

Even if all these programmes are advocated, there are yet lots of challenges affect the management of ANFE in Ethiopia, especially in remote rural areas which hinders full implementation of all this programmes; such as poor funding, inadequate provision of human and material resources, politicizing ANFE, lack of professionals in the field, inadequate and unstable facilitators, problem of staff development and training, shortage of facilities including learning centers, inadequate programmes monitoring, evaluation and supervision,). Therefore, adequate attention, priority and efforts must be channeled towards ANFE Which is imperative as spring board to develop and improve human capacity development and aid individuals to attain sustainable livelihood. ANFE has since its inception worldwide played significant roles in socio-economic, political and cultural development of the society. This role ranges from providing literacy, poverty eradication, people's conscientization out of ignorance and eradication of diseases. It has played a great role in raising the socio-economic status and increasing the income earnings of citizens. Through civic education, people are aware of their civic duties and responsibilities, get involved in the political activities of their communities, be able to express their fundamental rights and build a culture of democracy.

According to the director general of UNESCO functional literacy development born (work oriented literacy) was a September, 1965. The merge of functional adult literacy program to educational progress as a whole child of third world. To implement FAL program in developing countries particularly in Ethiopia strengthening the organizational and managerial capacity of FAL is a decisive factor for socio-economic, cultural and political development. In Ethiopia stakeholder's participation of functional adult education program implementation are not sufficient unless the functional adult literacy centers are properly managed and organized.

DebelHundessa (2011) on his summary of findings indicate that female participation was very low in the process of functional adult literacy program. However, still the problems are not solved in Sidama Region, Wondo Genet Woreda in Chuko town center particular. Under the federal system of government education is a shared responsibility of the federal, regional state

woreda government (MOE, 2006). The ministry of education gives technical and policy support to regional state and manages universal educational programs. Functional adult literacy program is a functional literacy program that reaches out to adults and young people aged above 15 or older and available to women, the disabilities and minority groups.

1.2 Statement of the Problem

According to (UNESCO, 1997). Adult education plays an important role in increasing literacy rate, in building the capacity of adult in the world of work, in promoting gender equity, the development of democracy and culture of peace. Cognizant of this, the Ethiopian government has included adult and non-formal education as an integral part of education system (MoE, 2005). In 2008, it endorsed the National adult education strategy that has served as a legal base for the provision of diverse form of adult and non-formal education. The government of Ethiopia indicate that IFAL is its one of its priority areas (MoE, 2010). However, only few studies are conducted in the area of the implementation of IFAE since then. Among those studies are Merga(2011), Simret(2012).

The former study is the implementation of IFAE in SNNPR Sidama Region, Wondo Genet woreda: the latter, study are the structure and management of IFAE in Chuko town.

Functional adult literacy plays an important role in eradicating illiteracy rate in Ethiopia in general and in Sidama Region, Wondo Genet woreda in Chuko town in particular. Functional adult literacy enables the learner to build their capacity in the world of work. In promoting their economy and having well in come and making their country the culture of peace. The aim of the program is to important literacy and numeric skills to the poor and vulnerable groups that will help them to effectively participate in the economic growth and development process at the community level. But functional adult literacy faced imbalance of literacy distribution to practice the program.

Most literacy centers are not purposively built or ended even built. In many villages learning takes place outside under a tree or in someone's backward others used churches, community halls or even formal classroom. Inadequate supply of literacy material and limited financial support towards the development of financial adult education program staff members. This is highly challenge or contributed for the challenge to distribute functional adult literacy in practice particularly in Sidama Region, Wondo Genet woreda Chuko town adult education centers.

1.3 Basic Research Questions

1. What are the practice of FAL in Wondo Genet woreda Chuko town look like?
2. What are the role of facilitators and supervisors for FAL for its effective distribution and practice?
3. What are the major challenges that hinder FAL Program?
4. What should be done to minimize those challenges to practice FAL effectively?

1.4. Objective of the Study

1.4.1. General objective

The general objective of the study is to critically study the major challenges for the distribution and practices of functional adult literacy in Wondo Genet Woreda Chuko town.

1.4.2. The Specific objectives

To assess the practice of FAL in Wondo Genet Woreda look like.

To assess the role of facilitators and supervisors for FAL for its effective distribution and practice.

To assess the major challenges that hinder FAL program?

To investigate measures Solution to minimize those challenges to practice FAL effectively.

1.5. Significance of the Study

The study can provide for the facilitators and the communities members need to be literate by pointing out the challenges. And also identify the challenges for the distribution and practices of functional adult literacy the case of Wondo Genet woreda Chuko town. therefore, the study may help all functional adult educators in the community. The study can be paving the way to those who need to make further study in the study area.

1.6. Delimitation of the Study

By taking the availability time and resources into consideration, the study was delimited its geographical coverage in Sidama Region, Wondo Genet Woreda in Chuko town and conceptually the Practice and Challenges of Functional Adult Literacy Program in Sidama Region, Wondo Genet Woreda in Chuko town.

1.7. Limitations of the Study

While conducting the research, there were difficulties occurred against the researcher. Those include: lack of budgets. And time constraints since the target group specially, the learners are not available enough as they have fixed time for learning due to this it was took much time to collect the data.

1.8. Definition of Key Terms

Functional adult literacy is act of reading, writing and numeracy of functional purpose for obtaining something good. Literacy is the ability to read, write, spell listen and etc.

Practice: - practice is FAL program in Ethiopia ongoing growth and transformation plan(GTP) and educational sector development program(ESDP) the focuse has shifted toward Functional Adult Literacy(FAL) to ensure the active participation of the newly literate population in social and economic development with overall framework to promote adult education with special focuses on women.

Challenge: - challenge is lack of incentives for instructors. Inadequate supply of literacy materials and limited financial support towards the development of FAL management information system.

1.9. Organization of the Study

This study consists of five chapter the first chapter deals with background of the study, statement of the problem, basic research questions, objectives of the study, significant of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. The second chapter concerned with review of related literature. The third chapter deals with methodology of the study. The fourth chapter includes data analysis, presentation and interpretation. The last chapter deals with summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Literacy

Adult literacy is the foundation for lifelong learning in a world in which text are important. Low level of literacy is one of the most several barriers to adult gaining knowledge and skills, because of the high levels of illiteracy in Africa. The provision of literacy has often, understandably, become a key, if not the dominant, form of adult education provision.

Literacy is the act of reading, writing and being able to do simple arithmetic. It also defined as the ability to acquire the essential knowledge and skill that enable individuals to actively participate in all the activities to which reading and writing needed.

Literacy is no longer seen as a simple skill or competency but as a process it is more than just the technology by which we presently know it whether pen, paper, computer etc. Paulo Freire provided asocial, political and economic analysis of the process which affects people's knowledge and beliefs forming their consciousness of their situation. For Freire no educational or developmental process can be neutral (Archer and Conttingham, 1996). Literacy is a minimum requirement for fundamental education as including domestic skills, knowledge of other cultures and an attributes such as initiative and freedom (Jhones,1996a).

2.2. Concept of Adult Literacy

According to Dubin and Kuhlman, cited by Mungal Mary Warlgia literacy has many meanings that go beyond the simple definition of reading and writing that the word literacy itself has come to mean competence, knowledge and skills. Common expressions such as computer literacy and as core of other usages in which literacy stands for know-how and awareness of the first word in the expression (Dubin F and Kuhlman, 1992)

Adult literacy is the collective responsibility of every individual in the community that is to develop meaning making with all human modes of communications to transmit and receive information (Cope land and Kelfe, 2007). National assessment of adult literacy (NAAL) defined literacy as both task based and skill based, task based definition focused on the everyday literacy tasks an adult can and cannot perform with out, whereas skill based definition entailed

the knowledge and skills and adult must possess in order to perform their task, ranging from basic word level skills to higher level skills (White s and MC Closky ,2003).

Adult education comprises of all educational process whatever the content, level, or method whether formal informal. Adults by the society to which they belong to develop their abilities, improve their knowledge and professional qualifications or turn them in a new direction and bring changes. They change may be in attitudes or behavior in personal development and participation in balanced independent social, economic, and cultural in personal development (Lindeman, 1925).

Adults will always relate what learn in function to their daily life activities. Adults can be discussing the issues that have meaning in their life (Freire, 1972).

Education provided to adults must enhance the development in many ways. It helps the adults open mind, develop an ability to learn from what others do and adapt or reject the same to his/her needs to a basic confidence in one's position as a free and equal member of society who values others and is valued by them for what he/she does and not he/she got (Nyerere, 1976). Education contributes to the material, social and cultural old age (Good man, 2001). Adult learning there for bring benefit such as better livelihood, and improve family health and education (2003).

2.3. Paul Friere Theory of Adult Education

Paul Frieres theories are humanistic in nature since it encourages the people to be active participants in the wider world and not to be passive after they have learnt (Sarvis, 1995). According to Friere (1973) the role of teacher is to facilitate the experiences up on which reflection occurs which thus become a learning process, to the learning process rather than one who teachers the correct knowledge and values which have to be acquired, Freire locates individuals in their social $\frac{3}{8}$ cultural milieu and regarded learners as receipt of cultural information and experience transmitted through personal or inter personal means. it also considers the learners as able to act on the environment in order to change it .Friere therefore emphasized on teacher $\frac{3}{8}$ learner dialogue which is similar to the way human dialogue this is because this model concentrated on the humanity of the learner and place great value on the human beings .

2.4. Functional Literacy

It is very difficult to give a common definition for a term literacy .it is also different from person to person. Therefore, a different scholar defines in different way. In the relation to Mohanty (2007) stated ²/₇As such literacy has no monolithic definition suitable for all countries and for all time. It is therefore country specific and time specific.³/₂ from this quotation we see that different person who live in different place give different meaning for literacy. The traditional understanding of literacy was merely limited to the 3Rs (reading, writing and numeracy).it was matter of knowing how to deal with the word and numbers. It aim is to give for the literacy, Mohanty (2007) also expressed as ²/₇literacy is a prerequisite, an essential condition for acquiring and applying knowledge for taking decisions and solving for solving problem. In short it is necessary for successful living and for improving for the quality of life.

Functional literacy has different meaning since it was addicted by UNISCO in early 1960s .it was initially linked to the nation of suitable literacy (reading and writing with understanding and autonomy). During that time, it was believed that four years of the schooling were minimum necessary condition for acquiring functional literacy and functional literacy later evolved. That is the basic literacy will be understand as a first phase of literacy (literacy acquisition was the same as learning to read and write) and the later was the phase of literacy.The second phase was considered as the effective use of reading and writing in day to day activity (Okech, 2009).

Functional was defined as work oriented and related with production, it was assumed that functional literacy approach could also contribute to solve the traditional motivation problem to wards literacy that is it could make literacy more attractive. Functional means something which is relevant, meaningful and practical utility. Papen (2005) defined functional literacy as a skill which is required for a range of activities associated with the individual²/₃s participation in societies. To different understanding of functional literacy have existed, functional literacy as reading and writing acquiring at a level of enough competence to be put to use and actually put to productive use and functional literacy as reading and writing plus knowledge and skills in others fields (Okech,2009). Functional literacy is a method of training illiterate adult for development purposes and literate skills that is not only literacy program.

It is much more than literacy, it is functional education aiming at knowledge, understanding, changes in attitude and motivation of learners for solving different purposes, it is greatly

believed to be a reliable tool and a means to improve the living conditions of individual learners and the society as a whole.

Functional adult literacy links literacy and livelihood activities. It is participatory approach that provides skill on reading, writing and counting linked with practical knowledge and skills. A functional literacy a person is a person who can engage in all those activities in which literacy is required for effective functioning of this group and community and also for enabling his/her to us reading, writing and calculation for his/her own and the community (Heibert, 1991).

Functional adult literacy approach is used in order to address adult learner needs adequately. This approach brings knowledge from different areas. Such kinds of integration are very important because in real life situations one problem may come from different things and it is often possible to solve it by looking at from different angles.

2.5. Historical Development of Functional Adult Literacy

Until the mid-1960s the write to literacy was primarily understand as the set of technical skills: creating and simple calculations. Promoting knowledge was fundamentally a matter of enabling individuals to acquire these skills (UNESCO, 2005). This understanding of literacy lead to mass literacy campaign aimed at eradication of illiteracy within a few years. But such campaigns revealed that literacy cannot be sustained by short term options or by top-down and on sector actions mainly directed towards the acquisition of technical skills without giving emphasis on the contexts and motivation of the learners and proper follow up of the accomplishment.

The 1960 and 1970²₃s brought attention to the means in which literacy is integrated with socio-economic development and the acceptance of functional literacy was created. Program for functional literacy which were designed to promote reading and writing as well as arithmetic skills necessary for increasing productivity were the subject of many national and international campaigns, therefore literacy come to the necessary condition for economic and national development. For example, the word congress of ministry of Education on the eradication of illiteracy held in Tehran (1965) stressed for the first time inter relationship between literacy and development.

The EWLP founded by united Nations Development program (UNDP) and other agencies, aimed at provide literacy acquisition via experimentation and work oriented learning. In parallel the

UNDP took a learning role in financing technical assistance that in cooperated idea of functional literacy (Bhola, 1994). Even though, initially focused on enhanced and productivity of the capacity of functional literacy was later expanded in light of EWLP experiences to include abroad area of human concerns and aspiration, in relation to this stated as functional literacy is seen to be identical with lifelong in so far as the later concept also encompasses everything which inters life, cited by (Sandhaas, 2008).

2.6. Importance of Functional Adult Literacy

Functional adult literacy is a means of deliberating the total personality of those who are illiterate. Hence, FAL is the method of training and educating illiterate adults for development purpose literacy skill come only as a part of developing their general skills by increasing the communicational skill (Bhola, 1994).

Functional adult literacy different from traditional literacy from which aimed at improving significant proficiency in reading, writing, and arithmetic and creates access to arithmetic word.

The traditional literacy program is generally standardized and laid down on a centralized basis (MelesseDelellegn, 1997; 1-2).

Functional adult literacy often targets the most active and productive sections of the population of communities who are outside of any kind of school system and aims at fulfilling their improvement goals. Functional adult literacy also provides education and training in the diverse areas nutrition, family life education skill training agricultural extension, environmental, literacy and income generation. FAL also have a great role for improving skills. Its functionality deals with economic skills. Economic skills are taught related with income generating activities. Therefore, the learners are able to earn some money.

According to MeiesseDelellegn, cited by Zelleke W/Meskel, functional adult literacy is relevant, meaningful and has practical activity. It is functional because it aims at;

Increasing knowledge

Promoting understanding

Improving and changing attitude; and

Motivating one to find solutions for problems encountered

Functional adult literacy also planned at the local level, and has the following goals.

To help the socio-cultural development of community

To prepare individual and communities to participate in developing activities and in the life of the local environment.

It promotes knowledge and change in attitude which will enable those who are illiterate to perform efficiently all the functions that they need.

Fasten modernization

Narrow the gap between rich and poor countries; and make individuals more independent.

Improve rural and national self-reliance

Functional adult literacy can have benefits for adult learners and the community in different ways. It helps people to live in better life, it enables them to increase their productivity. It also enables the learner to practice family planning and to fight harmful traditions of the community.

Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society. In modern societies functional literacy skills are fundamental to informed decision making, person empowerment, activity participation in local and global social community (Stromquist, 2005).

2.7. Challenges of Functional Adult Literacy

Cross (1981) categorized barriers to the implementation of functional adult literacy into several categories. One category consists of challenges related to practices and procedures. Which include inconvenient schedules and poor choice of the location of FAL centers. This prevents adults from joining the programs.

Public of Kenya, 2007 report indicated that inadequate teaching and learning materials, lack of multimedia resources mixing of male and female learners and the distance to the learning centers are the main challenges for the implementation of functional adult literacy.

According to Ngau (1997) on the situation of adult literacy in Kenya established that lack of resources was a major contributing factor to the drop out in literacy classes. The adult learners used furniture used by primary school students which were not suitable for them.

Adult Literacy programs take place in different place including schools, churches, social halls which are sometimes not suitable for adult learning .For example, some rooms used as classes are dirty built (Ngau ,1999) for effective practice of FAL Programs used to be accessible adequate appropriate infrastructure put in place that is suitable for the learners. Provides of adult education and literacy may not be adequately trained for the adult learners in terms of how much there is for reading and writing. The available materials normally are in adequate and functional. Finding is a big challenge in the implementation of FAL Program. It is difficult for the government to set aside funds for training teachers, buildings, equipment and material not only for adult literacy program but also for formal system of education.

Implementation of Functional Adult Literacy is hinder by financial and human resource required to meet the needs of adult learners. More resources are needed to train enough facilitators and managers in order to deliver quality education and services.

Inadequate resources allocations by the government affect the wages of the full time teachers thus de-motivating them. According to Knowles (1990), adult educators should be innovative enough to gauge the needs of the adult learners and prepare teaching and learning and resources which are relevant to their needs. The study materials are prepared for the learners depending on the group levels of education and need (Knowles, 1990).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of study Area

Wondo Genet is one of the Woreda which is found in the Sidama Region. Part of the Sidama Region located in the Great Rift Valley and Wondo Genet is border on the south by Malga on the west by Aris Zone, on the north by Hawassa on the east by Tula, towns is Chuko. Wondo Genet is far from Hawassa by 14Km include chuko and economical based on Agriculture

3.2. Research Design

Descriptive survey design was employ to study. This is because the research is describing the nature of the existing condition. According to Kumar (1999) descriptive survey design is used to describe the nature of the existing conditions. And also the nature of the existing situation research will be described. The research is use mixed approach these are both quantitative and qualitative.

3.3. Source of Data

One major step in conducting research is collecting relevant data which was provide information and enable researcher to find solutions for problems identify. Therefore, researcher use both primary and secondary source of data for this study.

3.3.1. Primary Source of Data

Primary source of data was collect from learners and facilitators

3.3.2. Secondary Source of Data

Secondary source of data was collect from written books and related literature about title of the study.

3.4. Data Gathering Instrument

In the study the researcher is use both questionnaire and interview. The questionnaire is both open and close ended to get available information and to save time and money.

To get detail information the necessary will conducted Chuko town adult education or focal person.

3.5. Population Sample Size and Sampling technique

The sampling techniques are used to simple random and available sampling techniques from Chuko town adult education center in 3 facilitates and 93 adult learners. The researcher is select sample size thirty (30) were used.

Respondent	Population size	Sample size	Percentage	Sampling techniques
Learners	93	27	90%	Simple random sampling
Facilitators	3	3	10%	Available
Total	96	30	100%	Simple random and availability

3.6. Procedures of Data Collection

The data was be collected by using both questionnaire and interview. The researcher was asked permission from the center before distribution the questionnaire. The questionnaire will be distributed to center learners and facilitators in the form of written and prepare schedule of the study and analyze and interpret. Interview is hold between the researcher and respondents is analyze.

3.7. Data Analysis Techniques

After the row data collected, the data which is collecting by questionnaire was analyzed using percentage and tables. Whereas the data which gathered through interview will be analyzed qualitative to support the quantitative data.

3.8 Ethical Consideration

The following ethical issues was seen effectively in this study by the researcher. The works that do not belong to the writer of this paper have been acknowledged. Informed consent of participants has been obtained before involving them in the study. Numbers of the sample ground have not been subjected to coercion in any ways. Researcher participant have been informed about aims and objectives of the study before the primary data collection.

CHAPTER FOUR

4. DATA PRESENTATION AND INTERPRETATION

This section of the study deals with the results and the discussions of data gathered through questionnaire and interview. So, in this chapter the researcher presented, analysis and interpretation of the result using table, percentage and narration for interview questions.

4.1 Background of the Study

In the following table, information related with Backgrounds of the Respondents sex, age, educational background and marital status are presented below.

Table One: Backgrounds of the Respondents.

No	Attributes	Category	Total	Percentage
1	Sex	Male	21	70%
		Female	9	30%
		Total	30	100%
2	Age	18-24 years	2	6.66%
		25-30 years	7	23.33%
		31-35 years	9	30%
		36-40 years	11	36.66%
		41-50 years	1	3.33%
		50 and above	-	-
		Total	30	100%
3	Educational background	Reading only	3	10%
		Reading and	24	80%
		Complete grade 10	2	6.6%
		Complete grade 12	1	3.3%
		Total	30	100%
4	Marital status	Single	4	13%
		Married	26	87%
		Divorced	–	–
		Widowed	–	–
		Total	30	100%

Source, own survey, 2020

As we see from table 1, (item 1), 21 (70%) of the respondents are male and 9(30%) are females. This implies that male respondents are participating more in this study.

As table 1,(item 2) From the sample of respondents, the highest percent 36.66% age between 36 and 40 years old. From the total respondents slightly less was the age “between” 18-24 they represents 6.66% of the total respondents. From the sample of respondents, the least percent of age are 41-50 account only 3.33% percent from the total respondents. The ages 31-35 are the second highest respondent from sample it account 30% percent from total sampled respondent and the third highest respondent from sample population was the age 25-30 account 23.33% from total sample respondent. Therefore, the data shows that, number of respondents are increased between ages 36-40 and decreed from 41-50 (3.33%) age.

As table 1, (item 3) indicates from the total respondents²/₃ Educational background of respondents are (10%) reading only, 80% reading and writing, for the learners. And for the facilitators (6.66%) complete grade 10 and (3.33%) complete grade 12. (80%) of the respondents are able to reading and writing. This implies most the learners are able to reading and writing.

As table 1, (item 4) indicates, from the total respondent's 4(13%) percent of respondents are Single and 26(87%) of the respondents were married. So, according to survey the area is dominated by married.

4.2 Data Presentation and Interpretation

Table Two: The Facilitator²/₃s Response about the Practice of FAL Program in Wondo Genet Woreda.

N o	Items	Facilitators response									
		High		Medium		Low		Very low		Total	
		F	%	F	%	F	%	F	%		%
1	High	-	-	-	-	-	-	-	-	-	-
2	Low	16	53.3	11	36.7	2	6.	1	3.3		
3	High participati on of	-	-	-	-	-	-	-	-	-	-

4	Low participati	21	70	7	23.3	1	3.3	1	3.3	3	100
5	High level of adult	-	-	-	-	-	-	-	-	-	-
6	Low level of adult	17	56.7	9	30	3	10	1	3.3	3	100

Source, own survey, 2020

As table 1, (item 1, 3 and 5) from the sample of respondents no one response its answers high training of high participation of community and high level of adult education practice. So, this implies that there is low training of facilitators in the center.

From table 2, (item 2), 16 (53.3%) and 11, 36.7% of respondents high and medium respectively. The remaining from sample of respondents says that 2 (6.6%) and 1(3.3%) Of the respondents low and very low respectively. The majority of the respondents confirmed that there is low training of facilitators in the center. Therefore, the data shows that, low training of facilitators.

From the item 4, 21(70%) and 7, 23.3% of the respondents high and medium respectively. The remaining 1(3.3%) and1 (3.3) Of the respondents low and very low respectively. From this the majority of the respondents confirmed that there is low participation of the community in the program.

From item 6, 17 (56.7%) and 9, 30% of the respondents high and medium respectively. 3(10%) and1 (3.3) Of the respondents low and very low respectively. This implies majority of respondents confirmed that there is low level of adult education practice in the center.

In addition to this, the data that the researcher get from in-depth interview from learners and facilitators most of the respondents claimed that, there is low practice of FAL Program in study area. Because of lack of awareness and shortage of materials.

Table Three: The role of facilitators and supervisors for FAL for its Effective distribution and Practice.

No	Facilitators and supervisors response
----	---------------------------------------

	Item associated to the role of facilitators and supervisors	High		Medium		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%
1	Technical committee's evaluation and follow up	5	16.7	9	30	12	40	4	13.3	30	100
2	Facilitators aware of the learner	7	23.3	8	26.6	13	43.3	2	6.6	30	100
3	The time lessons were given, Class and the time were not convenient for the participants	7	23.3	10	33.3	12	40	1	3.3	30	100
4	Facilitators preparing and using lessons plans	16	53.3	11	36.6	2	6.6	1	3.3	30	100

Source, own survey, 2020

From table 3, (item 1), 5(16.7%) and 9 (30%) of the respondents high and medium respectively. And 12, (40%) and 4(13.33) of the respondents low and very low respectively is low. From this

the majority of the respondents confirmed that the role facilitators are evaluate and follow up the program.

From the above table 3, (item 2), 7 (23.3%) and 8(26.66%) of the respondents high and medium respectively. And 13 (43.3%) and 2(6.66%) of the respondents²/₃ low and very low respectively. From this majority of the respondents confirmed that the facilitator²/₃s aware learners about the program.

As table 3, (item 3), 7(23.3%) and 10(33.33%) of the respondents high and medium respectively. And 12(40%) and (3.33) of the respondents²/₃ low and very low respectively. From this conclude that majority of the respondents confirmed that the roles of facilitators and supervisor are prepared and use schedule properly.

Form item 4, 16(53.3%) and 11(36.7%) of the respondents high and medium respectively. And 2(6.7%) and (3.3) of respondents low and very low respectively. From this the majority of the respondents confirmed that, its role of facilitators preparing and using lessons plans.

As some participant in interview suggest that, the role of facilitators and supervisor are guide the learners, create awareness about the program and create favorable learner²/₃s condition that encourage all learners equal, motivating learners by giving rewards for those of actives learners, teaching the learners by their interest and creating the awareness about the program to the community and Lastly, the role of facilitators and supervisor share their knowledge and experience for learner.

Table Four: The Major Challenges that Hinder FAL Program in Wondo Genet Woreda.

No	Item related to challenge	Response related to challenge									
		High		Medium		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%
1	Shortage of budget	19	63.3	9	30	1	3.3	1	3.3	30	100
2	Shortage of well trainee	6	20	3	10	10	33.3		36.6		100

	facilitators							11		30	
3	Absence of text books and references	13	43.3	10	33.3	4	13.3	3	10	30	100
4	High turnover of facilitators	14	46.7	11	36.6	3	10	2	6.6	30	100
5	Less support from the town administration and ministry of education	15	50	11	36.6	26	6.6	2	6.6	30	100
6	Less community participation	20	66.6	8	26	1	3.3	1	3.3	30	100
7	The distance of the center from the learner's home	3	10	13	43.3	10	33.3	4	13.3	30	100

Source, own survey, 2020

From the above table 4, (item 1), 19 (63.3) and 9 (30%) of the respondents high and medium respectively. And the remains, 1 (3.3%) and 1 (3.3) of the participants low and very low respectively. From this majority of the respondents confirmed that there a shortage of budget. Therefore, this data indicates that, the Shortage of budget is one challenge²3s for practice FAL program in wondo genet woreda.

As table 4, (item 2), from the sample of respondents 6(20%) and 3(10%) respondents high and medium respectively. And 10 (23.3) and 11 (26.6) low and very low respectively. Majority of the respondents says that Shortage of well trainee facilitators are another factor for practice FAL program.

From the above table 4, (item 3), 13 (43.33%) and 10 (33.3%) of the respondents high and medium respectively. And the remains, (13. 33%) and 3 (10%) of the participants low and very low respectively. From this the majority of the respondents confirmed that, Absence of text books and references are challenges for practice FAL program.

As table 4, (item 4), from the sample of respondents 14(46.7%) and 11(36.66%) respondents high and medium respectively.3 (10%) and 12 (6.66) low and very low respectively. Majority of the respondents says that, High turnover of facilitators are Major Challenges that Hinder FAL Program.

From the above table 4, (item 5), 15 (50%) and 11 (36.66%) of the respondents high and medium respectively. And the remains, 2(6.7%) and 2 (6.66%) of the participants low and very low respectively. From this the majority of the respondents confirmed that, Less support from the town administration and ministry of education Hinder FAL Program.

As table 4, (item 6), from the sample of respondents 20(66.66%) and 8(26%) respondents high and medium respectively. And 1 (3.3%) and 1 (3.33) low and very low respectively. Majority of the respondents says that, less community participation is another hider of Practice of AFL program.

From table 4, (item 7), 3 (10%) and 13 (43.33%) of the respondents high and medium respectively. And 10 (33.33%) and 4(13.33) of the respondents low and very low respectively is low. From this the majority of the respondents confirmed that, The distance of the center from the learner's home are challenges for practice FAL program in study area .

In addition to this, the data that the researcher get from interview of Lerner and facilitator for about the major Challenges that Hinder FAL Program are includes in the questionnaire that requested learners and facilitators to list the challenges that hinder FAL program. Among the sampled respondents most of respondents says that financial problems, shortage of time, lack of awareness, lack of coordination and shortage of learning materials that hinders FAL program.

Table Five: The measure solution to minimize challenges of practice FAL Effectively.

N	Item associated	Facilitators and learner response
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o	to solution for challenges	High		Medium		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%
1	FAL distribution and practice in each Keble ₂ ₃ s	9	30	12	40	6	20	3	10	30	100
2	Government and NGO'S should be support by fulfilling material and funding budget	6	20	7	23.3	13	43	4	13.3	30	100
3	Awareness creation training must be given for both learners and facilitators	13	43.3	9	30	6	20	3	10	30	100
4	Technical committee and other stake holder are must working corporately	9	30	8	26.6	6	20	7	23.3	30	100

5	Town administration had given high attention for the success of the program	9	30	12	40	5	16.6	4	13.3	30	100
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Source, own survey, 2020

As the table 5, (item 1), shows, the majority of respondent answered 9 (30%) and 12 (40%) of the respondents high and medium respectively. And 6 (20%) and 3(10) low and very low respectively. Therefore, this data shows that, the measure solution to minimize challenges of practice FAL Effectively is FAL distribution and practice in each Keble²₃s.

As table 5, (item 2) indicates, from the total respondents 6 (20%) and 7(23.3%) of the respondents answered high and medium respectively. And 13 (43%) and 4(13.3) low and very low respectively. Therefore, this data shows that, Government and NGO²₃S should be support by fulfilling material and funding budget for practice FAL is measure solution to minimize challenges of practice FAL Effectively.

As the table 5, (item 3), shows, the majority of respondent answered 13(43%) and 9(30%) of the respondents high and medium respectively. And 6 (20%) and 3(10) low and very low respectively. Therefore, this shows that the awareness creation training must be given for both learners and facilitators is minimize challenges of practice FAL program.

As table 5, (item 4) indicates, from the total respondents 9(30%) and 8(26.66%) of the respondents answered high and medium respectively. And 6 (20%) and 7(23.33) low and very low respectively. From this the majority of the respondents confirmed that, measure solution to minimize challenges of practice FAL program is technical committee and other stake holder are must working corporately is one solution for challenges.

From table 5, (item 5), 9(30%) and 12 (40%) of the respondents high and medium respectively. And 5 (16.66%) and 4(13.33) of the respondents low and very low respectively is low. Based on

the this result, measure solution to minimize challenges of practice FAL program is town administration had given high attention for the success of the program is one solution.

Additional to data obtained from in-depth interview from learners and facilitators most of the respondents claimed that, the measure solution to minimize challenges of practice FAL Effectively are motivating learners by giving rewards for those of actives learners, teaching the learners by their interest and creating the awareness about the program to the community, learners and facilitators related to what should be done to bring effective practices in the FAL program, government and NGOs should be support by fulfilling material and funding budget, awareness creation training must be given for both learners and facilitators and technical committee and other stake holders are must working corporately are the measure solution to minimize challenges of practice FAL program.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main purpose of this study was to investigate the major challenges for the distribution practices of functional adult literacy: the case of wondo Genet woreda which is found in the Sidama Region. Part of the Sidama Region, wondo Genet woreda Chuka town administration, to assess the objectives, the study to answer the following basic questions.

What does the practice of FAL in Sidama Region, wondo Genet woreda Chuko Town Administration looks like?

What are the role of facilitators for FAL effective distribution and practice?

What are the major challenges that hinder FAL? And

What should be done to minimize those challenges?

To find the response for the above questions, descriptive survey design was employed. The researcher selected 27 learners and 3 facilitators from the center. For learner²s simple random sampling techniques and for the facilitators available sampling methods were used. For this study

data were collected with both open and closed ended questionnaires for both learners and facilitators and in depth interview for learners and facilitators. The study was employed both quantitative and qualitative method analysis procedures. After collection the data were analyzed by using tables, percentage to quantitative and narration for the qualitative.

Based on the analysis of data the following major findings were obtained.

The major challenges of functional adult literacy were identified financial, awareness, coordination, material and time related factors.

Regarding to financial there is a shortage of finance, related to awareness, there is lack of awareness in the community, related to cooperation, there is less cooperation and cooperation between facilitator, supervisor, technical committee and other stakeholders.

Related to material, there is a shortage of learning and teaching materials and regarding to time, there is a shortage of time. Solutions for the identified challenges, the study finds that the program to be active the government and NGOs and other stakeholders must follow up and support by fulfilling the facilities.

5.2 Conclusion

Based on the findings of the study, the following conclusions were formulated for the major challenges that hinder FAL program are:-

- ✓ Shortage of budget for the program
- ✓ Lack of awareness
- ✓ The problem of coordination
- ✓ Shortage of materials and
- ✓ Shortage of time

Therefore, these challenges should need of the concerned bodies, such as:-

- ❖ Facilitator
- ❖ Supervisors and
- ❖ The Woreda administration to reduce their challenges.

5.3 Recommendations

After analyzing the challenges for the distribution and practices FAL in the case of Sidama Region, wondo Genet Woreda Chuko Town administration, the researcher tried to point

out the following possible solutions and recommendations based on the data collected the following points are suggested as possible recommendations to reduce the challenges of FAL program in the selected center.

- The government and NGOs should be support by money and fulfilling learning and teaching materials.
- The government and NGOs should be support by money and fulfilling learning and teaching materials.
- The facilitators, supervisors and Woreda and the Town Administrative office must work in coordinately
- Awareness creation training program should be given for the community. For example, aware adult learners the important of IFAL for their living condition.
- The learners are learnt by their needs and interests by schedule the program as they have preferred because they have a load of work.
- The facilitators should have worked for the sake of making literate environment within the community not only for the betterment of their income and motivating learners by giving rewards for those of actives learners.

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APPENDIX_1
WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
Department of Pedagogy

Questionnaires for Adult learner and Facilitators

Dear respondent, first of all let me introduce my name. My name is Tesfaye Niguse; I'm a graduate pedagogy student in Wolikite University. So that ,I'm carrying out a research entitled the major challenges for the distribution and practice of functional adult literacy (FAL) for partial fulfillment of the requirements for the(BA) Bachelor of art degree in Pedagogy Science and English Language and Literature .The Specific Objectives of the Study are the practice of FAL in Wondo Genet Woreda Look Like, the role of facilitators and supervisors for FAL for its effective distribution practice, the major challenges that hinder FAL program and the measure solution to minimize those challenges to practice FAL effectively.

This questionnaire seeks to know your view regarding the FAL.Your views is very essential for the success of the research so, please express your opinion openly as much as possible. The information you provide will be treated secretly. The questionnaire has two parts, close and open ended.

General instruction

No need of writing your Name.

Mark Wright [✓] in the respective given boxes to every close-endemic questions.

Open- ended questions needs brief descriptions and write on the space provided.

If the space is not sufficient, please use the back page of the paper.

THANK YOU!!!

Part One

Personal Background of the Respondents

1. Sex Male Female

2. Age 18-24 25-30 31-35 36-40

 41-45 46-50 50 and above

3. Educational level

 Reading only Reading and writing

 Complete grade 10 complete grade 12

4. Marital status:

Single Married

Divorced Widowed

Part Two

Questionnaires Related to Practices of FAL Program.

Your answer by marking $\frac{2}{7}x$ "

High =1

Medium=2

Low =3

Very low=4

Table One: What is the practice of FAL Program in Wondo Genet Woreda?

No	Items related to practice	1	2	3	4
1	High training of				
2	Low training of				
3	High participation of community				
4	Low participation of community				
5	High level of adult education practice				

6	Low level of adult education practice				
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Part Three

Questionnaire Associated to the Role of Facilitators and Supervisors.

Your answer by marking $\frac{2}{7}x$ "

High =1

Medium=2

Low =3

Very low=4

Table Two: What are the Role of Facilitators and Supervisors for FAL for its

Effective distribution and Practice?

No	Item	1	2	3	4
	associated to the role of facilitators and supervisors				

1	Technical committee's evaluation and follow up				
2	Facilitators aware of the learner				
3	The time lessons were given ,Class and the time were not convenient for the participants				
4	Facilitators preparing and using lessons plans				

Part Four

Questionnaire Related to Challenges of that Hinder FAL Program.

Your answer by marking $\frac{2}{7}x$ "

High =1

Medium=2

Low =3

Very low=4

Table Three: What are the Major Challenges that Hinder FAL Program in Wondo Genet Woreda?

No	Item related to challenge	1	2	3	4
1	Shortage of budget				
2	Shortage of well trainee facilitators				
3	Absence of text books and references				
4	High turnover of facilitators				
5	Less support from the town administration and ministry of				

	education				
6	Less community participation				
7	The distance of the center from the learner's home				

Part Five

Questionnaire Associated with the Measure Solution to Minimize Challenges of practice FAL Effectively.

Your answer by marking $\frac{2}{7}x$ "

High =1

Medium=2

Low =3

Very low=4

Table Four: What should be done to minimize those challenges to practice

FAL Effectively?

No	Item associated to solution for challenges	1	2	3	4
1	FAL distribution and practice in each Keble ² ₃ s				
2	Government and NGO'S should be support by fulfilling material and funding budget				
3	Awareness creation training must be given for both learners and facilitators				
4	Technical committee and other stake holder are must working corporately				
5	Town				

	administration had given high attention for the success of the program				
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