

in their livelihoods, and makes adult learners more productive and self-reliant (MoE, 2014/2015).

In an attempt to improve the adult education program, adult education Master Plan was drafted to guide the sector (MoE, 2010). The National Adult Education Strategy put more emphasis to Integrated Functional Adult Literacy Program (IFALP). The two-year IFAE training program provides for those who are between the ages of 15– 60 year old. The program provide by learners first language, literacy, numeracy and other skills development in an integrated manner. It has been designed to make use of inputs from other development workers (agriculture, health, civic and ethics, cooperative, micro and small enterprise institutions etc.). The goal of ANFE is:

To create a learning society by providing adult and non-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 programmes. 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 programmes 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. Adult literacy curricula and implementation manuals should be relevant, particularly to address women empowerment. IFAE graduates will be provided with opportunities and allowed to transfer to formal education and TVET, or to pursue post-literacy courses.

In ESDP V implementation period, the government of Ethiopia has planned to emphasis in mobilizing the necessary resources and strengthens necessary partnership for the successful implementation of Adult education program in the country. The theme is shifted from general adult education program to integrated functional adult education program to ensure the active participation of the community in the social, political and economic sector of the nation. The number of learners, facilitators and centres has been growing (Table 1).

Table 1 below depicts that regions with better adult education enrolment are Amhara, Oromia and SNNP respectively. However, adult education learner in Gambella region is very small compared to other regions. There is high gender disparity in adult education participation at national level. This shows that the shares of illiterate adult females are more than male population in the country.

3. METHODS

Research Design

The researchers used mixed research design. The main methodological concern of the research was descriptive explanation of the responses for the given questionnaires, interview, and focus group discussion and document review with regard to the theoretical and practical framework of Integrated Functional Adult Education. These instruments help to capture viable information and analyze with triangulation (Merriam, 1988, Best and Kahn, 2005, Victor, 2006). Primary data obtained from facilitators, adult learners, and adult education experts/focal person from eastern Ethiopia (Harari, Dire Dawa, and east Hararghe). In addition, as the secondary sources, the researchers used different written materials, national and regional adult education report, policy guidelines, strategies and directive documents, training manuals, and learner portfolios.

Sampling Techniques

The sample-training centres were selected using simple random sampling techniques. A stratified sampling technique was employed to select 153 sample training-facilitators. The researcher also used expert sampling techniques to select 6 education expertises. This sampling techniques help to access individuals who have distinguished experiences in the area (Scott & Morrison, 2006 & Kultar, 2007). Researchers frequently argue that using multiple methods of data collection instrument because the weakness of one tool can improve by other tools (Patton, 2002). Besides, it helps to triangulate the finding during data analysis. Based on this idea, the researchers collected data from 302 learners, 153 facilitators and 6 adult education experts who were accessed through questionnaires and interview guides.

Procedurally the questionnaire was first prepared in English and converted to local language, which were Amharic and Afan Oromo to avoid communication barriers. More importantly, the reliability of the questionnaires was checked (*aggregated* $\alpha = 0.95$). The researchers consulted the regional and district education officials to get permission for data collection. The questionnaire were distributed to learners and collected with the direct support of centre facilitators because the learners unable to read and understand the questionnaires. Selected facilitators filled the questionnaire at the same time. The researcher interviewed experts and conducted FGD with selected facilitators at Dire Dawa and Harar.

The collected data was coded and analyzed using SPSS-16. Quantitative data were analyzed using percentage, frequency and mean. Qualitative data were analyzed using narrative and thematic description.

Table 1. Adult (15-60) Participants in IFAE program by region and gender (2014/15)

No	Regions	Adult enrolment (15-60)			Number of facilitators (health, agriculture, cooperative, ABE, teacher, other)			Learning centres (health, agriculture, ABE, cooperative, school, other)
		M	F	T	M	F	T	
1.	Tigray	234672	270085	504757	2048	2453	4501	1504
2.	Afar	17976	13290	31266	75	398	473	281
3.	Amhara	1619239	983657	2602896	35762	49880	85642	19115
4.	Oromiya	920262	654562	1574824	32451	49829	82280	16918
5.	Somali	4923	7288	12211	13	179	192	31
6.	Benishangul	32283	31844	64127	1812	3152	4964	437
7.	SNNP	572611	569336	1141947	4311	13507	17818	12414
8.	Gambella	270	627	897	24	59	83	29
9.	Harari	8395	4211	12606	140	402	542	200
10.	Addis Ababa	8828	22453	31281	610	341	951	433
11.	Dire Dawa	8145	5452	13597	57	180	237	157
	Total	3427604	2562805	5990409	77303	120380	197683	51519

Source: Educational statistics annual Abstract (2014/15)

4. RESULTS AND DISCUSSION

As it can be seen below in Table 2, majority of facilitators 112 (73.2%) were male and the remaining 36 (23.5%) were females. Likewise, majority of learners are male which constitute 163 (54.0%) and the remaining 113 (37.4%) were woman participants in Integrated Functional Adult Literacy Program in eastern Ethiopia. However, the numbers of women illiteracy are higher than man in the country (MoE, 2015). Likewise, the findings of Dabali (2011) substantiated that female participation was very low in the process of IFAEP implementation. Therefore, women responsive education program and strategies need to be put in place to empower women and make them beneficiary from socio-political and economic practices.

Regarding the age of respondents, as it can be seen below in Table 2, 59 (38.6%) of facilitators \geq 31 years, the remaining 43 (28.1%) between 26-30 years, 41(26.8%) between 21-25 years and 8 (5.2%) were \leq 20 years. From this, it can be concluded that most of facilitators are mature enough to plan, implement and evaluate the program. With regard to age, majority 139(46.0%) of learners age ranged 21-30 years, the rest 89 (29.5%) age ranged 31-40 years, 35(11.6%) were \leq 20 years and 20 (6.6%) were \geq 41 years. From this data, we can understand that most of adult learners were with the center of productive age range 15-60 which were young and energetic. Working with this age group is working on the country development program.

As it can be seen below in Table 3, the data collected from three regions Harari, Dire Dawa and East Hararghe, in

which 29 (19.0%) of facilitators and 66 (21.9%) of learners were from Harari Region, 58 (37.9%) of facilitators and 128 (43.1%) of learners were from East Hararghe, and the remaining 64 (41.8%) of facilitator and 105 (34.8%) of learners from Dire Dawa City Administration. With regard to working experiences of facilitators, 33 (21.65%) of facilitators were bingers with 0-2 years of work experience, 57 (37.3%) of them had 3-5 years of experience, 24 (15.7%) of them had 6-8 years of work experience and the remaining 31 (20.3%) of respondents had more than 9 years of working experience.

Concerning the educational level of facilitators, 18 (11.8%) of facilitators were 10th or 12th grade complete, 21(13.7%) of facilitators had TTI certificate, 59 (38.6%) of facilitators were diploma holders and the remaining 53(34.6%) of facilitators had BED/BA/BSc degree in other discipline. During the interview session with education expertise and focal persons, one of the experts pointed out that:

Most of adult education facilitators were formal education teachers and the remaining facilitators were grade 10th and 12th complete who have not sufficiently trained on the concept and practice of adult education. They teach literacy and numeracy rather than basic life skills and problem solving issues. Furthermore, coordination and integration problem, lack of continuous support, shortage of well-trained and promoted facilitators disregards the program.

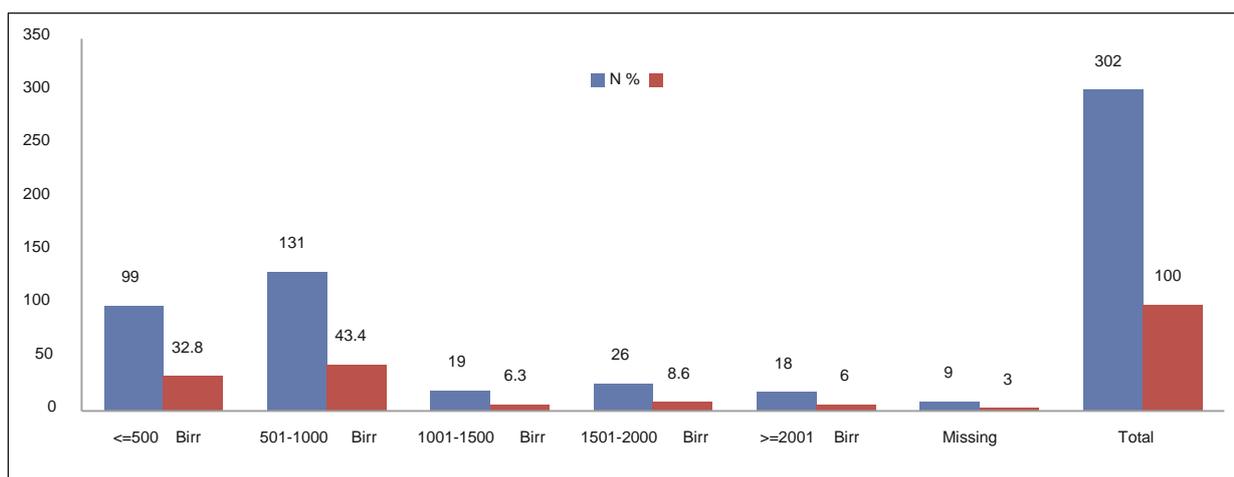
From this data we can concluded that shortage of well-trained facilitators affect the implementation of IFAL program.

Table 2. Sex and age of facilitators and learners

Sex	Facilitators		Learners		Age of facilitators			Age of learners		
	N	%	N	%	Years	N	%	Years	N	%
Male	112	73.2	163	54.0	≤ 20 years	8	5.2	≤ 20 years	35	11.6
Female	36	23.5	113	37.4	21-25 years	41	26.8	21-30 years	139	46.0
Missing	5	3.3	26	8.6	26-30 years	43	28.1	31-40 years	89	29.5
Total	153	100.0	302	100.0	≥31 years	59	38.6	≥41 years	20	6.6
					Missing	2	1.3	Missing	19	6.3
					Total	153	100.0	Total	302	100.0

Table 3. Location of learners work experience and educational level of facilitators

Location	Facilitators		Learners		Years	Work experience facilitators		Educational level facilitators		
	N	%	N	%		N	%	Level	N	%
Harari NRs	29	19.0	66	21.9	0-2 years	33	21.6	10 th & 12 th Comp.	18	11.8
East Hararge	58	37.9	128	43.1	3-5 years	57	37.3	TTI-certificate	21	13.7
DD City	64	41.8	105	34.8	6-8 years	24	15.7	Diploma	59	38.6
Missing	2	1.3	1	0.3	≥9 years	31	20.3	BSc/BA/BED	53	34.6
Total	153	100.0	302	100.0	Missing	8	5.2	Missing	2	1.3
					Total	153	100.0	Total	153	100.0

**Figure 2:** Monthly income of Adult Learners

As it can be observed in Figure 2, 99 (32.8%) of adult learner monthly income was below 500 Eth birr. Majority 131 (43.4%) of respondents income in a variation between 501-1000 Eth Birr, 19 (6.3%) of adult learner income 1001-1500 Eth Birr, the rest 26 (8.6%) had an income between 1501-2000 Eth birr and the remaining 18 (6%) had an income more than 2001 Eth birr. From this data, we can conclude that most of adult learners were underprivileged and their average income is below the national average. The country's per capital income in 2016 was \$660 (Gross National Income, Atlas Method, 2016). Similarly, during

the interview and focus group discussion session with facilitators and expertise, they disclosed that most of adult education learners were poor and economically not self-sufficient. To address this people AE program introduced in various centres, and the community awareness were improved, attitudes towards environmental conservation and child and maternal health were considerably increased. However, economically or in cash their incomes were not significantly improved. Therefore, concerned stakeholders need to be re-invigorated adult education program to improve the livelihoods of adult learners.

Figure 3 revealed that 192 (53.6%) of adult learners live in rural areas, 91 (30.1%) of respondents live in urban areas and the remaining 11(3.6%) of respondents live in semi-urban areas. Ethiopia economy is primarily depending on agriculture, as a result, more than 80% of the population lives in rural areas. Therefore, focusing on the dilemma of these peoples would be directly or indirectly enable us to alleviate the problem of the country: poverty, drought and migration.

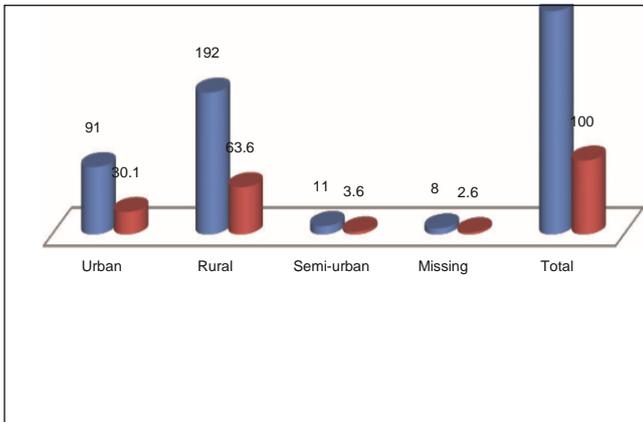


Figure 3: Residence of adult learners

RQ1: What are the practices of Integrated Functional Adult Education Program in the study areas?

As Table 4 depicts, majority 277 (91.7%) of adult learners are motivated to participate in IFAE program. This is a remarkable opportunity to provide the program an extensive scale because motivation is a force that causes someone to do something or to act or continue to work something. With regard to the level of facilitators motivation, majority 80 (52.3%) of facilitators has medium motivation, the remaining 51 (33.3%) has high motivation and 21 (13.7%) has low motivation to facilitate the program. During the focus group discussion session with adult education facilitators, one of them reported that:

Weak motivational mechanisms, low and inconsistent salary of facilitators, lack of professional development program, low infrastructure and support disgruntled the program facilitators and experts.

Therefore, the government of Ethiopia should create adult education facilitator and learner responsive institutional arrangement for the successful implementation of the program.

As it can be seen Table 5, majority 113 (73.9%) of respondents affirmed that they have appropriate knowledge, skills and attitudes necessary for proper implementation of IFAE program. The remaining 31(20.35%) of respondents confirmed that they do not have the required Knowledge, skills and attitudes for proper implementation of IFAE program. Regarding the training of facilitators, only 85

(55.6%) of facilitators were trained to facilitate IFAE program, the remaining 53(34.6%) of facilitators were not trained for IFAE program. In contrary to the above information, interviewees and educational experts reported that:

Considerable numbers of facilitators are formal education teachers who have short term or no prior training on Integrated Functional Adult Education program.

Recently, higher learning institutions (HLIs) started producing graduates of adult education and community development professionals in undergraduate level and adult education and lifelong learning at postgraduate level. Therefore, the researcher suggested that public service in collaboration with Ministry of Education need to put new structure that absorbs this graduate which may be an input for the successful realization of the program.

As it can be observed in Table 6below, only 41(13.6%) of adult learners affirmed that facilitators had arranged AE center for learning, and the remaining 259 (85.8%) of respondents confirmed that facilitators did not arrange the center of AE for learning. Only 46 (15.2%) of adult learners reported that facilitators asked adult learners to check what the learners know or not after the instruction, the remaining 226 (74.8%) did not ask question after the instruction. Likewise, during focus group discussion, facilitators reported that there is no well-structured assessment mechanism to check whether the desired objectives are achieved or not in adult education program. With regard to usage of additional instructional materials, 146 (48.3%) of adult learners reported that facilitators used additional materials to simplify adult learning and the remaining 142 (47.0%) of adult learners reported that their facilitators did not used additional materials that simplify adult learning. Similarly, during focus group discussion facilitators reported that adult education program is extremely under-resourced both financially and materially. The allocated 8% share of adult education budget from the national and regional budget was not dispersed for program facilitation. Therefore, realization of the allocated budget and fulfilment of other required resources should be the priority for the program accomplishment.



Figure 4: Discussion at Dire Dawa and Harar with IFAE Facilitators and Experts

Table 4. Motivation of learners and facilitators

Item	Learners			Facilitators			
	Response	N	%	Response	N	%	
Are you motivated to Participate on IFAE Program?	No	23	7.6	Facilitators level of motivation to facilitate IFAE Program	Low	21	13.7
	Yes	277	91.7		Medium	80	52.3
	Missing	2	0.7		High	51	33.3
	Total	302	100.0		Missing	1	0.7
				Total	153	100.0	

Table 5. Facilitators training, knowledge, skills & attitudes

Item	Facilitators						
	Response	N	%	Response	N	%	
Do you have appropriate knowledge, skill & attitude necessary for proper implementation of IFAE Program	No	31	20.3	Are you trained to facilitate IFAE Program?	No	53	34.6
	Yes	113	73.9		Yes	85	55.6
	Missing	9	5.9		Missing	15	9.8
	Total	153	100.0		Total	153	100.0

Table 6. Issue related with IFAL Instruction

Items	Yes		No		Missed		Total	
	N	%	N	%	N	%	N	%
Do facilitators arrange the center for learning?	41	13.6	259	85.8	2	0.7	302	100.0
Do facilitators ask learner on what they know and not after the instruction?	46	15.2	226	74.8	30	9.9	302	100.0
Do facilitators use additional materials to simplify learners learning?	146	48.3	142	47.0	14	4.6	302	100.0

RQ2: To what extent has integrated Functional Adult Education Program contributed to the improvement of the livelihood of the community.

As it can be seen in Table 7, most of the respondents (adult learner and facilitators) confirmed that Integrated Functional Adult Education played pivotal role in socio-economic changes and improved adult learners participation in community affairs and their standards of living, the combined mean scores of both respondents were 3.62 and 3.66 respectively. However, the role of IFAE to increase Adult learners use of agricultural technology and enhance agricultural productivity were medium, the mean scores of both respondents were 3.23 and 3.49. Furthermore, both adult learner and facilitator respondents affirmed that Integrated Functional Adult Education promotes active participation of adult learner in election, empowers women to face various responsibilities at home and improved income of the individuals. In relation to this, Okech (2009) underpinned that functional adult literacy contributes to economic empowerment particularly by enabling women to make their goods more effectively and that enable them to

plan and participates in income generation and proper decision making. In addition to this, participants of IFAE were equipped with essential literacy and numeracy skills through this program, sickness and mortality rates of children and mothers reduced and then increased their life expectancy, improved their understanding about their rights and responsibilities within the society, improved societal participation on environmental protection practice (natural resource conservation) and improved personal and community hygiene. The combined mean score of all items was high, which was above 3.54. Likewise, during interview and focus group discussion session with IFAL facilitators and experts, most of participants confirmed that adult learners in eastern Ethiopia have achieved significant change in prevention of diseases, improved the saving habits of their peoples and understanding about their right and responsibilities within the community. Furthermore, through IFAE program adult agricultural productivity maximized (particularly common cash crops such as chat sorghum, varieties of vegetable fruits and potatoes).

Table 7. Socio-Economic impact of functional adult literacy/education program

Items	Resp	N	High	Medium	Low	Mean	SD
Improve societal participation in community affairs	L	301	165 (54.6%)	103 (34.1%)	31 (10.9%)	3.62	0.943
	F	153	60 (39.2)	59 (38.6%)	34 (22.2%)		
Improve standards of living	L	301	176 (58.3%)	87 (28.8%)	37 (12.6%)	3.66	1.012
	F	151	64 (41.9%)	48 (31.4%)	39 (25.5%)		
Increase the use of agricultural technological	L	301	128 (42.4%)	115 (38.1%)	58 (19.3%)	3.32	1.095
	F	152	65 (42.5%)	51 (33.3%)	36 (23.5%)		
Enhance agricultural productivity	L	299	162 (53.7%)	84 (27.8%)	53 (17.6%)	3.49	1.021
	F	151	73 (47.7%)	37 (24.2%)	41 (26.8%)		
Promote active participation in election	L	297	167 (55.3%)	100 (33.1%)	30 (10.0%)	3.66	0.966
	F	153	77 (50.3%)	46 (30.1%)	30 (19.6%)		
Empower women to face different responsibility at home	L	300	191 (63.3%)	77 (25.5%)	32 (10.6%)	3.74	0.943
	F	153	85 (55.6%)	43 (28.1%)	25 (16.4%)		
Improve income of the individuals	L	297	165 (53.6%)	91 (30.1%)	41 (13.5%)	3.54	0.969
	F	153	64 (41.8%)	61 (39.9%)	28 (18.3%)		
Prepare learners with essential literacy and numeracy skills	L	300	197 (65.3%)	77 (25.5%)	26 (8.6%)	3.93	1.003
	F	152	97 (43.8%)	50 (32.7%)	35 (22.9%)		
Reducing sickness and mortality rates and by increasing life expectancy	L	300	171 (43.8%)	81 (26.8%)	48 (15.9%)	3.67	1.171
	F	151	78 (51.0%)	50 (32.7%)	23 (15.1%)		
Improve understanding about their rights and responsibilities within the society	L	302	191 (63.3%)	89 (29.5%)	22 (7.3%)	3.82	0.956
	F	152	78 (51.0%)	47 (30.7%)	27 (17.7%)		
Improve environmental protection practice (natural resource conservation)	L	302	194 (64.2%)	71 (23.5%)	37 (12.2%)	3.74	1.036
	F	152	83 (54.3%)	46 (30.1%)	23 (15.1%)		
Improve hygiene (personal and community hygiene)	L	302	199 (66.3%)	61 (20.2%)	42 (13.9%)	3.81	1.121
	F	152	77 (50.3%)	49 (32.0%)	26 (17.0%)		

NB: Analysis interval of mean score: 1.0--2.5=Low, 2.51-3.5=Medium, 3.51--5.0=High F=Facilitators & L=Learner

RQ 3: What are the major challenges in the implementation of Integrated Functional Adult Education Program?

To analyze this data the researchers merged very high and high = "high", Low and very low = "low"

As it can be seen in Table 8, lack of trained facilitators and expertise, lack of societal awareness, lack of financial support, lack of continuous supervision, low quality of teaching materials, lack of structures system, lack of interest and motivation of facilitators, low political commitments among political leaders to sustain the IFAE program were the major challenges. The grand combined mean of respondents was 3.23 which indicated the problem for the above listed items were medium. Likewise, during focus group discussion most of participants confirmed that government in Ethiopia has political will but not committed to implement IFAL program. Moreover, there is no consistent discussion and leadership commitment towards mass literacy in the world.

For that reason, we suggested that literacy program required the commitment of the national government in strategic planning, financing, and delivering and working with range of partners. Similarly, local research conducted by Mohammed (2013) concluded that, lack of incentive and adequate training of facilitators, low commitment and motivation of facilitators, lack of adequate budget and facilities affect the implementation of IFAL program in Eastern Hararghe. Furthermore, during the series of discussions with adult education experts and facilitators, it was disclosed that the government made many efforts to build the technical capacity of IFAE staff, developed guidelines, directives, and training materials. However, the impact is not desirable as participants of focus group discussion and interviewees explained it. It was found out that the following major challenges and constraints were

negatively affecting the existing Integrated Functional Adult Education practices in Ethiopia:

- 1) Adult education boards do not operate effectively at all levels. This makes implementation, coordination, linkage between program providers more difficult.
- 2) Absences of trained, reasonably paid, dedicated and committed experts to manage and coordinate the programs were made the expected technical support more complicated.
- 3) Low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centres such as electricity, learning materials and other logistics provisions were affecting the implementation of IFAL program.
- 4) Lack of post-literacy materials has affects the continuation of the program. Such condition may bring a relapse of illiteracy in the country.
- 5) Low and incompetent facilitators' with inefficient andragogical, monitoring and evaluation skills in most of IFAE centres. This makes the teaching learning process traditional and many of participants could not be assessed effectively.
- 6) Low and inconsistent salary of facilitators and lack of continuous professional development program that forced the facilitators for high turnover.
- 7) Lack of prior adequate orientation and training of facilitators on the philosophy and peculiar nature of adult education program.
- 8) Poor political commitment of leaders and misunderstanding on the program at various level and absence of well-organized and independent managing structure for the program.

Table 8. Major challenges that encounter the practices of IFAE

Items	Resp't	N	High	Medium	Low	Mean	SD
Lack of trained facilitator and expertise on andragogy	L	302	112 (37.1%)	75 (24.8%)	77 (38.1%)	3.22	1.23
	F	150	66 (43.1%)	57 (37.3%)	27 (17.6%)		
Societal awareness problem about the program	L	300	103 (34.1%)	134 (44.4%)	63 (20.9%)	3.30	1.081
	F	151	74 (48.3%)	41 (26.8%)	36 (23.6%)		
Lack of financial support for those who engage in the program	L	301	138 (45.7%)	80 (26.5%)	82 (27.1%)	3.37	1.342
	F	151	70 (45.7%)	43 (28.1%)	38 (24.8%)		
Lack of continuous training to facilitators and experts	L	301	137 (45.4%)	69 (22.8%)	95 (31.5%)	3.28	1.326
	F	149	67 (43.8%)	36 (23.5%)	46 (30.1%)		
Lack of continuous supervision from woreda education office	L	301	141 (46.7%)	70 (23.2%)	90 (29.8%)	3.31	1.638
	F	149	68 (44.5%)	32 (20.9%)	48 (31.4%)		
Low quality of teaching materials and demand drive guideline	L	301	144 (47.6%)	64 (21.2%)	93 (30.8%)	3.29	1.282
	F	150	66 (43.1%)	40 (26.1%)	44 (28.7%)		
Lack of structured system with role and responsibilities to run the program	L	300	152 (50.4%)	94 (31.1%)	57 (17.9%)	3.33	1.149
	F	148	57 (37.35%)	46 (30.1%)	45 (29.4%)		
Lack of interest to facilitate the program in side of facilitator	L	296	115 (38.0%)	71 (23.5%)	110 (36.4%)	3.07	1.163
	F	150	47 (30.7%)	55 (35.9%)	48 (31.3%)		
Timing problem (time of the training)	L	295	136 (45.0%)	7 (24.2%)	86 (28.4%)	3.12	1.145
	F	149	52 (34.0%)	47 (30.7%)	50 (32.6%)		
Lack of motivation to facilitate the program in side of facilitator	L	301	134 (44.3%)	76 (25.2%)	91 (30.2%)	3.14	1.198
	F	149	62 (40.6%)	43 (28.1%)	46 (30.0%)		
Lack of political commitment among leaders to sustain the literacy campaign	L	301	134 (44.3%)	55 (18.2%)	112 (37.1%)	3.17	1.278
	F	150	47 (30.7%)	43 (28.1%)	60 (39.2%)		
Grand mean						3.23	

NB: Analysis interval of mean score: 1.0--2.5=Low, 2.51-3.5=Medium, 3.51--5.0=High F=Facilitators & L=Learners

5. CONCLUSIONS AND RECOMMENDATIONS

The practice of integrated functional adult education has been benefited considerable number of adults live in the rural areas of eastern parts of Ethiopia. Their understanding about harmful traditional practices improved, increased

their participation in environmental conservation and protection, health and habit of saving. However, lack of

skilled work force, low and inconsistent budgeting, poor coordination, communication and networking among various concerned stakeholders, weak institutional

arrangement and structure, low awareness of community and poor infrastructure and logistics affect the implementation of IFAL.

Based on the preceding findings and conclusions the following recommendations were forwarded:

- a) This research finding revealed that lack of budget, lack or non-existence of independent strong adult education structure; dysfunctional adult education board, poor coordination and unavailability of skilled human resources at various levels negatively affect the implementation of IFAL program. Therefore, the government of Ethiopia and regional states ought to be committed to create independent adult education structure which will comprise administrator, information management, training and consultancy professional, adult education training management and supervision experts, Educational Management Information System (EMIS) curriculum development, and training experts with well trained and remunerated professionals at all levels.
- b) Integrated functional adult education plays a pivotal role in attaining sustainable social, economic and political development. However, stakeholders have not played their role on program implementation. Hence, it is recommended that there should be strong partnership and cooperation among major actors in IFAEP implementation such as signatory ministries, financial institutions, public organizations, NGOs and private sectors at all levels.
- c) This study revealed that considerable number of facilitators and experts were not well trained on adult education theoretical and practical matters that help us to appropriately manage, deliver and assess IFAL program. Hence, it is recommended that governments should develop appropriate and demand driven instructional materials and mode of delivery, afford infrastructures, improve training and employment condition and professionalization of adult educators, design measurement, monitoring and evaluation mechanism at all stages; input, process and outcome to ensure quality IFALP in the country.

REFERENCES

- Best, J. & Khan, J. (2005). *Research in Education*. New Delhi: Prentice-Hall.
- Blackson (2008). *Contemporary Adult Education Policies and Practices in Tanzania*. Thousand Oaks (California): Sage.
- MoE (2010). *Education Sector Development Program IV. 2010/11 (2010/11-2014/15). Program Action Plan/PAP*. Ethiopia.
- MoE (2008). *National Report on the Development and State of Art of Adult Learning and Education*. A.A unpublished. Ethiopia.
- Bhola, H. (1984) *Functional Literacy or Workplace Literacy and Technical and Vocational Education: Interfaces and Policy*. UNESCO, Paris.
- Coombs, P H & Ahmed, M. (1985). *Attacking Rural Poverty: How NFE Can Help*. The Johns Hopkins University Press Baltimore and London
- Dabali, H. (2011). *Factors Affecting the Participation of Women in Functional Adult Literacy Program: The case of Nejo Worda of West Wollega Zone of Oromia Region* (Unpublished MA thesis). AAU.
- David, S. & Marlene, M. (2006). *Key Ideas in Educational Research: Continuum International Publishing Group Antony: Wiltshire. Great Britain*.
- Dewey, J. (1966). *Democracy and Education*. New York: Library of Alexandria.
- Education for All (2015). *National Review Report*. Ethiopia: UNESCO.
- Freire, P. (1970). *Pedagogy of the Oppressed*. The Continuum International Publishing Group Ltd.: London.
- Gash, R. & Zachariah, M. (1987). *Education and the Press of Change*. New Delhi: New Delhi Publication.
- IIZ/DVV- *Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs: The EXPRO in Ethiopia, Internal Paper No. 33, IIZ/DVV, June 2005*.
- Jossey-Bass. (2007). *The Profession and Practice of Adult Education: An Introduction*. San Francisco: John Wiley & Sons, Inc.
- Katy. (2007). *Education for All Global Monitoring Report: Non-Formal and Basic Education Ethiopia Country Profile*: UNESCO.
- Kultar, S. (2007). *Quantitative Social Research Methods*. Thousand Oaks (California): Sage Publication.
- Lauglo, J. (2001). *Engaging with Adults: The case for Increased Support to Adult Basic Education in Sub-Saharan Africa*. Washington: the World Bank.
- Merriam, S. B. (1988). *Qualitative Research and Case Study Applications in Education*. San Francisco. CA: John Wiley & Sons, Inc.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods (3rded.)*. Thousand Oaks (California): Sage Publication.
- MoE (2005). *The Federal Democratic Republic of Ethiopia, (ESDP-III) 2005/2006–2010/2011, Program Action Plan*, Ministry of Education, Addis Ababa.
- MoE (2015). *Education Sector Development Programme V (ESDP V) Programme Action Plan 2005/16 - 2019/20 G.C*, Addis Ababa. Ethiopia.
- MoE (2014/15). *Educational Statistics Annual Abstract. Educational Management Information System (EMIS) and ICT Directorate Addis Ababa, Ethiopia*. Retrieved from www.moe.gov.et

- Mohammed, S. (2013). *Implementation of Integrated Functional Adult Education Program: the case of Obora Sub-Zone of Eastern Hararghe*: MA thesis. Haramaya University. Ethiopia.
- Motschilnig, R. (2014). *Wider Benefits of Adult Education- An Inventory of Existing Studies and Research*. <http://www.dvv-international.de/index.php?article-id=1321&clang=1>.
- Nafukho, W. (2011). *Management of Adult Education Organization in Africa*. UNESCO: Institute for Education.
- Okech, A. (2009). Functional Adult Literacy and Poverty Reduction. In Sandhaas B. (Ed.). *Cross National Encounters in Adult Education* (pp. 15-22). Addis Ababa (Ethiopia): DVV International.
- Radcliffe, D. J., & Colletta, N. J. (1985). Non-formal Education. In T. Husen & T. N. Postlethwaite (Eds.). *The International Encyclopaedia of Education: Research and Studies*. Oxford: Pergamon Press.
- Rogers, A. (1992). *Adults Learning for Development*. London: Cassell.
- Rogers, A. (1996). *Teaching Adults*. Buckingham: Open University Press Rowe Ltd.
- Sabo, I. & Mpofu, S. (2006). *The Social Context of Adult Learning in Africa*. UNESCO .Institute for Education.
- Singh, M. (1999). *Investing in Human Development- the Economics and Financing of Adult Learning*. Paris: UNESCO.
- Seya, P. T. (2014). *Adult Education and African Development in the Context of Globalization*. Addis Ababa (Ethiopia): DVV International.
- Tekalign, M. (2010). *The Practices in the Management of Community Skill Training Centers* in selected Wordas of Ilubabor Zone of Oromia regional: Addis Ababa, (Unpublished MA thesis), Ethiopia.
- Tight, M. (1996). *Key Concepts in Adult Education and Training*. London: Rutledge.
- Tilak, J. (2006). *The Role of Post Basic Education in Alleviation of Poverty and Development*. Edinburgh: Centre of African Studies, University of Edinburgh.
- UNESCO (1997b). *Final Report on CONFINTEA V*. Hamburg: UNESCO, Institute of Education.
- UNESCO (1976). *The Experimental World Literacy Program*. Paris: UNESCO.
- Victor, J. (2006). *The Sage Dictionary of Social Research Methods*. Thousand Oaks (California): Sage Publication.
- Yilben, J. J. & Maikano, P. N. (2014). *The Role of Adult Education in National Development*. *International Letters of Social and Humanistic Sciences*, 32, 35-42.