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An Investigation on the Practice of Integrated functional Adult Literacy in Benishangul Gumuz Region

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Abstract- This study investigated the practice of Integrated Functional Adult Literacy in Benishangul Gumuz region particularly in Metekel Zone. The purpose of this study was to investigate on the practice of the current status of learners in acquiring numeric and literacy skill based on integrated functional skills framework. Subsequently, it looked at students' knowledge of numeracy and literacy skill in accordance with ESDP IV (Education Sector Development Program) and MoE (Ministry of Education) 2008 integrated functional adult education conceptual framework. To select target population for the study, cluster and simple random sampling techniques were used. Stratified sampling technique was also employed in order to select target population proportionally from clustered Woredas (Politically marked areas under Zone). To answer the research questions qualitative and quantitative data were employed. Questionnaire, interviews and testing were used to collect data. Questionnaire and testing were used to answer research question 1, 2 and 3. Additionally, research question 1 and 2 demands quantitative data whereas research question 3 needs qualitative data. According to the data obtained from teacher there is variation in responding to items for all Woredas. The data indicated that learners are good at numeric and literacy skill. However, they were not used numbers and texts for daily functions.

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I. BACK GROUND OF THE STUDY

Education is a key instrument for development: and, every human being has the right to get basic education irrespective of their color, religious background and economic status (MOE, 2008).

Improving literacy skills is a key first step to overcome the obstacles that lock individuals into a cycle of poverty and disadvantage. This is for the fact that education has been cited as the best means of overcoming poverty caused by illiteracy. Illiteracy highly affects living standard of every society. For instance, according to (UNESCO, 2014) the proportion of the people living on less than US\$1.25 a day in developing countries fell from 47% in 1990 to 22% in 2010 and almost 1 billion people are still likely to be extremely poor in 2015. Worldwide there are 775 million illiterate adults, 200 million young people who are in need of remedial basic education and 250 million fourth grade children who, in spite of schooling, are still illiterate (D.V.V, 2012). In Ethiopia it is clear that for centuries, the Ethiopian Orthodox Church has been primarily responsible for teaching people to read and write language. The task of the 1971–2 education sector review was to make the rural population the main target of its educational policy. According to MoE (2008) also Adults and youth 15 years and above who did not get chance to go into regular programs are targets of the strategy. Traditionally students were taught to read the Bible and other religious works written in Ge'ez, the ancient liturgical language. The emphasis was entirely on reading: writing was looked down upon because of its association with the manifestation of evil and magic Teshome (1978). Accordingly, illiteracy remain deep rooted since then as it is also describe in terms of writing and reading.

The current IFAL was called differently in different times. According to Margarita and Rolf (1982) Ethiopia was one of the countries participating in the Experimental World Functional Literacy Programme. According to Margarita and Rolf (1982) Experimental World Functional Literacy Programme was initiated by UNESCO and funded by the United Nations Development Programme. This program became known as the Work Oriented Adult Literacy Programme. It became operative in October 1968 and was terminated in December 1975 (Margarita and Rolf, 1982). The main purpose of this project was to assist the Ethiopian Government in organizing, implementing and evaluating a work-oriented literacy project closely linked to rural development as well as industrial or vocational training.

Despite these attempts of adult education promotion, according to UNESCO, (2006, as cited in MOE, 2008) publication 58% of Ethiopian population aged 15 years and above is illiterate. In 1968, UNESCO in cooperation with the Ethiopian government, began a five year experiment in which various materials and methods were to be tested and 128,000 people trained (Wagaw, 1978). The program was to offer literacy training incorporating substantive content relative to the day-to-day experiences of participants. The content was to contribute to the improvement of the participants' lives and enhance their work (Wagaw (1978).

The expansion of a comprehensive adult education system is essential to completing the learning continuum in Ethiopia, which is central to improving the quality of life of every Ethiopian. To this end, the Ministry of Education published in 2008 the National Adult Education Strategy.

(NAES) of which an integrated approach to Functional Adult Literacy (IFAL) is a major focus (ESDP IV) 2003 EC – 2007 E.C). The concept of integrated IFAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from DWV international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. (ESDP IV) 2003 EC – 2007 E.C). MoE also left the frame work for implementation by educational bureaus in all regions. The implementation of IFAL in accordance with the predetermined standard and assumption by MoE remain in question in Benishangul Gumuz Region. This study therefore attempted to overview the applicability of functional adult literacy in accordance with the MoE conceptual guidelines.

II. STATEMENT OF THE PROBLEM

As it has already mentioned in the background section illiteracy is the major challenge in developing countries. Ethiopia is one of the developing African countries that highly threatened by illiteracy for the last few decades. The FDRE government has done a lot of activities to expand adult education in Ethiopia during the last two decades (MoE, 2008). The government addresses adult education in multispectral approach. Various ministries are putting adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia (MoE, 2008). Apart from the efforts of the government, a number of non-governmental organizations and community-based organizations are engaged in expanding functional adult literacy programmes.

The action plan of FAL defines the content of the adult and formal education to include literacy,

numeracy and the development of skills that enable learners to solve problems and to change their lives. The draft Adult Education and Alternative Basic Education policies state that, adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly development themselves (Anís, 2007).

On the other hand, though the concept of MoE look adult education as functional skill particularly designed for illiterate people (in country side) its actual practice remain in question in different times. For instance, (ESDP IV) 2003 EC – 2007 E.C), pointed out some of the basic problem related to functional adult literacy. According to ESDP IV, there are differences in the conceptual understanding of Integrated Functional Adult Literacy and lack of standardized parameters. Weakness of facilitators with the required skills and knowledge base that would enable them to implement integrated Functional Adult Literacy as it is intended, inequitable distribution of adult education, low level of relevance in relation to daily life situations.

Besides to the above major problems Mulugeta, (2002) found out problems related to the implementation of adult literacy program in east Gojjam zone. According to Mulugeta (2002), in the region Woreda education office staff, the literacy teachers and even literacy participants have correct understanding on the basic concepts of the strategy document. However, the knowledge couldn't be able to maximize the rate of adults' participation.

This study attempts to evaluate the practice of the functional adult literacy program in accordance with the theoretical frame work set by MoE (2008) strategy and DWV international theoretical suggestions in Benishangul Gumuz region. In this study, therefore, the researcher attempts to see some of the gaps that observed regarding the poorly practiced Integrated Functional Adult Literacy and whether teaching of adults is undertaking on life skills improvement that encompasses functional skills of literacy and numeracy and to substantiate these skills in the area of health, agriculture, and basic education.

Hence, the researcher attempts to answer the following 3 basic research questions

1. What is the extent of the current literacy and numeracy skill of learners of integrated functional adult literacy in Metekel Zone?
2. What is the level of teachers' capability in integrating different skills of literacy and numeracy and thereby set out indicators of these skills when teaching Functional Adult Literacy?
3. What is the extent of teachers in internalizing and applying the conceptual frame work of integrated functional adult literacy?

III. OBJECTIVES OF THE STUDY

a) General Objective

This study generally aimed at investigating the current practice of Functional Adult Literacy in Metekel zone primary schools. The inquiry was tried to assess the actual practice of functional literacy in the zone. The study attempts to find out whether or not the program under functional adult literacy was implemented in accordance with the guidelines stated by different literature, particular MoE, DVV international and other scholarly suggested basis of IFAL.

b) Research Methodology and Design

This section contains method that the researcher used to undertake the study. The research methodologies employed in the study are both qualitative and quantitative approaches. These methodologies appeared necessary for the researcher in order to investigate the practice of functional adult literacy in Metekel Zone. It is also helpful to mix both methods in order to strengthen the study by triangulating both methods. According to Frankel, Wallen and Hyun (2012) those who engage in such research claim that the use of both methods provides a more complete understanding of research problems than does the use of either approach alone and referred to as mixed research. To get meaning out of raw data, evaluative research was employed. The rationale behind evaluative research is to improve the program to be evaluated and helps to form or strengthen it by examining the delivery of the program or technology and the quality of its implementation (Fraenkel, et., al. 2012).

c) Sample Size and Sampling Technique

Since it is difficult to investigate all zones in the Region, the researchers selected one zone purposively. The rationale behind purposive sampling is it represents a group of different non-probability sampling techniques. Also known as judgmental, selective or subjective sampling.

Table 3.2: Interpretation of Lickert scale used in the questionnaire.

Mean	Degree	Opinion
4.5-5	Very high	Strongly agree
3.5-4.4	High	Agree
2.5-3.4	Moderate	Undecided
1.5-2.4	Low	Disagree
1.0-1.4	Very low	Strongly disagree

Source: Walters and Küçük (2009). Oxford University Press, ELT Journal Volume, 63(4), pp.332-342.

d) Reliability and Validity of the Questionnaire

As it was already mentioned in the above discussion, to obtain the advantage of reliability of the

questionnaire, the researcher was employ pilot testing in 4 primary schools (Womb era, Bullen, Dibati and Mandura secondary schools). Accordingly, the result was calculated by Cronbach Alph. The obtained result was 0.85.

e) Data Obtained through Questionnaire

The first major research question is concerned with the current literacy and literacy status of learners' on integrated functional adult literacy skill. The aim of this research question was to elicit information about learner current figure concerning literacy and numeracy skill in Benishangul Gumuz. The analysis of the questionnaire was made by categorizing teachers' Woreda in order to compare their mean value at different Woredas. Subsequent to the first analysis One-way ANOVA was used to see if there is a difference between teachers of five woredas on this research questions. Categorization was deliberately planned in order to avoid overgeneralization that might occur in case of Woreda in relation to educational administration, teachers' knowledge and students' knowledge of functional adult literacy skills. Finally, it was essential to test learners' skill particularly the literacy and numeracy skill by contextualizing with their daily activates. Accordingly, ten learners were used by randomly selecting from all woredas.

Table 4.1 : Teachers opinion about the literacy skill of integrated functional adult learners

Teachers		Items				
		1. The current adult learners are able to write and read texts	2. Adult learners are able to identify written letters and words	3. Adult learners are able to identify familiar words.	4. Learners are able to identify strange words	4.Learners are able to identify, write, read and comprehend long sentences
Dibati	M	4.11	3.66	3.55	3.66	3.66
	N	9	9	9	9	9
	SD	0.60	0.5	0.72	0.70	0.5
Bulen	M	3.8	2.9	3.1	3.7	3
	N	10	10	10	10	10
	SD	0.63	0.87	0.99	0.82	1.05
Wombera	M	3.68	2.63	2.21	3.47	3.31
	N	19	19	19	19	19
	SD	0.74	0.89	1.27	0.84	0.82
Mandura	M	4.33	2.91	3.41	4	3.41
	N	12	12	12	12	12
	SD	0.65	0.99	0.99	0.42	0.51
Pawi	M	4.15	2.76	2.92	3.61	3.46
	N	13	13	13	13	13
	SD	0.89	0.83	1.03	0.65	0.77
Total	M	3.98	2.90	2.92	3.6	3.36
	N	63	63	63	63	63
	SD	0.75	0.89	1.15	0.71	0.76

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

As it has presented on the above Table 4.1 the mean value of teachers' response about adult learners' skill of writing and reading indicated high for all Woreda teachers with mean value of (3.9). When we see the mean value of each Woreda, Dibati (4.3), Bulen (3.8), Wombera (3.6), Mandura (4.3), and Pawi (4.1). According to teachers opinion this result indicated that the literacy and numeracy skill was well addressed in the zone.

Item 2 deals with whether or not all adult learners are able to identify letters and words. On this item, teachers from Dibati Woreda responded agreed (high) with mean value of (3.6). Other however, responded moderate. These are Wombera (2.6), Mandura (2.9), Pawi (2.7). According to data obtained from teachers of five woredas, the overall mean value showed moderate. The result obtained from five woredas confirmed that there is disparity in responding to this item. As we can see from the obtained values, only Dibatiworeda strongly agreed that adult learners are able to identify letters and words.

According to The Washington State Adult Learning Standards (2012) adult learners need to write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses), numbers (dates, phone numbers, addresses, prices, etc) and simple phrases to convey information with minimal attention to audience. Besides, adult learners are also thought to write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors.

Item 3, on the other hand, elicits almost similar information whether or not functional adult learners of Metekel Zone are able to identify familiar words. The entire mean value for this item in five woredas teachers showed moderate with mean value of 2.9. As it has indicated on the Table, there is inconsistency of mean values to all woredas. Teachers from Dibati Woreda, for instance, responded high (3.5) while others such as Bulen (3.1), Mandura (3.4), Pawi (2.9) responded moderate. On this item, (The Washington State Adult

Learning Standards, 2012) set a standard that adult learners need to apprehend appropriately use of every day, familiar vocabulary to produce several sentences on a familiar topic. Adult learners are still expected to make a few simple content changes based on review and feedback from others.

Concerning item 4 whether or not learners identify strange words only teachers from Wombera Woreda responded moderate (3.4). Four Woreda, on the other hand, responded that high about the learners' skill in identifying strange words. More specifically, teachers from Dibati (3.6), Bulen (3.7), Mandura Woreda (4), and finally Pawi Woreda (3.6) believed that adult learners able to aware of strange words. The whole mean value for this item indicated high with value of (3.6).

According to EFF content standards in 2009, (as cited in The Washington State Adult Learning Standards, 2012) adult learners need to decode and recognize every day words and word groups in short, simple texts by breaking words into parts, tapping

out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

Item 5 deals with if learners are able to identify, write, read and comprehend long sentences. This item is quite different from the rest of four items in that it focuses on adult learners comprehension of long sentences. Regarding this item all teachers of all woredas responded moderate. Bulen (3), Womb era (3.3), Mandura (3.4) and Pawi (3.4). Teachers in Dibati Woreda, however, responded high (3.6). According to, Cree, Key, & Steward, (2012.), literacy has traditionally been limited to the ability to read, write and computation of numbers. In particular, reading has meant perusal and analysis of printed texts such as books and newspapers. Adult learners in today's workforce, therefore, are expected to create, edit and read numerous documents on a computer. The more literate an individual, the more likely he/she is to be in a job role that requires reading and understanding long sentence.

Table 4. 2: Teachers' opinion about integrated functional adult learners' numeric skill

Woredas		Items		
		6. Students are able to read and write from 0-100	7. Students are able to read and write all the four mathematical operations and thereby add, subtract, divide and multiply	8. Students are able to draw Tables, charts, graphs, and analysis their basic assets
Dibati	M	4.11	4.33	2.33
	N	9	9	9
	SD	0.92	1.41	1.41
Bulen	M	4.3	4.1	2.1
	N	10	10	10
	SD	1.05	0.73	0.87
Wombera	M	4.21	3.15	2.15
	N	19	19	19
	SD	0.91	1.11	1.16
Mandura	M	3.16	4.58	2.58
	N	12	12	12
	SD	1.02	1.08	1.16
Pawi	M	4.67	3.30	2.30
	N	13	13	13
	SD	0.81	1.18	1.25
Total	M	4.38	3.68	2.28
	N	63	63	63
	SD	0.91	1.09	1.15

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

Table 4.2 shows items related to indicators of numeracy skill of adult learners in five woredas. As it has indicated on the above Table item 6 concerned about learners' ability of reading numbers from 0-100. According to the result obtained from teachers of Dibati,

Bullen, Womb era and Pawi Woreda, there is high value. The obtained mean value is 4.1, 4.3, 4.2, and 4.6 respectively. Teachers from Manduraworeda, however, replayed moderate with mean value of 3.1. The entire mean value for this item revealed high (4.3). This

indicates that students are capable enough to count numbers even to three digits.

Item 7 was designed to obtain information about ability of adult learners' in reading and writing the four mathematical operations. This item aimed at getting information if learners can add, subtract, divide and multiply numbers. On this item teachers from Manduraworeda responded very high (4.5). Three woredas such as Dibati and Bulen, on the other hand, responded high with mean value of (4.3 and 4.1) respectively. The other two woredas; Wombera and Pawi, responded moderate with mean of (3.3) and (3.1) respectively. The sum means value for this item showed high (3.6). Numeric skill mostly to do with mathematical concepts and procedures, to figure out how to answer a question, solve a problem, make a prediction, or carry

out a task that has a mathematical dimension clearly indicate the numeracy skill of functional learners (The Washington State Adult Learning Standards, 2012).

Item 8 concerned with whether adult learners draw Tables, charts, graphs, plan, budget and even analyse their basic assets. Almost all teachers in all woredas responded low for this item. For instance, Dibati and Pawi (2.3), Bulen and Wombera (2.1). Only, teachers of Manduraworeda replied moderate with the mean value of 2.5. According to the standard set by (WSALS, 2012) function adult learners highly required to understand, interpret, and work with pictures, numbers, symbolic information and communicate results using a variety of mathematical representations, including graphs, charts, Tables and algebraic models.

Table 4.3: teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DW international training module

All Teachers		Items					
		6. Students are able to read and understand Drs prescriptions of medicines and taking of pills	7. Adult learners able to read and write time Tables	8. Learners are able to list out price of materials for purchasing	9. Learners can operate amount of loans and interest rate	10. Adult learners able to write and read bank slips and hence can transfer and receive money	11. Learners can identify rating symbols (eg. Kg, mm., m.) and so on.
Dibati	M	2.66	2.44	2.22	2.22	2.44	2.11
	N	9	9	9	9	9	9
	SD	1	1.01	1.09	0.97	1.13	0.78
Bulen	M	2.4	2.4	2.4	2	2.5	2.1
	N	10	10	10	10	10	10
	SD	1.07	1.17	1.17	0.66	1.08	1.28
Wombera	M	2.52	2.47	2.31	2.15	2.52	2.15
	N	19	19	19	19	19	19
	SD	0.96	0.96	1.05	0.76	1.02	1.01
Mandura	M	2.41	2.33	2.33	2.33	2.25	2.25
	N	12	12	12	12	12	12
	SD	0.99	0.98	1.2	0.77	0.96	1.13
Pawi	M	2.46	2.38	2.30	2.15	2.23	2.07
	N	13	13	13	13	13	13
	SD	1.05	1.04	1.18	0.80	0.92	1.11
Total	M		2.41	2.31	2.17	2.39	2.14
	N		63	63	63	63	63
	SD		0.99	1.10	0.77	0.99	1.04

Key: 4.5-5 - Very high: Strongly agree; 3.5-4.4- High: Agree; 2.5-3.4- Moderate: Undecided; 1.5-2.4- Low: Disagree; 1.0-1.4- Very low: Strongly disagree

Items prepared under this category are designed based on indicators of DW international

(2002) of the functional skill of adults and thereby look in to the integration of numeracy and literacy skill in their

daily life. This category attempts to examine items previously responded by teachers on the literacy and numeracy skill of adult learners. In doing so, this category also attempts to answer research question number 2 about the level of students and teachers understanding of the integrated functional adult literacy and numeracy skills and how teachers follow indicators during class room instruction for both skills.

Hence, according to Table 4.3 of item 9, about learners' ability to read and understand Dr's medical prescriptions and taking of pills, the data obtained from all subjects of five woredas teachers indicated that 3 woredas responded low (2.4). These are Bulen, Mandura and Pawi. The rest of two Woredas, however, answered moderate with mean value of Dibati (2.6) and Wombera (2.5). The sum value of this item showed that low (2.4). According to Cree, Key, Steward, (2012.) individual may have basic reading, writing and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include: reading a medicine label reading a nutritional label on a food product. Moreover, applying knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension is the other aspect in which of numeracy skill. Based on this conceptual understandings of literacy skill adult learners are expected to record, count, and have clear view of their children's age. It is also factual that illiteracy significantly limits a person's ability to access, understand and apply health-related information and messages and ultimately results in poor household and personal health, hygiene and nutrition.

Item 10 was designed to extracts information about whether or not adult learners able to read and write time Tables and charts. All teachers of five woredas responded similarly. The data obtained indicated low. WSALS, (2012) states that function adult learners highly required to understand, interpret, and work with pictures, numbers, symbolic information on Tables and communicate results using a variety of mathematical representations, including graphs, charts, Tables and algebraic models.

Item 11 deals with information concerning whether or not adult learners able to list out cost break down of goods for daily consumption particularly when shopping. For this item three woredas scored similar mean value and it showed low (2.3). Similarly the other two woredas also appeared to have similar mean value that showed low (2.2 and 2.3) for Dibati and Bulen respectively. The total mean value of all woredas teachers for this item showed that low 2.3. Concerning this item, (Cree, Key, & Steward, 2012.)explained that calculating the cost and potential return of a financial investment, filling out a home loan application are

indicators of functional adult learners' mathematical skills.

Regarding learners skill of financial knowledge such as having a clear knowledge about amount of loans and interest rate in Table 4.3 of item 12, all teachers of the five woredas responded low. The mean value for each woredas showed Dibati (2.2), Bule (2), Wombera (2.1), Mandura (2.3), and Pawi (2.1). The overall mean value for this item indicated low. This is an indication of poor literacy skill which limits a person's ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills and calculating the cost and potential return of a financial investment.

When we see item 13 whether or not adult learners of Metekel Zone able to read and write on bank slips for their likelihood of using it for many transfer and receive, respondents of two woredas decided moderate. These woredas are Bulen and Wombera (2.5). The rest of three woredas, however, confirmed low; Dibati (2.4), Mandura and Pawi (2.2). The mean values of all teachers in five woredas indicated low (2.3). Researchers such as (Cree, Key, & Steward, 2012) state that filling out a job application, reading and responding to correspondence in the workplace, filling out a home loan application, reading a bank statement, comparing the cost of two items to work out which one offers the best value, working out the correct change at a supermarket imply the functional skill of learners.

Item 14 is about adult learners' potential in identifying units such as kg, m. l, and m.m. cm and so on. All respondents of five woredas answered disagree (low). The mean values of Dibati, Bulen and Wombera teachers (2.1), Mandura (2.2) and Pawi (2.0). Finally, the overall mean value also reveals low (2.1). We can deduce from the obtained data that learners attain poor skill while they need to understand, interpret, and work with pictures, numbers, and symbolic information are mark of functional skill.

Table 4.4 : teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DVV international training module

All Teachers		Items				
		12. Le arners able to plan and budget	13. Adult learners able to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting.	14. Adult learners able to measure amount of activities they perform in their daily life e.g milking, counting grains by scientific measurement like k.g	15. A dults able to record the number of their cattle, chickens, products using all units	16. A dult learners able to use fertilizers by counting and measuring amounts required
Dibati	M	2.11	2.55	2.55	2.77	2.55
	N	9	9	9	9	9
	SD	0.92	1.33	1.01	1.20	1.42
Bulen	M	2.6	2	2.9	2.6	2.9
	N	10	10	10	10	10
	SD	1.26	0.81	1.10	1.07	1.44
Wombera	M	2.42	2.21	2.68	2.57	2.68
	N	19	19	19	19	19
	SD	1.07	1.08	1.15	1.12	1.45
Mandura	M	2.33	2.33	2.91	2.58	2.83
	N	12	12	12	12	12
	SD	1.15	1.30	1.08	0.90	1.26
Pawi	M	2.46	2.23	2.76	2.46	2.92
	N	13	13	13	13	13
	SD	1.19	1.23	1.16	0.96	1.44
Total	M	2.39	2.25	2.76	2.58	2.77
	N	63	63	63	63	63
	SD	1.10	1.13	1.08	1.02	1.37

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

Item 15 is about teachers' opinion whether or not adult learners in Metekel zone can plan and budget for their daily activities. Only teachers of Bulen Woreda responded moderate and the mean value of this woreda was (2.6). The other four woredas replied low (disagree) and the mean values were Dibati (2.1), Wombera (2.4), Mandura (2.3), and Pawi (2.4). The sum total of mean value for this item indicated low (2.3).

Regarding adult learners ability in planning for agricultural issues such as; ability to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting by using numeracy and literacy skill appeared on item 16, respondents still believed low. More over teachers of all woredas confirmed low with the total mean value of (2.2). Dibati (2.5), Bulen (2), Wombera (2.2), Mandura (2.3) and Pawi (2.2). According to (Tefera 2006, as cited in MoE, 2008) the main aims of the Farmers Training Centers are: to give specialized training on modern farming techniques, to provide agricultural extension

services easily, to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc, to serve as permanent exhibition centers to transfer technologies.

It is also clear that Ethiopia's development strategy is summarized as the Agricultural-Development-Led Industrialization (ADLI). In this long-term strategy, agriculture is playing a leading role in the growth of the economy. Its broad objectives are to modernize agriculture and improve its efficiency and productivity, ensure food security, create employment opportunities and enhance the country's foreign exchange earnings with the aim to promote the development of a vibrant industrial sector and accelerate overall economic growth. Agriculture development led industrialization is supplemented by sector specific strategies in areas such as health, education, ICT, population, industry, etc.

Item 17 is about adult learners' knowledge of measuring daily activities, for instance, how much

product they obtain from their daily activities. All teachers asserted moderate. This item attempts to elicit information about adult learners' skill of measuring amount of activities they perform in their daily life (e.g. milking, counting grains by scientific measurement like k.gs, e.t.c). The mean value for all five woredas indicated 2.7 which confirmed moderate value. According (Anthony, Cree, Andrew Key June Steward, 2012) function adult literacy also deals with reading a medicine label, reading a nutritional label on a food product, balancing a cheque book, filling out a job application, reading and responding to correspondence in the workplace, filling out a home loan application reading a bank statement, comparing the cost of two items to work out which one offers the best value and working out the correct change at a supermarket.

Item 18 deals with whether or not adult learners able to record and document the number of their cattle, chickens, amount of yields they obtain using all

measuring units. Teachers from four woredas believed moderate. The obtained mean values from these woredas are Dibati (2.7), Bulen (2.6), Wombera and Mandura (2.5). PawiWoreda teachers, however, responded that (disagree) low (2.4). The overall mean value showed that moderate (2.5).

Similarly, item 19 deals with whether or not adult learners in Metekel Zone are able to use fertilizers by counting and measuring the amount to be used scientifically rather than in traditional way. On this item all teachers of five woredas answered moderate that the total mean value of 2.7. According Ministry of Agriculture training program seeks to provide "agricultural sector workers with skills more relevant to the evolving needs of employers and the economy" and "to create business oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products" (Tefera, 2006).

Table 4.5 : teachers' opinion on teaching based on conceptual frame work of IFAL designed by MoE

Teachers	Items							
	20. If it is important to have knowledge of different sector	21. If teachers teach based on students daily experience	22. If teachers teach learners based on life skills,	23. Business skills to handle gainful occupations, micro credits and participate in economic life.	24. Teachers trained based on MoE adult education strategy	25. If teachers have clear list of indicators on IFAL	26. Students are able to differentiate decimals, mathematical properties, ratios, bases hundreds and even identified symbols such as %\$	
Dibati	Me	2.22	2.3	2.55	2.11	2.55	2.11	2
	N	9	9	9	9	9	9	9
	SD	0.97	1.5	1.13	0.78	1.13	0.78	0.86
Bulen	M	2.7	3	2.2	2.2	2.2	2.2	2.6
	N	10	10	10	10	10	10	10
	SD	1.15	1.41	0.91	0.78	0.91	0.78	0.96
Wombera	M	2.47	2.52	2.42	2.10	2.42	2.10	2.57
	N	19	19	19	19	19	19	19
	SD	1.07	1.54	1.12	0.80	1.12	0.80	1.12
Mandura	M	2.66	2.5	2.5	2.16	2.5	2.16	2.08
	N	12	12	12	12	12	12	12
	SD	1.07	1.31	1.08	0.71	1.08	0.71	0.99
Pawi	M	2.53	2.46	2.38	2.07	2.38	2.07	1.69
	N	13	13	13	13	13	13	13
	SD	1.12	1.45	1.12	0.75	1.12	0.75	1.18
Total	M	2.52	2.55	2.41	2.12	2.41	2.12	2.22
	N	63	63	63	63	63	63	63
	SD	1.0603886	1.4230564	1.0570031	0.7511725	1.0570031	0.75117249	1.08426346

Key: 4.5-5 -Veryhigh:Strongly agree; 3.5-4.4- High: Agree; 2.5-3.4- Moderate: Undecided; 1.5-2.4- Low: Disagree; 1.0-1.4- Very low: Strongly disagree

Item 20 refers to whether teachers integrate health, agriculture and home economics rather than only focusing on reading and writing skill. Teachers from two woredas believed low. Others, Mandura (2.6), Bulen (2.7), Pawi (2.5) responded moderate (undecided). Others such as Dibati and Wombera responded moderate with mean value of 2.2 and 2.4 respectively. According to (World Bank, 2014) the functional adult literacy program has a positive influence on the income and nutrition of participants' households. Farmers start to use fertilizers and apply new agricultural practices to improve crop yield. Such activities clearly require education to incorporate the use of fertilizers based on predetermined scientific recommendations. Households diversify their agricultural activities to reduce malnutrition. Moreover, the programme's training in technical and business development skills contributes to rising incomes. Learners also start to save more as they become more familiar with the concept of saving.

Item 21 deals with whether or not teachers believe that they have to teach adults based on their daily experience such as farming, family planning, working on their daily financial break down etc. as we can see from the Table that the overall mean value for this item indicated moderate. World Bank (2014) states there are positive health outcomes associated with the IFAE (Integrated Functional Adult Education) programme. Parents tend to vaccinate their children more frequently and mothers are more likely to understand the dangers of pregnancy, to receive pre- and post-natal health care and to engage in family planning. In addition, the personal hygiene of participants also improves. For example, after participating in this programme, some participants and their families began to construct and utilize latrines (World Bank, 2014). Additionally, according to implications for education and training policies in Europe (2013) adult learners need to understand complex representations, and abstract and formal mathematical and statistical ideas, sometimes embedded in complex texts.

Item 22 attempted to elicit information about whether or not adults have to be educated based on the life skill awareness of issues related to health, family planning and environmental protection. Two woredas responded moderate such as Dibati and Mandura 2.5. Others, Bulen (2.2) Wombera (2.4), Pawi (2.3) responded low (disagree). According to (MoE, 2006 as cited in MoE, 2008), functional adult education incorporates it defines some of life- skills as, "skills useful for other aspects of life, such as agriculture, health, civic education, cultural education" and "primary health care, prevention of diseases such as malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender, etc.

Question number 23 is about whether or not adult learners need to be acquainted with business skills to handle gainful occupations, micro-credit and participate in daily life. Teachers in Metekel Zone disagreed that they understand about inclusion of business skill on their classroom instruction. The total mean value of teachers in all woredas is almost similar. As it has showed on the above Table, Dibati, Wombera and Mandura (2.1), Bulen (2.2), and Pawi Woreda (2) disagreed for this item. Technically, the experience gathered and the lessons learnt in Ethiopia suggest that Adult learners need functional approaches geared to an effective improvement of their livelihoods. Otherwise, they will simply drop out. The combination of basic education (literacy and numeracy) with micro- and small enterprise development tools including micro-finance (Triennale on Education and Training in Africa, 2012).

Item 24 concerned with whether or not teachers of Metekel Zone are well trained how to teach functional adult literacy skill in line with the MoE frame work. Teachers in three woredas responded low (disagree) with the mean value of Bulen (2.2), Wombera (2.4), Pawi (2.3). The other two woredas believed that moderate (undecided) about the training of teachers how to teach IFAL with mean value of Dibati and Mandurs (2.5). According to ESDP IV 2010/2011 – 2014/2015 the concept of integrated IFAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from DVV international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Moreover, according to (MoE, 2008) teacher training colleges are providing trainings to formal teachers and are increasingly becoming involved in the training how to teach integrated functional adult learning.

When we see item 25 concerning whether or not teachers have clear list of indicators how to teach and evaluate learners in accordance with the integrated functional adult literacy strategy developed by MoE and indicators appeared on manuals of DDV international. From five woredas three woredas responded similarly. Bullen, Wombera, and Pawi responded low (disagree) with mean value of (2.2, 2.3 and 2.3). The rest two woredas also responded moderate with mean value of 2.5 for Dibate and Mandura respectively. The total mean value showed that low (2.4) that indicated low (disagree).

The conceptual framework of adult education integration refers to bringing together different subject matters and different types of activities so that they can all be used to solve the problem which is being dealt

with. Integration is important because in people's lives one problem may arise from different things and it is not usually possible to solve a problem by looking at one aspect only.

According to ADEA (Association for the Development of Education in Africa, 2012), maintaining sustainable land management and agricultural production system is a question of survival for the growing Ethiopian population. This means innovations not only for increased productivity, but also for the use of renewable energies (e.g. biogas), recycling, water-saving technologies (e.g. rain water harvesting schemes), and erosion-protective new methods in agriculture (e.g. drip irrigation). All these aspects can be addressed in responsive adult education programs and be linked with literacy, numeracy and business skills. Besides to this health-related education (including child care, reproductive health and HIV/AIDS-sensitization) can well be linked to IFAL especially, when – as is the case in Ethiopia - health agents, familiar with respective local languages and cultures are available. This big potential for synergy is still to be fully tapped.

Concerning item 26 learners knowledge of differentiating decimals, mathematical properties, ratios, base ten, hundreds, and thousands and symbols such as %, \$ and others. The total mean value for this item showed (2.2) that indicated low. Woredas such as Bulen and Wombera teachers responded moderate with mean value of (2.6) and (2.5). Adult learners need to understand complex representations, and abstract and formal mathematical and statistical ideas, sometimes embedded in complex texts. They can integrate several types of mathematical information where considerable translation is required (The Survey of Adult Skills: Implications for education and training policies in Europe, 2013).

In general terms, IFAL strategy builds on indigenous knowledge and planned to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture (including off-farm activities), health, civic, cultural education, etc. That is why it is named as “integrated” as studies show that relevance and utility are key factors to accelerated skills acquisition and increase the likelihood that participants will want to expand their knowledge base through other learning opportunities, the Master Plan builds on integration: IFAL programs must be integrated to livelihoods and life skills to be successful (Triennale on Education and Training in Africa, 2012). Accordingly, as far as a large number of literacy teachers are recruited from primary schools it highly requires methodological training how to integrate different functional skill in line with classroom instruction. It is also significant for trainees to attend a short training course organized by their provincial directorate of education both on the

conceptual framework of IFAL and it methodological presentation.

IV. ANALYSIS BY USING ONE-WAY-ANOVA

As it has mentioned in the earliest part of this paper it is indispensable to see the significances differences between groups on the data obtained from five Woreda. The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of five woredas as they are independent (unrelated) groups. Hence, using one-way ANOVA Table is required in order to apprehend difference occur between groups on the first category and the second category which states the knowledge of adults in numeracy and literacy skill and teachers opinion on the indicators of numeracy skill of students. Moreover, One-Way ANOVA is also needed to see the differences within groups and between groups on if teachers are capable enough to integrate the theoretical framework of IFAL as it has indicated on the national strategy of “integrated functional adult literacy.”

Table 4. 6 : ANOVA Table about opinions of all woredas teachers concerning learners' literacy skill

Items		Sum of Squares	df	Mean Square	F	Sig.
1. The current adult learners are able to write and read texts	Between Groups	4.031001	4	1.00775	1.8883	0.125
	Within Groups	30.95313	58	0.53367		
	Total	34.98413	62			
2. Adult learners are able to identify written letters and words	Between Groups	6.88316	4	1.72079	2.3459	0.065
	Within Groups	42.54541	58	0.73354		
	Total	49.42857	62			
3. Adult learners are able to identify familiar words.	Between Groups	16.48331	4	4.12083	3.6148	0.011
	Within Groups	66.11986	58	1.14		
	Total	82.60317	62			
4. Learners are able to identify strange words	Between Groups	2.086235	4	0.52156	1.0113	0.409
	Within Groups	29.91377	58	0.51575		
	Total	32	62			
5. Learners are able to identify, write, read and comprehend sentences	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	58	0.59056		
	Total	36.60317	62			
6. Learners are able to read, write and even comprehend long sentences.	Between Groups	7.377762	4	1.84444	2.4913	0.05
	Within Groups	42.9397	58	0.74034		
	Total	50.31746	62			

The mean difference is significant at 0.05 levels. Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F Table]; Sig: significant difference between groups

One way ANOVA was conducted to identify if any difference exist in the respondents perception across the 5 (five) woredas. The items under each variable were aggregated in to categories based on inter-item correlation analysis of the data. The ANOVA result in the Table 4.6 shows that no significant difference existed among the woredas except for item number 3 (0.011) with confidence interval $p < 0.05$ $F(4,58) = 3.61$. In the above Table 4.6, analysis of One-Way ANOVA showed that the calculated value of F is less than the Table (4, 58: see distribution of F on statistical Table value) at 5% level with degree of freedom being between groups = 4 and within groups = 58 could have arisen due to chance. This analysis supports the null-hypothesis of no difference in sample means. We may, therefore, conclude that the difference in result about adult learners' knowledge of numeracy and literacy skill obtained from teachers was insignificant and is just a matter of chance. For item 3 however, there is a significance difference as far the calculated value were 0.01 and 0.05 as p -value is ≤ 0.05 that reveals learners are able to read, write and even comprehend long sentences.

In other words, there is no statistically significant difference between all teachers of all woredas except for item 3 and 6. This means that all levels of teachers have the same knowledge regarding the literacy and numeracy skill with $p < 0.05$ for all variables. UNESCO indicates that education improves understanding of new

technologies and facilitates their diffusion and implementation – factors which also promote economic grow. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills which they feel are irrelevant to them. Without solid literacy and numeracy skills, technological literacy is hard to achieve. Those people who have strong basic literacy and numeracy skills combined with advanced functional literacy are valuable human capital to their nations and the global economy. Without such expertise, it is impossible to compete effectively in the global marketplace.

Table 4. 7 : teachers' opinion on the indicators of numeracy skill of students

Items		Sum of Squares	df	Mean Square	F	Sig.
1. The current adult learners are able to write and read texts	Between Groups	4.031001	4	1.00775	1.8883	0.125
	Within Groups	30.95313	58	0.53367		
	Total	34.98413	62			
2. Adult learners are able to identify written letters and words	Between Groups	6.88316	4	1.72079	2.3459	0.065
	Within Groups	42.54541	58	0.73354		
	Total	49.42857	62			
3. Adult learners are able to identify familiar words.	Between Groups	16.48331	4	4.12083	3.6148	0.011
	Within Groups	66.11986	58	1.14		
	Total	82.60317	62			
4. Learners are able to identify strange words	Between Groups	2.086235	4	0.52156	1.0113	0.409
	Within Groups	29.91377	58	0.51575		
	Total	32	62			
5. Learners are able to identify, write, read and comprehend sentences	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	58	0.59056		
	Total	36.60317	62			
6. Learners are able to read, write and even comprehend long sentences.	Between Groups	7.377762	4	1.84444	2.4913	0.05
	Within Groups	42.9397	58	0.74034		
	Total	50.31746	62			

The mean difference is significant at 0.05 levels. Key: *df*: degree of freedom; *F*: value between groups and with in groups [to be referred from *F* Table]; *Sig*: significant difference between group.

As we can see the items under each variable were aggregated in to categories based on inter-item correlation analysis of the data. The ANOVA result in the Table 4.7 shows that no significant difference existed among the woredas for all items. The calculated value of *F* is less than the Table value of 2.53 (4, 58) at 5% level with degree of freedom being between groups = 4 and within groups= 58. This could have arisen due to chance. The analysis, therefore, supports the null-hypothesis of no difference in sample means. Therefore, we can conclude that the difference in result about belief of teachers on numeracy skill of particularly mathematical operations, drawing Tables, charts, graphs, planning budget and analysis of financial matters was insignificant and is just a matter of chance.

In other words, there is no statistically significant difference between all teachers of five woredas (Dibati, Bullen, Wombera, Mandura and Pawi). This indicates that all levels of teachers have the same knowledge regarding the general perception of adult learners' numeracy skill with $p < 0.05$ for all variables. It also indicated that the frequent inclusions. Numeracy and literacy skill of adult can be defined and selected in terms of data to be used in solving the problem, determine the degree of precision required by the situation, solve problems using appropriate quantitative procedures and verify that the results are reasonable, communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

Table 4.8 : theoretical understanding of teachers on integrated functional adult literacy

Items		Sum of Squares	df	Mean Square	F	Sig.
11. Knowledge about health, agriculture and home economics do not as such matter as adults able to write and read.	Between Groups	1.42	4	0.35	0.30	0.87
	Within Groups	68.28	58	1.17		
	Total	69.71	62			
11. It is not critical to think about adult learners knowledge of planning,	Between Groups	0.93	4	0.23	0.27	0.89
	Within Groups	49.06	58	0.84		

budgeting, scheduling things in their daily life as far as they can read and write.	Total	50	62			
12. I personally believe that I have to teach adults based on their daily experience such as farming, family planning, calculating their interest and loan rates.	Between Groups	2.58	4	0.64	0.30	0.87
	Within Groups	122.96	58	2.12		
	Total	125.55	62			

The mean difference is significant at 0.05 levels Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F Table]; Sig: significant difference between groups

In the above Table, analysis of One Way ANOVA showed that the calculated value of F is less than the Table value of 2.53 (4, 58) at 5% level with degree of freedom being between groups = 4 and within groups = 58 could have arisen due to chance. This analysis supports the null-hypothesis of no difference in sample means. We may, therefore, conclude that the difference in result about opinion of teachers on numeracy skill of adult educators of knowledge about mathematical operations, drawing Tables, charts, graphs, planning budget and analysis of financial matters was insignificant and is just a matter of chance.

There is no statistically significant disparity between all teachers of five woredas (Dibati, Bullen, Wombera, Mandura and Pawi). This does mean that all levels of teachers have the same awareness regarding the general perception of adult learners' numeracy skill with $p < 0.05$ for all variables. According to Ethiopian Ministry of Education report in ESDP IV this is attributable to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and

training manuals and unavailability of human resources at the grassroots level. Moreover, coverage of programs seems to be decreasing instead of increasing. Hence, this implies that, according to (DSDP IV, 2003-2007 E.C) that the literacy and numeracy skill are not still well addressed.

V. DATA OBTAINED BY TESTING

As it has already mentioned earlier, besides to questionnaire, to answer research question number 1 about the current status of functional adult teaching and learning in Metekel Zone and research question 2 about the level of teachers understanding in integrating different skills of literacy and numeracy skill preparing test was indispensable. Accordingly, this question was already prepared to triangulate teachers' opinion on numeric and literacy skill and to triangulate the actual data obtained through testing. This data gathering technique is therefore essential to find appropriate data for the study since the researcher collected data through questionnaire requires substantiation through testing to answer questions concerning IFAL.

Table 4.9. : Data obtained from testing to obtain the functional skill of adult learners.

Q1. W/roAbebech was told by doctor to follow injection and pills for 7 days.

Items		F	%	Valid %	Cumulative %
1.1. How many injections will she take within three days?	Right	3	30%	30.0	30.0
	Wrong	7	70%	70.0	100.0
	Total	10	100.0	100.0	
1.2. How many pills will she take within four days?		F	%	Valid %	Cumulative %
	Right	5	50.0	50.0	50.0
	Wrong	5	50.0	50.0	100.0
Total	10	100.0	100.0		
1.3. How many pills will she take with seven days?		F	%	Valid %	Cumulative %
	Right	4	40.0	40.0	40.0
	Wrong	6	60.0	60.0	100.0
Total	10	100.0	100.0		
1.4. W/roFatuma give a birth to her child on January, 01 2007. Today is thirteenth of February. How old is Fatuma's child on the coming month.		F	%	Valid %	Cumulative %
	Right	3	30.0	30.0	30.0
	Wrong	7	70.0	70.0	100.0
Total	10	100.0	100.0		

Note: "right" indicates those who answered right where as "wrong" indicate those who answered wrong.

As it has indicated on the above table 4.9 only 3 (30%) of respondents were able to answer the item prepared to check how adults integrate mathematical operations with health matters. On this item 7 (70%) of examinees, however, responded wrongly. On item 1 of sub item 1.2 half of respondents answered wrongly. Similarly 5 (50%) of adult educators responded correctly. Item 1.3 deals with whether adult learners properly use the amount of pills they need to take within seven days. Most of respondents 6 (60%) of respondents were not able to answer the question. Others, 4 (40%) were able to answer the question. Regarding item 1 of sub item 1.4 about adult mathematical analysis in estimating the exact age of their children based on the current reference majority (70%) of respondents responded wrongly.

According to (Cree, Key and Steward, 2012) illiteracy also increases the likelihood of high-risk health behaviour, due to lack of awareness about health and family planning and inadequate or no use of contraception. One study showed literate women are three times more likely than illiterate ones to know that a person in seemingly good health. Lack of awareness of contraceptive methods increases the likelihood of unplanned and adolescent pregnancy. In turn, young new mothers are more unlikely to undertake further education or enter the workforce.

Concerning item 2.1 of Table 4.10 half of respondents fail to answer the exact date from second of January. This implies that the literacy and numeracy skill is not being established with their daily activities. Item 2.2 deals with students' knowledge of financial description particularly during shopping. As we can see from the Table, 8 (80%) were not able to answer. Others 2 (20%) of students responded correctly. From the data showed in Table 4.10 of item 2.3, it was observed that 8 (80%) of the adult learners in five woredas answered wrongly on the question prepared to check their mathematical skill that can be indicated functionally understanding in calculating the interest rate.

While responding to item 2.4 of Table 4.10 (adult learners knowledge of identifying bank slips that indicate their literacy skill), only 3 (30%) of respondents answered correctly. Others, 7 (70%) of respondents replayed that incorrectly. This indicated that there is skill gap in comprehending texts (different formats) that may also help for daily activities. With item 2.5 of Table 4.10, respondents were asked whether they have clear knowledge in identifying unit of measurements. 4 (40%) of respondents answered right and 6 (60%) however responded wrongly. With item 2.6, in similar way to item 2.5 (about unit of measurement) about 3 (30%) respondents answered correctly. Others 7 (70%) of adult learners were able to answer about unit of measurement when sowing seeds. In their reaction to item 2.8 of able

4.10 concerning the operating number of animals such as oxen, sheep and chickens 1(10%) of learners responded correctly and the rest 9(90%) of learners wrongly answered for this item.

VI. FINDINGS

The main purpose of the study was investigating the practice of integrated functional adult literacy in Benishangul Gumuz: Metekel zone.

The data obtained from teachers using questionnaire indicated that there is variability of response among teachers of five woredas. The literacy and numeracy skill of adult learners, teachers believed that learners able to write and read properly. On contrary to this adult learners' ability of identifying familiar words and comprehension of long sentences and words appeared to be deprived. In sum up, the obtained data under this category indicate that still adult learners are not able to attain the literacy skill. Most importantly there was high disparity between Table 4.1 (concerning the actual numeracy and literacy skill) and 4.3 (indicators of numeracy and literacy skill of students).

On this notion, as we have discussed earlier, Table 4.1 looks in to the literacy and numeracy skill. On Table 4.3, however, we can see teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DWV international training module identified as numeracy skill. Data obtained from teachers in Table 4.1 was not in harmony with result obtained from Table 4.3. We deduced from the data that learners may count and identify letters and words but still they are not able to use these skills for functional causes such as health, agriculture and financial purposes. As it has also showed in Table 4.11, majority (70%) of learners were not able to answer the questions prepared based on functional skill of learners indicated in different manuals. Accordingly, this is the other indication of poor literacy skill.

Moreover, the data obtained from testing also showed that most of adult learners fail to answer questions. As we can see from Table 4.9, 7 (70%), 5 (50%) and 6 (60%) of adults failed to get the right answer about the question prepared to elicit information on whether adults able to practice how to use medicines prescribed by medical authorities. Learners also unable to respond to item 1.4 about their children's age. This result clearly showed that adult learners lack potential to address questions that can be mark of their knowledge in whether they are clearly instructed functional adult learning in accordance with competencies related to functional skill.

Additionally, as it has indicated on Table 4.2 of item 6 indicators of the numeracy skill, (whether adult learners able to count from 0-100), of adult learners in

five woredas the result obtained from respondents showed that high. In contrary to this, the data obtained from testing on Table 4.11 of item 3.1 and 3.6 showed that 80% and 90% respondents answered wrongly concerning financial and operating numbers for daily activities.

Concerning the literacy skill of learners, as it has indicated in Table 4.9 except for item 1.2 5 (50%) learners were not able to answer the question. This indicate that learners still lack mathematical skill of identifying written texts such as medical prescriptions that may also be a mark of their incompetency of numeric skill.

Concerning adult learners skill based on numeric and literacy indicators, there was unpredictability in responding through questionnaire and there were controversies between data obtained through questionnaire and testing. According to the data obtained through questionnaire about adult learners skill of budgeting, draw tables, charts, read and write from 0-100, planning, and analysis their basic assets, ability in reading and writing all the four mathematical operations and thereby add, subtract, divide and multiply, five woredas confirmed that there is low values. Concerning counting numbers 0-100 and mathematical operations, there is high response. Learners, on the other hand, are incompetent in drawing tables, charts, graphs and analyzing basic assets. Moreover, learners were not able to answer questions on identify bank slips and other functional skill that confirm learners' ability of poor literacy skill.

We also obtained from the data that concerning counting of days, months, allocating things financially, sending money by using the right bank slip, identifying the right unit of measurement operating numbers of pet animals. Most of examinees were not able to answer the question. Hence, we confirmed that there was controversy between data obtained by testing and the questionnaire. It was also obtained that 9 students were not able to react to questions correctly.

According to the data gathered to check financial, agricultural and health related indicators of the skill majority of respondents reacted moderately. The ability of adult learners in planning for agricultural issues such as; ability to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting by using numeracy and literacy skill is also not satisfactory. Others responded disagreed. This indicates that instructional approach of teaching adult learners was integrative. On Table 4.11 of item 3.4 and 3.5 that deals with adult learners' knowledge in identifying unit of measurement during sowing of seeds, about the right unit of measurement for liquid, and concerning the exact month of farming in Benishangul Gumuz, 30% and 40 % of respondents answered wrongly. 100% of

respondents, however, responded that they able to know the exact date for farming in the region.

VII. RECOMMENDATION

According to the conclusion there are factors that affect the practice of integrated functional adult literacy in Benishangul Gumuz Metekel zone because of inappropriate practice of teaching in primary schools. In order to tackle these problems the researchers would like to forward the following recommendations:

- Since, scholarly identified conceptual understanding of functional adult literacy were not well treated by elementary teachers in Metekel zone, it is legitimate for teachers to have a systematic approach in applying teaching and learning based on the theoretical recommendation by MoE and ESDP IV that is integrating health, education and agriculture. Whenever it appears mandatory for the teacher to teach students in collaboration with various sectors such as health and agriculture it is legitimate to follow such guidelines to obtain the optimal result estimated by MoE. According to MoE, 2008 all efforts in IFAL are being coordinated and integrated under one national strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: Ministries of Education, Agriculture, Health, Social and Labour Affairs, Youth and Sport and Women's Affairs. Moreover a cording to ESDP IV (2001-2015) even considering underreporting of available data and underestimation of participation rates, it is certain that the literacy target set in ESDP III was not achieved (ESDP IV).
- Regarding indicators of functional skills to measure numeracy and literacy skill it is a must for teachers to review indicators of functional skills identified by DVV international and the policy frame work by MoE, 2008. Moreover, teachers should overview findings how the concept of IFAL (Integrated Functional Adult Learners) works and they have to be sure about the legitimacy of teaching adults based on indicators of daily activities in areas of health, agriculture and education. It is also necessary to identify policy related approaches in teaching necessary skills. The Farmers Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the skills training courses don't have the requisite literacy skills to participate. So the Farmers Training Centers should incorporate literacy and numeracy. Incorporating numbers with learners daily activity, text related to their daily life, and teaching health related issues lead learners to better understanding of the programme.

- Regarding teachers theoretical understanding how to teach adults the regional bureau of education should train its own teachers. Teacher Training Colleges are providing trainings to formal teachers and are increasingly becoming involved in the training of NFBE facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3 intensive trainings during the mid-year break, these non-formal education facilitators become certified. For instance, Somali Region has inducted non-formal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified. In Amhara Region, Debreworkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Non formal Education (MoE, 2008). The Benishangul Gumuz, therefore, need to follow their foot step to attain the need result in integrated functional adult literacy in the region.
 - According to DVV International when reflecting back on the programme and the challenges experienced, many lessons emerged, the involvement and commitment of all role-players was crucial to implement a programme of an integrated nature, programme sustainability starts from the first day of implementation and is linked to key decisions to create partner independence, building long-term capacity and implementing an affordable and replicable programme.
 - Adult literacy takes time, especially when it is integrated with livelihoods related activities. All of these have to be balanced within the reality of learners daily lives and workload.
 - Educational bureau should also need to develop 'post-literacy' material should be developed earlier on in the programme. This is especially the case when the mother tongue language does not have a wide range of materials available for participants to practice their new-found literacy skills.
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