

# Practices of Integrated Functional Adult Education Program in Sewena Pastoral Community District, Bale Zone Oromia

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## Abstract

The purpose of this study was to investigate the practices of integrated functional adult education program in Sewena pastoral community district, Bale Zone Oromia. Pragmatism was adapted as a philosophical assumption of this study. A mixed-methods research design with concurrent triangulation was used. Both probability and non-probability sampling techniques were used to select participants from various groups. Samples of 115 participants consisting of 56 facilitators, eight IFAE experts, 10 CRC supervisors, 14 school principals, 24 adult learners, and three district adult education board members were selected. Thus, questionnaire was used for facilitators, IFAE experts, CRC supervisors, and school principals respectively. In depth interviews was conducted with district adult education board members and focus group discussion held with samples of 24 adult learners. Document analysis and classroom observation was employed. Validity and reliability were used to test the quality of instruments. Both quantitative and qualitative data analysis techniques were employed. More specifically, descriptive statistics like frequency distribution, percentage, mean and standard deviation; inferential statistics one way ANOVA were used. Ethical issues would be confident from the beginning to the end. The result of data analyses revealed that the degree of the provision of the contents for learners was vary and provided in terms of theory than practices, adults were not much benefitted from the program as intended, facilitators used lecture method frequently, and did not used variety method, there were poor access of facilities and instructional material. Based on the findings, it is recommended that provision of contents of IFAL through integrating theory with practices of daily life of adult learner, trainings facilitators on andragogy skill and mobilization of resources and equipping centers with the necessary educational materials and facilities were suggested

**Keywords:** practices, integrated functional literacy, pastoral community.

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## 1. INTRODUCTION

### 1.1. Background of the study

Education is a universal practice engaged by society at all stages of development. It is fundamental social service that enable the citizens to meet their need and get to access to modern life. Moreover, 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.). With respect to this citizen's right to education and the realization of economic and social benefits that emanate from it, a massive movement has been carried out. It is believed that education "Cultivates the cognitive, creative, productive and appreciative potentials of citizens by appropriately relating education to environment and societal needs" (ETP, 1994:8). However, many people still lack access to formal education in Ethiopia. The inadequacy of formal education in relation to the needs of some groups of the population becomes a source of justification for non-formal education. People who do not get the opportunity of formal education should be provided with other alternative ways. Therefore, it is essential to expand the provision of adult education which is less expensive, flexible in terms of time and place in fulfilling the demand of education.

Adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social program of community as a whole including personal advancement of individual. If properly targeted and made relevant, adult education results in better health and better living condition, improved facilities and so on (ANFEAE,2011). Similarly, MoE (2010) stated that adult education is an essential process directed arising the knowledge and skills of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner. Integrated functional adult Education (IFAE) is one of the ways of literacy programs through which adults' education is directly linked with the livelihood of the society. Therefore, adult education program with the special focus on functional literacy is intended to give opportunity for those adults who lack access to education (MoE,1994). Since 1991, with the change of new government, Ethiopia introduced the new Education and Training Policy of the 1994 and addressed the following five major issues. These are access, equity, relevance, efficiency and quality. In 1994 education and training policy adult education was not mentioned as a concern. In order to implement the Policy, it also designed the Education Sector

Development Program (ESDP) which is now in its fifth phase. It is one of the signatories of the international agreement on Education for All (EFA) which consists of six components. Specifically the fourth goal of Education for All (EFA) calls on countries to achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all (MoE, 2005). Furthermore, international initiatives like the Dakar Framework of Action, United Nations Literacy Decade (UNLD), the United Nations Decade of Education for Sustainable Development (UNDESD) have been considered by member states of the UN (UNESCO, 2000). Ethiopia has implemented a series of poverty eradication plans and it has emphasized the need to overcome the problem of illiteracy if a real socio-economic transformation is to occur.

The functional adult education program aims to empower adult members of the society to actively take part in the national development and poverty reduction strategies. Toward meeting this goal, a general strategic guideline was needed and the country has introduced its first national adult education strategy in 2006. Following the national strategy, the MoE has developed a functional adult literacy guideline and a three year national action plan to expand in Ethiopia with the active involvement of stake holders (MoE, 2008). Apart from the efforts of the government a number of non-government organization and communities based organizations are engaged in expanding IFAE (Integrated Functional Adult Education) programs and the plan gives much emphasis to the program. The IFAE is not the only concern of education sector. It is the program that needs the integration of other sectors like, health, agriculture, women and children affair, youth; administration and NGO (MoE, 2008).

According to the MoE (2010), the life skills contents address agriculture, health, income generation, critical thinking, civics and ethics, environmental care and protection, gender and social issues and the teaching of life skills should be done holistically rather than as a separate subject, linking basic literacy teaching to life related issues. In the implementation of IFAE program, the Facilitators should base the content on the interests of the participants, which often means combining numeracy and literacy training with income-generating and livelihood topics. The main subjects covered in the programme include literacy, gender, environmental protection, civic and ethical education, health, disease prevention, family planning, and agriculture. Now a day, IFAE program is going on almost in all region, zones and district of the country. However, starting from its establishment, there is the problem of implementation of IFAE program in rural and urban areas of our country. The challenges were: lack of trained facilitators and lack of facilities for the program such as textbooks and the like (MoE, 2008).

Sewena pastoral community district which is found in south east of Bale Zone Oromia region is among the districts which has been implementing the program. However, the implementation of the program in the area was not implemented as intended. For instance, the data obtained from Sewena district education Office report of (2019) show that among 19038 adults planned to be engaged in the program from 2015-2019, only 7580 (39.8%) were involved in the program. This refers to about 11458 (60.2% ) of adults or majority of them were not attended the program. This indicates poor implementation of IFAE program in the area. Therefore, It is on this background that the researcher was highly interested to conduct this study and attempts to investigate the practices of integrated functional adult education program to make decision on the improvement of IFAE program to achieve the desired goal.

## 1.2. Statement of the Problem

From the beginning of its establishment the integrated functional adult education program faced many problems in the country. Under ESDP III, Adult education program is partly planned to emphasize integrated functional adult literacy which includes the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education, environmental protection and other dominant livelihoods. However, the Ministry of Education in 2008 pointed out that the program had remained low in terms of accessibility and relevance; it had not been geared towards problem solving and had failed to address the immediate life of the adult community. Besides, (MoE,2010) stated that, the challenges faced by integrated functional adult education program were: lack of trained facilitators and lack of facilities for the program such as text books and the like. In other ways, Education Sector Development Program IV(MoE 2015) reported that there were 19 million and above illiterate youth and adults in Ethiopia at the end of 2014 (ESDP IV). This implies that high level of illiteracy in the adult population is still one of the major barriers to achieving development goals. The problems faced were more or less similar in different regional states, zones and district. As a result, Sewena pastoral community district is one of the remotest area found in south east of Bale Zone, oromia region where majority of people living in the area are illiterate, especially adults. For instance, the data obtained from Sewena district education office report of (2019) show that among 19038 adults planned to be engaged in the program from 2015-2019, only 7580 (39.8%) were involved in the program. This refers to 11458 (60.2% ) of adults or majority of them were not attended the program. This indicate that, there had been a problem of putting the program in to action in the study area.

In other ways, number of studies were conducted on Integrated functional adult education. Among those

studies were Petros Melaku (2017) and Minalbat Yitayew(2018). The former studied the problem of management of IFAE at Yeka sub city of Addis Ababa; the latter, studied the problem of implementation of Integrated Functional Adult Literacy Program in Metekel Zone of Mandura and Pawi districts in Benishangul Gumuz. The research gap lies in the lack of comprehensiveness (both the management aspect and implementation of the IFAE curriculum) because petros's focused on the management dimension of IFAE program whereas that of Minalbat's study focused on the implementation. These studies were focused on some aspects of the problems. Thus, the researcher observed the gap and tends to investigate the untouched parts by the previous study the practices of IFAE program and focused on variables like problems related with contents delivered to adult learners, facilities and instructional materials available to run the program, and methodology/techniques used in teaching learning process. Moreover, this study designed to investigate the practices of Integrated Functional Adult education program in Sewen pastoral community district, Bale Zone, Oromia. To fill the gaps of the study, the following research questions were raised and answered.

1. What are the program contents of the Integrated functional adult education is being implemented in Sewena pastoral community district?
2. To what extent the facilities and instructional materials are available for the implementation of the teaching learning process?
3. What are the teaching learning method employed as a means for the implementation of the program?

### **1.3. Theoretical and Conceptual Framework of the Study**

#### **1.3.1. Theoretical Framework of the Study**

In order to investigate the practices of integrated functional adult education program in Sewena pastoral community district, Bale Zone, Oromia. A combination/ hybrid of functional, critical and social practice theory of adult education adapted as a theoretical frame work for this study.

The researcher takes this functional theory which has relation with a topic of study. The functional theory deals with the ability to use skills to perform certain tasks in domestic or work life. In this model, skills are the foundation for other functions. As a result, they are taught in a generic fashion and transfer across situations is understood largely as unproblematic (Culligan, 2005). The functional, vocational approach resulting in a discourse of literacy as technical skills and vocational competence has achieved more popularity globally.

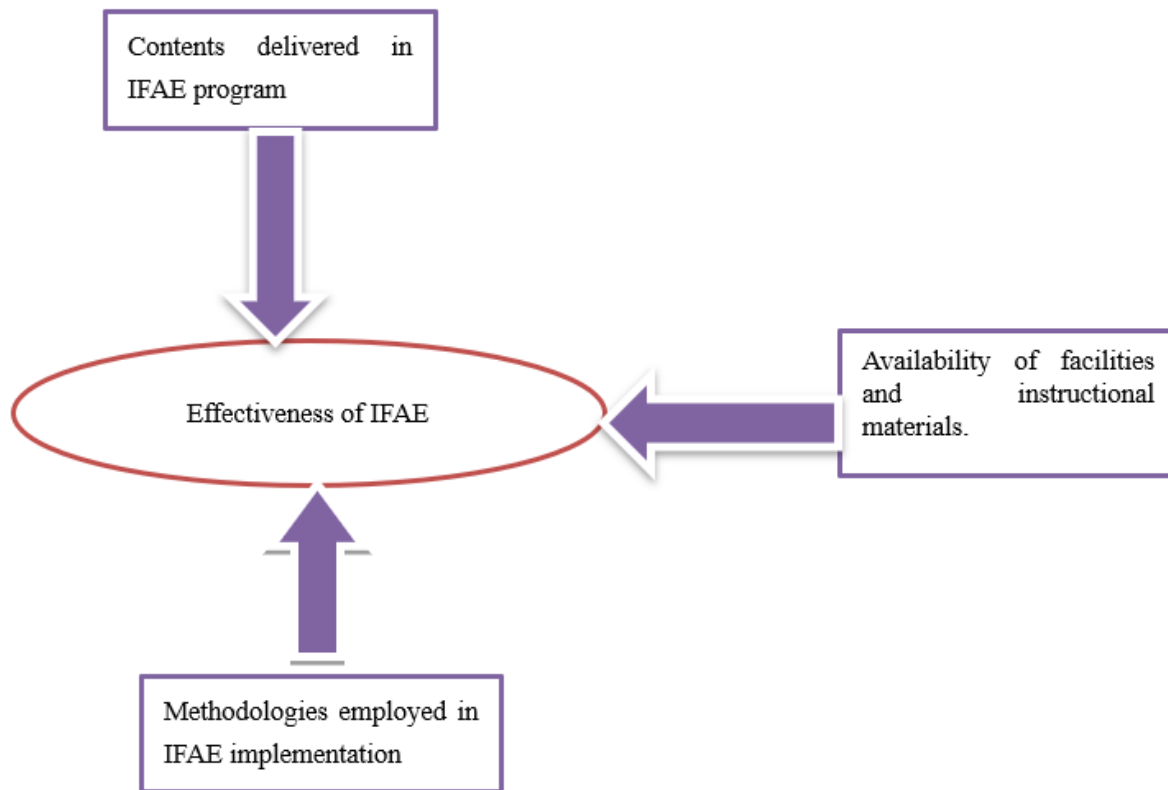
Secondly, the critical theory also adapted and reviewed for this study. The critical theory is associated with the Brazilian educator Paulo Freire, which refers to the potential of literacy as both 'reading the word' and 'reading the world' (Freire 1992). This approach engages people in actively constructing his/her idea as a tool for change. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners to look beyond "reading the word" to "reading the world", which in turn, it supports learners to become actors in developing their own communities and societies Juliet etal, (2007:206).

Its pedagogy aims at making participants understand their world in terms of justice and injustice, power and oppression, and transformation (Papen, 2005). The proponents of critical literacy believe that it is the only means to empower learners. Ferrier (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners. In this context functional literacy aims to promote the empowerment of the individual or groups for social, civic and economic roles.

Therefore, The researcher strongly agree with this idea that Functional adult education based on the adult learner's problems, interests and aspirations, livelihood improvement with the aim at promotion of adults political, social and economic empowerment which enables them to play a pivotal role to combat poverty.

Finally, Social practice theory is taken in account which deals with issues of adult education. Social practice theory adult education literacy looks at reading not only as a skill, but also as a social activity that is always situated in particular cultural and historical contexts ( Papen, 2005).The social practices advocates focus on local context without concerns for the capacity of literacy to achieve improved participation of learners in the economic, social and political spheres. Each model has its own limitation. In reality, researcher may combine two or more models/theories and, therefore, more than one method. pragmatic understanding of adult literacy education recognize the important elements from different approaches to acknowledge the plurality of literacy rather than taking a consensus position based on one or the other approach

### 1.3.1. Conceptual framework of the study



**Figure 2. Conceptual framework on IFAE**

The above conceptual framework involves independent and dependent variables. The independent variables are Contents delivered, Availability of facilities and instructional materials, and methodologies to be employed in while the dependent variable was the effectiveness of IFAE the program. Therefore, the dependent variable is affected by independent variables.

## 2. Research Method and Design of the Study

### 2.1. Research Paradigm

Based on the purpose of the study, Pragmatism is entertained as a research paradigm with mixed methods for the practical solution of the problem related with the practices and challenges of Integrated Functional Adult education program. Creswell (2012) states that the use of mixed methods permits triangulation, and integrating and embedding the data to understand the research issues. Accordingly, the author used mixed methods of research design specifically; concurrent triangulation mixed-methods research design. Therefore, it is important to mix both quantitative and qualitative methods in order to strengthen the study by triangulating the methods.

### 2.2. Population of the study

Population is a group of individuals who comprise the same characteristics and constitutes the target of the study. Creswell (2009) defined a target population as “a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently. Therefore, the target population for this study consisted functional adult Education program practitioners and participants such as 145 adult learners, 56 IFAE facilitators, and 32 IFAE program coordinators at different level (eight IFAE experts, 10 CRC supervisors, 14 School principals) and three district adult education board members. Therefore, the total populations of this study were 236.

### 2.3. Types and sources of data

Both primary and secondary sources of data were used. Specifically, the major sources of primary data become facilitators, adult learners, and IFAE program coordinators at different level (IFAE experts, CRC supervisors, School principals) and district adult education board members. The secondary sources of data were document analysis from Sewena Woreda Education Office.

## 2.4. Sample size and Sampling Techniques

In this study, sample of adult literacy centers were chosen from the total of 46 integrated functional adult education center, 14(30.4%) IFAE centers were selected using simple random sampling method specifically by using lottery method. Mugenda and Mugenda (1999) advises researcher to use 10 -30% of samples to gravitate the representative of the population. On the other hand, 32(100%) of IFAE program coordinators at different level (eight IFAE experts, 10 CRC supervisors, 14 School principals), 3(100%) of district adult education board members, and 56(100%) facilitators were selected by using availability sampling technique because these respondents are the only option to be included in the study and 24 adult learners were selected by simple random sampling techniques from three adult education centers.

## 2.5. Data collection instrument

The study employed multiple tools of data collection such as questionnaire, interview, focus group discussion, document analysis and observation with the aim to improve the validity and reliability of the findings.

## 2.6. Validity and Reliability

### 2.6.1. Validity

Creswell (2009) define research validity as the extent to which the instrument is used to measure what a researcher actually supposed to measure; whereas research reliability refers to the accuracy and consistency of the measurement resulting from an assessment. Accordingly, experts were consulted to check if instruments were well designed in relation to the research objectives. To ensure validity and reliability of data, the authors are used triangulation methods in data collection strategy for improving the validity and reliability of research findings as commented by Creswell (2012) which states that described that triangulation means the use of different data sources of information by examining evidence from these sources and using them to build a coherent justification for theme.

### 2.6.2. Reliability

Reliability is an essential ingredient in validity because a test cannot be valid if it is not reliable. Thus, the reliability of the instruments or the internal consistence was checked by using Cronbach's alpha. As to Cohen *etal*, (2007) the Cronbach's Alpha result,  $\alpha > 0.9$  excellent,  $\alpha > 0.8$  good,  $\alpha > 0.7$  acceptable,  $\alpha < 0.6$  questionable, and  $\alpha < 0.5$  poor. Questionnaires were piloted on twenty five respondents who were not taking part in the sample. To check reliability using cronbach's alpha and obtained 0.88 alpha coefficients which was considered as reliable for data collection. Therefore, the result of the test showed that the reliability of cronbach's alpha & alpha should falls at acceptable range (i.e.  $\alpha \geq 0.7$ ).

## 2.7. Method of Data Analysis

In this study, both quantitative and qualitative data analysis method was employed to analyze the data. Quantitative data analyzed through of descriptive statistics (frequency distribution, percentage, mean, standard deviation) and inferential statistics (ANOVA one way) while qualitative data like interview, observation, document analysis and focus group discussion was analyzed in the form of narration or descriptive statements in depth explanation to substantiate the quantitative result.

## 3. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part focused on the outcome of data analysis. It was presented along each basic research questions. The findings were presented in relation to the following themes: contents of the integrated functional adult education being implemented, teaching learning method employed, access of facilities available, and challenges hindered implementation of the program.

**Table.1. Respondents’ response on contents of the integrated functional adult education being implemented in Sewena pastoral community district**

No	Items	Facilitators N=54		Principals N=14		Supervisors N=10		IFAE experts N=8		Total N=86		Mean	Std. Deviation	one way ANOVA result						
		F	%	F	%	F	%	F	n%	F	%			Source	SS	df	MS	F	Sig	
1	<b>Primary agricultural education</b>																			
	VH	30	55.6	9	64.3	7	70	2	25	48	56	4.29	0.96	BG	70.899	3	23.633	219.386	.000	
	H	14	26.	2	14.3	2	20	5	62.5	23	26.4									
	M	6	11.1	1	7.1	-	-	-	-	7	8	WG	8.833	82	.108					
	L	4	7.4	2	14.3	1	10	1	12.5	8	9.3									
	VL	-	-	-	-	-	-	-	-	-	-	Total	79.733	85						
Total	54	100	14	100	10	100	8	100	86	100										
2	<b>Primary health care</b>																			
	VH	32	59.3	2	14.3	-	-	4	50	38	44	3.90	1.25	BG	116.164	3	38.721	185.77	.000	
	H	10	18.5	7	50	6	60	1	12.5	24	28									
	M	4	7.4	-	-	-	-	1	12.5	5	6	WG	17.091	82	.208	5				
	L	8	14.8	4	28.6	2	20	2	25	16	18.6									
	VL	-	-	1	7.1	2	20	-	-	3	3.4	Total	133.256	85						
Total	54	100	14	100	10	100	8	100	86	100										
3	<b>Civics and ethical education</b>																			
	VH	8	14.8	2	14.3	1	10	1	12.5	12	14	3.24	0.91	BG	32.795	3	10.932	22.940	.000	
	H	6	11	3	21.4	3	30	1	12.5	13	15									
	M	25	46.2	8	57.1	6	60	6	75	45	52	WG	39.077	82	.477					
	L	15	28	1	7.1	-	-	-	-	16	19									
	VL	-	-	-	-	-	-	-	-	-	-	Total	71.872	85						
Total	54	100	14	100	10	100	8	100	86	100										
4	<b>Basic reading and writing skill</b>																			
	VH	-	-	-	-	-	-	-	-	-	-	3.29	0.45	BG	4.307	3	1.436	8.768	.000	
	H	14	26	4	28.6	1	10	6	75	25	29.1									
	M	40	74	10	71.4	9	90	2	25	61	70.9	WG	13.426	82	.164					
	L	-	-	-	-	-	-	-	-	-	-									
	VL	-	-	-	-	-	-	-	-	-	-	Total	17.733	85						
Total	54	100	14	100	10	100	8	100	86	100										
5	<b>Environmental protection and natural resource</b>																			
	VH	15	27.8	4	28.6	-	-	1	12.5	20	23.3	2.67	0.83	BG	23.180	3	7.727	17.746	.000	
	H	9	16.7	2	14.3	3	30	1	12.5	15	17.4									
	M	6	11.1	-	-	-	-	2	25	8	9.3	WG	35.704	82	.435					
	L	24	44.4	8	57.1	7	70	4	50	43	50									
	VL	-	-	-	-	-	-	-	-	-	-	Total	58.884	85						
Total	54	100	14	100	10	100	8	100	86	100										
6	<b>Income generation</b>																			
	VH	-	-	-	-	-	-	-	-	-	-	3.13	1.26	BG	66.177	3	22.059	25.786	.000	
	H	8	14.8	6	42.9	4	40	2	25	20	23.3									
	M	16	29.6	-	-	-	-	2	25	18	20.9	WG	70.148	82	.855					
	L	30	55.6	8	57	6	60	4	50	48	55.8									
	VL	-	-	-	-	-	-	-	-	-	-	Total	136.326	85						
Total	54	100	14	100	10	100	8	100	86	100										

**Note.:** Source:(Own Field data,2020);( Scales: 5= VH= Very High; 4=H=High; 3=M=Medium; 2=L=Low; and 1=VL=Very Low N=86 df=85 df = degree of freedom, BG= Between Group WG= With in Group; SS= Sum of Square; MS= Mean of Square

Table 1 shows the contents of IFAE program delivered for adult learners and its relatedness to their life.

As can be observed in item 1 table 1, 48(56%) of respondents replied very high 23(26.4%) replied high, 7(8%); replied medium 8(9.3%) of respondents replied low; for the statement that states contents of IFAE in terms of primary agriculture in Sewena pastoral community district, Bale zone, Oromia. From the analysis, the total agreed as high scores for this item stating primary agriculture scored 55(63.9%) against scores of 8(9.3%) for low. The arithmetic mean score of this item is 4.29 at standard deviation of 0.96 which is greater than the average mean value, 3. This show that primary agriculture is the contents highly delivered for adult learners in the study area. The one- way ANOVA result for this item was (F, 219.386,df = (3,82), at p< (0.05) level of significance and the test revealed that there was significance difference among respondents.

In relation to above idea, one of the member of FGD participants said that “we had learnt contents regarding to primary agriculture and livestock production; but the lesson is simply theoretical parts which is not practical that we need use. Still now we are using traditional way of livestock production and few crops” (February, 2020)

As can be shown in item 2 table 1, 38(44%)of respondents replied very high , 24(28%); rated as high ,



5(6%) of respondents rated as medium ; whereas, 16(18.6%) rated as low and 3(3.4%) of the respondents replied very low for the statement that primary health care, in Sewena district, Bale zone, Oromia. From the analysis, the total agreed as high scores for this item stating primary health care scored 62(72%) against scores of 19(22%) for disagreed or rated as low level. The arithmetic mean score of score of this item is 3.90 at standard deviation of 1.25 which is greater than the average mean value, 3. This show that primary health care was a content of learning more provided for adults in the study area. The one- way ANOVA result for this item was (F, 185.775, df = (3, 82), at  $p < (0.05)$  level of significance and the test revealed that there was significance difference among respondents.

Regarding this issue, one of the FGD participant replied that

*Before IFAE class our awareness on primary health care was too poor. For instance, majority of us live with our cattle, goat and sheep in the same area, even inseparable home, had no toilet and consider having toilet near home as shame that resulted to communicable diseases and diarrhea especially during winter season. Now a day, relatively there is a change regarding to our primary health care (February, 2020).*

As indicated on the above Table, item 3, 12(14%) of respondents replied very high; 13(15%) high, 45(52.1%) medium; and 16(19%) low respectively for the statement that states Civics and ethical education as contents given for adults in Sewena pastoral community district, Bale zone, Oromia. From the analysis, the total agreed/high scores for the item stating civics and ethical education as a contents delivered for learners scored 25(29%) against average scores of 45(52%) for medium while the 16(19%) rated as low. The arithmetic mean score of this item is 3.24 at standard deviation of 0.91 which is greater than the average mean value, 3. This show that contents related to Civics and ethical education was highly delivered in the study area. The one- way ANOVA result for this item was (F, 22.940), df = (3,82), at  $p < (0.05)$  level of significance and the test revealed that there was significance difference among respondents.

As can be shown in item 4 Table1, 25(29.1%) rated as high, and 61(70.9%) of respondents rated as medium respectively for the statement that states basic skill of reading and writing of letters, numbers and words as contents given for adults in Sewena district, Bale zone, Oromia. From the analysis, majority of respondents rated as medium, regarding contents provided on basic reading and writing skill of learners. The arithmetic mean score of this item is 3.29 at standard deviation of 0.456 which is greater than the average mean value, 3. This show that facilitators gave medium emphasis on contents related to basic reading and writing skill in the study area. The one way ANOVA result for this item was (F, 8.768), df = (3, 82), at  $p < (0.05)$  level of significance and the test revealed that there was significance difference among respondents.

Regarding to basic reading and writing skills, FGD participants shared similar views and replied that

*Facilitators taught us contents related to basic reading and writing skill, and few of us write words and identify numbers. Most of us did not identify letters, numbers, and words, there is a time when we ask our children to use mobile phone and payment receipt. This is due to low attention, busy nature of our life with home related work, absenteeism, sometimes interruption of program as a result of drought. ( February, 2020).*

As can be shown in item 5 table 1, 20(23.3%) of respondents replied very high; 15(17.4%) high; 8(9.3%) medium; 43 (50%) of respondents replied low for the statement that states the contents related to environmental protection and natural resources in Sewena district, Bale zone, Oromia. From the analysis, the total agreed high scores for this item stating environmental protection and natural resources scored 35(40.7%) against low scores of 43(50%) for the statement that states environmental protection and natural resources. The arithmetic mean score of this item is 2.67 at standard deviation of 0.83 which is less than the average mean value, 3. This shows that contents related to environmental protection and natural resources was less likely given for adult learners in the study area. The one- way ANOVA result for this item was (F, 17.746), df = (3, 82), at  $p < (0.05)$  level of significance and the test revealed that there was significance difference among respondents.

Regarding this issue, one of the member of FGD participant said that:

*the attention of facilitators on environmental protection and natural resources is not as such high in classroom discussion and this issue become very hot yearly when political leaders ordered kebele residents on land tracing which is called "daagaa" in oromo language, that means land tracing to protect soil erosion; but regular activities of environmental protection and natural resources is not become a culture in our area ( February, 2020).*

As indicated in item 6 table 1, 20(23.3%) of respondents replied high; 18(20.9%) medium; 48 (55.8%) of respondents replied low for the statement that states the contents related to income generation in Sewena district, Bale zone, Oromia. From the analysis, the total agreed high scores for the item stating income generation as a contents delivered for learners scored 20(23.3%) against low scores of 48(55.8%) which involves more respondents for the statement that states income generation. The arithmetic mean score of this item is 3.13 at standard deviation of 1.26 which is around the average mean value, 3. This shows that contents related to income generation was delivered averagely for adults learners in the study area. The one- way ANOVA result for this item was (F, 25.786), df = (3, 82), at  $p < (0.05)$  level of significance and the test revealed that there was significance difference among respondents.

FGD respondents stated that *Income generating activity lesson related contents is one of the contents provided for us but relative to others contents, the degree of provision is low. Even the contents given for us did not enable us to generate diversified income, and our life is highly depends on traditional livestock production and very few crop production like maize and teff (February, 2020).*

In general, Most of the respondents of FGD, said that the contents/lessons of the IFAE program are poorly aligned with our day to day activities and adult education program is less likely addressing the practical problems of adults in terms of agriculture, health, civic and ethical education, income generating activities and protecting of natural resource and environment. Regarding to the contents provided for adults, one of the interviewee (adult education board member, Mr Tolosa expressed his views as follows:

*The integrated functional adult education contents are integrated and organized by unit. However, the motivation of learners toward contents delivered is not equal and they need to learn basic skill of reading and writing and contents such as heath related. This may not enable them to have all necessary skill that can help them in their daily life (March, 2020).* From the obtained result, the researcher concluded that the contents delivered were poorly aligned with adults' life.

**Table. 2 Respondents' response on teaching learning methods**

Ng	Items	Facilitators N=54		Principals N=14		Supervisors N=10		IFAE.Edu. experts N=8		Total N=86		Mean	Std. Deviation	one way ANOVA result variation	SS	Df	MS	F	Sig
		F	%	F	%	F	%	F	%	F	%								
1	<b>Lecture</b>																		
	SA	20	37	5	35.7	6	60	4	50	35	40.7	4.33	0.60	BG	17.406	3	5.802	34.439	.000
	A	29	53.7	8	57.1	4	40	4	50	45	52.3			WG					
	U	5	9.3	1	7.1	-	-	-	-	6	6.9			Total	13.815	85	.168		
	D	-	-	-	-	-	-	-	-	-	-								
	SD	-	-	-	-	-	-	-	-	-	-								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
2	<b>Group Discussion.</b>																		
	SA	16	29.6	6	42.8	4	40	-	-	26	30.2	3.68		BG	126.567	3	42.189	192.660	.000
	A	27	50	5	35.7	3	30	2	25	37	43		1.30	WG					
	U	-	-	-	-	-	-	-	-	-	-			Total	17.956	85	.219		
	D	8	14.8	1	7.1	3	30	4	50	16	18.7								
	SD	3	3.4	2	14.3	-	-	2	25	7	8.1								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
3	<b>Demonstration</b>																		
	SA	8	14.8	2	14.3	-	-	-	-	10	11.6	2.23	1.37	BG	77.423	3	25.808		.000
	A	5	9.3	2	14.3	2	20	2	25	11	12.8			WG			25.215		
	U	-	-	-	-	-	-	-	-	-	-			Total	83.926	85	1.023		
	D	19	35.1	4	28.6	6	60	4	50	33	38.4								
	SD	22	40.7	6	42.9	2	20	2	25	32	37.2								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
4	<b>problem solving</b>																		
	SA	-	-	-	-	-	-	-	-	-	-			BG	31.051	3	10.350	28.351	.000
	A	4	7.4	2	14.3	1	10	1	12.5	8	9.3	1.98		WG					
	U	5	9.3	-	-	-	-	1	12.5	6	7		0.84	Total	29.937	85	.365		
	D	31	57.4	8	57.1	6	60	4	50	49	57								
	SD	14	25.9	4	28.6	3	30	2	25	23	26.7								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
5	<b>Brainstorming</b>																		
	SA	7	8.1	-	-	-	-	-	-	7	8	2.25		BG	48.684	3	16.228		.000
	A	9	16.7	1	-	-	-	1	12.5	11	12.8		1.19	WG			18.059		
	U	-	-	-	-	-	-	-	-	-	-			Total	73.688	85	.899		
	D	26	48	8	57	2	20	5	62.5	47	54.6								
	SD	14	26	5	8	80	2	25	21	24.6									
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								

Source:(Own Field data,2020);( Scales: SA= Strongly Agree; A=Agree; U=Undecided; D=Disagree; and SD=strongly N=86 df=85 df = degree of freedom, BG= Between Group WG= With in Group; SS= Sum of Square; MS= Mean of Square

Table 2 shows the teaching learning method applied by facilitators to teach adults at IFAE center. As can be shown in item 1 table 2, 35(40.7%) of respondents replied strongly agree; 45(52.3%) agree; 6(6.9%) undecided for the statement states that facilitators used lecture in classroom in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item stating facilitators used lecture method were 80(93%) which is high while the remaining respondents 6(6.9%) neutralize themselves. The arithmetic mean score of this item is 4.33 at standard deviation of 0.60 which is greater than the average mean value, 3. This shows that the lecture method was teaching method frequently used in IFAE classroom in study area. The one- way ANOVA result for this item was (F, 34.439), df = (3, 82),at p<(0.05) level of significance. Therefore, lecture method could be highly significant method used frequently in teaching learning process.

The above result against the Master Plan for Adult Education which clearly stated that the provision of Integrated Functional Adult Education (IFAE) would be learner-centered and targeted that it will be linked to the livelihood issues of the particular communities and take into consideration the different economic activities, age groups, special needs and language and cultural diversities of each community which consequently require competent facilitators (MoE, 2011).

As indicated on table 2 in item 2, 26(30.2%) of respondents replied strongly agree; 37(43%) agree; 16(18.5%) of respondents replied disagreed and 7(8.1%) relied strongly disagreed to rate the extent to which facilitators used group discussion method in IFAE classroom in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item the extent to which facilitators used group discussion method in IFAE classroom scored 63(73.3%) against scores of 23(26.7%) for the statement that states the extent



to which facilitators used group discussion method in IFAE classroom. The arithmetic mean score of this item is 3.68 at standard deviation of 1.30 which is greater than the average mean value, 3. This shows that facilitators used discussion method next to lecture in IFAE classroom in the study area. The one- way ANOVA result for this item was (F, 192.660),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, discussion method could be highly significant method used in teaching learning process beside lecture.

As seen on the same table in item 3 the respondents are asked to rate the extent to which facilitators used demonstration as a teaching method. Accordingly, 10(11.6%) of respondents replied strongly agree; 11(12.8%) agree; 33(38.4%) of respondents replied disagreed and 32(37.2%) relied strongly disagreed to rate the extent to which facilitators used demonstrations method in IFAE classroom in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item the extent to which facilitators used group discussion method in IFAE classroom scored 21(24.4%) against scores of 65(75.5%) for the statement that states the extent to which facilitators used demonstration method in IFAE program. The arithmetic mean score of this item is 2.23 at standard deviation of 1.37 which is less than the average mean value, 3. This shows that facilitators rarely used demonstration method. The one- way ANOVA result for this item was (F, 25.215),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, demonstration method that was not practiced could be highly significant.

As indicated on the above table in item 4 the respondents are asked to rate the extent to which facilitators used problem solving as a teaching method. Accordingly, 8(9.3%) of respondents replied agree; 6(7%) of respondents replied undecided, 49(57%) of respondents replied disagreed and 23(26.7%) replied strongly disagreed to rate the extent to which facilitators used problem solving method in IFAE classroom in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item the extent to which facilitators used problem solving method in IFAE classroom scored 14(16.2%) against scores of 72(83.7%) for the statement that states the extent to which facilitators used problem solving method in IFAE program. The arithmetic mean score of this item is 1.98 at standard deviation of 0.84 which is less than the average mean value, 3. This shows that facilitators seldom used problem solving method. The one- way ANOVA result for this item was (F, 28.351),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, problem solving method that was not practiced could be highly significant method.

As indicated in the above table in item 5 the respondents are asked to rate the extent to which facilitators used brainstorming as a teaching method. Accordingly, 7(8%) of respondents replied strongly agree; 11(12.8%) of respondents replied agree, 47(54.6%) of respondents replied disagreed and 21(24.6%) replied strongly disagreed to rate the extent to which facilitators used brainstorming method in IFAE classroom in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item the extent to which facilitators used brainstorming method in IFAE classroom scored 18(21%) against scores of 68(79%) for the statement that states the extent to which facilitators used brainstorming method in IFAE program. The arithmetic mean score of this item is 2.25 at standard deviation of 1.19 which is less than the average mean value, 3. This shows that the magnitude of using brainstorming method in IFAE classroom was too low. The one- way ANOVA result for this item was (F, 18.059),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, brainstorming method that was poorly practiced could be highly significant method.

Regarding to teaching learning method, majority of FGD participants described that *“facilitators teach us frequently through presentation or lecture method and sometimes there is discussion when contents are about health, and agriculture, but we need practical activities that can help us in our day to day life”* (February, 2020).

Similarly, the researcher observed different IFAE classroom to see the application of teaching method. Accordingly, the researcher have seen by naked eye as a facilitators frequently used lecture / presentation method and sometimes discussion method.

**Table.3** Respondents' response on access of facilities and instructional materials

No	Items	Facilitator s N=54		Principals N=14		Supervisor s N=10		IFAE experts N=8		Total N=86		Mean	Std. Deviation	one way ANOVA result					
		F	%	F	%	F	%	F	%	F	%			Source	SS	Df	MS	F	Sig
1	Efforts of fulfilling sufficient instructional material at IFAE canters is very high																		
	SA	-	-	-	-	-	-	-	-	-	-	1.93	0.60	BG	14.005	3	4.668	29.584	.000
	A	-	-	-	-	2	20	1	12.5	3	3.4			WG					
	U	4	7.4	-	-	-	-	-	-	4	4.6			Total	17.577	82	.214		
	D	40	74.1	10	71.4	6	60	7	87.5	63	73.2				31.581	85			
	SD	10	18.5	4	28.6	2	20	-	-	16	18.7								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
2	Adult Learners have sufficient text book, reading & writing guides																		
	A	-	-	-	-	2	20	1	12.5	3	3.4	1.87	0.60	BG	16.421	3	5.474	20.126	.000
	U	-	-	2	14.3	-	-	-	-	2	2.3			WG					
	D	45	83.3	10	71.4	6	60	1	12.5	62	72			Total	15.172	85	.185		
	SD	9	16.7	2	14.3	2	20	6	75	19	22				31.593				
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
3	Facilitators have sufficient teacher guides																		
	A	-	-	1	-	-	-	1	12.5	2	2.3	1.96	0.41	BG	6.317	3	2.106	16.269	.000
	U	-	-	-	-	-	-	-	-	-	-			WG	8.579	82			
	D	50	92.6	12	-	8	80	7	87.5	77	89.5			Total	14.895	85	.105		
	SD	4	7.4	1	-	2	20	-	-	7	8								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
3	Existing instructional materials are enough to teach contents																		
	SA	5	9.3	-	-	-	-	-	-	5	5.9	2.20	1.12	BG	44.471	3	14.824	227.452	.000
	A	9	16.7	1	-	-	-	1	12.5	11	12.8			WG					
	U	-	-	-	-	-	-	-	-	2	2.3			Total	63.762	85			
	D	26	48	8	57.1	2	20	5	62.5	47	54.6				108.233				
	SD	14	26	5	-	8	80	2	25	21	24.6								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								
4	Facilitators frequently used locally available instructional material																		
	SA	10	18.5	4	28.6	-	-	-	-	14	16.2	3.26	1.38	BG	145.378	3	48.459	21.778	.000
	A	32	59.3	6	42.8	1	10	-	-	39	45.3			WG					
	U	4	7.4	-	-	-	-	-	-	4	4.6			Total	17.470	85	.213		
	D	-	-	2	14.3	7	70	5	62.5	14	16.2				162.849				
	SD	8	14.8	2	14.3	2	20	3	37.5	15	17.4								
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>86</b>	<b>100</b>								

**Source:**(Own Field data,2020);( Scales: SA= Strongly Agree; A=Agree; U=Undecided; D=Disagree; and SD=strongly disagree N=86 df=85 df = degree of freedom, BG= Between Group WG= With in Group; SS= Sum of Square; MS= Mean of Square

Table 3 shows the access of facilities and instructional material at IFAE center. As can be shown in item 1 table 3, 3(3.4%) of respondents replied agreed; 4(4.6%) of respondents relied undecided; 63(73.2%) of respondents replied disagree and 16 (18.7%) replied strongly disagree for the statement states that either or not efforts of fulfilling sufficient instructional material at IFAE centers is very high in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item on efforts of fulfilling sufficient instructional material at IFAE centers scored 3(3.4%) against scores of 79(91.9%) for the statement that states efforts of fulfilling sufficient instructional material at IFAE centers. The arithmetic mean score of this item is 1.93 at standard deviation of 0.60 which is less than the average mean value, 3. This shows that, the efforts of fulfilling sufficient instructional material at IFAE centers is found at low level in the study area. The one- way ANOVA result for this item was (F, 29.584), df = (3, 82), at p<(0.05) level of significance. Therefore, poor efforts of fulfilling sufficient instructional material at IFAE center could be highly significant behind effectiveness of program implementation.

As indicated on table 3 item 2, respondents were asked to rate as the adult learners have sufficient text book, reading & writing guides. Accordingly, from the total 86 respondents, 3(3.4%) were rated agree, 2(2.3%) rated undecided, 62(72%) disagree; 19(22%) disagreed with mean scored 1.87 at standard deviation of 0.60. From the analysis, the total agreed scores for this item stating, that adult learners have sufficient text book,

reading & writing guides 3(3.4%) against scores of 81(94%) for the statement that states that as the adult learners have sufficient text book, reading & writing guides at adult education centers. This indicates that adult learners have not sufficient text book, reading & writing guides for practices at adult education centers. The one-way ANOVA result for this item was (F, 20.126),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, insufficient text book, reading & writing guides for practices at adult education centers could be highly significant behind effectiveness of program implementation.

As the researcher confirmed during observation in the instruction process, in majority centers learners (adult participants) had no learners hand book with them. They depend on the lesson note given by the facilitators. This indicated that the access of teaching materials at Sewena pastoral district were found at low level.

Moreover, during the interview session, one of Sewena district adult education board member, Mr Bariso described that *“there were scarcity of teaching learning materials such as reading and writing guides, IFAE text book and related manuals and even the existing materials are not adjusted with learners interest or not based on need assessment”* (Mr Bariso, March, 2020).

Thus, the researcher concluded that teaching learning materials used for implementation of the IFAE program such as learners' text book, facilitators guides and necessary manuals was not sufficient.

As can be shown in item 3 table 3, 2(2.3%) of respondents replied agreed; 77(89.5%) of respondents replied disagreed and 7(8%) replied strongly disagreed for the statement states that facilitators have sufficient teacher guide in Sewena pastoral district, Bale zone, Oromia. From the analysis, the total agreed scores for this item stating that Facilitators have sufficient teacher guides at IFAE centers scored 2(2.3%) against scores of 84(97.5%) for the statement that states Facilitators have sufficient teacher guide at IFAE centers. The arithmetic mean score of this item is 1.96 at standard deviation of 0.41 which is below the average mean value, 3. This shows that, facilitators have not sufficient teacher guide at IFAE centers in the study area. The one-way ANOVA result for this item was (F, 16.269),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, insufficient teacher guide at IFAE centers could be highly significant behind success of teaching learning process.

As has been shown on the above table, item 4, facilitators, principals, supervisors and educational experts were asked to rate as the existing instructional materials are enough to teach contents. Consequently, from the total respondents, 5(5.9%) were graded strongly agree, 11(12.8%) were rated as agree, 2(2.3%) rated as undecided; and 47(54.6%) were rated as strongly disagree and 21(24.6%) rated disagree within mean scored of 2.20 at standard deviation of 1.12 From the analysis, the total agreed scores for this item stating, as the existing instructional materials are enough to teach contents, 16(18.6%) against scores of 68(79 %) for the statement that the existing instructional materials are enough to teach contents. This indicates that the existing instructional materials were not enough to teach contents and negatively affected the implementation of IFAE program in Sewena pastoral community district. The one-way ANOVA result for this item was (F, 227.452),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, inadequacy of an existing instructional material to teach contents was highly significant that affects program implementation.

As indicated on table 3, item 5, facilitators, principals, supervisors and educational experts were asked to rate about as the facilitators frequently used locally available instructional material. Consequently, from the total respondents, 14(16.2%) were graded strongly agree, 39(45.3%) were rated as agree, 4(4.6%) rated as undecided; and 14(25%) were rated as disagree and 15(17.4%) rated strongly disagree within mean scored of 3.26 at standard deviation of 1.38 which is below the average mean value, 3. From the analysis, the total agreed scores for this item stating as a facilitators frequently used locally available instructional material 53(61.6%) against scores of 29(33.6 %) for the statement that facilitators frequently used locally available instructional material. This indicates that facilitators were frequently used locally available instructional material in teaching learning process at adult education centers of Sewena pastoral community district. The one-way ANOVA result for this item was (F, 21.778),  $df = (3, 82)$ , at  $p < (0.05)$  level of significance. Therefore, the extent to which facilitators were frequently used locally available instructional material in teaching learning process was highly significant that contribute for program implementation

#### 4. Discussion of Results

The findings of the study showed that degree of provision of contents provided for adult learners and its relevance, on primary agriculture, primary health care, Civics and ethical education, basic skill of reading and writing of letters, numbers and words, contents related to environmental protection and natural resource income generation was not equal and the contents were not aligned with a daily life activities of adults. Moreover, the facilitators taught them more of theoretical parts than practice. Regarding to teaching learning method employed, the study also indicated that majority of respondents 80(93%) agreed that facilitators used lecture method. This reality was also confirmed by the FGD participants and witnessed by researcher during the classroom observation.

Concerning to access of facilities and instructional materials to run the program, majority of respondents 79(91.9%) replied that efforts of fulfilling sufficient instructional material at IFAE centers was found at low

level, most of respondents 81(94%) responded that the adult Learners have not sufficient text book, reading & writing guides at adult education centers, majority of participants 84(97.5%) reveal that facilitators have not sufficient teacher guides, 68(79 %) of informants replied that the existing instructional materials were not enough to teach contents and 53(61.6%) of respondents agreed that facilitators used locally available instructional material. This was witnessed by researcher during the classroom observation. From the result, it is possible to conclude that contents provided in the study area were not met the need of adult learners as intended, teaching learning method used did not address adult learners' interest, and not aligned with IFAE guide line and there were insufficient facilities and teaching learning materials negatively affected implementation of the program

## 5. RECOMMENDATIONS

On the basis of data analyses, discussions, findings and conclusions made in the preceding part of this study, it is reasonable to forward the following recommendations.

- ✓ The findings of the study it can be seen that, the degree of the provision of the contents for adult learners was vary the contents were poorly aligned with adults' daily life activities and it was more of theoretical parts than practice. Therefore, it is recommended that the Ministry of Education in collaboration with the Oromia Education Bureau should conduct need assessment on relatedness of the contents of the program with pastoral community life, and all stakeholders, program coordinators and facilitators are advised to implement the contents through integrating theory with practice for better implementation of the program..
- ✓ The finding of the study show that facilitators used lecture method frequently, and did not used variety of method. Therefore, it is recommended that Sewena district education office should work in collaboration with program coordinators, supervisors, school principal to provide closer support and supervision services for facilitators beginning from planning to evaluation stage and they should be andragogically trained to conduct better teaching leaning process that can address interest of adult learners.
- ✓ Integrated functional adult education program requires appropriate facilities; enough instructional materials that IFAE needs to implement the program effectively and efficiently. However, the findings of the study revealed that there were poor efforts of fulfilling sufficient instructional material at IFAE centers. Therefore, it is recommended that Region Education Bureau in collaboration with zone, district education office, adult learners and local community members have to design different mechanism that enables them to generate income in order to full fill facilities and teaching learning materials and MoE should allocate school grant budget for IFAL program like that of formal and alternative basic schools and mobilize different stakeholders like NGO's, the community and other private sectors to solve facility related constraints

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