

THE EXISTING PRACTICES AND CHALLENGES OF ADULT EDUCATION PROGRAM IN PASTORAL COMMUNITIES OF SOUTH OMO ZONE

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ABSTRACT

The purpose of this study was to examine the existing practices and challenges of adult education programs in pastoral communities of South Omo Zone. The general objective of this study is to examine the existing practices and challenges in the implementation of adult education programs in pastoral communities. The descriptive survey design was employed. The mixed research method was adopted to provide and explain the required information about the existing practices and challenges. To make the study manageable 9 Woredas of the zone were limited to 3 Woredas. The researcher used the table of sample determination for confidence level = 95%, and margin of error =5%. The Sample size is based on desired accuracy source (Gill et al., 2010). Therefore, from the formula $K=T/n= 995/249 \approx 4$, the determined sample of 1000 people became 278. And, 26 adult education professionals are available taken for review. The reliability was tested by using Cronbach alpha ($\alpha=30/30-1(1-45.52/ 169.78) =0.76$). The findings showed that the majority 116(42.6%) replied partially since they lacked an adequate information of the program with mean & standard deviation ($M = 2.93, SD = 0.936$); 117(42.5%) of adults couldn't participate to learn ($M = 2.58, SD = 1.01$). IFAE program is not related with their livelihood: economic utilization disease protection and Technical skills. Facilitators are not the trained professionals hence, don't respected learners culture. Finally, the researcher recommended that the Woreda education office should provide the relevant learning materials & organize schedules; needs to employ qualified facilitators, and should focus on adults' needs to foster their practical life style.

Keywords: Community Participation, Cultural Issues, Stakeholders' Support, Learners' Need

1.0 INTRODUCTION

Education Sector Development Program (ESDP) is one of such interventions with remarkable achievements. The ESDP implementation has begun in 1997/8. Consequently, ESDP I has been implemented from 1997/8-2002, followed by ESDP II (2002/3-2004/5). ESDP III has spanned from 2005-2011, next to this from 2011/2012- 2015 ESDP IV was implemented and following ESDP-V has been implemented for five successive years end in 2020. Adult education program gets more attention the more the education sector development program policy renewed. After centuries of generating and accumulating knowledge, humankind has forgotten to question its actions and limits, with the arrogance that has disastrous consequences for the physical and mental health of people, for the existence of the communities and for the natural environment (International Council for Adult Education, 2020).

African nation's adult education focus has been on developing and extending adult education in literacy in general, and rural programs in particular. The scarce human and financial resources is used and duplication of past efforts and mistakes (Nyerere, Mwalimu Julius K., 1970). The EFA (Education for All) Global Monitoring Report states that, illiteracy rates are highest in countries with the greatest poverty (EFA, 2006).

According to USAID (2012) pastoral areas are usually branded as areas of adversity. Pastoralists suffer from multifaceted challenges. These challenges can be classified as natural and manmade dimensions. The natural challenges include aridity of the areas in which they reside, scarcity of resources to support their livelihood, as well as recurrence of contrasting natural disasters like drought at one time and flood at another. The manmade problems also include conflict in common place in the lives of the pastoral communities. Kimani (2008). Inhabiting in the arid and semi-arid areas, pastoralists usually strive to look for coping mechanisms during period of stress. One of such coping mechanisms is mobility. USAID (2012) regards pastoral mobility as the most important adaptive strategy. Ikeya and Fratkin (2005) also recognize it as an essential condition of maintaining herd productivity. There are a number of good reasons for which pastoralists keep on seasonally moving from place First, mobility enables pastoralists to make wise use of the limited pasture and other resources in a sustainable manner. Secondly, mobility lets pastoralists to carefully manage and conserve rangelands.

Particularly, the Ethiopian pastoralists pursue mobility in Pastoralists in many areas are adapting to trends such as new economic opportunities and better access to modern means of communication. Education pastoralism supports several hundred million households worldwide. In the pastoral areas illiteracy rate is very high and majority of their children do not sent to school. Pastoral communities not have educational access (Acheampong et al., 2014). Referring to the multifaceted challenges being faced by pastoralists UNESCO (2010) has to say the following. The experience of pastoralists is a particularly stark example. Living in remote areas, with children heavily involved in tending cattle and livelihoods that involve movement across large distances, pastoralists face major barriers to educational opportunity. Those barriers of time and distance are sometimes reinforced by problems in education policy, including failure to offer relevant curricula, provide appropriate textbooks and respond to the realities of pastoral livelihoods. Regarding adult education professionals' training and recruitment there is consensus that the availability of competent teachers plays a vital role in securing quality education (MoE, 2009). Like any level, even more, adult literacy facilitators need to be skillful and knowledgeable. 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, 2012).

European Commission (2015) noted that shared responsibility among stakeholder often results in a situation where the adult learning policy is fragmented and its efficiency suffers from insufficient coordination. Moreover, the forces such as the management styles, organizational structure, legitimate authority structures within a given system, and the micro-political processes provide the milieu for policy re-contextualization. In a similar way, Mohammed (2016) asserted that IFAE implementation was challenged by a lack of regular meeting, poor

quality of training given for facilitators and the shortage of resources. Consistent with these other studies, found that Integrated Functional Adult Education (IFAE) implementation was challenged by poor institutionalization, integration, and coordination (Chamebo, 2016; Sisay and Yilfashewa, 2017).

In Ethiopia, since 1967, adult and non-formal education (ANFE) has been practiced in slow motion, and suffered from several factors. In a similar way, Mohammed (2016) asserted that IFAE implementation was challenged by a lack of regular meeting, poor quality of training given for facilitators and the shortage of resources. These situations has made to think the research gap in the current study focusing on the data of responsible stakeholders at different levels, experts, facilitators, focal persons, and adult learners to address the problems; the variables of the study extracted from field result are problems of access to the literacy program, structural issue, coordination at a higher level down to the local, attitude, and ability of facilitators are among others (MOE, (2008). Consistent with these other studies, found that Integrated Functional Adult Education (IFAE) implementation was challenged by poor institutionalization, integration, and coordination (Chamebo, 2016; Sisay and Yilfashewa, 2017).

The Integrated Functional Adult Education (IFAE) delivery mode, which is a multi-sectorial model under the umbrella of shared responsibilities of different sectors (e.g., education, agriculture, health, business, etc.), could not show the required change. The implementation practices are inadequate to lead to better results from year to year. Some leaders were deceived by the false report/feedbacks obtained in the program at different levels of education sectors, as a result, they could not help educational leaders, researchers, and practitioners understand whether or not the program failed or successful. Therefore, the current study result gives opportunity for researchers, policymakers, leaders, experts, and practitioners had better understand the implementation of this particular educational program (IFAE) in the specific contexts of adult literacy learners. To this end, the study has addressed the following basic research questions (Chamebo, 2016; Sisay and Yilfashewa, 2017).

2.0 MATERIALS AND METHODS

This study employed a descriptive survey design, which is a research approach that involves collecting, analyzing, and combining both quantitative and qualitative data to gain a comprehensive understanding of a research problem (Creswell, J.W. & Creswell, J.D., 2018). The target population for this study consisted of Integrated Functional Adult Education (IFAE) centers in the pastoral communities of the South Omo Zone. Specifically, the IFAE program in these areas is supported by the international NGO Save the Children.

To ensure a representative sample, the researcher included 50% (498) of the IFAE program participants from these communities. In addition, the other 50% (498) of the sample was comprised of non-participants, resulting in a total of 996 adult participants. Furthermore, 26 adult education professionals from the Woreda education offices were included in the study.

To determine the sample size, the researcher referred to the table of sample determination with a confidence level of 95% and a margin of error of 5%. The desired accuracy was based on the work of Gill et al. (2010). Applying the formula $K=T/n= 995/249 \approx 4$, the determined sample size of 1000 people was obtained. Consequently, representative samples of 83, 96, and 70

individuals were selected from the 333 adult learners in Dasenech, 384 in Hamer, and 278 in Benatsemay Woredas, respectively, using the systematic random sampling technique. Additionally, 26 IFAE professionals were included from the Woredas.

Then, a total of 26 out of 52 IFAE centers across all kebeles were selected using a simple random sampling technique, specifically through a lottery system. Subsequently, participants from the IFAE centers and non-participant adults from the kebeles were selected using stratified random sampling. Within each center and kebele, a systematic random sampling technique was applied using the K interval formula.

According to Bryman (2008), triangulation involves using multiple methods in the study of a social phenomenon to enhance the reliability of the findings. Therefore, a combination of qualitative and quantitative data collection methods, such as questionnaires, interviews, and document analysis, was employed in this study. Triangulation was used to increase the credibility of the findings, as researchers rely on multiple data sources to validate and cross-check the results.

To be sure of the face validity, senior staffs were invited to provide their comment. Similarly according to Creswell (2013), the internal consistency reliability Cronbach’s coefficient of alpha was used for the questionnaires. Regarding this pilot test questionnaires were distributed for professionals/facilitators and participants. Then the reliability was tested by using by Chrombach alpha is calculated as: $\alpha = \frac{k}{k-1} (1 - \frac{\sum Si^2}{Sx^2})$. Where: K is denoted as No of the respondents, $\sum Si^2$ is the sum average of each respondent’s answer for each question, $Sx^2 = \bar{X}$ value /the sum average of all items answer for each question/, $\alpha = 30/30-1(1-45.52/ 169.78) = 0.76$.

3.0 RESULTS AND DISCUSSION

3.1 Items related to socio-economic improvement

Table 3.1: The frequency distribution of the responses on socio-economic improvement

| Items | SD | | D | | P | | A | | SA | | Mean | SD |
|--------------|----|-----|----|------|-----|------|----|------|----|------|------|-------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Improvement1 | 16 | 5.9 | 65 | 23.9 | 100 | 36.8 | 67 | 24.6 | 24 | 8.8 | 3.07 | 1.036 |
| Improvement2 | 13 | 4.8 | 69 | 25.4 | 100 | 36.8 | 66 | 24.3 | 24 | 8.8 | 3.07 | 1.02 |
| Improvement3 | 13 | 4.8 | 69 | 25.4 | 102 | 37.5 | 55 | 20.2 | 33 | 12.1 | 3.1 | 1.062 |
| Improvement4 | 12 | 4.4 | 74 | 27.2 | 116 | 42.6 | 45 | 16.5 | 24 | 8.8 | 2.99 | 1.002 |
| Improvement5 | 15 | 5.5 | 66 | 24.3 | 121 | 44.5 | 51 | 18.8 | 18 | 6.6 | 2.98 | 0.975 |
| Improvement6 | 15 | 5.5 | 64 | 23.5 | 123 | 45.2 | 56 | 20.6 | 13 | 4.8 | 2.93 | 0.936 |
| Improvement7 | 17 | 6.3 | 64 | 23.5 | 126 | 46.3 | 51 | 18.8 | 14 | 5.1 | 2.88 | 0.961 |
| Improvement8 | 21 | 7.7 | 66 | 24.3 | 123 | 45.2 | 48 | 17.6 | 14 | 5.1 | 2.85 | 0.996 |
| Improvement9 | 25 | 9.2 | 96 | 35.3 | 85 | 31.3 | 51 | 18.8 | 15 | 5.5 | 2.8 | 1.048 |

In relation to item 1 of the above table, a minority of 16 (5.9%) and 65 (23.9%) of respondents strongly disagreed and disagreed, respectively, when asked if the Integrated Functional Adult Education (IFAE) program improved standards of living. Similarly, some 67 (24.6%) and 24

(8.8%) of respondents agreed, while the majority of 100 (36.8%) responded partially agreed. The mean for this item was 3.07 with a standard deviation of 1.036.

For item 3 of the table, a minority of 13 (4.8%) adult education facilitators and learners strongly disagreed, and a similar number of 69 (25.4%) respondents disagreed regarding the enhancement of literacy skills and saving habits through the IFAE program. Conversely, the majority of 102 (37.5%) respondents responded partially agreed. A few others, 55 (20.2%) and 33 (12.1%) respondents, agreed. The calculated mean for this item was 3.10 with a standard deviation of 1.062. The interview revealed that women were able to engage in income-earning activities such as vegetable cultivation and poultry production, indicating a positive change in their lives.

Regarding item 4 of the table, the majority of respondents, 116 (42.6%), responded partially, while 74 (27.2%) disagreed and 12 (4.4%) strongly disagreed. This indicates that the majority of respondents lacked information about whether the IFAE program increased entrepreneurial skills and community product income. The mean for this item was 2.99 with a standard deviation of 1.002. Similarly, the majority, 116 (42.6%) respondents, responded partially for item 4, with a mean of 2.98 and a standard deviation of 0.975.

One facilitator said that, "I have observed some changes, although they are not sufficient. In the past, women were hesitant to discuss family planning, and their understanding of the concept was incorrect. They believed that family planning was a government agenda to sterilize women".

For item 6 of the table, a minority of 56 (20.6%) adult learners strongly agreed, while 13 (4.8%) agreed. On the other hand, the majority of 123 (45.2%) respondents responded partially regarding whether the IFAE program increased adults' commitment to learning. A few others, 15 (5.5%) and 64 (23.5%) respondents, disagreed. The mean for this item was 2.93 with a standard deviation of 0.936. Based on the collected data, the majority, 64 (23.5%) respondents, responded partially, indicating that adults in the study area were uncertain about whether the IFAE program increased their commitment to learning.

For item 7 of the above table, the majority of 126 (46.3%) respondents responded partially regarding whether the IFAE program enhanced people's problem-solving skills. Conversely, a minority of 17 (6.3%) strongly disagreed, and 64 (23.5%) disagreed. Similarly, a minority of 51 (18.8%) respondents agreed, and 14 (5.1%) strongly agreed. The mean for this item was 2.88 with a standard deviation of 0.961.

An interviewee mentioned, "I had opposed children's education for many years, but after attending the IFAE program, I realized that education is essential for human life. Therefore, I promise that half of my children will receive formal education from now on."

Regarding the question of whether the IFAE program developed the skills of living together in peace and harmony in South Omo Zone, 48 (17.6%) respondents agreed, and 14 (5.1%) strongly agreed. Conversely, a minority of 21 (7.7%) strongly disagreed, and 66 (24.3%) disagreed. Additionally, the majority of 123 (45.2%) respondents responded partially. The

mean for this item was 2.85 with a standard deviation of 0.996. This suggests that adults do not actively participate in the IFAE program to develop skills for living together.

For item 9 of the table, a minority of 25 (9.2%) respondents strongly disagreed, and a medium number of 66 (24.3%) respondents disagreed regarding whether the IFAE program encouraged learners to preserve good culture. Conversely, a minority of 85 (31.3%) respondents responded partially. The mean for this item was 2.80 with a standard deviation of 1.048.

3.2 Techniques currently used by the stakeholders support

Table 3.2: Items and the frequency distribution of the respondents' perception

| | SD | | D | | P | | A | | SA | | Mean | SD |
|-----------|----|------|-----|------|-----|------|----|------|----|-----|------|-------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Support 1 | 29 | 10.5 | 117 | 42.5 | 82 | 29.8 | 30 | 10.9 | 15 | 5.5 | 2.58 | 1.01 |
| Support 2 | 30 | 10.9 | 113 | 41.1 | 85 | 30.9 | 32 | 11.6 | 13 | 4.7 | 2.58 | 0.994 |
| Support 3 | 31 | 11.3 | 118 | 42.9 | 89 | 32.4 | 24 | 8.7 | 11 | 4 | 2.51 | 0.948 |
| Support 4 | 32 | 11.6 | 117 | 42.5 | 93 | 33.8 | 25 | 9.1 | 6 | 2.2 | 2.47 | 0.895 |
| Support 5 | 33 | 12 | 120 | 43.6 | 90 | 32.7 | 26 | 9.5 | 4 | 1.5 | 2.44 | 0.877 |
| Support 6 | 37 | 13.5 | 108 | 39.3 | 98 | 35.6 | 26 | 9.5 | 4 | 1.5 | 2.46 | 0.895 |
| Support 7 | 37 | 13.5 | 101 | 36.7 | 108 | 39.3 | 24 | 8.7 | 3 | 1.1 | 2.47 | 0.874 |
| Support 8 | 57 | 20.7 | 107 | 38.9 | 85 | 30.9 | 22 | 8 | 2 | 0.7 | 2.29 | 0.911 |
| Support 9 | 59 | 21.5 | 111 | 40.4 | 70 | 25.5 | 28 | 10.2 | 5 | 1.8 | 2.3 | 0.98 |

Regarding the question of whether the stakeholders of the Woreda employ or assign adult education professionals to perform the Integrated Functional Adult Education (IFAE) implementation, a minority of 29 (10.9%) adult participants strongly disagreed, while 30 (10.9%) agreed, and 15 (5.5%) strongly agreed. The majority of 117 (42.5%) adults disagreed, and 82 (29.8%) responded partially. The mean for this item was 2.58 with a standard deviation of 1.01.

In item 2 of Table 4, a small number of respondents, 32 (11.6%), strongly agreed that the Woreda government employs students as facilitators in IFAE centers, while 13 (4.7%) agreed and 30 (10.9%) strongly disagreed. The majority, 113 (41.1%), agreed partially. The mean for this item was 2.58 with a standard deviation of 0.994.

For item 3 of Table 4, a small number of respondents, 11 (4%), strongly disagreed, while 24 (8.7%) agreed and 31 (11.3%) strongly disagreed regarding the participation of stakeholders in IFAE and the employment of high school and college students to address the shortage of facilitators. The majority, 118 (42.9%), agreed and 89 (32.4%) responded partially. The mean for this item was 2.51 with a standard deviation of 0.948.

Item 4 of Table 4 indicates that a minority of respondents, 117 (42.5%) and 32 (11.6%), strongly disagreed and disagreed, respectively, about stakeholders providing continuous training for facilitators of the IFAE program. The majority, 93 (33.8%), responded partially, while 25 (9.1%) agreed and 6 (2.2%) strongly agreed. The mean for this item was 2.47 with a standard deviation of 0.895.

Concerning the sufficiency of capacity building provided for IFAE administrators, item 5 of Table 4 shows that a minority of respondents, 33 (12%) and 26 (9.5%), strongly disagreed and disagreed, respectively. The majority, 120 (43.6%), disagreed, and 29 (26.4%) responded partially. The mean for this item was 2.44 with a standard deviation of 0.877.

In item 6 of Table 4, a minority of respondents, 37 (13.5%) and 26 (9.5%), strongly disagreed and agreed, respectively, regarding whether the adult education system was institutionally structured at each level with defined roles and responsibilities for implementing the IFAE program. The majority, 108 (39.3%), strongly agreed, and 98 (35.6%) responded neutrally. The mean for this item was 2.46 with a standard deviation of 0.859.

Item 7 of Table 4 focuses on the relevance of IFAE learning materials and guidelines supported by stakeholders and government funding to reduce the program's financial shortage. A minority of respondents, 37 (13.5%) and 24 (8.7%), strongly disagreed and agreed, respectively. The majority, 108 (39.3%), responded partially, while 101 (36.7%) agreed. The mean for this item was 2.47 with a standard deviation of 0.874.

As shown in Table 4, a minority of 2 (0.7%) and 22 (8%) respondents strongly disagreed and disagreed, respectively, regarding the continuous supervision provided by IFAE stakeholders to progress the program's implementation. Some 85 (30.9%) respondents responded partially, while the majority, 107 (38.9%), and agreed. The mean for this item was 2.29 with a standard deviation of 0.911.

In item 9 of Table 4, a minority of 5 (1.8%) and 28 (10.2%) respondents strongly agreed and agreed, respectively, that a contextual adult education policy strategy was adapted for the pastoralist community in the study area. Some 70 (25.5%) respondents responded partially, while the majority, 111 (40.4%), and disagreed. The mean for this item was 2.3 with a standard deviation of 0.98. Here's the edited version of the content:

3.3 Items related to the challenges of IFSE programs

Table 6: The challenges to the provision of adult education

| Item | SD | | D | | P | | A | | SA | | Mean | SD |
|-------|----|-----|-----|------|----|------|-----|------|----|------|------|-------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Cha1 | 16 | 5.9 | 65 | 23.9 | 67 | 24.6 | 100 | 36.8 | 24 | 8.8 | 3.7 | 1.133 |
| Cha2 | 13 | 4.8 | 69 | 25.4 | 55 | 20.2 | 102 | 37.5 | 33 | 12.1 | 3.66 | 1.126 |
| Cha3 | 12 | 4.4 | 74 | 27.2 | 45 | 16.5 | 116 | 42.6 | 24 | 8.8 | 3.77 | 1.064 |
| Cha4 | 15 | 5.5 | 66 | 24.3 | 51 | 18.8 | 121 | 44.5 | 18 | 6.6 | 3.86 | 1.033 |
| Cha5 | 15 | 5.5 | 64 | 23.5 | 56 | 20.6 | 123 | 45.2 | 13 | 4.8 | 3.96 | 0.984 |
| Cha6 | 17 | 6.3 | 64 | 23.5 | 51 | 18.8 | 126 | 46.3 | 14 | 5.1 | 3.97 | 0.99 |
| Cha7 | 21 | 7.7 | 66 | 24.3 | 48 | 17.6 | 123 | 45.2 | 14 | 5.1 | 4.07 | 0.972 |
| Cha8 | 24 | 8.8 | 73 | 26.8 | 54 | 19.9 | 108 | 39.7 | 13 | 4.8 | 4.11 | 0.962 |
| Cha9 | 27 | 9.9 | 88 | 32.4 | 61 | 22.4 | 83 | 30.5 | 13 | 4.8 | 4.07 | 0.973 |
| Cha10 | 25 | 9.2 | 94 | 34.6 | 52 | 19.1 | 85 | 31.3 | 16 | 5.9 | 4.05 | 0.978 |
| Cha11 | 15 | 5.5 | 25 | 9.2 | 85 | 31.3 | 96 | 35.3 | 51 | 18.8 | 4.01 | 0.985 |
| Cha12 | 27 | 9.9 | 112 | 41 | 92 | 33.7 | 26 | 9.5 | 16 | 5.9 | 4.05 | 0.946 |

| | | | | | | | | | | | | |
|-------|----|-----|-----|------|----|------|-----|------|-----|------|------|-------|
| Cha13 | 57 | 21 | 116 | 42.8 | 75 | 27.7 | 19 | 7 | 4 | 1.5 | 4.09 | 0.927 |
| Cha14 | 57 | 21 | 114 | 42.1 | 81 | 29.9 | 16 | 5.9 | 3 | 1.1 | 4.04 | 1.017 |
| Cha15 | 4 | 1.5 | 12 | 4.4 | 46 | 16.8 | 105 | 38.5 | 16 | 38.8 | 3.93 | 1.067 |
| Cha16 | 7 | 2.6 | 29 | 10.6 | 42 | 15.4 | 99 | 36.3 | 96 | 35.2 | 3.91 | 1.076 |
| Cha17 | 9 | 3.3 | 28 | 10.3 | 38 | 13.9 | 104 | 38.1 | 94 | 34.4 | 3.9 | 1.089 |
| Cha18 | 10 | 3.7 | 22 | 8.1 | 41 | 15 | 99 | 36.3 | 101 | 37 | 3.95 | 1.083 |

Key: cha-challenge

In relation to item 1 of the table, a minority of respondents, 16 (5.9%) and 65 (23.9%), disagreed. Similarly, 67 (24.6%) of the respondents had a neutral response while the majority 100 (36.8%) and some 24 (8.8%) of the respondents agreed. The mean for this item was 3.70, with a standard deviation of 1.133. These results indicate a lack of trained facilitators and expertise in the field, posing challenges to the implementation of the IFAE program.

One facilitator informed as, "Most of our facilitators have not had training opportunities to improve adult education implementation practices. The program's planning and management practices differ from the implementation process, hindering program achievement."

Regarding item 2 of the table, a minority of adult learners, 13 (4.8%) and 69 (25.4%), strongly disagreed and disagreed, respectively. Similarly, a minor number of 55 (20.2%) respondents partially agreed. In contrast, a large number of 102 (37.5%) and 33 (12.1%) of the respondents agreed and strongly agreed. respectively, that facilitators lacked the motivation to run the program. The calculated mean for this item was 3.66, with a standard deviation of 1.126.

A facilitator from center 1 stated that, "I am not facilitating adult participants this year because I have been assigned to teach three classrooms in a primary school. Most of the IFAE practices focus on reporting, and I am also occupied with urgent reports to the Woreda education office. These factors have made me very busy, and as a result, it is difficult to support adult learners in our kebeles to improve their livelihood through the IFAE program."

In item 3 of the table, a minority of adult learners, 12 (4.4%) and 74 (27.2%), strongly disagreed and disagreed, respectively. On the other hand, a minority number of 45 (16.5%) partially agreed. Whereas majority of 116 (42.6%) and 24 (8.8%) of the respondents agreed and strongly agreed, respectively, regarding the lack of interest among facilitators to facilitate the program. The mean for this item was 3.77, with a standard deviation of 1.064.

For item 4 of the table, a minority of adult learners, 15 (5.5%) and 66 (24.3%), strongly disagreed and disagreed, respectively. Similarly, a minority number of 51 (18.8%) learners partially agreed regarding the lack of financial support for facilitators and experts. As well as, the majority of 121 (44.5%) and 18 (6.6%) of the respondents agreed and strongly agreed, respectively. The mean for this item was 3.86, with a standard deviation of 1.033.

In item 5 of the table, a minority of respondents, 15 (5.5%) and 64 (23.5%), agreed. Similarly, a minority number of 56 (20.6%) of IFAE learners partially agreed concerning the strange behavior of facilitators towards their culture and religion. On the other hand, the majority of

123 (45.2%) and a few 13 (4.8%) of the respondents agreed and strongly agreed, respectively. The mean for this item was 3.96, with a standard deviation of 0.984. These results indicate that the facilitators in the IFAE centers lack knowledge about the culture of the adult learners/participants.

In item 6 of the table, a minority of adult learners, 17 (6.3%) and 64 (23.5%), disagreed. Similarly, a minority number of 51 (18.8%) of the responses partially agreed regarding the lack of learning facilities and services. On the other hand, the majority of 126 (46.3%) and a few 14 (5.1%) of the respondents agreed and strongly agreed, respectively. The mean for this item was 3.97, with a standard deviation of 0.990.

In item 7 of the table, a minority of the responses, 21 (7.7%) and 66 (24.3%), strongly disagreed and disagreed, respectively, about the lack of political commitment among leaders to sustain the program. At the same time, a minority number of 48 (17.6%) of the adult learners partially agreed. On the other hand, the majority of 126 (46.3%) and 14 (5.1%) of the respondents agreed and strongly agreed, respectively. The mean for this item was 4.07, with a standard deviation of 0.972.

One facilitator from center 3 expressed, "One of the challenges of the IFAE program is that adults/participants drop out at their first level, but political leaders do not provide support. As a result, they do not acquire basic knowledge and skills for their daily lives. Consequently, their personal and children's hygiene does not improve, and their attitudes towards family planning methods and children's education remain poor."

In item 8 of the table, a minority of participants, 24 (8.8%) and 73 (26.8%), disagreed. Similarly, 54 (19.9%) of the respondents had a partial response, while the majority, 108 (39.7%), and a few 13 (4.8%) participants agreed. These responses indicate that pastoralist religious attitudes in integrated functional adult education affect the program. The mean for this item was 3.97, with a standard deviation of 0.990.

4.0 CONCLUSION

Based on the findings and discussions above, the investigator has concluded in short as follows: the practices of IFAE in pastoralists appear to be in paradox. In terms of literacy, majority of the pastoralist community found to be uneducated and illiterate. Due to their illiteracy background, the society did not understand the benefit of adult education; they give high priority for their culture and traditional way of life. The value given to education was very low. They are keeping huge herds of cattle without any care for their quality. Stakeholders do not providing capacity building adult participants. IFAE professionals do not get training in order they improve the program. Based on adult education guideline the needs of adult learners in adult education associated with their sustainable livelihood was not focused at the same time the value of girls education in their community is undermined. That makes women to hesitate to go to IFAE centers.

5.0 RECOMMENDATION

Based on the findings and the conclusion drawn from the study, the following recommendations were forwarded:

The stakeholders such as Woreda education office should integrate with other stakeholders to support by providing relevant lessons for adults to develop social and economic skills in order to foster their socio-economic condition. Woreda education office should select, train and employ adult education professionals like trained facilitators, focal persons or experts of the field and also provide capacity building for the relevant stakeholders to improve the implementation of the practice of IFAE program. There was no integration among government organizations like Woreda education office, health office, agricultural office, NGOs, and the community members'. This problem challenges the practices of IFAE program. Therefore, the Woreda education office should be take the responsibility of integrating the stakeholders to support the program. The stakeholders of the Woredas should adjust and organize the materials for learning associated with the needs of the adult learners or participants. The materials should be prepared for adults to use new technologies on their daily basis, enhance adults on the effective and efficient uses of natural resources to develop the skills to prevent and control disease, develop the skills of exercising democracy, develop the literacy skills and problem solving and social skill. The stakeholders should integrate to work together on gender role socialization and stereotyping, conduct a need assessment on about the adults life condition to provide the relevant curriculum, consider the time schedule with their day to day programs; regularly supervise the implementation of the program; motivate the facilitators and support to minimize the challenges to the provision of IFAE programs.

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