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Implementation of Integrated Functional Adult Literacy Curriculum in South Eastern Ethiopia: Preconditions and Challenges

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Abstract

The study aimed at examining pre-hand preconditions to be availed and challenges dealt with to implement integrated functional adult literacy (IFAL) curriculum in southeastern Ethiopia. A multilevel mixed design, with a critical paradigm, was employed. Simple random sampling was employed to recruit respondents (n=318) for qualitative data, and purposive sampling was employed to select FGD participants (n=18) for qualitative data. Questionnaires, FGDs, and observation checklists were used as instruments for data collection. The collected data were analyzed using descriptive statistics such as frequency, mean, SD, and variance. Inferential such as correlation and one-way ANOVA was employed to analyze the quantitative data whereas the qualitative data were analyzed thematically. The results of the study showed that inconsistent community mobilization, fragmented management, unarticulated ecological differentiation of the curriculum, incoherent sectoral collaboration, lack of methodological proficiency and motivation among the facilitators, erroneous learners' outlook on the program, absence of formal learning space for adults, lack of curriculum conceptualization among primacy stakeholders, and inadequate and misdistribution of educational premise, absence of literacy assessment are among the main deficiencies that deter implementation of IFAL curriculum. The study implied the availability of the different strategies and implementation guidelines of the program as promising, but community mobilization, management, assessment, ecological affinity of the program, sectoral collaboration, and primary stakeholders overhaul activities to discharge their duties needs special future attention for the effective implementation of IFAL curriculum..



1. Introduction

Education is a useful pedagogical medium for conveying knowledge, skills, and understanding useful for all human growth (DVV, 2010). Among commitments of sustainable development goals “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” set forth (UN, 2015); the lifelong target meant to reach out to those adult cohort populations in response to equity and inclusion. According to Darken Wald and Merriam (1982) adult education is a process by which those persons in society who reach adult status, passing their novitiate age, participate in organized and continuous learning so as to improve their knowledge, attitude, and skills. It helps adults understand, nurture, and live in harmony in their immediate environment (Hall & Johnson, 1978).

Contrary to its necessity, the need to promote adult education to fulfill national development, and international commitments made to conscientize the world community (UNESCO, 2003), adult education encounter a backlash and denied the focus it deserves (DVV, 2015). Thus, a narrow version of adult education, adult literacy, is contemplated in many countries in response to the right to education. This is an extremely aggressive practice of involving young people and adults in educational opportunities (DVV, 2010). Graff (1987) emphasized that the recurrent concept of adult literacy goes beyond mere acquaintance with the alphabet and symbolic signature, and extends to a critical positive mentality able to alter man’s interaction with nature, social justice, liberty, and socio-economic transformation. The Muscat agreement (UNESCO, 2014) posed allegiance by 2030 to reach all youth, and a substantial number of adults, a profound level in literacy and numeracy to confidently engage in society with special emphasis to women

and the most vulnerable.

In Ethiopia, a significant number of young people and adults do not have basic literacy and numeracy skills (MOE, 2008b). And the Ethiopian Ministry of Education (MOE, 2008a) has questioned the relevance and problematic nature of adult education provided to this day. Revitalizing this scare, at least on the policy paper, the ministry, consider the rationale on the ground at which the majority marginalized rural population live, devise integrated functional adult literacy (IFAL) program that strives to relate literacy with livelihood skills of agriculture, health, environmental education, civics, cultural education, income generation, and life skills (MOE, 2010). Regarding this, the Belem framework of action (UNESCO, 2009) set a commitment to put on literacy practice redressed with functional skills to motivate learners’ interest to sustainably engage in learning.

Contrary to these, the trend of enrolment in IFAL in Ethiopia increases from the inception of the program until 2009 but decreases thereafter (MOE, 2020). But, scholars, in fact with which the researcher agrees to criticize functional adult literacy as a bare necessity which endeavors to increase the number of adults labeled “learning society” and pretend to share from the “knowledge economy”. And in fact, what is expected is to arrive at critical thinking and socio-cultural transformation. This idea is consistent with the findings of Kenea (2014) that links practical literacy to the tangible function of participants in their social context rather than a gain in simple mechanical skills. To sum up, the researcher underscores the argument of Bhola (1984) that duly acknowledged practically substantiated, and multi-sector oriented,

functional literacy has the virtue to bring individual independence of the adults in his/her everyday routine, raise productivity, and help him/her upward social mobility.

2. Theoretical Framework

The curriculum is defined according to the entire learning context or learning experiences, planned and unplanned within existing learning spaces (Jarvis, 2004). Curriculum implementation is about proactively exposing learners to the curriculum. It is an active interaction between the learners, the learning facilities, and the teacher/facilitator. The curriculum is practiced in the learning environment when both the learner and the teacher are re to cope with the intended experience, knowledge, skills, ideas, and attitudes that enhance their proficiency to interact (University of Zimbabwe, 1995).

Adult education curricula should be indifferent to formal centrally structured and formally mandated curricula. It must integrate the needs of learners and be directed towards diverse groups of learners who are socio-cultural and ecological polarized (DVV, 2010). This conception slightly contradicts the ideals of Gboku and Lekoko (2007), who argue program development than the structured curriculum which suits the African adult education delivery context to arrive up with adults expected behavioral change and elevate their problem-solving capability. Their argument lies on the scope adult education covers which range from day-long workshop to extended courses either certified or non-certified to deliver in educational settings. In differentiating curriculum and program, Jarvis (2004) emphasized that curriculum is a condensed and coherent whole, while programs have a distinct part, among which students might take based on their involvement. However, the Basic Skills Agency (2001)

highlighted the need to develop a basic curriculum without context that clearly describes the skills to be taught. The context in which the contents of the core curriculum are altered and taught left for facilitators and learners to decide. According to the National Adult Literacy Agency (NALA, 2012), the adult education curriculum is an evolving process that has been reformed in consultation with learners. In this, the need, concern, experience, and context of the learners are central to learning contrary to the externally imposed curriculum.

Articulating the two aforementioned arguments, the researcher argued for the need to centrally develop a basic program without context for adult literacy with the active involvement of all relevant stakeholders. The functional adult literacy (FAL) implementation guideline (MOE, 2010a) also necessitates the development of a core curriculum that takes local needs and context into consideration involving the relevant stakeholders. But both the implementation guideline and the curriculum framework do not differentiate the content of the curriculum for learners with special educational needs (MOE, 2015). Moreover, according to Abate and Adamu (2021), the ministry developed the program without the participation of the learners, facilitators, and even regional and local stakeholders.

2.1 Preconditions to implement integrated functional adult literacy (IFAL) curriculum

All curricula require a favorable background as a foundation for effective implementation. Below are some of the pre-requisites for implementing the IFAL program. Community mobility refers to the effective management and use of existing Community resources in the best possible way. Community involvement helps to motivate adults to become involved in lifelong learning. According to the

“community mobilization” (n.d) article community mobilization is accomplished by the facilitators through promoting awareness, family support for literacy, village meetings, and village literacy fairs, sport and games, personal dialogue, door campaign, linking literacy with other development projects and much more.

Culture, a dynamic system of learning element values with beliefs and rules in some cases, impedes community mobilization when strictly observed (UNESCO, 1977). In the Ethiopian context, due to an old age belief that culturally conform learning ends at an earlier age, culture plays a paramount role to hibernate the community from participation in literacy education. Hence, massive awareness of the contribution of adult education to development is important (MOE, 2008a, Hailu, 2014). Especially, management is critical to achieving intended outcomes through effective coordination of human, financial, and material resources (Nafukho et al., 2011). CONFINTEA VI affirms the need to establish a well-coordinated mentoring and evaluation committee participating all concerned stakeholders. EFE et al (2016) mention strengthening committees and board systems to help them discharge their responsibility as the major task expected of adult literacy managers. The Management of integrated functional adult literacy in Ethiopia is in a labyrinth situation where concerned management personnel used the program as a political submissive instrument of the ruling regime.

The multi-sectoral collaboration implies stakeholders’ synergy to work together towards their common goals. It requires parties to function systematically and responsibly, examine how individual members interact, coordinate, and rush towards common goals. The fifth international conference on adult education (UNESCO, 1997) underscores the

need to create a sound partnership between government departments, intergovernmental, and non-governmental organizations, employers, trade unions, universities, and research centers, media, civil, and community-level associations, facilitators of adult learning, and the adult learners to effectively impart adult learning. Ethiopia strives to implement functional adult literacy in an integrated multi-sectoral approach participating in education, agriculture, health, and other sector ministries (MOE, 2008b). The Ethiopian education development road map (MOE, 2017) reaffirms the need to establish sound collaboration, and coordination between concerned sector ministries to effectively implement the program. But the implementation of functional adult literacy in the country lacks even the coordination of the individual efforts of the different ministries, and partner organizations (MOE, 2008a).

Ecological affinity is narrated based on space affinity theory (Gee, 2004), communities interested to gather around their common destiny. Adult literacy participants should also be organized based on socio-cultural, and geographical affinity to facilitate smooth learning. The cultural stigma attached to adulthood learning which is erroneously accepted by adults, once having limited literacy skills seriously affects their participation in the program (NALA, 2012). The education sector development program (ESDP III), shares the concern of curriculum diversification for adult literacy to support ecological differentiated content strategy (MOE, 2008b).

Andragogic approach is loosely defined as the art and science of facilitating adult learning punctuating more of the characteristics of adult learners than the nature of learning (Rubnson, 2011). Malcom Knowles boldly raises differences among adult learners from children in their self-concept, experience,

readiness to learn, orientation to learning, and motivation to learn, but criticized for neglecting the context in which learning takes place (Tusting & Barton, 2003). But, Jarvis (2004) emphasizes experience, not chronological age as the main variable to distinguish andragogy from pedagogy. The researcher informed andragogy as a theory of adult learning that enforces us to employ adult learning methods of experiential learning, self-directed learning, and transformative learning.

Assessment is an instrument that helps to measure learning effectiveness to pass judgment on the quality, and value of educational programs. The Belem framework of action (UNESCO, 2014) stresses the need for proper assessment instruments to measure the achievement of literacy learners including initial literacy assessment, and post-literacy assessment. The assessment result helps participants of the program the quality and progress at which the acquired knowledge and skills are utilized to solve problems learners encountered in their daily life function (Oluoch et al., 2016). Scrutiny of the whole insight of adult literacy learners requires facilitators to utilize assessment “downstream” through conducting home visits, and observation in the community to understand how learners practiced the new literacy and technical skills in solving their daily routines (Oluoch et al., 2016:195).

Primacy stakeholder characteristics include learners, facilitators, coordinators, and supervisors (ADAE, 2012) whom the researcher is interested to see in-depth as the main agents of integrated functional adult literacy curriculum implements. These stakeholders have the responsibility to mobilize the locally available resources, coordinate the individual sectoral efforts at the district level, and devise instructional methods to realize adult learning.

2.2 Research Context

Despite tremendous efforts being made, the Ethiopian adult illiteracy status accrues in line with the fast pace population growth of the country. The high level of adult and youth illiteracy in the country becomes a barrier to the further achievement of the desired development vision, to become a lower-middle-income status by 2025 (MOE, 2015). Recently, to revert this situation, on the one hand, the country developed a grand document, the master plan for adult education focusing on the provision of a learner-centered literacy integrated with livelihood issues of the community, and conduct initial literacy assessment (MOE, 2011b). As outlined in the curriculum framework (MOE, 2011a), the contents of integrated functional adult literacy include reading, writing, and numeracy skills embedded with agriculture, health, civics, environmental conservation, and protection, gender, income generation, and critical thinking skills to be implemented based on context.

The difficulty in the implementation of the program in the country is also linked with the literacy paradigm. Though the dominant paradigm will not be easily given up (Demettrion, 2005), the country made a shift from the participatory literacy of the Dergue regime to functional literacy. This shift in paradigm made without awareness of the community to weather out the past residual outlook related to adult literacy which adversely affects its implementation. Besides, a change in curriculum demands not only enforcing policy for practice, but changes in delivery practice, materials, and facilitators' belief system (Markee, 1997) towards the newly endorsed integrated functional adult literacy. The other major drawback to affect the integrated functional adult literacy curriculum is levied on facilitators' proficiency to execute the program (Sofalahan, 1998). In the past,

researchers have tried to address issues related to program delivery. For instance, Kaltamo (2017) conducted a mixed study on “curriculum development and the implementation of an integrated functional adult literacy program in Addis Ababa city administration”. The outcome focuses on the analysis of IFAL program development and implementation in accordance with the proposed framework. Other researchers like Abate and Adamu (2021) conducted a convergent parallel mixed methods research on “factors affecting inter-sectoral collaboration in the provision of adult education in Ethiopia” emphasizing the factors affecting inter-sectoral collaboration in the provision of adult education, and Gemechu, Hagos, and Mekonnen (2021) employ mixed research on “the assessment of integrated functional adult education program in Oromia regional state, Ethiopia: reflection on practice” pinpointing adult learners’ participation, facilitators motivation, and stakeholders collaboration. Therefore, the conditions necessary to implement a functional adult literacy curriculum, and the associated challenges encountered so far on its implementation have not been searched out and documented either for practitioners’ reference or else policy input in the present study area. Hence, the researcher takes the initiative to critically examine the implementation of an integrated functional adult literacy curriculum in the southeastern part of Ethiopia, taking Bale, and West Arsi Zones. To accomplish this, the study sought to answer the following research questions:

- 1) What are the necessary preconditions to be available to effectively implement integrated functional adult literacy curriculum?
- 2) To what extent are the characteristics of primacy stakeholders relevant to the implementation of integrated functional adult literacy?
- 3) What are the challenges that are primarily impeding the implementation of integrated functional adult literacy?

3. Materials and Methods

3.1 Study Area

This study was conducted in southeastern of Ethiopia such as Bale, and West Arsi zones where integrated functional adult literacy is in underway.

3.2 Research design

The research employed embedded mixed research design approach. This research design is selected because it gives a chance for the researcher to closely scrutinize the research problem qualitatively, and quantitatively, then using a single method alone (Ary et al., 2010).

3.3 Sampling

The researcher selected Bale and West Arsi zones from Southeastern Ethiopia from Goba, Goro, and Dinsho districts from Bale; Kokosa, Shashemenie, and Dodola districts from West Arsi zones purposely due to their learning centers venue continuity in function to run adult literacy. The sample of this work was taken from 8931 adult learners, 320 adult education facilitators, 12 managers, and 25 integrated functional adult literacy (IFAL) centers functioning in Bale and West Arsi zones for quantitative investigation, and concerned sector (six) focal persons for qualitative one.

Both probability and non-probability sampling methods were used to obtain a representative sample from the study population. Therefore, the researcher used a multi-level mixed design, and this provides the researcher with the opportunity to amalgamate and use either quantitative or qualitative data at different levels of the research (Cohen et

al., 2018). Besides the design helps the researcher to take an appropriate sample from a geographically dispersed population of the learning centers. To determine the sample size, the investigator applied the formula used by Krejcie, et.al (1970), which was:

$$S = \frac{x^2 N p (1-p)}{d^2 (N-1) + x^2 p (1-p)} \text{ where}$$

S= requested sample size.

x^2 = Table value of one chi square to 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (supposed to

be 0.5 to have a maximum sample size)

d = degree of accuracy expressed proportionately (0.05)

Using this formula, the sample size at 95% confidence level with 5% (0.05) margin of error and the assumed population proportion (50%) and the table value of (x^2) to be (1^0) is constantly set was 3.841 (1.96 * 1.96). Consequently, the calculated sample size was 240 adult learners, 48 facilitators and 12 directors from 24 IFAL centers in deliberately selected districts, which is clearly described below.

Table 1: Study population and Sample taken

Zone	Sampled districts	Number of IFAE centres	Sampled Participants		
			Directors	Facilitators	Adult learners
Bale	Goro	5	2	8	48
	Goba	5	2	8	48
	Dinsho	4	2	8	40
West Arsi	Dodola	3	2	8	32
	Shashemenie	5	2	8	48
	Kokosa	2	2	8	24
Total	6	24	12	48	240

3.4 Data Collection tools

The researcher used two sets of questionnaires (closed and open) to collect quantitative data from the facilitators and directors of IFAL centers. A total of forty-six questionnaire items containing four themes expectation, motivation, methodology, and the challenge was identified with the guidance of the literature. A pilot study was conducted in two non-case study learning centers_ Robe and Alemgena to ensure the reliability of the items. Internal consistency of the questionnaire was checked and found to be reliable at Cronbach Alpha 0.91, 0.84, 0.92, and 0.92 for motivation, methodology, expectation, and challenges respectively. These scales indicate (> 0.80) that the item had good internal

consistency to measure these concepts.

Focus group discussion was also used for selected directors, supervisors, and adult education focal persons from education, health, agriculture, TVET office, public, and social affairs office, and women, and children's affairs office. The relevant documents like curriculum framework, training documents, manuals, IFAL implementation guidelines, learner's textbook (level 1 & 2), and periodical IFAL implementation status reports were used for document analysis.

3.5 Techniques of Data Analysis

The collected data were analyzed using both quantitative and qualitative methods. The quantitative data were analyzed using de-

scriptive statistics (frequency, mean, standard deviation, and variance) and inferential (correlation, chi-square, and unidirectional ANOVA) analysis using SPSS version 25. The qualitative data generated by the focus group discussions were transcribed and analyzed by differentiating it into related

themes. The observation checklist and document analysis were also included in the study to get a clear idea of the learning places in the respective centers.

4. Results and Discussion

4.1 Demographic Characteristics of Respondents

Table 2: Characteristics of respondents

Common attributes		Directors		Facilitators		Adult learners	
Sex	Male	N	%	N	%	N	%
		9	75.0	36	75.0	156	65.0
	Female	3	25.0	12	25.0	84	35.0
Age	< 25	2	16.6	6	12.5	54	22.5
	26-30	5	41.7	22	45.8	96	40
	31-40	2	16.6	18	37.5	73	30.4
	>40	3	25	2	4.17	17	7.08
Marital status	Single	2	16.7	4	8.3	77	32.09
	Married	9	75	42	87.5	152	63.3
	Divorced	-	-	1	2.1	6	2.5
	Separated	1	8.3	1	2.1	5	2.09

As it is displayed in the Table above, 9 (75%), of directors, 36 (75%) of facilitators, and 156 (65%) of adult learners are male. This shows the existence of male dominance in the implementation, execution, and participation of IFAE in the study area. The small number of female participants in the program indicates weak participation of females even in women's traditional jobs like facilitation. This implies, in addition to the low awareness and community sensitization created by the coordinators of the program, the daily unpaid home-based tasks restrict females from participation in IFAE program. However, previous research by Kaltamo (2017) indicates that the participation of adult learning women is high in urban areas of Addis Ababa, Dire Dawa, and, exceptionally, Tigray Regional State. Besides, the age categories of respondents which is distributed in all age

ranges and marital status 152 (63.3%) married adult learners shows the IFAE program is a lifelong and life-wide education program that participated the community in all age ranges, especially the marginalized society who fails to enroll in formal Schooling.

According to the report of Bale and West Arsi zone education offices, the current enrollment situations of IFAE centers exist at a lower level with having 8931 Adult learners and a strong deviation ($\delta=62.5$) in the number of adult participants between centers. The mean value for completion of the centers are ($\chi=28.67$) with the average completion rate of the centers:

$$\begin{aligned}
 \text{Completion rate} &= \frac{\text{Number of Adult learners completed the program in a given year}}{\text{Total number of adult learners currently enrolled in the program}} \times 100 \\
 &= \frac{3032}{8931} \times 100 = 33.95\%
 \end{aligned}$$

Thus, the average completion rate of adult learners of the six sampled districts' is 45.4%, which shows the prevalence of few adults' participation and completion as compared to the total potential adults able to participate in the program and the inefficiency of the curriculum implementation of the sampled districts. The dropout rate is also a measure of the internal efficiency of the program in the sampled districts. An average dropout rate of the six districts' IFAL centers is calculated as:

$$\text{Dropout rate} = \frac{\text{Number of Adults dropout from the program}}{\text{Total no. of adult learners currently enrolled in the program}} * 100$$

$$= \frac{5899}{8931} * 100 = 66.05\%$$

So, in a given year an average dropout rate (66.05%) which is extremely higher even indicates the utter deterioration of the system and inefficiency in teaching-learning procedure to implement IFAL curriculum.

4.2 Preconditions to implement integrated Functional Adult Literacy (IFAL) curriculum

The study participants identified a multitude of priorities for effective implementation of the IFAL, including the periodic review of curricula at the federal level. Simply, the researcher focuses on those conditions that hamper IFAL implementation at the grass-root level based on the available literature information, documents analyzed, and outcomes from the focus group discussion, the Preconditions are organized under six thematic areas as follows.

Community mobilization_ the researcher clearly informed from focus group discussions' of the study the necessity of community mobilization more than any Preconditions, to be accomplished to effect change on recurrent adult participation. Because education was not a segregated activity performed by certain groups, rather it is the unreserved right of the society (DVV, 2015). Community

engagement attracts resources, raises awareness, and responds to needs, which is used to initiate a discussion forum with the community. The result of this study indicates a weak initiative among stakeholders to raise community awareness to participate in the program that negatively affects IFAL curriculum implementation.

Management: as the main actors who coordinate human, material, and financial resources, IFAL board members and the technical committee that is organized at the district and zonal level are responsible for the implementation of IFAL curriculum. Above all, the system lacks a coherent team that responsibly coordinates the individual efforts of those concerned sectors. Thus, according to the information obtained from the discussion groups, the management of the IFAL is relegated to the education sector alone. And amazingly, sectors other than the Bureau of Education have not accepted the role of resource mobilization, coordination, monitoring, and evaluation of the IFAL program as the duty and responsibility of the sector. Regarding this, the ministry of education (MOE, 2015) pinpoints the lack of coordination and commitment of the board and technical committee as the main setback factor for the fragmentation of IFAL provision.

Multi-sectoral collaboration: a study by Abate and Adamu (2021) listed the ingredients like low political commitment, lack of ownership, and responsibility, absence of structured communication, loss of cooperation among stakeholders curb the implementation of adult instruction. The present study finding also goes in conformity with this conception. All the participants involved in the discussion from the concerned sectors confirm lack of commitment, absence of shared ownership and responsibility, lack of formal route of communication are among the major

setbacks for the implementation of IFAL curriculum.

Ecological affinity: the ecological and socio-cultural diversity in the country necessitate IFAL curriculum development and implementation to entertain these diversities. The document analysis and discussion held by the relevant sector focal persons shows the differentiation of the curriculum content based on the ecology and the localized community’s stable occupation. But, again, the issue of socio-cultural variation between micro-ecological places has no place in the curriculum.

Assessment: the Belem framework of action take the assessment as a decisive means to assess the achievement of literacy participants (UNESCO, 2014). Contrary to this conviction, the present study confirmed that

none of the literacy centers assess their respective learners, but, reward completion certificates at the end of the year. Facilitators give free promotion from level to level, taking participation into consideration which harnesses the implementation of the program.

Primacy stakeholders' characteristics: an ethnographic study of facilitators by Warkineh et al. (2017) affirms facilitators’ motivation to participate in the facilitation of adult learning is sole to secure their monthly income and associated promotion than the desire to serve the community. The study indicates primacy stakeholders, particularly facilitators’ negligence and unwillingness to acquaint closely with adult learners, and their inefficiency to equip learners with the necessary skills associated with their day-to-day routines stuck the implementation of IFAL curriculum.

4.3 Facilitators’ characteristics and the implementation of IFAL Curriculum

Table 3: Educational Status of Facilitators in the Centers

Educational Status			Teaching experience in the centre		
Level	N	%	Years	N	%
Certificate	3	6.3	Below 1	1	2.1
Diploma	21	43.8	1- 5	21	43.8
Bachelor degree	23	47.9	5-10	10	20.8
Masters	1	2.1	Above 10	16	33.3

As it is shown in the table above, 21 (43.8%) of diplomas and 23 (47.9%) of bachelor degrees; together 45 (91.7%) of facilitators are diploma and above in their educational status. This shows that most facilitators have sufficient educational ability to understand the IFAE curriculum to convey it to learners.

In terms of the instructional experience of facilitators in the study area, 47 (97.9%) had more than one year of experience in the program. This indicates that mainly experienced facilitators are present in the study area to implement the IFAE program.

Table 4: Relationship between teaching experience and level of education in the centers

Variables		teaching experience in the center	level of education
Pearson Correlation	teaching experience in the center	1.000	.423
	level of education	.423	1.000
Sig. (1-tailed)	teaching experience in the center	.	.007
	level of education	.007	.
N	teaching experience in the center	33	33
	level of education	33	33

The Pearson correlation coefficient above indicates moderate relationship (+0.423) between teaching experience and level of education with ($\alpha < 0.05$) degrees of freedom.

4.4 Facilitators’ achievement on executing teaching in the classroom

Table 5: χ^2 - test for facilitators’ achievement on planning overall teaching process as a factor of IFAE curriculum implementation

facilitators achievement on planning the overall teaching learning process			Value	Asymptotic Standard Error ^a	Approximate T ^b	Asymptotic Significance	Monte Carlo Significance	95% Confidence Interval	
							Significance	Lower Bound	Upper Bound
Total	Interval by Interval	Pearson's R	.686	.083	6.393	.000 ^c	.000 ^d	.000	.061
	Ordinal by Ordinal	Spearman Correlation	.667	.095	6.071	.000 ^c	.000 ^d	.000	.061
	N of Valid Cases		48						

As indicated in Table 5 above the χ^2 result shows discussants indicate problems of poor program there is a significant relationship between facilitators’ achievement on planning the overall teaching-learning process and IFAE curriculum implementation with (.In contrast, the scale of satisfaction clearly shows that the IFAE curriculum Likert agreements shows a low interest of 26 lum implementation in particular and the overall (54.2%) of facilitators for the overall teaching-learning process, a low satisfaction of 27 curriculum re-adjustment and implementation (56.3%) on their monthly salary. The focus group mechanisms are set instead in the work region.

Table 6: Facilitators’ response to IFAE curriculum content

Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
The contents of IFAE curriculum consist of reading, writing, numeracy etc.	-	-	1	2.1	14	29.2	33	68.8	-	-	4.65	.601
The contents can be completed with the allotted number of periods for the year	-	-	9	18.8	1	2.1	28	58.3	10	20.8	3.81	.982

The content structure of IFAE curriculum is composed of life experiences, problem solving, societal needs and problems	-	-	1	2.1	4	8.3	12	25	31	64.6	4.52	.743
The contents are arranged in such a way to encourage cooperation among facilitators and areas of common concerns	2	4.2	5	10.4	5	10.4	30	62.5	6	12.5	3.69	.971
Curriculum contents are more conducive to the need of adult learners to share experiences and ideas	-	-	2	4.2	7	14.6	26	54.2	13	27.1	4.04	.771
Contents are prepared based on adult learners' occupation, home and family life, civic and social obligations	-	-	5	10.4	2	4.2	25	52.1	16	33.3	4.08	.895
Contents are diversified to cater to the interests and needs of particular groups such as farmers, daily labourers, women, urban slum dwellers, and girls	1	2.1	6	12.5	7	14.6	14	29.2	20	41.7	3.96	1.129
Total	0.	1.95	3.5	7.38	4.9	10.29	23.8	49.5	14.8	30.8		

As it is presented in Table 6 above, 33 (68.8%) of facilitator respondents of the study area agree with the IFAE curriculum contains the contents of the 3R's (reading, writing, and numeracy). This implies the curriculum is capable of substantiating adult literacy skills. Thirty (62.5%) of the respondents have also agreed on the sequential pedagogical arrangement of IFAE text books content to make the adult learners interested in learning. In addition, facilitator respondents also agree 28 (58.3%) on the allotted academic schedule to the program to complete within the given academic year.

Facilitators in the study area also strongly agreed 31 (64.6%) on the content structure of the IFAE curriculum, the composition of life experiences, problem-solving and societal needs. In a different sense, 27 (56.3%) of facilitator respondents agree as the practices

and experiences in the textbook of IFAE do not fit the age and educational preparation of adults. This indicates the curriculum fails to go in line with the adults' education intake capacity. Moreover, facilitator respondents in the study area agreed 25 (52.1%) on the curriculum content preparation, which is complemented with their daily routines, home and household life, civil and social responsibilities. Besides, 20 (41.7%) of facilitator respondents agreed on the diversified nature of the curriculum to cater to the interests and demands of particular groups, particularly farmers, laborers, women, urban slum dwellers and etc. The above argument suggests that the IFAE curriculum is useful in improving the livelihoods of marginalized communities.

4.5 Learner characteristics and the Implementation of IFAE Curriculum

Table 7: Learners perception towards IFAE curriculum Implementation

Common attributes	N		Mean	Std. Deviation	Variance	Sum
	Valid	Missing				
The IFAE curriculum is of lower quality than the formal curriculum	240	0	3.29	1.010	1.020	158
The life style of the learners hinders curriculum implementation	240	0	3.83	.953	.908	184
The IFAE Curriculum does not address the needs of the learners	240	0	3.35	1.082	1.170	161
The IFAE curriculum was implemented without prior preparation	240	0	3.67	.907	.823	176
Facilitators at the IFAE centres are able to fully implement the Curriculum	240	0	2.54	1.051	1.105	122
Most Adult learners feel the IFAE curriculum is helpful to them	240	0	3.63	1.044	1.090	174
The IFAE curriculum has enabled learners join the formal Schools	240	0	3.52	1.271	1.617	169
The mode of learning help adult learners to solve their economic and social problems	240	0	3.69	.971	.943	177
Most of the learners are able to join the formal system after completion at the IFAE centres	240	0	2.52	1.414	2.00	121

As it is indicated in Table 7, the learners' situation and their perception towards IFAE also affect the implementation of the curriculum. The sampled respondents confirmed with large mean value and low standard deviation ($\chi=3.83$, & $\delta=0.953$) that the life style of the learners hinder curriculum implementation, adult learners also indicate IFAE curriculum was implemented without their prior awareness ($\chi=3.67$, & $\delta=0.907$) and most Adult learners feel the IFAE curriculum improves their lives ($\chi=3.63$, but with large $\delta=1.044$ which shows personal variation in their response), and the mode of learning help adult learners to solve their economic and social problems ($\chi=3.69$, & $\delta=0.971$) respectively. This indicates that while learn-

ers perceive that the IFAE curriculum improves their livelihood status, the learners' lifestyle hinders its implementation.

4.6 Implementation Challenges

The implementation of IFAL has not been exempt from irregularities and challenges in Bale and West Arsi zones. Based on the data studied quantitatively by questionnaire and qualitatively by group discussion, the main challenges in implementing the IFAL curriculum were presented as follows.

Educational resource inadequacy: for any given IFAE program to be implemented, the required conditions must be met. The table below shows not only deficits in the availability and adequacy status of the necessary premises, but also differences in their distri-

bution among surveyed centers which hinders effective IFAE curriculum implementation in the study area. The analysis of variance (ANOVA) helps to see whether they're

seen differences in resource availability between and within the centers with ($\alpha \leq 0.05$) degrees of freedom

Table 8: Mean differences in resource distribution within and between centers

Common attributes		Sum of Squares	Df	Mean Square	F	Sig.
IFAE syllabus	B/n centres	4.759	4	1.190	1.539	.008
	Within centre	33.241	43	.773		
	Total	38.000	47			
Facilitator's guide	B/n centres	11.917	4	2.979	3.768	.010
	Within centre	34.000	43	.791		
	Total	45.917	47			
Adult learner's textbook	B/n centres	5.620	4	1.405	1.364	.002
	Within centre	44.296	43	1.030		
	Total	49.917	47			
IFAE curriculum framework	B/n centres	.812	4	.203	.196	.001
	Within centre	44.667	43	1.039		
	Total	45.479	47			
Boards and chalk	B/n centres	1.986	4	.497	.509	.003
	Within centre	41.931	43	.975		
	Total	43.917	47			
Pens and/ pencils	B/n centres	4.023	4	1.006	1.714	.000
	Within centre	25.227	43	.587		
	Total	29.250	47			

The analysis of variance (ANOVA) result above shows uneven distribution of educational premises except facilitator's guide in

the selected IFAL centers at which case with significance value at ($\alpha < 0.05$) it's even distribution in the centers.

Table 9: observation result of teaching-learning Materials

Nº	Items	Available		Not available		Adequate		Not adequate		Mean	SD
		N	%	N	%	N	%	N	%		
1.	IFAE syllabus	13	27.1	28	58.3	1	2.1	6	12.5	2.00	.89
2.	IFAE curriculum framework	25	52.1	17	35.4	-	-	6	12.5	1.73	.98
3.	Facilitator's guide	17	35.4	23	47.9	1	2.1	7	14.6	1.96	.98
4.	Adult learner's textbook	39	81.3	2	4.2	1	2.1	6	12.5	1.46	1.03
5.	Boards and chalk	33	68.8	9	18.8	1	2.1	5	10.4	1.54	.96
6.	Pens and/ pencils	6	12.5	36	75	-	-	6	12.5	2.13	.78
7.	Different maps and charts	4	8.3	36	75	1	2.1	7	14.6	2.23	.80
8.	Demonstration area	13	27.1	27	56.3	-	-	8	16.7	2.06	.97
9.	Art and craft tools	11	22.9	28	58.3	1	2.1	8	16.7	2.12	.95
10.	Wood working tools	3	6.3	39	81.3	-	-	6	12.5	2.19	.73
11.	Table and furniture's	6	12.5	33	68.8	1	2.1	8	16.7		
Total		15.5	32.2	25	52.6	0.6	1.34	6.6	13.8	2.23	.88

Based on the observation in the study area, among the above-mentioned necessary education premises, only IFAE curriculum framework 25 (52.1%), Adult learners' textbook 39 (81.3%), boards and chalk 33 (68.8%) are sufficiently available but not adequate. Whereas, the other education premises like table and furniture, woodwork tools, arts and crafts, etc. are insufficient in the study areas IFAE centers. In simple terms, only a few 15.5 (32.2%) necessary education premises are available and are generally inadequate for the effective implementation of IFAE curriculum.

Lack of curriculum conceptualization: The study participants emphasized their belief in the lack of integration of curriculum content. They added, if the contents of the curriculum are implemented as stipulated in the curriculum framework (MOE, 2011a), there individual sectoral efforts are accomplished in an organized and impactful manner which is beneficial for the community. But the researcher confirmed from personal experience, exposure, and further discussion with participants, the curriculum implementation is reduced to only literacy components of reading, writing, and numeracy.

Absence of formal learning space: Participants in the study raise the issue of learning space as a key component that restricts the implementation of IFAL programs. They affirmed that facilitation IFAL program in church compounds, mosques, 'idir' and 'kebele' residents, formal schools as planned, not only negatively affect the psychology of the learners, but also make the program intermittent.

5. Conclusions

The following conclusions are derived from the data analysis and key findings of the

study. The lack of fulfillment of the necessary preconditions mainly of community mobilization, management, assessment, and sectoral integration, content ecological differentiation before the onset of the IFAL program operation hampered IFAL curriculum implementation. Besides, facilitators' sluggish interest in the instruction and learning process, negligence in serving adult learners participate in linking theory with practice to aid them in day-to-day life accomplishments bears hesitation of its practicality on the adult learners. Furthermore, the facilitators were also unable to plan their day-to-day teaching activities according to the program and were no less initiated to participate in the evaluation and modification of the program. More than anything, the subsistent monthly stipend salary, and absence of an independent system of training compatible with IFAL curriculum made most facilitators abandon the system to join the formal one. This is mainly due to the lack of training institutions and independent non-formal education training systems that help facilitators build capacity. Adding to this, limited educational resources, lack of formal learning space, misconceptions about curriculum content have severely hindered its delivery.

Unbelievably, invisible learners' residual outlook of considering IFAL program linking with the earlier forced literacy campaign, recurrent regimes inclination to use the program as a political submissive instrument made the program unacceptable by many. Though IFAE curriculum content is developed amalgamated literacy skills with the functionality of practice in day-to-day activities of adults and sequential organization of contents based on adult learners' knowledge, reduction of its execution to only mechanical literacy practice is devastating impacts on IFAL curriculum implementation. In addition, negligence of primacy stakeholders to

work on community mobilization, incoherent management, and loose multi-sectoral collaboration to execute the program, the absence of both initial assessment and post-literacy assessment, the inadequacy of educational resources are all contributing to the inefficient implementation of IFAL curriculum in the study area.

Generally, patchy and piecemeal implementation of the IFAL curriculum in the study area made the program unable to deep root its overall impacts of societal change. The study implied availability of the different strategies and implementation guidelines of the program as promising, but community mobilization, management, assessment, ecological affinity of the program, sectoral collaboration, and primary stakeholders overhaul activities to discharge their duties needs special future attention for the effective implementation of IFAL curriculum

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