

Implementation of Adult Education Program in Hawassa City Administration: Practice and Challenges

Beyene Seleshi

*Lecturer, Department of Adult Education and Community Development, College of Education, Hawassa
University, Ethiopia*

Corresponding Author: Beyene Seleshi

Abstract: The main purpose of this study was to assess practice and challenge of adult education program. To this end the survey studies design was used and qualitative methods were employed. Sources of primary data use 81respondents, namely 12 facilitator, 2 coordinator, 2 supervisor, 2 adult education experts from administrative city education department and fifty five adult education program learners. Purposive and simple random sampling techniques were employed for this study. Data collection tools were interview guides, focus group discussions and document review and observation check list. The data collected through interviews and focus group discussions were narrated qualitatively by using texts of the respondents' verbal communication. Then, the results indicated that adult education program activities in the adult learner center are taking place in the form of workshops, induction, experience sharing. Some stakeholders believed that adult are benefiting from adult education program implementation; others felt that its implementations are problematic. On the other hand, though there are benefits accrued from implementation of adult education program. Shortage of budget and experts, poor management and training program, lack of incentives and lack of awareness about adult learner are problems affecting the implementation of adult education program. Thus, timely release and proper use of budget, employing experts, giving training for the grass root and improving quality of training programs were suggested as solutions to the problems. Finally, the study concluded that though there are good attempts at upgrading facilitator in the adult learner center, these attempts are affected by the above constraints. Hence, it is recommended that concerned stakeholders of adult education program implementation should take necessary measures to strengthen adult education program activities taking place in the adult learner center and to minimize constraints affecting them. The stakeholders have to place a manageable strategy with the current situation of the adult learner center and adult learner need accordingly to implement adult education program.

Keywords: Socio-Economic, AEP, MoE, Incentives.

Date of Submission: 24-12-2018

Date of acceptance: 07-01-2019

I. INTRODUCTION

Adult education is one of the fields of academic endeavor that is saddled with the responsibility of solving socio-economic, cultural, political and environmental problems. There is positive association between adult education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development (Umar. et.al, 2010). Adult education is narrowly interpreted as literacy only.

From 1960-1980 movements and campaigns on adult education were largely confined to literacy the results were very discouraging because the programmes were too prescriptive in their content, structure and duration and insufficient resources and efforts were put into their design and implementation. Hence with some exceptions, large proportion of those who participated in the literacy campaigns dropped out and up to half of the participants who passed the test relapsed into illiteracy (Aderinoye, 2001).

Adult learning is a phenomenon at once deceptively simple, yet enormously complex. It is simple because we know that learning "is of the essence of everyday living and of conscious experience; it is the process of transforming that experience into knowledge, skills, attitudes, values, and beliefs"

Under ESDP III, Ethiopia made significant progress in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. However, according to the 2007 national population and Housing Census, there were 36,528,543 adults in Ethiopia between ages 15-55. and according to the 2009/10 UNESCO/EFA Global Monitoring Report, the adult national illiteracy rate is 64%(male 50% female 77%) in which there are 23,270,767(male8,992,983 and female 14,277,784 illiterate adults.

For the past nine years, non-formal, and adult education has received increased attention in Ethiopia education system by Ministry of Education (MoE). To that end, MoE has produced a national document included and properly addressed. The document invites and encourages local government, religious and NGO, the private sector and communities to offer NFE and training. the document stated that the government will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings.

In response to current application in limited to integrated FAL, ABE and basic skills development and thus fails to recognize AE activities, fragmented nature of Adult education, differences in the conceptual understanding of integrated FAL, weakness of facilitators with the required skills and knowledge, inequitable distribution of adult education, low level of quality of adult education and low capacity for data collection, evaluation, monitoring and reporting identified ESDP IV has been initiated. The one adopted in ESDP IV sounds deterministic because of the government's commitment to adult education and to the importance it attaches to achieving the EFA goals. It tries to deliver adult education in tandem with the ESDP IV, which is summed up as "integrated Functional Adult Education" strategic framework is created with a National Adult Education Strategy (since 2008) and a Master plan for Adult Education, as part of ESDP IV (since 2010). The approach is functional and geared toward meeting the specific needs observed in the respective constituency of adult learner. It has combined the provision of: Literacy and numeracy skills, life skills awareness on issues related to health, family planning, environmental protection, elements of civic education for the development of constituency of the learners. Vocational skills geared towards improved livelihoods and adding value to local resources, and business skills to handle gainful occupations, and participate in economic life /MoE.

II. STATEMENT OF THE PROBLEM

Adult Education is recognized as vital component of educational systems in many countries of the world (UNESCO, 1997). The UNESCO general conference approved the Nairobi recommendation on the development of Adult Education, which enshrined government's commitment to promote adult education as an integral part of the educational system within a lifelong learning perspective. The research paper seeks to high light the nature of Adult Education Program implementation and its current practices in Hawassa City Administration. It examined the effects of AEP implementation and its challenges that have been experienced for the past one year, particularly to carry AEP for eight sub city of adult learners involved in low incomes participants. The research also analyzed the existing situation of AEP practices of the city administration in general, selected sub city in particular. It also examined the main causes for the practices and challenges of implementation to improve the AEP in the study area. These entail that there must be a systematic investigation regarding implementation of AEP.

Research design and Methodology

For this study the researcher used qualitative approach because he found it was a more appropriate approach (method) to understand his research problem holistically, and to draw comprehensive meaning of events (processes) in the natural setting. For this study, the researcher selected two sub-cities (Tabor and Menaheria) from Hawassa Administrative City. The researcher selected Tabor sub-city adult learner center and Menaheria sub-city adult learner center as they were selected to pilot implementation of adult education program and they have better experience regarding implementation of the programs. Tabor sub-city have 6 adult learner center, 13 facilitator, 1 coordinator, 1 supervisor and a total of 1685 adult learner (100 men and 1585 women). Adult learner-facilitator ratio in Tabor sub-city adult learner center is 33:7, and student-section ratio is 64:1. Menaheria sub-city have 5 adult learner center, 9 facilitator, 1 coordinator, 1 supervisor and a total of 409 adult learner (65 men and 344 women). Adult learner-facilitator ratio in Tabor sub-city adult learner center is 8:18, and student-section ratio is 58:4.

Data were collected through primary and secondary sources. The researcher again classified the organized data into 5 major categories with 14 themes to carry out the description part. This part was done in relation to the research questions which the researcher raised at the beginning of the study. These 5 categories and 14 themes, which the researcher created after careful investigation of the data, summarize the main findings of the study. Finally, the 'interpretation' part was carried out to attach importance to certain events and to answer the 'study' questions. While interpreting the results, the researcher have used strategies suggested by Stake (1995) which helped him to make use of categorical aggregation where the researcher identified a group of instances from the data in order to draw issue-relevant meanings and direct interpretation where the researcher identified a single instance without looking for multiple instances. Finally, the researcher developed naturalistic generalizations that help people learn from the case either for themselves or for applying it to a population of cases.

Analysis of Data

This section presents major findings of the collected data

Process of AEP implementation

The study disclosed that implementation of AEP is put in place by: training some stakeholders, using experience sharing, making use of andragogical center, giving opportunities to some facilitator to join different programs related to adult education, for improvement of the Program. These entail that there is a gap between those who gave training to some stakeholders, those who attend the trainings, and the stakeholders at the grassroots level. Sharing the same view, Leu (2004) stated that those participants who attend centralized workshops frequently return to their schools and tell their colleagues that it was a nice workshop and information flow stops there.

Perception of adult learner to AEP implementation

Most of educational officers, supervisors and coordinators believed that AEP is contributing to improvement of facilitator' status in particular and the adult learner level in general. Some facilitator also perceived that they are benefiting from implementation of the program as they are becoming familiar with new ways of solving problems and managing their center. Some facilitator perceived promotion as problematic. The supervisor, coordinator and facilitator blamed the stakeholder for complicating implementation. This situation affects the morale of facilitator and their daily activities. As issues related to salary, promotions and incentive (UNESCO, 2000), educational officers should strictly follow the guidelines established by MoE.

Constraints to AEP implementation

The study showed that shortage of budget, management and administration problems, shortage qualified facilitator, lack of promotions and incentives, insufficient training programs are constraints to AEP implementation. The findings indicated that supervisors in the adult center do not have professional qualification in the field of adult education. This is becoming cause of many problems between facilitator and supervisor. It should be noted that if supervisor-facilitator relationships are good, they will have a positive effect. However, if those relationships are not good, they will have a negative effect on facilitator and their work. A good system of teacher management should respect teachers' rights to contribute to and influence the decision that affect also indicated that lack of experts was a problem in the pedagogical centre of the school he used to conduct his study. (Daines, John, Corolyn Danies, and Brian Grahah. (1993), as the findings pointed out, facilitator do not get promotions when they up grade themselves in education, according to the responses of facilitator who attend weekend programs, the programs are poorly organized and they also lack the necessary professional. Some of the facilitator reflected that shortage of resources at the centers is also a problem. These problems will affect the quality of the programs as well.

Benefit accrue from implementation of AEP

The findings indicated that change in behavior and attitude, decrease in drop-out increased facilitator-adult learner relationship are benefits accrued from AEP implementation. Study witnessed that there are changes in behavior of facilitator due to AEP, and they are becoming more collaborative and their morale of teaching adults is improved. This helps to improve the adult learner center environment in general and adult learner achievement in particular. Amare, et al. (2006) also reflected that teachers' continuous professional development has resulted in improved teacher attitudes, and teachers' more holistic views of their students. Most of the participants of the study reflected that the decrease in drop-out rates is due to change in follow up mechanisms of some facilitator, effort exerted to follow-up adults who drop-out. Facilitator is responsible to solve some of the problems of adult learner who drop-out as part of their duty. The facilitator discussed with family members about the benefit of adult education in their daily life and brought back some of the adult to adult learner center.

Measure to be taken to promote implementation of AEP

Participants of the study suggested that minimizing budget related problems, employing qualified personnel, giving training for the facilitator, supervisor, and coordinator improving quality of training programs can be solutions to solve the problems faced while implementing AEP. Without proper allocation and use of allocated budget, implementation of AEP will remain problematic. Hawassa administrative city educational officers should devise ways of minimizing budget related problems. Administrative city education department to train supervisor and coordinator through related to adult training programs seems appropriate to solve problems related to relevance of qualification of supervisor and coordinator.

III. CONCLUSIONS

Process of AEP implementation

1. The intention that centralized trainings will multiply themselves is not achieved as there is a gap between those who attended maximum two workshops and those at the grassroots level.
2. The various attempts carried out to promote AEP at adult learner center level are helping facilitator to carry out their day to day activities.
3. Andragogical resource centers are not available to run them.
4. Some facilitator' lack of opportunities to upgrade their educational status will have a negative effect on their duties.

Perception of stakeholder to AEP implementation

1. Dissatisfaction of some facilitator is largely associated with problems related to promotion.
2. AEP does not bring the desired effect unless other conditions are facilitated to use training and workshop facilitated by stakeholder.
3. Administrative city educational officers and some facilitator have a healthy understanding about the values and contributions of AEP.

Constraint faced during implementation

1. Shortage of resources and budget and lack of incentives have limited the process of AEP implementation, and this in turn limits the changes required at adult learner center.
2. Lack of good facilitator- adult learner relationships.
3. Lack of experts and personnel with relevant qualification have affected the implementation of AEP in general and quality of training programs in particular.

Benefits Accrued from Implementation of AEP

1. Change in facilitator and adult learner' attitude and behavior is helping them to carry out their duties.
2. Exerting their efforts to help adult learner to improve their behavior.
3. Facilitator and adult learner relationship is improved as a result of through discussion and close relationship of different practice in adult learner center.

IV. RECOMMENDATIONS

- There must be proper allocation and proper use of allocated budget to minimize budget related problems affecting implementation of the program by facilitator.
- Training on important issue of adult education implementer should be given to all facilitator, supervisor and coordinator at adult learner center level.
- Experts should be employed to run adult learner pedagogical centers and to assist facilitator and adult learner while they are producing teaching aids.
- The action taken by the Education Department of Hawassa Administrative City to train facilitator, coordinators and supervisors seems appropriate to solve the problems related to management and administration.

REFERENCES

- [1]. Aderinoye, R. A. (2001). *Alternative To Teacher Training*. In H. Perraton (Ed.) *Cost Effectiveness in Teacher Training*. Paris: UNESCO.
- [2]. Amare A., Daniel D., Derebssa, D. and Wanna, L. (2006). *Ethiopia pilot study of teacher professional development: Quality in Education, Teaching and Learning: Perceptions and Practice*. New York: American Institute for Research (AIR).
- [3]. Ayalew Shibeshi (2002). "A Study on Non-Formal Primary Education Development Program". AAU "(Unpublished) Berhanu Berke and Ahmed Ali (2002), *Equipping Alternative*
- [4]. Brookfield, Stephen D. (1986). *Understanding and Facilitating Adult Learning*. Milton Keynes: Open University Press. CA: Sage.
- [5]. Cresswell, J.W. (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approach* (2nd Ed.). USA: Sage.
- [6]. Daines, John, Corolyn Danies, and Brian Grahon. (1993). *Adult Learning and Adult Teaching*, Nottingham: Department of Adult Education University of Nottingham
- [7]. Denzin, N.K. and Lincoln, Y,S(2003). *A Handbook of Qualitative Reseaerch*.
- [8]. Esayas Gezahegn(2014), *Implementation of adult education by the Ethiopian Kale Heywet church: Challenges and opportunities*.

- [9]. Fullan, M.(1991). *The New Meaning of Education Change*. New York: Teachers College Press, Columbia University.
- [10]. Haymanot Yemane (2014), *The practices and challenges of integrated functional adult education in Nifas Silk sub-city*.
- [11]. John Banber et.al(August 2009), *Effective Community Development programmes. An executive summary from a review of the international evidence Journal of Adult Education, Volume 39, 2010 Number 2*
- [12]. Kjell Rubenson (2010) *Adult learning and Education, The field of adult education: An Overview*
- [13]. Knowles, Makolm S. et.al (1998). *The Adult Learner: The Definitive classic in Adult Education and Human Resource Development*. Houston, Texas: Gulf Publishing Company.
- [14]. Leu, E. (2004). *The Patterns and Purposes of School Based and Cluster Teacher Professional Development Programs*. Washington, DC: USAID
- [15]. Ministry of Education (2005). *Education Sector Development Program III (2005/2006 – 2010/2011)*. Ministry of Education: Addis Ababa.
- [16]. Ministry of Education (2006) *Decentralized Management of Education in Ethiopia: A Reference Manual*, Addis Ababa
- [17]. Ministry of Education (2008) *National Adult Education Strategy*, Addis Ababa
- [18]. Thomas Fasokun et.al.(2005), *The psychology of adult learning in Africa*.
- [19]. Umar, et. al, (2010). *Trends in adult and non-formal education in Maiwada, D.A. & Yakasai, M.I.* (ed) *Trends in education research*. Zaria. ABU Press
- [20]. UNESCO(1997). *Adult Learning in the world at risk. Emerging policy, and strategies*
- [21]. UNESCO (2000). *Focus on Adult and Non-Formal Education in Ethiopia*. News Letter No.6-9.

Beyene Seleshi. ” ” *Implementation of Adult Education Program in Hawassa City Administration: Practice and Challenges*." ” *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 1, 2019, pp. 48-52.