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# The Application of Anagogical Assumptions in the Integrated Functional Adult Education Program in Debark City Administration

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# **THE APPLICATION OF ANDRAGOGICAL ASSUMPTIONS IN THE INTEGRATED FUNCTIONAL ADULT EDUCATION PROGRAM IN DEBARK CITY ADMINISTRATION**

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**Bahir Dar, Ethiopia**

# **THE APPLICATION OF ANDRAGOGICAL ASSUMPTIONS IN THE INTEGRATED FUNCTIONAL ADULT EDUCATION PROGRAM IN DEBARK CITY ADMINISTRATION**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of  
Arts in Adult Education and Community Development**

**Bahir Dar University**

**College of Education and Behavioral Sciences**

**Department of Adult education Community Development**

**Advisor: Mulugeta Awayehu (Assistant Professor)**

# THESIS APPROVAL

This is to certify that the thesis prepared by Samuel Zinabu Desta entitled the application of andragogical assumptions in the IF AE program in Debark City Administration. This thesis is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Adult Education and Community Development complies with the regulation of the University and meets the accepted standards with respect to originality and quality signed by the Examining committee.

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First, I declare that this thesis is my own work and all sources of the materials used have been acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MA Degree at Bahir Dar University, College of Education and Behavioral Sciences, Department of Adult Education and Community Development. I declare that this thesis is not submitted to any other institution anywhere for any academic award.

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Department: Adult Education and Community Development

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# ABSTRACT

*The overarching purpose of this research is to investigate how andragogical assumptions are being implemented in the IFAE program in Debark City Administration. Qualitative case study design was employed to guide this research. Data were collected from five IFAE facilitators and five adult learners through interview and observation. The facilitators and the adult learners were selected using comprehensive and purposive sampling techniques respectively. The data obtained from interviews and observations were analyzed using thematic analysis. The finding of this research reveals that andragogical assumptions were not implemented in the facilitation process. The facilitation process was reliant on the traditional pedagogy. The terms Andragogy and andragogical assumptions were strange for facilitators and they did not know how andragogical assumptions are implemented in the facilitation process. The facilitators did not incorporate the learners' needs and interests and they did not make learners to participate in the selection of learning contents, facilitation methods, assessment and evaluation methods. The facilitation methods employed by the facilitators were facilitator centered. The assessment methods were not participatory, collaborative, and authentic. Hence, the facilitation process did not promote participatory and experiential learning which is incongruent with the andragogical assumptions. The challenges encountered in the implementation of andragogical assumptions were problems related with the facilitators, lack of flexible schedule and comfortable classrooms, problems related with the adult learners, lack of integration of stakeholders, and lack of resources allotted. There is a need to recognize the role of andragogical assumptions for effective facilitation process so that to provide quality and relevant IFAE.*

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# LIST OF ABBREVIATIONS

ANRSEB	Amhara National Regional State Education Bureau
CONFINTEA	International Conference for Adult Education
EFA	Education for All
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
IFAE	Integrated Functional Adult Education
IFAL	Integrated Functional Adult Literacy
ILP	Individual Learning Plan
MoE	Ministry of Education
NLC	National Literacy Campaign
SDGs	Sustainable Development Goals
UIE	United Nations Education, Scientific and Cultural Organization Institute for Education
UIL	United Nations Education, Scientific and Cultural Organization Institute for Lifelong Learning
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background

Education has a special attention in the 2030 Agenda for Sustainable Development (UNESCO, 2015). According to UN (2015) one of the top 17 goals of UN 2030 agenda for sustainable development is goal 4, “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (p. 19 ). Moreover, it states that education is the main actor for the achievement of all goals and targets of the 2030 SDGs. Under goal 4 (4.6) of the 2030 agenda for sustainable development, UN (2015) envisioned that “ensuring all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy” (p. 21). Education should be inclusive and equitable provided for all irrespective of any differences like race, color, gender disparity, age, etc. Apparently, this indicates that adult learning and education is at the heart of 2030 SDGs.

Literacy as component of adult education is viewed as part of the right to education and public good and it is at the core of basic education, which will serve as a basis for further independent learning (UNESCO, 2015). However, improving youth and adult literacy remains a global challenge (UNESCO, 2015) despite rising literacy rates (UN, 2014).

Low level of literacy is not only the concern of developing nations but also in middle and high-income countries (UNESCO, 2015). In developed nations where illiteracy rate is relatively low, adult education programs are provided for promoting lifelong learning opportunities for sustainable development. On the other hand, UIL’s (2017) sixth international conference of adult education (CONFINTEA VI) midterm regional report shows that illiteracy rate is a serious problem in the third world countries especially in the Sub-Saharan countries even though it has shown a promising decline in recent years as compared to the past. For many countries in the region, literacy and basic adult education programs are delivered in varied contexts in order to achieve adult learning and education goals by considering its importance for development (UIL, 2017). Most of sub-Saharan countries prioritize literacy at policy level even if it is

contextualized and named in different ways among nations in the region, some of these countries offered by combining literacy with some basic skills (UIL, 2017). In addition to expansion of adult education and learning, UIL (2010) as cited in UIL (2013) stressed quality adult education. UIL (2010) further suggested that appropriate teaching and evaluation methodologies as criteria to maintain quality. Hence, the effectiveness of these international and national goals of adult education programs is largely depending on the effective implementation of the facilitation process of adults learning.

Since adults have greater life experiences and have different responsibilities in their society, teaching them requires a special methodology (MoE, 2008). Taylor and Kroth (2009) stated that andragogy and pedagogy are the two models in educational research to delineate how individuals learn. In fact, how to teach children is quite different from that of how to facilitate adults learning (Knowles, 1980, Birzer, 2004, Tome, 2007, Tylor & Kroth, 2009, Holton, Swanson & Naquin, 2001 and others). For instance, “there is a fundamental need to recognize the differences between adult and child learners” (Tome, 2007, p. 21) since “adults are distinctly different in the learning endeavor” (Birzer, 2004, p. 16). Andragogy was first emerged to make adult education unique from the traditional childish pedagogy (Holton, Swanson, & Naquin, 2001).

The term andragogy has a long history of development and evolution (Chan, 2010). Unlike pedagogy, which has been around for thousands of years, andragogy emerged in the 1800s (Taylor & Kroth, 2009). Andragogy can be traced back to 1833 (Howard, 1993 in Chan, 2010, p. 4) when Alexander Knapp, a German educator developed the term while trying to describe the practice Plato exerted when instructing his pupils who were young adults (Knapp, 1833, in Tylor & Kroth, 2009, p. 5). The term disappeared for nearly a century and revived around 1921 by German social scientist Eugen Rosenstock (Knowles, Holton II, & Swanson, 2005; Taylor & Kroth, 2009). In 1926 influenced by John Dewey philosophy, Edward Lindman published a seminal book entitled “The meaning of Adult Education” (Knowles et al, 2005) and formulated the essential philosophical assumptions of adult education (Muneja, 2015). Until the 1960s, the model developed for the children have been equally functioned for adult learners (Tome, 2007) and there was no a unifying theory of learning to teach adults (Knowles, 1980). Later andragogy was popularized by Malcolm Knowles in North America. Apparently, Malcolm Knowles have

contributed more to make adult education as separated field of study (Tome 2007) and famous throughout the world during the past four decades. Along this line, Taylor and Kroth (2009) states that Knowles writing on andragogy gave a brand name and transformed the profession of adult education.

The term andragogy is defined as “the science and an art of helping adults to learn, in contrast to pedagogy as the art and science of teaching children” (Knowles, 1980, p. 43, Knowles, Holton III & Swanson, 2005, p. 36). In the teaching of adults, adult educators agree that learners are not the passive recipient of what the teacher say rather they are active (Knowles et al, 2005) and the learning experience is driven by learners (Alhassan 2012). Parker (2012) further suggested that “andragogical teaching is student centered and personal (p, 138)” and it acknowledges previous experience of the learners which is sharply contrasting with the traditional pedagogy teaching which highly depend on the transmission of knowledge from the teacher. An instructor who employs the adult learning principles is a facilitator of learning to be happening but not the transmitter of knowledge (Taylor & Kroth, 2009) as teachers of children. Hence, adult learning is mainly distinguished as experiential, problem-based, immediate and purposeful, and self-directed (Knowles, 1980, Knowles, Holton II, & Swanson, 2005, & Tomei, 2010).

At the outset, Knowles come up with four basic assumptions about the characteristics of adult learners in which andragogy is premised (Knowles, 1980) and laid the foundation of adult learning (Tylor & Kroth, 2009) that are distinguished from the assumptions of pedagogy premised. These assumptions include as a person mature: 1) the self-concept moves from dependency to independent personality and self-directedness, 2) the experience will increase both in quantity and quality which will serve as a resource for learning, 3) readiness to learn shifts from postponed use to immediate application of knowledge, 4) orientation to learn will be changed from subject centeredness to performance centeredness (Knowles, 1980). Later he added the two additional basic andragogical assumptions: as a person mature 1) he/she need to know why and how he/she is learning and 2) he/she is highly motivated by internal motivation (Knowles, 2005).

Andragogical assumptions are flexible in nature and situational (Knowles, 1980 & Knowles et al, 2005). It is possible to adapt or adopt elements of andragogy partially or the whole in different situations (Knowles et al, 2005). Chan (2010) suggested that andragogical assumptions could be

applied not only in education but also in training. It can be also applied starting from adult literacy level to the higher education level or any planned adult education programs. He added andragogy has also changed the philosophy of education in the world in which the transformation of linear behavioral and cognitive way teaching to the participatory and student centered. Andragogy makes education collaborative, practical, and engaging, which leads to creativity and innovations among students (Chan, 2010).

Ethiopia is providing basic adult literacy/ education integrating with some basic skills related with the adult learners' lives and development packages of the country, integrated functional adult education [IFAE] program<sup>1</sup>. Ethiopia has also recognized the importance of literacy for the development and also believes that the high level of illiteracy in adult and youth population is a barrier for these development goals (MoE, 2015). Hence, adult and non-formal education is one of the six priority programs of the education and training system of Ethiopia in ESDP V (2016-2020). National adult education strategy was developed since 2008 with a special focus of two years integrated functional adult literacy/ IFAL/ program for those illiterate youths and adults, and dropouts. In this period, the illiterate was estimated 58.5%. It was envisioned to enroll about 36.4 million 15–60 years old youth and adults in a two-year IFAE program during ESDP IV. From the total number of illiterates only 7.2 million (35% of the illiterate) youths and adults graduated in IFAE program from the targeted 19.4 million youths and adults until the end of ESDP IV since 2020. The remaining number of illiterate youth and adults are targeted in ESDP V (MoE, 2015).

Currently, IFAE program is being implemented throughout the regions and city administrations of Ethiopia. Amhara national regional state [ANRS] is the one among regional states of the country in which IFAE program is being implemented. In Amhara region, the program is being provided throughout zones, city administrations, and woredas. Debark City administration, my study area, is found in the northern part of this region. Therefore, I studied how andragogical assumptions are implemented in the IFAE program at city administration level.

## **1.2. Statement of the Problem**

The implementation of IFAE program is confronted with lack of relevant and quality education and low transition rates of participants from the first to the second level (MoE, 2015). Despite

the learning content is supposed to be related with the adult learners' daily life activity, in practice the program loses its functionality and could not go beyond numeracy and literacy. The way of delivery of IF AE program highly relied on the traditional simple alphabet and simple arithmetic counting/ numeracy without relating the adult learners' lives (MoE, 2015). Similarly, according to annual report of Amhara National Regional State Education Bureau (ANRSEB) (2017), the IF AE program in the region is hampered by problem of quality and relevance caused by poor and traditional way of delivery, which apparently is not in line with andragogical assumptions.

Multitude of researches has been conducted on how to teach adults using the theory of andragogy and to adapt and adopt the andragogical assumptions in multiple disciplines. Among others, these includes education and training (Gravani, 2012), public health (Bryan, Kreuter & Brownson, 2008), criminal justice and police training (Birzer, 2003 & 2004), social work (Whitford, 2002), human resource development (Woodard, 2007), Photoshop training (Alajlan, 2015), and online education (Blondy, 2007).

Gravani (2012) in his investigation found that in designing learning activities for teacher development; educators decide what contents to be included, the learning units which have little practical value for learners, use dominantly teaching method such as lecturing, skills and expertise, and employed the assessment methods predetermined and prescribed by ministry of education. He also believes that these prescriptions emanated from lack of respect for learners' experience and prior knowledge makes the teachers/learners as a passive recipient. In addition, Bryan, Kreuter and Brownson (2008) examined how five principles of adult learning can be applied in public health in terms of assessing trainee needs, planning and delivering training, and evaluating training processes and outcomes. The authors asserted that adhering to these principles in addition to enhancing the learning; creates mutual respect between trainers and trainees. However, the study by Bryan, Kreuter and Brownson (2008) did not examine separately the principles of motivation and self-concept of learners as other adult learning principles in the training of public health practices.

Birzer (2004; 2003) conducted studies on learning theories in criminal justice system. In one of the studies (Birzer, 2004), the scholar found out that much of the criminal justice classrooms have been teacher centered rooted in behaviorist and cognitivist theories of learning. He asserted

that andragogy has a promising potential to make the criminal justice classrooms student centered. In the other study, Birzer (2003) also examined how andragogy was applied in police training and he found out that police training is highly reliant on the behaviorist and militaristic approach in which teacher/trainer centered methods are dominated and is problematic. Although he admits that in some situations behaviorist theory is preferable where police need to learn new mechanistic skills (defensive tactics, defensive baton, and defensive driving technique). The theory of andragogy can be applied in part for police training since applying andragogy in the training helped police officers develop problem-solving skills and become self-directed in dealing with community issues. Similarly, study by Whitford (2002) found that adult learning principles are best suited and useful in teaching gerontological practices in social work classroom. It was found in this study that the students approved the application of adult learning principles would have a significant role in their future career on the gerontological practice and helpful to understand the aged people's knowledge, skill, strengths, and abilities.

Woodard (2007) in his study compared the training given before and the new training with andragogical model. The new model found to be effective and confirmed that the concept of andragogy can be translated in to the workplace to increase the effectiveness of the worker. Alajlan (2015) further asserted that andragogy is an effective strategy for both the trainee and trainer in the training of adults in photoshop training programs since the trainers are adults and the flexibility of andragogy allows the trainees to take their training at their convenience and the role of the trainees experience found to be important in the training process. Blondy (2007) also examined the application of andragogical assumptions in online learning environment. He confirmed that andragogical assumptions could serve as a good starting point for adult online educators in their instructional approach. In addition, he further asserted that andragogical assumptions could create a learner-centered approach to online education by considering the type of course and the individual learners' needs and interests.

In Ethiopia, Seyoum and Basha (2017) conducted a research entitled "Andragogical Methods to Sustain Quality Adult Education in Ethiopia". The study surveyed relatively high sample, 800 adult learners, 20 facilitators and 10 coordinators and they found that active learning methods were not implemented satisfactorily. However, the study mainly focuses on the implementation

of active learning methods in adult classroom and did not examine the application of all adult learning principles in IF AE program.

Concisely, as discussed above, there are a number of researches conducted on the issue abroad; however, it is hard to find research that entirely focuses on all the six-andragogical assumptions. In other words, the studies conducted so far on this issue lack comprehensiveness. studies by Brannon (1985) and Yilfashewa and Garkebo (2017) focus on only instructional methods, a study by Bryan, Kreuter and Brownson (2008), considered only five andragogical assumptions, another study by Gravani (2012), emphasized selection of learning content, instructional methods, and assessment. This is also the case in Ethiopia. As illustrated above, the researcher managed to find a single research conducted directly on the issue, though not comprehensive as it dealt only with five andragogical assumptions. Moreover, none of these studies conducted on the application of andragogical assumptions at basic adult education level. I could not also find any research conducted specifically on the andragogical assumptions in Ethiopian context. Therefore, I found clear gap in previous studies, which could be filled by a study focusing on the application of andragogical assumptions in IF AE program in Ethiopian context specifically in Debark city administration, my hometown.

The overarching purpose of this study therefore was to investigate how andragogical assumptions are being implemented in the IF AE program in Debark City Administration. At this stage in the research, the andragogical assumptions can be generally defined as the six adult learning principles as a premise of andragogy developed by Malcolm Knowles. To this end, the following research questions were formulated in this research.

1. To what extent are andragogical assumptions being implemented in the IF AE program in Debark city administration?
2. What are the challenges encountered in the implementation of andragogical assumptions?

### **1.3. Purpose of the Study**

The main purpose of the study was to investigate how andragogical assumptions are being implemented in the facilitation process of IF AE program in Debark City Administration.

It specifically was intended:

- ✓ To examine the extent of the implementation of andragogical assumptions in the facilitation process of IF AE program
- ✓ To identify the challenges in the implementation of andragogical assumptions

#### **1.4. Theoretical Framework**

The theory that guides this study is Malcolm Knowles theory of andragogy. Malcolm Knowles's andragogy is premised from six main assumptions including 1) the need to know; 2) the learner's self-concept; 3) the role of experience, 4) orientation to learn, 5) readiness to learn, and 6) motivation to learn (Knowles et al, 2005) and three additional assumptions including 1) adults can learn 2) learning is an internal process, and 3) there are superior conditions of learning and principles of teaching (Knowles, 1980).

These andragogical assumptions have implications for practice (Knowles, 1980). In this study, I investigated the application of the six main andragogical assumptions in IF AE program in Debark City Administration. The main areas studied in this research among other implications of andragogical assumptions for practice encompasses learning climate, planning process, diagnosis of learners' needs, facilitation methods, and assessment and evaluation of learners progress and achievement. Along this line Hugo (1995) argued that "adults must be involved; they must participate, from the very beginning and consistently thereafter, in the "diagnosis" of their own needs, their own deficits, the planning of their own learning, the process itself, and the evaluation thereof" (pp. 59-60)

#### **1.5. Significance of the Study**

This research among others, shows that the application of andragogical assumptions in IF AE and the challenges affecting its implementation which have an implication for policy and curriculum designers, decision makers, and implementers in the field of adult education to know the status and make the program effective by devising mechanisms to overcome the challenges. The Amhara national regional state education bureau might use this research for the effective implementation of the IF AE program, especially to improve the teaching learning process. This research is important for supervisors of IF AE to check how andragogy is implemented in the facilitation of adults learning. Moreover, the facilitators of the IF AE program might find this research important to improve their understanding on how to facilitate adults learning using

andragogical assumptions and how can they solve the challenges faced in the implementation of andragogical assumptions in the facilitation process. This research might also serve as a basis for those who are interested to conduct further research in this area.

# **CHAPTER TWO**

## **2. REVIEW OF RELATED LITERATURES**

### **2.1. Introduction**

In this chapter, there are different issues discussed related to the application of andragogical assumptions in the IF AE program facilitation process and the possible challenges encountered in the implementation of andragogy. Andragogical concepts, andragogical assumptions, its application in multiple disciplines, and the instructional implications are the main emphasis in this section. The implementation of andragogy in Ethiopian context specifically the major challenges encountered and the role of facilitators and their understanding on andragogy is addressed. Finally, the concise summary of the chapter is presented.

### **2.2. The Concept of Andragogy**

Lack of research in the field of adult education is attributed by full of surprise because many influential ancient philosophers and educators such as Confucius and Lao Tse of China; the Hebrew prophets and Jesus in Biblical times; Aristotle, Socrates, and Plato in ancient Greece; and Cicero, Evelid, and Quintillian in ancient Rome were really adult educators not teachers of children (Knowles, Holton II & Swanson, 2005). They had been a great conviction to instill the learners into mental inquiry (Knowles et al, 2005). According to Birzer (2004) until recently little attention has been given in literatures and investigations on adult learning and education but much has been done on the transactions of how to teach children and animals. Along this line Jarvis (2006) noted that for a long period education was considered for children and then for adolescents that has not further connected for their lives. That is why Knowles (1984) eloquently write “The adult learner: A neglected specious”. Most educational theories are rooted on behaviorist and cognitivist theory of learning, teacher centered in which the teacher serve as the guardian of knowledge. However, adult educators recognize that many colleges are moving from student centered pedagogy to adult student centered teaching strategies (Brookfield 1986; Hiemstra & Sisco, 1990, Knowles 1980 cited in Birzer, 2004).

As Chan (2010) the differences between children and adults learning has been debatable issue for decades and pedagogy has been providing education for both children and adult without recognizing their real differences, the same philosophy. The difference in teaching of adults with teaching of children is well documented in literatures. Various authors put forth their reason in that teaching adults should be seen distinctively compared with the conventional way of teaching which is highly reliant on applying theory of teaching children equally with adults without recognizing their robust differences. Since adults have greater life experiences and have different responsibilities in their society, teaching them requires a special methodology (MoE, 2008). Taylor and Kroth (2009) stated that andragogy and pedagogy are the two models in educational research to delineate how individuals learn. In fact, how to teach children is quite different from that of how to facilitate adults learning (Birzer, 2004, Holton, Swanson & Naquin, 2001, Knowles, 1980, Tome, 2007, Tylor & Kroth, 2009, and others). For instance, “there is a fundamental need to recognize the differences between adult and child learners” (Tome, 2007, p. 21) since “adults are distinctly different in the learning endeavor” (Birzer, 2004, p. 16). Knowles extensively investigate and theorize andragogy to realize the distinction in adult and children learning. Andragogy was first emerged to make adults learning unique with the conventional pedagogy (Holton, Swanson, Naquin, 2001). Wang (2012) admits that educators know more how children learn than how adults learn since the emergence of pedagogy precedes the emergence of the theory of andragogy. Indeed, the whole educational enterprise has been frozen into the pedagogical model (Knowles, Holton, & Swanson, 2005).

The term andragogy has a long history of development (Chan, 2010) and has been evolved over centuries. Unlike pedagogy, which has been around for thousands of years, andragogy emerged in the 1800s (Taylor & Kroth, 2009). Andragogy can be traced back to 1833 (Howard, 1993 in Chan, 2010, p. 4) in Europe when Alexander Knapp, a German educator developed the term while trying to describe the practice Plato exerted when instructing his pupils who were young adults (Knapp, 1833, in Tylor & Kroth, 2009, p. 5). The term disappeared for nearly a century ago and revived around 1921 by German social scientist Eugen Rosenstock (Knowles, Holton II, and Swanson, 2005, Taylor & Kroth, 2009). The researchers in the pre- andragogical period were highly influenced by John Dewey, a great American philosopher, psychologist and educationist (Zmeyov, 1998). In 1926 for instance, influenced by John Dewey philosophy, Edward Lindman published a seminal book entitled “The meaning of Adult Education” (Knowles et al, 2005) and

formulated the essential philosophical assumptions of adult education (Muneja, 2015, Zmeyov, 1998). In between 1929 and 1948, adult educators published articles in Journal of Adult Education to deviate from pedagogy without theory they emerged (Knowles, 1980). Until the 1960s, the model developed for the children have been equally functioned for adult learners (Tome, 2007) and there was no a unifying theory of learning to teach adults (Knowles, 1980).

In 1960s and 1970s andragogy became an autonomous field of study in adult learning by the works of the German researcher F. Poggeler, the Yugoslavs B. Samolovcev and D. Savicevid, the Dutchman T. ten Have and the Pole L. Tuross and many other theorists and practitioners (Zmeyov, 1998). Andragogy is popularized by Malcolm Knowles, an influential American practitioner and theorist of adult education, in North America (Tome, 2007, Zmeyov, 1998). Apparently, Malcolm Knowles have contributed more to make adult education as separated field of study (Tome 2007) and famous throughout the world during the past four decades. Along this line Taylor and Kroth (2009) states that Knowles's writing on andragogy gave a brand name and transformed the profession of adult education. In fact, the fundamentals of the theory of andragogy were created in the 1970s and '80s by Malcolm Knowles (Zmeyov, 1998). When he come up with the book entitled "The modern practice of adult education: from pedagogy to andragogy", the term andragogy started to be used throughout the education community (Taylor & Kroth, 2009)

As Parker (2012) the six core andragogical assumptions rooted its historical development from Dewey of the early 1900's and Brookfield and Mezirow today. From Dewey Knowles took that "the starting point of any educational process has to be experience". Thus, experiential learning become the pillar of the theory of andragogy. Parker (2012) further noted that "andragogical teaching is learner centered and personal" (p, 138) and the role of the learners' prior knowledge/learning and experience has a decisive role unlike traditional teaching focuses on the transmission of knowledge from the teacher. Tomei (2010) stated that the term andragogy is attributed to Knowles when he introduced the term "androgogy" ("O") in his article entitled "Androgogy, not Pedagogy!" in the journal, Adult Leadership published in 1968. Later in 1980 Knowles thinking has changed as stated in his book of "The modern practice of Adult education: from pedagogy to andragogy" (Tomei, 2010). Knowles (1980) admitted that andragogy is an alternative model of assumptions to be used to learners in addition to pedagogy.

Tomei (2010) argued that unlike children, since adults have greater volume of life experience and they have a developed socially, cognitively, emotionally etc. it is necessary to acknowledge the differences between children and adult learners. Andragogical assumptions guide us to design instructions for the experienced and self-directed learners (Birzer, 2004). An instructor who apply andragogical assumptions are a facilitator of learning than the transmission of knowledge to the learners (Talor & Kroth, 2009). In support of this idea, Wlodkowski (2008) argued that “An instructor of adults is quite unlike a teacher of children or adolescents. This person is an adult among adults” (P, 51).

The term andragogy as originally defined by Knowles (1980) is “the art and science of helping adults learn in contrast with pedagogy ,the art and science of teaching children” (p, 43). Zmeyov (1998) defined andragogy as “the theory of adult learning that sets out the scientific fundamentals of the activities of learners and teachers in planning, realizing, evaluating, and correcting adult learning” (p. 106). Davenport and Davenport (1985) viewed andragogy as “a theory of adult education, theory of adult learning, theory of technology of adult learning, method of adult education, technique of adult education, and a set of assumptions”(p, 6 ). Mezirow (1981) further defined the term andragogy as “an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners” (p, 20).

Andragogy is narrowly defined by Zmeyov(1998) and Mezirow (1981). Zmeyov’s definition of andragogy is about the roles of learners and teachers in the delivery of adult learning. However, andragogy is not limited to identifying learners’ and teachers’ role. Mezirow (1981) defined andragogy as preparation of learners to be self-directed. This definition is depending on the single assumptions of andragogy, the learners’ self-concept. The ultimate goal of andragogy is not only making adults to be self-directed, it suggests the appropriate way of delivery of education for adults to be problem solver and experiential learner so as to change and transform their lives as well as community’s livelihood they belong.

Birzer (2004) noted the advantages of andragogy in assisting adults learn: (1) it draws on the students' past experiences, (2) it treats students as adults, (3) it adapts to the diverse needs and expectations of students, and (4) it develops critical thinking, judgment, and creativity in the learner (p. 7). Moreover andragogy has an advantage of making adults as a self-directed learner

in which adults will take the primary responsibility in planning, attending, and evaluating their learning.

Although andragogy has got popularity and has a robust influence in guiding adult learning practices, it could not escape from criticisms (Taylor & Kroth, 2009). Various scholars viewed andragogy in different ways for example as philosophy of adult education (Pratt, 1993), and a set of assumptions (Brookfield, 1986), a theory of adult learning/education, a method or technique of adult education, and a set of assumptions about adult learners (Davenport & Davenport, 1985), set of principles or assumptions to guide adult learning practice (Merriam, Caffarella, & Baumgartner, 2007), and theory of adult learning (Zmeyerov, 1998). Pratt (1991) as cited in Blondy (2007) argued that Knowles gave little or no attention on the effect of social institutions and culture in andragogical assumptions has little or no attention on the influence of social institutions and culture in adult learners' ability, effectiveness, and thinking. Andragogy lacks the fundamental characteristics of science since it does not pass through rigorous extensive empirical investigations and limited empirical evidences (Merriam, Caffarella, & Baumgartner, 2007, Jarvis, 2004). Merriam, Caffarella and Baumgartner (2007) further criticized that andragogy tells us more about the characteristics of learning than the learning itself. Alajlan (2015) argued that there is no a unified theory that govern/ satisfy all adult learners. Jarvis (2004) claimed that andragogy is not a distinct approach and not a theory of adult teaching but it may have some element of experiential learning theory and will have an implication for the practice of teaching adults. He argued that Knowles andragogy has got its acceptance by many scholars because of its roots from humanistic and idealistic philosophies. Taylor and Kroth (2009) suggested that there is a need to establish a measurable instruments of the andragogical assumptions to strengthen the theory of andragogy to guide the assumptions in the future of adult education and to put into practice.

Even though andragogy has been criticized by many scholars, adult educators find andragogical assumptions meaningful and helpful to guide their practice yet (Merriam, 2001). Alajlan (2015) viewed andragogy as useful throughout the world is being translated in numerous languages and cultures and there are many literatures conducted on the application of andragogy in various disciplines across different nations. As Blondy (2007) many criticisms of andragogy is based on

the superficial reading of Knowles's work. Though andragogy has many critics, there is no an alternative theory of adult learning. It stands alone as theory of adult education and learning yet.

### **2.3. Andragogical Assumptions**

At the outset, Knowles come up with four basic assumptions about the characteristics of adult learners in which andragogy is premised (Knowles, 1980) and laid the foundation of adult learning (Tylor & Kroth, 2009) that are distinguished from the assumptions of pedagogy premised. These assumptions include as a person mature: 1) the self-concept moves from dependency to independent personality and self-directedness, 2) the experience will increase both in quantity and quality which will serve as a resource for learning, 3) readiness to learn shifts from postponed use to immediate application of knowledge, 4) orientation to learn will be changed from subject centeredness to performance centeredness (Knowles, 1980). Later he added the two additional basic andragogical assumptions: as a person mature 1) he/she need to know why and how he/she is learning and 2) he/she is highly motivated by internal motivation (Knowles, 2005).

#### **2.3.1. The Need to Know**

As a person mature, he /she need to know why and how they are learning (Taylor & Kroth, 2009 & Knowles, Holton II, and Swanson, 2005). The first question mostly raised by adult learners before the delivery of any content will be why we learn this? Adults need to grow individually and socially and educators need to show them why are learning and how the learning will improve their purpose (Alajlan, 2015). It is important to give genuine and compelling reason of why they are learning and the way how the program/ content are being delivered for them in order to make them to fully engage in the teaching learning process. Communicating the why of learning is mostly undertaken during need assessment and before delivering any topic/content to the adult learners begins. The adult learners may be excited and feeling of ownership of the facilitation process if the purpose is known by them before the delivery of contents .The purpose may be related with the current jobs/work, learners' needs and aspirations/goals and their community, and organization. When adult learners found the learning valuable to life, they will invest considerable amount of resource, for example, time and energy (Taylor & Kroth, 2009).

### **2.3.2. Self-Concept**

As a person matures, his /her self-concept grows from one of being dependent personality to independent and self-directed personality (Knowles, 1980, Tomei, 2007). Adults are being responsible for their own decisions and for their own lives. They are capable of deciding what is worth and important to them and what will influence their lives independently. Hence their self-dependency increases and in contrast dependency on somebody else will decrease. Adults tend to resist the impositions from others when they become self-directed (Taylor and Kroth, 2009). “Adults have deep psychological needs to be generally self-directing although they may be dependent in particular temporary situations” (Knowles1980, p. 43). When he/she is not treated as self-directed, he/she experiences will be tension and his reaction will be based on resentment and resistance (Knowles, 1972). They are generally capable of monitoring their progress and we need to provide choices to them in assignments, and different assessment techniques (Tomei, 2007). As Knowles (1980) the degree of independency and self-directedness will vary in different circumstances i.e. in some situations adults may be more self-directed and independent, however, if they have never been experienced something before, they will be dependent on instructor/somebody else. For example, as Knowles they may not have skills before when they receive some kind of vocational skill training, hence pedagogical method would be appropriate. Therefore, facilitators should carefully examine what they experience before and what not.

### **2.3.3. The Role of Experience**

As a person mature and develop the wealth of experience simultaneously increases both in quality and quantity (Taylor and Kroth, 2009). Unlike children, adult learners have a reservoir of accumulated wealth of experience which will serve as richest resource for learning- for themselves and for others (Knowles, 1980; Taylor and Kroth, 2009), in case the learners experience will be useful for facilitators too. The source of experience will be the past learning and the everyday involvement in their community (UNESCO, 2001). Hence, the teaching learning process should build up on the learners’ prior experience. People attach more meaning when they learning from their experience than those acquired by passively (Knowles, 1980). Unless we accept and use the adult learners experience in the classroom, they may fill being ignored and marginalized (Alajlan, 2015). Cognizant of this, Knowles(1972) noted that when we ignore adults’ experience, unlike children they perceive that they are being ignored themselves as

a person not their experience. Since Dewey (1997) in Kadir (2016) contends that education should be drawn on experience “I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience-which is always the actual life-experience of some individual” (p,5). The facilitators should dig out the learners existing knowledge and experience so that to encourage sharing of their experiences among themselves in the classroom. Sharing of life experiences among students make the content practical and related with the daily lives and stimulates the motivation of the learners (Graham & Walsh, 1996). All the adult learners’ experiences may not equally important for the teaching learning process. Hence, some experiences of the adult learner may have a negative effect to learning (Knowles, 1980). As Blondy (2007) although Knowles did not dealt with the learners’ culture, there will be variety of experiences and culture and we need to acknowledge the learners’ thinking, attitude, activity, and prejudice to increase the awareness of their culture. Blondy in the same study recommended that the facilitator is expected to guide the adult learners to be open-ended to those variety cultures and experiences. Before going to each session here it is important to investigate the learners experience with the content supposed to be given. Thus, as suggested by Knowles (1980) the facilitator should employ experiential methods of teaching like laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like.

#### **2.3.4. Readiness to Learn**

As a person matures, his/her readiness to learn becomes oriented to the development task of his/her social roles (Tomei, 2007, Taylor & Kroth, 2009). Andragogy assumes learners as the want to learn they need to effectively perform their societal and individual roles as community members, workers, spouses, parents, organizational members and leaders, leisure time users, and so forth (Knowles, 1972). Readiness to learn is dependent on the worth of relevancy of the learning content to the student and the learners interest/purpose (Knowles, 1980, Taylor & Kroth, 2009). Furthermore, adults tend to learn when they found the learning content that cope effectively their real life problems (Knowles, 1980). As Knowles, in addition to learners interest there will be institutional interest and accommodating these interests is commendable. This principle is highly relying on the adult learners’ practical problem and adult learners hope to address due to attending adult education sessions. “Adults come to learn with a definite reason

(Wlodkowski, 2000)". Adult learners are pragmatic; they want to learn to solve their problems. The learning content should be vocational and practical which is related to the adult learners' livelihood and interest that will fill the gap of the adult learners. They do not want to learn unless the content of the learning is they need to know and has a potential to solve their practical problem. Each adult learner may have unique problems to be addressed. So the facilitator is expected to plan with the broader area that most of the learners faced. For example the one may have a problem of reading, the second will have a gap of writing, and another adult learner still will have a gap of numeracy/simple calculation. Therefore, the facilitator may plan to deliver contents on basic literacy issues in the classroom. Finally, the facilitator and the learners will evaluate as the number of problems of the adult learners solved against their plan.

### **2.3.5. Orientation to Learn**

Children are subject centered whereas adults are problem centered in their orientation to learn and this difference comes from their time perspective (Knowles, 1972). As a person matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation towards learning shifts from one of subject centeredness to one of problem-centeredness. Adults come to the class with pre-established life and career goals (Tomei, 2007) and they want to be able to apply whatever the knowledge to make them effective for tomorrow (Knowles, 1980). Therefore, learning should emphasize on performance and skill improvement (Kadir, 2016) which has an immediate application in the adult learners' lives.

### **2.3.6. Motivation**

We need to know the motives and interests of our students in order to be a successful teacher because "adults are not just large children" (Graham & Walsh, 1996, p. 3). Even though adults are motivated by some external motivators such as good grade, salary increments, prize, etc., their potent motivation is internal motivation such as job satisfaction, personal satisfaction, increased self-esteem and so forth. Recognition, concern, and respect of their values, times, effort, energy are successful to attract the adult learners (Tomei, 2007). Furthermore, making the learning contents meaningful and relevant to their daily life activity has a vital role to keep and sustain the learners motivated. Moreover, adult learners are best motivated when we help them

towards achieving their goal. Adult learners further motivated when you remind that how the activities in the class will help towards the progress of their goal (Graham & Walsh, 1996). Here careful identification of the adult learners' goal should be preceded.

Wlodkowski (2008) stresses the importance of motivation in that:

We are the history of our lives, and our motivation is inseparable from our learning, which is inseparable from our cultural experience. Being motivated means being purposeful. We use attention, concentration, imagination, passion, and other processes to pursue goals, such as learning a particular subject or completing a degree. We know motivation is important because throughout our lives we have all seen the motivated person surpass the less-motivated person in performance and outcome even though both have similar capability and the same opportunity (pp. 3-4).

In short, this infers that without motivation it is hardly possible learning would be exists. For instance, achievement of learners is determined by the level of the motivation they have in the learning –teaching endeavor. The highly motivated learner will have a high level of achievement where as low motivated learners' effectiveness potentially diminished.

However, many researches have been conducted on the motivation of adult education, there is no major research found conducted on the relationship of adult motivation and learning and the relationship seems obvious because the more motivated person likely tend to learn (Wlodkowski, 2008) and most of the researches conducted on motivation of adult is based on the motivation to enroll a certain educational program (Jarvis, 2004). Motivation is not only important for learning but also it is a consequence of learning (Wlodkowski, 2008). Psychologically and biologically, motivation and learning are inseparable (Zull, 2002 in Wlodkowski, 2008, P. 6).

According to Wlodkowski (2008) the relevance of learning and the prior experience of the learners on that issue in which they found interesting, useful, and relevant to learn are the distinguished motivations of adult learners. In addition, he confirmed that the variety of responsibilities and the prior experience of adults they have makes distinguished from the motivation of children.

In conclusion, andragogical assumptions are interplayed one another. The motivation to learn is highly related and interplay with the assumption of the need to know why and how. And the learners experience/ what the learners have in fact affect the type of motivation they have.

Adults are ready to learn when they found the learning is problem centered and their orientation to learn is also really problem centered than subject centered. Therefore, there is a need to conduct a research whether the andragogical assumptions should be merged or not.

## **2.4. The Application of Andragogical Assumptions**

Andragogy is well documented in literatures of various disciplines and became quickly popular in various countries and both inside and outside of the adult education discipline and (Davenport& Davenport, 1985, Chan, 2010). It has been adapted and adopted in multiple disciplines and its research body has been growing (Chan, 2010). Andragogical assumptions are flexible in nature and situational (Knowles, 1980, Knowles et al., 2005). Andragogical assumptions are characterized as situational and flexible in nature. The andragogical model is a system of elements that can be adopted or adapted fully or partially (Knowles, 1980). Chan (2010) suggested that andragogical assumptions can be applied not only in education but also in training. It can also applied starting from adult literacy level to the higher education level or any planned adult education programs. As Chan (2010) regardless of the variety of definitions given for andragogy it has a crucial role in adult education and learning. He added andragogy has also changed the philosophy of education in the world in which the transformation of linear behavioral and cognitive way teaching to the participatory and student centered. Andragogy makes education, collaborative, practical, and engaging and this leads to creativity and innovations among students (Chan, 2010). Knowles (1980) suggested that andragogy is not applied only for adults but also has implications for children in that “many of the principles of andragogy have direct relevance to the education of children and youth” (p. 58).

Variety of studies has been conducted in multiple disciplines to incorporate the theory of andragogy in to their field of study/ particular situation (Taylor & Kroth, 2009). For example, education and training (Gravani, 2012), public health (Bryan, Kreuter & Brownson, 2008), criminal justice and police training (Birzer,2003 & 2004), social work (Whitford, 2002), human resource development (Woodard, 2007), photoshop training (Alajlan, 2015), Training role of Supervisors (Brannon,1985), online education (Blondy, 2007) and others.

Gravani (2012) in his investigation found that in designing learning activities for teacher development; educators decide what contents to be included, the learning units which have little

practical value for learners, use dominantly teaching method such as lecturing, skills and expertise, and employed the assessment methods predetermined and prescribed by ministry of education. He also believes that these prescriptions which emanated from lack of respect for learners' experience and prior knowledge make the teachers/learners as a passive recipient. In addition, Bryan, Kreuter and Brownson (2008) examined how five principles of adult learning can be applied in public health in terms of assessing trainee needs, planning and delivering training, and evaluating training processes and outcomes. The authors asserted that adhering to these principles in addition to enhancing the learning; creates mutual respect between trainers and trainees. However, the study by Bryan, Kreuter and Brownson (2008) did not examine separately the principles of motivation and self-concept of learners as other adult learning principles in the training of public health practices. Although they stated in the study that the five principles of adult learning were examined, only three main principles such as the need to know, readiness to learn, and the role of the learners are addressed.

Birzer (2004; 2003) conducted studies on learning theories in criminal justice system. In one of the studies (Birzer, 2004), the scholar found out that much of the criminal justice classrooms have been teacher centered rooted in behaviorist and cognitivist theories of learning. He asserted that andragogy has a promising potential to make the criminal justice classrooms student centered. In the other study, Birzer (2003) also examined how andragogy was applied in police training and he found out that police training is highly reliant on the behaviorist and militaristic approach in which teacher/trainer centered methods are dominated and is problematic. Although he admits that in some situations behaviorist theory is preferable where police need to learn new mechanistic skills (defensive tactics, defensive baton, and defensive driving technique). The theory of andragogy can be applied in part for police training since applying andragogy in the training helped police officers develop problem-solving skills and become self-directed in dealing with community issues. Similarly, study by Whitford (2002) found that adult learning principles are best suited and useful in teaching gerontological practices in social work classroom. It was found in this study that the students approved the application of adult learning principles would have a significant role in their future career on the gerontological practice and helpful to understand the aged people's knowledge, skill, strengths, and abilities.

Woodard (2007) in his study compared the training given before and the new training with andragogical model. The new model found to be effective and confirmed that the concept of andragogy can be translated in to the workplace to increase the effectiveness of the worker. Alajlan (2015) further asserted that andragogy is an effective strategy for both the trainee and trainer in the training of adults in photoshop training programs since the trainers are adults and the flexibility of andragogy allows the trainees to take their training at their convenience and the role of the trainees experience found to be important in the training process.

Blondy (2007) examined the application of andragogical assumptions in online learning environment. He confirmed that andragogical assumptions could serve as a good starting point for adult online educators in their instructional approach. In addition, he further asserted that andragogical assumptions could create a learner-centered approach to online education by considering the type of course and the individual learners' needs and interests. In addition, Brannon (1985) also confirmed that the andragogical instructional methods such as One-to-one teaching, brainstorming, roleplaying, modeling behavior, and guided reflection has a potential to enable the supervisors to work the facilitator of learning role into their interaction with workers. The supervisor is not the knowledge transmitter to the workers rather s/he has to create an environment in which mutual learning would take place and engaging the workers in to query.

In Ethiopia, Yilfashewa and Garkebo (2017) conducted a research entitled “Andragogical Methods to Sustain Quality Adult Education in Ethiopia”. The study surveyed relatively high sample, 800 adult learners, 20 facilitators and 10 coordinators and they found that active learning methods were not implemented satisfactorily. However, this study mainly focuses on the implementation of active learning methods in adult classroom and did not examine the application of all adult learning principles in IFAE program.

## **2.5. Practical Implications of Andragogical Assumptions in Adult Education**

Andragogical assumptions can have practical implications. In this study, the practical implications of andragogy with a special focus of need assessment, learning climate, facilitation methods, and assessment and evaluation are discussed here under.

### **2.5.1. Implications for Need Assessment**

Need assessment is carried out nationally or locally before enrollment (Hillier, 2005). Learning would be more effective when learning opportunities are based on the needs and interests of the adult learners. Learners may want to improve their lives and their family lives and their learning need is highly dominated by their own and their family needs. Some people may not see the linkage between learning and the learners' interest. Hence, our responsibility is to make a connection between learning and the learners' interest. Our literacy program should be built around the needs and interests of the learners (UNESCO, 2001).

Adult learners may have interview by program administrators and/or instructors to discuss the learners' motivation and goals. This initial meeting will be appropriate to identify the learners' needs, strengths and barriers to learning (such as disability), and to place adult learners to the appropriate place (Looney, 2008). Examining the learners' needs and interests helps us to make purposeful learning. Need assessment helps us to know the learners current level of knowledge and skill and learning needs (Hillier, 2005), thus allowing us to select appropriate learning material and develop appropriate curriculum- appropriate learning content, learning experience/activities. Hence, once the problem is identified it will be easy to address (UNESCO, 2001).

We need also identify what the learners already know in order to examine their progress towards the goal. All need assessment examination can be carried out either formally or informally (Hillier, 2005). We can examine what learners know through interviewing, observation and questionnaire. Here interview for example allows conducting both formal and informal way of need assessment. Care must be taken to conduct need assessment, learners may be threatened and tensioned to be asked because they will have poor experience of learning, or are anxious about failure, then they will not only be affected by their emotional response to the test, but they may not wish to pursue the learning program at all. In order to obtain realistic data we need to communicate the purpose of carrying need assessment and give the chance to the learners to ask questions (Hillier, 2005).

Since adults have accumulated reservoir of experience, which will be a rich resource for learning identifying their prior experience is a good start in the provision of learning program, especially

adult literacy program. Learners will feel well when their experience has a contribution for learning. Identification of prior learning experience will reduce a redundancy of learning contents for the learners (UNESCO, 2001).

Variety of methods will be employed to identify the learners' needs and interests. According to UNESCO (2001, p. 15) the following are the most notable methods that can be used in identifying the learners needs

1. Interview: a facilitator may ask the learners face to face what they want to learn.
2. Meta-cards: The learners write down what they want to learn on cards or slips of paper. Afterward, learners discuss the responses.
3. Questionnaire: learners may give their response on the pre-prepared questions on paper.
4. Individual learning plan: Each learner identifies their learning needs and plans the means to achieve these needs. The plan can include reasons for learning, times she or he prefers to study, methods to be used, etc.
5. The New Participatory Method: Individuals write their learning choices on pieces of paper, which are grouped according to functional areas on a wall chart. The content of the literacy programme or course is based on these individual choices.

In general, however, the need assessment techniques explained above by UNESCO (2001) except 'interview' are difficult to identify the learners' needs those who cannot read and write. In order to have effective adult literacy program we need to identify both the individual learner needs and the whole community's overall learning needs. After identifying such needs, prioritizing those using different mechanisms will be a due business in need assessment. Adult learners needs and interests will be prioritized in terms of importance and feasibility of meeting the need (Gboku & Lekoko, 2007).

### **2.5.2. Implications for Learning Climate/Environment**

Safe environment is a precondition for effective teaching learning process. Knowles (1972) believed that environment is one of the determinants of quality of learning and should be conducive to adult education. He proposed the characteristics of a learning climate such as "informality, mutual respect, physical comfort, collaboration rather than competition, openness, authenticity, trust, non- defensiveness, and curiosity" (pp. 36-37).The learning climate can be

generally categorized as physical and psychological (Knowles, 1972). The physical environment encompasses the buildings in the center and other facilities in the classroom. According to UNESCO (200, p. 94) to check the suitability of the physical environment, we have to answer questions such as “Do learners have places to sit? Is there enough light? Is the place warm or cool enough? Is water available? Is the learning place interesting to look at, with some photos and charts on the wall? Is the compound green and attractive? Is there too much noise from outside? Are there toilets?” Minton (2005) stated that our surroundings have a great effect on our feelings and behaviors but less attention has been given by educators. The physical environments in the classroom such as the sitting arrangement, the balance of light, the color of the wall, the cleanness of the classroom, the sitting arrangement, the comfort of chairs and tables and others have a significant impact on the learners’ motive and effectiveness. Furthermore, we may adjust the environment to meet learners’ interest with disability for example the facilitator make sure that learners of low vision and hearing difficulties sitting in the front so that they can see and hear.

The psychological environment deals with more on the learners comfort (UNESCO, 2001) and the quality of relationships of the people they have in it (Knowles, 1972, Looney, 2008). The quality of relationship is highly affected by administrative policies and practices (Knowles, 1972). Adult learners want to feel comfort in their mind in the teaching learning process. Since adults are matured and responsible for their learning, they want to be treated as adults not as children in the school. They want to be heard, listened, and respected as adults. They want to express the opinion freely and do not want to threaten by others. In this regard, the first question we raise for adult learners would be “do you feel comfortable?” (UNESCO, 2001). In order to make the learners relaxed friendly we can employ game, energizer/ice breaker (UNESCO, 2001). Furthermore, the relationship between learners and facilitators should be democratic and based on dialogue. Dialogue is an important way of differentiating adult learning with children, where the teacher is assumed to give a lecture in front of the student and the student take note. Dialogue promotes participatory and democratic learning in which the learners and facilitators are seen equal in the classroom and values the role of learners’ experience. It helps to build a good relationship among learners and facilitators; learners can express what they feel, what they do and do not understand (Looney, 2008). The facilitators’ role is vital to make the dialogue effective. However, it does not mean that safe environment could not allow the learners and the

facilitators to challenge each other's opinions and beliefs (Looney, 2008). Hence, 'true dialogue entails challenge and disagreement as well as consensus' (Alexander, 2004 in Looney 2008, p. 123).

### **2.5.3. Implications for Planning**

Planning precedes every activity in education. The main issue is why, how and what to plan may differ in planning children's education and adults learning. In teaching children, the teacher is the main responsible body to determine what the students will be taught. The learners cannot participate in the planning process. Planning is full of prescription and authoritative. First, there will be national or regional standardized curriculum that should be implemented throughout different learning environments without contextualizing to the local situation. Then the teacher will plan to achieve the pre-established goals and objectives stated in the curriculum. The students' interests and needs are ignored in the planning process.

In contrast, mutual planning should be promoted in the planning of adults' learning (Knowles, 1972). We adult educators may plan time, facilitation methods, learning contents and learning experiences, resources/learning aids, and assessment and evaluation with a full participation of adult learners. Since adults come to the learning sessions with pre-established goals, the planning process is participatory in order to include the learners' needs and aspirations. Adults are responsible for their own learning; they need to participate in the planning, delivering and evaluation of their learning. There may be a national curriculum, which needs to be contextualized in to the local milieu (UNESCO, 2001). The local curriculum will be developed at the district or city administration level by considering the local context. The facilitator therefore is responsible to contextualize this curriculum to the local environment based on the adult learners' goals or interests and prepare the specific lesson plan. They may adapt topics and learning contents from a core curriculum (UNESCO, 2001). A lesson plan helps learners to achieve their goals and objectives.

A lesson plan potentially will have components such as objectives, learning contents, learning materials, and learning activities. The lesson plan should have a smart objective, which encompasses new knowledge, new skills, change of attitude, and possible future actions (UNESCO, 2001). In the same document it was stated that the content of learning should address

concerns such as 1) The real and immediate issues affecting adult learners and their community, 2) Required technical information or ways to obtain such information, 3) The shared experiences and ideas of the learners, and 4) Each learner's participation, experience and solutions to the issues. The learning materials may include printed materials (such as textbooks, modules, manuals etc.), videos, chalk and board, real life objects, and materials prepared by learners. The learning activities are mainly learner centered including group discussion, brainstorming, role-play, simulation, games, case studies, drama, seminar, workshop etc.

In the planning process, the facilitators are responsible to make the learners to prepare their own learning plan/ learning contract. The Individual learning plan (ILP) will be prepared immediately after the need assessment is carried out or in need assessment process. Individual learning plan/contract (ILP) contains the individual learners goals and objectives and the way to achieve such intended goals. It includes the individual learners' needs, interests, motives, and experiences that will be useful for the facilitation process (Looney, 2008). Individual learning Plan will help the learners to identify their learning gaps and the learners' capacity (Looney, 2008). Looney (2008) further recommended that learners and facilitators should collaborate to develop the ILP and the individual learners' goals and interests and the entire program/curriculum/workplace goals and interests should be balanced despite it is challenging task. However, Looney (2008) did not suggest mechanisms how these two goals and interests will be balanced. Indeed, these individual learners plan will be a basis for facilitators to prepare lesson plan and even the entire program plan.

#### **2.5.4. Implications for Facilitation Methods**

The way in which adults learn is different from children and youth (Fasokun, Katahoire & Oduaran, 2005). Participatory learning, active learning, experiential learning, reflective learning, and collaborative learning are the language of andragogy to infer the student centered facilitation methods. Learning is an active process in which learners participate actively to make decisions in their learning such as what, how, and why they learning (UNESCO, 2001). Learners also take their own responsibility in participating starting from need diagnosis, selecting contents, identifying teaching methods, up to the assessment and evaluation methods and procedures. Learning best occur when adults involved in the learning process either individually or in group. Facilitating participatory learning is a means of allowing adult learners to be involved in the

learning process. Hence, “the prime role of a teacher/facilitator is engaging the learners in the learning process” (Minton, 2005, p. 2). Participatory facilitation encourages collaborative learning where adult learners work together to address learning topics/problems, reach a common goal, make decision, involving their intellectual abilities and various skills with the help of the facilitator.

Adults come to the learning session with a variety of experience that will serve as a useful resource for learning. Some learners will have previous schooling experiences and others will have experiences in their community by holding a variety of responsibilities. To ensure effective learning in the classroom the facilitator should have knowledge of the learners’ background and experience (Fasokun et al., 2005). The methodology therefore should be based on the sharing of experiences and knowledge. Here, experiential learning/methods in which learning based on valuing the role of learners prior experiences should be employed. The role of the facilitator will be managing the process, ensure learners participation in the selection of facilitation methods. It is important to know that the way adult learners learn is different from how children learn. Teaching methods that work with children may not work with adults. Teachers are the sole determiners of what type of teaching methods to be employed in teaching children, mainly teacher centered methods are employed.

Teaching methodologies ranges from total control by the teachers to total control by the individual learners (Minton, 2005). Although there are several methods of facilitation, adult learners learn best by practicing or doing. There are many techniques that can be used to encourage participatory learning; brainstorm, buzz session, think-pair-share, case study, critical incident, demonstration, fishbowl, gallery walk, jigsaw, panel discussion, debates, role play, simulation, storytelling, drama, workshop, seminar, resource picture analysis, peer training, songs and dances, small groups, games etc. When we choosing such techniques we need to consider the following things. 1) Our learners; their needs and how they will use the new skills to facilitate learning; 2) Available resources including time (how much time do you need to prepare including time to allow grouping, always schedule time for discussion) and learning aids/materials available; and 3) The learning objective-the end goal should be to facilitate learning. The effectiveness of each method depends on the preparation and thorough thinking of

facilitators. To make the facilitation methods effective, the facilitators/teachers and learners should have the necessary skills and committed to their learning (Minton, 2005).

In conclusion, all the facilitation methods have both advantages and disadvantages. Most of the learner centered facilitation methods are time consuming and powerful to effect learning. Thus, we can make effective our facilitation by employing a variety of facilitation method. Moreover, it requires wise utilization of time/ effective time management.

### **2.5.5. Implications for Assessment and Evaluation**

As an educator, we evaluate the learners' knowledge, skill, and attitude not the learners themselves as a person (Jarvis, 2004). Assessment is a subjective process in which different teachers may assess in a different way a given learner (Jarvis, 2004).

As Jarvis (2004), we employ assessment for three main reasons. The first reason for assessment is diagnostic in which assessment is a diagnostic process to identify the learners' interest, since teaching is an activity to meet the learners' needs and interests. Assessment can tell us what is going right and wrong in the teaching learning process in order to identify weaknesses and strengths. It helps us which type of teaching methods and assessment techniques we need to employ (UNESCO, 2001, Jarvis, 2004). Moreover, we may identify what the students know, what they do not know, and what we need to improve as educators. Since we are assessing the learners work, we should not threaten the learners and we should keep their morale (UNESCO, 2001, Jarvis, 2004).

The most notable reason for assessment is to meet the maintenance of standards in the institutions. For example, colleges and universities may have a standard to be fulfilled by the learners to enroll and students must meet these standards through assessment.

The third reason is to provide an evidence for the learners' achievement towards a certain goal, it may provide an evidence for the learners to meet a certain job or it may be an evidence for the progress of the next stage.

Teaching learning process and assessment are interrelated and inseparable phenomena. Along this line, Minton (2005) noted that the process of assessment and the process of learning are linked. Hence, if there is teaching learning, there will be assessment of the learners' progress.

Assessment can be carried out before the teaching learning process has been started, during the teaching learning, and after the teaching learning has been completed. Any adult facilitation process is often preceded by identifying the learners' needs and interests. According to Gboku and Lekobo (2007), diagnosing the adult learners need precedes the assessment carried out in teaching learning process. This can be named as assessment for learning. During the teaching learning process, assessment is carried out to evaluate/check the learners' progress and the teacher may use to check whether learners are attending the session or not. The facilitator may take some corrective action for the future sessions. Assessment can be also carried out after the teaching learning process has been completed to assess the performance/achievement made by the adult learners.

Assessing learning helps to determine the extent to which the aims and objectives of any program have been achieved (Fasokun, Amutabi & Otunga, 2005). This indicates that the summative type of assessment that focuses on whether the predetermined goals and objectives have been achieved. The facilitators can assess the learning needs and activities to verify (assure) the extent to which the learners have acquired the necessary knowledge, skills and values (Jarvis, 2004). This enables the facilitators to see to what extent learners needs meet with the necessarily knowledge, skills, and values acquired. However, as suggested by various scholars summative assessment is inappropriate for adult learners especially those who have a negative schooling experience who may fear test (Egloff, 1997, Genuneit, 2004, Fussenich, 2004 cited in Looney, 2008).

Facilitators can assess learning using participatory methods where both learners and facilitators are actively involved. Assessment in adult education is often an interactive process between the learner and the facilitator. Most of the time assessment of adult learning is informal. Sometimes the assessment may be formal, using written tests (UNESCO, 2001). A conventional written test is often not appropriate to assess the learners. Learners and facilitators should enjoy in a discussion and interview and should be contextual (Openjuru, 2016). This follows the principle of cooperation among learners (Fasokun et al., 2005). They also noted that both facilitators and learners should be involved in identifying outcomes and assessment criteria, discussing the assessment criteria through feedback and keeping effective records for future reference.

Although there are varieties of assessment methods, Fasokun et al. (2005) and UNESCO (2001) point out the most common and applicable participatory assessment methods for adult learning including: interview and discussion, demonstration, class exercise, role-play and portfolios.

Facilitators can assess the contributions of adult learners through interview and discussions. This can range from formal structured interview and discussions with either individuals or groups they could also ask group members to indicate the exact contribution of individuals. This group discussion allows learners to assess each other's progress and promotes peer evaluation.

The facilitator has the responsibility to assess the learners' performance in practical aspects of the subject. An exercise that may be in oral exercises could be in the form of oral examinations seminar, presentations, small group discussions, graphics and practical performance or demonstration. In addition, written class exercise may be in the form of essays, reports and seminar notes, working papers, desertions project or short answer papers. The evaluation of all these will depend on the agreements between the facilitators and the learners.

When the facilitators are teaching adults, s/he can assess learners progress by employing the variety of student centered teaching methods. Most of the learner-centered approaches can serve as an assessment method; there are both teaching methods and assessment methods including discussion, assignment, demonstration, question and answer, etc. they can learn/acquire in their real life situation (Shanmugham & Kishore, 2012). In fact, most adult education programs are designed based on the principles of experiential learning. It is quite different from the traditional classroom based learning. Thus adult learners can be assessed how they experience with their work context, environment and the community. Learners can demonstrate what they get from the context. The learners will be assessed through oral test, interview, and problem solving ability, role play, observation, self-evaluation, skill demonstration, and self-documentation in which they experience in their real life situation (Shanmugham & Kishore, 2012). Here, the way how they know, what they know, and why they know and process of attaining the knowledge, skill, and attitude will be assessed.

In sum, assessment of adult learners should enforce them to practice skills, relevant and authentic and it should be more than acquiring mark. It should help adult learners to be independent and autonomous (Southhall & Wason, 2016). Assessment and learning are an integral part and

inseparable. Hence, for example, assessment methods such as role-play, group discussion, demonstration, etc. can be facilitation methods. Furthermore, assessment should be participatory/learner centered, interesting, friendly, and non-threatening (UNESCO, 2001).

## **2.6. Andragogy and IFAE Program in Ethiopia**

MoE (2008) recognized that teaching adults require a special methodology since they have a greater experience and own different responsibilities in their own society. At policy level, andragogy is believed as methodology of adult learning in IFAE programs to ensure quality and relevance of adult education in Ethiopia. For instance, MoE (2011) stated that facilitators would receive training in andragogy in the respective colleges and universities.

### **2.6.1. Challenges in the Implementation of Andragogy in IFAE Program in Ethiopia**

How andragogy can be applied in different disciplines is well documented in literatures. However, literatures are scarce on the challenges in the implementation of andragogy. One of main purpose of andragogy is to make effective the facilitation process of adults' learning and to ensure quality and relevance of adult education. The major challenges in the implementation of IFAE program in Ethiopia in general and andragogy in particular are associated with facilitators, learners, and resources.

Adult educators/ facilitators are the main responsible body in the effective implementation of andragogy. Professionalization of adult educators therefore should be emphasized at policy level as well as in practice. Teachers and educators policies and regulations should ensure that teachers and educators are “empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems” (UNESCO, 2015, p. 9). Good training of educators is a well-known positive factor of quality education. Although there is a good progress, many adult educators and trainers in most of the sub-Saharan countries did not receive the pre-service training. In some countries, some or many ALE educators/facilitators/trainers still work on a voluntary, unpaid basis and receive little training. In some countries adult education trainers/facilitators had not an initial training to be a

facilitator (UIL, 2017). This is of course true in Ethiopia case hence many facilitators did not receive an initial training, some of them are volunteers, some are little paid, and some receive very small sum of salary, most of them are employed in a contract term of employment (MoE, 2016).

As stated by MoE (2011) fifteen days of pre service training shall be given to volunteer facilitators from development workers (health extension workers and agriculture workers), schoolteachers, and alternative basic education facilitators. Thirty days of pre-service training on andragogy shall be given to all newly recruited facilitators in colleges and universities. Moreover, the facilitators are expected to continuously upgrade and update themselves with modern and improved teaching methods through individual efforts and short in service trainings organized from time to time and seven-day andragogical training to be offered semi-annually. Hence, it is believed by MoE (2011) that the effectiveness of the facilitation process is largely depending on andragogy.

In practice, however, according to ANRSEB report (2017) most of the facilitators did not receive pre service training and they did not also get continuous in service training. Due to this fact the facilitators have no andragogical knowledge and skill. The facilitators understand their teaching of adults in terms of formal schooling (Warkneh, Rogers, & Danki, 2017). They cannot contextualize the curriculum in to their local context. They instruct adult learners as children, simply they taught conventional simple alphabets and numeracy which is not related with the daily lives of the adult learners (MoE, 2016). Lack of integration between full time facilitators and development workers is a serious challenge in order to make the facilitation problem centered. There is a belief by volunteer facilitators that facilitating adults' learning is the sole responsibility of full time facilitators (ANRSEB, 2017). The main reason for facilitators to teach adults is not altruism rather to supplement their income (Warkneh et al, 2017).

The low level of understanding of adult learners on the role of the IFAD program to transform their life is another challenge for the effectiveness of the program in general and the implementation of andragogy in particular (ANRSEB, 2017). Learners assume that the facilitators are teaching them in order to secure their job. Some facilitators work and their learners' is similar and learners assumed that learning will not change themselves and reluctant to attend the program (Warkneh et al., 2017).

According to ANRSEB report (2017) the IF AE program is not adequately resourced as needed and compared with its paramount importance for the development of the country. Even though the budget for education sector is increasing from time to time, the budget allocated for IF AE program is minimal yet. The number of facilitators is not fulfilled as required by the program. It is difficult to recruit additional facilitators, to train and remunerate, to supply them with limited budget. Shortage of supplying adequate teaching materials and equipment is the other challenge. Along this line Warkneh et al (2017) found that all facilitators and learners may not have a copy of textbooks and manuals, some facilitators borrow textbooks of children from primary schools to instruct adult learners.

### **2.6.2. Facilitators Role and their Understanding on Andragogical Assumptions**

Facilitation is defined as “a developmental educational method which encourages people to share ideas, resources, and opinions and to think critically in order to identify needs and find effective ways of satisfying those needs” (Prendiville, 2004, p .13). It encourages greater learners’ participation and they will enable them to take responsibility for decision on their learning. In the facilitation process, we need to recognize equal participation, different abilities, individuals’ contribution, individuals to identify and utilize their experience and skills/gap.

Adult educators want to reject the term ‘teaching’ to distinguish themselves from school teaching and to show the inappropriateness of school teaching methods for adults. They prefer to name themselves as facilitators, tutors, lecturers, human resource developers, change agents and many other terms (Tight, 2002). A facilitator is a person who has a role to facilitate learning opportunities to lead learners into experiential learning (Heron 1989 in Tight 2002, p. 29). As Foley (2000) real teachers/facilitators are those who can understand the learners interest and needs and inspire to help them and who understand the organization context in which they work. Many researches have been conducted on the effectiveness of the teachers of children but limited on the facilitator of adults’ learning (Foley, 2000).

As Prendiville (2004, P. 15) a facilitator’s approach/role may be one or a combination of the following:

1. Interpretive: putting other words on a contribution or helping someone to find the words to express what s/he means.
2. Cathartic: encouraging and modeling the expressions of feelings and emotions as they emerge by asking a question such as: ‘And was that a very painful time?’
3. Evaluative: assessing what someone says, providing a statement of value in relation to behavior, such as: ‘That seems to have worked well for you.’ Future events, with a question such as: ‘Does anyone else feel this way?’
4. Directive: guiding members as they explore their feelings and begin to express them, such as: ‘Let’s take a few moments to gather our thoughts and think about how this event has affected the group.’
5. Sharing: encouraging the sharing of past and present feelings and those about

Prendiville (2004, p. 15) further suggested that facilitators should adhere either verbally or non-verbally to the following principles and values.

- a. Listening: facilitation means listening to what people are saying and tuning in to what they are not saying. This includes being aware of verbal and non-verbal means of communication.
- b. Confidentiality: to participate fully, people must be confident that everything of relevance can be discussed freely without inappropriate reporting outside the classroom.
- c. Respect: a facilitator must acknowledge and respect each individual learner and guide learners to be respected themselves.
- d. Equality: each person is regarded as having an equal right to contribute, to influence, to determine the direction of the group as another. Equality also relates to respect, valuing of personal experience and participation.
- e. The value of personal experience: each member’s contribution to a discussion/skillsharing activity is equally valid and valuable.
- f. Trust and safety: to ensure maximum participation, the facilitator must encourage the development of trust and safety.

- g. Inclusion and encouragement: everyone in the class must be included and encouraged to participate, to share ideas, suggestions, and solutions and take initiative.
- h. The importance of a positive/beneficial experience: facilitators must recognize that everyone is entitled to positive experience in the class. This means the facilitator meeting realistic individual needs and/or being aware of and challenging unrealistic expectations of the other learners or the facilitator.
- i. Participation: facilitation succeeds when there is a genuine belief in the value of responding to stated needs in relation to the work of the group. Consultation with group members on direction, pace, content and method with an openness to change is vital.

Andragogical assumptions are the guiding principles of facilitators in the facilitation process of adults' learning. Hence, facilitators of adult learners are expected to have knowledge of andragogical assumptions in order to facilitate effectively adults' learning. Most of adult learning methods are experiential. In the support of this idea, Minton (2005) noted that selecting and implementing these facilitation techniques requires facilitators' competency, knowledge and skill.

Facilitators understanding on andragogy can be determined by either receiving training on andragogy or those who have a profession in adult education. However, as ANRSEB (2017) most of the facilitators did not receive both pre-service and in-service trainings. The facilitators simply taught the learners simple alphabet and numeracy in a conventional way. This traditional way of delivery of adult literacy, clearly shows that the facilitators' have no or little understanding on andragogy.

## **2.7. Summary**

As Chan (2010) the differences between children and adults learning has been debatable issue for decades and pedagogy has been providing education for both children and adult without recognizing their real differences, the same philosophy. The difference in teaching of adults with teaching of children is well documented in literatures. In fact, how to teach children is quite different from that of how to facilitate adults learning (Birzer, 2004, Holton, Swanson &Naquin,

2001, Knowles, 1980, Tome, 2007, Tylor & Kroth, 2009, and others). Hence, Knowles extensively investigate and theorize andragogy to realize the distinction in adult and children learning. Wang (2012) noted that educators know more how children learn than how adults learn since the emergence of pedagogy precedes the emergence of the theory of andragogy.

The term andragogy can be traced back to 1833 (Howard, 1993 in Chan,2010, p. 4) when Alexander Knapp, a German educator developed the term while trying to describe the practice of Plato exerted when instructing his pupils who were young adults (Knapp, 1833, in Tylor & kroth, 2009, p. 5). The term disappeared for nearly a century ago and revived around 1921 by Eugen Rosenstock (Knowles, Holton II, and Swanson, 2005, Taylor & Kroth, 2009). In 1926 influenced by John Dewey philosophy, Edward Lindman formulated the essential philosophical assumptions of adult education (Muneja, 2015, Zmeyov, 1998). Later in the late 1960's andragogy was popularized in North America by Malcolm Knowles.

Andragogy as originally defined by Knowles (1980) is “the art and science of helping adults learn in contrast with pedagogy ,the art and science of teaching children” (p, 43). At the outset, Knowles come up with four basic assumptions about the characteristics of adult learners in which andragogy is premised (Knowles, 1980) and laid the foundation of adult learning (Tylor & Kroth, 2009) that are distinguished from the assumptions of pedagogy premised. These assumptions include as a person mature: 1) the self-concept moves from dependency to independent personality and self-directedness, 2) the experience will increase both in quantity and quality which will serve as a resource for learning, 3) readiness to learn shifts from postponed use to immediate application of knowledge, 4) orientation to learn will be changed from subject centeredness to performance centeredness (Knowles, 1980). Later he added the two additional basic andragogical assumptions: as a person mature 1) he/she need to know why and how he/she is learning and 2) he/she is highly motivated by internal motivation (Knowles, 2005).

Andragogical assumptions are interplayed one another. The motivation to learn is highly related and interplayed with the assumption of the need to know why and how. In addition, the learners experience/ what the learners have in fact affect the type of motivation they have. Adults are ready to learn when they found the learning is problem centered and their orientation to learn is really problem centered than subject centered. Therefore, there is a need to conduct a research whether the andragogical assumptions should be merged or not.

Andragogical assumptions are flexible in nature and situational (Knowles, 1980, Knowles et al., 2005) which can be adopted or adapted fully or partially (Knowles, 1980). In this regard, variety of studies has been conducted in multiple disciplines to incorporate the theory of andragogy in to their field of study/ particular situation (Taylor & Kroth, 2009). For example, education and training (Gravani, 2012), public health (Bryan, Kreuter & Brownson, 2008), criminal justice and police training (Birzer, 2003 & 2004), social work (Whitford, 2002), human resource development (Woodard, 2007), photoshop training (Alajlan, 2015), Training role of Supervisors (Brannon,1985), online education (Blondy, 2007) and others.

Though there are a number of researches conducted on the application of andragogy abroad, it is hard to find research, which entirely focuses on all the six-andargogical assumptions. In other words, the studies conducted so far on this issue lack comprehensiveness. In Ethiopia, Seyoum and Basha (2017) conducted a research emphasizing on the implementation of facilitation methods and they found that active learning methods were not implemented satisfactorily.

Andragogical assumptions have some implications for practice (Knowles, 1980). In this study, the implications of andragogy with a special focus of need assessment, learning climate, facilitation methods, and assessment and evaluation are discussed.

Participatory need assessment is commendable to identify each adult learner needs. After identifying such needs, prioritizing those using different mechanisms will be a due business in need assessment. Adult learners needs and interests will be prioritized in terms of importance and feasibility of meeting the need (Gboku & Lekoko, 2007). In addition, Safe environment is a precondition for effective teaching learning process. Knowles (1972) believed that environment is one of the determinants of quality of learning and should be conducive to adult education. Minton (2005) stated that our surroundings have a great effect on our feelings and behaviors but less attention has been given by educators. Adult learners want to feel comfort in their mind in the teaching learning process. Adults are matured and they want to express the opinion freely and do not want to be threatening by others.

Mutual planning should be promoted in the planning of adults' learning (Knowles, 1972). We adult educators may plan time, facilitation methods, learning contents and learning experiences, resources/learning aids, and assessment and evaluation with a full participation of adult learners.

Adults are responsible for their own learning; they need to participate in the planning, delivering and evaluation of their learning. In the planning process, the facilitators are responsible to make the learners to prepare their own learning plan/ learning contract.

Learner centered method is rooted in andragogy which allows participatory facilitation methods in adults learning. All the facilitation methods have both advantages and disadvantages. Most of the learner centered facilitation methods are time consuming and powerful to effect learning. Thus, we can make effective our facilitation by employing a variety of facilitation method. Furthermore, assessment should be participatory/learner centered, interesting, friendly, non-threatening (UNESCO, 2001). Assessment of adult learners should enforce the learners to practice skills, relevant and authentic and it should be more than acquiring mark. It should help adult learners to be independent and autonomous (Southhall & Wason, 2016). In adult education, assessment and learning are an integral part and inseparable.

How andragogy can be applied in different disciplines is well documented in literatures. However, literatures are scarce on the challenges in the implementation of andragogy. The major challenges in the implementation of IF AE program in Ethiopia in general and andragogy in particular are associated with facilitators, learners, and resources.

Most of the facilitators did not receive pre service training and they did not get continuous in service training. Due to this fact, the facilitators would have no andragogical knowledge and skill. The facilitators understand their teaching of adults in terms of their formal schooling (Warkneh, Rogers, & Danki, 2017). They instruct adult learners as children, simply they taught conventional simple alphabets and numeracy which is not related with their daily lives (MoE, 2016). The low level of understanding of adult learners on the role of the IF AE program to transform their life is another challenge for the implementation of andragogy (ANRSEB, 2017). Learners assume that the facilitators are teaching them in order to secure their job. Furthermore, according to ANRSEB report (2017) the IF AE program is not adequately resourced as needed and compared with its paramount importance for the development of the country. Even though the budget for education sector is increasing from time to time, the budget allocated for IF AE program is minimal yet. Shortage of supplying adequate teaching materials and equipment is the other challenge.

# CHAPTER THREE

## 3. RESEARCH METHODOLOGY

### 3.1. Research Paradigm

Describing paradigm will be a good start for any research. A research paradigm is a set of beliefs and assumptions that guide and shape our research works (Creswell, 2007). As “a type of glass you wear affects the world you see” (Tracy, 2013, p. 38), a type of paradigm you have will affect what your research would look like. A good researcher has to consider his/her paradigm first before going to design the research. The type of paradigm researchers follow may vary accordingly. Creswell (2007) noted four main paradigms among variety of qualitative research paradigms including post positivism, social constructivism/interpretive, pragmatism, and advocacy/participation.

When I examine this research in terms of these paradigms, it mostly lay down on post positivism research paradigm. Most of the attributes of post positivism are reflected in my research. My primary purpose was to investigate how andragogical assumptions are applied in the IFAE program. As Creswell (2007), post positivism is attributed by deterministic based on a priori theory. Hence, the andragogical assumptions are a priori theory of how adults learn developed by Malcolm Knowles.

Post positivism emphasizes on an empirical data collection and a set of procedures (Creswell, 2007 & Tracy, 2013). My research has some basic scientific procedure including introduction, problem statement, purpose, basic question, the research methodology, finding and discussion, and finally summary, conclusion, and implication. I collected data from the adult learners and facilitators through interview and observation to get empirical data about the application of andragogical assumptions in IFAE program.

Post positivism allows rigorous methods of data collection and analysis (Creswell, 2007). In this research interview and observation were employed as data collection instruments. The data

obtained from such instruments were transcribed, coded, and theme was developed and finally triangulated.

There were multiple perspectives from the participants about the application of andragogical assumptions. The term andragogical assumptions and its application were interpreted and viewed from diverse perspective of the participants. These differences are first expected, treated and accepted by the researcher. One of the attributes of post positivism which strengthen this idea stated in Creswell (2007) is acknowledging multiple realities and different perspectives of the participants. Though this research paradigm is mostly post positivism, it may not fulfill all the assumptions of the paradigm, to some extent pragmatist view was attributed. Generally, post positivism paradigm was found to be an important guide for my research work.

### **3.2. Research Design**

Qualitative research method was employed as a guide for this research so that to explore the application of andragogical assumptions from participants' perceptions, meanings, and data were collected through close and face to face interaction with the participants in their natural settings (Creswell, 2007), this is purely exploratory (Yin, 2003). The researcher investigated the various factors that may influence the implementation of andragogical assumptions in IF AE program (Hancock & Algozzine, 2006). I spent a significant amount of time with the adult learners and the facilitators in the field as an insider to collect data as long as adequate answers emerged (Hancock & Algozzine, 2006; Creswell, 2007; Yin, 2003). The context is described well and questions were revised from experiences in the field. Extensive use of the participants' saying/speech using quotation was used to show the variety of meanings given by the participants to a certain question. I put the participants' interpretation and my own interpretation side by side. I tried to learn the meanings of the participants about the application of andragogical assumptions in their facilitation process, the challenges they encountered, and their understanding about andragogy from their classes. In Qualitative research design the researcher is a key instrument so that researchers themselves examine documents, observe behavior, interview participants; they do not rely on instruments developed by other researchers (Creswell, 2007; Tracy, 2013). Moreover, qualitative research method is attributed by multiple sources of data (Creswell, 2007) and in this research; data were collected from adult learners and facilitators of IF AE program.

From the variety of qualitative research designs or approaches, qualitative case study design was employed to guide this research. A case can be a single person, program, a group, an institution, a community, or a specific policy (Merriam, 2009). Hence, the entire IF AE program was considered as a single case. Providing a detail understanding of the application of andragogical assumptions in the teaching learning process of IF AE was the central issue in this research. Creswell (2007) and Yin (2003) noted that a case study research involves the study of an issue explored through one or more cases within a bounded system. Detailed investigation was carried out through in depth data collection from multiple sources including interview and observation (Yin, 2003 & Creswell, 2007). The type of data analysis obtained from such instrument was in a holistic account to the entire IF AE program (Yin, 2003). The researcher emerged the detail description of the case. After such detail description of the case, themes were emerged and analyzed in order to understand the complexity of the data.

### **3.3. Participants and Sampling Technique**

The participants of this research were facilitators and adult learners of IF AE program in Debark city Administration. The facilitators and the adult learners were selected purposely since they are main actors in the facilitation process of the IF AE program, which would give the required data congruent with the purpose of this research. The researcher will select the participant who believe that information rich cases would be obtained to conduct an in depth study (Patton, 2002 in Meriam, 2009, p. 77). In the city, there were about 13 IF AE centers, from these five centers were located at elementary schools, two centers in kebele offices, and the remaining six centers in churches, kindergarten schools, and in private houses. The number of facilitator was 13, one facilitator per each IF AE center. There were about 357 adult participants' of IF AE program in all the 13 IF AE centers in the city. The participants were categorized/ graded as level one and level two. From the total number of participants, level one constituted 120.

From the total centers, five centers were selected using purposive sampling technique i.e. two centers were selected from those located at primary schools, one center from each private houses, churches, and those located in kebele offices to include participants from each settings because the researcher believe that there will be variety in the application of andragogical assumptions in each IF AE center setting. In each center, there was only one facilitator. Five facilitators from the selected centers were selected using comprehensive sampling technique and five level two

participants/adult learners i.e. one participant/adult learner from each sample centers was selected using purposive sampling technique. This is because the researcher believes that level two adult learners would give relevant data on the application of andragogical assumptions in the facilitation process.

### **3.4. Data Collection Methods**

Interview and observation were used to gather pertinent data about the application of andragogical assumptions in the IF AE program. The data were collected between March and April 2018.

#### **3.4.1. Interview**

Interview is the most common data collection method in qualitative research (Merriam, 2009). We will employ interview when we cannot observe behaviors, feelings, and the way in which people interpret the world around them and when it is impossible to replicate the past events (Merriam, 2009). Interview is a verbal conversation between the interviewer and the interviewee. Interview was employed as the main data collection method in this research. Among the three types of interviews (based on the amount of structure; highly structured/standardized, semi-structured, and unstructured/ informal) semi-structured interview was found to be appropriate to emphasize the main issues and to raise potential questions that will answer the basic questions and probing the responses from the participants' point of view. Interview guide was prepared to determine what would be covered during interview (Given, 2008). Merriam (2009) noted that interview guide is list of questions that a researcher wants to ask the participants in the interview, it ranges based the structure of the interview, from dozens of very specific questions listed in a particular order (structured) to a few topic areas jot down (unstructured) or in between the two. In this study, list of questions were prepared as an interview guide.

Interviews were conducted with the IF AE program facilitators and the adult learners. Five adult learners and five facilitators were interviewed. Based on the basic question and the literature of the research, interview protocol was prepared. All the selected facilitators and learners were interviewed. During the interview, the facilitators were asked about their education level since it was important for the research. The researcher himself was an interviewer. The interview questions were prepared in English first and translated into Amharic since the participants were

Amharic speaker. Rapport was built with the interviewees until they were willing to give the data. The participants were informed that interview would be employed as a data collection instrument. Before conducting the interview, I introduced myself and I communicated with them freely about their education based on their interests. After building such a good relationship, the participants were asked to give their consent to be interviewed. The interview was held in person face to face on a one to one basis. The interviews were conducted after the learner has completed their daily lesson in the IF AE center. The classes for interview were free from noise and private that might affect the quality of tape recording during interview. The participants were informed the amount of time required before the interview begins. After getting the permission, tape recorder was used to record what the learners responded and the participant were informed that their speech would be recorded and note would be taken.

### **3.4.2. Observation**

Observation is an integral part of our life in which most of the time we observe unconsciously and not systematic. Observation becomes a data collection method in research when it is systematic when it answers specific research questions, and when it is subject to the checks and balances in producing trustworthy results (Merriam, 2009). Observation is one of the oldest and most fundamental methods of data collection that involves collecting data in all of one's senses especially in listening and looking in a systematic and purposeful way to understand the phenomena understudy (Given, 2008). Observation can be employed in quantitative and qualitative researches in which quantitative observation is systematic and structured in form on the other hand, qualitative observation is unstructured (Given, 2008) and observation protocols will be prepared. In this study, the observation protocol was prepared to record information before the observation take place. The observation protocol contained a descriptive and reflective note side by side. The researcher was a non-participant observer, gathering field notes by conducting an observation as an observer. Permission was obtained from the facilitators to observe the classroom. The entire classroom of each sampled centers was observed. In the selected IF AE centers, I observed what the actual facilitation process looks like such as the teaching methods the facilitators employed, the adult learners' participation, interaction of facilitators and adult learners, the psychosocial and the physical environments, and some other observable problems in the implementation of the andragogical assumptions. One of the main

reasons to conduct observation is to record behavior as it is happening and when fresh perspective is needed (Merriam, 2009). During the observation, relevant field notes were taken based on the prepared observation protocol. As much as possible it is recommended to write field notes immediately after the observation has completed (Merriam, 2009)

### **3.5. Data Analysis**

The data analysis in this research followed an inductive approach which started by understanding each participants detail responses to broad codes and themes with understanding of ideas to answer the basic research questions (Creswell, 2012; Merriam, 2009).

According to Creswell (2012) there are six data analysis and interpretation process included preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

As a procedure, in this research, first, the data obtained from interviews and observations were organized and filed into computer. The data were organized by center and by name. The data obtained from each center were organized into one file. Interview data and observation data were organized separately in a folder. The files were duplicated and stored in other storage devices as a backup.

After organizing each data, transcribing them is necessary to start the analysis. Transcription is a process of converting audiotapes and field notes into a text data to begin the data analysis (Creswell, 2012). The audiotapes were transcribed after listening it repeatedly. First, all the audiotapes were transcribed in Amharic since the participants' mother tongue were Amharic and translated later into English for analysis purpose. All the audiotapes were transcribed to have a complete and detail data. Creswell (2012) noted that transcribing all the audiotapes and field notes data is a complete procedure and transcribing all words will provide data that captures the details of an interview.

After transcription, I read the transcript several times carefully, memo was taken for each transcript, and the transcripts were coded. "Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2012, p. 243). Coding helps to

reduce large amount of data and to categorize the texts into meaningful themes. Codes were reduced by eliminating redundancies to develop themes. Similar codes were aggregated and formed broad themes. Themes/categories are a core element in qualitative analysis that is emerged by aggregating similar codes together (Creswell, 2012). Major/main and minor/sub themes were emerged.

The coded data obtained from the observation/field notes were incorporated into the identified themes to substantiate information obtained from participants through interviews. Observation will be used to triangulate emerging finding to substantiate the findings (Merriam, 2009). The findings were represented and reported using narrative discussion under each identified themes

### **3.6. Trustworthiness**

Throughout the data analysis and findings, it is necessary to check the credibility and trustworthiness of the data. Regardless of the type of the research, trustworthiness is critical issue in the conceptualization of the research and the process of the research such as in the way data are collected, analyzed, interpreted, and reported (Merriam, 2009). There are four common strategies of establishing trustworthiness (but not inclusive of all) in qualitative research including Credibility, transferability, dependability, and confirmability (Merriam, 2009).

Even though it is difficult to obtain an objective reality in qualitative research, there are strategies to increase credibility. The best-known strategy to increase credibility is triangulation (Merriam, 2009). Triangulation is the process of corroborating the data from different individuals, methods of data collection, and types of data (Creswell, 2012). There are four types of triangulation approaches including the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings (Denzin, 1978 cited in Merriam, 2009, p. 215). Multiple theories are less common in qualitative research (Merriam, 2009). In this research, data were triangulated from multiple sources i.e. from facilitators and learners. The facilitators' responses were crosschecked with the adult learners. To do this, some similar interview questions were raised for both the adult learners and the facilitators. With regard to method of data, the main method of data collection was interview and the data obtained from the interviews were corroborated by observation in the field. Under each identified theme, first, the interview transcripts were analyzed and then the data obtained from observation/field

notes were analyzed to substantiate the information obtained from the interview. Multiple investigator type is appropriate for team research projects (Merriam, 2009). Adequate engagement is another strategy used to establish credibility. To do this the data were collected until it reached saturation and the researcher stayed for prolonged time as an insider.

Transferability refers to the ability of the research findings to be replicated in other situations. The replications of the findings are the readers of this research responsibility. To increase transferability of this research extensive quotations of the participants/thick description are presented throughout the finding section of this research to ensure the transferability of the research findings (Merriam, 2009).

Dependability is the ensuring the consistency of findings overtime. Because the ontology of qualitative research ensures that there is multiple reality (Creswell, 2007) and most of the qualitative researches are interpretive researches and number of interpretations will be given for the same data by different investigators (Creswell, 2012; Merriam, 2009), it is difficult to obtain similar findings in the same research overtime by different investigators as of the quantitative research (Merriam, 2009). Ensuring credibility is ensuring dependability since both of them employed similar strategies (Merriam, 2009).

Cofirmability refers to the extent in which the findings are based on the collected data and not by the researcher bias. It is difficult to be certain that researchers are free from bias because qualitative research is an interpretive research and the researchers get involved in the process of the research. To be honest, it is hardly possible that the researcher is totally free from bias since the research was conducted on human beings opinions and beliefs. To ensure the confirmability of this research finding, thick description of the participants was used in the data analysis.

### **3.7. Ethical Considerations**

Trustworthiness of the research is largely depending on the ethics of the researcher (Merriam, 2009); establishing trustworthiness is one of the elements of ethical considerations. Ethics of the research should be considered in all stages of the research (Given, 2008)

I abide by the rules and regulations of the senate legislation of Bahir Dar University. I took a cooperation letter from Debark City Administration Education office, which allowed me to

collect data from the respondents to be given to the Facilitators of IFAE program to gain access. The central purpose, the expected benefit of the research and the procedure of the data collection to be used was communicated to each participant before conducting the interview. The participants were informed that the methods of data collection were interview and observation. The consent form was prepared and disseminated for the participants to obtain their consent to be interviewed. For the facilitators the consent form was provided to read and for learners I read the consent form since most of the participants could not read and write well. The participants gave their oral consent for interview. To ensure confidentiality and anonymity, direct quotations of the participants in the finding were presented using codes of abbreviated words followed by numbers (facilitator= Facil01, Facil02, Facil03.....Learner=Learn01, Learn02, Learn03...Obs01, Obs2...). Throughout the data collection there were no risks found that threaten the participants to give the data, they gave the data freely without hesitation.

# **CHAPTER FOUR**

## **4. FINDINGS AND DISCUSSION**

Andragogy has an immense role to secure the quality of adult education. Adult education without andragogy and andragogical assumptions is a futile effort. The main purpose of this research was to investigate how andragogical assumptions are being implemented in the facilitation process of IF AE program in Debark City Administration. To accomplish this purpose, I examined the following three research questions.

1. To what extent are andragogical assumptions being implemented in the facilitation process of the IF AE program in Debark city administration?
2. What are the challenges encountered in the implementation of andragogical assumptions?

This chapter presents the findings and discussions of this research. In the finding section the implementation of andragogical assumptions such as the facilitators' effort to make adult learners to be self-directed learners, the utilization of the adult learners' experiences, the selection of learning contents, the facilitators' effort to make the learning contents relevant, and the motivation are elaborated. The instructional implications of andragogical assumptions including need assessment, planning, learning climate, facilitation methods and the assessment and evaluation methods are discussed. The facilitators understanding on andragogy and andragogical assumptions and the major challenges encountered in the implementation of andragogical assumptions are presented. Finally, in the discussion section the concise summary of findings and interpretation in relation with the previous research results and literatures are discussed.

## **4.1. Findings**

### **4.1.1. The Implementation of Andragogical Assumptions in the IFAE program**

In this research, the applications of andragogical assumptions and its practical implication for the IFAE program are discussed. Under this topic, the findings on the actual implementation of andragogical assumptions in the IFAE program are presented separately. The practical implications of andragogical assumptions are seen from need assessment, planning, the learning environment, the facilitation methods and the assessment and evaluation perspectives.

#### **4.1.1.1. The Facilitators' Effort to Make Adult learners to be Self-directed Learners**

The facilitators did not usually attempt to make adult learners to be self-directed learners that are found to be against the key andragogical assumptions, self-concept of self-directedness. They make learners as dependent on the facilitator. The facilitators did not make adult learners to be independent and self-directed learner. They believed that the adult learners who are aged 30 and above would not learn beyond reading and writing. They assumed that the only source of knowledge is the facilitators themselves. The facilitators expressed that except some adult learners those who learn from their family, most of the learners are dependent on the facilitators.

I do not do more than the class session. Because all my learners are aged above 30 and they will not learn further. They tend to learn simple alphabets and reading and writing/. Some learners learn by asking their children, they ask what is not clear in their textbook what we provided/gave them. [Facil01]

The facilitators try to make the learners to be dependent on the classroom learning and the prescribed learning contents. The facilitators alone decide what the adult learners should be taught. They believed that the learners' needs would not go beyond what has been discussed in the classroom. The facilitators made the adult learners totally dependent on the facilitators. In

relation to this one facilitator said, "...learners need does not go beyond what we deal in the class, I didn't give emphasis to make adult learners self-directed learners before. Um...I can say that I do not try to make adult learners to be self-directed."[Facil02].

Most of the facilitators did not know about self-directing learning. The concept was strange for the facilitators. Sometimes they were confused on the term and asked me to brief it. They did not have a belief that adult learners should be self-directed learners. Their word of mouth is illustrated below.

What directed? .... I do not know about self-directing learning. ....I did not make learners to be self-directed. We facilitators only direct them, we do not left them/promote by their own. I do not think before that they should be self-directed learner. The concept is even something new for me. [facil03]

As shown above in the excerpt, the facilitators low level of understanding on the importance of self-directing learning hinder to make adult learners to be self-directed learners.

Some facilitators explained that they advised the adult learners who wanted to continue their education in the primary education/formal education. The facilitators advised the adult learners to learn outside the classroom especially in their local meetings and they recommended adult learners to learn from their educated family members. They also advised learners to buy reference materials to read by themselves outside the classroom.

..... I help for one learner who wants to enjoy in the formal education.... I advise learners to learn from variety of meetings what is related to the contents in the IF AE program such as health, saving, police meeting, and others. [Facil04].

.....First, I make them to buy Amharic alphabets and those who have educated family study alphabets in their home. I suggested the learners to learn from their family. [Facil05]

#### **4.1.1.2. Utilization of Adult Learners Experiences in the Facilitation**

##### **Process**

As a person mature, the worth of experiences increases both in quantity and in quality. Hence, these adult learners' prior experiences are rich resources for learning in the facilitation process (Knowles, 1980). Therefore, the facilitators' effort to utilize the adult learners in the facilitation

process would increase the effectiveness of the facilitation process. I tried to examine whether the facilitators of IFAE program utilized the adult learners' experiences in the facilitation process and if so how they used it.

Most of the facilitators of IFAE program did not utilize the adult learners' experiences in the facilitation process. The adult learners themselves have been talked each other in the classroom. The facilitators did not provide a topic for discussion or did not make learners to come up with topics for discussion. The learners simply engaged by talking. The usual topics that provoke talk amongst the learners were their daily lives and other social life chores. The learners have been shared information to search work. The facilitators did not use the learners experience as resources for learning. The facilitators taught the adult learners in the way children would learn. The facilitators ignored the role of adult learners experience in the facilitation process. They have been assumed themselves as the source of knowledge in which knowledge will be transmitted from the facilitator to the adult learners. They did not understand that the adult learners' prior life experiences are resources for learning. They did not make adult learners to share their experiences among themselves. The facilitators did not create a conducive climate to share experiences among learners. In relation to this, the learners reported that if learners are engaged in discussion informally, the facilitators consider it as noise and disturbance. "She said that do not noise, do not disturb. We do not have group discussions. We talk each other and go to our home." [Learn01]

Learners search work by talking each other. One learner search and facilitates work for the other learner. They share experience freely about what has been going in their lives. However, I do not provide a title/issue to share their experience on that issue. I do not utilize the learners experience in the teaching learning process. [Facil01]

The adult learners assured that there was no sharing of experiences among adult learners in the classroom. The facilitators assumed themselves as a source of knowledge and they considered that adult learners as knowledge receiver from their facilitators like in children's education. The facilitation methods were highly teacher centered.

We do not share our experience in the class with our classmates. Just simply the teacher writes something and we write what is written on the board. Then she taught us. Sometimes she asks us to answer questions orally. Sometimes she makes us to

demonstrate some exercises in the class. Else, she did not make us to share our experiences in the class. [Learn02]

In the observation, I was able to attest the aforementioned views of facilitators and learners. The facilitators alone taught only alphabets and numbers. There is no experience sharing among the adult learners rather they were engaged in free talking. There were no group discussions in the classroom. The learners by themselves talk to each other informally about their lives with a slow voice in the classroom. This clearly shows that the adult learners have an interest to share their life experiences among themselves in the classroom. However, the facilitators denied the opportunities to do so because they believed that inculcating the learning contents in the textbook to the adult learners is the ultimate goal of the IFAE program.

Some facilitators have a misconception on the adult learners' experiences. It was understood by the facilitators that answering every questions what were raised by the adult learners as utilizing the learners' experiences in the facilitation process. The facilitators also conceived that the learners talking each other as utilizing their experiences in the classroom/in the facilitation process. Some adult learners and facilitators understanding on sharing experience were helping adult learners who understand early for those who do not understand. The facilitators made those who were fast adult learners to teach to those who were late. The facilitators motivated learners those who understand before to share for those who did not understand. In fact, this is not really utilizing the learners' prior experiences in the facilitation process. The adult learners blamed their classmates who were late learners why they become late and they motivated them to ask what was not clear for them. The facilitators invite the fast learners to teach/present what they understood to their classmates.

Moreover, they considered the learners' educational experiences only useful in the facilitation process. However, there were no adult learners who had educational experiences. This asserted that the facilitators never used the adult learners experience in the facilitation process. The facilitators did not dig out the learners existing knowledge and experience so that to encourage sharing of their experiences among themselves in the classroom. The facilitators did not built the learning contents around the adult learners prior experiences, they emphasized on the prescribed contents. They did not try to learn from their learners. Hence, mutual learning is not employed in the facilitation process.

I use learners experience in the classroom. For example, I do not jump questions raised by adult learners. The learners themselves discuss in the class. A learner who understands first/ before makes clear and share for the other learners. [Facil02]

I do not know sharing experience. Could you explain it?

Samuel: sharing of experiences means exchanging the learners' prior life experiences among themselves.

Eee... for example you mean one who understand early may brief/explain for those who do not understand? Ok if so students who know better than other may make clear for those who have doubts. Moreover, those who do not clear on that point will be clear and finally they will have mutual understanding. ....Actually all learners have not experience in education, we do not use the learners experience in the class. [Facil03]

I make those who are fast students to teach those who are late. Those who are fast blame the late learners, they said them we started in the same time why you late, please ask us what is not clear for you, we don't want to you late. To make balance those who are fast and late I make the fast learners to teach the late learners. [Facil05]

One facilitator noted that she has been utilized the adult learners' prior life experiences in the facilitation process. She reported that she invited the learners to share their experiences among themselves through discussion. She gave the topic of discussion for the adult learners that are related with their daily lives that the learners should share their experiences. After the discussion has been completed, it was expected from learners to identify whose experience was better. Those who had best experiences would be invited to share for the rest of his/her classmates again. Then the facilitators asked the learners what they did understand/learn from the presented experiences.

Yah! for example in sanitation, in toilet/latrine construction I let them to share experience via discussion among themselves. For example, it may be about housekeeping. Then after discussion, they tend to identify the better experiences. I invite those who have experiences to share for the rest of the classmates. When the invited learner is telling to the learners I write what he/she said and later I will ask the rest of the class how they understand it. I will ask questions such as what do you understand from her/him? Who has better experience than him/her does? [Facil04]

In the observation, the adult learners talked about thief, what was happened in their village and they were discussing about it after the teaching learning had been completed. It became a hot issue and the facilitator talked about the issue. There was no sharing of experiences among the

adult learners during the facilitation. The adult learners followed what their facilitator taught and the facilitators instructed the learners. She did not make adult learners get into dialogue.

#### **4.1.1.3. The Selection of Learning Contents**

The facilitators have been selected learning contents based on the textbooks' order of appearance. The selected contents would be part of the session plan and would be delivered for adult learners. "I select the learning contents based on the order of appearance in the text book and then I will make it as part of session plan then I provide the contents to the learners." [Facil02] The learners were not responsible in the selection of contents rather the facilitators selected the content and they teach learners what they assume that important to learners. The contents to be provided were prescribed before by facilitators. The facilitators selected the learning contents and taught the adult learners. The learning contents did not contextualized into the local context and the adult learners life, they simply taught what is written in the textbook.

I select the learning contents from the book prepared for adult learners. The book guides me in the selection of learning content. The book is divided by chapters and topics and based on this I prepare the session plan. [Facil03]

There was a facilitator, who did not use the IF AE program curriculum. She taught adult learners the formal education curriculum by borrowing textbooks from the primary school teachers. The main reason why the facilitator used the formal education curriculum was her lack of expertise on the learning contents of IF AE program such as health, agriculture, and so on and stakeholders' reluctance to provide the IF AE program. She taught adult learners based on her prior schooling experiences. The adult learners' interest was to continue their education in the formal education. They wanted to learn English and there were no English learning contents in the IF AE curriculum. The facilitators taught adults English and other contents of the formal education curriculum to keep up the learners' interest. However, these learning contents have not an immediate application with the adult learners' lives since the curriculum is prepared for children for postponed application in their future life.

I select contents based on the textbook from formal education. I do not use IF AE book because I do not have profession on agriculture, health, and others and the learners want join the formal education. Therefore, I teach my learners based on prior schooling

experience. I may add some points, which will be useful for adult learners. For example, they want to read and write English.

Based on their interest I teach them about English alphabets and literatures from elementary school books. In general, it is difficult to use the IF AE textbook because stakeholders are reluctant to provide education for adults. Students are clever if you made a mistake they ask you. I am preparing them to continue their education in the formal education. [Facil05]

#### **4.1.1.4. The Facilitators effort to Make Learning Contents Relevant to the Adult Learners**

The facilitators reported they tried to cover all points stated in the textbook. Most of the time they were seemingly delivering the learning contents stated in the textbook as it is without contextualizing into the learners' local context and learners' life experiences. The facilitators believed that the learning contents in the textbooks as relevant and they tend to provide all contents stated in the textbook. In relation to this, one facilitator said:

I cannot say I contextualized totally, but to some extent I try to contextualize and aware learners about the importance of the education. In general, I try to deal all points stated in the textbook with the learners. All parts of the textbooks are supposed to be relevant to the learner. [Facil02]

The facilitators usually did not try to make the learning contents relevant and meaningful to the adult learners. Although the program is supposed to be provided in integration with different stakeholders in order to make the learning content meaningful and relevant to the learners, a single facilitator provided it for both level one and level two learners. Furthermore, the facilitators believed that this lack of integration might regret learners to participate in the program. They reported that their responsibility was facilitating conditions for stakeholders to provide IF AE program for the adult learners. They also believed that the integration of stakeholders could ensure the relevancy of the contents. Furthermore, they assumed that it might be boredom for adult learners being taught by a single/one facilitator.

Last year we have provided integrated functional education like about agriculture, health, saving, HIV/AIDS, harmful traditional practices and so on with other stakeholders. Our role is facilitating education, we will adjust program and fulfill materials, we will invite the stakeholders, and we do not provide education for adults. It will be integrated in this

way even the learners will be inspired to learn if stakeholders are participated in the provision. [Facil01]

In the observation, the facilitators did not integrate literacy and numeracy with the adult learners' daily activity. They merely employ the traditional basic education emphasizing the 3Rs (Reading, writing, and simple calculation).

The facilitators worried about the contents in the textbook to be provided and they made efforts to mainstream the contents what was supposed to learn. They did not start their teaching with the learners' needs and interests. The facilitators did not first investigate the adult learners' real problems before starting the session. The learning contents might not be relevant for the learners. "My effort is to make them to know the contents and to put into practice. The effort I made is instructing them in the way that they understand easily." [Facil02]

Actually, adult learners who wanted to continue their education in the formal education believed that the IF AE program learning contents would be helped them to continue their formal education. "It is good for me. It will help me to continue my education in the formal education." [Learn02] Similarly, adult learners who were learning the formal education curriculum reported that the learning contents were relevant to them. In relation to this, one learner said, "All the contents are relevant for us. Now we can read and write both Amharic and English. In addition, other contents are relevant for us." [Learn05]

The facilitators believe that the learning contents would be relevant if it was provided in practice than theoretically. However, they did not taught adults in such a way. They explained that some learners were practicing what they have learnt in the class into their real life situations. The facilitators did not select the relevant topics/learning contents, they taught learning contents to adult learners as it appears in the textbook.

Now for example I want to show how sheep is rearing in practice. I want to show learners practically what they have learnt in class theoretically. Actually, I do not do it practically. Rather it is my wish. At theory level, I try to discuss in the class what is important to the learner. We have one learner who engaged both in vegetable and in sheep rearing. She wants to learn about these issues and she is really practicing. Actually, I do not support in a special way but when we arrive at the topic, which is related with her interest, I try to deal deeply in order to induce the concept to her. [Facil04]

In the observation, the facilitators tried to teach alphabets with local examples, what each letter looks like. The facilitator did not contextualize the learning contents except teaching alphabets; they gave examples stated in the textbook. However, they did not use local examples for other contents than the alphabets and some examples were strange for adult learners.

Most of the time, the facilitators' emphasis was teaching adults about alphabets and numbers without integrating it with the adult learners' daily lives. In relation to this one facilitator explained that "Our emphasis is reading and writing, we teach adults about alphabets and numbers daily." [Facil03]. The facilitators reported that the program managers oriented them to enable adults to read and write their names and they should emphasize on alphabets and numbers. In relation to this, two facilitators said that

The main task here in the program is enabling adult learners to read and write their names. Then we will teach adult learners further other education because our head told us repeatedly to enable adults to read and write their names. [Facil01]

#### **4.1.1.5. The Motivational Strategies the Facilitators Employ**

It is obvious that motivation and learning has a direct relationship. The motivational strategies that the facilitators employed greatly influence the effectiveness of the facilitation process. Therefore, in this research I examined the motivational strategies that the facilitators employed in the facilitation process of the IF AE program.

The facilitators did not emphasize on the role of motivation for effective learning. They tried to motivate adult learners orally. The strategies of motivation that the facilitators employed were mostly external. They emphasized on how to treat adults when they do mistakes in doing exercises. They do not identify the adult learners' goals and they did not make them to achieve their goals. Furthermore, the facilitators tried to motivate those who perform better by giving marks. Hence, the motivational strategies that the facilitators employed were highly extrinsic and competitive.

I motivate them by saying be strong, study hard and so on. When they write, I will say very well, keep it up and so on, even if they do not write properly to keep their moral. I will make the class to clap their hand for those who perform better. I appreciate them to write on the board in front of the learner. Adults do not feel good if you tell them directly

that they do not perform better. Rather you will say it is good if you do in this way. [Facil01]

Just...just.... by appreciating those who participate better in the class and by inspiring those who do not participate to participate in the classroom. For example, I ask questions and thanking those who answer the question. For better understanding, I will show repeatedly. I appreciate all those who do better and who do not do well because those who do well will be satisfied and who do not do better will not be demoralized. [Facil03]

In addition, they continuously support the adult learners to read and write their names. The facilitators threaten the adult learners that they will be ashamed/abase by their heads if the learners cannot read and write their names. The facilitators inspired the adult learners to read and write their names daily. They told them that who cannot read and write is considered as illiterate.

We all of the learners have rural style, she advise us to wash our cloth and to keep our hygiene. She inspires us to read and write our name. In the classroom she advise us to write our name and she said do not ashamed me if my head come here. [Learn01]

The motivational strategies that the facilitators mostly employed are oral motivations/passions by saying “be strong and keep it up” and so on in order to inspire adults to learn. The facilitators motivated learners those who answered the questions. They try to motivate the learners in the way that they supervise and monitor their work. They motivated not only those who perform better but also they motivated those who made mistakes in doing exercises. Some facilitators motivated their adult learners by giving some gifts as a reward to those who performed better.

For those who attend regularly I give exercise book. I gave four exercise books for four learners. When learners demonstrate and lecture for the remaining classmates, I order learners to clap their hands to them. I motivate them by saying you are clever and keep it up. When they made a mistake, I said them ok it is good if you do in this way it will be better, I don't say you miss it, you don't get it etc. [Facil04]

Motivating them....Um...I motivate them when they answer questions, then by monitoring them in their sit. I try to motivate learners, even they made mistake I don't discourage them instead I said that it is good but if you do in this way it will be very good, when they answer the question I said them you are clever, keep it up etc. [Facil02]

The facilitators motivated the learners by advising not to miss the class and creating awareness about the benefit of the IF AE program. The facilitators help the learners by teaching learners repeatedly what the learners did not understand. “Just...she is good. She always said do not miss

the class. She told us the program as useful for us. She shows us repeatedly if there is something we don't understand.” [Learn02] They also motivated the adult learners to ask any question that was not clear for them freely. The facilitators confidently ensure that they would answer every question. They also advised that the adult learners to study hard.

She motivates us to ask what we do not understand, she said that she will answer every question and we should ask her freely. [Learn03]....study hard, well presenting education, by making the education useful for us, making awareness about the importance of education etc. [Learn04]

The facilitators motivated adult learners who scored high by giving marks and appreciating what they have scored. The learners get into competition to achieve higher mark. Moreover, the facilitators invited the adult learners to ask questions for their friends.

I give homework and who get for example 5 out of 5 will be said very good and keep it up. In addition, those who lose mark will be inspired to obtain such mark and appreciation. They get into competition each other. I make them to read passages in front of the learners. I invite learners to ask questions among themselves. [Facil05]

#### **4.1.1.6. The Need Assessment**

The facilitators did not conduct a need assessment before the adult learners started their education. The learners were mobilized to learn. Adult learners' needs and interests are not identified before learners start their education in the IF AE program center. No one asked them what their learning needs and interests. The facilitators informed that the adult learners to come to the center and to learn even without informing which type of education they would have learnt. The facilitators do not know the learners needs, interests, and they did not make learners to set their learning goals. They were mobilizing the adult learners to attend the program, after mobilization, the learners directly joined the program, and the facilitators taught the learners. In case, the learning contents might not fit with the individual learners' needs and interests. The facilitators were delivering the learning contents, which are written in the textbook.

The facilitators reported that they asked the adult learners' needs and interests before starting the daily session, but the alternatives are provided by the facilitators for adult learners to choose either alphabets or numbers. “Before starting this education, she did not ask our needs. Now she asks what we need and we say please teach us alphabets and numbers and based on our interest

she is teaching us.” [Learn01] The other contents were provided based on what the facilitators’ preference in which they supposed to be relevant to the adult learners. The learners might have different interests and needs and the facilitator reported that they taught the daily lesson based on the majority interest. However, individual learner’s interests were not respected and treated in the classroom.

I do not teach them based on my interest. If they prefer to learn numbers, I will teach numbers. If they want to learn writing reading, I will teach them writing reading and so on. Mostly our emphasis is alphabets and numbers. I may repeat one topic for a month ago. For example, if learners prefer to learn alphabets, I will teach them alphabets repeatedly. First, I say the learners write your name at the beginning of the session. If they can write their names, they will make to write their family’s name and so. [Facil01]

In the observation, the facilitators were not asking their adult learners about what they would be taught. They directly started the daily session. They did not communicate to the adult learners even the objectives of the topics.

Some facilitators expressed that they tried to understand the learners’ interest when they mobilize the learners. When they mobilized the community, most of the people reported that their need was to read and write and to use mobile. However, the facilitators did not identify and keep a record of the individual learners’ needs and interests.

I understand that they want to learn. I asked the learners before starting the session about what they want to learn and what I should teach. Then I will teach them based on their interests and needs. Before delivering the program, I have mobilized the community and the learners told me their interests. Most of them have a need to read and write their names. They said that it is better for us to know how to use mobile and how to read letters and other literatures.

Samuel: How did you identify each learner needs and interests? Have you a record of each learner needs and interests.

Oh ... (Pause)... I listened the majority of the learners needs were reading and writing. Nevertheless, I did not identify and record each learners individual learning needs. At the first time, they had a positive attitude towards the program though some of them become reluctant. Um....In general during mobilization, most of the learner gives their thoughts emphasizing on reading and writing their name and other literatures, they prefer that reading writing than signing in thump. However, we do not identify each learner’s needs and interests. [Facil03]

The facilitators teach the same learning contents for all learners irrespective of the different interests of learners. Some facilitators sometimes did not identify the learners' needs before starting the daily session. "Before the beginning of the program she did not identify our needs. But sometimes she asks us what we want to learn before starting the session." [Learn03]

Some of the facilitators believe that most of the learners had similar needs and interests i.e. reading and writing. They explained that most of the learners did not want to learn for a long period, their needs were to identify alphabets, numbers, and use mobile. The learners determined what they want to learn before each session has been started. The facilitators said that they tried to provide the daily sessions based on the learners' interests and needs.

Their interest is....do not want to learn for long period. Yes, I asked them what they want to learn. For example, they want to learn numbers, they said that for today we want learn about numbers. They asked me that they want to learn how to use mobile. At the very beginning, learners had a big desire to learn how to write and sign their name. The majority of learners needs are similar, writing their name. Some others prefer to learn numbers. [Facil02]

As it was explained by the facilitators, there were adult learners who had unique needs. These learners had a big desire to know English alphabets and other contents, which are outside of the learning contents in the curriculum because they wanted to continue their education in the primary school. They want to learn what the primary school students are learning. The facilitators explained that they have been giving a special support to them. The facilitators help them by facilitating a special program to teach them what they wanted and the facilitators believed that these learners should be continued in the formal education. They explained that these adult learners joined the IF AE program this year and the facilitators found them fast/clever in their education and performed better than the level two adult learners perform. The facilitators promoted them to level two.

I have learners who have unique demand, to know English alphabets and other contents related with the formal education content because they want to continue their education in formal education in the future. I call them early and teach what they want before the learner come to the center. I want to support them to continue their education. They are level one but they can write and read better than the other read and now I make them level two because I am facilitating to join them next year in the formal education. I give them a special support. [Facil04]

The facilitators were teaching both level one and level two learners in one class. They teach first those who come earlier and if they come together they teach the majority of learners from either of the levels first.

I teach both level one and level two in one class. If level one comes first I teach them first and level one will await for me and then after I have finished I taught level two and vice versa. They learn as their order of coming/ occurrence in the class. If they come together, I teach the majority first. [Facil04]

Some facilitators and the adult learners evaluated how the facilitation process was going daily. If the adult learners evaluated as good, they would continue in the same manner as of today for tomorrow. Otherwise, they take corrective measures based on the comments given by adult learners. The facilitators noted that the learners always told to them what they want to be taught in each day. The adult learners who are merchants were interested to continue their education; they come to the center without mobilization based on the schedule adjusted by them.

We evaluate how our teaching learning process was at the end of each session. If they comment that today is good we will continue tomorrow in the manner as today. They tell me what they want to learn each day. Based on their interest I teach them. All merchant learners are interested to learn. I do not mobilize them they can come based on the program they adjusted. By the way, the program is adjusted by the adult learners. [Facil05]

In one of the IF AE program center, Adult learners explained that they were initiated the idea to learn. First, the adult learners asked the primary school director that they wanted to learn. The director adjusted schedule for learners either at the early morning or at night. The adult learners preferred to learn at night after they have finished their work. The director assigned the facilitator to facilitate adult's learning. Nevertheless, there was no need assessment of learners conducted.

She does not assess our needs first. We learners ask the director of this school that we need to learn. We told him that we do not read and write even we cannot sign our name. Then the director facilitates it and we adjusted the schedule for at night that is conducive for us because we can finish our work at day. Then he assigned her to teach us. She identify we need to read and write. She asks us about what we learn every session. First, we tell her what we want to learn. She teaches us daily based on our interests and needs. [Learn05]

#### **4.1.1.7. The Planning Process**

Planning in adult education is a participatory process. The adult learners' needs and interests are the main ingredients in the planning process. The more the planning is participatory the more the facilitation process would be effective and the learners would be committed to achieve the plan. Because adult learners are self-directed learners, they can determine what the assessment procedures should be and what should be incorporated in the plan. In this research, the way how the plan (both session and annual plan) is prepared and the adult learners participation in the planning process was examined as follow.

The facilitators were preparing the annual and session plans. They were guided by both the annual plan and session plan. First, they prepared the annual plan at the beginning of the academic year based on the textbook chapters/units. Based on the annual plan, the daily session plans were being prepared day to day. "Session plan...? Just...yes I prepare. Based on the session plan I deliver the education to the learner. First, I prepare annual plan then based on the annual plan I prepared session plan." [Facil02] Each learning topics in the textbook is planned in the session plan. They strictly follow their plan; they provide education for learners based on the annual and session plans. "I plan yesterday what I want to teach today. I cannot go beyond my plan. This session plan guides me the daily lesson." [Facil01]

Facilitators did not make adult learners participate in the preparation of the plan, annual and session plans. They totally ignore the learners' role in the development of plan. They do not consider the learners interest in the preparation of the plan. It was believed by the facilitators that the adult learners might not have knowledge of preparing the session plan and annual plan. The facilitators alone prepare the annual and session plans. "We did not consider that learners should be participating in the planning process. Learners might not know about session planning. They may guide by us. First, I prepare alone the plan then I will communicate to the learners." [Facil01]

In the planning process, adult learners had not any contribution. They did not know about planning their education. The facilitators plan and determine what and how to learn adult learners. The planning process that the facilitators followed promoted dependency of adult learners on their facilitators. The facilitators prepared the plan based on the textbook, they strive

to achieve the objectives stated in the curriculum than the learners needs, and the curriculum was not contextualized into their local context.

Adult learners do not participate in the planning process. I plan alone then I share to them daily about what to learn. When annual plan is being prepared, the learners have no voice. I simply prepare the annual plan based on the textbook then I will prepare session plan based on the prepared annual plan. [Facil03]

Preparing lesson plan? I prepare the lesson plan based on the annual plan. Of course, I have annual plan. I prepare alone both the annual and session plans. The learners did not participate in the planning process. [Facil04]

Some facilitators did not know whether the adult learners should be participated in the planning process. The adult learners' needs and interests were not incorporated in the planning process since no need assessment has been conducted. "Oh! Um ... I prepare alone the plan [laugh]. Do the students should participate? Any ways they never participate in the planning process." [Facil05]

Most of the adult learners did not know about the planning and whether the learners should be participated in the preparation of the session plan. They did not also know who prepared the plan even. "What plan? She planned Thursday, Friday, and Sunday for teaching, otherwise I do not know any other plan. The other will be planned by her or other body I do not know." [Learn01] They reported that their facilitators did not invite them in the planning process.

What does mean plan? I do not know plan.

Samuel: Plan means about planning what and how you will learn.

Ehhhh....No one invited us to prepare plan. [Learn05]

#### **4.1.1.8. The Learning Climate**

The learning climate for adult learners should be safe and attractive to secure the quality of education. The learning environments for adults are characterized as "informality, mutual respect, physical comfort, collaboration rather than competition, openness, authenticity, trust, non-defensiveness, and curiosity" (Knowles, 1972, pp.36-37). These characteristics of the learning climate for adults can be grouped into two, physical and psychological (Knowles, 1972).

Thus, in this research, learning climates were examined based on this category and against these characteristics.

#### **4.1.1.8.1. Physical Environment of the Classrooms**

In this research, the physical environment of the IFAE program classrooms included as the name indicates the attractiveness of the buildings and the necessary facilities in it. Hence, it was examined whether the classrooms were in the test of adults.

The IFAE program centers are found in different settings. Some of them are found in Primary schools. Some of them are located in the Kebele offices and Halls. Moreover, some others are located in the churches' compound. There are no centers built primarily for the IFAE center in the city administration. The physical environments greatly vary from center to center and/or from setting to setting. The data obtained from interviews and the observations about the physical environment of the classrooms is narrated separately each center hereunder.

##### **Center 01**

The IFAE center is owned by the Kebele administration. The physical environment of the classroom is not attractive for the adult learners. The classroom is too much dirty. There are papers and other trashes in the floor that will affect the health of the learner. It does not seem a classroom rather it seems a room reserved for animals. Muds/dungs of cow/ox and sheep exist in the classroom. The door is always opened and animals can easily penetrate into the classroom and make it dirt. After the learners went out from the class the animals can entered in the classroom. There is fence for the center but there is no key. There was no guard assigned to keep the center. Moreover, there was no classroom-cleaning program. The classroom might be boredom for the learners.

There are also lacks of comfortable chairs; there are benches that are prepared in a local material for kindergarten children. The chairs are permanent benches, which is difficult for group discussion in the classroom. There are no tables for both the facilitators and the learners in the classroom, the learners faced difficulty to write something. They used to use their knee as table for writing something. It might affect the writing quality of the adult learners.

The building is plastered by chika/mud once. The classroom is fractured and it is not looking good. There are holes and the wind and the rain could penetrate easily into the classroom. Since the climate of the city is highland/“dega”, the classroom is very cold. The roof has not cornice, the dew /“teza” dropped at the early morning on the learners. There is only one very small window which seems hole. There is no adequate light in the classroom. The classroom building is not painted. The adult learners faced difficulty of identifying letters and numbers what was written on the blackboard.

In the observation, some of the adult learners complained that they were unable to identify the letters and numbers written on the board. Actually, the size of the letters and the quality of the board might affect.

There is only one classroom for both level one and level two learners. One facilitator teaches both level one and level two adult learners in a single classroom at a time/in similar schedule. The facilitators divided the blackboard into two write as level one and level two side by side. The facilitators write something to be written for level one in one side and writes for level two on the other side. The facilitator lecture/teaches level one and level two adult learners waiting for the facilitator and vice versa.

There are no charts, pictures, and graphs posted on the wall of the classroom. One may not identify the classroom whether it is adult learners’ classroom. There is nothing posted which will show the adult learning. Teaching aid materials such as pen, pencil, paper, and others are not allocated/ provided for IFAD program. The facilitators borrow such teaching materials from primary schools.

Since the center was owned by kebele.... The class is not cleaned, as you have seen the classroom is full of dust, it is not cleaned. We do not give due emphasis for hygiene of the classroom. Because of lack of key for the door, animals can easily enter into the class and make it dirt. [Facil01]

## **Center02**

The classroom is relatively cleaned compared with the other classrooms. The elementary school children were cleaning the classroom twice a week. There is new blackboard. There is adequate light in the classroom. There are windows for light. There are posters and graph papers posted

on the wall for children. Some of the posts are useful for adult learners. Nevertheless, there are no graphs, charts, photos and pictures posted on the wall for adult learners.

The building is not attractive. The wall is plastered by mud and painted but the paint needs a renewal. It is old and dirt and not attractive, in some parts the mud was seen and in some parts of the wall, the wood is seen.

The classroom does not seem adults' classroom. It is served primarily for the children in the elementary school. The adult learners use the class before the primary school children enter into the classroom i.e. before 8:00 AM at the early morning. The chairs and tables are too short which were primarily prepared for the elementary school students; it is not suitable for adult learners.

### **Center03**

The facilitators believe that the classroom for adult learners should be attractive and beautiful. The center is found in the kebele administration compound, the public hall is served as the center of IFAE program. The classroom is cleaned. There are posts on the wall, which shows the slogan of the ruling party. There are no posts about adults learning. The classroom is very wide and there are too small amount of adult learners. The chairs are made up of plastic, and mobile and simple to rotate. There are also suitable tables. There were adequate light in the classroom. The learners sat in front of the class. There are no free space between chairs and tables and it was difficult to move. The blackboard sit down in the floor lean to the wall, the learners who sit back may not see what is written on the board. The facilitator evaluated the center as relatively good.

The environment should be beauty. The center is a public hall in the compound of kebele administration. The beauty is good. Even though there is no water in the center, there is toilet. I evaluate the center that is found in the medium level. There is adequate temperature. It has chair, there is no dirt in the class. Even though it is difficult to say beauty/majesty, it is good. Table is available. The board also good, it was renewed around October half and now it is better. There is also adequate light. [Facil03]

The learners evaluated the classroom as good even though it was not as good as the formal education classrooms. They reported that the cleanness of the classroom was relatively good. The floor was free from dust and it was easy to clean since the floor was made up of cement concrete. There are enough chairs.

Even though it is not as formal education, it is good. The cleanness is not also as formal education but it is just... good. The floor is made up of cement concrete. There are enough chairs made up of plaster. The board is also good. [Learn03]

#### **Center04**

This IF AE center is not conducive for teaching learning process. The classroom is not primarily built for the IF AE center. It is the property of the church reserved for the priests' restaurant. There are no chairs and tables, the learners and the facilitators sat on the stone. The blackboard is very old, broken, and fractured. The learners asked the facilitator to make letters bold and large. The facilitator faced difficulty to write on the board, the board cannot accept the color of the chalk. The building is not attractive and the wall is not plastered well by mud. The wind and rain could easily penetrate to the class and the classroom is very cold. There is odor of food (local beer/tella, enjera and wot) which would disturb the facilitation process. There were food materials in the classroom. The classroom was full of dust and paper; it was not cleaned. Around the classroom, the children were playing and there noise disturbed the learners. Next to the classroom, there were priests having food and there was noise, which disturbed the learners. Sometimes the class was not available for class based on the program. The facilitator has no the key of the classroom. Sometimes the classroom is closed and the priests were not willing to give the lock of the classroom and the adult learners go back to their home. In front of the classroom, there is road, the learners saw what has been done on the road, and this will divert the learners' attention during facilitation.

I do not see the center as conducive for teaching learning process. There is no chair, we could not access the class as we need, and it will be locked/ occupied by priests. The class is not built primarily for adult learners. It is a property of the church. The building is not conducive, rain and wind can easily penetrate into the class because it is not plastered by mud/chiqua as required as you see. In general, it is not conducive classroom for facilitation process. [Facil04]

The learners believed that another IF AE program should be built. The class that served as IF AE center was not built purposely for the IF AE; it was built by the church for meharra (priests' restaurant or a class where food is offered for priests for their services in the church). The adult learners believed that the classroom was not conducive for facilitation of adults learning.

It should be built other center for education purpose. This class is priests' house for "meharra" (food offered for priests due to their service in the church). This is not conducive for education, there is no chair, no board, and the class is dirty and so on. [Learn04]

## **Center05**

The classroom was not cleaned during the data collection of this study. The classroom is built for the primary school students. The adult learners use the classroom after the primary school children have been gone out from 11:00 AM up to 1:30 PM. During this time, the primary school compound is free and silent. The facilitators and the adult learners could easily learn each other. There is no noise, which would disturb the adult learners.

The classroom is not cleaned today but it is good. Even though the classroom is owned by elementary school, it becomes free after 11:00 AM we can learn each other freely. There is no noise and the surrounding is silent. Most of the learners are merchants and they adjusted the time be 11:00 -1:30. [Facil05]

In the observation, the classroom building is relatively good but not adequately furnished. The wall is made up of bloket and the floor was concrete cement. However, the wall is not painted well; the painting is too old and needs renewal. The classroom is not cleaned and not adequately furnished. The classroom is full of dust and paper. The chairs are broken and settled haphazardly/in a fragmented way. The classroom has five windows and day light is available. There is no bulb/electric light; it was difficult to facilitate adults learning at night because the schedule was from 11:30AM-1:30PM.

The adult learners evaluated the classroom as relatively good. "The classroom is relatively good. The class we had before had not door and the class was very cold but this class has door and window and it is more comfortable than the classroom before". [Learn05]

### **4.1.1.8.2. The Psychosocial Environment**

In this study, the psychosocial environment of the IF AE center was examined the facilitators and the learners' quality of relationships and the freedom of the adult learners to express their thoughts and opinions in the facilitation process (Knowles, 1972).

There is a good relationship between facilitators and their adult learners. They know each other's name. The facilitators know their learners name and the adult learners too. The facilitators and the adult learners' relationship are friendly, sisterly, and brotherly. There are no any hierarchical relationship between the facilitator and the adult learners. Adult learners were free raising their ideas and opinions freely. In addition to their facilitator-learner relationship, they live in the same village and have social life. The facilitators are the development group leaders of their adult learners in their neighbor. Their facilitators treat them as adults not as children. The facilitator feels free when they meet adult learners. Actually, the learners sometime feel shy and ashamed when they miss the concept or when they do not understand/or when they did not answer the question raised by the facilitator or when they were asked to show in front of the learners. The facilitator showed for the learner a smiley face and happiness. They do not feel anger when their adult learners did a mistake. The facilitators did not tell the mistake of the learners directly rather they told them by keeping their morale. If the adult learners did not understand the content, the facilitators showed them repeatedly until it would be clear for the learners. The learners were also free to ask any questions and to raise any idea and doubt. They were open to talk each other. The learners corrected their facilitators if they did a mistake.

Our relationship is exciting. I see them as my sisters and brothers. If I late for some time, they directly call me and ask me whether there is a problem I encountered. If there is a problem, they can share me. The learners are free to ask every question and doubt. They share me freely what is happening in their surroundings. They do not feel ashamed and shy and they are free for everything. They talk freely in the class. [Facil05]

Most of the time, our relationship with learners is like as a friend. Since their house is my neighbor and I am the leader of their development group and we meet in every morning and night our relation is as friend, family, and sister-brother. [Facil01]

I am free to talk with them. Our relationship is as friend and family. We have close relationship. I do not approach them as a teacher. They can express their thoughts freely. They can ask questions. If there is doubt/question in the class they said "ehtye" what do you want to say here, if they faced difficulty to read they ask me to read it. If I made a mistake when I write on the board, they said that "correct it please". They do not feel worry to ask me. [Facil04]

In the observation, the facilitators were smiley. They seem happy with the profession of facilitating adults learning. The adult learners were free to talk freely with their facilitators. The

facilitators and the adult learners built friendly relationship. The learners raised questions freely in the classroom. The learners corrected their facilitators spelling error written on the board. The facilitator directly accepted her error and corrected it.

The facilitators persuaded the learners to come to the class regularly. The learners consider their facilitators as their friend not as their facilitator. They asked their facilitators freely any questions and doubts and the facilitators motivated the learners to express any idea freely to their facilitators. The facilitators were always engaged in the mobilization of their adult learners by creating awareness about they will be benefited from attending the IFAE program. The facilitators reported that the adult learners had an interest to identify Amharic alphabets.

I am very close to the learners. I have close relationship with my learners. We usually appease them to come to the learning centers. By saying you will be benefited from the education, you can read and sign your name, you can read and write, you can identify what is bad and good. They are eager to identify Amharic alphabets. I have friendly relationship with my learners; I see themselves just as my family. The learners also consider me as their friend. [Facil01]

They are free to express their opinion, they can ask me any question and doubt freely. For example they said, “What is that” (By calling my name) and by pointing their hand to the board. Except those who are young, every learner calls me by my name. There are youth learners aged around 14 and 15 who are working as housemaids. [Facil02]

In one of the centers, since adult learners have a good relationship with their facilitator they wanted to extend the program from three days to five days per week. However, it was not possible to extend the program beyond the maximum duration. The learners believe that three days of session per week is not enough because they forgot what they have learnt in three days. The learners have mobile number of their facilitator. When the facilitator came late, they called her and told her why she did not reach on time. The adult learners invited their facilitators in their social affairs like mahber, zikir, and others. The facilitators and the adult learners discussed each other about how they have passed their time before starting the session. This communication before session would strengthen the relationship among learners and the facilitator can easily identify the readiness of the adult learners. The facilitators welcomed the adult learners’ ideas and questions, the learners were active participant in the class.

I have very very good relationship with my adult learners. For your surprise, some learners want to learn 5 days a week although it is not allowed. The learners said with three days learning we forget what we have learnt, if the program is adjusted for 5 day, from Monday to Friday. They have my mobile number. When I become late to go to the class, they call me. They said me why do not reach on time. They invite me in their social affairs like mahber, zikir, and so on. When we start the week education, we communicate/discuss each other how did we have passed the time? In general, I have a strong relationship with them. They can express their thoughts freely without any frustration. They can answer questions in the class. [Facil03]

#### **4.1.1.9. The Selection of Facilitation Methods**

In this theme, the facilitation methods that the facilitators employed in the facilitation process, the way in which facilitation methods were selected, and the learners participation in the selection of facilitation methods against the andragogical assumptions are discussed below.

The first task of the facilitator in the facilitation process was writing something on the blackboard for learners and the learners wrote what has been written on the blackboard first when they enter into the classroom. The facilitators usually wrote on the blackboard and the learners tried to copy it. Afterwards the facilitator lecture about what is written on the board. “First the facilitator writes on the board then we write immediately.” [learn02] The facilitators checked each adult learner how they wrote, give immediate feedback to the learners. Most of the time, the facilitator employed lecturing as a facilitation method. The facilitators always lecture the learners what is written in the adult learners textbook. “She reads the book first and tells us what the book says.” [Learn03] “...First I usually use lecturing in order to make brief about the issue/topic. Chair to chair supervision/support....” [Facil01] The most frequently employed facilitation methods by the facilitators were lecturing, oral questioning, and class exercise, which are highly teacher centered. These facilitation methods cannot promote participatory and experiential learning. Some facilitators employed demonstration sometimes to teach practical learning contents. There was also a facilitator who employed discussion as a facilitation method to make adult learners to share experiences among themselves. “Yet I used to use only lecturing. For every topic, I lecture learners first. For example by demonstrating what I have done so far in agriculture, Practical demonstration. [Facil04] ....If there is discussion they will discuss....” [Facil01]

In the observation, the facilitators were lecturing the adult learners all over the daily session and the learners were attending what their facilitators said. Sometimes the facilitators asked the adult learners oral questions and the learners were answering what they have asked. Some facilitators also invited the adult learners to exercise reading and writing on the blackboard. There were exercises in which the adult learners were expected to do but the facilitator simply did the exercises. They did not invite adult learners to do the exercises.

The facilitation methods were selected by the facilitators when they prepare the session plan. In the session plan, the learning contents and the facilitation methods were included. They determined before which facilitation methods should be employed for a given learning contents. In relation to this, one facilitator said, “I select the facilitation methods during the preparation of the session plan.” [Facil01] The adult learners did not have any role in the selection of facilitation methods. The learners did not ask the facilitators to employ the facilitation methods what they wanted to be employed. The facilitators alone selected the facilitation methods what they believed that would be important to the adult learners and which will fit to the learning contents. “I select first the facilitation methods then I instruct them. Adult learners have no roles to play in the selection of facilitation methods. They do not say that we need to learn in this facilitation method.” [Facil01] The facilitators selected the facilitation methods during preparing the session plan and they employed the facilitation methods based on the session. The learners’ role was simply following/attending what the facilitators teach/taught.

Though they are, absent from the class, when they come to the class, their participation is good.

Samuel: I mean do they select the facilitation methods

Ohh... they do not participate in the selection of facilitation methods rather they participate on what they want to learn. [Facil03]

The adult learners do not believe that they had roles in the selection of facilitation methods rather they believe that selecting the facilitation methods were the responsibility of the facilitators. “I do not participate in this way. This is the teacher’s responsibility.” [Learn05] Most of the adult learners has no knowledge of facilitation methods. The selection of facilitation methods were decided by the facilitators.

OH! How I.... select...? I do not know facilitation methods.

Samuel: Facilitation methods mean the ways in which the learning contents are provided to you. For example lecturing, group discussion, demonstration etc.

Um...She did not participate us in this way. [Learn02]

Not only adult learners some facilitators had no a knowledge of facilitation methods. The facilitators replied that they were selecting facilitation methods based on the learners' interest. They did not differentiate between selecting the facilitation methods and selecting the learning contents.

Based on the learners' interest what I choose will not fit for learners.

Samuel: could you give me example.

Just ...example if they are interested to numbers I teach them numbers [Facil03]

The facilitators explained that they taught the learners a given learning content repeatedly until it was understood by the learners. It is good. She asked us to identify alphabets by writing in distributed manner and she shows us repeatedly until we understand. [Learn04]

#### **4.1.1.10. The Assessment and Evaluation**

Under this theme, findings on how the facilitators assessed the adult learners' progress, the assessment and evaluation methods employed by the facilitators, and the adult learners' participation in the selection of the assessment and evaluation methods against with the andragogical assumptions are presented.

The adult learners' progress was assessed by monitoring learners by chair-to-chair supervision to check who write well, by checking adult learners participation to answer question, and by measuring how much students answer questions or do exercises correctly. In relation to this one facilitator explained, "By chair to chair/their sit supervision, who write correctly especially his/her name, to what extent learners participate to answer questions and to what extent they understand and answer it correctly." [Facil02] The facilitators assessed the learners' progress by making adults to write what is written on the blackboard and giving class exercise. Along this line, one learner said, "By giving class exercises and checking who did better and by inviting us to write on the board." [Learn05] The facilitators assessed the adult learners' progress by

monitoring when they read and write. They first gave to the adult learners what they have to write and the facilitators checked how the learners wrote what has been written on the board and whether they do the exercise given correctly by rounding chair to chair and ticking the learners' exercise book. They also asked oral questions to the adult learners to know the learners progress. The facilitators assessed the learners' progress by asking whether the learners understand and if they replied that they understand it. In relation to this one facilitator said, "Making learners to show letters, by monitoring when they read and write and if they said that they understand." [Facil04]. They also assessed by inviting learners to write on the board what they have done as class exercise.

In the observation, the facilitators have been giving for adult learners class exercise repeatedly. The adult learners were eager to give their exercise books for their facilitators for tick. They believed ticking as a means of obtaining mark. The facilitators took mark for each class exercise. The adult learners were eager to get much mark. The adult learners did the class exercises individually; they did not work in-group. The adult learners were getting into competition; they tried to do the class exercises faster. Moreover, the facilitator follows learners and they checked how they were doing each class exercises. The adult learners were eager to obtain mark. They also asked oral questions repeatedly to check the learners' progress. The facilitators invited those who were voluntary learners to do exercises on the board. The learners were reluctant to do exercise on the board. They invited them by calling their name.

Some facilitators asked adult learners about what they have learnt before starting the daily session. They checked the learners progress based on how much the adult learners remember what they have learnt so far. "I always ask today what they have learnt yesterday, I ask questions like what we have learned yesterday. Do you remember what we have learnt so far...?" [Facil03]

The assessment methods employed by the IF AE program facilitators varied from center to center and from facilitator to facilitator. Most of the facilitators employed assessment methods such as reading writing, oral question, and demonstrating/showing alphabets, tests, and class exercises. In addition, some facilitators employed the assessment and evaluation methods such as participation in the class, punctuality, and the ability of learners to accept education. "... I check the adult learners' progress through Participation, punctuality and ability of education acceptance." [Facil03] Some other facilitators employed tests, oral questioning, and peer

evaluation to assess the adult learners' progress. The adult learners took continuous tests. The facilitators gave to the learners something to be written and they made them to check their progress among themselves. "Test/exam, oral questioning and I will give something to be written by learners and checking each learner whether they write or not, they will invite to show for learners." [Facil05] Some other facilitators employed assessment methods only test and class exercise. "There is test. The facilitators also give us class exercise." [Learn01]

The facilitators explained that the learners were evaluated based on who perform practically what they have learnt so far. The practical learning contents included town agriculture, toilet construction and handling, saving, and personal and environmental hygiene. These practical learning were given weights for example out of 10, 15, 1nd 20. The sum of each assessment result took out of 50 per semester. Then at the end of the academic year, the average of the two semesters would be cumulated and adult learners will be evaluated out of 100%. Adult learners, who scored 50 and above will be promoted to the next level.

For example when I supervise home-to-home I identify who use agriculture, who have toilet, saving ...etc. based on what they have learned so far. For example, agriculture may constitute from 10, toilet out of 15 saving out of 20 etc., each sum for a semester will contain out of 50%, and second semester will have 50%. Finally, at the end of the year the learners will be evaluated out of 100. To determine an adult learner is promoted to the next level. [Facil02]

The facilitators did not inform to adult learners how they were evaluated. The facilitators did not certify adult learners and had not a clear and participatory evaluation of adult learners. The adult learners were not clear how they were evaluated. The evaluation process was determined by the facilitators only even it was not communicated to the learners. "Umm...I don't know how we are evaluated. I know that last year those who read and write promoted to level two." [Learn01]

In one of the IFAE program center, the facilitator did not evaluate learners' outcome yet, she was new for evaluation of adult learners. She assumed that the learners would be evaluated by participation in the classroom. She also believe that it was not difficult to evaluate the adult learners since she taught them and she knew their performance. She informed from her colleague that the learners would be evaluated out of 100%. Her word of mouse is illustrated below.

I evaluate the learners' outcome from their daily participation. I do not take result yet. However, I have information from my colleague that learners will be evaluated out of 100% at June. Finally, we will evaluate learners based on their participation and by identifying who can read and write. In general, since we teach them we know who have good performance or not. Finally, we can evaluate them. Actually, I do not have how students' result is prepared and evaluated. I can learn from my senior colleagues. [Facil03]

Some facilitators evaluated the adult learners in two aspects i.e. practically and theoretically. Practically learners would be evaluated dividing each practical works into percent. In the evaluation of theoretical lessons, the facilitators evaluated learners simply by observing how they wrote and inviting the learners to demonstrate the alphabets in front of the learners. Semester evaluation of learners would be conducted by the sum of each assessment results out of 50 %. Finally, the learners would be evaluated by summing up the two semester results out of 100% and the learners would be evaluated as promoted to the next level or failed.

I set criteria for practical lessons on different issues to evaluate learners' outcome. For example agriculture will contain some percent, saving will be from some percent, sanitation will have also some percent. For theoretical lessons, I evaluate simply by observing what they write and inviting them to demonstrate in the class. Finally, semester evaluation will be made out of 50%. The sum of the two semesters sum will be out of 100% and based on the result the learners will be evaluated as promoted to next stage or failed. [Facil04]

Most of the adult learners never participated in the selection of assessment methods. "I do not have any role to select the assessment methods. The teacher herself selects the assessment methods." [Learn02] All the assessment methods and procedures were determined by the facilitators. The facilitators decided how adult learners should be assessed and evaluated. They selected the assessment methods that they supposed to be important. In relation to this one facilitator said, "They do not participate, I select assessment methods that I supposed to be important to assess the learners' progress." [Facil05] The adult learners were the receiver of what the facilitators imposed on them. Although, the adult learners did not participate in the selection of assessment methods, they usually asked that they should be certified at the end of the academic year as the primary school did. The adult learners who performed better did not rewarded and certified. The learners were disappointed since they did not receive reward and certificate.

The adult learners do not participate in the selection of assessment methods. They request us to be certified. Learners have result out of 100 but there is no certificate. There is no prize/reward yet for those who achieve better. Last year we are ordered by education office to identify those who achieve better for reward/prize. We have identified those top five adult learners but they did not receive the reward. The learners complain why they were not certified and rewarded. [Facil02]

In one of the IF AE centers, some adult learners who wanted to continue their education in the formal education wanted to participate in the selection of assessment methods to be employed. The learners told to their facilitators what kind of assessment methods they wanted to be employed. They selected what assessment should be implemented. They wanted assessment methods, which would be fit with the formal education since they wanted to continue their education in the primary school. They wanted to exercise the assessment methods employed in the primary school. The facilitators assessed based on their interests, if they preferred to take test, the facilitators would give them test and so on.

For example, some adult learners wanted to be assessed by tests and exams in order to prepare them for formal education tests and exams. They said that please give us written test here, we want to experience the formal education tests and exams now. They also need to be certified, certificate should be issued. However, the remaining learners have no voice about the assessment methods to be employed. For those who need to be assessed in written tests, I employed written tests and exams based on their interests and needs. The other learners will be examined in different assessment methods as the situation allows. [Facil04]

Some learners reported that they did not participate in the selection of assessment methods because they did not know assessment methods to be employed. “No.... We do not participate in the selection of assessment methods because we do not know the assessment methods to be employed.” [Learn05]

#### **4.1.2. The Challenges in the Implementation of Andragogical Assumptions**

##### **4.1.2.1. Problems Related with the Facilitators**

##### **4.1.2.1.1. Facilitators Understanding on Andragogical Assumptions**

The facilitators understanding on how adults learn/andragogy is about the preference of the learning contents to be taught for adult learners and providing literacy education combining with the adult learners' lives by integrating stakeholders from police, agriculture, health, elementary education teachers and so on. In the facilitation process, the facilitators believed that their role is fulfilling the teaching materials required for facilitation and inviting stakeholders.

The facilitators believed that the adults learning should be functional. They defined functional education as integrating reading and writing with the adult learners' lives such as health, town agriculture, food preparation, saving and so on. The IFAE program, as to facilitators, is supposed to be provided by different stakeholders from health, agriculture, ACSI, women and children affairs. Hence, the program was supposed to be provided by experts from these sectors accordingly. However, in practice the IFAE program was provided only by facilitators. Sometimes the health extension workers were participated in the provision of the program.

Functional adult education means the facilitator prepare the class for other professionals to provide education. For example, the facilitator may provide chalk and ready the class for teaching. The stakeholders from police, agriculture, health, elementary education teachers will provide the education.... [Facil03]

How do they learn? It is supposed to be functional. When we say functional, first reading and writing, second town agriculture, sanitation, personal hygiene, about toilet, about food preparation, and generally inclusive of all and this is professional. Functional means integrating issues like about animal production, irrigation etc. We provide the education for adults in this way. There are other stakeholders supposed to give education including agriculture office about town agriculture, health office about health issues, ACSI about saving, Women and children affairs office about harmful traditional practices like early marriage, abduction, etc. the program is supposed to be provided by all these professionals accordingly. However, in practice we facilitators only teach adults. Sometimes the health extension workers support me. [Facil04]

The facilitators faced difficulty to provide contents such as health, agriculture, sanitation, saving and so on so that they did not have expertise on these issues. In case, one of the facilitators taught the formal education curriculum based on their prior schooling experiences. They taught in the way as they had been taught in their primary and secondary schools.

We should teach adults about health, agriculture, sanitation, saving and so on. However, it is difficult to provide these contents in depth because we do not have the profession.

That is why I teach my students the formal education book based on my schooling experience. You should ask the learners interest and based on the learners interest you will provide education. [Facil05]

The term andragogy was a strange for the facilitators. The facilitators could not explain about the term andragogy. They did not know and hear the term before. Actually, some of the facilitators have received one day training as induction just like orientation on how they mobilize the adult learners and the role of the IFAE program to the community development and the meaning of IFAE program, about who will be participated in the program, the stakeholders' role in the provision of the IFAE program and son. Some of them got a half day of orientation and they did not remember even about the orientation they took so far.

I do not know... Last year I took training on something but I do not remember what it was about (laugh). I think eeee... it was about how to teach, and how to prepare annual and session plan but I am not sure. It was provided for half day as orientation, whatever it was we could not say training. [Facil05]

No facilitators of IFAE program received any training on how to facilitate adults learning or about andragogy. They were oriented that their role was facilitating. In fact, they were teaching adults. After they appointed as a facilitators of IFAE program they just started facilitation without training. The facilitators taught the adult learners with their own initiation and based on their prior schooling experiences. They referred the textbooks and taught the learners what they had read in the book.

I do not hear the term before. I do not know what do you say. Can you repeat the term? “Sine mamechachet” (literally meaning Andragogy)? I have received two days of training but I am not familiar about this term. The trainers provide us a training about how to prepare plan, the education should encompass by integrating town agriculture, health, saving with Amharic alphabets and simple calculations, how can we mobilize learners, and others. However, we did not receive training typically on andragogy. [Facil02]

It is difficult to me to explain. I do not receive training about this. After recruitment, I have joined directly the profession of facilitation. When they orient me, they told me that my profession is facilitating education, inviting professional, not teaching adults. Now we are teaching adults. [Facil03]

Since andragogy was new for the facilitators and they do not receive training on it, they do not know about andragogical assumptions and the ways that they were implementing. They explain andragogy in different ways as if they were doing in the facilitation process.

For some facilitators, andragogy is about respecting adult learners' wants and needs in the facilitation process. For them it is motivating adults in the learning endeavor. They believe that motivating adult learners is essential for effective facilitation. They also consider that educating adults should be based on persuasion.

When you teach adults, you should respect what they want and said. First, you need to have ethics. You should tolerate them even they do a mistake. You should be happy and always show a smiley face. For example when you teach about writing, you should say clever, be strong, keep it up and so on. If they made a mistake, you should not tell them directly rather you would say it is good but if you do in this way, it will be better. If they do not believe, they might not come to the center. Educating them is more of persuasion. [Facil01]

Some facilitators conceive andragogical assumptions as treating adults in a good way and persuading and creating awareness about the benefit that they will get from attending the IF AE program or of education. Showing smiley faces for the adult learners is considered as an important issue for them. They do not feel anger even the learners come late or absent from the class. In relation to this, one facilitator said, "We should treat adults in a good manner and by convincing them about the importance of the education. We do not angry when they absent from the class rather we smile when we see them..." [Facil01]

Some of the facilitators were guessing and asked me to proof what andragogical assumptions are according to what they were doing at that time like home-to-home supervision, awareness creation, mobilization of learners, deciding on schedules and so on. However, they did not explain what andragogical assumptions are and how they were being implemented in the IF AE program. This clearly showed that the facilitators did not have knowledge and skill of andragogy.

Andragogical assumptions...Um... What is andragogical assumption? Is that home-to-home supervision? Or is that day to day support for learners not to absent from class? I think it may be home-to-home mobilization.

Samuel: Andragogical assumptions are the main principles in which adults learning is guided. Could you tell me about this issue?

Eee... I do not know any assumptions on adults learning. [Facil02]

What does mean andragogical assumptions? I think the assumptions will be for example the schedule should be decided by the learner. We shall not decide the date and hour /time, rather the learners should decide when the education should be delivered. [Facil05]

#### **4.1.2.1.2. Lack of Skilled and Trained Facilitators**

All IFAE facilitators were grade 10<sup>th</sup> completed and served as voluntary workers in Kebele administration. Some IFAE facilitators received one day of induction training. However, most of the facilitators did not get induction training. None of the IFAE program facilitators received both pre-service and in-service trainings. They did not receive any training on how to help adults learning (andragogy). The facilitators did not have any knowledge and skills of andragogy. They thought adults based on their primary and secondary schooling experiences. They were teaching adults as the same as they were taught in their schooling experiences. The facilitators' believe seems that the profession of facilitation was not considered as a profession by the government. The profession of facilitator of IFAE program was discouraged.

No one recognize IFAE facilitator as a profession. We considered as not educated. [Facil01] ...The training should be adjusted for me in order to facilitate adults learning effectively... [Facil03] There should be training for us. Knowledge is important for us. [Facil05]

In the observation, the facilitator's handwriting was very poor. Most of the letters written on the blackboard were not readable and the adult learners frequently asked them to read what the facilitators wrote it on the board. The facilitators also wrote on the black board with spelling errors. The adult learners repeatedly told to their facilitators to correct the spelling error and the facilitators immediately corrected it. Some facilitators wrote in a zigzag line /do not follow the correct line/ on the blackboard.

The facilitators came to the class to teach adult learners without adequate preparation on the topics to be provided. They repeatedly read what is written in the book when they were asked by the adult learners to answer the questions and to make clear doubts. Some facilitators could not explain well, the learners asked them frequently and they tried to answer by their own but the learners were not satisfied in some concepts. They did not make learners to share experiences on

the issues raised, they preferred to answer all questions by themselves. When the facilitator instruct the learners, they left the learners back and talk to the board, they had eye contact problem.

#### **4.1.2.2. Lack of Flexible Schedule and Comfortable Classrooms**

The maximum duration of the session per day was determined by the education office to two hours. The program was given for three days per week with a total of six hours. In some of the IFAE centers, adult learners requested that the schedule should be prolonged to five days per week as of the primary school. Nevertheless, the facilitator was not voluntary to extend the program. They asked the primary school director to do so but they did not get a response yet.

Our schedule is adjusted for three days per week. We asked our teacher to extend the schedule into five days per week but she is not voluntary to do this. We have asked the director and he said they will see it again but they do not reply yet. [Learn05]

Those IFAE centers located outside the primary school are not comfortable for learners. The centers are not furnished with the required teaching materials. The buildings are not attractive, some of them are not painted, and some of them are not even plastered well by mud. One of the IFAE centers is the church's property. The classroom is reserved for priests' restaurant. It was gifted by the church for IFAE program center temporarily. The facilitator had no key of the classroom. The classroom was not available at any time when they needed. It would be occupied by priests. Sometimes there would not be the key; the priests were not willing to give the key. "Until now it was fasting. After this we may not use this class because the priests may use for maharra (literally food for the priests)" [Learn04]. The facilitator also reported that the classroom is not comfortable for the facilitation process. "...In general, the classroom is not conducive for teaching learning process." [Facil04]

#### **4.1.2.3. Problems of the Learners**

The learners did not come regularly to the class based on the schedule. They always come to the class with a day-to-day mobilization. Some learners do not believe that the IFAE program is for the benefit of them, they assume that they are learning for the government and not to quite the salary of their facilitators. This might be caused by lack of awareness on the wider benefit of the IFAE program.

This day-to-day mobilization of learners and the adult learners' reluctance becomes a tiresome effort for the facilitators. Some of the adult learners do not have any goal they wanted to achieve when they go to the center; they come to the center in response to the mobilization of the facilitators. Sometimes some learners did not come to the center even they were mobilized. During mobilization, some learners replied that they were not willing to learn and some of the learners promised to attend the IF AE program but they did not come to the center. Those who are willing to learn come to the class lately and the facilitators persuaded them to attend the program and to come early based on the schedule. "We learners are not punctual; we do not arrive at on time. We come late." [Learn05] The facilitator taught even there was only one adult learner; they did not wait for the late comers.

We mobilize daily learners in order to make them active participant. The learners become reluctant to come to the class regularly. When we supervise home to home some of the learners said that why I learn? Do I learn to be government employee? Therefore, I do not want to learn. Some of the learners replied for us that they will attend the program but they do not come to the center. Some of those who want to learn come to the center lately. I advise the late comers to come to the center early. I convincing the late comers that they should come to the center early by saying the class will occupied by primary students and we will not have adequate time to learn here at the center, therefore it is better to come early ". The schedule is adjusted by the director of the school to be before 2:00 at the morning and afternoon after 11:30 o'clock. We have been oriented by education office that the maximum total learning teaching process should take 2 hour. Based on this we have decided which day should be and at the morning or afternoon together with the learner. Then finally, we have decided to hold the teaching learning process at the morning 12:00-2:00. [Facil02]

The learners sometimes absented from the class due to their family responsibility. "Sometimes I miss the class due to workload in my house, at the early morning I prepare breakfast and I send my child to KG..." [Learn02]

Adult learners were absented from the IF AE program because of their low level of economy. Most of the learners' livelihoods are in a hand to mouse basis. They receive meager income by daily labor, selling 'injera' (literally meaning an Ethiopian flat, circle and soft bread like famous food), preparing food as a housemaid, selling tella (literally meaning local beer prepared from sorghum and barley ), etc.

The learners do not come regularly based on the schedule due to their low level of economy. Almost all adult learners' income is too low. Some of them sell tella (local beer), some of them cook food for others, some of them selling injera and so on. [Facil01]

The adult learners were not voluntary to attend the program if their questions were not answered by government institutions. Some learners perceived that they participated for the government's benefit not for themselves.

If Learners ask some rights in Kebele or other administration and denied their right they are not voluntary to participate in the program. When I asked them why the absent from the program they replied this is for government benefit we do not want to participate in this program again please leave us. [Facil04]

In the observation, the facilitators tried to repeat the learning contents for those late comers. Some learners in the classroom begged the facilitators to quite their learning because they did not understand what they have learnt so far. Ugh...please leave me... it is a futile effort for me I did not understand what I have learnt so far.... [Obs01] This clearly shows they came to the classroom in fear of their facilitator not anger on them.

#### **4.1.2.4. Lack of Stakeholders' Integration**

Lack of stakeholders' commitment and integration is a serious problem in the implementation of andragogy. The facilitators' role is creating a conducive environment and fulfilling the required materials and inviting professionals from various sectors including health extension workers, agriculture professionals, professional from ACSI, Women and children affairs office, community policing officers, elementary school teachers and others to provide integrated functional education to adults. However, stakeholders were not willing to cooperate with facilitators in the provision of the IFAE program for adult learners. The lack of commitment and integration among stakeholders in the provision of the education for adults jeopardizes the quality of IFAE program. Because the facilitators only did not have knowledge in all aspects of the learning contents such as health, agriculture, saving, civics and so on and the program will be limited to alphabets and simple calculation, which is not related with the adult learners' lives. The delivery of education was limited to theory. Practical and experiential learning were not happened in the delivery of the program. They simply taught Amharic alphabets and numbers.

The facilitators believed that the learners will be attracted to learn and they will have awareness on the benefit of the program if stakeholders participate to provide education.

The serious problem is lack of stakeholders' integration towards the provision of IF AE program for adult learners. If stakeholders become committed to teach, students will be motivated and inspired to learn. It is better being learnt by more than one teacher than a single teacher. Learners will be boredom taught by one facilitator. [Facil01]

....Second the stakeholders do not provide education for adults and they do not support us. I only teach adults based on my little understanding. Schools support by providing materials such as chalk, exercise book, pen, blackboard, and so on but the teachers do not teach adults. [Facil03]

The facilitators explained that they reported the problem to their head and raised the problem of integration of stakeholders of IF AE program in different meetings but no resolutions made so far in the integration of stakeholders. Stakeholders do not believe that they have the responsibility in the provision of IF AE program to adults. They consider that delivering IF AE is the responsibility for education office. The learners assumed that the facilitator did not know everything written in the textbook and she could not answer all the question of the learners.

No one give focus for IF AE and women. Both kebele and others do not take it as an agenda. Both the leaders and others do not emphasis IF AE program, they do not supervise; they evaluate, as there is no IF AE program at all. We rose in meeting always about the lack of integration of stakeholders but no change is being happened yet. [Facil01]

In some of the IF AE centers, the teachers in the primary school supported the facilitators in providing education for the adult learner. However, the other stakeholders did not discharge their responsibility in the provision of IF AE program to the adult learners. Except teachers, no stakeholders support me; they do not discharge their responsibility in the provision of adult education. [Facil02]

The facilitators reported that the stakeholders promised that they would be involved in the mobilization of adult learners. However, no stakeholders participated in the mobilization of adult learners as well as in the provision of the IF AE program.

All the stakeholders promised that they would mobilize the community to participate in this program. Nevertheless, no stakeholder discharge their responsibility in the

mobilization of the community, we facilitators only mobilize the community to participate in the program. [Facil04]

#### **4.1.2.5. Lack of Resources**

Lack of teaching aids/materials was one of the challenges encountered in the implementation of andragogy in IF AE programs. Those IF AE centers located outside of the primary school had lack of basic teaching materials. The blackboards were very old and broken; they did not accept the color of chalk. The blackboards were given by the elementary schools as a gift. Adult learners asked that the board should be replaced with a new one. It was very difficult to write on the boards. Letters and numbers written on the blackboards were not easily identifiable. “The blackboard should be replaced by new one. We do not able to identify letters and numbers since the blackboard is old and broken as you see.” [Learn01] The teaching materials such as pen, pencil, paper and exercise book were not allocated for the IF AE centers. The facilitators were borrowing the materials from elementary schools and kebele offices. It was the willingness of the elementary schools and kebele administration to give the teaching materials; they may be reluctant to give the materials what was requested. The facilitators explained that they feel ashamed to request the teaching aids always from elementary schools. Due to this fact, they bought the teaching materials with their own money. They bought pen, pencil, paper, and exercise book. “I did not request material support such as pen, paper, and exercise book. I fulfill them by buying with my money.” [Facil05]

In one of the IF AE centers, learners sat on the stone, there were no chairs and tables and therefore the program does not have attention. The students complained that there is no chair in the classroom. Actually, these problems are found in those IF AE centers located outside of the primary schools, those centers found in schools have blackboard, chair, table and others, which are primarily prepared for children in the elementary schools. The facilitators reported To Whom It May Concern that they lacked basic teaching materials. The Kebele office sometimes offered pen and paper.

We have teaching aid problem like paper, exercise book, pen and others. We do have only chalk and blackboard. We are always begging the education office to provide the teaching aids. They do not plan to provide the necessary teaching aids. They said that you will receive from elementary schools but the elementary school (name of the school) support only the IF AE program found in its compound. Actually, paper should be

provided by the elementary school but they do not give us. The Kebele office sometimes supports us in the provision of paper and pen. In the center, we do not have chair, the students sit on the stone, and the blackboard is broken. [Facil04]

Those adult learners who learn the formal education curriculum lacked copy of the textbooks. The facilitators borrowed the textbooks from the elementary school teachers. Adult learners were unable to refer and read what they have dealt in the classroom. “We do not have books. The primary school should give us a textbook. We need to read what we have learnt so far in the class.” [Learn05]

In each IF AE center, there is only one facilitator who teach level one and level two adult learners in a single classroom with one blackboard. They teach first those who come earlier and if they come together they taught the majority of learners from either of the levels first. In some centers, the learners complained that why additional facilitators were assigned. The learners assumed that the facilitator did not know everything written in the textbook and she could not answer all the question of the learners.

We need additional teacher because she always teaches us and when both the teacher and we learners do not understand some issues, we need other person to make it clear. What I want to say is that she has left her education for many years and she may not remember all things. Sometimes we conflict by some conflicting issues. Sometimes she cannot elaborate some points. She promised us to come up with other person to intermediate but she did not do as such based on the promise. It is going in such a way. [Learn05]

I teach both level one and level two in one class. If level one comes first I teach them first and level one will await for me and then after I have finished I taught level two and vice versa. They learn as their order of coming/ occurrence in the class. If they come together, I teach the majority first. [Facil04]

## **4.2. Discussion**

The overarching purpose of this study was to investigate how andragogical assumptions are being implemented in the IF AE program in Debark city Administration. Here, the major findings against the literatures under each research question are discussed.

**In relation to the first basic question, Implementation of andragogical assumptions in the facilitation process of the IF AE program**

In order to answer this basic question, the application of each andragogical assumption in the facilitation process and the instructional implications of andragogical assumptions such as in need assessment, planning, learning climate, facilitation methods, and assessment and evaluation methods were examined.

Actually, the learners' level of independency/dependency on their facilitator is determined by the adult learners' experiences on a given learning, learners will be dependent on their facilitators when they never experiences on some learning contents (Knowles. 1980). However, this research finding showed that the facilitators do not examine the adult learners' experiences on the learning contents given in order to select the appropriate facilitation and assessment methods to be employed. They do not ask the learners experiences in the classroom in the provision of a certain learning content/topic. The facilitators do not provide alternative assessment methods that the learners would choose. They do not also adult learners to participate in the planning process, selection of assessment and facilitation methods. This is contradictory of the Malcolm Knowles's assumption of learners self-concept, as a person matures his /her self-concept grows from one of being dependent personality to independent and self-directed personality (Knowles, 1980)

As shown in the finding, the facilitators do not use the adult learners' experiences in the facilitation process. They do not make adult learners to share their prior life experiences in the facilitation process. The facilitators considered the learners' educational experiences only useful in the facilitation process. There were no adult learners who had educational experiences. However, the source of experience will be both the past learning and the everyday involvement in their community (UNESCO, 2001). This asserted that the facilitators never used the adult learners experience in the facilitation process. The facilitators did not dig out the learners existing knowledge and experience so that to encourage sharing of their experiences among themselves in the classroom and to promote experiential learning. The facilitators did not built the learning contents around the adult learners prior experiences, they emphasized on the prescribed contents. They did not try to learn from their learners.

Readiness to learn is dependent on the worth of relevancy of the learning content to the student and the learners interest/purpose (Knowles, 1980, Taylor &Kroth, 2009). Actually, the IF AE program was supposed to be delivered integrating the literacy education with the adult learners' day-to-day activities and the development packages of the country (MoE, 2008). AS shown in

this research finding, however, the facilitators selected the learning contents without the participation of adult learners. The learning contents did not contextualized into the adult learners lives. The facilitators did not emphasize learning contents that enable adult to perform their societal and individual roles (Knowles, 1972). It was contrary with the andragogical assumption of orientation to learn, as a person mature their orientation to learn shift from subject centeredness to problem centeredness and from postponed application of knowledge to immediate application of knowledge (Knowles, 1972, 1980). Most of the time, their emphasis was teaching adult about alphabets and numbers without integrating with the adult learners' daily lives. In one of the center, the facilitators taught the formal education curriculum prepared for children instead of using the IFAE program curriculum.

Making the learning contents relevant to the adult learners has a vital role to sustain and to become effective adults in their learning. Moreover, adult learners are motivated when the facilitators help towards achieving their goals (Graham & Walsh, 1996). As shown in the finding, the facilitators did not make the learning contents relevant to the adult learners. The facilitators did not know the adult learners' goals rather they tend to strive for the achievement of the prescribed objectives. The facilitators' motivational strategies that they applied seem superficial and enticement as of children's motivation. Moreover, it was extrinsic which would not sustain the motivation of the adult learners.

As Knowles (1980), adults are not willing to learn what is imposed on them by somebody else. The adult learners are motivated to learn when they need to lean. The facilitators have to help adults in self-diagnosis of their learning needs. Looney (2008) also suggested that there should be interview of adult learners by program administrators or instructors to identify the learners' strengths and weaknesses (barriers) and this in turn will enable to place adult learners with the appropriate place. However, as revealed in this research finding, the facilitators did not help the adult learners to set their individual goals and to identify what they have and what they want accomplish in the future due to attending the IFAE program. They did not also help adult learners to measure the gap between their current performances and they would like to be in the future. They taught adult learners simply the standardized curriculum as of children's education. The motivation of adult learners will not sustain unless their needs and interests are respected in

the facilitation because in their readiness to learn adults are motivated to learn when they found the learning contents relevant and related with their daily lives.

Planning adults learning is translating the adult learners' needs into specific educational objectives, designing the appropriate facilitation methods, and selecting appropriate learning contents that will enable to achieve the objectives, and evaluating to what extent these objectives achieved (Knowles, 1980). "The learners shall decide where, what, when, and how to learn" (MoE, 2011, p, 4). Both adult educators and adult learners should be engaged to plan the required time facilitation methods, assessment and evaluation methods, and required resources. As shown in the finding of this research, however, in practice, the facilitators ignore mutual planning (Knowles, 1972), they prepare both the annual and session plans without the participation of adult learners. The facilitators believed that adult learners would not have knowledge of preparing plan. The adult learners did not know the planning of their education. Moreover, the facilitators did not help adult learners to prepare their individual learning plan/learning contract. The planning process of the IFAE program ignored the adult learners' self-concept of self-directedness and independency and promoted dependency of adult learners on their facilitators.

As shown in this research finding, the classroom environments located in the primary schools were relatively furnished compared to the IFAE centers outside the primary school. However, in the primary schools, the chairs and the tables were too short and not adult-sized and comfortable. The classroom were not decorated according to adults test, graphs, charts, photos and pictures posted on the wall in the classroom were prepared primarily for school children. Actually, some of the posts were also important for adult learners though not purposely posted for adults. In IFAE centers located in the primary schools, all the teaching aids were provided according to children's test, there were no teaching materials prepared for adults.

Although MoE (2011) noted that the IFAE centers shall be adequately furnished (with seats) and kept clean, as shown in this research finding, the physical environment of IFAE program centers located outside the primary schools was not attractive. They were not adequately resourced. In one of the centers there were no tables, in one of the centers there were no both tables and chairs. The classrooms were not cleaned; the classrooms are full of trashes and there were no either janitors or cleaning programs. The blackboards are old and broken which is difficult to accept the

color of chalk and the learners were unable to read what were written on the board. There are no graphs, charts, photos, maps and so on posted on the wall of the classroom. The buildings of the classrooms are not attractive, they are not painted and some of them are not plastered by mud well.

The adult learners and the facilitators had close relationship. Their relationship was informal and sisterly, brotherly, and friendly. The facilitators respected the idea of the learners and they were listened what the learners said. They promoted adult learners to express their ideas freely; there were no threatening of adult learners. In addition to learning teaching relationship, the facilitators and the adult learners had a social life in their villages like idir, iqub , and mahber since they live with in the same village. This close relationship of the facilitators and the adult learners corroborates the idea of Knowles (1972, 1980 and Looney, 2008) in which the facilitators and the adult learners relation should be friendly, democratic and based on dialogue.

In the teaching of children, the teachers take full responsibility and control in the learning transaction. In contrast, andragogy accepts the learning as a mutual responsibility of both the facilitators and the adult learners. The teachers are labeled as facilitators, catalysts, guiders and so on since their responsibility is helping adults to learn (Knowles, 1980). However, as shown in finding of this study, the facilitators were considered themselves as teachers of adult learners in the IF AE program in Debark city administration. They frequently employed teacher centered teaching methods such as lecture, oral questioning and class exercises. These facilitation methods enable the facilitators to take total control in the learning transaction. They consider adult learners as knowledge receiver what was transmitted from the facilitators. As the finding showed, the adult learners and some facilitators had no knowledge of facilitation methods. To make the facilitation methods effective, the facilitators/teachers and learners should have the necessary knowledge and skills and committed to their learning (Minton, 2005). Moreover, the facilitators did not investigate the learners' prior experiences and knowledge to ensure effective learning (Fasokun, Katahoire & Otunga, 2005) and they did not employed the facilitation methods which promotes participatory and experiential learning. This is consistent with a quantitative study by Seyoum and Basha (2017) in Ethiopia found that active learning methods were not implemented satisfactorily. The finding of this research also showed that the facilitators taught adults in the same way as children's learning. The facilitators selected the

facilitation methods without the participation of adult learners. This is incongruent with the assumption that mutual responsibility of both the facilitators and the adult learners in the learning transaction (Knowles, 1980).

Tomei (2010) suggested that adults should be involved to identify and evaluate the assessment techniques to be employed. In addition, MoE (2011) suggested that assessment of adult learners should be participatory and coordinated activity undertaken by learners themselves, facilitators, FAL and other relevant committees, and professionals from among community development agents. However, as show in the finding of this study the facilitators decided that how the adult learners should be assessed and what assessment methods should be employed. The adult learners did not participate in the selection of assessment methods. The facilitators did not communicate to the adult learners about the assessment methods that will be employed and the weight of each assessment. This is incongruent with the mutual assessment as all the phases of adult learning (Knowles, 1980). The facilitators gave results and they examine the adult learners' progress. This shows that a disrespecting and dependency of adult learners (Knowles, 1980). The assessment methods frequently employed by most of the facilitators included reading and writing, oral question, and demonstrating/showing alphabets, tests, and class exercises. The adult learners took serious of tests. A study on the assessment of adult learners showed that tests are threatening assessment technique for those adult learners who had negative schooling experiences (Egloff, 1997, Genuneit, 2004, Füssenich, 2004 cited in Looney, 2008). The finding also showed that the facilitators did not promote adult learners to evaluate their performance, self-assessment/evaluation although andragogy promotes self-evaluation by considering the adult learners self-concept of self-directedness (Knowles, 1980). In the IF AE program transfer directive stated that level one adult learners who attend a minimum of 216 days per academic year and those who can read and write will be certified at the end of the academic year and level two adult learners will also be certified when they attend the IF AE program for 216 days per academic year and who scored 50 % and above based on summing up the results from each assessment methods (MoE, 2014). In the same document adult learners who completed the two year IF AE program will be certified if they attend for a total of 432 days and who scored 50% and above based on the prescribed assessment methods. As revealed in this research finding, however, at the end of each academic year, adult learners were not certified and re-diagnosing of adult learners needs was not conducted. In general, the facilitators assessed the adult learners'

progress as they had been assessed in their prior schooling experiences. The assessment procedures and the assessment methods that were practiced in the IF AE program were guided by the traditional pedagogical approach that is incongruent with the assumptions of andragogy.

### **In relation to basic question 2; the Challenges Encountered in the Implementation of Andragogical Assumptions in the IF AE Program**

The findings of this study showed that the major challenges encountered in the implementations of andragogical assumptions in the facilitation process of IF AE program were problems related with the facilitators, lack of flexible schedule and comfortable classrooms, problems related with the adult learners, lack of integration among stakeholders, and lack of resources. Each of the challenges is discussed separately hereunder.

“Facilitators are the key professionals in the process and advancement of adult education. Therefore, due attention should be given to their recruitment, training and remuneration to enable them to discharge their responsibility” (MoE, 2011, p, 9). MoE (2008) stressed that facilitating/teaching adults learning requires a special methodology since the adults have different roles of their own and in their community. Taking into this in consideration, the MoE (2011) stated that the IF AE program facilitators will receive both a pre service and in service trainings. However, as shown in the finding, in practice none of the facilitators received any kind of training on how to facilitate adults’ learning/andragogy. In case, the facilitators had no knowledge of facilitation of adults learning. The facilitators’ lack of knowledge and skill on the facilitation process is resulted from lack of training received on andragogy. The facilitators’ low level of skill and knowledge on andragogy and andragogical assumptions has a lion share for the very low level of implementation of andragogical assumptions in the facilitation process of IF AE program. The facilitators did not update and upgrade themselves with the current methods and technologies.

The Facilitators taught adult learners based on their previous schooling experiences. They taught adults as the same as they were taught in their primary and secondary school experiences. The term andragogy were a strange for facilitators. They did not have an insight on andragogical assumptions in case they did not know how these assumptions would be implemented in the facilitation process.

To ensure flexibility of the schedule, MoE (2011) noted that “the time when classes meet is decided in discussions between the adult participants and program management” (P, 4). Nevertheless, as shown in the finding, the adult learners found in the elementary schools had not a full right to adjust the schedule, they could learn either before the elementary school students started their education or after they have finished their education. MoE (2011) further stresses the importance of conducive learning environment to ensure quality education. However, the finding of this research revealed that the physical environments of most of the centers located outside of the primary education were not conducive to adults because the building were not appropriately constructed and not adequately equipped with the necessary learning aids/materials.

As shown in the result of this research, most of the adult learners did not come to the IFAE center without mobilization, some learners did not come even they were mobilized. Moreover, they were not punctual. There were learners who begged the facilitator to quite their education because they did not understand what they have learnt so far, they said that they came to the center to respond their facilitators’ mobilization. This clearly shows they came to the classroom in fear of their facilitator not anger on them. Some learners absented from the program due to their family responsibility and some others absented due to their low level of economy. According to Fasokun, Katahoire, and Oduaran (2005) the major barriers of adult learners are categorized as physical, psychological, and situational and socioeconomic. In this study, the barriers of the adult learners were found to be psychological and socioeconomic.

MoE (2011) in the FAL implementation guideline stated that the majority of the facilitators would come from development field personnel such as from agriculture and health, from education (primary and alternative education teachers), and from kebele administrations’. In addition, in the same document MoE (2011) also noted that fulltime facilitators would be recruited. As shown in this research finding, no stakeholders from different sectors discharged their responsibility in the provision of IFAE program to adult learners, the fulltime facilitators only taught the adult learners. This lack of integration among stakeholders make the learning contents not relevant to the adult learners because the facilitators had no expertise in development package related learning contents such as health, agriculture, saving, etc. In case

the facilitators emphasized on alphabets and numbers without integrating with such learning contents that would be related with the adult learners daily lives in the facilitation process.

It is obvious that the effectiveness of any facilitation process is largely depending on the teaching materials and equipment. MoE (2011) stated that facilities in the classroom and books should be fulfilled to ensure quality adult education programs. MoE (2011) further listed the materials that should be supplied in each IF AE center such as written training materials that serve the facilitators, community, etc., black boards, dusters, and chalk, text books, facilitators' guide/manuals, support books (references), registers, exercise books for lesson planning purposes, exercise books for practice and follow up, pencils, pens, rulers, meters, and materials and/or equipment listed for practicing the FAL as in the curriculum. However, as shown in the result of this research, the teaching materials were not allotted primarily for the IF AE program. The facilitators borrowed textbooks from primary schools and each learner has not a copy of textbooks. There were facilitators who bought pen, pencil, and exercise books for lesson planning purpose and for practice and follow up with their own money/birr. Those IF AE centers located in the primary schools used the blackboards, dusters, and chalk that were allotted primarily for the primary school students. However, those IF AE centers located outside the primary schools had old and broken blackboards. In all the IF AE program centers, there were no adequate facilitators. There was one facilitator in each center to teach both level one and level two adult learners in one classroom.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND IMPLICATIONS**

This final chapter elucidates the summary of this research, the conclusion made, and the implications of the research as a future direction.

#### **5.1. Summary**

The purpose of this study was to investigate how andragogical assumptions are being implemented in the IF AE program in Debark city Administration. The study was guided by the following basic research questions.

1. To what extent are andragogical assumptions being implemented in the facilitation process of the IF AE program in Debark city administration?
2. What are the challenges encountered in the implementation of andragogical assumptions?

Qualitative case study was employed as research design to guide this research. The data was collected from the IF AE program facilitators and adult learners using interview and observation. The data obtained from the interviews and observations were analyzed following the analysis procedures including organizing, transcribing, coding, and developing themes using thematic analysis. The summary of findings and conclusion were presented here under.

#### **Basic Question One: Implementation of Andragogical Assumptions in the facilitation process**

As shown in the finding, the facilitators did not make adult learners self-directed and independent learners. They believed that they were the only source of knowledge for adult learners. They made adult learners dependent on what they have taught in the classroom and they believed that the learners need would not go beyond what is dealt in the classroom. Most of the facilitators did not have knowledge of self-directed learning and even the term was a strange for them. Except one of the IF AE program facilitator, most of the facilitators did not utilize the

adult learners experience in the facilitation process and they did not understand the role of adult learners experience in the facilitation process. The learning contents and experiences around the adult learners' were not built based on the learners' problem and their prior life experiences.

The finding of the study showed that the facilitators alone selected the learning contents without the participation of adult learners. Most of the time, they did not communicate to the adult learners about the purpose of the learning contents. The learning contents were selected based on their order of appearance in the textbook without contextualizing to the learners problems. The facilitators believed that all contents in the textbook were relevant for adult learners. They were engaged in the provision of Amharic alphabets and numbers. As shown in the finding, one facilitator taught the formal education curriculum to the adult learners due to her lack of expertise in the IFAE program curriculum. In addition, the motivational strategies employed by the facilitators were more of external.

The study showed that the adult learners' needs and interests were not examined before the facilitation process/ the session has been started. The facilitators did not have a record of each adult learner's needs and interests. They provided the same learning contents at the same time irrespective of the differences of learners' needs and interests. Therefore, the learning contents might not fit with what the individual adult learners wanted to learn.

The facilitators prepared the annual plan and the session plan without participating adult learners. It was prepared based on the textbook and they strictly followed the plan. The facilitators did not incorporate the adult learners' needs and interests; they strived to achieve the curriculum objectives. The facilitators believed that adult learners would not have knowledge of preparing plan. Some facilitators did not know whether the adult learners should be participated in the planning of their education.

As the findings reveal, the physical environments of each center had unique characteristics. Those IFAE centers located inside the primary schools relatively attractive compared with those located outside because the classrooms were built and furnished primarily for children in the primary school. However, tables and chairs were not adult sized.

The facilitators and the adult learners had close and less hierarchical relationship. The adult learners and the facilitators' relationship were friendly, sisterly, and brotherly. Adult learners

could express their ideas and opinions freely, they were free to talk with their facilitators and to raise doubts and questions.

The study showed that the facilitation methods were selected and determined by the facilitators during they prepared the plan. Adult learners and facilitators did not know whether the adult learners should be participated in the selection of facilitation methods. Most of the adult learners and some facilitators did not have knowledge of facilitation methods. The most frequent facilitation methods employed by the facilitators were predominantly facilitator centered. The adult learners progress were assessed by monitoring and rounding in a chair to chair supervision, by oral questions, and by ticking to check how they did write and how they answered questions correctly. The assessment methods mostly employed by the most of facilitators were reading and writing, oral question, and demonstrating/showing alphabets, tests, and class exercises. Some facilitators employed peer evaluation, one adult learner evaluated the other learners progress and vice versa. The adult learners were evaluated per semester by summing up each result from tests and class exercises. Finally, at the end of the academic semester, by cumulating the two semesters result the learners evaluated as promoted to the next level or failed. The adult learners were not certified and rewarded at the end of the academic year although adult learners wanted to be certified and rewarded. The facilitators did not inform the evaluation procedures of how learners evaluated, the learners did not know how they were evaluated, and they did not know assessment methods.

## **Basic Question 2: Challenges in the Implementation of Andragogical Assumptions**

In this research finding, the major challenges encountered in the implementation of andragogical assumptions in the IF AE program were found to be problems related with facilitators, lack of flexible schedule and comfortable classrooms, problems related with the adult learners, lack of integration of IF AE stakeholders, and lack of resources.

### **5.2. Conclusion**

Based on the findings of this research, andragogical assumptions are not implemented in the IF AE program. Adult learners' prior life experience is ignored and the adult learners are considered as passive recipients of what their facilitators taught. The facilitation process is full of prescriptions and authoritative. It is incongruent with andragogy and the andragogical

assumptions. Experiential, collaborative, and participatory learning are not practiced and advocated. In contrast, the facilitation process is highly reliant on the traditional pedagogy. The term andragogy and andragogical assumptions are strange for the facilitators because they do not receive any kind of training on how to facilitate adults learning. They do not know how andragogical assumptions are applied in the facilitation process. Hence, this infer that it is understood by the IF AE program managers and the responsible bodies that facilitating adults learning as easy task which do not require training or/ and professionalizing of facilitators.

In general, the promising role of andragogy and andragogical assumptions to ensure quality adult education is undermined by the responsible bodies of the IF AE program. Therefore, it can be also concluded that the IF AE program do not get the attention by the city administration.

### **5.3. Implications of the Study**

#### **5.3.1. Policy and Practice**

As shown in this research finding, the facilitators did not examine the adult learners' life experiences, needs, and interests before delivering the education to adults. Hence, the facilitators should conduct a need assessment of each learner's needs and interests. The facilitators should also make the adult learners to set their individual learning goals and build the learning contents based on the learners' needs and experiences. When the adult learners' prior lives experiences are respected and treated, the learners feel comfort and motivated to learn. The learners' prior life experiences should be utilized as a resource in the facilitation process. Practical and vocational learning contents should be delivered to enhance experiential learning in the facilitation process of the IF AE program.

In this research finding, the adult learners did not participate in the planning process and in the selection of learning contents, facilitation methods, and in the assessment and evaluation process. Hence, the facilitators should create a platform for participatory learning in the facilitation process. The adult learners should participate in every decision that will affect their learning. The learners should select the learning contents of what they want to learn that would help them in the accomplishment of their learning goals. The facilitators should help adult learners to participate in the planning process. Moreover, the planning process should be congruent with the

adult learners' needs and interests. As shown in the result, the facilitators and the adult learners were not aware that the adult learners could participate in the planning process. Hence, the facilitators should help adult learners to set their individual learning goals.

Although the IF AE program is supposed to be functional adult education, the results of this study indicates that the facilitators of the IF AE program emphasized on teaching adults about alphabet and numbers without integrating with the adult learners daily lives and activities. The facilitators did not try to make learning contents relevant to the adult learners. This might cause for drop out of the adult learners in the program because adult learners are ready to learn when they get the learning contents are relevant. Therefore, the facilitators should make the learning contents relevant to the adult learners; they should build the learning contents around the adult learners' real problems to make learning contents relevant and to increase the adult learners' problem solving skills.

As indicated in the finding of this study, some adult learners who want to continue education in formal education want to learn English but in the IF AE program curriculum, there were no such learning contents. Due to this, they were taught/learn the formal education curriculum as an alternative. Therefore, this requires further research on the revision of the curriculum of the IF AE program to incorporate the learners' needs and interests as learning contents.

As shown in the finding, the motivational strategies that the facilitators employed were external. In order to enhance the effectiveness of learning and motivation of adults, the facilitators should help adult learners to achieve their individual learning goals and they should employ game and some kind of energizer in the facilitation process.

As revealed in the result of this research, the facilitators select facilitation methods without the participation of adult learners. Most of the facilitation methods were teacher centered, which is contradictory with experiential and participatory learning. This practice makes the adult learners passive in the facilitation process. Therefore, in the facilitation process, the facilitators should encourage adults to select the facilitation methods they want to employ. Moreover, they are expected to grasp and employ the learner centered facilitation methods, which would encourage learners to be active participant in the facilitation process.

In the finding, the assessment and evaluation methods and procedures were selected and determined by the facilitators. The facilitators and the adult learners did not know whether the adult learners could be participated in the selection of assessment and evaluation methods. The adult learners did not get the chance to evaluate themselves. Therefore, the facilitators should help the adult learners to participate in determining and selecting the assessment methods and procedures in order to ensure collaborative and authentic evaluation.

In this research finding, the term andragogy and andragogical assumptions were a strange for the facilitators and they do not have knowledge and skills of andragogical assumptions. They taught in the same way as they were taught in their schooling experiences without receiving/ taking training on how to facilitate adults learning, they do not follow the andragogical assumptions in the facilitation process. Therefore, training system should be established in order to build the capacity of the facilitators because the facilitators' lack of knowledge and skills on how to facilitate adults learning had high contribution for the low level of implementation of andragogical assumptions in the IFAE program.

The finding of this study showed that andragogical assumptions were not implemented in the facilitation process of the IFAE program. The challenges encountered in the implementation of andragogical assumptions were lack of flexible schedule and comfortable classroom, problems related with the adult learners, lack of skilled facilitators, lack of integration of stakeholders, and lack of resources.

Therefore, the IFAE program centers should be built properly and equipped with the necessary equipment and materials to deliver the program in line with the andragogy and andragogical assumptions since the implementation of andragogy demands the required adult size and test materials in the facilitation process. Furthermore, the necessary resources should be allotted to increase the effective implementation of andragogy and andragogical assumptions as well as the effectiveness of the program in general. In addition, the schedule should be flexible; it should be adjusted by adult learners.

A guideline that would govern the stakeholders' integration should be developed in order to solve the problem of integration of stakeholders in the delivery of the IFAE program.

The IF AE program supervisors should monitor whether the andragogical assumptions are being implemented in each IF AE centers to ensure quality of the program.

### **5.3.2. Further Research**

This qualitative case study research is conducted on the application of andragogical assumptions in the IF AE program in Debark City Administration, one of the city administrations in the Amara region. It is better to conduct a research at regional level even at national level because there would be variety in the application of andragogical assumptions in the IF AE program in different settings.

As shown in the finding, one of the challenges in the implementation of andragogical assumptions are lack of integration of stakeholders. There is a need to conduct a research on how to enhance stakeholders' collaboration in the provision of the IF AE program. Further study should be also conducted why do not sufficient resources allocated for the program.

### **5.3.3. Limitations of the Study**

Most of the literatures used in this research are from western developed nation's context. Actually, the literatures should be based on research setting, the Ethiopian context or in some other similar settings. However, there are lacks of literatures in adult education and andragogy in Ethiopian context. In case, it was difficult to probe findings with the previous studies. In this research, the participants were IF AE program facilitators and adult learners. However, IF AE experts/supervisors that would give additional important information on the implementation of andragogical assumptions in the IF AE program did not participate.

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# APPENDICES

## Appendix 1: Interview Guide

### Interview topics

1. Implementation of andragogical assumptions
2. Instructional implications of andragogical assumptions in the facilitation process
3. Facilitators understanding of andragogy
4. The challenges in the implementation of andragogy
5. The remedial actions should be taken to overcome these challenges

### A. Interview with IFAE Facilitators

1. Tell me about yourself please.
2. Could you explain how adults' learn?
3. How do you understand andragogy?
4. To what extent are andragogical assumptions being applied in your facilitation process?
5. In what ways is andragogy being applied in the facilitation process?
6. How do you evaluate the physical environment of the center?
7. How do you explain your relationship with your adult learners?
8. Could you tell me how do you assess the learners' needs and interests?
9. How do you prepare the lesson plan?
10. How do you explain the adult learners' participation in the planning process?
11. How do you select the learning contents?
12. How do you make the learning relevant and meaningful to the learner?
13. How do you utilize the role of learners' experience in the facilitation process?
14. In what ways do you help adult learners to be self-directed learners?
15. How do you motivate adult learners in the classroom?
16. How do you select the facilitation methods?
17. What facilitation methods do you employ frequently in the facilitation process?
18. What are the roles of the learners to select facilitation methods?
19. How do you assess the learners' progress?

20. How do you evaluate the learners' outcome?
21. What assessment and evaluation methods do you employ?
22. How do you select the assessment and evaluation methods?
23. Can you tell me how the adult learners participate in the assessment process?
24. What challenges do you face in to implement andragogy in your facilitation process?
25. What measure should be taken to solve these challenges?
26. How do you like your profession as a facilitator of IFAE?
27. If you have additional ideas and questions, you can raise.

## **B. Interview with Adult Learners**

Questions on the application of andragogical assumptions in the facilitation process

1. How is education?
2. When did you join the IFAE program?
3. What have you learnt so far?
4. What do you like about it?
5. How do you feel when you come to the center?
6. How do you feel when you been here in your classroom?
7. How do you evaluate your relationship with your facilitators?
8. How do you evaluate the classroom physical environment?
9. How do your facilitators assess your needs?
10. Could you explain what roles do you play in the planning process?
11. How do you evaluate the facilitation methods employed by the facilitators?
12. How do you evaluate the relevancy of the learning contents?
13. Can you tell me why do you enroll in the IFAE program?
14. Could you tell me how do your facilitators motivate learners?
15. How do your facilitators utilize learners experience in the facilitation process?
16. How do your facilitators assess your progress?
17. How do you see the evaluation of learners' outcome?
18. How do you participate in the selection of assessment methods?
19. In general, how do you evaluate the teaching learning process?
20. If you have additional ideas, suggestions, comments, and questions, you can raise.

## Appendix2: Observation

### Observation Protocol

Place \_\_\_\_\_

Length of Activity:	
Descriptive Notes	Reflective Notes

### **Appendix3: Informed Consent**

**Bahir Dar University**

**College of Educational and Behavioral Sciences**

**Department of Adult Education and Community Development**

**Research Title: The Application of Andragogical Assumptions in IF AE Program De bark  
City Administration**

**Researcher Name: Samuel Zinabu Email: samineby19@gmail.com**

**Cell phone: +251918640944**

**Advisor: Mulugeta Awayehu**

**Level of Study: Graduate Program**

**Date: \_\_\_\_\_**

#### **Interview Consent Form**

##### **Maximum interview Duration 60 minutes**

The purpose of this study is to investigate how andragogical assumptions are being implemented in the IF AE program in De bark city administration. Interview is selected as one of data collection instrument and the participants in this interview are adult learners and facilitators in the IF AE program.

The researcher's role is asking the questions and your role is responding what you feel.

Thank you for agreeing to be interviewed as part 'of the above research project. This consent form is necessary for me to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read and then sign this form to certify that you approve the following:

I confirm that I have read and understood the information sheet dated.....and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not answer any particular question, I am free to decline.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

I do not expect to receive any benefit or payment for my participation. Have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed because of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymous data will be kept for future research purposes such as publications related to this study after the completion of the study.

I agree to take part in this interview.

_____	_____	_____
Name of participant	Date	Signature
_____	_____	_____
Name of Researcher	Date	Signature

To be counter-signed in the presence of the participant in face to face interviews

Copies: Once all parties have signed this, the participant should receive a copy of the signed and dated participant consent form. A copy of the signed and dated consent form should be placed in the main project file that must be kept in a secure location.