Ministry of Education

Identified Competency Focus Areas and Selected Courses for Ethiopian Higher Education Institutions' Exit Examination

Program: - Bachelor of Arts (BA) in Lifelong Learning and Community Development/ Adult Education and community development / (LLCD/AECD)

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Contents

1. Introduction

The need for citizens to acquire new knowledge, skills and attitudes is increasingly recognized as central to economic, social and individual development. It is now globally accepted that lifelong learning promotes the development of multifaceted competences that will contribute to citizens and nations to cope up with this knowledge-based and dynamically changing world.

Moreover, the UN has set an ambitious 2030 SDG. The government of Ethiopia accepted and approved the 2030 sustainable development agenda and integrated in its national development plans (such as the Second Growth and Transformation Plan, Draft education and training policy, Education Sector Development Plan VI (ESDP VI), and Education Development Road map (Ten-year Perspective Plan), 2020-2030). Lifelong learning is recognized as a key driver of the 2030 agenda for sustainable development goals. Particularly, Goal 4 provides paramount place and importance to the provision of inclusive and quality lifelong learning opportunities for all citizens.

To meet the demands of the existing global changes and the national interests, a need arises to launch a new field of study named "**Lifelong Learning and Community Development**". This programme is the first and the newest in its kind in the Ethiopian higher education. The programme is envisioned to address the need for trained personnel who can serve as designers and facilitators of lifelong learning and community development. A unique aspect of the programme is that it brings adult education/ lifelong learning and community development together, enabling students to explore the intersection of these two fields.

In light of the above, the adult education/ lifelong learning and community program is generally designed to produce well qualified, competent, responsible and ethical lifelong learning and community development experts who will work in public and non-governmental organizations. As a result of this program students will be able to fulfill the basic competence of the program. To measure their competence the federal ministry of education has decided to start exit exam for graduates of undergraduate program as of 2015 E.C.

❖ Objective of the exit examination

The national Lifelong Learning and Community Development /Adult education and community development/ exit exam shall have the following objectives.

- ✓ To produce skilled and competent manpower to local, national and international market

✓ Assessing students educational achievements in major areas of lifelong learning and community development (LLCD/AECD)

✓ Ensure whether the graduate profile of LLCD/AECD curriculum have achieved at least comment standards of knowledge and practical skills

✓ Improving public trust and confidence in adult education, lifelong learning and community development activities of professionals

✓ Facilitating the efforts of students to revise the core learning outcomes of the courses covered by the exit examination.

✓ Ensuring all graduates from HEIs satisfies the requirements of the labor market and employability through the national wide implementation of competence based exit exam.

✓ Creating competitive spirit among lifelong learning and community development departments in Ethiopia with the aim of encouraging them to give due attention to the national standards.

❖ Significance of the document

It is important to set competency areas of the LLCD/AECD in order to measure how much graduates acquired the required knowledge, skill and attitude. The following shows us the significance or setting competences and identified core courses of the program.

- To set competences that helps to assess the basic knowledge, skill and attitude of graduating students and
- To systematically identify the core courses which will be included the exit exam.

As part of the measure to ensure its objective, the BA program of lifelong learning and community development is proposed to have exit exam to be administered on its graduates. This guideline pertains to exit exam and involves this introduction, objective, significance, graduate profile, competences and learning outcomes, list of courses, themes of courses, and conclusion.

2. Expected profile of graduates

Students who have completed an undergraduate degree in lifelong learning and community development are expected to have comprehensive theoretical and practical understanding on advanced level, including:

- Knowledge of adult education, lifelong learning as well as community development

- Demonstrate life skills in lifelong learning and community development and,
- Values that equip them for employment, citizenship and lays the foundations for a lifetime continuous learning and personal development.

The graduates of LLCD/AECD will be able to:

- Conduct and identify the training and development needs of a target community.
- Facilitate various kinds of adult education/ lifelong learning and community development training programmes
- Prepare training manuals/materials for different kinds of adult education/ lifelong learning and community development projects and programmes.
- Advise and consult decision makers and organizations in the area of adult and non-formal education and continuous professional development (CPD) as well as workplace Learning.
- Design, develop and plan adult education/ lifelong learning and community development projects and programmes
- Supervise, monitor and evaluate the effectiveness of adult education/ lifelong learning and community development projects and programmes.
- Lead (manage) different kinds of adult education/ lifelong learning and community development programmes and projects.
- Consult in the design, management and evaluation of adult education/ lifelong learning and community development programmes,
- Initiate and propose adult and non-formal education, lifelong learning and community development/service/ policy alternatives to policy makers
- Create partnership and network among different organizations working in the field of adult education/ lifelong learning as well as community development to mobilize resources.
- Create awareness about adult education/ lifelong learning and community development/service/ policies, strategies and guidelines for different parties.
- Promote the idea of continuous professional development (workplace learning) and lifelong learning and thereby inculcate learning culture in various organizations and the community.
- Apply conflict management skills in the context of education, workplaces and community development activities.

- Conduct research to solve problems in the area of adult education/ lifelong learning as well as community development and initiate ideas for social change.

- Integrate adult education/ lifelong learning and community development in different sectors.

- Coordinate natural resource management and environmental protection activities

- Plan, execute and monitor community health prevention and protection projects and programmes

- Facilitate Early Childhood Care and Education programmes and projects

- Promote, advocate and mainstream gender issues in adult education/ lifelong learning and community development policies, strategies, projects and programmes

- Organize and manage groups for adult education/ lifelong learning and community development activities

- Initiate and Coordinate various volunteering and community services activities to bring about and strengthen non-formal education and community development

- Identify, prioritize and plan intervention for various social problems

- Plan, supervise and facilitate projects and programmes working on various social problems

- Design, implement and evaluate adult education/ lifelong learning and community development curriculum

- Facilitate, organize and supervise agricultural and rural extension activities and programmes

- Facilitate, organize and supervise voluntary organizations and volunteerism activities

- Provide various trainings and Training of trainers (ToTs) on various adult education/ lifelong learning topics, methods and skills (skills trainings)

- Mobilize community to undertake adult education/ lifelong learning and community development

- Design, coordinate and manage distance and continuing education programmes

- Deliver adult education/ lifelong learning and community development courses in institutes of higher learning

- Design and administer learning assessment tools in adult education/ lifelong learning and community development programmes

3. Competence and learning outcomes

The general objective of this programme is to produce in lifelong learning and community development professionals and community development experts, leaders and researchers who can address community demands and challenges through critical analysis of community institutions' and local environments (political, economic, socio-cultural, and technological). Moreover, the programme is aimed to produce democratic, visionary, and innovative, change oriented and professionally committed to adult education/ lifelong learning and community development agents that can hold leadership responsibilities under the existing social contexts. Those graduates of the program have to fulfill at least the following five major competence areas. These are design and develop, manage, facilitate and mobilize, mainstream and research competences.

A. Knowledge

- Understand the knowledge and use of approaches of curriculum development process in adult education/lifelong learning settings.
- Conduct research in the area of adult education/lifelong learning and community development.
- Understand and apply basic research knowledge to solve adult education/lifelong learning and community development problems.
- Understand the importance of need assessment in developing AECD/LLCD programs
- Understand the managerial approaches to manage AECD/LLCD programs.
- Analyze the concepts, theories, principles, philosophy and practices of adult and non-formal education
- Design, develop, implement and evaluate adult education/lifelong learning and community development programs' curriculum and learning materials.
- Applying the concept, theories, strategies, processes, practices, principles and values of community development.
- Organizing need based life skill trainings for adult learners
- Organizing and managing various development plans: community mobilization and cross cutting issues (Gender, HIV/AIDS, Family Planning, Environmental protection, etc.)
- Design and execute different kinds of LLCD programs and projects

- Apply various approaches strategies so as to mobilize community for education and development projects and programmes

B. Skill

- Be able to lead and direct different kinds of LLCD programmes
- Be able to supervise, monitor and evaluate the effectiveness of LLCD programmes
- Be able to integrating the diversified needs and interests of individuals and groups in community development initiatives
- Offer short term training for facilitators (primary school teachers, volunteers, and other participants) of early childhood education programme, functional adult literacy programme, youth intervention programme, life skills programme, etc.
- Demonstrate intellectual integrity, respect for truth and for the ethics of research and scholarly activity.
- Manage lifelong learning and community development projects, programs and initiatives

C. Attitude

- Initiate and propose lifelong learning and community development policy alternatives to policy makers
- Mainstream cross-cutting and contemporary issues in the area of adult education/lifelong learning and community development
- Provide advisory and consultancy service for various levels managers and other stakeholders
- Promote indigenous knowledge and practice in community development and adult education
- Initiate and propose lifelong learning strategies and policy alternatives to policy makers
- Consult in the design, management and evaluation of lifelong learning and community
- development programmes
- Facilitate adult education/lifelong learning activities and mobilize community development interventions.

3.1 Learning outcomes

- Describe the difference between Andragogy and Pedagogy
- Identify important elements in developing curriculum for LL
- List various philosophies of AE
- Define community and community development
- Recognize the importance of need assessment in developing LLCD programs
- State various theories of community development
- Understand and interpret the sociological and philosophical foundation of ANFE
- Explain the importance of need assessment in developing curriculum in LL
- Name principles of Adult Education
- Write features of Adult Learners
- Compare & contrast the various concept of Andragogy & that of Pedagogy
- Evaluate any LLCD/AE related programs
- Judge the significance role of adult education in community development
- Justify the importance of adult learning theory in developing LLCD/AE programs
- Describe the nature and characteristics of programs and projects.
- Critically analyze the similarities and differences between project and program in AE/LL
- Develop and evaluate project proposals related to lifelong learning and community development
- Explain different approaches to the development, implementation and evaluation of programs.
- Apply the different training and facilitation methods of literacy programs.
- Differentiate the concept of learning, teaching and training
- Lists the qualities of an effective facilitator of learning.
- Apply varieties of facilitation aids in learning.
- Discuss the steps and components of research and research proposal
- Develop skills of paraphrasing, quoting, summarising, listing references and presenting results
- Recognize the importance of gender response education for sustainable development
- Indicate the change in approach to gender issue in development

- Analyse problems related to gender disparity in Ethiopia
- know about how indigenous knowledge and practice pass to the next generation
- Analyse problems related to indigenous knowledge and practice in sustainable development in Ethiopia.
- Examine how culture is linked with the education system in general and adult education in particular and its implication on practice.
- Explain concepts and issues of multicultural education
- Propose community issues that needs to be solved
- Foreword some strategic solution to solve problems of gender inequality in rural Ethiopia.
- Appreciate the changing attitude in gender stereotypes prevailing in Ethiopia.
- Value the roles and contributions of indigenous knowledge to sustainable development process.

4. Selected courses to be included in exit exam

Courses which are selected to evaluate the basic competency of the program were categorized in to 5 teams which are derived from the **lifelong learning and community development harmonized curriculum.** To achieve the competences the program has 57 courses including freshman courses. For the purpose of the exit exam, only 16 major courses were selected to measure student's competence. The identified competence and its objectives, learning outcome and respective courses are stated in the following table 1 below.

Themes	Courses	C.hr	ECTS
Design and develop	Curriculum development in LL	3	7
	Foundation of ANFE	3	7
	Community development theories and practices	3	5
	Introduction to ANFE	2	4
	International and comparative adult education	3	5
	Policy formulation and implementation	3	7
Management	Programme and project management in LLCD	3	5
	Management and supervision in LLCD programmes	4	8
Facilitate and	Literacy types and approaches	3	5

mobilize	Facilitation and assessment methods in LL	3	5
	Community mobilization in LLCD	3	5
Mainstream	Lifelong learning in global context	3	5
	Multiculturalism and education	2	4
	Gender responsive education and development	3	5
	Indigenous knowledge and sustainable development	2	4
Research	Research Methodology in LLCD	4	8

5. Conclusion

This exit exam guideline is produced based on the direction given from MoE. The guideline it encompasses the graduate profile, competence and learning outcome, list of courses and course themes. Exit exam monitor whether the graduate profile of adult education/ lifelong learning and community development curriculum has been achieved. The adult education/ lifelong learning and community development graduates' need to grasp the basic facilitation and mobilizing, management, mainstream, design and develop and research competency. They are expected to possess knowledge on facilitating different community development programs, providing various trainings, managing both adult education/ lifelong learning and community development programs, designing and supervising various forms of lifelong learning programs and conducting problem solving research with ethics, professionalism, motivation and commitment to different social responsibilities.

The quality of adult education/ lifelong learning and community development program, therefore, can be partly be monitored through the measurement of possession of such competencies by the graduates of the field. To this end, exit exam is sought for BA graduates of adult education/ lifelong learning and community development students. The exit exam, thus, needs to be aligned with the enlisted competencies that in turn are carefully matched with the courses. Therefore, the exit exam questions should prepared based on the selected courses to evaluate students competence which assess the knowledge, skill and attitude.

Appendices-A

List of writer and evaluator/ validators

No	Name	Role	University
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Appendix-B

No.	Competence	Specific Objectives (Learning outcomes)	List of course
1	Design and development	**Cognitive Domain (Knowledge)** • Describe the difference between Andragogy and Pedagogy • Identify important elements in developing curriculum for AECD/LL • List various philosophies of AE • Define community and community development • Recognize the importance of need assessment in developing AECD/LLCD programs • State various theories of community development • Understand and interpret the sociological and philosophical foundation of ANFE • Explain the importance of need assessment in developing curriculum in AECD/LLCD • Name principles of Adult Education • Write features of Adult Learners • Compare & contrast the various concept of Andragogy & that of Pedagogy • Evaluate any AECD/LLCD related programs • Judge the significance role of adult education in community development • Justify the importance of adult learning theory in developing AECD/LLCD programs **Psychomotor (Skills)** • Designing curriculum for AECD/LLCD	• Curriculum development in LL • Foundation of adult and none formal education • Community development theories and practice • Introduction to ANFE • International and comparative adult education • Policy formulation and implementation in LLCD

		• Developing the skills of assessing & integrating the diversified needs and interests of individuals and groups in community development initiatives • Distinguish the difference between andragogy and pedagogy and apply accordingly • Identify and integrate the various global approach to AE/LL • Select and localize appropriate approach of AECD/LLCD • Performing in designing and implementation of policy for AECD/LLCD • Revising any AECD/LLCD related programs **Affective Domain (Attitudes)** • Appreciate the concept of Andragogy • Value the role of AE/LL in attaining positive community development • Identify and use appropriate adult learning materials • Assist any AECD/LLCD related programs • Discuss on theories of AECD/LLCD with others • Propose community issues that needs to be solved • Study any possible challenges that encountered implementation of AECD/LLCD programs • Solve challenges that encountered AECD/LLCD programs	
2	Management	**Cognitive Domain (Knowledge)** ✎ Describe the nature and characteristics of programs and projects. ✎ Critically analyze the similarities and differences between project and program in AE/LL ✎ Develop and evaluate project proposals related to Lifelong learning and community development	• Project and Program management on LLCD • Management and supervision in LLCD

		✎ Explain different approaches to the development, implementation and evaluation of programs.	
		✎ Evaluate adult education and community development programs and projects.	
		✎ Manage lifelong learning and community development programmes and organizations.	
		Affective Domain (Attitudes)	
		✎ Appreciate different stages involved in the preparation of programs and projects.	
		✎ Recognize the barriers to the successful implementation of projects and programs in Adult Education	
		✎ Implement or manage adult education and community development programs and projects.	
		Psychomotor (Skills)	
		✎ Design lifelong learning and community development programs and projects.	
3	Facilitation and mobilization	**Cognitive Domain (Knowledge)** ➢ Apply the different training and facilitation methods of literacy programs. ➢ Differentiate the concept of learning, teaching and training ➢ Lists the qualities of an effective facilitator of learning. ➢ Apply varieties of facilitation aids in learning. ➢ Recognize the different approaches to learning environment management. ➢ Analyze the different assessment methods in adult and non-formal education ➢ Explain the basic notions of community participation and mobilization ➢ Recognize the roles that the principal could play in the mobilization and participation of community in schools. ➢ Differentiate ways and areas that community could participate in schools	• Facilitation and assessment methods in AECD/LLCD • Community Mobilization in AECD/LLCD • Literacy types and approaches in LLCD

Courses and Competencies Identified for Exit Exam 2015 (First Draft)

		➢ Analyze various development plans: community mobilization and cross cutting issues (Gender, HIV/AIDS, Family Planning, Environmental protection, etc.) **Psychomotor (Skills)** ➢ Develop the skills of using active learning strategies. **Affective Domain (Attitudes)** ➢ Cooperate a mix of facilitation methods in education	
4	Mainstreamin g	**Cognitive Domain (Knowledge)** • Recognize the importance of gender response education for sustainable development • Indicate the change in approach to gender issue in development • Analyse problems related to gender disparity in Ethiopia • know about how indigenous knowledge and practice pass to the next generation • Analyse problems related to indigenous knowledge and practice in sustainable development in Ethiopia. • Examine how culture is linked with the education system in general and adult education in particular and its implication on practice. • Explain concepts and issues of multicultural education **Psychomotor (Skills)** • Contribute their share in the promotion of gender equity in development endeavours in their locality **Affective Domain (Attitudes)** • Foreword some strategic solution to solve problems of gender inequality in rural Ethiopia.	• Gender and development • Indigenous knowledge • Lifelong learning in global context • Multiculturalism and education

		• Appreciate the changing attitude in gender stereotypes prevailing in Ethiopia. • Value the roles and contributions of indigenous knowledge to sustainable development process.	
5	Research	**Cognitive Domain (Knowledge)** • Discuss the steps and components of research and research proposal • Develop skills of paraphrasing, quoting, summarising, listing references and presenting results • Evaluate research and other reports on the basis of rules, and standard • Identify relevant research problems in AECD/LLCD • Analyse contemporary issues, policies and strategies of AECD/LLCD **Psychomotor (Skills)** • Develop the basic skills of writing research report and other paper works • Apply the basic research knowledge and writing skills learned in the context of AECD/LLCD • Consult in problem identification, data collection, analysis and interpretation of different AECD/LLCD • Conduct researches to solve community problems and initiate ideas for social change and transformation • Propose evidence based AECD/LLCD policy alternatives to policy makers • Demonstrate intellectual integrity, respect for truth and for the ethics of research and scholarly activity. **Affective Domain (Attitudes)** • Appreciate the concepts and characteristics of social science research	• Research Methodology in LLCD