

**Ministry of Education**

**Identified Competency Focus Areas and Core Courses for Ethiopian Higher Education Institutions’ Exit Examination**

**Program: - BA in Adult Education and Community Development**

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# 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. Lifelong learning enhances the involvement of citizens in all spheres of social and economic life.

Moreover, the United Nations has set an ambitious 2030 sustainable development agenda. 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 program is the first and the newest in its kind in the Ethiopian higher education. The program 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 program is that it brings lifelong learning and community development together, enabling students to explore the intersection of these two fields.

The program is multi-disciplinary in that courses and perspectives from diverse fields are brought to produce all rounded graduates. Apart from designing course from different areas, an attempt was made to orient courses to help students be exposed with practical experiences.

In light of the above, the 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. Not only on LLCD program but also it is believed that other undergraduate programs should be conducted exit exam in the higher education institutions in Ethiopia. The aim is to ensure a degree graduate meets the graduate profile of the curriculum, to produce skilled and competent man power to local, national and international market, create conducive environment to stakeholders for their proper engagement in graduate’s competence assessment and to assess student’s educational achievements in their major areas of the study. 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, graduate profile, list of courses, themes of courses, and conclusion.

# 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 will be able to:

* Conduct and identify the training and development needs of a target community.
* Facilitate various kinds of lifelong learning and community development training programmes
* Prepare training manuals/materials for different kinds of 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 lifelong learning and community development projects and programmes
* Supervise, monitor and evaluate the effectiveness of lifelong learning and community development projects and programmes.
* Lead (manage) different kinds of lifelong learning and community development programmes and projects.
* Consult in the design, management and evaluation of 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 lifelong learning as well as community development to mobilize resources.
* Create awareness about 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 lifelong learning as well as community development and initiate ideas for social change.
* Integrate 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 lifelong learning and community development policies, strategies, projects and programmes
* Organize and manage groups for 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 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 lifelong learning topics, methods and skills (skills trainings)
* Mobilize community to undertake lifelong learning and community development
* Design, coordinate and manage distance and continuing education programmes
* Deliver lifelong learning and community development courses in institutes of higher learning
* Design and administer learning assessment tools in lifelong learning and community development programmes

# Competence, learning outcomes and ~~selected courses~~

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 lifelong learning and community development agents that can hold leadership responsibilities under the existing social contexts. Those the graduates of the program should have facilitation, managing, designing and research competence. To achieve the competences the program has 57 courses including freshman courses. For the purpose of the exit exam 16 courses were selected to measure student’s competence are stated below.

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| --- | --- | --- | --- |
| **Competence** | **General objective** | **Learning outcomes** | **List of course** |
| **Facilitate and mobilize** | * Organizing and conducting training programmes * Facilitate various kinds of CD programmes | * Apply the different training and facilitation methods of literacy programmes. * Appreciate the advantages and disadvantages of several facilitation methods * Identify various modes of educational delivery * Understand the various kinds of CD programs * Understand the concept of learning, teaching and training * Apply varieties of facilitation aids in learning. * Recognize the different approaches to learning environment management | * Facilitation and Assessment Methods in LLLD * Community mobilization in LLCD |
| **Coordinate and supervise** | * Coordinate natural resource management and environmental protection activities * Initiate and Coordinate various volunteering and community services activities to bring about and strengthen non-formal education and community development | * Understand different theories of natural resource management * Know various community development strategies and models * Comprehend the means of applying participatory research for community * Appreciate the roles of NGOs and Various organizations in developing the community | * Community Development theories and practices * Introduction to Adult and non-formal education |
| **Manage** | * Supervise, monitor and evaluate the effectiveness of LLCD programmes. * Lead and direct different kinds of LLCD programmes * Supervise, monitor and evaluate the effectiveness of adult education programmes and projects. * Develop relevant policies, strategies, programmes and plans in lifelong learning and community development sector. | * Understand the concept of management and leading LLCD programs * Identify different management approached. * Value the role of effective leadership * Organize lifelong learning and community development programs * 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. * Evaluate adult education and community development programs and projects. | * Policy Formulation and Implementation in LLCD * Management and Supervision in LLCD * Programme and Project Management in LLCD |
| **Design and develop** | * Design, develop and plan lifelong learning and community development and initiatives * Know the concept and different approaches of literacy * Know the types of literacy practice in their community | * Understand different forms of lifelong learning program * Design lifelong learning program * Develop a competence-based TVET curriculum for technical and vocational education * Value the roles and contributions of indigenous knowledge to sustainable development process. * Correlate indigenous knowledge and sustainable development * Understand the concepts of curriculum in lifelong learning & adult education * Appreciate the knowledge and use of approaches of curriculum development process in adult education settings. * Understand the process and procedures of needs assessment and training * Construct possible data gathering instruments for needs assessment * Develop skill in assessing need to plan curriculum and training * Design trainings for local leaders and community developers with appropriate content and methods. | * Distance and Continuing Education * Curriculum Development in Lifelong Learning * Foundations of ANFE * Literacy Types and Approaches * Lifelong Learning in the Global Contexts * TVET and Lifelong Learning * Indigenous Knowledge and Sustainable Development * Needs Assessment and Training Development in LLCD |
| **Research** | * Develop the basic skills of writing research report and other paper works | * Understand the concepts and characteristics of social science research * Identify relevant research problems in lifelong learning and community development sectors. | * Research Methodology in LLCD |

# Course themes

Courses which are selected to evaluate the basic competency of the program were categorized in to 8 teams which are derived from the lifelong learning and community development harmonized curriculum.

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| --- | --- | --- |
| **Teams** | **Courses** | **Course code** |
| Fundamentals of Adult Education and Community Development | * Foundations of ANFE | 1LLCD202 |
| * Introduction to Adult and Non-formal Education | LLCD 2023 |
| Issues in Community Development | * Community development theories and Practices | LLCD 2041 |
| Contemporary issues in Lifelong Learning | * Indigenous Knowledge and Sustainable Development | LLCD 3051 |
| * Lifelong Learning in the Global Contexts | LLCD 3054 |
| * TVET and Lifelong Learning | LLCD 3052 |
| Design of LLCD | * Needs Assessment and Training Development in LLCD | LLCD 3064 |
| * Programme and Project Management in LLCD | LLCD 3062 |
| * Curriculum Development in Lifelong Learning | LLCD 3061 |
| Instructional Approaches in LL | * Literacy Types and Approaches | LLCD 3071 |
| * Distance and Continuing Education | LLCD 3074 |
| * Facilitation and Assessment Methods in LLL | LLCD 3073 |
| Research in LLCD | * Research Methodology in LLCD | LLCD 4091 |
| Issues in Management of LLCD programmes | * Management and Supervision in LLCD | LLCD 4101 |
| * Policy Formulation and Implementation in LLCD | LLCD 4104 |
| Social Marketing issues in LLCD | * Community Mobilization in LLCD | LLCD 4112 |

# Conclusion

This exit exam guideline is produced based on the direction given from MoE it encompasses the graduate profile, competence and learning outcome, list of courses and course themes. Exit exam monitor whether the graduate profile of lifelong learning and community development curriculum has been achieved. The lifelong learning and community development students’ needs to grasp the basic facilitation and mobilizing, management, coordinate and supervise design and develop and research competency. They are expected to possess knowledge on facilitating different community development programs, providing various trainings, managing both 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 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 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.