

The Current Status of Facilitators in Mobilizing Community Towards Functional Adult Literacy the Case of Oromiya Region West Harerghe Zone Selected Woredas

Ayele Kumsa Hordofa*

Department of Adult Education and Community Development College of Education and Behavioural
Studies ,Madda Walabu University, P.O .Box 247, Bale Robe, Ethiopia

Yosef Hailu

Madda Walabu University, College of Education and Behavioural Studies Department of Adult Education and
Community Development

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Abstract

The overall objective of present proposal is to assess The Role of Facilitators in Community Mobilization Toward Integrated Functional Adult Education The Case of Oromiya Region West Harerghe Zone of MiesoWoreda selected Kebele. The issue of Community Mobilization Toward Integrated Functional Adult Education is the top agenda in Africa. In Ethiopia more recently, the Ministry has placed more emphasis on community mobilization and has undertaken a number of initiatives to better coordinate. There are also strategies and political will which are conducive to mobilize the community toward IFAL program, but still it is not being implemented accordingly. Moreover, Colleges and Universities which are engaged in community mobilization are not working in collaboration with concerned bureaus. In order to accomplish the research project participants were selected from Gorbo and Kayookebele training center of MiesoWoreda. Adult trainers will be selected by simple random sampling techniques. Whereas facilitators will be selected by purposive sampling. After collecting relevant data and analysis and interpretation, the researcher believe that, The research results will provide the essence and more understanding to the responsible bodies so that it contributes its own part on mobilizing the nearby community towards IFALP and achieving the Growth and Transformation Plan. More importantly study will be used as an input for interested researchers in the field to understand how facilitators are play a role in mobilizing community toward IFAL program in MiesoWoreda

Keywords: Adult Education Boards and Technical Committee, Community Facilitators, Functional Adult Literacy, Mobilization, Status.....

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INTRODUCTION

In educational terms, adulthood is perhaps best regarded as the age at which a person himself /herself feels to be an adult and is regarded as an adult also by his/her social group, (Jarvis, P. 2004). Further, Sandhaas, Bernd,(2009), describe Adult education as the provision, the learning/teaching process, the study and research, and the movement (learners, institutions, organizations, researchers) all of which present a challenge to capture in a short simple and memorable definition. Adult education as parts of None Formal Education has, in general, been an expression of the desire to provide education and facilitate learning through alternative modes of delivery for children and youngsters who have been unable to access formal educational opportunities (Ekundayo J.D. Thompson, 2001)

In Ethiopia, according to DVV international (2011)Functional Adult Literacy (FAL) designed to equip the learners and communities with useful and necessary knowledge, skills and values that help them to develop innovate ways and procedures of doing things and to overcome poverty. It helps adults to bring about attitudinal change in their communities. As mentioned by Burnet, M. (1965), to increases the participation, Adult learners on FAL program, communities should connected by practitioners'/facilitators primarily through common emotions and personal interests.To this end, the role of facilitators in mobilizing the communities is indispensable.

Community mobilization according to Cariño, Isidro D. and Mona Dumlao Valisno. (1994), cited in Mitsue Uemura,(1999), is the process of engaging communities to change the norms within their own communities. By its very nature it tends to be a primary level intervention. For instance, President Obama (2009) pledged to maintain, uphold, and support the laws of Community mobilization and the nation and protect its citizens from harm, both foreign and domestic. Like many of his predecessors, President Obama used his inaugural address to call on American citizens to pick up the mantle of national service. Its goal is to mobilizing the communities itself in activities that can prevent incidents of sexual and domestic violence (The White House, 2009).

According to Obama, the purpose of community mobilization is to empower communities to recognize and change the existing norms relating to sexual assault/Attack and domestic violence. As professionals, our role is facilitating this process.

Goodman,et al.(2006) further suggested that, community mobilization strategy requires a significant investment in time and resources if program developers, facilitators and adult learners themselves serve as an effective mentor and evaluators. Community Mobilizationrequires significant initial investment of resources and relationship building. Because the strategy is process oriented, it is difficult to implement effectively within highly restrictive/dictator/narrow environments.()

During Dergu Regime, although, the strategies of Adult educations are governed by central, according to Mitsue Uemura,(1999), to mobilize the communities, development through cooperation campaign (Zemecha), played great role raising the political consciousness of the people and preparing them to lead a "Socialist" way of life. Participants of the campaign were secondary school students (grade 11&12) university students, members of the Army and teachers in the secondary high schools and the university (NLCCC, 1984). The campaign was implemented for two consecutive years (1967E.C. and 1968E.C.). The achievements of the campaign were stated by NLCCC (1984:13) as: - "... the Zemecha Brigades" registered over three-quarters of a million people, of whom 160,000 eventually finished the literacy course. Even though it was seen as remarkable changes during that time, the curriculum was not functional in nature.

In Ethiopia, since the fall of Dergu Regime, different attempts were made to mobilize the community towards FAL program. According to Ethiopian adult education policy, there are a number of role and responsibilities to mobilize community toward IFAL program Accordingly, MoE(2006) different roles are played by higher education institutions on mobilizing community through training graduate to find and fill perceived gaps in the community; Adult graduates were trained by colleges and universities through funding grants that administered by the federal Corporation for National and Community Service (CNS). Besides, to mobilize the community FAE curriculum frame work manuals, syllabus, guidelines and text books, are prepared, facilitators are recruited and assigned as per government policy. However, in Oromia Regional State, particularly in West Harerghe Zone, Facilitators role are insignificant on mobilizing adult learners towards FAL program. Currently, in West Harerghe Zone Mieso Woreda, facilitators' activities in mobilizing community towards FAE centers are found to be under the questions. With regard to this, different capacity building trainings were given for both facilitators and Woreda Experts, the role and responsibilities of experts, WAEBTCs and facilitators to mobilize their communities, were clearly identified and known. However, still problem of mobilizing community toward IFAL are not solved.

Even though, different studies were conducted on FAE program, still the status of facilitators in mobilizing community towards FAL program is not identified For instance, AbebeAnjulo (2017) study on Factors Affecting The Successful Enrollment and Participation of Adult Learners in KindoKoysha Woreda of Wolaita Zone Kebede Soressa Guta (2016) on the Practices of Integrated Functional Adult Literacy Program in Ethiopia: The Case of Oromia and Haimanot (2014) focused on Practice and Challenges of IFAE in general. Furthermore, all researchers conducted their studies in different geographical settings than the one indicated in this research study. In other words, to the knowledge of the researcher no study was conducted on the role of facilitators in community mobilization toward IFAE in Mieso Woreda of West Harerghe Zone. Therefore, the researchers need to identify the status of facilitators and the roles they played on community mobilization towards Integrated Functional Adult Education Program. besides, the researcher believes that this study will contribute allots on the area of Concerned Stakeholders' Coordination and help to closing the existing research gap. Moreover the researcher believe that, the result of the study will help other researchers who need to study in-depth on the area To this end, the following basic questions were raised:

1. What is the current status of facilitators' in mobilizing communities towards adult education?
2. What is the perception of facilitators on mobilizing adult learners towards FAL program in West Harerge Zone?
3. What are the different factors that hinder facilitators to mobilize adult learners as to government strategies?

Materials and Methods

The main purpose of this study was the Current Status of Facilitators in Mobilizing Community towards Functional Adult Literacy the Case of Oromiya Region West Harerghe Zone Selected Woredas

To achieve this objective, a descriptive survey design was used so as to unveil facilitators' current situation and status on mobilizing the nearby community towards FAL centers. In addition to this the qualitative approach will be used for cross-checking purpose. Specifically, Best & Kahn (2003) cited in Engidayehu (2009) explained that, a descriptive survey method is concerned with condition that exist, opinion that are held, process that are going on, and effect that are evident or trend that are developing Furthermore, it enables to gather data from a relatively large number of populations there by used to describe the distribution of characteristics.

Sources of Data

The FAL program trainees, facilitators, center supervisors and MiesoWoreda Adult Education experts were used as source of primary data. Whereas, data obtained from training centers documents, kebele manager and facilitators work plan letters, reports of FALTCs, woreda education office rosters, deferent meeting documents and agendas were used as secondary sources of data data.

Population and Sampling Techniques

In West Harerge Zone of MiesoWoreda, there are 17 Kebeles from which only 2 of them were selected by purposive sampling because, FAL program is clearly exercised in these two kebeles. In addition, facilitators are fully assigned in training centers.

Therefore, MiesoWoreda (Kayoo and Gorbo) kebeles, Adult trainees, facilitators, training center supervisors and Woreda Adult education Experts were used as population of the study area.

Under two kebeles, there are six training centers. Out of these because of budget constraints, only 2 training centers were selected by simple random sampling techniques. That means one training from each kebele. Accordingly out of 120 (67 Kora and 53 Asebot) first round adult learners of two training centers, 60(50%) (34 from Kora and 26 from Asebot training center) was selected using stratified then simple random sampling. Because this techniques help to give equal chance for each trainees. Besides, since they are small in number and easily to manage, all 30(100%) facilitators who found six centers were included in the study. In addition, all adult experts 4(100%) in MiesoWoreda education office and 2(100%) center supervisors of two kebeles were included using purposive sampling techniques because they expected to be more resourceful and key informants of study.

Table 1 summary of population, sample and sampling techniques

Source of data	Total population n of two	Samples from the selected Woredas		Total sample	Sampling techniques	Reason for selections
		Gorboo	Kayoo			
FAL trainees	120	34	26	60(50%)	Simple random sampling	To give equal chance
Facilitators(education, health, agriculture and formal teachers supervisors	30	15	15	30(100%)	Available sampling	//
	3	2	1	3(100%)	Available sampling	
Sub total	153	51	42	93(60.78%)		
Mieso Woreda FAL Experts	4	4		4(100%)	Purposive sampling	
Total	157			97(61.78%)		

Data gathering tools

First, both closed-ended and open-ended questionnaires were prepared were in English and then translated Afan Oromo. To collect data from facilitators) and Adult learners Question for each group of respondents was similar with some difference. Semi-structured interview was also employed to collect factual and detail information from MiesoWoreda education office adult experts. Since the main purposes of interview are to get additional information from experts, the key contents of the questionnaires are included in the interview questions briefly in order to supplement questionnaires responses. Finally, different available document which are related with the subject was used to obtain the purposes of this study.

Data collection Procedures

Data was collected simultaneously by using the above three data collection instruments as indicated in the above. To collect and administered the data from the field, the first task of the researchers were to inform the responsible bodies in order to conduct the data collocation process and to get the necessary support. Then, the two data collector assistances were selected and oriented from each Sample Kebeles.

Method of Data Analysis and Managements

Depending on the nature of collected data through questionnaire, different statistical techniques were employed in the study. For quantitative data, percentages, t-tests and one way ANOVA (Analysis of Variance) were used in the analysis. Accordingly, simple percentages and average mean values were used to analyze data on personal

background of respondents and the current status of facilitators' in mobilizing communities towards adult education. On top of this, t-tests and ANOVA were used to analyze the perception of facilitators on mobilizing adult learners where t-tests were used to examine if there were significant mean differences between respondents based on education level. Interview and open ended questions were narrated and thematically categorized based on the its nature to triangulate the result obtained from questionnaires.

Result and Discussions

This part of the study deals with the presentation analysis and interpretation of data gathered through questionnaires, interview and document analysis. Based on this procedure, in this study a total of 78 copies of the same questionnaires were distributed to 18 Facilitators and to 60 adult learners. However out of these distributed questionnaires, because of current Boarder conflict between Somalia and Oromo peoples on MiessoWoreda only 68(87.2%) which means (52 adult learners and 16 Facilitators) were appropriately filled and returned.

In addition, 3(75%) MiessoWoreda FAL Experts and 2(100%) Kebele supervisors were interviewed and their responses were triangulated with quantitative data. Furthermore, two FAL center documents were checked one by one to complement the above instrument. And the final results were summarized tables as follows:

Characteristics of Respondents

As can be seen on the above table (table 2). The sample population of female respondents account for 16(33.3%) and that of male respondents which account for 32(66.7%). This revealed that in MiessoWoreda IFAE centers Female respondents participation of adult learner is relatively smaller as compared to male respondents. With regard to facilitators, AEBTC and Woreda Experts, female respondents were account for 6(25%) whereas male respondents account for 18(75%) Therefore, in Miessoworeda IFAE centers female facilitators' participation were low when compared with male participants. This reveals that at grass root level and higher position, female participation for the common coordination of adult education is relatively very low. This may hinder health extension facilitators to actively participation on training centers. In addition, small number of females' committee members at different level may have negative impact on women's facilitators and learners' decision making and empowerment on program planning provision, organization and management coordinately.

As reported on the above table (Table 2), the educational levels, all adult learners 48(100%) were learn under round two. On the other hand, 10(41.7%), 8(33.3%) and 6(25%) of facilitators, AEBTC and Woreda Experts were respectively certificate, Diploma and Degree holders. These indicate that, majorities of the all adult learners and facilitators are beginners and need more awareness in mobilizing community toward IFAE program in MiessoWoreda FAE centers. However according to Rogers, (2005) most of the time, as become more professional, we can focus more mobilizing community.

With regard to marital status of the respondent groups which illustrated on table 2, from the total respondents, the majority 32(66.7%) of adult learners and 17(70.8%) of (facilitators, AEBTC and Woreda Experts). This reveals that, in MiessoWoreda FAE centers, almost all groups of respondents are responsible and enough to carry their families' bourdon. This might be encouraged a sense of ownership of trainees in FAL centers and a sense of responsibility on facilitators, and Kebele Board and Technical Committee to mobilize the nearby community.

With regard to working experience, as depicted on the above table (Table 2), the majorities of 14(58.3%) of facilitators, AEBTC and Woreda Experts respondents were served from 2-5 years, 6(25%) of them served less than two years and only4(16.7%) of facilitators, AEBTC and Woreda Experts were served more than five years. This reveals that, in MiessoWoredaKebeles facilitators, AEBTC and Woreda Experts have less experience to mobilize community towards IFAE coordinately. Due to this, trainers may lack confidence to facilitate those matured and responsible bodies in training centers. Furthermore, doing without experiences as Kebele and Woreda AEBTC members have its own negative impact on understanding the program and common implementation. They may lack confidence during common discussion on the area. Therefore, continuous and sustainable job related training may change the ideology of facilitators, AEBTC and Woreda Experts and increases their awareness toward mobilizing community in MiessoWoreda selected IFAE centers.

Table: 2 Distribution of Respondents background information.

Back Ground information		participants					
		Adult learners		facilitators		total	
Sex		f	%	f	%	f	%
	M	38	73.1	21	70.0	59	71.95
	F	14	26.9	9	30.0	23	28.05
	T	52	100.0	30	100.0	82	100.00
Educational Level	Round two	52	100.0			52	63.41
	10 th grade complete			18	60.0	18	21.95
	Certificate			10	33.3	10	12.20
	Diploma			2	6.7	2	2.44
	total			30	100.0	82	100.0
Marital status	Single	8	15.4	18	60.0	26	31.71
	Married	42	80.8	8	26.7	50	60.98
	Divorced	2	3.8	4	13.3	6	7.32
	Widowed						
	Total	52	100.0	30	100.0	82	100.00
Current Work Experience	< 2 years			21	70.0	21	25.61
	2-5 years			9	30.0	9	10.98
	Total			30	100.0	30	36.59

Issues related with Facilitators status

In this part, the key issues that could mainly address based on the specific objective of the study include: the current status of facilitators' in mobilizing communities towards adult education.

On the way to do this, descriptive statistical tests were employed to see the situation of the problems by categorizing related questions in to different tables. Hence, the collected data were analyzed using frequency percentage.

As indicated on (Table 3) of items 1, 2, 3, 4, 5, 7 and 8 the average mean values of Facilitators and Adult learners were respectively 2.43, 2.47, 2.31, 2.35, 2.43, 2.09 and 2.40. Which indicate the low status of facilitators? Because its range is found to between 1.50 and 2.49. Therefore, facilitators status to assess the need of community, convincing community on the benefit of FAE, Encouraging participants to share knowledge, attracting learners towards training centers, Encouraging people to share their experiences and ideas, planning FAE program and Providing information needed by the community were low in mobilizing the community towards Functional Adult Education centers.

On the same table of item 6 and 9, the average mean values of facilitators and Adult learners to develop program and on raising the awareness of FAE were respectively 2.91 and 2.59, which is medium. This revealed that, in MiessoWoreda facilitators have capacity to develop program and on raising the awareness of FAE. The information gathered from interviewees confirmed the above idea.

Table 3 the status of facilitators to mobilize community

No.	Items	Response options	Respondent Groups				Total		Average Mean
			Facilitators		Adult learners		f	%	
			f	%	f	%			
1	Facilitators capacity to assess the need of community	V. low	0	0	38	73.08	38	46.34	2.43
		low	2	6.25	5	9.62	7	8.38	
		Medium	15	50	9	17.31	24	29.27	
		High	13	43.75	0	0.00	13	16.01	
2	Facilitators ability of Encouraging participants to share knowledge	V. low	0	0	41	78.85	41	50.00	2.47
		low	21	68.75	11	21.15	32	38.57	
		Medium	9	31.25	0	0.00	9	11.43	
3	Facilitators ability of attracting learners towards training centers	V. low	0	0	21	40.38	21	25.61	2.31
		low	0	0	17	32.69	17	20.73	
		Medium	11	37.5	12	23.08	23	28.35	
		High	19	62.5	2	3.85	21	25.30	
4	Extent of Encouraging people to share their experiences and ideas	low	4	12.5	39	75.00	43	52.13	2.35
		Medium	19	62.5	12	23.08	31	37.50	
		High	8	25	1	1.92	9	10.37	
5	Facilitators capacity on planning FAE program	low	13	43.75	43	82.69	56	68.45	2.43
		Medium	0	0	7	13.46	7	8.54	
		High	17	56.25	2	3.85	19	23.02	
6	Facilitators capacity to develop program	low	0	0	13	25.00	13	15.85	2.91
		Medium	17	56.25	39	75.00	56	68.14	
		High	13	43.75	0	0.00	13	16.01	
7	Facilitators ability of Providing information needed by the community	V. low	0	0	19	36.54	19	23.17	2.09
		low	8	25	20	38.46	28	33.54	
		Medium	23	75	13	25.00	36	43.29	
8	Facilitators capacity of convincing community on the benefit of FAE	low	11	37.5	40	76.92	51	62.50	2.4
		Medium	9	31.25	12	23.08	21	26.07	
		High	9	31.25	0	0.00	9	11.43	
9	Facilitators activity on raising the awareness of FAE	low	0	0	28	53.85	28	34.15	2.59
		Medium	30	100	24	46.15	54	65.85	

The mean score obtained from the data were interpreted as 0.05-1.49(very low), 1.50-2.49(low), 2.50-3.49(medium), 3.50-4.49(high) and above 4.50(very high) and Where VH = Very High, H = High, M- Medium, L- Low and VL = Very Low

Perception of facilitators on mobilizing adult learners towards FAL program

So as to make the study clear and more understandable, the researchers analyze and interpret this part based on the report obtained from respondents and the specific objective of the study area. These are: Perception of facilitators on mobilizing adult learners towards FAL program. (Numbers 1-6 refer to items presented in the questionnaire and are indicated in Table 4a below)

The ratings of facilitators and Adult learners for the items: “Facilitators perceive community mobilization as an additional work”, “Facilitators should be engaged both in teaching and mobilizing the community” and “Facilitators should study FAE problems and seek solutions” were all rated on average 3.88, 3.79, and 3.9 respectively. The ratings show respondents’ agreement of facilitators’ perception on mobilizing adult learners towards FAE program

In a similar vein, facilitators and Adult learners rated below an average for the remaining items that presented. They rated the items: “Community mobilization should not be the concern of facilitators” and “Mobilizing community contributes little in solving problems of FAE program” 1.18, and 1.35 respectively on average out of five. In addition, the t-test results in table 4 below indicate significant mean differences between the different groups of respondents at $p < 0.05$ (2-tailed) for all items. This implies that both groups of respondents rated each item slightly different but the average mean ratings for the different items were below the average. This implies that the two groups of respondents rejected the negative statements given on the perception of facilitators with strongly disagree.

Table 4a t-tests Result of Respondents on facilitators' perception on mobilizing adult learners

One-Sample Test							
No		Test Value = 0					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
1	Community mobilization should not be the concern of facilitators	25.3	67	.000	1.18	1.08	1.27
2	Facilitators perceive community mobilization as an additional work	23.8	67	.000	3.88	3.56	4.21
3	Community mobilization has to be left to facilitators who have specific training	24.8	67	.000	2.68	2.46	2.89
4	Facilitators should be engaged both in teaching and mobilizing the community	22	67	.000	3.79	3.45	4.14
5	Facilitators should study FAE problems and seek solutions	28	67	.000	3.9	3.62	4.17
6	Mobilizing community contributes little in solving problems of FAE program	17.5	67	.000	1.57	1.39	1.75

The mean score obtained from the data were interpreted as 0.05-1.49(S. Disagree), 1.50-2.49(Disagree), 2.50-3.49(undecided), 3.50-4.49(Agree) and above 4.50(S. Agree)

Significance difference if $p < 0.05$ (2-tailed) or the calculated value (cv) is greater than critical/table value. The critical/table value is 3.841 for $df = 1$ 5.991 for $df = 2$ 7.815 for $df = 3$ and 9.488 for $df = 4$

The one way ANOVA results in Table 4b below further indicated statistically no significant differences for the majority of the items except for items 1 and 6 between the two groups of respondents $p < 0.05$. This shows similarities in the ratings of sample respondents to the items.

Table 4b: A one way ANOVA Result of facilitators Perceptions on mobilizing adult learners

One way ANOVA						
Items		Sum of Squares	df	Mean Square	F	Sig.
Community mobilization should not be the concern of facilitators	Between Groups	.652	1	.652	4.659	.035
	Within Groups	9.231	66	.140		
	Total	9.882	67			
Facilitators perceive community mobilization as an additional work	Between Groups	51.564	1	51.564	48.970	.000
	Within Groups	69.495	66	1.053		
	Total	121.059	67			
Community mobilization has to be left to facilitators who have specific training	Between Groups	9.575	1	9.575	14.592	.000
	Within Groups	43.308	66	.656		
	Total	52.882	67			
Facilitators should be engaged both in teaching and mobilizing the community	Between Groups	110.118	1	110.118	290.711	.000
	Within Groups	25.000	66	.379		
	Total	135.118	67			
Facilitators should study FAE problems and seek solutions	Between Groups	56.760	1	56.760	118.854	.000
	Within Groups	31.519	66	.478		
	Total	88.279	67			
Mobilizing community contributes little in solving problems of FAE program	Between Groups	1.426	1	1.426	2.673	.107
	Within Groups	35.207	66	.533		
	Total	36.632	67			

Factors that hinder facilitators to mobilizing communities Toward FAE program

Table 5a: FAE training centers Related Factors in mobilize adult learners

Case summary														
Respondent groups	items													
	Values	1	2	3	4	5	6	7	8	9	10	11	12	13
Facilitators	Mean	3.00	4.44	3.00	5.00	5.00	4.63	4.50	4.38	3.88	4.25	2.75	3.75	4.00
	N	16	16	16	16	16	16	16	16	16	16	16	16	16
	Std. Deviation	1.033	.512	1.033	0.000	0.000	.500	.516	1.025	1.310	1.342	.931	.683	0.000
Adult Learners	Mean	4.13	4.81	3.60	3.69	4.69	4.42	3.00	4.88	5.00	4.15	4.92	3.19	3.75
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
	Std. Deviation	.971	.398	1.089	.579	.701	1.091	.907	.323	0.000	.894	.269	.971	.653
Total	Mean	3.87	4.72	3.46	4.00	4.76	4.47	3.35	4.76	4.74	4.18	4.41	3.32	3.81
	N	68	68	68	68	68	68	68	68	68	68	68	68	68
	Std. Deviation	1.091	.452	1.099	.753	.626	.985	1.048	.601	.785	1.007	1.054	.937	.580

Numbers 1-13 in the table refers to items presented in the questionnaire and indicated in Table 5b below)

Sample respondents included in this study were asked to rate items related to these problems in the questionnaire distributed during data collection for the study. A total of 13 facilitators related, political related, economic related, infrastructure related and cultural related problems that were assumed to hinder facilitators in mobilizing communities towards FAE program were rated. As the average mean results for each item given by respondents presented in Table 5a above show, all of them were rated above average (2.5 out of five). A critical look at the items in the first category of factors hindering facilitators to mobilize communities reveals that, seven of them were rated above 4.00 out of five.

Accordingly, Lack of monthly payment per month (4.72), Instability of community (4.76), lack of Water and Toilet (4.74) and FAE centers are not attractable (4.76) were rated as “strongly agree”. Whereas, items: followed by lack of Experience on how to mobilize the community (3.87), Fear of current political situations to mobilize the community (4.00), Lack of awareness of woreda and Kebele AEBTC to mobilize community (4.47), Teaching learning materials are not fulfilled (4.18), Shortage of time to come and attend their class (4.41) and Cultural problem (3.81) were rated as “Agree”

The remaining items For instance, Lack of Knowledge and skill in mobilizing the Community (3.46) FAE centers are not appropriate/near to adult learners (3.35) and Have no idea about the uses of FAE program (3.32) which is the neutral from this category.

As one can infer from these ratings, all of the items were rated above average, which implies that they were considered as factors that hinders facilitators to mobilize community towards FAE program the cases of West Harerghe Zone of Miesso Woreda Selected Kebeles. Further examinations of the t-test presented in Table 5b in the table below shows significant mean differences between Facilitator and Adult learner respondents showing some variations in their mean ratings.

Table 5b: A t-Test Result of factors that hinders facilitators on mobilizing communities towards FAE program

One-Sample Test					
No	items	Test Value = 0			
		t	df	Sig. (2-tailed)	Mean Difference
1	Lack of Experience on how to Mobilize the Community	29.222	67	.000	3.868
2	Lack of monthly payment per a month	86.113	67	.000	4.721
3	Lack of Knowledge and skill in Mobilizing the Community	25.940	67	.000	3.456
4	Fear of current political situations to mobilize the community	43.799	67	.000	4.000
5	Instability of community	62.789	67	.000	4.765
6	Lack of awareness of woreda and Kebele AEBTC to mobilize community	37.445	67	.000	4.471
7	FAE centers are not appropriate/near to adult learners	26.393	67	.000	3.353
8	FAE centers are not attractable	65.329	67	.000	4.765
9	Lack of Water and Toilet	49.774	67	.000	4.735
10	Teaching learning materials are not fulfilled	34.215	67	.000	4.176
11	Shortage of time to come and attend their class	34.507	67	.000	4.412
12	have no idea about the uses of FAE program	29.235	67	.000	3.324
13	cultural problem	54.181	67	.000	3.809

On the other hand, the one way ANOVA result given in Table 5c below for each item reveal no significant mean differences between different groups of respondents of the study at alpha 0.05 for all items. This implies the similarity between the mean ratings of sample respondents of the study.

According to Most supervisors and MiesoWoreda expert interviewees, facilitators are not in position to mobilize their community towards FAE program. They didn't have moral and initiation to help adult learners in FAE centers. FAE center supervisors added that, "facilitators

have a problem to sit in FAE centers. They paid 600 birr per a month. The contract salary they got and the current market condition are not balance. As a result Most of the time they are forced to go their families to need help. Most facilitators are 10th grade complete. They didn't have andragogy training. The document analysis result also showed that, the way facilitators handle profile of adult learners are not clear. There is no clearly stated plan of community mobilization. Besides, the result obtained from interviewees and document analysis

Table 5c: A t-Test Result of factors that hinders facilitators on mobilizing communities towards FAE program

ANOVA						
items		Sum of Squares	df	Mean Square	F	Sig.
Lack of Experience on how to Mobilize the Community	Between Groups	15.751	1	15.751	16.229	.000
	Within Groups	64.058	66	.971		
	Total	79.809	67			
Lack of monthly payment per a month	Between Groups	1.677	1	1.677	9.211	.003
	Within Groups	12.014	66	.182		
	Total	13.691	67			
Lack of Knowledge and skill in Mobilizing the Community	Between Groups	4.348	1	4.348	3.751	.057
	Within Groups	76.519	66	1.159		
	Total	80.868	67			
Fear of current political situations to mobilize the community	Between Groups	20.923	1	20.923	80.865	.000
	Within Groups	17.077	66	.259		
	Total	38.000	67			
Instability of community	Between Groups	1.158	1	1.158	3.049	.085
	Within Groups	25.077	66	.380		
	Total	26.235	67			
Lack of awareness of woreda and Kebele AEBTC to mobilize community	Between Groups	.499	1	.499	.511	.477
	Within Groups	64.442	66	.976		
	Total	64.941	67			

ANOVA							
items		Sum of Squares	df	Mean Square	F	Sig.	
FAE centers are not appropriate/near to adult learners	Between Groups	27.529	1	27.529	39.499		.000
	Within Groups	46.000	66	.697			
	Total	73.529	67				
FAE centers are not attractable	Between Groups	3.178	1	3.178	9.959		.002
	Within Groups	21.058	66	.319			
	Total	24.235	67				
Lack of Water and Toilet	Between Groups	15.485	1	15.485	39.690		.000
	Within Groups	25.750	66	.390			
	Total	41.235	67				
Teaching learning materials are not fulfilled	Between Groups	.113	1	.113	.110		.741
	Within Groups	67.769	66	1.027			
	Total	67.882	67				
Shortage of time to come and attend their class	Between Groups	57.778	1	57.778	228.451		.000
	Within Groups	16.692	66	.253			
	Total	74.471	67				
have no idea about the uses of FAE program	Between Groups	3.805	1	3.805	4.560		.036
	Within Groups	55.077	66	.834			
	Total	58.882	67				
cultural problem	Between Groups	.765	1	.765	2.320		.132
	Within Groups	21.750	66	.330			
	Total	22.515	67				

DISCUSSIONS

The overall objective of present proposal is to assess Facilitators role in Mobilizing Communities toward Integrated Functional Adult Education. Particularly the study focused on West Harerghe zone MiessoWoreda current status of facilitators' in mobilizing communities towards adult education and the different factors that hinder facilitators to mobilize adult learners as to government strategies. The analysis and interpretations of data discussed above indicated the following major findings and conclusions:

In Miessoworeda IFAE centers, both as facilitators and Adult learners, female participation was found to be relatively very low as compared to male participants. Interviewees result revealed that, females participation as a committee members were found to be low. This may have negative impact on women's facilitators and learners' decision making and empowerment on program planning provision, organization and management process.

Most facilitators, AEBTC and Woreda Experts were found to have 10th grade, certificate and beginners. They need more awareness in mobilizing community. Because, according to Rogers, A., & Street, B. V. (2012) cited in Fesseha Abadi (2018), most of the time, as become more professional, we can focus more mobilizing community. In MiessoWoredaKebeles facilitators, AEBTC and Woreda Experts experience were found to be less to mobilize community towards IFAE coordinately. As a result, facilitators lack confidence to facilitate those matured and responsible bodies in training centers.

Facilitators status to assess the need of community, convincing community on the benefit of FAE, Encouraging participants to share knowledge, attracting learners towards training centers, Encouraging people to share their experiences and ideas, planning FAE program and providing information needed by the community were found to be low in mobilizing the community towards Functional Adult Education centers.

In MiessoWoreda, the finding revealed that, facilitators perceive community mobilization as an additional work.

The finding also revealed that, facilitators and Adult learners rated 1.18 on item "Community mobilization should not be the concern of facilitators" and 1.35 on items "Mobilizing community contributes little in solving problems of FAE program. This implies that the two groups of respondents rejected the negative statements given on the perception of facilitators with strongly disagree.

The study further disclosed that, Facilitators and Adult learners responses on lack of monthly payment per month (4.72), instability of community (4.76), lack of Water and Toilet (4.74) and FAE centers are not attractable (4.76) were found to be strongly agree

Whereas, lack of experience on how to mobilize the community (3.87), Fear of current political situations to mobilize the community (4.00), lack of awareness of woreda and Kebele AEBTC to mobilize community (4.47), teaching learning materials are not fulfilled (4.18), Shortage of time to come and attend their class (4.41) and cultural problem (3.81) were found to be "Agree"

The finding also revealed that, facilitators are not in position to mobilize their community towards FAE program. They didn't have moral and initiation to help adult learners in FAE centers. FAE center supervisors added that, "facilitators have a problem to sit in FAE centers. They paid 600 birr per a month. The contract salary they got and the current market condition are not balance. As a result Most of the time they are forced to go their families to need help. Most facilitators are 10th grade complete. They didn't have andragogy training. The document analysis result also showed that, the way facilitators handle profile of adult learners are not clear. There is no clearly stated plan of community mobilization. Besides, the result obtained from interviewees and document analysis

All facilitators who teach in FAE centers were found to need the necessary orientation and capacity to mobilize the nearby communities in their respective FAE centers and solve their problems.

These status, perception and hindrance factors of facilitators were also identified at different levels by scholars and different researchers such as Guy, Lydia (2007), Pamela (1985), Jules (1995, p 62), (Berhanu and Ahmed 2002: 48), (MOE, 2010: 44) and (Gboku, 2007).

CONCLUSIONS

From the findings of the study it is concluded that if facilitators are provided with the necessary support and assistance that facilitates their engagement in community mobilization, there is a fertile ground to make selected kebele training centers in Mieso Woreda of West Harerghe Zone as sources of knowledge. Seen from this angle, therefore, it is concluded that although there are favorable policy initiatives to motivate communities toward FAE program, there is a wider gap between what MoE intends to achieve through training Adult learners in FAE centers and what is going on regarding facilitation at grassroots level in selected kebele of Mieso Woreda. In addition, based on the findings from, the present study, it is possible to conclude that low participation of females both as facilitators and Adult learners may have negative impact on women's facilitators and learners' decision making and empowerment on program planning provision, organization and management process.

it is concluded in this study that most facilitators 10th grade, certificate and beginners. They need more awareness in mobilizing community. Facilitators, AEBTC and Woreda Experts experience were found to be less to mobilize community towards IFAE coordinately. As a result, facilitators lack confidence to facilitate those matured and responsible bodies in training centers.

From findings, it is also concluded that facilitators have low status on assessing, convincing, encouraging on sharing experiences and attracting Adult learners towards training centers, In Mieso Woreda, facilitators perceive community mobilization as an additional work and

The study further concluded that, low payment of facilitators per month forced them to leave FAE centers. In addition, factors such, Instability of communities, lack of Water and Toilet, fear of current political situations to mobilize the community, lack of learning materials, shortage of time to come and attend their class and cultural problem were found to be the hindering factors of facilitators to mobilize communities toward FAE program.

From the finding it is further concluded that, facilitators didn't have moral and initiation to help adult learners in FAE centers. They paid 600 birr per a month. The contract salary they got and the current market condition are not balance. They didn't have andragogy training. From document analysis result it is also concluded that, the way facilitators handle profile of adult learners are not clear. There was no clearly stated plan of community mobilization

Thus, policy makers must give due attention to any strategy or action that aimed at improving these barriers to promote status, attitude, and perception in mobilizing communities and make FAE centers of knowledge in the future.

RECOMMENDATIONS

Based on the findings and conclusions arrived at, the following recommendations were forwarded.

As it was vividly discussed in the findings of the study, low participation of females both as facilitators and Adult learners, lack confidence to facilitate those matured and responsible bodies in training centers, Knowledge and experience gaps and low status on assessing, convincing, encouraging on sharing experiences and attracting Adult learners towards training centers were the bottlenecks for facilitators on mobilizing communities. Hence, Mieso Woreda and West Hareghe Education offices, Oromia education Bureau, NGOs, and the respective government sectors in general ought to:

Empower women in all aspects of community mobilization with the necessary qualification and motivation. Increase facilitators' confidence through on the work training.

Create conducive institutional and academic environment from the grassroots' level to Woreda and Zone by organizing annual conferences, seminars, experience sharing and trainings for facilitators supervisors, kebele managers, formal teachers and Woreda experts focusing mobilizing communities towards FAE program so as to initiate and promote facilitators roles and engagement in community mobilization.

Besides, there is a wider gap between what MoE intends to achieve through training Adult learners in FAE centers and what is going on regarding facilitation at grassroots level in selected kebele of Miesso Woreda. On the other hand facilitators Andragogical skill and education levels were found to be low. Status and facility of FAE centers, facilitators' incentive, shortage of time, current political conditions and the way facilitators handle learners profile were found to be the hindering factors of facilitators to mobilize communities toward FAE program.

Therefore, new, participatory and inclusive adult education program and policy should be designed. Training centers, training materials, facilitators' incentive, training time and schedules and condition of cultures should be revised and re modified based on the need of facilitators and the nearby communities

Communities should be participated from the grassroots level to regions during program evaluation and modification. Graduate adult learners should be hired. Facilities should be fulfilled.

Furthermore, government should forward the structure of IFAE to all sectors to mobilize the community. Particularly Health, Agriculture and Education sectors should have clear structure and should be established their own facilitators to run IFAE program effectively.

Investing on facilitators should solve challenging problems such as: formal education absentees and drop out, and lack of mobilizing community towards IFAE program. Therefore, commun discussion and meeting should be designed among facilitators adult learners supervisors and Woreda Experts so as to understand each other's.

Common budget allocation rule should be designed and implemented. Adult education Boards, technical committee, facilitators, elders, religion bodies...etc discussion forums should be designed every month on the agendas of IFAE program and on the application of the rule to mobilize community towards IFAE program in West Harerghe Zone and Miesso Woreda in general and Gorboo and Kaayoo Kebeles IFAE centers in particular . NGOs and private sectors should be invited on the on the agenda of mobilizing community towards IFAE program.

Finally, policy makers, educators, political leaders, elders, youngster and women should must give due attention to any strategy or action that aimed at reducing barriers of community mobilization to promote status, attitude, and perception in mobilizing communities and make FAE centers of knowledge in the future.

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Conflict of interest

Authors should declare there is no conflict of interest among researchers and ensure that they are responsible for any conflict of interest that may arise.

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