Andragogical Methods to Sustain Quality Adult Education in Ethiopia

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This study aims to analyse the extent andragogy serves as a means to secure quality in adult education programs. It attempts to scrutinize how active learning methods are implemented effectively in adult education program in the Eastern part of Ethiopia. A survey research design was adapted as a method of the study. Stratified and purposive sampling techniques were employed to select respondents (515 male and 285 female adult learners and 30 facilitators).Questionnaire and interview was used to gather pertinent information about the adult education program. Descriptive statistics and one way ANOVA were used as a means for data analysis. The findings show that active learning methods employed by facilitators were not satisfactorily implemented. The least rated active learning methods employed by facilitators were role play and project methods. And, the most highly used and rated active learning method was collaborative learning. There was a significance mean difference between first and second year adult education followers (in favour of second year learners) in experiencing active learning.

Keywords: adult education, active learning methods, andragogy, quality, Eastern Ethiopia

INTRODUCTION

Education is a base for economic, social and technological developments of a country. This means that the development of a country depends more on its educated human power than any other inputs (Kebede, 2002).Thus, the role of adult education towards attainment of life fulfilment in countries with high illiteracy is greatly noticed. According to Merriam (2001), adult education could be conceived as a second chance or remedial to those who missed the opportunity for formal education. It can be realized through programs, such as, literacy education for the illiterates as well as different continuing education programs in the forms of intellectual and vocational education. This can be viewed as complementary or supplementary role of education. Adult education plays a complementary role because it stabilizes one's educational attainment as it provides constant refinement of knowledge and skills. On the other hand, it plays a supplementary role as it takes over from where the formal system stops.

Adult education could be seen as making continuous provisions for all the people within a society so as to make them informed on current knowledge and skills, refine their

thought and make them understand issues and control of their destinies (Kamp, 2011). Duke (1994) has rightly put it that the dominant shared purpose of adult education has always been ameliorative; enhancing life opportunities, empowering participants and bringing about change in the society.

Zmeyov (1998) argues that adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skills, knowledge, or capacities. It is a process by which individuals, groups, or institutions try to help men and women improve in many ways. Courtney (1999) added that adult education is an intervention into the ordinary business of life. It is an intervention whose immediate goal is change, in knowledge or in competence. An adult educator is a skilled person, who essentially makes such interventions. The European Commission defines adult learning as, all forms of learning undertaken by adults after having left initial education and training; however, far this process may have gone (McCaffery*et.al*, 2007).

Similarly, Forrest and Peterson (2005) contend that adult/non-formal learning offers personal choice, personal responsibility and personal empowerment. It engages people through their interests in relaxed and welcoming classes that contribute to community wellbeing and social inclusion. Thus, without this kind of learning, many people would never get started in learning or realize their full potential. The sector of adult education is a broad field that includes basic (foundation or essential education) and continuing education, vocational and technical education, higher education and professional development. It is offered through formal, non-formal and informal education means and by a variety of actors (Merriam, Caffarella, & Baumgartner, 2007).

However, recent exploration on the practice of adult education in Ethiopia uncovers the fact that there is a problem of underreporting of available data and underestimation of participation rates. It has been realized that the literacy target set at 5.2 million in ESDP III was not achieved (MoE 2010). This is attributable to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals and unavailability of human resources at the grassroots level. Moreover, coverage of the adult education programs is not up to expected level.

Recently, Ministry of Education has placed more emphasis on Adult and Non-formal Education to undertake a number of initiatives to coordinate the existing initiatives better and ensure greater leadership. As a result, although each region has an assigned adult education focal point, better-defined job descriptions and specific assignments need to be developed, and such positions should be created up to the Woreda/district level. Presently, the national efforts in adult education have been guided by the Master Plan for Adult Education which was drafted during the preparation of ESDP IV document (Tilahun, 2011). This can be considered as positive step for progress in the field.

Research outputs suggested that as the most effective approach to adult education, andragogy should be understood well by all bodies involved in adult education program.

Andragogy can be defined as the set of specific skills and associated knowledge geared towards the educational development of adults (Birzer, 2004). It emphasizes that adults are self-oriented and expected the responsibility to make their own decisions. Adults do not learn in the same way as children do because their personality structure is almost fully developed at that stage in their lives, along with a series of habits and practices that have been acquired during their lifetime. As a result, the learning process and methods of teaching has to be taken into account while adults are being taught through considering their previous learning experiences and their temporal perspective. This can be done through matching education to their problems, needs, interests and expectations (Kamp, 2011).

Andragogy has become popular among educators and researchers in many countries, and its research body has been growing. According to Savicevic (1991), andragogy has adopted by at least ten European countries such as Germany, England, Poland, France, Finland, Netherlands, Czechoslovakia, Russia, Hungary, and Yugoslavia. The andragogical approach has been adopted in multiple disciplines such as education (Bolton, 2006), medicine (Bedi, 2004), criminal justice (Birzer, 2004), and management (Forrest & Peterson, 2005).

In their investigation, Bolton (2006) and Bedi (2004) put it that andragogical approach is essential in management of education to help prepare students for their working environment. Forrest and Peterson (2005) further stated that modern management requires practical implementation of skills learned, not regulation of principles. Without andragogy, learners cannot adapt to the ever-changing workplace. Using the andragogical principles, the trainer can tailor the instruction to meet learners' interest by involving them in planning the learning objectives and activities and solving real-world business problems.

As to Roberson (2002), andragogy or facilitated learning improves communication between the students and facilitators; they work together as partners to design instructional content and methods to suit the learners' needs. The principle of facilitated learning promotes trust between the learner and the moderator and enhances self-awareness in learners. This makes andragogy as a preferred method of adult education.

Birzer (2003) studied how andragogy was applied in police training. Many training programs have followed behaviourist and militaristic approaches which are not best for police training and can cause subsequent problems, as well. Birzer argues that police officers should be self-starters in solving problems in the community. Applying the andragogical approach helped police officers develop problem solving skills and become self-directed in dealing with community issues such as drug, crime and urban decay. These skills allow the officers to prevent small disorders from becoming serious crime related problems. Moreover, andragogy promotes the use of relevant learning experiences which is also a key element in police training. The facilitators can create case scenarios in the classroom and encourage learners to utilize their experiences to solve the problems.

Birzer also examined the application of the andragogical principles in criminal justice programs. Birzer notes that behavioural and cognitive learning approaches have become embedded in criminal justice classrooms, and the approaches have two problems: (a) facilitators control the teaching and learning process with little learner participation and (b) learners are taught in the same consistent manner without differentiation between a child and an adult. And yet, Birzer believed that the andragogical approach provide guidance to design learner-centered instruction to enhance competencies and traits necessary for criminal justice professionals (Birzer, 2004).

Similarly, Bedi (2004) applied andragogical approach in training medical registrars. Bedi gravely commented that the traditional pedagogical approach that encouraged training passivity and reliance of the trainees on the trainer has a limited value. It is suggested that andragogical approach to structure training and develop curriculum framework with its basic principles create rooms to the trainees to actively acquire practical skills. Notably, Bedi put it that a pedagogical approach is doctor-centred and leads to a poor consultation, with the doctor imparting information to the patient and encouraging dependency.

Robinson (2002) in his study presented that andragogy encourages the involvement of learners in their learning experiences and sets the parameters of those experiences. Andragogy has not been only captured the beginning of the adult education movement, but its perspective is timeless and is applied to adult education in a multicultural world. Similarly, Cretchley and Castle (2001) claimed that andragogy has a profound impact on the beliefs and teaching philosophy of adult educators in several countries, including South Africa where the andragogical approach has been applied from adult literacy to adult higher education.

According to Merriam (2001), andragogy contributes to the understanding of how adults learn, in what context, and the process of learning. Moreover, andragogy is a rallying point for separating adult education from other areas of education. Kamp (2011) stated that andragogy is considered 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. In the same way, Wankat (2002) reiterated that andragogy reminds educators to engage adult learners in their learning and create conducive learning environments that help them learn their best. Overall, scholars concluded that andragogy is a science of discipline involving teaching and learning that help adults to achieve their full level of humaneness (Merriam, 2001 and Prince, 2004).From the studies cited in the above, it can be inferred that a significant number of research revealed that an adult needs considerable support through andragogy and active learning environment to transfer knowledge and to bring notable result in their lives.

The review organized in the above few paragraphs discussed about the extent of implementation of andragogy in adult education program in general and how much andragogy is a central issue in the instructional process of adult education program. Andragogy involves active learning procedures where active learning is generally defined as any instructional method that engages adult learners in the learning process (MoE, 2008). Active learning requires learners to do meaningful learning activities and

think about what they are doing (Prince, 2004). It is believed that the core elements of active learning are student active engagement in the learning process. The purpose of this study is, therefore, to analyse to what extent andragogy/active learning serves as a means to ensure quality in adult education programs. This study specifically focuses on how active learning methods effectively implemented in adult education in Eastern Ethiopia. Accordingly, it avows to seek answers to the following research questions:

1. In what way andragogy does affect adult learners' acquisition of knowledge and skills?
2. To what extent does active learning method employed as means for ensuring quality adult learning?
3. Are there any significance differences among the respondents understanding of adult education through active learning methods with respect to certain respondents' attributes?

METHOD

As an approach to deal with this investigation, a survey research design was preferred. According to Creswell (2011), survey research designs are procedures in quantitative research in which investigators administer a questionnaire to a sample or to the entire population to describe the attitudes, opinions, perceptions, or characteristics of the population. Best and Kahn (2006) states that survey designs are employed to collect data to describe a population too large to observe directly. In this survey design, the problem was described according to current condition and practice to get accurate and reliable information and arrive at credible findings. Furthermore, in conducting the study, the researchers amalgamated both quantitative and qualitative data in order to strengthen the findings because qualitative data was sought to complement quantitative data.

To collect data for the study, the researchers used primary data from the adult learners, center coordinators and facilitators. A questionnaire was designed for adult learners while the interview guide was prepared for coordinators and facilitators. Secondary data were collected from government policies and strategies, and different documents related to the study area. In this investigation, the population was the set containing all adult learners under the study sites (East and West Hararghe, Dire Dawa, Harar and Jigjiga). However, only 515 male and 285 female respondents were included in the study. This was done using stratified random sampling techniques.The target population was stratified into two levels, namely sex, and locality. A total sample was proportionally allocated to the final strata. The margin of error and level of significance considered in the equation were 0.025 and 0.05 respectively. For interview, 30 adult education facilitators were included using purposive sampling.

A questionnaire was prepared to collect information mainly from adult learners. The questionnaire was of two parts. The first part of the questionnaire was used to obtain bio-data of the respondents. The second part was designed to secure information about the actual practices of adult learning programs. A pilot test was conducted to examine internal consistency of the instrument of this study.

Table 1
Reliability Statistics

Category of items	Number of items	Cronbach's Alpha
Item related to active learning methods	13	.78

As it can be observed in Table 1, the reliability of the questionnaire was .78. This value is sufficient and appropriate to regard it as a stable data collection instrument.

An interview was also conducted in order to obtain additional data that could strengthen the findings of the study. Interviews were undertaken in the form of person to person encounter using semi-structured interview guide, and made respondents to address matters in their own terms and words. An interview guide was prepared to gather information from 10 center coordinators and 20 facilitators on issues related to the method of teaching in adult education program. It was prepared for the purpose of cross checking to substantiate qualitative data with quantitative data gathered through the questionnaire.

To respond to the research questions of this study, data were analysed quantitatively using statistical software (SPSS version 20) and qualitatively (in words). Both qualitative and quantitative approaches were used, and eventually this led to explore more areas of active learning methods that contributed to the improvement of adult education.

Descriptive statistics such as mean, standard deviation and percentages were used to analyze the quantitative data. To determine the significance mean difference between/among groups of respondents in the adult education center, one way ANOVA was computed. The qualitative data collected through interview and open-ended questionnaire helped to triangulate the data gathered through close-ended questionnaire.

In terms of ethical considerations, permission was sought from research participants prior to each of the interview sessions. Participants were informed about the purpose and possible outcome of the study, assured of inscrutability and given the option to decline to answer any or all of the questions presented to them. An attempt was made to actualize the principle of informed consent in the event of participation of respondents as sole sources of data. The interview sessions were conducted in a manner that did not infringe on the daily schedules, social commitments and any other appointments of the sources of the data.

FINDINGS

Biographical data

Respondents' biographical data in terms of region, sex, and locality were organized and presented as indicated in the following figures:
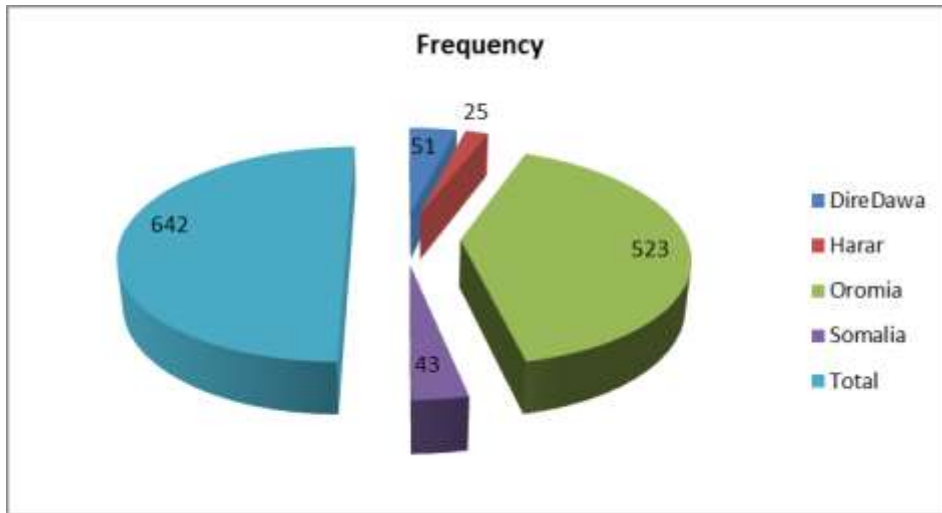
Figure 1
Distribution of respondents in terms of regions

As it is clearly put it in figure 1, a significant number of participants were drawn from East and West Hararghe, Oromiya Regional State. About 82 per cent or 523 were drawn from this region. This happened because that the study area was large in terms of area coverage. The same could also happen to Somali Regional State, however, due to budget and time constraints, the researchers focused only on Jigjiga Town. Overall, it can easily be deduced that 642 adult learners were the major respondents of this study.
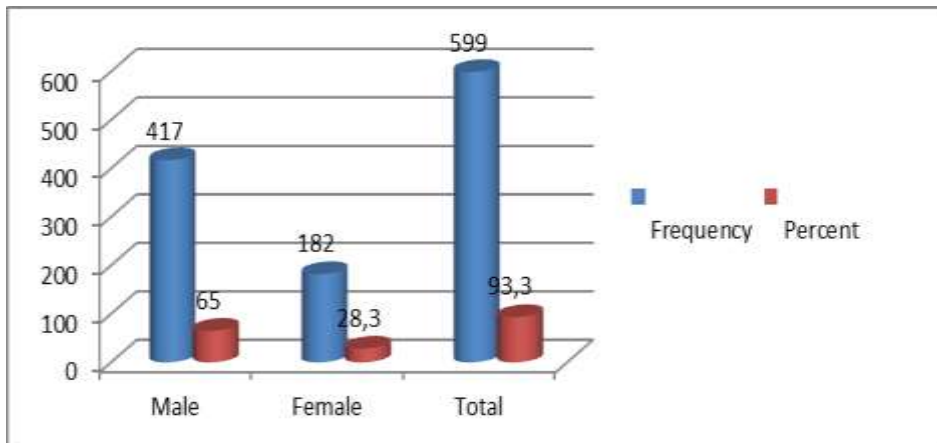

Figure 2
Distribution of respondents in terms of sex

Figure 2 clearly shows that only 28.3 percent out of the total followers in adult education program were female learners. This means that although the percentage of females in our society is equal to their male counterparts, yet their participation in adult education program was below the expectation. In most traditional societies of the world, the attitude toward women is characterized by what has come to be known as male chauvinism. As explained by Olomukoro (2012) in most African counties, this system of social relationship has been widely practiced. In most cases, without justifiable reason men are superior over women. This system of social relationship creates opportunities for men to control and being dominant over women in access to social, economic and education.
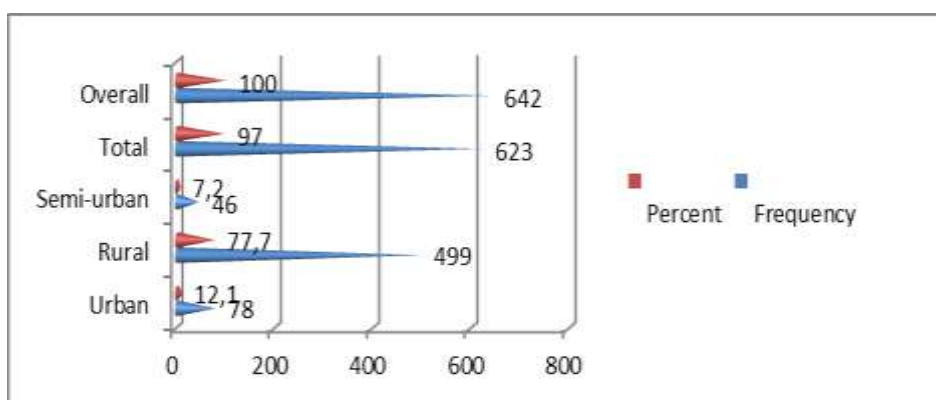

Figure 3
Distribution of respondents in terms of locality

According to Figure 3, more than 77 per cent of adult learners belongs to rural dwelling. This was a special condition of East and West Hararghe Oromiya Region. In the same way, in a research conducted by Molla (2008), adults' access to education and its quality in rural areas are still much lower than in urban areas. The study have revealed that adult illiteracy is much higher and quality education is poorer. Expanding access and maintaining quality education for the rural people is, therefore, of crucial importance in the realization of human rights and in the achievement of existing policies and strategies.

Stressing the above real condition, an interview with adult education facilitator pointed out the following veracity:

> Overall, it cannot be claimed that we have appropriate facilities and infrastructure related to adult education program. As the administrative region spends only five per cent of its education budget to the adult program, we are facing enormous challenges. In many case, we are using schools as training centres. These centres vary in terms of fulfilment of learning facilities. It can be reiterated that urban centres are in better condition than rural adult education centre. This is the current headway.

Active Learning Methods in Adult Education

Respondents were asked about the type of active learning methods employed and how frequently they were used by the facilitators in the classroom. Respondents were given the following alternatives: always=4, sometimes=3, rarely =2, never=1. They were also asked to rate facilitators on the frequency and magnitude of using active learning methods in adult learning and teaching milieu (See Table 2).

Table 2
Active Learning Methods

Active learning methods	N	Minimum	Maximum	Mean	SD
Pair discussion	613	1	4	2.70	.89
Small group discussion	625	1	4	2.64	.84
Large group discussion	609	1	4	2.64	.88
Collaborative learning	627	1	4	2.75	.93
Academic competition	626	1	4	2.37	.94
Academic debate	621	1	4	2.41	.92
Demonstration	626	1	4	2.61	.93
Lecture or facilitator presentation	621	1	4	2.61	.94
Panel discussion	609	1	4	2.43	.94
Picture description and analysis	623	1	4	2.41	.93
Problem solving	613	1	4	2.34	1.19
Project work	612	1	4	2.01	1.04
Question and answering	612	1	4	2.31	1.21
Role play	616	1	4	2.00	1.05
Aggregate of active learning items	526	1.00	4.00	2.42	.66

From Table 2, it is clear that facilitators either did not know about the essence of active learning methods or they deliberately overlooked the methods to use them in adult learning teaching process. Almost all of the listed active learning methods were rated as ranging from rarely to sometimes. The least rated active learning methods employed by facilitators were role play and project work. On the other hand, the most used and rated active learning method was collaborative learning. Overall, the average rating on the given active learning method was 2.4 approaching to the rarely used of active learning method. From this, it can be concluded that facilitators were rarely using active learning methods in the present setting of adult education program.

Table 3
The significance mean difference between first year adult learning followers and second year followers in terms of facilitators' use of active learning methods

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	2.404	1	2.404	5.604	.018
Class year	Within Groups	208.484	486	.429		
	Total	210.888	487			

Table 3 reveals that there is a significance mean difference between first and second year adult learning follower (in favour of second year learners). It means, in using the various active learning methods listed in Table 2, there is reliable difference among the group of learners experiences. Meaning, second year adult followers noticed better than beginners in experiencing active learning methods which was employed by adult education facilitators.

DISCUSSION

It has been presumed that one of the major tasks of the facilitator is to ensure effective participation of the adult learners in the training. The learning objectives can best be achieved if learners are encouraged to actively engage in their education. It is not the mandate of the facilitator to force people to participate and he/she is also not responsible for what a participant decides to say or withhold in the training session. However, it is the facilitator's conscientiousness to provide an environment and learning atmosphere that enables and encourages people to actively involve. Active learning includes plays, role playing, practice exercises, group activities, and journal writing. Accelerated learning is considered a holistic adult learning method that is intended to promote creation (and not consumption), enhance retention, and quicken the learning process (Bolton, 2006).

Adult learning refers to a collection of theories and methods for describing the conditions under which the processes of learning are optimized (Merriam, 2001 &Trotter, 2006). Samlowski (2011) used the term *andragogy* to describe the assumptions of adult learning: Readiness-to-learn, self-directedness, active learner participation, and solution-centred. Nearly, all adult learning methods and strategies include at least several of these elements. Adult learning methods constituting the focus of this research include, to different degrees, the characteristics that Knowles (1998) as well as Trotter (2006) consider as the principles of adult learning.

In adult education, emphasis should be laid on fostering active participation from all, beyond language barriers (Keating, 2003). Popular education methods like role-plays, group work, reflective exercises, simulation activities, debates are some extensively used to engage the participants in the learning process. "Learning Groups" has also been experienced to be a useful way for the participants to overcome their cultural barriers. Each participant is a part of a "learning group" composed of participants from different places and contexts. These learning group meetings serve the purpose of creating a

nonthreatening space for dialogue wherein the participants can clarify and support the learning needs of each other. This space for mutual learning is also illustrative and appealing.

More than just providing expertise, the facilitator draws on the existing knowledge of the participants and assists them in building knowledge by providing input and training to fill the identified gaps. The training and learning process shall be based on active participation, group interaction and discussion. In this connection, Prince critically investigated about the importance of cooperative learning and found that there are broad empirical supports for the central premise of cooperative learning, that cooperation is more effective than competition for promoting a range of positive learning outcomes. These results include enhanced academic achievement and a number of attitudinal outcomes. In addition, cooperative learning provides a natural environment to enhance interpersonal skills and there are rational arguments and evidence to show the effectiveness of cooperation (Prince, 2004).

In order to ensure an effective and participatory learning process, Bedi pointed out that the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater for the needs of the different types of adult learners through a diversity of methods. Indeed, the content of each session often determines which methods are applicable. Some topics and areas need more active role of the facilitator and a lot of central input, while others are best conducted by involving all participants more actively (Bedi, 2004).

In this regard, one coordinator from education office was invited to describe the situation of active learning methods and as she replied:

> We believe that the methodology in adult education should follow the principle of andragogy. However, to adapt this, training to facilitators is required. This has not been done seriously. In some cases, they may have induction training although it was deliberated for brief period of time.

Literature argue that curricula and materials specifically designed for adult learners, which are open to, and draw on, diverse information sources and are capable of being adapted to local realities and different target groups. By contrast, literacy materials designed for children are neither appropriate nor efficient when used for adults. Hence, when education is linked with economic transformation, it acts as a catalyst for adult literacy and basic human rights education (Tett & Maclachlan, 2007).

CONCLUSION AND IMPLICATIONS

In the current adult education program, the trend in using a variety of teaching methods was below the expected level, approaching to the rarely use of them by facilitators. Meaning, facilitators were not often employed active learning methods as an option for sustaining quality in the learning of adult. This could arise from the fact that facilitators lack the appropriate knowledge on what, how and when of active learning methods. This entails a future plan for training of adult education facilitators.

Adult program facilitators who acknowledge and appreciate the adjustments necessary to provide diverse adult learners for success should be the focus of attention. Facilitators who are anticipated to play a crucial role in engaging students should adapt their design, delivery and evaluation activities accordingly. The research on and experience with active learning exercises endorse that they have become an essential part of teaching adults. Active learning is any activity that engages students in doing things and thinking about the things they are doing. In these exercises, students talk, listen, discuss, debate, read, write and reflect on content through a variety of activities that require them to interact with each other toward a collaborative outcome. These exercises ask students to listen, speak, interact and work and play with others about ideas, concepts and information – with the goal of producing shared learning.

Thus, it is suggested to encourage facilitators to select exercises based on their relevance for content and the intended outcomes, and to consider adult learner preference as well as their own. As suggested by Genet (2014), facilitators in adult education should acquire expertise and knowledge. Meaning, on top of the cultural issues, care should be taken with regard to skills of facilitators while recruiting them to provide quality adult literacy to help adults to lead better life.

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Turkish Abstract
Etiyopyada Andragojik Yöntemle Yetişkin Eğitiminin Kalitesini Sürdürmek

Bu çalışmanın amacı, yetişkin eğitimi programlarındaki kaliteyi korumak için andragoji yönteminin etkilerini analiz etmektir. AraştırmaEtiyopya'nın doğu bölgesindeki yetişkin eğitim programlarındaki öğrenme yöntemlerinin ne kadar etkili olduğunu incelemektedir. Katılımcılar çok katmanlı ve amaçlı örnekleme teknikleri kullanılarak belirlenmiştir. Yetişkin eğitim programıyla ilgili bilgilerin elde edilmesinde anket ve görüşme yöntemi kullanılmıştır. Bulgular etkin öğrenme yöntemlerinin eğitmenler tarafından etkili bir şekilde uygulanmadığını göstermektedir. Buna ilave olarak eğitmenler tarafından en az kullanılan etkin öğrenme yönteminin rol oynama ve proje yöntemi olduğu; en fazla kullanılanın ise işbirliğine dayalı öğrenme olduğu ortaya çıkmıştır.

Anahtar Kelimeler: yetişkin eğitimi, etkin öğrenme yöntemleri, andragoji, kalite, Doğu Etiyopya

French Abstract
Andragogical Méthodes de Supporter Formation continue de Qualité en Éthiopie

Cette étude vise à analyser la mesure andragogy sert d'un moyen pour garantir la qualité dans des programmes de formation continue. Il essaye de scruter comment les méthodes d'apprentissage actives sont mises en oeuvre efficacement dans le programme de formation continue dans la partie Orientale de l'Éthiopie. Les techniques d'échantillonnage stratifiées et résolues ont été employées pour choisir des défendeurs. Le questionnaire et l'entretien ont été utilisés pour rassembler des informations pertinentes sur le programme de formation continue. Les conclusions montrent que les méthodes d'apprentissage actives employées par les facilitateurs n'ont pas été d'une manière satisfaisante mises en oeuvre. Les méthodes d'apprentissage actives évaluées moindres employées par les facilitateurs étaient le jeu de rôle et des méthodes de projet. Et, la méthode d'apprentissage active le plus hautement utilisée et évaluée était l'apprentissage collaboratif.

Mots Clés: formation continue, méthodes d'apprentissage actives, andragogy, qualité, l'Éthiopie Orientale

Arabic Abstract
الطرق Andragogical للحفاظ على جودة تعليم الكبار في إثيوبيا

وتهدف هذه الدراسة إلى تحليل مدى أندراغوجي كوسيلة لضمان الجودة في برامج تعليم الكبار. وهي تحاول التدقيق في كيفية تنفيذ أساليب التعلم الفعالة بفعالية في برنامج تعليم الكبار في الجزء الشرقي من إثيوبيا. تم استخدام تقنيات أخذ العينات الطبقية والهادفة لاختيار المجيبين. واستخدم الاستبيان والمقابلة لجمع المعلومات ذات الصلة عن برنامج تعليم الكبار. وتبين النتائج أن أساليب التعلم النشط التي يستخدمها الميسرون لم تنفذ بشكل مرض. وكانت أساليب التعلم النشط الأقل تصنيفا التي استخدمها الميسرون هي أساليب لعب الأدوار وطرق المشروع. و كان أسلوب التعلم النشط الأكثر استخداما و تصنيفا هو التعلم التعاوني.

الكلمات الرئيسية: تعليم الكبار، أساليب التعلم النشط، أندراغوجي، الجودة، شرق إثيوبيا

German Abstract
Andragogische Methoden zur Sustain-Qualität Erwachsenenbildung in Äthiopien

Diese Studie zielt darauf ab, das Ausmaß zu analysieren, und die Aragura dient als Mittel zur Sicherung der Qualität in Erwachsenenbildungsprogrammen. Es versucht zu prüfen, wie aktive Lernmethoden effektiv im Erwachsenenbildungsprogramm im östlichen Teil von Äthiopien umgesetzt werden. Stratifizierte und zweckmäßige Probenahmetechniken wurden eingesetzt, um die Befragten auszuwählen. Fragebogen und Interview wurden verwendet, um relevante Informationen über das Erwachsenenbildungsprogramm zu sammeln. Die Ergebnisse zeigen, dass aktive Lernmethoden, die von Vermittlern eingesetzt wurden, nicht zufriedenstellend umgesetzt wurden. Die am wenigsten bewerteten aktiven Lernmethoden, die von den Vermittlern angewandt wurden, waren Rollenspiele und Projektmethoden. Und die am meisten genutzte und bewertete aktive Lernmethode war kollaboratives Lernen.

Schlüsselwörter: erwachsenenbildung, aktive lernmethoden, andragogie, qualität, ost-äthiopien

Malaysian Abstract
Kaedah Andragogikal untuk Mengekalkan Kualiti Pelajaran Dewasa di Ethiopia

Kajian ini bertujuan untuk menganalisis andragogi setakat berfungsi sebagai satu cara untuk menjamin kualiti dalam program pendidikan dewasa. Ia cuba untuk meneliti bagaimana aktif kaedah pembelajaran dilaksanakan dengan berkesan dalam program pendidikan dewasa di bahagian Timur Ethiopia. Teknik persampelan berstrata dan bertujuan telah digunakan untuk memilih responden. Soal selidik dan temu bual telah digunakan untuk mengumpul maklumat penting mengenai program pendidikan dewasa. Dapatan kajian menunjukkan bahawa kaedah pembelajaran aktif yang digunakan oleh fasilitator tidak dilaksanakan dengan memuaskan. Kaedah pembelajaran aktif yang paling diberi nilai kerja oleh fasilitator adalah main peranan dan kaedah projek. Selanjutnya, kaedah pembelajaran aktif yang paling tinggi digunakan dan diberi nilai adalah pembelajaran kolaboratif.

Kata Kunci: pendidikan dewasa, kaedah pembelajaran aktif, andragogi, kualiti, Eastern Ethiopia

Russian Abstract
Андрагогические Методы для Обеспечения Качества Образования Взрослых в Эфиопии

Целью этого исследования является анализ андрагогических методов. Экстент андрагогики служит средством обеспечения качества в программах обучения взрослых. Это попытка тщательно исследовать насколько активные методы обучения эффективны в программе образования взрослых в восточной части Эфиопии. Стратифицированные и целенаправленные техники были заняты для выбора респондентов. Анкета и интервью были использованы для сбора соответствующей информации о программе обучения взрослых. Выводы показывают, что активные методы обучения, используемые фасилитаторами, не были удовлетворительно реализованы. Наименее оцененными активными методами обучения, используемыми фасилитаторами, были ролевые игры и проектные методы. Наиболее используемым и активным обучением было совместное обучение.

Ключевые Слова: образование взрослых, активные методы обучения, андрагогика, качество, Восточная Эфиопия