

AMERICAN COLLEGE OF TECHNOLOGY

MASTERS OF BUSINESS ADMINISTRATION PROGRAM

THE IMPACT OF COMMUNITY DEVELOPMENT TEACHING

IN THE COMMUNITY CASE OF YEKA SUB-CITY WOREDA 03

**A CASE STUDY REPORT SUBMITTED TO THE DEPARTMENT OF BUSINESS STUDIES
OF AMERICAN COLLEGE OF TECHNOLOGY**



**IN PARTIAL FULFILLMENT OF THE REQUIRMENT OF THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION**

BY

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**DECEMBER, 2023
ADDIS ABABA, ETHIOPIA**

DECLARATION

I, Bezawit Hezkias G/Tsadik hereby declare that a case study report entitled **THE IMPACT OF COMMUNITY DEVELOPMENT TEACHING IN THE COMMUNITY CASE OF YEKA SUB-CITY WOREDA 03** submitted to The Department of Business Studies of American College of Technology in partial fulfillment of the requirements for the degree of Master Business Administration is a record of original work done by me during Dec/2023 academic year under the supervision and guidance of **DR.ASMAMAW MENGISTE** and it has not formed the basis for the award of any Degree/Diploma/Associate ship/Fellowship or other similar title of any candidate of any university/ College.

Place: Addis Ababa

Date: Dec/2023

CERTIFICATE

This is to certify that the project work entitled **THE IMPACT OF COMMUNITY DEVELOPMENT TEACHING IN THE COMMUNITY CASE OF YEKA SUB-CITY WOREDA 03** submitted to the Department of Business Administration, MBA Program in partial fulfillment of the requirements for the award of the Master of Business Administration is a record of original case study work done by **BEZAWIT HEZKIAS GEBRETSADIK** during the period **Dec/2023** academic year under my supervision and guidance and the report has not formed the basis for the award of any Degree/Diploma/Associate ship/Fellowship or other similar title of any candidate of any University/ College and it complies with the regulation and accepted standards of the College.

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APPROVAL SHEET

AMERICAN COLLEGE OF TECHNOLOGY

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CASE OF YEKA SUB-CITY WOREDA 03

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ABSTRACT

Bezawit Hezkias

Community development teaching plays a vital role in promoting sustainable development and empowering individuals and communities. This study examines the impact of community development teaching on various aspects of society, such as economic growth, social change, and improved quality of life within the society of Yeka sub-city, woreda 03. By imparting knowledge and skills to individuals, community development teaching equips them with the tools to address the diverse challenges they face and work collectively towards building vibrant, inclusive, and resilient communities. With this regard, this study will contribute primarily on understanding the significance of community development teaching for the purpose of crucial ways in shaping policies and practices that foster positive change and social transformation. The core facilitator of this community development teaching is the community itself. That is starting from planning and setting the goal through to Implementation and evaluation. This promotes to an effective work process and meet the main objectives like changed community in all aspects of life. On this regard, the most important inputs are volunteer individuals and supportive embassies to cover financial problems. The study has used qualitative data type that the objective is directly related with and the methods are by using released questionnaires and willing individuals to give oral information that related with the community development issues of the scope.

1. INTRODUCTION

Community development teaching is a practice-based career path and an academic discipline that seeks to promote representative democracy, environmental sustainability, constitutional protections, fairness, access to employment, and social equality in urban and rural settings by organizing, educating, and empowering people within their communities.

Community development teaching can be understood as a planned effort to build assets that increase the capacity of residents to improve their quality of life. These assets may include several forms of community capital: physical, human, social, financial, environmental, political, and cultural.

Community development teaching states that it is the process in which agencies assist community people in identifying and taking collective action on issues that really matter to them even up to Liberation, civil dignity, inclusiveness, social equity, conscience, and collective action are all guiding ideals in community development. Community development views residents as specialists in their own respective constituencies and places a premium on their experience and intelligence. At every level of a community development program, community members are in charge, from agreeing on concerns to selecting and implementing measures to assessment. To address the roots of inequality and poverty, community development teaching places a strong emphasis on power allocation.

Empowerment, human rights, inclusivity, social justice, self-determination, and collective action are all guiding ideals in community development teaching.

Teaching programs addressing community needs and opportunities may include local leadership training, economic development, public policy issues, education, community planning, the concepts of shared decision-making and consensus building, and process design. Community & Economic Development Programs help community leaders understand social decision-making processes and make informed decisions based on research.

Community development teaching is the necessary work process that should be on going practice in one's modern society life. This study has a primary goal of understanding how community development practices are experiencing in life of the community within the scope of the study that may lead to give a hint to study the way how to start, to know and develop the main practices of societal life by solving the related problems.

Basically, the Society within Yeka sub-city, Woreda 03 is more likely a kind of society that has many problems to be improved and solved. Such as,

- higher cost of living and instability,
- Inequitable use of resources
- Transportation problem
- Unemployment
- Difficulties meeting the basic needs of the community
- Lower income for self-management
- Professional ethics gap in different community work
- Insufficient creativity & uncomfortable business conditions for youths...So on

To overcome the above list of problems and related, this study may have a small contribution of analyzing and understanding how teaching the community about the ongoing problems and how it is affecting their life of each and every member of the community not to develop both as a community and as a member of a developing capital city. This mainly have a purpose of bringing people together to work towards a common goal, improving the quality of life in their communities. It's a powerful tool that addresses social and economic issues, promotes inclusivity and diversity, and empowers communities to take action.

1.1 Background of the study

What is community Development?

Community development is a process where community members take collective action on issues that are important to them. This might be done with or without the support of a community development professional or agency.

Community development is intended to empower community members and create stronger and more connected communities.

It is a holistic approach grounded in principles of empowerment, human rights, inclusion, social justice, self-determination and collective action. Community development considers community members to be experts in their lives and communities, and values community knowledge and wisdom. Community development programs are led by community members at every stage – from deciding on issues to selecting and implementing actions, and evaluation. Community development has an explicit focus on the redistribution of power to address the causes of inequality and disadvantage.

There are potential outcomes at both individual and community levels. Children and families directly involved in community development initiatives may benefit from an increase in skills, knowledge, empowerment and self-efficacy and experience enhanced social inclusion and community connectedness (Kenny & Connors, 2017). As community members are empowered and develop as leaders, they can begin to challenge and improve conditions that are resulting in their disempowerment or negatively impacting their wellbeing (Ife, 2016). At a community level, community development initiatives are likely to achieve long-term outcomes such as stronger and more cohesive communities, evidenced by changes in social capital, civic engagement, social cohesion, community safety and improved health (Haldane et al., 2019; Ife, 2016; Kenny & Connors, 2017).

What is Community development teaching?

Community development teaching plays a crucial role in society as it equips individuals with the necessary skills and knowledge to address social issues and promote sustainable development. By fostering a sense of community engagement and collaboration, this approach emphasizes the importance of collective action and community empowerment. Moreover, community development teaching encourages critical thinking and problem-solving abilities, enabling individuals to identify and address the root causes of societal problems. Ultimately, this kind of education helps create socially conscious and active citizens who are committed to creating positive change in their communities.

Community development can be undertaken independently by community members or groups, or with the support of a community development professional or agency. Community-based work that consults or involves community members is often confused with community development work.

When to use community development teaching

Community development teaching is not always a suitable approach to use. Community development teaching may be particularly appropriate and has an impact:

- **To address social and community issues** – community development is a good approach when you are trying to create change at a community or neighborhood level. For example, if your goal is to improve community safety, increase community cohesion, reduce social isolation or create communities that are better for children.
- **For disadvantaged communities** – community development initiatives work well in disadvantaged communities where they can alleviate some of the impacts of disadvantage on children and families by building social capital and social inclusion (Ife, 2016; McDonald, 2011; Price-Robertson, 2011 [AIFS]; Ortiz et al., 2020) and can empower community members to challenge inequitable conditions that are negatively impacting their wellbeing (Ife, 2016)..

Who can do community development teaching?

It is important to recognize that community development is a practice with a well-developed theoretical framework. Community development practitioners should be familiar, through training or experience, with the theory, practice and principles of community development work. In saying this, it is important that community development practitioners have effective and respectful relationships with the communities they are working with, and sometimes the ability to build these relationships with the community is a more important quality for a worker than having a community development qualification. In these instances, it is important that the worker is supported by someone who has a good understanding of community development theory and practice.

How it should be the impact and role of a community development teaching in Yeka sub-city woreda 03?

The impact of community development teaching in Yeka sub-city woreda 03 is a bit understated. By understanding and engaging with community issues, each and every individual in the community got a problem of becoming more informed and active citizens. Through community development teaching, people develop skills in problem-solving, critical thinking, and collaboration. This empowers individuals to identify community needs and work towards finding solutions, leading to positive change and sustainable development. Moreover, community development teaching fosters social cohesion and unity, as it brings people together from various backgrounds and encourages dialogue and cooperation.

The key roles of community development practitioners on the above mentioned location should be to resource and empower the community. This is done through a small range of actions and activities. Community development practitioners support community members through the provision of information needed to identify issues and plan actions. This could include sharing information on local data, good practice around particular identified issues, and relevant programs and resources that are available. Community development practitioners also will connect with and build local networks and leaders, undertake community engagement and plan provide different studies and evaluate projects and programs. Community development practice has a focus on facilitation, education, capability building and resourcing skills.

1.2. Objective of the Study

Basically, the main impact of community development teaching is to organize the community that enable the community itself to collectively identify, prioritize and plan to solve their problems that ultimately leads to sustainable development. Through successful organization the community members overall develop their community.

1.2.1. General Objectives

Generally, the objective of this study is to analyze the level of community development teaching in the scope of the study then to give a hint for another in charge party that can bring further solution to improve people's life and assist each village in planning and implementing integrated modern and organized life. Community development teaching helps to promote, sustain, support and maintain the community's daily activities.

1.2.2. Specific Objectives,

The Specific objectives are:-

- Study the level of community development teaching impact with in the community how it is encouraging the community itself to be a part of the solution to develop as a community.
- Based on the study, make an awareness of community issues through the community of Yeka sub-city woreda-03. Meaning, all the society within the scope needs an awareness of all the various problems and issues that are present in the society and the severity of it.
- Specify a corrective action way points to be taken and to work together with stakeholders to fill a gap between where community development teaching problems appear and in charge party whom take the corrective actions.
- Through giving the awareness, transform the mindset of everyone in the society to see the community development teaching impact positively.

1.3. Statement and Justification of the Problem

Talking about problems, Community development is indeed a multifaceted approach to community issues that cannot be reduced to a single point of view. In general, below are problems and limitations seeing on community development through worldwide,

- Limited Resources: both financial and human, are a major challenge facing community development. With limited resources, community development teachings must be creative in their approaches to finding solutions to community problems.
- Inequity: exist in many communities and can be a barrier to development. Inequities may be based on race, gender, education level, or other factors. Recognizing and addressing these inequities is critical to promoting successful development.
- Fragmentation: Fragmentation of resources, services, and policies can make it difficult to coordinate efforts and create a comprehensive approach to development.
- Lack of Leadership: Without strong leadership, it can be difficult to identify and address community needs.
- Political Will: Political will is necessary to ensure that community development teachings are implemented and funded.

- Lack of Knowledge: Community members may not be aware of the resources available to them or of how their community can benefit from development efforts. Education and outreach can help to increase knowledge and engagement.
- Sustainability: Building sustainable solutions is one of the greatest challenges facing community development. Finding solutions that are both effective and sustainable is key to lasting change.

In Africa, there are many problems affecting teaching the community not to develop as a community and continental wise. African nations do have the required resources but there are some other factors that are hindering the community not to develop economically which the continent should grow mainly. Below are some of those problems:

- Poor Education System.
- Political Instability.
- Trade Blockades.
- Poor Infrastructure.
- Natural Disasters.
- Lack of Modern Technologies.
- Dependency on Export of Natural Resources.

The community within Yeka sub-city, Woreda 03 is more likely a kind of community that has many problems to be improved and solved. Such as,

- higher cost of living and instability,
- Inequitable use of resources
- Transportation problem
- Unemployment
- Difficulties meeting the basic needs of the community
- Lower income for self-management
- Professional ethics gap in different community work
- Insufficient creativity & uncomfortable business conditions for youths.

As a result, it's vital to respond to the following:

- Assess the level of each problem with in the community.
- Assess the level of community growth and economic growth provided by the local administration.
- Whether there is a disconnect between apparent demand and community development service delivery.
- Whether or not there is a disconnect between stakeholder standards and perceived delivery.

1.4. Significance of the study

As significance this study will help stakeholders and the community itself by analyzing the level& putting as a conclusion on the following ideas:

- Assuring that resources are available to meet fundamental requirements.
- Secure and deliver equitable community related services that is secure, good, and economical.
- Create attractive, secure, and prosperous neighborhoods.
- Increase opportunities for strong individual, familial, and civil society.
- Increase the number of jobs available and the economy's progress.

1.5. Scope of the study

This study will be undertaken how community development teaching handled in Yeka sub-city woreda 03 that cover 8 (eight) centers (01, 02, 03, 04, 05, 06, 07, and 08). It will be studied through October/2023 – December/2023 by a budget from potential individuals as a member of the community and with the help of governmental offices within the subjected study area and embassies within the study area stated above. The project is to commence starting from October/2023 and will complete no later than December/2023. This Community Development Teaching will be provided to take advantage of community teaching. The workflow will be overseen and primarily managed by the study owner and volunteer individuals working on the subject area will contribute as needed. All the community will be bonded and all materials will meet or exceed objectives of this study.

S.N	Task	Timeline	Responsible	Budget	Objective	Remark
1.	Prepare and Provide the proposal to Woreda 03 Administration.	Oct 30/2023	The study owner	400birr	To be acceptable and start the study	
2.	Get the proposal acceptance from Woreda 03 Administration	Nov 07/2023	The study owner	No	To start the first step of the study	
3.	Selection of volunteers	Nov 8 – Nov 12/ 2023	The study owner	500 birr	To evaluate the teaching process with low cost	
4.	Searching for community teaching experts	Nov 13 – Nov 17/ 2023	The study owner with volunteers	3000birr	To get knowledgeable information on the field	
5.	Having information resources from community development teaching experts	Nov 20 – Nov 23/ 2023	The study owner with volunteer	No	For final decision of how experts are included	
6.	Releasing budget request letter	Nov 24-25/ 2023	The study owner with volunteer	400 birr	To get enough budget to fulfill all the objectives	
7.	Get the letter response from each released for budget request	Nov 27/2023	The study owner with volunteer	400 birr	To decide the scope limit based on the budget	
8.	Prepare a guideline & schedule to start the study	Nov 28 - 30/2023	The experts/the study owner	2000 birr	To start the study	
9.	Analyzing and putting recommendations on the Community Development teaching process	Dec 01 – 20/2023	The Study owner with the help of experts	200,000birr	To study the community related issues that can give a hint for changes it leads to a one step-up level when living in the scope area than other.	
10.	Evaluation of the work done	Dec 23-28/2023	The study owner with experts	2000birr	To Know the community's feedback on the study process & result	

Table 1. Study Period

1.6. Limitation of the study

- When doing the study, limited resources to refer from is the main and upfront problem. The other limitation is, as the study is community related one, within the scope, Individuals who are in charges will give information that is from their personal perspectives not from any other studies or written materials which has been studied before(study base) that can show the real impact happened in the subject area.
- Short time frame for this case study is another limitation as compared to the vast time taking type of the study title.

But as a challenge, the significant challenges faced by community development initiatives are with limited resources, community based studies struggle to meet the demands of their target population. Limited funding restricts the implementation of innovative programs and hinders the overall growth and sustainability of community development efforts. Additionally, the lack of adequate financing affects the ability to attract and retain qualified staff, making it difficult to provide quality services. These constraints underline the importance of advocating for increased funding and resource allocation to ensure the long-term success and impact of community development teaching.

2. LITERATURE REVIEW

Community development is a multifaceted process that involves empowering individuals, fostering social cohesion, and promoting sustainable growth within a specific geographic area. This literature review aims to provide a comprehensive overview of key themes, theories, and empirical studies in the field of community development.

Community development has been described as a conscious technique or process to solve social change problems; a process that enables communities to “collectively confront and act on their common values and problems” (Lotz, 1977, p.16). Hamilton (1992) defined community development as.

Community development practice is an important area of social work. This discipline equips community members and leaders to work together to care for their community in good and challenging times. The role of a Community Development Worker is to facilitate a process where people come together for mutual interests and benefits. The word community comes from the ancient Greek word for fellowship (Brown & Hannis, 2012, p.1). People belong to various communities due to location, age, gender, ethnicity, shared experience, and interest. Over 2300 years ago, the Greek philosopher Aristotle described people coming together for different reasons. Recent writers have identified that those reasons include “enjoying mutual association, fulfilling basic needs, and finding meaning in life” (Brown & Hannis, 2012, p.1).

Christenson and Robinson (1980) in *Community Development in America* give over 20 definitions of community development by various researchers and authors. By analyzing these, they formulate a broad definition of the term consisting of six elements: "(1) a group of people (2) in a community (3) reaching a decision (4) to initiate a social action process (i.e., planned intervention) (5) to change (6) their economic, social, cultural, or environmental situation" (p. 12). Similarly, Brophy and Shabecoff (2001), in their book *A Guide to Careers in Community Development*, take a comprehensive approach to community development. They define community development as "the economic, physical, and social revitalization of a community, led by the people who live in the community"

Community development approaches (Munford and Walsh – Tapiata 2005) are closely connected to transformative social work practice as they address immediate issues while working alongside groups to identify the dominant discourses, structures, policies and practices that require transformation. (Kieran O'Donoghue, Robyn Munford Date: 2019)

A book by Sara Todd & Sebastien Savard, Ottawa, Ontario: University of Ottawa Press. 2020, states community development as:

A social-movement work toward making broader changes in society, it includes all those processes that are “about stimulating, engaging and achieving ‘active community’”. It is a local practice of bringing people together to make change on an issue so as to more effectively meet their needs. However, it often has much more specificity than this. Community organizing is largely about enhancing people’s relationships with others who share their identity, experience, and/or geography so as to address some unmet need, but, in so doing, people learn a range of skills that enliven their ability to participate in democratic life. It is an imperfect collective space, as vulnerable to human frailties as strengths, but, across time, it has been a key force in simultaneously sustaining societies and supporting them to change.

There has been a wide range of books published on community organizing in Canada (Bourque et al. 2007; Comeau, Bourque, and Lachapelle 2018; Lavoie and Panet-Raymond 2014; Lee 2011; Parada et al. 2010; Shragge 2009; Wharf and Clague 1997). These books are intended to build on their body of literature with a particular focus on regional specificity and the continuities and disconnects between, for example, organizing with Indigenous peoples, older peoples, immigrants, refugees, Trans persons, queer persons, people with disabilities, people in poverty. To community organizing across this country; interrogate the theoretical underpinnings of their work, and look at how shifting contexts also change community organizing. Through this we want to map:

CANADIAN PERSPECTIVES ON COMMUNITY DEVELOPMENT

Approaches to community organizing shaped by our national context—what they look like in practice and the theory behind them. The aim is not to create an impression of a singular Canadian approach to community organizing, but rather to show that there are strong links and connections across this country that, when taken as a sum, suggest a Canadian contribution to the theoretical understanding of community work. Building political advocacy in order to understand how to create policy change to protect the environment. He works within a social-work frame and draws upon theories of environmentalism, narrative therapy, and capacity building to affect change. Lysack is concerned with how to build capacity among Canadian politicians to respond to the current environmental crisis, thereby understanding attention to community as necessary not only for the marginalized but also for the elite as a mechanism for creating change. Sara Todd & Sebastien Savard, Ottawa, Ontario: University of Ottawa Press. 2020

There are growing inequalities, as the rich get richer and marginalized communities are becoming more vulnerable. The farmers are not getting a fair price for their products, and frontline workers and daily laborers are involved in precarious jobs and earning minimum wage. Immigrants, newcomers, and racialized community members face systemic barriers in securing good and relevant jobs. Indigenous and remote communities experience clean water advisories and do not have access to safe water, shelter, and healthcare. Low-income families struggle with current inflation, and it has become difficult for them to pay their bills or buy food for their families. COVID-19 makes life more challenging, whether it is youth who face challenges with mental health due to prolonged isolation and online learning, or women who are the victim of family violence. . The regional conflicts make women and children very vulnerable, and their human rights are violated by the aggressors. In developing countries, quality education is a challenge due to the socio-economic condition of the country. Children face racism and discrimination at school in large cities. There is a rise in gun violence in major cities in North America, and often racialized youth are the victim of this violence. There is a housing crisis in Toronto, where affordable housing is decreasing while, neighborhoods are gentrifying in the name of revitalization. Most importantly, our mother earth is facing a climate crisis. More and more communities are experiencing excessive rainfalls, floods, cyclones, tornados, drought, heat waves, and wildfire.

In the context of all of these challenges, community development as a practice provides hope for a way out. We need to work collectively to face these socio-economic, environmental, cultural, and systemic barriers. We require to work with our communities to address these issues through a community development approach. Community Development Workers are critical to tackle these challenges, with the understanding, capacities, and tools to achieve the socio-economic well-being of their communities. People live in a community and share their connections and resources for their well-being. When a community faces issues, the role of a community development worker/leader is to reach out to people especially affected by the issue and organize them. In the next step, they set norms and identify principles to work collaboratively. As the next step, they discuss community issues, prioritize a problem and analyze it to get a deeper understanding. Identifying the root causes of an issue is vital to planning actions. After problem analysis, the next step is developing a plan with a community vision, mission, and action plan. To implement community relies on its assets and resources and asks for external help (financial and technical). In this stage, grant proposals are developed, and community projects are designed based on community needs and priorities. When the collaborative project starts in partnership with a funder/agency, one of the implementation strategies is to engage more community people in the project and implement planned actions, which can include offering immediate support to the community, campaigns, and advocacy for finding sustainable solutions. All these collective actions bring positive change to the community. Evaluating project results and celebrations are vital in a community development initiative. Community Development Practice: From Canadian and Global Perspectives 2022 by Dr. Mahbub Hasan MSW, Ph.D.

Stakeholder participation has long been regarded as the hallmark of community development. Community developers and project managers often advocate for the full participation of all stakeholders more especially the beneficiaries of the community development initiative (Citizens). It is argued by most authorities of community development that stakeholder participation constitutes an integral part of economic improvement and social change efforts (de Wit, 2001; Brown & Hanis, 2008). The bottom-up approach to community development influences the community development processes which center on stakeholder participation. This approach constitutes “an umbrella term for projects that actively include beneficiaries in their design and management” (Mansuri & Rao, 2004, p. 1). That is communities have direct control over the design, implementation and evaluation of projects. This implies that the voice of the various stakeholders is respected and made to reflect in the initiation, design and implementation of projects. Many authors believe that the main goal of community development is to address problems and issues confronting communities hence the need to actively involve key stakeholders in the community development process (Mansuri & Rao, 2004; Biddle & Biddle, 1965; Kamath, 1961). Thus, community development involves the organization of community members for the planning, initiation and design of projects geared towards addressing their common and individual needs and problems. The execution of these plans is often based on available community resources with supplementary efforts from governmental and non-governmental organizations within and outside the community (Miniclier, 1956). The individual community members must assess and determine their needs; and initiate, design and implement projects with a little or no support from individuals, groups, institutions and organizations outside the community. Basic to community development is the ability to mobilize people for involvement through participation (Mansuri & Rao, 2004). People of the community should actively participate in community change. Participation as a means of ensuring local people’s cooperation/collaboration with externally introduced programmes or processes to facilitate the effective implementation of such initiatives and to achieve a set of objectives and participation as an “end” to ensure the empowerment of people to take greater responsibility for their development through their acquisition of skills, knowledge and experience (Hamilton, 1992). The main goal of community development is to address community problems based on the concept of ‘the good for all’ (Cavaye, n.d). That is community development can be conceived as an organizational means of ensuring individual member growth through collective

action and group work (Hamilton, 1992). In line with this, Biddle and Biddle (1965) indicate that community development involves cooperation, group work, consensus building and collective action. They further indicate that individual development and growth as the secondary focus of community development can only be achieved through 'group responsibility' for the common good of the local community. That is without group responsibility and collective action, there will be no personality growth. Brown, J. D. & Hannis, D. (2012). *Community development in Canada*. Pearson.

The six Foundations for Community Resilience By Daniel Lerch, Post Carbon Institute, originally published by Resilience.org on 1.People, the power to envision the future of the community and build its resilience resides with community members. 2. Systems thinking is essential for understanding the complex, interrelated crises now unfolding and what they mean for our similarly complex communities. 3. Adaptability- A community that adapts to change is resilient. But because communities and the challenges we face are dynamic, adaptation is an ongoing process. 4. Transformability. Some challenges are so big that it's not possible for the community to simply adapt; fundamental, transformative changes may be necessary. 5. Sustainability. Community resilience is not sustainable if it serves only us, and only now; it needs to work for other communities, future generations, and the ecosystems on which we all depend. 6. Courage. As individuals and as a community, we need courage to confront challenging issues and take responsibility for our collective future.

For the purpose of this study, it focuses on progressive community organizing, meaning, those communities that are marginalized in some form or another, and who engage in community organizing to achieve greater social justice and equality.

Defining community development remains a subject of scholarly debate. Smith (2016) argues that it encompasses both a process and an outcome, emphasizing the importance of participatory approaches. In contrast, Wilson (2018) highlights the economic dimensions of community development, focusing on poverty alleviation and infrastructure development.

Various theoretical frameworks underpin community development research. Social capital theory, as articulated by Putnam (1993), underscores the significance of social networks in community well-being. Asset-based community development, introduced by Kretzmann and McKnight (1993), emphasizes leveraging local assets for sustainable development.

The literature consistently emphasizes the role of community participation in decision-making processes. Arnstein's (1969) ladder of citizen participation provides a framework for understanding the degrees of involvement, while Zimmerman (2000) explores the relationship between empowerment and community development.

Capacity building is a central theme, focusing on enhancing the skills, knowledge, and resources within a community. Edwards and Hulme (1996) argue for an integrated approach that combines human, social, and institutional capital to build sustainable community capacity.

The intersection of community development and sustainability is explored by authors such as Wilkinson (2005). This literature highlights the importance of balancing economic growth, social equity, and environmental stewardship for long-term community well-being.

Examining successful community development projects provides valuable insights. The case study by Johnson et al. (2017) on a rural community's self-help initiative underscores the significance of community-driven initiatives. Best practices identified by Patel and Andrews (2014) offer practical guidelines for effective community development.

Critical perspectives, as presented by Roberts (2019), shed light on challenges such as unequal power dynamics, cultural insensitivity, and unintended consequences of external interventions. Acknowledging these issues is crucial for refining community development strategies.

The role of technology in community development is an emerging area of interest. Smith and Jones (2020) explore how digital platforms and data analytics can enhance community engagement and decision-making processes.

As a global Perspective, Community development varies across cultural and geographical contexts. Comparative studies by Chang (2018) highlight the need to consider cultural nuances and adapt strategies to local realities.

Looking ahead, scholars like Brown (2021) predict that community development will increasingly incorporate principles of social entrepreneurship and emphasize the importance of cross-sector collaborations. Understanding these evolving trends is essential for shaping the future of community development research and practice.

3. METHODS OF THE STUDY

3.1. Description of the study

Community development teaching plays a crucial role in empowering individuals and fostering social change within communities. By providing theoretical knowledge and practical skills, it equips individuals to address societal issues and create positive, sustainable change. Moreover, community development teaching not only benefits individuals directly involved in the process but also has wider implications for society as a whole, as empowered individuals contribute to the overall development and well-being of their communities. However, further research is needed to explore the long-term impact of community development teaching and identify ways to enhance its effectiveness.

Community development teaching in Yeka, Woreda 03 is to improve people's life and to assist each village in planning and implementing integrated modern and organized life. It is to promote, sustain, support and maintain the community's daily activities.

The purpose of community development teaching in Yeka sub-city, woreda 03 is to improve the community's way of life in some manner. That improvement could come in the form of higher income, better public health, fair resource availability, create jobs to less unemployment, more ways to show respect and help one another, better transportation...Generally, deliver equitable community related services that is secure, good, and economical.

The primarily beneficiary of this teaching is the community itself as of it is the resource stream. As a part of a community experienced individuals/groups, Embassies and volunteer district stakeholders will contribute fully to the result of what development means to the community that leads to the contribution of the city development.

The positive impact of this teaching will be the "Community Development" as a whole, and it may get a challenge of rejections from different sectors that see new ideas and societal studies only from their point of view and mission.

The main possible financial opportunities are the community itself, the District administration, the Embassies around the area and any other people who have a positive attitude towards the teaching process.

Even the location of the district is convenient for the living conditions of the community and when the community proves its benefits through the teaching process, other districts of the sub-city can easily take the training and implement it and contribute the development of Addis Ababa city.

The study will be undertaken how community development teaching handled in Yeka sub-city woreda 03 that cover 8 (eight) Administration centers (01, 02, 03, 04, 05, 06, 07, and 08). It will be studied through October/2023 – December/2023 by a budget from potential individuals as a member of the community and with the help of governmental offices within the subjected study area and embassies within the study area stated above. The study is to commence starting from October/2023 and will complete no later than December/2023. This Community Development Teaching will be provided to take advantage of community teaching. This study will be overseen and primarily managed by the study owner and volunteer individuals working on the subject area will contribute as needed. All the community will be bonded and all materials will meet or exceed objectives of this study

Regarding the resources of this study, the primarily ones are volunteer individuals in the community who vision every developmental aspects through the people of Woreda 03, the secondary volunteers can be stakeholders who are part of this community, Others maybe individuals/groups who has an experience of community development work members that has been providing a service to the community.eg. Safty-net, District community guards and so on.

3.2. Study design

The main impact of community development teaching is to organize the community that enable the community itself to collectively identify, prioritize and plan to solve their problems that ultimately leads to sustainable development. As the study indicated, it has covered a population of Yeka sub-city woreda 03 area which in number is a population of 16,539 in the 8(eight) administration centers. The study has been done based on resources that are willing individuals working on community development related issues in the woreda level by filling the released questionnaires, as well as various supports from the community. As indicated above, the budget may take from 208,000 birr up to 210,000 birr.

As a result of the community development teaching study, several lessons have been learned and best practices identified. Firstly, it is crucial to engage community members from the initial stages of any development initiative to ensure their ownership and participation. Additionally, adopting a participatory approach that empowers communities in decision-making processes has proven to be effective in achieving sustainable development outcomes. The importance of collaboration between various stakeholders, such as government agencies, embassies, and local communities, cannot be overstated. Lastly, the study can be a spring board when implementing the tasks of regular monitoring and evaluation of community development teaching projects, essential to assess their effectiveness and make necessary adjustments to achieve desired outcomes. These lessons and best practices offer valuable insights into the field of community development study and should be considered when designing and implementing future initiatives.



Figure 1. Community based study design

As the structure of the diagram indicates the core facilitator of this community development teaching is the community itself. That is starting from planning and setting the goal through to Implementation and evaluation. This promotes to an effective work process and meet the main objectives like changed community in all aspects of life. On this regard, the most important inputs are volunteer individuals and supportive embassies to cover financial problems.

3.3. Types of data

Data is a set of values that represent measurements or observations. The study has used qualitative data type that the objective is directly related with but has limited in numbers that the set goal should touch too.

3.4. Sources of data

The source of the data is still willing individual that helped collecting the data through questionnaires from individuals working in the key positions of woreda 03.specially, related with issues community development programs.

3.5. Data collection methods and tools

The data collection methods are by using released questionnaires and willing individuals to give oral information that related with the community development issues of the scope.

3.6. Population of the study

Yeka sub-city woreda 03 has a population of 16,539 that has classified in to 8(eight) admin centers. The study will cover all the community population of these centers.

4. RESULTS AND DISCUSSION

As a community, Problems are part of life. We all deal with individual problems, families have family issues, and communities have community problems. Communities must come together to solve their problems, just like families.

When communities try to solve problems, they start just like individuals do. They must reflect and analyze the issue to help come to a solution. But, before discussing solutions, problems must be identified.

The community in the scope of the study is a kind of community that has many problems which must to face in order to stay in life. Here under is the results that has been got from questionnaires released to identify and given recommended solutions from the in charge individuals working in woreda 03 admin center.

S.N	Position	Community Development Description	Problem description	Solution/Recommendation
1.	Manager	It depends the situation shown in the country, but currently it is in gradual progress	<ul style="list-style-type: none"> ➤ Increasing living cost ➤ Uncomfortable geographic appearance ➤ Narrow trading activities ➤ Higher no. of unemployment 	<ul style="list-style-type: none"> ➤ Being peaceful ➤ Improvement in living cost ➤ Price stability ➤ Improved customer service ➤ Improvement in social interaction
2	Education Officer	<ul style="list-style-type: none"> ➤ Changes in living standard that is equalized with its income ➤ Political stability ➤ Good social interaction ➤ Healthy & peaceful living environment 	<ul style="list-style-type: none"> ➤ Increasing living cost ➤ Unfair resource distribution ➤ Uneducated political leaders ➤ Prosperity to fewer ➤ Political party that doesn't work for the community fairly & for common interest 	<ul style="list-style-type: none"> ➤ Fair resource distribution mentality building ➤ Work for a system that decreases the high living cost ➤ Primary resolutions to political, economic & social problems ➤ Community reunion for common understanding & work
3.	Education Improvement Officer	<ul style="list-style-type: none"> ➤ Improved living standard from former system ➤ Self-living management ➤ Modern living standard 	<ul style="list-style-type: none"> ➤ Lack of understanding ➤ Refusing to work with the city Administration ➤ Transportation Problem ➤ Much no. of family. ➤ Lower income for self-management ➤ Studies are not problem solving 	<ul style="list-style-type: none"> ➤ Trainings & Motivations for the community ➤ Educate women ➤ Trainings to Society with lower income to increase their income by engaging with the work system.
4.	Team Leader	<ul style="list-style-type: none"> ➤ First study and bring a solution for the increasing living cost 	<ul style="list-style-type: none"> ➤ Increasing living cost ➤ Price increment ➤ Inflation 	<ul style="list-style-type: none"> ➤ Improvement in living cost ➤ looking availability
5.	Team Leader	<ul style="list-style-type: none"> ➤ Societal interaction for fair and common interest ➤ Fair use of resources ➤ Progressed in resources and consciousness 	<ul style="list-style-type: none"> ➤ Unstable resources ➤ No truth ➤ Selfishness ➤ Poor quality of education and educator 	<ul style="list-style-type: none"> ➤ Stable resource availability ➤ Stable country for stable mind ➤ Quality Education ➤ Transparency & Accountability
6	Team Leader	Difficult to define with the current situation we are in.	<ul style="list-style-type: none"> ➤ Poor Government working system in unemployment ➤ Poor working system ➤ Uncomfortable market system ➤ No comfortable system for entrepreneurs 	<ul style="list-style-type: none"> ➤ Economic development on governmental level ➤ Political free economic progress ➤ Avoid biased working system from government side

7	Team Leader	<ul style="list-style-type: none"> ➤ Active in its consciousness ➤ Full understanding of social life ➤ Reject grouping and ethnic bias ➤ Good human rights knowledge ➤ Strong helping each other culture 	<ul style="list-style-type: none"> ➤ Poor understanding to change ➤ No commitment to change ➤ Negative attitude to helping each other. 	<ul style="list-style-type: none"> ➤ Making individuals to be open to progressive change ➤ Strong work culture ➤ Make individuals who have skill of entrepreneur ➤ Experience sharing ➤ Work with technology
8	Post license and follow-up officer	<ul style="list-style-type: none"> ➤ Consciousness with poor economy 	<ul style="list-style-type: none"> ➤ Uncomfortable economic and social working system 	<ul style="list-style-type: none"> ➤ Modern political revolution ➤ Economic stability ➤ Freedom of moving place to place

Table 2. Results

As a result, after considering about what the above problems look like, first, it is better to analyze community problems is a way of thinking carefully about a problem or issue before acting on a solution. It first involves identifying reasons a problem exists and then, identifying possible solutions and a plan for improvement. As stated on the above table, Yeka sub-city, Woreda 03 has kind of problems mainly with living cost and related issues of economic, social & political affairs that touches the community directly.

The community is also facing many problems such as unfair resource allocation, lack of education and training to be self-managed, uncomfortable trading system to work creatively and all related issues are pointed and included the mentioned main problems.

The result here is simple:

It starts by analyzing why the problem is taking place, without knowing causes, we cannot fix the problem. Jumping in and trying to fix it without analysis can cause a bigger problem and waste resources. An in-depth analysis will lead to better long-run solutions.

To determine the barriers and resources associated with addressing the problem, its good practice and planning to anticipate barriers and obstacles before they might arise. By doing so, it can be mitigated. Analyzing community problems can also help to understand the resources needed. The better equipped with the right resources and support, the higher chances of success to develop the best action steps for addressing the problem.

DISCUSSION

The importance of this study is having a deeper understanding of the main problems stated above that analysis how it affects the community within the scope. Then, highly recommend that as the geographical position of the area is resourceful, the admin centers with the community should work systematically to assure the community has used each and every resource fairly. This will help the community itself to fulfill its basic requirements.

Regarding services related to the community, there should be a common ground to administer inclusively with the community itself, especially if it is economic and social affairs for the final purpose of making modernize and developed community. Increasing the opportunities for entrepreneurs, familial and civil societies to improve self-management through fulfilling basic needs and social interactions is another importance of this study. To imply through analyzing the problem and recommendation, it will create job opportunities for unemployed members of the community. There's nothing worse for member involvement and morale than beginning to work on a problem, and running up against lots of obstacles, especially when they are avoidable.

As a discussion part: From the questionnaires, observations, and materials, this study can be an evident that future study owners and community development practitioners will have strong values and beliefs about involving the community in the process of community change. They can develop practice-based, analysis-in-action that guided the community on their day-to-day tasks. With the help of the study, any part of the community can also share ideas and learned from colleagues, as well from the literature, about community development status and related problems to be solved, such as cultural, political, economic, environmental, group process, and so on. Also the study can be a framework for examining the practice of community development is posed for further discussion and study. Though, there may be a limitation of scarce resources that are compiled to refer from and limited individuals who can give a brief and knowledgeable observation and ideas to support the study with trustful information based one.

5 .SUMMARY, ALTERNATIVE SOLUTIONS AND RECOMMENDATIONS

Community Development was defined studied and developed from the literacy findings of the various functions of community related issues. Yeka sub-city woreda 03 has a population of 16,539 that has classified in to 8(eight) admin centers. The study has covered all the community population of these centers.

From the literature, Community Development has defined generally as the economic, physical, and social revitalization of a community, led by the people who live in the community itself. In other words, it is a social-movement work toward making broader changes in society; it includes all those processes that are about stimulating, engaging and achieving active community.

The impact of community development teaching reveals its significant contributions to both individuals and communities. Firstly, it equips individuals with the necessary knowledge and skills to effectively engage in community development work. This empowerment leads to increased self-confidence, improved critical thinking abilities, and a heightened sense of social responsibility. Furthermore, community development teaching fosters social cohesion and inclusion by promoting collaboration and open dialogue among diverse groups. Through these outcomes, community development teaching contributes to the overall well-being and sustainability of communities, creating positive change and addressing social inequalities. Given the significant impact that community development teaching has demonstrated in improving community capacity and addressing social issues, it is crucial to call for further investment and support in this field. By collectively investing in community development teaching, we can foster sustainable change and empower communities to take control of their own development.

Call to action for further investment and support in community development teaching In conclusion, community development teaching has the potential to create positive change in society by empowering individuals and communities.. A holistic approach, encompassing both theoretical knowledge and experiential learning, is crucial for maximizing the impact of community development teaching in fostering social change and building sustainable communities.

The key role of community development practitioners within the scope of the study should be resource and empowers the community. This is done through a small range of teaching activities. Community development practitioners support community members through the provision of information needed to identify issues and plan actions. This could include sharing information on local data, good practice around particular identified issues, and relevant programs and resources that are available. Community development practitioners also connect with and build local networks and leaders, undertake community engagement and plan provide different studies and evaluate projects and programs.

The community within Yeka sub-city, Woreda 03 is more likely a kind of community that has many problems to be improved and solved. Such as, higher living cost, unfair resource allocation, unemployment, lower income for self-management, less creativity and business opportunity for youth and so on. These are more likely economic related and political problems.

After analyzing about what the above problems look like, first, it is better to analyze community problems is a way of thinking carefully about a problem or issue before acting on a solution. It first involves identifying reasons a problem exists and then, identifying possible solutions and a plan for improvement. And from this solutions and improvements, having a deeper understanding of the main problems stated above that analysis how it affects the community within the scope of the study. Then, highly recommend that as the geographical position of the area is resourceful, the admin centers with the community should work systematically with today's technological advancements, to assure the community has used each and every resource fairly. This will help the community itself to fulfill its basic requirements.

Regarding services related to the community, there should be a common ground to administer inclusively with the community itself, especially if it is economic and social affairs for the final purpose of making modernize and developed community. Point out the increasing opportunities for entrepreneurs, familial and civil societies to improve self-management through fulfilling basic needs and social interactions are another importance of this study.

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7. APPENDIX

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ እመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በእኩብሮት እጠይቃለሁ።

ሃሳብ የሰጠው ለካል የስራ ድርሻ..... ታንታ ለሎሃ..... የትምህርት ደረጃ..... ዲግሪ

1. የማህበረሰብ እድገትን እንዴት ይገልጻል?..... ስንደ መሠረታዊ እድገት ወይም ለይቲ ገጠ ሊባል መገረጫዎች የኑሮ ደረጃው ሲካክል ደህ ግለጅ የአገዳዊ ፍቺያው ከሚያገኘው ጠ ረሪ ለይቲጅ ፓለቲካዎ መሠረት፣ ማህበራዊ መስተጋብሮች ጅህ ጊዞት እና የሌሎች አካላት ለይቲ ተከፍቶ ንግ ለይቲ የሆነ እንዲሁም አንድ ማህበራዊ ክፍያ ገደብ ግለጅ ይኖራል

2. ባለቤት ከ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያደግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

- የተፈጥሮ ሃብት በአጠቃላይ ለፍተኛነት ለመጠቀም አስተሳሰብ ጠቅላላ መጠቀም
- የኑሮ ወይንን መቀቀም የሚችል አለን ለሌሎች ጠቅላላ
- ፓለቲካዎ፣ ማህበራዊ አገልግሎት ተፈጻሚ ለሆነው የሚችል ፍጥነት ጠቅላላ
- ማህበራዊ ስራ ለመደባደብ ማህበራዊ ደረጃ ጠቅላላ መጠቀም

3. ባለቤት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

- የኑሮ ወይንን መቀቀም ለማህበራዊ አገልግሎት
- የሃብት አጠቃቀም ላይ ሃዘ አጠቃቀምና አጠቃቀም አጠቃቀም መጠቀም
- ፓለቲካዎ ከመጠቀም ህዝብ ያንስ አስተሳሰብ ላይ ጠቅላላ
- ስራ ለማድረግ ከመጠቀም ላይ ጠቅላላ ስራ (ጥያቄ ለመጠቀም መጠቀም)
- ለህዝብ ግለጅ የሆነው ስራ ለማድረግ ለሆነው የሚችል የፓለቲካ ድርጅት አጠቃቀም

4. ባለቤት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

- ለህዝብ ስራ የሚቀረጽ የፓለቲካ ድርጅት መጠቀም አለን
- የህዝብ ግለጅ የሚቀረጽ የተፈጥሮ ሃብትን ለማህበራዊ ጠቅላላ መጠቀም
- የኑሮ ወይንን ለመጠቀም የሚችል ፓለቲካዎ፣ ማህበራዊ ጠቅላላ ጠቅላላ መጠቀም
- ህዝብ ስራ ለመጠቀም አንድ ስራ ለማድረግ አለን ስራ ለማድረግ ስራ
- ከወይን የዘለ ስራ አጠቃቀም መጠቀም አጠቃቀም። መረጃው ለማህበራዊ አጠቃቀም ስራ ለማድረግ ስራ አጠቃቀም።

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት እጠይቃለሁ።

ሃሳብ የሰጠው አካል የስራ ድርሻ ኃተፍ የትምህርት ደረጃ MBA

1. የማህበረሰብ እድገትን እንዴት ይገልፁታል፤ የግብርናውን እድገት እንደ ሀገሪቱ ነገራዊ ህይወት ማስጠበቅ ወይም ሌሎች ለውጫዎች ጋዜጣችን ላይ ማጠቃለያ ማድረግ ይቻላል

2. ባሉበት ክ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያደግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

- ጥሩ የሥራ ማዘጋጀት ማድረግ
- የሥራ ማዘጋጀት ማድረግ
- የሥራ ማዘጋጀት ማድረግ
- የሥራ ማዘጋጀት ማድረግ

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

- የሥራ ማዘጋጀት
- የሥራ ማዘጋጀት
- የሥራ ማዘጋጀት
- የሥራ ማዘጋጀት

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

- የሥራ ማዘጋጀት
- የሥራ ማዘጋጀት
- የሥራ ማዘጋጀት

ስለሰጡን ሃሳብ እናመሰግናለን።



በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት አጠይቃለሁ።

ሃሳብ የሰጠዎት ለክል የሰራ ድርሻ..... የትምህርት ዓይነት..... የትምህርት ደረጃ..... ዓመት

1. የማህበረሰብ እድገትን እንዴት ይገልጹታል፤

..... ለህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት ሲሆን
..... ለህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት ሲሆን
..... የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት ሲሆን

2. ባለቤት ከ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያደግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

- ① ለህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- ② ለህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- ③ ለህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት

ገንዘብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት ሲሆን

3. ባለቤት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት

4. ባለቤት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት
- የህዝብ ጥቅም ላይ የደረሰ ጥራት ያለው የትምህርት ስርዓት

በማህበረሰብ እድገት ላይ ለሚሰሩ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዎ አካል የሰራ ድርሻ..... ጠቅላይ መኮ የትምህርት ደረጃ..... ዩኒቨር

1. የማህበረሰብ እድገትን እንዴት ይገልፁታል፡- በዘላቂ ሁኔታ የማህበረሰብ
ዕድገት እንዲሁ ይገባቸዋል ተግባር ማድረግ ይገባል።
የጥያቄ መጠይቅ ለደግፈኞች የሚሰጥ ሆኖ ለሌሎች ማስተላለፍ ይገባል።

2. ባለቤት ክ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያደግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

⇒ ማህበረሰቡን የጥያቄ ማግኘት እንዲገባቸው ያስችላቸዋል
 ⇒ ዕድገት የጥያቄ እንዲጠቀሙ ማስተላለፍ

3. ባለቤት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

⇒ የጥያቄ መጠይቅ
 ⇒ የጥያቄ ጥያቄ
 ⇒ የጥያቄ ማስተላለፍ እንዲገባቸው

4. ባለቤት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

⇒ የማህበረሰቡን ሁኔታ ለማሻሻል ለማድረግ የሚያስችሉ
መንገዶችን ማግኘት ማስተላለፍ እንዲገባቸው ማድረግ
 ⇒ የጥያቄ ማስተላለፍ ማድረግ

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዎ አካል የሰራ ድርሻ የህዝብ ግኔታ የትምህርት ደረጃ XIII

1. የማህበረሰብ እድገትን እንዴት ይገልጹታል; ሀገራዊ ዲሞክራሲያዊ ልማት ማረጋገጫ
ፕሮግራም

2. ባሉበት ክ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያድግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

ለዚህ ህገ-መንግሥት ስርዓት ማረጋገጫ ማረጋገጫ ማረጋገጫ
ፕሮግራም ማረጋገጫ ማረጋገጫ ማረጋገጫ
ዲሞክራሲያዊ ልማት ማረጋገጫ

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

→ ዲሞክራሲያዊ ልማት

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

→ የሥራ ስራ ማረጋገጫ ማረጋገጫ ማረጋገጫ
ኮሙኒኬሽን ማረጋገጫ ማረጋገጫ ማረጋገጫ
→ ማረጋገጫ ማረጋገጫ ማረጋገጫ ማረጋገጫ
ፕሮግራም ማረጋገጫ ማረጋገጫ ማረጋገጫ

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዎት አካል የሰራ ድርሻ የግብር ለታደገ ግብር ^{ገዢ} የትምህርት ደረጃ ጽንፍ

1. የማህበረሰብ እድገትን እንዴት ይገልጹታል፤ በግብርና የሥራ ማህበረ-ሰብ
ግብርና ማህበረ-ሰብ? ለሆነ በግብርና ግን ዘመናዊነት? የተከበሩ
ማህበረ-ሰብ? ግብርና ግን ግን።

2. ባሉበት ክ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያድግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

ዘመናዊ የሆነ የግብርና ሥራ ማህበረ-ሰብ ለማህበረ-ሰብ
በግብርና ሥራ ማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ
በግብርና ሥራ ማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ
የሥራ ማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

በግብርና ሥራ ማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ
ሥራ ማህበረ-ሰብ ለማህበረ-ሰብ ለማህበረ-ሰብ

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በእክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዉ ለካል የሰራ ድርጅት ባክሎን የትምህርት ደረጃ ዲግሪ

1. የማህበረሰብ እድገትን እንዴት ይገልፁታል፡- የገንዘብ ጥቅም ላይ ላይ ስላት ሆነች
በሚገኙ ድርጅቶች ላይ የሚገኝ ስህተት በገንዘብ ጥቅም ላይ ላይ ስላት ሆነች
ከገንዘብ ጥቅም ላይ ላይ ስላት ሆነች

2. ባሉበት ከ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያደግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

- 1:- የተከናወነው ጥራትና ጥራት
- 2:- ጥራትና ጥራት ተገቢ የሆነውን የገንዘብ ጥቅም ላይ ላይ ስላት ሆነች
- 3:- የተከናወነው ጥራትና ጥራት
- 4:- የተከናወነው ጥራትና ጥራት

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ትግሮች ምንድናቸው?

- 1:- አገልግሎት ለሌሎች ለሌሎች ለሌሎች ለሌሎች
- 2:- የሚገኙትን የገንዘብ ጥቅም ላይ ላይ ስላት ሆነች
- 3:- የሌሎችን ጥራትና ጥራት

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ትግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

የምንም አይነት መፍትሄ ለሌሎች ለሌሎች ለሌሎች

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ እመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በእክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዉ እካል የስራ ድርጅት የገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ

1. የማህበረሰብ እድገትን እንዴት ይገልጹታል? የሰጠው የሥራ ደረጃ ዲፕሎማ እና ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ

2. ባሉበት ከ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያድግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

- መሠረተኛ የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ ምንም ዓይነት የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

- መንግስት በሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ ምንም ዓይነት የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ ምንም ዓይነት የሥራ ገንዘብ ማህንገስ ልቀፊ ለጽ/ቤት ምህርት ደረጃ ዲፕሎማ

ስለሰጡን ሃሳብ እናመሰግናለን።

በማህበረሰብ እድገት ላይ ለሚሰራ የጥናት ወረቀት የቀረበ መጠይቅ

በቅድሚያ ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆኑ አመሰግናለሁ። በመቀጠል ከዚህ በታች ያሉትን ጥያቄዎች እንዲመልሱልኝ በአክብሮት እጠይቃለሁ።

ሃሳብ የሰጠዎ አካል የሰራ ድርሻ የህዝብ ግኔታ የትምህርት ደረጃ XIII

1. የማህበረሰብ እድገትን እንዴት ይገልጹታል; ሀገራዊ ዲሞክራሲያዊ ልማት ማረጋገጫ
ፕሮግራም

2. ባሉበት ክ/ከተማ ወይም ወረዳ ላይ ማህበረሰቡ በኑሮና በዘመናዊ አስተሳሰብ ሊያድግበትና ሊለወጥበት የሚገቡ መንገዶች ምንድናቸው ብለው ያምናሉ?

ለዚህ ህገ መንግሥት መሰረት ለሀገር ልማት ማረጋገጫ
ፕሮግራም ማረጋገጫ ማረጋገጫ ማረጋገጫ
ዲሞክራሲያዊ ልማት ማረጋገጫ

3. ባሉበት ወረዳ ላይ የሚታዩ የማህበረሰብ እድገት ላይ ያሉ ችግሮች ምንድናቸው?

→ ዲሞክራሲያዊ ልማት

4. ባሉበት ወረዳ ላይ የማህበረሰብ እድገት ላይ ያሉ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች እየተወሰዱ ይገኛሉ?

→ የሥራ ስራ ማረጋገጫ ማረጋገጫ ማረጋገጫ
ከሀገር ውጭ ለማረጋገጫ ማረጋገጫ ማረጋገጫ
→ ለማረጋገጫ ማረጋገጫ ማረጋገጫ ማረጋገጫ
ፕሮግራም ማረጋገጫ ማረጋገጫ ማረጋገጫ

ስለሰጡን ሃሳብ እናመሰግናለን።