

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**MAJOR FACTORS INFLUENCING FARMERS'
PARTICIPATION IN SKILL TRAINING PROGRAM
IN ASSOSA ZONE**

BY
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ACRONYMS

ADLI- Agricultural Development Led Industrialization
ATVET- Agricultural Technical Vocational Education and Training
BGRS- Benishangul Gumuz Regional State
BoARD- Bureau of Agriculture and Rural Development
BoFED- Bureau of Finance and Economic Development
CSA- Central Statistical Agency
DAs- Development Agents
FGDs- Focus Group Discussions
FTCs- Farmers' Training Centers
MoA- Ministry of Agriculture
MoARD- Ministry of Agriculture and Rural Development
MoE- Ministry of Education
PADETS- Participatory Demonstration and Extension Training System
PASDEP- Plan for Accelerated and Sustained Development to End Poverty
RBoARD- Regional Bureau of Agriculture and Rural Development
SNNPR- Southern Nations, Nationalities and Peoples Region
TNA- Training Needs Assessment
TVET- Technical Vocational Education and Training
WBoARD- Woreda Bureau of Agriculture and Rural Development
TEFL- Teaching English as a Foreign Language

Abstract

The main objective of this research was to investigate the major factors influencing farmers' participation in the training program given at FTCs. It was also intended to examine the current status of farmers' participation in the training program. To achieve this, the survey research design was used. The data were collected through the questionnaire, semi-structured interview and FGDs. The participants were 128 trainee farmers, 21 facilitators' and six key informants. To select the respondent groups, simple random, availability and purposive sampling techniques were used. Frequencies, percentages and means, correlation, factor analysis, multiple regressions and Mann-Whitney U-test were used as statistical tools to analyze the data. Based on the analyses, the main findings of the study revealed that the majority of the farmers were not involved in the training program development. The study also showed that farmers' low participation was determined by synergistic action of multiple obstacles. Institutional factors such as inappropriateness to the needs of farmers, distance of the FTCs, lack of facilities, and incompetent facilitators; socio-cultural factors such as farmers' little awareness and low expectations; and structural factors include central planning system and weak local institutional capacity were the major limiting factors included in the study. From the above findings, it could be concluded that due to the collective influence of these factors, the whole process of the training program development was not participatory. Thus, it has been suggested that motivated and competent extension personnel, pre-service and on-job training for facilitators, and a continuous awareness creation are timely essential.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In Ethiopia, 85% of the population is rural and depends on subsistence agriculture for its livelihood (CSA, 2007). Agriculture in Ethiopia is predominantly characterized by traditional ways of farming and low productivity. Hence, various policies and strategies have been set to move the farming technology development since the last century.

In the history of Ethiopian agriculture, it is only recently that development interventions began to penetrate into rural areas with the aim of improving the life of the people. Especially, after the second half of this century, various extension intervention programs have begun either in the form of fully fledged programs or as pilot projects. Unfortunately, the impacts of all of these development interventions were not given much significance in terms of improving the life of the rural population in general and the mode of farming and productivity in particular (Habtemariam, 1997).

According to the rural development policy and strategy document, agricultural education and training is one of the major ways of motivating the human labour in agriculture so as to implement modern farming methods through extensive utilization of human labour. Although there has been an increasing wide coverage of primary education in the rural areas still farmers have no access to use modern technologies, which would enable them to bring about the expected rural transformation.

Realizing the situation the government designed the agricultural TVET program since 2001/2. The objective of the program is to produce middle level skilled competent and motivated agricultural practitioners who would in turn be potential teachers and/or development agents at each farmers training center (MoA, 2000; MoARD, 2006).

The establishment of farmers' training centers is a part of the agricultural TVET program. It is envisaged to establish about 15,000 farmers training centers throughout the country. Each training center would give training for 60 farmers in one in-take. It is also envisaged

that all farmers will have access to agricultural extension services (MoARD, 2006).

Agricultural education and training are key elements in the whole process of agricultural change and the achievement of rising levels of rural prosperity. Agricultural education and training can succeed in their objectives only when integrated into an overall development program. The training program must be shaped to meet the needs of the farmers. Identifying and meeting the needs of the particular community requires trainers familiar with and acceptable to the people among whom they work for. The most important characteristics of the good multipurpose trainers are those of maturity and ability to inspire confidence (Assefa, 1991).

Currently, food security objectives have taken the main emphasis in the Agricultural Development Led Industrialization (ADLI) strategy of the country, which aims transformation of Agricultural production and productivity through technological means. This program has been run through Participatory Demonstration and Extension Training system (PADETS). The program works with the objectives of increasing production and productivity of small-scale farmers, through research generated information and technologies, empowering farmers to participate actively in developing processes. However, practically it is not participatory (Belay, 2003).

The evolution of the different methodologies of agricultural extension in the country is implemented by the public extension organization, until now, shows that the approaches are based on, transfer of technology model (MOA, 1993). To some Extent, agricultural development in the country has been attributed to the agricultural extension program. However, the program has been criticized for being top-down or lacking genuine farmers' participation.

Participatory approach evolved in response to the need for reversing the flow of initiatives and balancing the flow of information and knowledge from experts supply to the users/farmers demand, and to help extension to better work within the changing contexts and opportunities. It is assumed that more farmer participation in planning and

policy formulation improves the essential “feedback system”. Thus, it requires attitudinal change and role reversal concerning the relationships between farmers and extension workers to facilitate co-learning and equal involvement of all stakeholders.

In its true meaning, genuine participation of people is non-directive and does not impose ideas on them; it is based on a dialogical process; it is educational and empowering; starts from what people know and from where they are; is based on resources mobilized by them; relies on their collective effort; promotes self reliance but acknowledges the partnership among individuals and their change agent as co-learners (Burkey,1993;Oakley & Marsden,1985).Genuine participation also entails the active involvement of people in the planning process and is enhanced by their interaction with experts through educational methods that increase the influence farmers can exert up on the program planning process.

Research works in relation to the extension program depicted the top-down nature of the programs. Dejen, Aragay and Aune (2000), for instance, cited in Ephrem (2009) claim that there was no a wide degree of adherence in farmers’ participation in planning, implementation and evaluation of the extension programs. They noted that the practice of stakeholders’ participation is different from what is being believed in principle.

Thus, this study is an attempt to investigate the major factors influencing farmers’ participation in skill training program given in the FTCs of Assosa Zone.

1.2. The Statement of the Problem

Today, the government of Ethiopia is exerting farmers' skill training program on large scale across the country. About 15,000 farmer training centers (FTCs) are being established (one in each rural kebele). The FTCS are designed as local-level focal points for farmers to receive information, training demonstrations, and advice, and include both classroom and demonstration fields. They are expected to form an important node between extension and farmers in the agricultural sector (MoARD, 2005).

The target beneficiary groups of FTCs are adult learners. The approaches of adult and non-formal skill training determine the success or failure of the development programs. Adult learners need to participate in planning, implementation and evaluation of adult and non-formal training programs (Gboku and Lekoko, 2007).

Farmers' participation on various areas of human resource development is a crucial tool to bring voluntary behavioural change (change in practice, knowledge, skill, and attitude). However, previous studies indicated that majority of the farmers in rural areas were not participated. Belay (2002) points out that farmer make a very marginal contribution in designing and formulating extension activities. He also notes that neither the farmers nor the frontline extension agents are consulted in the course of policy formulation.

It has been also noted that the realities of Ethiopia may not support truly participatory approach as various studies reviewed. In line with this, Ephrem (2009), in his paper, adult education and Development; a study of Farmers' Training Centers in Dale Woreda in SNNPR, reported the top-down nature of the Ethiopian extension training programs. He stated that farmers were not involved in the planning process.

All of the works to which I come across show that the Ethiopian extension program is not participatory. However, none of them tried to see the factors which are impeding farmers' active participation in the training centers.

Farmers' contribution and involvement either in program planning or implementation process has remained very low in most parts of the country in general and in the region in particular. According to the regional BoARD annual report (BoARD, 2008), and from the researcher's observation and experience, only few farmers are involved in the training program in each FTC in the region.

Thus, this study is expected to investigate the major factors influencing farmers' active participation in skill training program in the selected zone. To this end, the following objectives are formulated to this study.

1.3. Objectives of the Study

The study is expected to achieve the following specific objectives:

1. To investigate the extent to which farmers contribute to the development of the training programs.
2. To examine in which stages of program development do farmers' participate in skill training programs significantly.
3. To investigate the major factors influencing farmers' participation in skill training program.

1.4. Basic Research Questions

In order to achieve the above stated objectives, the study will try to answer the following basic questions:

1. To what extent the farmers participate in the development of the training programs?
2. At what stages of program development do farmers have significant levels of participation in training program?
3. What are the factors that determine farmers' participation in skill training program?

1.5. Significance of the Study

Development training activities are among the major functions of the extension services. Since the study tries to investigate the major factors which are hindering farmers' participation in skill training and as no study was undertaken in the region concerning the issue, it is hoped that this study might be relevant and will make significant contribution.

Based on this, the study will have the following contributions:

- Indicate the current level of farmers' participation in skill training program in the FTCs for the concerned beneficiaries.
- For program planners in program planning to revise the contents and methods.
- For researchers to conduct further study on the problems related to farmers' participation in skill training program in the FTCs.

1.6. Scope of the Study

Though Assosa zone has seven woredas, the study was confined to three woredas only due to geographical distance, availability, and shortage of time. The study focused mainly on the major factors influencing trainees' participation in planning, implementation and evaluation in junior level skill training programs being offered in the FTCs in the three Woredas of Assosa Zone.

1.7. Definitions of Terms

Communality: The proportion of variance of a particular item that is due to common factors (shared with other items).

Facilitator: A person who teaches or trains farmers in farmers training centers (FTCs).

Factor Analysis: A statistical technique used to (1) estimate factors, or (2) reduce the dimensionality of a large number of variables to a fewer number of factors.

Factor Loading: Correlation between a variable and a factor, as they are extracted by default and the key to understand the nature of a particular factor.

Farmers Training Centers: Local training centers in which farmers skill training courses are offered with the help of facilitators within a specified period of time.

Oblique factor rotation: Factor rotation such that the extracted factors are correlated. The oblique solution identifies the extent to which each of the factors is correlated.

Orthogonal factor rotation: Factor rotation such that their axes are maintained at 90 degrees. Each factor is independent of, or orthogonal to, all other factors.

Participation: the active involvement of farmers in the process of planning, implementation and evaluation of farmers' skill training programs

Skill Training: A training which is being given in the farmers training centers aiming at improving the living standard of rural people.

Woreda: refers to an area regarded as an administrative unit consists of different kebeles in it.

Zone: refers to an area regarded as an administrative unit embracing different woredas in it.

1.8. Organization of the Study

This thesis consists of five chapters. The first chapter deals with the background, statement of the problem, objectives, significant and scope of the study. Chapter two reviews literature related to the research topic. Methodological issues including description of the study area are presented in chapter three. The fourth chapter presented the results of the study and their interpretation. The final chapter consists of summary, conclusion and recommendations.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1. Overview and Definitions of Concepts

2.1.1. Adult Education

Adult education has been defined differently by different educators. Some define it in terms of age while others define it in terms of maturity and social roles in the community. Adult education, as Indabawa & Mpofu (2006:3) defined, “any learning or educational activity that occurs outside the structure of the formal education system and is undertaken by people who are considered to be adults in their society.” The purpose of adult education, according to these scholars, is to satisfy the learning needs and interests of adults outside the formal school systems (Indabawa & Mpofu, 2006).

Rogers (1992:28-29) has defined adult education as:

All planned and purposeful learning opportunities offered to those who are recognized and who recognize themselves as adults in their own society and who have left the formal initial educational system (or who have passed beyond the possible stage of initial education if they were never in it), whether such learning opportunities are inside or outside the formal system, so long as such learning opportunities treat the learners as adults in decision-making, use appropriate adult learning methodologies and styles and allow the learners to use the experience for their own purposes and to meet their own needs.

Furthermore, adult education covers community health education, nutrition, and agricultural extension, vocational skills training, in short, any form of education and training for adults (Gboku & Lekoko, 2007).

2.1.2. Non-formal Education

The term ‘non-formal education’ has a different definition. However, the common definition is that of Coombs and Ahmed (1974:233): “any organized activity with educational purposes carried on outside the highly structured framework of formal educational systems as they exist today. The assumption is that it should be applied to people not attending schools (adults or out-of-schools youth).

In line with this, Duke (1995:63) has defined as “non formal education is intentionally organized learning even catering essentially to persons who are not currently participating in formal education.”

Similarly, Fordham (1992:30) defines non formal education as:

Any activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular subgroups in the community be they children, youth and adults.

According to Harman (1976), non-formal education operates on two concepts basic to non-formal education. The first is specificity of the situation; considers the needs and characteristics of the target groups and follows with a program design with four main components that include participant groups, content, form and instructional methodology. The second is, support systems, considers the components necessary to support the educational program design, subject matter, information delivery and methodology. Regardless of the target groups, this approach to the non-formal education has proven successful throughout the world by applying education to solution of problems.

The common characteristics of the various definitions are identified as non formal education is an organized educational process; satisfies a diversified needs of the society; provide access to formal education for those who denied it during their childhood; and an alternative program for the formal schooling (MoE,1997).

Furthermore, non formal education is flexible in which the programs can be organized in consultation of the learners. The learners can decide where to learn, what to learn, how to learn and when to learn. The program can be organized in the field, village centers, factories and other workplaces of adult learners. The class can be hold whenever appropriate, the duration classless may also be maximized or minimized as convenient to the learners and the facilitators. The content is associated with specific social, economic,

cultural and environmental needs of each learner group. The curriculum is flexible, diversified and responsive to contemporary problems of the society (Dahama and Bhatnagar, 1980).

2.1.3. Non- formal Skill Training

Skill Training is the aggregate of two separate concepts. Skill is the ability to behave or perform correctly and effectively in action-based situations, while training is a planned and systematic sequence of instruction under supervision, designed to impart predetermined skills, knowledge, information, and even attitudes (Jarvis, 1990). Therefore, the overall purposes of any training are acquiring of new skills, attitude, concepts, and behaviors and so fourth.

In developing countries, most of the very poor live in rural areas. Agriculture is the main source of income, supplemented by income earned through non-farm works. As the land available for expansion of agriculture becomes increasingly scarce, opportunities of non-farm employment must be expanded so as to eliminate rural poverty (Singh, 1999 and Middleton et al, 1993).

Skill Training in rural areas has a long history, not only through agricultural extension, but also through integrated rural development and informal adult education programs (Middleton et al, 1993). Increasing the skills and capabilities of farmer in rural areas and workers is vital to economic growth in an increasingly integrated and competitive global economy. Investing in people can boost the living standards of households by expanding opportunities, raising productivity, and increasing earning power (World Bank, 1996).

Skill training as one type of education encompasses a broader variety of components to be offered. Some of these are life skills, literacy skills, technical skills, vocational skills and business skills (Million, 2006).

Therefore, the provision of the non-formal skill trainings can enhance the productivity of the rural people. Non-formal skill trainings have the role of widening the sources of income for the rural poor, which in turn facilitate the overall rural development.

2.1.4. Farmers' Training

Training is a term, which covers a wide range of activities. Its length can vary from short-term training activities such as one-day demonstration, to longer-term professional courses that may last several months. It can be one of the best ways to develop human resources.

Trainings are important tools for assisting government officials, development personnel, extension experts and agriculturalists in the realization of their program objectives and plans. It allows those who will be involved in and/ or affected by the change (FAO, 2002).

Farmers' training is education that most often takes place outside formal learning institutions. It differs from education in schools because it is geared towards adult learning. Adults are self-directed and sufficient in most aspects of their lives. They do not accept being talked down to or having their autonomy restricted in ways that show a lack of respect.

In pedagogical learning, teachers decide the content to be delivered to students as well as how and when the teaching is to take place. Adults on the other hand, begin new learning ventures with some ideas of what they will gain from doing so (Knowles, 1990).

It is necessary; then, development agents (DAs) discover what a farmer wants to learn. This may seem. Like a natural step and perhaps not worth much emphasis. Nonetheless, failure to accommodate farmers' needs and interests is a common pitfall. Development agents/facilitators often assume the teacher's role and decide for the farmers what they need to know.

Decisions on the content and methods of training must be the shared responsibility of farmers and development agents. The common purpose which emerges from such choices leads to sense of cooperation necessary for learning to take place. A cooperative spirit in

adult learning is important because it allows for the sharing of useful knowledge and skills that adult learners bring with them to a new learning situation. The past experience of adult learners is central to adult learning, so activities such as discussion, role playing, and skills practice are designed which use that experience as foundation for further learning.

The other characteristic of adult learners which sets them apart from children has to do with their time perspective and how it affects their orientation to training overall. Adult learning is based on the principle that all experience contributes to a learning process that does not end with the closure of a training events, but continues throughout one's adult life. It promotes learning by working on today's problems. The immediacy of application is the determining factor to select the actual content of the training (Knowles, 1980).

In the extension services in the developing countries, adult learning is not widely practiced. In these countries, farmers are often told what is right ("Modern techniques") and what is wrong ("traditional techniques") what to grow (often, cash crops), and where and when to sell their agricultural products. The following statements explain the situation best:

In too many cases, the change-agents deny to the participants the right to take decisions; like a doctor, they give out prescriptions. They restrict the amount of choice and experimentation, mainly out of fear that they will get it 'wrong'. But is surely better that the participants 'get it wrong'. (if they are going to) in the context of a program where it can be put right than in the field when the agency has left (Rogers 1992:143).

This approach to extension denies the choice of farmers in deciding what they want to learn. It does not focus on the farmers' most immediate need to grow more food for their family. It doesn't consider farmers' accumulated experience of the environment where their crops are grown.

In general, adult learning occurs when it is self directed, fills immediate needs, participatory, experiential, provides feedback, shows respect for the learner, provides a

safe atmosphere and occurs in a comfortable environment (Knowles, 1980; Fasokun et al, 2005). In relation to this, the study tries to assess the current status of farmers' participation in skill training program.

2.1.5. Participation

Bengal (1989) cited in Veramu (1997:15) notes that “participation is expressed in the extent to which the learners are in control of the educational process, goals or outcomes”. Gboku and Lekoko (2007) also expressed that participation is a process during which individuals, groups and organizations are given the opportunity to become actively involved in program development.

According to Rogers (2004), there are three main approaches of participation: (1) The first is participation as presence. In the developmental contexts, it means persuading people to ‘take up’ the inputs offered to them. Whereas in educational contexts, participation focuses on access to education. Target groups need to be motivated to attend classes; it deals with how to motivate learners, how to ensure their participation and how to stop drop outs. (2) Participatory Action Research (PAR), Participatory Rural Rapid Appraisal (PRRA) and other related activities mean encouraging the local community to join in the pre-determined activities of projects- for example agricultural practices or health. In educational terms, participation as activity means encouraging learners present in the classroom to become active learners. Instead of being passive recipients of knowledge imparted by the facilitator, participation in interactive learner-centered methods leads to more effective learning. (3) The third approach is participation as control which means encouraging the participants to take control or take responsibility. Participants have significant role in decision-making, implementation and evaluation so that the program does not reflect the concerns of the providers alone but also reflects the concerns of all stakeholders.

There is also a debate among practitioners about whether participation is means or an end or both. Participation as means implies the use of participation to achieve a predetermined goal. Here, participation serves as a way of harnessing the existing physical, economic and human resources to attain the desired objectives (Walters, 1989).

In general, participation in agricultural extension implicated as farmers' involvement in all stages of the program development that is participation in planning, participation in implementation and participation in evaluation.

2.1.6. The Training Process

In the broadest view, there are three phases of the training process: planning, implementation and evaluation phases (FAO, 2002).

2.1.6.1. The Planning phase

The planning phase includes: Need assessment, and determining objectives, contents, methods and materials.

Training Need Assessment: Various definitions of needs and assessments are found in the literature. Needs are frequently defined in psychological and biological terms as in Maslow's Hierarchy of Needs. Another definition is Miller and Verduin's (1979:42) "the stated differences between the "is" and the "should be." Knowles (1980:88) defines them educationally as "something people ought to learn for their own good, for the good of an organization, or for the good of society." Thus, it can be defined as a gap between present situation and the required situation.

Training need assessment is the process of determining if there is a discrepancy between desired and actual performances of the trainees. The TNA is the beginning of a systematic approach to training. If appropriately carried out, it defines the scope and requirements of training and helps establish the objectives against which training results can then be evaluated (Hassen and Amdissa, 1993).

If training is related to ones actual work situation that is a felt need, or a problem that is in some other way is experienced as important or relevant, it will be more effective in bringing the intended outcomes. Thus, the beneficiaries need to be central and actively participated both in needs assessment and setting priorities.

Training Objectives: Once training needs have been identified, the program objectives will be formulated based on the priority problems and needs of participants. Unless training objectives are developed a training activity cannot be systematically designed to achieve particular out comes. Objectives are statements of what trainees will be able to do after trainings (FAO, 2002). Hence, objectives arise out of ‘gaps’ and deficiencies identified in the process of needs assessment. If objectives are inadequately formulated, even a good training program will not be effective. Incompatible training objectives are a weakness common to many programs.

Training contents: Training contents refer to the subject matters that are included in the training activity, which the trainees will be able to use to meet the training objectives. According to Gboku and Lekoko(200700, program contents should be selected and sequenced in response to the training objectives and assessing them against the criteria of what must be learned to achieve them.

Training methods and materials: Training methods and materials provides trainees with learning activities and supports and help the facilitators to effectively present and accomplish training content (FAO, 2002). Combining methods and materials is preferable since some methods are most suited for presentation, others to encourage learners’ participation and yet others are best as activities outside the classroom(Hassen & Amdissa, 1993).

Effective training involves using a variety of methods, including visual and auditory methods and aids. It also involves the learners in the use of several sensory modes or representational system, i.e. facilitates observation, discussion and practice (Hassen & Amdissa, 1993). Thus, full participation of the adult learners requires proper planning of training methods and materials.

2.1.6.2. The Implementation phase

It refers to doing what is necessary to achieve your goals and objectives. It is the process of putting the training program objectives and instructional plans into operation Gboku

and Lekoko (2007). It is delivery of trainings. Once trainings have been adequately conceived, designed and prepared, it is ready for delivery. Successful implementation requires collaborative efforts of coordinators, facilitators and the target groups.

2.1.6.3. The Monitoring and Evaluation Phase

This stage of the training cycle refers to checking whether the intended objectives are met or not and where necessary, making changes to improve training activity results in the future (FAO, 2002).

Evaluation is about assessing the effectiveness of the various aspects of training. It is an interactive and systematic process of investigating the value and quality of a program in which various stages of training are appraised from the viewpoint of their adequacy and contribution to achieve the training objectives (Gboku and Lekoko, 2007).

To make the training process effective, the stages and the sub- stages of the cycle of training should be treated in the way that makes them productive and fruitful. Analysis of the various aspects of training should be undertaken by organizations, stakeholders, and beneficiaries. Thus, deciding on what and how to evaluate and by who are critical parts of the evaluation process.

2.2. Principles of Adult Learning

Knowles' et al (1998) core principles of adult learning are a critical frame work from which to consider strategies that could improve programs and services for farmers training program. Adult learning theory is considered most relevant to this study for three reasons. One is that the majority of the target groups of extension service are adults. The second is that the nature of non-formal education employs program development and delivery processes that are consistent with adult learning theory (Harman, 1976). Finally, much of the pedagogical theory is shifting from a teacher centered focused to learner centered approaches (Gboku & Lekoko, 2007).

Knowles' core principles of adult learning are based on the overall principle that people make themselves available for learning when certain conditions exist. When the decision has been made by the learner to engage in the learning process, educators become part of the process to facilitate the presentation of information for that purpose.

Before a commitment can be made by the learner, he/she will often need to understand the nature of the information, why they need to know it, and how it will help them. Secondly, adults have a need to be self-directed and responsible for their own decisions and will often resist and/or resent learning opportunities that are imposed up on them. Adults also come with a wealth of experience and as they age, the depth and scope becomes greater and increases heterogeneity when a group of adult learners is assembled.

Incorporating this experience into the learning process can turn a potential barrier into strength that enriches the learning environment. A fourth core principle of Knowles is readiness to learn, a quality related to developmental stages and the timing of the learning experience. Ensuring that the learners are ready or simply that the timing is right, will assure more successful engagement of the learner. A fifth principle is the adult's orientation to learning, a quality that involves the learner's need to apply the information to real life problems and situations. In the absence of a practical application, adult learners may not engage in the learning process. Finally, motivation while integral to the other core principles stands independently because of its strong influence over the adult learning process. Whether motivational factors are internal or external, an understanding of motivation theory and strategies can be a strong tool for any educational designer.

The largest contrast that Knowles' theories have over traditional pedagogical models is a learner orientation that organizes and delivers education based on the learner's needs rather than the traditional pedagogical model that uses the educator as the focal point of instruction.

2.3. The Need for People's Participation in Training Program

Many educators argue that participation is the basis for grassroots development. Gboku & Lekoko (2007), for example, emphasize that sustainable development can only be ensured through peoples participation. They justify that people are resourceful, rational and have indigenous knowledge that could make bottom up development.

Oakley (1991) identifies some of the benefits of promoting people's participation:

- i. To obtain information about needs, priorities and capabilities of local people,
- ii. To mobilize local resources
- iii. To improve utilization of facilities and services
- iv. To obtain more reliable feedback
- v. To build the capacity of local institutions.

When adults are engaged in the learner-centered approach, knowledge's they have they can develop strategies together to change their immediate situation. Hence, the participants control the process of learning and the trainers play the role of facilitators. This process gives participants a sense of empowerment and they start recognizing their existing knowledge and its value (Gboku & Lekoko, 2007). Therefore, participating people in training programs is vital for social change when they start valuing the process of collective analysis. It is also important to enable individuals and communities to identify what types of change they wish to achieve and how to go about attaining that change.

Rogers(1992:104) on the other hand, argued as "participation in the local community's and the country's economic, social, cultural and political activities is the intended goal of Development, to be achieved through a process of empowerment, people gaining an understanding of and control over social, economic and or political forces in order to improve their standing in society". However, in practice participation has remained rhetoric in the agricultural extension activities.

2.4. Levels of Participation in the Context of Non-formal Education and Training Program

Adult learners have to participate in the planning, decision-making, and implementation and evaluation process as of learning. According to Rogers (1992), different levels of participation can take place depending on the conditions and influences that appear in the community. In line with this, Oakley (1991) identifies four levels of participation:

1. **Nonparticipation:** participants have no chance to choose what they want to learn. Training programs that are considered to be best are introduced to the beneficiaries and they have to accept it.
2. **Nominal participation:** At this level participants need assessment are conducted, but the program content is determined at higher level. It aims mainly to prevent opposition from the community.
3. **Consultative participation:** when the decision-makers seek advice, they usually ask people for advice. However, the feedbacks given by the participants may be ignored by the decision-makers.
4. **Active participation:** At this level participants can discuss issues, identify their needs, and suggest alternatives, share responsibilities. They have control over the adult education program over its various components, for instance, its contents, goals or outcomes and its process.

In relation to the above discussion, this study tries to investigate the current status of farmers' participation in skill training program given at the FTCs.

2.5. When do Farmers Participate in Non-formal Education and Training program?

Education and participation are considered as important tools to make people aware of their potentials and their capacities for a better change. Hence, the rural development approach calls for active participation in all dimensions of the adult learning process.

These include planning, decision making, implementation and evaluation of the training programs.

1. **Participation in Planning:** participating people in identifying needs, problems, goals and objectives, and methods is a crucial thing in the training program. When participants are involved in the program planning, the program will be responsive to the local needs (Gboku & Lekoko, 2007).
2. **Participation in Decision-making:** it encourages voluntary involvement and commitment. Participants can share responsibilities such as providing resources and time which make the program viable. Participating people in decision-making makes them feel that the program is theirs (Gboku & Lekoko, 2007).
3. **Participation in Implementation:** It helps for effective mobilization of local resources. Gboku & Lekoko (2007) explained as it is true that programs built on the local resources of participants are more likely to be sustainable than those entirely dependent on external support. In addition, participating people in program implementation, helps to build local managerial and leadership capacities and strengthens the power of the participants.
4. **Participation in Evaluation:** it helps the participants to evaluate whether the program met their needs or not. They may assess the efforts, activities and benefits obtained from the program in the context of their environment. They can readjust, and reform the program based on the evaluation made (Oakley, 1991). In line with this, Knowles et al (1998) notes that adult learners should have a chance to evaluate their own learning process.

One of the objectives of this study is to examine in which stage do farmers' participate in skill training programs.

2.6. Barriers to Farmer's Participation in Training Program

Levinson and Sutton (2001) indicated that policy provides legitimacy to administrative techniques used in an educational institution and sets the tone for daily employee

conduct. As such, policy and related factors became a critical component in any study of an organizations programs and services for farmers.

The factors that affect farmers' participation in skill training programs are varied and complex. According to Oakley (1991), obstacles to participation can be grouped as structural, institutional, and socio- economic and cultural barriers.

2.6.1. Structural Barriers

The country's policy, political and legal system can affect people's participation in development activities. In countries where the existing ideology does not encourage openness of citizens, there is likely to be no genuine participation (Oakley, 1991). In the development interventions people need to be organized to influence the policy in terms of sharing political and economic power (UNDP, 1992). In this case, a centralized political system that neglects local capacity for self-administration and decision-making can greatly reduce the potential for authentic participation.

On the other hand, Narayan (1995) argued that decentralization by itself does not ensure meaningful participation unless reinforced by sound leadership. The country's existing legal system can also affect the efforts to enhance participation. For instance, a legal system with inherent bias to maintain the social status impedes participation. At lower level, many rural people are unaware of their legal right. They do not know the services legally available to them. Many legal systems do not seek to impart the right information to rural people (Oakley, 1991).

2.6.2. Institutional Barriers

Planning and coordination of development programs are important factors. When institutions or program planners fail to plan and design training program properly, adult learners could be discouraged. This may result negative effects on marketing adult learning programs (Fasokun, Katahoire & Oduaran, 2005). In practice, few institutions are committed to encourage effective local participation in program planning (Narayan, 1995). In several countries planning procedures do not encourage both local involvement

linkages among development partners. Barriers inherent in the planning process are many. The common ones include failure to address the needs of the local people, inappropriate duration, and inflexible provision.

Poor management is another institutional factor that discourages adult learners' (farmers) participation in training programs. Training program should be monitored and supervised effectively to achieve the intended objectives; otherwise, the program does not achieve its objectives. If the objectives are not achieved, adult learners (farmers in this study) will not be interested to attend such programs (Fasokun, Katahoire & Oduaran, 2005).

Many adult learners also do not want to attend the training programs due to incompetent and unmotivated facilitators. Their poor methods of training, inadequate knowledge and skills discourage farmers participation in the training programs (Fasokun, Katahoire & Oduaran, 2005; Nafukho et.al, 2005).

Other institutional barriers are the place of residence and the availability of facilities and resources. Regarding this, Nafukho et.al (2005) stated that the location of the adult training centers and availability of program material determines participation of the adult learners.

In general, the priority initiatives and resources assigned by administrators, expectation, organizational leadership, organizational structure, training methods, staffing patterns, and the climate set for change are among the institutional factors.

2.6.3. Socio-economic and Cultural Barriers

Within a community there are economic and social differences that characterize the people. Hence, understanding the social, cultural, economic, religious, geographic and other important aspects are determinant factors that affect farmers' participation (Oakley, 1991). Attitudinal motivational and situational barriers within the target groups are the results of these differences. If programs are planned without considering the above differences, adult learners will not have interest to participate in the training program (Nafukho et.al, 2005; Rogers, 1992).

Based on the discussion above the following model was developed to determine the impacts of the three major variables on farmers' participation. This model also helps to describe the relationship among independent (institutional, socio-cultural and structural) and the dependent variables (participation).

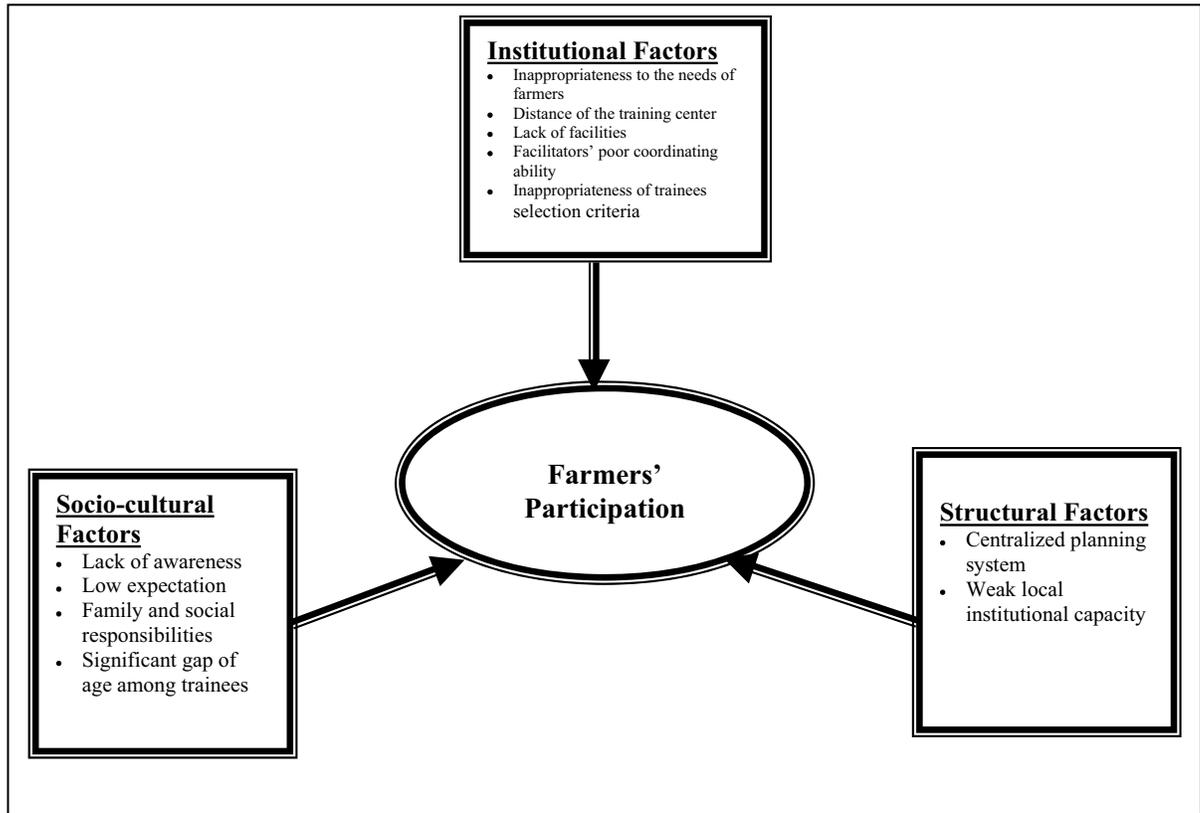


Figure 1: Research framework

2.7. Agricultural Extension in Ethiopia

Agricultural extension work in Ethiopia began in 1931 with the establishment of the Ambo Agricultural School. The Ambo Agricultural School was the first agricultural high school offering general education with a major emphasis on agriculture. Even though the school did not do extension work in the sense of the term that we understand today, it has been training students and demonstrating the potential effects of improved varieties and agricultural practices to the surrounding farmers (Belay, 2003).

The formal genesis of agricultural extension system was started with the establishment of the then Agricultural and Technical School at Jimma in 1952 and the then College of Agriculture and Mechanical Arts at Alemaya opened in 1953 (Belay, 2003). During the 1953-63 periods, a number of research fields that also served as satellite extension demonstration plots were initiated by the Alemaya College of Agriculture (Belay, 2003).

In 1963, the agricultural extension program was transferred to the Ministry of Agriculture. In 1983, the Training and Visit extension system was initiated as a pilot project with the assistance of the World Bank. The approach emphasized regular visits to contact farmers by the Development Agents (DA), monthly training of DAs by subject matter specialists. The aim of the project was to test the appropriateness and suitability of the extension approach for Ethiopia (Adugna et al., 1991).

In 1994, PADETES (Participatory Demonstration and Training Extension System) was adopted to be the national agricultural extension system in the country (MoARD, 2005). PADETES adopted the merits of past extension approaches particularly that of Training and Visit. The principle of the PADETES approach is to ensure the participation of the farmer in the delivery of extension in the country. This approach was based on on-farm demonstration plots approach known as Extension management Plot. The DAs serve as facilitating role in the management of the plots as well as train both participating and neighboring farmers to adopt the improved recommended packages (Adugna et al., 1991).

The agricultural extension increasingly has been required to provide location-specific services to improve the management and efficiency of input use, conserve natural resources, support diversification and value added production respond to farmers' needs and interests, and provide non-farm information service relating to poverty reduction. Thus, we can say that decentralized extension system helps to the realization of participation at grass root levels.

Currently according to MoARD (2005), the agricultural extension and agricultural TVET focuses on participatory demonstration and training extension system; middle level

agricultural TVET; FTC (junior level agricultural TVET) program; integrated agricultural development program and the agricultural marketing and development plan.

This study tries to assess the major factors that affect farmers' participation in skill training program given in the FTCs.

2.8. Farmers' Training Centers (FTCs) in Ethiopia

In addition to implement policies addressing poverty, most notably the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the Government has adopted a policy response specific to the country's food security and agricultural productivity challenge, including the Agricultural Development Led Industrialization (ADLI) strategy.

The Agricultural Development Led Industrialization (ADLI) strategy is the Government's overarching policy response to Ethiopia's food security and agricultural productivity challenge.

The strategy promotes the use of labor-intensive methods to increase output and productivity by applying chemical inputs, diversifying production, utilizing improved agricultural technologies.

To implement the ADLI strategy effectively, the education and training of rural farmers has been given higher priority during the last decade. The Ethiopian government has launched the Agricultural Technical Vocational Education and Training (ATVET) program, as one of the major components of rural development program since training of skilled labour has largely been recognized as one of the major requirement to eradicate poverty (MoARD, 1997 E.C).

A key feature of this innovative policy measure is the deployment of extension workers to every rural kebele in Ethiopia to facilitate sustained knowledge and skills transfer to smallholder farmers.

In a situation where many farmers are illiterate, acquiring competence in production, adding value, and marketing presents challenges. Recognizing this fact, the Government's response includes increasing the number and education level of Development Agents through providing extensive technical vocational education and training (TVET) in agriculture and through the establishment of Farmers Training Centers (FTCs) to transfer improved agricultural technologies and give adequate services at a closer reach.

The ATVET program is aimed at raising the level of skills and productivity of labour force in the agricultural sectors. The program is also designed to overcome diverse social constraints like the reduction of unemployment and enabling trainees to utilize the available resources wisely and economically for social benefits (MoARD, 1997 E.C).

The program seeks to train 55,000 Development Agents from Agricultural TVET Colleges and establish 15,000 FTCs across the country. More than 5,000 FTCs have been established in 2004 (MoARD, 2005). And more than 20 training modules have been prepared on different areas of agriculture (crop production, livestock production, natural resource conservation and business course). Some of the training centers are currently training farmers while some are still being established (MoE, 2008).

The Farmers Training centers target youth and adults primarily school dropouts in order to upgrade or enhance their capability to adopt modern farming technologies. They have been established to provide extension service and junior level training to farmers with the vision of creating educated farmers (MoE, 2008).

In the FTC guideline there are two aims mentioned for establishing training centers. The first is, to give specialized training on modern farming techniques; to provide agricultural extension services easily; produce market oriented agricultural products; to provide information and advisory services on market, entrepreneurship; and to serve as permanent exhibition centers to transfer technologies (MoARD, 1997 E.C).

The second, is building up the country's economy by improving the farmers' subsistence living standard through market oriented agricultural production by making use of

integrated agricultural knowledge of indigenous and modern science and technology (MoARD, 1997 E.C).

According to the FTC work guideline, to achieve the objectives for which the FTC stands and to help their beneficiaries achieve expected outcomes, the centers organizational structure and management hierarchy should be short and clear (MoARD, 1997 E.C). Accordingly, the Ministry of Agriculture and Rural Development is responsible for policy provision and designing of initial curriculum guidelines for the extension training while the RBoARD(Regional Bureau of Agriculture and Rural Development) is responsible for giving various decisions on the FTC issues including where and how many of them should be build. In addition to its responsibilities of adapting the designed curriculum guide to the regional training needs, the provision of on-job training for DAs/facilitators and the approval of financial and material inputs for the implementation of the training are the responsibilities of the RBoARD (MoARD, 1997 E.C).

The WBoARD (Woreda Bureau of Agricultural and Rural Development) allocates the FTCs budget and controls their activities. The FTCs are entitled to have their own internal management and needed to report to WBoARD. There are three development agents (DAs)/facilitators assigned in every FTC.

Though evaluation of the effectiveness of the training program, its viewpoints of contribution or achievements, has not been performed yet, reservations from the farmers side have been observed in the region. Hence, the major limiting factors needs to be identified and alleviated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Description of the Study Area

The BGRS is one of the developing Regional States in Ethiopia which were formally established in 1995 by the New Constitution of Ethiopia during the creation of federal governance system (Article 47).

The total area of the region is estimated at about 50,380 km². It stretches along the Sudanese border on its western perimeter, and bordered by Amhara, Oromiya and Gambella Regional States in the north, east and south, respectively (BoFED, 2007).

Administratively, the region is divided into three zones such that Assosa zone consists of seven woredas; Kamashi zone consists of five woredas and Metekel zone consists of six woredas and there are two special woredas, namely Pawie and Mao-Komo.

According to CSA (2007), the region has population of 670,847 people, out of which 50.7% and 49.3% is male and female, respectively. Furthermore, 85.4% of the population lives in rural area and 14.6% lives in urban area. The spatial distribution varies from zone to zone i.e., 46.1% lives in Assosa zone (including Mao-Komo special district), 40.8% lives in Metekel zone (including Pawie special district) and 13.1% lives in Kamashi zone. The population density of the region is 12 persons per km² and it varies from zone to zone. This variation mostly depends on the suitability of the area for human settlements. Assosa zone has relatively high density i.e., 19.9 persons per km² whereas Metekel and Kamashi zones have 10.5 and 7.6 persons per km², respectively.

Assosa zone has a total population of 267,421 people, out of which 56.04% lives in the three woredas namely, Assosa, Bambasi and Homosha woredas which are the sample woredas in this study (CSA, 2007). See the sample woredas in Appendix ix.

3.2. Research Method

The main objective of this study, as indicated earlier (in Chapter 1), was to investigate factors influencing farmers' participation in skill training program. To this end, a survey research method was used. The method was selected because it produces data that is representative and also helps the researcher to describe the situation as it is at a particular moment (Krishnaswami & Ranganatham, 2007). It was selected to survey a sample number of farmers who were attending training in the FTCs.

3.3. Sample Size and Sampling Techniques

In Assosa Zone, there are about seven woredas from which three were selected using purposive sampling technique. Similarly, from the nine FTCs in the three woredas, seven Farmers' Training centers (FTCs) were selected. Accordingly, four FTCs were from Assosa woreda, two were from Bambasi Woreda and one FTC from Homosha Woreda. Geographical distance, availability, and accessibility, are among the selection criteria of the researcher.

With regard to respondents, six subjects were selected as key informants for semi-structured interview using purposive sampling technique. These were three farmers training program coordinators and three supervisors from the three Woreda Agricultural Rural Development Offices. Similarly, twenty-one (21) development agents (DAs) or facilitators were selected to complete the questionnaire. Because these participants were small in number, the researcher used availability sampling technique.

Inline with this, about twenty-four (24) participants of FGDs were selected from farmer trainees. Accordingly, three FGDs with trainee farmers were conducted on major factors influencing farmers' participation in the skill training program. About eight participants were participated in each group.

Since the study focuses on farmers' participation in skill training program, more relevant information was believed to be gained from farmers themselves. Therefore, the size of

the sample of farmer trainees was determined based on the claims of Best and Kahn (2003). According to Best and Kahn, “An ideal sample size of a target population should be large enough to serve as an adequate representative but small enough to manage in terms of time, money, manpower and complexity of data analysis”. Accordingly, the target population of farmers attending the skill training program in the selected FTCs was two hundred ninety-eight (298). From this, 135(45.3%) of respondents were selected using simple random sampling method. The following table (Table1) shows the sample distribution of Farmers in each woreda and FTCs.

Table 1: The Sample Distribution of Farmers in FTCs.

No.	Woreda	Areas of Training center	Number of farmer trainees	Selected sample size
1	Homosha	Homsha	35	16
2	Bambasi	Sonka	43	19
		Amba-16	36	16
3	Assosa	Amba-7	51	23
		Nebar Komoshiga	48	22
		Amba-4	37	17
		Amba-1	48	22
Total			298	135

3.4. Instruments and Procedure of Data Collection

To maximize the quality of data, different approaches were used in the data collection process. Using more than one data collection method is very important to combine the strengths and corrects some deficiencies of any source of data. Therefore, to maximize the reliability and validity of the data, questionnaires, semi-structured interview and focus group discussion guiding questions were used for data collection.

3.4.1. Questionnaire

The principal tool of data collection for this study was the questionnaire. The questionnaire which has two parts was used to collect the information from two groups, namely the trainee farmers and the facilitators.

The questionnaire designed to collect information from the trainee farmers has three parts. The first part is about the respondents' demographic profile and some open-ended questions about farmers' participation in the planning process of the training program. The second part is dealt with areas of participation in which farmers are expected to participate. The third part of the questionnaire is dealt with major factors influencing farmers' participation in the training program.

A five-point Likert-scale ranging from very low (1) to very high (5) and ranging from strongly agree (1) to strongly disagree (5) were used in the second and third part of the questionnaire.

The questionnaire designed to collect information from the facilitators has two parts. The first part is about the respondents' demographic profile and some open-ended questions. The second part is dealt with major factors influencing farmers' participation in the training program.

A five-point Likert-scale ranging from strongly agree (1) to strongly disagree (5) were used in the second part of the questionnaire.

3.4.2. Interview

Interview is one of the prominent methods of data collection. People are usually more willing to talk than to write. According to (Krishnaswami & Ranganatham, 2007), interview enables the researcher to seek clarifications and brings to the forefront those questions, that for one reason or another, respondents do not want to answer.

Thus, the interview is used to obtain an in-depth and detail information. It also used to supplement the data collected through questionnaires.

3.4.3. Focus Group Discussion

To maximize the quality of the data, the researcher used FGDs as the third important data collection instrument in the study. It allows the researcher to understand, determine the range of responses and gain insight into how the participants perceive the current situation (Chilisa and Julia, 2005).

3.5. Pilot Study

Before a pilot test has been conducted, the validity of the questionnaire has been checked by one TEFL post graduate student. Then, the researcher's advisor was consulted to check whether the questionnaire can measure what it was intended to measure. Accordingly, some modifications has been made on items 1 and 4 from instruction II and item 1 from instruction III in questionnaire type I; and item 6 from instruction II in questionnaire type II.

A pilot test was administered at Afasim Farmers' Training Center which is not included in the sample. By selecting similar participants from the training center with random sampling method, the pilot test was conducted with twenty trainee farmers and three facilitators.

In the pilot study, the questionnaires were analyzed using Cronbach's Alpha. On the basis of the feedback, all sorts of amendments were made on five items, hence; in questionnaire type I, items 1 and 4 from instruction II; and items 2, 4 and 9 from instruction II were modified and their appropriateness was rechecked. Thus, the reliability (Cronbach's Alpha) value of the trainees' questions was found to be 0.864, and of the facilitators' questions was 0.940. This shows high degree of reliability of the questionnaires.

After the pilot test, the questionnaires were distributed to the respondents with the necessary explanations and instructions on how to complete them.

3.6. Procedures of Data Collection

The researcher used the following data collection procedures. The reliability of the instrument was tested using Cronbach coefficients (alpha) formula after conducting pilot test in one of the FTCs in Assosa Woreda (Afasim FTC).

Seven assistant data collectors were selected and trained for half a day on the background and purpose of the study; sampling procedures; interviewing procedures and techniques to be used; translating the questions to local languages and how to ask them.

Personal interview schedules were used to collect data from farmers who were not able to read and write. The seven trained assistants and the researcher who was the coordinator visited farmers at their training centers and interviewed them. This approach was used because of the following reasons:

- It provides the most direct evidence of face-to face interaction with the respondents
- It yields a high percentage of returns as most people are willing to cooperate
- The interviewer has an opportunity to explain the questions to the respondents
- Complete answers to all questions can usually be obtained, this contribute to statistical accuracy validity and reliability.

3.7. Data Analysis

Frequencies, percentages and means, correlation, factor analysis, multiple regressions and Mann-Whitney U-test were used as statistical tools to analyze the data. The quantitative data were analyzed using descriptive statistics like frequencies, percentages, means, and Pearson correlation were used to test the significance of the relationship and influence among dependent and independent variables.

Factor analysis was carried out to assess the unidimensionality and validity, and thus suitability of the constructs for the subsequent analysis. The principal components extraction method was used with the oblique factor rotation (Eigenvalue >1) by considering all dimensions are conceptually linked and all the items with factor loadings of 0.75 were accepted. Items in the questionnaire were extracted and loaded in each variable by using principal component extraction method. Cronbach coefficients (alpha) were computed to test the internal consistency of the items.

In addition, a simultaneous multiple linear regression was used to determine the combined effects of the predictor variables on the dependent variables. Mann-Whitney U-test was also used to see whether there is significant difference between the two sample groups (trainee farmers and facilitators) in rating the major factors. Statistical Packages for Social Sciences (SPSS 15.0) was used for the above statistical analyses. The qualitative data were described and interpreted to supplement the quantitative data.

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATION

This chapter deals with the data analyses and interpretation of the study. As it is already explained, the purpose of the study is to investigate the major factors influencing farmers' participation in skill training program. So, data have been collected from sample trainees and facilitators through questionnaires, semi-structured interviews and focus group discussion. Out of the 135 questionnaires distributed to trainee farmers, 128(94.8%) were returned. However, 7 respondents (3 respondents from Amba-16, 2 from Homosha and 2 from Amba-4) did not come back to the training centers after they had collected the questionnaire and hence; it was difficult to collect the 7 questionnaires from these respondents. Out of the 21 questionnaires distributed to facilitators, all (100%) were returned.

The collected data are categorically analyzed and inferences are made in relation to the basic research questions. The analyses are enriched with interviews and FGD results. The details are presented as follows:

4.1. Characteristics of the Respondents

As discussed earlier (in Chapter 3), in this study the trainee farmers, the facilitators and the program coordinators were selected as sample respondents. Hence, the following two tables show the demographic profiles of the trainee farmers and the facilitators.

Table 2: Trainees' Demographic Profile

No.	Demographic Variables	Category	Frequency	Percent
1	Respondents' Sex	Male	93	72.7
		Female	35	27.3
		Total	128	100
2	Respondents' Age	20-30	54	42.1
		31-40	39	30.5
		41-50	27	21.1
		Above 50	8	6.3
		Total	128	100
3	Respondents' Marital Status	Single	28	21.9
		Married	94	73.4
		Divorced	6	4.7
		Total	128	100
4	Respondents' Education Background	Illiterate	17	13.2
		Read & write	38	29.7
		Grades 1-4	48	37.5
		Grades 5-8	24	18.8
		Grades 9-10	1	0.8
		Total	128	100

As observation of Table 2, among the total number of trainee respondents, 93(72.7%) are male respondents and 35(27.3%) are females.

From the same table, one can also observe that a significant portion of the respondents 54(42.1%) are between the ages of 20- 30. However, in the fourth category, that is, above 50, were observed only 8(6.3%). As age group increases enrollment decrease. One can observe a negative correlation between age and enrollment in the program. According to Fasokun, Katahoire & Oduaran (2005), as age increases, people may think that they are 'too old to learn'. Thus, this kind of perception may affect their participation. On the other hand, Cross (1989) argued that the time required for learning new things increases as age increases. In this study, the majority of respondents fall in an appropriate age group since this age group represents the productive portion of the society.

Marital Status is another demographic variable of trainee respondents. As observed from Table 2, 94(73.4%) of trainee respondents are married, 28(21.9%) are single and the rest

6(4.7%) respondents are divorced. This difference in marital status among trainees may result in difference in participation.

To make the respondents profile comprehensive, they were asked to show their educational background. As observable from Table 2, 17(13.2%) of the respondents are illiterate and 39(29.7%) of the respondents can only read and write. On the same table, 48(37.5%) of the respondents answered as they are from grades 1-4, 24(18.8%) are from grades 5-8, and one adult learner (0.8%) is from grades 9-10. Hence, from the data one can observe that there are differences in the respondents' educational level. The disparity between trainees' educational status would create difference in the level of trainees' participation.

Table 3: Participants' Response on the Distance of the Training Center

Item		Frequency	Percent
How long does it take (in hrs) on foot from the training center to your home?	< 30 minutes	68	53.1
	30-60 minutes	32	25.0
	> 60 minutes	28	21.9
	Total	128	100.0

As can be observed in Table 3, a little over half of 68(53.1%) of the respondents travel less than 30 minutes, 32(25%) of them travel 30-60 minutes and 28(21.9%) of them travel more than 60 minutes. This implies that as the distance of the training center increases the number of the trainee farmers decreases. As observation of the researcher, many of the trainee farmers do not come early to the training centers as per the centers' time schedule (9:00am - 12:00pm in the morning). The results of FGDs also show that the participants were traveling a long distance to attend the training program. Remote geographic location of the training center is one of the determinant factors of active participation of adult learners (Gboku &Lekoko, 2007).

Table 4: Facilitators' Demographic Profile

No.	Demographic Variables	Category	Frequency	Percent
1	Respondents' Sex	Male	13	61.9
		Female	8	38.1
		Total	21	100
2	Respondents' Age	20-30	15	71.4
		31-40	6	28.6
		Total	21	100
3	Respondents' Marital Status	Single	10	48
		Married	11	52
		Total	21	100
4	Education Background	Diploma (10 + 3)	12	57
		Diploma (12 + 3)	9	43
		Total	21	100
5	Work experience	0-2 years	12	57
		3-5 years	5	24
		> 5 years	4	19
		Total	21	100
6	Qualification	Plant Science	7	7.33
		Animal Science	7	7.33
		Natural Resource	7	7.33
		Total	21	100

An observation of Table 4 reveals that 13(61.9%) of the facilitators are males and 8(38.1%) are female. The majority of them 15(71.4%) are between the ages 20-30, and the rest 6(28.6%) of them are between the ages 31-40.

Table 4 also shows that all of the respondents have ATVET diploma and they are equal in number 7(33.3%) in each department. All of the FTCs have fulfilled the required number of extension agents as recommended in the FTCs work guideline i.e. one in plant science, one in animal science and one in natural resource (MoARD, 1997 E.C).

Concerning work experience, Table 4 shows that 12(57%) of the respondents have 0-2 years of experience, 5(24%) have 3-5 years and the rest 4(19%) of them have above 5 years of experience. From the table, one can understand the majority of the facilitators have inadequate work experience in teaching adults. Inadequate work experience is likely to be an obstacle to facilitate proper adult learning.

4.2. Factor Analysis and Scale Reliability Results

To identify the categories of the questionnaire items and to measure their unidimensionality, factor analysis was carried out. Table 5 reveals the factor loadings, communalities, and reliability (Cronbach alpha coefficients) scores.

Table 5: Factor Loadings, Communalities and Scale Reliabilities (alpha Coefficients)

No.	Key Variables & Items	Loadings	Communality	Reliability
1	<i>Institutional</i>			0.866
1.1	The training program is not appropriate to the needs of farmers.	.802	.758	
1.2	The training center is very far for many of the trainees.	.838	.740	
1.3	The Training center lacks adequate physical facilities.	.841	.692	
1.4	The facilitators have no good coordinating ability.	.741	.507	
1.5	Trainees' selection criteria are inappropriate to the adult farmers.	.730	.568	
2	<i>Socio-cultural</i>			0.803
2.1	Farmers have little or no awareness about the training program.	.758	.673	
2.2	Farmers have low interest to be trained at FTCs.	.720	.592	
2.3	Farmers' expectation about the benefit of the training given at FTCs is very low.	.737	.567	
2.4	Adult farmers have social responsibility and they lack enough time to be enrolled in the FTCs.	.738	.675	
2.5	There is significant gap of age among trainee farmers in a class.	.713	.679	
3	<i>Structural</i>			0.783
3.1	Centralized program planning and implementation of training program.	.731	.661	
3.2	Weak local institutional capacity and capability	.772	.601	

Table 5 above shows the key variables, items, loadings, and communalities and Cronbach's Alpha estimates. An oblique factor rotation was employed for all the analysis for the following two reasons: First, it represents the clustering of variables more accurately; second, the factors are conceptually linked, which requires correlation between the factors. For this study, an oblique factor rotation is more suitable than the orthogonal rotation, which keeps factors uncorrelated throughout the rotation process (Fabrigar et. al, 1999). Thus, high communalities were observed in Table 5 above. From

this one can understand that the abilities of the items to describe the required variables were very high.

The literature review proposes the relationship between the three major factors (institutional, socio-cultural and structural factors). All items related to institutional, socio-cultural and structural factors were loaded as they were initially proposed. Hence, no new dimension/variable was identified.

The internal consistency of the instrument was tested via reliability analysis. Accordingly, reliability estimates (Cronbach’s alpha) for the key variables are as follows: participation (0.886), institutional factors (0.866) socio-cultural factors (0.803) and structural factors (0.783). This suggests that there is a high degree of reliability for each variable since the results are above the minimum requirement/0.70 Cronbach’s alpha (Brace, Kemp& Snelgar, 2006).

4.2. Farmers’ Contribution to the Development of the Training Program

Since adult learners will learn best what is most relevant to them, they must be involved in the determination of their own training needs and planning of a learning management system (Oliver, 2000). Tables 6 & 7 shows to what extent the respondents participated in the development of the training program.

Table 6: Participants’ Response on the Planning Process of the Training Program

Item	Count	Response		
		Yes	No	Total
Did you participate in the planning process of the training program?	<i>f</i>	23	105	128
	<i>%</i>	18	82	100

As can be observed from Table 6, the majority of the trainees 105(82%) answered as they did not participate in the planning process of the training program. This implies that the

planning process of farmers' modular training program was not participatory. When they were asked the reason why they did not participate in the planning process, the majority of the respondent replied that they were not invited to participate. This finding is supported by the results of the semi-structured interview with Woreda level program coordinators and supervisors as follows:

The training program was designed centrally by the Federal Agricultural Extension and TVET Department and dispatched to all regions to be implemented depending on the local situations (25/03/2010).

However, in planning of adult and non-formal education, active participation of the target groups is vital (Veramu, 1997).

Table 7: Participants' View on their Levels of Participation

No.	Areas of Participation	Levels of Participation						Total	Mean
		Count	VL	L	AV	H	VH		
1	Trainees' participation in identifying the training needs and problems	<i>f</i>	42	56	17	13	--	128	2.01
		%	32.8	43.8	13.3	10.2	--	100	
2	Trainees' participation in selecting the most urgent needs in the program development.	<i>f</i>	28	68	12	20	--	128	2.18
		%	21.9	53.1	9.4	15.6	--	100	
3	Trainees' participation in deciding the location of the training center.	<i>f</i>	67	46	9	6	--	128	1.79
		%	52.3	36	7.0	4.7	--	100	
4	Trainees are willing to contribute labour and/or money to the training program during implementation.	<i>f</i>	3	15	27	58	25	128	3.68
		%	2.3	11.7	21.1	45.3	19.5	100	
5	Trainees know the sources of resources for running the training program.	<i>f</i>	18	40	8	62	--	128	2.73
		%	14.1	31.3	6.3	48.4	--	100	
6	Trainees are encouraged to comment on the training methods and content of the courses.	<i>f</i>	23	52	30	23	--	128	2.41
		%	18	40.6	23.4	18	--	100	
7	Trainees are encouraged to evaluate whether the training program was effective or not.	<i>f</i>	16	71	12	13	16	128	2.42
		%	12.5	55.1	9.4	10.2	12.5	100	

As presented in Table 7, 56(43.8%) of the trainees replied that trainees' participation in identifying the training needs and problems was low and 42(32.8%) of them replied as

very low. The mean value 2.01 also depicts low participation of farmers in identifying need and problems. However, very small number of the trainees 13(10.2%) respond as they had high participation. From this, one can observe that farmers were not involved in identifying training needs. Literature reveals that the most important function agricultural extension is identification of needs (felt and unfelt needs) according to which development are to be planned, initiated and updated. Adults learn more when they themselves feel a need to improve or change than if they are “told” to learn something or change for reasons that are alien to them (Hassen and Amdissa, 1993).

The table clearly reveals that 68(53.1%) of the respondents reported that they had low participation in selecting the most urgent needs in the program development. Only 15.6% of them reported as they had high participation. The mean value 2.18 also indicates that they had low participation in selecting the most urgent needs in the program development. It is true that what a client considers rational for him or her is not necessary what the change agent believes rational for the client. As revealed by literature, the needs of the farmers should be the basis for development of the training program. This means that the training program can only be meaningful if farmers participate in identifying the courses they need to be trained on. It is the context that this study intends to determine how farmers are involved in the development of the training program. According to Mwangi & Rutatora (2002), lack or poor needs assessment may lead to misperception or misunderstanding of clients’ needs, priorities, and genuine response to technical advice.

Concerning trainees participation in deciding the location of the training center, 67(52.3%) of the respondents replied as they had very low participation and 46(36%) of them as they had low participation. The results of semi-structured interview also reveal that farmers had no participation in deciding the location the training center. Almost all participants of the semi-structured interview explained that the WBoARD provides a proposal on the location of the FTCs to be approved by Woreda Administrative council. Thus, one can conclude that trainees’ participation in deciding the location of the FTCs was not considered.

As can be seen on Table 7, 58(45.3%) of the respondents respond as they had high participation in contributing labour and/or money to the training program during implementation. The mean value 3.68 also shows that the respondents have relatively high participation during implementation. Similarly, 62(48.8%) of the respondents had know the sources of resources for running the training program. The results of semi-structured interview also revealed that farmers had relatively better participation at the implementation stage of the training program. The key informants explained this as the following:

Almost all farmers had contributions during the constructions of the FTCs especially in providing building materials such as wood, stone and labour. After the constructions of FTCs also they registered voluntarily to be trained in the training centers (22/03/2010).

However, one can see that a significant number of the respondents (31.3%) did not participate in identifying the resources that they have and that they need from outside sources.

In the same table, it is vividly seen that 52(40.6%) of the respondents reported that they were not encouraged to give comments on the training methods and content of the courses. Similarly, the mean value 2.41 shows that trainees were not encouraged to give comments on the training methods and content of the courses.

Another area of trainees' participation was trainees' participation in evaluating whether the training program was effective or not. Accordingly, a little over half, 71(55.1%) of the trainees respond as they were not encouraged to evaluate the training program was effective or not. The mean value 2.42 also shows that trainees were not encouraged to evaluate whether the training program was effective or not. From this, one can conclude that farmers' participation in evaluation phase was limited. However, Knowles et al (1998) underlined that adult learners should have a chance to evaluate their own learning process.

4.3. Factors Influencing Farmers' Participation in the Training Program

The main objective of the study was to investigate the major factors influencing farmers' participation in skill training program. As discussed in chapter 2, factors influencing farmers' participation can be grouped as structural, institutional, and socio- economic and cultural barriers (Oakley, 1991). The following three tables show the major factors mentioned above:

Table 8: Participants' View on Structural Factors

No.	Structural factors	Respondents' category		Levels of Response					Total
				SA	A	U	DA	SD	
1	Centralized program planning and implementation of training program.	Trainees	<i>f</i>	42	59	9	18	--	128
			%	32.8	46.1	7.0	14.1	--	100
		Facilitators	<i>f</i>	10	8	--	3	--	21
			%	47.6	38.1	--	14.3	--	100
2	Weak local institutional capacity and capability	Trainees	<i>f</i>	89	33	6	--	--	128
			%	69.5	25.8	4.7	--	--	100
		Facilitators	<i>f</i>	15	6	--	--	--	21
			%	71.4	28.6	--	--	--	100

As presented in Table 8, 59(46.1%) of the trainees agreed and 10(47.6%) of the facilitators strongly agreed that there is centralized program planning. From this, one can understand that centralized program planning is one of the structural obstacles that affect farmers' participation. If the target groups are marginalized or ignored in decision-making process, they may think that the program planners have no interest in serving their needs and interests and they will refuse to attend the training program (Gboku & Lekoko, 2007). Treunicht, Steyn and Loots (2001) also emphasized that local interest groups should identify needs themselves according to their own values and norms.

In the same table, 89(69.5%) of the trainees and 15(71.4%) of the facilitators agreed that there is weak local institutional capacity and capability. The results of the FGDs show that the FTCs were not empowered. Participants of FGDs underlined that the FTCs could not give timely response to solve problems. A centralized system that neglects local capacity for self-administration and decision-making can greatly reduce the potential for authentic participation.

Table 9: Participants' View on Institutional Factors

No.	Institutional factors	Respondents' category	Levels of Response					Total	
			SA	A	U	DA	SD		
1	The training program is not appropriate to the needs of farmers.	Trainees	<i>f</i>	27	66	10	25	--	128
			%	21.1	51.6	7.8	19.5	--	100
		Facilitators	<i>f</i>	6	12	--	3	--	21
			%	28.1	57.1	--	14.3	--	100
2	The training center is very far for many of the trainees.	Trainees	<i>f</i>	27	55	33	13	--	128
			%	21.1	43.0	25.8	10.2	--	100
		Facilitators	<i>f</i>	7	10	4	--	--	21
			%	33.3	47.6	19.0	--	--	100
3	The Training center lacks adequate physical facilities.	Trainees	<i>f</i>	14	61	6	45	2	128
			%	10.9	47.7	4.7	35.2	1.6	100
		Facilitators	<i>f</i>	6	9	1	5	--	21
			%	28.6	42.9	4.8	23.8	--	100
4	The facilitators have no good coordinating ability.	Trainees	<i>f</i>	19	60	2	43	4	128
			%	14.8	46.9	1.6	33.6	3.1	100
		Facilitators	<i>f</i>	5	9	1	5	1	21
			%	23.8	42.9	4.8	23.8	4.8	100
5	Trainees' selection criteria are inappropriate to the adult farmers.	Trainees	<i>f</i>	--	14	9	74	31	128
			%	--	10.9	7.	57.8	24.2	100
		Facilitators	<i>f</i>	--	4	1	11	5	21
			%	--	19.0	4.8	52.4	23.8	100

An observation of Table 9, reveals that 66(51.6%) of the trainees and 12(57.1%) of the facilitators responded as they agreed that the training program is not appropriate to the needs of the farmers. Below one-fourth, which is 25(19.5%) and 3(14.3%) of the facilitators, reported as they disagreed. From this, one can understand the training program given at FTCs is not need based. The table indicates that the training approach is top-down and directive, and it neglects one of the basic extension principle namely, full participation by all role players. The program planners and extension agents considered only the unfelt needs of respondents, but not the felt needs. One of the institutional factors in adult education is lack relevant or appropriate programs (Gboku & Lekoko, 2007; Fasokun, Katahoire & Oduaran, 2005).

As one can observe from Table 9, 55(43%) of the trainees and 10(47.6%) of the facilitators agreed that the training center is very far from many of the trainees residence. Only 13(10.2%) of the trainees were disagreed on this idea. So, one can observe that the distance of the training center is another important factor influencing farmers' participation. This finding is strengthened by results of semi-structured interview with woreda level program coordinators and supervisors. The participants explained this as:

We know that one FTC was built to serve for six adjacent kebeles due to budget and lack of adequate resources. So, farmers need to travel 2-4 kms to attend the training. This will be improved in the future (30/03/2010).

If the training center is located far from adult learners, accessibility will be a problem to attend the training program (Nafukho, Amutabi & Otunga, 2005; Gboku & Lekoko, 2007 and Indabawa & Mpofu, 2006).

Similarly, lack of physical facilities is another institutional factor in the study. Consequently, 61(47.7%) of the trainees and 9(42.9%) of the facilitators answered as they agreed on lack of the facilities in the training center. Only 2(1.6%) of the trainees are strongly disagreed on lack of physical facilities. This implies that lack of adequate physical facilities is one of the major institutional factors impeding farmers' participation in skill training program given at FTCs. Availabilities of program materials determine participation of adult learners (Nafukho, Amutabi & Otunga, 2005). In line with this, most of the participants of the semi-structured interview underlined that most of the FTCs have not been fully equipped due to budget constraints especially practical equipment which are essential in agricultural technology transfer process.

Table 9 also shows that facilitators' coordinating ability as limiting factor. Accordingly, 60(46.9%) of the trainees and 9(42.9%) of the facilitators replied as they agree that facilitators have no good coordinating ability, but only 4(3.1%) of the trainees and one (4.8%) of the facilitators strongly disagreed on this idea. From this, one can understand that facilitators have no good coordinating ability, and this is one of the hindrances to

farmers' participation. As discussed earlier, this may be due to inadequate experience and inappropriate educational background. A common barrier to effective extension work is the extension worker's lack of competence in such important areas as technical knowledge, farming skills and communication skills (Chaudhary & Al-Haj, 1985 and Fasokun, Katahoire & Oduaran, 2005). Regarding the facilitators' competence, the results of focus group discussion were consistent with the above finding. Most of the participants said that facilitators lack adaptation trials for some site-specific technologies (for example, lack of location specific fertilizer recommendation).

In the same table, it is vividly seen that 74(57.8%) of the trainees and 11(52.4%) of the facilitators disagreed that trainees' selection criteria are inappropriate to the adult farmers. Similarly, 31(24.2%) of the trainees and 5(23.8%) of the facilitators strongly disagreed that trainees' selection criteria are inappropriate to the adult farmers. The above findings are consistent with the results of semi-structured interview and FGDs. According to most of the participants, anyone who was interested to join the FTCs could be registered and could learn without any restriction. From this, one can observe that every farmer had equal right to access the trainings being given in the FTCs.

Table 10: Participants' View on Socio-cultural Factors

No.	Socio-cultural factors	Respondents' category		Levels of Response					Total
				SA	A	U	DA	SD	
1	Farmers have little or no awareness about the training program.	Trainees	<i>f</i>	24	65	12	27	--	128
			<i>%</i>	18.8	50.8	9.4	21.1	--	100
		Facilitators	<i>f</i>	4	10	--	5	2	21
			<i>%</i>	19.0	47.6	--	23.8	9.5	100
2	Farmers have low interest to be trained at FTCs.	Trainees	<i>f</i>	31	62	5	30	--	128
			<i>%</i>	24.2	48.4	3.9	23.4	--	100
		Facilitators	<i>f</i>	5	10	--	6	--	21
			<i>%</i>	23.8	47.6	--	28.6	--	100
3	Farmers' expectation about the benefit of the training given at FTCs is very low.	Trainees	<i>f</i>	29	72	3	23	1	128
			<i>%</i>	22.7	56.3	2.3	18.0	0.8	100
		Facilitators	<i>f</i>	5	10	--	6	--	21
			<i>%</i>	23.8	47.6	--	28.6	--	100
4	Adult farmers have social responsibility and they lack enough time to be enrolled in the FTCs.	Trainees	<i>f</i>	45	60	4	19	--	128
			<i>%</i>	35.2	46.9	3.1	14.8	--	100
		Facilitators	<i>f</i>	4	11	--	5	1	21
			<i>%</i>	19.0	52.4	--	23.8	4.8	100
5	There is significant gap of age among trainee farmers in a class.	Trainees	<i>f</i>	29	77	12	9	1	128
			<i>%</i>	22.7	60.2	9.4	7.0	0.8	100
		Facilitators	<i>f</i>	5	10	--	5	1	21
			<i>%</i>	23.8	47.6	--	23.8	4.8	100

As shown above in Table 10, 65(50.8%) of the trainees and 10(47.6%) of the facilitators agreed that farmers have little or no awareness about the training program. However, 27(21.1%) of the trainees and 5(23.8%) of the facilitators are disagreed on lack of awareness. From this, one can understand that lack of awareness about the training program can be considered as one of the barriers to farmers' participation. Training of local people is at the very heart of building local capacity (Roling, 1988). He also describes that prior to, or during, initial project experience, mobilization aims at fostering development awareness, at individual and group concessions of their position in society and of their affiliation with others in a similar position.

Similarly, 72(56.3%) of the trainees and 10(47.6%) of the facilitators replied as they agree on farmers' low expectation about the benefit of the training program. This also reveals that low expectation is one of the socio-cultural factors. People may perceive the program as a source of problems and believe that it will not have any benefit for them

(Gboku & Lekoko, 2007). A Continuous awareness creation is very important to make the target groups understand the objectives of the training program.

As indicated above in the same table, 60(46.9%) of the trainees and 11(52.4%) of the facilitators agreed that farmers lack enough time to be enrolled in the FTCs due to social responsibility. As discussed earlier (in Table 2), the majority of the respondents were married and they would have family responsibility particularly women trainees. If adult learners have extended family problems, it is extremely difficult to attend or learn attentively (Fasokun, Katahoire & Oduaran, 2005).

The participants of FGDs also reported that they had different social responsibilities that lag them from training program. According to the participants, some had family responsibilities (workload and large family with low household income) and some had coordinating and managerial responsibilities in the farmers' associations. Understanding the social, cultural, economic, and other related aspects are important in promoting participation (Oakley, 1991).

Regarding to trainees' age difference, 77(60.2%) of the trainees and 10(47.6%) of the facilitators agreed that there is a significant gap of age among trainee farmers. In contrast to this, 9(7.0%) of the trainees and 5(23.8%) of the trainees disagreed. So, one can understand that there is significant gap of age among the trainee farmers. In adult learning, when the disparity between age and ability is wide among group members, the feeling of being insecure to learning becomes stronger. The results of the FGDs also reveal that there are gaps in age among the trainee farmers. The participants especially the elders reported that they could not learn new things as equal as youngsters. They also reported that the facilitators did not consider them; they simply follow the young learners. Thus, understanding the characteristics of adult learners is highly important to maximize the learners' participation and their enthusiasm. Facilitators should continually read learners' feelings and reactions to modify their teaching methods as necessary (Fasokun, Katahoire & Oduaran, 2005).

4.5. Correlation Analysis of the Dependent and Independent Variables

This section describes how the independent variables associate each other and how each of them associates with the dependent variable. To identify how each of the independent variables (namely institutional, socio-cultural and structural) contributes for the variation on farmers' participation, multiple regression analysis was appropriate. However, correlation analysis was carried out to obtain the degree of association between the dependent and independent variables before regression analysis was prepared to determine their impact on farmers' participation because it is logical to obtain the degree of association between variables through correlation analysis.

Table 11: Correlations Matrix among Predictor Variables and/with Dependent Variable

No.	Variables	Correlation Coefficients			
		Structural	Sociocultural	Institutional	Participation
1	Structural Sig.(2-tailed)	1.00			
2	Sociocultural Sig.(2-tailed)	0.151	1.00		
3	Institutional Sig.(2-tailed)	0.212	0.111	1.00	
4	Participation Sig.(2-tailed)	-0.267**	-0.327**	-0.527**	1.00
		0.000	0.000	0.000	

*Note: **P<0.01(2-tailed), N=128, r ≥ 0.2540 critical point*

As indicated in Table 11 above, the correlation coefficients 1.00 in the correlation matrix indicates the intra correlation. The results of the Table tell us there is significant correlation between the independent variables (institutional, socio-cultural and structural) and the dependent variable (participation). Whereas the correlation coefficients among

the independent variables indicate that there is no significant relationship. This indicates the occurrence of multicollinearity problem is very low and enables us to implement multiple regression analysis.

As the results of the same Table above indicate participation was found to be significantly ($p < 0.01$) associated with the structural ($r = -0.267$), Socio-cultural ($r = -0.327$), institutional ($r = -0.527$). The results of the above table also indicates that statistically not significant but positive association between structural with socio-cultural ($r = 0.151$), structural with institutional ($r = 0.212$) and socio-cultural with institutional ($r = 0.111$). From this one can deduce that all the three variables have significant negative association with participation.

4.6. Regression Analysis of the Predictor Variables.

The values of correlation coefficient reveal that only the degree and direction of relationship they have but not what kind of association they have. Therefore, to determine the kind of their association and the contribution levels made by each independent variable in predicting the levels of participation, multiple regression analysis was carried out.

Table 12: Summary of Linear Multiple Regression Results of the three Predictor Variables on Farmers' Participation

No.	Independent Variables Entered	Standardized Coefficients	t-values	Sig.
		Beta (β)		
1	Institutional	-0.451	-6.641	0.000
2	Sociocultural	-0.346	-4.963	0.000
3	Structural	-0.143	-2.079	0.040
R square = 0.468; Adjusted R square = 0.456; F = 36.433; P < 0.05				

Considering farmers' participation as the dependent variable and the three major influencing factors as independent variables, a simultaneous multiple linear regression was performed to predict the combined effects of the selected variables. Results of the regression analyze include unstandardized coefficients, regression beta weights (β), t-values, multiple regression correlation coefficients(R) and the F-value.

The results of the regression analysis in Table 12 above show that structural, institutional and socio-cultural variables as a whole contribute significantly (at $F= 36.433$; $p < 0.05$) and predict 45.6% (Adjusted $R^2 = 0.456$) of the variations in participation. The remaining 54.4% of the variation was accounted by other variables which are not included in this study. The F-test was also conducted to determine the significance of the contribution accounted by the three predictor variables together. Accordingly, the F-value was statistically significant F (36.433, $P<0.05$). From this, one can deduce with 95% confidence that the three independent variables (institutional, socio-cultural and structural) are important in predicting farmers' participation.

As indicated in the Table 12, among the three predictor variables entered in the regression analysis, the institutional factors contribute with highest regression coefficient and negatively significant ($\beta= -0.451$, $P < 0.05$). This relationship indicates that an increase in level of institutional factors resulted in a decrease in the level of participation.

Surprisingly, the results of the focus group discussion were mainly focused on institutional factors. According to the participants, the facilitators have no practical knowledge i.e. they could not show them practically what they have learned in class, lack of facilities and teaching materials, frequent interruption of the training due to the absence of both trainees and facilitators were the major barriers to farmers' active participation.

As it can be observed in Table 12, socio-cultural factors were the second determining factors which contribute significantly ($\beta=-0.346$, $P < 0.05$). This means that an increase of one standard deviation in the level of socio-cultural problems was associated with a

decrease in farmers' participation by -0.346 standard units from the average. Thus, one can conclude that farmers, who had socio-cultural problems, were found to be low participant in the training program.

The above finding is consistent with the FGD results. During the focus group discussions, considering the researcher as higher official, most of the participants raised the following idea:

Training is not our main problem- we have practical knowledge about farming, perhaps it may help the youths not for us. Our main issue is shortage of farming land and lack of fertilizers (15/04/2010).

Düvel (1991) indicated that a lacking, insufficient or absent as far as any aspect of agricultural development has been found to be a critical factor. This relates to overrating or underrating own efficiency, being an aware of possibilities and being satisfied with the present situation. Thus, the above response could be because of overrating their knowledge of farming. The implication is that they may not be aware of the possible results of the training, or their perception at present is that they are satisfied with what they are practicing.

Similarly, the third determining factors, as shown above in the table, were structural factors. The standardized regression weight ($\beta = -0.143$, $P < 0.05$) shows that structural factors have negatively significant contribution for the variation in farmers' participation. This indicates that an increase of one standard deviation in the level of structural barriers was associated with a decrease in farmers' participation by -0.143 standard units from the average.

Table 13: Summary of Mann-Whitney U- test for Trainee Farmers and Facilitators on Rating the Major Factors

No.	Variables	Respondents Group				Mann-Whitney U	Z _u	P
		Trainees (Group 1)		Facilitators (Group 2)				
		MR	N ₁	MR	N ₂			
1	Institutional	77.26	128	61.24	21	1055.000	-1.580	0.114
2	Sociocultural	74.50	128	78.07	21	1279.500	-0.354	0.723
3	Structural	76.17	128	67.88	21	1194.500	-0.845	0.398

MR=Mean Rank; Z_u= Standardized U-test; Z=±1.96 (critical point); P< 0.05

As indicated in Table 13, the Mann-Whitney U-test was used to compare the existence of significance difference between the two respondent groups (trainee farmers and facilitators) in rating the major factors influencing farmers' participation (Brace, Kemp & Snelgar, 2006; Couch, 1982).

Accordingly, all the observed (calculated) Z_u values are less than the critical value. This means that the null hypothesis is not rejected at the given significance level ($P < 0.05$). Both respondent groups had no significance difference in ranking the institutional factors at (N=149, U=1055.000, Z_u = -1.580, P<0.05), the socio-cultural factors at (N=149, U=1279.500, Z_u = -0.354, P<0.05) and the structural at (N=149, U=1194.500, Z_u = -0.845, P<0.05). From this, one can conclude that both respondent groups (trainee farmers and facilitators) have similar perceptions and responses concerning the major factors influencing farmers' participation in skill training given at FTCs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

To increase the capabilities, motivation, and overall effectiveness of the FTCs, proper planning and management of human resources within extension organizations is essential. Furthermore, to be more relevant to the needs of farmers, extension policy should be reviewed and formulated through a participation approach. This process could be initiated by dedicated professionals from the public and private sectors, with the active participation of farmers themselves. All these will be effective if the major limiting factors are clearly identified and alleviated.

The objectives of the study were to investigate the extent to which farmers contribute to the development of the training programs; to examine in which stage do farmers' participate in skill training programs; and to investigate the major factors influencing farmers' participation in skill training program. To achieve this, the survey research design was used. The data were collected through the questionnaire, semi-structured interview and FGDs. The participants were 128 trainee farmers, 21 facilitators' and six key informants. To select the respondent groups, simple random, availability and purposive sampling techniques were used respectively. Frequencies, percentages and means, correlation, factor analysis, multiple regressions and Mann-Whitney U-test were used as statistical tools to analyze the data.

Based on these objectives, the major findings of the study are summarized as follows:

1. The data used for the study were found to be high in its reliability. The items in each variable have high communalities in describing the variables and loaded at significant level. This tells us the analysis and findings made on this study were based on reliable and objective data.
2. Concerning the farmers' contribution to the development of the training program, the majority of the trainees 105(82%) had no any contribution in the planning process of the training program.

3. Farmers' level of participation at different stages of the training program was found to be almost none except at the implementation stage in which relatively high participation was observed.
4. With regard to limiting factors, the descriptive results revealed that almost all institutional, socio-cultural and structural factors had negative impacts on farmers' participation in the training program given at the FTCs. However, the majority of both respondent groups (82.0% of trainees and 76.2% of facilitators) were positive towards the trainees' selection criteria.
5. The trainees' demographic profile revealed that there is disparity between trainees' educational status that would create difference in the level of trainees' participation.
6. The findings of multiple regression analysis show that all the independent variables (institutional, socio-cultural and structural factors) had significant combined (interaction) effect on the prediction of farmers' participation. The three major factors as a whole (collectively) had significant impact on the variation of farmers' participation at ($P < 0.05$).
7. The most crucial factors of farmers' participation in the modular training program were institutional factors. It had significant negative influence on farmers' participation at ($P < 0.05$). In line with this, the results of semi-structured interview and FGDs were consistent with this finding.
8. The second influential factors of farmers' participation were the socio-cultural factors. It had negatively significant contribution on farmers' participation at ($P < 0.05$).
9. The third determining factors of farmers' participation were the structural factors. It had also significantly negative impact on farmers' participation.
10. Finally, the results of Mann-Whitney U-test revealed that the responses of the trainee farmers and the facilitators had no significant difference. This implies that both respondent groups were consistent in rating the limiting factors.

5.2. Conclusion

Based on the findings of the study we can arrive at a conclusion that practically, the whole process of the training program development was not participatory. There is a significant gap between the contents of the trainings and the identified needs of farmers because of lack of participatory need assessment. Training needs assessment has not been undertaken with participation of all concerned stakeholders especially farmers. Thus, the client system problems and potentials were not assessed thoroughly and prioritized according to the local conditions. In short, the training program development has top-down nature and expert-centered. It was likely to be assumed that experts would make the best judgment about what should be learned by the farmers.

Other Institutional factors such as the distance of the training centers, lack facilities and facilitators' coordinating ability; socio-cultural factors such as lack of awareness and low expectation; and structural factors have great impacts on farmers' participation and were not treated in the in the training program.

5.3. Recommendations

Since research is not an end by itself, but rather a means of improving the current situation, it is appropriate to propose recommendations based on the findings of this study.

1. The majority of the trainees had no any contribution in the planning process of the training program. Based on the client system problems and potentials, change agents' competency, commitment, engagement, role and tasks and work organization's mission, vision, objectives and resources, the needs should be identified and prioritized for further improvements through joint or participatory (bottom-up) planning at all levels. Such joint participatory appraisals by all the stake holders, helps not only to prepare the plan that meets the immediate needs of the farmers, but also increase motivation, sense of ownership and shared responsibility among them.
2. Participatory extension approach requires full participation of all concerned stake

holders, especially of farmers, in problem identification and prioritization, seeking solutions to the problems, implementation, and monitoring and evaluation activities. To this end, motivated and competent human resources within extension organizations are timely essential.

3. According to the FTCs Work Guideline (MoARD, 1997E.C.), the FTCs should be built at each rural kebele. However, the study revealed that the distance of the training centers (FTCs) for many of the trainee farmers was one of the limiting factors. Thus, to alleviate this problem the training centers (FTCs) should be established near to the target groups' residence as per the FTCs Work Guideline.
4. The study also revealed that there is disparity between trainees' educational status that would create difference in the level of trainees' participation. Thus, a special training time schedule mainly functional adult literacy program should be arranged for the illiterate farmers to help them learn better in the training program.
5. Most of the facilitators have inadequate work experience and they lack good coordinating ability. Therefore, pre-service and on-job training should be arranged to equip them with basic principles of adult education and facilitation skills.
6. The fundamental objective of extension is to develop the rural people economically, socially and culturally by means of education. However, most of the trainee farmers have little awareness and low expectation about the training program. Hence, a continuous awareness creation work has to be done through the local leaders of the area.
7. Finally, the results of regression analysis implied that there are other potential variables (which are not included in this study) with significant contribution for the prediction of variation of farmers' participation. Thus, other researchers and practitioners are encouraged to investigate such variables.

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APPENDIX I

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES

(ADULT AND LIFELONG LEARNING)

A Questionnaire to be filled by Farmer Trainees

This questionnaire is designed on farmers' participation in skill training program in the Farmers' Training Centers (FTCs) in Assosa Zone.

The main purpose of this questionnaire is to collect the necessary information on the major factors influencing farmers' participation in skill training. It also intends to collect relevant data on the current status of farmers' participation in skill training program given at FTCs.

Thus, your sincere cooperation in answering each question is highly important since the success of this study entirely depends upon your earnest and genuine response to the questions. Writing your name in any part of the questionnaire is not required. Individual data will be kept confidential.

Thank you in advance!

Instruction I: Read carefully and write short answer on the space provided or circle the letter of your choice

1. Woreda _____

2. Training Center _____

3. Sex: A. Male B. Female

4. Age: _____

5. Marital Status

A. Married B. Single C. Divorced

6. Educational Background:

A. Illiterate B. Read & Write C. Grades 1-4

D. Grades 5-8 E. Grades 9-10 F. Grades 11-12

7. How long does it take (in hrs) on foot from the training center to your home?

8. How have you been admitted in this training center?

A. On my own request B. I was forced by the kebele

C. If any other _____

9. Did you participate in the planning process of the training program?

A. Yes B. No

10. If your answer is “No”, why?

11. If your answer is “Yes”, to what extent did you participate?

12. What do you think about the importance of your participation in all stages of the training program?

Instruction II: The following list shows areas of farmers' participation in skill training program. Please indicate your answer by putting a /√/ mark.

No.	Areas of Participation	None	Low	Average	High	Very High
1	Trainees' participation in identifying the training needs and problems					
2	Trainees' participation in selecting the most urgent needs in the program development.					
3	Trainees' participation in deciding the location of the training center.					
4	Trainees are willing to contribute labour and/or money to the training program during implementation.					
5	Trainees know the sources of resources for running the training program.					
6	Trainees are encouraged to comment on the training methods and content of the courses.					
7	Trainees are encouraged to evaluate whether the training program was effective or not.					

Instruction III: The following list shows the major barriers to farmers' participation in skill training program. Please indicate your answer by putting a /√/ mark.

No	Barriers to participation	Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Disagree
1	The training program is not appropriate to the needs of farmers.					
2	The training center is very far for many trainees.					
3	The Training center lacks adequate physical facilities					
4	The facilitators have no good coordinating ability.					
5	Trainees' selection criteria are inappropriate to the adult farmers.					
6	Farmers have little or no awareness about the training program.					
7	Farmers have low interest to be trained at FTCs.					
8	Farmers' expectation about the benefit of the training given at FTCs is very low.					
9	Adult farmers have social responsibility and they lack enough time to be enrolled in the FTCs.					
10	There is significant gap of age among trainee farmers in a class.					
11	Centralized program planning and implementation of training program.					
12	Weak local institutional capacity and capability					

APPENDIX II

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES

(ADULT AND LIFELONG LEARNING)

A Questionnaire to be filled by Facilitators

This questionnaire is designed on farmers' participation in skill training program in the Farmers' Training Centers (FTCs) in Assosa Zone.

The main purpose of this questionnaire is to collect the necessary information on the major factors influencing farmers' participation in skill training. It also intends to collect relevant data on the current status of farmers' participation in skill training program given at FTCs.

Thus, your sincere cooperation in answering each question is highly important since the success of this study entirely depends upon your earnest and genuine response to the questions. Writing your name in any part of the questionnaire is not required. Individual data will be kept confidential.

Thank you in advance!

Instruction II. The following list shows the major barriers to farmers' participation in skill training program. Please indicate your answer by putting a /√/ mark.

No	Barriers to participation	Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Disagree
1	The training program is not need based.					
2	The training center is very far for many trainees					
3	The Training center lacks adequate physical facilities					
4	The facilitators have no good coordinating ability..					
5	Trainees' selection criteria are inappropriate to the adult farmers.					
6	Farmers have little or no awareness about the training program.					
7	Farmers have low interest to be trained at FTCs.					
8	Farmers have low expectation about the benefit of the training given at FTCs.					
9	Adult farmers have social responsibility and they lack enough time to be enrolled in the FTCs.					
10	There is significant gap of age among trainee farmers in a class.					
11	Centralized program planning and implementation of training program.					
12	Weak local institutional capacity and capability					

APPENDIX III

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

Interview Guiding Questions

The following interview guiding questions are designed to know the current state of farmers' participation in the skill training program given at FTCs in Assosa Zone. It also intends to identify the major factors influencing farmers' participation.

1. In your Woreda FTCs have been built and they started training farmers; were they involved during the program development?
2. At what stages of the program development did they participate? To what extent did they participate?
3. How do you explain the current situation of farmers' participation?
4. What criteria are used to select the trainees in your woreda?
5. How farmers' participation is perceived by the local community and local government officials and other stakeholders?
6. From your experience in your woreda, what are the major factors influencing farmers' participation in the training program?
7. What measures do you suggest to be taken to improve farmers' participation?

Thank you!

APPENDIX IV

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

Focus group discussions Guiding Questions

1. Did you participate during the training program development?
2. What was your contribution during the construction of FTC?
3. What benefits did you get so far from FTC?
4. What problems did you face in the teaching learning process while you were attending the training?
5. From your observation what would you suggest to alleviate these problems?

Thank you!

APPENDIX V

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

ሥልጠና ላይ ባሉ አርሶ አደር ሠልጣኞች የሚሞላ የጽሑፍ መጠይቅ፤

የመጠይቁ ዓላማ በአሰሳ ዞን በአርሶ አደር ማሠልጠኛ ጣቢያዎች የአርሶ አደሮችን ተሳትፎ የሚገድቡ ምክንያቶችን ለይቶ ለማወቅ ፤ እንዲሁም በአሁኑ ጊዜ በሥልጠና መርሐ ግብሩ ያላቸውን የተሳትፎ ሁኔታ/ደረጃ ለማወቅ ይቻል ዘንድ ጠቃሚ መረጃ ለማስባሰብ ነው። በተጨማሪም ጥናቱ አርሶ አደሩን ማዕከል ያደረገ የሥልጠና መርሐ ግብር ለማቀድና የእነሱን ተሳትፎ ለማሳደግ መነሻ ነጥቦችን ይጠቁማል ተብሎ ይታመናል።

ስለሆነም እያንዳንዱን ጥያቄ በጥሞና አንብቦ በመመለስ በኩል እርስዎ የሚያደርጉት ትብብር ለዚህ ጥናት መሳካት በጣም አስፈላጊ ነው። እርስዎ የሚሰጡት ምላሽ ለሌላ አካል ሳይተላለፍ ለዚህ ጥናት ዓላማ ብቻ ይውላል። በመጠይቁም ላይ ስማችሁን መጻፍ አይጠበቅባችሁም።

ለምታደርጉልኝ ቀና ትብብር በቅድሚያ እጅግ አመሰግናለሁ።

መመሪያ አንድ:- የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ መልሱን በተዘጋጀው ክፍት ቦታ ይጻፉ ወይም እርስዎን የሚመለከተውን መልስ የያዘውን ፊደል በማክበብ ይግለጹ።

1. ወረዳ _____
2. የማሠልጠኛ ጣቢያ _____
3. ዕድሜ _____
4. የታ:- ሀ. ወንድ ለ. ሴት
5. የጋብቻ ሁኔታ:-
 ሀ. ያገባ/ያገባች(በትዳር የሚኖር/የምትኖር) ለ. ያላገባ/ያላገባች
 ሐ. በፍቺ ምክንያት ብቻውን የሚኖር/ብቻዋን የምትኖር
6. የትምህርት ደረጃ:
 ሀ. ማንበብና መጻፍ አልችልም ለ. ማንበብና መጻፍ እችላለሁ
 ሐ. ከ1ኛ-4ኛ ክፍል ተምራያለሁ መ. ከ5ኛ- 8ኛ ክፍል ተምራያለሁ
 ሠ. ከ9ኛ-10ኛ ክፍል ተምራያለሁ ረ. 12ኛ ክፍል ተምራያለሁ
7. የሥልጠና ቦታው ከእርስዎ ቤት ምን ያህል ይርቃል? ወይም በእግር ጉዞ ስንት ሰዓት ይወሰዳል? _____
8. ወደ ማሠልጠኛ ጣቢያው እንዴት ሊገቡ ቻሉ?
 ሀ. በእኔ ፍላጎትና ጥያቄ ለ. በቀበሌ አመራር ተገድጄ
 ሐ. ሌላ ካለ ይጠቀስ _____
9. የሥልጠና መርሃ ግብሩ ሲዘጋጅ/ሲታቀድ እርስዎ ተሳትፈው ነበር?
 ሀ. አዎ ለ. የለም
10. መልስዎ «የለም» ከሆነ ምክንያቱ ምንድን ነው?

11. መልስ አዎ ከሆነ የእርስዎ ተሳትፎ ምን ያህል ነበር? በምን በምንስ ተሳተፉ?

12. በሁሉም የሥልጠና መርሐ ግብሩ ደረጃዎች የእርስዎ ተሳትፎ ያለው ጠቀሜታ ምንድን ነው ብለው ያስባሉ?

መመሪያ ሁለት፡- ከዚህ በታች የተዘረዘሩት በሥልጠና መርሐ ግብር ዝግጅት የአርሶ አደሮችን ተሳትፎ የሚገለጹ ናቸው። በእያንዳንዱ ጉዳይ የእርስዎን የተሳትፎ ደረጃ ተስማሚ በሆነው ቦታ ላይ የ/√/ ምልክት በማድረግ ይግለጹ።

ተ.ቁ.	የተሳትፎ ዓይነት	የሰም	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
1	በፍላጎት ዳሰሳና ችግሮችን በመለየት በኩል ሠልጣኞች የነበራቸው ተሳትፎ					
2	ቅድሚያ የሚሰጣቸውን ችግሮች በመለየት በኩል ሠልጣኞች የነበራቸው ተሳትፎ					
3	የማሰልጠኛ ጣቢያ የሚገነባበትን ቦታ በመወሰን ሂደት ሠልጣኞች የነበራቸው ተሳትፎ					
4	ለሥልጠና ግብዓት የሚሆን የጉልበት እና/ወይም የገንዘብ አስተዋጽኦ በማድረግ በኩል የሠልጣኞች ተሳትፎ					
5	ሠልጣኞች ለሥልጠናው የሚውለው ግብዓት ምንጭ ከየት እንደሆነ ያውቃሉ					
6	ሠልጣኞች በሥልጠናው ይዘትና በሥልጠና አሰጣጥ ዘዴ ላይ አስተያየት እንዲሰጡ ይበረታታሉ					
7	ሠልጣኞች በሥልጠናው ሂደት የመርሐ ግብሩን ጠንካራና ደካማ ጎን በመለየት በኩል ተሳትፎ እንዲያደርጉ ይበረታታሉ።					

መመሪያ ሦስት፡- ከዚህ በታች የተዘረዘሩት የአርሶ አደሮችን ተሳትፎ የሚገድቡ ዐበይት ምክንያቶች(ችግሮች) ናቸው። የአርሶዎን ተጨባጭ ሁኔታ ከግምት ውስጥ በማስገባት የእያንዳንዱ ምክንያት(ችግር) ተስማሚ በሆነው ቦታ ላይ የ/√/ ምልክት በማድረግ ይግለጹ።

ተ.ቁ.	የአርሶ አደሮችን ተሳትፎ የሚገድቡ ምክንያቶች	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ አይደለሁም	አልስማማም	በጣም አልስማማም
1	የሥልጠና መርሐ ግብሩ የገበሬዎችን ፍላጎት ማዕከል ያደረገ አይደለም።					
2	የማሰልጠኛ ጣቢያው ከገበሬዎች መኖሪያ አካባቢ በጣም ይርቃል።					
3	የማሰልጠኛ ጣቢያው ሥልጠና ለመስጠት በቂ ቁሳቁስ የለውም።					
4	አሰልጣኞቹ ጥሩ የማስተባበር ብቃት የላቸውም።					
5	የሰልጣኞቹ የመምረጫ መስፈርት ለጎልማሳ ገበሬዎች ተስማሚ አይደለም።					
6	ገበሬዎች/ሰልጣኞች ስለሥልጠና መርሐ ግብሩ ግንዛቤ የላቸውም/ያላቸው ግንዛቤ በጣም አናሳ ነው።					
7	ገበሬዎች/ሰልጣኞች ማሰልጠኛ ጣቢያው ገብተው ሥልጠና ለመውሰድ ያላቸው ፍላጎት ዝቅተኛ ነው።					
8	በማሰልጠኛ ጣቢያው የሚሰጠው ሥልጠና ስለሚኖረው ጠቀሜታ ገበሬዎች የሚሰጡት ግምት በጣም አነስተኛ ነው።					
9	ጎልማሳ ገበሬዎች ብዙ ማኅበራዊ ኃላፊነት ስላለባቸው ማሰልጠኛ ጣቢያ ገብተው ሥልጠና ለመውሰድ ጊዜ የላቸውም።					
10	በሰልጣኞች መካከል ጉልህ የሆነ የዕድሜ ልዩነት አለ።					
11	ማዕከላዊ የሆነ የሥልጠና መርሐ ግብር ዕቅድና ትግበራ መኖር					
12	አካባቢያዊ የሆነ ጠናካራ ተቋማዊ አቅም አለመኖር					

APPENDIX VI

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

በአሠልጣኞች የሚሞላ የጽሑፍ መጠይቅ፤

የመጠይቁ ዓላማ በአሰሳ ዞን በአርሶ አደር ማሠልጠኛ ጣቢያዎች የአርሶ አደሮችን ተሳትፎ የሚገድቡ ምክንያቶችን ለይቶ ለማወቅ ፤ እንዲሁም በአሁኑ ጊዜ በሥልጠና መርሐ ግብሩ ያላቸውን የተሳትፎ ሁኔታ/ደረጃ ለማወቅ ይቻል ዘንድ ጠቃሚ መረጃ ለማስባሰብ ነው። በተጨማሪም ጥናቱ አርሶ አደሩን ማዕከል ያደረገ የሥልጠና መርሐ ግብር ለማቀድና የእነሱን ተሳትፎ ለማሳደግ መነሻ ነጥቦችን ይጠቁማል ተብሎ ይታመናል።

ስለሆነም እያንዳንዱን ጥያቄ በጥሞና አንብቦ በመመለስ በኩል እርስዎ የሚያደርጉት ትብብር ለዚህ ጥናት መሳካት በጣም አስፈላጊ ነው። እርስዎ የሚሰጡት ምላሽ ለሌላ አካል ሳይተላለፍ ለዚህ ጥናት ዓላማ ብቻ ይውላል። በጠይቁም ላይ ስማችሁን መጻፍ አይጠበቅባችሁም።

ለምታደርጉልኝ ቀና ትብብር በቅድሚያ እጅግ አመሰግናለሁ።

መመሪያ አንድ፡- የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ መልሱን በተዘጋጀው ክፍት ቦታ ይጻፉ ወይም እርስዎን የሚመለከተውን መልስ የያዘውን ፊደል በማክበብ ይግለጹ።

1. ወረዳ _____

2. የማሠልጠኛ ጣቢያ _____

3. የታ፡- ሀ. ወንድ ለ. ሴት

4. ዕድሜ _____

5. የጋብቻ ሁኔታ፡-

ሀ. ያገባ/ያገባች(በትዳር የሚኖር/የምትኖር)

ለ. ያላገባ/ያላገባች

ሐ. በፍች ምክንያት ብቻውን የሚኖር/ብቻዋን የምትኖር

6. የትምህርት ደረጃ፡

ሀ. 12ኛ ክፍል አጠናቅቄያለሁ

ለ. 12 + 1

ሐ. 10 + 3

መ. 12 + 3

7. የተመረቁበት የሙያ ዘርፍ _____

8. የአገልግሎት ዘመን _____

9. ከጎልማሶች ሥልጠና ጋር በተያያዘ የወሰዱት ሥልጠና አለ?

ሀ. አዎ

ለ. የለም

10. እርስዎ በሚሠሩበት ማሠልጠኛ ጣቢያ ገበሬዎችን ለሥልጠና የምትመለምሉበት

መስፈርት አላችሁ? ሀ. አዎ

ለ. የለም

11. መልስዎ «አዎ» ከሆነ ጥቂቶችን በገልጹልኝ?

መመሪያ ሁለት፡- ከዚህ በታች የተዘረዘሩት የአርሶ አደሮችን ተሳትፎ የሚገድቡ ዐበይት ምክንያቶች(ችግሮች) ናቸው። የአርሶዎን ተጨባጭ ሁኔታ ከግምት ውስጥ በማስገባት የእያንዳንዱ ምክንያት(ችግር) ተስማሚ በሆነው ቦታ ላይ የ/√/ ምልክት በማድረግ ይግለጹ።

ተ.ቁ.	የአርሶ አደሮችን ተሳትፎ የሚገድቡ ምክንያቶች	በጣም እስማማለሁ	እስማማለሁ	እርግጠኛ ካይደለሁም	አልስማማም	በጣም አልስማማም
1	የሥልጠና መርሐ ግብሩ የገበሬዎችን ፍላጎት ማዕከል ያደረገ አይደለም።					
2	የማሰልጠኛ ጣቢያው ከሠልጣኞች መኖሪያ አካባቢ በጣም ይርቃል።					
3	የማሰልጠኛ ጣቢያው የቁሳቁስ እጥረት አለበት።					
4	አሠልጣኞቹ ጥሩ የማስተባበር ብቃት የላቸውም።					
5	የሠልጣኞቹ የመምረጫ መስፈርት ለጎላማሳ ገበሬዎች ተስማሚ አይደሉም።					
6	ገበሬዎች/ሠልጣኞች ስለሥልጠና መርሐ ግብሩ ግንዛቤ የላቸውም/ያላቸው ግንዛቤ በጣም አናሳ ነው።					
7	ገበሬዎች/ሠልጣኞች ማሰልጠኛ ጣቢያው ገብተው ሥልጠና ለመውሰድ ያላቸው ፍላጎት ዝቅተኛ ነው።					
8	በማሰልጠኛ ጣቢያው የሚሰጠው ሥልጠና ስለሚኖረው ጠቀሜታ ገበሬዎች የሚሰጡት ግምት በጣም አነስተኛ ነው።					
9	ጎልማሳ ገበሬዎች ብዙ ማኅበራዊ ኃላፊነት ስላለባቸው ማሰልጠኛ ጣቢያ ገብተው ሥልጠና ለመውሰድ ጊዜ የላቸውም።					
10	በሠልጣኞች መካከል ጉልህ የሆነ የዕድሜ ልዩነት አለ።					
11	ማዕከላዊ የሆነ የሥልጠና መርሐ ግብር ዕቅድና ትግበራ መኖር					
12	አካባቢያዊ የሆነ ጠንካራ ተቋማዊ አቅም አለመኖር					

APPENDIX VII

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

ለቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

ከዚህ በታች የተዘረዘሩት ጥያቄዎች ገበሬዎች በአሁኑ ጊዜ በሥልጠና መርሃ ግብሩ ያላቸውን ተሳትፎ ለማወቅ የተዘጋጁ ናቸው። እንዲሁም የገበሬዎችን ተሳትፎ የሚገድቡ ዋና ዋና ምክንያቶችን ለመለየትና የመፍትሔ ሀሳብ ለመጠቀም ታስበው የተዘጋጁ ጥያቄዎች ናቸው።

1. በእርስዎ ወረዳ የገበሬዎች ማሠልጠኛ ጣቢያዎች ተገንብተው ሥልጠና ጀምረዋል። ገበሬዎች በፕሮግራም ዝግጅቱ ላይ ተሳትፈው ነበር?
2. በሥልጠና መርሃ ግብሩ ዝግጅት በየትኛው ደረጃ ላይ ነው ገበሬዎች የተሻለ ተሳትፎ የነበራቸው? የተሳተፏቸው ደረጃስ ምን ያህል ነበር?
3. በአሁኑ ጊዜ የገበሬዎች ተሳትፎ ምን ይመስላል?
4. ገበሬዎችን በምን መስፈርት ነው ለሥልጠና የምትመለምሉት?
5. የገበሬዎችን ተሳትፎ በተመለከተ በአካባቢው ማኅበረሰብ፣ በአካባቢው የመንግስት ባለሥልጣናት እና በሌሎች ባለድርሻ አካላት ዘንድ እንዴት ይታያል?
6. ከእርስዎ ልምድ አንጻር የገበሬዎችን ተሳትፎ የሚገድቡ ዋና ዋና ምክንያቶች ምን ምን ናቸው?
7. የገበሬዎችን ተሳትፎ ለማሳደግ ምን ምን የመፍትሔ እርምጃዎች መወሰድ አለባቸው ብለው ያምናሉ?

አመስግናለሁ!

APPENDIX VIII

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

ለቡድን ውይይት የተዘጋጁ ጥያቄዎች

1. የሥልጠና መርሃ ግብሩ ሲዘጋጅ/ሲታቀድ እርስዎ ተሳትፈው ነበር?
2. የማሠልጠኛ ጣቢያው ሲገነባ የእርስዎ አስተዋጽኦ ምን ነበር?
3. ከማሠልጠኛ ጣቢያው ምን ምን ጥቅሞች አግኝተዋል?
4. በመማር ማስተማሩ/በሥልጠናው ሂደት ያጋጠሙዎት ችግሮች ምን ምን ናቸው?
5. እነዚህን ችግሮች ለመቅረፍና የገበሬዎችን ተሳትፎ ለማሳደግ ምን ምን የመፍትሔ እርምጃዎች መወሰድ አለባቸው ብለው ያምናሉ?

አመስግናለሁ!

APPENDIX IX

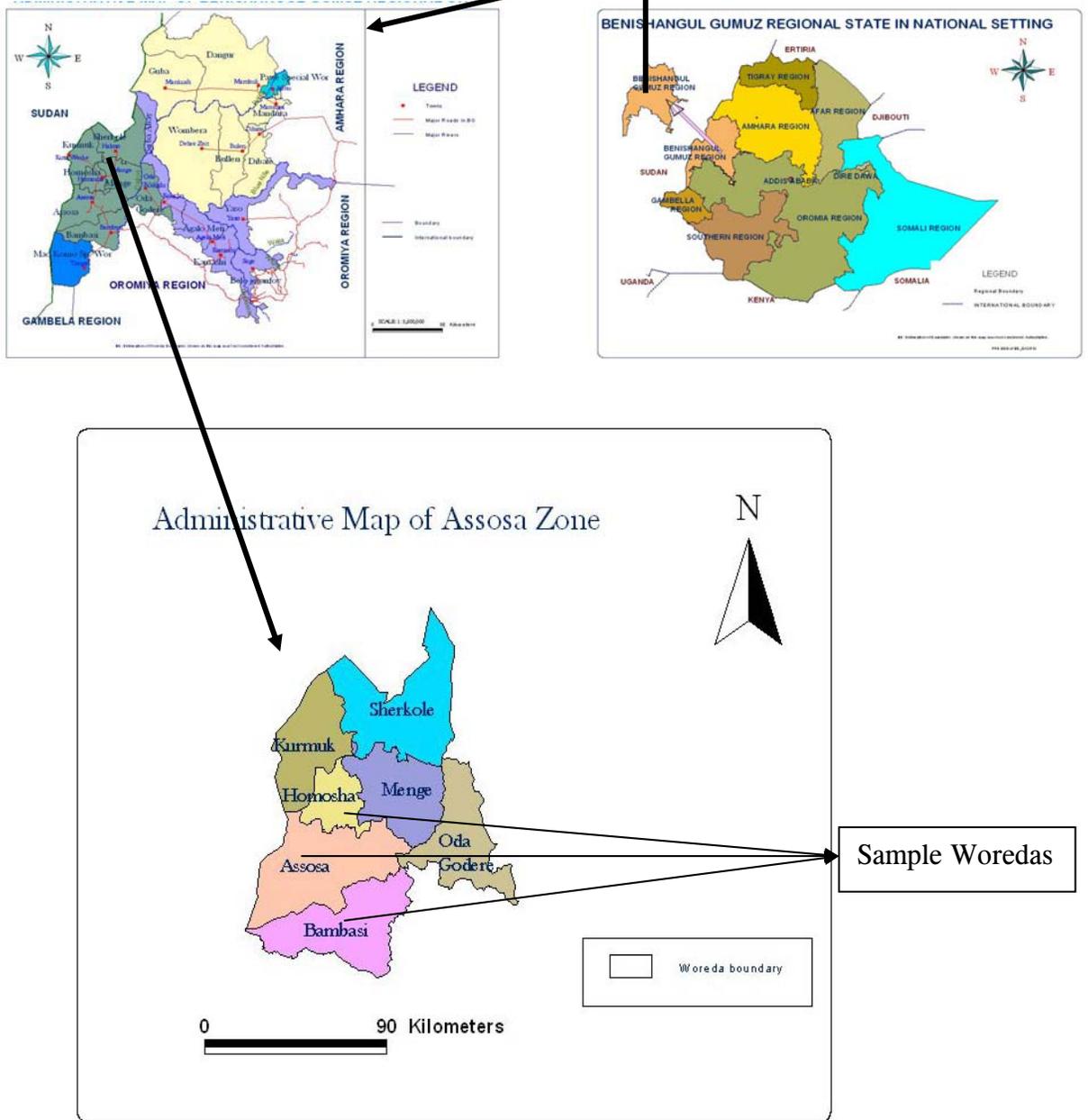


Figure 1: Map of Assosa Zone and its Districts, 2007

Declaration

I, the undersigned declare that this thesis is my original work and has never been presented for the degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination by my approval as a university advisor.

Name: _____

Signature: _____

Date of submission: _____