ADDIS ABABAUNIVERSTY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

ADULT AND LIFELONG LEARNING UNIT

ADULT EDUCATION AND DEVELOPMENT: A STUDY OF FARMERS' TRAINING CENTERS IN DALE WOREDA IN SNNPR

BY

EPHREM MESERET WORKU

JUNE 2009

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A Thesis Submitted to the School of Graduate Studies in Partial Fulfillment of the Requirements for the Degree Master of Education in Adult Education and Lifelong Learning

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APPROVED BY BOARD OF EXAMINERS:

Abdulaziz Hussien 23.7.09

CHAIRMAN DEPT. GRADUATE **DATE** **SIGNATURE**

COMMITTEE

Amhussa K. 09/07/09

ADVISOR **DATE** **SIGNATURE**

Lemma Setegn 09/07/09

EXAMINER **DATE** **SIGNATURE**

DEPARTMENT OF TEACHER EDUCATION & CURRICULUM STUDIES
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List of Acronyms and Abbreviations

AAU:	Addis Ababa University
ADLI:	Agricultural Development Lead Industrialization
AE:	Adult Education
ATVET:	Agricultural Technical and Vocational Training and Education
BPR:	Business Process Re-Engineering
CSA:	Central Statistical Agency
E.C.:	Ethiopian Calendar
FGD:	Focus Group Discussion
FTCs:	Farmers Training Centers
IMPS:	Improving Productivity and Market Success of Ethiopian Farmers Project
MoARD:	Ministry of Agriculture and Rural Development
NFAE:	Non-formal Adult Education
NGOs:	Non-governmental Organizations
PA:	Peasant Association
PADETS:	Participatory Demonstration and Extension Training Systems
RBoARD:	Regional Bureau of Agriculture and Rural Development
SNNPR:	Southern Nations Nationalities and Peoples Region
SNNPRSARDB:	Southern Nations Nationalities and Peoples Regional State Agriculture and Rural Development Bureau
WBARD:	Woreda Bureau of Agriculture Rural Development
ZoARDD:	Zone Agriculture and Rural Development Department
SPSS:	Statistical Package for Social Science

Abstract

This research was planned to assess the implementation of the modular training that was being given to farmer trainees in Dale Woreda Farmers' Training Centers (FTCs) in light of adult and non-formal education principles and practices. To this end, a cross-sectional study design was employed. The subjects were selected using purposive, stratified, and available sampling techniques. The main technique of data collection for the study was questionnaire which was filled by 120 trainee farmers found in four different FTCs in the Woreda. To supplement the data, interviews with extension experts found at MoARD, RBoARD, ZoARDD and WBARD department and focused group discussions with facilitators/DAs, coordinators, PA representatives and trainee farmers of the FTCs were conducted. In addition, classroom and center observations were carried out and information was also collected from training modules and other relevant documents. For analysis purpose descriptive statistics (percentage and mean value) and thematic analysis were employed. The major findings of the study indicated that the FTCs in Dale Woreda faced serious problems in giving both theoretical and practical training due to lack of teaching aids, modules for trainees, proper facilitation practices, direct participation of trainees in the preparation of materials, demonstration plots with the necessary inputs, and facilities like workshops, exhibitions, water supply and toilets. It was also found out that factors like interruption of training, and the presence of incompatible structures in the FTC compound were worsening the situation in which the training is implemented. Based on these findings, some ways of lessening the problems were proposed: provision of the FTCs with necessary teaching aids, demonstration plots, functional workshop and exhibition and modules for trainees. Besides, training in andragogy/adult education and the facilitation of participatory training is to be provided to the members of the extension department working in the different hierarchy of MoARD, in general, and to DAs working in the FTCs as trainers of farmers in particular. Moreover, it is advisable to involve trainee farmers in every step of the way in the process. Finally, different stakeholders of the FTC training should work hand-in-hand to solve problems related to the learning environment.

Chapter One

1. Introduction

1.1 Background of the Study

Over 85% of Ethiopia's79, 221,000 people are living in rural areas as projected by Central Statistical Agency (CSA, 2008). The estimated number of adult illiterates for 1995 GC was 57.5% (Wagner, 2000). Agriculture contributes over half of the GNP of the country. The area of the country which is about 1.1 million sq.km of land shows an incredible variability. The country is divided into 18 main agro-ecological zones and 62 minor ones depending altitude, respective amount of rain fall, topography and soil types in which 146 types of crops are believed to be grown. The area that suit to grow crop varieties is estimated to be 56% of the total. Out of this about 16.4 million hectares are currently cultivated (Tenkir, Gezahegn, &Tadesse, 2004).

Ethiopia's agriculture is predominantly characterized by traditional ways of farming and low productivity. The various governments of Ethiopia worked to develop the agricultural sector using different approaches that mainly try to reflect the trends followed globally specifically, those which were applicable in the countries taken as models of socio-economic development by the respective governments and this trend resonates else where in the developing world if one traces back the literature. The solution to the problem of low productivity of agriculture requires the use of modern farming technology and scientific knowledge in the field for both large and small holdings and to realize this goal developing the manpower base of this sector is necessary. This also seeks creating high level agricultural skilled labor and upgrading the knowledge and the skill of poor and small holding farmers. Here, Non-Formal Adult Education (NFAE) has been used as a means to achieve the goal of improving the knowledge and skills of household farmers who owned 94% of the farmland. NFAE is any organized, systematic educational and training activity carried on outside the frame work of the formal system to provide selected types of learning and training to the adult segment of the population which includes agriculture extension and farmer training programs and others (Economic Commission for Africa cited in Kassahun, 1997).

The importance of adult education or training for development is indicated by different scholars. According to Yalew (2005), adult education is a prerequisite for development which is aimed at the balanced growth of the whole man, socially, economically and culturally. In addition, he quoted Rogers (1979:66) for giving weight to the importance of adult education for development as

> *... Whether we believe that development is to achieve economic growth or to achieve self-reliance adult education is central to the whole programme. Adult education is not a peripheral subject, to be added on the programme of development if there is money to spare; rather it is the method by which those who are in need learn to control and develop their own environment.*

What makes it a precondition for development becomes clear when we apprehend that education is a prerequisite for acquisition of other skills. On this Myrdal (1968), in Lind and Johnston (1990:45) said "Literacy opens up avenues of communication that otherwise remain closed, it is a prerequisite for acquisition of other skills and the development of more rational attitudes."

The clients of Farmers' Training Centers (FTCs) are mainly adult people and the facilitators who works there are extension agents. From its inception extension education was for adults. As it is mentioned by Savile cited in Berhanu (2004), historically extension as non-formal education for adults was started in England in the 1840s focusing on delivery of advisory service for rural people so that they could increase production. When we come to its emergence in Ethiopia (Tenkir, Gezahegn and Tadesse, 2004) said that even though there were efforts of establishment of extension since the turn of the last century, the then Alemaya College of Agriculture in unison with Kansas State University, began the extension work in 1952.

Earlier, the fragmented nature of the farm lands deterred the extension intervention in the country from addressing the problems of smallholding farmers since main stream users of agricultural research and extension were large state farms from the beginning. Recently, the extension system has been challenged a lot globally due to current serious food crisis and also in our country it is criticized in most of the research

literature due to various constraints attributed to its ineffectiveness to realize the time and again aspirated food self sufficiency both at household level and at the national scale as a result of deep-rooted multifaceted chronic poverty bounded problems. This above all calls for all who are concerned to take painstaking action to alleviate the tribulations by working hand in hand from the side of the solution.

Currently, Ethiopia has been undertaking a development strategy known as Agricultural Development Led Industrialization [ADLI]. This program has been underway through Participatory Demonstration and Extension Training System [PADETS] in which the generation, adoption and diffusion of new farm technologies in the form of new and improved inputs used to boost the produce of households with ultimate goal of improving their livelihood. Now, it is more than a decade since the new extension system, PADETS, was launched by the government with stated objectives of increased incomes and living standards, fostering food security and improved health, free organization by sex, age and lines of occupation, provision of raw materials for industry, enhancement of foreign exchange and the conservation of natural resources and the environment all through the provision of appropriate technologies and the participation of women. The program has been executed partaking different bodies of administration, farmers and other partisan in diverse aspects at various levels country wide. It is also a subject of research for many scholars across many disciplines.

Researches carried over in relation to the extension service depicted its different aspects. Some of them which deal with the education aspect with better detail are selected and reviewed as follows since they are more related to this study. Mulugeta (1999) conduct a survey in a resource poor area of North Wollo, Meket Woreda, to see the impact of human capital variables on the adoption of improved crop technologies and ownership of livestock among farmers. The results of his study showed that the educational level of household head, family size, participation in agricultural training programs and farm income significantly affect the adoption of fertilizer and/or improved seeds. Dejen, Aragay and Aune (2000) in their work entitled "Agricultural Extension in the Dry Lands of Ethiopia", mentioned that their field observation indicated there has not been a wide degree of adherence in

participating rural farmers in the planning, implementation and evaluation of extension programs. Although the participation of farmers in these aspects of the extension programs has been a long standing, fundamental and guiding principle which represents the very essence of non-formal, popular nature of effective extension work. They reported, "The present agricultural extension system acknowledges in theory that participation of stakeholders in the package implementation process, but what has been practiced is different from what is being believed in principle". Berhanu (2004) examined the social, economic and agro - ecological issues that extension deals with in detail by emphasizing farmers' holistic view of the technology package oriented extension program that has been implemented in two Woredas in North Shewa. He explained the diverse interwoven factors in the fabrics of the extension systems of a country that need meticulous concern as they militate against or in favor of its effectiveness in achieving its predestined objectives. He raised the necessity for education and training to realize development by making use of both formal schooling and non-formal education and specifically he contended "extension, being a process of developing farmers' problem solving capacity, can be effective if accompanied by education and training programs that will help address people's felt need". He also agrees with the top down nature of the program with Dejen and his associates (Dejen et al, 2000).

All of the works to which I come across, examine the totality of the extension system in relation to their fields of specialization, using their own methods and emphasizing the aspects they believed needed their scrutiny to make the program more effective. Most of them look into the general relevance of the education and training aspects of extension and recommended for strengthening the educational infrastructure in one way or the other but none of them tried to see in detail the technical aspects of the facilitation/teaching learning process which takes place in FTCs from the perspective of adult education and it is my conviction that examining the extension education from this perspective also has a lot to contribute for its effectiveness.

To this end, the topic "Adult Education and Development: A study of Farmers' Training Centers in Dale Woreda, SNNPR" is chosen. MoARD's expert in the extension department has informed me that the country's better equipped FTCs are

found in Dale Woreda, SNNPR. The expert confirmed that he has taken different things such as the preparation of training manuals, the construction of the centers and the training of the DAs into consideration to arrive at this conclusion. Moreover, (Tenkir, Gezahegn and Tadesse, 2004) , in Ethiopian agricultural extension adoption and diffusion evaluative research that covered the four main regions of the country (Amhara, Oromia, SNNPR and Tigray) showed that the region with the highest rate of extension package adopter farmers was found to be SNNPR with (58%) while that of the lowest was found to be Tigray (48%)

PADETS has two types of training programs in every farmers' training center in the country. They are modular training and package training. Modular training is given to those farmers who are grade four and above. The farmers who completed the program, which takes three up to six months, are awarded with a green certificate and they are expected to run their own business. Package training on the other hand is a kind of training given to those illiterate farmers, who participate in technology package demonstrations and this could last from one day up to two weeks (Habtamu, 2006).

In SNNPR the modular training was mainly carried out by DAs /facilitators who are graduated from ATVET Colleges. The fields of specializations found in FTCs are animal production, crop production and natural resource development. Trainees are allowed to choose major and minor area studies as well as the common courses they want to take. The time needed to cover the training for major, minor and common courses lasts 156 hrs, 84 hrs and 60 hrs respectively. There are two training sessions within a year; each of them takes six months for completion.

It is very important here to give brief background information about Dale Woreda which is the study area for this research. Dale Woreda is one of the 19 Woredas found in the Sidama Zone of SNNPRS. It is bordered with Aleta Wondo in the South and South West, with Hagere Selam and Arbegona in the East and with Semen Borcha and Shebedino in the West. The number of people in the Woreda was 222,268 out of which 34,962 were male and 187,306 were female. The Woreda has 28,444 hectares of land, 37,027 heads of households and 36 PAs. Dale is divided into two agro ecological zones which are Dega 1% and Woina Dega 99% that grow the following

main produces coffee, enset, fruits and vegetables and crops, (Dale Woreda Agriculture and Rural Development Office, 1998). From the 36 PAs found in the Woreda it was only in 19 of them FTCs were constructed in the rest 17 either the construction was underway or it was not yet started due to budgetary problems. The Woredas' capital Yirgalem is 43km away from Hawassa the regional capital and 273km away from Addis Ababa the country's capital.

Agricultural extension and adult and non-formal education interventions work towards the development of rural communities by making adults prime beneficiaries of their programs and both of them have a decision of giving special attention to women's cause. They are also concerned to device a problem solving demand driven and need based training/educational programs that would realize sustainable development in the country. We can have a prerequisite relationship or a fused one between the two. In the case of literacy which is a necessary precondition required for achievement of better outcomes of extension programs adult education becomes a prerequisite to extension while in case of Functional Adult Literacy (FAL), which gives integrated literacy and livelihood skills training under adult education, because like the later the former requires literacy to be effective. We have a fused relationship here. The existence of this much interdependence within the two shows the relevance of such endeavors. Thus, this MA thesis focused on the assessment of the implementation of extension education in FTCs from the perspectives of adult and non-formal education principles and practices.

1.2 Statement of the Problem

Farmers' Training Centers (FTCs) are very important settings to impart new agricultural knowledge, skills and practices into the minds of small holding farmers so that they can increase the productivity of their respective farmlands. Such centers in their totality are expected to include the training centers, facilitators, farmer trainees, training modules, overall process in the setting and government bodies at different levels of hierarchy in the system.

In NFAE not only the provision of the training but also the way it is put into practice equally matters for the success or failure of development programs. The participation of the learners in planning, implementation, and evaluation of NFAE programs is

principal issue of human learning and development (Kassahun, 1997). Grieshaber cited in Kassahun (1997) contended if there is no participation, there is no learning and development. Thus for NFAE programs to succeed in attracting the learners, they must address the problems and needs of the target groups they intend to reach (McGivney and Murray 1991, Vella 1994, Moleko and Betz 1995 cited in Kassahun, 1997). And also, Min-Huei (2007) said training is best when it is experiential, participatory and adapted to trainees' previous experience, learning style and favorable language as a medium of instruction.

It is mentioned that the extension intervention is commented for being top down and not participatory in the various studies reviewed. This paper tried to see the extension education practices being implemented in the FTCs in light of adult and non-formal education principles and practices. Consequently, it was believed that the assessment of the implementation of FTCs' training in Dale Woreda may help to trace the general extension training situation. To achieve this purpose, the following objectives were formulated to this study.

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this research was to examine the implementation of the modular training that was being given to farmer trainees in Dale Woreda Farmers' Training Centers (FTCs) in light of adult and non-formal education principles and practices.

1.3.2 Specific Objectives

The specific objectives of this research were:

- To assess the organization of the training modules in light of AE principles and practices
- To examine the FTC's facilitation/teaching learning process from the perspective of adult learning principle and practices
- To investigate the general organization of FTC training centre against the standards and principles of Adult and Non formal education.

Based on the objectives listed, the following leading questions were raised for investigation:

- How are the FTC training materials organized in line with adult education principles and practices?
- What aspects of Functional Adult Literacy (FAL) material preparation principles are followed in FTC training materials?
- How is the FTC's teaching learning process in conformity with adult learning principles?
- Are the trainees active participants in the program?
- How suitable is the setting for the training of adults from AE (Adult Education) perspective?

1.4 Significance of the Study

The outcomes of this research could be very useful to the different stakeholders, government bodies, NGOs and civic societies to get awareness about:

- The existing situation of the implementation of FTC programs in the country
- How strong enough are FTC curriculum materials developed according to FAL principles
- The level and nature of interactions between the facilitators and the trainees in FTCs
- The general feature of the facilities in FTCs
- The scope of the FTC training
- Importance of experience sharing between practitioners of extension and adult education
- Possibilities of cooperating with agencies work on literacy
- The necessary policy and administrative measures that help to improve the quality of extension intervention

The study would also identify areas for further investigation and assessment on the issue.

1.5 Delimitation of the Study

The scope of the research included all the key actors participating in the extension system in the relevant department offices found in MoARD, RBoARD, ZoARDD, WBARD and FTC levels and making contacts by identifying and focusing on relevant department personnel, curriculum, processes and activities related to modular training alone. Moreover, this study was delimited to FTCs found in SNNPR, Dale Woreda due to their better material and manpower position in the modular extension training and their accessibility to the researcher. The study focused on trainees who were on the pipe line. Therefore, excluding the graduates in this study was the other delimitation.

1.6 Limitation of the study

The most difficult problem which faced in this study was the interruption of the ongoing FTC training which limited the observation of classroom learning with two centers (Debub Kegea and Ajawa) due to a Woreda inputs planning work carried out in campaign by both DAs and PA farmers. It was necessary in the Woreda to reinitiate trainees to come to the training and the researcher was forced to distribute the questionnaire in two of the centers with special programs that is in Gane the occasion trainees came for labour campaign was used while in Shoa the trainees were met using an arrangement made for meeting both the newly assigned DAs and trainees each other. This caused the researcher to stay longer in a hotel and to make repeated trips using a motorbike to the centers which were situated in a distance that ranges from 5 to 21 kms from the town of Yirgalem. The other problem was the presence of a high rate of absenteeism among trainees of the centers. For example, during his first visit to Ajawa the researcher returned back without distributing the questionnaire because there were only 30 trainees but the next time he arrived there he saw the same number of trainees and asked for attendances and learned from the scanty attendances taken that the rate was between 28 and 34 and distributed the questionnaire for those trainees who were attending that day's training .This was the same for the other two centers but in Shoa even the attendances were not available. Due to the BPR (Business Process Re-engineering) took place in the region the researcher also was

forced to interview whenever possible both ex-extension and currently working experts in all the levels of the hierarchy.

1.7 Operational Definition of Terms

Extension Intervention: the agricultural training and education given to the Ethiopian farmers in order to improve their traditional agricultural practices.

Development: the improvement of the life quality of the small household farmers.

Training: the extension education being given in the farmer training centers.

Trainee farmers: farmers who participate in the FTCs training.

Centers: the framers' training centers

Facilitators: the development agents (DAs) working in the FTCs.

Chapter Two

2. Review of Related Literature

2.1 Adult Education and Development

The field of adult education equips its practitioners with all the necessary theoretical inputs which help them in dealing the awaiting vast area of application in the world of work and real life. Adult education has been a tool employed to avert mighty problems confronted humanity whether in developing or developed world. These problems ranges from luxury driven vacationers various training demands to those of survival quested basic literacy and functional adult literacy and training needs. It is a field which requires readiness both in terms of fulfilling the wide knowledge base needed in facing up what practice poses and in terms of getting prepared for coping up challenging careers from the part of practitioners. Adult Education is one of the key ingredients that their existence is a prerequisite requirement for flourishing of true development.

In his thematic study presented on World Education Forum in Dakar, Wagner (2000) said that because national economies and civic participation become more reliant than ever on an educated and literate public, the world education community is faced with multiple and serious challenges. The work of organizations which support or engage in literacy work need to be more realistic about what can be achieved within budget limitations and such pragmatism necessitates lowering expectations about major changes in individual, societal and economic outcomes, while at the same time holding literacy providers to higher standards of accountability and professionalism. He added that, as in formal schooling, literacy and adult education do not provide a magic answer for any society, but they are part and parcel of all aspects of national development.

2.2 Adult Education and Training

Training is particularly essential to organizations and people who are in situations that are very dynamic, and for people who have limited time to spend in a learning environment. Training is essential to the kinds of immediate behavior changes

necessary to make a group functional with determined organizational work objectives (Min-Huei, 2007).

This clearly declares that training is appropriate for a person who has other responsibilities either competing to or more demanding than learning but at the same time changing situations compelled him bid for to undergo through it. And the contents of the learning must have direct application in a specific social setting and it should deal with an aspect of human behavior that can be changed and that attribute to a group of people. Training is a voluntary activity for its participants, is another key feature that distinguish adults' learning. This is mentioned in Cross (1981:235) as "Two characteristics sharply differentiate the learning situation of the adult from that of the child or adolescent; adults are typically part-time learners, and they are usually volunteers."

In addition to this, in what she said, CAL (Characteristics of Adult Learners) mentioned that with aging people tend to: decline in reaction time (the increase in time needed to perceive new information when age increases) but this can be compensated by stressing power rather than speed in learning, change their interest from acquiring fluid information to crystallized information (the first one is loaded with facts can be measured with IQ while the second one is wisdom acquired through experience and learning) and can be compensated by capitalizing crystallized intelligence for adult learners and also declines in vision which can be compensated by increased illumination and use of glasses.

Then the other most frequently mentioned characteristics of adults are the ones listed here. According to Lieb (1991) Knowles identified the following characteristics of adult learners: adults are autonomous and self-directed learners who must be given freedom, they are full of life experiences and knowledge, they have a purpose in joining training, they usually know what goal they want to achieve, they learn better when the learning is related to their real life problems and adults need to be shown respect for the experience and knowledge they bring with them.

Therefore, these characteristics of adults alerts their educators to worry about how to create a learning environment that can holds participants on training and at the same

time provide them a maximum reward that compensates what ever they expensed for it. Since they know failure to do this mean to remain with nil learning centers and this inconsequence mean to loose the whole enterprise of development. This apprehension is forwarded with solutions in the following citation.

According to Min-Huei (2007) the unique needs and learning styles of adults require specialized training programs. The field of adult education provides knowledge on how adult education concept can be use to build and support organizational training. It also identifies and examines the planning procedures and strategies which result in efficient and effective programs for adults learning in a wider variety of social and institutional settings. And analyze the application and implication of educational principles in the design, delivery, and evaluation of adult learning opportunities.

Adult education is the big umbrella which holds other forms of education which differs from the formal one. Training is dependent on adult education in questions of philosophies and theories which are highly needed. Most principles in training are derived as responses for the above mentioned peculiar adult learning characteristics which make the field of adult education special and different from pedagogical teaching learning process.

2.3 Importance of Principles in Adult Education

Adult education provides us the theoretical frameworks from which we find principles. There are different theories followed by practitioners in the field .Although there is a controversy over the presence of a single unifying theory in the field of adult education, it is andragogy which provide the best alternative due to its consideration of the adult learners' peculiar characteristics that make different their learning from that of children. The following quote from Cross (1981:22) clearly shows this. "...One of the best-known theories in adult education begins with the assumption that learning for adults (andragogy) is basically different from learning for children (pedagogy)."

The role of principles taken from such adult education theories is giving us directions which guide our behaviors and actions in face of practical engagements in the learning process of adult people .The presence of so many theories and the vast

application of adult education makes the selection of principles a challenging task .This is because any one of those theories do not fulfill all the criteria need in achieving an intended objective. In this respect the trend is to use a blend of activities taken out of theories through eclectic approach. If we consider training which is a major segment in the field of adult education, it has been best implemented by applying principles derived from behavioral theories. The idea in the last sentence is also supported by literature.

> While behaviorist positions of learning sometimes seem at odds with the well-publicized, student-centered attitudes of many adult educators, behaviorism is frequently the foundation for one of the largest segments of adult education, namely job and skills training. (Cross, 1981:232)

When we see the usual pattern in applying behaviorist principles in the designing of training, the very first idea which is coming with expert prepared materials based on prior formulated specific objectives derived from ends of training/goals, contradicts with the idea of participatory training. The behavioral theory has indispensable elements which makes it an ideal means for training implementation. However, to be worthy enough to adults' peculiar characteristics this theory must change the usual course of coming with ready made training agendas; rather it must follow a course that begins from consulting with the adult trainees on those curricular issues that needed series of decision. These decisions were made earlier inside offices by experts alone but the new approach summon sharing of decisions, change of sequence of events and change of psychology. If we decipher reasons of reshuffling of path for the material designing process it did not take us too much to trace that behind this practice there is the influence of humanistic theories.

> Humanists are highly motivated and self directed learners; responsibility to learn is assumed by the learner. The humanistic educator facilitates learning but does not direct learning. The educator and learner are "partners." Concepts that define humanistic philosophy include experiential learning, individuality, self-directed, and self actualization. Humanistic teaching methods contain group

> discussion, team teaching, individualized learning, and discovery method. Rogers, Maslow, Knoweles, and McKenzie are facilitators of the humanistic philosophy. (Zin 1983 cited in Boone, Gartin, Buckingham, Odell, and Lawrence, 2001:528)

This much is enough to show the presence of confluence of theories in our practices. We will see the material designing process in the organization of training materials section in a better detail. Next to this let us see participatory principles for training in adult education.

2.4 Participatory Training

Adult education which plays a major role in societal development should be a system that uses participatory methods. The field of Adult Education is credited for the development of participatory methodology (Angeles, 2005).

> Learners should participate: Learning should be an active process, conducted in an atmosphere of openness and encouragement. Participation is not just 'taking part' in a pre-set program; learners should participate at every stage, from planning the agenda, choosing dialogue, to self-evaluation. Participatory evaluation of learning is important, it allows for continuous assessment, and encourages planning for further activities. (Shirvastava, 1989: 14)

The participation trainers seek to prevail in the context of training in adult education is a real one that can call a genuine response from the part of the adult trainees and thus this in turn militate against all barriers created in the implementation process and enables to lead it smoothly until the achievement of aspired goals.

On the presence of different levels of participation Gudynasc and Evia (1992) in what they call shallow and deep participation said that, shallow participation simply allow people to participate in the external agents perceived or inferred environment before, during or after measures and it is done superficially with the intention of maintaining the relationship of domination and dependence between local communities and external agents while deep participation allows local communities to involve truly in any measures undertaken. Unlike the shallow deep participation does not aim at

converting the opinion of only few persons to a majority opinion, but rather it rediscover the opinion of the majority, and challenge that of those few. The latter's approach is interactive and modifications are undertaken jointly by the external agent and local community in inferred and perceived environments. Its final aim is librating the individual. They concluded that adult education which aims at maintaining and promoting the diversity of society in a democratic atmosphere through fortified and creative movements must include the search for deep participation as one of its ingredients.

McGiveney and Murray (1991) cited in Kassahun (1997), to report successful projects of South East Asia, Delsilife in which target groups participated in the planning, implementation, and evaluation of programs. The projects were successful in that they attained community participation, initiated many kinds of economic activities at small scale, and also they assisted in solving community problems in health care, water supply, hygiene and infrastructure. In order to realize development goals training should be based on participatory development principles. Participatory training methodology is the best, most effective and long lasting training approach (Min-Huei 2007).

From this we learn it is only real participation that will create an enabling inferred and perceived environment to smallholder farmers in agricultural training and extension. This is because the external agents are more acquainted with the modern technology but they have less perception of the farmers' situation. Provided with this scene if they design training based on what they inferred, it will only reflect outsiders' perception of problems. And neglect to address the real problems of the community with down-to-earth solutions. From these entire one can conclude that only permitting people to exercise genuine participation will commit them in programs and hence help development intervention to be fruitful.

Principles of Participant Centered Learning/Training

The following adult learning principles are compiled and adapted from (Dewar, 1999, Shirvastava, 1989, Imel, 1998, Min-Huei 2007). They are assumptions made about adults' learning based on the peculiar characteristics of adults as trainees/learners.

I. Training should be trainees' participation centered: This meant trainers and trainees should participate together in the planning activity and it must include both of them starting from stating the objectives, choosing methods to evaluating every stage of the teaching learning process (Brundage and MacKeracher, 1980 in Dewar, 1999 and Shirvastava, 1989).

II. Using learners' experience as a resource in training should be underlined: this says training must start with problems or current concerns and use learners knowledge and experiences as richest sources and foundations of learning. Trainers must believe in trainees' abilities to change their situations (Shirvastava, 1989).

III. Use success in training as a secondary motivation for further learning: This shows that usually using activities within the ranges of trainees' abilities will help to progress into new and challenging ones by increasing their self concept and motivation, doing so then helps trainers to involve trainees more in training (Zemke, 1988 in Dewar, 1999 and Shirvastava 1989).

IV. Integrate new knowledge with existing knowledge and experience of trainees: Training becomes effective when it can integrate the existing and the new knowledge. It should actively engaging trainees to search meaning to new contents presented. Such training is the result of active learner participation and makes them to be aware of their reality, causes of a problem and transform it (Zemke, 1988 in Dewar 1999, Knox 1977 as quoted in Brookfield 1986 and Shirvastava, 1989).

V. Training should avoid stress creating conditions for trainees: This means adults learn best when they are free from stress which acts as a major block to learning. Trainers must recognize stress caused barriers of participation like financial, physical, or socio-political constraints and must try to overcome them in ways appropriate to the local situation (Brundage and MacKeracher 1980 cited in Dewar, 1999 and Shirvastava, 1989).

VI. Training should nurture a cooperative environment among participants: This declares the interaction between trainers and trainees and the interaction

among trainees themselves should be carried out with mutual respect and understanding on top of this when everybody contributes ideas and experiences learning will become a cooperative enterprise and result will be more meaningful and effective (Brundage and MacKeracher 1980 cited in Dewar 1999, Draper 1992 cited in Imel 1998).

VII. Training should make use of groups: It should use usually small groups which help people work together and develop their creativity and power through learning from peers. The advantage of working with others is enabling trainees to identify and solve problems and allowing all participants to be involved in discussions and to assume a variety of roles. It also helps trainees recognize their knowledge, skills, interests and ability to act and hence can help groups to organize, stay together and grow. Adults can derive support from others in learning together (Shirvastava 1989 and Imel 1998).

VIII. Training is best when its skills are taken by doing: This claims people learn best not something which they heard, read or discussed but something which they actually do. Adult skill learning is facilitated by allowing individual learners to assess their own skills and strategies to discover inadequacies or limitations of themselves. And doing so leads to immediate activity which will produce concentrated results and this in turn will help internalization of learning (Brundage and MacKeracher 1980 cited in Dewar, 1999 and Shirvastava, 1989).

IX. Training is a voluntary activity: This means a trainee only can be encouraged to learn but cannot be forced to train. Training content must be derived from the community's needs, and methods must be based on mutual respect between the learner and trainer Shirvastava (1989). Adults experience anxiety and ambivalent in their orientation to learning (Smith, 1982 in Dewar, 1999).

X. Training is best when given by varying styles in the learning process: Training must be prepared considering trainees' different taste of learning methods as adults learn in different ways. Participants should be given the opportunity to engage in multiple learning modalities like to listen, look at visuals, ask

questions, simulate situations, read, write, practice with equipment and discuss critical issues. Varity not only insures that each cognitive style is addressed but also provides repetition to reinforce learning and, of course, combats boredom (Min-Huei, 2007).

XI. Training is facilitated when the trainee's representation and interpretation of his/her own experience are accepted as valid, acknowledged as an essential aspect influencing change, and respected as a potential resource for learning. (Brundage and MacKeracher, 1980)

XII. Training is facilitated when training activities do not demand finalized, correct answers and closure; express a tolerance for uncertainty, inconsistency, and diversity; and promote question-asking and -answering, problem-finding and problem-solving. (Brundage and MacKeracher, 1980 cited in Dewar, 1999)

The presence of such philosophical and theoretical legacies provided us principles and practices which we use as a mirror whether in doing our tasks or in evaluating what others did. When those theories touched by participatory approach which was developed in the field of adult education it equips us with a powerful tool which helps us to see the FTC training as apparent and ideal.

When all the ideas discussed so far put all together shows clearly how they are interwoven to make the extension training principles and practices described by Zwane (1992), which said agricultural extension education is voluntary, more problem oriented education for practical usage. Its fundamental objective is to improve the efficiency of the farmer by persuading him/her to apply improved methods that will help to improve standard of living. The basic philosophy of agricultural extension education is to teach people how to think and not what to think. Such education should teach a farmer to be self-reliant. Skills acquired should enable him to move away from ignorance and become self responsible.

According to him the principles which govern extension are the following: it is a two way communication process, based on the sharing of information and experience, it is a work which is partly problem oriented and partly innovative but always based on real needs of farmers, as a program it should accord with short and long term plans of

farmers and involve them in planning. And recommendations made to farmers should be simple and practical, should produce quick results, be socially acceptable and either financially rewarding or make life easier. And also all of its information should be free of charge,

Most of the training implementing activities in the FTC training can be seen from the perspectives of these and the above principles and practices and can be compared how much they were implemented practically in consensus with theory.

2.5 Organization of Training Materials

The consideration of the organization of training is a very wide topic so here issues which are related with the organization of training materials, and facilities and services will be discussed.

I) The FTC Facilities and Services

According to Non-Formal TVET Mapping Survey Report (2008), relevant training requires equipment that could serve market needs and training standards. Training institutions need land for constructing workshops, classrooms and organizing different types of services for trainees and generally training centers are expected to be attractive by creating an enabling environment for trainees. This includes physical facilities such as workshops, classrooms, training manuals, tools and equipment, electricity, ventilation and stores, recreational services like lodging for female and male, food provision, water, fence, and latrine for male and female.

This when considered with the FTC situation because it does not give boarding services some of the facilities like food and lodging are not necessary but the rest mentioned in the list must be fulfilled in order to provide adequate service to trainees in the program.

II) Preparation of the FTC Training Materials

Since adults are more closely linked with working and social environment, their education in general reflects the specific needs of companies and local community. Because of that, adult education program is achieved through so-called "integrated approach", which recognizes various educational needs and does not follow the

program logics based on scientific disciplines and school subject. Adult education curriculum is an "open curriculum, and the dominant programming model is 'linear' programming". Development of curriculum comprises phases of so-called "andragogical cycle", which starts with educational needs assessment and ends with formative and summative evaluation of educational achievements Dall (2008). Several schemes have been developed for the art of teaching adults. The so called "andragogical cycle," which was developed during the 1950s and 1960s in many European countries, consists of five different phases such as assessment of educational needs, definition of goals, planning of content and deductive methods, implementation of the program and the evaluation of the process and the outcomes (Krajne 1989, Van Gent 1991 in Van Gent, 2005).

A single adult educator or several specialists may carry out these different tasks. In both cases, this can be done with or without the active involvement of the learner in each of the various stages. The andragogical model proposed by Knowles is an example of the later version and involves several elements like establishing a climate conducive to learning, creating a mechanism for mutual planning, diagnosing the needs for learning, formulating program objectives, designing a pattern of learning experiences, conducting these experiences with suitable techniques and materials and evaluating the leaning outcomes and re-diagnosing learning needs (Van Gent, 2005).

Although it is mentioned that materials can be prepared with or with out trainees participation, if trainees must actively participate in the whole training process this obviously must include their active participation in material preparation. And the training materials must be prepared in the training centers and made available to trainees. The experiences in TVET training institutes indicate this.

There is a trend of adapting curriculum materials by NF-TVET providers in Ethiopia. These institutes adapt their curriculum from those developed by MOE, Education Bureaus or TVET Commissions. It is up to the training institutions to take the whole or part of training modules and adapt and prepare their training manuals, Non-Formal TVET Mapping Survey Report (2008). This report also concluded that training institutions need to develop their training manuals. In the absence of such materials continuity of training could be at stake when ever there is staff turnover.

It is important now to consider the ways how to go about the material preparation task in participatory training. The following section discuses the possible approach that can be followed in the process by synthesizing the ideas of different participatory training advocators from adult education and agricultural extension.

The use of participatory methods in training helps to involve trainees themselves in shaping the training agenda, format objectives and methods. And also in the course of the training trainees will negotiate training methods and evaluate the performance of their trainers, themselves and the training itself. Alongside with this process a training material will be designed, implemented and improved. And will be used with modifications in subsequent similar trainings. The advantage of this approach is that it helps participants to see themselves as sources of information and knowledge and encourage them to work by integrating the new knowledge they acquire with their own experiences. A training designed passing through all these stages will become most effective because of real participation of stakeholders. It is only when training treated in this manner could change trainees' situation in its consequence and ultimately realized development projects (Min-Huei 2007, Kassahun 1997, Elias 2001, Lieb 1991and Shirvastava 1981).

The trainees negotiate the training agendas signify that they decided the training objectives and as it is said adults are problem oriented this makes the training need based.

It is necessary before the discussion of how to make adults' training problem solving or need based to see briefly trainees' selection criteria which is a relevant point that should be mentioned among the wide portion of management and organization of adult education.

III) Trainees Selection Criteria

One issue that management and organization of NFAE programs needs to decide on is the question of how to participate target groups. It is clear that participation in adult education is open in its most instances but experiences show that some providers use certain criteria for selection of target groups.

According to Non-Formal TVET Mapping Survey Report (2008), most Non-formal TVET training institutions in Ethiopia employ a combination of criteria to recruit their trainees. Actually, these training centers have their own criteria for selecting their trainees. What is common to all institutions except the private ones is being poor and having the interest and potential to be self-employed after completion of training programs. It is also mentioned that in farmers training centers, those that are willing and could be models for others are selected and trained.

From this we see the common criterion is to be being voluntary to participate. But it is also obvious that illiteracy acts as a barrier for not participating in functional adult skills training. This is when willing target groups cannot participate due to lack of certain prerequisite skills.

Kassahun (1997) in his study entitled managing non-formal adult education by NGOS in Ethiopia, criticized some FAL providing organizations' act of resorting to seemingly easier option of selecting some community members with reading and writing skills instead of creating ideal conditions to conduct adult literacy programs.

From this we understand that the authors' stand is that providers of non-formal adult education should create the literacy that its absence is a major hindrance to participation. We also agree to this position whether we look it from moral or legal perspectives.

If we see the Ethiopian Constitution on its Article 41 (Economic, Social and Cultural Rights) No.3, declares "Every Ethiopian Citizen shall have the right to equal access to social services run with state funds". And the same articles'' No.4, declares "The state shale allocate progressively increasing funds to health, education and other social services" (Federal Negarit Gazeta, 1995).

Comparing the actual practice of coming with selection criteria for accessing government fund run programs like FTCs' training with constitutional rights brings us with paradoxical features exist in adult education practices. There may existed several problems which stop training providers from starting their journey from creating literacy such as economic and man power issues. However, they will not be appealing for those who denied of it.

It is inalienable to discuss about the type of training once after they are selected and enrolled in. Also it was made clear in our earlier discussions that only participatory training designed based on needs of target groups can keep trainees in our programs.

IV) Need Based Training

According to Million (2001) objectives link two important stages of planning in the training phase: need assessment and the design and preparation of training. Training objectives are derived from needs assessment. Defining objectives is also important for the delivery of training as well as for evaluating its outcomes.

When need assessments carried out it is usual to participate the target groups but their role do not go beyond informing what they want. This may partly stems out of not believing in peoples contribution in maters which needs expertise of a discipline but the participatory approach calls to broaden the participants' role in training beyond needs assessment. It tells us trainees should format objectives and methods. It was difficult to find sufficient literature that can provide with details of events step by step on how trainees do this but there is information about extension material prepared with a far better participation of clients than the most frequent act of stopping their role at the point of need investigation.

Engel cited in Merrill-Sands and Kamowitz (1989) show the importance of targeting communications at specific clients and involving both technical and communication specialists in the development of materials.

He said in 1981, the communication department of Colombia's national research and extension institute developed a new approach to improve technology transfer to small farmers. The methodology focused on the planning, preparation, target groups and content of these programs. A key element was the systematic planning of extension events with groups of farmers in a village.

According to Engel the communication plans were designed and implemented jointly by extension field supervisors, subject-matter specialists, and researchers. The involvement of specialists meant that the plans were backed up by a continuous production of high quality extension materials, including, slide shows, booklets,

brochures, a newsletter, and latter on, a daily video program providing views on meetings, demonstrations, and research recommendations. These materials were designed to insure easy accesses by peasant producers, women, and children. For example, written materials used peasant vocabulary for technical words. The communication plans significantly increased the number of small farmers reached by the research –extension institute.

If we see what was mentioned as key element 'the systematic planning of extension events with groups of farmers in a village' shows the level of participation allowed and the result acquired also signifies number of participants for the program increased. This experience showed that the application of participatory approaches proved its effectiveness for extension training implementation at least for once practically.

Therefore, to sum up each individual training center must prepare or adapt its training material. In the material preparation work trainee farmers, trainers and the subject mater specialists should participate at every stage. The objectives of training should be compromised jointly, clearly defined and stated. Each trainee and trainer should have his or her modules. It is only in doing so that is possible to confirm whether there is need based training. This increases acceptance to a program and augments number of its participants and hence it successes in the attainment of development. Furthermore, this will help in identifying communities' words for scientific and technological terminologies.

In the participatory approach to training in the material preparation process the fate of the training method should be compromised between trainers and trainees while the training is in progress. This will take us to the discussion of facilitation of adult learning.

2.6 The Facilitation of Participatory Training

a) Facilitation

According to Elias (2001) facilitation is a process of lending a helping hand, removing obstacles and creating a smooth pas way for learning. He said it is an approach which is based on 'making it easy' for groups to learn or generate new ideas

and solve problems through enabling individuals and groups to take responsibility on ownership of their learning and the decisions they make to realize it.

The term "facilitator" is a purposeful departure from the typical terminology used to describe an instructor. Facilitators generally practice a democratic, student-centered approach to instruction (Brookfield, 1986 cited in Ordonez, 2005). Facilitators avoid lecture and assist students in the process of self-actualization. Facilitators recognize the following about learning: learning is personally meaningful, positive and non-threatening, self-initiated, self-evaluated, and feeling centered Wittmer and Myrick (1989) cited in Ordonez (2005). A classroom facilitator generally has specific personality traits that lend themselves to the facilitation process. Those include being attentive, genuine, understanding, respectful, knowledgeable, and communicative (Ordonez 2005).

People involved in facilitating the education of adults are usually known variously as adult educators, facilitators, trainers, development worker, change agents, advisors, resource manger, counselors, moderators, adult educators or extension workers (Hope, et al., 1992; Grieshaber, 1994 and Riezen, 1996 cited in Kassahun 1997). As to Kassahun adult educators pose questions and facilitate the search for solutions instead of providing information. Consequently the learner remains active participants throughout the process.

According to Elias (2001) time and experience makes a good facilitator. This is because learning by doing is the best way to learn a range of key characteristics that the most effective facilitators have. And also he said these characteristics can be attributed to peoples' personality or can be either learned or improved through experience and practice.

The above points underline that facilitation is keeping an eye on trainees and providing all-pervading conditions for mutual learning to occur among them within suitable environment. And also learning and acquiring experience are essential to get success in this trade.

A warm personality with an ability to show approval and acceptance of trainees, social skill with an ability to bring the group together and control it without damaging

it, a manner of teaching which generates and uses the ideas and skills of participants, skill in noticing and resolving participants' problems', enthusiasm for the subject and capacity to put it across in an interesting way, flexibility in responding to participants' changing needs; and knowledge of the subject matter are the most effective facilitators' key characteristics identified by (Elias, 2001).

And also, Aceng (2006) listed the following characteristics of facilitators self directed, committed, resourceful, effective and efficient, sober, flexible, never rigid but adjust to suit the situation on the ground for the good of the learners and exemplary/ a good role model.

This shows clearly that to be a trainer of adults requires an understanding of characteristics of adult learners, characteristics that adult trainers should demonstrate and knowledge of the subject mater they are facilitating. In general, the facilitation of adults learning is a specific skill in its own right. The task of facilitation must be accomplished by people who have both theoretical and practical knowledge if development endeavors should bring outcomes.

The role of the coordinator is bringing together people, actions and events so that they can support and strength each other (Hop and Saly 1992 and Grieshabev 1994 cited in Kassahun 1997). There is no significant difference between the roles of the coordinators and the facilitators however, coordinators should have all the skills of facilitators Bhasin, 1991; Hop and Sally 1992 and Grieshaber 1997 cited in Kassahun 1997). According to Kassahun (1997) the role of facilitators or coordinators or animators as leaders of the group in participatory approaches should be to realize that to lead collectively in a group means assessing needs and problems jointly, benefiting from the experience and potential of each person in the target group, providing the opportunity of thinking and acting, requiring the group take responsibility with their scope and capability, coordinating the thought and activity of beneficiaries, and obtaining maximum return from the group through the accomplishment of their task in accordance with ability and interest and that of the projects as well.

The role of the facilitator is to guide and support those participants who have the ability to solve a problem come up with new ideas Elias (2001). They also assume a

role of providing a process that enables the group to discus the contents of learning in the most effective and productive way. The facilitators' reasonability is ensuring that there is good communication in the group. And also he/she has to make sure that all the members in the learning group are satisfied with and dedicated to the decisions passed by the group. They are there to help the target groups find out and use their skills and knowledge for a new way of doing things and developing group or teamwork. The adult educator is concerned with providing a process in which the participants can share their concerns, their information and opinion, formulate goals, and make decisions and plan actions (Hope et al., 1992 and Srvashan, 1993 cited in Kassahun 1997).

According to Kassahun (1997) due to lack of experience and training, many facilitators resort to the traditional teaching method disregarding the fact that NFAE is learner-centered and that the contents of training are based on needs of the beneficiaries. Consequently, it affects the learning process and usually fails to attain the intended objective.

He cited (Boshire, 1985, Brookfield, 1986 and Piskurich, 1983) to say that the adult educator as a facilitator must create an ideal climate for the learning of adults based on mutual understanding which could be both physical and psychological in nature, involve the adult learners in the planning of programs so that they can play a participatory and contributory role and involve the learners in assessing their own learning needs and encourage them in setting their own objectives of learning.

In addition to those facilitators' role should include, posing problems instead of solving for them, motivating the search for cause and solution, stressing the capacity of the learners to solve their own problems, helping the learner group to find out solutions rather than 'filling' their mind with ready made solutions, and ensuring that there is no communication difficulty in the learner group and that all group members are satisfied with the process of learning (Knowles in Grieshaber, 1994, Meleko and Betz, 1995 cited in Kassahun, 1997).

From the above points it is understood that facilitation is not the provision of knowledge and information but it is helping learners to be independent in their

problem solving ability and that there are job divisions between coordinators and facilitators and an apt execution of own fare of tasks for both of them is essential for the sound running of the training centers' mission.

b) Presentation Techniques

Elias (2001) identified eight presentation techniques which must be followed though out the training process by facilitators of participatory training for greater effect. These includes: facilitators must be clear about their roles in this position, they must be able to write both general and specific objectives of the training, trainers must be clear about whom they will be training, trainers must visit the venues and rooms put in place all the necessary material of the training or they must know the whole setup of the training in advance, facilitators should consider the existing options for seating arrangement, they should carefully plan timing of presentation sessions in a way that boost active and lively participation of trainees by using breaks like jocks, they must structure carefully pace and content of sessions beginning from capturing the interest of the group and saving the most important for the last and facilitators must clearly tell what is clearly expected out of trainees to do and what trainers can and cannot give trainees.

In addition to this, he divided the presentation session into three stages according to the relative roles plaid by the facilitators in it. The first is the 'early stage' in which the facilitators direct the session to encourage trainees and create right directions, next to this is the stage known as 'decline/ death of facilitator' in which the group develop cohesion among themselves and assert authority over the training and finally the 'decline of the group' a stage in which the facilitators regain control once again and give directions required to bring out key learning points and to help trainees to reflect their ideas in relation to them.

The above two points indicates that the presentation session must be conducted in such away that the trainer plays a well thought and well prepared activities and roles in it. Trainers cannot act and do things arbitrarily while running a training session. Rather they should divide a training session which they facilitate into three vividly

visible sessions that alternate leadership between facilitator and trainees and each containing defined activities.

c) Feedback and Ways of Feedback Giving

Trainers should give feedback immediately without letting errors or success to be repeated and they should limit their comments for good or bad performance. Facilitators must not correct mistakes immediately by themselves instead they better help the trainees solve it in order not to create dependency of trainees. They must find a good aspect and praise it before giving a negative comment and not criticize the person but the performance (Elias, 2001).

This also shows feedbacks must be provided technically for adult trainees because the way feedbacks given can influence success of the whole training.

Generally when we see all the above mentioned tasks and responsibilities given for facilitators of adults' learning one thing which comes automatically to our mined is the importance of their undergoing with a formal training.

2.7 Selection and Training of Facilitators

Of all the actors in the training setting, it is the facilitator who shoulders most of the responsibilities of creating a learning environment designed in the guidance of adult learning principles. Therefore, this makes the training of facilitators a necessary and crucial issue.

Kassahun (1997) said the training of facilitators, coordinators and NFAE project staff is indispensable for development programs as these programs rely up on the participation and the felt needs of beneficiaries. He also stated that, since adults as independently acting individuals have their own 'self-concept' unless they are not allowed to participated over the decisions made on development and NFAE programs they will act indifferently in the learning process or they may consider it as it deviates from their needs and interests.

The above mentioned idea clearly pinpoint effect of not allowing real participation of trainees in a program is the development of indifference from the part of the target groups to it. If this happen to a development intervention that not only it jeopardized

the ongoing development project but also, will deter future similar efforts made in that locality. It is only trained facilitators who realized this fact could save development interventions from failure.

When one comes across to characteristics, skills and responsibilities of trainers, he will be more convinced about the necessity of the training of facilitators. The next issue which needs a clear answer is the question who is an ideal candidate for such a position.

A) The Selection of Facilitators

The best facilitators for participatory training are those who are selected from the locality and acquired a formal training. The ideal behind using insiders who are properly selected meeting criteria for training and well trained as facilitators is to create a sound communication and mutual understanding between trainers and trainees in training environments which ultimately help to realize development goals.

Concerning this, McGiveney and Murray (1991) cited in Kassahun (1997) for reporting successful projects is South East Asia, Delsilife. As to them, there a number of projects have been successful because the learning was based on locally identified problems and solutions. Male and female facilitators were selected locally and well trained.

The facilitator should be chosen after a process of community discussion, but the final decision should lie with the participants Eshetu (2008). This shows the necessity of the participation of the trainees in the selection of their facilitators.

It is not enough to select and train facilitators but it is also equally important to give emphasis to clad facilitators with the specific skills which equip them with all the necessary qualities that must be possessed by an enthusiastic trainer.

B) Training Areas for Facilitators

Here, it is also essential to raise the type of training which is necessary for facilitators who are working with poor people in development concerns because the task at hand is directly related to this kind training intervention.

According to Kassahun (1997) the training of facilitators should concentrate on helping people how to analyze their problems and search for solutions. And it should equip them with the knowledge and skills of adult education and training. Unlike it is in the mainstream, their training should not focus on pedagogical issues alone.

Saying this the above authority cited Ellis and Barbados, 1975, Boshier, 1985, Kotze, 1991, and Hop, et al., 1992 to suggested the forthcoming contents for training programs of facilitators involved in NFAE programs (based on the experiences in Africa, Caribbean and other Latin American countries). These includes: behavior of adults, how to facilitate or help the learning of adults, techniques of needs assessment, awareness about the nature of NFAE, knowledge of local conditions and cultural values, skills of program planning, method of teaching and training adults, knowledge of participatory approaches, skills of organizing and coordinating adults for learning process and responding to their needs and leadership skills.

Well it is here important to take only the necessity of the decision over the areas of training for adults instead of totally accepting the above listing as an elemental one. For example for extension training practitioners it seems to me important to include topics about material designing and adult education which includes its psychology as a subtopic in addition to above listed areas. And the training should be given ideally in the ATVET colleges.

The training process could be through workshops, seminars, in-service training and extension programs. The NFAE is directed towards facilitating socio-economic goals. In this case, facilitators and coordinators can be very vital agents of change if they acquire participatory skills for needs assessment of beneficiaries for planning together with the target groups and other essential skills (Shafer, 1992 and UNESCO, 1995 cited in Kassahun, 1997).

There are some issues like language which have a direct decisive role with success of facilitation of any training.

2.8 Language for Training

The issue of language in education is more complicated than it appears. This is because a discussion on it touches various strings and literature on it also contradicts each other.

"Adults learn better in their own local language with greater possibility of transferring skills between languages." (Apelis, 1988:90)

According to Eshetu (2008) the use of mother tongue in a literacy program is preferable to other languages. Experience has shown that in Africa with so many dialects and languages present in one country, political considerations have out weighted educational consideration in the choice of language used in a literacy program. This has been educationally counter productive partly because the largest group may not know the language sufficiently well and partly because it is not immediate practical use.

However, the discussion and choice should be let to beneficiaries or target groups. Moreover, considerations should be given to participants mother tongue related to pedagogical advantageous. The choice should also take into account criteria such as the language in which participants are motivated to learn and can easily use in literate environment (Eshetu, 2008).

2.9 Agricultural Extension in Ethiopia

According to Dejen (2002) agricultural extension is broadly defined to include any non-formal education system whose clients are rural people, and whose content is primarily agricultural.

The extension program in Ethiopia is a very recent development despite the long existence of the Ministry of agriculture. It was transferred to Ministry of Agriculture in 1963 soon after it had started in 1954 under the Alemaya College of Agriculture along with research and education. Under the ministry it passed through various programs like comprehensive package programs, Minimum Package Project(MPP), Peasant Agriculture development Project(PADEP) and in 1993 Participatory Demonstration and Training Extension System (PADETES) which was adopted to be

the national agricultural extension system in Ethiopia in response to evaluation of previous extension strategies in the country (Dejen, 2002).

According to the new agricultural extension system, execution of extension programs is the sole responsibility of the Regional Bureaus of Agriculture and Rural Development /RBoARD while the Federal Ministry of Agriculture and Rural Development (MoARD) has the mandate of formulating agriculture related policies, coordinating inter-regional development programs and /or projects, providing technical advice and training services to increase the technical competence of extension staff members of Regional Agricultural Bureaus. Thus a decentralized extension system is envisaged for the realization of participation at grass-root levels (Dejen, Aragay and Aune, 2000).

National extension agencies were organized to transfer standard technologies to farmers throughout the country. 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 community or farmer- specific interests, and provide non farm information services relating to poverty reduction. Decentralizing extensions services helps to address many problems of extension by facilitating greater interaction with clients and improving the focus on local needs and opportunities (FAO, 2006).

These show that extension is a program of provision of agricultural information and technology to adult farmers run by regional sector bureaus in partnership with the ministry of agriculture with the intention of improving the living standards of the agrarian community. And the program was decentralized to be more responsive to the needs of individual communities.

a)Policies and Strategies

According to Dejen (2002) PADETS which has the aim of achieving self-sufficiency in food production was adopted as national agricultural extension program and has been implemented since 1994 for realizing its objectives. This program is the agricultural sector's instrument of the strategy known as ADLI (Agriculture

Development Lead Industrialization) which revolve around productivity improvement of small holder agriculture and industrialization based on the utilization of domestic raw materials with labor intensive technology. ADLI's primary focus is agricultural development and this will be attended through improvement of productivity in small-holdings and expansion of large-scale farms, particularly in lowlands.

It is clear that the extension intervention emanates from policy objectives which targeted the improvement of the life of the rural people by increasing their produce and income through use of available resources but with added inputs like training and technological packages. As result the farmers' skills training centers become real in the long evolution of the country's extension system.

b)Farmers' Training Centers in Ethiopia

One of the reasons the Ethiopian government has launched the Agricultural Technical Vocational Education and Training (ATVET) program, as one of the major components of rural development program is to implement the ADLI strategy effectively, since creation of skilled and productive workforce has largely been recognized as one of the major requirement to poverty reduction and advancement in rural development (MoARD, 1997 E.C.).

The ATVET program is aimed at raising the level of skills and productivity of labor force in the agricultural sector. 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, 1997E.C.).

The program was started first by providing agricultural training for students who completed 10^{th} grade and above in ATVET colleges and then in turn using these graduates to provide basic training to farming communities by primarily targeting school dropouts in order to upgrade or enhance their capability to adopt modern farming technologies. In due course Farmers' Training Centers (FTCs) were established to provide extension service and junior level training to farmers with the vision of creating educated farmers.

In the FTC guideline there are two aims mentioned for establishing training centers The first is, creating farmers well equipped with essential knowledge and skills which

could enable them to use natural resources wisely, to produce market oriented agricultural products and to be aware of market and lucrative agricultural products. And 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.).

The guide gives instructions on how to go about the training including trainees selection criteria and number of trainees, specifications on how and what structures to put on ground, on the curriculum outlines and equipments to be used and on who should do which of these responsibilities among the actors.

It was mentioned in the same guide that for the development of the overall training centers features, and for material preparation of the training some relevant South East Asian countries experiences were adapted and used.

c) The management of FTCs

According to the FTC working guideline to fulfill 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, 1997E.C.). Some relevant points related to organization from the above mentioned guide are summarized as follows:

Ministry of Agriculture and Rural Development is responsible for policy provision and the designing of initial curriculum guideline for the extension training (MoARD, 1997, EC).

The RBoARD (Regional Bureau of Agriculture and Rural Development) is committed for giving various decisions on the FTC issue including where and how may of them should be build. This is in addition to its responsibilities of adapting the federally designed curriculum guide to the regional training needs, the provision of on job training for DAs and the approval of financial and material inputs for the implementation of the training (MoARD, 1997 E.C.).

The WBARD (Woreda Bureau of Agriculture and Rural Development) allocates the FTCs, budget and regulates their activities. The FTCs are entitled to have their own

internal management and needed to report to the WBARD. There are three DAs (Development Agents) assigned in every FTC and one of them will be appointed as a coordinator by the Woreda Administration but he reports to the head of WBARD.

Depending on the objective reality of each locality a center is proposed to be established for serving 800-1000 farmers on average. The DAs should select farmers who are diligent, representative to and accepted by the community and who are able and willing to teach what they have learnt in the centers back to their community in order to extend the extension education to the farming community since the DAs could not reach all of the farmers in a locality (MoARD, 1997 E.C.).

d) Research on the Extension Training

According to Zeleke (2006) the Woreda Agricultural Offices have agriculture-lead rural development as top priority agenda. There are strategies designed to enhance the realization of food sufficiency policy in the year 2015. The objectives are to attain the distant goal of food sufficiency through the alleviation of poverty. It is aimed at achieving agricultural productivity through the development of various agricultural programs: backyard vegetable gardening, poultry, carrying out agricultural extension to encourage the utilization of improved sees, fertilizers, and better farm technology including information. Environmental protection and development is another area of focus for concerted action.

Various forms of NFABLP (Non-Formal Adult Basic Learning Programs) are planned and put into practice to sensitize farmers and create the necessary awareness. Farmers are empowered through learning by doing in various agricultural programs that are run and aimed at overcoming lack of food sufficiency and poverty. The development agents (DAs) are assigned to work with farmers in villages, teach and train farmers on various poverty alleviation agricultural programs. The DAs sell useful program ideas. Depending on multiple number of governing factors such as lack of resources and doubt of success in testing the newly introduced useful inputs. There are farmers most often limited to purchase the idea and apply them for better results. Usually failures in achievement discourage other farmers who are supposed to be alert for the application (Zeleke, 2006).

Also Zeleke commented the working mechanism the DAs used as top-down. He said the bottom-up or hybrid of both approaches to allow the participation of farmers to determine development agenda upon which sustainable development of target farmers for sustainable food self sufficiency is depended was over-ridden. The practice implicates complete reverse.

One of the major objective of this paper as it was mentioned in its proposal was to see the whole implementation process of the FTC training using adult educations' participatory training implementation practices and principles as measures of the actual activities we have on the grounds. This was initiated due to so many criticisms given by researchers who examine the whole extension system. However, this one tried to give more emphasis to the learning process. It is believed this much background can be enough to check whether the ongoing training is provision process is participatory or not and if it is to perceive the level and magnitude of participation exist.

Chapter Three

3. Research Design and Methodology

3.1 Research Design

The purpose of this study was to assess the implementation of the modular extension training in farmers' training centers in Dale Woreda. To achieve this purpose, the cross sectional study design was employed. This design was selected because it would help the researcher to assess the prevailing condition of the FTCs' training being provided by modular approach by using multiple methods. Kumar (1996) briefly described the relevance of this design to such purpose; the cross-sectional study design is best suited to studies aimed at fining out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of it at one time and also he said they are useful in obtaining an overall 'picture' as it stands at a time of the study.

3.2 Source of Data

For the purpose of validating the research, both primary and secondary sources were exhaustively utilized. The sources of data for the study were extension experts found at MoARD, RBoARD, ZoARDD and WBARD and facilitators and trainees of Dale Woreda FTCs. Information was also collected from training modules and reports.

3.3 Population and Sampling Techniques

Three different sampling techniques were employed in the study. These were purposive, stratified, and availability sampling techniques. Purposive and stratified sampling techniques were used to include all the experts of extension at MoARD, RBoARD, ZoARDD and WBARD offices. In Dale Woreda there were 7 FTCs which were actively engaged in training. These were Gane, Ajewa, Debub Kegea, Shoa, Dagia, Wara and Wacho farmers' training centers and there were 420 trainees out of which 350 were male and the rest 70 were female. Four of the training centers were included in the study using purposive sampling due to their accessibility to transport. The training centers accommodated 240 trainees and the names of these centers were Gane, Ajewa, Debub Kegea and Shoa. The question of sample size can be addressed

in two ways. One is to make assumptions about random sampling processes. The calculation of sampling size by this method requires the application of advanced statistical techniques which needs many pieces of rarely found information and data required by the statistical method. The other more frequently used method is a rule of thumb – a conventional or commonly accepted amount (Kreamer & Thiemann 1987 cited in Kreuger and Neuman, 2006:229). For small populations (under 1,000), a researcher, therefore, needs a large sampling ratio about 30%. So to make the samples representative and get reliable results, 50% of the trainees were included in the study. That was, 120 trainees from the 4 centers, 30 trainees from each center were included using available sampling though the plan was to use random sampling technique since the major and minor fields of training in the Woreda were the same to all.

3.4 Data Collection Instruments

Different instruments were used to collect both qualitative and quantitative data. Using multiple methods of data collection helps the researcher to combine the strengths and compensate some of the inadequacies of any one of the methods. To this effect, instruments like interview guide/protocol, structured questionnaire, FGD guide and observation check list were used in the study. To make the instruments valid and reliable, the researcher has dispatched the draft to different experts, senior instructors, and other colleagues to be commented before the pilot study.

3.4.1 Questionnaire

A structured questionnaire which includes trainees' background was employed as the main source of data collection. It was used to collect data from the trainee farmers about the different aspects of the implementation of the farmers training in the study area. The questionnaire's six background questions were consisted of two alternatives giving questions and four fill-in the blanks with appropriate answers and its forty-eight main questions were consisted of items prepared in Likert's five scale system (see Appendix A). The Likert's scale items value ranges from "strongly agree" (5) to "strongly disagree" (1). Of course, this must be reversed when the statement is negative. Efforts were made to make items, which propose statements about anticipated state of an event in respective training centers, consist with principles and practice of the training of adults. Some of the forty-eight questions were made open

ended items in order to give opportunities to the trainees to give their reasons for supporting or opposing a statement.

3.4.2 Observation Checklist

In order to observe the training implementation of the centers two observation checklists, one for theoretical and practical learning in classrooms and field visits and one for center facility were used (see appendix E and F). The first was adapted from Yoseph (2008) active learning classroom observation checklist enriched with ideas taken from Elias (2001) facilitators' checklist and the second one was adapted from criteria set in the FTC work guideline. The classroom observation checklist was used in two of the centers to examine the facilitation process of the theoretical learning by the DAs but the second was used in all of them. The information obtained through checklists was used for the purpose of triangulating the data obtained using the questionnaire.

3.4.3 Interview

Interview was held with 8 extension experts working at MoARD, RBoARD, ZoARDD and WBARD offices. It was carried at the regional and zonal levels with the ex and present assignees of the position while at Woreda level with the ex-extension expert alone due to the new one did not take office until the time of of the data collection for this research completed in the area. A semi-structured interview guide was used to obtain detailed information about the overall picture of the implementation of the on going training which helped much to complement and supplement the data obtained through questionnaire (see Appendix C). Except one of the two interviews held in the regional office, all the information was audio recorded and was transcribed, grouped under folders and put in similar fields then thematically analyzed before use.

3.4.4 Focused Group Discussion

FGDs with 6 people which consisted of male and female trainees, a male facilitator, a male coordinator, a male PA official and an expert from Woreda were conducted at each of the four centers. There were two sections for the 7 FGD questions, part one which contained questions 1-6 was common for all of the groups and part two,

question 7 was for trainers and experts only (see Appendix D). FGD participants were selected with the help of DAs using such criteria as level of education, knowledge, experience and capacity to express themselves.

3.4.5 Documentary Sources

Various documents such as, thesis, dissertations, internet sources, training guidelines, training manuals, modules, reports, strategic plans, attendances, lesson plans, teaching aids and pamphlets were either consulted or collected, analyzed and used.

3.5 Pilot Study

Pre-tests of all data collection instruments were conducted before the real field work was undertaken. The purpose of the pre-test was to find out ambiguities, omissions or misunderstandings in instruments to check reliability of instruments. And 15 trainees participated in the pilot study.

The data gathering instruments were designed on the basis of the study, research question and reviewed literature. The designed questionnaires were forwarded to three researchers who are graduates of adult education, sociology and remote sensing and GIS at post graduate level and who are working as training coordinator, senior researcher and national agricultural data harmonization coordinator respectively. Their comments highly improved the quality of some of the items. The pilot test was employed at Semen Kegea Farmers' Training Center of Dale Woreda. Simple random sampling technique was used to distribute the questionnaires.

The piloted questionnaires were fourteen and cleaned up for different errors, miss-understandings, ambiguities and difficulties faced by respondents and there were no major problems detected.

The data obtained were analyzed using SPSS version 15.0 to see the reliability. Reliability using Cronbach's alpha obtained from the pilot test was 0.675 which is acceptable to conduct the study. According to Brce, Kemp and Snelgar (2006), Cronbach's alpha level obtained is sufficient enough to carry out the research. Two items (40&49) were deleted and the wordings of the questionnaire item No. 17, 21,22,23,25,29,30,36,37,39,47 and 48 were corrected based on comments on the

statistical finding. For the detailed analysis see the statistical attachments (Appendix G)

3.6 Data Collection Procedures

Before the investigator enters to the process of data collection, he contacted each of the DAs working as coordinators of the centers and discussed with them about the purpose of the research and the tasks to be carried out. And also at the beginning of each session the researcher gave oral informed consent and orientation on how to fill in the questionnaire. On average filling the questionnaire took 3 to 4 hours and the FGDs took about 45 minutes.

3.7 Ethical Considerations

The ethical considerations that were strictly followed in this study include confidentiality of data gathered and informants of the study and anonymity of the informants in writing the report.

3.8 Data Analysis and Management

The data gathered from the quantitative source were analyzed using the 15.0 version of SPSS on computer using descriptive statistics such as percentages, frequency distribution, measures of central tendency (mean), measures of dispersion (standard deviation).Tables are used to present data. The qualitative information was analyzed using tools such as thematic analysis and content analysis to answer the research questions. Data collected from all informants was categorized in different folders under the major research questions. In order to identify themes, issues raised in each interview sessions were grouped under similar folders based on their relationships and relevance to answer the major research questions. Under each folder where there is similar information field, thematic issues were identified and analyzed. Accordingly, descriptive content analysis was also employed to examine the interpretations of the information from the documents, observation reports and FGD discussion.

Chapter Four

4. Presentation, Analysis and Interpretation

The purpose of this chapter is to present, analyze and discus the data which were collected in the study of farmers' training centers in Dale Woreda in 2001 E.C. The data were collected through questionnaire, interviews, FGDs and observation checklists. As mentioned earlier, 120 questionnaires were distributed to trainee farmers and all (100%) of them were used in the analysis. The data was organized using tables and followed by discussions. Related questions were treated together in a group for the sake of convenience. The responses given and the subsequent analysis made are expected to be adequate enough to draw conclusions for the study.

4.1 Background of Respondents

In order to provide a clear image about respondents who were involved in the study, some major characteristics of them are presented.

Table1. Background Information of the Trainee Farmer Respondents

Characteristics	Category	Frequency	Percent
1. Sex of the Respondents	Male	100	83.3
	Female	20	16.7
	Total	120	100.0
2. Age of the respondents	15-24	12	10.0
	25-34	45	37.5
	35-44	39	32.5
	45-54	17	14.2
	55-64	4	3.3
	65- 74	3	2.5
	Total	120	100.0
3. Educational status of the respondents	Grade 4	26	21.7
	Grades 5-8	56	46.4
	Grades 9-10	27	22.5
	Grades 11-12	7	5.8
	Other(s)	4	3.4
	Total	120	100.0
4. Respondent's Landholding size in hectare	<0.50 hectare	22	18.3
	0.51-1.00 hectare	78	65.0
	1.01-2.00 hectare	19	15.8
	>2.00 hectare	1	.8
	Total	120	100.0
5. Number of heads of cattle owned by Respondents	≤ 2 cattle	70	58.3
	3-5 cattle	43	35.8
	> 5 cattle	7	5.8
	Total	120	100.0
6. Distance to training centers (in minutes)	01:00-15:00	85	70.8
	16:00-30:00	23	19.2
	31:00-45:00	6	5.0
	46:00-60:00	4	3.3
	>60:00	2	1.7
	Total	120	100.0

As shown in Table 1, 83.3% (100) of the trainee farmers involved in the study were males and 16.7% (20) were females. Age wise, the category 25-34 years contains 37.5% (45) 0f the trainees, the category 35-44 years consists of 32.5% (39) of them and the category 45-54 years comprises 14.2% (17) of them. The majority (80%) of the trainees' age lies between the age ranges of 25-44. This shows that the majority of participant trainees were not the school dropouts which the FTC training aimed at to

reach as primary target groups of its mission in creating educated farmers as mentioned in the FTC guideline (MoARDS 1997 E.C.).

With regard to the educational levels of the respondents, the category grades 5-8 contains 46.4% (56) of the trainees, the second in number of trainees is the category of grades 9 – 10 having 22.5% (27) of them and the third populous category was grade 4 with 21.7% (26) of them. The category 'other(s)' is with the least number of trainees containing 3.4% (4) of them and the next least being the category of grades 11-12 comprising of 5.8% (7) them. The educational level of 90% of the trainees found to be in the range of 4^{th} – 10^{th} grades.

On the other hand, heads of cattle and landholding size of the respondents have been assessed. With regard to number of cattle, 58.3% (70) of them owned one or two, 35.8% (43) of them held 3 to 5 cattle and the rest 5.8% (7) of them reared more than 5. Regarding size of land, 18.3 % (22) of them owned less than a half hectare, 65 % (75) of them held from ½ to 1 hectare, 15.8% (19) of them possessed more than a hectare up to 2 hectares and only 0.8% (1) of them owned more than two hectares of land. Generally the majority of the trainees were found to be smallholders or resource poor farmers.

When we consider the time taken by each respondent to come to the training centers, 70.8% (85) of them were with in 15 minutes walk, 19.2% (23) of them fell on the category 16-30 minutes, 5% (6) of them being in the 31-45 minutes category, 3.3%(4) of them dropped in the 46-60 minutes category and 1.7%(2) of them walked over 1 hr. to get to the training center. Generally the number of the participants decreases as the duration of walking required for reaching the centers increases. This coincides with information obtained from observations conducted. Although each of the four centers enrolled 60 trainees for the current training session (2001 E.C.) attendance has fallen off in the ranges of 28-34 trainees per day for most of the attendance sheets observed. Of course, they were scanty and inconsistently taken from center to center.

Therefore, the information given above in the background showed it was collected from the appropriate sources for the study and this contributes to its credibility.

4.2 Organization of the FTC Training Materials / Facilities and Services

In this section, issues which are related with the organization of training materials, and facilities and services in FTCs are discussed.

Table 2.Trainees' View of the Organization of FTC Training Materials

Questions		SD	D	U	A	SA	M	Total	Mean	Std.D
47. There are adequate modules for every trainee farmer to work with.	f	57	33	15	13	2		120	1.9	1.1
	%	47.5	27.5	12.5	10.8	1.7		100		
48.The necessary materials needed for the implementation of the training are well organized.	f	41	30	9	30	10		120	2.5	1.4
	%	34.2	25	7.5	25	8.3		100		
33.The facilitators use different tools /teaching aids like charts, pictures and video.	f	53	30	10	22	5		120	2.1	1.3
	%	44.2	25	8.3	18.3	4.2		100		

SD= Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA =Strongly Agree, M= Missing, f= Frequency, %= Percent, Std. D= Standard Deviation

Nearly half, 47.5% (57) of the trainee farmers strongly disagreed and 27.5% (33) of them disagreed that there are adequate modules for every trainee farmer to work with. The mean value of 1.9 also shows that the respondents seem to have reservations on the adequacy of the modules made available to the trainees. Concurrent to this, the researcher confirmed from the interview that, there were no modules distributed for trainee farmers in any of the FTCs. There were only single copies at the hands of trainers in every center.

The absence of modules for trainee farmers in any of the FTCs was a trend that is not in consistence with the usual practice of providing materials in training as it hampers the effectiveness of the training by consuming the available meager time for copying notes from the board. Its absence will deny diversity in learning and above all adults learning should emphasize opportunities for self pace in learning and this goes with what Cross (1981) said, with aging people tend to decline in reaction time trainers should stress in power rather than speed in learning. Therefore, the practice of not supplying trainees with the necessary training modules was inappropriate.

Many, 60%, of the respondents disagreed on the well organization of the necessary materials for the implementation of the training. The mean value 1.4 also reveals the trainee farmers disagreed on the well organization of the FTCs.

Here, it is worth mentioning that the FTC training work guideline has set criteria for the construction of blocks and 25 types of demonstration farms in training centers (MOARD, 1997 E.C.). Accordingly, there were three blocks of houses erected in the compounds of each of the four training centers. Their size fulfils those standards in the guideline but only the block containing two offices and a classroom was being used. Both of them are furnished. For example, classrooms have 30 armchairs each with the exception of Shoa center. But the rest of the blocks which were intended for workshop and exhibition services were not used since the training started three years back. It was also surprising to learn that some of the trainers themselves did not know why the two blocks were built there. With regard to the demonstration farms the researcher confirmed that, Shoa center is the only center without a demonstration farm due to land shortage in the PA. The rest have got at least three hectares of demonstration land which is up to the minimum standard specified in the FTC work guideline.

Concerning the use of plots, the researcher has observed different species of forage and fruits planted as samples in all of those three centers. Apart from this, in Ajawa there was one 8x8m fish pond with two types of fishes in it, in Gane, ex-vegetable and bean demonstration plots and there were also in Ajawa an ex-vegetable demonstration conducted on half standard raised bed. Plus there was a maize raw planting demonstration farm in all of them.

Although animal production is considered as a minor course in the four centers, which is a predominant trend in the Woreda, there was hardly any demonstration sites observed in those FTCs. And this was happening in spite of such farms constituted 10 out of the total FTC demonstration plots suggested to be founded in each center by the FTC working guideline. In addition to this, the trend of using model farmers' plot as an alternative demonstration farm in crop production, which itself is a practice highly hampered by lack of inputs, was not found helpful here because no farmer owned a modern breed of any kind. In this regard it was only in Gane center where transitional

beehive was used as a demonstration. This was substantiated by many of the focus group discussants which were given in reply to what problems they have faced in implementing the program, for instance,

> *Because most of the contents of animal production module were not consistent with the trainees' situation, I'm tiered of talking always about improving the care given to local breeds which usually don't bring too much change. Talking about a modern hive without having it remains a mere theory.*
>
> A Facilitator, in Gane FTC

All the above situations show the presence of serious problems in giving practical training in the FTCs. This is against the principle which said training is best when its skills are taken by doing. People learn best something which they actually do (Brundage and MacKeracher 1980 cited in Dewar 1999 and Shirvastava, 1989).

Of all the respondents, 44.2% (53) disagreed and 25% (30) strongly disagreed that the facilitators used different tools /teaching aids like charts, pictures and video. The mean value 2.1 also reveals the trainee farmers disagreement on facilitators' use of different teaching aids. As to the reasons for their disagreement, respondents wrote "the trainers do not use because there are no teaching aids".

Also observations and focus group discussions proved, except poorly painted blackboards there were no commercial or home prepared teaching aids which were used in classroom learning. Of course, a computer with a printer, and a Television set with a DVD player were delivered to three of the centers but they did not function due to lack of training. These items were supplied by the NGO called IMPS (Improving Productivity and Market Success of Ethiopian Farmers Project) and it also bought them either a generator or financed their connectivity to a near by electric power station. The Shoa FTC was not delivered with those materials because it was not in the project site of IMPS. In classroom observations, the researcher confirmed that lecture method was predominantly used and students were jotting down notes from the blackboard.

This situation in the FTCs should be improved since this practice is against the principle of adults learning which states, training is best when given by varying styles

in the learning process (Min-Huei, 2003). According to him, participants should be given the opportunity to engage in multiple learning modalities like listening, looking at visuals, asking, simulating situations, reading, writing and practicing with equipment and discussing critical issues. Varity not only insures cognitive style but also provides repetition to reinforce learning and, of course, combats boredom.

4.3 The Preparation of the FTC Training Manuals or Modules

In this section the trainees' view concerning different aspects of training materials are presented but most of the questions remained without their contribution since modules were not provided to them. As a result data taken from qualitative sources is mainly used here.

Table 3.Trainees' View of the Preparation of Training Modules

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
15. Trainees are consulted in the preparation of the training modules	f	56	22	21	14	7		120	2.1	1.3
	%	46.7	18.3	17.5	11.7	5.8		100		
40. The facilitators adapt training modules/ learning texts to suit the specific needs of the training center.	f			111	3	6		120	3.1	0.5
	%			92.5	2.5	5		100		
41. The content of the training modules is highly related to the objective reality of the community/trainee farmers.	f			114	4	2		120	3.1	0.3
	%			95	3.3	1.7		100		
42. The training modules are written in a simple and clear language that the trainees use in their day today communication.	f		4	110	4	2		120	3.0	0.4
	%		3.3	91.7	3.3	1.7		100		
43. The training modules are attractive that invite trainees to use them.	f			112	6	2		120	3.1	0.3
	%			93.3	5	1.7		100		
44. Training models have a place to accommodate new technologies or research findings.	f		2	107	6	5		120	3.1	0.5
	%		1.7	89.2	5	4.2		100		
45. The learning contents in training modules are sequenced in a suitable order for learning.	f			96	8	16		120	3.3	0.7
	%			80	6.7	13.3		100		

As shown above in Table 3, nearly half, 46% (56), of the trainees strongly disagreed and 18.3% (22) of them disagreed on the consultation of the trainees in the preparation of the training modules. It was affirmed in the interviews the manuals were prepared at regional level.

The rest of the questions in this table were responded as undecided since trainees could not answer these questions without having the training modules.

The information taken from focus group discussion and interview did not provide a clear cut position whether the facilitators were adapting training modules to suit the specific needs of the training center or not. The feedback of an expert to the interview question, " are there rooms for DAs to intervene /adjust/ seek solutions for problems posed in face of curriculum implementation", replied as adjusting is not prohibited unless the usual trend of accepting as it is what is going from top to down refrain the DAs from doing so. Another feedback taken from focus group discussion of facilitators in Gane FTC about the question, "what problems are faced by the centers in implementing the training?", indicated that some modules in the manual are so wide that some time they must escape parts from topics to cover other identified contents of the material for the given course.

Generally, it seemed there were two approaches followed in implementation. They are trying to forward every thing in the manual to the trainees and trying to create a much between the trainees' need and the contents of the manuals. Nevertheless, not adapting is against the usual practice of adapting elsewhere prepared manuals to the needs of the individual training centers mentioned by (Non-Formal TVET Mapping Survey Report, 2008).

There is no consensus among DAs whether or not the content of the training module is highly related to the objective reality of the trainee farmers. Here the DAs view from focus group discussion showed great disparity from those who felt it was easy only a mater of selecting those contents which are relevant and applicable to trainees situation to those who felt there was a missed link between the content and the trainees in most aspects and difficult to create a match.

In the space given in the questionnaire for providing specific reasons for their disagreement regarding the language in which training modules were written, some of the respondents wrote "Our every day language is Sidamigna but the manual is written in Amharic." And others stated "It is written in Amharic but trainers translate it into our language." Apelis 1988 stated, "Adults learn better in their own local language with greater possibility of transferring skills between languages." The immediacy of application in adult learning/training necessitates the use of the trainees' language. However, with the absence of this the use of locally selected trainers will help much. According to Eshetu (2008) the decisions and choice over medium of training should be let to beneficiaries or target groups.

A look at the manuals, regarding their attractiveness to the trainees, revealed quite a number of misspelled words due to lack of editing, lots of unclear illustrations and also it seems there are some words that are difficult to be understood even by those who are beyond secondary education.

It was understood that new knowledge and research findings disseminated using different methods like circular, short trainings or brochures and leaflets. This was so because crop packages on average changes every two years, at least partially. The research work was integrated in the extension system by the resent Woreda work and workers reallocation or Business Process Reengineering (BPR) under the framework of Farmer Research Extension Group (FREG) basing its nucleus in FTCs and making its members both farmers and trainers.

With regard to the sequence of learning contents in the modules, it was revealed that the manuals were made up of several modules bound together, overloaded with plain contents. There were no objectives listed, exercises devised, methods suggested, teaching aids and evaluation mechanisms recommended. And also they lack teacher's guides for both theoretical and practical training sessions. So being in this state it appears they cannot make a good learning material.

The best solution for all these questions comes from direct participation of target groups in the preparation of materials. Training should be trainees' participation centered and trainers and trainees should participate together in the planning activity

and it must include both of them starting from stating the objectives, choosing methods to evaluating every stage of the teaching learning process.

In relation to this Shirvastava said, "Participation is not just 'taking part' in a pre-set program; learners should participate at every stage, from planning the agenda, choosing dialogue, to self-evaluation. Participatory evaluation of learning is important, it allows for continuous assessment, and encourages planning for further activities Shirvastava, (1989: 14)".

It is only when each individual training center prepare or adapt its training material by participating trainee farmers, trainers and the subject matter specialists at every stage that will be possible to confirm the presence of need based problem solving training. In doing so objectives of training compromised jointly by trainers and trainees, clearly defined, stated and learned with interest. This increases acceptance to a program and grows the number of its participants and hence successes in attainment of development. And also help in identifying communities' words for scientific and technological terminologies. Alongside with this process a training material will be designed, implemented and improved. And will be used with modifications in subsequent similar trainings (Min-Huei 2003, Kassahun 1997, Elias 2001, Seya 2005, Lieb 1991and Brundage and MacKeracher, 1980 in Dewar, 1999 and Shirvastava, 1989).

4.4 The Facilitation of Participatory Training in the FTC

In this table some relevant points in the areas of facilitation of participatory learning are presented.

Table 4.Trainees' View of the Training/Learning Process in FTCs

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
27. The facilitators have a good coordinating ability.	F			1	23	93	3	120	4.8	0.4
	%			0.8	19.2	77.5	2.5	100		
28.The facilitators are resourceful or they have adequate knowledge in the specific discipline/s they are trained.	F			1	20	99		120	4.8	0.4
	%			0.8	16.6	82.5		100		
30. The facilitators create an informal atmosphere in the learning classrooms.	F				26	94		120	4.8	0.4
	%				21.7	78.3		100		
31. Trainee farmers like the different methods of facilitation used by the facilitators.	F			3	33	84		120	4.7	0.5
	%			2.5	27.5	70		100		
32. The facilitators follow attractive presentation techniques.	F			2	38	80		120	4.7	0.5
	%			1.7	31.7	66.7		100		
34. Feedbacks are immediately given by the facilitators to questions asked in classroom learning.	F				29	91		120	4.8	0.4
	%				24.2	75.8		100		
35. The facilitators value trainee farmers' farming knowledge.	F		1	2	18	99		120	4.8	0.5
	%		0.8	1.7	15.0	82.5		100		
36. The facilitators criticize and humiliate the trainees when they do mistakes in learning.	F	50	32	5	7	26		120	2.4	1.6
	%	41.7	26.7	4.2	5.8	21.7		100		
37. Sometimes, the facilitators tell jokes in the classrooms to the trainees.	F	3	31	18	38	30		120	3.5	1.2
	%	2.5	25.8	15	31.7	25		100		
38. The language used by the facilitators is simple and clear.	F		1	3	20	96		120	4.8	0.5
	%		0.8	2.5	16.7	80		100		
46.The time allotted to complete the learning tasks module is adequate enough to cover it without a rush.	f	8	13	55	33	11		120	3.2	1
	%	6.7	10.8	45.8	27.5	9.2		100		
39. The facilitators use paper and pencil examination as the main technique of measurement and evaluation of learning.	F		12	2	36	70		120	4.4	0.9
	%		10	1.7	30.0	58.3		100		

As it is shown in Table 4, about 77.5% (93) of the respondents strongly agreed that trainers had a good coordinating ability. The mean value 4.8 also shows a strong positive response from the part of the trainee farmers about trainers' coordinating ability. Coordinating the thought and activity of beneficiaries is one of the tasks of facilitators (Kassahun, 1997).

The vast majority, 82.5% (99), of the trainees seemed to agree with the adequacy of knowledge of the trainers on their specific disciplines. The mean value on the same

matter which is 4.8 is again indicative of the fact that the farmers agree on the farming knowledge of the trainers. The knowledge of the subject matter is one of the most effective facilitators' key characteristics identified by Elias (2001).

Strengthening this response, a facilitator from Debub Kegea said, *"The ATVET colleges gave me adequate knowledge on what to teach but they did not on how to teach."* To confirm this remark the researcher went to the Sidama Zone Agriculture and Rural Development Office and checked the student copies awarded to DAs from Sodo, Mizan, and Dilla regional ATVETS and seven other federal ATVETs to identify courses which are related to teaching and training. But he could identify only one pedagogy course offered in one credit hour. This seems to be an area for improvement for it may debilitate the whole notion of training and it is against approaches and contents recommended for facilitators of adult learning by authors like Cross (1981), Min-Huei (2003) and Kassahun (1997). The training of facilitators should concentrate on helping people how to analyze their problems and search for solutions and also it should equip them with the knowledge and skills of adult education and training, unlike it is in the mainstream, their training should not focus on pedagogical issues alone (Kassahun, 1997).

A little over three quarter, 78.3% (74), of the respondents strongly agreed on the informal learning atmosphere created by the facilitators in the classrooms. The mean value 4.8 also shows the existence of an informal classroom relation between the two.

Unlike the above response, the sitting arrangements in the classrooms observed were found to be lockstep or teacher fronted ones which were dominated by lecture method. It was also observed that feedbacks for questions trainees failed to answer were directly given by DAs. This practice tends to prove Kassahun's (1997) claim that due to lack of experience and training, many facilitators resort to the traditional teaching method disregarding the fact that NFAE is learner-centered and that the contents of training are based on needs of the beneficiaries. Consequently, it affects the learning process and usually fails to attain the intended objective.

Significant portion, 70% (84) of the respondents strongly agreed on the facilitators' use of different methods and 66.7% (80) of trainee farmers strongly agreed on the

trainers' practice of presenting lessons in an attractive manner. The mean value 4.7 for both of them also shows trainees' agreement on DAs attractive presentation of lessons using different methods. On the contrary, the fact seems to disagree with the actual training situation mentioned earlier and with the prevailing shortage of teaching materials. Trainees may compare the new way of teaching using the classrooms from the previous field- based extension learning which were carried out under a trees' shade and this may reflected their valuing of the blackboard and the classroom.

Nearly three quarter, 75.8% (91), of the trainees strongly agreed that the facilitators provided them with immediate feedbacks to questions asked in the classroom. And the mean value 4.8 also shows respondents' strong agreement for the provision of immediate response for questions asked in classroom learning.

The classroom observations made in relation to this appeared to be in conformity with the above response. That is, the DAs were observed providing immediate answers for questions trainees failed to answer. But all the feedbacks were given by the DAs themselves. From this one could see a gap in the way feedbacks were provided. In fact the management of feedbacks is one of the parameters differentiating trained practitioners from untrained ones. As to Elias (2001), the way feedback is provided is more important than the feedback itself and trainers should give feedback immediately without letting errors or success to be repeated and they must find a good aspect and praise it before giving a negative comment and not criticize the person but the performance.

The vast majority 82.5% (99) of the trainees strongly agreed that the facilitators valued trainee farmers' farming experience and knowledge. The mean value 4.8 is also in agreement with the above claim. This is a positive aspect that should be encouraged.

Regarding the criticism and humiliation by facilitators when they made mistakes, many of the respondents claimed these hardly existed. That is, 41% (50) respondents strongly disagreed and 26.7% (32) of them disagreed that their facilitators humiliated them for mistakes. The mean value 2.4 also shows the trainees disagreement on the trainers' criticism of the mistaken farmers. But the fact that 27% agreement indicates

a gap in this respect. This point strengthens the above mentioned claim that there is a gap in the DAs handling of feedbacks.

Of all the respondents, 31.7% (38) agreed and 25% (30) strongly agreed that their facilitators made use of jokes in classrooms. The mean value of 3.5 also shows the use of jokes as breaks by the trainers. However, there were still 28.3% of the trainees claiming otherwise. This indicates the presence of some gap in the practice of trainers in the use of jocks. As recommended by Elias (2001), facilitators should carefully plan timing of presentation sessions in a way that boost active and lively participation of trainees and this includes use of jocks as a change.

The majority, 80% (96) of the respondents strongly agreed on the practice of facilitators with respect to using simple and clear language. The mean value 4.8 also shows a strong agreement of trainees on the clarity and simplicity of language used by facilitators. Expressing the extra mile taken by facilitators to make the lesson simple and clear, some trainees stated: "The modules are written in Amharic but the facilitators tell us in Sidamigna; so this minimizes the trouble". This implies that is advisable to place facilitators with language proficiency in the mother tongue of the trainees. Concerning locally selected trainers' effectiveness, McGiveney and Murray (1991) in Kassahun, (1997) stressed the need for locally selected and well-trained facilitators for optimum outcomes.

Nearly half, 45.8% (55), of the respondents were undecided whether the time allotted was adequate or not, while 27.5% (33) of them agreed that the allotted time was adequate. As presented earlier, there were no modules given for trainees and due to this they needed time to copy notes from the board. And from the focus group discussion, it was understood that there was a mismatch between some of the contents and the time allotted to cover them. Some of the trainers commented the existence of wide modules like 'establishing dairy and dairy products' in the animal production manual.

A little over half, 58.3% (70), of the trainees strongly agreed and 30% (36) of them agreed that the facilitators made use of paper-and-pencil examination as the main technique of measurement and evaluation of learning. The mean value 4.4 also reveals similar situation in this regard. On the other hand, the activity of using written tests as

the main techniques of evaluation of learning is against the frequent trend of following up trainees and the use of self evaluation mechanisms, in training. By implication, Wittmer and Myrick (1989) in Ordonez, (2005) said, facilitators should recognize learning is personally meaningful, positive and non-threatening, self-initiated, self-evaluated, and feeling centered.

4.5 The Provision of Need Based Training in the FTC

In this table, the need based characteristics of the FTC training are presented.

Table 5.Trainees' View of Need Based Training in the FTCS

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
4. The training is need based.	F		1	2	18	99		120	4.8	0.5
	%		0.8	1.7	15.0	82.5		100		
5. The training is problem solving.	f			3	21	96		120	4.8	0.5
	%			2.5	17.5	80		100		
6. The training is interesting to the trainees.	f		1	1	27	91		120	4.7	0.5
	%		0.8	0.8	22.5	75.8		100		

As shown above in Table 5, about 82.5% (99) of the trainees strongly agreed that the FTCs training was need-based and 80% (96) of the respondents strongly agreed that the training had a problem-solving nature. The mean value in both situations 4.8 is also indicative of target groups' agreement on receiving need-based problem solving training.

Nearly three-quarter, 75.8% (91), of the trainees strongly interested in the training they were receiving in FTC. The mean value 4.7 also shows the beneficiaries were attracted by the training. But the fact that nearly half of the respondents missing class may show lack of interest in the training. Kassahun (1997) stated that, since adults as independently acting individuals have their own 'self-concept' unless they are not allowed to participated over the decisions made on development and NFAE programs they will act indifferently in the learning process or they may consider it as it deviates from their needs and interests.

It was also understood from interviews and FGDs that there were improvements made in certain produces like maze and beans but they were insignificant compared to the objectives and goals proposed in the guidelines by the sector ministry (MoARD, 1997 E.C.).

Considering this discrepancy between expectations and achievements, one may ask a critical question: "Are the trainees really benefitting from the pre-set training?" a complete answer to this question calls for impact assessment, comparing the performances of the trained and untrained ones.

From the FGD conducted, the researcher realized that there was a positive attitude towards and high expectations from the FTC training on the part of the trainee farmers. But failure to meet these anticipations might result in obstacles of future interventions.

4.6 An Inviting Environment to Trainees in the FTC

In this table, some of the points which help in understanding the convenience of the FTC stetting for adult trainees are presented.

Table 6.Trainees' View of the FTC Environment

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
1.The classrooms are comfortable to trainees.	f		16	2	23	79		120	4.4	1.0
	%		13.3	1.7	19.2	65.8		100		
2. The training center is attractive.	f		15	2	32	71		120	4.3	1.0
	%		12.5	1.7	26.7	59.2		100		
3. The training center is located at a central place.	f				21	98	1	120	4.8	0.4
	%				17.5	81.7	0.8	100		
22.The facilitators have a sound relation with the trainee farmers.	f		1		22	97		120	4.8	0.5
	%		0.8		18.3	80.8		100		
23.The facilitators work in unison with themselves.	f				15	105		120	4.9	0.3
	%				12.5	87.5		100		
24.The facilitators are cooperative with the other stakeholders of the FTC	f			1	32	87		120	4.7	0.5
	%			0.8	26.7	72.5		100		
25. The facilitators have a good conduct.	f			1	17	102		120	4.8	0.4
	%			0.8	14.2	85.0		100		
26. The facilitators are respected by the community.	f			1	16	103		120	4.9	0.4
	%			0.8	13.3	85.8		100		
29.The facilitators regularly come to the center without any interruption.	f			2	31	87		120	4.7	0.5
	%			1.7	25.8	72.5		100		

With respect to comfort of the classrooms, 65.8% (79) of the trainee farmers responded with strong sense of positivism. The mean value 4.4 also shows similar situation in this regard.

A little over half, 59.2% (71), of the trainees strongly agreed and 26.7% (32) of them agreed that the training centers were attractive to them. Also the mean value 4.3 reveals the respondents' agreement on the centers is attractiveness to the farmers.

From this it is possible to understand that the trainees were highly comfortable with the classrooms and centers. This was partially reinforced by responses of interview, FGD and observation result. Each of the three FTCs has well completed three blocks of houses and fences in addition to the earlier mentioned furniture (under Table 2) but Shoa centre has unfinished building with no fence and furniture. The researcher was

informed that the construction of all the four centers was financed by the Woreda administration in the same period but only the buildings in Shoa were left incomplete. All the centers were also suffering from lack of water supplies, hand tools of any kind, latrines for male and female.

Moreover, in relation to the FTC environment there were additional structures seen in the FTC compounds and vicinity such as kids' centers for PA children, PA administrative offices, and a party office. And also there was no library which is essential in adult learning from the perspective of creating literate environment it was not visible physically as well as in the relevant FTC documents. The centers for adult learning should provide a convenient environment for training.

It is, however, stated in Non-Formal TVET Mapping Survey Report (2008), that relevant training requires equipment that could serve market needs and training standards and training institutions need land for constructing workshops, classrooms and organizing different types of services for trainees and generally training centers are expected to be attractive by creating an enabling environment for trainees. This includes physical facilities such as workshops, classrooms, training manuals, tools and equipment, electricity, ventilation and stores, recreational services like water, fence, and latrine for male and female.

Most, 81.7% (98), of the trainees strongly agreed that training centers were situated nearly at a central location in the PA. The mean value 4.8 also shows trainees agreement on the centeredness of the FTCs. This is one of the strongest aspects of the FTC training.

Regarding the characteristics and conducts of their trainers, 80.8% (97) of the respondents strongly agreed that the facilitators had a sound relation with the trainee farmers. Nearly similar number of the trainee farmers claimed that the facilitators worked in unison with themselves and that the facilitators were cooperative with other stakeholders of the FTC. Furthermore, 85% (102) and 85.8% (103) of the trainees strongly agreed that the facilitators had a good conduct and that the facilitators were respected by the community respectively.

The mean value 4.7 and above for these claims also shows the strong agreement of respondents on facilitators' sound relation with trainees, their working in unison, cooperativeness with others, good conduct and the respect they had from the community at large. These characters are some of the necessary characteristics of good facilitators mentioned in Aceng (2006) and Elias (2001).

The majority, 72.5 % (87), of the trainee farmers strongly agreed that the facilitators were regularly coming to the centers. The mean value 4.7 is also in agreement with this claim.

Nevertheless from the FGDs the researcher was able to find out that the training was interrupted time and again for different reasons like DAs' and trainee farmers' unpredicted labor campaigns and meetings called by PAs and WBARD.

4. 7 Access to the FTC training

In this part some of the aspects which show trainees' participation in the FTC training are presented.

Table7. Trainees' View of Participants Selection Criteria

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
19. Every farmer has equal right to access the training center's training.	f	2	2	4	18	94		120	4.7	0.8
	%	1.7	1.7	3.3	15.0	78.3		100		
20. Trainees' selection criteria are appropriate.	f	1	3	4	39	73		120	4.5	0.8
	%	0.8	2.5	3.3	32.5	60.8		100		
21. The existing trainee farmers' Selection criteria are accurately implemented.	f	1		7	51	61		120	4.4	0.7
	%	0.8		5.8	42.5	50.8		100		

As shown above in Table 7, 78.3% (94) of the trainee farmers strongly agreed that every farmer had equal right to access the training being given in the FTCs. The mean value 4.7 also indicates strong agreement of respondents' on the claim that farmers have equal right to access the training.

In similar table, it is vividly seen that 60.8% (73) of the respondents strongly agreed that the trainees' selection criteria were appropriate. The mean value 4.5 also reveals farmers' strong agreement on the above claim. In relation to this, some of the respondents wrote as "I disagreed because it segregated the illiterate or it is only for literates".

In addition to this, the region first had decided to train only dropouts above grade 8, however, after learning the objective reality was different it then amended to train those who are from grade 4 and above, and also there were trainees who were ex-literacy education graduates selected the alternative other(s) in the background of the questionnaire.

Almost all the respondents agreed that the existing trainee farmers' selection criteria were accurately implemented. The mean value 4.4 also strengthens this response.

The fact that the regions' reality showed repeated amendments of entry points to access the training , the reveal of this study's background which said school dropouts were not the prime participants of training as envisioned in the FTC work guideline, the presence of contempt on accesses only to literates and the seemingly difficulty of the notion of participating illiterates in the modular training provided that those trainees are separated convince one to speculate selecting only those literate will not be long lasting in a country, which has a very huge number of illiterate population and when this coupled with the ADLI strategy, which put as option using labor intensive agriculture leads to demand the creation of literacy, which is a prerequisite condition to the acquiring of other skills. So ways must be devised to include those who are willing to participate in the FTC training but deterred by illiteracy. On this Kassahun (1997) criticized some FAL providing organizations' act of resorting to seemingly easier option of selecting some community members with reading and writing skills instead of creating ideal conditions to conduct adult literacy programs. The constitution also reinforces this by its Article 41 (Economic, Social and Cultural Rights) No.3, which declares "Every Ethiopian Citizen shall have the right to equal access to social services run with state funds". And the same articles'' No.4, declares "The state shall allocate progressively increasing funds to health, education and other social services." (Federal Negarit Gazeta, 1995).

4.8 The Level of Participation of Trainee Farmers in the FTC Training

Under Table 8, the level of trainee farmers' participation in the FTC program is presented.

Table 8.Trainees' Response on Participation in the Program

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
9. The trainees do participate in the selection of the facilitators of the center.	f	68	25	8	19			120	1.8	1.1
	%	56.7	20.8	6.7	15.8			100		
10. Trainees do participate in training areas needs assessment.	f		10	19	35	56		120	4.1	1.0
	%		8.3	15.8	29.2	46.7		100		
11. Trainees are involved in identifying methods of training.	f		11	5	34	70		120	4.4	0.9
	%		9.2	4.2	28.3	58.3		100		
13. Trainees do participate in assessment and evaluation of program.	f		8	2	35	75		120	4.5	0.8
	%		6.7	1.7	29.2	62.5		100		
14. Trainees are involved in evaluation of facilitators.	f		1	9	32	78		120	4.6	0.7
	%		0.8	7.5	26.7	65		100		
16. Trainees actively participate in classroom leaning.	f		2	2	28	88		120	4.7	0.6
	%		1.7	1.7	23.3	73.3		100		
17. Trainees actively participate in practical learning activities.	f		2	1	31	85	1	120	4.7	0.6
	%		1.7	0.8	25.8	70.8	0.8	100		
18. Trainee farmers take part in researches that take place in the center	f	3	18	5	15	79		120	4.2	1.2
	%	2.5	15	4.2	12.5	65.8		100		

As presented in the above table, 56.7% (68) of the respondents strongly disagreed that the trainees participated in the selection of the facilitators. One can also see the same response from the mean value (1.8).

Concerning this, interview results reveal that those who were already assigned and working as DAs in each PA took the responsibility of facilitating the FTC training. There were three types of DAs in FTCs of Dale Woreda; those who completed 12 grade and joined agricultural colleges and graduated with 12+2 diploma, those who were 12 complete and working assigned as DAs without formal training during the former military regime, and those who joined the new ATVET (Agricultural Technical and Vocational Training and Education) program from grade 10 and

graduated with diploma. Except those who followed the higher education path in the previous 12+2 diploma program the rest were selected by the Woredas.

The new ATVET graduates were recruited by the Woredas and sent to both federal and regional state administrated colleges and trained for three years. Those who joined the regional ATVET were trained only theoretically due to these institutes were not well-equipped and it is clear this causes inadequacy in trainers' subject matter knowledge. This happened while the training policy recommended the colleges' training to be 30% theory and 70% practice. Since the Woredas recruit those who were voluntary to join the agricultural development work there was no trend of participating trainees or PAs in the selection of the facilitators.

The actual proportion of the colleges' theoretical and practical training seems need consideration of the respective bodies since its consequences will hamper the FTC training in terms of graduates' subject matter knowledge. Of course, this was not a broad problem in the observed FTCs because most of the DAs assigned there were experienced. This may be due to the Woredas' relative betterment in the region. It was also observed that all of them lacked training on how to facilitate. So all this shows selection of trainers was different from what FAL literature recommends in Kassahun (1997) and Eshetu (2008) the facilitator should be chosen after a process of community discussion, but the final decision should leave for the participants. If FTCs attempt this approach or participating stakeholders in DA selection, they may reduce the inflated turnover attributed to them.

The table clearly reveals that 75.9% of the respondents agreed that trainees participated in training areas needs assessment. The mean value 4.1 also depicts the respondents' agreement on the active participation of trainees in training areas need assessment. However, analysis of various training documents attested that the decision was already made in the regional FTC guideline SNNPRSARDB (1998 E.C.). That is on the basis of preliminary assessment of agro-ecology, potential produce and resources available, it was already decided by the bureau what each Woreda should make major and minor.

By implication, there was a real participation and the trainees' choice fitted with the previously decided fate of major /minor fields of studies. From this one can understand that trainees were asked to decide on an issue which was already dead. What would happen if trainees chose to major animal science? The solution should be leaving the decisions over training objectives to the individual batches of trainees otherwise it simply remains allowing participants to involve in a pre-designed program superficially.

The trainees of the FTCs need real participation in the program to be independent and self-reliant farmers who are able to make better decisions. Gudynasc and Evia (1992) said that, shallow participation simply allows people to participate in the external agents perceived or inferred environment before, during or after measures and it is done superficially with the intention of maintaining the relationship of domination and dependence between local communities and external agents while deep participation allows local communities to involve truly in any measures undertaken. Unlike the shallow, deep participation does not aim at converting the opinion of only few persons to a majority opinion, but rather it rediscover the opinion of the majority, and challenge that of those few.

The latter approach is interactive and modifications are undertaken jointly by the external agent and local community in inferred and perceived environments. Its final aim is librating the individual. They concluded that adult education which aims at maintaining and promoting the diversity of society in a democratic atmosphere through fortified and creative movements must include the search for deep participation as one of its ingredients.

A little over half, 58.3% (70), of the respondents strongly agreed that trainees were involved in identifying methods of training. The same response is shown by the mean value (4.4). However, observation made showed that only in two out of the four centers only annual lesson plans were prepared but it was expected of DAs to prepare both annual and daily lesson plans. Besides, they could not produce the so called "prepared" lesson plans. In the absence of daily lesson plans it is unlikely to the trainees to participate in identifying training methods. Brundage and MacKeracher,

(1980) cited in Dewar (1999) and others are of the opinion that trainers and trainees should participate together in choosing methods of training.

As to the trainees' participation in assessment and evaluation of program, 62.5% (70) of the respondents responded positively which was emphasized by the mean value i.e 4.5.

The vast majority (91.7%) of positive response and the mean value (4.6) clearly indicate the agreement of respondents that they were involved in the evaluation of facilitators.

Based on focus group discussion there were occasional assessments made by a group consisting of experts from region, zone and Woreda and this team used to ask trainees about the situation of the training and the trainers (DAs) orally. Though, the participation of target groups in assessment and evaluation of program and the evaluation of facilitators is emphasized by (Kassahun, 1997 Brundage and MacKeracher, 1980 in Dewar, 1999 and Shirvastava, 1989), there has not been any impact/program evaluation made formally in the Woreda or the region.

Nearly three quarter, 73.3% (88), of the respondents strongly agreed that the trainees were actively participating in classroom learning. Also similar number of respondents strongly agreed that the trainees were actively participating in practical training activities. Their mean value (4.7) is also indicative of trainees' agreement on the presence of their active participation.

However, attendances observed showed only 28-33 students per day attended class out of the 60 students enrolled in the ongoing training and also traditional method is used to train the remaining ones. If all the trainee farmers had come, the training centers would have been crowded and in principle this is inappropriate for practical training. Kassahun (1997) pinpoints effect of not allowing real participation of trainees in a program is the development of indifference from the part of the target groups towards it. If this happen to a development intervention that not only it jeopardized the ongoing development project but also, will deter future similar efforts made in that locality.

Furthermore, it was observed that only very few of the trainees be able to fill in questionnaires by their own but most of them have been observed seeking their trainers' interpretation of items. All in all there was a very high dependency of the trainee farmers over their trainers. According to Gudynasc and Evia (1992) dependency is the result of shallow participation of people in a program and also Zwane (1992) said the basic philosophy of agricultural extension education is to teach people how to think and not what to think such education should teach a farmer to be self-reliant. This may partly originate from DAs did not understand what facilitation means and the role in this position, the reason for this may be the inadequate and inappropriate one credit hours pedagogy course given to them.

Many, 65.8% (79), of the trainee farmers strongly agreed and 12.5% (15) of them agreed that the trainee farmers were participating in researches that take place in the centers. The mean value 4.2 also reveals the respondents agreement on the same claim. And discussions made over this issue proved that there were researches conducted except in Shoa center.

4.9 Trainees Participation over the Decision of the Timing of the Program

Under this table issues on timing of the FTC training program are presented.

Table 9.Trainees' View of Decisions Made in Relation to the Program

Questions		SD	D	U	A	SA	M	Total	Mean	Std. D
7. The training term is in a favorable season to trainees.	f	1	1	3	39	76		120	4.6	0.7
	%	0.8	0.8	2.5	32.5	63.3		100		
8. The timing of the training is suitable to trainees.	f	1		2	24	93		120	4.7	0.6
	%	0.8		1.7	20	77.5		100		
12. Trainees are consulted about training time.	f			1	19	99	1	120	4.8	0.4
	%			0.8	15.8	82.5	0.8	100		

As shown in Table 9, 63.3% (76) of the respondents strongly agreed that the training term was in a favorable season. The mean value 4.6 also indicates strong agreement of respondents on the same claim.

However, discussions made in relation to this topic confirmed this event was a pain staking lesson acquired through experience. It was acquired as a result of two previous rounds' seasonal character of trainees in attending to the learning. The two main reasons identified were seasonal migration of farmers to sell labour in other places and pick seasons for certain crops' harvest. For example in Dale no trainee used to show up to training centers in September and October due to coffee harvesting. After this lesson the regional programmed two training sessions cut back into to one per year and this gave freedom to select seasons. The regional experience of taking a lesson from faulty practices is a good one but it was possible to learn from relevant literature theories and principles rather than following a utilitarian approach.

Regarding the suitability of timing of training to trainee farmers 77.5% (93) of the respondents rated strongly agree. The mean value 4.7 also indicates the presence of strong agreement of farmers on suitability of the training time.

The vast majority, 82.5% (99), of the trainees agreed that they were consulted about the timing of the training. The mean value 4.8 also indicates the trainees were consulted about timing of the training.

It was made clear from discussions and interviews that trainees were consulted and decided the training time based on majorities' votes counted. This fact resembles with the practice which was revealed in the study entitled managing non-formal adult education by NGOS in Ethiopia, which was concluded as FAL program beneficiaries participated in the decision-making of time and place of learning and on what to learn but their participation in selection of facilitators and in program planning and evaluation was limited Kassahun (1997). Off course, this one differs in deciding what to learn for trainees.

Chapter Five

5. Summary, Conclusions and Recommendations

5.1 Summary

The study is planned to investigate the implementation of the training being given in the FTCs of Dale Woreda in 2001 E.C. in light of adult and non-formal education principles and practices. To achieve this end, the following leading questions were raised for investigation:

- How are the FTC training materials organized in line with adult education principles and practices?
- What aspects of Functional Adult Literacy (FAL) material preparation principles are followed in FTC training materials?
- How is the FTC's teaching learning process in conformity with adult learning principles?
- Are the trainees active participants in the program?
- How suitable is the setting for the training of adults from AE (Adult Education) perspective?

In the review of literature, attempt was made to treat topics related with development, adult education and training principles and practices, the facilitation of adults training and agricultural extension policies and strategies. It was also attempted to highlight that the DAs' working mechanism over-ridden both bottom-up and hybrid approaches to participation of farmers upon which sustainable development of target groups for sustainable food self sufficiency is depended.

To get answers for the leading questions out of the 420 trainees found in seven FTCs in the Woreda questionnaire were distributed in four selected FTCs (Debub Kegea, Ajawa, Gane and Shoa) for 120 trainees that is 100 male and 20 female. All of the questionnaires were returned and the responses were used in the analysis. Similarly, in the afore mentioned FTCs four FGDs were conducted comprising of one male and one female trainee farmer, a PA representative, a coordinator, a facilitator and a Woreda expert. And also six interviews were conducted with 8 extension experts who were working at MoARD, BoARD, ZoARD and WBAD offices. The information

collected from FGDs and interviews were narrated and analyzed to supplement the data obtained from questionnaire.

The original questionnaire had contained 57 close-ended and semi-close-ended items and translated into Amharic using forward and backward translation from English. It was forwarded to three researchers for validity then pilot tested and cleaned for difficulties faced by trainee farmers and analyzed. The final questionnaire was distributed and collected on time.

From the analysis made using both qualitative and quantitative data, the following major findings were identified:

1. The organization of the FTC materials was entangled with lack of teaching aids and demonstration plots which were important for both theoretical and practical learning. The absence of modules distributed for trainee farmers hampered the training by consuming the available meager time of the trainees for copying notes from the board, denying variety in learning and the opportunity to learn with self effort. Apart from teaching aids and modules most of the necessary materials for the practical implementation of the training were not available.
2. It was found out that the Dale FTCs' trainees were not directly participating in the preparation of the training manuals and there was a trend of forwarding every thing in the manual to the trainees by some trainers. Some of the words in the manual which were written in Amharic seem very difficult even for educated people. The sequencing of learning contents in the training modules appears something which needs review. And also the manuals lack teacher's guides for both theoretical and practical training sessions.
3. The facilitation process in the FTCs was identified with inappropriate facilitation practices which were implemented against the basic tenets of participatory skills training facilitation. The DAs in Dale Woreda admitted they faced with problems in training the farmers because their ATVET training was on limited pedagogical issues alone. The sitting arrangements in the classrooms observed were lockstep or teacher fronted ones, the presence of problems in the management of feedbacks, the absence of use of telling jokes

as brakes by some of the facilitators and the use of paper and pencil examinations as the main techniques of evaluation of learning reflected the influence of their pedagogical training and agrees with the prevailing lack of training on how to facilitate adults' learning.

4. The presence of need based problem solving training in the FTCs of Dale Woreda was partial due to the attainment of insignificant achievements when we compare the objectives formulated in the FTC guideline with the actual implementation situation as a result of various constraints faced the training. This was mirrored in the truths which claims most of the training was given theoretically and only half of the trainees were attending class.
5. In the FTC environment there were only very few of the demonstration sites available, there were no workshops, exhibitions, library, water supplies, hand tools of any kind and latrines. More over, there were additional incompatible structures seen in the FTC compounds. The training was interrupted due to unpredicted labour campaigns, and meetings. The time allotted to cover the contents of the module was perceived inadequate to cover the manuals because of the existence of wide modules. The above features of the FTCs do not help one to tell quite comfortably that there is an attractive environment for the trainees in the FTCs.
6. The presence of trainees' strong agreement on centeredness of the FTC location within PAs and on good characteristic of trainers was the strongest aspects of the FTC training environment.
7. The presence of equal opportunity to participate in the FTCs training, appropriateness of selection criteria and accurate implementation of those criteria have been found perceived positive by the trainees. Never the less, the presence of little contempt on access only to literates and the problem of illiteracy will necessitate creating a means to include those who are willing but prevented by it to participate in the FTC training.
8. The trainee farmers in the FTC training participated in the decision of the timing of the program and in few researches that took place in the FTCs but they did not participate in the selection of trainers, they were participating on the decision of what to train only to conform what was already decided or the

real decision makers were not the trainees, it seemed they were not participating in selection of training methods, they were not participated on evaluation of program and trainers yet. And also their participation in classroom and practical learning was not satisfactory due to different factors like absenteeism, lack of teaching aids, use of lecture method predominantly with the lockstep sitting arrangement. Moreover trainees were highly dependent over their trainers. Generally, these depict there was less participation of the trainees in the program.

5.2 Conclusions

Generally, this study showed how the FTC training was highly influenced by the shadow of the top down agricultural extension practices for which the government was commented and which was a reason to this study to investigate the technical aspects of the facilitation/teaching learning process from the perspective of adult education.

The FTC training reflects non participatory traits in relation to decisions on basic issues although MoARDs' guide acknowledges some of the principles in theory. Especially their participation over the main areas in which adults need to decide like what to learn looks shallow. The absence of trainees' direct participation in the preparation of the materials has made the training to be given on approximated needs rather than actual identified needs of the trainees. The training situation of DAs and their practical activities indicated the presence of gaps in the facilitation of the FTC training which is a crucial point for realization of development goals. The FTC environment seems not inviting to trainees and adequate for the training. All in all, the FTCs in Dale Woreda faced with serious problems in giving practical training in the effort of creating educated farmers who can produce market oriented agricultural products and be aware of market and lucrative agricultural products by making use of integrated agricultural knowledge of indigenous and modern science and technology.

5.3 Recommendations

In light of the major findings of the study and conclusions, the following recommendations are forwarded in order to improve the total situation of the modular training being given in the FTCs.

1. The FTCs need to be provided with the necessary teaching aids, demonstration plots with appropriate inputs in both animal and crop production trainings, and workshop and exhibition services should be functional. Moreover, trainees should be supplied with modules.
2. The FTCs environment needs to be equipped with all the necessary materials and physical facilities like water supplies, appropriate tools, furniture, latrines for male and female and library. And also the environment needs to be free from any forms of inconveniences like interruptions and incompatible structures. In addition, all the stakeholders must give due attention to the ongoing training, especially the WBARD.
3. The training manuals may have to be prepared or adapted with the direct participation of the trainees, trainers and Woreda subject matter specialists through out all the processes in the FTCs. The decision over series of curricular issues including the language of training need to be left for trainees. The manuals need to be prepared in such a way that the learning contents will be sequenced in a helpful manner to learning. It looks also essential to list objectives, devise exercise, recommend methods with teaching aids and include evaluation mechanisms. It is also advisable to prepare teacher's guides for both theoretical and practical training sessions.
4. To improve the DAs effectiveness in handling the FTC training, it appears necessary to arrange a training program on the facilitation of non-formal adult training for development projects. This can be given in the short run for those who are already on the job but in the long run the better solution is revitalizing the pedagogical one credit hour course in the ATVET colleges in such away that it includes the necessary contents for the facilitation skills and material preparation. And also it seems necessary to acquaint all the relevant extension department personnel with adult education and facilitation issue possibly through refresher trainings.

5. The trainee farmers need to be allowed to participate truly in the FTC program and this will create a feeling of responsibility and commitment in action.
6. It seems necessary to find a way to include those who are willing to participate in the FTC training but deterred by illiteracy even to attain a reasonable number of model farmers who help to scale up the productivity of the farmers in the region as well as in the country by considering the magnitude of illiteracy in Ethiopia.
7. It is necessary to carry out similar researches to see the particularities from place to place and variations from individual investigator to another.

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Appendixes A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL STUDIES ADULT AND LIFELONG LEARNING UNIT

A QUESTIONNAIRE TO BE FILED BY FARMER TRAINEES

General Direction

Dear respondents:

In many parts of Dale Woreda numerous Farmers' Training Centers (FTCs) have been opened to train farmers in modern farming. The main purpose of this questionnaire is to identify the strengths and pitfalls (if any) of the training being given in the centers. The result of the study would help to understand the overall situation of the modular extension training being given in the FTCs in the Woreda and to give suggestions which can help to cope up pitfalls (if any).

Therefore, your sincere cooperation in answering each question is highly important. Writing your name in any part of this questionnaire is not required. Individual data will be kept confidential.

Thank you in advance!

I. BACKGROUND INFORMATION

<u>Instructions I:</u> some profiles about Farmer Trainees are indicated below. Please, select the appropriate answer from the alternatives given and encircle it or fill in the blank space where necessary.

Your department: Major _____

Minor _____

Common _____

1. Age _____
2. Sex Male ☐ Female ☐
3. Educational level
   a) Grade 4 c) Grades 9-10
   b) Grades 5-8 d) Grades 11-12
   e) If any other, please specify _____
4. Your current landholding in timad or in any localunit_____
5. Your current heads of cattle in number_____
6. How long it takes to walk from your house to the training center in minutes?

   _____

<u>Instructions II:</u> Items related to the overall training process in the centers are listed below. For each of the following statements please, indicate your agreement or disagreement by putting (✓) in the box according to the following response scales: SA (strongly agree), A (agree), U (undecided), D (disagreed and SD (strongly disagree) and write your answer on the space provided for additions or specifics.

1. The classrooms are comfortable to trainees.
   SA☐ A ☐ U ☐ D ☐ SD ☐

   If you select D/SD for Q. 1 please, specify the reason

   _____

   _____

2. The training center is attractive.

   SA☐ A ☐ U ☐ D ☐ SD ☐

   If you select D/SD for Q. 2 please, specify the reason

   _____

   _____

3. The training center is located at a central place.

   SA ☐ ☐ U ☐ D ☐ SD S ☐

   If you select D/SD for Q. 3 please, specify the reason

   _____

   _____

4. The training is need based.

   ☐ A ☐ U ☐ D ☐ SD ☐

5. The training is problem solving.

   SA☐ A ☐ U ☐ D ☐ SD ☐

   If you select D/SD for Q.5 please, specify the reason

   _____

   _____

6. The training is interesting to the trainees.

   SA☐ A ☐ U ☐ D ☐ SD ☐

   If you select D/SD for Q. 6 please, specify the reason

   _____

   _____

7. The training term is in a favorable season to trainees.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 7 please, specify the reason

_____

_____

8. The timing of the training is suitable to trainees.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 8 please, specify the reason

_____

_____

9. The trainees do participate in the selection of the facilitators of the center.

SA ☐ A ☐ U ☐ D ☐ SD ☐

10. Trainees do participate in training areas needs assessment.

SA ☐ A ☐ U ☐ D ☐ SD ☐

11. Trainees are involved in identifying methods of training.

SA ☐ A ☐ U ☐ D ☐ SD ☐

12. Trainees are consulted about training time.

SA ☐ A ☐ U ☐ D ☐ SD ☐

13. Trainees do participate in assessment and evaluation of program.

SA ☐ A ☐ U ☐ D ☐ SD ☐

14. Trainees are involved in evaluation of facilitators.

SA ☐ A ☐ U ☐ D ☐ SD ☐

15. Trainees are consulted in the preparation of the training modules.

SA ☐ A ☐ U ☐ D ☐ SD ☐

16. Trainees actively participate in classroom leaning.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 16 please, specify the reason

_____

_____

17. Trainees actively participate in practical learning activities.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 17 please, specify the reason

_____

_____

18. Trainee farmers take part in researches that take place in the center.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 18 please, specify the reason

_____

_____

19. Every farmer has equal right to access the training center's training.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 19 please, specify the reason

_____

_____

20. Trainees' selection criteria are appropriate.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 20 please, specify the reason

_____

_____

21. The existing trainee farmers' selection criteria are accurately implemented.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 21 please, specify the reason

_____

_____

22. The facilitators have a sound relation with the trainee farmers.

SA ☐ A ☐ U ☐ D ☐ SD ☐

23. The facilitators work in unison with themselves.

SA ☐ A ☐ U ☐ D ☐ SD ☐

24. The facilitators are cooperative with the other stakeholders of the FTC.

SA ☐ A ☐ U ☐ D ☐ SD ☐

25. The facilitators have a good conduct.

SA☐ A ☐ U ☐ D ☐ SD ☐

26. The facilitators are respected by the community.

SA☐ A ☐ U ☐ D ☐ SD ☐

27. The facilitators have a good coordinating ability.

SA☐ A ☐ U ☐ D ☐ SD ☐

28. The facilitators are resourceful or they have adequate knowledge in the specific discipline/s they are trained.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 28 please, specify the reason

_____

_____

29. The facilitators regularly come to the center without any interruption.

SA☐ A ☐ U ☐ D ☐ SD ☐

30. The facilitators create an informal atmosphere in the learning classrooms.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 30 please, specify the reason

_____

_____

31. Trainee farmers like the different methods of facilitation used by the facilitators.

SA☐ A ☐ U ☐ D ☐ SD ☐

32. The facilitators follow attractive presentation techniques.

SA☐ A ☐ U ☐ D ☐ SD ☐

33. The facilitators use different tools /teaching aids like charts, pictures and video.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 33 please, specify the reason

_____

_____

34. Feedbacks are immediately given by the facilitators to questions asked in classroom learning.

SA☐ A ☐ U ☐ D ☐ SD ☐

35. The facilitators value farmer trainees farming knowledge.

SA☐ A ☐ U ☐ D ☐ SD ☐

36. The facilitators criticize and humiliate the trainees when they do mistakes in learning.

SA☐ A ☐ U ☐ D ☐ SD ☐

37. Sometimes, the facilitators tell jokes in the classrooms to the trainees.

SA☐ A ☐ U ☐ D ☐ SD ☐

38. The language used by the facilitators is simple and clear.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q.38 please, specify the reason

_____

_____

39. The facilitators use paper and pencil examination as the main technique of measurement and evaluation of learning.

SA☐ A ☐ U ☐ D ☐ SD ☐

40. The facilitators adapt training modules/ learning texts to suit the specific needs of the training center.

SA☐ A ☐ U ☐ D ☐ SD ☐

41. The content of the training modules is highly related to the objective reality of the community/trainee farmers.

SA☐ A ☐ U ☐ D ☐ SD ☐

42. The training modules are written in a simple and clear language that the trainees use in their day to day communication.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for the above Q.42 please, specify the problem you have observed

_____

_____

43. The training modules are attractive that invite trainees to use them.

SA☐ A ☐ U ☐ D ☐ SD ☐

44. Training models have a place to accommodate new technologies or research findings.

SA☐ A ☐ U ☐ D ☐ SD ☐

45. The learning contents in training modules are sequenced in a suitable order for learning.

SA☐ A ☐ U ☐ D ☐ SD ☐

46. The time allotted to complete the learning tasks under each module is adequate enough to cover it without a rush.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD please specify the particular modules you notice of them such a problem in their order starting from the very inadequate one

_____

_____

47. There are adequate modules for every trainee farmer to work with.

SA☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q.47 please, specify the reason

_____

_____

48. The necessary materials needed for the implementation of the training are well organized.

SA ☐ A ☐ U ☐ D ☐ SD ☐

If you select D/SD for Q. 48 please, specify the reason

_____

_____

Appendixes B

የአዲስ አበባ ዩኒቨርሲቲ

የስነ ትምህርት ኮሌጅ

የካሪኩለምና የመምህራን ሙያ ማሻሻያ ጥናት ት/ክፍል

የጐልማሶችና የህይወት ዘመን ሙሉ ትምህርት ቡድን

በሰልጣኝ ገበሬዎች የሚሞላ መጠይቅ

አጠቃላይ መመሪያ

የተከበራችሁ ለዚህ መጠይቅ ምላሽ የምትሰጡ ሰልጣኞች፡- በዳሌ ወረዳ በተለያዩ ስፍራዎች ገበሬዎችን በዘመናዊ የግብርና ዘዴዎች ለማሰልጠን በርካታ ማሰልጠኛ ጣቢያዎች መቋማቸዉ ይታወቃል፡፡ የዚህ መጠይቅ ዋና ዓላማ በእነዚህ ማሰልጠኛ ማዕከላት ውስጥ በመሰጠት ላይ ያለውን ሥልጠና ጠንካራ ጐኖች እና ሊያጋጥሙ የሚችሉ አንዳንድ ክፍተቶች ካሉ ለይቶ ማወቅ ሲሆን የጥናቱ ውጤትም በወረዳው በመሰጠት ላይ ያለውን የ"ሞጁላር" የግብርና ኤክስቴንሽን ስልጠና አጠቃላይ ሁኔታ ለመረዳት ከማስቻሉም በላይ በጥናቱ ተለይተው የሚታወቁ የአሰራር ክፍተቶችን ለማረም የሚረዱ የመፍትሄ ሀሳቦችን ለመጠቆም ነዉ፡፡

እያንዳንዷን ጥያቄ በጥሞና አንብቦ በመመለስ በኩል እናንተ የምታደርጉት ትብብር ለዚህ ጥናት መሳካት በጣም አስፈላጊ ነው፡፡

የምትሰጡት ምላሽ ለሌላ ሶስተኛ አካል ሳይተላለፍ ለዚህ ጥናት ዓላማ ብቻ ይውላል፡፡ በመጠይቁም ላይ ስማችሁን መፃፍ አይጠበቅባችሁም፡፡

ለትብብራችሁ በቅድሚያ እጅግ አመሰግናለሁ !

ክፍል 1. የግል ሁኔታ

መመሪያ 1. ከዚህ ቀጥሎ የሰልጣኝ ገበሬዎችን የግል ሁኔታ የሚመለከቱ ዝርዝር መጠይቆች ቀርበዋል። እባክዎ ትክክለኛውን መልስ የያዘውን ፊደል በመክበብ ወይም መልሱን በተሰጠው ክፍት ቦታ ላይ በመፃፍ ይመልሱ።

እርስዎ የሚሰለጥኑበት የትምህርት/ሙያ መስክ ሜጀር _____

ማይነር _____

ኮመን _____

1. እድሜ _____
2. ፆታ ወንድ☐ ሴት ☐
3. የትምህርት ደረጃ

   ሀ. 4ኛ ክፍል ሐ. ከ9ኛ - 10ኛ ክፍል

   ለ. ከ5ኛ - 8ኛ ክፍል መ. ከ11ኛ - 12ኛ ክፍል

   ሠ. ሌላ ማንኛውም የተለየ የትምህርት ደረጃ ካለዎት ይግለጹ

4. አሁን ያለዎት የመሬት ይዞታ (በጥማድ ወይም በአንባቢዉ መለኪያ)_____
5. አሁን ያለዎት የከብት ብዛት በቁጥር _____
6. ከቤትዎ እስከ ማሰልጠኛ ጣቢያው ያለው ርቀት በእግር ጉዞ ምን ያክል ጊዜ ይፈጅዳል?_____

መመሪያ 2 ከዚህ ቀጥሎ በማዕከሉ ወስጥ የሚሰጠውን አጠቃላይ የሥልጠና ሂደት የሚመለከቱ ጥያቄዎች ቀርበዋል። እባክዎን ለእያንዳንዱ ጥያቄ ከቀረቡት አምስት የምላሽ ደረጃዎች ውስጥ መልስ ሊሆን ይችላል ብለዉ የወሰኑትን አማራጭ ከጎኑ ባለዉ ሳጥን ውስጥ ምልክት በማስቀመጥ ይመልሱ። የምላሽ ደረጃዎቹ አፅጎሮተ ቃላት እንደሚከተለዉ ይሆናል ፤ በጣም አስማማለሁ / በ/እስ / ፣ እስማማለሁ /እስ/ ፣ ለመወሰን ወከብዳል /ለ/ይ/፣ አልስማማም /አል/፣ እና በጣም አልስማማም /በ/አል/ በተጨማሪም ለተጠ የቁት ጥያቃዎች ማብራሪያ ወይም የተለየ ምላሽ ካለዎት በተሰጠው ክፍት ቦታ በመሳፍ ይመልሱ።

1. የመማሪያ ክፍሎቹ ለሰልጣኞች ምቹ ናቸው።
   በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

   ለጥያቄ 1 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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2. የማሰልጠኛ ማዕከሉ ማራኪ ነው።
   በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

   ለጥያቄ 2 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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3. የማሰጠኛ ማዕከሉ አማካኝ በሆነ ሥፍራ ላይ ይገኛል።
   በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 3 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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4. በመሰጠት ላይ ያለው ስልጠና የሰልጣኞችን ፍላጐት መሠረት ያደረገ ነው።
   በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

5. ስለጠናው ችግር ፈቺ ነው።
   በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 5 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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6. የስልጠናው አሰጣጥ ማራኪ/አስደሳች ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 6 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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7. ስልጠናው የሚሰጥበት ወቅት ለሰልጣኞች ምቹ ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 7 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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8. ስልጠናው የሚሰጥበት ጊዜ ለሰልጣኞች ምቹ ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 8 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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9. በአስልጣኞች ምልመላ ወቅት ሰልጣኞች ተሳትፎ ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

10. ሰልጣኞች ተፈላጊ የስልጠና መሰኮችን የመለየት የዳሰሳ ጥናት ላይ ይሳተፋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

11. ሰልጣኞች የመማር ማስተማር ዘዴዎችን በመምረጥ ሥራ ላይ ተሳትፎ ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

12. የስልጠና ሰዓት የሚወሰነው ከሰልጣኞች ጋር በመመካከር ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

13. ሰልጣኞች በስልጠና መርሃግብር /program/ ምዘናና ግምገማ ላይ ይሳተፋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

14. ሰልጣኞች በአሰልጣኞች ግምገማ ላይ ተሳትፎ ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

15. የስልጠና ሞጁል በሚዘጋጅበት ጊዜ ሰልጣኞች ሀሳብ እንዲሰጡ ይጠይቃሉ /ይሳተፋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

16. ሰልጣኞች በክፍል ወስጥ ትምህርት ወቅት ንቁ ተሳትፎ ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ16 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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17. በሰልጣኞች በተግባራዊ ትምህርት ወቅት ንቁ ተሳትፎ ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 17 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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18. ሰልጣኝ ገበሬዎች በማዕከሉ ውስጥ በሚካሄዱ የምርምር ሥራዎች ላይ ይሳተፋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ18 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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19. ማንኛውም ገበሬ በማሰልጠኛ ማዕከሉ በሚሰጠው ስልጠና የመሳተፍ እኩል መብት አለው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 19 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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20. ሰልጣኝ ገበሬዎች ለስልጠና የሚመለመሉባቸው መስፈርቶች ተገቢ ናቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 20 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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21. በአሁን ወቅት በስራ ላይ ውለው የሚገኙት የመመልመያ መስፈርቶች በአግባቡ በሥራ ላይ ይውላሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 21 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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22. አሰልጣኞች ከሰልጣኝ ገበሬዎች ጋር የሰመረ ግንኙነት አላቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

23. አሰልጣኞች እርስ በርሳቸው ተሰማምተው ይሰራሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

24. አሰልጣኞች ከሌሎች ባለድርሻ አካላት ጋር በመተባበር ሥራቸውን ይሰራሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

25. አሰልጣኞች መልካም ባህሪ ዓላቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

26. አሰልጣኞች በአካባቢው ህብረተሰብ አክብሮት ይሰጣቸዋል፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

27. አሰልጣኞች በቂ የሆነ ሥራን አስተባብሮ የማሰራት ችሎታ አላቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

28. አሰልጣኞች ችሎታ ያላቸው ወይም በሰለጠኑበት የሙያ መስክ በቂ እውቀት ያላቸው ናቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 28 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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29. አሰልጣኞች ዘወትር በሥራ ገበታቸዉ ላይ ይገኛሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

30. አሰልጣኞች በክፍል ውስጥ የመማር ማስተማሩ ሂደት በጓደኝነት መንፈስ እንዲካሄድ ጥረት ያደርጋሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 30 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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31. በአልጣኞች በሥራ ላይ የሚውሉትን የተለያዩ የማሰልጠኛ /ማስተማሪያ ስልቶች ሰልጣኝ ገበሬዎች ይወዷቸዋል፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

32. አሰልጣኞች ሳቢ የሆነ ትምህርትን የማቅረቢያ ስልት ይከተላሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

33. አሰልጣኞች የተለያዩ እንደ ቻርት፣ ስዕሎች ፣ ቢድዮ እና የመሳሰሉ የትምህርት መረጃ መሳሪያዎችን ይጠቀማሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 33 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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34. አሰልጣኞች በክፍል ውስጥ ለሚጠየቁ ጥያቄዎች ምላሽ ወዲያውኑ ይሰጣሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

35. አሰልጣኞች ለሰልጣኝ ገበሬዎች የግብርና ልምድ እና እውቀት ተገቢውን ዋጋና አክብሮት ይሰጣሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

36. በስልጠናው ሂደት ሰልጣኝ ገበሬዎች ስህተት በሚፈጽሙበት ወቅት አሰልጣኞች እነሱን የሚያሸማቅቅ አስተያየት/ነቀፋ ይሰነዝራሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

37. አሰልጣኞች አልፎ አልፎ ዘና /ፈገግ የሚያደርጉ ቀልዶችን ይናገራሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

38. አሰልጣኞች የሚጠቀሙበት ቋንቋ ግልጽና ቀላል ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 38 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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39. አሰልጣኞች የተማሪዎችን የትምህርት አቀባበል ለመመዘንና ለመገምገም የዕሑፍ ፈተናን በዋናነት ይጠቀማሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

40. አሰልጣኞች የስልጠና ሞጁሎችን (የመማሪያ መፅሀፍት) ይዘት ለስልጠና ማዕከሉ ተስማሚ በሚሆን መልኩ አስተካክለው ያዘጋጃሉ፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

41. የሥልጠና ሞጁሎች ይዘት ከአካባቢው ሰልጣኞች ተጨባጭ ሁኔታ ጋር በጣም አብሮ ይሄዳል/ ይስማማል፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

42. የስልጠና ሞጁሎች ሰልጣኞች እለት እለት በሚግባቡበት፣ ቀላል እና ግልጽ በሆነ ቋንቋ ተዘጋጅተው የቀረቡ ናቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 42 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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43. የሥልጠና ሞጁሎች ሳቢና ሰልጣኞች እንዲጠቀሙባቸው የሚጋብዙ ናቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

44. የስልጠና ሞጁሎች አዳዲስ ቴክኖሎጂን ወይም የምርመር ግኝቶችን የሚያስተናግድ/ ይህን የሚያመለክት ሥፍራ አላቸው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

45. በስልጠና ሞጁሎች ውስጥ ያሉ ይዘቶች ቅደም ተከተል ለስልጠናው ሂደት በሚመች መልኩ የተቀመጠ ነው፡፡

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

46. የእያንዳንዱን ሞጁል ይዘት ለመሸፈን የተሰጠው ጊዜ ትምህርቱን ያለጥድፊያ ለመጨረስ በቂ ነው።

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለተራ ቁጥር 46 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ እባክዎ ችግሩ የተስተዋለባቸውን ሞጁሎች በቅደም ተከተል ይዘርዝሯቸው

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47. ለእያንዳንዱ ሰልጣኝ ገበሬ የሚዳረስ በቂ የሆነ የሞጁል አቅርቦት አለ።

በ/እስ/☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 47 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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48. በማዕከሉ ውስጥ ስልጠናውን ለመተግበር አስፈላጊ የሆኑ ነገሮች በሙሉ ተማልተዋል።

በ/እስ/ ☐ እስ/ ☐ ለ/ይ ☐ አል/ ☐ በ/አል/ ☐

ለጥያቄ 48 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለፁ

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Appendixes C

Interview Protocol

Discussion points for the interview to be conducted with the extension experts in MoARD, BoARD, ZAD and WAD offices

1. What is the profile of the curriculum designing committee?
2. Do you make a need assessment?
   2.1 Whom do you identify as stakeholders for needs assessment?
   2.2 Do the coordinators, facilitators and trainees /farmers participate in the curriculum design work?
   2.3 How do you relate the needs identified nationally with local needs?
3. What are your focal areas?
   3.1 Do your program areas integrate different aspects like education, health, family guidance and civic and gender issues?
   These aspects are believed to improve the life of the society, if they are included in such development programs?
4. How do you go about the designing of the curriculum?
   4.1 Do the designed curriculums contain course descriptions, content, objectives and modes of evaluation? And of course, does this include time allotment, course load, and the decision over the language to be used? Whose objectives are written there?
   4.2 Do you prepare facilitators'/ teacher's guides?
   4.3 Are there suggested activities and instructional materials for each topic?
   4.4 Do program areas, themes, units and main topics answer the various needs of individuals and the community through a more practical approach?
   4.5 Which model of curriculum development do you fallow /if there is any/? Have evaluated the existing FTC curriculum? When?
5. Does the design allow flexibility of application?

5.1 Is there a room for flexibility in the design which allows coordinators and facilitators to be creative, innovative and interested with facilitation/teaching? / Is there a room for DAs to intervene /adjust/ seek solutions for problems?

5.2 How do the designs respond to the different requirements of technological packages which are continuously changing and variable for crop and animal production modules?

- The need for adapting packages to meet the agro ecological component
- The need for identifying and using indigenous knowledge
- The need for research undertakings and practical application

5.3 How do the design allowed a space to include new information from linkage and net working with research?

5.4 Is the design process (model) linear or cyclic?

6. What is the organization and management of the FTCS?
7. How do you explain the training of the facilitators?
   7.1 How do you select the facilitators and coordinators?
   7.2 Initial (College) training
   7.3 Continued (on job) training
8. How do you perceive the job satisfaction of the facilitators?
   8.1 Remuneration
   8.2 Carrier structure
   8.3 In-service training opportunities
   8.4 Turnover
9. How do you explain the training of farmers in terms of:
   9.1 Accesses
   9.2 Enrolment

Appendixes D

Focus Group Discussion Guideline

Discussion points for focused Group Discussion with Woreda experts, PA representatives, coordinators, facilitators, and trainee farmers.

Part I

1. Did the community support the establishment of the training center morally, economically, materially or with labor?
2. What does the management and organization of the FTC looks like?
   - 2.1 To which body it is reporting?
   - 2.2 Which technique(s) of management is/are followed in the FTC? Does/Do this/these technique(s) permit participatory management/ training, need assessment, planning, implementation and evaluation?
   - 2.3 Are there clear and detailed FTC working guidelines?
     - 2.3.1 Are there job descriptions?
     - 2.3.2 Are there employees' profile?
     - 2.3.3 Are there criteria for establishing different committees, which define; like for whom to report; who the members are; and what their responsibilities are?
     - 2.3.4 Who is carrying out trainees' recruitment? How it is being applied? Are the criteria strictly followed? Is it participatory?
     - 2.3.5 Who are participating in monitoring and evaluation of the FTC activities?
3. Did the establishment of the center bring a significant change in the farming system practice in your locality?
4. What efforts have been underway for the sustainability of the training centers in the locality by different stakeholders?
   - 4.1 Are there partners, other than government, which give support for building the capacity of the centers?
     - 4.1.1 In providing physical facilities

4.1.2 In providing trainings

4.1.3 In providing educational materials

4.1.4 In research

4.2 What can the different stakeholders contribute to increase the income generating capacity of the training center?

5. Has ever the center faced any problem(s) during the implementation of its training program?

5.1 Unnecessary workload

5.2 Mismatch between module portions and time allotment

5.3 Teaching load (periods per a facilitator)

6. Do you have any suggestion(s) relevant to this study? If so, please state it or them.

I have some questions related to the training provided in ATVET colleges forwarded to Woreda expert, coordinator and facilitators. Therefore, for the rest of you I am so grateful for your cooperation.

Thank you very much!

Part II

7. Did the ATVET training enable you to be effective FTC facilitators? How?

7.1 How do you implement the training in the training sessions being given in the center?

7.2 During the training, did you get adequate skills on the following topics:

7.2.1 Adult learning

7.2.1.1 Who should determine what to learn?

7.2.1.2 Who should determine when to learn?

7.2.1.3 Who should determine where to learn?

7.2.1.4 Learner centered learning process

7.2.1.5 Learning should be related to real life problem

7.2.2 Facilitation

7.2.2.1 Helping people to analyze their problem and search solution

7.2.2.2 Create an ideal climate for learning of adults based on mutual understanding

7.2.3 Needs assessment

7.2.3.1 Baseline surveys and needs assessment techniques

7.2.3.2 Situation and context analysis

7.2.3.3 Need prioritization

7.3 Is there any problem that you have faced in your day to day work due to lack of training? If there is, what do you suggest to be included in the ATVET colleges' or on the job trainings' contents?

Thank you!

Appendixes E

CLASSROOM/DEMONISTRATION/FIELD TRIP OBSEVATION CHECKLIST

Center _____
Subject _____
No of Students _____
Duration of Observation _____

Date _____

Observer Descriptions						Activity	
Facilitator Activities			Time Taken	Student's Activities		Method Used	Time in Minute
	Yes	No			Yes	No	
I. Lesson Plan							
a)Clearly lays out what is to be done and achieved							
b) Indicated the different styles of presentations to be used (Visuals, slides, posters, models, demonstration sites etc.)							
c)Includes plans relieve any anxieties trainees might feel							
II. Facilitation Stage							
1.Introduction/Early stage (Group Method used for creating awareness)							
a)Revision using							
o Giving highlight of previous lesson				Listen attentively to revision			
o Asking trainees questions on earlier lessons				Respond to question			
b) Orientations using/ Giving right directions							
o Disclosing the issues or questions for discussion							
o Informing questions to be answered after the lesson is completed				Taking notes and use them as guidelines for discussion			
o Asking participants to form subgroups & to nominate chair persons and reporters				Select their representative democratically			
o Clarifying the responsibility of the sub group and chair persons and reporters				Select their question democratically			
o Informing participants the allotted time for discussion				Complete discussion within the time frame			
2.Decline of responsibility to group				Assert authority over training			
o Moving around the sub group to clarify doubts and enable them resume the work				Participating actively in discussion and ask for help when necessary			
3.Reclaim of Authority							
o Asking the subgroups to reassemble to form the larger group				Reassemble quickly and be ready			
o Ask a chair person to reflect the groups' ideas and manage the feedback concisely				Reflect their groups' ideas and listen to others ideas			
o Motivating others to share if they have any unique reflection				Forward if there is any			
o Summarizing the report and sharing his experience and knowledge				Listen attentively and compare and make self assessment			

III. General Learning Conditions

- Does the facilitator display skills in noticing and solving the trainees' problems?
- Are feedbacks given in a good manner and immediately? Like criticizing performance not person
- Is there an informal relationship b/n the facilitators and trainees?
- Has the facilitator a warm personality with ability to bring the trainees together and control them without damaging them?
- Does he use simple and clear language?
- Is the learning atmosphere an interesting one?

Appendixes F

Farmers Training Center Observation Checklist

Center Observed _____

Date of Established _____

No. of Trainees _____

Duration of Observation _____ Date _____

S.N	Items	Yes/ Size/No	No	Remark
1	Workshop			
	Size			
	Equipment: woodwork and metal working tools			
	Safety features			
	Ventilator			
	Machines			
2	Demonstration farms			
	Types of production			
	Size: animal shelter/ pond/hive/ plot			
3	Classrooms			
	Size			
	Equipment: table chair blackboard			
	Illumination			
	Ventilator			
4	Office			
	Size			
	Furniture			
	Secretary			
5	Store			
	Size			

	Tools: different farming tools			
	Training materials: manuals, modules guides			
	Supplies: paper, pen, fuel			
	Teaching aid: boards, tape-recorder TV set, Computer, DVD player, cassettes, VHS tape, CD, printer, overhead projector			
6	Library			
	Size			
	Equipment: tables, chairs shelves			
	Books Leaflets, brochures, pamphlets, Photocopied documents, Handouts, Electronic media			
	Type of service: circulation, lending			
	Organization			
	Accessibility: open/clause			
7	Center fence			
8	Pipe water			
9	Latrines: Males / Females			
10	Lodges			
11	Generator			
12	Shelter for guards			
13	Means of transport			
14	Product storage mechanism			
15	Other structures			

Appendixes G

Reliability Statistics

Cronbach's Alpha	N of Items
.675	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q1	207.9286	146.379	.405	.	.665
q2	207.7143	144.374	.163	.	.671
q3	207.8571	144.593	.593	.	.661
q4	208.1429	143.055	.666	.	.657
q5	207.9286	144.225	.452	.	.661
q6	207.7143	133.451	.358	.	.653
q7	207.9286	147.456	.314	.	.668
q8	208.0714	147.148	.324	.	.667
q9	208.7143	131.604	.614	.	.636
q10	208.7857	130.335	.617	.	.634
q11	208.2857	130.220	.560	.	.637
q12	208.1429	145.978	.233	.	.668
q13	208.6429	142.093	.354	.	.660
q14	209.0714	128.379	.779	.	.625
q15	210.0714	127.610	.567	.	.633
q16	208.0714	146.533	.374	.	.666
q17	208.0714	151.764	-.042	.	.678
q18	208.1429	149.055	.174	.	.672
q19	208.3571	140.247	.407	.	.656

q20	208.3571	142.863	.417	.	.659
q21	208.2143	158.181	-.241	.	.704
q22	207.6429	153.632	-.333	.	.681
q23	207.7857	152.951	-.155	.	.680
q24	207.8571	151.516	-.021	.	.677
q25	207.4286	150.879	-.026	.	.683
q26	207.6429	150.709	.109	.	.674
q28	207.6429	149.324	.321	.	.671
q29	207.8571	150.901	.032	.	.676
q30	207.7857	152.797	-.141	.	.680
q31	207.8571	149.516	.153	.	.672
q32	208.0000	146.923	.346	.	.667
q33	208.5000	133.654	.497	.	.644
q34	207.9286	148.841	.198	.	.671
q35	207.7857	149.566	.168	.	.672
q36	208.4286	170.110	-.561	.	.725
q37	207.5000	165.808	-.388	.	.724
q38	208.1429	143.670	.478	.	.660
q39	210.5000	158.577	-.281	.	.700
q40	208.2143	169.412	-.428	.	.735
q41	207.9286	149.456	.147	.	.673
q42	208.2143	140.489	.461	.	.655
q43	208.7143	133.451	.520	.	.643
q44	208.5714	143.033	.418	.	.660
q45	208.0714	139.764	.408	.	.655
q46	208.7857	138.951	.372	.	.656
q47	209.5000	165.038	-.484	.	.713
q48	209.0000	151.692	-.064	.	.690
q49	209.3571	147.324	.107	.	.674
q50	209.5714	144.725	.326	.	.664

Declaration

This thesis is my original work and has not been presented for a degree in any university and that all sources of material used for the thesis have been duly acknowledged.

Name: Ephrem Meseret

Signature: _____

Date: 08/07/09 E.C

This thesis has been submitted for examination with my approval as University advisor.

Name: Dr. Ambisa Kenea

Signature: _____

Date: _____