

**SOME DETERMINANTS OF RURAL ADULTS'  
VOLUNTARY PARTICIPATION IN  
NONFORMAL TRAINING PROGRAM  
PLANNING: THE CASE OF WESTERN  
OROMIYA**

**BY  
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**SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**

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## ABSTRACT

The purpose of this study was to assess the current state of rural adults' participation in the planning of NFE at the selected CSTCs. Furthermore, it was intended to identify some of the influential hindrances against the desired level of participatory adult training program development at the centers.

The study was conducted at fifteen CSTCs that are found in Western Oromiya. A total number of 177 subjects were included in the study. Among these, 18 female respondents, 45 facilitators, and 106 male adult trainees were selected through availability, purposive, and simple random sampling techniques respectively. Moreover, 8 informants engaged in Adult and NFE at zonal and regional level were also included.

Two types of questionnaire and structured interview were used to collect the data. In addition, observation and document analysis were made to obtain further information. The percentage, the Chi-square test, the correlation and one-way ANOVA were employed to analyse the data.

The study indicated that the level of target groups' participation in the planning of NFE and training was nominal. From the findings, the facilitators and adult trainees differed significantly in ranking learning priorities ( $r=0.26$ ). Similarly, the weak relationship between the adults enrollment and their actual learning preference ( $r=0.26$ ), witnessed that the courses were not need-based. The one-way ANOVA administered between the sample zones indicated that the trainees had low expectations about the outcomes of the program. Finally, in the findings the situational, organization and management, structural, political and target groups characteristics were identified to be the major factors that influenced both the groups (beneficiaries and benefactors) against the desired level of participation.

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**ABBREVIATIONS**

The following acronyms appear in the text as stated here under.

ADLI -	Agricultural Development Led Industrialization
CSTCs -	Community Skills Training Centers
GDP -	Gross Domestic Product
NFE -	Nonformal Education
NGO -	Non-Government Organization
PAs -	Peasant Associations
MOH -	Ministry Of Health
MOA -	Ministry Of Agriculture

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

### INTRODUCTION

#### 1.1 Background of the Study

The current literature on Adult Nonformal Education (NFE) stresses that without participation, there is no effective learning and, consequently, no development. For example Moleko and Betz (1995:60), Vella (1994:21), Mc Givney and Murrey (1991:9) maintain that adults' participation in Nonformal Education is a necessary condition for local development. Thompson (1995:61) also emphasizes that the participation of rural adults in the planning, implementation and evaluation processes of Nonformal Education (NFE) is a crucial strategy to mobilize local resources and to improve the life of the people. Nevertheless, in a given learning environment, though adults' participatory training program planning and learning is claimed to be a key factor to grassroots development, not all forms and levels of participation enable target groups to be at the center of the planning process. Furthermore, factors that emerge from both beneficiaries and benefactors seem to influence the desired level of trainees' participation rather negatively.

In most rural communities, despite the vitality of participatory nonformal training program development, adult learners appear to be alien to the planning, implementation and evaluation processes of the educational activities. A study made by Acharya and Verma (1996:357-360) for example, indicates that in rural areas, holding other conditions constant, the competence and commitment on the part of change agents to initiate and design viable approaches that suit the target groups in specific learning environment is a critical factor. In relation to this, the studies made by Ecieher and Doly (1982:123); The World Bank (1988:45); Chambers (1982:83) reveal that factors affecting rural adults' participation include, target group characteristics,

competence of change agents and resource management. With regard to target groups, the studies also imply that rural adults are performance-oriented. For example, in Herbert's (1996:209) opinion, rural adults value each activity in relation to solving their major problem.

According to Rogers (1992; 189), participatory adult learning places the learner to be at the center of planning and decision making process. The same author also notes the key role of facilitators in initiating willing participation. With regard to the need of individual adult learner, however, not all prioritized learning needs are necessarily beneficial both at micro (individual) and macro (community) level. Therefore, the need for the congruence of the interest of different groups and actors towards a common objective is crucial.

Active participation basically entails the communality of the interests of actors. Their participation is meaningful as it leads them to show responsible involvement and contribution towards achieving a definite objective. With this, the form of participation entails a dynamic mutual understanding and interaction of different groups for a common purpose and goal (Paul, 1987:22). The process, according to Narayan (1995:112), involves the sharing and joining of all the actors (beneficiaries and benefactors) in both the quantitative and qualitative aspects of the dimensions of full participation.

The Ethiopian Education and Training Policy ( TGE, 1994 ) emphasizes that the overall objective of Adult and Nonformal education and training program is promoting and sustaining integrated rural development through voluntary participation of local community members in all organized learning programs. Nevertheless, the research findings of Cernea(1992:17) stress that such desired level of participation, however, neither emerges from vacuum nor develops overnight. The desired level of rural adults active participation in NFE is subject to be influenced by a number of interrelated factors both from within and from without the target groups. Thus, it is important to critically investigate the factors that perhaps affect adults trainees' participation negatively in a specific learning environment.

## 1.2 Statement of the Problem

Ethiopia has a population of about 56 million people with a rapid growth rate of 3.2% per annum. Nearly 85% of this population live in rural areas (CSA, 1994). At the same time, among the total population almost half (49.8%) of them are women and the illiteracy rate is as high as 80.4% (PHRD, 1996:35). Perhaps due to this rate of high illiteracy, the people have been subjected to backward 'technologies' in use for centuries. As a result, the people depend on subsistence farming and livestock production, which do not meet their minimum basic needs. Owing to the social and natural factors, it can be argued that the rural people of Ethiopia mainly lack appropriate knowledge and skills that enable them to change their way of life and production practices.

On the other hand, since 1948, national attempts have been taking place in the area of Nonformal and basic education for rural development. Particularly, in the Dergue regime, on top of the massive rounds of national literacy campaigns, the Community Skills Training Centers (CSTCs) were claimed to be important institutions to raise the level of indigenous skills and to promote appropriate technologies in the rural communities. Each year, a CSTC was expected to train 120 persons in 40 peasant associations (MOE, 1975:2). Accordingly, adult training courses comprising four major areas (Agriculture, Crafts Technology, Health and Community Organization) were given to the centers in normal duration (three-four months), and in the form of short courses and seminars (Lasting two-three weeks) (MOE, 1975:5-6). As a result, until 1991, 183,721 rural adults out of whom 33,000 are female were trained in different skills in 408 CSTCs established in the country (Tekeste Negash, 1991: 71).

Duly noting the indicators of involuntary participation that prevailed then is a principal step for tasks ahead. Prior to 1991, a study made by Yousuf Omer, et.al, (1988) show the fact that adults' learning need was marginal. The quantitative aspect of the rate of participation (enrollment) of rural adults in the training centers was also significantly low. Based on the national census made (1994), the aggregate proportion of trained adults accounts only for 1.3% of

the total rural adult population. When it comes to the rural women, the proportion is worse. In the qualitative training program evaluation, although detail studies have not been still made, in 1991, (i.e., during the change of government) the looting and damage inflicted on the training centers by the surrounding community was a good indicator of its involuntary participation in the planning and implementation of the training programs given at the centers.

Recently, a report released by the Education Bureau of Oromiya (1997), disclosed that the training programs hardly promoted adults' participation and, made little improvement on the livelihood of the rural adults. Similarly, the studies made by Tasew Zewdie, et.al. (1995) and that of Abebe Ghedie(1997) on the evaluation of community training centers in the Amhara and Tigray Regional States respectively, reveal that the overall strategies of the training programs at the CSTCs lacked vitality.

Ethiopia is undergoing change since 1991. It has adopted a new direction of rural centered development on the basis of decentralization. The strategy mainly focuses on rural adults' active participation both in learning and development interventions. The decentralized education system also emphasizes the need for community participation in the planning, implementation and evaluation of the educational programs (TGE, 1994).

To this effect, the education and training policy points out a strategy of basic education for all citizens. Accordingly, basic education will focus on "literacy, numeracy, environment, agriculture, crafts, home science, health service and civics focusing on enabling the learners to develop problem solving attitudes and abilities" (TGE, 1994:15-16). In accordance with the new economic policy, the focus on Agricultural Development Led Industrialization (ADLI) reflects the need to paying equal attention to need based farmers training.

Basically, rural adults themselves know their problems and learning needs better than the authorities who act on their behalf. At the same time the principles of the psychosocial and motivations of adult learning maintain the vitality of adults involvement in all aspects of the decision making process as

of program development. On top of this, the purpose of decentralization mainly entails the promotion of meaningful participation in organized learning and local development.

Despite the potential conditions that help to facilitate target groups' involvement, rural adults participatory training program planning is still in question. The few studies made in the field since 1991 indicate that in rural areas the participation of adults in nonformal education programs is a sensitive problem that seeks due attention. Recently, in his study on the management of nonformal educational programs run by NGOs, Kasahun Asseffa (1997), concluded that the role of the target groups in program planning is weak.

Since 1991, In the Regional State of Oromiya, rural adults are expected to participate actively in the planning of Nonformal training program planning at the CSTCs. However, empirical information regarding the extent to which participatory adult learning is promoted is lacking. At the same time, no recent studies have been conducted in relation to the decentralized education system on factors which are strongly influential in either encouraging or discouraging the target groups to exercise the desired level of participation. This study, is therefore, planned to assess the current state of rural adults' participation in the program development of training. Furthermore, it intends to identify some of the barriers to the planning of participatory training program in the selected zones of the Regional State of Oromiya.

### **1.3 The Objective of the Study**

#### **1.3.1 General Objectives**

The main objective of this study is to assess the current state of rural adults' participation in sample Nonformal training programs given at Community Skills Training Centers (CSTCs). It also intends to identify the major obstacles against voluntary participation of rural adults and to suggest viable strategies for promoting need based active participation Nonformal training programs.

### 1.3.2 Specific Objectives

- a) To identify the most active target groups currently participating in the program
- b) To assess the degree of involvement of the target groups in the planning, implementation and evaluation processes of the training program
- c) To evaluate the competence level of training program facilitators (coordinators and trainers) in enhancing adults' participatory learning at the centers
- d) To examine the degree of co-operation and linkage of local development offices in resource utilization and exchange of information pertaining to programs given at the centers
- e) To identify the major factors that hinder rural adults from taking active part in need based training program development at the centers

Hence, the following basic questions will be raised to achieve the purpose of the study.

- a) Which rural adult groups are the most active participants in the Nonformal training programs being given at the centers?
- b) To what extent the target groups participate in the planning, organization implementation and evaluation processes of the nonformal training programs?
- c) Is there any relationship between trainees' personal attributes and the type of learning needs prioritized? If there is a relationship, which personal/ social characteristics have significant influence on prioritizing the learning needs?
- d) What is the program facilitators' (coordinators and trainers) educational background and experience in relation to facilitating participatory adult learning at the centers?

- e) To what extent do the training centers and local development agencies work cooperatively in planning, organizing and implementing of adult nonformal training program?
- f) What are some of the major hindrances to voluntary participation of rural adults need-centered training program development?

#### **1.4 Significance of the Study**

Nowadays Ethiopia is undertaking a rural centered Agricultural Development Led Industrialization (ADLI) strategy. The strategy requires the active participation of the rural community, local developmental institutions, and other groups. At the same time, the decentralized education system emphasizes the need for community participation in all spheres of the planning, implementation and evaluation of educational programs. This study therefore, is significant for the following reasons:

- a) The study is expected to identify the state of participation of rural adults at CSTCs. It is hoped that the finding of this study will give some insight into the strategies for promoting community participation. Hence, it may help the concerned authorities and institutions to device appropriate means and ways for building and sustaining community participation.
- b) The study is also hoped to revitalizing the adult nonformal training program in rural villages.
- c) The study may also help other researchers to take an in-depth study of the problem.

#### **1.5 Delimitation of the Study**

Nonformal Education (NFE) is multivariate in its programs, clientele and agents. Hence, this study is delimited to the state of participatory planning management of those organized training programs normally provided to rural adults in Community Skills Training Centers (CSTCs) found in three western zones of the Regional State of Oromiya.

Western Oromiya was selected as the setting for the study because; 1) According to the Education Bureau of Oromiya (1997:2), nearly 75.6% CSTCs that survived the infliction of looting and damage following the change of government in 1991, are found in Jimma, eastern Wellega and Illubabor zones 2) These zones are considered to have relatively similar economic, social, geographical and natural environment which the researcher believes to have a positive effect in regulating extraneous variables in terms of data analysis; 3) Most of the CSTCs in these zones are also believed to have relatively better information essential to the study.

In assessing the state of participation of rural adults in the training programs given at the CSTCs, this study deals only with the degree of adult learners involvement related with the identification, prioritization, implementation and evaluation of the learning needs and pertaining major inhibiting factors.

#### **1.6 Limitations of the Study**

The study is made on fifteen CSTCs found in three administrative zones of western Oromiya. Thus, the findings identified and the conclusions reached may not be representational of the current state of rural adults participation in nonformal training program throughout the regional state.

In time of sampling, although all the female subjects found at the sample centers were included in the study, their actual number was found to be too small for statistical analysis. Hence, no separate statistical analysis and conclusions have been made about female participation.

To collect data from the target groups, especially from the trainees, interview would have been more relevant. However, due to lack of time and finance, the researcher was forced to use the questionnaire in addition to supplemental observations.

## 1.7 The Research Design and Methodology

This study is aimed at assessing the current state of participatory training program development found at CSTCs of rural areas of western Oromiya. Since this study tries to focus on the rural adults' actual involvement in the nonformal training program planning, a descriptive survey approach was felt relevant. The approach is chosen with the assumption that it could help to disclose some of the major barriers of rural adults' active participation in a relatively short period of time.

### **1.7.1 Sampling Procedure**

There are 33 CSTCs in the three western administrative zones of Oromiya. Out of these, 24 training centers are in Jimma, Illubabor and eastern Wellega respectively and have been functional since the first week of January 1998.

For the purpose of data collection, five active training centers were drawn using the simple random sampling technique. From each zone, hence, five training centers, (all together 15 training centers) which covered 62.5% of the total number of the centers under function were included in the study. (The list of the Weredas where the training centers are located is annexed). The sample size covered 73 % of the male trainees, (100%) of the female trainees, and 85% of the facilitators (trainers and coordinators) who are currently found at the centers. More specifically, a total of 177 respondents were included in the study. The simple random, availability and purposive sampling techniques were employed to select the respondents. Female subjects were drawn through availability sampling technique. The purposive sampling technique was applied for the training program coordinators. In drawing the male trainees, the simple random sampling technique was used.

In addition, the type of training courses and the number of attendants at each center were also taken into consideration. Thus, the information obtained from 177 respondents, i.e., 124 (106 male and 18 female trainees), 25 trainers and

20 coordinators and 8 concerned personnel at the zonal and regional level were used as data sources for the study.

### **1.7.2 Instruments and Procedures of Data Collection**

Three basic instruments were used for collecting data for this study. These are questionnaire, interview and document analysis.

#### **1.7.2.1 Questionnaire**

Two kinds of questionnaire were initially prepared in English. They subsequently translated into Oromiffaa to be filled out by adult trainees and training program facilitators (both trainers and coordinators).

Type A questionnaire that was prepared for the facilitators (adult Trainers and coordinators) has six parts. The first part was concerned with background information. The second part dealt with the training program facilitators' perceptions of the learning needs and priorities. This helped to get information about the degree of conformity between adult learners' and program coordinators' perception of the training courses given at the centers. Part three was mainly designed following Likert's scale of rating to see the degree of co-operation between local development agencies and the training centers. It helped to identify the local co-partner agencies, area of linkage and the degree of co-ordination in the training program development. Part four was designed to see whether or not adult learners are involved in the planning, organization and evaluation of the training program development. Part was designed to collect information about the major variables which appear to be obstacles in the participation of rural adults in the training program. Under the main variables depending on Likerst's scale, items were designed to be rated from the most strongly influential (value = 5) to the least influential (value = 1). This serves whether or not the

different groups perceive the obstacles in the same way and magnitude. In part six recommendations were forwarded to be rated by the respondents from the most strongly accepted (value = 5), to the least strongly accepted (value = 1). The items generally seek opinions on how to improve participatory learning of rural adults. In the final part, some open ended questions were also included.

Similarly, the questionnaire for adult trainees (type B) was designed to cross check with the information obtained from the training program facilitators. To administer the questionnaire type 'B', assistants were mobilized to assist illiterate respondents to fill out the questionnaire. The assistants were given some orientation on how to help the illiterate subjects.

#### **1.7.2.2 Interviews**

Structured and unstructured interviews questions were used. The structured interview administered to Adult and Nonformal Education coordinators at the zonal and regional education bureau of Oromiya. It was mainly concerned with the problems and mechanisms of improving rural adults' participatory learning.

Unstructured interview was made with some of the Adult and Nonformal Education panel workers at the Federal Ministry of Education. On top of the data obtained through the questionnaire and interviews, the training center observations and literature review related to the issue under the study were considered.

#### **1.7.2.3 Pilot Study/ Try out of the Instrument/**

The draft questionnaire was first administered to 7 program coordinators, 12 trainers and 28 adult trainees at Sendaffa Wereda, 25kms north of Addis Ababa. After the completed questionnaire was returned, each questionnaire was examined critically to see if there

were ambiguities. During the pilot study the researcher has also received constructive comments from the respondents, especially the training program coordinators. The questionnaires were also administered to some of the researcher's friends. The feedbacks obtained from them is also worth noting. After the necessary corrections were made, the final version was prepared and administered in March 1998.

### **1.7.3 *Methods of Data Analysis***

Respondents were mainly grouped into two categories, i.e., adult trainees and facilitators. In some cases the responses of the trainers and grassroots level co-ordinators were analyzed separately. The purpose of this grouping was to make comparisons possible between different groups of respondents on the current state of participation of rural adults in the training programs. Besides, the grouping is hoped to show whether or not each of the groups has orientation and awareness about adults participatory training program planning.

Depending on the nature of the basic questions and the data collected, the percentile, chi-square test, the rank order correlation, mean deviation (m.d.) and one-way ANOVA statistical tools were employed. In testing the responses the statistical 0.05 level of significance was adopted.

## **1.8 Definition of Terms**

The key terms in the study are used as per the following definition.

**Adult:** is an individual who is regarded in his/her own culture as having assumed or able to assume the responsibilities, interests and rights (social or legal) of an adult citizen (Jarvis, 1990:5).

**Community:** a group of people residing in a defined geographical area and sharing a defined set of features or characteristics setting them apart from other communities (Jarvis, 1990; 69).

**Community Development:** the process of enriching the social, cultural, economic, political, and educational life of a geographically demarcated area, often through the process of community action, participatory community education, and development education (Jarvis, 1990:70).

**Nonformal Education and Training:** educational activity, which is outside of the established formal system and is organized to serve the identifiable learning needs of specific groups (Jarvis, 1990:244).

**Active (Voluntary) Participation:** is the process of the sharing and joining of a target population in a process of educational program development which involves sharing experience, self initiated contribution, in the program planning, decision making, implementation, and evaluation (Rogers, 1992:228).

**Rural:** areas refer to all localities that are inhabited by less than 2000 people and are not accorded an urban status by the Ministry of Urban Development and Housing of Federal Democratic Republic of Ethiopia (CSA, 1994:16).

**Facilitators:** Trainers, Change agents, Development agents, Field workers, Grassroots workers Adult educators, Extension agents, Education agents(Tilahun Workneh, 1996:37).

## **1.9 Organization of the Study**

This paper has four chapters. The first chapter deals with the background of the study and its approach. The second chapter presents the review of related literature. The third chapter deals with presentation, analysis and interpretation of the data. Summary of the findings, conclusion and recommendations are presented in the fourth chapter.

## CHAPTER TWO

### THE REVIEW OF RELATED LITERATURE

In this section an attempt will be made to review literature related to the study.

#### 2.1 Understanding the Concept 'Participation'

Nowadays, participation is regarded as the central element for development interventions. However, the term participation holds different meanings. Its interpretation differs depending on the context and discipline of the study. Accordingly, the definitions are abounding (Cohen and Uphoff, 1977:26; Korten, 1980:123; Paul 1987:96; Ghai and Hewit, 1990:65; Oakely, 1991:6-8; Rogers, 1992:182; Majid, 1995:311; Narayan, 1995:5). Most of the definitions concentrate on the role of beneficiaries and others on change agents' duty. Others focus on the process and a few on results.

Despite the varied degree of emphasis made, the definitions include the notions of sharing, joining, redistribution of power and decision making and commitment of beneficiaries in development activities.

According to Yeraswork Admassie (1995:43\_47) there are two general models of participation. One is the instrumental model, which is characterized by passivity of the beneficiaries in decision making. On the other hand, the radical model is claimed to be dynamic in the involvement of groups toward the decision making process.

In relation to active involvement of people, Zaudneh Yimtatu (1989:7) and Narayan (1995:12) note that the essence of participation is a voluntary process by which people exercise voice and choice to influence decisions that affect them. In view of (Oakley, 1991:7), Salmen (1989:68), Chambers (1983:125) participation may not always be voluntary, but also takes persuasive and sometimes compulsory involvement depending on the kind of government's

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Nowadays, participation is regarded as the central element for development interventions. However, the term participation holds different meanings. Its interpretation differs depending on the context and discipline of the study. Accordingly, the definitions are abounding (Cohen and Uphoff, 1977:26; Korten, 1980:123; Paul 1987:96; Ghai and Hewit, 1990:65; Oakely, 1991:6-8; Rogers, 1992:182; Majid, 1995:311; Narayan, 1995:5). Most of the definitions concentrate on the role of beneficiaries and others on change agents' duty. Others focus on the process and a few on results.

Despite the varied degree of emphasis made, the definitions include the notions of sharing, joining, redistribution of power and decision making and commitment of beneficiaries in development activities.

According to Yeraswork Admassie (1995:43\_47) there are two general models of participation. One is the instrumental model, which is characterized by passivity of the beneficiaries in decision making. On the other hand, the radical model is claimed to be dynamic in the involvement of groups toward the decision making process.

In relation to active involvement of people, Zaudneh Yimtatu (1989:7) and Narayan (1995:12) note that the essence of participation is a voluntary process by which people exercise voice and choice to influence decisions that affect them. In view of (Oakley, 1991:7), Salmen (1989:68), Chambers (1983:125) participation may not always be voluntary, but also takes persuasive and sometimes compulsory involvement depending on the kind of government's

ideology, development intervention and characteristics of the participants. According to the authors, in persuasive participation, people's involvement is regarded essential both to the individual and societal benefits even if individual participants hardly perceived the outcomes. Persuasive participation pragmatically concentrates on getting things done. The other one, compulsory participation, usually is supported by the rule of the land by which failing to participate meant a disapproval.

There is also a debate among practitioners about whether participation is a means or an end, or both. Participation as a means implies the use of participation to achieve a predetermined goal. Here, participation serves as a way of harnessing the existing physical, economic and human resources to attain the desired objectives (Walters, 1989:162). According to Paul (1987:102), Majid (1995:97) such approach to participation is favoured on the part of governments to mobilize people's effort. In effect, the authors argue that it is not only passive but it is also likely to fade away once the task is completed.

Furthermore, as Keith (1996:49) explains, those in the position of power usually seek people's participation mainly for their own advantage. Accordingly, participation may be considered compulsory to serve as a tool to secure people's compliance. Majid (1995:117-119) explains that most of the governments of the developing countries exercise a mandatory participation taking the literacy level of the people as a justification. More specifically, Majid is quoted as saying; "in these governments view even if people are given the chance to voice and choose, they hardly come up with the right ball."(1995:118). Hence, depending on the ideology of the government, those in the political power may exercise the form of participation which they think is right to mobilize citizens. Campaigns against illiteracy held in many developing countries and national services both in many developing and developed countries can be cited as a good example of the instrumental forms of participation (Chambers, 1983:132).

On the other hand, participation as an end is an active and dynamic form, which enables people to play an increasing role in development (Oakley, 1991:5-7). Such model of participation is characterized by the initiating and strengthening of capabilities of people for it enables them build confidence to be active subjects, actors and decision makers of their fate. Participation as an end makes them feel they are responsible and exercise their talents and experiences for empowerment. Empowerment, according to Rogers (1992:232), is concerned with enabling people to decide upon and to take the actions which they believe are essential for their development. The same author further stresses the key role of education for people's active participation in development process.

Participation, by its nature does not assume an ideal level and form (Narayan, 1995:10). Meaningful participation is not something to be given; rather it is a dynamic process to be developed from within. Furthermore, effective form of participation is mainly determined by the commonality of defined needs and commitment of beneficiaries and benefactors at all levels of the development process to generate self-initiated learning and sustain able commitment (Brestecher, 1985:64; Oakley 1991:6; Narayan, 1995:75). Thus, as far as the essence of participation is concerned, the main issue that merits prior attention is defining the common needs of actors.

Meaningful participation is influenced by a number of factors. In many studies structural problems are one of the major factors that determine peoples participation. According to the findings of Cernea(1992: 68), the degree of public participation in government's initiated development program is essentially a matter of social organization. Similarly, Harris (19992:29) also found that confidence built between community leaders and residents is the most important factor to address local development. Siñesh (1991:90) also discovered that effective participation is dependent on a democratic decision making process. Narayan(1995:73), based on the evidence of the success of 121rural projects, came up with a finding that participation is mainly a factor of decentralization of planning, implementation, resource capacity and political commitment. In relation to this, Gajanayakees (1993:134) and Oakley

(1991:236) emphasize that centralism by its very nature is an obstacle to grassroots participation. In the Ethiopian context the present study will take interest in assessing the extent to which decentralization helped the target groups to take part in the planning of Nonformal training programs at the CSTCs.

## **2.2 *The Need for People's Participation in Development Interventions***

Advocators in the field (Richards 1985; Chambers, 1983; Bower, 1982; Cernea, 1995; Salmen, 1989;), strongly argue that participation is the basis for grass root development. They emphasize that sustainable development can only be ensured through people's participation. Besides, they justify that people are resourceful, rational and have indigenous knowledge that could make bottom-up development possible.

Uphoff (1986: 425-426), Oakley (1991:10-12), list some of the benefits of promoting people's participation:

- a) more accurate information about needs, priorities and capabilities of local people, will be obtained;
- b) mobilization of local resources favours to augment or even substitute the central resources;
- c) improved utilization of facilities and services will be attained;
- d) more reliable feedback could be generated;
- e) building local institutional capacity through the confidence of people sharing responsibility for innovation and action is possible;

Despite the widespread recognition of the importance of participation in development, not all are convinced of its clear practical advantage. Authors like Midgeley (1986:13), Grownlea (1987:605), argue that participation is stronger in rhetoric than in reality; and it is more illusory type. Furthermore, in many countries, planners say that it has potential risks. The risks include:

- a) over – involvement of less experienced people leads to burdensome, an unwarranted costs;

- b) unpredictable change; or opposition to a project;
- c) delay in program implementation due to negotiations (UNDP, 1992:55).

In spite of the above risks, nowadays, the notion of people's participation in contributing to socioeconomic development deserves a strong attention. According to Moleko and Betz (1995:29--33), the participation of beneficiaries in community activities is principal to human learning and development. Clark goes further to saying, "... if there is no participation there is no learning and development" (1991:192). Yet, not all models and forms of participation are active. In this regard, the main issue the study seeks to address is which conditions significantly affect participatory adult learning at the CSTCs in rural communities of western Oromiya.

### ***2.3 Areas of Peoples Participation in Community Development***

Both community and development, similar to participation, are loaded terms. Each term holds different meanings in the context it is defined.

A community can mean many things. A group of people who either live or work together; a residential area, a locality, etc., can be framed as a community. In relation to people's participation, Veramu (1997:27) and Plowman (1992:184), define a community as an identifiable group with its own interest, culture, dynamism and sense of solidarity. In a locality, there can be many community groups sharing a sub-set of needs, expectations and ideals. The different community groups who perceive common needs may pool themselves together to bring about change in their environment (Narayan, 1995:16).

One of the major characteristics of a community is its dynamism. Community is neither static nor identical (Loewald, 1992:142). A community continually changes due to the internal and external influences: man made or natural calamities or both. At the same time, a community can not live in isolation. It invariably integrates into the wider environment. Hence, the structure, interaction and composition of a community are always in change normally

towards development (Burkey, 1996:168). In relation to this study, however, community refers mainly to the target population.

Another sensitive concept is development. Until recently, development was perceived as economic growth and modernization (Crow, 1992:332). It was dominantly measured by GDP statistics where concern for the human element is marginal. This economic approach according to many sociologists and educators did not alleviate either poverty or ensure better living condition of the community. In contrast, as most argue, it intensified unequitable distribution of wealth, extreme dependency, a pronounced gap between the rich and the poor subjecting the latter majority to powerlessness (Thomposn, 1995:9). Thus, the need to look at innovative development strategy became essential.

Nowadays, development concept embraces all dimensions of life: personal and community. Unlike mere expansion or provision of new inputs, it is denoted as a process of enabling one to understand himself and his surrounding by acquiring new insights, applying knowledge and making wise decisions in a day to day life (Rydland, 1994:551). In this sense, similar to Adult and Nonfomal education (NFE), development is taken as an agent of change that enables people to take action of their own destinies and to realize their full potential.

In community development approach, human element is regarded the center of development process, (Makenzie and Fraser, 1992:61; UNDP, 1994:5). Furthermore, education and participation are considered as the key elements to make people aware of their potentials and their capacities for a better change. Thus, community development approach calls for active participation in all dimensions of the adult learning process. These mainly include areas of planning, decision making, implementation and evaluation of development activities. There are important rationales for the vitality of participatory action at all stages.

**2.3.1 Participation in Planning:** It is believed that the more target population participates in planning, the more the program will be responsive to the

local needs. At the same time, it inhibits planning from narrow technical goals and decreases conflict. Essentially, it develops local organizational capacity of the people (Narayan, 1995:28-29),

**2.3.2 Participation in decision making:** It generates voluntary commitment and involvement. Shared decisions of resources, time and procedures make the program viable. It makes the participants feel that the program is theirs. Hence, development of the program from within will be ensured (Cernea, 1992:18).

**2.3.3 Participation in implementation:** It results in an effective mobilization of local resources. It helps to develop local managerial and leadership talents; strengthens the power of target groups by increasing community control. This in turn facilitates local knowledge enrichment to reflect community needs (Gajanayakees, 1993:151).

**2.3.4 Participation in evaluation:** It enables the target population to determine whether or not the program met their needs. They may set measurable criteria in relation to the objectives of the program. They assess the total efforts, activities and benefits obtained as a result of the program in their own environmental context. They take action for readjustment, revitalization or reforming the program depending on the evaluation made (Oakely, 1991:196).

In relation to the above discussion this study tries to investigate the current state of rural adults' participation in Nonformal training program development at the CSTCs.

## **2.4 The Role of Adult and Nonfomal Education (NFE) in Community Development**

The term adult is generic. There is no one common definition for the term. Some authors define it in terms of age, others in terms of maturity and social responsibility. Such variations in the definition, according to Mammo Kebede

(1996:12) is due to the economic, social and political differences of nations. In addition, Tilahun Workneh (1997:4) considers the legal and political attachment and the actions to be taken by the adult citizen. The term adult, according to Titmus, et.al. (1979:16), is the life span that comes after adolescence assuming personal and social responsibilities in ones own culture. In this study, the term adult is taken as a person who is marked by both physical and mental maturity and potentially ready to undertake socially acceptable responsibilities in his or her own culture and environment.

Similar to the term adult, Adult and Nonformal Education represent a wide variety of concepts. Particularly, adult education is an umbrella concept multitude in its scope, activities, content, setting, magnitude and clientele.

The following statements of Duke (1995:28) better explain the nature:

Learning must continue throughout life, supported periodically by a form of education... And adult education is used in a broader sense to cover all the processes and activities having to do with the education and learning of adults.

According to the above statements, adult education, therefore, is an all embracing concept that includes formal and nonformal education (NFE) in all its forms and magnitude. In the context it is used in this study, adult education refers exclusively to the Nonformal (NFE) notion of the learning of adults.

Basically, NFE constitutes a wide variety of educational activities. Literacy programs, trade training, management training, political reeducation, alternative school programs, community development education; etc., to mention a few (Mammo Kebede, 1996:3; Bishop, 1989:29). Nonformal education (NFE), is defined as a form of planned and organized educational provision outside the formal system, whatever its purposes, target groups and providers (Rogers, 1992:25; Cassara, 1995:96; Hildebrand, 1996:3).

Despite its long history, the modern concept of NFE was not internationally known until the late 1960s (Rogers, 1981:2; Mammo Kebede, 1996:3, Thompson, 1995:1-2). The emergence of NFE as a new concept is likely to have a close link with the problems inherent in the formal education system (UNESCO, 1978:17). The main problems in formal education include: inequity, inefficiency, inaccessibility, rapidly rising educational costs and scarcity of resources to reach the large rural population (World Bank, 1989:34, Tekeste Negash, 1991:62).

Accordingly, in the early 1970s the NFE approach was articulated in an attempt to provide relevant, cost-efficient and useful education to the deprivileged and the rural poor (Bishop, 1989:8). In the view of Coombs (1974:18), NFE has certain qualities: its proximity to work, immediate action, and ability to contribute to rural development. Including Coombs (1974) most authors (Evans, 1977:89; Brestcher, 1985:65; Duke, 1995:16; Vermau, 1997:4) contend that nonformal education ~~not~~ only meant for the poor, unschooled, the deprived or the rural adult; or for the developing countries. Rather it is regarded to be multitude in its programs, clientele and agents. It exists most extensively and in greatest variety including the highly industrialized countries.

According to Mammo Kebede (1996:4), the following salient features characterize NFE:

- a) NFE is an organized and structured learning activity.
- b) NFE is need centered; and is outside the formal education system.
- c) NFE deals with selected courses for immediate outcome.
- d) NFE is targeted to sub groups (children, youth or adults) whether they be literate or illiterate.

Furthermore, Lewaravu and Kaye (1992:78), claim that the mission of NFE is aimed at liberating target population, especially the rural and urban poor and the disadvantaged. In addition, NFE is believed to have the potential of here and now effect enabling people for a better living (Cassara, 1995:31). Although

NFE is considered an essential and purposeful education endeavoring to narrow down economic and social inequalities, there are challenges faced in promoting people's participation in development process (Veramu, 1997:40). According to the author, addressing learning needs is one of the main challenges of promoting participation.

Learning needs according to Tadi and Abebe, (cited in Mammo Kebede(1996:22)) are observed deficiencies between the desired level of performance and actual level of performance. The observed gap can be lack of knowledge; skill or ability of a person, which prevents him from performing or taking greater responsibilities in daily life activity.

In relation to need assessment, as recent studies indicate, considering the whole community as a target group has not made a significant impact. This realization has led to the focus on target-oriented approach pointing directly to the disadvantaged groups. In principle, need assessment should answer the questions 'who needs what as defined by whom?'(Gajanayakees, 1993:40). In rural development context, many educators agree that basic literacy, numeracy and need-centered skills are to be the minimum packages of learning needs. However what level of learning makes one a productive citizen is not an easy question.

UNESCO, in Graham-Brown (1991:66-67), distinguishes between 'literacy' and 'functional literacy'. Accordingly, a literate person can read, understand and write a short simple statement on his or her everyday life. On the other hand, a functionally literate person must be able to engage in all those activities in which literacy is required for effective functioning. Furthermore, a functionally literate person in his or her group and community shall also be able to continue to use reading, writing and communicating for the community's development.

Despite the above explanation, however there is no single universal formula that marks the level of literacy. What constitutes 'functional' literacy in one society may be dysfunctional in another because of economic development, language or cultural differences. Therefore, Nonformal Education, to play its

role, needs to be designed objectively in one's own cultural, social, political and economic conditions. In relation to this, a study made in Botswana and South Africa rural communities indicate that literacy activities related with agriculture, livestock and business enterprise had more adult participants than literacy classes related to only consciousness raising (Mutanyatta, 1994). In this context, this study tries to assess the extent to which the training packages given at the CSTCs attract rural adults.

On a whole with regard to the role of NFE towards local development, many educators (Lockheed, 1990:104; Rydland 1994:563; Mammo Kebede, 1996: 3-4;) argue that NFE by itself, is not a panacea to development. In view of these writers, either the spread of literacy programs, or training in occupational skills alone, cannot be a sufficient condition for people's better earning and living. Nonformal education, to play its role of development, must be integrally reinforced with other developmental interventions. The education provided should not only be relevant but must also be functional in the learner's environment. Besides, it must be assisted with promotional services to enable people's empowerment in fair redistribution of resources.

## **2.5 Nonformal Education (NFE) and Adult Learning**

Nonformal education and learning is considered to be the key element in rural development. This is because potentially NFE is characterized by its responsiveness, flexibility and function meeting the needs of the target population (Rogers, 1992:10; Thompson, 1995: 19-22). Ideally, a functional learning makes changes in learner's thought, knowledge, feeling and doing (Cross, 1989:123). Thus, the intended nonformal learning is supposed to cater for these changes in order to bring improved earning and living in the life of rural adults.

However, adults are not likely to learn in the same way as children. Most adult educators (Rogers, 1992; Cross, 1989; Freire, 1982; Griffin, 1982; Squire, 1987; Knowles, 1980) address the distinctive features that make adult learning different from child learning. Authors in the area such as those listed above

emphasize the physical and mental maturity, and the personal and social responsibilities attached with adulthood to be the basic factors for the difference. In this regard, among the writers the works of Freire (1982), and Knowles (1980), are particularly influential and worth noting.

According to Freire (1982:103), adult learning, unlike the 'banking' system of depositing knowledge is problem posing; it starts from perceiving social reality through conscientization or awareness creation. Knowles, (1980:69), also emphasizes andragogy (the art and science of helping adults to learn) to be the learning model of adults. The author bases his assertion on four major characteristics of adults: maturity, role, need and goal. Yet, no adult educator takes a position on the complete shift of adult learning from pedagogy to andragogy. To this end, Cross (1989:266), explains andragogy, the model of adult learning, as a complementary one to the pedagogy. Similarly, Thompson (1995:29) contends that both pedagogy and andragogy are useful for adult and nonformal education. For Thompson peda-andragogy is the approach of adult learning. Veramu (1997:16) also contends that adult learning constitutes both instruction and helping. Hence, both andragogy and pedagogy could be seen as reinforcing learning models that serve all age groups.

To this end, adult and nonformal education can not be confined to one model of teaching or learning. This review has no intention to go into the details of arguments of the models. Basically, adult and nonformal education address diversified groups of clientele. The different learning models and approaches can be used depending on the clientele, resource and the situation. Yet, with regard to adult learning it must be based on target group characteristics which requires a basic knowledge on the psychosocial make up and motivations of adults.

### ***2.5.1 Psycho-Social Aspects of Adult Learning***

Normally, adults are persons who have come to the status of maturity and responsibility. In a community, despite the common characteristics, adults have different roles, activities and responsibilities to assume. Accordingly,

rural adults, socially, may be family heads, parents, community or religious leaders. Economically, they may be poor or relatively rich, landowners or tenants. Occupationally, they may be farmers, pastoralists, artisans or both. In general, rural adults are not homogenous (Burkey, 1996:126; Roddam, 1988:49).

On the basis of these differences, in any group of adults, there will be a wide range of learning responses; learning abilities and learning styles (Rogers, 1992:17). Besides, adult feelings and emotions towards learning differ from one another across time and space.

Each rural adult through his or her indigenous knowledge system and experience has certain ideas, thoughts and beliefs about life and the natural environment. Hence, adults within their own deep rooted culture and custom, are hardly fast recipients of new practices, techniques and models. In other words, they likely resist learning practices lest it will create conflict practices and habits they have already developed (Plowman, 1992:171).

At the same time, an adult in his or her status and self-esteem can be easily threatened when he or she is put to the position of a learner. Besides, developing negative feelings and a sense of being subordinate becomes stronger as the age gap among adult learners becomes wider (Cross, 1989: 229; Knowles, 1980:68). In addition, according to Paul, (1997:158), many adults, especially the illiterate ones are less likely to need classroom learning. In Paul's proposition, they attach classroom learning mainly children's education.

Even if adults perceive their need for new training, they may also be threatened by the feeling that they are too old to learn. As many studies indicate aging and resistance to schooling have a positive correlation. Due to aging, there are changes that occur on the physiological and anatomical systems of the human body. The power of vision, memory and auditory faculties, to mention a few debilitate (Bown, 1990:136). This in turn significantly affects proper learning. In relation to adult education, Cross (1989:57-62) discusses that age is an

important characteristic. Among other things, age is a clear indicator of some of the socialized perceptions about the role of education at various life stages of adulthood. Thus, other factors being constant, adults who are getting older need more practical, manual and precise learning activities than theoretical and conceptual lessons (Cross, 1989:128).

In relation to farmers' education, a recent study made by Rollins and Golden (1994) in Pennsylvania affirms that rural adults participate most only when they perceive the educational programs are most relevant to their needs. Here in this study an attempt is made whether there is a difference between the target groups in perceiving the relevance of the training courses.

### **2.5.2 Motivations of Adult Learning**

The concept of motivation is complex. It has no simple definitions. Although there are a number of theories on motivation, much still remains to be done in order to answer the question why people are motivated or not motivated. Basically, human needs are considered as primary motivating forces. And motivations are viewed as dynamic responses. Motivation can be intrinsic or extrinsic, overt (open) or covert (hidden), emotional or objective. It results from a need (usually urgent) for a solution to a situation (Morgan, et.al. 1996:114). The authors suggest that motivation can be explained best by a response to a stimulus; where a stimulus is a drive arising from needs.

In relation to adult learning, Morestain and Smart in Cross (1989:89), define motivation, as learning needs. Learning needs are problems, which may be fulfilled or tackled through the acquisition of functional knowledge, skill or attitude in the learner's environment. In this regard, most rural adults are poor and illiterate. They suffer from shortage of food, health problems and natural and man made calamities (Chambers, 1983:103, Ecieher and Doly, 1982:154: World Bank, 1995:23).

Based on the above discussion, learning needs of rural adults thus essentially emerge from the need to solve the immediate life problems. A study conducted

by Smith, et al. (1994:68) reveals that for poor rural adults to learn to be literate citizens, is not a strong motivational factor. Similarly, studies made by Eceicer and Doley (1980:91) and; Brestecher (1985:63) note that rural adults are dominantly motivated by pragmatic learning. Depending on the adult characteristics, hence, the learning adults need has to do with tackling economic, social and cultural problems.

With regard to rural development, adult learning is best done through the active participation of adult learners, facilitators and change agents (Randell and Mason, 1992:222). Each group can be motivated when there are chances for fulfilling deriving needs. In adult learning, despite the need for the motivation of all the actors, usually the motivation on the part of change agents is either given little attention or is taken for granted. On this issue, the strong statements of Bhola (1990:80) read as follows:

People need their problems be solved; they must be motivated and mobilized to learn. But equally, those who teach and contribute in all its forms must be motivated and enabled to do so.

To sum up, both the psychosocial and motivational factors of adults have important implications for successful adult learning process. NFE can use both pedagogy and andragogy where necessary. The point is mainly on how to make the adult learner the subject of the learning process. The question is how to create a conducive learning environment to promote participation (Oakley, 1993:156).

## **2.6 Levels of Participation in the Context of Nonformal Education and Training Program Planning**

Participation is claimed to be the central point of Nonformal Education that seeks to mobilize the resources of rural areas. Meaningful participation, according to Rogers (1992:238), doesn't limit itself just to the initial stage of choice of the topics or to the feedback. It extends to all stages of program development. Normally full participation leads to both understanding of the

activities & commitment (Cassara, 1995:306). Thus, adult learners have to participate in the planning, decision making, and implementation and evaluation process as of learning.

According to Evans (1987:29), within a given learning environment, participation in NFE is seen on a continuum ranging from no participation to responsible participation. In line with this, Rogers (1992: 228-231) also reports that different levels of participation can take place depending on the conditions and influences that appear in the community. Oakley (1992:127\_131) discusses four main levels of participation ranging from the lowest to the highest.

**2.6.1 No participation:** participants are made to be objects of a training program. They have no chance to voice or choose. Training programs that are usually considered to be good for them are introduced and the participants have to accept.

**2.6.2 Nominal participation:** At this level attempts to assess learning needs will take place with no effect. There is no communication. Gatherings usually become platforms for speeches by leaders that lead passive, participants. Nominal participation mainly aims at securing compliance.

**2.6.3 Consultative participation:** It is characterized by the initiative of seeking advice and suggestions from those involved. Yet, the extent to which feedbacks will be used is in the hands of the decision making body. Such participation occurs whenever decision-makers feel secure enough to seek advice; when they see the potential value, time and resources.

**2.6.4 Active participation (or responsible participation as it is sometimes called):** is characterized by target groups' voluntary involvement. At this level beneficiaries have voice and choice. They discuss issues, identify their needs, exert influence, suggest alternatives, vote and finally decide with a shared responsibility. Participants are at the center of program

development. Beneficiaries take charge of their own destinies, realize their full potential, and build confidence to achieve their goals.

However, such desired level of participation doesn't appear in a vacuum. Besides, it is influenced by a number of constraints. Among other things, as Bishop (1992:217) indicates, in many countries, adult and nonformal education programs aim at learners' involvement and ignore learners' control of their learning needs. And the major question to be answered is how the participation is organized to become meaningful for all groups and actors to enhance need-centered learning.

With regard to the challenge of initiating voluntary involvement, Bock and Papagiannis (1983:276) argue that, promoting effective participatory behavior does not develop overnight. It requires appropriate skills, resources, motivation and practice. Furthermore, optimal level of participation must cater for indigenous knowledge system, appropriate technology and observable positive outcome in a sustained way.

There are some studies made on what factors contribute to the success of NFE of rural adults. Accordingly, a study made in the rural villages of Uttar Pradesh, India, indicates that participation and success in NFE are dependent on micro planning and implementation, intersectoral coordination, trained personnel and provision of functional literacy skills (India Rural Project Report, 1989). A recent study made in Colombia also reveals that rural adults participation in nonformal education is determined by the degree of successfully built between program's technical content and its integration with supportive services to generate income. In line with this, Hamilton (1992) found out that the effectiveness of nonformal education depends not only on the relevance of the training needs identified, but mainly the mutual reinforcement between training resources and development inputs. A similar note given by Astrid (1992) addresses that effective organization of a training program does not mean only the provision of scheduled educational activities, but mainly creating a system of learning resources viable in the existing environment. In this regard, the present study

intends to assess to what extent the learning and development inputs are reinforced.

## **2.7 The Need for Training of Adult and Nonformal Educators**

The principles of adult learning process and its curriculum development calls for a competent adult educator. At all levels, the philosophy of people's participation in community development requires skilled human power that deals with adults psychology and motivations. Albinson (1989:22) strongly argues that the role of Adult and Nonformal Education in national development cannot be realized without trained and committed adult educators and facilitators.

The importance of the training of adult and nonformal educators has been recognized long ago. Since 1949, all the international conferences on adult education (Elsinore (Denemark) 1949); (Montreal (Canada) 1960); (Tokyo (Japan) 1972); (Paris (France) 1985), emphasized the need for comprehensive, diversified, flexible and functional training of adult educators at all levels. In relation to this, Bhola (1988:137-138) stressed that knowledge on social skills, adult psychology, group dynamics, motivation, organization and management of adult and nonformal education are essential for effective adult educator. Regarding the mechanisms of training, Hildebrand (1996:7), indicates a number of arrangements that include pre-service inservice, and on-the-job training, correspondence, lessons through different media, and short term face to face teaching.

In relation to the training of adult educators there are important experiences from African countries. For example, Kenya has well-organized institutions to train adult educators and extension workers both in regular and through correspondence. The College of Distance and Adult Education (CDAE) at the University of Nairobi trains government employed adult literacy teachers in three years (Thompson, 1995:23).

According to Rawantabagu, (1994:28-30) Tanzania also undertakes organized manpower training in the field of adult education. At the grassroots level adult educators are trained through the department of Adult Education. The training is carried out in short courses, seminars and discussion groups. Besides, the department produces reading materials newspapers radio programs and teaching materials. On the other hand, the institute of Adult Education trains program planners, organizers and coordinators of adult education. Prospective trainees are selected from a wide variety of ministries and organizations. They are required to have work experience in adult education and pass a qualifying test to be admitted to the diploma course. The course lasts for two years. The department of Adult Education at the University of Dar-Es-Salaam also offers further training in first degree and fellowship at postgraduate level. The graduates serve as education officers, policy makers, instructors, etc., in the different institutions (Bwatwa, et.al. and 1989:140-143).

Outside Africa, the case in India is also worth mentioning. In India there are many adult education training institutions. In addition to the degree and diploma offered by many universities, there are also others which provide short courses. A variety of specialized institutions out of the universities also provide training. Furthermore, Village staffs, extension officers and coordinators frequently take refresher courses (Bhola, 1988:146).

## **2.8 The Role of Adult Educators in the Participatory Nonformal Training Program Development**

The task of adult and nonformal educators is huge and diverse. Their responsibilities and roles vary at all levels. Due to this, different authors categorize adult educators differently. Depending on the functions, Knowles (1987:24) categorizes adult educators into front-line, program planners and professional leaders. On the other hand, Bordia and Carron (1991:9), from the point of managing literacy program, categorizes them as field level, local level, national or state level adult educators. At national or state level, the adult educators mainly deal with policy formulation. Those at local level are concerned with planning and co-ordination. Adult educators at the grassroots

level facilitate community involvement by harmonizing target group needs with institutional and societal level needs (Veramu; 1997:80). In the process, the facilitators are expected to perform the following tasks:

### ***2.8.1 Initiating Participatory Training Program Planning***

According to Gajanayakees (1993:19), the initial success of an adult educator by and large is dependent on understanding the target community. A target-oriented approach (unlike to general community approach) pointing directly to the characteristics of the needy groups is claimed to be effective approach. In this approach it includes a critical assessment of the social, economic, cultural and political attributes affecting the people so as to address felt learning needs.

In participatory learning, provided the commonly perceived problems are identified, the learners will get involved deciding the felt learning needs. Thus, the facilitator should make sure that the participants have a chance to see, to comment, to modify and to formulate the plan cooperatively so as to realize the learning objectives (Mammo Kebede, 1996:25).

### ***2.8.2 Organizing and Implementing the Training Program***

The role of a facilitator in organizing the training program is mainly selecting suitable teaching and learning materials, arranging physical and educational facilities and coordinating the personnel involved in the program (Carron and Bordia, 1985:129). Based on the needs of the target group, the facilitator should think of the kind of learning experiences the trainees need to get. In order to enable the trainees to acquire the desired knowledge or skill the facilitator shall organize the program with appropriate training strategies. According to Tadi and Abebe (in Mammo Kebede, 1996:26), there are important factors to be considered in the selection of appropriate strategy. These include:

- a) understanding the training objective: i.e., whether the training is to develop skills, to change attitudes, to enhance awareness or to deal with functional knowledge ;
- b) understanding the duration of training: understanding the optimum duration that will allow each trainee to get the envisaged skill or knowledge, furthermore, arranging suitable time for the trainees to attend the program;
- c) Checking resources for the training: these include the availability of qualified trainers, training materials, facilities, finance and the like.

In relation to the above factors, Carron and Bordia (1985:268), also indicate the importance of selecting a medium of instruction. In principle, trainees shall learn in their mother tongue and instructional materials should be prepared likewise (Thompson, 1995:66). However, in practice, the language of instruction is usually determined by the ideology of the government, resources available (McGivney and Murrey, 1991:109).

### ***2.8.3 Securing Community Support and Resources***

In a community, Nonformal Education program operates in an open system. It constantly interacts with the environment. In the process, unforeseen challenges arise. Hence, managing contingencies entails the exploring of alternative solutions and implementing the most feasible options in a given program (Smith, et.al., 1994; 183). As Narayan (1995:10), discusses, in such a situation, the change agent initiates a process aimed at reassuring community involvement. In securing community participation, the facilitator, among other things, has to identify hindering and helping forces. At the same time, he or she needs to design alternative strategies to promote participation.

On top of linking the training with daily life of the trainees, coordinating intersectoral efforts towards integrated development is also the task of the adult educator. In a community, a number of groups, institutions and individuals may be involved in implementing an educational training program.

Thus, co-ordination of efforts among institutions, groups, volunteers is critical. Co-ordination, according to Clark (1991:43) is a process of creating harmonized performance dealing with a shared task and responsibility. Co-ordination can be both horizontal and vertical. Hence, team work within and among concerned groups, resource sharing, experience and information exchanges are essential. As Oakley (1991:56) observes constant co-ordination is necessary to prevent duplication of activities, to promote efficiency and to reduce costs. To Dodge (1994:187), harmonious policies and sound leadership are the basis for effective co-ordination or linkage at the grassroots level to bring about local development.

The experience of India is worth considering. In India training in crafts skills has an important place. Such skills as making match, soap, leather, pottery, blacksmith and carpentry have a considerable contribution in generating income for the rural population. Besides, the government has an organized program to improve, and to maintain artisan skills of the rural people for alternative employment. Accordingly, there is an agency called District Rural Development Society (BRDS) under the auspices of Block Development Board (BDB) (Brestecher, 1985:142).

The agency synchronizes community development activities, which include organization of adult literacy and training, promotion of similar package services including credit. At local level, usually literacy and occupational skills are given simultaneously in a project form, in the village training centers, through adequately skilled staff and learning resources. The agency has the autonomy to plan and to organize tailor made programs to different communities. It operates through a network of linkages with other developmental institutions.

In conditions where independent coordinating agency is lacking, the role of a change agent is stronger. Hence, at grassroots level the following are important tasks of the adult educator to co-ordinate and secure resources:

- a) promoting better relationship among organizations, institutions and community members in program implementation;

- b) harmonizing the process and the activities for accomplishing the program objectives;
- c) establishing cordial relationships with the target population and the political leadership (Gajanayakees, 1993:96; Rogers, 1992:211).

#### ***2.8.4 Enhancing Participatory Training Program Monitoring and Evaluation***

Monitoring and evaluation are interrelated processes. Progressive monitoring creates a fertile condition for evaluation and timely decision. Participatory monitoring and evaluation entails the involvement of the target groups in the overall life of the training program. According to Narayan (1995:19), through a day-to-day activity, beneficiaries have to be encouraged to detect shortcomings against the planned action. They have to check whether the intended program is in line with the objectives. Burckey (1994:42) also contends that monitoring shall focus on activities, resources and methods in relation to the specified setting, sequence and time. Such defined follow-up, according to the author, enables the participants to design alternative plans on time and make corrections possible with little wastage of resources.

Participatory evaluation focuses on the relevance and effectiveness of the existing training program and its future outcome. It enables the target groups to learn from their activity, to develop their confidence, and to transform their life for a better attainment in all aspects of the program development (Kassahun Asseffa, 1997:13-14). In the process of participatory evaluation, the facilitator is expected to help learners decide what to evaluate and when to evaluate. In addition, he serves as a resource person in disseminating information for sustained involvement of concerned actors.

In general, an adult educator has a key role in participatory training program development. However, such a role cannot be realized without adequate training, motivation and working atmosphere. As Hope and Sally (1992:48) explain, a facilitator will be successful when only he or she acquires proper

training and skills for mobilizing both human and material resource. In relation to this, this study attempts to identify the facilitators' educational background and experience in relation to promoting participatory adult learning at the centers.

## **2.9 Barriers to Rural Adults' Active Participation in Nonformal Education for Community Development**

In all its dimensions, the practice of participation is not free. It is susceptible both negatively and positively to a whole range of influences. A number of studies: Chambers (1994); Uphoff (1986); the World Bank (1988); Oakley (1991); Cernea (1992) and Narayan (1995) have come up with a variety of lists of problems that hamper participation in community development. Some of the studies are limited to a project and others are comprehensive. Similarly, some of them merely list the problems and others categorize the problems under different headings. With regard to adults' participation in learning, the studies made by Oakley (1991:10-12), and Rogers (1992:118) are worth considering. Thus, for the purpose of this study, obstacles to participation in adult nonformal learning will be treated under the following broad categories.

### ***2.9.1 Structural Obstacles:***

The political, legal and policy systems of a country constitute the fundamental parts that either facilitate or impede participation. In countries where the prevailing ideology does not encourage openness of citizens, there is likely to be no genuine participation (Oakley, 1991:11). Development interventions shall seek to organize rural people in order to influence the policy in terms of redistribution of political and economic power (UNDP, 1992:106). In this case, a centralized political system that neglects local capacity for self-administration and decision-making can greatly reduce the potential for authentic participation. At the same time, however, decentralization by itself does not ensure meaningful participation unless reinforced by sound leadership (Narayan, 1995:71).

The existing legal system within a country can also seriously affect efforts to promote participation. A legal system that has inherent bias, to maintain status-quo curtails participation. At lower level, many rural people are unaware of their legal right. At the same time, they do not know the services legally available to them (ILO, 1991:126). On the other hand, many legal systems do not seek to impart the right information to rural people. Moreover, they exclude the people from the effect of laws, which are supposed to benefit them. As Rogers (1992:277) noted the rich will not welcome the poor becoming richer.

In developing countries, especially in Africa, on top of weak policies political turmoil, ethnic conflicts and government instabilities are important obstacles of participation (World Bank, 1995:132). According to Clark (1991:86), in Africa, strategies for participation are closely attached with political ideology; and are changed with frequent changes of government. In Clark's view, political stability is a crucial factor for meaningful participation. But to Salmen (1989:107), even in a stable political condition, politicians do not show commitment to the notion that the people should become decision-makers.

### ***2.9.2 Organization and Management Obstacles :***

According to the World Bank (1994:66), central administrative structures, by their very nature, are major obstacles to people's participation. Such structures retaining control over decision-making, resource allocation and information, require the local people to play active role in development activities (Oakley, 1991:12). Due to centralized decision making, organizational structures also become long and complex; and this makes local participation unattainable.

According to Cernea (1992:58), administrators in the mentality of centralized structure have a negative attitude towards the whole notion of people's participation. Such authorities tend to argue that rural people can never assume responsibilities for administrative matters. Such a negative attitude and inappropriate skills of personnel significantly affect participation even if proper policies are designed. Chambers notes this; "...if we must uplift the rural poor, first we have to learn from the rural poor" (1983:201).

Planning and co-ordination of development programs are also important factors. In practice, few governments are committed to encourage effective local participation in planning programs (Narayan, 1995:38). In several countries planning procedures discourage both local involvement and linkage among development partners. Thus, barriers inherent in the programs themselves are many. The common ones include failure to address the needs of the local people, inappropriate duration, inflexible provision. Regarding rural development planning failure to account for the real life situation of the people to be helped is the fundamental obstacle for a bottom-up development (Gajanayakees, 1993:71).

### **2.9.3 Target Group Characteristics**

Rural people do not necessarily constitute a homogenous economic, cultural and social unit. Aggregating the rural people as one enormous mass is a wrong approach to promote participation.

Rural people may share their poverty, but there may be many other factors, which make them different and can breed mutual distrust (Chambers, 1983:142; Burkey, 1994; 98). According to Oakley (1991:13), within a community, there are economic and social differentiation that characterize the people. Therefore, understanding the social, cultural, economic, religious, geographic and other important aspects are determinant factors in promoting participation. Attitudinal, motivational and situational barriers within the target groups are the results of these differences. Without analyzing these conditions, if programs are designed, they may severely frustrate efforts to promote participation. As Rogers put it, adults may respond "...it is right for them but it is not for me" (1992:217).

### **2.10 Historical Development of Nonformal Basic Education in Ethiopia**

Ethiopia, despite a long history of a developed written language, introduction of Christianity as far back as 330 AD, the visit of Western Missionaries as early as the 16th century, is described as the land of 'scribe and the thumb print'

(Rwantabagu, 1994:63; Ayalew Shibeshi, 1989:32). The religious institutions that have been established since long ago have not only concentrated on spiritual learning but also they have been inaccessible to the rural population. Furthermore, crafts like tannery, black smithing and pottery were among the highly neglected skills until the days of Emperor Menilik II (Teshome Wagaw, 1979:13).

In 1886 Emperor Menilik II, made a notable proclamation under the title "Let every one Learn' (MOE, 1972:44). The proclamation was mainly aimed at changing the negative attitude of citizens towards manual skills. Besides, it addresses the education of children to be essential, starting from the age of six.

Empress Zewditu also decreed a similar proclamation in 1929. Although the proclamations were remarkable, it was difficult to imagine organized form of education in those periods. Among other things, there were no basic infrastructures and human resources in the country.

Ethiopia, having its own script since ages, introduced modern education only a century ago (Seyoum Teferra 1996:2). Similarly, it is only after this period that movements towards modern adult and nonformal education could be perceived (Solomon Inquai, 1997:2-3; MOE, 1972:21). It was the missionaries who first launched literacy classes. The aim was to enable the converts to read the Bible. Yet, no clear information is found about the date, the agents and target population. Furthermore, until 1948, there was no movement on the part of the government (Solomon Inquai 1997:3).

In the Ethiopian adult and nonformal education history, the year 1948 is marked by two important events: proclamation of universal basic education and establishment of 'Berhanih Zarenew' Institute for adult working groups (MOE, 1989:44). The proclamation of Universal basic education was mainly concerned with literacy programs. The target population was illiterate adults with the ages between 18 and 50. The contents of the program included the

3RS (reading, writing and arithmetic), civics and health education. The goal was to create a literate citizen.

Although there was no formal department, provincial literacy officers were also appointed. They had to coordinate the program and train literacy teachers (Solomon, Inquai 1997:4). To facilitate learning, community schools and mobile literacy units were initiated. In urban towns attempts were also made to promote evening classes. Furthermore, an experimental station, including a clinic was established at Tebasse, near Debrebrehan (Fasil Gebre Kiros , 1990:8). However, human resource for the community schools was scarce.

To meet the manpower need, the Majete and Debrebrehan adult training centers were founded (MOE, 1989:46). The first one was organized by USAID and the second by UNESCO. Both centers were running short-term training of 'fundamental educators'. The Majete training center (1956-1960) was used to admit adults with formal education between grades four to eight. The Debrebrhan training center (1957-1963) was recruiting adults having grade 8 formal education and above.

Although the community schools were attractive, it seems they were not carried out as planned. The following statements explain the reasons:

Community schools were organized in rural areas, but the actual goals of the community schools were not achieved. They became very similar to primary schools that they supposed to replace. Instructional language was Amharic to all community schools... people of the community did not understand the purpose of these schools. The peasants and the poor people wanted their children to get the same education the urban children were getting. The teachers were trained in a milieu and in methods too different from the reality of a community school(Trudeau in Fasil Gebre Kiros, 1990:14)

Due to the above reason, in 1964, the Debrebrehan Training Center was changed into TTI to train elementary school teachers. In the continued years attention for adult and nonformal education was marginalized (Fasil Gebre

Kiros 1990:23). Meanwhile, in 1961 the historic conference of African states on development of education was held in Addis Ababa. On the conference, in spite of all the attempts made, Ethiopia's accomplishment on education was found embarrassingly low (UNESCO, 1978:13). By then, among other things, Ethiopia, when compared to the rest of African countries, was second from the last with 3.8 percent of enrollment in first level education. According to Fasil Gebre Kiros (1990:16), lack of definite policies that relate education to development was the basic failure. Besides, Tilahun Workneh (1991:71) also comments that the programs were unorganized and piecemeal.

After the Addis Ababa conference, the need to revise the education system became imminent. Thus in 1967, Ethiopia joined the UNESCO sponsored functional adult education program (FACP) (Solomon Inquai, 1997:5). In the same year a standard examination was designed and a national certificate was prepared. Furthermore, a national advisory committee was set up. The committee later developed into a formal Adult Education and Literacy Department (MOE; 1979:17). In 1969 with the help of UNESCO, work oriented adult literacy was scheduled to address the industrial areas near Addis Ababa and coffee growing areas of western Ethiopia. The schedule, however, did not extend beyond preliminary studies.

In 1972 there came the historic Education Sector Review (ESR). It was the most critical and comprehensive review which sought practical solutions for educational problems of the country. Accordingly, the review, in relation to adult nonformal education, in one of the alternative strategies for education, came with the proposal of 'community practicums'. The statements of the review read as follows:

Alternative strategy II would place a strong emphasis on nonformal education, which would be institutionalized and programmed under the inclusive term, community practicums. (MOE, 1972:8).

Community practicum was regarded to be an important component of integrated strategy of educational development. Hence, it envisaged to fulfil two essential functions:

- a) to cater for the educational needs of adults, youth and children;
- b) to serve as the mechanism for coordinating education with other facets of integrated rural development (MOE 1972:8-9).

The program of the content was intended to address functional literacy, occupational skills, scientific, social, cultural and spiritual development. Multiple instructional techniques, languages, media and supplementary reading materials were also given due attention. Utilizing all the available agents and institutional resources, formally or informally, were also emphasized. Furthermore, the need for a separate body to work on the organization, administration, control and evaluation of nonformal education was also noted to be critical. On the whole, it was claimed to be a novel approach marking successful nonformal education activity. However, due to unsuitable political, economic and social conditions, one may hardly say the plan was pragmatic. And hence it was immediately followed by the 1974 Ethiopian Revolution that resulted in its abolishment.

### ***2.10.1 Nonformal Basic Education from 1975 to 1991***

After the revolution, in mid 1975, the Dergue launched National Work Campaign for Work and Development through Cooperation. Though the objectives were mainly ideological, there was also the education of the rural mass. Through the campaign some 60,000 secondary school and university students went to rural Ethiopia. Although the campaign was costly, the results in founding peasant association and literacy program was reported to have been notable (MOE 1988:45).

Following this, in July 1979 the National Literacy Campaign was launched. A national literacy committee was also established under the auspices of the Ministry of Education. The campaign was initiated with a view of achieving universal literacy by 1989 (MOE, 1979:10-11).

The urban and peasant associations were regarded responsible for the implementation of the campaign. Basically, the literacy program had two main

phases. That is, the basic literacy and post literacy program (MOE, 1979:75). The basic literacy included acquisition of numeric and literacy skills. It was given in 15 vernacular languages including Amharic. Besides, there were reading materials in areas of clean water, soil protection health and political education.

Following certification in literacy, participants were legible to join grade three at formal schools. On the other hand, adults could continue to acquire functional and occupational knowledge and skills through post literacy programs in local level training institutions (CSTCs) which began to get established since 1975. A CSTC, on an average, was intended to serve around 40 peasant associations (PAs), Wereda towns being the center. At each center, it was also planned to train, on an average 120 persons a year in different skills in 3 to 4 months, and a short term training lasting 2 to 3 weeks (MOE, 1989:3-5). Participants in the CSTCs were expected to complete basic literacy program. The courses given in the centers included four major areas: agriculture, hand crafts, health and cooperative education (MOE, 1980:8-9). Although it was claimed that programs differ depending upon the learning needs of target groups, practically, however, need-centered nonformal training was non-existent. The programs were uniform despite the difference in learning environment and target groups characteristics. Urban dwellers' and peasant associations selected trainees. These trainees, upon completion of their term of training were expected to serve as multipliers in satellite stations, which were to be established at local villages though it did not materialize.

The management of Literacy and post-literacy programs was vested upon the National Literacy Campaign Coordinating Committee (NLCCC). The committee was made up of 36 members representing government ministries, public and religious organizations. Under the auspices of the NLCCC, came an executive committee headed by the Minister of Education. Then there was the department of Adult Education, which was responsible for the organization, and administration of literacy and CSTCs programs. At the Wereda level, the Wereda development committee carried such a responsibility. The committee which usually had nine members was made up of the representatives of

government offices and mass organizations. The Wereda administrator was a chairman and the CSTC coordinator served as secretary. The Committee had the mandate of mobilizing local resources and establishing sub-committees where necessary. Besides, it set criteria for recruitment of trainers and participants. However, there was no uniform criterion used for selecting the trainers. Furthermore, the trainers were made to train adults without adequate knowledge and skill.

At the CSTC , the coordinator was the only permanent staff who is expected to accomplish all the tasks. To meet this manpower need of coordinators, since 1980, the Adult Education Department of Bahir Dar Teachers College has made significant contributions. According to Jember Welde Mariam and others (1996:21) until 1991, the department graduated 320 adult educators. On the other hand, the Burayu Basic Technology Center (BBTC) was established in 1984 to foster basic technological innovations and train trainers at the CSTCs. Along with this, the Agarfa Comprehensive Farmers Training Center, a boarding institute, was also established in 1985 to train farmers from all over the country.

In general, until 1991, there were 408 CSTCs against a total number of 590 Weredas (MOE, 1990:30). This accounts for a national coverage of 69 percent. According to Tekeste Negash (1991; 78) until 1991, the centers trained, in different skills, 183,721 rural adults, of whom 33,000 were female. This figure accounts for only less than 1 percent of the total rural population. However, no evaluation was made about the impact of the training given by CSTCs.

During the military government, it was true that the literacy program had received a national and international attention. Initially, the literacy campaign had a true mass support and participation. It had been sustained to a large extent by material and financial support from the people themselves. Besides, the sacrifices made by the youth teachers and leaders was great (Fasil Gebre Kiros 1990:15). According to MOE (1990:30), National Literacy program was

the most massive campaign that involved 30-40 thousand campaigners each year.

In spite of all the effort, however, its overall outcome was minimum. Though many millions of citizens were claimed to be able to read and write, little or no follow-up was made to make them functionally literate. The Skills Training Centers were hardly effective. The training courses were not need based. Forced recruitment, weak intrsectoral linkages in the provision of the program were prevalent. Promotional services were nonexistent. Hence, trained adults were hardly observed improve their lives. Furthermore, in the final years of the Dergue regime, massive forceful recruitment and converting the centers to military barracks made the rural people strongly dissatisfied. As a result, during the change of government, in 1991, a lot of CSTCs were vandalized, looted or destroyed by the surrounding community members (Tekeste Negash, 1991:80:).

### ***2.10.2 Adult Nonformal Basic Education Since 1991***

Since the new government came to power (in 1991), Ethiopia has been undergoing extensive changes. Based on the underlying political philosophy of federalism, the new Education and Training Policy is in a change process. The policy indicates that Nonformal Education concentrates both on basic literacy and occupational skills, which is to be given parallel to the formal schooling (TGE, 1994:8). The policy's sub-article 3.2.6 states that nonformal education deals with literacy, numeracy, environment, agriculture, crafts, home science, health and civics education. In addition, with regard to the organization of the NFE, it is emphasized that the programs should be given in a coordinated way. Article 3, sub-article 3.6.6. reads as:

Nonformal education and training programs will be organized by various development and social Institutions in Coordination with the Ministry of Education. (TGE, 1994:11),

The decentralization of the political system has made serious implications on the application of the educational system. Apparently, following the federal

structure of the country, all regional states are empowered to administer their regions including education. Hence, they have the power to implement nonformal education in their areas (MOE, 1996:3).

Based on this, the Federal Ministry of Education mainly renders technical and professional assistance. The condition thus resulted in the dismantling of the former huge Adult Education Department (146 staff members) at the center. In addition, the department in the Ministry, is reduced to a panel under the department of programs and supervision. Now there are four staff members in the panel to facilitate and follow the nonformal education of Ethiopia.

The modification also seriously affected the two training institutions concerned with Adult Education. The Department of Adult Education at Bahir Dar Teachers College was dissolved since 1997. At the same time, the Burayu Basic Technology Center, which nationally served for the training of trainers at grassroots level, got transferred to the Regional State of Oromiya Education Bureau. Yet, the center still offers training when there is a request from other regional states. Now, there is a serious problem of human resource training of adult educators at the national level. Hence, promoting effective nonformal training programs at a regional level will be a challenging task. It requires a competent staff and a co-ordinated inter-sectoral effort to mobilize the human resource for voluntary participation and for consequent local development agencies. The condition entails the need to establish national and regional adult education institutions.

### ***2.10.3. Nonformal Basic Education in the Regional State of Oromiya***

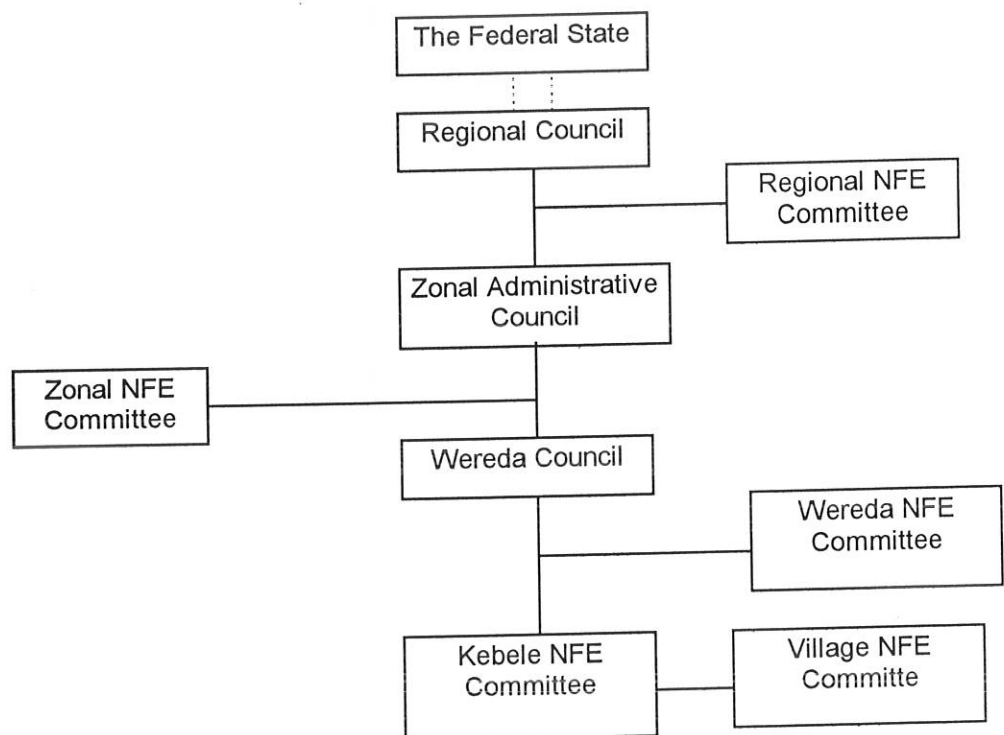
The Regional State of Oromiya was founded in 1991. It has 12 Administrative Zones and 178 Weredas (The Council of Oromiya, 1996:12). According to the national census made in 1994 the population of Oromiya is 18.4 million, of which nearly 90 percent live in rural areas (CSA, 1994).

The Regional Education Bureau is responsible to co-ordinate and run adult and nonformal education. The Bureau has a panel under the department of

program and supervision. The panel through its three divisions, namely: the Basic Education, CSTCs, and Continuing Education division, carries out its activities. Five staff members manage the panel: a coordinator, two experts for the basic education and an expert to each of the rest two divisions. At Zonal and Wereda level, however, one expert coordinates and follow the adult and nonformal education endeavor. At each level there is a Nonformal Education Committee composed of development offices and organizations. The committee is accountable to the Administrative Council.

Statements of the Regional Education Bureau indicate that Nonformal education mainly aims at functional literacy and promotion of cultural crafts through appropriate technology. To implement this, there is a stretched organizational structure, planned to be functional deep down to the village level.

Figure 1. Organizational Structure of Nonformal Basic Education of the Regional State of Oromiya.



Source: Oromiya Education Bureau, Organization and Management of CSTCs 1997: p.3.

According to the Education Bureau of Oromiya, in 1997/98, at the grassroots level, literacy classes are being given in 720 selected literacy stations parallel to the occupational skills given in 124 CSTCs. There is also a plan to double the village literacy centers each year. However, no clear information was obtained on the sources of resources and its management to realize the task.

The instructional language in the region is Oromiffa. Thus, the reading materials prepared in co-operation with development offices for Nonformal Education (The Bureau of Health, Agriculture, Education, etc.) are functional. The reading materials are on environmental education, mathematics and the Oromiffa language. Information obtained from the Education Bureau also indicates that in the three western administrative zones (Jimma, Illubabor, and eastern Wellega) there are 40 public reading rooms established by Canadian Organization for Development through Education (CODE) in Ethiopia. There is also a quarterly local newspaper publications in Oromiffa in these zones.

Grassroots level CSTCs and Nonformal training programs in the region are run through the Wereda Education Office. The document issued by the Education Bureau (1997) indicates that attending NFE is voluntary. Meanwhile, literacy and training programs given at the CSTCs are considered as part and parcel of integrated rural development. The centers are aimed at improving the professional quality and increasing the participation of the rural community. Moreover, the centers are believed to serve as a multi-purpose training centers. Thus, development workers of different offices train representatives of the rural community at the centers in both the literacy and occupational skills. The trainees, upon completion of their term, are expected to share the knowledge they have acquired with the rest of community members.

Despite the indicated efforts, there is hardly authentic information about the organization of village literacy station and skills training centers under operation. Furthermore, there is no clear figure of adult learners, trainers and coordinators deployed. At the same time, functional approaches were hardly indicated in tackling chronic shortage of manpower at all levels. No innovative

approaches were designed to promote the participation of rural adults. There is no indication about the source of resources needed for the program. So far, there is no clear guideline that specifies the responsibility of other development agencies in sharing resources and using the CSTCs efficiently. Therefore, it is with this understanding that assessing the current state of rural adults' participation and investigating major hindrances has been found relevant.

## CHAPTER THREE

### 3. PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the presentation and analysis of the data gathered through questionnaires, interviews and observations.

#### 3.1 Description of the Sample Population

Two sets of questionnaires were designed and distributed to the subjects. That is, the first set of questionnaire was meant to collect data from facilitators. Out of 49 questionnaires distributed, 45 ( 91.8%) were returned. The second set of questionnaire was meant to collect data from adult trainees. Of the 137 questionnaire booklets distributed, 124 (90.5%) were returned.

The data and information obtained through interviews with 8 (eight) adult and nonformal education panel coordinators currently working at the zonal and regional level was used in the analysis of the study. Furthermore, information obtained from unstructured interviews and from the document analysis, etc., was used to develop the discussion.

#### 3.2 Analysis and Interpretation of Data

In the study, the sample population included adult trainees, trainers and grassroots level training program coordinators. The following table describes the population by age and sex.

**TABLE I**  
**CLASSIFICATION OF SAMPLE POPULATION BY AGE AND SEX**

Age Group	R E S P O N D E N T S												
	Trainees			Trainers			Coordinators			Total			
	M	F	T	M	F	T	M	F	T	M	F	T	%
15-19	10	5	15	-	-	-	-	-	-	10	5	15	8.8
20-24	19	8	27	8	2	10	-	-	-	27	10	37	21.9
25-29	28	3	31	7	2	9	4	-	4	39	5	44	26.0
30-34	23	2	25	3	1	4	7	-	7	33	3	36	21.3
35-39	14	-	14	2	-	2	6	-	6	22	-	22	13.1
40 & above	12	-	12	-	-	-	3	-	3	15	-	15	8.8
Total	106	18	124	20	5	25	20	-	20	146	23	169	100

As is observable from the table, among the total number of the sample population, the female respondents account only for 13.6 percent. In the indicated figure, the majority of the females (78.2%) are learners enrolled to attend different training courses. On the other hand, female trainers constitute only 21.4% of the total population of trainers. Worse than this is the fact that there is no female training program coordinator ( see table I ).

From the Table one, can also observe that a significant portion of the participants ( i.e. 82.4% ) are between the ages of 20 and 39. From the data respondents below the age of 20 and above the age 40, were observed to be few. As age group increases enrollment decreases. One may observe a negative correlation between age and enrollment in the program beyond the age of 29. In this case, the findings seem to go in line with Cross's ( 1989 ) argument that age is an important characteristic to adult learning. In the study, the majority of the respondents are in early and middle adulthood. This age group is believed to represent active and productive portion of the society. Hence, the population included in the data are believed to have the maturity to realize and comment on the state of participatory training program development practiced at the centers. In order to make the profile of the population comprehensive, the respondents were asked to show their educational background. Table II below shows their responses.

TABLE II  
RESPONDENTS' CLASSIFICATION BY EDUCATIONAL LEVEL AND AGE

Educational Level	R E S P O N D E N T S											
	Trainees			Trainers			Coordinators			Total	%	
	M	F	T	M	F	T	M	F	T			
Illiterate	27	7	34	-	-	-	-	-	-	-	34	20.1
Grade 1-6	54	6	60	-	-	-	-	-	-	-	60	35.5
Grade 7-8	18	4	22	6	1	7	-	-	-	-	29	17.2
Grade 9-12	7	1	8	10	3	13	-	-	-	-	21	12.4
Grade 11 Complete	-	-	-	4	1	5	-	-	-	-	5	2.9
12 + T.T.I.	-	-	-	-	-	-	10	-	-	10	10	6.0
12+2 (Adult ed.)	-	-	-	-	-	-	4	-	-	4	4	2.4
12+2 (Other)	-	-	-	-	-	-	6	-	-	6	6	3.5
B.A./ B.S.C	-	-	-	-	-	-	-	-	-	-	-	-
Total	106	18	-	20	5	25	20	-	-	-	169	100

Table II displays the educational background of the sample population. Among the total adult learners, 34 (21.4%) were found to be illiterate. On the other hand, however, a little more than half of the population (52.7%) responded that they have an elementary (1-6) formal schooling. In addition, a small proportion of the adult learners (20.1%) have either a junior or a secondary school education. Hence, from the data one can understand that there are differences in the respondents educational level. Despite the vitality of assigning the adult learners to classroom according to their age and ability group, the classroom observation made by the researcher shows that different ability and age groups have been assembled in one class. Among the respondents, though the majority (63.2%) responded that they could read and write the Latin script, there are also a considerable number of respondents who still find reading the alphabets very difficult. Due to mixed gender and ability group in a class, the able adult learners can easily develop negative attitude towards the training program. In adult learning, when the disparity between age and ability is wide among group members, the feeling of being insecure to learning becomes stronger.

The condition of trainers is also another area which seeks a close attention. From the data in Table II, nearly 80 percent of the trainers have hardly better educational standard than some of the adult learners. In fact, to help adults to

learn well ,facilitators require adequate skill and knowledge.However,the data indicates that only 4(2.4%) of the grassroots level training program coordinators have the appropriate formal training in the field of adult education.

As Albison(1989) contend\$, such inappropriate knowledge in the field significantly influences the capability and the role of the facilitators in planning adult and nonformal education.

Along with the educational background, the facilitators years of experience in the field has its own influence. Question 1.11in the questionnaire has been designed to get information about the facilitators (trainers and coordinators) years of experience. Table III summarizes the data.

**TABLE III**  
**TRAINING PROGRAM FACILITATORS' YEARS OF EXPERIENCE**

Years of Experience	R E S P O N D E N T S					
	Trainers		Coordinators		Total	
	No	%	No	%	No	%
0-4 years	16	64	2	10	18	40
5-9 years	5	20	6	30	11	24.4
10-14 years	3	12	9	45	12	26.6
15 years & above	1	4	3	15	4	8.9
Total	25	100	20	100	45	100

As shown in the Table III, 64% of the adult trainers have below five years of experience in the field. As discussed earlier, on top of the trainers inappropriate educational background, inadequate experience is likely to be an obstacle to facilitate proper adult learning. On the other hand, 90% of the coordinators reported to have more than five years of experience. Nevertheless, years of experience, unless it is supported by frequent training, has a little to contribute to the promotion of participatory adult learning. From the data (Table II) , the facilitators' educational background entails the need for organized

training in the field of adult education. Thus, providing on the job training, organizing frequent workshops and seminars are essential. Regarding this, the facilitators were asked whether or not opportunities are available for them. Summary of the responses is given in Table IV below.

**TABLE IV**  
**FACILITATORS' KNOWLEDGE ABOUT THE NATURE OF ADULT LEARNING**

Items	RESPONDENTS (%)			
	Trainers		Coordinators	
	Yes	No	Yes	No
a) Have you ever attended a sort of on-the-job training related to adult teaching?	16	84	45	55
b) Do you feel teaching adults requires a special training?	24	76	65	35

As Table IV reveals, an attempt was made to understand trainers and grassroots level program coordinators' knowledge about the field of adult and nonformal education. Clearly more than three-fourth of the trainers (84%) and a significant number of grassroots level program coordinators(55%), have not received any form of organized training related to their current task. The condition clearly inhibits the competence of facilitators to design and promote participatory learning. In another question the respondents were asked whether or not a special training is essential to help adults learn. In their responses, nearly 75% of the adult trainers feel that there is no need for a special training to help adults learn. The misconceptions about the need for a special training to help adults learn was also supported by 35 percent of the program coordinators. From the data, one can understand that, for most of the training program facilitators at CSTCs the task of facilitating participatory adult learning requires no special knowledge and skill. In the view of most of the trainers and grassroots level coordinators, teaching school children and helping adults learn has little or no difference which by and large resulted from lack of training.

From the data in Table II only 2.4% of the coordinators graduated in the field of adult education. Nearly all of the program coordinators (97.6%), came directly from the formal schools of children. Hence, such misunderstanding about the field of adult and nonformal education might not be surprising. To narrow the observed gap of knowledge, on-the-job training ought to be believed important. However, lack of adult education institutions in the region have impacted the facilitators' responses.

From interview responses obtained, the Burayu Basic Technology Center (BBTC) the only institution that mainly deals with a short term training for program coordinators selected from different zones. Trained coordinators upon returning to their respective zones are expected to educate the local level facilitators. However, the multiplier effects are impractical due to scarcity of resources and poor coordination. Furthermore, at the Zonal & the Wereda level, the coordinators claim to have too much work load, and therefore have little time to train trainers. Along this, the document analysis made at the each CSTC, shows that insufficient time and attention is given to the recruitment and orientation of adult trainers. (Usually, the adult trainers are selected from among the already trained and who live around).

From the document analysis made, it appears that the centers do not use appropriate criteria in choosing adult trainers. Having merely a manual skill seems a sufficient criterion to admit adult learners. Hence the incompetence of the facilitators, as noted by Acharaya and Verma (1996), significantly affects the design of a proper training program at the centers.

Hindrances against voluntary participation of rural adults in NFE are multitude. On part of the participants among other factors, the trainees family condition and type of occupation are worth noting.

TABLE V  
 TRAINEES FAMILY SIZE AND OCCUPATION AS FACTORS TO  
 ENROLLMENT IN CSTCs

Family Size	MAJOR OCCUPATION					Total	%
	Farming	Small Business	Handicrafts	No Occup.	Others*		
Single	29	10	1	32	11	83	66.9
2-5	20	4	3	6	2	35	28.2
6-9	6	-	-	-	-	6	4.8
Total	55	14	4	38	13	124	100

\* Others include daily laborers, local healers, etc...

As indicated in Table V, more than half (66.9%) of the adult learners are single. The proportion of adult learners who have a family is relatively small (33%). The rural adults who are single and below the age of 30 (see Table I ) were observed to attend the training programs than family holders do.

Regarding occupation, farming (44.4%) is the major one. That is, although small businesses and handicrafts were indicated as occupations in which some of the trainees are engaged, its proportion is significantly low. Only less than 15 percent of the subjects have responded that they earn a living with occupational skills. The figure indicates that in rural villages other than farming, areas of earning a living are limited. This is true when we consider the fact that about 85% of the rural population is engaged in agriculture.

The Table also displays that a significant number of adult learners (30.6%) do not have any means of earning a living. This includes family holders too. This partly indicates that unemployment is also prevalent in the rural villages. It has to be made clear that people need oxen, a plot of land, seeds, etc. to take farming as an occupation. Hence, from the data one may expect to see adults who are single and unemployed more readily joining the training program

given at the centers than the rest of adult groups. In addition, based on Table V, enrollment and family size are negatively correlated i.e., as family size increases enrollment was observed to decrease.

On the whole, the data obtained from the previous tables (see Tables I, II, V) illustrate that adult learners represent a heterogeneous composition in terms of age, educational background and social responsibility. Hence, this heterogeneity is likely to reflect different learning needs, expectations and goals. Furthermore, the differences in personal attributes, especially age and educational level, create difference in the type and length of training an adult learner needs to undergo. In order to satisfy the learning needs of the different groups, needs assessment plus arranging training classes in terms of the personal attributes will be essential. However, from observation it was found out that those different ability groups, e.g. the illiterate and the secondary school dropouts were found attending in the same class.

According to the program coordinators, the number of adult trainees and trainers as well as facilities at the center are found to be major obstacles to arrange learners in terms of age, educational level or sex. Hence, disregarding personal attributes are common practices. This perhaps likely forces adult learners to dropout at the middle of the courses. The document analysis made at the centers discloses that absenteeism and dropout are prevalent. Until the seventh training week, nearly in all the centers there is a dropout rate ranging from 6% to 17%.

One of the conditions for meaningful participation is voluntary enrollment both in the training center and training courses to be attended. Regarding this point, adult trainees were asked whether they joined the center on their own request. The summary of the responses is given below.

TABLE VI  
ADMISSION OF ADULT LEARNERS TO THE CSTCs

Item	Response			
	YES		NO	
	No	%	No.	%
As a trainee, did you join the center on your own interest?	39	31.5	85	68.5
Were you informed about the training Programs given at the centers?	60	48.4	64	51.6

According to the response of the majority of the adult learners 85(68.5%) joined the training center without their own request. Furthermore, among the adult trainees 64(51.6%) responded that initially they were not informed what services and training courses are given at the centers. Despite the responses of adult trainees, however, the coordinators argue that admission is on a voluntary basis. Here, there is a conflict between the responses of the two groups. Regarding voluntary involvement either of the groups seems dishonest. The researcher assumes that the dishonesty may perhaps be on the part of the program coordinators and trainers owing to their political disposition and servility. As Majid (1995) argues, the issue partly explains the sensitivity and subtle nature of participation so as to serve as instrument to get things done.

The information obtained from the zonal coordinators through interview indicates that training centers get a meager budget from their zonal education offices to train rural adults. Hence, it is necessary to use the budget in that active budget year. As a result, the Wereda Adult and Nonformal Education committees send letters (that indicate areas of training and date of admission) to the peasant associations to send trainees. At grassroots level, where local capacity is weak giving such responsibility to the peasant associations will be difficult. Without adequate knowledge in the field, community leaders can misunderstand things and send the demotivated individuals or in some cases those individuals who are politically affiliated. From the field observation, the

researcher noted that in some of the Weredas where the survey study was conducted, only peasant associations that were close to the training centers are asked to recruit and send trainees. This is done because boarding services are lacking at the centers.

In adult learning, voluntary participation lies in the awareness creation of the target groups to be helped. Therefore, rural adults need to be aware of the programs given at the centers. However, when incorrect criteria for selecting adults for training are applied learners' participatory program planning can hardly be attained. At the surveyed local communities, attention to the orientation and awareness of the adult members about the benefits of the training program was observed to be minimal. Furthermore, from observation, there is still appears a chance of involuntary recruitment of learners. This, in turn, strongly affects the participation of adults in identifying and prioritizing the learning needs and consequent mobilization of local resources at the disposal of the rural people.

In relation to identification and prioritiation of training areas, the facilitators were asked about the common practices adopted at the centers. The result is shown in the following table.

**TABLE VII**  
**FACILITATORS RESPONSES TO COMMON PRACTICES OF SELECTING TRAINING COURSES**

Major Reasons	Respondents (%)			
	Trainers	%	Coordinators	%
Based on survey study	1	4	02	10
On trainees' requests	08	32	07	35
Felt to be necessary by the Wereda NFE committee	16	64	11	55
$X^2 = 3.22$				

Facilitators were asked about the common practices of selecting the training courses at CSTCs. As can be seen from the Table VII the  $X^2$  test 5.99 at  $df=2$ ; 0.05 level of significance to the calculated  $X^2$  value 3.22 witnesses that there is no difference between and among the sample training centers in the practices of leveling learning needs. Again, nearly 90% of the respondents agreed that the practices of preliminary study to identify and design training courses is almost nonexistent. On the other hand, according to the data, it is the Wereda committee that decides the training courses to be given to rural adults. Despite the vitality of designing training courses to suit each learning environment, most of the centers are running similar training courses. From the responses given by the facilitators, one understands that 'voluntary enrolment of trainees' meant joining training courses already fixed by a stranger who has little idea about the community.

In an interview made with zonal and regional adult educators, a technical committee composed of local development agencies decides the training areas and the number of attendants. The committee initially tries to assess learning need areas. However, from the document analysis made at each CSTC, it has been learnt that the committee does not composed members who directly represent the rural adults due to lack of public organizations at Wereda level or due to the absence of satellite training centers at the village level. Hence, there seems to exist no easy way to identify learning needs by directly reaching the target groups.

In relation to selecting the training courses, availability of trainers and learning materials and budget were indicated to be determinant factors. Thus, even when need areas of learners are identified, it doesn't necessarily mean all will be practical. According to some of the interviewees, consulting the target groups about learning needs does not make a significant change if it is done by experienced coordinators. To this end, failure to involve or, to encourage target groups to decide on learning needs may not necessarily be due to lack of resources. Rather, it may be a matter of attitude and awareness which could partly be due to poor educational background and motivation. In this case too,

the subjects' educational level and their perceptions of the degree of importance of participatory training program planning was considered.

**TABLE VIII**  
**RESPONDENTS' EDUCATIONAL LEVEL AS A FACTOR IN INFLUENCING PERCEPTIONS OF PARTICIPATORY TRAINING PROGRAM PLANNING**

Rating	Educational Level								$\chi^2 = 33.7$
	Illiterate	Grade 1-6	Grade 7-8	Grade 9-12	12+ TTI	12+2	Total	%	
Very important	2	11	15	14	5	7	53	31.4	
Important	4	19	8	7	3	2	48	28.4	
Not important	28	30	6	5	2	1	68	40.2	
Total	34	60	29	26	10	10	169	100	

As can be observed from the data, by applying a chi-square test, it was found that educational level has a positive influence upon creating awareness about the vitality of target groups' involvement in training program planning ( $\chi^2 = 21.02$  at 12 df; 0.05). From the result it is clear that the better the educational level, the higher the value given to beneficiaries' participation. Such positive influence was observed significantly on respondents having a junior, secondary or above educational level. On the other hand, the illiterate adults and those with elementary school education gave low degree of ratings to the participatory training program planning.

Although not significant, negative attitude against participatory planning is observable at all educational levels and groups of subjects. To this end, the relationship observed between educational level and perceptions towards participation should be taken cautiously. In adult learning, people participate when they feel they have the chance to fulfill their objectives. In this regard grassroots level change agents might develop negative perceptions towards participatory program planning due to workload and potential risks which will be created along with the participation. Under such circumstances where program facilitators develop negative attitude against target groups

participation, beneficiaries will be reduced to passive recipients of a training program.

Participation has both merits and demerits. Usually, thinking the risks, experts design development packages (including nonformal training courses) for target groups. Regarding this, one may ask a question; can program facilitators substitute target groups to identify and prioritize felt learning needs?

In the following table, an attempt was made to assess the degree of conformity between the groups' rating of the identified learning needs in a degree of importance.

**TABLE IX**  
**JUDGMENT OF THE TARGET GROUPS AND FACILITATORS ON**  
**LEARNING PRIORITIES AT THE CSTCs**

Judgement (Average rank)	Felt Learning Needs						
	Coffee Farming	Handicrafts skills	Health	Enviro- nment	Business	Population ed.	Literacy
Adult trainees (n=124)	1.35	2.31	3.43	4.61	1.68	5.29	6.17
Facilitators (n=45)	3	3.02	2.29	1.49	5.40	2.16	1.05

As illustrated in the Table, two groups: the adult learners and facilitators were asked to rank the type of learning needs according to their degree of importance. From their responses, seven areas of learning needs were identified. Depending on the value rated by each of the respondent to a learning need, an average rank is fixed. Accordingly, Spearman's method of rank order correlation was administered to see the conformity of their judgment in prioritizing the training areas. The statistical result shows only a slightly positive relationship ( $r=0.26$ ; 0.05 level of significance). Hence, from the result, one can clearly understand that the degree of agreement between the learners and the facilitators perceptions in ranking the important training areas is strongly weak.

A close analysis of the judgment of each group shows that there is a clear disparity in validating learning areas. To the adult learners, training areas related with income generation i.e., coffee farming, handicrafts and small businesses were prioritized in the degree of importance (see Table IX). On the other hand, the facilitators, ranked literacy education, population and environmental education to be the first three important areas for rural adults to be given priority. Among the indicated learning needs, literacy education, which was ranked the first in degree of importance by the facilitators was given the least by the adult learners. The findings strengthen the statements of Chambers (1983) and Herbert (1996) that rural adults value each activity in relation to solving their major problems.

From the table, one understands that the coordinators or facilitators identify training areas. However, the result essentially illustrates that training program coordinators cannot substitute adult learners in prioritizing felt learning needs. In prioritizing the training areas, there is difference among the two groups. The adult learners dominantly concentrate on training areas that can generate income for immediate better living, whereas the facilitators tend to rank areas of training that can make an adult politically and socially literate. On the whole, the result clearly reveals that for a meaningful participation, actually felt learning needs should be identified and prioritized by the beneficiaries themselves. Such a task, as observed from the above discussion can hardly be properly done by authorities alone. In this study, unlike the findings of Brestcher (1985) offering literacy classes and occupational skills training simultaneously was observed to hardly solve the conflict of interests likely to arise between beneficiaries and benefactors. This might be due to past experiences of the rural adults about the literacy campaign or the present poor training program organization.

In relation to this, an assessment was also made whether the present enrollment of the adult learners in the training courses at the centers conforms with their learning preference. In the study, the adult trainees were asked to indicate the training course they have been enrolled in and their training area preferences. The data is summarized in the following table.

**TABLE X**  
**ENROLLMENT AND ACTUAL LEARNING PREFERENCES OF ADULT**  
**TRAINEES AT THE CSTCs**

Variables	The core Training Courses									
	wood work	Metal work	Tailoring	Weaving	Leather work	Pottery	Bamboo work	Poultry & Bee hiving	Photo-graphy	Knitting
Enrollment (x)	21	20	25	19	10	20	9	*	*	*
Preference (y)	35	9	33	15	2	8	3	9	6	4

**N.B.**

1. The core training courses indicated in the table are those actually being given in the sample training centers.
2. The mark (\*) represents training areas preferred by adult learners but non-existent in the training centers.
3. The courses indicated in the table only focus on occupational skills training areas.

In the Table, ten core training areas out of which three training areas that are preferred by the trainees, but non-existent at the centers, were displayed. Basically, the number and kind of training courses given vary from one training center to another. However, in most of the sampled training centers, three training courses, i.e., woodwork, metal work and, tailoring are observed to be common areas. In addition, for a matter of analysis, basic literacy, which is common to all trainees at the training centers is not included in the table. Based on the responses of the adult trainees, the number of learners enrolled for a given course area (X), is correlated with the number of individuals who preferred it as their first learning interest (y).

Statistically, the correlation coefficient administered upon enrollment and learning preference illustrates weak relationship ( $r=0.33$ ) between the two variables. The condition witnesses that felt learning needs of adult trainees were hardly considered in the organization of the training courses.

In the majority of the training centers, the demand of adults to be trained in woodworking was found to be strong. It seems that in most rural communities included in this survey study, the easy access people have to timber and to the making of furniture might have motivated them to take training in the field. However, the condition indicates that not all individuals felt learning needs are beneficial at a community level. In the case of woodwork for example, offering unsystematized training is aggravating environmental degradation. In such circumstances the role of nonformal education in making the community aware of the importance of planting and keeping trees will be great.

On the other hand, areas like leatherwork and pottery are still the rejected (the least preferred) occupational skills. The condition, among other things, implies the deep rooted cultural influences against handicraft skills. Yet, in all ethnic groups, there are sub-ethnic groups who are still practicing these handicrafts. Hence, arranging trainings for specific target groups will improve both the living status of the people and the technology.

From the data indicated in Table X, we observe that training centers concentrate on offering technical skills. To provide relevant courses and enable adult trainees to be skillful, there ~~needs~~ sufficient learning resources and adequate duration, both of which are lacking at the centers. Regarding this, 71% of the trainees and 75% of the facilitators agree that, at present, the training centers are incapable of producing functionally skilled people who can manage to earn a living from the training they have obtained. In addition, the trainees are attending a specific occupational skill, which may not later help them to challenge diversified rural problems.

On the contrary, there are new training areas requested by the target groups (poultry, bee hiving, and photography), but these are non-existent at any one of the surveyed training centers. From experience and observation, in rural areas, the demand for photography is strong in coffee harvest seasons. In this regard, the request for getting training in photography shows the degree of rural adults' ability to rationalize their environment. The condition essentially shows the vitality of need assessment of the local people.

Basically, adult learners are not homogenous. They differ in personal attributes and social backgrounds. Therefore, prioritizing a training area has a close relationship with personal attributes. Table X also shows that adult learners differ from one another in prioritizing training areas. In the study, an attempt was made to gather data on major personal attributes that serve as common denominators among the target groups to prioritize similar training areas.

Accordingly, the respondents were asked to prioritize their first learning needs. Next, selected personal attributes of adult trainees were inter-correlated with the learning priorities which each of the respondent prioritized as his/ her first learning need. Four personal attributes (age, educational level, occupation and family size) were taken. A chi-square test was administered to see the influential personal attributes. Accordingly, three personal attributes (App.5) i.e., educational level ( $X^2=53.92, df=24; 0.05$ ), age ( $X^2=43.32; df=28; 0.05$ ) and family size ( $X^2=32.11; df=14; 0.05$ ) were found to the learners in prioritizing a similar learning need. From the findings, adult learners who have two or more personal attributes from among the indicated variables were found to have similar training areas as their priorities.

More specifically, the illiterate adults were observed to prioritize coffee farming more than other training areas. On the other hand, young and single literate adults were observed to have a stronger inclination towards either business or handicrafts than farming. Similarly, from the data, it could be seen that the better the educational level, the stronger the need to learn basic literacy class. This condition may be explained by the pre-request of having the knowledge in the writing and reading skill of Oromiffaa for local employment. On the other hand, from the data, the older the age, the lesser the need to learn the basic literacy.

The findings of the study also reveal that most adult trainees need to have training in areas in which they have already had experience. In other words, except those who do not have occupation, most of the adults were observed to prioritize the training areas that are closely related to their initial experience. The data also displays that, although there is a variation in prioritizing learning

needs, the dominant training areas are included under the domain of income generation. The observed fact similar to the findings of Smith et.al.,(1994) and Burkey (1994) shows that the learning need of most rural adult is dominantly economic, earning a better living.

In relation to adult learning preference, the time of the day the training is given is also another important factor. In most of the surveyed training centers, courses are given in the morning. Regarding this, the trainees were asked whether or not the time is suitable for them. Accordingly, 54% responded positively whereas 46% of them preferred if it were either in the afternoon or at night. Those who preferred night are those adults who live in the surrounding villages of the Wereda town (Among the surveyed CSTCs, 40% have access to electric supply). An attempt was also made whether or not the observed differences in the choice of part of the day has relationship with family responsibility.

TABLE XI  
TRAINEES' FAMILY RESPONSIBILITY AND CHOICE OF  
THE TIME OF TRAINING (PART OF THE DAY)

Preferred Part of the day	Respondents			$\chi^2 = 5.5$
	Family Heads	Single	Total	
Morning	26	40	66	
Afternoon	12	23	35	
Night	3	20	23	
Total	41	83	124	

A chi-square test was administered between the responses of the two groups. The statistical result obtained ( $\chi^2 = 5.99$ ,  $df = 2$ ; 0.05) indicate that family responsibility has little to do with the choice of the individual adult's learning time of the day.

On the whole, the findings of the above three tables(IX,X,XI) support the statements of Gajanayakees (1993) that rural adults have different learning needs, expectations and goals regarding the nonformal training. Thus, In order to promote participation of adult learner, identifying, and designing training programs based on personal characteristics will be critical. Such a huge task, in turn seeks a coordinated effort from all local development agencies. In the following table, an attempt was made to show the state of such a coordination of local development agencies in promoting nonformal training of rural adults.

**TABLE XII**  
**CO-PARTNERSHIP OF LOCAL AGENCIES**  
**IN NONFORMAL TRAINING PROGRAM AT THE CSTCs.**

Respondents (%)	Co-partner Agencies						
	MOE	MOH	WAC	NGOs	Religious institutions	T	
Trainers	32	20	16	24	8	100	$X^2=0.86$
Coordinators	35	20	15	25	5	100	
T	67	40	31	49	13	200	

**N.B.** NGOs include those non-governmental organizations working in the area ie, MFM, GTZ, PEAP.

On part three of the questionnaire, the training program facilitators were asked to identify the co-partner agencies which have a part in organizing and provision of nonformal training program for adults at the CSTCs. In the responses, the local development agencies favored by both the program coordinators and trainers are almost similar. According to the respondents, MOA, NGOs and MOH are the three co-partner agencies in a relative degree of importance. On the other hand, both groups rated religious institutions to have the least contribution. Nevertheless, the statistical result of chi-square test ( $\chi^2 = 0.86$ ) to the tabulated value ( $X^2=17.21; df10; 0.05$ ) indicates a very weak degree of difference in co-partnership between the local agencies.

As observed, most of the CSTCs are ill-organized both in terms of manpower and learning resources. They need all sorts of assistance, including technical, financial, and material from the local development agencies and community members. With regard to the existing resource linkage, coordinators were also asked to identify and rate the area and the degree of assistance of co-partner agencies. The result is shown in the following table.

TABLE XIII  
COORDINATORS' RESPONSE ABOUT THE AREAS AND DEGREE OF  
LINKAGE OF CO-PARTNER  
AGENCIES IN PROVISION OF NFE AT CSTCs (%)

Magnitude of Linkage	Areas of Linkage				X <sup>2</sup> =15.94
	Technical	Material	Information	Finance	
High	23.4	14.4	10	3.6	
Average	54.4	41.2	20	11.1	
Low	22.2	44.4	70	85.3	

As observed in the Table, technical and material co-operation from the co-partner agencies seem relatively encouraging. Such inter-sectoral linkage in the two aspects might have happened due to the relatively better resource capacity. However, statistically, the overall degree of resource of linkage ( $\chi^2 = 28.94$ ;  $df = 11$ ;  $0.05$ ) shows significantly low degree. From the view of the intended roles of the CSTCs in the local development, the degree of inter-sectoral cooperation in all areas and the necessary inputs ought to have been strong. However, from the data, particularly in both financial and information flow, the degree of linkage was found to be marginal.

In relation to information flow among and between the local sectors, the interview answers display that, the practices of using the training centers for inter-sectoral training program, is almost non-existent. The centers' training programs are dominantly organized by the education offices.

According to the responses of some of the coordinators, due to weak inter-sectoral linkage and lack of clear guidelines on how to efficiently use the centers, the centers not only are underutilized but also reflect duplication of efforts. The responses obtained from the adult trainees also confirm the coordinators' opinions.

In the questionnaire, adult learners were asked whether they have currently attended any organized workshop which in its content was similar to the present. Of the group nearly 32% of them indicated that they have attended related workshops organized by either MOA, MOH or NGOs in the 1996/97 fiscal year. The condition indicates that at grassroots level, development agencies concentrate more on individual work plan than a joint action. In addition, attitude of authorities at each local agency has its own influence in impeding coordination. The centers also ought to have served as technological and information disseminating body to local communities. However, from the interview responses, lack of coordination, lack resources and lack of skilled manpower in the field of adult education are indicated as main obstacles. At the moment, one can say there is no proper personnel in charge of facilitating grassroots level of adult education programs.

Program facilitator plays key role in the process of participatory adult nonformal training program planning. In order to realize this, the facilitator essentially requires knowledge, interest and commitment. In this connection, an attempt was made to assess the interest of facilitators towards their work at the CSTCs.

TABLE XIV  
FACILITATORS' YEARS OF SERVICE AND DEGREE OF INTEREST  
TOWARDS THEIR JOB

Degree of Interest	Years of Service				Total	%
	0-4 Years	5-9 Years	10-14 Years	15 Years and above		
High	5	-	-	-	5	11.1
Average	10	6	-	-	16	35.5
Low	3	7	11	4	24	53.4

As shown in the Table, most of the facilitators do not have interest in their work. Only 11.1% of the facilitators with less than five years of experience responded high interest to work at the centers. Lack of interest among the facilitators who have served for more than ten years of service is strongly significant. Among the facilitators who served for more than ten years (36%), no one responded to have even an average interest to work at his current position. From the data, years of service and interest in the work were observed to have strong negative relationship.

The respondents indicated many reasons for low interest in the work. Low payment and the nature of the work (the fact that it is seasonal) were indicated as important factors. As it is learnt from the document analysis at each training center, all adult trainers work on a contract basis, with an average salary of 105 birr a month.

On the part of the grassroots level coordinators, their exclusion from teachers' career structure and salary increment was indicated as the key factor that has made their motivation for the work low. In addition, lack of job mobility, huge work load, lack of opportunity for further education in the field, lack of basic facilities in the work place were stated as important factors to aggravate the demotivation. From the previous data (Table II) 80% of the coordinators were former teachers. Furthermore, their current job, fundamentally helping adults learn, is part of the component of teaching citizens. Hence, there is no clear logic that refrains them from the benefit other teachers get. In this regard, the regional education bureau head shares that the coordinators view and suggested that it will be practical soon. Although the condition shows the low attention and concern given to Adult and Nonformal Education, the promise given, if realized, seems encouraging.

In participatory adult learning, involvement of target groups in monitoring and evaluation of the program is the key component. In the study the subjects were asked whether or not they are involved in such practices. Accordingly, 80% of the target group responded that they do not have participation in the monitoring and evaluation of the training program at the centers. From the

document analysis and observation made at each training center, the practice of involving target groups differs from one center to another. In 10% of the centers, there are learners' committees who are involved in the management of the training of resources. From observation, income-generating activities are poor in most of the centers. The facilitators comment that adult trainees do not want to spend their time beyond the training hours. In relation to modern farming technology, most of the training centers at present do not have innovative activities that can attract community members. Only 2 of the 15 surveyed training centers have modern farm models.

Effective training mainly concentrates on the degree to which the trainees acquired the functional skill in a given period of time. Concerning this point, the target groups were asked about their expectation of the outcomes of the training program.

TABLE XV  
OUTCOMES OF THE TRAINING PROGRAM AT THE CSTCs AS  
EVALUATED BY THE TARGET GROUPS

	Expected outcomes of the training	Respondents	
		No	%
a	Generating Income	11	8.9
b	Reading and writing Oromiffa	22	17.8
c	Improving farm practices	8	6.5
d	Acquiring technical skills	19	15.3
e	No benefit is expected	64	51.6

As can be observed from the Table, for the majority of adult trainees, the relevance of the training program at the CSTCs has little to do with individual and/or community development. A little over half of the sample population (51.6%) expects no benefit upon completing the training program. In the trainees opinion, the training programs they are attending are not only need-based but also of a short duration (three months). They, therefore, do not

expect to be efficient in three months time. Furthermore, lack of promotional services ( e.g. lack of access to credit, tools) upon the completion of their training were mentioned as key factors for low expectations.

On the other hand, four areas of expected training outcomes were identified. Among the expected training outcomes, to be able to read and write the Latin script (17.8%) takes a relatively higher proportion. On the contrary, despite the main objective of the training centers ( facilitating improved practices through the training courses and the learning needs of the majority of the adult trainees in coffee farming), the actual contribution towards promoting modern farm practices was observed to be low (6.5%). The data gives an indication for the need to revitalize learning packages and training programs at the centers.

Among the positive training outcomes, generating income (8.9%) and acquiring technical skills (15.3%) were also indicated. Such positive expectations might have developed due to personal background of the adults. That is, the occupation in which each adult trainee is engaged (this applies largely to those adults who are employed) in actuality outside the training center seems to have influenced the outcomes they were expecting. Yet, once the trainees successfully acquire skills, technical help and follow-up is essential. However, from interview made with adult education coordinators, there is no follow-up and contact with the trainees after they complete their training. This put into question the faith some of the trainees have in the training centers.

The discussions so far made show that rural adults value the training program in its capacity to solve their major economic problems. Thus, the training given must be linked with conditions that are functionally more helpful to the trainees environment. In this connection, following the training, promotional services like access to credit, tools and place of work are essential points to be considered. Furthermore, creating conducive environment for raw materials and sales of products, designing frequent training schemes to enable

the trained adults to cope with new technological skills seem to be important for the success of the training program.

One of the expected advantages of decentralized education system is creating functionally viable learning environment at a grassroots level. Each community has its own unique learning environment which either encourages or discourages adults' willing participation in nonformal education. Target groups' expectations about the training programs may vary from group to group depending on the specific environment in which it is exercised. In this study, it was assessed whether or not there are differences in the expectations of the trainees in relation to differences in the specific locations of the sample zones and the expected outcomes.

For analysis, the rating responses given by the subject groups are tabulated and categorized under each of the three sample zones. Statistically, one-way ANOVA was administered (App.9). In the finding, the calculated values were found to be 12.9 and 2.2 to F1 and F2 respectively. This indicates that the calculated value between the sample zones is less than the tabulated value (i.e.,  $V1 = 3$ ;  $V2 = 3$ ;  $df = 0.05 = 29.4$ ). Similarly, the calculated value within the responses of each sample zones,  $F1 = 2.2$ ., clearly witnesses that there is no zone-based difference in the expectations of the adult learners of the sample zones. Despite the differences in their geographical locations, in target groups' opinion, the overall contributions of the CSTCs is unsatisfactory.

At the end, an attempt was made to identify major hindrances to participatory adult nonformal training program planning. Four hypotheical variables (each has seven items) were designed. The subject groups were made to rate the degree of influence of each of the items using a five-point rating scale. Each of the respondent's rating to each variable was summed up and its average was fixed to the corresponding scale (fractions were rounded to the nearest whole number). In addition, the specific items rated high or very high by 90% of the respondents were considered. The summary is as follows.

TABLE XVI  
 SUBJECT GROUPS' RESPONSES TO THE MAJOR HINDRANCES OF  
 PARTICIPATORY ADULTS NONFORMAL TRAINING PROGRAM PLANNING  
 AT CSTCs

Major Variables	Magnitude (5 point scale)	Respondents			
		Trainees		Facilitators	
		No	%	No	%
Situational Factors	Very High	98	79	19	42.2
	High	26	21	13	28.9
	Average	-	-	11	24.5
	Low	-	-	2	4.4
	Very low	-	-	-	-
	Mean deviation	0.46	-	1.96	-
	Mean ( $\bar{x}$ )	4.8	-	4.01	-
Target Groups Characteristics (Personal, socio-cultural)	Very High	-	-	22	48.9
	High	28	22.6	11	24.4
	Average	17	13.1	6	13.3
	Low	20	16.1	4	8.9
	Very Low	59	47.6	2	4.4
	Mean deviation	1.2	-	2.01	-
	Mean ( $\bar{x}$ )	2.1	-	1.0	-
Organization and Management of the center	Very High	64	51.6	36	80
	High	33	26.6	7	15.6
	Average	27	21.8	2	4.4
	Low	-	-	-	-
	Very Low	-	-	-	-
	Mean deviation	0.73	-	0.84	-
	Mean ( $\bar{x}$ )	4.3	-	4.8	-
Structural-political Factors	Very High	18	14.5	31	68.9
	High	20	16.1	8	17.8
	Average	19	15.3	6	13.3
	Low	43	34.7	-	-
	Very Low	24	19.4	-	-
	Mean deviation	1.18	-	0.86	-
	Mean ( $\bar{x}$ )	2.7	-	4.5	-

In the above Table, the mean value and standard mean deviation were administered to each category. The aim was to see the difference between the groups and the degree of influence of each of the major variables.

Accordingly, to the adult trainees, the situational factor (i.e., need-based training followed by promotional services) (m.d=0.46;  $\bar{x}$ =4.8) was found to be the most important factor to determine their participation. The organization and management of the centers (m.d = 0.73;  $\bar{x}$ =4.3) was rated as another key factor. Within the variables the respondents rated physical facilities (accommodation) and competent human resource to be the salient ones. According to the adult trainees, target groups' characteristics are rated to be the least variables to affect voluntary participation in learning. The facilitators also rated target groups characteristics as the less influential (m.d.=2.01;  $\bar{x}$  1.0). On the other hand, the facilitators rated the organization and management of the centers (m.d.=0.86;  $\bar{x}$ =4.8), and structural-political conditions (m.d.=0.84;  $\bar{x}$  = 4.), to be the two major hindrances to participatory nonformal training program planning.

From the Table, although the two groups identified the major hindrances to active participation, the degree of magnitude given to each of the major variables varies from one group to another. For instance, the nature of a training (m.d=0.46;  $\bar{x}$  =4.8) which is the most decisive to the trainees, is perceived by facilitators to have a lesser influence in hindering participation (m.d. = 1.96;  $\bar{x}$  4.01). In this case, the facilitators were observed to have hardly good knowledge of adult characteristics and adult learning.

At present, adult trainees are made to be commuters due to lack of resource and physical facilities. Although the majority (68%) of the family heads favored to be commuters, in aggregate, trainees preferred boarding service. According to the zonal and regional Adult and Nonformal education coordinators, however, CSTCs do not have adequate budget even to run the programs properly, let alone availing the trainees boarding house.

In relation to the organization of the training centers, some of the zonal level coordinators also comment that the recent re-organization of 'weredas' has negative impact on adults' participation due to unsuitable geographic location. However, from the study, it has been learnt that rural adults even at the close vicinity of the training center are hardly participating in the program.

In order to confirm the above statement an assessment was made between enrollment ratio (Y) and trainees home - training center distance (X). Statistically, a regression equation was found to be  $Y = 5.3 X - 36.5$  (see App.10). The regression equation Y upon X implies that no learner was observed to attend at the sampled training centers beyond the distance of 7 kms (on average 2 hrs walk).

Initially, the training centers were designed to serve 40-peasant associations. Now due to the reorganization of new wereda administrative zones, each of the sample weredas has no less than 69-peasant associations. On top of the rapid population growth in the rural areas, the result of the regression equation illustrates that currently the training centers serve only the population within the distance of 7 kms radius. This in turn indicates that the training centers are potentially serving a very few proportion of the potential beneficiaries of the rural adults.

From the field observation, at present, nearly 65% percent of the centers are working below their capacity. According to the grassroots level coordinators, even those adults who live close to the centers are not willing to join the centers. Such negative attitude of rural adults, among other factors, put in question the relevance of the training programs to their daily life. On the whole, the findings reveal that situational, organizational and managerial, structural-political conditions and target group characteristics are influential factors to determine participatory adult learning in rural communities. The study, therefore, complies with most of the findings the authors discussed in the literature review.

## CHAPTER FOUR

### 4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to bring to light some of the influential factors that stand against rural adults' voluntary participation in nonformal training program planning at CSTCs.

In order to achieve the objective of the study, six basic issues were addressed. Particularly, target group characteristics and course attendance, relationships between personal attributes and learning priorities, trainees involvement in training program development, competence of facilitators in initiating and managing learner-centered training programs, and the degree of local level intersectoral linkage in the provisioning of the training programs were treated.

Community Skills Training Centers found in the three western administrative zones of the Regional State of Oromiya were considered as a frame of reference. From each zone, five CSTCs, which have been functional since the first week of January 1998, were considered through simple random sampling technique. Similarly, subject groups who served as a source of data and information were drawn through different sampling techniques.

Female respondents were selected through availability sampling. The purposive sampling was employed to select the facilitators. Male adult trainees were drawn randomly. Hence, 177 subject's i.e., 124 target groups, 45 program facilitators, and 8 informants from zonal and regional level working with adult and nonformal education were included in the study. Two types of questionnaires and structured interviews were used for data collection. Observations and associated document analysis were carried out to counter check the degree of validity of the data obtained through the questionnaires and the interviews.

The percentages, the chi-square of association, the rank order correlation, coefficient of relationship, the mean, mean deviation and one-way ANOVA were used for the data analysis.

#### 4.1 Summary

1. Adult learners attending the training courses were found to have different attributes in age, sex, educational level, and occupation and family condition. The educational background evidenced that 34% are illiterates, 52.7% have had formal schooling below grade eight and 12.4% secondary. Early and middle adulthood (between 20 to 39 years) is the dominant age group that constitute 82.4% of the adult learners. Among the trainees, 44% are farmers and 30.4% are unemployed. More than half of them (63%) are single. The proportion of female trainees was significantly low (14.5%). The findings depict that as age and family size increases the number of adult attendants decreases significantly. Among other things lack of boarding service, the long distance between the trainees home and the centers and family responsibility are the factors that have made attendance low.
2. The study testifies that the degree of rural adults' voluntary participation in nonformal training program planning is nominal. In this connection, it was noted:
  - a) among the adult trainees, a good number (68.5%) joined the program without their interest;
  - b) nearly 52% of the sample population reported to have had no prior orientation about the specific skill training courses and facilities at the centers;
  - c) in some of the training centers attempts were made to conduct literacy classes and occupational skills simultaneously; no consideration was given to individual differences and learning needs;

3. The survey study revealed that there is a lack of situational analysis or preliminary survey study about the courses offered at the centers. The correlation coefficient administered between enrollment in the training course areas and actual learning preference was found to have a weak relationship ( $r= 0.33$ ). Furthermore, the learning preferences of trainees in some of the training areas seem to have been neglected. For example, photography (a skill not offered in any of the centers) has been indicated in the learning priorities of the respondents.
4. Despite the importance of designing viable approaches to suit the target groups, the organization and management of the programs was found falling short of such considerations. Illiterate and literate trainees were found to learn in the same class. Despite the difference in ability among learners, the amount and length of training is uniform.
5. The findings attest the participation of rural adults in the training program planning to be nominal. Participants were not consulted about the training courses they need to attend. Assessment made regarding the degree of conformity between the target groups and facilitators pertaining to the perception of learning priorities revealed a very weak relationship ( $r=0.26$ ).

Regarding adult trainees, the findings witnessed that rural adults preferred learning needs related to functional skills that could generate income. Nevertheless, cultural influences were observed to affect certain occupational skills like pottery and leatherwork. At the same time, most of the adult trainees gave the least priority to basic literacy while the facilitators perceived it to be the most important course for the trainees.

6. In the study, adult trainees' personal attributes were found to have a relationship with the choice of the kind of learning priorities. The result of the chi-square test indicated that, in degree of importance, educational level ( $\chi^2=53.92$ ;  $df= 24, 0.05$ ) and age ( $\chi^2 = 43.32$ ;  $df=28, 0.05$ ) were found to be the two most influential factors among the target groups to bring about differences in prioritizing the learning needs. Family size ( $\chi^2 = 31.11$ ;  $df= 14,0.05$ ) and occupation ( $\chi^2 = 16.92$ ;  $df=$

28,0.05) are the second two important factors that contributed to the difference in prioritizing learning needs among the target group. The findings also reveal that prioritizing the training areas has a close link with personal background. For example; the illiterate adults have shown strong inclination towards coffee farming ( $X^2=10.14$ ); whereas majority of the young literate adults favored the specific occupational skills\* ( $X^2=15.72$ ), and small business ( $X^2=7.5$ ). The better the educational level the stronger the tendency to avoid rural life attached with farming. At the same time, the study disclosed that the better the educational level of adults, the higher their perceptions of the vitality of participation of target groups in program planning ( $X^2 = 15.94$ ).

7. The assessment made on the competence of facilitators shows that adult trainers and coordinators lack the required skill and knowledge to facilitate participatory training program planning. Among the adult trainers, 85 % of them appear to have inadequate knowledge about the essence of adult learning. Besides, there are no appropriate criteria of selecting the trainers; they are working without getting any form of organized training. They work on a contract basis with an average salary of 105 birr a month. Similarly, 65% of the grassroots level coordinators appear not to have the required qualification and experience to carry out their tasks properly. Nearly all of the coordinators were former formal school teachers who were transferred to the field of adult education without receiving any formal training in the field. Accordingly, 40.2% of the facilitators (trainers and coordinators) have the position that target groups involvement in training program planning is unnecessary. No training (on the job training, seminars, and workshops, correspondence) is available to enable the facilitators to fill the gap between what they lack in the field of adult and Nonformal Education.
8. It was also found that the training centers were poorly organized both in human and resources. Each of the centers has only one permanent staff-the coordinator. Tools and raw materials are scarce to promote

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\* The selected handcrafts skills are tailoring and woodwork.

practical skill training. The study also testified that the motivation of the facilitators is significantly low. Among the facilitators, 89.9 % indicated low interest to continue in their present position. The data exhibits that the higher the service year the stronger the dissatisfaction in the work. Exclusion from 'teachers career structure', poor payment, lack of incentives, workload and lack of opportunity for further education in the field were indicated to low interest.

9. Among the local development agencies, MOA, NGOs and MOH were rated high in working with the training centers. The contribution of religious institutions and local nongovernmental development associations was observed marginal. The degree of coordination among the local agencies to use the centers in common was found weak. Technical and material cooperation among the agencies in running the nonformal training programs was relatively stronger. Linkage in areas of information flow and finance was found weak. Duplication of efforts are beheld due to lack of information flow between the local development agencies.
10. Participatory evaluation of training programs is significantly low. Trainees do not have the chance to comment on the program. In this connection, 51.6% of the target population expect no benefit from the training. According to this group, there are no promotional services after the training. They also do not believe that the three months training is not adequate for competence.

Rural adults far from the centers are disadvantaged due to lack of accommodations at the centers. A regression equation administered between enrollment (X) and home- training center distance (y) resulted *in* an equation  $Y = 5.3x - 36.5$ . According to the equation, no adult beyond a distance of 7 km from the center (on average 2 hours walk) is attending the program.

Despite the differences in the learning environment and target groups characteristics, the perceptions of most of the adult trainees about the training programs were found similar. The result of a one-way ANOVA

shows that the target groups included in the study have similar low perception about the contributions of the training programs to their future life.

11. Although there is a difference in the perception of the degree of influence, both the adult trainees and facilitators identified four major influential factors, which determine voluntary participation. Accordingly, the situational, organizational and managerial, structural-political, and target groups characteristics were the major ones.

To the adult trainees, the situational factor ( $\bar{x} = 4.8$ ; m.d=0.46) the most determinant variable. The finding supports the statements of many authors that adults are performance oriented. Next, the organizational factors (physical facilities, program's technical arrangement) ( $\bar{x} = 4.3$ ; m.d=0.73) was a significant influence. For the facilitators, on the other hand, the organizational and managerial ( $\bar{x} = 4.8$ ; Md. =1.96) and the structural -political ( $\bar{x} = 4.5$  Md. =0.86) are the two most hinderances to the desired level of participation. Situational factor ( $\bar{x} = 4.01$ ; m.d=1.96) stand third in hindering meaningful participation. The variable, however, is the most important to the target groups. To both of the groups, i.e., adult trainees and facilitators, target group characteristics ( $\bar{x} = 2.1$ ; m.d. =1.2; and  $\bar{x} = 1.0$  and m.d=2.01 respectively) considered to be the least influential of the three conditions.

## 4.2 Conclusion

The agents of development are humanbeings. It is upon human awareness and responses that a desired change depends. Nowadays, the principles of both community development and Adult Nonformal Education emphasize grassroots participation. People's involvement in all phases of program development is considered the most important to a desired change. Hence, through participatory planning, nonformal education is believed to serve as an agent of progress, self-improvement and social-transformation. Nevertheless, the role

of Nonformal Education in local development is mainly determined by the degree to which actors' voluntary participation is materialized.

The findings of the study support the assertion that rural adults are not a homogenous entity. Despite the common features, each adult possesses his/her own personal qualities, learning abilities, aspirations and objectives. The difference in personal attributes resulted in difference in learning needs and priorities. Failure to take into account the real life situation and alienating the learners from the planning process resulted in differing perception of the overall outcome of the training program. Seen from this perspective, it is possible to conclude that rural adults in this study value each activity in relation to their own problems and personal backgrounds.

In the study, despite the differences in personal attributes and social factors, mixed classes and similar program arrangements are applicable. This indicates lack of situational analysis. Basically, the more different groups are assembled, the higher the diversity of learning needs and the lesser the chance to address each. Within a learning environment, therefore, identifying the most needy group for help appears to be a critical step.

Identifying target groups to be helped is not a sufficient condition by itself. Rural adults realize their problems better than those authorities that are identifying their learning needs on their behalf. Hence, pragmatic solutions should come from those who suffer most. Altering the target groups to involve in training program planning generates confidence and a sense of recognition. In the study, however, the trainees request for new training contents outside the courses given at the centers witness the exclusion of the target groups from training program planning. In relation to this, the observed low perception of facilitators about the importance of participatory-planning is both a matter of attitude and lack of knowledge about rural adults.

In a given learning environment, not all learning needs can necessarily be materialized. Individual learning needs should be harmonized with community and societal needs. In the study, the demand of adult trainees for woodworking

is a case in point. In order to harmonize the conflict of interests, change agents have to play a key role. Facilitators are expected to design the most efficient and effective ways of providing the needed education. The task essentially requires the skills of adult psychology, communication and management. In the study, however, the facilitators were found not to be competent enough to facilitate need-based learning. Inappropriate recruitment, lack of relevant training and proper follow-up on the part of the employer institution seem to have made the facilitators do less than what is required of them.

Appropriate organization of learning resources and selection of trainees is the basis for successful result. In organizing a training program, the questions, what type of training? How much of it? With what resources? In what form? need to be addressed. In this regard, however, the findings of the study reveal that the training programs are poorly organized. Inflexibility in program provision, limited training packages, inadequate length of training time (3 months), etc. are clear indicators. To the majority of the trainees the length of the training is too short to enable one to be functionally skillful. Furthermore, to half of the trainees, the relevance of the training is doubtful partly due to lack of promotional services. In addition, offering a specific occupational skill hardly enables rural adults to challenge the diversified life problems. Likewise attending an occupational skill is not an end in itself. The provision of the program shall enable adult trainees to acquire different occupational and developmental skills. Following the training, providing the appropriate technical, material and financial assistance is essential for realizing the objectives of the training programs.

At local level, integrated approach to development intervention is crucial. Similarly, nonformal training programs shall be given in coordination. However, the study confirmed that the linkage among local development agencies is unsatisfactory. The degree of coordination to utilize the centers in common is marginal. Area of cooperation in finance and information are at infancy. The findings of the study indicate that isolated activities are more dominant than joint effort. Due to lack of information, duplication of efforts and resource

prevail in the training of rural adults. The organizational structure and the management of the centers need immediate attention. Lack of an independent body, which can integrate the local agencies' plan of action of Nonformal training of rural adults resulted in fragmented development interventions. At present, in the surveyed areas, Nonformal training of rural adults seems the task of a single agency, the Regional Education Bureau.

In adult learning, voluntary or active participation is a mutual, multi-directional and dynamic interaction between the actors (beneficiaries and benefactors) towards commonly defined objective. Learning environment is influenced by a number of factors - both from within and from without. In this study, an attempt was made to identify determinants of rural adults' voluntary participation in nonformal training program planning at the CSTCs. The results of the study show situational, organizational-managerial, structural-political and target group characteristics to be the influential variables in determining the degree of voluntary participation. At the same time, the degree of importance of each variable is subject to the awareness, motivation and knowledge of each group. Hence, it is essential to alleviate the indicated major hindering factors in order to promote participatory adult learning and consequential local development in the rural communities.

#### **4.3 Recommendations**

On the basis of the findings obtained and the conclusions reached the following suggestions are forwarded.

1. Within a geographic location, although rural adults have some characteristics in common, they differ in personal attributes, learning needs and priorities. Thus:
  - a) A situational analysis in order to understand the political, social, and cultural aspects of the specific locality must be given due attention;

- b) instead of organizing a uniform training package to different adult groups, it is essential to identify the specific adult groups to be helped most;
- c) based on the characteristics of the specific adult group, awareness - creation, consulting them about learning needs and organization of flexible delivery system for the provisioning of the program are critical;
- d) as there is no better way of changing a person's attitude than education, literacy classes, and two prioritized occupational skills training need to be provided simultaneously. Yet it is important to assess the background and motivations of the trainees. Furthermore, the content and length of training should be organized systematically (i.e., the content need to be problem solving, based on the trainees background and the length of training needs to be extended from four to six months so as to enable the trainees to be competent and have different skills to challenge life problems.
- e) From the study, negative attitude to some of the traditional handicraft skills is prevalent. At the same time, however, there are tanners, potters, blacksmiths etc., in all localities and ethnic groups. Therefore, designing a special project for these groups to promote their skills is essential. This may facilitate the promotion of indigenous local technology efficiently.

2. At local level, one of the major educational tasks of the adult educator is to link Adult and Non-formal Education to other developmental projects. The task essentially requires knowledge and motivation on the part of the adult educator and the readiness on the part of those involved in local development activities. Hence, it is vital to:

- a) design appropriate criteria to recruit and train adult educators who can assume responsibilities at all levels and agencies;
- b) establish adult training institutes at regions that offer certificate, diploma and perhaps farther training in the field;

- c) create further educational opportunities for adult educators through different delivery system including in-service, on-the-job and correspondence/ distance training;
  - d) utilize local media and short-term workshops to make literacy teachers and leaders of social - organizations aware of the essence of participatory planning of adult learning toward local development;
  - e) encourage women to take part in the coordination and management of Adult and Nonformal Education. Provide incentives for the effective adult educators and community leaders.
3. Organizational and staffing adjustments are essentially integral to the local capacity-building process. Thus, it is essential to:
- a) establish an independent local department that can coordinate the isolated intersectoral efforts in the providing of Adult and Nonformal Education to rural communities;
  - b) strength the local training centers with adequate skilled manpower, learning resources and physical facilities;
  - c) establish micro-financial institutions and promotional services which can assist rural adults with credit and technical assistance following the completon of their training.
4. Frequent training builds up receptivity for the results of innovation and participation. Therefore, adult educators need to get training and refresher programs continuously.
5. To promote active participation, sustained political commitment is a key factor. Hence, community and political leaders should be ready to help the rural population and work with commitment to fight off entrenched red tapes that stand in the way of voluntary participation of rural adults in both nonformal education and local development activities.

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Table VII

$H_0 =$  There is no zonal based difference on the practice of selecting training courses at the CSTCs.

$H_1 =$  There is zonal based difference on the practice of selecting training courses at the CSTCs.

$\alpha =$  0.05

Statistical tool =  $\chi^2$  test

O	E	O-E	(O-E) <sup>2</sup>	$\Sigma(O-E)^2/E$
0	1.1	-1.1	1.21	1.10
8	8.3	-0.3	0.09	0.01
17	15.5	1.5	2.25	0.14
2	0.8	-1.2	1.44	1.80
7	6.6	-0.4	0.16	0.02
11	12.4	1.4	1.96	0.15
value (cal)				3.22

Tabulated value =  $(r-1)(c-1)$   
 =  $(3-1)(2-1) = 2$   
 $\chi^2 =$  5.99 at 2 df ; 0.05

Table VIII

$H_0$ = There is no relationship between educational level and perceptions about the vitality of target groups involvement in training program planning.

$H_1$ = There is significant relationship between educational level and perceptions about the vitality of target involvement in training program planning.

$\alpha$ = 0.05

O	2	4	28	11	19	30	15	8	6	14	7
E	5.6	8.6	19.7	18.8	3.17	24	10	3.2	11	8	4.3
$(O-E)^2$	13.1	21.3	8.3	60.9	17	36	25	23.09	25	36	15.89
$\Sigma(O-E)^2/E$	2.3	2.4	3.03	3.39	4.67	1.29	2.5	6.12	2.23	4.5	3.78
cal. Value = 33.7											

Tabulated value =

$$(r-1)(c-1)$$

$$(3-1)(7-1)=12$$

$$X^2 \text{ at } 12 \text{ df ; } 0.05 = 21.02$$

Table IX

Statistical tool Spearman's Rank Order Correlation / Average rank order/

Code variable	X(n=124)	Y(n=45)
01	1.35	3.0
02	2.31	3.02
03	2.43	2.29
04	4.61	1.49
05	1.69	5.40
06	5.29	2.16
07	6.17	1.05

$$R_s = \frac{1-6Ed^2}{N(N^2-1)}$$

$$d = \frac{\sum d_i^2}{n} = 6.43 \quad 1-248.64$$

$$r = \frac{1-6 \times 41.44}{7(7-1)} = \frac{1-248.64}{336}$$

$$R = \underline{0.26}$$

Table X

Code	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
01	21	35	735	441	1225
02	20	9	180	400	81
03	25	33	825	625	1089
04	19	15	285	361	225
05	10	2	20	100	4
06	20	8	160	400	64
07	9	3	27	81	9
08	-	9	-	-	81
09	-	6	-	-	36
10	-	4	-	-	16

$$\begin{array}{l}
 X=17.7 \quad Y=12.4 \quad \Sigma XY=2232 \quad \Sigma X=124 \quad \Sigma Y=124 \quad \Sigma X^2=2408 \\
 \Sigma Y^2=2830
 \end{array}$$

$$R = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{n}$$

$$\frac{((\Sigma X^2 - (\Sigma X)^2) (\Sigma Y^2 - (\Sigma Y)^2))^{1/2}}{n}$$

$$R = 0.33$$

RELATIONSHIP OF PERSONAL ATTRIBUTES  
AND  
5. LEARNING PRIORITIES

Appendix 5

Age	A	B	C	D	E	F	G	X <sup>2</sup>
15-19	4	3	5	2	7	3	5	43.32
20-24	5	4	3	2	7	3	8	
25-29	9	6	2	4	8	3	4	
30-34	13	4	2	3	4	2	2	
35-39	6	2	4	5	3	2	6	
≥40	4	2	1	2	1	1	1	

Ed. lev.								X <sup>2</sup>
Illiterate	13	3	6	1	3	4	5	53.92
G 1-6	6	3	5	5	2	2	4	
G 7-8	4	2	7	5	14	3	10	
G 9-12	1	5	2	4	3	1	2	

Occup.								X <sup>2</sup>
Farmin g	17	6	3	3	4	4	2	16.90
S.bussi n	3	1	1	1	1	1	2	
HandiC	1	1	0	0	1	0	1	
UNEP	6	3	4	2	10	2	8	
Other	1	2	0	1	1	0	0	

Fam.Si z								X <sup>2</sup>
Single	14	10	7	2	4	3	8	32.11
Fa 2-5	11	4	3	6	4	5	6	
Fa 6-9	1	2	0	0	1	0	1	

Legend : A= Training on Farming; B= Training oin basic literacy; C= Training on Health care ; D= Training on Environment; E= Training on Handicrafts; F= Training on Popu. Ed. ; G= Training on Small Bussiness.

Table XI

- $H_0$  = There is no relationship between Family responsibility and trainees preference of the part of the day the training is to be given
- $H_1$  = There is strong relationship between family responsibility and the choice of the part of the day
- $\alpha$  = 0.05

Statistical tool Chi square test Stat. Table (2x3)

Variables	Family Heads		Single Adults		Total
Morning	26	22	40	44	$X^2 = 5.5$
Afternoon	12	11.6	23	21	
Evening	3	7.6	20	15.4	

Tabulated  $X^2 = 5.99$  at  $df = 2; 0.05$

## Appendix 7

Table XII

$H_0$ = There is no significant difference between local copartner agencies in the degree of resource linkage. with CSTCs.

$H_1$ = There is significant difference between the indicated local copartner agencies in the degree of resource linkage with CSTCs.

$\alpha=0.05$

Statistical tool

Chi square test

O	E	$(O-E)^2$	$(O-E)^2/E$
32	33.5	2.3	0.06
35	33.5	2.3	-
20	20	-	-
20	20	-	0.01
16	15.5	0.25	0.01
15	15.5	0.25	0.01
24	24.5	0.25	0.01
25	24.5	0.25	0.35
8	6.5	2.25	0.35
5	6.5	2.25	0.86

Tabulated value (r-1) (c-1)  
 (3-1) (4-1)  
 df=6; 0.05, 12.09

Table XIV

Statistical tool one way ANOVA

Variable	High	Average	Low
Z <sub>1</sub> (Ilubabor)	12	14	29
Z <sub>2</sub> (Jimma)	10	16	30
Z <sub>3</sub> (Eastern Welega)	11	13	33

- A. Correction Factor =  $\frac{T^2}{N} = \frac{(47.6)^2}{169} = 13.4$
- B. Total Sum of Squares(Tss) = 3053-13 = 3040
- C. Sum of squares between classes = 403-13 = 390
- D. Sum of squares between ratios-T<sup>2</sup> = 2309-13 = 2294

ANOVA TABLE /3X3/

Source	SS	df	M.S	Variance Ratio
Between classes	2294	2	1147	12.9 (F <sub>1</sub> )
Within classes	390	2	195	2.2 (F <sub>2</sub> )
SE	356	4	89	

F tabulated at V<sub>1</sub>=3 ; V<sub>2</sub>=3 , 0.05 = 29.46

Statistical tool Regression

$$b_{Yx} = \frac{\sum XY - (\sum X)(\sum Y) / n}{\frac{\sum X^2 - (\sum x)^2}{n}}$$

Home CSTC distance(X)

0-1Km  
 1\_2Kms  
 2\_3Kms  
 3\_4Kms  
 4\_5Kms  
 5\_6Kms  
 6\_7Kms

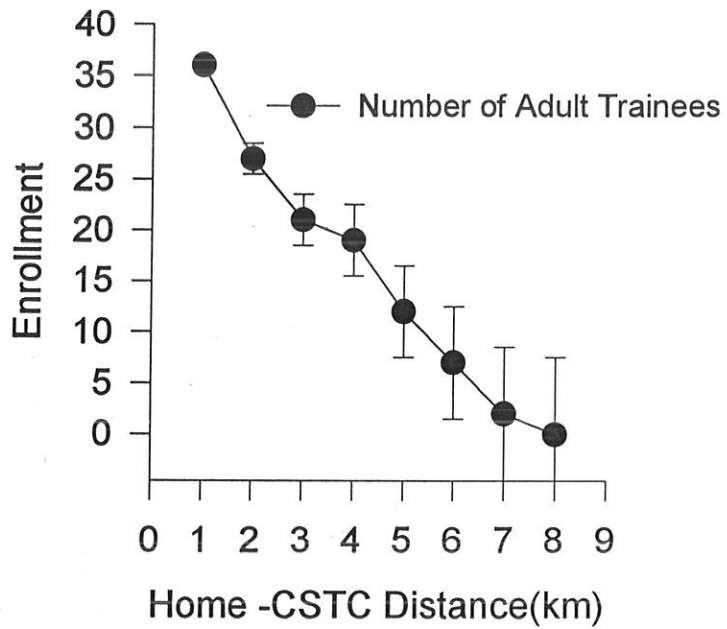
Enrollment(Y)

36  
 27  
 21  
 19  
 12  
 07  
 02

Regression Line Equation

$$Y = 5.3X - 36.5$$

LINEAR GRAPH



# APPENDIX - A

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION.**

**A QUESTIONNAIRE SET ON RURAL ADULTS' PARTICIPATION IN NON-FORMAL  
TRAINING PROGRAMS) FOR COMMUNITY DEVELOPMENTAL CSTCs.**

This Questionnaire is to be filled by Trainees in the Community Skills Training Center (CSTCs) of Rural Oromia.

The main purpose of this questionnaire is to gather the necessary information on the current state of rural Adults participation in non-formal training programs. given at CSTCs. It also intends to identify the major obstacles and come-up with the appropriate strategies to promote participatory adult learning in the training centers. You are, therefore, kindly requested to fill in the questionnaire to know about the major issues related to the study. The success of this study entirely depends upon your earnest and sincere response to the questions.

*Thank you in advance for your cooperation.*

**PART I. Background Information**

**Instruction:-** Please write short answer or indicate by marking 'X' in the space provided.

1.1. Zone \_\_\_\_\_

1.2. Wereda \_\_\_\_\_

1.3. Sex A) Male \_\_\_\_\_

B) Female \_\_\_\_\_

1.4. Age A) 15 - 19 \_\_\_\_\_

B) 20 - 24 \_\_\_\_\_

C) 40 and above \_\_\_\_\_

- 1.5. Marital Status  
 A) Married \_\_\_\_\_ B) Single \_\_\_\_\_ C) Divorced \_\_\_\_\_
- 1.6. If you are married, how large is your family size?  
 a) 2 - 5 \_\_\_\_\_ B) 6 - 9 \_\_\_\_\_ C) 10 and above \_\_\_\_\_
- 1.7. Your educational Background.  
 A) Illiterate \_\_\_\_\_ B) Read and write \_\_\_\_\_  
 C) Grade 1 - 4 elementary school \_\_\_\_\_ D) Grade 1 - 8 \_\_\_\_\_  
 E) Grade 9 - 12 \_\_\_\_\_ F) Grade 12 complete \_\_\_\_\_
- 1.8. Your Occupation  
 A) Farmer \_\_\_\_\_ B) daily labour \_\_\_\_\_ C) Local Heeler \_\_\_\_\_  
 D) Artisan \_\_\_\_\_ E) Home lady \_\_\_\_\_ F) Jobless \_\_\_\_\_ G) Other \_\_\_\_\_
- 1.9. Your average annual income is \_\_\_\_\_ birr.
- 1.10. At present, is there literacy center in your village?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 1.11. Do you have literacy certificate in Oromiffa.  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 1.12. Do you have a radio receiver for your own  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 1.13. The skill you are attending now  
 A) Wood work \_\_\_\_\_ B) Metal work \_\_\_\_\_ C) Carpentry \_\_\_\_\_  
 D) Pottery \_\_\_\_\_ E) Tannery \_\_\_\_\_ F) Tailoring \_\_\_\_\_  
 G) Weaving \_\_\_\_\_ H) Midwifery \_\_\_\_\_ I) Other \_\_\_\_\_
- 1.14. What is the skill you think most-beneficial to you & your community \_\_\_\_\_
- 1.15. The distance from your home to the training center (in hrs) on foot.  
 A) less than 30 minutes \_\_\_\_\_ B) 30 minutes to 1 hour \_\_\_\_\_  
 C) 1 hr - 1:30 hrs \_\_\_\_\_ D) 1:30 hrs - 2 hrs \_\_\_\_\_  
 E) more than 2 hrs \_\_\_\_\_
- 1.16. The way you are attending the training course  
 A) Boarding at the center \_\_\_\_\_ B) Commuter \_\_\_\_\_

1.17. If you are a commuter, the reasons are

A) No facilities at the center \_\_\_\_\_ B) Home training center proximity \_\_\_\_\_

1.18. Have you attended similar training course (s) ever before

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

1.19. If, your answer is yes, please fill the following

	<u>Year</u>	<u>Agent</u>	<u>Type of Training</u>	<u>Duration</u>
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____

## PART II.

**Instruction:-** Please indicate your answer by marking a number in order, an 'X' or short answer when necessary.

2.1. In your locality, Among the following which do you think are severe problems (indicate in rank order 1, 2, 3, ...)

- A) Shortage of food \_\_\_\_\_ B) Health problem \_\_\_\_\_  
C) Change of weather & climate \_\_\_\_\_ D) Coffee disease \_\_\_\_\_  
E) Cattle disease \_\_\_\_\_ F) Population density \_\_\_\_\_  
G) Other \_\_\_\_\_ H) Lack of skilled artisan \_\_\_\_\_

2.2. In your locality, are there socially neglected (artisan) handicrafts skill?

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

2.3. If your answer is yes, do the indicated artisans get marry with other community members

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

2.4. Do the artisans live in a confined village

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

2.5. Your locality are artisans socially respectful?

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

2.6. In your village do community members willing to be trained in handicraft skills

A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

- 2.7. How did you admitted in the training you are now attending.  
 A) On my own request \_\_\_\_ B) Through my village Ass. \_\_\_\_\_ C) Other \_\_\_\_
- 2.8. Among the following, what benefit would you expect from the training you are attending  
 A) It will enable me to generate income \_\_\_\_ D) I acquire additional skill \_\_\_\_\_  
 B) It will enable me read and write \_\_\_\_\_ E) I don't expect any benefit \_\_\_\_\_  
 C) It will improve my farm practices \_\_\_\_\_ F) Other \_\_\_\_\_
- 2.9. If your answer is negative (you do not expect benefit) please indicate the reasons \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_.
- 2.10. As a trainee what do you think about the degree of importance of your involvement in all phases the training program development?  
 A) Very important \_\_\_\_\_ B) important \_\_\_\_\_  
 C) Less important \_\_\_\_\_ D) Not important of all \_\_\_\_\_
- 2.11. In your perception the overall contribution of the common skill training antes to falltate rural development is;  
 A) High \_\_\_\_\_ B) Average \_\_\_\_\_ C) Low \_\_\_\_\_.

**PART III.**

**Instruction:-** Please indicate your answer by marking a number in order, an 'X' or short answer when necessary.

1. Content	Yes	No.
<p><b>1. Planning &amp; Decision Making.</b></p> <p>1.0. Have you discussed with the coordinators of the major comity problems.</p> <p>1.1. Were you asked about the skill you want to train.</p> <p>1.2. Were you informed about the duration of training.</p> <p>1.3. Were you convinced about its benefits after completion.</p> <p>1.4. Are you now attending in the skill you are interested most.</p> <p>1.5. Do you feel that the program is viable.</p>		

	Yes	No.
<p><b>2. Implementation</b></p> <p>2.1. Is there a committee of trainees at the center.</p> <p>2.2. Do you feel that you have the right to comment the program.</p> <p>2.3. Do you have an information on how the resources being utilized.</p> <p>2.4. Are you willing to contribute labor and/or money to the center</p> <ul style="list-style-type: none"> <li>- Are you willing to derive as multiplier upon completion.</li> <li>- Do you know the sources of resources for running the training.</li> </ul>		
<p><b>3. Evaluation</b></p> <p>3.1. Are there frequent discussions with trainers &amp; coordinators.</p> <p>3.2. Are trainers encourage trainees to comment on the lessons.</p> <p>3.3. Is adjustment of programs would be made after decided by trainees.</p> <p>3.4. Do you feel the training is relevant for your future life.</p> <p>3.5. Do coordinators and trainers respect trainees ideas.</p> <p>3.6. Do you feel the training center is important to the community.</p> <p>3.7. If you get the chance, are you interested to come once again for another training.</p> <p>3.8. Do you feel there will be promotional services after the training.</p>		

#### PART IV.

**Instruction:-** Please indicate the extent to which the following factors affect rural adults participation in Non-formal Training Programs at CSTCs. Mark an 'X' in Column of Which the degree of participation being affected. Use the following rating scales = very high = 5, High = 4, Average = 3, Low = 2, and Very low = 1.

Factors its magnitude in affecting rural adults participation in Non formal Training Programs at CSTCs Western in Oromia.

1. Training Center Related Factors	5	4	3	2	1
<p>1.1. The training center is found too far to most villagers</p> <p>1.2. The training center's programs are inappropriate to the major community problems.</p> <p>1.3. The duration of training doesn't concede with the slack period of adults.</p> <p>1.4. The training center lacks adequate physical facilities.</p> <p>1.5. The training center lacks sufficient learning materials.</p> <p>1.6. Shortage of qualified coordinators and trained trainees is tense.</p> <p>1.7. In appropriate admission criteria.</p>					
<p><b>2. Target Group Characteristics /Socio-economic &amp; Cultural/ Obstacles.</b></p> <p>2.1. Rural adults have little or no awareness about the training centers.</p> <p>2.2. Rural adults have low interest to train in handicrafts skills.</p> <p>2.3. There is low expectation about the benefits of the training given.</p> <p>2.4. There is strong religious influence against rural adults participation.</p> <p>2.5. Rural Adults social responsibility and lack of time.</p> <p>2.6. A pronounced gap of age among trainees in a class.</p>					
<p><b>3. Organizational and Administrative Obstacles.</b></p> <p>3.1. Low motivation of coordinators and trainers to help trainees.</p> <p>3.2. Inappropriate admission criteria to the training center.</p> <p>3.3. Mismanagement of resources at the training center.</p> <p>3.4. Rigid and an responsible training programs schedule.</p> <p>3.5. Lack of follow-up and communication after completion of the training program.</p> <p>3.6. Lack of promotional services for the trained adults.</p> <p>3.7. Failure to identify the specific target groups to be helped most.</p>					

4. Structural /Political Institutional / Problems.	5	4	3	2	1
4.1. Limited market conditions for handicraft products					
4.2. Fragmented development interventions in rural communities					
4.3. Lack of integrated effort among local level development agencies					
4.4. Lack of readiness of community members for self-improvement					
4.5. Incapability of local organizations to mobilize local resources.					
4.6. The influence of reorganization of Weredas on adults participation.					

#### PART V.

**Instruction:-** Please indicate the extent to which the following major interventions /strategies can improve the participation of rural adults in non formal basic education. Mark 'X' in the column which nearly promotes participation. Use the following rating realize: Very high = 5 High = 4 Average = 3 Low = 2 Very Low = 1.

1. Statements	5	4	3	2	1
1. Establish training centers closer to local communities.					
2. Providing literacy and income generating skill training simultaneously in a project form.					
3. Organizing integrated development interventions through					
3.1. establishing independent (Legitmetizing) local community development office with a clear policy					
3.2. Strengthening frequent & constant information exchange between development offices.					
3.3. Increasing resource allocation to the training centers					
3.4. Organizing a responsible body for technical & promotional services including credit					
3.5. Initiate local development association in the education of rural adults					
3.6. Encourage religious institutions to take active parts in the education of rural adults.					

	5	4	3	2	1
<p>4. Encourage community participation through:</p> <p>4.1. listening to the problems of the target group</p> <p>4.2. giving a chance to the target group in order to decide upon the type &amp; schedule of training</p> <p>4.3. provide incentives for the outstanding trainees</p> <p>4.4. identifying the needy (specific) target groups to be helped most</p> <p>4.5. organize local artisan groups at grass root level</p> <p>4.6. Facilitate conditions to have for own materials and market for products.</p> <p>4.7. initiate traditional artisans to undertake apparent training.</p> <p>5. Strengthening the institutional capacity of training centers by:</p> <p>5.1. training of willing and committed coordinators &amp; trainers</p> <p>5.2. arranging frequent in service and on the job training for trainers</p> <p>5.3. providing incentives for the best coordinators &amp; trainers</p> <p>5.4. promoting localization and decentralization of training programs.</p> <p>5.5. recruiting more female coordinators &amp; trainers</p> <p>5.6. provide adult education to all development workers at all levels.</p> <p>6. Develop better educational media &amp; communication system in local community by:</p> <p>6.1. providing radio receivers through credit</p> <p>6.2. organize adult educational programs though local radio station</p> <p>6.3. distribute local news letters and bulletin to the people</p> <p>6.4. initiate video cassettes lessons at the training centers.</p>					

## APPENDIX - B

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION**

A Questionnaire set on Rural Adults' Participation in Non-formal Basic Education and Training for Community Development.

This Questionnaire is to be filled by Training program coordinators, Trainers and Development workers concerned with training programs given at CSTCs.

The main purpose of this questionnaire is to gather the necessary information on the current state of rural adults' participation in the program development given at CSTCs. It also intends to identify the major obstacles and come-up with the appropriate strategies of promoting participatory adult learning in rural areas. You are, therefore, kindly requested to fill the questionnaire as each item being exercised in your community.

The success of this study entirely depends upon your earnest and sincere response to the question.

*Thank you in advance for your cooperation!*

### **PART I. Background Information.**

**Instruction:-** Please write a short answer or mark 'X' in the space provided.

- 1.1. Zone \_\_\_\_\_
- 1.2. Wereda \_\_\_\_\_
- 1.3. Sex    A) Male \_\_\_\_\_                      B) Female \_\_\_\_\_
- 1.4. Age    A) 15 - 19 \_\_\_\_\_                      B) 20 - 24 \_\_\_\_\_
- C) 25 - 29 \_\_\_\_\_                      D) 30 - 34 \_\_\_\_\_                      E) 35 - 39 and above \_\_\_\_\_

- 1.5. Marital status :- A) Married \_\_\_\_\_ B) Single \_\_\_\_\_ C) Divorced \_\_\_\_\_
- 1.6. If you are married, how large is your family size?  
A) 2 - 5 \_\_\_\_\_ B) 6 - 9 \_\_\_\_\_ C) 10 and above \_\_\_\_\_
- 1.7. Educational background:-  
A) Below grade six \_\_\_\_\_ B) Grade 1 - 8 \_\_\_\_\_ C) Grade 9 - 12 \_\_\_\_\_  
D) 12 complete \_\_\_\_\_ E) 12 + TTI \_\_\_\_\_ F) 12 + 1 \_\_\_\_\_  
G) Diploma \_\_\_\_\_ H) First Degree \_\_\_\_\_
- 1.8. Area of qualification \_\_\_\_\_
- 1.9. Office or Institution you are working now \_\_\_\_\_
- 1.10. Your current occupation \_\_\_\_\_
- 1.11. Your monthly salary \_\_\_\_\_
- 1.12. Total service years:-  
A) 2 - 5 \_\_\_\_\_ B) 6 - 9 \_\_\_\_\_ C) 10 - 14 \_\_\_\_\_  
D) 15 years and above \_\_\_\_\_
- 1.13. Do you have any form of training that related with adult education?  
A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 1.14. Did you get another type of training which is related adult education?
- 1.15. Are you interned in working with adults?  
A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 1.16. Do you agree teaching adults require a special training?  
A) Yes \_\_\_\_\_ B) No \_\_\_\_\_

## PART II.

**Instruction:-** Please, indicate your answer by marking 'X' or a number order (1, 2, 3, ...) or a short answer when necessary.

- 2.1. In your Wereda, among the following, which training is/are more beneficial to the rural adults (indicate in rank order 1, 2, 3, ...)
- A) Training on food production \_\_\_\_\_ F) Training on Accounting \_\_\_\_\_  
B) Training on coffee production \_\_\_\_\_ G) Population education \_\_\_\_\_

- C) Health education \_\_\_\_\_ H) Basic literacy \_\_\_\_\_  
 D) Environmental education \_\_\_\_\_ I) Other \_\_\_\_\_  
 E) Income generating (Handicrafts) skills \_\_\_\_\_
- 2.2. In your locality, are there socially neglected handicrafts skill?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 2.3. If your answer is yes, do the indicated craftsmen get marry with the rest of community members? A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 2.4. Do the indicated craftsmen live in a confined village?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 2.5. If your Wereda, which months are peak forming periods? \_\_\_\_\_ to \_\_\_\_\_.
- 2.6. In the indicated months on average, how many hours do farmers spent in each day?  
 \_\_\_\_\_ hrs.
- 2.7. In your Wereda, do farmers use fertilizers?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 2.8. In your Wereda, do farmers use improved seeds?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 2.9. If your answer for questions 2.7 and/or 2.8 is 'no', please indicate the main reasons: \_\_\_\_\_.
- 2.10. As far as rural adults learning is concerned, which do you think shall come first?  
 (Which do you think is more important to rural adults)  
 A) Literacy (read and write) \_\_\_\_\_ B) Income generating skills training \_\_\_\_\_

### PART III.

**Instruction:-** Please indicate your answer by marking 'X' or giving short answer in the space provided.

- 3.1. Does your office or institution has educational program related with rural adults?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 3.2. If your answer is 'yes' in what areas of training does it focus?  
 A) Basic literacy \_\_\_\_\_ B) Handicrafts skills \_\_\_\_\_

- C) Health education \_\_\_\_\_ D) Improved farm practices \_\_\_\_\_  
 E) Environment \_\_\_\_\_ F) Population education \_\_\_\_\_  
 G) Community organization \_\_\_\_\_ H) Other \_\_\_\_\_
- 3.3. At which rural adult target group do you focus on?  
 A) School leavers \_\_\_\_\_ B) Young farmers \_\_\_\_\_  
 C) Girls \_\_\_\_\_ D) Family heads \_\_\_\_\_ E) Women \_\_\_\_\_  
 F) Homeless children \_\_\_\_\_ G) Other \_\_\_\_\_.
- 3.4. What made you concentrate on the indicated training areas target groups?  
 A) The request of the target group \_\_\_\_\_ B) The plan of the office \_\_\_\_\_  
 C) Due the Wereda development strategy \_\_\_\_\_ D) Other \_\_\_\_\_.
- 3.5. In what approach do you undertake the training?  
 A) Project \_\_\_\_\_ B) Program \_\_\_\_\_ C) Campaign \_\_\_\_\_  
 D) Other \_\_\_\_\_
- 3.6. Where do you give the training?  
 A) At community skills training centers \_\_\_\_\_ B) \_\_\_\_\_
- 3.7. For the training delivery, do you use the community skills training centers?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 3.8. If your answer is 'No' please indicate the main reasons \_\_\_\_\_  
 \_\_\_\_\_.
- 3.9. Do you have criteria to select trainees among the target group?  
 A) Yes \_\_\_\_\_ B) No \_\_\_\_\_
- 3.10. If your answer is 'yes', please specify the criteria \_\_\_\_\_  
 \_\_\_\_\_.
- 3.11. In your opinion the degree of importance what do you think about the of trainees involvement while in planning the training program:  
 A) Very important B) Important C) Less important \_\_\_\_\_  
 D) Not important \_\_\_\_\_.
- 3.12. What do you feel the adequacy of your knowledge to instruct adults  
 A) Adequate \_\_\_\_\_ B) Fairly Adequate \_\_\_\_\_  
 C) Inadequate \_\_\_\_\_



**PART IV.**

**Instruction:-** *The following questions are designed to assess the involvement of target groups in training program development. Please indicate by marking 'X' to each of the following dimensions of participation as per applied in the practices of NF education and training program you are offering.*

Areas of Participation	Yes	No	NR
<p><b>1. <u>Planning &amp; Decision Making</u></b></p> <p>1.1. Have you discussed with the target groups on major problems of</p> <p>1.2. Do you think the trainees are attending the skill they are interested in</p> <p>1.3. Have you arranged the program incorporation with the target groups</p> <p>1.4. Did the trainees agree with on the duration of training</p> <p>1.5. Do you think more trainees will be benefited in the program</p> <p>1.6. Have you asked them the skill they want to train</p> <p>1.7. Do you feel the trainees are convinced about its benefits</p> <p><b>2. <u>Implementation</u></b></p> <p>2.1. Do trainees have their own committee</p> <p>2.2. Do trainees know about the source of resources for the program</p> <p>2.3. Do trainees have an expensive to comment on the programs</p> <p>2.4. Do trainees willingly contribute their labour to develop program</p> <p>2.5. Do trainees take care of the training materials?</p> <p><b>3. <u>Evaluation</u></b></p> <p>3.1. Do records about trainees be kept systematically</p> <p>3.2. Are there frequent discussion between trainees &amp; trainers</p> <p>3.3. Do suggestions of trainees be taken for program adjustment</p> <p>3.4. Do training programs and methods ever revitalized</p> <p>3.5. Do you assess about the effectiveness &amp; efficiency of your program continuously.</p> <p>3.6. Do you have a follow up scheme after the training</p> <p>3.7. Is there a forum for trainees self-evaluation.</p>			

**PART V.**

**Instruction:-** Please indicate the extent to which the following factors affect rural adults active participation in non-formal basic education. Mark 'X' in the column related to the value it affects. The following are the rating scales = Very high = 5, High = 4, Average = 3, Low = 2, Very low = 1.

Factor affecting rural adults participation in non-formal basic education in Western Oromia.

1. Training Center Related Factors	5	4	3	2	1
1.1. In appropriate location of the training center					
1.2. Irrelevance of the training programs to trainees problems					
1.3. Untimely program provision					
1.4. Lack of adequate facilities like at the center					
1.5. Lack of training materials for practical learning					
1.6. Lack of qualified coordinators and trained trainers					
1.7. In appropriate trainees admission criteria.					
<b>2. Target groups characteristics /socio-economic &amp; cultural)</b>					
2.1. Lack of awareness of the community about the NFE					
2.2. Little or no interest of rural adults towards handicraft skills					
2.3. Low expectation of rural adults about the benefits of skill training's					
2.4. Strong religious influences against achieve participation					
2.5. Social responsibility and lack of time for the training					
2.6. Pronounced age group gap among adult trainees.					
<b>3. Organizational and Administrative Obstacles.</b>					
3.1. Lack of clear planning about the target groups to be helped					
3.2. Lack of attitude and competence of facilitators to promote participation.					
3.3. Weak linkage between local development offices in the training programs.					

	5	4	3	2	1
3.4. Meager resource allocations for the training centers.					
3.5. Frequent deployment of coordinators and facilitators					
3.6. Little motivations of coordinators & change agents to work at rural area.					
3.7. Weak communication b/n centers and local organizations					
3.8. Lack of promotional services for trained adults					
3.9. Incapability of local organizations to initiate people participation					
3.10. Lack of evaluation system of the training programs.					
<b>4. Structural/Institutional &amp; Political Obstacles.</b>					
4.1. Lack of harmonized development policy among local agencies					
4.2. Centralized program planning and implementation of NFE & training					
4.3. Lack of responsible body to organize overall rural community development interventions.					
4.4. Weak local institutional capacity and capability					
4.5. Limited market conditions for trained adults & products					
4.6. Alienation of local leaders and development agents from the local community members.					
4.7. Geographical rearrangement of Weredas & Kebeles					
4.8. Poor communication and media systems.					

**PART VI.**

**Instruction:-** *In this part, the possible strategies that could promote rural adults participation in non-formal basic education for community development are indicated. Please mark 'X' in the column & its corresponding value in relation to your community's condition. Use the following rating scales = Very important = 5, important = 4, fairly important = 3, less important = 2, not important = 1.*

**Suggestions /Recommendations/ Statement.**

**Rating Scales**

	5	4	3	2	1
1. Establishing the training centers closer to the local communities.					
2. Providing literacy and income generating skill training simultaneously in a approach.					
3. Encouraging community participation by:					
3.1. Identifying the specific target groups to be helped most					
3.2. Listening to the basic problems of target groups					
3.3. Empower the target groups to decide on the program development					
3.4. Provide tools, seed, money and follow-up training					
3.5. Organize traditional artisans to undertake apprenticeship.					
4. Improve educational media and communication system of rural adults learning through:					
4.1. providing solar radio receivers for poor house holds in long term credit.					
4.2. Increasing adult educational radio programs					
4.3. Introducing Television and Vedio Cassette lessons where electricity is available.					
4.4. Strengthening local news letters, magazines that deal on social, economic & cultural aspects of the people.					
4.5. Changing the traditional teaching method by the Fereireian approach of problem posing.					

	5	4	3	2	1
<p>5. Organize integrated rural development interventions by:</p> <ul style="list-style-type: none"> <li>5.1. Establishing independent local development agency</li> <li>5.2. Setting clear directives on the linkage of development agencies in managing non-formal basic education.</li> <li>5.3. Increase the resource allocation for the centers</li> <li>5.4. Designing sustainable income generating projects for the centers</li> <li>5.5. Promoting technical &amp; promotional services including credit</li> <li>5.6. Encouraging NGOs, religious institutions and local development associations to take part in education of rural adults.</li> </ul> <p>6. Strengthening local institutional capacity and capability by:</p> <ul style="list-style-type: none"> <li>6.1. Recruiting willing and committed development agents</li> <li>6.2. Arranging frequent training's for development agents &amp; local leaders</li> <li>6.3. Publicizing self-initiated localities and best coordinators or trainer to other communities with incentives.</li> <li>6.4. Establishing regional research and development centers.</li> <li>6.5. Encourage &amp; train more female coordinators &amp; trainers</li> <li>6.6. Establish regional and local Adult education institutions.</li> <li>6.7. Provide basic adult education courses to all development workers at all levels.</li> </ul>					

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

Interview questions presented to Adult and NFE coordinating personnel at the Regional Education Bureau and the Zonal Education Departments.

1. The education and Training policy of the Federal Democratic of Ethiopia mandates the Regional states to enhance community based Adult and NFE parallel to the formal school system. With this regard, in the Regional State of Oromiya, what are the major objectives of the provision of Adult NFE and training programs to rural adults?
2. In the region/zone, to what extent the decentralized education and training policy facilitated voluntary participation of rural adults in NFE and training towards local development?
3. In the region/zone, what is the profile of the organization and management of CSTCs? To what extent the linkage of local development agencies is promoted regarding the provision of need based NFE and training to rural adults?
4. Since 1991, do you think there is an improvement on the state of rural adults' participatory NFE and training program planning at the CSTCs? If there is the improvement what are the indicators? If there is no what do you think are the hindrances
5. Within the context of the community you dealt, what approaches or innovations do you think would most effectively contribute to build and sustain active participation of adult learning towards local development?

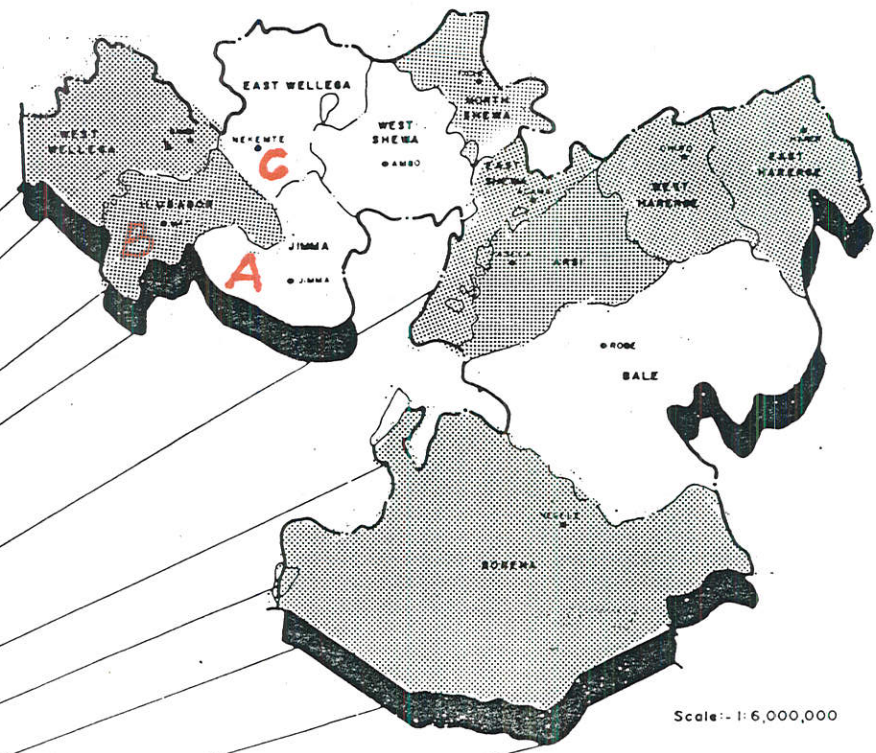
THANK YOU

## REGIONAL STATE OF OROMIYA

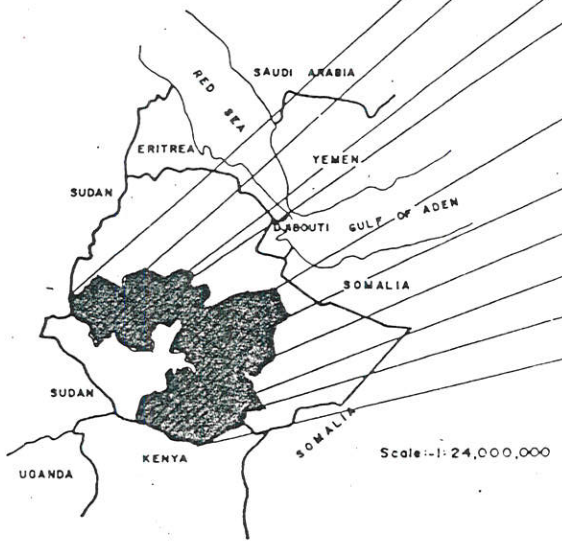
### OROMIYA IN ITS REGIONAL AND NATIONAL SETTING

Wereda (CSTCs) Included in the Study

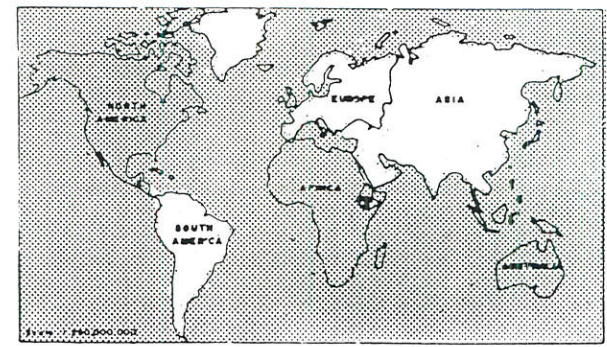
Jimma (A)	Illubabor (B)	East Wellega (C)
Kersa Malimma	Mettu	Gidda Kirmu
Mana	Beddelle	Abbay Choman
Gomma	Alle-Diddu	Sibu Sire
Deddo	Suphesoddo	Jimma Genete
Gerra	Hallu Burre	Amuru Jiratte



Scale:- 1:6,000,000



Scale:- 1:24,000,000



Scale:- 1:200,000,000

## DECLARATION

I, the undersigned, hereby declare that this thesis is my original work done under the guidance of Dr.Yalew Ingidayehu. All sources of materials used for the thesis have been duly acknowledged.

Name: Samuel Asnake

Signature: 

Place : Addis Ababa

Date: June, 1998.

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

Yalew Ingidayehu (Dr.)

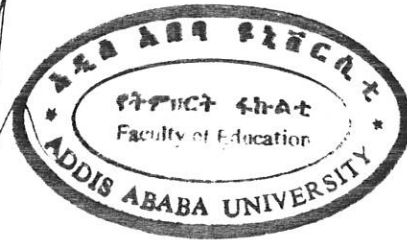
A handwritten signature in blue ink is written over a solid black horizontal line. The signature is stylized and appears to be the initials 'YI'.

ADDIS ABABA UNIVERSITY  
FACULTY OF EDUCATION  
GRADUATE PROGRAM

JUNE 22, 1998

TO: Professor Theodros Solomon  
Dean, SGC

FROM: Darge Wole  
Chairman, FGC



SUBJECT: Thesis

Following is the list of candidates whose theses were forwarded to the FGC office by the departments of Curriculum & Instruction, Educational Administration and Educational Psychology. The departments have testified that the theses have been adjusted according to the recommendations of the examining boards.

Department of Curriculum & Instruction

1. Alemayehu Belachew Bekele
2. Dessalegn Fufa Benegde
3. Fctenc Rcgassa Melka
4. Gebregziabher Debebe Berhe
5. Hussen Eshetu Yimer
6. Kahsay Gebre Hagos
7. Kindalem Kebede Molla
8. Lakew Alemayehu Desta
9. Mulualem Tesema Ergeta
10. Tilahun Fanta Negeri
11. Yeshimebrat Mersha Kassa
12. Zelalem Bekalu Tegegne

**Department Educational Administration**

1. Bcfakadu Zelcke Kidane
2. Degarge Minale Lakew
3. Girmay Berhe Tsadik
4. Gonie Tegbaru Erkyhun
5. Samuel Asnake Wolie
6. Temesgen Melaku Kassa

**Department of Educational Psychology**

1. Assefa Tafa Demie
2. Derbie Workineh Adamu
3. Eshetu Alemu Jilcha
4. Hagos Zeray Kebede
5. Mulugeta Tafesse Walessa
6. Zenebe Negawo Ayane

Thank you.