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SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

THE PRACTICES IN THE MANAGEMENT OF FARMERS' TRAINING CENTERS IN ABICHU GNAA WOREDA, NORTH SHOA ZONE, OROMIA REGION

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MARCH 2011

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THE PRACTICES IN THE MANAGEMENT OF FARMERS' TRAINING CENTERS IN ABICHU GNAA WOREDA, NORTH SHOA ZONE, OROMIA REGION

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADULT AND LIFE LONG LEARNING

BY

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Examiner	Signature	11 May 2011 Data

ACKNOWLEDGEMENTS

First of all my heartfelt thanks go to my thesis advisor, Ato Ayalew Shibeshi (Associate Prof.), for his unreserved help and advice. I am indebted to him particularly, for his patience, interest and valuable suggestions, without which this study would have never been attained in its present shape.

I would like to express my sincere thanks to Addis Ababa University Graduate Studies, College of Education and Behavioral Studies for providing me financial support. My warmest gratitude are also extended to Ato Tekalign Minalu and Ato Tarekegn Lemma (with his Family) who in various ways provided me useful help.

Moreover, it is with great pleasure that I acknowledge my indebtedness to my wife, W/ro Marsha Mekonnen, for her constant help and sympathetic encouragement towards the completion of my study. Finally, my thanks also go to Ato Girma Getachew, Abichu Gnaa Woreda Agriculture Office Head, Abichu Gnaa Woreda Agriculture Office Staff and farmers' training centers who helped me to get valuable data for the study.

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Acronyms

ADLI	Agriculture Development Led Industrialization.
AIDS	Acquired Immune Deficiency Syndrome.
ATVET	Agricultural Technical Vocation and Educational Training.
DAs	Development Agents.
FAO	Food and Agricultural Organization.
FTCs	Farmers' Training Centers.
ILRI	International Livestock Research Institute.
IPMS	International Productivity and Market Success.
MoA	Ministry of Agriculture.
MoARD	Ministry of Agriculture and Rural Development.
MoE	Ministry of Education.
NGOs	Non Government Organization.
PASDEP	Program for Accelerated and Sustainable Development to End Poverty.
PRA	Participatory Rural Assessment .
SDPRP	Sustainable Development and Poverty Reduction Program.
TVET	Technical Vocational Education and Training.

ABSTRACT

The study aimed at assessing the practices in the management of farmers' training centers in Abichu Gnaa woreda, North Shoa zone, Oromia region. In the study a descriptive survey method was used. Seven (36.84 percent) farmers' training centers were selected by random sampling method. From the seven (7) farmers training centers 43 (42 development agents and one supervisor) or 38 males and 5 females', 14 agricultural experts (12 male and 2 female) both respondents were selected by availability sample technique. In addition, 35 male trainees and 6 female trainees were included using simple random sampling technique to supplement the data gained from the practitioners. Questionnaires, interviews and observation were used to gather data and enrich the study. Data analysis was made by using percentile, mean, standard deviation and chi-square. The findings revealed hindrances related to trainees, trainers and the managerial practices of farmers training centers. The respondents, none the less, listed a number of constraints like the inadequacy of resource (finance, human and materials) in the centers were far below what they should be, that is, lack of adequate budget allocation, inadequate training materials, lack of community awareness, absence of income generation from the land they owned, lack of training way of adult teaching (andragogy), lack of sequence of modules content, lack of knowledge and skill in planning, organizing, implementation and evaluation were some of the hindrances revealed in the study. Thus, these problems made farmers training centers to be incapable of meeting their purposes and the interests of disadvantage adults' and youths. Therefore, it was recommended that the Oromia agricultural Bureau, zone and woreda agriculture office and woreda administration have to make maximum possible efforts to mobilize all resources and agricultural institutions under them to reverse the current situation of farmers training centers.

CHAPTER ONE

1. The Problem and Its Approach

This chapter deals with the background of the study, the statement of the problem, significance of the study, delimitation and limitations of the study. It also consists of definition of terms and organization of the study.

1.1. Background of the Study

The world is changing fast. The change is whirling towards globalization. As a result, today the world arena is becoming much more complex and dubious. This in turn is modifying institutional arrangement and demanding countries to tune their programs and activities to this changing situation. To fit into this changing situation, knowledge and information are key factors either to associate to or dissociate from it (Torres, 2003:122-123).

The best option for this changing situation is to adjust to the demands of the situation. No body and no country can afford to wait until the next generation arrives. Thus the situation foretells the need to empower adults as of today, also overcoming backlogs of dissociation from the global knowledge society. In conformity with the changing needs and circumstances, governments are designing policies, which can direct and show their commitment to adult learning. This is to prepare their adult population for the incoming knowledge based society, acknowledging the fact that only a learning society can survive and sustain in this world knowledge and cultural globalization (International Seminar, 2000:315 – 317).

A variety of adult education programs are provided by various organizations. They are offered in order to empower the trainees/learners and with the purpose to help them lead a meaningful life for themselves

and their communities, in other words, education and training is the key to development in order to reduce poverty in developing nations. The program also plays a crucial role in driving development and transformation as well as reducing poverty and empowering community. Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life – long education effort through which people keep up with changes and increasingly develop themselves and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and primary health care, prevention of diseases such as malaria, HIV/AIDS etc, family planning, environment, marketing, banking, etc (MoE, 2006:6).

Education provided to adults has the chance for immediate application. Development, both economic and social, depends on what the adult population accomplishes. Without the education of adults and the workforce there will be no progress. In countries like Ethiopia with economic and social underdevelopment the case for adult education is very strong. With the provision of effective education to adults, population explosion can come under control. Educated communities can promote sustainable development that can benefit the present and future generations. Research undertaken on agricultural productivity in some countries by the world Bank has revealed that a short period of intensive education and training given to adult farmers has raised their farm output by over 20 percent compared to their output before they have had the education and training (Sandhaas; 2005:158-159).

Agriculture has been practiced in Ethiopia for some 11,000 years (FAO, 2008:1). Ethiopia is endowed with natural resources, especially in agriculture, which sustained its inhabitants for thousands of years with out receiving any technological support from outside (Habtemariam, 1997:3). Ethiopia has less than 11 million hectares of arable land that

become under cultivation annually and agriculture remains characterized by small-scale subsistence production system where crop and livestock yields are very low. Still, agriculture remains the country's most important economic sector, employing more than 85 percent of the country's 80 million people and accounting for more than 40 percent of total GDP and 90 percent of export earnings (http://siteresources.worldbank.org/). Within agriculture, about 64 percent of value added products come from crops, 23 percent from livestock, and 13 percent from forestry. Agriculture constitutes mainly cereals (83 percent), pulses (12 percent) and oil seeds (5 percent) (MoA, 2003:1).

In the history of Ethiopian agriculture, it is only recently that development interventions began to penetrate into rural areas with the aim of improving the life of the people. Especially, in the 21st century various extension intervention programs have began either in the form of full fledged programs or as pilot projects. Unfortunately, the impacts of all of these development interventions were not given much significance in terms of improving the life of the rural population in general and the mode of farming and productivity in particular (Habtemariam, 1997:2).

Agricultural change and development requires mobilization of human resources through such means as education and technical training. Agricultural education and training are key elements in the whole process of agricultural change and the achievement of rising levels of rural prosperity. It can function effectively only if the national system of education as a whole is geared effectively to the needs of development. Agricultural education and training can succeed in their objectives only when integrated into an overall development program (Assefa, 1991:12).

The government of the Federal Democratic Republic of Ethiopia has paid much attention to make its development strategy equitable. Since the livelihood of the majority of Ethiopians is based on agriculture, the government has to place maximum emphasis on this sector. That is why

the government developed a national development strategy which is known as Agricultural Development Led Industrialization (ADLI). ADLI is a strategy that uses labor extensively and land intensively. Therefore, in deducing this development alternative to our specific situation through the use of technologies that are labor intensive and land augmenting such as fertilizer and improved seeds, the government aims to transform Ethiopia's agrarian economy to a modern economy (MoE, 2008:16).

To attain the above – mentioned objective and emancipate our country from being a charity receiving tradition, the education and training of rural farmers has been given higher priority during the last decade. Millions of adult farmers benefited from the agricultural extension program, which is part of the national adult education endeavor (MoE, 2006:3).

In the same way, other interventions such as the establishment of agricultural Technical Vocational and Educational Training (ATVET) and Farmers' Training Centers (FTCs), development of Menu-based Household Packages, comprehensive Development Plan (Production to Market), Voluntary Resettlement, Water Harvesting, Cooperative Development, Research and Extension programs, small scale irrigation schemes have been launched and promotion of commercial farming have been encouraged. All these efforts are being coordinated and integrated under one national strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: Ministries of Education, Agriculture, Health, Social and Labor Affairs, Youth and Sport and Women's Affairs (MoE, 2008:16).

The Ministry of Agriculture and Rural Development leads the program in collaboration with the Regional Agricultural Bureaus. The Ministry established an Agricultural Extension, Technical vocational Education and Training Department to oversee the affairs of the program.

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The Ministry of Agriculture training program seeks to provide "agricultural sector workers with skills more relevant to the evolving needs of employers and the economy" and "to create business oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products" (Tefera, 2006:16).

The main aims of the Farmers Training Centers are to give specialized training on modern farming techniques; to provide agricultural extension services easily; to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc.; to serve as permanent exhibition centers to transfer technologies (Tefera, 2006:17).

There are currently 14,766 Farmer Training Centers in Ethiopia. As the centers are still being established, there is no concrete data available on enrollment. The farmer skills training centers offer various skill-oriented courses on how to improve farming techniques. More than 20 training modules had been prepared on different areas of agricultural (crop husbandry, animal husbandry, natural resource development, increasing agricultural productivity, how to use fertilizers, etc. (Tefera, 2006:19). Some of these centers are currently training farmers, but some are not yet furnished. The experts who teach at the Farmer Training Centers are graduates of the agricultural colleges, and have received technical training in various agricultural specialties.

The Farmers' Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the skills training courses do not have the requisite literacy skills to participate. The Ministry of Agriculture and Rural Development has 25 agricultural colleges that train grassroots development agents to be agricultural extension workers. The government's plan is that each Farmer Training Center will have 3

development agents' one plant science expert, one animal science expert and one natural resource manager. The Ministry proposes to utilize the existing 34,400 graduates of agricultural colleges to be adult basic education trainers in Farmer Training Centers (MoE, 2008:17). Currently, in Oromia region there are 3738 farmers training centers, 15,897 development agents and up to now 53,524farmers trained in farmers training centers (MoARD, 2006:34)

Abichu Gnaa woreda is found in Oromia Region North Shoa Zone.The location of the woreda is 133km far from zonal town (Fitche). The woreda covers a land mass of about 87,600 hectors and 19 rural and one urban kebeles. Abichu Gnaa woreda has 100 percent Dega climate. The main road connects through Debre Birhan to Addis Ababa 157 km. The other road runs from Mukaturi through Mendida (Abich Gnaa Woreda capital) to Debra Birhan woreda (Abichu Gnaa Agricultural and Rural Development Office annual report, 2010:25).

Abichu Gnaa woreda has a total population of 73,269 with (male and 36,742 female 36, 527). Of there 4377(5.97 percent) are found in urban and the rest 68,892(94.03 percent) are found in rural areas. In this woreda agriculture is the source of livelihood for the majority of the people. Agricultural sector production is dependent only on rain; by using traditional way of cultivation. Thus, agricultural productivity has not gone beyond subsistence level of the people and there is food in security . Abichu Gnaa woreda has 19 Farmers' training centers one in every kebele. There are 18 male 1 female DAs in plant science, 15 male and 4 female DAs in animal sciences and 15 male 2 female DAs in natural resource. Totally 55 development Agents (48 male and 7 female) are working in the woreda. In the woreda there are 14 agricultural experts (male 13 females 1) and one agricultural Supervisor. Out of 19 farmers' training centers, there are 6 model farmers training centers as well as 1418 (male 1283 female 135) model Farmers in the woreda. Out

of 55 development agents there are 15 model DAs. From 1998 to 2002 E.C 3780 (male 3620 female 160) farmers were trained in the farmers' training centers. Out of these 900 (male 880 female 20) trainee farmers were trained in 2002 E.C.

In the light of the above, the study attempts to assess the practices in the management of farmers' training centers in Abichu Gnaa woreda.

1.2 Statement of the Problem

Ethiopia is a country often characterized by poverty and deprivation. Yet it is also a country endowed with a wealth of productive land and natural resources. Nearly 32 million hectares of viable agricultural land exists within the Ethiopia's landmass of 1.1 million square kilometers. Harnessing the potential of these resources could drastically improve the livelihoods of majority of the population of Ethiopia in small scales, resource – poor farmers and pastoralist (http://www.resources.worldbank.org/)

Moreover, Ethiopia's agriculture is characterized by traditional and subsistence peasants farming sub-sector whose access to modern technology and to that of basic education is very limited. It is also noted that low investment in developing agriculture labor force is one of the problems that hindered the transformation of the sector. Despite these desirable characteristics, however, the sub-sector generates the bulk of the total agricultural output of the country (MoARD, 2000:45).

In recent years, the Government of Ethiopia has set forth a comprehensive set of development objectives that target economic growth and reduce poverty. Key elements of objectives are strategies designed to promote a market led transformation of the rural economy, and the decentralization of political, economic, and administrative powers and functions.

Many of the objectives and strategies described in the Government of Ethiopia's Program for Accelerated and Sustained Development to End Poverty (PASDEP) emphasize development led by agricultural sector growth, improved governance and decentralization of delivery of services, and the reduction of vulnerability. Relative to the previous poverty reduction strategy, PASDEP places much emphasis on commercialization of agriculture, diversification of production and exports, private sector investment in order to move Farmers beyond subsistence Farming to small scale market oriented agriculture.

Under PASDEP, these objectives would be pursued through a range of policies and instruments including; modernization of the research and extension systems through investment in higher learning institutes, national and regional research, technical and vocational education and training, and farmer training centers; enhancing competition and increasing efficiency in agricultural input and output market; strengthening the rural credit system; improving irrigation and water management; increasing land tenure security; creating a conducive investment climate for commercial agriculture and; reducing the vulnerability of families living in regions prone to drought. The above points imply that farmers training center is the major instrument to bring change in agriculture sector. Since 2003, the Government of Ethiopia has been promoting plan in the realm of extension and advisory services establishment of 15,000 farmer training centers one in each kebele, and training for more than 45,000 development agents and each graduate is expected to train 120 farmers per year in his/her field of specialization (http://www.resources.worldbank.org/

Agricultural production constraints began in past and continuing up to the present day, are affecting our honor to be self sufficient in food production. Low level of agricultural productivity is one of the causes for low living standard of the people for many reasons. Moreover agricultural

economic dependence, which comprises about 85 percent of labor force occupation and the greatest agriculture potential of the country are always spoken and advocated. Despite the potential opportunity (policy and strategy document) to facilitate target groups involvement of rural youths and adults the management of the under going training is still in question in this woreda. So, the systems of FTCs programs have sensitive problems in their overall management that seeks due commitment. To this effect, lack of management skills are some of the basic characteristics of planed training: identifying and defining training needs; defining the objective of training; planning training programs; decisions on the provision of training; implementation and evaluation of training. Thus, in view of the above statements the researcher is motivated to focus his study on the assessment of the practices in the management of farmers' training centers in Abichu Gnaa woreda, North Shoa Zone, Oromia Region.

The following basic questions are designed to be answered by the study:

1. What are the current statuses of farmers training centers (the availability of facilities and existing realities: attractiveness of FTCs in terms of construction and compound, fulfillment of teaching materials and plot of demonstration, pure water, toilet, water for irrigation, electricity, residence and transportation for DAs) in Abichu Gnaa woreda ?

2. What is the opportunity for effective functioning of farmers' training centers (participation of community and stakeholders, existence of willing donors, favorable government policy, and availability of training programs and commitment of woreda administration) in the study woreda?

3. What are the major problems encountered in the management of farmers training centers (identifying and defining training needs, defining objectives of the training, planning the training programs, deciding who provides the training, implementing and evaluating the training) in the study woreda?

1.3 Objectives of the Study

The general and specific objectives of the study were the following.

1.3.1 General Objective

To asses the current practices and major problems in the management of farmers' training centers in Abichu Gnaa Woreda.

1.3.2 Specific Objectives

- To assess the current condition of Farmers' training centers in the study area.
- To assess the institutional and managerial capacities of the farmers' training centers to meet their purposes in the study area and
- To identify major factors that hinder the management of farmers' training centers in the study area.

1.4 Significance of the Study

This study is significant for the following reasons:

A. It helps in creating awareness to decision makers and implementers about the persistent problems in the management of FTCs.

B. It may inform the agricultural leaders about the major challenges in the performance of the training programs in farmer training centers.

C. It may serve as a springboard for other researchers to take in-depth study for further investigation in the filed

1.5 Delimitation of the Study

The study was delimited to assessing the practices and challenges of managing training programs in the farmers training centers in the aspects of identification and defining training needs, defining objectives of training; planning training programs; deciding who provides the training; and ways of implementing the training and evaluating the training programs. In the study, the data collected was delimited to adults who received their training programs in 2010 as well as trainers who were involved in that year. Above and beyond, the research was delimited to only 7 farmers' training centers i.e Gamo, Sokoru, Kardaga, Amante-gamo, Amante-goro, Gadula-moye and Mana-horo out of the 19 farmer training centers in Abichu Gnaa.

1.6. Limitations of the Study

In an attempt to produce this study the researcher encountered a number of problems. Out of these problems the major ones were time and financial resource constraints, shortage of up-to-date reference materials and inadequacy and non-availability of relevant information, written documents and statistical figures in the woreda agricultural office. Despite the prevalence of all these limitations, the researcher made at most efforts to overcome them.

1.7. Definitions of Key Terms

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

Adult Education: any organized form of learning provided to matured men and women who have missed learning opportunities in their early age or young hood. The provision of learning is carried on outside the formal education system. It includes crop production, animal rearing and

the protection of natural resources which enable them to know all the necessary duties and tasks on specific kinds on agricultural production

Woreda- Refers to an area marked of and developed for administrative purposes.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter deals with the problem and its approach. The second chapter presents the review of related literature and the third chapter deals with the research design and methodology. The fourth chapter deals with the presentation, analysis and interpretation of data. Summary of the findings, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

2. Review of the Related Literature

This part of the paper deals with the review of related literature. It consists of the conceptual framework of farmer training centers, historical background of farmer training centers, adult education and training, adult education and development, management of adult education and training and farmer training centers in Ethiopia.

2.1 Conceptual Framework of Farmer Training Center (FTC)

Farmer Training center (FTC) is one of the training centers as a means of enhancing development and agricultural transformation.

Framers training centers as models under the Agricultural and rural development program of the country, are the best functional plots where improved technologies can be transferred to farmers. These working plots are many in number and more access can be achieved. These FTCs are the ideal institutes and very near to most of the adults who need education and addresses the needs of target groups in the rural areas, that includes: training of farmers in improved agricultural and farming methods and diversification of agriculture production and the aim is to increase agricultural productivity.

According to Berhane, (2005:49) this could be mainly short courses and non-formal training programs in area such as crop production, conservation methods, modern bee- keeping, animal husbandry, farm management, poultry etc; training for the production of agricultural implements, such as improved appropriate technologies and processing of agricultural raw material.

FTCs will be very fruitful if the partners work together. These collaborative partners, including the MoARD, MoH, MoE etc and NGOs and international organizations need to work together in developing program with the participation of adults and youth in rural areas. Participation is very important to address the interests of adult farmers.

The role of each partner to address problem; when we go down to the grassroots level, most of the important activities are carried out by a family head. He or she is the planner, implementer (producers, marketing worker and coordinator), supervisor and evaluator for his farm. Any interference, on his or her work needs their participation to solve the problem. The roles of partners: who will work with adult needs to consider the interests of target groups in the project area to make the programme compatible with existing situation. Partners need to work closely together to plan and execute this programe on pilot FTCs (Gashaw, 2009: 170). .

Therefore, partnership within and between development actors is very important for effective adult education and agricultural transformation because the target group of adults/farmers is an ideal entry point for partners who wish to induce development of the area in: agriculture technology transformation; taking health preventive measures; providing education for adults; cultural development work and promoting indigenous knowledge.

2.2. Adult Education and Training

Farmers training are education that most often takes place outside formal learning institutions. It differs from education in schools because it is geared towards adult learning. The terms training and education as often used interchangeably making a destination between training and education is nevertheless very important of curriculum development. Overall education and training are complementary and courses of

education and schemes of training should be planned jointly to achieve the closest coordination of both processes (Howe, 1985:28).

Ely (1985:17) also addressed the interrelation of training and education. He suggests the point in the form of comparisons as indicated follows: education belongs in schools and so does training, both education and training belong in business, agriculture, industry and government settings; the result of training is more immediate than the result of education, which tends to be less measurable; The instruction developer can contribute to the curriculum development both in education and training; education is usually general and theoretical, while training is more specific and practical and education and training are both important by maintaining the importance and "we plan training with education in mind and vice versa".

Training is the process of providing knowledge and skills and bringing about desired change in attitudes in order to improve the competence of people being trained. The goal of training is to improve performance. Education also provides knowledge and skills and brings about changes in attitudes however, training difference from education in a number of ways. Training is short term, normally focused and specific, usually designed to meet a specific needs and has immediate application. Where as education is long term, broadly focused, and usually aimed at preparing people for the future (Youdeowei and Kwarteng, 1995:18). Effective training can help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need in order to adjust to new situation; It can improve individual, team and corporate performance in terms of output, quality, speed and over all productivity and minimize learning costs.

The Practice of Education and Training of Adult

Education and training: of adult lies at the heart of every development program. With out education and training of adult, all interventions will be ineffective (Rogers, 1992:118). The practice of education and training of adult may be used for a number of points as follows:

1. we ought not to treat, the participant group as if they were completely ignorant about the topic concerned: even illiterates know some thing about literacy. We should not ignore, let alone despise, what the people already know and what they do. We need to explore what they know, to confirm what is acceptable and to provide new knowledge and new skills needed. New learning will only effective if it is related to the existing knowledge and skill of the participants, not treated in a compartment by itself. New farming practices need to be related to existing patricides, not imposed upon the earlier ones without making efforts to integrate the two. Much extension work seems to be based on the assumption that we are telling the participants something they have never thought about before. The development change agent has much to learn from the participants' indigenous knowledge, whether in farming or fishing (Brokensha and warren, 1980:137).

2. New knowledge and skills are best learned if the learners acquire them for themselves rather than if the change agent-gives' them to the learners. Exploration of the environment, identifying and seeking a solution to a problem, discovering by trail and error, experimenting, practicing-These experiential forms of learning result in more permanent learning than listening to talks and watching demonstrations'. Participant groups need to act for themselves not just to listen and watch experts' (Rogers, 1992:138).

3. The development of understanding is distinct part of this process of education and training of adult and needs careful attention in itself. Some people assume that now knowledge and skills will lead inevitably to new understandings, but experience of many development and educational programmes shows that this is not true. Again, some change agents act on the assumption that understanding is of higher order, beyond the grasp of the 'simple' villages or seem dwellers who from the target group of their programes. Thus, elementary skills are taught mechanically by rote, not with understanding. Much literacy teaching is handled on this basis, forming letters and identifying words without wider understanding. So, too is the teaching of income generating skills; how to keep bees or to cultivate and utilize seaweed. For example, is same times thought to call for only a limited range of knowledge and skills and is not seen to require understanding. But, for such learning to be long-lasting and usable in other contexts, a wide perspective based on understanding is essential (Rogers, 1992:138-139).

4. Work with adult learners indicates that it is best not to compartmentalize the education and training of adult stage in the development process. It is desirable for the participants to engage in the planned and activity (the goal of development) suitably broken down into manageable steps and practiced under supervision-during the development intervention instead of waiting until the end of the program. The learning in developmental education and training is for immediate rather than future application. The participants will learn the new knowledge, skill and understanding in the course of doing the required activity rather than separate from the task. And the learning will be experiential and practical rather than theoretical. Education and training will then infuse the whole development process. There is a danger in this, that the learning will be restricted to what is necessary for the development activity alone. To counteract this, our program should seek

to go widen to open doors, widen horizons, develop new perspectives, and increase the range of choices (Rogers 1992:139).

2.3. Adult Education and Development

Development is a process, which seeks to effect change. At the center of the developments process are people who most grow, develop and change. This implies the need for a program of education. Developing nations today need an education, which is responsive to their social, economical and cultural environment. Developing country focuses on adult education because the majority of people involved in development process are adults (Yalew, 2005:118).

Adult education it the basis all sorts of social advancement, further economic development, important contribution in relation to poverty reduction and factor for peoples' sustainable development especially, in developing country. In addition adult education is to help individual to obtain a more satisfying life. This act shall contribute to acquire knowledge; understanding and skill which improve the individual's sense of value and personal development and strengthen the basis for independent achievement (Rogers, 1992:43).

Lick wise, adult education plays a key role as an instrument of change in development. It is developmental in that organized learning enables learners to more from one state of knowledge to another state of knowledge, to move of their own pace and in their own way, to develop them sleeves, as individuals and as members of a community. It is also an instrument of change because it provides individuals or groups which purposeful learning experiences for constructive social and economic change (Brown, 1984:119). In addition Sandhaans(2007:118) claimed that adult education is a noticeable deriving force behind the accomplishment of social change because of the ability of the adult mind to learn and change. However, adult education can only bring about the

desired socio-economic change if it offers the type of education society needs, since, with the right type of education; a developing society can attain the satisfaction, harmony and comprehension that many elude a more prosperous community. Today, developing countries invest an increasing proportion of their scarce human and financial resources in education and consistent progress has been observed.

Finally, the importance of adult education for development, Rogers (1996:119) assists, whether we believe that development is to achieve economic growth or to achieve self reliance adult education is central to whole program. Adult education is not a peripheral subject, to be added on to a program of development if there is money to spare; rather it is the method by which those who are in need learn to control and develop their own environment. Therefore, the critical observations of the three educators mentioned above remind us that adult education is a prerequisite for development, which is aimed of the balances growth of the whole person, socially, economically and culturally.

The Role of Adult Education in Poverty Reduction

Adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social progress of the community as a whole rather than personal advancement of the individual. It results in better health and better living condition, improve or facilities and so on. A sustained and broad based economic growth is necessary for poverty reduction. Sources of economic growth are generally natural resource, human capital, physical capital and technology. Human capital (labor force) related to education especially adult education (Gebyehu, et al., 2007:158). This labor force particularly in the Ethiopia rural area is crucial for improving the agricultural sector and ensures a broad based economic growth. However, in the case of human capital, poor families, particularly in the rural area, have lower

levels of education, which are precious assets for improving agricultural production. Both rural adults and youth suffer from low levels of human capital. Currently about 70 percent of the working population is illiterate. Therefore, improving the educational status of the adult population through adult education and skill training showed receive considerable attention to realize the country's vision of poverty reduction (Sisay, 2003:33).

the "Ethiopian poverty reduction strategy paper" in the year 2000. This strategy renamed as "Sustainable Development and Poverty Reduction Program" (SDPRP) in year 2001 is built on four pillars (MoFED, 2003:1): agricultural development led industrialization; reform of the justice system The Ethiopian government has developed strategy to alleviate poverty. It prepared and the civil service, decentralization and empowerment and capacity building in public and private sectors. The objectives of the SDPRP were stated as reducing poverty to 40 percent by 2015 and increasing the Gross Domestic Product by 7 percent annually. The SDPRP regards adult and non–formal education as one of the keys of achieving its goals. Thus, it considers non-formal education for out of school children at primary school age, a literacy program for youth and adults above 15 years of age and the provision of skills training for youth and adults (Dessu, 2007:181).

Agricultural Development Led Industrialization with a view to improving the countries overall economy under the leadership of agriculture. As it has always been well known that agriculture involves the vast majority (over 85 percent) of the total labor force, it will remain to be considered the economy's back bone and thus given due emphasis towards strengthening and modernizing it. In this regard the Ethiopian government has opted for the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) to eradicate the existing development porters in the country. A capacity building program is set as

one of the pillars of this strategy and widely acknowledged as critical to the success of the country's long term development objectives of poverty reduction. Following this, the agricultural TVET program is laid out as one of the components of the capacity building strategy.

Acquisition of skill is vital for an economy to compete and grow particularly in an era of globalization, economic integration and technological change. Skill needs are widespread in most declining countries; they are not only demanded by the modern wage labor sector but also by the agricultural and informal sectors. Therefore, our government acknowledges skill development as an important factor in the drive to enhance productivity, stimulate competitiveness and pull people out of poverty. To this effect, the agricultural TVET program is considered as a means of providing the agricultural labor force with skills more relevant to the evolving needs of employed and the economy. In general, government policies to day are allowing access to basic education for all in the rural are as along with secondary education that will shape the foundation for later skills development provided by agricultural TVET colleges and FTCs (MoARD, 2006:26).

Likewise, the Ethiopia Ministry of Agricultural and Rural Development have set of development objective that target economic growth and reduce poverty. This economic growth and reduce poverty was developed a master plan to enhance market oriented production crop and livestock commodities. The objectives of the master plan are to: develop a plan enable use of modern technology to efficiently optimize production and productivity (at least doubling productivity of major crops); encourage selected woredas to specialize in one or two export commodities and gradually convert area of other commodities to selected export commodities; strengthen non selected woredas to double production and supply for the local market; use all means of mode of production such as water harvesting, irrigation really cropping, inter cropping to optimize

productivity; and be competitive in the international market and alleviate local food shortage all these plan applied by development appropriate technology packages and extension, training of farmers through the ATVET and FTCs programs (MoARD, 2004:12).

Therefore, in Sustainable Development and Poverty Reduction Program (SDPRP), Plan for Acceleration and Sustainable Development to End Poverty (PASDEP) and the Economic Growth and Reduce Poverty Master Plan more participants were rural adults, thus to get better result on poverty reduction the adult should participated in adult education especially farmer skill training in FTCs.

2.4. Management of Adult Education/ Training

Management is integrative force in all organized activity, whenever two or more people work together to attain a common goal or objective, they have to coordinate their activities. They also have to organize and utilize their resource in such away is optimize the resource. In this context management is the process of planning, organizing, leading and controlling the work of organization members and of using all available organization resource to reach stated organization goals (Stoner, Freeman and Gilbert, 2001:7). Therefore, management is the process of optimizing human, material and finical contributing for the achievement of organization goals.

The management of training program must be planned a head and with the aim of making the envisaged trainings as effective as possible. Management including planning, administration, supervision, monitoring and documentation must be seen as a tool for supporting training efficiency and effectiveness. Efficiency: the ability to minimize the use of resources in achieving appropriate objectives "doing things right" and effectiveness: the ability to determined appropriate objectives doing the right thing (Drucker, 1967:9). These results increase for economic

growth. Quality management brings economic progress to a society by designing a managerial approach or technique to take them in to account. As koontz (1972:89), stated.

> We view management as the single most critical social activity in connection with economic progress. Physical, financial and man power resources are by themselves but passive agents; they must be effectively combined and coordinated through sound, active management if a country is to experience a substantial level of economic growth and development. A country can have sizeable natural and manpower resources including plentiful skilled labor and substantial capital but still be relatively poor because very few competent managers are available to put these resources efficiently together in the production and distribution of useful goods and services.

Therefore, in the farmer training centers management is vital role for quality training. These qualities training increase productivity and similarly constructing economic progressive.

Management establishes the environment for group effort that individuals will contribute to group objective with the least cost (money, time, materials (Koontz, 1972:6). So, management plays important role in the effective utilization of resource in farmer training centers programs. It deals with organizing and controlling of resources necessary for achievements of corporate training objectives. It has a great influence on the proper use of resource. In the farmers training centers context skillful management makes efforts for the allocation of sufficient budget from government treasures and it also searches from NGOs and donors etc. In addition, the management section mobilizes and coordinates the communities to contribute labor or money to strength the training centers.

2.4.1. Planning Adult Education Training

Adult education is needed to help us to change to acquire new knowledge and understanding in order to help us to mature, careful planning can set the condition for change (Bergevin, 1963:8). Planning is the process

of establishing goals and a suitable course of action for achieving those goals (Stoner, Freeman and Gilbert, 2001:11). Planning is a tool to help you think clearly about the work that needs to be done. It is a process that can be applied to any takes, big or small. Once your have established what work needs to be done, you can draw up a plan of how accomplish the work. In training planning is about deciding how you will go about finding resources, setting time frames, choosing venues, deciding who will be involved in each stage of the work and overall achieving your goals (Sparg, Winberg and Pointer 1999:46). So planning in farmer training centers determining what is to be achieved, setting goals and identifying action steps. Like wise Planning is the process of determining objectives and knowing those objectives have to be accomplished in uncertain future. It is a skill of arranging or organizing activities, resources and facilities for running specific programs of education activities. It is an idea that has long been used in the field of adult education and training.

Moreover, planning is its different forms are a core activity for managers in all contexts and one of the basic functions of management. All other functions of management such as organizing, staffing, directing and controlling should reflect it. It will helps you think about all the possibilities involved in doing work and allow you to involve every one in the process of deciding what work need to be done and how to go about it. Although it my seen tempting to avoid the planning stage and just get on with the work, planning will help you avoid pitfalls and also ensure that every one understand the work. Planning in adult education/training are that it helps to: avoid wastage; generate agreement on purposes and priorities; identify economic and efficient courses of action; improve performance and effectiveness; co-ordinate resources; ensure others know what to expect; promote realistic thinking match resources and commitments; anticipate and avoid problems; ensure compatibility among different activities; reduce stress and conflict and test feasibility

and desirability of projects or events (Sparg, Winberg and Pointer, 1999:48).

Therefore, planning is making and acting upon a decision; as a conscious effort of deciding what needs to be done and eliminating the less important and focusing on the more important problems and needs. In this the preplanning phase involves, combining up with an idea to embark on a new program; and soliciting support and building commitment through consolations and negotiation.

2.4.1.1. Basic Principles of Planning

Adult education programmes address realistic problem/needs. Thus, when a proposal is made for a new progamme: the initiators must ensure that their idea address problem experienced by a specific group of people. Therefore, when an idea of developing a new programme arises certain principles should be considered. These principles are:

1. Functionalism and Immediacy of Application: programmes that address realistic problems lend to promote the principle of functionalism or immediacy of application. Functionalism is a concept that indicates the need to focus programmes on skills, competencies, attitudes and values that can have an immediate application to the learners' life situation (home life, work life and commonalty life). Most adult learners would not like to site in a programme and learn in formation that lacks relevance to there lives (Birkenholz, 1999:136). This principle of functionalism wall eliminate negative attitudes or answers to the questions "what does this information have to do with me" or what is in here for me?

2. Problem Based and Relevant: programmes in adult education are developed because there is a problem to be addressed. The world "problem" here can be used synonymously with any thing that presents

itself as a challenge, concern or a gap. A programme is thus seen as way of addressing some of the problems of adult learners (Mbiti, 1988:224).

3. Participation and Collaboration: participation and collaboration is necessary with a wide range of interested parties. These people may include lay people, target clientele, programme planners, sponsors, administrators' advisory staff, evaluators and community members (Donaldson and kozall, 1999:38).

In the panning process trainees should have a say in content pace, intensity, application and the environment of the skill training course. The facilitator should work in a spirit of community mobilization. Adult trainees should identify the needs that may promote community interests and all of them should be engaged in some form of participation in planning the will increase their motivation for learning skill training. The facilitator should understand the adult learners from a holistic perspective. This is particularly appropriate when working with adult trainees who have diverse reason for participating and who posses a multitude of learning styles (Gboku, 2007: 122). Therefore, planning play as crucial role in the management of farmer training center is by providing direction and creating framework for decision making.

The planning function requires managers to make decision about four fundamental elements of plans, objectives, action, resource and implementations. Here objectives specify future conditions that the manager hopes to achieve. Actions are the means or specific activities planned to achieve objective. Resources are constrainers on the course of action that is plan should specify the kinds and amounts of resources required as well as the potential resources and allocations of these resources (Amdeberhan, 2001:9). Finally a plan must include ways and means to implement the intended actions. Implantation involves the assignment and direction of personnel to carry out the plan. Therefore, it

is necessary to make some adjustment at any of the stages in order to rectify any constraint faced in the planning process.

2.4.1.2. Some Basic Characteristics of Planned Training

Training is a planned process of learning the necessary knowledge, skills and attitudes to enable a person to perform efficiently and effectively in an activity or ranges of activities. The particular objectives of planned training are to: develop the competencies of practitioners and improve their performance; develop resources within (that is an organization's needs for human resources can be met from within); reduce the learning time for employees starting in new jobs, on appointments, transfer or promotion and ensure that they become fully competent as quicker and economically as possible (Samuel, 2008:192).

Planned training unlike "training for training sake" must be relevant so that it satisfies identified and appropriate trainings. It training should be problem based in the sense that it should be planned to fill the gaps between what people can do and what they need to do, now and the future. Furthermore, the training philosophy should stress that training exists to make things happen, to get people in to action, and to improve performance of present tasks and/or add new abilities. The objective of any training event or program should be defined in terms of deliverables this is what people will be able to do after training and this is what they will achieve (Samul, 2005:265). Planned training, as defined by Kenney and Reid (1994:194) is a deliberate intervention aimed at achieving the learning necessary for improved job performance, the process of planned training of the following steps.

2.4.1.2.1. Identify and Define Training Needs

This involves analysis of corporate, team, occupation and individuals needs to acquire new skill or knowledge or improve existing competencies. The analysis covers problems to be solved as well as future demands. Decisions are made at this stage on the extent to which training is the best and most cost effective way to solve the problem (Kenney and Reid, 1994:194).

Moreover, training need assessment is the process of determining if there is discrepancy between desired and actual performance of the trainees. The training need assessment is the beginning of a systematic approach to training (Hassen and Amdissa, 1993:89). If training is related to ones actual work situation that is a felt need or a problem that is in some other ways in experience as important or relevant, it will be more effective in bring the intended outcomes. Thus the beneficiaries need to be central and actively participated both in needs assessment and setting priorities.

The importance of needs assessment adult learners in programme development needs assessments potential adult learners gives programming staff the opportunity to assess learner needs and priorities impartially, free from the personal preferences and biases of the target groups; by conducting needs assessment, potential conflict and resistance can be avoided, especially if the need identification process involved the learners; need assessment if participatory in nature, can have a positive effect on motivation and improve levels of participation and commitment on the part of potential learners; needs assessment helps determine people's skills, attitudes and knowledge; specific efforts at needs identification are more likely to result in determining what the real needs are and will help avoid basing programmes on symptoms forms or assumptions only; a needs assessment process is a learning

experience for participants and need assessment ensures early ownership of the programme by a range of stakeholders who come with a variety of roles to play. So, if participants' inputs are welcomed agreement on needs assessment findings addressing problem and formulating improvement plans is more likely (Baker, 1984). Therefore, importance of needs assessment fully serves in farmer training centers to realize and credibility of learners.

2.4.1.2.2. Define the Learning Required

It is necessary to specify a clearly as possible what skills and knowledge have to be learners, what competencies need to be developed and what attitudes need to be changed (Kenney and Reid, 1994:194).

2.4.1.2.3. Define the Objective of Training

Once training needs have been identified. The program objective will be formulated based on the priority problems needs participants unless training objective are developed a training activity can not be systematically designed to achieve particular outcomes. Objectives are statement of what trainee we able to do after training (FAO, 2002). Hence, objectives arise out of "gaps" and deficiencies identified in the process of needs assessment. If objective are inadequately formulated given a good training program will not be effective, in compatible training objectives are a weakness common to on programs. Like wise, learning objectives are set, which define not only what has to be learnt but also what learners must be able to do after their training programme (Kenney and Reid, 1994:194).

Characteristics of objective: for an adult education programme to produce the desired results, the objective must conform to certain characteristics.

A. **Objective should be flexible:** flexibility means programme objective can be reviewed and modified to suit prevailing conditions, especially if the conditions specified some objectives have changed (Gboku and Lekoko, 2007:92).

B. **Objectives should be specific:** The objective must focus on a specific area and be clear and precise. General statements should be replaced with specific targets for performance. Specific objectives must specify what is to be accomplished, how much over what period of time for which group of people, and the expected results (Gboku and Lekoko, 2007:92).

C. **objective should be measurable:** measurability means that the objective can be objectively evaluated in terms of quality, quantity, cost, time and a defined end product. The objective must be measurable so the learners know when they have achieved it. Secondary measurability of objectives facilitates control of standards for outcomes. Some measuring standards may be quantitative while others may be qualitative. Both quantitative and qualitative measures can be used to address the same objective. In fact, multiple measures are often necessary to provide adequate indicators of a successful out come (Gboku and Lekoko, 2007:92)

D. **Objective should be attainable:** based on the current situation, challenges and available resources, the objectives must be do able and provide a meaningful level of engagement and challenge for the learners as well as the progrmme developer (Gboku and Lekoko, 2007:93).

E. **Objective should be realistic:** failure to be realistic about what is to be achieved is another common problem in programme development. Unrealistic objectives, which set out to achieve higher level of change

over too short a time period, can result in a programme being deemed a failure when the objectives are not met (Gboku and Lekok, 2007:93).

F. **Objective should be consistent:** an adult educator is more likely to pursue programme goals that are consistent with his or her beliefs and values. Similarly, when the programme developer takes the needs, values and beliefs of learners into consideration, the learners will give approval to the programme and remain committed to the attainment of goals. To ensure acceptability of programmes therefore, the objective must be consistent with the needs, beliefs and values of all stakeholders, especially the adult learners (Gboku and Lekoko, 2007:93).

G. **Objective should be relevant:** relevance has two components: linkage to the organization's current strategic and operational priorities and overall value of the contribution to programme or entire organizational goals (Gboku and Lekoko, 2007:93).

H. **Objectives should be congruent:** if objectives are congruent this means that they co-exist without conflict or friction and are essentially compatible with one another's. It also means that the attainment of one objective does not prevent the attainment of the others (s) (Gboku and Lekoko, 2007:93).

I. **Objective should be time bound:** an objective must have a beginning and a proposed end. The end can be adjusted as situations with in the organization change. Making an objective time bound allows the stakeholders to report on the progress that is being made in achieving the objectives (Gboku and Lekoko, 2007:93).

Therefore, characteristics of programme objective importance for farmer training centers because provide a sound basic for selection or designing of learning materials, content and methods of delivering content; provide

a basis for organizing the learners own efforts and activities for the accomplishment of learning activities; contribute to the achievement of programme goals and the goals can become measurable in terms of time, cost and of quality.

2.4.1.2.4. Planning Training Programs

These must be developed to meet the needs and objective by using the right combination of trainers, trainees, training inputs, training techniques and location (Kenney and Reid, 1994:194). In addition plan training programme holded training contents and training methods and materials.

A. Training contents: Training contents refer to the subject matters that are included in the training activity, which the trainees will be able to use to meet the training objective. As Gboke and Lekoko (2007:98-99) stated, the adult education content determination must be guided by a number of principles including, but not limited to, the following: the programme content must be based on needs of the leaner rather than the needs of the teacher or the institution; programme content must be flexible and also give the learner control over what, where, when and how to leaders. In this way, the teacher is not a source of knowledge but a facilitator or manger of learning situations; the progamme content should encourage independent and critical thinking and provide the capacity to enquire, reason, weight evidence in order to form judgments and achieve understanding; the focus or programme content should be on what the learner experiences in learning, subject matter included in the programme content must have relevance and meaning for the learner programme content must have reference and meaning for the learners programme content must allow for learner participation in order to effect educational change and learners awareness of the environment and their

relationship to it is also important as well as the need for them to become more activity involved in seeking solutions to their own problem.

The planning process of adult training therefore, requires defining the three important elements goals, objectives and content. Goals reflect the mission of the institution and provides basis for developing the more detailed objective. All stakeholders must agree on the goals and objectives to be achieved. Once objectives are formulated, they are sequenced. The sequencing and content determination process in affected by a number of influential factors such as including the expertise of program developer, educational facilities and equipments, resources (time, money and human) internal and external forces, government and organization requirement, skill needed by employing organization and beneficiaries of program content (Gboku, 2007:104). More to the point, in adult education and training content determination is based on the principle of full learner participation is suggested for training learning environment to make the content to be based on the real life need of the learner.

B. Training Methods and Materials: to be realized the special methods and materials should be used for adult learners. Adult have much accumulated experience, skill, knowledge, bias and prejudices and already a set and built up foundation and conceptual structures. It is both advantageous as will as disadvantageous. Mohanty (2007:108-110), stated the following characteristics should be reflected in the methods of teaching the adult learners adult learning should be participatory in planning executive as well as in evaluating the learning program, the learners themselves should be involved and the responsibility be shared to the maximum extent possible; self learning is the best learning since adults are responsible and they know their needs and requirements their abilities and interests they can choose their materials and subjects themselves and continue their learning accordingly; there should be

emphasis on group dynamism and group psychology. Group discussion and group activities can be effectively organizer with adult learners; adult education can not be effective if the content and materials are not made relevant to the realities and meaningful to the felt needs of the learners. Hence, realistic program should be drawn up and filed trips, visits to farms, factures and hospitals, etc. should be organized; in adult learning, there should be closer contact, great sympathy and understanding, more of mutual trust, continuation of communication between the teachers and the taught both theory and practice should be amalgamated in the adult learners classes. Only the theoretical knowledge does not bring about the desired behavioral changes and as such practical should find an important place in the program and there must be flexibility regarding duration, time location, organization and instructional arrangement of the adult learners (Mohanty, 2007:108-110).

Therefore, the methods which are based on democratic and dynamic principles like group discussion, activities, initiative, co-operation, participation, responsibility should be adopted for teaching adult. The problem-solving and project methods will be found useful role-playing, simulation exercises, dramatization, demonstration, field trip, etc, are some of the techniques which will be effective; and various audio visual materials like films slides, film strips and good graphic materials will make adult learning more interesting and successful.

2.4.1.2.5. Decide Who Provides the Training

The extent to which training is provided from within or outside the organization needs to be decided. At the same time, the division of responsibility between the training department managers or team leaders and individuals has to be determined (Kenney and Reid, 1994:194).

Therefore, during provides the training, organizing is necessary because organizing allocating and arranging human and materials resources in

appropriate combination to implement plans and terns plans into action potential by defining tasks, assigning personnel and supporting them with resources (schermerhorn 1989:21). Thus, organizing is the second fundamental function of management and deciding how the work is to be done and who is to do it. In other word, once plans are created the managers task is to organize the human and physical resources properly carry them out organizing in adult education/training, is a process of dividing work in to components and coordinating results to serve a specific purpose (organizing, dividing up the work during training, assigning people to it, allocating resources and coordinating results).

2.4.1.2.6. Implement the Training

It references to doing what is necessary to achieve your goals and objectives. It is the process of putting the training program objective and instructional plans into operation (Gboku and Lekoko, 2007:162) and ensures that the time spent in worth it for the intended purpose. Equaley, ensure that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, level of competence and attitudes they need (Kenney and Reid 1994:194).

Implementation is defined as a process to put into practice planned teaching learning and assessment exercise aimed at fulfilling the program goals and learners desires expectations. It consciously applies to adult training principles to explore the societal values, problems and needs of adult learners. It a way of turning plans in to reality. It involves two major aspects as; developing the implementation plan and put the plan into action. Implementation should concentrate on ways in which individuals and communities can respond to their present condition of living; this is a meaningful way of helping learners to adapt their environment and to be better prepared for eventualities of the future. Successful program implementation involved developing and putting the

plan in to action and can be divided in to three categories: planning and preparing for the learning activities; finding and using relevant administration process the actual running of a program including the use of relevant assessment and follow up strategies (Lekoko, 2007:163-164). This indicates, planning the first thing that facilitators do prepare for implantation. Thus, implementation referred to doing what is necessary to achieve your goals and objective. It is the process of putting the training program objective and instructional plans into operation. Once trainings have been adequately conceived, designed and prepared, it is ready for delivery successful implantation requires collaborative efforts of coordinators, facilitators and target groups.

The plan includes an outline of resources to be used, the learning/ training activities to be done; as well as the time required for each activity; other factors that need to be outlined in the implementation plan are the use of training /learning facilities and teaching learning materials. The components of planning in the implementation process are content (specific objectives, learning activities); content sequencing strategic; facilitators knowledge of content; facilities and equipment, logistics, resources, auxiliary services; administration; recognitions of accomplishments; program evaluation and methods (Lekoko, 2007:167). As Lekoko (2007:176) further stated in the implantation process the principles of adult learning program include purpose, order and utility. The purpose refers to the fact that each program is executed for specific reasons; while order refers to the systematic structuring of program development, implementation, and evaluation and utility refers to the fact that adult training programs have real world application or skills and knowledge use in real life situation.

In the implantation of farmer training centers program activities the following guiding strategies are necessary that include : ensuring that decision makers and key people, sensitize issues to provide with

information and orientation; involving relevant line ministries such as those responsible for capacity building as education sector, health sector and etc; involving target groups and the communities in planning and implantation; ensure community ownership for the active participation of the community: designing to training curriculum and content with a focus on livelihood skill; making the training programs market oriented and demand driven and to plan and evaluate programs; training coordinators according to the program needs.

2.4.1.2.7. Evaluate Training

This stage of the training refers to check in whether the intended objectives are met or not and where necessary, making changes to improve training activity results in the future (FAO, 2002:34).

Evaluation is about assessing the effectiveness of the various aspects of training. It is an interactive and systematic process of investigating the value and quality of a program in which various stages of training are an praise from the view point of their adequacy and contribution to achieve the training objective (Gboku and Lekoko, 2007:180). To make the training process effective the stages and sub stages of the cycle of training should be treated in the way that makes them productive and fruitful analysis of the various aspects of training should be undertaken by organizations, stake holders and beneficiaries. This deciding: on what and how to evaluate and by who are critical parts of the evaluation process. Thus, the effectiveness of training is monitored during programs and subsequently, the impact of training is assessed to determine the extent to which learning objectives have been achieved or (Kenney and Reid, 1994:194).

Monitoring is also a systematic and continuous process of collecting, analyzing and using information for the propose of programs management and decision making; it is an activity, which assess whether

inputs are being delivered; are being used as intended and are having the initial effects as planned. It has a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indication of progress, or lack thereof, in the achievement results. Monitoring and evaluation take place at two distinct but closely connected levels. One level focuses on the outputs, which are specific products and services that emerge from processing inputs through program, project and other activities. The other level focuses on the outcomes of development efforts, which are the change in development conditions that organizations aim to achieve through programs (Amdeberhan, 2001:1).

As Mohanty (2007:111-112) contends that monitoring shall focus on activities, resources and methods in relation to the specified setting, sequence and time; such defined follow-up, enables the participants to design alternative plans on time and make corrections possible with little wastage of resource. Monitoring and evaluation are interrelate 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. Accordingly, though 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. The above idea indicates that, monitoring helps to improve performance and achieve results.

Evaluation is also a continuous and purposeful exercise that permits stakeholders to know how to make, a weak program stronger or an effective program even more effective, or perhaps more efficient. The information obtained during this exercise will guide programmers in making decisions about continuations, modifications or terminations are good candidates for evaluation. Evaluation provides an ideal opportunity

of practitioners to learn form their experiences. It provides important information about issue of quality, accountability, practicality, suitability of content and approaches, efficient use of sources, and effective program managements and administrations (Lekoko, 2007:182). The above idea indicates that, the most effective evaluators are those who plan, design, and implement evaluations that are sufficiently relevant and credible to stimulate program improvement.

Adult education and training focus of evaluation refers to input evaluation, process evaluation, context evaluation, and product evaluation. Input evaluation is everything that is needed for a program to take off and be completed like personnel, time, and technology, money and other resources. Process evaluation refers to an assessment though which evaluators are able to determine if producers (action) have been done in a manner that leads to the achievement of the desired results that is, the overall program design appropriate to achieve the stated objective? Context evaluation is an assessment through which evaluators are able to judge the need, importance, suitability and practical realties of a program. While product evaluation is an assessment through which evaluators are measure achievements such as program objectives which include skills, knowledge, attitudes attained and graduation (Lekoko, 2007:188). The above ideas indicate, evaluation is a way of assessing the overall results of the program that seeks to answer the questions to what degree did the program achieve the stated objective.

There are techniques that can be used for evaluation purposes these include; documentation review, questionnaire, interviews, discussions, case studies, massage or information analysis and community form approach which can be used either individually or in combination to collect comprehensive quantities and qualitative data (Lekoko, 2007:184). Besides, by involving communities in the participatory monitoring and evaluation process the communities are kept aware of

the status of all the actives, so that they are jointly responsible for revising the implementation strategies before it is too late. Form the above basic principle, evaluation is carried out by teams form with in the community since monitoring is an ongoing process that can be conducted by a local committee while evaluation is a one-off process.

Lekoko (2007:185) stated that, the overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to make more effectively manage the outcomes and outputs. Performance is a progress towards and achievement of results. Then evaluation is to conclude an important activity the at should be done in a professional and responsible manner, which focuses on a number of elements such as in put factors, process, context, and products. Thus, evaluation helps to ascertain whether farmer training centers objective have been achieved if not, why not; and determine what actions should be taken to achieve objectives better in the future. Thus, access to skill training in relation monitoring and evaluation is a vital instrument for the success of farmer training centers management. In connection, to the conceptual framework of monitoring and evaluation, this study asses whether monitoring and evaluations was practiced in farmer training centers and then to propose the future direction.

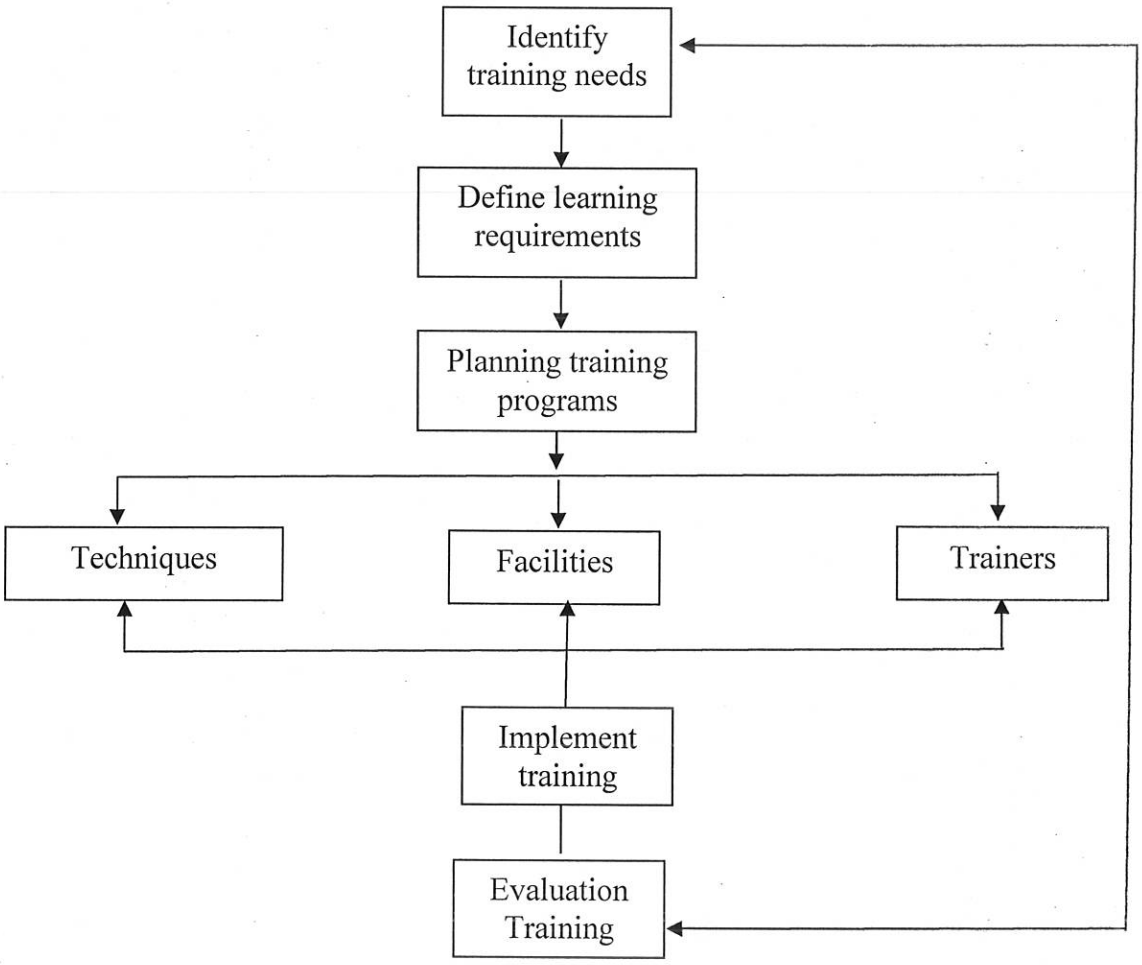
2.4.1.2.8. Amend and Extend Training as Necessary

Decide on the basis of evaluation, the extent to which the planned training program needs to be improved and how any residual learning requirements should be satisfy (kenney and Reid, 1994:194). Therefore, problems of farmer training centers and other training activities can be talked and minimized if advisory bodies having the role of giving processional advices are established. This can be realized by the direct participation of pertinent government representatives. Advisory bodies can be made up of from government sectors, non government and civic society organizations. Advisory body of each farmer training centers can

identify the ends of the target groups, review goals and objectives of training as necessary and encourage local sectors to work together prepare, plan for training and for budget allocation. Select appropriate trainees and trainers and conduct monitoring and evaluation of an exact time.

Based on the above basic characteristics of planned training study expected to cover Abichu Gnaa Woreda farmers training centers in the 2009/10 in which there were male 840 female 60 total 900 trainees were trained in the 19 farmers training centers. Thus, in the management of current farmers training centers perspective; this study is planned to identify to what extent the training centers are planned to serve their purposes.

Participatory training planning and development model



Source: Kenney and Reid (1994) training for transformation.

2.5. Farmer Training Centers in Ethiopia

Adult education program in Ethiopia implementation documents since the change of government in 1991 have indicated that education is one of the major tools to capacitate the rural population and overcome the poverty situation (MoE, 1994). The Philosophy enshrined in all documents, is to organize agriculture led programs (economic, social and cultural). All these programs through their strategic documents outline strategies to strengthen the working potential of the rural farmers through education and training.

In this respect, all ministries involved in development have pledged to assist the rural population in feeding themselves in any way within their respective plan periods and to cause planned change. For the purpose, especially the ministry of Agriculture established agricultural colleges all over the country and also plans to construct farmer training centers at local levels. The strategy is to train change agents in the colleges are required to train the rural farmers in the farmers training centers so that they would be able to increase productivity and eventually improve their life situation. Guidelines are being prepared for the operation of these FTCs and a number of task tasks have been identified of which the most relevant for the IPMS project are: Agricultural training; Extension services; provision of information and permanent center of exhibition (MoARD, 2005:1).

2.5.1 Agriculture Training

This (formal) training is provided to farmers based on a number of crop, livestock and natural resource management modules. With in each module, there are different courses and for each course there will be curriculum guideline (to be developed by the federal extension services in English and be translated by each region into local languages). The

following courses are envisaged for the different modules. (MoARD, 2005:20).

Livestock: Fish, poultry, beef, sheep and goat production, hides and skins, beekeeping, dairy production, camel production, animal nutrition and hygience, animal health and breeding with more emphasis on practical skills.

Crop: Field crop, industrial crops, fruit crops, vegetable production, coffee/tea/spice production, crop protection.

Natural resource management: irrigation, alternative energy, non timber forest production, nursery management, water harvesting technology and plantation establishment.

As MoARD (2005), stated that the farmers training centers have training objectives, training methods, content of the training, duration of the training, training materials, evaluation and certification, each points are summarize as follows.

A. Objectives of the Training: Farmers training center target youth and adults, who have completed grade 8th or less and have the following major objectives: to produce farmers who have enough agricultural knowledge and skills and became the beneficiaries of modern technologies; the appropriate users of natural resources and competent enough in the market by the producing production highly demanded in the market; to produce farmers who apply the science of agriculture in to actual practices and change their minds to words market oriented production system rather than adhering to hand to mouth production system; to produce farmers who are well equipped with basic agricultural knowledge and take initiative to create various fields of works rating their live (MoARD, 2005:2).

B. Training Methods: methods of the training would be lecture, discussion (group discussion) inviting guests, field works and field trips visiting other farms to exchange experiences (MoARD, 2005:21).

C. Content of the Training: under this program over 80 percent particles and 20 percent theory. This training would give more emphasis on practical where trainees would learn by doing rather than class room learning. The theoretical aspect would be classroom training using verbal and written communication. The practical training will be on workshops (to make simple equipment) and in the field (to use implements and learn improved practices), and by visiting other farms to exchange experiences (MoARD, 2005:21).

D. Duration of the Training: the training for one module well take from 3-6 months according the module size (normally 2 days) week at 6 hours day (4 practical hours, 2 theory hours (MoARD, 2005:21).

E. Training Materials: the training materials using blackboards, pictures, videos, book, manuals and handout (MoARD, 2005:21).

F. Evaluation: asses the individual performance in group discussion, oral question, and formative evaluation would be employed practical exam and written exam (MoARD: 2005:22).

G. Certification: upon graduation, the farmers are expected to be a role model for other farmers and be market oriented and environmentally conscious. He/she is also expected to keep records and this will lead to a "module" certifications, once a farmer has completed all three modules he/she will be issued a "green certificate" (MoARD, 2005:22).

2.5.2 Extension Services

The general extension strategy to be followed is based on the following principles: improved crop and livestock productivity resulting in increased

income and improved livelihoods; sustained food security, and nutritional habits and maintain health; teach/encourage farmers to organize in associations by gender, age, and in different commodities; produce agricultural raw materials for industry/produce marketable and exportable crops to earn hard currency; protect the natural resources of their communities (soil, water, forest and wildlife) and help women to use new less labor- intensive technologies to improve their income and increase their role in agricultural development (MoARD, 2005:23-24).

The extension methodology is planned to be participatory in nature and based on the identification of farmer's problems and potentials using Participatory Rapid Assessment (PRA) methods. Emphasis will be on market oriented commodities, taking into consideration differences in agro-ecological potentials and individual farmers' resource base (household types)(MoARD,2004:8).

The approach used will be to contact individual farmers with the objective of forming groups based on interest. DAs will advise on crop production, livestock production and natural resource management and formation of associations. They will also provide advise on markets, loans and savings and farm management economics, post harvest, agro-processing. Cross cutting issues considered are: emphasis on mixed farming systems, increased role of women, record keeping, introducing saving culture and family based agriculture. Use will be made of radio, pamphlets, posters, exhibitions, demonstration equipment, field visits and exchange visits. The usefulness of these different methods will be assessed by farmers. In the technology transfer process, increased emphasis is put on feedback to and from farmers regarding the institutions concerned including research. The extension component also include the "package approach": however more care will be taken in involving only interested farmers and the socioeconomic and biophysical potentials of the farmers (MoARD, 2004:8-9).

2.5.3. Provision of Information

The FTCs will also be responsible for making information available to farmers on the following topics: weather information and predications. This will require the installation of some weather measuring equipment and synthesizing and posting of weather bulletins received through the radios (including early warnings); market information: this will involve information on marketable commodities, required quality, prices, time of delivery and quantities; environmental information: land use (crop area, yield/ha improved/ traditional), weeds, diseases, insects (samples), livestock types and numbers, internal and external parasites, census of population by age and religion, households, education level, number of profession/professions, institutions (schools, church, mosques, associations, finance), natural resources. This information is to be collected and put on charts. (MoARD, 2005:28-29)

2.5.4 Permanent Centre of Exhibition

The FTcs will have a permanent exhibition center containing improved crop seeds, improved implements, post harvest technologies, samples of different weeds, crop diseases (insects), and inputs for new technologies (MoARD, 2005:30).

2.5.5. Management of Farmer Training Centers

According to FTC working guideline to fulfill the objectives for which the FTC stands and to help their beneficiaries achieve expected outcomes the centers organizational structure and management hierarchy should be short and clear (MoARD, 1997:31-34). Some relevant points related to organization from the above mentioned guide are summarized as follows: Ministry of Agriculture and Rural Development is responsible for policy provision and the designing of initial curriculum guideline for the extension training; the region Bureau of Agriculture and Rural

Development is committed for giving various decision on the FTC issues including where and how many of them should be build. This is in addition to its responsibilities of adapting the federally designed curriculum guide to the regional training needs, the provision of on job training for DAs and the approval of financial and material inputs for the implementation of the training and the Woreda Office of Agriculture and Rural Development allocates for FTCs budget and regulates their activities. The FTCs are entitled to care their own internal management and needed to report to the woreda. There are three DAs (development Agents) assigned in every FTC and one of them will be appointed as a coordinator by the woreda administration but he reports to be head of woreda. Depending on the objective reality of each locality a center is proposed to be established for serving 800-1000 farmers on average. The DAs should select farmers who are diligent, representative to and accepted by the community and who are able and willing to teach what they have learnt in the centers back to their community in order to extend the extension education to the farming community since the DAs could not reach are of education to the farming community in a locality (MoARD, 2005:32).

2.5.6. Challenges of Farmer Training Centers

The countries like Ethiopia were the majority of productive population was lacking basic education and basic skills training, with few technical/vocational schools prompting national development was found hard to bear, because the majority labor force was out of education and skills necessary for producing wealth. Hence, to over come this situation, the government has designed an alternative way to equip adults and youths with skill training (Girma, 1994:10-11). Thus, poverty reduction strategy which clearly states the importance of improving the living condition of the people, urges the necessity of looking into all possible options, which may bring about sustainable economic growth.

Farmer training centers which gives better emphasis to adult education creates fertile ground for skills training. However, these farmers training centers have several constraints.

The constraints which pose challenges to implement this program are too many to list. Here are the major ones: lack of suitable technologies compatible with the system; recurrent drought which usually decreases the efficiency of farmers; lack of participatory approaches to extension and training that involve female and male farmers; very weak linkage between planners and implementers; lack of clear communication between federal and regional, regional and zone/ woreda offices to work together; lack of an inter disciplinary approach; absence of efficient linkage and feedback systems between research and extension; inadequate coverage of adult (female and male formers) education to work with the technology; delaying in decision making throughout the ladders of hierarchy; lack of commitment to work to the end; restructuring frequency is very high for confident work (Gashaw, 2009:168). Therefore, these constraints created universal effect on all zones and woredas

CHAPTER THREE

The Research Design and Methodology

This chapter deals with research design and methodology. It consists of research method, source of data, sample population and sampling techniques, instruments of data collection (Questionnaire and interviews), pilot study, procedures of data collection, and methods of data analysis

3.1 Research Method

The main aim of this study was to assess the practices in the management of farmers' training centers in Abichu Gnaa woreda, North Shoa Zone, Oromia Region. To achieve this goal, the student researcher used descriptive survey method. This method was preferred because it is used to indicate a clear picture of the situation from the existing environment and practices with relatively minimum resource. It is also to make effective justification for improving, the practices in the management of Farmers' training centers.

3.2 Sources of Data

The data were collected from Development Agents (DAs), woreda agricultural experts, supervisors and trainee farmers. In addition to this, secondary data were collected from Agricultural and Rural Development offices documents (regional, zone and woreda), books, agricultural journals and the internet.

3.3 Sample Population and Sampling Techniques

For this study sample population were all farmers training centers, Development Agents, woreda agricultural experts, supervisors and trainee Farmers in the woreda. Out of the 19 farmers training centers found in the woreda 7 (36.84%) were selected by simple random method.

There were a total of 55 development Agents, 14 agricultural experts, one agricultural supervisor and 900 trainee farmers in 2002 E.C. Among these 45(81.81%) Development Agents, 14 (100%) agricultural experts, one supervisor and 42(4.66%) trainee Farmers and a total of 102 sample population were involved in the study .Concerning farmer trainees and facilitators simple random sampling technique was used. This is because this technique gives equal chance to all respondents. On the other hand with regard to agricultural experts and supervisor availability sampling technique was used because of their manageable size. (See tables 1 & 2).

Table 1: Summary of sample population and sampling techniques

No	Projected samples respondents	Total sample population	Sample size		Sampling techniques
			No	%	
1	Farmers Training Centers	19	7	36.84	Simple random sampling
2	Agricultural experts	14	14	100	Availability sampling
3	Agricultural supervisor	1	1	100	Availability sampling
4	Developing Agents	55	45	81.81	Simple random sampling
5	Trainee Farmers	900	42	4.66	Simple random sampling

N.B: Out of 900 trainees 42(4.66%) in the 7 training centers were literate (reading and writing).

Table 2: Summary of sample Trainee farmers in seven farmer training centers.

No	Name of FTCs	Number of trainee farmers		
		male	female	total
1	Gamo	3	1	4
2	Adare – ejersa	4	2	6
3	Kardaga	7	3	10
4	Amante - gamo	6	2	8
5	Amante- goro	3	1	4
6	Gadala- moye	5	1	6
7	Mana- horo	3	1	4
Total		31	11	42

3.4 Instruments of Data Collection

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

3.4.1 Questionnaire

Two kinds of questionnaires were prepared originally in English. They were later translated into Amharic to be filled out by trainees and facilitators (DAs and supervisor).

The questionnaire designed to collect information from the trainee farmers had two parts. The First part was about the respondents' demographic profile. The second part consisted of closed ended and open ended questions about aspects of identification and defining training needs, defining objectives of training, planning training programs, deciding who provides the training, and ways of implementing the training and evaluating the training programs.

The questionnaire designed to collect information from the facilitators had also two parts. The first part was about the respondents' demographic profile. The second part contained closed ended and open ended questions that dealt with: opportunity for effective functioning, identifying and defining training needs, defining the objective of training; planning training programs, deciding who provides the training as well as ways of implementing the training and evaluating training program.

3.4.2 Interviews

The structured interview questions were administered to agricultural expects. The total numbers of interviewees were 14 (male 13 female 1). The interview questions prepared were to alleviate problems and mechanism of improving the practices and problems in the farmer training centers.

The content of interviews were about: the community participation, stakeholders, NGOs, commitment of woreda administration and relation of research institution and agricultural technical vocational educational training with farmers training centers; participation of trainees in need assessment; criteria of selected trainees; attractiveness of farmers training centers; budget allocation; facilities of DAs; causes of drop out of trainees; major challenges of farmers training centers and ways of alleviating the challenges.

3.4.3 Observation

It was designed to observe events in their natural settings which may reveal information that respondents do or do not provide. It provided the researcher with a wide scope for witnessing the training centers, the availability of facilities and existing realities. The key elements observed in the study areas were the availability of facilities (fulfillment of teaching materials, pure water, toilet, and water for irrigation, electricity and the attractiveness of FTCs in terms of construction and compound). Observation was used to cross check the responses provided by the respondents through questionnaire and interviews. Checklists were prepared to assess the actual situations of farmer training centers programs in the seven (7) centers.

3.5 Pilot Study

The draft questionnaire was first provided to 14 woreda agricultural experts, 8 facilitators and 10 trainees in the woreda. After the completed questionnaires were returned each questionnaire was examined critically to see if there were unclear and blurred statements and items. In addition, the questionnaires have been given to one MA graduate student in Adult Lifelong Learning who has knowledge and skills in the area of farmer skill training to get additional information. By the pilot study, the items improved in the questionnaires were grammatical errors like items related to art of teaching adults and need assessment etc. After the necessary corrections were made the final version was prepared and administrated.

3.6. Procedures of Data Collection

The study incorporated different procedures. The student researcher visited the Oromia National Regional State Bureau of Agriculture and Rural Development, North Shoa Zone and Abichu Gnaa Woreda

Agricultural and Rural Development Office to secure relevant document and information as preliminary survey.

Before the investigator enters to the process of data collection, student researcher contacted DAs, Farmer training centers coordinators, agriculture experts and discussed with them about the purpose of the research and the tasks to be carried out. Also at the beginning of each session the researcher gave oral informed consent and orientation on how to fill in the questionnaire. On average, filling the questionnaire took 30 minutes and interviews took about 45 minutes.

Hence, the research questionnaire has been administrated and collected and interviews and observation have been conducted. After a while the questionnaires were collected and analyzed both qualitatively and quantitatively.

3.7 Methods of Data Analysis

Respondents were mainly grouped into three categories, i.e. adult trainees, facilitators (DAs and Supervisor), and agricultural experts. The purpose of this grouping was to make comparisons possible between different groups of respondents on the current state of participation of rural farmer's trainees and youths in the farmer skills training programs. Besides, the grouping was hoped to show whether or not each of the groups has orientation and awareness about adults and youths skills training programs planning, implementation and evaluation. The data was organized, analyzed and interpreted by grouping similar items in one table, and review of related literature.

Depending on the nature of the basic questions and the data collected, the percentage, mean, standard deviation, and chi-square were employed. After quantitative and qualitative data were collected from the respondents, they were organized, interpreted, and analyzed accordingly.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data gathered. This chapter has two major sections: characteristics of the respondents and presentation, analysis and interpretation of the data collected from the respondents.

The data and information obtained through interview with agricultural experts were used in the analysis of the study. Besides, information obtained from unstructured interview and observations obtained under pertinent basic research questions were used to enrich the discussions.

4.1. Characteristics of the Respondents

All the required information for this study was obtained from 46 facilitators (45 trainers and 1 supervisor) and 42 trainees. Questionnaires were prepared and distributed to the above respondents. Out of these, 43 (93.48 percent) of the trainers and 41 (97.62 percent) of the trainees had completed and returned the questionnaires. In addition 14(100 percent) of woreda agricultural experts were involved in interview.

The analyses of the data were made based on the responses obtained from the groups of respondents. Most of the data gathered were organized using tables followed by discussion.

Table 3: Farmer trainees by sex, Age, Marital status and educational level

No.	Item	Farmer trainees respondents	
		No	%
1	**Sex**		
	A. male	35	85.4
	B. Female	6	14.6
	Total	**41**	**100**
2	**Age**		
	A. 15-20 Years old	3	7.3
	B. 21-25 years old	5	12.2
	C. 26-30 Years old	4	9.8
	D. 31-35 Years old	11	26.6
	E. 36 Years old and above	18	43.9
	Total	**41**	**100**
3	**Marital status**		
	A. Married	34	83
	B. Unmarried	6	14.6
	C. Divorced	1	2.4
	Total	**41**	**100**
4	**Educational level**		
	B. Reading and writing	18	43.9
	C. Grade 1-4	10	24.4
	D. Grade 5-8	11	26.8
	E. Grade 9-10	2	4.9
	Total	**41**	**100**

As can be seen from Table 3, 35 (85.4 percent) of trainees were male and 6(14.6 percent) were female.

In terms of the respondents age, 18 (43.9 percent) and 11(26.8 percent), were 36 years old and above, and 31-35 years old respectively. This shows that, most farmer trainees are fairly adult group. They are matured and experienced and they may provide reliable information for what they were asked in the questionnaires. Concerning the marital status, 34(83 percent) and 6(14.6) percent) of the trainees were married and unmarried respectively. On the other hand, 1(2.4 percent) of them were divorced. Regarding trainees education level 18 (43.9 percent), 10 (24.4 percent), 11(26.8 percent) and 2(4.9 percent) were able to read and writing, 1-4 grade, 5-8 grade, and 9-10 grade respectively.

Table 4: Facilitators and agricultural experts by sex, Age, Educational level, years of services and field of specialization.

No.	Item	Respondents			
		Facilitators		Agri. Experts	
		No.	%	No.	%
1	**Sex**				
	A. male	38	88.4	12	85.71
	B. Female	5	11.6	2	14.29
	Total	**43**	**100**	**14**	**100**
2	**Age**				
	A. 18-25 Years old	31	72.1	2	14.29
	B. 26-30 years old	12	29.9	5	35.71
	C. 31-35 Years old	-	-	7	50.00
	Total	**43**	**100**	**14**	**100**
3	**Educational level**				
	C. Diploma	42	97.7	9	64.29
	D. BA/BSC	1	2.3.	5	35.75
	Total	**43**	**100**	**14**	**100**
4	**Years of services**				
	A. 0-5 years and below	43	100	6	42.86
	B. 6-10 years	-	-	2	14.29
	C. 11-15 years	-	-	6	42.85
	Total	**43**	**100**	**14**	**100**
5	**Field of specialization**				
	A. Crop science	16	37.2	3	21.43
	B. Animal Science	14	32.6	1	7.14
	C. Natural resource science	13	30.2	3	21.43
	D. Other	-	-	7	50.00
	Total	**43**	**100**	**14**	**100**

The data in Table 4 reveals that from the overall respondents of facilitators 38(88.4 percent) were male and 5 (11.6 percent) were female while from the agricultural experts, 12 (85.71 percent) and 2 (14.29 percent) were male and female respectively. In both classes the vast majority are males.

In terms of age the majority of facilitators 43 (100 percent) were between 18-30 years old. With regard to agricultural experts 7(50 percent), 5(35.71 percent) and 2(14.29 percent) were 31-36 years old, 25-30 years old and 18-25 years old respectively. Concerning the education level, 42(97.7 percent) of facilitators were diploma while 1(2.3 percent) is a first degree holder. Regarding woreda agricultural experts 9(64.29 percent) were diploma holders while the rest 5(35.71 percent) posses BA/BSC.

With regards to experience all of the facilitators had served 5 years or less. On the other hand, 6(42.86 percent), 2(14.29 percent) and 6(42.85 percent) of the woreda agricultural experts had 0-5 years, 6-10 years and 11-15 years respectively. Generally, concerning the field of specialization, 16 (37.2 percent) of facilitators were from crop science, 14(32.6) were from animal science and 13 (30.2 percent) were from natural resources science.

4.2. Presentation, Analysis and Interpretation of Data

Under this sub topic the study tried to address the basic questions of the study from the data obtained from all groups of respondents through questionnaire, interview and observation quantitatively and qualitatively. Accordingly, the following topic and contents were presented, analyzed and interpreted.

Table 5: An opportunity for effective functioning as perceived by respondents (Facilitators)

No	Item	Number and percent	strongly disagree	Disagree	Un certain	Agree	strongly agree	Total	mean	Std Dev.
1.	Local community are willing to contribute their money and labor for the FTCs	No	-	29	5	9	-	43	2.53	0.827
		%	-	67.4	11.6	20.9	-	100		
2	The stake holder of FTCs like education office, health office, women's affairs and social and labor affairs participate actively in planning, implementation and evaluation activities of FTCs in term of: A Technical									
		No	4	12	5	14	8	43	3.23	1.306
		%	9.3	27.9	11.6	32.6	18.6	100		
	B. material	No	3	24	5	7	4	43	2.65	1.131
		%	7.0	55.8	11.6	16.3	9.3	100		
	C, information	No	3	23	3	9	5	43	2.77	1.212
		%	7.0	53.5	7.0	20.9	11.6	100		
	D. Finance	N	6	26	4	4	3	43	2.35	1.066
		%	14.0	60.5	9.3	9.3	7.0	100		
3	NGOs participate actively in planning, implementation and evaluation activities of FTCs in terms of : A. Technical									
		No	9	19	2	8	5	43	2.56	1.333
		%	20.9	44.2	4.7	18.5	11.6	100		
	B. Material	No	9	20	2	7	5	43	2.51	1.316
		%	20.9	46.5	4.7	16.3	11.6	100		
	C. Information	N	9	19	3	7	5	43	2.53	1.316
		%	20.9	44.2	7.0	16.3	11.6	100		
	D Finance	N	9	19	3	6	6	43	2.56	1.351
		%	20.9	44.2	7.0	14.0	14.0	100		
4	Woreda administration has commitment and willingness to make FTCs more effective and efficient to meet their purposes.	N	2	5	6	8	22	43	4.00	1.254
		%	4.7	11.6	14.0	18.6	51.2	100		
5	Research institutions have a sound relation with FTCs	N	9	24	5	3	2	43	2.19	1.006
		%	20.9	55.8	11.6	7.0	4.7	100		
6	Agricultural TVET have a sound relation with FTCs.	N	4	9	3	6	21	43	3.72	1.485
		%	9.3	20.9	7.0	14.0	48.8	100		
7	favorable government policies increase the demand of the training in FTCs.	N	-	6	3	14	20	43	4.12	1.051
		%	-	14.0	7.0	32.6	46.5	100		

As it is indicated in item 1 of table 5, 29 (67.4 percent) facilitators (trainers and supervisor) said that the local community is not willing to contribute their money and labor for the farmer training centers. Besides, the interview made with woreda agricultural showed that, the participation and willingness of the local community to contribute their money and labor for the farmer training centers was very poor. In addition, the calculated mean for the item is 2.53 which is below 3.00 with the standard deviation of 0.827 that indicate local community are not willing to contribute their money and labor for the FTCs. This means, there is a problem of participation of the local community for the FTCs.

As the data in item 2 of table 5 above indicate, the stakeholders of FTCs like education office, health office, women's affairs and social and labor affairs active participation in planning, implementation, evaluation activities and in terms of technical, 14 (32.6 percent) and 8 (18.6 percent) of facilitators response agree and strongly agree respectively. In material 3 (7 percent) and 24 (55.8 percent) of the facilitators in information 3 (7percent) and 23 (53.5 percent) of them, in finance 6(14 percent and 26(60.5 percent) of the facilitators responded as strongly disagree and disagree respectively.

As the data in item 3 of table 5 above show, NGOs active participation in planning, implementation, evaluation activities and in terms of Technical, 9(20.9 percent) and 19 (46.5 percent) of facilitators, in material 9(20.9 percent) and 20(46.5 percent) of them, in information 9 (20.9 percent) and 19 (44.2 percent) of facilitators and in finance 9(20.9 percent) and 19 (44.2 percent) of them strongly disagree and disagree respectively. Similarly, the interview made with woreda agricultural experts (12 male and 2 Female) showed that, the involvement of stakeholders and NGOs in Technical, materials, information and Finance and also in planning, implementation and evaluation in Farmers training centers were almost absent. Gashaw (2009:17) stated that, FTCs will

be fruitful if the partners work together. These collaborative partners, including the MOARD, MOH, MOE etc and NGOs and International organizations need to work together in developing program with the participation of adults and youth in rural areas.

Therefore, participation is very important to address the interests of adults /local community, and also MOE (2008:16) stated that, Farmers training centers efforts are being coordinated and integrated under one National Strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: ministries of education, Agricultural, Health, social and Labor Affairs, Youth and sport and Women's Affairs.

Then again, the calculated mean for the item stakeholders of FTCs in term of technical is (3.23 which is above 3.00 with the standard deviation of 1.306), in materials (2.65 which is below 3.00 with the standard deviation of 1.131), in information (2.77 which is below 3.00 with the standard deviation of 1.212) and in finance (2.35 which is far below 3.00 with the standard deviation of 1.066)

Besides, the calculated mean for the item of NGOs in term of technical is (2.56 which is far below 3.00 with the standard deviation of 1.333), in material (2.51 which is below 3.00 with the standard deviation of 1.316), in information (2.53 which far blow 3.00 with the standard deviation of 1.316) and in finance (2.56 which below 3.00 with the standard deviation of 1.351). From the above point we can infer that the participation of stakeholders of FTCs and NGOs almost absent.

As the data in item 4 of table 5 above clearly indicate concerning woreda administration commitment and willingness to make FTCs more effective and efficient to meet their purposes, 8(18.6 percent) and 22 (51.2 percent) of

facilitators (trainers and supervisor) responded as agree and strongly agree respectively. The interview held with woreda agricultural experts (12 male and 2 Female) showed that, the commitment of woreda administration in allocation of budget, fulfillment of teaching materials and to assign DAs was very low. Supplementing, to this item MOARD (1997:31-34) stated that, the woreda office of Agriculture and Rural Development allocates budgets for FTCs and regulates their activities. The FTCs are entitled to care their own internal management and needed to report to the woreda. Then again, the calculated mean for the item is 4.00 which is far above 3:00 with the standard deviation of 1.254 that indicate, the commitment and willingness of woreda administration to make FTCs more effective and efficient to meet their purposes was not enough.

As the data in item 5 of table 5 above depict, research institutions have a sound relation with FTCs, 9 (20.9 percent) and 24(55.8 percent) of facilitators responded strongly disagree and disagree respectively. Similarly, the interview held with woreda agricultural experts (12 male and 2 Female) showed that, the research institution had no direct sound relation with FTCs. Supplementing to this item, MOARD (2005:23-24) stated that, in the technology transfer process, increased emphasis is put on feedback to and from farmers regarding the institution concerned including research. The extension component also include the "package approach"; however more care will be taken in involving only interested farmers and the socio-economic and biophysical potentials of the farmers. In addition, the calculated mean for the item is 2.19 which is far below 3:00 with the standard deviation of 1.006. From the above point we can infer that the sound relation of research institution with FTCs is very poor.

As it is indicated in item 6 of table 5, agricultural TVET have a sound relation with FTCs, 6(14.0 percent) and 21(48.8 percent) of facilitators responded to agree and strongly agree respectively. The interview held with woreda agricultural experts (12 male and 2 female) showed that, agricultural colleges

that train grassroots development agents to be agricultural extension workers. Besides, MOADR (2005:1) stated that, all ministries involved in development have pledged to assist the rural population in feeding themselves in any way with in their respective plan periods and to cause planned change. For the purpose, especially the ministry of agriculture established agricultural college all over the country and also plans to construct farmer training centers at local levels. The strategy is to train change agents in the colleges are required to train the rural farmers in the farmers training centers. So, they would be able to increase productivity and eventually improve their life situation. Similarly the calculated mean for the item is 3.72 which far above 3:00 with the standard deviation of 1.485. From the above point we can infer that the sound relation of agricultural TVET with FTCs was strong.

As it is indicated in item 7 of tables 5, favorable government policies increase the demand of the training in FTCs, 14(32.6 percent) and 20(46.5 percent) of facilitators (trainers and supervisor) agree and strongly agree respectively. Besides, MOFED (2003:1) stated that, under PASDEP, these objective would be pursued through a range of policies and instruments including: modernization of the research and extension systems through investment in higher learning institutes, national and regional research, technical and vocational education and training and farmer training centers: enhancing competition and increasing efficiency in agricultural input and output market, strengthening the rural credit system; improving irrigation and water management; increasing land tense security; creating a conducive investment climate for commercial agricultural; and reducing the vulnerability of families living in regions prone to drought. The above points imply that, farmers training centers is the major issue to bring change in agriculture sector. In addition, the calculated mean for the item is 4.12, which is far above 3:00 with the standard deviation of 1.051. From the above point we can infer that, Favorable government policies increase the demand of the training in FTCs.

Table 6 : on identify and define training needs as perceived by respondents (Facilitators and trainers)

No.	Item	Respondent	Strongly disagree		Disagree		Uncertain		Agree		Strong agree		Total		mean	Std. dev.	X^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach	fac	0	-	9	10.7	6	7.1	21	25	7	8.3	43	51.2	3.60	1.003	* 14.638
		tra	3	3.6	21	25	2	2.4	9	10.7	6	7.1	41	48.8	2.85	1.276	
		tot	3	3.6	30	35.7	8	9.5	30	35.7	13	15.5	84	100	3.24	1.199	
2.	The trainees will get involved in deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively so as to realize the training objective in the training program	fat	0	-	9	10.7	7	8.3	20	23.8	7	8.3	43	51.2	3.58	1.006	4.100
		tra	1	1.2	13	15.5	3	3.6	20	23.8	4	4.8	41	48.8	3.32	1.105	
		tot	1	1.2	22	26.2	10	11.9	40	47.6	11	13.1	84	100	3.45	1.057	
3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training commenced	fac	3	3.6	5	6.0	7	8.3	21	25	7	8.3	43	51.2	3.56	1.119	5.130
		tra	4	4.8	9	10.7	11	13.1	14	16.7	3	3.6	41	48.8	3.07	1.127	
		tot	7	8.3	14	16.7	18	21.4	35	41.7	10	11.9	84	100	3.32	1.142	
4.	The training determines discrepancy between desired and actual performance of the trainees	fac	2	2.4	6	7.1	8	9.5	22	26.2	5	6.0	43	51.2	3.51	1.032	5.021
		tra	2	2.4	26	31.0	0	-	11	13.11	2	2.4	41	48.8	2.63	1.090	
		tot	4	4.8	32	38.1	8	9.5	33	39.3	7	8.4	84	100	3.08	1.143	

Grand mean = 3.2738

Grand std. Deviation = 0.87521

As it is indicated in item 1 of table 6, the need assessment made is a coordinated manner to address the felt needs of the trainees in a participatory planning approach, 30(35.7 percent) and 13(15.5 percent) of facilitators and trainees who responded to the item agree or strongly agree respectively.

Similarly, Baker (1984) stated that, a need assessment process is a learning experience for participants and need assessment ensures early ownership of the program by a range of stakeholders who came with a verity of roles to pay. So, if participants input are welcomed agreement on need assessment finding addressing problem and formulating improvement plans is more likely.

However, the calculated value of chi-square (x^2= 14.638) does exceed the table value ($X^2_{c.v}$ = 9.49) for 4 degrees of freedom at 5 percent level significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 3.60(Facilitators) which is far above 3.00, 2.85 (trainees) which is far below 3.00 and total mean is 3.24 which is far above 3.00 the total of standard deviation of 1.199 that indicate need assessment to address the felt needs of the trainees the participatory planning approach is very high.

As it is indicated in item 2 of table 6, the trainees will get involved in deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively, so as to realize the training objective in the training program, 40(47.6 percent) and 11(13.1 percent) of facilitators and trainers responded agree and strongly agree respectively. In addition, Hassen and Amdissa (1993) stated that, if training is related to ones actual work situation that is felt need or a problem, that is in same other ways in bring the intended outcome. Thus the beneficiaries need to be central and made actively participate both in needs assessment and setting priorities.

More to the points, to all of the items the interview results from woreda agricultural experts (12 males and 2 females' total 14) revealed that there were practices of making need assessment in training programs.

However, the calculated value of chi-square (X^2= 4. 100) does not exceed the table value ($X^2_{c.v}$ = 9.49) for 4 degrees of freedom at 5 percent level of significance, which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.58 (facilitators) and 3.32 (trainees) which is far above 3.00 with the total of standard deviation of 1.057 that indicate trainees involvement in deciding the felt needs to set, to comment, to modify and to formulate plan cooperatively to realize the training objectives in the training program.

As the data in item 3 table 6 above shows, there is an analysis of problem to be solved as well as future demand needs assessment before the training commenced, 35 (41.7 percent) and 10(11.9 percent) of facilitators and trainees responded to agree and strongly agree respectively. Similarly, Baker (1984) stated that, the important of need assessment adult /learners in program development needs assessment potential adult learners give programming staff the opportunity to assess learners' needs and priorities bases of the target groups, potential conflict and resistance can be avoided.

However, the calculated value of chi-square (X^2= 5.130) does not exceed the table value ($X^2_{c.v}$ = 9.49) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.56 for facilitators and 3.07 for trainees which is far above 3.00 with the total standard deviation of 1.105 that indicate, there is analysis of problem to be solved as well as future demands needs assessment before the training commenced.

As the data in item 4 table 6 above indicate, the training determined was discrepancy between desired and actual performance of the trainers, 33(39.9 percent) and 7(8.3 Percent) of facilitators and trainees responded to agree and strongly agree respectively. Similarly, Hassen and Amdissa (1993) confirmed that, training need assessment is the process of determining if there is discrepancy between desired and actual performance of the trainees. The training need assessment is the beginning of a systematic approach to training.

However, the calculated value of chi-square ($X^2 = 5.021$) does not exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.51 (Facilitation) which is above 3.00, 2.63 (trainees) which is far below 3.00 and the total mean is 3.08 which is far above 3.oo with the total standard deviation of 1.143 that indicated, there is determining discrepancy between desired and actual performance of the trainees. Regarding, identifying and defining training needs the grand mean is 3.2737 which is far above 3.00 with the grand standard deviation of 0.87521 that indicate, identifying and defining training need was well applied.

Table 7: Define the Objective of training as perceived by respondent (facilitators and trainees).

	Item	Respondent	Strongly disagree		disagree		Un certain		agree		Strongly agree		total		mean	Std. der	X^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	There is participation of trainees in setting priorities of the need identified	fac	0	-	8	9.5	7	8.3	21	25.0	7	8.3	43	51.2	3.63	.976	9.075
		tra	1	1.2	18	21.4	4	4.8	16	19.0	2	2.4	41	48.8	3.00	1.072	
		tot	1	1.2	26	31	11	13.1	37	44	9	10.7	84	100	3.32	1.066	
2	Before the inception of the program there are awareness sensitization on the objective of FTC	fac	0	-	7	8.3	4	4.8	16	19.0	16	19.0	43	51.2	3.95	1.068	*20.916
		tra	6	7.1	13	15.5	0	-	19	22.6	3	3.6	41	48.8	3.00	1.304	
		tot	6	7.1	20	23.8	4	4.8	35	41.7	19	22.6	84	100	3.49	1.275	
3	There is a trend of making agreement on objective and content of the training program at the beginning	fac	0	-	5	6.0	4	4.8	20	23.8	14	16.7	43	51.2	4.00	.951	*14.008
		tra	2	2.4	14	16.7	2	2.4	20	23.8	3	3.6	41	48.8	3.20	1.145	
		tot	2	2.4	19	22.6	6	7.1	40	47.6	17	20.2	84	100	3.61	1.120	
4	Farmers' expectation about the benefit of the training as FtC is very high	fac	2	2.4	24	28.6	8	9.5	5	6.0	4	4.8	43	52.2	2.65	1.066	5.021
		tra	3	3.6	21	25.0	3	3.6	11	13.1	3	3.6	41	48.8	2.78	1.157	
		tot	5	6.0	45	53.6	11	13.1	16	19.0	7	8.3	84	100	2.70	1.106	
5	The time and program schedule is flexible to suit the interest of the trainees	fac	1	1.2	12	14.3	5	6.0	13	15.5	12	14.3	43	51.2	3.53	1.241	7.155
		tra	3	3.6	14	16.7	4	4.8	17	20.2	3	3.6	41	48.8	3.07	1.170	
		tot	4	4.8	26	31.0	9	10.7	30	35.7	15	17.9	84	100	3.31	1.222	
6	you give the chance to decide about the duration and types of the training to coincide with interest for the trainees	fac	0	-	12	14.3	2	2.4	11	13.1	18	21.4	43	51.2	3.81	1.258	4.521
		tra	2	2.4	11	13.1	4	4.8	13	15.5	11	13.1	41	48.8	3.49	1.287	
		tot	2	2.4	23	27.4	6	7.1	24	28.6	29	34.5	84	100	3.65	1.275	
7	Trainees give priority for training rather any problem	fac	4	4.8	26	31.0	6	7.1	6	7.1	1	1.2	43	51.2	2.40	.929	5.003
		tra	5	6.0	24	28.6	1	1.2	8	9.5	3	3.6	41	48.8	2.55	1.165	
		tot	9	10.7	50	59.5	7	8.3	14	16.7	4	4.8	84	100	2.45	1.046	

Grand mean = 3.2194 and Grand std. deviation =0.80092

As it is indicated in item 1 of Table 7, there is participation of trainees in setting priorities of the need identified, 37 (44 percent) and 9(10.7 percent) of facilitators and trainees responded agree and strongly agree respectively. In addition, the interview held with woreda agriculture experts (12 male and 2 female) showed that, setting priorities of the need identified is an important step in the development process of adult education training program. Therefore, participation of trainees in setting priorities of the need identified was very high. In line with responses obtained on this item, FAO (2002) are of the view that, the program will be formulated based on the priority problems need participations. Unless training objectives are developed a training activity can not be systematically designed to achieve particular outcomes. Objectives are statement of what trainee will able to do after training. However, the calculated value of chi-square (X^2= 9.075) does not exceed the tabulated value ($X^2_{c.v}$ = 9.49) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the calculated mean for the item is 3.63 (facilitators) which are far above 3.00.

As it is indicated in item 2 of table 7, before the inception of the program there were awareness sensitization of the objective of FTC, as 35(41.1 percent) of facilitators and trainees agree and 19(22.6 percent) strongly agree. In line with responses obtained on this item, Kenney and Reid (1994) are of the view that it is necessary to specify as clearly as possible what skills and knowledge have to be learned, what competencies need to be developed and what attitudes need to be changed and these aware for trainees. However, the calculated value of chi-square (X^2= 20.916) does exceed the tabulated value ($X^2_{c.v}$ = 9.49) for 4 degree of freedom at 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 3.95 Facilitators and 3.0 for trainers. This indicated that before the inception of the program there are awareness sensitization on the objective of FTC.

As the data in item 3 table 7 above show, there is a trend of making agreement on objective and content of the training program of the beginning, 40 (47.6 percent) and 17 (20.2 Percent) of facilitators and trainees responded agree and strongly agree respectively. Similar to these, Gboku and Lekoko (2007:93) stated that, if objective are congruent this means that they co-exist with out conflict or friction and are essentially compatible with one anther. It also means that the attainment of one objective does not prevent the attainment of the other. However, the calculated value of Chi-square (X^2= 14.008) does exceed the tabulated value ($X^2_{c.v}$ = 9.49) for 4 degree of freedom of 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 4.00 (Facilitators) and 3.20 (trainees) which is far above 3.00 with the total standard deviation of 1.120, that indicates there is a trend of making agreement on objective and content of the training program at the beginning.

As the data in item 4 tables 7 above, farmers' expectation about benefit of the training of FTC is very high. This is further strengthened by 5(6.0 percent) and 45(53.6 percent) of facilitators and trainees who responded as strongly disagree and disagree respectively. Beside, Gboku and Lekoko (2007:93) stated that, failure to be realistic about what is to be achieved is another common problem in programme development. Unrealistic objectives, which set out to achieve higher level of change over too short time period, can result in a program being deemed a failure when the objectives are not met. However, the calculated value of chi. Square (X^2=5.021) does not exceed the tabulated value ($X^2_{c.v}$ = 9.49) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. In addition, the mean on the item is 2.65 for facilitators and 2.76 for trainees which is far below 3.00 with the total standard deviation of 1.106 which indicates that farmers' expectation about the benefit of the training at FTC is very low.

As the data in item 5 of table 7 above indicate, the time and program schedule is flexible to suit the interest of the trainees. This is witnessed 30 (35.7 percent) and 15(17.9 percent) of facilitators and trainees who responded as agree and strongly agree respectively. Besides, Gboku and Lekoko (2007:92) stated that, flexibility means programme objective can be reviewed and modified to suit prevailing conditions, especially if the conditions specified some objectives have changed. However, the calculated value of Chi-square (X^2= 7.155) does not exceed the tabulated value ($X^2_{c.v}$ = 9.49) for 4 degree of freedom at 5 percent level of significance which means that the difference of the two average is not significant. In addition, the calculated mean for the item is 3.53 (facilitators) and 3.07 (trainees) which is above 3:00 that indicate the time and program schedule is flexible to suit the interest of trainees.

As it is indicated in item 6 of table 7, you give the chance to decide about the duration and types of the training to coincide with interest for the trainings, 24(28.6 percent) of facilitators and trainees responded agree and 29(34.5 percent) of them strongly agree. In addition, Gboku and Lekoko (2007:93) stated that, an adult education is more likely to pursue programme goals that are consistent with his or her beliefs and values. Similarly, when the programme developer takes the needs, values and beliefs of learners in to consideration, the learners will give approval to the programme and remain committed to the attainment of goals. To ensure acceptability of programs therefore, the objective must be consistent with the needs, beliefs and values of the stakeholders, especially the adult learners.

Interview made with woreda agricultural experts showed that, trainees were informed about the duration of the training program that considers their interest and there were trends of coordination both horizontal and in vertical ways within and among concerned groups to share tasks, responsibility, experience and information exchange. However, the

calculated value of chi-square (X2=4.521) does not exceed the tabulated value ($X2_{c.v}$ =9.49) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. In addition, the calculated mean for the item is 3.81 (facilitators) and 3.49 (trainees) which is far above 3.00 with the total standard deviation of 1.275 that indicate to give the chance to decide about the duration and types of the training to coincide with interest for the trainees were enough.

As it is indicated in item 7 of table 7, trainees give priority for training rather than any problem, 9(10.7 percent) and 50 (59.5 percent) of facilitators and trainees responded strongly disagree and disagree respectively. Besides, the interview results made with woreda agricultural exports showed that trainees were not given priority for training rather than any problem due to lack of awareness on the parts of local community. However, the calculated value of chi-square (X^2= 5.003) does not exceed the tabulated value (X^2 C.V= 9.49) for 4 degree of freedom at 5 percent level of significance which mean that the difference of the two averages is not significant. In addition, the mean for the item is 2.40 for facilitators and 2.51 for trainees which are far below 3.00 with the total standard deviation of 1.046 that indicate the trainees didn't give priority for training rather any problem. Regarding, defining the objective of training the grand mean is 3.2194 which is far above 3.00 which is an indication, that defining the objective of training in FTC was practiced.

Table 8: on plan training program as perceived by respondents (Facilitators and trainees).

No	Item	Respo-ndents	strong disagree		Dis Agree		Un Certain		Agree		Strongly Agree		Total		Mean	std.Dev.	x^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There is long term and short term planning programs in the FTC	Fac	1	1.2	10	11.9	3	3.6	20	23.8	9	10.7	43	51.2	3.60	1.137	*14.546
		tra.	4	4.8	22	26.2	4	4.8	8	9.5	3	3.6	41	48.8	2.61	1.137	
		tota	5	6	32	38.1	7	8.3	28	33.3	12	14.3	84	100	3.12	1.1236	
2	There is adequate budget of provision For the operation of the planned training programs	Fac	16	19	23	23	3	3.6	1	1.2	-		43	51.2	1.742	0.693	4.942
		tra.	8	9.5	27	32	3	3.6	1	1.2	2	2.4	41	48.8	2.07	0.905	
		tota	24	29	50	60	6	7.1	2	2.4	2	2.4	84	100	1.90	0.816	
3	The time allotted to complete the learning tasks under each module is adequate to cover it without rush	Fac	0	-	13	15.5	7	8.3	16	19	7	8.3	43	51.2	3.40	1.094	*16.678
		tra.	9	10.7	15	17.9	9	10.7	6	7.1	2	2.4	41	48.8	1.44	1.141	
		tota	9	10.7	28	33.3	16	19	22	26.2	9	10.7	84	100	2.93	1.210	
4	The training modules are attractive that invite trainees to used them.	Fac	0	-	13	15.5	4	4.8	16	19	10	11.9	43	51.2	3.53	1.162	*17.159
		tra.	6	7.1	16	19	10	11.9	6	7.1	3	3.6	41	48.8	2.61	1.137	
		tota	6	7.1	29	34.5	14	16.7	22	26.2	13	15.5	84	100	3.08	1.234	
5	The learning contents in training modules are sequences in a suitable order For learning	Fac	12	14.3	5	6.0	8	9.5	12	14.3	6	7.1	43	51.2	2.88	1.451	*13.565
		tra.	5	6	18	21.4	9	10.7	7	8.3	2	2.4	41	48.8	2.59	1.072	
		tota	17	20.2	23	27.4	17	20.2	19	22.6	8	9.5	84	100	2.74	1.281	
6	Trainees are involved in the preparation of the training modules	Fac	12	14.3	6	7.1	6	7.1	13	15.5	6	7.1	43	51.2	2.88	1.467	*13.967
		tra.	5	6.0	16	19	12	14.3	6	7.1	2	2.4	41	48.8	2.61	1.046	
		tota	17	20.2	22	26.2	18	21.4	19	22.6	8	9.5	84	100	2.75	1.279	

Grand mean = 2.7540

Grand std. Deviation = 0.80305

The respondents were asked to show their level of agreement to the first item which reads "There is long-term and short-term planned program in the FTC 28(33.3%) facilitators and 12(14.3%) of trainees agreed with the statement. The mean values for the two groups were subjected to statistical test that yielded chi-square value (x^2=14.546). This value is much greater than the critical value ($x^2_{c.v}$= 9.49) at 4 degrees of freedom. The calculated value, therefore, was found to be significant at .05 alpha levels. Based on the calculated values for different groups of respondents, it can easily be concluded that the facilitators (mean=3.60) had a better perception than did the trainees (mean= 2.61 concerning the existence of short and long-term plans in the FTCs.

The data item 2 table 8 above, There is adequate budget provision for the operation of the planned training programs, 24 (28.6 percent) of facilitators and trainees responded strongly disagree and 50 (59.5 percent) of them said disagree. Besides, the interview made with woreda agricultural expects and the observation made in 7 centers showed that, all of the FTCs do not have permanent budget for FTCs but, this year used from extension budget. However, according to MoARD (1997:31-34) the implementation of the training and the Woreda Office of Agriculture and Rural Development allocate budget for FTCs and regulate their activities. Like wise, the calculated value of chi-square (x^2=4.942) does not exceed the tabulated value ($x^2_{c.v.}$ =9.49) at 4 degrees of Freedom of 5 percent level of significance which means that the difference of the two averages is not significant and also, the mean for the items is 1.74 (Facilitators) and 2.07 (trainees) which is far below 3.00 with the total standard deviation of 0.816 that indicate, there is shortage of budget for the operation of the planned training programs.

As it is indicated in item 3 of table 8 above, the time allotted to complete the learning tasks under each module is adequate enough to cover it with out

rush, 9(10.7 percent) and 28 (33.3 percent) of facilitators and trainees responses strongly disagree and disagree respectively. Similarly, the calculated value of chi-square(x^2=16.678) does exceed the tabulation value ($x^2_{c.v.}$ = 9.49) at 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 3.40 (Facilitators) which is far above 3.00, 2.44 (trainees) which is far below 3.00 and the total mean is 2.93 which is below 3.00 with the total of standard derivation of 1.210 that indicate the time allotted to complete the learning tasks under each module is not adequate enough.

As it is indicated in item 4 table 8 above, the training modules are attractive that invite trainees to use them, 22(26.2 percent) and 13(15.5 percent) of facilitators and trainees responses agree and strongly agree respectively. Like wise, the calculated value of chi-square (x^2=17.159) does exceed the tabulated value (x^2=9.49) at 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 3.53 (facilitators) which are far above 3.00, while it is 2.61 for trainees, which is far below 3.00. The total mean is 3.08, which is far above 3.00 with the standard deviation of 1.234 that indicate the training modules are attractive to the trainees to use and invite them.

The data in item 5 table 8 above, the learning contents in training modules are sequenced in a suitable order For learning, 17(20.2 percent) and 23(27.4 percent) of facilitators and trainees, were responded strongly disagree and disagree respectively. But according to Gboku, (2007:104) the planning process of adult training requires defining the three important elements goals, objectives and content. Goals reflect the mission of the institution and provides basis for developing the more detailed objective. All stakeholders must agree on the goals and objectives to be achieved. Once objectives are

formulated, they are sequenced. The sequencing and content determination process in affected by a number of influential factors such as including the expertise of program developer, educational facilities and equipments, resources (time, money and human) internal and external forces, government and organization requirement, skill needed by employing organization and beneficiaries of program content.

Like wise, the calculated value of chi- square(x^2=13.565) does exceed the tabulated value (x^2= $_{c.v.}$ = 9.49) For 4 degrees of freedom at 5 percent level of significance which men that the difference of the two overages is significant. In addition, the mean for the item is 2.88 (facilitators) and 2.59 (trainees) which is far below 3.00 with the total of standard deviation of 1.281 that indicate the learning contents in training modules are not sequence in suitable order For learning.

The data in item 6 of table 8 above, trainees are involved in the preparation of the training modules, 17 (20.2 percent) and 22(26.2 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. Besides, the calculated value of chi-square (x^2=13.967) does exceed the tabulated value (x^2 $_{c.v.}$ =9.49) for 4 degrees of freedom at 5 percent levels of significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 2.74 (Facilitators) and 2.88 (trainees) which is far below 3.00 with the total of standard deviation of 1.279 that involved trainees are not include in the preparation of the training modules. Regarding, planning training program the ground mean is 2.7540 which is far below 3.00 with the grand standard deviation of 0.80305 that indicate, planning training program was not enough.

Table 9: on decide who provides the training as perceived by respondents (facilitators and trainees).

	item	respondents	Strongly disagree		disagree		Un certain		agree		Strongly agree		total		mean	Std. dev.	X^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	The trainer took a course of the way of adult teaching (andragogy)	fac	6	7.2	20	24.1	3	3.6	7	8.4	7	8.4	43	51.2	2.74	1.347	
		tra	4	4.8	8	9.6	12	14.5	15	18.1	2	2.4	41	48.8	3.03	1.050	*18.267
		to	10	12	28	33.7	15	18.1	22	26.5	9	10.8	84	100	2.88	1.214	
2	The committee of FTC is strength	fac	8	9.6	22	26.5	6	7.2	1	1.2	5	6.0	43	51.2	2.36	1.186	
		tra	11	13.3	16	19.3	2	2.4	11	13.3	2	2.4	41	48.8	2.44	1.285	*14.602
		to	19	22.9	38	45.8	8	9.6	12	14.5	7	8.4	84	100	2.40	1.229	
3	Majority of the Facilitators are resourceful they have adequate knowledge in the specific disciplined they are trained	fac	1	1.2	10	11.9	6	7.1	11	13.1	15	17.9	43	51.2	3.67	1.248	
		tra	6	7.1	12	14.3	4	4.8	17	20.2	2	2.4	41	48.8	2.93	1.233	*15.341
		to	7	8.3	22	26.2	10	11.9	28	33.3	17	20.2	84	100	3.31	1.289	
4	The DAs assigned in every FTC enough	fac	1	1.2	24	28.6	4	4.8	6	7.1	8	9.5	43	51.2	2.91	1.250	
		tra	8	9.5	11	13.1	9	10.7	10	11.9	3	3.6	41	48.8	2.73	1.245	*15.430
		to	9	10.7	35	41.7	13	15.5	16	19.0	11	13.1	84	100	2.82	1.243	
5	DAs have residence in FTCs area, transportation facilities and enough incentive	fac	18	21.4	22	26.2	3	3.6	-	-	-	-	43	51.2	1.65	.613	
		tra	19	22.6	20	23.8	1	1.2	1	1.2	-	-	41	48.8	1.61	.666	2.076
		to	37	44	42	50	4	4.8	1	1.2	-		84	100	1.63	.636	
6	The coordinator of FTC appointed by criteria	fac	6	7.1	23	27.4	4	4.8	3	3.6	7	8.3	43	51.2	2.58	1.295	
		tra	6	7.1	18	21.4	5	6.0	11	13.1	1	1.2	41	48.8	2.59	1.117	*9.750
		to	12	14.3	41	48.8	9	10.7	14	16.7	8	9.5	84	100	2.58	1.204	

Grand mean = 2.6036
Grand std. deviation= 0.693

The respondents were asked to show their level of agreement to the first item of table 9 above whether the trainers took a course related to method of teaching adult learners, 10 (12 percent) and 28 (33.7 percent) of facilitators and trainees responses were strongly disagree and disagree respectively.

The mean values for the two groups were subjected to statistical test that yielded value chi, square (x^2 = 18.267) does exceed the table valve ($x^2_{c.v}$ = 9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Based on the calculated mean values for different group of respondents, it can easily be concluded that the facilitators (mean = 2.74) had no better perception concerning the existence of the trainers took a course related to method of teaching adult learners.

The respondents were asked to show their level of agreement to the second item of table 9 above whether the committee of FTC is strength, 19(22.9 percent) and 38 (45.8 percent) of facilitators and trainees were responded strongly disagree and disagree respectively. Like wise, the interview made with Wareda Agricultural expects and the observation of made in 7 centers showed that, in most of the FTCs, the committee of FTC is un-functional. The mean values for the two groups were subjected to statistical test that yielded value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Based on the calculated mean values for different group of respondents, it can easily be concluded that the facilitators mean= 2.36 (facilitations) and 2.44 (trainees) which is far below 3.00. From the above point, we can infer that, the participation of FTC committee was very poor.

The respondents were also asked to show their level of agreement to the third item in table 9, majority of facilitators are resource fill they have adequate knowledge in the specific disciplined they are trained, facilitators and trainees were responded 28 (33.3 percent) was agree and 17 (20.2

percent) was strongly agree. In addition, the interview made with Wareda agricultural experts and the observation of made in 7 centers showed that, most of the facilitators have a sound relation with the trainee farmers, this indicated the facilitators have adequate knowledge in there disciplined.

The mean values for the two groups were subjected to statistical test that yielded value chi-square (x^2 = 15.345) does exceed the tabulated valve (x^2 c.v =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 3.67 (facilitators) and which is far above 3.00, 2.93 (trainees) which is far below 3.00 and the total means 3.31 which is far above 3.00 with the total standard deviation of 1.289 that indicated the majority of DAs have an adequate knowledge in the specific disciplined they are trained.

The respondents were also asked to show their level of agreement to the fourth item As it is indicated in item table 9, the DAs assigned in every FTC was enough, 9 (10.7 percent) and 35 (41.7 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. Besides, MOE (2008,17) stated that, the government's plan is that enrich farmer training center will have 3 development agents one plant science expert, one animal science expert and one natural resource management. In addition, the interview made with woreda agricultural experts and the observation of made in 7 centers showed that, there is a shortage of DAs in different specific discipline.

The mean values for the two groups were subjected to statistical test that yielded value chi- square (x^2 = 15.430) does exceed the tabulated value (x2 c.v = 9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 2.91(facilitators) and 2.73 (trainees) which is far below 3.00 with the total standard deviation of 1.243 that indicated there is shortage of DAs in different centers and specialization.

The respondents were also asked to show their level of agreement to the fifth item of table 9, DAs have residence in FTCs area, transportation facilities and enough incentive, 37 (44 percent) and 42 (50 percent) of facilitators and trainees were responded strongly disagree and disagree respectively.

Similarly, the interview made with woreda agricultural experts and the observation of made in 7 centers showed that, lack of transportation facilities, residence, and incentives for extension agents. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=2.071) does not exceed the calculated value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 1.65 (Facilitators) and 1.61 (trainees) which is very far below 3.00 with total standard deviation of 0.636 that indicated there is lack of residence in FTCS area, transportation facilities and incentive.

The respondents were also asked to show their level of agreement to the sixth item of table 9, the coordinator of FTC appointed by criteria, 2 (14.3 percent) and 41 (48.8 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. In addition, MOARD (1997:31-34) stated that, there are three DAs (development agents) assigned in every FTC and one of them will be appointed as a coordinator by the woreda administration but he reports to be head of woreda.

The mean values for the two groups were subjected to statistical test that yielded value of Chi-square (x^2=9.750) does exceed the tabulated value (x^2 c.v =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels.

In addition, the mean for the item is 2.58 (facilitators) and 2.59) trainees) which is far below 3.00 with the total standard deviation of 1.204 that indicated the appointed of coordinator of FTC was not by criteria. Regarding,

deciding who provides the training; the grand mean is 2.6036, which is far below 3.00 with the grand standard deviation of 0.69354 that indicate deciding who provides the training was poor.

Table 10: On Implement of the training as perceived by respondents (facilitators and trainees)

NO	Items	respondents	Strongly disagree		Disagree		uncertain		Agree		Strongly Agree		Total		mean	Std.	X^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by the trainers	Fac	-	-	14	16.7	4	4.8	17	20.2	8	9.5	43	51.2	3.44	1.140	*14.777
		tee	6	7.1	13	15.5	11	13.1	8	9.5	3	3.6	41	48.8	2.73	1.162	
		total	6	7.1	27	32.1	15	17.9	25	29.8	11	13.1	84	100	3.10	1.199	
2	There is well organized use of training facilities materials, equipments and tools in class room and workshop like teaching materials, charts, picture and video	fac	11	13.1	29	34.5	3	3.6	-	-	-	-	43	51.2	1.81	.546	6.354
		t.ee	5	6	32	38.1	1	1.2	3	3.6	-	-	41	48.8	2.05	.669	
		total	16	19	61	72.6	4	4.8	3	3.6	-	-	84	100	1.93	.617	
3	There is enough land for demonstration	Fail	15	179	26	31.0	2	2.4	-	-	-	-	43	51.2	1.70	.558	*12.276
		t.ee	16	19	15	17.9	1	1.2	9	10.7	-	-	41	48.8	2.07	1.149	
		total	31	36.9	41	48.8	3	3.6	9	10.7	-	-	84	100	1.88	.911	
4	Trainees activity participate in the class room learning and practical learning activities	fas	6	7.1	31	36.9	3	3.6	3	3.6	-	-	43	51.2	2.07	.704	*10.985
		t.ee	11	13.1	17	20.2	2	2.4	8	9.5	3	3.6	41	48.8	2.59	.282	
		total	17	20.2	48	51.1	6	6	11	13.1	3	3.6	84	100	2.23	1.034	

Grand mean = 2.2827

Grand std. Deviation =10.71324

The respondents were also asked to show their level of agreement to the first item of table 10, whether there are relevant assessments and as Follow up strategies assigned (planned) for the program implementation by the trainers, 11(13.1 percent) and 25 (29.8 percent) of facilitator and trainees responses were strongly agree and agree respectively.

The respondents were also asked to show their level of agreement to the second item of table 10 whether there is a well organized use of training facilities materials equipments and tools in class room and works hop like teaching materials, charts, picture and video, 16 (19 percent) and 61(72.6 percent) of facilitators and trainees were responded strongly disagree and disagree receptivity. In addition interview held with woreda agricultural experts and observation made in seven centers in the study area showed that, there were many factors that affect planning organizing and implementation is the management of farmer training centers programs such as absence of training material and equipments lack of development of training materials needed for helping adults and youth.

In table 10 of item 1 and 2 Lekoko (2007: 163,164,167) stated that, implementation referred to doing what is necessary to achieve your goals and objectives. It is the process of putting the training program objective and instructional plans into operation. The plan includes on out pine of resources to be used, the learning/training activeness to be used, the leering/ training actives to be done; as well as the time required for each activity; other Factors that need to be out liners in the implementation plan are the use of training/learning facilities and teaching/learning materials. The component of planning in the implementation process is content (specific objectives learning activities; content sequencing strategic facilitators' knowledge of content; facilities and equipment, logistics, resource auxiliary services: administration, recognition of accomplishments program evaluation and methods. In addition, item 1 of table 10 above the

calculated mean for the item is 3.44 (facilitators) which is far above 3.00 2.27 (trainees) which is far below 3.00 total mean is 3.10 which is far above 3.00 with the total of standard deviation of 1.199. From the above point, we can infer that there are relevant assessments and follow up strategies. The mean values for the two groups were subjected to statistical test that yielded value of chi-square X^2= 6.354) does not exceed the tabulated above $x^2_{c.v}$ = 9.46) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the calculated mean for the item is 1.81 (facilitators) and 2.05 (trainees) which is far below 3.00 with the total of standard deviation of 0.617. From the above point we can infer that lack of organized use of training facilities materials, equipments and tools in class room and workshop.

The respondents were also asked to show their level of agreement to the third item of table 10, whether there is enough land for demonstration, 31 (36.9 percent) of facilitators and trainees were responded strongly disagree and 41 (48.8 percent) of them disagree. Like wise, the interview made with woreda agricultural experts and observation of made 7 centers showed that, all FTCs not fulfilled the recommended amount of demonstration land. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=14.777) does excess, the tabulated value (x^2 c.v. =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. The calculated mean for the item is 2.70 (facilitates) and 2.02 (trainees) which is far below 3.00 the total standard deviation of 0.911. From the above point we can infer that there is shortage of land for denotation in farmers training centers.

The respondents were also asked to show their level of agreement to the fourth item of table 10 above, frames actively participate in the class room and practical learning activities, 17 (20.2 percent) and 48 (51.1 percent) of facilitators and trainees were responded strongly disagree and disagree

respectively. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=10.985) does exceed the tabulated value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the calculated mean for the item is 2.07 (facilitators) and 2.39 (trainees) which is far below 3.00 with the total standard deviation of 1.034. From the above point we can infer that, the participation of trances in class room and practical learning was very poor. Regarding implementing of the training the grand mean is 2.2827 which are very far below 3.00 with the grand standard deviation of 0.71324 that indicate implementing of the training was very poor.

Table 11: on Evaluating of training as perceived by respondents (facilitators and trainees).

NO	Items	respondents	Strongly disagree		Disagree		uncertain		Agree		Strongly Agree		Total		mean	std. dev	X^2
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There is a tired of respecting trainees ideas to correct errors	Fac	9	10.7	17	20.2	3	3.6	7	8.3	7	8.3	43	51.2	2.67	1.410	
		tra	6	7.1	13	15.5	9	10.7	13	15.5	-	-	41	48.8	2.71	1.078	*12.893
		total	15	17.9	30	35.7	12	14.3	20	23.8	7	8.3	84	100	2.69	1.251	
2	There is a discussion on the planning, organizing and implementation of FTC programs with trainees and local community annually	fac	10	11.9	25	29.8	3	3.6	3	3.6	2	2.4	43	51.2	2.12	1.005	
		t.ra	6	7.1	20	23.8	2	2.4	10	11.9	3	3.6	41	48.8	2.61	1.222	5.680
		total	16	19	45	53.6	5	6.0	13	15.5	5	6.0	84	100	2.36	1.137	
3	There is a triend of follow up communication for trainees after completion of the training program	Fail	11	13.1	23	27.4	3	3.6	2	2.4	4	4.8	43	51.2	2.19	1.160	
		t.ra	6	7.1	23	27.4	2	2.4	9	10.7	1	1.2	41	48.8	2.41	1.072	7.882
		total	17	20.2	46	54.8	5	6.0	11	13.1	5	6.0	84	100	2.30	1.117	
4	The impact assessment of the training is made in the FIC to determine the extent to which the training objectives have been achieved	fas	9	10.8	23	27.7	3	3.6	4	4.8	4	4.8	43	51.2	2.33	1.190	
		tra	12	14.5	13	15.7	2	2.4	12	14.5	2	2.4	41	48.8	2.43	1.279	
		total	21	25.3	36	43.4	5	6	16	19.3	6	7.2	84	100	2.37	1.227	9.110
5	Trainees are involved in the evaluation facilitators relation of fascinators	fac	-	-	29	34.5	4	4.8	10	11.9	-	-	43	51.2	2.56	.854	
		tra	7	8.3	23	27.4	-	-	10	11.9	1	1.2	41	48.8	2.39	1.115	*12.652
		total	7	8.3	52	61.9	4	4.8	20	23.8	1	1.2	84	100	2.48	.988	
6	Trainees do participate in assessment and evaluation program	fac	-	-	27	32.1	3	3.6	10	11.9	2	3.6	43	51.2	2.74	1.049	
		tra	9	10.7	13	15.5	2	2.4	16	19.0	3	1.2	41	48.8	2.68	1.274	*16.446
		Total	9	10.7	40	47.6	5	6.0	26	31.9	4	4.8	84	100	2.71	1.157	

Grand mean = 2.4833

Grand std. deviation =0.85754

The respondents were asked to show their level of agreement to the first item of table 11 above 9 (10.7 percent) Facilitators and 6 (7.1 percent) trainees were replied that, a trend of respecting trainees ideas to current errors was strongly disagree. Similarly, 17 (20.2 percent) facilitators and 13 (15.5 percent) trainees were replied that, a trend of respecting trainees' ideas to correct errors was disagreeing. Contrary to this Lekoko, (2007:182) argued that evaluation is also a continuous and purposeful exercise that permits stakeholders to know how to make, a weak program stronger or an effective program even more effective, or perhaps more efficient. The information obtained during this exercise will guide programmers in making decisions about continuations, modifications or terminations are good candidates for evaluation. Evaluation provides an ideal opportunity of practitioners to learn form their experiences. It provides important information about issue of quality, accountability, practicality, suitability of content and approaches, efficient use of sources, and effective program managements and administrations.

The mean values for the two groups were subjected to statistical test that yielded value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. The calculated mean for the item is 2.67 (facilitators) and 2.17 (trainees) which is far below 3.00 with the total of standard deviation of 1.251 that indicated, there is no a trend of respecting trainees ideas to correct errors.

The respondents were also asked to show their level of agreement to the second item of table 11 above, 10 (11.9 percent) facilitators and 6 (7.1 percent) trainees were replied that, a discussion on planning, organizing and implementation of FTC programs with trainees and local community annually was strongly disagree. Similarly, 25 (29.8 percent) facilitators

and 20 (23.8 percent) trainees were replied that, a discussion on planning, organizing and implementation of FTC programs with trainees and local community annually was disagreeing. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=5.680) does not exceed the tabulated value ($x^2_{c.v}$=9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.12 (facilitators) and 2.16 (trainees) which is far below 3.00 with the total of standard deviation of 1.137 that indicate, There is no discussion on the planning, organizing and implementation of FTC programs with trainees and local community annually.

The respondents were also asked to show their level of agreement to the third item of table 11 above, 11 (13.1 percent) facilitators and 6(7.1 percent) trainees were replied that, a trend of follow up communication for trainees after complete of the training program was strongly disagree. Like wise 23 (27.4 percent) facilitators and 23 (27.4 percent) trainees were replied that, a trend of follow up communications for trainees after completion of the training program was disagree.

The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=7.882) does exceed the tabulated value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.19 (facilitators) and 2.41 (trainees) which is far below 3:00 with the total of standard deviation of 1.117 that indicated there is no a trend of follow up communication for trainees after completion of the training program.

The respondents were also asked to show their level of agreement to the fourth item of table 11 above, 9 (10.8 percent) facilitators and 12 (14.5 percent) trainees were replied that, the impact assessment of training is

made in the FTC to determine the extent to which the training objectives have been achieved was strongly disagree. In addition, 23 (27.7 percent) facilitators and 13 (15.7 percent) trainees were replied that, the impact assessment of training is made in the FTC to determine the extent to which the training objectives have been achieved was disagreeing. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=9.110 does not exceed the tabulated value ($X^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.33 (facilitators) and 2.43 (trainees) which is far below 3.00 with the total of stander deviation of 1.227 that indicated the impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved very poor.

The respondents were also asked to show their level of agreement to the fifth item of table 11 above, 7 (8.3 percent) trainees were replied that, trainees are involved in the evaluation of facilitators was strongly disagree. Similarly, 29 (34.5 percent) facilitators and 23 (27.4 percent) trainees were replied that, trainees are involved in the evaluation of facilitators was disagree. The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=12.652) does exceed the tabulated value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the collated mean for the item is 2.56(facilitators) and 2.39 (trainees) which is far below 3:00 with the total of standard deviation of 0.988 that indicated trainees are not involved in the evaluation of facilitators.

The respondents were also asked to show their level of agreement to the sixth item of table 11 above, 9 (10 .7 percent) trainees were replied that,

the trainees participate in assessment and evaluation program was strongly disagree. Similarly 27 (32.1 percent) facilitators and 13 (15.5 percent) trainees were replied that, the trainees participate in assessment and evaluation program was disagreeing.

The mean values for the two groups were subjected to statistical test that yielded value of chi-square (x^2=16.446) does exceed the tabulated value ($x^2_{c.v}$ =9.49) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the collation mean for the item is 2.74 (facilitators) and 2.68 (trainees) which is far below 3:00 with the total of standards deviation of 1.157 that indicated trainees did not participate in assessment and evaluation program.

Regarding evaluating of training the grand mean is 2.4833 which are very far below 3:00 with the grand standard deviation of 0.85754 that indicated evaluating of training was very poor.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter summarizes the major findings of the study and draws conclusion on the basis of findings. At the end, recommendations are suggested. The major purpose of this study was to identify the practices in the management of farmers' training centers, towards basic characteristics of planned training: identifying and defining training needs; defining the objective of training; planning training programs; deciding who provides the training; implementing and evaluating the training in Abichu Gnaa worada, North Shoa Zone, Oromia Region. To achieve this goal the student researcher used descriptive survey method and there are 19 farmers training centers in Abichu Gnaa woreda and for this study 7 farmers training centers were selected by simple random method (Gamo, Adare-ejersa, Kardaga, Amante-gamo, Amante-goro, Gadula- moye and Mana-horo). There are total 55 development agents, 14 agricultural exports, 1 agricultural supervisor and 900 trainee farmers (in 2002 E.C trained) among this 42 development agents, 14 agricultural experts, 1 agricultural supervisor and 41 trainee farmers total 98 sample population were involved in the study.

The data were collected from the above groups' through questionnaire, interview and observation. Besides, observation was made in 7 farmers training centers. The data collected were analyzed using statistical tools such as frequencies count, percentages, means, standard deviation and chi-square test. Qualitative data were used to supplement or to (triangulate) quantitative data.

In the course of the study, attempts were made to answer the following basic questions.

1. What are the current statuses of farmers' training centers in Abichu Gnaa woreda?

2. What is the opportunity for effective functioning of farmers training centers in the study woreda?

3. What are the major encountered in the management of farmers' training centers in the study area?

Based on the results of data and analysis done, the following main Findings were obtained:

5.1 Summary of the Major Findings

1. **The Current Statuses of Farmer Training Centers:**

To enhance rural development and agricultural transformation in the woreda different development activities have been implemented by government, NGOs and community. Among these developmental activities carried out is the establishment of FTCs in all kebeles of Abichu Gnaa woreda. Continuous training is vital to increase production and productivity by building the capacity of the rural community through extension education. Starting 2004 up to 2009, 19 FTCs are currently have been constructed in the woreda and currently 16(84.21 percent) of them are functional and semi- functional. The other 3 (15.79 percent) FTCs are currently un functional as the interview held from woreda agricultural experts indicates.

In addition, the interview and observation results disclosed that, the construction design of all FTCs is the same; they have one wider class-room, one office and store. Toilets with two partition holes were also separately constructed in the compound. Nevertheless, all FTCs do not have residence for DAs as planned. Facilitators and trainees, about 79(94

percent) responded that there was no residence for DAs even outside of FTCs. Like wise, the mean value of the item for both groups is 1.63 that shows it is below the average 3.00 that calls for attention. Then again, the interview and observation made showed that, some FTCs lack qualities in construction, all farmer training centers were built by iron sheet. Few floors of them have started to crack and ruin before achieving their goal and some of them do not have toilet at all. Besides, most of the buildings of FTCs were in middle of the villages and near by the schools and (tena kela) health centers. Trainees and facilitators, 72(85.7 percent) disclosed that all FTCs have lack of demonstration sites. On the other hand, the mean value of the item for all group is 1.88 that shows it is below the average 3.00. This data indicated that there was absence of demonstration land. Some of the area given for FTCs lack fertility, the land provided for demonstration area was sloppy, degraded and rocky with a hard pan. The attractiveness of the FTCs compound was very poor. Most of the FTCs are not fenced and even, those which were fenced are not strong enough to protect entrance of livestock in to their compounds. Only one (Amante-goro) of them has garden and the rest don not have garden because of shortage of water for irrigation.

Nonetheless, to the organization of teaching materials, facilitators and trainees 77 (91.6 percent) responded that there are shortage of teaching materials. Moreover, the result of interview and observation made showed the same ideas. In addition, the mean value of the item for all groups is 1.93 that is below the average 3.00. Therefore, all data including mean value infer that there are shortage of training facilities, materials, equipments and tools in classrooms and workshops like charts, pictures, desks, videos, teaching modules etc. Similarly, concerning the facilities of DAs, 79 (94 percent), facilitators and trainees showed that there is a shortage of pure water, electricity and transportation. The result of interview and observation also support the above quantitative result.

2. The Opportunity for Effective Functioning of Farmers Training Centers

Partnership or stakeholder within and between development actors is very important for effective adult education and agricultural transformation. Stakeholders are individuals, groups and organizations who are in a position to influence the work of the organization. In SWOT analysis, stakeholders can group in external analysis (opportunities and threats). Opportunities are positive or favorable factors in the external environment which the organization should take advantage of or which make the idea potentially viable, example, existence of willing donors, favorable government policies, availability of training programs, participation of stakeholders and communities etc. Gashaw (2009; 170) stated that, farmer training centers will be very fruitful if the partners or stakeholders work together. These collaborative partners and stakeholders, including the MOARD, MOH, MOE etc and NGOs and International organization need to work together in developing program with the participation of adults and youth in rural areas. Participation is very important to address the interests of adults/ farmers. To this end, the results from qualitative and quantitative disclosed that the opportunity for ineffective functioning of frames' training centers:

A. Concerning lack of contribution and participation of local community, 29(67.4 percent) of facilitators and trainees, with a mean value of 2.53 which is below average 3.00 and the result of interview and observation made showed there was little attention the suject. Therefore, from the above points we infer that the involvement of local community to contribute their money, labor, knowledge and experiences was poor.

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B. The participation of stakeholders in FTC (education office, health office, women's affairs and social and labor affair) in planning, implementation and evaluation activities of FTCs in terms of materials, 27(62.8 percent) of facilitators and trainees responded with a mean value of 2.65, information 26(60.5 percent) of facilitators and trainees responded with a mean value of 2.77 and finance 32 (74.5 percent) of facilitators and trainees also responded with a mean value 2.35 were indicated participation of stakeholder in FTC planning, implementation and evaluation activities in term of materials, information and finance were very poor. The result of interview and observation made showed that, the participation of stakeholder in FTC in terms of materials, information and finance was ineffective.

C. Concerning the participation of NGOs in planning, implementation and evaluation activities of FTCs in terms of Technical 28(65.1 percent) of facilitators and trainees with a mean value of 2.56, materials 29(67.4 percent) of facilitators and trainees with a mean value of 2.51, information 28 (65.1 percent) of facilitators and trainees, with a mean value of 2.53, finance 28(65.1 percent) of facilitators and trainees with a mean value of 2.56 were indicated that, the participation of NGOs in FTCs in terms of technical, materials, information and finance is impoverished. In addition, the result of interview and observation made supported the above idea.

D. With regard to Research Institution and FTCs relation, 33 (76.7 percent) facilitators and trainees were responded as low and the mean value of the item for both groups is 2.19 which were below the average of 3.00 that indicated the relation of research institution and FTCs was very poor.

3. Major Problems Encountered in the Management of Farmers Training Centers.

The management of training program must be planned ahead and with the aim of making envisaged trainings as effective as possible, in the farmers' training centers and management is playing vital role for quality training. The qualities of training increase productivity and similarly constructing economic progressive. Based on this point, the study reveals that, in defining the objective of training: about farmers' expectation and the benefit of the training at FTC, 50(59.6 percent) of facilitators and trainees responded, with a mean value of 2.70 that shows below the average of 3.00 indicated very low. Similarly, 59(70.2 percent) of facilitators and trainees responded and interview made with woreda agricultural experts showed that trainees were not given priority for training.

Concerning, planning training program 74(88.1 percent) of facilitators and trainees, responded, with a mean value of 1.90 showed that, there is no adequate budget provision for the operation of the planned training programs. Similarly, trainees concerning the completion of learning tasks under each module with out rush, in training module contents sequences and involvement in preparation of training modules, 37(44 percent) of facilitators and trainees, 40(47.6 percent) of facilitators and trainees, and 39(46.4 percent) of facilitators and trainees with a mean value of 2.93, 2.74 and 2.75 responded very low respectively.

Regarding, the organization of training, way of adult teaching (andragogy), the strength of committee of FTC, the assignment of DAs in every FTC, and the coordinator of FTC appointed use criteria, 38(43.7%) of facilitators and trainees, 57(68.7 percent) of facilitators and trainees, 45(52.4 percent) of facilitators and trainees and 53 (63.1 percent) of facilitators and trainees

with a mean value of 2.88, 2.40, 2.82 and 2.58 respectively, reveals poor attention which indicates all points call for attention.

Finally, under evaluation of training: the trend of follow up communication for trainees after completion of the training program; the involvement of trainees in the evaluation of facilitators and assessment and evaluation programs; impact assessment of the training, 63(75 percent) of facilitators and trainees, 59(70.1 percent) of facilitators and trainees, 49(58.3 percent) of facilitators and trainees, and 56(68.7 percent) of facilitators and trainees with a mean value of 2.30, 2.48, 2.71 and 2.37 respectively, show very poor attention which need due attention to minimize the problem. In addition, trend of respecting trainees' ideas to correct errors and discussion on the planning, organizing and implementation of FTC programs with trainees and local community, the interview made with woreda agricultural experts reveals the same idea.

5.2 Conclusions

The study was intended to assess the practices in the management of farmers' training centers that were raised in the basic question such as the problems encountered in the management of farmers' training centers. Therefore, pertaining to end result deduced from the study the following conclusion was drawn.

The study disclosed that there were financial, community participation, participation of stakeholders and NGOs participation constraints, which made the activities of farmers training centers, lag behind the standard expected. As the result, objectives of the farmers training center were not addressed that needs serious attention.

Evaluation of the training in FTCs, such as, lack of trend of respecting trainees ideas to correct errors, lack of trend of follow-up communication for trainees after completion of the training program, lack of impact

assessment of training the FTC to determine the extent to which the training objectives have been achieved made the training ineffective. This necessitates consideration to revitalize farmers training centers.

Finally, the identified constraint was the implementation of training such as, unfulfillment of DAs in every field of specialization, lack of training art in teaching adults for DAs; the DAs that have been assigned in every FTC are not enough and the criteria of appointing coordinators were not clear for most of the DAs. Lack of involvement of trainees in preparation of training modules, the learning contents in training modules are not sequenced in suitable order and the time allotted to complete the learning tasks under each module is not adequate to cover it without in hurry. Therefore, from the above point most of FTCs were not able to realize the governments' program in to practice. While, the study area has ample of opportunities to make FTCs management more effective, however, the training programs lack sustainability. Even if, the level varies, all of the FTCs have a lot of constraints and weakness in implementing their tasks.

5.3 Recommendations

Based on the findings of this study, the following issues are forwarded as recommendations that assist to improve the effective management of farmers' training centers in implementing their mandatory roles.

1. Financial assistance should be sought to renovate and to furnish instructional facilities as well as equipments to fulfill transportation facilities, incentives and residences for DAs and to quality construction such as toilets, fence etc and which is needed for the accomplishment of the activities of the farmers' training centers. Therefore, it is recommended that the woreda administration to allocate enough permanent budget,

woreda Agricultural office and FTC committee have to search other income option, for example, to create income generating agricultural actives in the FTC compounds which can be used at the same time for teaching farmers.

2. Changing the mind and behavior of human being is not an easy task to bring about behavioral and attitudinal changes it needs patience. Therefore, before execution of any program, in farmers training center change the attitude of people by a continuous awareness creation work has to be through woreda and Kebele cabinets, woreda agricultural experts, DAs and woreda stakeholders of FTC.

3. Mechanisms have to be devised to train the practitioners in the zone and woreda agricultural office to improve performance and to achieve good results in the centers through providing continuous capacity building on planning, implementation evaluation, and including way of teaching adult through organized training venue, in the form of frequent workshops and seminars to the facilitators so as to create a fertile condition for the centers as well as to promote the current managerial practices of the training centers.

4. In the study area there is no involvement of stakeholders and NGOs in planning, implementation and evaluation activities of FTCs in terms of: technical, materials, information and finance. From the result of the study, we can understand that in order to make training generally sustainable and demand oriented, stakeholders and NGOs need to play decisive parts for the activities of the centers. In addition, stake holders have to work in collaboration for the transformation of agriculture and rural development. In this regard, if there is commitment, in the side of all stakeholders the woreda has a bright future and ample opportunities to bring about change in short period of time. Therefore, it is recommended that woreda administration, zone and woreda agricultural office have to work hard to words stakeholders and NGOs for the achievement of the intended

objectives of the farmers training centers and woreda office of agriculture and rural development has to create a strong relation with agricultural research center and other institution to use the FTC compounds for technologies development.

5. Farmer training courses must be need centered or courses must be offered after a training need is identified. These needs and interests differ from individual to individual from village to village and from one agro ecology to another agro-ecology. Therefore, to make the adult training program more effective and fruitful as methods of teaching adult learners principles, the training must be designed according to farmers' needs and interests by woreda agricultural office so that, the trainees have to be involved in the preparation of the training modules, training methods and programs.

6. Regarding, to development agents, the effectiveness of the work of farmers' training center is almost entirely dependent upon the quality, ability, competence and commitment of extension agents. They have to be provided by the necessary incentives (like salary payment, education, housing, transportation, promotion etc) to keep their morale and turnover. Therefore, it is recommended that woreda agricultural office has to take over the responsibility of providing necessary incentives. Finally, the r-esearcher believes that to make FTC management effective and efficient, it is better to start with a few trainees based on sufficient financial support, facilities, teaching materials and facilitators who graduated with necessary field of specialization.

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Appendix I

Addis Ababa University
College of Education and Behavioral sciences
Department of Curriculum and Teacher's Professional Development studies
(Adult and Life long Learning unit)

A questionnaire to be filled by Farmer trainees.

This question is prepared to gather necessary information concerning the practices in the management of farmer training centers in Abich Gnaa Woreda, North Shoa zone Oromia region. The findings of the study will benefit in the planning and management of farmer training centers.

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

Thank you in advance!

Personal information

Instruction I. please circles in alternatives provided.

1. Name of Kebele _____
2. Sex A. Male B. Female
3. Age A. 15-20 years old
   B. 21-25 Years old
   C. 26-30 Years old
   D. 31-35 Years old E. 36 Years old and above

4. Marital status

A. Married B. Unmarried C. Divorced

5. Educational level

A. illiterate B. reading and writing

C. 1-4 (Basic education) D. 5-8 grade

E. 9-10 grad F. 11-12 grad

6. What is your occupation?

A. Farmer

B. Daly laborer

C. Others_____

Instruction II. Status of trainees participation in: identify and define training needs; define the objective of training; plan training programs; decide who provides the training; implement the training and evaluate training as well as in the management of farmer training center. Please reply to item under the content by putting "x" that shows the degree to which the stakeholders participate (involve) in the issue.

No.	**Contents**	**Strongly Agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
	1. Identify and define training needs					
1.1	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.2	The trainees will get involves deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively so as to realize the training objective in the training program.					
1.3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training is commenced.					
1.4.	The training determining is discrepancy between desired and actual performance of the trainees.					
	2. Define the objective of training					
2.1	There is a participation of trainees in setting priorities of the need identified.					
2.2.	Before the inception of the program there are awareness sensitizations on the objective of FTC.					
2.3.	There is a trend of making agreement on objective and content of the training program at the beginning.					
2.4.	Farmers' expectation about the benefit of the training at FTC is very high.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
2.5	The time or program schedule is flexible to suit the interests of the trainees.					
2.6.	You give the chance to decide about the duration and types of the training to coincide with interest for the trainees.					
2.7	Trainees give priority for training rather any problem.					
	3. Plan training programs					
3.1	There is long term and short term planned programs in the FTC.					
3.2	There is adequate budget provision for the operation of the planned training programs.					
3.3	The content of the learning modules is highly related to the objective reality of the community trainee farmers.					
3.4.	The training modules are attractive that invite trainees to used them.					
3.5	The learning contents in training modules are sequenced in a suitable order for learning.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
3.6	The time allotted to complete the learning tasks under each module is adequate enough to cover it without rush.					
	4. Decide who provides the training					
4.1	The trainers took a course of the way of adult teaching (Andragogy).					
4.2	The committee of FTC is strength.					
4.3	Majority of the facilitators are resourceful they have adequate knowledge in the specific disciplined they are trained.					
4.4	The DAs assigned in every FTC enough.					
4.5	DAS have residence in FTCS area, transportation facilities, enough incentive.					
4.6	The coordinator of FTC appointed by criteria.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	5. Implement the training					
5.1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by he trainers.					
5.2	There is well organized use of training facilities materials, equipments and tools in class room and work shop like (teaching materials, charts, picture and videos).					
5.3	There is enough land for demonstration.					
5.4	Trainees actively participate in the class room learning and practical learning activities.					
	6. Evaluating training					
6.1	There is a trend of respecting trainees ideas to correct errors.					

No.	**Contents**	**Strongly Agree**	**Agree**	**Uncerta in**	**Disagree**	**Strongly disagree**
6.2	There is a discussion on the planning, organizing and implantation of FTC programs with trainees and local community and annually.					
6.3	There is a trend of follow up communication for the trainees after completion of the training program.					
6.4	The impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved.					
6.5	Trainees are involved in the evaluation of facilitators.					
6.6	Trainees do participate in assessment and evaluation program					

Instruction III. Read carefully and write short answer on the space provided.

1. What was type of training you attended?

_____

_____

2. Did you participate is the planning process of the training program?

A. Yes B. No

3. If your answer is "No" why? _____

_____

_____

4. If your answer is "Yes" to what extent did you participate?

_____

_____

5. Did you get enough skill during training period?

A. Very high B. Height C. Average D. Low

E. Very low

6. If you say "very low" to question above what are the problem?

_____

_____

_____

_____

7. Is time (day, week and month) going well with your interest?

_____

_____

_____

_____

Appendix II

Addis Ababa University

College of Education and Behavioral Sciences

Department of Curriculum and

Teacher's professional Development Studies

(Adult and Life Long Learning Unit)

A questionnaire to be filled by Development Agents (DAs) and supervisor

This questionnaire is prepared to gather necessary information concerning the practices in the management of farmer training centers in Abichu Gnaa Woreda, North Shoa Zone, Oromia Region. The flinging of the study will benefit in the planning and management of farmer training centers.

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

Thank you in Advance!

Personal Information

Instruction I. Please circle in the alternatives provided.

1. Name of Kebele _____
2. Sex: A. male B. female
3. Age: A. 18 – 25 B. 26 – 30 C. 31 – 35 D. 36 and above

4. Education level

A. 10th complete
B. Certificate
C. Diploma
D. BA /B.SC
E. Other _____

5. Years of services

A. 0 – 5 Years
B. 6 -10 Years
C. 11 – 15 Years
D. 16 and above

6. Filed of specialization

A. Crop science
B. Animal Science
C. Natural resource science
D. Other _____

Instruction III. Please indicate your answer by putting a (x) mark

No.	**Contents**	**Strongly Agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
	1. **Opportunity for effective functioning**					
1.1.	Local community are willing to contribute their money and labor for the FTCs.					
1.2.	The stakeholder of FTC like educational office, health office, women's Affairs and social and labor Affairs participate actively in planning, implementation and evaluation activities of FTCs interms of: A. Technical.					
	B. Material.					
	C. Information.					
	D. Finance.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.3.	NGOs participate actively in planning, implementation and evaluation activities of FTCs interms of: A. Technical.					
	B. Material.					
	C. Information.					
	D. Finance.					
1.4.	Woreda Administration have commitment and willingness to make FTCs more effective and efficient to meet their purposes.					
1.5.	Research Institution have a sound relation with FTCs.					
1.6.	Agricultural TVET have a sound relation with FTCs.					
1.7.	Favorable government policies increase the demand of the training in FTCs.					
	2. Identify and define training needs					
2.1	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach.					
2.2	The trainees will get involves deciding their felt needs to set, to comment, to modify					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	and to formulate plan cooperatively so as to realize the training objective in the training program.					
2.3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training is commenced.					
2.4.	The training determining is discrepancy between desired and actual performance of the trainees.					
	3. Define the objective of training					
3.1	There is a participation of trainees in setting priorities of the need identified.					
3.2.	Before the inception of the program there are awareness sensitizations on the objective of FTC.					
3.3.	There is a trend of making agreement on objective and content of the training program at the beginning.					
3.4.	Farmers' expectation about the benefit of the training at FTC is very high.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
3.5	The time or program schedule is flexible to suit the interests of the trainees.					
3.6.	You give the chance to decide about the duration and types of the training to coincide with interest for the trainees.					
3.7	Trainees give priority for training rather any problem.					
	4. Plan training programs					
4.1	There is long term and short term planned programs in the FTC.					
4.2	There is adequate budget provision for the operation of the planned training programs.					
4.3	The content of the learning modules is highly related to the objective reality of the community trainee farmers.					
4.4.	The training modules are attractive that invite trainees to used them.					

No.	**Contents**	**Strongly Agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
4.5	The learning contents in training modules are sequenced in a suitable order for learning.					
4.6	The time allotted to complete the learning tasks under each module is adequate enough to cover it without rush.					
	5. <u>Decide who provides the training</u>					
5.1	The trainers took a course of the way of adult teaching (Andragogy).					
5.2	The committee of FTC is strength.					
5.3	Majority of the facilitators are resourceful they have adequate knowledge in the specific disciplined they are trained.					
5.4	The DAs assigned in every FTC enough.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
5.5	DAS have residence in FTCS area, transportation facilities, enough incentive.					
5.6	The coordinator of FTC appointed by criteria.					
	6. Implement the training					
6.1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by he trainers.					
6.2	There is well organized use of training facilities materials, equipments and tools in class room and work shop like (teaching materials, charts, picture and videos).					
6.3	There is enough land for demonstration.					
6.4	Trainees actively participate in the class room learning and practical learning activities.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	7. Evaluating training					
7.1	There is a trend of respecting trainees ideas to correct errors.					
7.2	There is a discussion on the planning, organizing and implantation of FTC programs with trainees and local community and annually.					
7.3	There is a trend of follow up communication for the trainees after completion of the training program.					
7.4	The impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved.					
7.5	Trainees are involved in the evaluation of facilitators.					
7.6	Trainees do participate in assessment and evaluation program					

Instruction III. Read carefully and write short answer on the space provided

1. What are the major challenges that are currently influencing (affecting) the management of the FTCs?_____

   _____

2. What are the major causes of drop out of trainees?_____

   _____

3. What measures do you recommend to be taken to overcome the causes you have mentioned_____

   _____

4. What are the major problems of DAs facilities? _____

   _____

5. What measureless do you recommend to be taken to overcome the problems you have mentioned?_____

   _____

Appendix III

Addis Ababa University

College of Education and Behavioral

Sciences Department of Curriculum

and Teachers Professional Development Studies

(Adult and Life Long Learning Unit)

Interview Questions for Woreda Agricultural Experts

The following interview question are designed to know the current state of practices in the management of farmer training centers in Abichu Gnaa Woreda, North Shoa Lone, Oromiy Region.

1. What are the practices regarding collaboration and coordination among stakeholders (education office, health office, NGOs etc)? What are the participation of community look like? What are the roles of FTCs committees? What about land of demonstration in FTC?
2. Describe the participation of trainees (community) in need assessment planning, implementation and evaluation of training.
3. What are major criteria by which trainees are selected for attending the training at FTC? In what ways an illiterate trainees help during lecture time?
4. Before admission, do you ask the trainees about their need? How many trainees do you admit at a time in each FTC? How many FTC functional? Do you have enough DAs according FTCs and professional?
5. will you please explain the attractive of FTCs in terms of
   - Construction of FTC.
   - Fulfillment of materials (video, books for trainer facilities comfortable classrooms etc).
   - Pure water and toilet.
   - Water for irrigation.
   - Fulfillment of necessary equipment in workshop.
   - Electricity.
6. Do you think the budget allocated to FTCs is enough to carry out the training program and other mandatory roles of FTCs?
7. Describe the facilities of DAs (about residence in FTC area, transportation facilities, about incentive)?
8. What are the causes of drop out of the trainees?
9. Currently, what are the major challenges of FTC?
10. To alleviate the challenges in FTCs, what measures do you suggest to be taken?

Thank you!

Appendix IV

Addis Ababa University
College of Education and
Behavioral Sciences
Department of Curriculum and
Teacher's professional Development
Studies (Adult and Life Long Learning Unit)

Observation check list was developed to be used in checking the present condition of farmers' Training centers

No	item	The status in terms of their availability				
		Very high	High	Average	low	Very low
1	**Construction**					
	• Building as all					
	• Residence					
	• Fence					
	• Classroom					
	• Workshop					
2.	**Facilities**					
	• Toilet/latrines					
	• Electricity					
	• pure water					
	• transportation					
	• seats for trainees					
3.	**Teaching materials**					
	• Charts					
	• Videos					
	• Teaching modules					
	• Models					
	• Blackboards					
	• Pictures					
4.	**Demonstration field for practical activities**					
	• Demonstration land					
	• Water for irrigation					
	• Tools and equipments in work shop					

No	item	The status in terms of their availability				
		Very high	High	Average	low	Very low
5.	**Participation**					
	➢ **community**					
	• In labor					
	• In money					
	➢ **NGOs**					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	➢ **Stakeholders**					
	❖ **MOE**					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ **MOH**					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ **Social and labor Affairs**					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ **Women's Affairs**					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ **Youth and sport Affairs**					
	• In information					
	• In materials					
	• In finance					
	• In technical					

Appendix V

Performance of FTCs in Abichu Gnaa woreda

No	Name of kebele	No of FTC	Number of Development Agent/DA With their specialization			No of Model farmers			No of Model DA	Land/demonstration by FTC /Hect.	Functional FTC	Non functional FTC	Semi functional FTC
			Crop science /No/	Livestock /No/	Natural resource /No/	Male	Female	Total					
1	N/ Mendida	1	1(F)	1(F)	-	71	4	75	-	0.125	1		
2	G/Moye	1	1	1	1	137	11	148	2	1	1		
3	S/Krdaga	1	1	1(F)	2	97	13	110	1	-	1		
4	A/Ejersa	1	1	3	1	90	8	98	2	0.75	1		
5	Baso	1	1	-	1(F)	84	5	89	1	0.25	1		
6	Dayole	1	1	1	1	50	5	55	-	-	1		
7	A/Cole	1	1	1	1	-	-	0	1	-	1		
8	A/Lugo	1	1	1(F)	1	-	-	0	-	-	1		
9	B/Bilat	1	1	1	1	9	-	9	2	0.125	1		
10	D/Dawe	1	1	1	1	52	7	59	-	0.5	1		
11	A/Akabdo	1	1	1	1	161	22	183	-	-		1	
12	Muxi	1	1	2	1(F)	69	6	75	2	1.5	1		
13	N/Xirign	1	1	-	-	61	4	65	1	-	1		
14	A/Teklo	1	1	1	1	-	-	-	1	-		1	
15	Dirma	1	1	1	1	68	3	71	-	0.125		1	
16	N/M/Horo	1	1	1	-	42	2	51	1	0.125			1
17	A/goro	1	1		1	24	2	26	-	1	1		
18	A/Gamo	1	1	1(F)	1	138	14	152	-	0.125			1
19	Gamo	1	1	1	1	123	29	152	1	0.5	1		
	Total	**19**	**19**	**19**	**17**	**1283**	**135**	**1418**	**15**	**6.125**	**14**	**3**	**2**

F = Female DA

Appendix-VI

Agriculture Technical and Vocational, Education Training in Ethiopia

No.	Name of ATVET Colleges	Name of the Region where the College is located
1.	Alagie ATVET College	Federal
2	Agarfa ATVET College	"
.3.	Ardaita ATVET College	"
4.	Bekoji ATVET College	"
5.	Assela Bako ATVET College	Oromia
6.	Bako ATVET College	"
7.	Chiro Bako ATVET College	"
8.	Holeta ATVET College	"
9.	Kombolcha ATVET College (Harer)	"
10.	Nedjo ATVET College	"
11.	Bure ATVET College	Amhara
12.	Kombolcha ATVET College	"
13.	Mersa ATVET College	"
14.	Mertule M. ATVET College	"
15.	Wereta ATVET College	"
16.	Maychew ATVET College	Tigray
17.	Shire ATVET College	"
18.	Wukro ATVET College	"
19.	Dilla ATVET College	S.N.N.P.R
20.	Mizan ATVET College	"
21.	Wolaita ATVET College	"
22.	Assosa ATVET College	Beanishagul
23.	Gambella ATVET College	Gambella
24.	Gewane ATVET College	Afar
25.	Gode ATVET College	Somalia

DECLARATION

I declare that this thesis is my own original work and has not been presented for any other degree and that all source of material used for the study have been dully acknowledged.

Name _____

Signature _____

Date _____

This thesis has been submitted for examination with my approval as a university Advisor

Name Ayalew Shibeshi

Signature _____

Date 19/04/2011

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