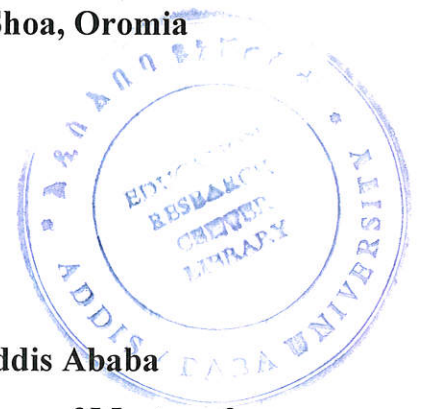


ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES

**Factors Affecting of Woreda Education Office Experts in Evaluating
Community Skill Training in Selected Woredas of North Shoa, Oromia**



**A Thesis Submitted to the School of Graduate Studies Addis Ababa
University In Partial Fulfillment of Requirements for the Degree of Master of
Education in Adult and Life Long Learning.**

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Addis Ababa

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATES STUDIES**

**Factors Affecting Wereda Education Office Experts in Evaluating
Community Skill Training in Selected Woredas of North Shoa
Oromia' Region**

By: - Solomon Kebede

Approved by Board of Examiners

Chairman Department

Abdulaziz Hussien

Signature

Date

7-7-2010

Advisor

Messeret Assefa

Signature

Date

07/06/10

Internal Examiner,

Dr. Dessu Wirtu

Signature

Date

07/07/10

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ACRONYMS and ABERVATIONS

AEPA- *All Ethiopia Peasants Association*

BEDC- *Basic Education Development Center*

BPR- *Business Process Re-engineering*

BTC- *Basic Technology Communication*

CSTC- *Community Skill Training Center*

EEC- *European Economic Commission*

EFA- *Education for All*

ESDP- *Education Sector Development Program*

EXPRO- *Poverty Reduction and Capacity Building through Livelihood skill Training*

IIEP- *International Institute Education Planning*

IIZ/DVV- *Institute of International Cooperation of the German Adult Education Association*

ILO- *International Labor Organization*

LIFE *Literacy for Empowerment*

MOE_ *Ministry of Education*

MOEFA- *Ministry of Education and Fine Art*

NFE *Non-Formal Education*

NGO_ *Non Government Organization*

NLC- *National Literacy Campaign*

OREB- *Oromia Regional Education Bureau*

PRSP- *Poverty Reduction Program*

REYA_ *Revolutionary Ethiopia Youth Association*

REWA- *Revolutionary Ethiopia Women's Association*

SIDA_ *Swedish International Development Agency*

TVET- *Technical and Vocational Education and Training*

UNESCO- *United Nations Educational Scenfic and Cultural Organization*

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ABSTRACT

The main purpose of this study was to investigate the major factors affecting experts of Woredas Education Offices to evaluate community skill training in selected of Woredas. The study was conducted at six Woredas of Education Offices and community skill training program that are found in selected North Shoa Oromia .A total number of 60 subjects were included in the study .Among these 2 female respondents, and 58 male experts were selected through availability sampling techniques respectively, the descriptive survey method was used . Interview, questionnaires, observation, discussion and documentary analysis were used to collect the necessary data. Likert scale type was considered for expert questionnaires. Percentile and mean were employed to see percentile and mean score differences between responses..the data collected were analyze. The results indicated that the current training status of community skill training was low concerning of the participation stockholders in supporting the program, the local communities and very few non governmental organizations were providing various types of supports to some centers. The participation of regional government Zonal Administration in the woreda education offices was very low. Shortage of Bādgets of for the centers absence of clear strategy mechanisms of management and organization monitoring and evaluation of the program and other are evidences for the less antion given to community skill training in selected woreds. The major problems that affect experts of woreda education offices were lack of financial and material resources. Further more, lack of follow up of the concerned bodies, shortage of skill manpower absences of proper planning and others. Hence it is concluded that the community skill training program in the selected areas was highly marginalized. This lead to the low participation of as a stockholders, distraction, absence of are some of the factors that affect expert to evaluate community skill training, Therefore, it is recommended that that the policy makers, educational planner and others concerned bodies should pay attention to recognize, rehabilitee and expand community skill training program in the areas. It was also intended to suggest possible solutions to the problems identified to meet local development needs, the need to establish basic technology or appropriate technology training centers.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Back ground of the Study

The establishment of the transitional government of Ethiopia immediately after the fall of the socialist government opened a new chapter in Ethiopia history. Administratively the country divided into regions each region having a legal regional government responsible of the development of the region. People need to have opportunities to learn , develop and practice in a supportive environment which recognize that such an investment will be challenging(Mitchell,1996).

As a result, the standard and quality of life improved in line with the better social Services rendered in the countries. On the other hand the third world has expanded a complete turmoil as a result of fights among political parties' adverse climate conditions environmental degradation and the population expansion that has been growing at a rate surpassing the socio-economic development of the societies. Consequently, life in countries has gradually been reduced to object poverty (OEB, 1997).The reason include lack of environment awareness the failure on the part of governments to provided education to majority of the citizens, the meagerness of per capita income as poor tools of production to ever in creasing demand for the scarce resources as a result of rapid population growth and so on that reduced the great majority of the third world ignorance hunger and disease (OEB,1997).

On the other hand technological change or renovation of traditional tools and implements which are relevant to local needs plays a most decline role in development activities because of its strong influence on the improvement of traditionally significant aspects of economic and social life. The use of improvement technology and methods of work in rural undertaking requires

skills and knowledge which contribute towards the transformation of the quality of village production.

In community where the economic capacity is limited, the use of available manpower to carry on basic technical activities becomes appropriate. The method to be employed has to have clarity and simplicity to the participant easily. It should not require high educational level. Sustainable life and development for the needy community is very important. In most cases the development needs of the adults are based on agriculture, health, handcrafts, tracking problems of the population expansion and lack of know how in family planning, lack of planning organization and managements of socio-economic activities and so on (IIZ/DVV,2008).

Therefore any adult education and training program aiming at the socio-economic development of the adults in general and the rural adults on particular must focus on equipping the individual learner with functional knowledge and skills. Community skills training centers were established in certain parts Ethiopia by 1976. After scoring a success in the field of promoting home grown technology to meet local development needs. The need to establish basic technology or appropriate technology training center was realized.

Accordingly on the basis of these aspirations and needs, major factors affecting experts of educational offices to evaluate(assess) community skill training in selected words in North Shoa Oromia and to address some basic problems that affecting the society of North Shoa Oroma

1.2. Statement of the problem

The socio -economic development of a nation depends ultimately upon the productive skills and the levels of education and training of its people. A country with literate, skilled and trained society can easily achieve its development plans.

The productivity and efficiency in the economic sectors can be best achieved by a training program designed to improve both the knowledge and skill of the productive sectors of the society. Skill training enables people to become skillful and reflective practitioners in the areas they are engaged (Tilahun,1994:24).

In frequently poverty ridden countries, the important measures to be taken in the effort for reducing and eradicating poverty are diversifying the income generating activities based on their need and expanding the employment opportunity and making the skill training system responsive to self employment trainees. In this regard ,the role of community skill training centers is very high. They can provide livelihood skill trainings for unemployed and /or under employed poor as well as landless people to enable them engaged in income generating and poverty reduction activities(Aniley,2006).

Based on this, at present, in Oromia, there are some community skill training institutions offering trainees at different levels and occupations among which some of them offering trainings at woreda levels. The Oromia Regional Government is also offering skills training in its 156 community skill training centers(Jemallu,2009:5). When we come to the North Shoa Oromia Region there is no common information about the current situations of community skill training centers. There was also no research study conducted on community skill training centers in this Zone. When program was started most of the trainers were under qualified. The training institution has no adequate facilities and the need of training fields were not assessed adequately in terms of local labor market. Basically the effectiveness of training depends on the extent to which trained workers use their skills in employment (OEB,1997). Hence, the study tried to investigate major factors affecting the experts of education offices to evaluate community skill training. Based on the above mentions problems the study focused on the following basic questions.

1. What are the methods that the training institution uses to get up to date adequate labor market information?
2. What are the major factors that affect the effectiveness of the community skill training?
3. What are the major factors that hinder experts to achieve the community skill training objectives?
4. What are the major Challenge and opportunities of experts in the management of community skill training program?
5. What should be done to improve community skill training?

1.3. Objectives of this study

The general objective of the study was to identify some of the conceptual and Programmatic problems encountered educational experts to evaluate community skill training in selected North Shoa Zone Oromia and propose possible ways and means of improving the program.

The specific objectives of this venture are to:-

1. Identify the major factors that affect the experts of woredas education offices to evaluate community skill training.
2. Find the methods that the training institution uses to get up to date labor market information.
3. Assess some major problems that affect the effectiveness of the community skill training program.
4. Identify some major factors hindering experts to achieve community skill training objectives.
5. Provide what should be done to improve community skill training.

1.4. Significance of the study

The researcher believes that the study would have the following significance

- It would help policy makers at regional level to consider ways improving CSTCs
- It would help Woreda education office experts to improve the quality of the training offered in the CSRCs
- It would help the CSTCs to provide market – Oriented trainings
- It would help other researchers as a stepping stone to conduct further in-depth research in this area.

1.5. Delimitation of the study

Currently governments, NGOS and private organization nations are offering community skill training programs. However in Oromia the main providers of community skill training are government organizations and agencies. Hence study focuses on the government run institutions. Among different levels of the program woreda of North shoa Oromia levels were chosen for various types of training fields and longest period of time. Hence this study was delimited to six woredas of North Shoa Oromia to make the study manageable.

Lastly the main training fields covered by the study were community skill training centers, experts of woredas education offices and related factors, these fields were chosen because they comprise the largest number of community skill trainers are mainly prepared community for self employment and self improvement.

1.6. Limitation of the Study

The Major Problems encountered during the study include:-

Lack of relevant research related community skill training particular Oromia. It was difficult to obtain recent information about the exact numbers of community skill training population from Woredas and Zone. Absence of appropriate person

on appropriate position, from regional level the non-formal education team was totally dismantled. This has restricted the amount and quality of information that could be collected from the bureau. Besides Some experts did not provide the information regarding the issues. Shortly the low living standard resulting lack of time a big obstacles.

1.7 Definition of Key terms

Community: - community is the configuration of people we live next to, as well as of people with whom we share, deep common bonds; work, love, an ideology, artistic talent, a religion, a culture, a sexual preference, a struggle, a movement, a history, and so on. Community can be difficult to define uniformly in terms of where people live; for within the same geographical area there can exist different communities, and it is not uncommon for their interest to clash (Tuijnman,1996:55).

Community Skill Training Centers:- are institutions where various type of handcraft skills and basic technological trainings are offered to people with lower academic background (Million,2006)

Skill:- any thing that individual has learned to do with ease and precision ,may be either a physical or mental performance ; manipulative proficiency in hand, finger, in hand, foot and eye coordination(Good,1973,536).

Training:- is a planned process of learning the necessity knowledge skills and attitudes, which enables a person efficiently performs an activity or ranges of activities(Samuel, 2005:265).

1.8. Organization of the study

This study is organized in five chapters. The first chapters deal with the formulation and statement of the problem, delimitation of the study, limitation of

the study significance of the study and definition of key terms. The second chapter review of literature. The third chapter is methodology of the research, the forth chapter. Data analysis and presentation and the fifth Chapter summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this section an attempt made to revise literature related to Community skill training conceptual framework, factors influencing the provision of community skill training in community skill training centers, interventions that can improve community skill training, and the back ground context.

.2.1 Community Skill Training Conceptual Framework

Illiteracy is one of the major factors that affect to realize community skill training mostly in developing country. The separation of education for grown person from that of children increased with achievement of universal childhood education. The emphasis of movement for popular education concentrated more on the needs of adult (Tuijnman, 1996:9). In a broader sense basic education includes such as habits, knowledge, and skills. similarly, World Declaration ;Education for All;(1990),Article 1 states, "Basic Education is the acquisition of the fundamental knowledge ,skills ,values, and attitudes required by every person youth or adult to be able to survive to develop their full capacities to live and work in dignity ,to participate fully in development ,to improve the quality of their lives, to make informed decisions ,and to continue learning and training." Children, youths and adults are expected to read and write orally express articulate and solve problems.

Education of adult educators principal purpose was to develop and improve the needs of industrialization may have considered major stimulus of educational initiatives for adults but from the beginning of the twentieth century building up

monopoly of both meaning of adult education after the second world war(Tuijnman,1996:10).

The real growth of adult education in which it has become a world wide phenomenon ,only gained impetus after 1945 the first UNESCO world conference ,in 1949,only attracted 79 people nearly all from Europe and United States, by the time the fourth was held in Parries in 1985 the attendance risen to over 800 persons, and 120 states were represented(Tuijnman,1996:10).In 1976 at the general conference of UNESCO, representatives of 142 countries approved a general recommendation on the development of adult education , with the following definition ;

The term "adult education" denotes the entire body organized educational process whatever the content level ,and method whether formal or other wise or whether they prolong or replace initial education in schools ,college and universities as well as an apprenticeship where by persons regarded as adult by the society to they belong develop their abilities, enrich their knowledge ,improve their technical or professional qualifications, or turn them in a new direction and bring about changed in their attitudes or behavior in the two fold perspective of full personal development participation in balanced and independent social economic and cultural development.

Education is an essential and necessary condition for economic and social development. As several research studies have demonstrated, education contributes to socio-economic development and thus it becomes instrument in improving health condition, acquisition of knowledge and skills and increasing productivity (IIZ/DVV,2001:10).So to improve the living standard of the community, education and training are believed to be a strong instrument .However ,formal education alone is not enough to bring rapid and continuous social and economic development .Adult who did not get the opportunity of formal education and who are the most productive part of the

society ,should be provided with a type of education that would improve their social and economic development.

Individual self-development compromise education, with primary purpose of the growth enrichment of the individual as a person, irrespective any occupation or social role when providers after programs with this intention they commonly include arts crafts history and philosophy and other that usually advertised as general cultural leisure time or recreational that all their activities should have a dual goal of which individual self-enrichment should be one parts (Tuijnman 1996).

Accordingly , every member of the society is expected to acquire ample knowledge skills of the most recent and up to date technological innovations are to be used .Informal education: Coombs (1985) defined informal education as unintentional at times at accounts for the great balk of any person's total life time learning including of even a highly , " schooled, person. " It is a lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insight from his daily experiences in his / her environment at home, at work and at play (Bishop, 1994).

Formal Education :- Refers to hierarchy early structured, chronologically graded education system, running from primary through the university and including in addition to general academic studies , a variety of specialized programs and institutions for full time technical and professional training(Coombs,1973).

A role actor in any organization will be engaged in a social behavior. Operate community skill training with specific objectives. Plan, organize, lead and control in order to achieve these community skill training objectives. The vital force of experts needed to integrate scare resources in optimum productive. To meet new demands we need new standards to lead a drive towards incremental

improvement in quality. We must improve the quality of our products, our services and above all, the quality of the people who make and deliver them. Experts must dramatically improve our quality of education and training (Mitchell,1996). To carry out their jobs experts must be able to perform interpersonal (figurehead, leader and liaison roles); informational (monitor, disseminator, and spokesperson roles); decisional (entrepreneur, disturbance handler, resource allocated, and negotiator roles). To ensure good interpersonal relations and high positive influence, it is essential that some of personality characteristics could be for expert. Careful socialization or skill training may be important through careful planning brought for use in the benefit of the community. Skills, Methods, process, procedures, techniques, self-understanding and consideration related to community skill training is very important. Similarly motivation can be understood as the stimulation by individual to put extra effort toward community need. In organizational context the motivation helps in the maintenance and improvement of workers' performance that may enhance effectiveness.

A competent work force or expert must be an effective and efficient economy need motivated educated and well trained people. People work in modern economies need to be able to change their work and work method rapidly (Bob Mansfield and Lindsay Mitchell, 1990). Similarly systems designed to educate and train people should be changed to meet these economic needs and should result in people who are motivated, educated, trained and able to change (Mitchell, 1990).

Community skill training is the aggregate two separate concepts, skill and training. Skill is the ability to behave or perform correctly and effectively in action situations, while "training is a planned and systematic sequence of instruction under supervision designed to impart predetermined skills knowledge information and even attitudes. "(Jarvis 1990:341). Training with production relates to the general principle combining training and working,

mostly building component of production, salable production service in technical training program. This may take place either within the training institution itself or be separated from the institution .In this case community skill training undertaken in an existing work environment in an enterprise specially established for the purpose . it can be production of manufacturing of goods or services that are marketed externally or used within the institution . Thus it is “productive work” which geared to satisfy personal and social needs(Albert,1996:367).

The over all purpose of any training is learning ;learning of new skills ,altitudes , concepts, behaviors ,and so forth .Therefore, skill training is a training for work or better performance in particular vocation (wood work metal work, shoe making and so on)(Tilahun,1997:16). Skill training as one type of education encompasses a broader variety of components to be offered. To mention some, life skills, vocational skills, business skills, technical skills, literacy skills, income generating skills, are among the others.(million ,2006:30).

On the other hand, Hallak (1990:249) identified two different types of skill trainings. The first is highly specialized, skills that are aimed at meeting new or changing skills requirements in the formal sector. The second one is limited to the transfer of essential aspects of skills related experience for the traditional and informal employment sector .According to this classification, most of the skills to be acquired in literacy and basic education programs are categorized under the second category, which is the concern of this study .According to Hallak (1990:249). ,formal vocational training focuses on satisfying the skill needs in the modern employment sector ;where as the vast majority of working population in most developing countries is engaged in the traditional sectors of agriculture ,and handcrafts and the informal sector ,which means it could not satisfy the training needs of the vast majority of the poor people in developing countries create job opportunities for their rapidly growing working age population ,but the problem of how to mobilize and absorb the potential energies

of future generations by providing them with opportunities for productive work is growing beyond the capacities of those countries. In these countries, the chances of employment for those who do not qualify formally, and who do not have the skills to survive on their abilities are weak. Therefore, non-formal skills training can contribute much in improving their prospects for employment or self-employment and viability within their communities by equipping them with relevant and practical skill rather than paper qualifications (Forest, 1991:1).

2.2. Factors Influencing the Provision of Skill Training in CSTCs

2.2.1 The Availability of Resources

Unemployment is the state in which a person is without work, available to work, and is currently seeking work. As indicated by Birhanu (1984:4), unemployment exists both in economically developed and developing countries. Some of the causes for unemployment in development countries like our countries are the increasing number of school leavers and drop outs, the shortages of vacancies which in turn increases the rate of unemployment. Lack of skill manpower, materials, and financial on the part of the job seekers is also the factors which aggravates the problem.

Finding and maintaining employment requires broad-based occupational skills or specific job related skills; acquired in training institutions. The collapse of the modern sector employment, decline of labor earnings, and high unemployment in the urban areas of the Sub-Saharan Africa was caused by the economic and financial crisis in the mid-1980s. This crisis has led to the change in the structure of production system and labor market. The end of guaranteed access to public-sector employment has contributed to graduates increasing unemployment and a deteriorating rate of return of investments in post-basic education. This made the informal sector so important in absorbing the additional labor and consequently, this sector has become highly important as an object of government policy (World Bank, 2002:15).

Interest in skill training programs for non-farm employment in rural areas is increasing rapidly from time to time as governments grow increasingly concerned with the urgent problems caused by population pressures on limited land, rural unemployment and rural to urban migration. It is obvious that, even in relatively static areas many occupational skills are needed besides those used in farming, animal husbandry, fishing, and forestry. Where opportunities for wage jobs are scarce, self-employment in the rural area is an important source of earnings (World Bank, 1991:23). In most of the development countries, creating job opportunities for the unemployed people in the formal sector is impossible. Instead, it can be attainable to enable the unemployed to be self-employed by providing the necessary education and training. Self-employment refers to working on one's self. Mostly it is found in the informal economy. The informal economy constitutes higher proportions of self-employment whereas the formal economy involves a smaller proportion of self-employment. Hence, in many developing countries 60 percent of man power, which is found in the informal economy; constitutes self-employment individuals (Yekunoamlak, 2006). As many researchers recommended, skill training for unemployed people to enable them to be self-employed can be a mechanism to minimize unemployment.

Non-formal skill training helps the rural people mainly farmers to acquire and apply new information and skills. They are the most effective way to raise farmers' skills, productivity, and income, thus strengthening market opportunities for rural entrepreneurs (World Bank, 1991:59).

The supply of skilled and productive human resources is the pre-requisite for social and economic development. As all the above findings indicate, the formal vocational and technical training alone could not overcome the problem of unemployment. Therefore, non-formal skills training have to be expanded and strengthened so as to minimize the problem by creating opportunities for self-employment.

The need to find alternative sources of financing education or training productive work would be the basis for character of training, a scientific understanding of work, and the acquisition of vocational skills to ensure future self-reliance (Sinclair 1982) in Wim Hoppers 1995:23.3.

Development can be seen as the general improvement economic social and political conditions of the whole society in terms of reduction or elimination of poverty, inequality, injustice insecurity, ecological imbalance and unemployment with context of a growing economy. Development as a whole is an improvement in the life pattern of the entire society. At individual level it can be seen in terms of meeting the basic individual needs that improve well-being. This also translates into individual liberty and ability to participate and become part of the community (IIZ/DVV, 2004:11).

The key development challenges are poverty. The continent continues to face major development challenges including a high incidence of poverty, illiteracy, poor health conditions conflicts in some regions and the relentless surge of HIV/AIDS at a time when a number of regions from the developing world are benefiting greatly from economic opportunities resulting from globalization. The ADB has estimated 40-45 percent African continent's (about 793 million) people live in poverty. Low productivity of agriculture, low level of community participation, absence of survey and study in sector, high termite's infestation, high prevalence of human and animal diseases, inadequate supply of agricultural supply and others related factors hinder community skill training objectives.

Poverty has been community recognized as main cause. Moreover, the mode of life and the recurrent droughts deprive some agriculture areas of social service. Hence, to overcome these problems of human development, particularly the active labor force can participate knowledge and skills that would be instrumental to improve their livelihoods and national development as a

whole(Sandhass,2005:3).Above all, education lies and will lie as the heart of development, in as much as development deals with people not just with provision of housing or food.

In all development activities, whether larger or small scale, the people who are involved in the development need changes in activities and expansion in knowledge and skills to adopt new ways of living and doing (Rogers,1992).In such a scenario, education enables individuals and the entire society to fully participate in the process of development by acquiring knowledge and skills.

The Millennium Development Goals (MDGS) proclaimed by UN with the primary focus eradicating poverty from another focal point of development activities for the decade. There is no question that the learning of adults, the active labor force and the eradication of poverty are linked. Accordingly the international Community focused on the realization of goals contained in the Dakar Framework for Action "Education for all; meeting our collective commitment." Moreover, the UN Literacy Decade gives special Attention to achieving a 50 percent improvement in adult literacy by 2015 as well as equitable access to basic and continuing education for adults (UNESCO, 2004:17).

Ignorance means having lack of information or lack of knowledge negatively affect community skill training. It is important to determine what information is missing for improvement. Many planners and good minded person who want community become stronger, think that the solution is education related to the need of society for example which kind of seed would survive in the local soil, and would not.

In many developing countries diseases are obstacles of improvement of society. When a community has high diseases rate absenteeism is high ,productivity is low, and less wealth is created and may result in discomfort and death .Apathy is another cause of community skill training; when people do not care or when

they feel powerless that they do not try to change thing a wrong to the right or to improve conditions. Dishonest that are intended to be used for community service or facility, are diverted in to private pocket of some one in position of power.

Community values and skills provide insight in to how society should learn and train, the skill and knowledge that adult acquire and apply it immediately (Albert, 1996).

2.2.2 Curriculum

In a functional literacy program reading and writing and the training component (technical, in occupational scientific, socio-economic civic and so on) are not conducted separately nor dissociate in time they are integrated activities each entering intimately into the other. "Non formal Education refers to all organized and semi organized education and training activities that operate out side the regular structure and routines of the formal productivity and to decisive ways and means of introducing modern technology in such a way that it can co-operate with the traditional means in order to find out the best answer for the question, the idea of community practical was proposed (IIZ\DVV,2002).

The first is to introduce project and programs designed to create more jobs, and the second to train the young in the vocation skills they need to fill them, since rural communities are mainly engaged in agricultural pursuits, it follows that the potential for job creation is greatest in the agricultural industries and services. .Such industries after greater opportunities for the development of small, decentralized production units owned and operated by local people. Sensitivity to the needs of the group and quick sure judgments on what will be helpful at any particular moment. This can only developed through constant

practice, complete openness to feedback from participants, critical reflection, analysis and years experience. Skills necessary for participatory education to break the culture of silence, innovation, flexibility , and adaptability are not achieved lightly or cheaply. New Skills are urgently needed (Mitchell,1996).

To meet local development needs, the need to establish basic technology or appropriate technology training center was important. Community skill training is best accomplished when specific learning objectives are identified on the basis of findings a need assessment, a specific population is targeted and appropriate expertise available to teach trainers and trainees. Geographical, population, economic and agriculture difference both among and between the countries regions and zones influence both the goals and objectives of these efforts ,and the method employed. The community skill training program was to improve peasant's life in the rural sector through gradual introduction and application of the products of appropriate science and technology (IER,1988:12).The general objective behind the establishment community skill training in Ethiopia was "to continually improve the standard of living the rural people through upgrading their methods of working"(Albinson,1985:23).

The specific objectives of the community skill training as mentioned by (MOE,1980:3).Increase productivity in agriculture ,industry and other fields ,and there by raise the standard of living of the peasants .The means of production , including farm implements ,will be modified and improved for the betterment of the broad masses.

- Enable adults to acquire knowledge and skills so as to be able to participate effectively in the economic, social and political development of the country
- Improve the existing occupational skills through technological innovation.
- Enable adults acquire and apply new skills.-Provide skills training in support of rural public work programs.
- Provide training to rural adolescents for self-employment in rural crafts.

Since the main objective of community skill training is to raise the level of indigenous skills and new skills for the development of the area, the training program is not intended for hired *employment* but rather for self-employment and community development work

(Albinson,1985:24).However ,some the original objectives of community skill trainings have been some how modified especially following the 1991political transition .As a result of political decentralization implemented in the country after the downfall of the Military Government ;regions have got the responsibility of handing the education . Therefore, some regions have developed their own objectives for community skill training based on the training needs of their respective region .This means that there are no common objectives for the community skill training of regions.

Community skill training based on the countries objectives reality the labor marketing knowing the actual skilled labor demand of the present and future market is paramount to adjust proper an demands oriented training that could help an endeavor made towards the national economic and social development .Hence the prime objective of the system of community skill training is to achieve goals of manpower requirements of the economy and eventually to meet national development (ESDP II,2002/2003).Even though the expansion and growth of the program is pertinent to prepare skilled manpower that will be required to realize the national economic and social development goals, careful need assessment of training and skilled local labor market situation is a prerequisite to plan and provide demands based and relevant training. Further more to offer flexible ,market oriented and demands based training periodic assessment of the factor affecting the program being implemented is paramount to adjust the training system. So in the line with a changing economic context and the demands for different kinds of skills in the labor market.

The current education and training policy (1994) state that non-formal education will be concrete in its content focusing on enabling the learners to develop problem solving attitudes and abilities. The administrative regions ,through their education bureau are responsible for the management of the formal and non-formal basic education .however, the relevance of the curricula ,the strategies and actual achievement and failures of the regions have not been critically reviewed and discussed .Issues of coordination facilities ,reading materials ,facilitators and the large attrition in non-formal education have not been critically studied and discussed .In general, we believe that NFE lacks due attention and also some issues around it lack clarity. Around eighty five(85) percent of our population lives in the rural areas and subsistence agriculture is the backbone of the rural economy. Hence, the focus of both formal and non-formal education should be meaningful and relevant for the daily life of the beneficiaries .In addition, to the most common mode of delivery, that adult literacy program, other creative and feasible modes would have to be considered.

Age 16-27 Germany adult-practice fulfillment of a collection roles ,with a number of situations individual and collective ,the headings of learning a living ,marriage or sexual partnership ,parenthood ,citizenship, social and cultural activities in leisure time and retirement requires its own organization ,methods and curriculum irrespective of the social roles that an adult may have to fulfill. The motivating forces behind adult education have been diverse, even from early days .Nevertheless the purpose of adult education were subjected to limiting factors for example the concentration of emphasis on the needs of creation socio-economic groups and the exclusion of vocational training in some countries (Tuijman,1996:12).

Ministry of education was responsible from the beginning for the implementation and coordination of the whole non-formal education program including community skill training centers. Therefore, it was the task of the Ministry of Education to develop appropriate curriculum for the community skill training

centers. The first curriculum was prepared and published in 1979. It was the result of the long experience of work -oriented adult literary program and a number of work shops involving people from the field and development agents (Albinson, 1987).

The training course were designed to be used to disseminate or up-grade community skills and also special courses included to up-grade the skill of traditional birth attendants, community health workers and so on (Mamo 1989) . The courses which were proposed for the CSTCs classified in to two:

- Courses common to all centers, and
- Courses which would vary based on specific local needs

A common point in the curriculum development work was that skill training should lead to higher productivity and higher levels of income in the communities. On the basis of this understanding, the general outline of the content of the CSTC- program has been developed at the national level in collaboration between the Ministry of Education and other development ministries and public organizations (Albinson, 1985) .

According to Mamo (1989) , Albinson (1985)), the focuses of the contents of community skill training centers were agricultural education ,skill training (wood work , metal work ,weaving ,pottery, leather work ,basketry and so on), health education and cooperative education .

Most of these courses last for three to four months but some CSTCs also offer shorter courses (one to three weeks). Generally, no special learning materials (manuals or work instructors) have been prepared for the CSTC- program . The trainees were to learn through “ learning by doing” since the CSTCs serve as Woreda centers for the literacy campaign, the text books and learning materials used in literacy and post- literacy programs were usually available (IER, 1988) . However, the original curriculum has no longer used since the capacity of most

CSTCs has diminished after the 1991 political change of the country. In addition, the courses vary from region to region depending on the needs of their respective area.

2.2.3 Community Skill Training Center

Most of the training centers even those which have fixed budget have no enough man power. One centre must have at least coordinator, assistance coordinator, a store man, and one guard. Most of the assigned coordinators and other related staff have skills and experiences not related to their tasks. Therefore, in order to give efficient and effective training there should be enough manpower, skill and competencies required for such activities need to be developed. The requirement for change and innovation, new working, methods ever increasing quality and the management and conservation of resources are not achieved by system and bureaucracies(Mitchell,1996).

Most of the Community Skill Training Centers are far from road, there is no electric city, portable water, fence and toilet. They are located far from town, villages workers complain for there are no transportation facilities to the centers. Shortly lack of infrastructures affected experts to implement community skill training especially in rural areas(Jemallu,2009).

Equipment and tools another factor affected community skill centers to implement training. Some of community skill training centers have tailors welding, and forgoing machines, most of them have hand tools such as block making wood work tools, weaving tools, but, all these are not enough to implement community skill training.

Fund and source of fund is mostly from regional government, community, and NGOs .But the contribution of the people small because of poverty. It is obvious if the budget allocated is meaningful and proper training program are designed,

the number of beneficiaries increase highly . Therefore, to meet the huge demand of the rural population with regard to training centers more productive and efficient through proper utilization of the resources available and must be addressed through our strong involvement.

The major problem of community skill training centers are; training is not demand – oriented rather it is offer-oriented. Market studies are rarely carried out to analysis local consumer demand and market opportunities necessary additional skills are not included in training. The social skill of the trainee is not considered while selecting trainees; and credit schemes are not facilitated or combined with training. The links between community skill training centers and woreda are not sufficiently cultivated and the selection process of the trainee is not transparent. Some of the trainings, which had been conducted after a market opportunities survey, have because effective in such a way that some trainees found immediate employment and work opportunities. They require human *ingenuity and a fundamental change in our conceptual competence*(Mitchell,1996).

2.2.4 . Support of Stakeholders

As described above, community skill training program has been inaugurated in Ethiopia since the mid of 1970s .It was not the duty of a single body to establish and deliver the training program of the CSTCs . Several governmental and non-governmental organizations and communities have been involve in the program . The need for government and NGO partnership basically emanates from the fact that education, like all other sectors of development, is a collective endeavor that demands the full participation of various stakeholders (Biruk, 2006) . As indicated by the Ministry of Education (1988) ,the CSTC-program was first started to be implemented with the funds obtained from IDA, an international donor agency , and the construction was began in 1975 . This was the pioneer international organization to participate in the community skill training program.

It was followed by SIDA and UNICEF, who provided grants for construction of some building of the CSTCs. As a result, the coordinated efforts made by the government, donor agencies and the local communities more than 400 CSTCs were founded in the country.

Ministry of Education has carried the overall responsibility to handle the CSTC program Under the guidance and supervision of the MOE and educational offices at the lower levels. The CSTC program was established as a decentralized program, based on the involvement and participation of the local communities in close and active collaboration with concerned development agencies at the Woreda level. In order to activate the program strong and diversified committee was formed at the center, facilitating the cooperation and integration of activities with peasant associations and development agents. The Woreda development committee was the responsible body to plan and execute the CSTC-program in collaboration with the CSTC-coordinator (MOE, 1988) .

Other Ministries, in addition to the Ministry of Education, were also took part in the CSTC-program by providing technical assistances to the centers and trainings in the centers. Ministry of Agriculture and Ministry of Health were among others to participate in the training program of the CSTCs (MOE, 1990). The Ministry of Education involved in the program by providing physical inputs and allocating finance, mainly for staff salaries and contractual expenses. The local peasant associations were also responsible to contribute to program in cash or in kind (MOE, 1988). This implies that the CSTC-program during the Socialist Government was not only the mandate of the government, but also the responsibility of donor agencies and the community. Therefore, there was relatively better and well organized collaboration between the government, non-governmental organizations and the communities.

To day the government of Ethiopia has left the responsibility of running the Adult and Non-formal Education mainly to donor agencies and the communities.

In its ESDPs, the Ministry education has called for the participation of stakeholders (multilateral and bilateral development partners, NGOs, local government, and the communities). According to ESDP II, the CSTCs were expected to train thousands of adults in various need-based and demand – oriented skills. Health, family planning , agriculture and other related fields were proposed to be offered in the training centers. The Regional Education Bureaus were also encouraged to give due attention to the expansion of non-formal education (CSTC-program is one component) by mobilizing the local communities and NGOs (MOE, 2002). Concerning the CSTC program, the government has limited it-self to the provision of support in the preparation and supply of learning materials and professional assistances as well as establishment of standards (MOE, 2005).

However, the number of NGOs directly involved in adult education in general and CSTC, in particular is very limited. It is also possible to say that DVV International East Africa Regional Office is the only institute at the national level to provide maximum support to adult and non formal education program. This regional organization has engaged itself in various capacity building activities and provision of learning materials, training tools and equipment (Abinur and Ayele, 2005:553-554). This institute is providing overall support to the selected model CSTCs , in its partner regions of the country. According too Sandhass (2005) , funds necessary to run the community skills training program is available neither from the government not the communities . Therefore, DVV International covers the costs of renovating and equipping the model CSTCs , purchasing of tools and materials, training and consultancy services.

Although the participation of DVV international in the adult and non –formal education programs, the area which lost government attention for a long time, is encouraging, the participation of NGOs in the sector is far beyond expected from them. Moreover, there is a big disparity in NGOs support and involvement in

adult and non-formal education and training, particularly in CSTC program between region .

2.2.5 The Needs for Improving Livelihood

The development of the capacities and potentials of human beings is essential primarily for its own sake or as a way of helping people to lead a better and more satisfying life . But it is also desirable in the second place as a means of enhancing individual productive efficiency and on the aggregate towards the growth of the economy (Temtime, 1987).

The need for giving emphasis on the skill development, especially for the less educated, poor and out of school youth and adults has been recognized by different scholars and international organizations. The skill level and educational attainment of the work force determines the productivity, income levels as well as the adaptability of the rural poor adult in changing environment. Very few opportunities for skill development are available for the above referred groups (less education ,poor and out of school youth and adults , especially in the informal sector).Most of the existing skill development program are long term in nature . We need to change the focus of our education and training away from the skill or task -based training towards broader, role-based approaches to developing competence(Mitchell,1996) It is essential considering their educational, social and economical background. Poor and less educated persons cannot afford long term training program due to higher entry qualifications, opportunity cost and so on. Hence, the introduction and acquisition of traditional handicrafts and appropriate technical skills is believed to be a necessity, because it would provide much economic importance to the growing society. Therefore, the establishment and development of community skill training centers could help to meet the essential needs of the great majority of youth and adults with a variety of skills (Fekeru, 1996).

Ethiopia with population of more than 70 million in October 2003, is the second most population in Africa with a real per capita Gross Domestic Product (GDP) of about 90#Birr. It is one of the poorest countries in the world. According to the Ethiopia Sustainable Development and Poverty Reduction Program (SDPRP) 70% of the adult population is illiterate (MOFED, 2002). About 25 million adults working in agriculture, by far the main sector of employment, are lacking basic education skills and technical knowledge (Sisay, 2003).

On the other hand the third nations forced to rely on outside resources do not control their development agendas such countries might find difficulty to survive without such assistance. For instance famine in Ethiopia, money was spent not so much on long term solution as on high profile relief programs that gave immediate evidence of success but failed to address underlying causes (Merrian, 1989).

The systematic structural approach is necessary not only when we analyze the socio-psychological climate in a certain work team, but also when we analyze the role of different factors, or when we study different socio-psychological phenomenon such as collective opinion, collective mood, collective activity, collective thinking, collective will and collective feelings (Ganov, 1984 in Albert in 1996). Community educators must examine themselves, their practices in order to effectively come up with future development of community education to address pressing community problems (Sharn, 1989). On the other hand, the establishment of model skill training centers (mainly community skill training centers/CSTCs vocational training centers/VTCs rural technical vocational education training centers/RTVETCs in summary community skill training centers in geographically and socio-economically diverse environments to provide systematic skills training for educationally disadvantaged people, mainly in rural areas. The model (CSTCs) are intended to develop in to officially recognized provider efficient training Centers of information and innovative practice and Local points for further training and experience sharing for planners of adult and

non-formal education (ANFE) or vocational training programs, administrators, coordinations, and trainers of other CSTCs. There by expanding the program to other areas in respective regions.

The program was EXPRO simply because it was officially started as an extra program additional to IIZ/DVV's regular country program in early 2002, with special funds from the German Ministry of Economic Cooperation and Development (BMZ). The "action program 2015" was set up by German government in 2001 to help alleviate poverty, thus actively contributing to the achievement of Millennium Development Goals. Whether or not this program can be considered a "Model of good practice" cannot yet be finally decided. However, the results of an impact evaluation of a three-year pilot program show that such an adult education approach does help to reduce poverty among poor people. The reactions from target groups, local stakeholders ANFE experts and administrators and concern politicians are predominantly positive and encouraging. Nevertheless, final judgment will only be possible after the first two three years of the implementation of the full training program.

2.2.6 Stage of Development

Globalization has created rapid change in technology and competitive environments. This promotes lifelong learning through flexible training program. It introduces and focuses on knowledge value added as a major challenge of skill development. Furthermore, since new set of skills related to information and communication has emerged, the concern has shown to Non-Formal and Technical and Vocational Education and Training. Without skill development competitiveness in technology, it is unthinkable development of community skill training. Developments are closely connected highly with skill development. This linkage should provide skill development concepts and programs with survival and growth of small business (UNESCO, 1998:19).

In addition to this view (GTZ, 2001:17) stated that skill development should be integrated in to comprehensive strategies for promoting economic development and employment . This includes a higher livelihood skill development initiatives will lead to wage employment or self-employment and to support community skill training. The changes in skill requirements are necessary for Technical and Vocational Education Training systems to ensure an adequate knowledge and quality of training (UNESCO,1998:5).

(UNESCO,2002:27) stated that training of Non-formal Technical and Vocational Education and Training provide appropriate knowledge ,technical versatility and cluster of core competencies and generic skills required for adoption to new ideas and procedures that contribute to the steady development in pre-employment and on- the- job training program required : flexible training program that the curriculum in Non-formal Technical and Vocational Education and Training should be more flexible, dynamic adopting and quickly changing according to market conditions and demands. (UNESCO,2002:27) underlines that, Non-formal Technical and Vocational Education and Training programs should be based on curricula designed around core knowledge, competencies and skills. It includes studies of the social and economic aspects of the occupational field and flexible opportunities. In addition to this, in order to respond to the requirements and accommodate the different circumstances and preconditions of the various target groups the Technical and Vocational Education and training system will allow for and encourage flexibility and dynamic development of the training programs (MOE,2006:11).In other words ,there is a need to make the training system must be flexible ,demand driven and respond to the needs of the trainees the community and nation .Evaluation of Training is important to check the relevance and quality of the training .The training program must be evaluated in terms of planned and prepared on the actual world of work. In relation to this, as important the new knowledge or design the program and to evaluate the existing program to enable

the manpower to be self-confident competent and creative. Then, the training should integrate to satisfy the labor market (UNESCO,1998:16).

Transition from learning to work; the Non-formal Technical and Vocational Education and Training programs making appropriate most forms of the training by the natural virtue are assumed to have strong association with labor market and with making livelihood after graduation. In relation to this, the Non-formal Technical and Vocational Education and Training programs helps to facilitate their trainees transition into employment system in which graduates are able to apply their skills with useful qualification .The training programs assumes to bring the school closer to the realities of life, particularly creator of the work ,and going to beyond the prevailing thinking that individual lives are divided into a span of time just to study and to work. The important way to make the transition from education to the labor market is by orienting courses and skill development to a particular market or submarket with appropriate qualification. This includes promoting competencies which required for launching to the development.

Regarding the same issue (GTZ,2001:19) stated that graduates are affecting by unemployment and poverty ,and often lack the qualifications required to find employment. People from poor socio-economic backgrounds have insufficient knowledge about the labor market and about existing Technical and Vocational education Training and opportunities, often decision about their career without being able to assess the alternatives or without knowing about them. The results of these are high dropout rates and in the case of those who complete courses, frustration, because find that they cannot use their new qualifications.

2.2.7 Organization and Administration

Each community education administrator devises his/her approach to program development and administration. The practice of adult education is an art based on science. Effective adult education administrators, trainers, and counselors work with adult participants in educational programs to help them to achieve certain goals (Alan B.Knox,1980).Establishing ineffective interpersonal relationship it self is obstacles to implement community skill training. Adult education practitioners deal with many kinds of values, including client aspirations and life-style, parent organization priorities, societal expectations, and personal beliefs .Recognition, clarification, analysis and accommodation of these values are important value judgments made by practitioners (Alan, B.Knox,1980:3).

The complete understanding of individual, group, organization, and community issues are complex for experts of education because of individual behavioral difference. Consideration of traditions, context analysis, needs assessment, and desirable future directions aids the planner in formulating creative program ideas affect the community skill training to implement.

2.2.8 The Needs of Community

Core program development tasks typically deal with establishing clear and realistic objectives and organizing activities to achieve those objectives. Striving for the achievement of objectives through modification of knowledge ,skills and attitudes, program planner often encourage the application of new learning and training in the form of changed performance konx in(Alan,1980:5).Effective adult education practitioners are to put their ideas in to action, producing results. Knowels 1960:23-25).

-There has been a pressure toward national integration of adult education activities.

-There has been a drive toward integration of adult education at the local level.

-Large-scale support of adult education by private foundations have developed.

-Government support of adult education has been expanding.

-A distinctive body of knowledge and techniques has begun to emerge.

-The student body of adult education has greatly expanded.

-Adult education has become a conscious and differentiated function of an increasing number of institutions.

In Dejene, 2008 different scholars (Wade et al,1997)identified the most challenges to effective implementation of community based educational programs are:- awareness, time. Logistics, activities, evaluation and reflection.

Awareness;-In order to get full support and cooperation of all those who are involved in the implementation process of new programs, it is necessary to capitalize their awareness.

This is because ;awareness formation is considered to be basic and essential steps that lead to later accepting and supporting program(Dejene,2008:22). But there are certain cultural factors that influence communities awareness of the significance of new programs. According to Demisie,1996 ,if essential of new program is incompatible with requirement of existing cultural values the innovative program will unlikely to be successfully implemented.

Time:- There is the conditions where the time allotted for community to learn from these activities found to short and unable those to get the required skills that they are expected to demonstrate at the end of the program .Lack of time one of the challenge to the effective implementation community based educational programs .Inappropriate time allotment for these activities affect the expected out come of the program.

Logistics:-Funds transportation scheduling and supplies can face as a challenge those who attempts to use community based learning experiences Wade (1997) in (Dejene ,2008).

Activities:-If an activity used in community based educational programs fails to sensitize the community, that is using the community is for student learning it is challenging to get the necessary community support in program. The other equally challenging concern is, the efficacy of activities used in community based educational program. Activities get support of the community and others, if they have some impact on social and environmental problems of that community. If there are some changes that are brought by this program, which can be observed and understood by the community, this can help to get the community support for the success of the program (Dereje,2008:25).

Evaluation :- Community based educational programs futurity depends on educator's abilities to demonstrate its effectiveness .Based on evaluation result, that program modification and justification for the contribution of the program will be made .Evaluation therefore, services to assess the out come of the program for students, institutions, and communities .But there are many problems to plan and conduct sound evaluation of these problems the difficulty of effectively evaluating what is learned from students experienced in community based learning(Dejene,2008:25).

Reflection:- the reflection component is the critical aspect of community based educational program on community services and service learning reflection was found to be single most necessary element leading to student learning and it has effective problem solving strategies ,lifelong learning skills increased sense of personal power to create change ,higher level of thinking on the root causes of complex issues and ideas(Dejene,2008).

2.3. Intervention Strategies that can improve Implementation of Community Skills Training

Implementation required competencies organizational patterns ,attitudes , and external linkages which tend to be quite foreign to those prevailing in the education or training system, particularly in those sections that over controlled by government.

Increasing people's skills and capabilities is believed to be one of the major inputs for the success of development process (Kassahun, 1997:9). As development deals with a wide variety of improvements in the life of society, the individual level development can be seen in terms of attaining the basic individual needs that improve personal skills and income, which in turn lead to improve personal well-being. While the quality of life becomes a significant proportion of the national development in the 1970s, the concept of development has changed and it began to incorporate the programs aimed at improving health conditions, reducing illiteracy and poverty and better job opportunities. Everybody gives attention the main purpose of development is mainly improving the living standards of the people. The great themes of quantity, quality, relevance and outcomes as they appear in all different sub-sectors of education and training are seen through this volume to be parts of a context.

2.4. The Background and Context of Community Skill Training in Ethiopia.

After the Aksumite period when arts and technology and skills have had highest importance, technology has been stagnated in Ethiopia for a long period of time. This was because; skill training was not considered a vital component sub part of the social, economic and cultural development of the nation. Even if following the introduction of modern education, the government's interest to develop technical skills in country was not as such encouraging. This due to the fact that the fact that the principal and immediate objective of the government was preparing educated Ethiopia for various clerical and administrative purposes (Tkelehymanot, 2002:6).

However, things began to be changed during the period of the fascist invasion. The event, which contributed for this development as stated by (the Ministry of Education 1984:48) was that in order to develop its colonial economy and social infrastructure in Ethiopia, the Italian government has brought an

estimated 20,000 Italian artisans and technical personnel who were required for elements of modernization under the fascist rule .The need for skilled personnel was highly raised to fill the gape created by the departure of the imported Italian artisans and technical personnel in 1941.

Although the need to provide great attention for adult education programs and meeting skill training needs of the country had bin recognized much earlier , the CSTC- program was in 1975. World Bank sponsored Education Sector Review of 1971/72, which has been impractical due to political instability of the time, had proposed the idea for “community practicum” to enable graduates and /or dropouts form formal academic schools of the country to go through skill training programs of a non-formal nature in order to become self employed or gainfully employed in their respective communities (Abebe, 1997) . Before the popular revolution flared out, there had also been discussions about the possibility of providing skill training for priests of the Orthodox Church. After the revolution , this previous plane have been changed in to the idea of a community skill training programs, reaching rural people all over the country . The experience of the work- Oriented Literacy project has also contributed to the growth of the community skill training centers (Albinson, 1985).

In 1975, a few months after the downfall of the feudal-bourgeois regime, “National Work Campaign for Development through cooperation” was launched. This campaign had nine programs, one of which was the literacy program (Mamo, 1889). Since 1979, the Military Government launched the National Literacy Campaign, which was continued until 1990. when the NLC was implemented, it was soon realized that literacy alone could not improve the livelihood of the participants and the low socio-economic condition of the Country .Hence , in addition to initial literacy education , post-literacy and other basic education and skill training programs started to be functional ,(Abebe , 1997).

In view of the prevailing situation ,non-formal education programs would have to serve some sections /groups of the society. There are a number of non-formal education programs in Ethiopia .General Literacy Education, Non-Formal Primary Education for Children, Community Skill Training Centers, Vocational Training Programs and Continuing Education Programs are some of the Non-Formal Education Programs that are being run in Ethiopia. Non -formal education (NFE) although has been in existence since the beginning of modern education in Ethiopia ,it lacks proper attention and appropriate organization .It also not well coordinated with the formal system resulting in inefficient utilization of facilities and inputs (MOE,1994).

In 1976, the ministry of Education in cooperation with many government and non governmental agencies and organization, along with some post literacy provisions around 400 CSTCs were established in different Woredas of the country as a part of non-formal education system (Abebe 1996). Most CSTCs were founded with the funds obtained from IDA and SIDA. The materials and other equipment necessary to make the CSCTs functional were mainly donated by other international organization like UNCEF, EEC and others. Further more, the programs were highly supported by different mass organizations in Ethiopia, such as AEPA/REWA and REYA (Albinson, 1985:53).Adults completing literacy programs allowed to upgrade their knowledge and skills through post-literacy programs in community skill training. Each community skill training was planned to serve on average 120 persons a year in different skills (Samuel,1998:43).

To day ,the government of Ethiopia considers education one of the key development sectors and provides technical and vocational education and training through the Ministry of Education and the Regional Education Bureau to those who complete education ,where as for young people and adults with less grade or no education at all, offers literacy programs and basic skills training in community skill training where these are available (MOE,2003;31).In Ethiopia ,

there are more than ten millions illiterate adults and four millions of children out of school also with out literacy skills. This problem highly hampered the development efforts of the country. The emphasis given to adult and non-formal education generally , and community skill training program particularly , by the Ministry of Education and Regional Education bureaus is low when we compare it with the contribution of sub-sector. There is also a big gape in the emphasis given to adult and non -formal education between regions .As some studies indicated ,there is comparatively better practice in some regions .Effective and affordable community skills training depends on sound training and education so that knowledge and skills for behavior change can targeted audience. Core training may take along time to establish and implement .Basically the community skill training in Ethiopia was considered as the component of the total non-formal education system of the country .

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The study is aimed at finding out major factors affecting experts of Woredas education offices to evaluate community skill training in selected Woredas of North Shoa Oromia. To fulfill the purpose, the approach followed is both quantitative and qualitative method.

3.1 Research Methodology

The descriptive survey method was selected, as it is important to describe the background of the study and status of the various subjects of the study .Furthermore, the method used to describe factors affecting experts experience, management and so on. A research method that has strong ties with the purpose, structure, problem and similar factors of the study. As explained by Best and Kahan(1999:114) a descriptive survey method has been employed is concerned with the conditions that exist ,opinions that are held, process that are going and affects that are evident or trends that developing.

This method was selected because it is an appropriate method to examine the present situations of the training program and describe opinion , facts and figures related to problems of experts to evaluate community skill training encountered in the training program.

3.2. Samples and Samples Techniques

The study was conducted in six woredas that are found in North Shoa Oromia. These six Woredas were selected by availability sampling technique. The subjects of the study were experts of education offices and they were availability selected. In this Zone there are fourteen woredas each has one community skill training. centers. From these woredas six woredas are availability selected. .From the total population of 180 experts 60 were selected by using

purposive sampling. All head community skill training centers and key coordinators taken on the basis of availability sampling techniques. A total 58 male and 2 female respondents were participated in the study. Since the number of respondents in selected offices was relatively manageable (96 percent) male and 4 percent female respondents were participated in the study .Besides experts of zones and regional education bureau were as a source of information in this study.

3.3 Sources of Data

The primary sources of data for the study were Woreda Education office experts. In addition information and records in the experts offices, books, journals and other relevant documents related to the problem were reviewed as secondary sources of data.

3.4. Data Gathering

In this study, researcher used to collect relevant information from experts. Interview was also employed to get view and opinions of experts of woredas of education offices.

3.4.1 Questionnaire

Questionnaire was used extensively in educational research to collect information that can not be directly observed. This data collection tool typically inquires about factors experience, attitudes, motivation of experts. The questionnaire was prepared in English. It has three sections. The first section of the questionnaire was to collect background information of the respondents and the others general information. Questionnaire was used as a major instrument to collect data ,not only because it is a popular means of collecting all kind of data in research also it is an appropriate instrument to obtain information about conditions practice and problems for relatively large sample studies most of the

questions in the questionnaire are Likert –type opinion scales ranging from high important(strong agree)5 not important(Strongly disagree)1.Both closed and open ended questionnaire were prepared and distributed to collect the necessary information from the participants .One types of questionnaire for experts were prepared in English.

3.4.2 Interview

Interview makes possible to measure what a person knows what a person like or does not like (values and preferences and what a person thinks by providing access to what is inside a person head Cohen(1994)in Kebede (2006). The interview was conducted with woreda education expert of community skill training centers /trainers/to understand their views detail on the implication of the over all program because they are more responsible person in organizing managing and supporting community skill training centers in woredas .An open ended interview was prepared and under taken with officials so as to elicit views opinions, problems and possible recommendations from officials in the Woredas . So the student researcher made the interview with experts and employers officials.

3.4.3 Observation and Discussion

Questionnaire and interview rely on self-report by research participants, many individuals bias the information. An alternative to self report is to observe the behavior. If it used properly , observation avoid the inaccuracy and bias or some self report data. Borage and Falle,(1996)in Kebede(2006).This instrument help the researcher to observe supply of facilities, availabilities of materials and so on.

3.5 Data Analysis and Statistical Tools

After data were collected different relevant statistical tools, which were thought to be important for the collected data were used for the purpose of analysis of the data.

- a) Percentage was dominantly used to measure and analyze the magnitude of respondent's opinion and assumptions against each statement.
- b) Descriptive statistics like mean were also used for the purpose of further analysis and comparison of respondents' opinion

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the presentation and analysis of the data gathered from different sources through questionnaires, interviews, observations, discussion, and documents analysis to answer the basic questions raised in the study.

4.1 Respondents Personal Information

Regarding the work experience and qualification of respondents that the majority 60 of experts' worked as education officers had certificate, diploma, degree and master from Teachers Training College to University. This confirms with objectives of the projects that the target groups for the project were experts with diploma, degree and master.

Concerning work experience of experts of worked as education offices the majority of respondents has been working for more than 19 years. This may imply that considerable attention has been given to service years. Moreover, it indicates that experts are aged from 30 to 50 years, matured and highly experienced. Personal information indicates that all of the experts Worked as education offices were first degree holders with teaching, coordinating, managing experience supervising from 1 year to over 30 years. However, the data also revealed that almost all coordinators stayed on the coordinating position for more than two years.

4.2 Presentation, Analysis and Interpretations of the Data

This section analysis of the data gathered through questionnaires, interview discussion and documents were analyzed systematically in an integrated way.

while the rest 57(95percent) reject it .Majority of the respondents 39(65percent) of respondents indicate the pre-program activities before the commencement of program were identifying the number of target groups who are expected to beneficiaries of the program where as the rest percent were may have other alternative or not. Thirty (50 percent) of the experts were answering before the commencement of the program assessing the needs of participants and organizing them in to learning and training groups and identifying the skill item that makes trainees fruitful while the rest respondents didn't practice it. From this and participation of stallholders in providing support to the community skill training We conclude there is fairly Pre- program activities. This implies the agreement between the responses of the groups collected from the experts indicates that the training status of the majority of the community skill training was low. The information obtained through observation also strengthens the idea of experts, which means the training status of the majority of the sample community skill training was low in pre-planning activities.

So the experts of education offices, government agencies, non-government agencies, community based organization and others concerned body participate thoroughly in pre-planning activities such as conducting base-line survey, identifying the number of target groups, assessing the needs of participants and organizing them into training groups. Similarly training communities' facilitators and identifying skill item that make trainees fruitful are the crucial issues for the improvement of community skill training.

Table 2 : Respondent Experts' View on Types of Participants in Planning the Program

Items	Yes		No		Total	
	No	%	No	%	No	%
Who were the participants in planning the program?						
Target groups or representatives	9	15	51	85	60	100
Facilitators	9	15	51	85	60	100
Program experts	42	70	18	30	60	100
Program manager	18	30	42	70	60	100
Resource persons who know the learners closely	9	15	51	85	60	100

Participants in planning activities are very important(Liz Maclachain,1996). According to the experts of Woredas Education offices majority 42 (70 percent) of program experts participate in community skill training planning program while some 18 (30 percent) were program managers and small numbers 9(15 percent) were target groups or representatives, facilitators and resource persons who know the learner the community closely. However, less than average participants in planning.

Recognizing that their time is precious participants includes instantly applicable ideas and techniques which they can put to the training in their own work place, helping communities to succeed in their community skill training. Target groups, facilitators, experts, managers, resource persons who know the learners and the

community closely and others have to participate in planning community skill training program to improve the participants in planning.

Table 3 : WEO Experts' Responses On issues Related to Planning and Decision Making

Items	Yes		No		Total	
	No	%	No	%	No	%
Have you discussed with the target groups major problems?	27	45	33	55	60	100
Do you think the trainees are attending the skill they are interested in?	21	35	39	65	60	100
Have arranged the program incorporation with target groups?	18	30	42	70	60	100
Did the trainees agree with on the duration of training?	30	50	30	50	60	100
Do you think more trainees will be benefited in the program?	42	70	18	30	60	100
Have you asked them the skill you want to train?	18	30	42	70	60	100
Do you feel the trainees are convinced about its benefits?	15	25	45	75	60	100
Establishing effective interpersonal relation	9	15	51	85	60	100

A good planning will get you from beginning to end with the minimum fuss and the best chance of success. A good plan needs to be specific, measurable, accepted, achievable, and timely. Good plan outlines what to be done, when it needs to be done, who does what, and how you will know when you have succeed (Liz Maclachla, 1996:25-27).

From above table 9 (15 percent) of experts answering there is, while most 51 (85 percent) of them respond no establishing effective interpersonal relation. Where as 42 (70 percent) of experts answer more trainees will be benefited while 18 (30 percent) say will not benefited in the program .Concerning discussion with target groups 27(45 percent)of experts indicate positive but 33(55 percent)reply negative(did not discuss with target groups major problem about community skill training. Relation to arranging the program incorporation with target groups 18(30 percent) of the experts agree while 42 (70 percent) of them do not agree. In addition to half of the experts reply agree with trainees duration of training but the remaining 50 percent do not. Furthermore 18(30 percent)of experts respond have asked trainees the skill they want to train on the other hand 42 (70 percent)of them show they have not asked them. Whether the trainees are convinced or not 15(25 percent) of experts respond positively but 45(75 percent)of them indicate they did not convince the trainees. We sum up there is some planning and decision making.

What went well and what went less requires discussion with target groups about major problems, thinking about trainees skills interest, arranged the program incorporation with targets groups , the trainees agree with duration of training and managing an information services in today's environment is an increasingly complex task. Moreover, the benefit of trainees for all, how they are convinced, establishing effective interpersonal relationship and new opportunities to develop skill training have to be maintained at the same time. More work, less time and never sufficient resources –how is the expert to planned and decided to improve

is very important. Success factors are all to do with the quality of the community skill training program and may pulled together in to separate quality plan. They are based on objective for the program, but take step further on.

Table 4 : Respondent Experts' View Concerning Planning and Setting Objectives

In your opinion(judgment)who should plan the program ?	Yes		NO		Total	
	No	%	No	%	No	%
Government agency	3	5	57	95	60	100
Program manager	15	25	45	75	60	100
Program coordinator	24	40	36	60	60	100
Facilitators	21	35	39	65	60	100
Target groups or representative	27	45	33	55	60	100

Deciding on the objective is not easy. They are the result of discussion with others people who will be involve in the community skill training program. Having a clear objective will help experts to convince others that the community skill training is worth while and to let you proceed in the first place. It will provide a vision for others in team and help them to see what there is for. It will give a point reference during the community skill training to monitor progress against, and will help them decide between different training actions. Think of each task as program-defining objectives, plan the time scale, allocate resources, monitor progress and evaluate what have achieved. When we do this we will find we can see more clearly how tasks inter-related and will be able to plan realistically and understand how change in the area is likely to impact elsewhere(Liz Maclachain,1996).From this who should plan the program 3(5percent) of respondents approved government agency but others 57 (95 percent) did not say. Second 15(25 percent) experts say program manger while the remain 45(75 percent) of them do not. Other 24(40 percent) of experts of

education list program coordinator should plan the; program but 36 (60 percent) of them should not. Moreover 21(35 percent) of respondents respond facilitators while 39(65 percent) of them do not say facilitators. Similarly 27(45 percent) of experts education offices agree target groups or representative but 33(55 percent) of them do not. From this we generalize there is little participation of experts in planning setting objectives. Government agencies, managers, coordinators, facilitators, target groups and others identify how to get things done, they have been well managed, define, plan. And evaluate to increase planning and setting objectives. Think about the factors (risks opportunities and constraints) which will affect the success of community skill training.

Experts do some initial planning –roughing out what tasks to be done, and think about the resources needed. Furthermore, they will think about the benefits they expect to follow the success. In planning stage experts sort out who does what, when and in what order, decided the skills they need in the community skill training team and identify others resources required, such as accommodation or equipment. They think harder about the constraints and the risks of the community skill training, and what can do if things go wrong. Knowing what you want to do will determine what will happen for the rest of community skill training program. Conversely, lack of clarity at the setting object will mean problems later on. Having got your customers, colleagues and managers to agree that their idea is worth exploring they are ready to move on the next stage scoping community skill training program.

4.2.3 Area of Participation in Implementing

Table 5 : Respondents Experts' views in Implementation

Items	Yes		No		Total	
	No	%	No	%	No	%
Do trainees have their own committee for community skill training	12	20	48	80	60	100
Do trainees know about the source of resources for the program?	24	40	36	60	60	100
Do the trainees have an expensive to comment on the program?	33	55	27	45	60	100
Do trainees willingly contribute their labor to develop the program?	27	45	33	55	60	100
Do trainees take care of the training materials?	33	55	27	45	60	100
Do communities understand towards the skill training?	24	40	36	60	60	100
Does low economic status of the communities affect the implementation?	45	75	15	25	60	100

In the implementation stage experts need to make sure the things go accordingly to the plan of community skill training. You need to communicate with every one involved in the community skill training. Team members, managers, customers, perhaps the whole organization , to let them know how the organization is going, need to monitor progress , check that dead lines are being meet, check that the quality of the work is what you expected, check that everyone understands what they are doing, check the budget is on target. From observation and discussion result always watch out for early signs of trouble so that you can adjust either the activities or the plan to put things on the improvement of community skill trainings.

Table 6: Respondents' Views Concerning Major problems Influencing the Evaluations of Community Skill training Centers

Items	Very high		High		Medium		Low		Very low		total	
	No	%	No	%	No	%	No	%	No	%	No	%
Lack of awareness of the community about skill training	24	40	18	30	18	30	0	0	0	0	60	100
Irrelevance of the training programs to trainees problems	15	25	18	30	15	25	12	20	0	0	60	100
Untimely program provision	15	25	12	20	9	15	15	25	9	15	60	100
Little or no interest of rural community towards handcraft skills	15	25	21	35	12	20	6	10	6	10	60	100
Low expectation of rural communities about the benefits of skill training's	24	40	18	30	12	20	6	10	0	0	60	100
Strong religious influences against to achieve participation	18	30	9	15	6	10	21	35	6	10	60	100
Social responsibility and lack of time for the training	12	20	21	35	15	25	12	20	0	0	60	100
Pronounced age group gape among community trainees.	12	20	12	20	15	25	18	30	3	5	60	100
Low standard of living(poverty)	36	60	24	40	0	0	0	0	0	0	60	100

The acceptance of target groups such as trainees, trainers, communities, government agency non government agency, and other voluntary organizations are strongly affect experts to evaluate community skill training. Similarly low standard of living and unwanted traditional practices are major problems of experts to evaluate community skill training programs.

From the table above more than average respondents respond socio-economic and culture very highly, highly affected experts of education offices to assess community skill training. More 24 (40 percent) of respondents agree lack of awareness of the community very high, 18(30 percent)of them indicate high, 18(30 percent) of the remaining of them medium affected to evaluate, to assess and to implement community skill training in the selected Woredas.

According to the information from the table above 15(25 percent) of experts education offices say very high, 18(30 percent) of them say high , 15(25 percent) of experts reply medium and 12(20 percent) of the respondents show low irrelevance of the community training programs to trainees problems. Related to untimely program provision 15(25 percent)of the respondents approve very high, 12(20 percent) of them list high, 9 (10 percent)of them represent medium, 15(25 percent) of experts indicate low and the remaining 9(10 percent) respond very low. The idea of respondents concerning little or no interest of rural community towards handcraft skills 15(25 percent)of them say very high, 21(35 percent) show high,12(20 percent) indicate medium while the remaining percent equally say low and very low.

The response of the experts towards to low expectations of rural communities about the benefit of skill training's 24(40 percent) assure very high,18(30 percent) show high,12(20 percent) indicate medium, 6(10 percent) list low. From the information that affect experts strong religious influences trainees to participate in community skill training 18(30 percent) of respondents show very high, 9(15 percent) indicate high, 6(10percent)befit medium 21(35 percent) answer low while the remaining percent is very low. Concerning social responsibility lack of time for training 12(20 percent) say very high, 21(35 percent) list high,15(25 percent) give medium while 6(10 percent) indicate low.

Issue related to pronounced age group gape among community skill training 12(20 percent) of respondents agree equally very high and high, 15(25 percent) say medium, 18(30 percent) indicate low the remaining 5 percent very low. Low standard of living from respondents 60 percent say very high while 40 percent say highly affect the experts education office to work towards community skill training. Over 36((60 percent) experts accept target groups, socio-economic, and culture affect experts in evaluating (assessing) community skill training in general.

Awareness of the community about community skill training, relevant of training program to trainees problems are critical issues for community skill training programs. Developing the area and raising the living standard of the people (lake sand Carter,2004).In the process of achieving the objectives of community skill training various government ministries and their branch offices at various levels were highly involving in the program at the beginning. However, through time their participation has been declined(Jemallu,2009:53). Acceptance of a coherent strategy of community skill training programs for all immediately begs difficult about the investment risks and costs , the returns the implications for financing strategies. Traditional approaches to the financing of community skill training are also being called in question as we see from document sample areas. The absence of any strong occupational traditions with associated apprenticeships to develop skill formation to match the transforming economy. The community Skill training have contributed much to society in many ways as indicated in different studies. The numbers of adults gained a variety of skills at their near by community skill training centers that could enable them self sufficient, self reliant, and self-employed(Jemallu,2009:56).

Table 7: Experts Views On Constraints in Implementation

Item	Yes	No	Total	Rank
	%		%	
In your opinion, which of the following constraints on implement of CST are the most serious in your area (rank them accordingly)				
Lack of appropriate workplace and qualified supervision	90	10	100	7
Problem of effective community CST organization management mechanisms	85	15	100	2
Lack of Suitable institutional support (employer associations, trade unions.	80	20	100	4
Lack of integration CST between institution and organization	60	40	100	9
Insufficient number of training places	65	35	100	8
Lack of regulation and guideline for cooperation in CST.	70	30	100	5
Reluctance of the Organization to cooperate.	80	20	100	6
Wide gap between the demand for CST and supply of the Organization	100	0	100	1
Financial problems and incentive	100	0	100	1

No Community skill training program exists in isolation. Some of programs will probably be defined because of legal or others requirements. Identifying the constraints the constraints early in community skill training helps to set the scope, to make the task manageable by ruling out some possibilities and to save time and effort on blind alleys. Experts need to convince the approving authority both that the community skill training is worth doing, and that can be trusted to carry it out. Plan will cover what you want to do and why and the constraints, assumptions, and risk that you have identified. From this major factors that affect experts of education office to implement community skill training according to the table all experts indicate income and financial problems and nearly all 54(90 percent) respondents say problem of effective community skill training. Organization management mechanisms are challenge of community skill training while small numbers 6(10 percent) of them disagree on mechanisms. As we see from the table rank economy and management mechanisms are the most serious problem for experts of Woredas education offices in this selected areas. Relations to obstacles of experts 51(85 percent) of the respondents befit absence of suitable institutional support that affect to implement community skill training however, 9 (15 percent) of experts of education offices do not give suggestion on it. From the table at fourth and six stage that affect experts education offices do not give suggestion on it. From the table at fourth and six stage that affect experts to implement community skill training 48(80 percent) of respondents agree lack of integration community skill training between institution and organization and wide gap between the demand for community skill training and supply of the organization but 12(20 percent) of them do not coincide the factors. Moreover 42(70 percent) of the respondents agree that reluctant of the organization to community skill training where as 18 (30 percent) of the experts do not indicate it. Almost the same 39.36(65, 60 percent) of the respondents say absence of clear regulations and guide lines and insufficient community training places are

obstacles of experts to implement community skill training in those woredas but 21, 24(35,40 percent) of the respondents do not say regulations and insufficient community skill training. So to sum up from rank income and organization and management mechanisms are the most series problems for experts.

Often this last option is not open to experts and they must make the best what of what they have. In most community skill training programs experts needed funds to carry out. To estimate the costs and the benefits of the community skill training programs and to convince the authorizing body that the community skill training is worth the effort.

Table 8 : Respondents' Views Regarding availability of Resources in the Community Skill Training Centers

Items	Very high		High		medium		Low		Very low		Total	
	No	%					No	%	No	%	No	%
In appropriate location of the training center	18	50	12	20	12	20	12	20	6	10	60	100
Lack of adequate facilities like at the center	21	35	21	35	2	20	6	10	0	0	60	100
Lack of training materials for practical learning	15	25	33	55	6	10	6	10	0	0	60	100
Lack of qualified coordinators and trained trainers	27	45	15	25	9	15	9	15	0	0	60	100
In appropriate trainees admission criteria	12	20	18	30	6	10	15	25	9	0	60	100

The economic roles played by community skill training; the trainees found the skills they learned highly valuable in improving livelihood in creating job opportunities, in effective utilization of resources, diversifying the sources of

income and increasing productivity. From documents and discussion the social roles played by community skill training programs providing access to education and training. In promoting development, creativity, attitudinal change towards artisanship. Factors related community skill training centers 18(30 percent) of experts of woredas education offices suggest very high, 12(20 percent) list equally high, medium and low the remaining 10 percent respond very low in appropriate location of the training center. From above community skill training centers factor related to lack of adequate facilities like the center 21(35 percent) of experts benefit equally very high and high, 12(20 percent) agree medium while the remaining 10 percent give low. From experts idea 15(25 percent) endorse very high, 33(55 percent) respond high, and 10 percent agree equally medium and low lack of training materials for practical learning challenge the community skill training centers.

Moreover 27(45 percent) respondents reply very high, 15 (25 percent) high and the remaining 15 percent medium and low lack of qualified coordinators and trained trainers. Concerning inappropriate trainees admission criteria 12(20 percent) of the experts of education offices agree very high, 18(30 percent) high, 6(10 percent) medium, 15(25 percent) low while 9(15 percent) very low from the above table. Above 38(64 percent) experts conclude that community Skill training centers obstacles affect experts of education offices to evaluate (assess) in sample area.

To improve community skill training programs the availability of hand tools for training, workshop and training rooms, raw materials, financial resources, modern training machines highly necessary. Moreover, efficient use of resources full interest of trainees in handicrafts skill, unlimited market condition for handicraft products. Complete follow up of the trainees and relevant of training program with the needs of the trainees must be integrated by experts to evaluate community skill training in the selected area.

**Table 8 : Respondent Expert's Responses Concerning
Organizational and Administrative factors affecting the Evaluation of
Community skill training Centers**

Items	Very high		High		medium		Low		Very low		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Lack of clear planning about the target group to helped	27	45	12	20	18	30	3	5	0	0	60	100
Lack of attitude and competence of facilitators to promote participation	27	45	18	30	9	15	6	10	0	0	60	100
Weak linkage between local development offices in the training programs	24	40	18	30	3	15	15	25	0	0	60	100
Meager resources allocations for the training centers	30	50	18	30	6	10	6	10	0	0	60	100
Frequent deployment of coordinators and facilitators	3	5	12	20	9	15	15	25	21	35	60	100
Little motivations of coordinators and change agents to warat rural area	24	40	18	30	9	15	9	15	0	0	60	100
Weak communication between centers and local organization	21	35	21	35	15	25	3	5	0	0	60	100
Lack of promotional services for trained communities	21	35	12	20	18	30	9	15	0	0	60	100
Incapability of local organization to initiate people participation	21	35	6	10	30	50	3	5	0	0	60	100
Lac k of evaluation system of the training programs	21	35	18	30	9	15	12	20	0	0	60	100
Qualified experts	0	0	0	0	12	20	36	60	12	20	60	100
Qualified Trainers	0	0	0	0	0	0	39	65	21	35	60	100

One of the main reason that the community skill training programs fail is because they were poorly organized often because of no body was responsible for their success. It must be some one who can see the big picture of what they are trying to do and who carries enough authority to support when necessary. Similarly user interests can be very various. It is common to have several users, each representing a different a different community.

Organization and administration factors related to lack of clear planning about the target group to helped 27(45 percent) of respondents respond very high, 12(20 percent) high, 18(30 percent) medium , and the remaining 5 percent low. Concerning absence of attitude and competence of facilitators to promote participation 27(45 percent)of respondents agree very high, 18(30 percent) high, 9(15 percent) medium and small number(10 percent) low. In the some way 24 (40 percent) of experts give very high,18(30 percent) high, 3(5 percent) medium, and 15(25 percent) low ,weak linkage between local development offices in the training programs. Meager resources allocations for the training centers another ideas of experts of education 30(half) the respondents choose very high,18(30 percent) high ,and the rest each 6(10 percent) medium and low. Frequent of deployment coordinators and facilitators are very low which were approved by 21(35 percent) respondents, 15(25 percent) low, 9(15 percent) medium, 12(20 percent) high, the rest 10 percent very high.

Information from the experts factors attached to little motivation of coordinators and change agents to attract rural area 24(40 percent) select very high,18(30 percent) high, the rest each 9(15) percent medium and low hinder experts to assess community skill training in selected north shoa oromia. Furthermore 21(35 percent) of respondents identify equally very high and high, 15(25 percent) medium, and the rest 5 percent low weak

communication between centers and local organization. Similarly 21(35 percent) of the experts find very high 12(20 percent) high, 18(30 percent) medium and the remaining 9(15 percent) low lack of promotional services for trained communities to inefficient the experts work. In addition to this 21(35 percent) of respondents negotiate very high, 6(10 percent) high, half(50 percent) medium while the rest 3(5 percent) low incapability of local organization to initiate people participation that forbid expert to assess community skill training.

Issues of evaluation more critical that 21(35 percent)experts agree very high,18(30 percent) high, 9(15 percent) medium and 12(20 percent) low, absence of evaluation system of the training programs obstacles for experts to improve community skill training. Finally low qualified experts, respond by 36(60 percent) respondents, very low 12(20 percent),the rest 12(20 percent) medium and 39(65 percent) low,21(35 percent) very low trained trainers according the information given related to factors affecting experts of education office to evaluate(assess) community skill training in selected woredas north shoa oromia. Finally, we sum up based on over 42(70 percent) experts respond organization and management very strongly or strongly affect experts of education offices to evaluate community skill training in sample area.

Technical is to make sure that the system will work, is within organization's overall strategy.

Keeping an eye on the costs and benefits as the community skill training program progress.

Having got the community skill training set up the other important area in getting organized in agreeing reporting method. Sort out how and when you will communicate with your board team, users and other interested bodies(Liz Maclachla,1996).

**Table 9 : Respondent Experts' Views Regarding the Structure,
Institution and Politics**

Items	Very high		high		medium		Low		Very low		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Lack of harmonized development policy among local agency	12	20	21	35	9	15	12	20	6	10	60	100
Centralized program planning and implementation of community skill training	9	15	24	40	18	30	6	10	3	5	60	100
Lack of responsible body to organize overall community development interventions.	15	25	27	45	9	15	9	15	0	0	60	100
Limited market conditions for trained community and products.	6	10	27	45	18	30	9	15	0	0	60	100
Alienation of local leaders and development agents from the local community members.	12	20	12	20	9	15	12	20	15	25	60	100
Geographical rearrangement of Woredas and Kebeles.	6	10	24	40	6	0	18	0	6	10	60	100
Poor communication and media systems.	30	50	9	15	12	20	9	15		0	60	100

The flexibility drives from the fact that community skill training programs policies are linked at the top with the formation of economic policies, through particular institutional mechanisms. With some inside knowledge and relatively effective civil service able to read the likely demands of the economy, the government is able to plan strategically a supply of skill(Richard Edwards Nods Miller,2002:106-107).

Structural, institutional and political obstacles related to lack of harmonized development policy among local agency 12(20 percent) of experts choose very high,21(35 percent) high,9(15 percent) medium, 12(20 percent) low and 6(10 percent) very low. Political factors attached to centralized program planning and implementation of community skill training 9(15 percent) respondents agree very high, 24(40 percent) high, 18(30 percent) medium, 6(10 percent) low and the rest 3(5 percent)very low. Structural Organizational problems annexed to lack of responsible body to organize overall community development interventions 15(25 percent) experts of education offices show very high,27(45 percent) high, 9(15 percent) each medium and low. Structural factors limited market conditions for trained community and products 6(10 percent) respondents indicate very high, 27(45 percent) high, 18(30 percent) medium, and the remaining 9(15 percent) low. Political factors alienation of local leaders and development agents from the local community members three alternative equally 12(20 percent) of respondents reply very high, high and low where as 9(15 percent) medium and 15(25 percent) very low .Structural factors geographical rearrangement of woredas 6(10 percent) respondents agree each very high, medium, and very low while 24(40 percent) high,18(30 percent) low. Relation to poor communication systems half of the respondents very high, 9(15 percent) high, 12(20 percent) medium, and the rest 9(15 percent) low. Generally above 33(55 percent) experts agree structure , institution, and politics affect experts of sample area to assess community skill training.

Government have to win people over by articulating a vision and seeking to change people's culture and value, and unlike income levels or types of qualification these are not easily measured(Richard Edwards,2002:210).

4.2.3 Area of participation in Evaluation

Table. 11: Respondent Woreda Education office Expert's views Concerning the Impact of Community Skill Training Centers on lives the Community.

Items	High		Medium		Low		Total	
	No	%	No	%	No	%	No	%
How do you evaluate the extent to which community skill training promote improvement in the life of community?	0	0	30	50	30	50	60	100

At the end of community skill training program it is important to look back and see. A thorough and honest evaluation is a vital part of improving skills both the community skill program manager and organization. Every program are different even if it is similar to pervious programs, and there is something to be learned from what happened. Organizations have different approaches to evaluate programs. Success or failure can depend on your point of view (Lez Maclachla, 1996:68-69).

The table above indicates that the majority of experts of woredas education offices in selected Woredas thirty (30) out of sixty (60) responded that the strength of community skill trainings were not clearly promoted and 30 of them responded fairly promoted. Thirty respondents give medium level of collaboration of community skill trainees and community skill training organization promoting community skill training while the rest choose low level of collaboration.

The cooperation areas for medium level of collaboration or fairly promoted thirty of them say joint organization and management of community skill training, nine of the Preparation of curricula, rules, and regulations for community skill training, three experts indicate common and complementary use of training personal materials and machinery, nine persons identify participation evaluation and testing of community skill training, nine experts show financial support for community skill training and covering other expenses ,twelve of them say give advice to the community skill training in related board.

Table 12. Respondents views concerning the adequacy of equipment and instructional materials in the community skill training Centers.

How do you see the adequacy of equipment in your institution?	3	5	6	10	51	85	60	100
How do you evaluate the appropriateness of instructional materials use for practical training in your CSTCs?	3	5	27	45	30	50	60	100

The adequacy of equipments/machines and hand tools are not clearly promoted in community skill training. Most of the respondents 51(about 85 percent) respondents say there are few equipments/machines and hand tools for community skill training in selected woredas. Because of low awareness, less attention, improper structure, absence of clear policy ,procedure, guide-lines shortage of budgets, difficulty of training in different community skill from the others. However,6(10 percent) respondents select fairly promoted 3(5 percent)of them respond adequately use of equipments and hand tools by governmental agency for future transformation, voluntary organization ,donors related to poverty alleviation from the others to promote community skill training.

Majority 51 (almost 85 percent) respondents (experts) assess the appropriateness of materials negatively use for practical training. But nearly 10 percent

respondents say average use for practical training while 5 percent respondents indicate the adequacy of equipments in community skill training. Concerning of the appropriateness of the materials used for practical training in your community skill training institution (35 percent) respondents select highly appropriate, 27(45 percent) fairly and half of them notice little appropriate of materials used for practical training in community skill training.

Clearly from who provide institutional support in organization and implementing community skill trainings, were respond by experts little provision were given related to woredas education offices ,vocational educational training ,non governmental organization, community based organization , voluntary agency, Oromia Technical Vocational Education Training Agency, Zonal Technical vocational Education Training, Woredas Capacity Building Offices and the local contribution from the others. From above data we generalize 37(above 60 percent) experts indicate hardly strength of community skill training.

One of the most common causes of program failure is an over-ambitious, ill-thought-out or poorly understood specification. Deciding on how successful (or not) the program, Much more important is the analysis of what worked and what didn't. Moreover, what went wrong and why? To be truly valuable this has to be honest you acknowledge what they were and what to build on the future (Lez Maclachla, 1996).

**Table. 13. Respondents Views on the availability of
Organization providing Community Skill Training in the Woreda**

Items	Yes		No		total	
	No	%	No	%	No	%
Is there an organization offering community skill training in the woreda	9	15	51	85	60	100
Did the organization demonstrate commitment to community skill training?	15	25	45	75	60	100

Availability of basic facilities, such as water, electric, toilet, communication technology and others. The availability and nature of physical materials according to the (MOE,1980:5)at the beginning of the program community skill training centers, it was planned that each community skill training center to have at least four main rooms namely assembly hall, one workshop, one store and one office. After decades however, some of community skill have no more rooms than planned in the 1970s.

According to experts respondents 51(85 percent)of them say there is not trained qualified community skill training offering organization and only 9 (15 percent) respondents notice commitment to community skill training with level of middle service provision, short term level of training, supervisory services and facilitate market and business condition and other accordingly. From the table 15(25 percent) of respondents show positive, organization demonstrated commitment to the community skill training through budget allocation , technical assistance ,capacity building and material resources from the others while 45(75 percent) the majority of respondents say, the organization did not demonstrate commitment to community skill training.

From above information 48 (80 percent) experts response we conclude no qualified community skill training offering organization and commitment to community skill training.

The nature and quality of classroom and workshops, the up-to-datedness of machines and equipments major factors that affect experts to evaluate community skill training programs.

Table. 14. Respondents' View concerning in the Situation of Evaluation in the Community Skill Training Centers.

Items	Yes		No		Total	
	No	%	No	%	No	%
Do records about trainees be kept systematically?	18	30	42	70	60	100
Are there frequent discussion between trainees and trainers?	15	25	45	75	60	100
Is there lack of time?	24	40	36	60	60	100
Do suggestions of trainees be taken for program adjustment?	18	30	42	70	60	100
Do training programs and methods are revitalized ?	12	20	48	80	60	100
Do you assess about the effective and efficiency of your program continuously?	21	35	39	65	60	100
Do you have a follow up scheme after the training?	27	45	33	55	60	100
Is there a forum for trainees self-evaluation?	21	35	39	65	60	100
Do experts advise trainees to be active on training?	57	95	3	5	60	100
Do trainees control and follow up their training?	39	65	21	35	60	100

With rapid technological advances records about trainees be kept systematically. The discussion of between trainees and trainers must be coordinated by experts. Moreover, suggestions of trainees, training programs and methods must be efficient and effective from discussion result. Self evaluation, advice of experts and trainees control and follow up are very important for improvement of experts evaluation on community skill training programs.

Keeping record systematically 18(30 percent) experts agree while majority 42(70 percent) of them indicate, records about trainees do not keep systematically. From the table above 15(25 percent) respondents select there are while majority 45(75 percent) of them indicate there are not frequent discussion between trainers and trainees. Twenty-four (40 percent) of respondents notice there is, while 36(60 percent) is not lack of time. Information of trainees 18 (30 percent) of respondents suggest to be taken for program adjustment where as 42(70 percent) of them suggest don't take for program adjustment. Twelve (20 percent) of respondents agree while 48(80 percent) disagree training programs and methods are revitalized.

Concerning assessment 21(35 percent) of respondents choose assess about the effective and efficiency of community skill training but 39(65 percent) of them do not. Twenty-seven(45 percent)of respondents benefit experts have a follow up scheme while 33(55 percent) experts respond have not scheme after training. Twenty-one (35 percent) of respondents reply there is a forum for trainers self-evaluation where as 39(65 percent) experts say there is not. Almost all respondents say experts advise trainees to be active on training. The majority of the experts indicate trainees themselves control and follow up their training but 21(35 percent) respondents negotiate the trainees do

not control and follow their training. Totally over 33(56 percent) generalize nearly medium evaluation.

All workers must become self- motivated, multi-skilled and constantly learning. The key to success in this potentially destabilizing context is to develop new skills the work place demand must actively prioritize a commitment to continuous professional development.

Table. 15. Respondent view regarding Participants in Evaluation

Items	Yes		No		Total	
Who are the participants in the evaluation of the outcome (impact)of the Community?						
	No	%	No	%	No	%
Program managers	15	25	45	75	60	100
Program coordinators	36	60	24	40	60	100
Facilitators	24	40	36	60	60	100
Participants	18	30	42	70	60	100

Managers, coordinators, facilitators and stakeholders must fully participate in evaluation of community skill training program. From the information of the table fifteen from sixty respondents notice program managers, thirty-six from sixty experts of selected Woredas say program coordinators, twenty-four from sixty of them facilitators, eighteen from sixty respondents participants are participate in the evaluation of the outcome (impact) of the community. From above 36(61 percent) respondents concerned evaluators generally do not participate in evaluation of community skill training.

Whatever the outcome community and concerned body trainees, trainers and beneficiaries have to take part in evaluation to reduce the factors that affect experts to evaluate community skill training.

Table. 16. Respondents views concerning Assessment techniques used in the community skill training centers.

Items	Yes		no		Total	
	No	%	No	%	No	%
How are the trainees evaluated in community skill training?						
By continuous written assessment	9	15	51	85	60	100
By continuous written assessment and practical activity observation	45	75	15	25	60	100
By continuous observation in various activities	12	20	48	80	60	100

Evaluations should be considered for action-related reasons, and information provided should facilitate deciding a course of action, Evaluation is a learning and management tool, an assessment of what has taken place in order to improve future work. Measuring, analyzing and interpreting change helps people to determine how far the objectives have been achieved and whether the initial assumptions about would happen were right; and to make judgment about the effectiveness, efficiency, impact and sustainability.

From experts ideas nine from sixty say by continuous written assessment, forty-five from sixty by continuous assessment and practical activity

observation, and twelve from sixty respondents select by continuous observation in various activities. We conclude little evaluation with each written and observation assessment. Experts judging trainees by continuous written assessment, practical activity observation and continuous observation in various activities. From observation appraising, or determining the worth, value, or quality of community skill training programs, whether it is proposed, on going, or completed. This done in terms of its relevance, effectiveness, efficiency, and impact.

- Relevance refers to the appropriateness and importance of goals and objectives in relation to assessed needs.
- Effectiveness refers to the degree to which goals have been achieved.
- Efficiency refers to the cost –effectiveness of activities. and
- Impact refers to the board, long term effects of community skill training program

Table.14. Respondents' Views On the Process of program

Items	Yes		No		Total	
	No	%	No	%	No	%
Which one carried out in the process of community skill training program?						
Monitoring is carried on	45	75	15	25	60	100
Evaluation conducted	30	50	30	50	60	100

Monitoring is different from evaluation. Monitoring measures whether the community skill training program is on track; evaluation questions whether it is on the right track. Monitoring is concerned mostly with program activities, and concentrates on the short –term performance compared with program plans. Evaluation looks more at the over all program

purposes/objectives, examines longer-term effects of the program. Monitoring is a continuous process, while evaluation is a periodic event.

Concerning the process of community skill training program forty-five from sixty experts say monitoring is carried out while half of respondents promoted conducted evaluation. We conclude over 37(62 percent) respondents agree monitoring and evaluation carried on. However from interview and discussion of respondents less or no monitoring of community skill training program. No keeping a check on the use of resources which means no monitoring. Since evaluation looks at the relevance, effectiveness and impact of community skill training program with the aim of improving an existing

4.2.4 Area Related to Participation in Training

Table. 18. Respondents Views on Opportunities for Capacity Building

Item	Yes		No		Total	
	No	%	No	%	No	%
Have you had any training since your assignment as an expert ?	33	55	27	45	60	100

According to the review of documents, the Non-Formal Education team of the education Bureau of the region has prepared strategic plans in 2004 and 2007, with the aim of expanding the provision of non-formal education rehabilitation of community skill training programs within the years respectively. Although these two plans were not implemented, they identified some opportunities regarding non-formal education and community skill trainings in particular. Some of the opportunities:-

- Readiness of several non-governments organization working in the region to work together with the government in the area of non-formal education. Therefore, it is necessary to create good coordination and working condition in order to expand non-formal education programs in the region.
- Availability of raw materials required for construction purposes and preparation of furniture, tools and equipment at the local level.
- Readiness of the local communities to work together with government in various educational activities.
- Relatively better attention is given to community skill training program in the third Education Sector Development program.
- Growth Of micro-finance institutions in the region, which can contribute much in providing credit for the trainees so as to enable apply the skill they learnt in the community skill training programs.
- Availability of cultivable land under most of the community skill training programs. It can also help for further expansion of the programs.

Information related experts training 33(55 percent) respondents give they had training since their assignment thirty-nine from sixty respondents say workshop and seminars, three from sixty experts say short term training (3-6) months. Content areas have(has)been included nine from sixty respondents answer methods of training adult educators, twelve from sixty say how to organize learning needs twenty-one from sixty choose how to learning groups ,again twenty-one from sixty respondents notice how to work with adults, similarly twenty-one experts say participatory methods, fifteen from sixty respondents say how to plan a need based education program ,twelve from sixty experts reply methods of monitoring and evaluation, and some respondents show planning with the trainees ,how to prepare curriculum and supervisory role in the training sessions but 27(45 percent)agree they did not have any training related to community skill training since they assignments. We conclude more than half of them have some training. The

respondents were asked to list down suggestion they believed to be important so as to strengthen the community skill training program in the sample area and the region.

Table. 19. Participation of Experts in Community Skill Training Program

Items	Yes		No		Total	
As an expert of the program in which of the following activities do you participate?	No	%	No	%	No	%
Training adult educators	3	5	57	95	60	100
Teaching and training adult learners	9	15	51	85	60	100
Planning programs	15	25	45	75	60	100
Monitoring the program and evaluating its impact	15	25	45	75	60	100
Assessing education and training needs and organizing trainees in to learning groups	21	35	39	65	60	100

Accordingly experts should participate in the community skill training program. As an expert of the program three from sixty respondents identify the experts participate in training adult educators, nine from sixty select teaching and training adult learners, fifteen from sixty indicate planning programs and monitoring the program and evaluating its impact, twenty from sixty agree assessing education and training needs and organizing trainees to learning group. From above 47(79 percent) respondents response we conclude low participation training activities.

Suggestions have been forwarded by the coordinators of community skill training and experts of education offices of sample area,

- Allocating adequate budget and paying due attention to the Community skill training program.
- Prepare clear strategy and guide lines regarding community skill training program.
- Providing the experts and coordinators in-service training.

4.2.5 Reasons of Participation

Table.20. Respondents' Views Reasons of Provision of Skill training

Why do you provide the on going program or training sessions?	Yes		No		Total	
	No	%	No	%	No	%
Because the community wanted it	18	30	42	70	60	100
Because it is deemed necessary by project staff	9	15	51	85	60	100
Because it facilitates national development plans	36	60	24	40	60	100
Because it helps to solve the problem of the target groups and that of the community at large	36	60	24	40	60	100

Training must be provided on work creativeness and skill development to facilitate the growth economy activities for employment opportunities and generating income. This economic growth, bring development and create long-term jobs. From this the experts provide the on going program or training sessions because eighteen from sixty experts notice the community wanted it, nine from sixty experts negotiate because it deemed necessary by project staff, thirty-six from sixty experts agree because it facilitates national development plans and it helps to solve the problem of target groups and that of the community. As final result 35(58 percent) of respondents

response not because of wanted of community, it is not deemed necessary by project staff does not facilitate national development, it does not solve the problem of the target groups and that of the community at large.

According to Norton. G(1999) The target of training

- **Pre-employment:-** training prepare individual to wage employment and self employment.
- **Upgrading training:-** provides additional training for individuals who are already employed.
- **Retraining:-** The training to provided to seek new jobs , when they loose their pervious job experiences.
- **Remedial;-** It provides training for individual who are in some way marginal or out of mainstream labor force.

On these categories, training is to support skill development innovation and competitiveness. Furthermore, offering individuals the opportunities to enhance their skills and employment prospects, facilitate the training areas with flexible curriculum in order to fill the gaps in shortage of skills and income generation are take as vital. Training operate effectively in business environment can change ability of worker, knowing clients focus skills, upgrading the management and leadership capabilities, coaching, monitoring and communicate new technologies, the abilities to success and use knowledge to the competitiveness their work(UNESCO, 1998:16).

**Table.21. Respondents' Views Concerning Response for the
Recruitment of Trainees**

Items	Yes		No		Total	
	No	%	No	%	No	%
Why the current participant community skill training recruited?						
Because they are volunteers	18	30	42	70	60	100
Because they can read and write	15	25	45	75	60	100
Because they are poor	18	30	42	70	60	100
Because they are better than others	12	20	48	80	60	100

Evaluation of the training is the part of the training that feed back lead to knew knowledge and rearranges the existing community skill training program. It used for producing well skilled and confident manpower. The program always needs adjustment and flexibility. The reason current participant community skill training recruited eighteen from sixty experts says because they are volunteers and they are poor, fifteen from sixty experts agree because they are read and write, while twelve from sixty experts respond because they are better than others. Information above imply 44(73 percent) respondents identify not because of volunteers, not because of write and read, not because of they are poor not because of they are better than other but they may have other cause.

Acquisition of knowledge and skill for the present job, so that workers could undertake immediate assignments more efficiently and effectively. Human resource development planned training or developmental activity sponsored by work organization integrating the goals and mission of an organization and the personal need and career aspiration of each individual in that organization for the purpose of increasing work productivity and improving

job satisfaction. Organization development planned change with organization. Often relies on human resource development foster knowledge and skills required to overcome problems through systematic learning activities that produce change in an organization (Tuijman,1996;70).

4.2.6 Expense for Participation

Table. 22. Respondents' Views about Source of Personal Expense of Trainees

Items	Yes		No		Total	
	No	%	No	%	No	%
Who covers the personal expense of trainees during CST?						
The community skill training institution	15	25	45	75	60	100
The organization	18	30	42	70	60	100
Trainees /families/participants	27	45	33	55	60	100
Sponsorship Agencies	18	30	42	70	60	100
Public funds	3	5	57	85	60	100
Other sources selling grass	3	5	57	85	60	100

Economics is a broad-ranging social science discipline concerned with study of how scarce resources are used in production to create value, added and how the benefit are distributed to satisfy the demand of individuals and group in the society the key concepts of economy are scarcity of sources, choice, desirability, production and distribution (Tuijman,1996:124). So the personal expense of trainees fifteen from sixty respondents say covers with the community training, institution, eighteen from sixty experts identify covers with the organization and sponsorship agencies twenty-seven from sixty respondents say covers with trainees /families/participants, three from sixty respondents agree covers with public funds and other sources.

From 46(above 76 percent) respondents response we conclude no or little personal expense for community skill training .Different community skill training institution, government organization ,trainees, families participants and pubic agencies working in collaboration and integration to cover the expense of trainees and community skill training program. Knowledge is not the same as competence, since the latter implies a capacity of organizing for some demanding purpose. Competence is a scarce and valuable resource. It is both a product of and an input into a complex production process. The field of the economics of education is concerned with how scare resources, such as money and time are allocated in producing competence, how competence is distributed among individuals and social groups. How that competence is allocated and used in further production process , and how the resulting benefit are distributed among the individuals and groups in a society(Tujiman,19996:124).

Table. 23. Experts' Views Related to Efficiency of Trainees

Items	yes		No		Total	
	No	%	No	%	No	%
Did trainees sign memorandum of agreement CST contract with CSTs?	15	25	45	75	60	100
Did some trainees dropout before they complete their CST?	54	90	6	10	60	100

From table above majority 45(75 percent) of respondents agree the trainees did not sign memorandum of agreement contract with community skill training centers while 15(25 percent of respondents agree the trainees sign memorandum of agreement of community skill training contract with community skill training centers . On the other hand most 54(90 percent) of respondents express some trainees dropped before complete from community skill training ,twelve respondents from sixty say because in adequate

incentive and financial problems fifteen from sixty agree because the content of community skill training is irrelevant to the trainees occupational area of training and lack of suitable support from organization that offers community skill training, six from sixty respondents say because high distance to organization that offers community skill training , half of the respondents promote because of other personal problem (such as health, marriage, and so on) while the remaining 10 percent respondents notice did not drop out before they complete their community skill training. From over 49 (82 percent) respondents we conclude did not sign memorandum and some trainees drop out.

Differences in maturity, motivation, training style, and choice may interact with differences in the organization of the training process. These differences may also have impact on the costs, method of financing, and the eventual distribution of the benefits accruing to the training process.

Table.24. Duties and Responsibilities

Items	Yes		No		Total	
	No	%	No	%	No	%
Which of the following duties and responsibilities were not practiced by the organization that provides community skill training?						
To receive and provide community skill training to trainees	0	0	60	100	60	100
To assign on experienced expert/worker for being a supervisor/trainers to follow up support the trainees	12	20	48	80	60	100
To assign the trainees in the appropriate area of work	24	40	36	60	60	100
To give orientation about the rules and regulations of the organization as well as advice about safety rules	9	15	51	85	60	100
To provide raw materials , tools and others necessary inputs of trainees	18	30	42	70	60	100
To evaluate and report the achievement and performance of the trainees	0	0	60	100	60	100
To cooperate and work in coordination with the relevant CST institution	6	10	54	90	60	100
Other to provide pocket money	3	5	57	95	60	100

Productivity can be assessed in terms of aggregate output of an economy, the output of a branch of community skill training or specific work, and the output of individual worker. The output of economy depends on the amount of capital and labor employed and the fellow of new technology. However, from the table above twelve from sixty experts say to assign on experienced experts/worker for being a supervisor/trainers to follow up support the trainees were not practiced by the organization that provide community skill training. Twenty-four from sixty respondents agree to assign the trainees in appropriate area of work were not practiced by the organization that provides community skill training. Nine from sixty respondents notice to give orientation about the rules and regulations of the organization as well as advice about safety rules were not practiced. Next eighteen from sixty respondents assure to provide raw materials .tools, and others necessary inputs of trainees were not practiced by the organization that provides community skill training. Similarly six from sixty experts agree to cooperate and work in coordination with the relevant community skill training institution while three of them reply to provide pocket money were not practiced by the organization that provides community skill training. Whereas to receive and provide community skill training to trainees and to evaluate and report the achievement and performance of the trainees were practiced by organization that provide community skill training. From over 48(80 percent) experts response we generalize little duties and responsibilities.

There are several keys to achieving community skill training skill program goals. Among these supervisor experts trainer's trainees and others must cost control and efficient production. The two strongest responsibility and duties are cost effectiveness and efficiency the base for community skill training program.

4.2.7 Recommendations Statement

Table.25. Experts' Suggestions

Items	Very high		High		Medium		Low		Very low		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Establishing the centers closer to the local communities	39	65	15	25	6	10	0	0	0	0	60	100
Providing literacy and community skill training simultaneous in approach	24	40	15	25	12	20	3	5	6	10	60	100

Conscientization and popular education are as development. The rich ferment generated by peasants, workers, local leaders. Intellectuals and scholars. Participate in collective decision which help to promote social and economic development .Recognizing this establishing the centers closer to the local communities 39(65 percent)respondents select very high, 15(25 percent) high, and the remaining 10 percent medium which show fairly promoted. As we see from table 24(40 percent) respondents say actively promoted, 15(25 percent) respondents agree promoted, while12(20 percent)fairly promoted, 3(5 percent) low, and 6(10 percent) very low Providing literacy and community skill training simultaneous in approach. Generally over 44((74 percent) respondents indicate establishing the centers closer to the local communities and providing literacy. So population education requires the most objective teaching-learning situation possible in which the "Teacher" assists the "learner" in acquiring the set of the fact and

values that will allow him or her to evaluate the whole range of options on a given issue leading to desirable behavioral change (Albert,1996:92).

Table 26. Experts' Views on Encourage Community Participation

Items	Very high		High		medium		Low		Very		total	
	No	%	No	%	No	%	No	%	No	%	No	%
Identifying to the specific problems of target	27	45	21	35	3	5	0	0	9	15	60	100
Listening to the basic problems of target	33	55	21	35	6	10	0	0	0	0	60	100
Empower the target groups to decide on the program development	39	65	12	20	9	15	0	0	0	0	60	100
Provide tools, seed, money and follow- up training	21	35	24	40	0	0	9	15	6	10	60	100
Organize traditional artisans to undertake community skill training	45	75	15	25	0	0	0	0	0	0	60	100

Competence of experts of education offices is strongly important to improve the evaluation of community skill training programs.

MOE(2006:16) defined Competence as Follows:-

Competence is a broad concept comprising the possession of and application of a set of skills, knowledge, attitude etc which are necessary to successfully

compute for jobs in the labor market ---and thus to contribute to personal empowerment and economic and social development.

However, related to encourage community participation 27 (45 percent) respondents say very high, 21(35 Percent) high,3(5 percent) fairly promoted and 9(15 percent) promoted very low identifying to the specific problems of target. Concerning listening to the basic problems 33(65 percent) respondents promote very high,21(35 percent) indicate high, and the remaining 6(10 percent) medium listening to the basic problems of target. Moreover,27(45 percent) respondents very high empower,12(20 percent) respondents notice high empower, and low empower while 9(15 percent) medium empower the target groups to decide on the program development. From information above 21(35 percent) of respondents say very high tools 24(40 percent) high tools,9(15 percent) low tools and the remaining 6(10 percent) very low providing tools, seed, money and follow-up training. The very important issues for the future attached to organize traditional artisans 15(25 percent)say fairly promoted and majority 45(75) percent respondents agree low promoted undertake community skill training. We conclude almost all respondents support encourage community participation

Moreover, both governments and non-governments should work hard to up grade the attitude of the society to improve experts towards evaluation of community skill training program.

Table .27. Experts Views to Improve communication System

Items	Very high		high		medium		Low		Very low		total	
	No	%	No	%	No	%	No	%	No	%	No	%
Providing training materials	18	30	15	25	6	10	9	15	12	20	60	100
Increasing community skill training programs	18	30	12	20	15	25	12	20	3	6	60	100
Introducing strengthen local new letters, magazines, that deal on social economic and cultural aspect of the people	15	25	12	20	9	15	12	20	12	20	60	100
Changing the traditional training method by the approach of problem posing	21	35	9	15	9	15	0	0	21	35	60	100

Bring up the society who show positive attitude towards the development of science and technology for best communication. From respondents communication system related 18 (30 percent) of respondents say very high, 15(45percent) high, 6(10 percent) medium, 9(15 percent)low and 12(20 percent) very low providing training materials. Concerning increasing community skill training 18(30 Percent) respondents give very high, 15(25 percent) medium,12(20 percent) high and low while 3(5 percent) say very low. Introducing

strengthen local new letters , magazines , that deal on social economic and cultural aspect of the people 15(25 percent) respondents agree very high, 12(20 percent) of experts promote high, low, very low where as 9(15 percent) of them say medium. From the above table 21(35 percent)of experts of woredas indicate very high, and very low each while 9(15 percent) of respondents say high and medium equally. Generally more than half respondents indicate agree on improving communication system.

Finally from mean of the percentage data respond by over **39(65 percent)** experts indicate unsatisfactory improvement of community skill training. From this experts of woredas education offices, trainers and society need to have the vision of creating trained human resources by strengthen community skill training program.

4.2.8 Major problems

From interview “ Would you please specify major problems you faced during the implementation of community skill training?” Related major factors experts of Woredas specify lack of training tools to satisfy the needs of communities, shortage of time, due to standard living of the majority mouth to hand, lack of highly qualified human resources. Solution of these must be experts, themselves attached to community skill training programs to solve lack of modern training machine, to full trainees interest in handcrafts skills, follow up of the trainees after the completion of the training , increase man power and coordination, they must be energetic, commitment with clear understanding community skill training. Moreover, they have to alleviate shortage of budget by preparing proper planning. During process monitoring evaluation of community skill training program should be done to solve problems of experts of the selected woredas .Furthermore, according to the field report of Regional

Education Bureau in 2005, the following problems observed in most community skill training. These were:-

- Lack of strong supervision and support,
- Inadequate material and financial support,
- Inappropriate assignment of trainers and lack of incentives
- Lack of proper attention at all levels of the government.
- Lack of infrastructure like electric ,water and telephone services and so on.

Similarly from the “What solution would you suggest to mitigate the problem?” From the respondents answer aware the community towards community skill training, search for appropriate resources, creation of using indigenous (local) materials, searching how to get skill man power and budget efficiently and effectively. Promote community participation by integrate, coordinate, organize , energize to bring clear understanding among the communities .Initiate the concerned body of local community based organization such as community leaders, religious organizations income generate associations and others towards to community skill training program improvement.

The response of experts for ”What methods does experts office use for conducting community skill training?” Participatory, short term sensitization work shop, discusses with target groups. Community must aware worldwide population growth rates, phenomena of rapid population growth rates, migration, urbanization, and deterioration of environment must be part of experts evaluation of community skill training program. Rapidly growing population may be exhaust certain resources or make difficult to meet such basic needs as employment, health care and education.

Experts notice about” who (as a stakeholder) are involved in setting community skill training objectives?” The manager of public services (health, education, agriculture and society). Woredas education offices, capacity building, non governmental organization, those who have know how, private agency, experts and directors .No one standing outside for setting objective every body family community and community leaders governments bodies. voluntary organizations and non government organizations.

Respondents agree “Who are involved in selecting content to a community skill training program?” Facilitators, selected committee, participants, trainers, Woreda experts, local artisans. Selection of content of community skill training is not easy task for experts. Curriculum of community must be imbedded in culture. Adult may decided the content based on his/her need.

Respondents answer “How do your offices select community skill training aids for a training program?” Fairly selection made depends on earlier experience, depends on the local resources, adaptability with skill training.

From “Which community skill training aids are more popular?” Weaving as selected woredas because community used for their livelihood metal work (fondling) due different kinds tools equipments and materials, for building materials. Embroidering, clothe to wear for income generating ,pottery for improving life.

From respondents “What prerequisites/criteria are there in selecting appropriate community skill training trainers?” Market analysis, community based need, clients and others.

Experts for "What maximum numbers of trainers are used for a single course?" as average one to fifteen because lack of trainers. Similarly respondents "on what basis does the selection of appropriate trainees done?" On the criteria of their institution, based on trainees needs related socio-economic and cultural aspect ,the number of trainees on the current status of community skill training types and numbers of skills training provided in the community skill institutions and the enrollment rate of trainees as indicators from the others .

From" According your experience what parts of community skill training programs more coordinate?" Respondents say farming materials, metal work, pottery, weaving, netting and others.

Related to "What do you think the main purpose of evaluation community skill training program?" the respondents explain to get clear understanding feed back for improvement of community skill training, to check whether appropriate community skill were practiced or not, to know the most need of society, to know result of training, for the future community skill planning and others.

Concerning "What are the main components that are usually been evaluated in the community skill training programs?" experts describe the fulfillment of training materials, experts skill, the system (in puts transformations, out puts) ,quality of trainers and trainees from the others. Furthermore "When do your offices do evaluation process of each community skill training programs?" At the time of training, at the end of training when there is very important issues..

From interview "How do you measure the reaction of your trainees and trainers towards the community skill training programs?" respondents see average and below average reaction because of not clear understanding of

community skill training, on the current status of community skill training types and number of skill training provided in the community skill training centers and the enrollment rate of trainees as indicators to measure sustainability and productivity of the reaction of trainees and trainers yet did not encourage .The number of participant was very low in most community skill centers. Some centers provided training for small number trainees per year for the last ten years. Therefore the overall status of sample community skill training was unsatisfactory. Above all the training program of some sample community skill training was not consistent, which means they provided training when they get budget and closed when there is no budget because there is regular budget allocation for them.

Concerning to responsibility of Regional of Educational Bureau for community skill training program experts notice managing the program designing guidelines, procedures ,strategies according to Educational training policy of the country related to course material the data gathered through interview strengthen the data gathered through questionnaire.

According to the interview and observation results the community skill training program was started in 1975.The main object of community skill training program was to develop indigenous skills and help acquire new ones for increasing productivity. Developing the area and raising the living standard of people(Lakes and carter,2004). In the process of achieving the objectives of the community skill training various government ministries and the branch offices at various levels were highly involving in the program at the beginning. However, profile of organization and management community skill training the training program involved trainees from all section of the society ,it contributed a lot in creating positive attitude towards artisanship and craftsmanship among the trainees. Especially, in centers where the trainees were staying until they complete their training and where there are trainings like pottery and weaving the major unique feature of artisan

community of fitche town and its woreda the change was highly significant. The program were highly supported by All Ethiopia Peasant Association, Revolutionary Ethiopia Women's Association and Revolutionary Ethiopia Youth Association (Albinson, 1985).

This implies that without the participation of stakeholders, the objectives of the program cannot attained. For effectives functioning of community skill trainings the participation of stakeholders like different government bodies, the community, non governmental organizations and private enterprise, is highly important. The community skill training program can achieve their objectives only when they get necessary support. From documents and observation community skill training result Weaving Association of Fitcha, Tailoring Association of Gebreguracha have high standard of the time. When the Military government phase out, the association divided into personal livelihood work with out any improvement till now. Similarly at sample area at Gohtsion the community skill training center constructed at that time, stored with military weapons, burnt and booted during the conflict and replaced by private shell, the something the sample areas.

Through time their participation has been declined. Lack of sustainable improvement of community other strong factors affecting experts of selected area to evaluate community skill training. Devastate the old and starting new, the problem of the community. Another unique feature of skill training in the selected area are weaving, pottery ,traditional wood work, traditional cultivation, fattening cattle, bee keeping from the others. Lack of integration traditional community skill training, the difficulty of complexity community skill trainings require highly qualified, motivated, committed, energetic and clear understanding of community skill training. To the extent of the current government support to program in the region, according the out put of interview, the government was paying the salary of the coordinators and the salary of trainers in this selected centers, but not fully funded while one

woreda by NGO Education Expert Development promoted material development production and distribution fuel saving stove, used for deprive irrigation, embroidery, leather work and tailoring. Experts agree on the low participation of the government in providing materials to community skill training. From extent the community skill training policy facilitate voluntary participation of rural communities in community skill training towards local development, some communities gained a variety of skills at their near by community skill training centers that could enable them self-sufficient, self-reliant, and self-employed, increasing trainees' income .Based on the information obtained through discussion with experts, improving their livelihood, those adults who have been trained in the field of embroidery and netting were contributing a lot to the local society by overcoming shortage of middle level skilled manpower in the area. Furthermore experts were asked whether there was controlling and monitoring but their response indicate that there was no monitoring controlling and evaluation and with little follow-up.

Therefore this finding implies that the bad trends of discriminating, isolating and discouraging craftsmen, artisan and manually skilled people (which were common in the rural parts of Ethiopia) could be improved if the community skill training can providing the training in a well organized and strengthened manner

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The general objective of this study was to assess and investigate the major factors affecting experts of woredas education offices to evaluate community skill training in selected woredas of north shoa Oromia. To this end, the experts of selected woredas of North Shoa Oromia have been selected as the subject of study.

The following basic questions have been formulated as basic targets of study.

- What are the methods that the training institution use to get up to date adequate information?
- What the major factors that affect the effectiveness of the community skill training ?
- what the major factors that hinder experts to achieve the community skill training objectives?
- What are major challenges and opportunities in the management of community skill training?
- What should be done to improve community skill training?

To answer the above questions, the study was conducted on sample size of 60 experts of selected woredas of Mukaxuri, Girarijarsso, Kuyyu, Warajarsso, Drra and Kimbibit, also represented both sexes. In trying to collect the perceived factors their community skill training outcomes, experts were provided with closed and open-ended questionnaire. Expectedly, they

mention quite a number of factors. Reducing the factors to a manageable size was necessity addressing in the factors that affecting the effective management community skill training. project were raised, descriptive study was employed the sample population was all registered to identify major factors affecting experts of woredas education offices to evaluate(assess) community skill training in selected woredas . The subjects of the study 60 experts of woredas education office experts, zonal and regional managers.

Accordingly the respondents sampling was carried out through purposive sampling techniques .Information was obtained from these sample respondents through the questionnaires interview ,observation and discussion. Moreover documents pertaining to community skill training program were also studied. The data obtained was analyzed using frequency tables and percentages . As a result of the data analysis, the following major findings were obtained.

- 1).Experts woredas education offices had relatively long experience ranging from 10-30 years in teaching; supervising, facilitating, managing and training the study indicated that some of them had orientation or training on community skill training.

- 2). The low enrollment of trainees, small number of skill training (1-5) types from many of the indigenous community skill training. Only (1-2) coordinators with few facilitators, less community skill training equipments and materials except Garbeguracha donated by NGO. Moreover, shortage of budget and place to train as indicators to measure their status. There is no community skill training without participation, similarly there is no competence with out training.

- 3) The Study indicate that the absence of Full participation in planning community Skill planning. Absence of full participation in planning of

participation in planning of community skill training. 64percent of respondents agree there is no pre-program activity. Low participation of governments agencies, program managers, facilitators, and target groups or representatives .

- 4) A above 60 percent of respondents indicate that Implementing factors such as absence of committee of the community skill training, lack of sources of resources of the program, low contribution of the labor to develop the community skill training program, and lack of clear understanding towards to skill training.
- 5) A above 90 percent of experts agree that ineffective community skill training organization management mechanisms, lack of institutional supports, employers associations and trade unions, absence of integration community skill training organizations between institutions. Moreover, insufficient number of training places, inappropriate regulation and guide lines for cooperation in community skill training. Furthermore, reluctance of the organization to cooperate, wide gap between the demand for community skill training and supply of the organization.
- 6).Over 62 percent of respondents shows that target groups characteristics, Socio -economics and culture affect experts to evaluate community skill training. Shortage of awareness of the community about skill training, irrelevance of the training programs to trainees problems, and little or no interests of rural communities towards handicrafts skill, low expectation of rural communities about benefit of skill trainings, strong religious influences. Affected the evaluation of community skill training by Woreda education office experts.

7).above 68 Percents show that lack of facilities inappropriate location of community skill training centers. Influenced the evaluation of community skill training by Woreda education of Experts

8) Improper planning and implementation of community skill training program, lack of responsible body to organize overall community development interventions, limited market conditions for trained community and products, alienation of local leaders and development agents the local community members. Were also found to be among the major factors affecting evaluation of community skill training by woreda education experts. Unsystematically kept records, weak assessment about the effective and efficiency of programs continuously, and follow up scheme after training Absence of assessing education and training needs and organizes trainees in to learning groups and the personal expense of trainees.

9).Absence of provision community skill training , shortage of experienced experts/workers for being supervisor/ trainers to follow up support the trainees, weak assign the trainees in the appropriate area of work. Absence orientation about the rules and regulations of the organization as well as advice about safety rules, shortage of evaluation and report of the achievement and performance of the trainees, lack of cooperation and work in coordination with relevant community skill training institutions and provision of pocket money.

10).From finding of interview ,discussion , observation and document analysis results related to factors that affect experts of education offices generalize absence of awareness of the community towards to community skill training, difficulty of search appropriate resources for creation of

using indigenous(local) materials depends on the local resources. Market analysis on community need based, and sustainability and productivity of reaction of trainees and trainers indicate the strength of community skill training have not yet encourage from finding.

11) Concerning responsibility of Regional Education Bureau for Community skill training program experts notice managing the program design guide lines procedures, strategies according to the educational policy of a country. The main objective of community skill training program was to develop indigenous skill and help to acquire new ones and increasing productivity raising the living standard of people.

12).Lack of sustainable improvement of community skill training another strong factor from finding that affect experts of selected area to evaluate community skill training. Lack of integration indigenous community skill training with modern skill training, the difficulty of complexity skill training require highly qualified, motivated, energetic and clear understanding of community skill program,

5. 2 Conclusion

Based on the information obtained through questionnaire, interview from experts, and discussion with experts, observation and document analysis from sample area in light of the finding the following conclusions were drawn.

From source of information more than sixty percent respondents indicates low improvement community skill training. In order to improve the standard of living in the rural part of the country, the sustainability development of community skill training is strongly advice to encourage the people. Moreover, the productivity of the rural people should be enhanced. To achieve Poverty Reduction Millennium Development Goals short term indigenous community skill trainings have to increase the number of participants, trainers, facilitators. Coordinators and community skill training centers. Similarly Skills programs should be expanded.

However, the regional government has totally concentrated on the provision of formal training, which is inaccessible to rural poor and educationally disadvantaged. The participation of different government bodies of all levels in supporting the community skills training programs in terms of budget allocation, provision of materials and technical assistances was not attractive. Participation in planning from pre-program activities, decision making on different issues of community skill training, setting objectives and contents, its monitoring, evaluation, and implementation have to improve for success of community skill training. Factors that affect experts of sample area to evaluate community skill training are, target groups characteristics, socio-economic, culture, community skill training centers problems, organization and administration obstacles, structure, institution and political problems are the major ones.

Community skill training have significant role in the development especially for rural community in reducing unemployment, increasing trainees' income, strength the level of productivity of trainees, promoting development and creativity, up raising attitudes change among communities related to artisan ship and craftsmanship. Evaluating community skill training offering organization and process of community skill training program have advantage for feedback and improvement. Participation in training and

training experts for competence community skill training strongly advised. Build source of personal expense of trainees and efficiency related to trainees. Improve duties and responsibilities encourage community participation communication system.

Furthermore, there were no strategies, guidelines, long and short term plans .Hence responsible government bodies to handle issues related to community skill training program. Some important opportunities which can help to increase the effectiveness of community skill training programs as have been identified, .better commitment of Ministry of Education, availability of NGO engaged in the provision of skill training program and others good opportunities have been utilized effectively in the region.

5.3 Recommendations

Non-formal education and skill training can obviously play a major role in meeting the widely unsatisfied basic educational needs and essential skill requirements for development (Hallak, 1999:253). This indicates the role of community skill training in creating opportunities of skill training for the rural people .However, in selected Woredas of North Shoa Oromia from finding under improvement, inactive because of absence of enough government support, attention, and sustainability. Few know about the current situation of community skill training. Therefore clear consideration must be taken by everybody not standing outside since individuals/ group's efforts are necessary to achieve anything, there is a need of skill training. No competence without training. To this end the following recommendation were drawn.

- 1) The Regional Education Bureau ,policy makers and educational planner

should give due attention to community skill training program, take its share and create favorable community skill training condition to the society, prepare guidelines and instructional materials, facilitate the training of trainers , provide technical assistances and make woredas education offices to provide training equipment and tools , allocate adequate budget ,and assign appropriate man power at community skill training site. Non governmental organization must be attracted by mobilizing the communities towards alleviate major problems unemployment, increasing number of trainees, and trainees' income.

- 2) As finding starting from pre -program activities target groups must participate in planning and decision making on major problem such as arranging program, on the skill they need, interpersonal relation, setting objectives and contents, on implementation and others very important issues for improvement of community skill training. Problems related to work place, qualified supervision, effective and efficient community skill training organization management mechanisms , shortage of integration community skill training programs with other organizations and institutions, wide gap between demand for community skill training and supply of the organization. Similarly little or no interest of rural community towards hand crafts skill, low standard of living, inadequate facilities, inappropriate admission criteria are factors affect experts of selected woredas. Hence the concerning body participate to eliminate them.
- 3) Organizational and administrative factors are ,attitude and competence, weak linkage between local development offices in the training programs, frequent deployment of coordinators and facilitators ,little motivations or coordinators and change agents, weak communication community skill training organizations, lack of promotional services for trainees, inability of local organization to initiative people participation must be seen properly

by Woredas, Zonal Regional Education office experts Ministry of Education to solve it.

4) Alienation of local leaders and development agents from the community member, geographical arrangement of woredas and kebeles, and poor communication media system. Lack of harmonize development policy among local agency are some of problems of experts to evaluate community skill training. Therefore, responsible body organizes over all community development. Provide interventions, structures, and institutions. Revised community skill training policy by policy maker educational experts for appropriate solutions.

5) Documents with suggestion trainees about training programs, up to date

methods, effective and efficient program, follow up scheme after the training, forum of the trainees self-evaluation, experts advice, control and follow up , must keep systematically for community skill training improvement. Participation of experts in community skill training in training adult learners, planning programs monitoring the program and evaluate its impact are very important.

6) Promote community participation by integrate, coordinate, organize, energize, to bring clear understanding among communities about skill training. Creation of using indigenous (local) materials organizes traditional artisans to undertake community skill training, introduce modern skill training machine, maintaining interest in handcrafts and so on. Initiate the concerned body of local community based organizations such as community leaders, religious organizations, income generate associations and others towards to community skill training improvement.

7) Building experts capacity to accomplish quality of community skill training

to bring excellence of monitoring, follow up and evaluation. Increasing enrollment rate, numbers of skill community skill training centers with different branch(site) near by villages(kebeles)to solve distance problems, types of skill training provided in the communities .Develop indicators to measure sustainability productivity of the reaction of trainees and trainers must strongly advised to accomplish its objectives.

8) From finding the over all status of sample community skill training was unsatisfactory and inconsistent, they provided training when they get budget and closed when there is not budget allocation. Lack of sustainable improvement community skill training other big factors affecting experts in implement community skill training of the selected area. Weaving Association of Fitcha community, Tailoring Association of Gebreguracha, the change of earlier community skill centers of Gohatsion because of burnt and booted store of military weapons with its equipment replaced by privatization similarly the sample area. Therefore, in the process of achieving the objectives of community skill training various ministries and branch offices ,private agency, voluntary organization and others at various level were highly involving in the program to improve the sustainability of development of the community skill training.

9) Promoted profile of organization and management community skill training program, and involved trainees from all section of society .Experts must contribute a lot in creating positive attitude towards artisanship and craftsmanship among their trainees. Similarly examine market analysis and community needs based skill training. Furthermore, develop indigenous skills and help acquire new ones for increasing productivity and raising the living standard of people.

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Appendix-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT (ADULT EDUCATION LIFE LONG LEARNING UNIT)**

Questionnaire Prepared for Experts of Woredas Education Offices

The objective of this questionnaire is to collect data on the Factors Affecting Experts of Weradas Education Offices to Implement Community Skill Training in Selected Woredas of North Shoa Oromia.

Dear Respondent: Your response is very essential to the problem under investigation and thus you are kindly requested to provide responses that reflect an accurate picture of your programs.

Note: Name of respondent is not necessary

- Where alternative answers are given, please mark your choice using an "X" in the corresponding brackets
- You may mark more than one alternatives
- Please ,be as brief as possible in answering the open ended questions.

PART I: Background Information

Name of the community skill training _____

Region _____

Zone _____

Woreda _____

Years of service in the Education Office _____

Another _____

Age _____

Sex _____

PART II: General Questions

1. How do you evaluate the extent of community trainees, your community skill training organization (local) in promoting community skill training?

A. High B. Medium C. Low D. No

2. If your response for question number 1 high or medium which of the following are the cooperation areas? (you may choose more than one answers).

A. Joint or organization and management of community skill training_____

B. Preparation of curricula, rules and regulations for community skill training_____

C. Common and complementary use of training personal, materials, and machinery_____

D. Participation evaluation and testing of community skill training_____

E. Financial support for community skill training and covering other expenses_____

F. Giving allowance to trainees and covering other expenses_____

G. Participation in the development of qualified staff_____

H. Advice to the community skill training in related board _____

I. Another, if any_____

3. Is there qualified community skill training offering organization?

A. Yes _____ B. No _____

4. If yes, what are the levels of services provided by the community skill training experts in respect community skill training?_____

5. State, if any ,those who provide institutional support in organization and implementing community skill training ?_____

6. Did organizations demonstrate commitment to community skill training ?

A. Yes _____

B. No _____

If yes, specify _____

7. How do you see the adequacy of equipments in your institution?

A. High B. Medium C. Low D. No

a) If high or medium, specify _____

b) If low or no, give the reason _____

8. Have you had any training since your assignment as an expert of the program?

A. Yes _____

B. No _____

9. If your answer to question number 8 is "yes", in which of the following ways have you had the community skill training ?

A. Workshops and seminars _____

B. Short term training (3-6months) _____

C. Other, if an _____

10. If your answer to question number 8 is "yes" which of the following content areas have (has) been included in the training sessions ?

A. Methods of training adult educators _____

B. How to organize learning needs _____

C. How to organize learning groups _____

D. How to work with adults and rural women _____

F. participatory methods _____

G. How to plan a need based education program____

H. Methods of monitoring and evaluation_____I. Others, if any_____

11. As an expert of the program in which of the following activities do you participate?

A. Training adult educators_____

B. Teaching and training adult learners _____

C. Planning programs_____

D. Monitoring the program and evaluating its impact _____

E. Assessing education and training needs and organizing trainees in to learning groups

F. Others, if any_____

12. What were the pre-program activities before commencement of the program?

A. Conducting base-line survey _____

B. Identifying the number of target groups who are expected to beneficiaries of the program_

C. Assessing the needs of participants and organizing them in to learning and training groups_____

D. Training adult educators/facilitators_____

E. Others, if any_____

13. Who were the participants in planning the program?

A. Target groups or representatives_____

B. Facilitators or adult educators _____

C. Program experts _____

D. Program manager_____

E. Resource persons who know the learners and the community closely_____

F. Other, if any _____

14. Why do you provide the on going program or training session?

A. Because the community wanted it _____

B. Because it is deemed necessary by project staff _____

C. Because it facilitates national development plans _____

D. Because it helps to solve the problem of the target groups and that of the community at large

E. Another, if any _____

15. In your opinion (judgment) who should plan the programs ?

A. Program manager _____

B. Program coordinator _____

C. Facilitators _____

D. Target groups or representatives _____

E. Others, if any _____ -

16. Why the current participant community skill training recruited ?

A. Because They are volunteers _____

B. Because they are read and write _____

C. Because they are poor _____

D. Because they are better of than others _____

E. Others, if any _____

17. Which one carried out in the process of community skill training program ?

A. Monitoring is carried on _____

B. Evaluation is conducted _____

C. Others, if any _____

18. Who are the participants in the evaluation of the community skill training?

A. Program managers _____

B. Program coordinators _____

C. Facilitators _____

D. Participants _____

E. Other, if any _____

19. Who covers the personal expense of trainees (such as pocket money ,transportation cost, etc.) during community skill training ?

A The community skill training institution _____

B The organization _____

C. Trainees / Families _____

D. Sponsorship Agencies _____

E. Public Fund _____ F. Other, if any _____

20. How are the trainees evaluated in community skill training?

A. By continuous written assessment _____

B. By continuous written assessment and practical activity observation _____

C. By continuous observation in various activities _____ D. Other, if any _____

21. Did trainees sign memorandum of agreement /community skill training contract with the organization that offered community skill training

A yes _____ B No _____

22. Did some trainees dropout before they complete their community skill training?

A Yes _____ B. No _____

23 . If yes , which one of the flowing could be a possible reason?

A) In adequate incentives /financial problems _____

B) The content of the community skill training is irrelevant to the trainees _____ occupational area of training _____ -

C) Lack of suitable support from organization that offers community skill training _____

D) High distance to organization that offers community skill training _____

E)Other personal problem (such as health ,marriage ,etc. _____

24. Which of the following duties and responsibilities were not practiced by the organization that provides community skill training?

A) To receive and provide community skill training to trainees _____

B) To assign an experienced expert /worker for being a supervisor /trainer to follow up and support the trainees _____

C)To assign the trainees in the appropriate area of work. _____

D) To give orientation about the rules and regulations of the organization as well as advice about safety rules _____

E) To provide raw materials ,tools and other necessary inputs for trainees. _____

F) To evaluate ,and report the achievement and performance of trainees _____

G) To cooperate and work in coordination with the relevant community skill training institution _____
I. Other, if any _____

25. In your opinion ,which of the following constraints on implementation of community skill training are the most serious in your area .Rank them accordingly

A) Lack of appropriate workplace and qualified supervision _____

B) problem of effective community skill training organization and management mechanisms _____

C) Lack of suitable institutional support (employer associations, trade unions, etc. _____

D) Lack community skill training between institution and organization _____

E) Insufficient number of training places _____

F) Lack of regulation and guideline for cooperation in community skill training _____

G) Reluctance of the organizations to cooperate _____

H) Wide gap between the demand for community skill training and the supply of the organization _____

I) Financial problems and incentive _____ J) Other _____

26. How do you evaluate the appropriateness of the materials used for practical training in your community skill training institution?

A. High _____ B. Medium _____ C. Low _____ D. No _____

PART III

The following questions are designed to assess the factors affecting experts of education offices to implement community skill training in selected of woredas of North Shoa Oromia. Please indicate by marking 'x' to each of the following dimensions of participation as per applied in the practices of community skill training program you are offering.

Areas participation	Yes	No	No response
<u>1.Planning and Decision Making</u>			
1.1. Have you discussed with the target groups on major problems?			
1.2. Do trainees attend the skill they are interested in?			
1.3. Have you arranged the program with the target groups?			
1.4.Did the trainees agree with the duration of training?			
1.5 Do you think more trainees will be benefited in the program?			
1.6. Have you asked them the skill they want to train?			
1.7. Do you feel the trainees are convinced about its benefits?			
1.8. Do you make effective interpersonal relation among the trainees?			
<u>2 Implementation</u>			
2.1 Do trainees have their own committee for community skill training?			
2.2 Do trainees Know about the source of resources for the program?			
2.3 Do the trainees comment the program?			
2.4 Do trainees willingly contribute their labor to develop program?			
2.5 Do trainees take care of the training materials?			

2.6 Do communities understand towards the skills training?			
2.7 Does low economic status of the community affect the implementation CSTs?			
3. <u>Evaluation</u>			
3.1. Do records about trainees be kept systematically?			
3.2. Are there frequent discussion between trainees and trainers?			
3.3. Is there lack of time?			
3.4. Do suggestions of trainees be taken for program adjustment?			
3.5. Do training programs and methods are revitalized?			
3.6. Do you assess about the effective and efficiency of your program continuously?			
3.7. Do you have a follow up scheme after the training?			
3.8. Is there a forum for trainees self-evaluation?			
3.9. Do experts advise trainees to be active on training?			
3.10. Do trainees control and follow up their training?			

PART IV

Instruction: Please indicate the extent to which the following factors affecting experts of Woredas education offices to implement community skill training in selected woredas of North Shoa Oromia. Mark 'X' in the column related to the value it baffects. The following are the rating scales, Very good=5, High=4, Average=3, low=2, Very low=1.

Factors affecting experts of woredas education offices to implement community skill training in selected Woredas of North Shoa Oromia.

Factors Affecting to Implement CSTs					
Target groups characteristics/socio-economic and cultural					
Lack of awareness of the community about skill training					
Irrelevance of the training programs to trainees problems					
Untimely program provision					
Little or no interest of rural community towards handcraft skills					
1.5. Low expectation of rural communities about the benefits of skill training's					
1.6 Strong religious influences trainees to participate in CST					
1.7 Social responsibility and lack of time for training					
1.8 Pronounced age group gap among community training					
2 Training Center Related Factors					
Encourage community participation by:					
Identifying the specific target groups to be held most					
Listening to the basic problems of target					
Empower the target groups to decide on the program development					
Provide tools, seed ,money and follow-up training					
organize traditional artisans to undertake community skill training					
Improve communication system of community skill training through					
providing training materials					

PART V

Instruction: In this part the possible strategies that could promote factors affecting experts of woredas education offices to implement community skill training in selected woredas of North Shoa Oromia indicated .Please mark 'X' in the column and its corresponding value in relation to your community's condition. Use the following rate scales, Very important=5, important=4, fairly important=3, less important=2, not important=1.

Suggestion /Recommendation/ Statement

Rating Scales

Statement	5	4	3	2	1
Establishing the centers closer to the local communities.					
Providing literacy and income generating skill training simultaneous in approach					
Encourage community participation by:					
Identifying the specific target groups to be held most					
Listening to the basic problems of target					
Empower the target groups to decide on the program development					
provide tools, seed ,money and follow-up training					
organize traditional artisans to undertake community skill training					
Improve communication system of community skill training through					
providing training materials					
Increasing community skill training programs					
Introducing strengthen local new letters , magazines that deal on social economic and cultural aspect of the people					
Changing the traditional training method by the approach of problem posing.					

PART VI

Open Ended Questionnaire for Experts of Woredas Education Offices

1. would you please specify major problems you faced during the implementation of community skill training_____

2. What solution would you suggest to mitigate the problem you listed above_____

3. What methods does your office use for conducting community skill training?_____

4. Who (as a Stakeholder)are involved in setting community skill training objective?

5 Who are involved in selecting content to a community skill training program?

6 . How does your office select community skill training aids for a training program?

7 . Which community skill training aids are more popular?_____

a) Why_____

8. What prerequisites/criteria are there in selecting appropriate community skill training trainers?_____

9. What maximum numbers of trainers are used for a single course_____

a) Why?_____

10 .On what basis does the selection of appropriate trainees done?_____

11 According to your experience, what parts of community skill training programs are more coordinated? _____

12. What do you think the main purpose of evaluating a community skill training program?

13. What are the main components that are usually evaluated in the community skill training programs? _____

14. When do your offices do the evaluation process of each community skill training program? _____

Appendix-B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT (ADULT EDUCATION LIFE LONG LEARNING UNIT)

Interview for Experts Woredas Education Offices

1. How do you measure the reaction of your trainees and trainers towards the community skill training programs? _____

2. What is responsibility of Regional educational bureau BESO (basic education system over haul) community skill training unit in foreign- assisted community skill training project

a In course material development, production and distribution _____

b. In giving community skill training service such as face to face contact sessions, arranging training centers etc. _____

c. In controlling and monitoring the over all community skill training project implementation _____

3. Do you think the community skill training projects are being effectively implemented?

a. In terms community skill training process? ____

b. In terms finance? _____

c) In terms of time _____

4. What do you think the strategies of tackling the problem you identified above? _____

5. In the region/woreda to what extent the community skill training policy facilitated voluntary participation of rural communities in community skill training towards local development

6. .In the region/woreda, what is the profile of the organization and the management of CSCTs?_____

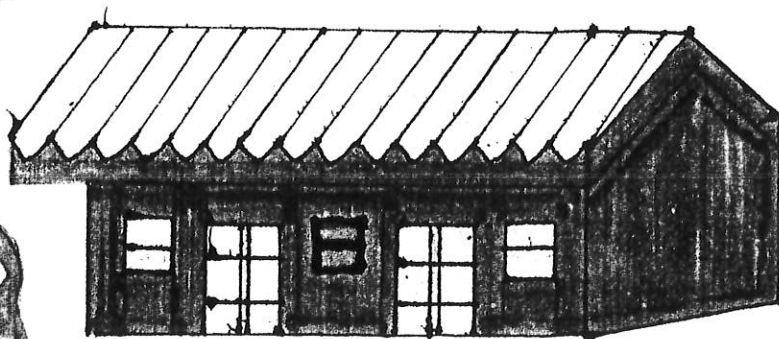
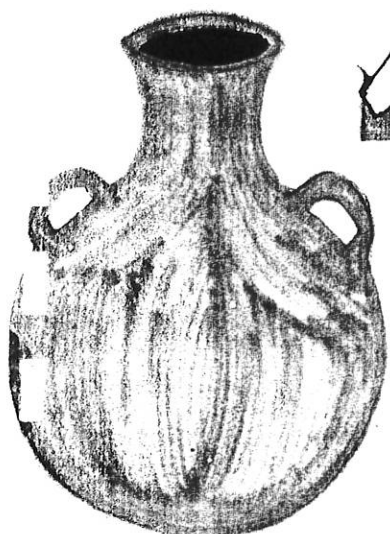
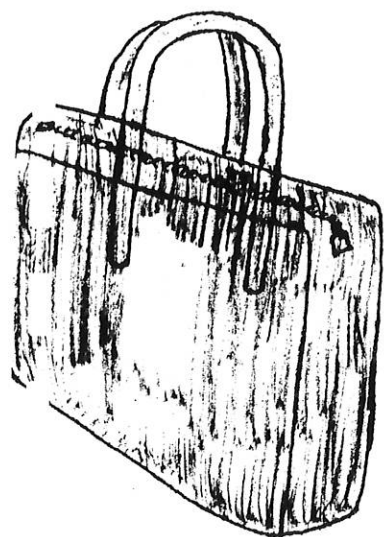
a) To what extent the linkage of local development agencies is promoted regarding the provision of need community skill training to rural communities?_____

7. How do you see our current community skill training system and its overall implementation in your woreda?_____

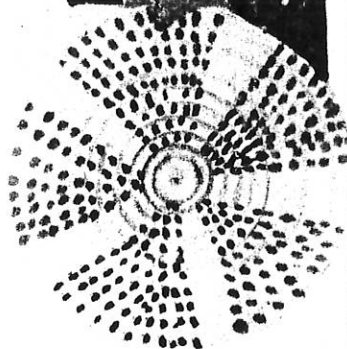
8.what are the weak and strong sides(if any)of community skill training programs

a) How do you think they occur?_____

Barreeffamaa Qo'annaa
 Sossochii Hojii
 Wirtuu Leenjisa
 Ga'eessota Aanaa
 Darraa



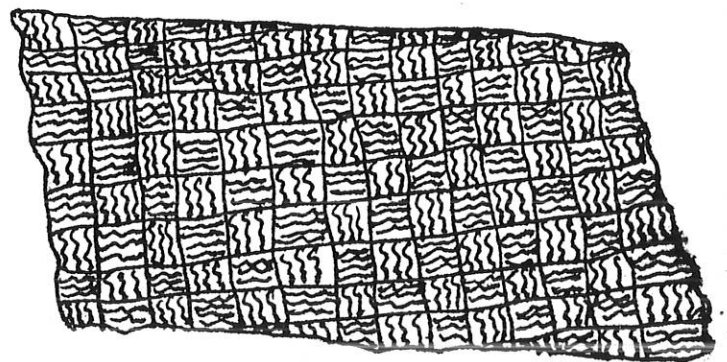
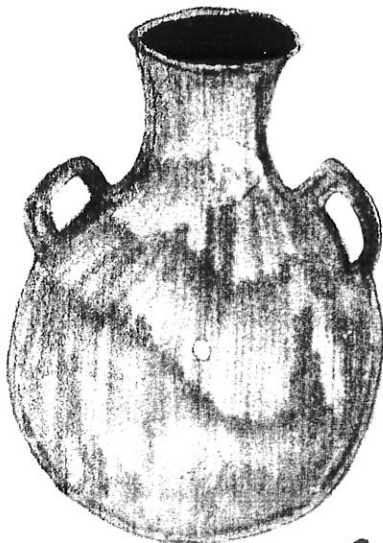
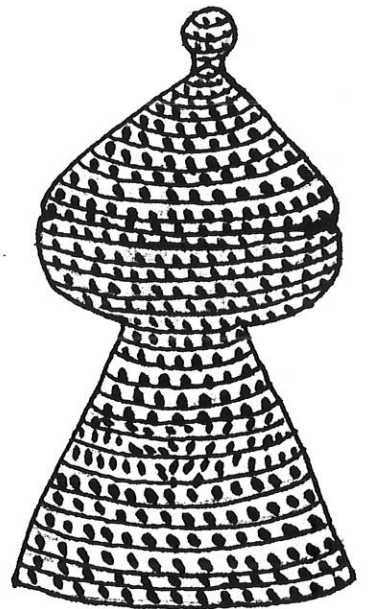
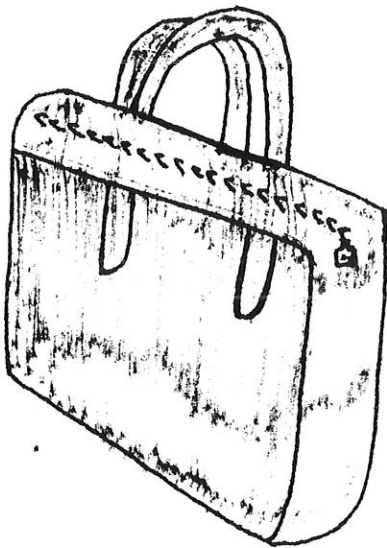
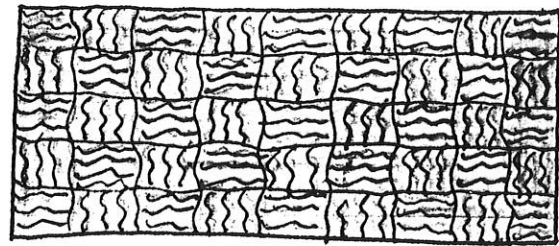
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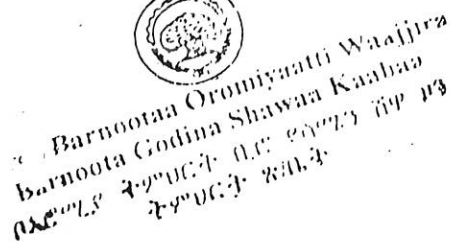
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Gabaasa Wirtuu Leenjisa Ga'eessota
Aanaa Darraatti Yeroo Eebba
Leenjifamtoota Marsaa 2 ffaa
kan Dhihaate



Guraandhala 30 Bara 1987 A.L.t



Lakk G-4/1227/25/35
Guyyaa 21/7/2002

Fichee

G/Guraachaa

Gohaasiyoon

G/Masqal

Shanoo

M/xurii

Dhimmi:- Deeggarsa Obbo Salamoona Kabbadaa tiif Akka Gootaniif
Ilaala.

Akkuma mata durree irratti ibsee xalayaa guyyaa 30/03/2016 akka lakk Awwroophatti kan Univarsiitii Finfinnee irraa bareefameen waraqaa eebbatiif qorannoo gaggeessan deeggarsa barbaachisaa akka goonuf nugaafataniru.

Kanaafu Aanaa keessan wan filatanif deeggarsa barbaachisaa ta'e akka gootaniif ni ibsina.

Nagaa Wajjin

Knyinu Katamaa Joote
 Hoga Katamaa Waajira Barno
 Knyinu Katamaa Joote

G.G

- I/G/W/Barnootaa tiif
- Fiichee
- Obbo Salamoon Kabbadaa tiif
- B/Jiranitti





Ejensili Barnootaa fi Laenjii Toeknikaa Fi
Ogummaa Oromiyaa Waajjira Godina
Sanaa Kaaban

Lakk 69/107/25/35
Guyyaa 20 7 2002

Waajjiira BLTO Aanaa G/Jaarsoo tiif
Fiichee

G/Guraachaa

Waajjiira BLTO Aanaa W/Jaarsoo tiif

Gohaasiyoon

Waajjiira BLTO Aanaa Daraa tiif

G/Masqal

Waajjiira BLTO Aanaa Qimbibit tiif

Shanoo

Dhimmi:- Deeggarsa Obbo Salamoon Kabbadaa tiif Akka

Gootaniif ilaala

Akkuma mata duree irratti ibsee xalayaa guyyaa 30/03/2010 akka lakk Awwroophatti kan Univarsiitii Finfinnee irraa barcufameen waraqaa eebbatiif qorannoo gaggeessan deeggarsa barbaachisaa akka goonuf nugaafataniru.

Kanaafu Aanaa keessan wan filatnif deeggarsa barbaachisaa ta'e akka gootaniif ni ibsina

G/G

➤ **I/G/W/BLTO tiif**

Fiichee

Obbo Salamoon Kabbadaa tiif

B/Jiranitti



Nagaa Wajjin

Daanyee: Daanyee Gaarri

26/07/2002

Itti Guraachaa fi Abba Adeemsa Hoj

26/07/2002

Declaration

I, the undersigned, declare that this thesis is my original work has not been presented for any other degrees and that all the source of materials used for the thesis have been fully acknowledged

Name Solomon Kebede Shiferaw

Signature

Date

 Solomon Kebede Shiferaw
07/07/2002

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

Name Meseret Assefa (PhD)

Date _____

Signature _____