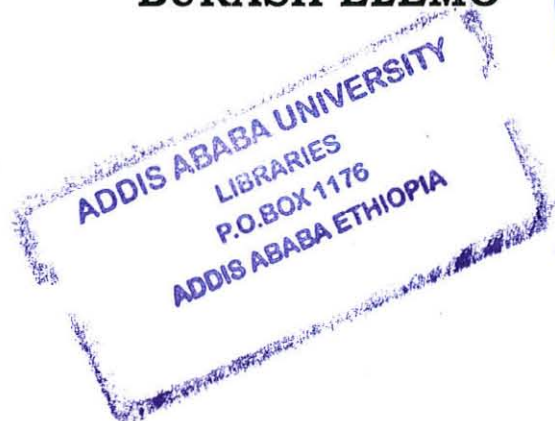


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES**

**AN ASSESSMENT OF THE PRACTICE OF
COMMUNITY SKILL TRAINING CENTERS
PROGRAMS IMPLEMENTATION IN SELECTED
WOREDAS OF WEST ARSI ZONE OF OROMIA
REGION**

**By
BURASH ELEMO**



**May 2011
Addis Ababa**

**AN ASSESSMENT OF THE PRACTICE OF
COMMUNITY SKILL TRAINING CENTERS
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WOREDAS OF WEST ARSI ZONE OF
OROMIA REGION**

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

**BY:
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**May 2011
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Abstract

The main objective of this study was to assess the practice of community skill training centers programs implementation in West Arsi Zone. In the study a descriptive survey research method was employed. 5(55.55%) community skill training centers were selected by simple random sampling method (Lottery method) out of nine (9) community skill training. The data were collected through questionnaire, semi-structured interview, observation and document analysis. The participants were 42 trainees 10 trainers, 5 coordinators, 7 district and zonal TVET supervisors, and 6 district and zonal heads of TVET offices. To select the respondent group, simple random, availability and purposive sampling techniques were used. Frequencies, percentages, means and standard deviation were used as statistical tools to analyze data. Based on the analysis the major findings of the study reveals that lack of need based training, low training opportunities for practitioners, lack of adequate budget to run the program, inadequate training materials as obstacles to implement skill training program. The study also showed that less awareness of community in receiving training program, less involvement of relevant line ministers in planning, implementation and evaluation of community skill training centers and weak linkage Farmers training centers (FTC) and community skill training centers as hindrances of community skill training programs implementation. It could be concluded that due to the collective influences of these factors the whole process of the skill training programs implementation could not be effective and efficient. Thus it has been suggested that motivated and competent adult educators, per service and on job training of facilitators and a continuous awareness creation are timely essential.

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Acronyms

MOE –	Ministry of Education
ESDP-	Education-Sector Development Program
ESR-	Education Sector Review
ETP-	Education and Training Policy
MOFED -	Ministry Of Finance And Economic Development
PASDEP-	Program for Accelerated and Sustainable Development to End Poverty
TVET -	Technical, Vocational Education and Training

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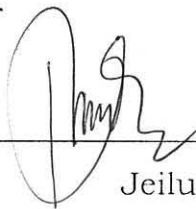
I, the undersigned, hereby declare that this thesis is my original work done under the guidance of D/r Jeilu Oumer.

All source of material used for the thesis have been duly acknowledged

 23-5-2011

Burash Elemo Gaduda

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

 23/5/2011

Jeilu Oumer (Ph.D)

CHAPTER ONE

1. Introduction

1.1 Background of the Study

World Bank (1996:197) forwarded its views that education and training has automatic impacts on economic development. The bank argues that investing in education and training is believed to be necessary for sustainable and dynamic socio-economic development.

Education and training is considered the most effectively means of bringing about total change that would ensure economic and national development (Omoruyi, 2004:34). Omoruyi further explains that basic education and skills in developing countries particularly at a community level would help to reduce high rate of unemployment and bring economic and social development.

Education and training is the key to development in order to reduce poverty in developing nation. They play a crucial role in dynamic development and transformation as well as reducing poverty and empowering the community. As a result non-formal education in community skill training center is prioritized for school leavers or out of schools youths and adults who have received no education at all (Bernd, 2005:430). Thus, vocational skill training can contribute to achieve its goal by equipping young people and adults to lead more fulfilling and productive lives.

The non formal skill training system like community skill training system centers help to solve the problems of employment crisis and social marginality that helps the community to overcome its difficulties of illiteracy and unskilled. It plays paramount role imparting knowledge and skills to disadvantaged rural poor adult youths (UNESCO, 1997:185).

In Ethiopia community skill training centers were first established in pilot woredas since 1975 to support the post literacy and continuing non-formal activities (MOE, 1988:2). It was an infrastructure created to ascertain effectively the full participation of the people in the development process. Their objectives were to introduce and expand appropriate technology for rural community members, to improve traditional manual skills like leather work, black smiths and other crafts for income generation; to improve the backward agriculture practices for farmers through short term training, and to serve as resource centers for community member.

Along with the program expansion the establishment of the department of adult education and related personnel for structures of districts and community skill training centers for adult and youth training arose the need for trained manpower in the fields at all levels (MOE, 1988:3). From 1975-1990 there were about 408 community skill training centers in the country to implement the program. The training program were intended to offer literacy and basic vocational skill training courses to adults and young people to enable them to be economically self-reliant (MOE, 1988:15-16).

Basic development issues can indeed be addressed successfully by means of a non formal education program if such program is designed and implemented with clear objectives; such central objectives; of non formal education program ought to be to increase and deepen indigenous knowledge pertaining to technologies of food production, health, clothing and shelter. The designing of such a program can indeed be going along way in enabling the government to implement agricultural development led to industrialization policy showed as central role in the development of a country (Tekeste.1996:40). Here it is worth while to stress one of the values to inculcate adult and youth in pride in work, a focus on strategies of increasing and developing indigenous knowledge that could indeed be accepted and appreciated.

Non-formal education and training program in Ethiopia has policy ground, the New Education and Training policy (ETP, 1994:15) has given emphasis for Non formal Education and training program that it is provided integrated with basic education and at all levels of formal system. It has also been stated in ESDP II and III (MOE, 2002 : 6, 2005: 9-10).

The plan for accelerated and sustained Development to end poverty (PASDEP) Ethiopia's poverty reduction strategy paper, estimates that the country economic growth rate to 8% annually in order to achieve Millennium, Development goals. This document also emphasizing the importance of skill and knowledge to adults to increase productivity in all sphere of economies. (MOFED 2005:110-112).

ESDP III (2005:10), notes that the adult and non formal education program includes a range of basic education and training components for out of school children, youths and adults and that it is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and changing their lives. Three subcomponents are listed; a program for out of school children 7-14 years of age, Literacy program for youth and adults age 15 and above; basic skill training for youth and Adults in community skill training centers.

The poverty reduction strategy, which clearly states the importance of improving the living condition of the people, urges the necessity of looking into all possible options, which may bring about sustainable economic growth. Adult and non formal education and training will increase community; private sector, and NGO participation; professional assistance will be provided in preparation and supply of literacy and livelihood skills curriculum and, the curriculum will be designed based on the needs of the learners (adults) and the existence condition of the community (MOFED: 2005:113).

ESDP III which gives better emphasis to adult and non formal education created fertile ground for adult and non-formal skill training. In order to alleviate the adult and non-formal education problems the life skill based, work oriented and community based adult non-formal education programs will be scaled-up (MOE, 2008:2). This clearly indicates that adult non formal education and training is contributing as integral part of implementation of different development policies, strategies and packages to achieve accelerated and sustained development to end poverty in the country is well organized.

To this effect the TVET policy of Oromia region prepared a strategy for providing community skill training centers will focus on, to assist the effort for sustained development through training, particularly to raise the level of indigenous skills, introduce new skills and appropriate technology to rural communities; promote adoption of basic technologies, training coordinator and experts in how to assist the community to adjust to their ecological and communal environment they find themselves and to develop problem solving abilities informal and non formal education and training systems (Oromia regional state TVET Policy, 2005:15-27).

This shows non formal skills training looked upon as a crucial strategy for solving socio-economic problems of the region.

Currently there are 156 community skill training centers in Oromia regional state in which the community skill training centers become the subject of the regional TVET policy and the regional TVET strategic plan to be managed and organized under the TVET agency to provide basic skills trainings for adults and young people (Tekalign, 2010:4).

To this end, out of 156 community skill training centers in the Oromia region, nine (9) community skill training centers are found in west Arsi administrative zone (West Arsi Annual Plan 2010/11:12).

West Arsi Zone is one of Oromiya regional state which is surrounded by many boundaries. It shares borders with East Shoa Zone to north, SNPRS to west and south, Arsi to the north-east, Guji to south-east and Bale to the east.

Shashamane towns is the administrative center of the zone. It is at 250 km from finfine. The total area of zone is 12556 km². West Arsi zone located in Rift Valley region.

The zone has 13 districts, and 332 peasant kebeles. The zone has high potential for agriculture production. There is fertile land and adequate rainfall which is conducive to grown different vegetation and raring livestock.

The majority of population engage in agriculture and highly depend on rain to grow different crops. Although the zone is capable enough to serve as agent of change and development it is not fully utilized. The administrative zone has a population of 1096089 male and 1114256 female total 2210345 with a growth rate of 2.73 per annum. Nearly 85% of these population live in rural. At the same time, among the total population almost half (50.41) of them were females. (Finance and Economic Development plan of west Arsi Zone, 2009/10: 8-11).

According to the annual report of 2008 of TVET agency office of west Arsi zone the drop out rate for primary schools was high and huge number of youths and adults complete secondary schools each year who need training for vocational skills (livelihood skills) in contrary to this skill training centers were not equipped with human, financial and materials resources to accommodate the target groups and to meet their training needs to become active and productive citizen (West Arsi TVET Agency, annual report, 2008). Thus community skill training centers have to strengthened and consolidated to respond to the skill needs of all economic sectors to create a competent, motivated and adaptable workforce capable of driving economic growth and development.

Starting from their emergence as institutions, the training centers in the zone have been providing different types of skill training courses with objectives to upgrade and improve the rural indigenous skills; and to introduce and expand appropriate technology.

1.2 Statement of the Problem

Non formal community skill training program is designed and implemented largely to target adults and youths in rural communities. It is a training system which is provided for those who do not have access to vocational training of formal school, but need training for self employment, and for those who need to up grade the existing skills they have already acquired; such training system operates with great flexibility and for out of formal system (UNESCO, 2003:18). The research studies of UNESCO (1997:46-48) showed that providing skill training is one major way of improving the livelihood of poor people that indicates the advantage and positive contributions of community skill training centers to the improvement of the living conditions of the adults and youths in the rural community. Hence, the above idea, witness that illiterate and unskilled farmer produce little and spent more.

Hinzen (1991:10), revealed that CSTcs enable adults as well as young people to transfer themselves from the state of non-productive to productive citizens.

The ESDP (2005:9) as contain that community training centers serve implementing training program to create access to basic skill training to enhance the rural agriculture led industrial development strategy and contribute to poverty reduction, making adults young people more productive and self-reliant. This indicates, the poor living conditions of the people of west Arsi zone has to be addressed through the poverty reduction strategy of Oromia that necessitate skill trainings, where a large number of population do not have access to formal skill training; thus utilizing non formal skill training enable adults and youths to improve their living conditions by creating sustainable

income is essential if they are appropriately managed and equipped with necessary resources. To this effect, Oromia regional TVET agency was under going change since community skill training centers were coordinated under its structure, on the basis of decentralization, it has adopted a new direction of rural centered development by emphasizing the rural (trainees) in basic life skills training and development interventions. It also emphasizes the need for effective training and participation of trainees in planning, implementation and evaluation of the programs.

But, in spite of the above reality community skill training centers of Oromia were found to be in effective and in efficient that they were challenged by several problems such as the mismatch between large demand of the society and in adequate financial resources and untrained man power. As Melaku (2005:526-527) stated Lack of awareness is the first to be mentioned from the local community side and stake holders is major problem that appears from different direction with different magnitude.

He also added that management skill and some technical training and training needs identification of labor market monitoring is also lacking the training centers.

Samuel, (1998:50) also stated there is no clear guide line that specifies the responsibilities of development sectors and other institution in sharing and using resources in the existing community skill training centers efficiently as well as the trainers were made to training adults with out adequate knowledge and skill.

As one of the regional states, oromia also took it's initiatives in implementing the education training policy, However the adult and non formal education programs at hand lack and have different constraints and problems such as:

- un sufficient budget to run the programs, committed man power and human resources, coordination of development sectors, organization/management of/ accountability for the program, teaching materials and skilled trainers

etc, Lack of awareness about adult and non formal education at each level of government sectors , Clear and proper guide lines (Teshome 2003:31).

In addition, Bernd (2005:433) argued that due to lack of, facilities, and absence of trained man power and uncoordinated efforts of stakeholders community skill training centers in Oromia were not effectively utilized.

He also added that community skill training centers in Oromia CSTCs were not properly utilized due to lack of situational analysis, market analysis, a training need assessment; institutional analysis; criteria and procedures for selecting the target group and employing of technical trainers; absence of occupational standard for non formal vocational training for each skill and lack of management skills.

Community skill training centers should be considered as a place of excellence to produce adults and youths who have all rounded personalities (socially politically and economically) competent that play significant role in generating sufficient income to support themselves and their families as well as participate in building strong nation.

To this effect community skill training centers requires continuous follow-up, supported by research to up date and up grade them, in order to enable them modernize the lives of the farming population.

However in this administrative zone recently there were no latest studies that have been conducted on the practice of community skill training program implementation and major problems encountered the implementation of the program to enrich trainees, trainers, coordinator of CSTCs and zonal and woreda TVET officials involvement to implement the objectives of the skill training centers per training out of schools and disadvantaged rural adults and youths.

The study therefore attempted to answer the following research questions.

1. To what extent the community skill training program are implemented?
2. How the training in CSTC are organized and implemented?
3. What are the capacities of the CSTC to implement training program?
4. What are the major problems/challenges encountered in the implementation of CSTC program?

1.3 Objective of the Study

1.3.1 General Objective

The objective of the study is to assess the current practices of CSTCs and impending factors in implementing the program.

1.3.2. Specific Objectives

1. To assess the extent to which the community skill training program are implementing
2. To assess the way in which the training program in CSTCS are organized and implemented
3. To identify the capability of the CSTCs to implement training program.
4. To identify major factors that hinder the practices of the community skill training centers to meet their purposes.

1.4 Significance of the Study

This study is helpful for the following reasons.

1. It may inform the educational leaders about the major challenges in the performance of the training programs in community skill training centers.
2. It may indicate strategies that promote the training of community
3. It may serve as road map for other researchers to take in depth study for further investigation in the field.

1.5 Delimitation of the Study

The study is delimited to assessing the practices of community skill training centers program implementation in the aspects of planning, of implementation,

monitoring and evaluation of training programs and major factors influencing the function of CSTCs to achieve the intended institutional objectives.

The aspects of institutional capacity, participation of community and stakeholders and current practices of community skill training centers to meet their purposes will also be addressed. In the study the data collected is delimited to adults and youths, who are involved in receiving skill training programs in 2003 E.C as well as trainers, coordinators of five CSTCs as well as zonal and woreda TVET officials.

1.6 Limitations

It is clear that a research conducted on practices of community skill training centers program implementation can give insight and furnish useful experience to an investigator.

The study is made on 5 CSTCs found in West Arsi Zone of Oromia region. Thus, the findings identified and the conclusions reached may not be representational of the current practice of community skill training program implementation in non-formal training program through out Oromia regional state.

To collect data from target groups, especially from the trainees, focus group discussion would have been more relevant. However due to lack of time and finance the researcher was forced to use interview only with woreda and zonal heads of TVET agency offices while questionnaires were used for trainees, trainers, coordinators and supervisors. Therefore to maximize the quality of the study observation and document analysis were used in addition to interview and questionnaires.

1.7 Definition of Key Terms

The key terms in the study are used as per the following definitions. **Basic skill training:** is the learning of specific, detailed and routines skills and techniques to prepare persons for some employment or self-employment. It is also an aspect/part of competence that describes all methods and techniques that are related to activities (MOE, 2006:50)

Adult education: any organized form of learning provided to matured man and women who have missed learning opportunities in their early age or young-hood. The provision of learning is carried on out side the formal education system (Indabawa, S. 2006:4).

Community Skill Training Centers: Institutions established at woreda level to provide crafts skills and some basic technologies for those who are with lower and sometimes no academic background (MOE, 2006:49).

Non-formal education: any organized systematic education activity carried on outside the frame work of the formal system aimed at providing selected types of learning to particular sub-group in the population for children, youth and Adults (Indabawa, S. 2006:3)

- **Woreda (district):** is an administrative division managed by zonal administrative
- **Zone:** is an administrative division managed by regional government

1.8 Organization of the study.

This study is organized in to five chapters. The first chapter deals with the background of the practice of community skill training center programs implementation the second chapter presents the review or related literature and the third chapter deals with the research design and methodology. The fourth chapter deals with a presentation of analysis and interpretation of data. Summary of the findings, conclusion and recommendations were presented in the fifth chapter.

Chapter Two

2. Review of Related Literature

This chapter deals with the literature part of the study in relation to the basic questions to be answered in the research. It begins with why and when adult and non formal education and its development started and it goes through describing the need/reasons of adult and non-formal training programs and its contribution to national development. The community skill training centers program implementation as part and parcel of community development was also described. Besides, the chapter discusses the trends of community skill training program in Ethiopia.

2.1. Non- Formal Skill Training Program and Its Development

2.1.1. Adult and Non –Formal Skill Training

It is the elements of improve elements and change that bring education, and ipso-facto, adult education, into the process of development. Education is by all accounts the only ethical means for imparting knowledge changing attitudes, and thus ensuring durability and sustainability of development (Indabawa, 2006:11).

Despite its long history, the modern concept of non formal education and training were not internationally known until the late 1960's (Rogers, 1981:2)

In our era, the need for quality products results in the demand for the qualified personnels that satisfy the society in all economic sectors.

The emergence of non formal education and training as a new concept is likely to have a close link with problem inherent in the formal education and training system. (UNESCO, 1978:17).

The main problems in formal education and training includes; in equality, in efficiency, educational costs, and scarcity of resources to reach large population (World Banks, 1989, 13).

Accordingly, in the early 1970's the non formal approach was articulated in an attempt to provide relevant, cost efficient and useful education to deprived and rural poor (Bishop, 1989:8).

In view of Coombs (1974:18), formal training alone cannot bring a dynamics process of developments.

To this effect adult and Non formal skill training is a forceful instrument to have qualified personnel that require to be come self reliant, confident, self employment, responsible and who actively participate in all sphere of economic sector, in building strong and powerful nation.

As a result, non formal, education and training are only meant for the poor, un school for the deprived or rural adult; it has certain qualities in proximity to work, immediate action and ability to contribute to rural development or for developing countries .

Adult and non-formal skill training plays significant role to copy with global crisis like unemployment, Land degradation, poverty and the like (MOARD, 2005:28).

Thus, in this study adults training refers to exclusively to non formal skill training notion in the training of adults is under stood and used as the profound strategic alternation to spread basic skill straining in the local community that creates conducive environments to reduce poverty.

2.1.2. Characteristics of Non- Formal Skill Training

Non- formal education was believed to be a remedy for inequalities in training provision. It distinguishes it self from formal training system in contents, objective, organization and structure target and needs of social groups.

It is designed to identifiable groups to achieve a specific set of learning out comes. It is based on the needs and interests of participants, it is flexible, and is subject to change when found necessary, gives high credit of importance for the experience of participants; related with practice, a problem solving, brings about immolate change on the life of participants, taken and provided to where participants like and work, based on self help principles, conducted based on self help principles, conducted based on active participation and motivation of the participants, the education approach is participant centered and the acquire knowledge and skill put into effect immediately, which results in productivity and improvement of the living standard of the participants (UNESCO, 1997;133, Indabawa, (2006:3-5, Nafurkho,2005: 77). The characteristics indicated it is believed to be very conducive to provide knowledge and skill for immediate use.

2.1.3. Principle of Adult Skill Training

Adult learning and teaching around the world are guided by a variety of principles.

First and for most, the facilitator of adult learning need to realize that adult come to the training center with inquiring mind.

They are also goal oriented and activity oriented. Much learning they engage in is geared towards immediate application.

According to Fasokun (2005:40-42), the following basic principles are particularly relevant for any training. Learning must be problem – centered which is geared towards solving specific difficulties that adult learner, either on

their own or collaboration with facilitator, have identified as hindering the full achievement of set objectives. The treatments of issues that are centered to their life problem are likely to be the first priority for adults should receive some credit based on their prior learning in the fields.

Knowles et, al. (1998:133) identified six (6) core principles of Adult learning/training. These are the learners need to know, self directing learning, prior experiences of the learner, readiness to learn, orientation to learning and problem solving and motivation to learn. The core principle that adults “need to know” why before they engage in learning has led to the now generally accepted premise that adults should be engaged in collaborative planning process for their learning, while self-directed learning principle refers to adults can and do engage in self directed learning.

The principle of prior experience of the learner give emphasis to adults experiences, which provide a rich resource for learning, create a wide range of individual differences and provide grounding for adults self-identity.

The principle of readiness to learn refers to adults generally become ready to learn when their life situation creates a need to know.

The principle of orientation to learning and problem solving explains that adult learn best when new information is presented in area life context. As a result the experiential approach to learning has become firmly rooted in adult learning practice.

The principle of motivation to learn states that adults tend to be more motivated toward learning that helps them solve problems in their lives or results in internal pay off.

Most scholars of adult learning agree that the best adult learning program aim to build on the advantages inherent in positive experiences. At the same time it

attempts to minimize the negative experiences that adult trainees may bring with them and learning must be meaningful to the adult trainees. This principal requires that the trainees must find the curriculum meaningful (Fasokun, 2005:40).

The implication is that adults well come content that is well structured in terms of arrangement of what to be learned. The content of the program should, therefore, be relevant to the actual needs to the learners, for these reasons it is to be expecting that learners will be most attracted to programs that will help them to deal with every day practical problems, for example, many adult trainees are likely to be interested in programs that address poverty agriculture, in come generation schemes and nutrition and health issues by helping them to generate income, raise children and improve family lives and social relationships. More to the point learning must be interesting and engaging, Adult trained often need to be motivated and inspired in order to engage actively in training. Therefore, any facilitator of adult trainees must be well versed in the application of the principles of motivation. Therefore in non formal instructional process, the principles of adult training, process and it's curriculum development call for competent adult educators.

At all levels, the philosophy of peoples participation in community development requires skilled human power that deals with adults psychology and motivations.

Albinosn (1989:22) strongly argues that the role of adult and non-formal education in national development can not be realized with out trained and committed adult educators and facilitators.

The importance of training o Adult non-formal educators has been recognized long ago. Since 1949 all the international conferences on adult education (Ellsinore, Denmark 1949); (Montréal, Canada 1960); (Tokyo, Japan, 1972); (Paris, France, 1985) emphasized the need for comprehensive, diversified flexible and functional training of adult educators at all levels. In relation to

this Bhola (1988:137-138) Stressed that knowledge on social skills, adult psychology, group dynamics, motivation, organization and management of adult non-formal education are essential for effective adult educators.

On the subject of the mechanisms of training, Hildebrand (1996:7) indicates a number of arrangements that include pre-service and on the job training correspondence, Lessons through different media, in service, and short term face to face teaching.

The facilitator should make sure that the participants have a chance to see, to comment, to modify and to formulate the plans cooperatively so as to realize the learning objectives (Mamo, 1996:25). The role of facilitator in organizing the training program is mainly selecting suitable teaching and learning materials arranging physical and educational facilities and coordinating the personal involved in the program.

Based on the needs of the target group the facilitator should think of the kind of learning experiences that trainees need to get in order enable the trainees to acquire the desired knowledge or skill the facilitator shall organized the program with appropriate training strategies.

A facilitator will be successful when he/she acquires proper training and skills for mobilizing both human and material resource (Hope and sally 1992:48). Consequently, adult educator has a key role in participatory training program development.

However, such a role can not be realized with out adequate training, motivation, and good working atmosphere. In relation to this the above principles and capacity building of Adult and Non -formal skill training educators, this study is intended to compare the current practices of training are programs in the community skill training centers as well as to identifies the

facilitators. Educational back ground and experience in relation promoting participatory adult training at the centers (Gboku 2007:96).

2.2. Organization and Management of Skill Training Programs

2.2.1. Planning the Skill Training Programs

Planning is a skill of arranging or organizing activities, resources and facilities for running specific programs or educational activities.

The planning process of adult training therefore, requires defining the three important elements; goals, objectives and content (Gboku, 2007).

Goal reflects the mission of the institutional and provides basic for developing the more detailed objectives. All stake holders must agree on the goals and objectives to be achieves. Once objectives are formulated, and sequenced the next step is determining the contents.

Content determination process is affected by a number of influential factors such as the expertise of program developer, educational facilitates and equipment, resources (time, money, and human) internal and external forces, government and organizational requirements. Skill needed by employing organization, and beneficiaries of program contents (Gboku, 2007:97-102).

More to the point, in non-formal education and training content determination is based on the principle full learner participation is suggested for training environment to make the content to be based on the real life needs of the learner.

Adesina, (1990:8) Telersa and others, (2002,:75) have suggested the steps to be undertaken under various stage of planning such as establishment of objectives, missions and goals, identification of problems and needs assessment of resources, determination of priorities, formulation of plan, finalization of plan, work and evaluation, and revision of plan among other things are the

major phases or steps that may be undertaken in deciding the planning process.

Planning is a process of making and acting up on a decision; as a conscious effort of deciding what needs to be done, and eliminating the less important and focusing on the more important problems and needs. This the preplanning phase involves, coming up with an idea to embark on a new program; and soliciting support and building commitment through consultations and negotiations.

When an idea of developing anew non- formal education program arises, certain principle should be considered on the planning process; these guiding senses or rule of actions are; functionalism or immediacy of application, Problem based and relevant, participation and collaboration and continuous assessment and decision making. The principle of functionalism indicates the need to focus programs on skill competencies, attitudes and values that have immediate application, to the learners life situations, because adults would not like to sit in program and learn information that lacks relevance to their lives the problem based principle in non-formal education is important because there is a problem to be addressed a program thus seen as a way of addressing some of the problems of the trainees (Gboku, 2007:55).

Participation and collaboration is also necessary with a wide range of interested parties that lay people, target clientele, program planners, sponsors, administrators, advisors staff, evaluators and community (Donaldson and Kozol, 1999 as cited in Gboku, 2007).

Need assessment is a fundamental step in the planning process of CSTC management that requires a review of existing data and may require some surveying of clients and other appropriate reference groups. Fundamentals to good planning is priority setting and focus, this not all needs can be meet immediately resources are in shot supply and difficult, some times painful, decision have to be made about which of an array of pressing need requires

attention. Three reference groups are especially important to the needs assessment and planning process of educational institutions these are students and parents, professional staff and educational policy makers (Ubben and Hughes, 1997:180).

Need assessment is a problem driven process of finding out the most pressing challenges facing potential adult trainees in order to establish genuine learning activities that address the challenge (Gboku, 2007:61).

Training need may be understood as a measurable discrepancy between ‘where we are now’ and where we should be” in terms of results and out comes.

Baker (1984) in Goboku (2007: 62) defined a need as aspect that exists when there is a gap between the present situation (what is) and the required situation.

The following are reasons for identifying needs of adult trainees in program development.

Needs assessment of potential adult trainees gives programming staff the opportunity to asses learner needs and priorities impartially, free from the personal preferences and biased of the target group, potential conflict and resistance can be avoided, especially if the needs-identification process involves the learners, need assessment, if participatory in nature, can have a positive effect on motivation and improve levels of participation and commitment on the part of potential learners. In addition the needs -assessment exercise can help identify reasons for any apparent lack of enthusiasms among adult learners for a proposed program. It also helps determined adults, skill, attitudes, and knowledge. (Gboku, 2007:62). Gboku further states that the process of training consists of the following steps: identify and define training needs, define the training needs, define objectives of training plan training programs, decide who provides the training, implement training, amend and extend training as necessary. Thus, key features of training have to be relevant of market needs,

focus on participants' needs, good coordination, high practical content and for personal developments.

Collaboration of community skill training centers with other development sector is important in the planning process community skill training centers and farmers training centers (FTC) have to work in union in order to meet the needs and interests of rural population.

Problems of community skill training centers and other non formal skill training can be minimized if advisory bodies have the role of giving professional advices established. This can be realized by direct participation of pertinent government representatives. Advisory bodies can be made up of government sectors, non-government and civic society organizations. Advisory body of each community skill training centers can identify the ends of the target groups, review goals and objectives of training as necessary and encourage local sectors to work together, prepare plan for training and for budget allocation. Selection appropriate training and trainers and conduct monitoring an devaluation at an exact time (Bernd, 2005; 426-427).

2.2.2. Organizing Skill Training Center

Organizing is the ability to systematically arrange one's personnel, material, equipment, machinery and work area or office for the unit by the educational leaders (Birhanu, 2010:30).

The purpose of an organization structure is to help in creating workable atmosphere and an environment for human performance (Steers and etal, 1985:30)

With out appropriate coordination and control, organizations become fragmented fractioned, and in effective organization and people need each other, organization need the idea, energy, and talent that the people provide,

while people need the careers, salaries, and works opportunities that organization provide (UNIDO, 1970: Evans, 1981).

The organization and management of NFE become effective it delegates most activities to regional or district level, in favor of active participation of the efforts of various providers (Bhola 1988:19).

Adults differ form each other in various circumstance, and this required program designers to give due attention to diversified needs of the community.

According to Albinson (1988:6), a well organized training program should collect necessary data of the target group training needs; analysis of training need priorities, availability of resources and budget, program planning and implementation of actual operation and following up the training program.

Similarly MOE , (1988:4) identified important factors to be considered in the design and training strategy which includes; analysis of training needs, identification of the target groups, design of the curriculum and methodology, the duration, suitable time for the trainees to attend the program, organizing training places, monitoring and evaluating the training program and achievements of the training objectives.

2.2.3. Implementing Skill Training Programs

Implementation is defined as a process to put into practice planned teaching learning and assessment exercise aimed at full filling the program goals and learners desired exceptions. It consciously applies to adult training principles to explore the social values problems and needs of adult learner.

It is a way of turning dreams (plans) in to reality. It involves two major aspects as developing the implementation plan and put the plan into action.

Implementation should concentrate on ways in which individual and communities can respond to their present condition of living; this is a meaningful way of helping learners to adapt their environment and to be prepared for eventualities of the future.

Successful program implementation involves developing and putting the plan into action and can be divided into three categories: planning and preparing for learning activities, finding and using relevant administration processes; the actual running of a program including the use of relevant assessment and follow-up strategies (Lekoko, 2007:167). This indicates that planning is the first thing that a facilitator does for implementation.

The plan includes an outline of resources to be used for the training activities to be done; as well as the time required for each activity. Other factors that need to be outlined in the implementation plan are the use of training facilities and teaching-learning materials.

The components of planning in the implementation process are content (specific objectives, learning activities); content sequencing strategies, facilitator knowledge of content, facilities and equipment, logistics, resources administration, reorganizations of accomplishments, program evaluation and methods (Lekoko, 2007:167).

A provision of varied resources is required to attain the desired goals, for non-formal education programs.

The resources include human resources, material and financial resources and time.

Relevant curriculum and related supplementary materials, political support, infrastructure, information, active participation of target groups are also resources of non-formal education programs.

Planning, coordinating and implementing non-formal education program need supply of the necessary inputs.

Availing instructional materials, tools, assigning of well qualified trainers, establishing and facilitation of training centers and the generation and compilation of information are key factors for the success of non-formal education program (Bernd, 2005: 434-437).

In the implementation of community skill training centers program activities the following guiding strategies are necessary, that include: ensuring that decision makers and key people, sensitized to the issues and provide with information and orientation; involving relevant line ministers such as those responsible for capacity building as agriculture sector, health sector, micro enterprise sectors and others; involving target groups and the communities in planning and implementation, ensure community ownership for the active participation of the community; designing the training curriculum and content with a focus on livelihood skills; making the training programs market oriented and demand driven; linking the program to credit institutes and intuitions that support enterprise; targeting the programs towards carefully selected groups such as rural land less youth, woman, school dropout and other motivated individuals living in poverty; applying research based methods to analyze areas, market demand driven training and institution needs and to plan and evaluate programs; training coordinators according; to the program need

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There should be coordination /cooperating between regional TVET authorities, zonal, districts, local community's take holders, non-formal departments and training providers. In addition, commitment form regional, zonal, distract authorities' civil society and funding agencies, are needed. Awareness creation and information-shoring for community and stake holders is necessary. Needs assessment on labor market surveys, target group consultation, and research is

also vital physical infrastructure like training venues, equipment and transportation has to there. Labor market /social support, vocational guidance and counseling, self-employment training, technical assistance, market information, coaching (Micro – credit, flexible credit schemas grants) financial support are additionally important in the implementation process (MOE,2006:26).

Consequently, implementation is seen as each and every step taken to attain desirable goals. The main purpose of this study is, therefore, to assess the perception of the local communities, whether they are happy or unhappy about the gap between what is implemented in community skill training centers and the life and needs of trained and communities at large. Thus, if there is undesirable situation the study aims to compel implementers to trainees in accordance with principle of functionalism and out comes based training, because it is expected that trainees should explore opportunities in their lives

2.2.4. Monitoring and Evaluation of Skill Training Programs.

Monitoring is a systematic and continuous process of collecting, analyzing and using information for the purpose of programs management and decision making. It is an activity, which assess whether in puts are being delivered; are being used as intended and are having the initial effects as planned. It has a continuing faction that aims primarily to provide the management and main stake holders of an on going intervention with early indications of progress or lack there of, in the achievement results.

Monitoring and evolution take place at two distinct but closely connected levels. One level focuses on the outputs, which are specific products and services that emerge from processing inputs through program project and others activities. The other level focuses on the outcomes of development efforts, which are the change in development conditions that organization aim to through programs . (Amdeberban, 2001:11).

Burckey (1996: 42) contents that monitoring shall focus on activities, resources, methods in relation to the specified setting, sequence and time, such defined follow up, enables the participants to design alternative plans on time and make corrections possible with little wastage of resources. Monitoring and evaluation are interrelated processes, progressive monitoring creates a fertile condition for evaluation and timely decision. Participatory monitoring and evaluation entails the involvement of the target groups in the over all life of the training program. Accordingly, through day today activity beneficiaries have to be encouraged to detect short comings against the planned action. They have to check whether the intended program is in line with the objectives.

The above idea indicates that, monitoring helps to improve performance and achieve results.

In life, every people like to reflect, ask questions and make conclusions about what they do or what they have done. Actions are proportionally linked to motivation; expectations and out comes. Behind every program, there is also an element of motivation that derives what goes on in the program. Both the learner and facilitator enter the program expecting to come out with something beneficial or satisfying.

Hegeus (1995:6) stated evaluation as a way of checking if things age going as planned. Monitoring is observing, supervising or testing at intervals of activities of an organization for the purpose of regulation or controlling. The above idea indicate that to evaluate is to judge the value of something for the purpose on needs to have information, that is, the purpose of evaluation is to determined program whether there is success or failure.

Evaluations also a continuous and purposeful exercise that permits stake holders to know how to make , a weak, program stronger, or an effective program even more effective, or perhaps more efficient.

It provides important information about issues of quality, accountability, practically, suitability of content and approaches, efficient use of resources, and effective program managements and administrations (Lekoko, 2007:182).

The above idea indicates that the most effective evaluators are those who plan design, implement, evaluate that are sufficiently relevant and credible to stimulate program improvement.

Non formal education and training focus of evaluation refers to input evaluation, process evaluation, context evaluation and product evaluation.

Input evaluation is everything that is needed for a program to take off and be completed like personal, time, technology, money and other resources. Process evaluation refers to an assessment through which evaluators are able to determine if procedures (actions) have been done in a manner that leads to the achievement of the desired results that is, the over all program design appropriate to achieve the stated objective. Context evaluation is an assessment through which evaluators are able to judge the need, importance, suitability and practical realities of a program. While product evaluation is an assessment through which evaluators are measure achievements such as program objectives which includes skills knowledge, attitudes attained and graduation (Lekoko, 2007:188). The above ideas indicate, evaluation is a way of assessing the over all results f the program that seeks to answer the questions to what degree did the program achieve the stated objective.

There are techniques that can be uses for evaluation purposes these include: documentation reviews, questionnaire interviews, discussions, case studies, message or information analysis and community forum approach which can be used either individual or in combination to collect comprehensive quantitative and qualitative date (Lekoko, 2007:184). Be sides, by involving communities in the participatory monitoring and evaluation process the communities kept

aware of the status of all the activities, so that they are jointly responsible for revising the implementation strategies before it is too late. From the above basic principal evaluations carried out by teams from within community since monitoring is an on going process that can be conducted by a local committee while evaluation is a one –off process.

Lekoko (2007:185) stated that, the over all purpose of monitoring and evaluation is the measurement and assessment of performance in order to make more effectively manage the out comes and out puts

Evaluation helps to ascertain whether community skill training centers objectives has been achieved if not, why not; and determine what actions should be taken to achieve objectives better in the future. Thus, access to skill training on relation to monitoring and evaluation is a vital instrument for the success of community skill training centers management. In connection to the conceptual frame work of monitoring and evaluation, this study assess whether monitoring and evaluation was practiced in community skill training centers and then to propose the future direction. From the above basic principle, evaluation is carried out by teams from within the community since monitoring is an ongoing process that can be conducted by a local committee while evolution is a one-off process.

2.3. The Practices of Skill Training Program Implementation

Coombs and Ahmed (1974:9) asserted the importance of non-formal education in developmental goals that if significantly organized, treated and given proper attention, no doubt that non formal education would enhance the process of social, economic, and political development of a country consequently, it develops skills knowledge, and attitudes of people which can help them to carry out their daily activities as effectively and efficiently and so as to enhance production of goods and services (Hinzen, 1991:12). These ideas show that non –formal skill training is an appropriate alternative to address important issues

of developments that is without the application of non-formal training in rural areas there will be no progress that it makes people effective in their activities.

Non-formal skill training for community, therefore, plays a significant role in imparting knowledge and skill for adults and youths, because vocational skill training in general viewed as a process of discovering knowledge for acquiring skills values and behavior patterns essential for initiating participatory development.

Non-formal training in developing world is intended and accounted as an instrument to bring better living conditions for citizens in general and for rural people in particular. In this way, non-formal skill training and education integrates and perpetrates all sectors and areas of life in societies such as nutrition, family life education, environmental protection, literacy, income generation, credit programs, health extension programs etc. (Nafukho, 2005:7).

In order to be equipped with new skills and so as to be productive in their occupation, farmers in Swaziland train in agricultural practices such as vegetable producing animal rearing others. There, training programs have been found to important for creating and developing synergy and working together between participants (Kornilova 1992:261).

Kornilova, (199:226) has proved the fact that the lack of education and training at the grassroots level could be a barrier to peaceful living, and social and political stability. He further explains that the high illiteracy rate and absence of basic skills for livelihood in Sera Leon are among the main causes for conflicts, misunderstanding, differences in development, fatalism, wealth and power bias and gender imbalance. To combat these backward grounds in the country, measures were taken. The implementation of adult functional literacy including basic vocational training was among the measures. Accordingly, functional literacy in the country was put into practice which has become successful. In Sera Leon adult citizens participate in basic skills training

programs such as wood and metal works, masonry, auto mechanics, tailoring, pottery, petty trades with the expectation of the skills to be practiced in their communities for income generation purposes. (Kornilova, 1999:226-227).

In Botswana, in rural areas and in small towns, a special emphasis has been given to agricultural practices, literacy, local crafts, home making task, etc. Brigades were designed and organized to provide productive ways of integrating primary school leavers into the process of rural development endeavors by providing them with training in different skills based on their choices. The Botswana model is to gradually develop small projects at the local level. Each project grows by the process of trial and error, solving problems as they arise. The Botswana organized brigades exchange experiences and combine productive works as a learning process and a source of revenue. Developmental courses to supplement the training and practical experiences, building, farming and other rural crafts are provided. The training was designed not only to provide target groups with useful practical skills, but also to help trainees to bridge the difficult gap between training and productive employment after training. Most of these rural development programs in Botswana, are non governmental (Sheffield and Diejomaoh, 1972:62).

In Asia, there are abundant community development efforts, some of which have been models for the rest of the world countries. In Bangladesh, there is a project known for its integrated approach to local development, which works by combining components such as land reform, agricultural extension, basic education, which works by combining components such as land reform, agricultural extension, basic education, indigenously found local crafts and health practices (Wanna, 199:69) . Bangladesh has been successful in its rural development efforts such as education, agriculture, health and economic development. The success is due to that the NFET Programs were based on locally identified problems and solutions, the facilitators and coordinators of the programs have been trained in advance,. The program has been holistic and participatory in its approach based on the needs of the target groups, and NEFT

programs have been used as a link to all programs of the project (Mc Giveney and Murray, 1992:79-80).

The experience of India in CSTC is worth full. In India, crafts skills such as making mat, soap, leather, silk, pottery, black smith, metal and woodworks have a considerable contribution in generating income for the rural population. The government has designed an organized program to expand and to improve basic skills training of the rural population for the sake of self employment. For this end, there has been established an agency called "District Rural Develop Society" (DRDS) which is responsible for carrying out basic artisan skills training programs at the grass root level (Samuel, 1998:35).

In India, community development activities include basic skill training and promotion of similar package services such as credit, happen at the same time. At the local level, basic education and basic skill training in non-formal system are given simultaneously in a project form. Both basic education and basic skills training are provided through adequately skilled persons and learning /training resources. In general, in India the agency (DRDS) is autonomous to plan and to organize particular programs suitable to different communities. It operates in cooperation with other developmental institutions (Gajanauyakees, 1993:96).

In Philippines community - based participatory extension management (CBPEM) breeds out from the empowerment framework that is a central concept in development discourse and practice since the early 1990's. Since then empowerment has become a major purpose of social developments. It is a key approach towards people empowerment, which enhances effectiveness, relevance and efficiency in management of devolved extension services. As an approach, it addresses the four requisites of people empowerment, namely: capacity building for stake holders at the local government unit to undertake

devolved extension functions; enhanced access to information; social inclusion and state holders' participation in extension service management, and program ownership and governance and local accountability. It provides opportunities for local participation in the different phases of extension management, namely: community based action planning, utilizing participatory tools and techniques (situation and problem analysis, community mobilization and training) implementation of need-based action plans capacity building, establish institutional support linkages, and participatory monitoring and evaluation.

[http:// www. Fao.org/](http://www.Fao.org/)

Farming systems, pdf/ IFSA/ Good, practices, institutional development, pdf 28 /11/2010.

In our country the plan for accelerated and sustained development to End poverty (PASDEP, 2005), ESDP III (MOE 2005:10) and National Adult Education strategy (2008:2) give emphasis for non-formal skill training to achieve millennium development goals.

2.4. Community Skill Training Programs Implementation in Ethiopian

Adult education is a very ancient phenomenon, which dates back to the days of plato. Similarly, in Ethiopia adult non-formal education was informally started in as early as 1908s, however along with the expansion of modern formal education it was started and provided n planned and organized form since 1940. Accordingly between 1940 and 1991, various adult education programs were organized and provided by government NGOs and voluntary organization in Ethiopia (Yalew, 2005:111).

More than any time now a days non-formal skill training is a force -full instrument to cape with global and national problems by becoming hard worker and self employment to combat extreme poverty, and to use natural resources wisely in Ethiopia.

2.4.1. Community skill Training Implementation in Ethiopia and its Challenges.

In countries like Ethiopia where the majority of productive population was lacking basic education and basic skills training with few technical and national development was found hard to bear, because the majority labor forces was out of education and skills necessary for producing wealth. Hence to overcome this situation, the government has designed an alternative way to equip adults and youths with basic education and basic vocational skills (Girma, et, al 1994: 10-11).

In 1972, Education Sector Review (ESR) come-up with alternative strategies for education. One of the alternative strategies was community practicum” which is described shortly as integrated strategy of development through coordination of education and other development facets by working on functional literacy such as occupational skill scientific, social, cultural and spirituals.

Community practicum was contemplated to be a significant part of integrated strategy of educational development, to meet educational needs of adults youth and children (Richard and Bernard, 1972: 89-93; MOE 1972: 13-14).

As a consequence, it was aimed at coordinating education with other facets of integrated rural development.

The ESR has recommended the establishment of “community practicum, to enable graduates or/and drop outs from formal academic schools and institutions to go through skill training program of a non-formal nature so as to become self-employed in their respective communities. However, due to political unrest in the country the recommendations were not immediately implemented.

In the mean time, in 1974, the Ethiopian popular revolution broke out. The military government came to power in 1974 and abolished the community schools like Majjate and DebreBerhan founded during the reign of emperor.

Following the proposal of “community practicum” by ESR (Education Sector Review). There had been discussion about the possibilities of providing non formal education and training between Minister of education and international bank of rural development (IBRD) in October-November 1974. Based on the decision of the government, in 1975-76 the term “community skill training program” emerged (MOE, 1988:1-2).

When national literacy campaign was on process it was realized that literacy education program (reading, writing, and numeracy) alone could not improve the Livelihoods of the participants in particular and socio-economic conditions of the country in general. Thus in addition to literacy and post literacy education skill training program started to be in action. Accordingly between 1975 and 1976, not less than 408 community skill training centers were set up as institutes at each sub-district center all over the country have clear and general and specific objectives (MOE, 1980:10).

Community skill training centers were established for the purpose of promoting integrated rural development with especial emphasis on training change agents. It was to improve existing occupational skills such as training in wood and black smith works, weaving tailoring, potters, leather works, embroidery, and giving training on relevant skills of members of communities with an ultimate objective of improving their occupational practices and subsequently improving their conditions of living (MOE, 1980: 10; Bernd 2005:12; Hailiesilassie, 1997:67)

Initially community skill training centers were intended to initiate integrated rural community development through a joint of all development sectors, particularly those working at woreda level. In doing so, the general program was meant to supply further education and basic skill training for youths, and adults after their literacy education, To run, rural community development program “joint committee” composed of all development sectors were formed.

A woreda administrator was to act as the chairman, coordinator of CSTC who was appointed by then Awraja Education office who was to serve as the secretary. Moreover, other development sectors like agriculture, finance, woreda administration heads and mass organization were member of the committee (Bernd, 2005:13). At the ministry of education there was department of adult education (DAE) which was responsible for the implementation of literacy and community skill training centers responsibilities. The woreda committee had mandate of mobilizing local human as well as material resources and preparing requirements for the recruitment of the trainees (MOE, 1988:45). Youths and adults who completed basic literacy program had opportunity to acquire functional and occupational skill training.

The training program was intended for employment work, not for wage employment trainee of community skill training centers were selected by urban dwellers and peasant associations.

They were demanded to reproduce what they have obtained in large number in the course of training in satellite centers established at the villages. Each center was intended to train, 120 adults on average in a year in different fields for 3-4 months and short term training for 10-20 days (MOE, 1988:35).

According to Tekeste (1996: 29 - 80) the factors that had adversely affect the effectiveness of community skill training centers program were that the training courses were not in accordance with the needs of target group, weak inter sectoral linkages, non existence of promotional service to up grade or provide refreshment courses, financial and material in adequacy and absence of skilled staff because of in effectiveness and in efficient training activities trained adults were not seen improving their living standards. Although community skill training center have trained thousands of adults in varied training area, they remained unpopular and un accepted on the part of stakeholders, mainly the society.

After the advent of the new government in 1991 drastic changes in the socio-economic and political systems were under taken. Accordingly, changes in education sectors have taken place. The new education and training policy was developed in 1994.

The MOE (1994:16) regarding non-formal education states, basic education deals with literacy, environment, agriculture, crafts skills home science, health and civic education. Non-formal program will be organized by various institutions in coordination with ministry of education.

In addition, the new input which the policy came-up with was the decentralized management of education systems. It states that "Education management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training: MOE, (1994:29).

Changes in education sector since the end of 1991 have modified the structures of adult education from the ministry of education to woreda level.

At present, there is a panel for NFE with a staff of 4 under the adult education program and supervision. In addition other institutions which were concerned with training adult educators were effected by the process of changing structure in education sector (MOE, 2006:12).

Ethiopian's PASDEP (2005:11-16) states that NFE has a direct and immediate contribution to agriculture and marketing as two of the areas is covered by community skill training centers or functional adult literacy to develop more modern attitudes and skills in agriculture, that is, PASDEP'S effort to intensify marketable farm products both for domestic export markets would therefore gratefully benefit adults for strengthening implantation of functional adult literacy or community skill training centers to achieve the target of functional adult literacy or community skill training

centers. It has therefore been seen as a strong intervention to unleash women's potential and address gender imbalance in many spheres of life, therefore to prepare women of avoided range of programs help to boost productivity this includes agricultural extension, micro credit, natural resource management and small business promotion.

Skills to facilitate diversification and flexibility of agriculture and off for income sources and to manage water resources so as to reduce the impact of drought and increase range of crops that can be grown at house level can be enhanced by function on community skill training centers program.

Moreover, NFE including the knowledge acquired through functional adult literacy or community skill training centers programs has been by research to disposed people favorably in relations to using public services.

According to the new national adult education strategy (MOE, 2008:9) functional adult literacy programs shall be stretched that each region shall organize adults literacy programs in order to enable the population as enable to participate in the developments process.

In addition the basic skills training program in community skill training centers, the functional adult literacy components such as primary health preventions of disease like malaria, HIV/AIDS; family planning, environment, agriculture, marketing banking and gender issues will be provided.

ESDP III (2005: 10) and national adult education strategy (MOE, 2008: 35) notes that government alone can not provide adequate financial and material support to the programs.

Therefore, assistance from other stake holders such as multi lateral and bilateral development partners, NGOs regional government and communities as a whole as needed.

The Ethiopian education and Training policy (ETP, 1994: 15-16) emphasizes that the over all objective of non formal education and training program is promoting and sub staining integrated rural development through voluntary participation of local community members in all organized training programs and it has pointed out a strategy for providing basic skill education for adults accordingly, basic skills for adults will focus on literary numeracy, environment, agriculture, crafts home science health service and civic education focusing on enabling the learners to develop problem solving attitudes and objectives.

Thus, in accordance with now economic policy, the focus on agriculture led industrialization, as ESDP III (2005:9) indicates, one of its objective is strengthening center is that: community skill training program aim at imparting new knowledge and new skill in order to help adults and youth in improving to life coping capacities. These new productive skills are supposed to have employment generating efforts by relating to locally appropriate technologies to the tradition and local skills and to locally accessible materials as well as to local market what are important for both individuals and social progress is the availability of local markets that taken in the products of training or employ them.

It is of paramount importance to make assessment prior to starting any training. According to, Oxenham (2002:7) the training program in the community skill training centers must often skills, which can applied at house hold level or used to produce something marketable and in demand more than that is within the environment of the trainees and the decision must be on the skills that have surrounding, the livelihood and training needs of the target groups. Furthermore, Oxenham (2002:8), confirmed that designing of the curriculum and content has to focus on the livelihood skills that it should be identified through situational analysis combined with a market analysis and training need assessments. On the other hand, there is a strong similarities

between community skill training centers and farmers training centers are to give special training on modern technology to provide agriculture extension services easily to provide information data and advisory services on market, ecological demographical etc, to serve as permanent exhibition center to transfer technology, however, currently these has not been a growing awareness on the heed to link the works of farmers training centers and community skill training centers (MOE, 2008:17).

This necessitates linkages between community skill training centers and farmers training centers has to be formally established and materialized, and a blending of effort has to be create in areas, whose these are development agents and formers training centers.

In the community skill training centers at woreda level lack of necessary of materials, equipment and skilled manpower to function properly were absent, in adequate sensitization of community due to lack of commitment on the parts of practitioners and political authorities ad, hoc evaluation and monitoring practices lack of continuity of activities lack of ownership of community skill training centers, lack of firm back-up support, and ad-hoc decision and planning along political line (MOE, 1994:8).

Lockheed et al (1991:232) stated that commitment depends with success and success hinges on the programs ability to meet local needs and adopt to local conditions.

This idea ensures that successfully training programs of non formal skill training in the local community practices are te products of hard work and inspiration of stake holders at different levels. In relation to practices and challenges, this study will identify major factors that hinder community skill training centers and propose strategies to overcome the challenges.

2.4.2. The Community Skill Training Program Implementation in Oromia and West Arsi Zone

The administrative structure of the Oromia regional state consists of the regional government, zones, aanaas (Woredas) and gandas (Kables). The population is estimated to be 30 million with nearly equal number of males and females, 15 percent is estimated to dwell in urban areas, whereas the remaining 85 percent of the population lives in rural areas (Melaku, 2005:517).

The regional education Bureau was responsible was responsible to coordinate and run community skill training centers with the provision of basic education and conducting basic skill training for youths and adults and/or other school drop out came to be major issues that were conducted under regional education bureau until 2004 (Tekalign, 2010:36).

Although community skill training centers have long experience of providing basic non-formal skill training most of them were not able to render their offer market oriented. The quality and adequacy of their training were not sufficient to with the market. As a result, despite having large plot of land and other income generating sources for the internal revenue of the centers, their contribution to change the lives of the community and the economic development of the region was not observable (Melaku 2005:519). In this context the regional government was to asses all the possible options to implement the poverty reduction strategy of the country. Thus the community skill training centers transferred to TVET branch which is considered as forceful instrument to eradicate poverty from the region. Their accountability shifted from the ANFE Team of the education Branch to this new line.

There are 156 community skills training in the Oromia region.

The Oromia Regional TVET agency has a department of TVET where community skill training centers branch responsible personnel carrying out supervision and follow-up activities for all activities of community skill training center for all zones.

At the zonal level there is a zonal council of TVET and TVET agency with one head and two supervisors to coordinate TVET colleges and community skill training centers.

At woredas level there are structures of TVET colleges and community skill training centers with one head one supervisors that coordinate, supervise and follow up TVET colleges and community skill training centers.

As community skill training centers currently the structure has one coordinator and two training facilitators and other staff. At each district there is community skill training centers board (committee) composed of five development offices. The committee is accountable to the district administrative council (Tekalign, 2010:36).

The TVET system of Oromia is to meet successfully the economic, social and individuals needs in the region by realizing training which develops knowledge, skills and attitudes for self employment and employment through participation of public and private holders and through integration into the regional development process. It is to link traditional and rural skills with modern technologies and to provide training in a non discrimination manner, the mission clearly states that demand oriented training is the urban and rural areas should be integrated into and be a means of the regional development process (Oromia Regional TVET Agency, 2005:27).

In Oromia region in connection with the challenges created lack of awareness is the first to be mentioned. This is the major problem that appears from different direction with different magnitude.

The miss match between the large demand of the society and in adequate financial resources to satisfy this need. Most of the community skill training centers need maintenance, they lack basic hand tools to conduct training, the allocated budget for the ruining costs to provide training is not adequate to enable them to function to their full capacity (Melaku, 2005: 527). To this end a lot of people, youth and adults some with some with out education need mainly skill training in this region.

Less concern was given by the donors to support non-formal basic skill training. Training is also an issue, i.e. The donors hardly support or fund these levels of training; availability of trained man power is other challenge. Untrained coordinators of community skill centers and managerial staff can not properly implement the policy but also some technical training and training needs identification or labor market monitoring were lacing (Melaku, 2005:527-528). He also said and went on states that as a result of this and lack of awareness among coordinators and their in adequate management skills, integrating these programs with other sectors such as health, agriculture etc is insufficient or not event attempted. There was a high dropout out rate of trainees due to cultural factors such as mobility of the people, work load at home for female participants, low quality of facilitators and lack of incentives for facilitators (MOE, 2006:16). It seems clear that those challenges are expect to prevail in west Arsi zone.

Therefore it is with this understanding that assessing the current practices in the management of community skill training centers seen in selected woredas of west Arsi zone has been found timely important.

Chapter Three

3. The Research Design and Methodology

3.1 Research Method

The main objective of this study, was to investigate the current practices in the community skill training centers program implementation in west Arsi Zone. To this end, a survey research method was employed. The method was selected because it produces data that is representative and also helps the researcher to describe the situation as it is at a particular moment (Krishnaswami and Ranganatham, 2007:35).

It was selected to survey a sample community skill training centers that were providing skill training to adults and youths, for this purpose mainly both quantitative and qualitative data were collected from representative samples.

3.2 Sources of Data

For the purpose of the research both primary and secondary sources were exhaustively utilized. Primary sources were trainees, trainers, coordinators of training centers, supervisors and heads of woreda and zonal TVET offices were used as primary data. The secondary data were obtained from documents of zone and district TVET offices, annual report, plan and literature.

3.3 Sampling Procedure

In west Arsi Zone there are 13 woredas. Out of 13 woredas 9 woredas have CSTCS. Thus out of 9 community skill training centers Five (5) community skill training centers which found in five woredas were selected for the study by simple random sampling technique (lottery method), to avoid time. Money and transportation constraints out of 9 community skill training centers five community skill training centers were selected for the study. Accordingly Gedab Hasassa CSTC from Gedab Hasasa woreda , Furna CSTC from Adaba,

Heraro from Dobola woreda, Kofale CSTC from Kofale woreda and Arsi Negele CSTC from Arsi Negele woreda included in the study.

Each sampled CSTCs of five (5) woredas has one coordinator. Thus, five CSTCs coordinators included in the study by availability sampling technique to fill out the questionnaire.

Regarding trainers there are 12 trainers in five sampled CSTCs of 5 woredas. Out of 12 trainers 10 trainers included in the study by purposive sampling technique to fill out the questionnaire, since one trainer who is included in pilot-study and one trainer whose service years less than one excluded from the study.

With regard to TVET heads there are 5 heads of TVET offices in 5 (five) woredas in which sampled CSTCs were found and at zonal level there is one head of TVET office. Thus 5 heads of woreda TVET offices and one head of Zonal TVET office total of 6 heads of TVET offices included in the study for interview by availability sampling technique.

As per to supervisors there are 5 supervisors of TVET offices in five woredas in which sampled CSTCs were found as well as there are 2 TVET supervisors at zonal level. Thus 5 TVET supervisors at woreda level and 2 TVET supervisors at zonal level included in the study by availability sampling technique to complete the questionnaire.

Since the study focuses on adult trainees as target group of training, more relevant information was believed to be gained from trainees themselves.

Accordingly the target population of Adult trainees, attending the skill training program in the selected CSTCs was 44 male and 46 female total 90. From this, 45 (50%) of respondents selected using simple random sampling method. The following table (Table 1) shows the sample distribution of trainees in each woreda and CSTCs.

No	Woreda	Name of CSTS	The type of skill provided in CSTCs	Population of trainees attending training			Selected sample size		
				M	F	Total	M	F	Total
1	Gedab Hasasa	Gedab Hasasa	Wood work	16	-	16	8	-	8
2	Adaba	Furuna	Sewing	7	5	12	3	2	5
3	Dodola	Heraro	Sewing	13	8	21	7	4	11
4	Kofale	Kofale	Metal work	8	-	8	4	-	4
5	Arsi Negele	Arsi Negle	Hair dressing	-	33	33	-	17	17
	Total			44	46	90	22	23	45

Table 1: Sample Distribution of Trainees

Table 1 shows sample of trainees in the study in 5 districts. The number of trainees in 5 districts currently getting skill training was male 44 female 46 total 90. Table above shows 50% of the trainees in both sexes who included in the study.

In the study the simple random (lottery method) was employed to select the trainees. 6 trainees from (1-4 grade), 12 trainees from (5-8 grade), and 27 trainees from (10th grades) who can read and write to avoid time, and money constraints,

3.4 Instruments of Data Collection

To maximize the quality of data different approaches were used in the data collection process. Using more than one data collection instruments is very important to combine the strengths and corrects some deficiencies of any source of data. Therefore, to maximize questionnaires, semi-structured interview and observation checklist used for data collection

3.4.1 Questionnaire

Close ended and open ended Questionnaires were used for study. Questionnaires were prepared originally in English. The elements of the questionnaire were personal information, related to community skill training program implementation, which includes planning, organizing, implementation, monitoring, and evaluation systems.

The questionnaire for trainees was translated into Afan Oromo language to be filled out by trainees. Questionnaire for trainers, coordinators, and supervisors prepared in English to be filled out by them.

Likert scale method is used to rate from the most strongly influential (value=5) to least influential (Value = 1) . it is a method designed to measure attitude and perceptions that help to construct researchers, compile possible items, administer items to a random sample of respondents helps to complete a total score for each respondent, determine the discriminative power of items. It also helped the researcher to compile a services of items that express a wide range of perceptions form extremely positive to extremely negative that served

whether or not the different groups perceive the obstacles in the same or different magnitude in the practices of the training center.

3.4.2 Interview

Interview is one of the prominent methods of data collection. People are usually more willing to talk than write. According to (Krishaswami and Ranganatham, 2007: 96), interview enables the researcher to seek clarifications and brings to the forefront those questions, that for one reason or another, respondents do not want to answer.

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

The elements of interviews were about policy frame work, strategies, objectives of CSTCs, major problems and the status of community participation and other stake holders. Semi-structured interview questions were used for data gathering in the study. The structured interview questions were administered to 5 male heads of woreda TVET offices and 1 male zonal head of TVET office. The interview questions made with those groups concerned with problems and mechanisms of improving practices and problems of community skill, training centers.

3.4.3 Observation

It was designed to observe events in their natural setting which may reveal information that respondents provided do or do not. It provided the researcher with a wide scope for witnessing the training centers the availability of facilities and existing realities. The key elements observed in the study was trainees in the class room, availability of instructional facilities and involvements of local agencies and community participation in the management of community skill training centers observation was used to cross-balance the responses provided

by the respondents through questionnaire, and interviews. Observation check lists were prepared to assess the actual situation of community skill training centers programs in five (5) centers. The researcher also planned to carry out the observation to make each community skill training centers using

3.5 Data Gathering Procedures

Questionnaire for trainees, trainers coordinators of CSTCs and supervisors of zonal and woreda TVET offices and interview questions for heads of zonal and woreda TVET offices were prepared first in English. Then questionnaire for trainees translated to Afan Oromo language as more trainees are not able to express their views in English and to avoid some or more comprehension barriers.

Official contacts were made with zonal and woreda TVET offices authorities to get support for the research work. And then the CSTCs coordinators were informed about the objective of the study. The final questionnaires were distributed to the respondents by student-researcher, of course with help of CSTCs coordinators. Respondents were given enough time (six days at least) to complete the questionnaires and return them to the researcher himself or CSTCs coordinators in each CSTCs.

The interview with woreda and zonal TVET Agency officials were carried out in such manner that the interviewees are visited and briefed on the objective of the study. The interview was thus conducted accordingly.

3.6. Pilot Study

Before a pilot test has been conducted the validity of the questionnaire has been checked by two post graduate student at Addis Ababa University. The researcher's advisor was consulted to check whether the questionnaire can

measure what it was intended to measure. Accordingly some modification has been made.

A pilot-study was administered at Gedab Hasassa CSTC. The people who participated in pilot-study were deliberately excluded from main questionnaire by student-researcher.

The questionnaire distributed to 6 trainees who selected randomly and one trainer.

Based on the feedbacks obtained from 6 trainees and 1 trainer from instruction part II, questions 2,3 and 2,4 and from instruction IV question 4.2 were improved..

In general the pilot-study has helped the researcher to avoid errors related to clarity of language, ideas and contents and to understand depth and complexity of research questionnaire. Finally the actual study was conducted in the sampled CSTCs.

3.7. Methods of Data Analysis

First the gathered data were checked and numbered, classified and tailed in the respective CSTCs. Following that the data of each group were arranged and organized in tables and problem areas.

The analysis of the data undertaken by bearing in mind the basic research questions designed for the study. This research study employed different data analysis techniques depending on their appropriateness, consequently data collected from the respondents were analyzed by data analysis tools using percentage, rank and mean. Items involved in the questionnaire were classified into two major categories. The first category deals with characteristics of

respondents where as the second part treated specific items of the study. Simple tabulation percentage and frequencies were used to analyze the characteristics of the respondents. Furthermore the specific items of the study were analyzed in the following manner.

In answering the basic questions regarding an assessment of the practices of community skill training centers program in sampled CSTCs percentage, rank and mean employed to interpret responses of coordinators trainers, supervisors in one side and trainees in other side. Finally, the qualitative data or information collected through interview and document reviews were considered to validate the quantitative data.

Chapter Four

4. Presentation, Analysis and Interpretation of Data

This part of the study deals with the presentation and analysis of data gathered through the questionnaire, interview and observation. The data obtained through questionnaire with adult trainees, trainers, coordinators, and supervisors currently working at districts and zonal level were used in the analysis of the study. Besides information obtained from unstructured interview, observation the document analysis and major assessment under pertinent basic research questions were used to enrich the discussions.

Four sets of questionnaires were designed and distributed to the subjects. That is the first set of questionnaire was meant to collect data from trainees. The second, third and fourth set of questionnaire was for trainers, coordinators, and supervisors currently working at districts and zonal levels; respectively. 67 copies of questionnaire consisting close ended and open ended items were distributed to the selected trainees, trainers, coordinators, and supervisors of districts and at zonal levels. Out of the 67 questionnaire book-let distributed 64 (male 40 and Female 24) that accounts 95.52% were properly filled and returned.

4.1 Characteristic of the Respondents

Table 2: Respondents Distribution by Age and Sex

No	Age	Respondents											
		Trainees N = 42			Trainers N = 10			Coordinators N = 5			District & zonal supervisors N=7		
		M	F	T	M	F	T	M	F	T	M	F	T
	18-25	4	6	10	4	-	4	-	-	-	-	-	-
	26-30	7	9	16	2	2	4	1	-	1	1	-	1
	31-35	6	4	7	1	-	1	-	-	-	-	-	-
	36 and above or 36-40	4	5	9	1	-	1	1	-	1	1	1	2
	41 and above	-	-	-	-	-	-	3	-	3	4	-	4
	Total	21	21	42	8	2	10	5	-	5	6	1	7

As can be seen from the Table 2, out of the total number of sample population the female trainees respondents accounts 21 (50%). There is only 2 female trainers in the training program. Worse than this there is no female coordinators. The interview made with (six) 6 educational leaders revealed that there were no access to non formal skill training especially for females to train and empower as trainers and coordinators due to the absence training venue in this particular zone.

From the Table two can also observe that a significant portion of the trainees respondents 16 (38.09%) were between the ages of 26 to 30. From the data the trainees respondents below the age of 25 were 10 (23.80%). While between the age of 31 and 35 were 7 (16.66%) and 36-40 were observed to be 9 (21.42%). The fact that age is important characteristics to adult learning in the study the majority of the respondents are in early and middle adult hood. This age group is believed to be representing active and productive in the community. Hence, the population included in the data is believed to have some

In puts to realize and comment on the practices and challenges in the management of community skill training centers being practiced.

As to the, coordinators, and supervisors at all level totally accounts 7 (58%) above the age of 41 and between the age of 18-25 there were 4 (40%) trainers while between age 26-30 there were 4(40%) between age 31-35 there were 1 trainer (10%) and between age 36-40 there was 1 trainer (10%) when comparing to total number in their respective population.

In Table 3 order to make the profile of the population comprehensive, respondents were also asked to show their educational background.

Table 3: Respondent Distribution by Educational level

Respondents												
Educational level	Trainees N = 42			Trainers N = 10			Coordinators N = 5			Woreda and zonal supervisors N = 7		
	M	F	T	M	F	T	M	F	T	M	F	T
Illiterates	-	-	-									
Grade (1-4)	4	2	6									
Grade (5-8)	7	3	10									
Grade (10) and above	10	16	26									
TTI	-	-	-		1	1	1					
10+2	-	-	-	2	-	2						
10+3	-	-	-	5	1	6	1					
Diploma	-	-	-	1		1	3			3	-	3
BSc/BA	-	-	-							3	1	4
Others	-	-	-									
Total	21	21	42	8	2	10	5		5	6	1	7

As indicated in table 3 all respondents can read and write therefore they could complete the questionnaire that helps the researchers to obtain useful and relevant data for the study.

Among the total adult trainees respondents 42 (100%) were found to be that they could read and write i.e. grade (1-4) accounts 6 (14.28%) grade 5-8 accounts as 10(23.80%) and grade 10 complete above taken to be accounted 26 (61.90%) (See table 3). This shows that the potential of trainees to acquire the given skill training in the short period of time looks high. On the other hand according to the observation carried out in five centers adult trainees with different educational back-ground placed in one class that may result in less motivation and caused adults trainees to withdraw from the centers before the completion of the program.

Female trainees accounts 21 (50%) of the sample population out of which 2 (4.76%), 3(7.14%) 16 (completed grades 1-4, 5-8 grade ten (10) and above respectively. The condition of trainers and coordinators is also another area which seeks a close attention. The data in the table 3 nearly 3 (30%) of trainers have educational standard 10+2, and from TTI respectively, and also 7 (70%) 10+3 and diploma correspondingly. In fact to help adults to learn well trainee trainers necessarily require skills and knowledge. The data indicates that only 4 (26.66%) of the grass roots level training program coordinators and trainers have the appropriate form of training in the field of adult education.

Female facilitators in community skill training centers accounts 2 (13.333%) as well as female as supervisors of district TVET office was 1 (14.28). as far as this point is concerned, Albinson (1989:22) strongly argues that the role of adult non formal education in national development can not be realized without trained and committed adult educators and facilitators. Hence, such low qualification of knowledge in the field significantly reduces the capacity and the roles of the facilitators in planning, implementation, monitoring and evaluation.

Table 4 shows the trainers and coordinators years of experiences in the field non-formal basic skill training therefore, in the questionnaire it has been designed to get information about facilitators (trainers and coordinators) years of experience.

Table 4: Training Program Facilitators Years of Experience

Year of experience	Respondents											
	Trainers N = 10			Coordinators N = 5			Woreda and zonal supervisors N = 7			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
0-4	7	2	9	1	-	1	-	-	-	8	2	10
5-9	-	-	-	-	-	-	1	-	-	1	-	1
10-14	1	-	1	1	-	1	-	-	-	2	-	2
15 and above				3	-	3	5	1	7	8	1	9
Total	8	2	10	5	-	5	6	1	7	19	3	22

As shown in the Table 4, 9 (90%) of the adult trainers has below five years of experience and 1 (10%) have more than five years of experience in the field non-formal training. Thus they need frequent training for further development of their profession. On the other hand the majority of district and zonal TVET supervisors and coordinators of community skill training centers have made more than 15 years experience therefore they can contribute a lot for the improvement of CSTCS if they are supported by training.

4.2 Analysis of the Practice of CSTC Program Implementation

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

4.2.1 The Status of Community Skill Training Centers

The objective of the study was to assess training opportunities, and interests, types of trainees occupation the most beneficial and lacking skills in the community.

Table: 5 Training Opportunities, and Interest of Facilitators In CSTCs.

Contents	respondents	Very high	High	Average	Low	Very low	Total
There is a trend of providing training for coordinator/ trainers of CSTC	Coordinators and trainers	0	0	4	10	1	15
	%			26.66%	66.68%	6.66	100%
	Supervisors	0	0	2	4	1	7
	%			28.57%	57.14	14.28	100%
How is your interest in working in the current position	Coordinators and trainers	0	0	9	6	0	15
	%			60	40		100%
	Supervisors	0	2	4	1	0	7
	%		28.57	57.14%	14.28		100%

Table 5 indicates that there was very less training opportunities because the training opportunities that can be observed was 11 (66.68%, 6.66%) and 5 (57.14%,14.28%) low and very low for both groups respectively. This shows that the trend of training opportunities were low and very low that indicate there was an absence of frequent training for trainers and coordinators.

Similarly the interview result from woreda and zonal TVET office on this item responded that there were no opportunities of training on non formal skill training at all. On the mechanism of training opportunities to the above points, Hildebrand (1996:7) indicated a number of arrangements that include pre-service, on-the job training, correspondence, lessons through different media, in service, short term and face to face teaching training for adult educators has to be arranged.

Table 5 yet again shows that the interest at trainers and coordinators in working in the current position in terms of percentage for facilitators and coordinators 9 (60%) and 6 (40%) have responded as average and low correspondingly; while, for supervisors in zone and woreda it is with 4 (57.4%) and 1 (14.28%) average and low respectively. Therefore, this indicates the facilitators interest towards their current position is not attractive which needs appropriate mechanism to divert the situation. Thus, since facilitators (trainers and coordinators) have key role in participatory teaching/ training program development certain methods have to be facilitated in the training centers because facilitator's roles can not be realized with out adequate training, motivation and good working environment.

In the Table 6 the status of training opportunities in its time perspective was among the important issues to be addressed in the study. The objective of the study was to identify the frequency of training opportunities in time perspective in the institution. Then table 6 shows this result as follows

Table: 6 the Practice of Training Provision and Opportunities Coordinators Facilitators, and Supervisors and Training Attended In Its Time Perspective

Respondents	Time frequencies in receiving trainings					
	One times	Two times	Three times	Four times	Not at all	Total
Coordinators and trainers		4	-	-	11	
%		26.6			73.33	
Supervisors	2	1	2	-	2	
%	28.57	14.28	28.57		28.57	

As Table 6 reveals an attempt was made to understand trainers and grass roots level program coordinators knowledge about the field of adult non-formal skills training. Clearly 11 (73.33%) of coordinators and trainers responded as they did not get any training at all in adults skill training and have not received any form of training related to their current task. But, small number of grass roots level program trainers and coordinators 4 (26.66%) have some skills and knowledge.

To supplement this idea, Hildebrand (1996:7) indicated that a number of arrangements that include preserves and on the job training, correspondence lessons through different media, in service and short term face to face teaching/training have to be arranged for adult trainers and coordinators.

Besides, the information from the interview and document obtained shows due to the scarcity of resources and coordination the multiplier effects of training programs were impractical; then again no efficient item and attention has given to recruit and orient trainers because adult trines were selected arbitrary from elementary school teachers who were graduated from TTI. Some trainers included in the study were also from TVET college graduates with little or no training in skills of non formal adult education.

Table 7 Types of Trainees Occupation

Types of occupations	Frequency	Percent
Farmers	10	23.80
Daily laborers	5	11.90
Hand craft and small business	12	28.60
Jobless	15	35.71
Total	42	100

As indicated in Table 7, 15 (35.71%) adult trainees are jobless. Farmers trainees accounts 10(23.80) while hand crafts and small business were observed to be 12 (28.60).

The portion of adult trainees who are daily manual worker account 5 (11.90%) with no jobs. From the data adults and youths that accounts 20(49.61%) are considered to be unemployed trainees. Therefore jobless adult trainees became the beneficiaries of the training program and became productive and self-reliant if they are properly trained and acquired enough knowledge and skills.

Table: 8 Skill Training Needs in the CSTCs in their Preference Order

Skill type	Sequential order of skills according to their benefits															
	1 st rank		2 nd rank		3 rd rank		4 th rank		5 th rank		6 th rank		7 th rank		8 th rank	
	Fe.	%	Fe.	%	Fe.	%	Fe.	%	Fe.	%	Fe.	%	Fe.	%	Fe.	%
Wood work									4	9.52						
Metal work	11	29.19														
Sewing			9	21.42												
Hair beautification							5	11.90								
Bee keeping											3	7.14				
Weaving															1	2.36
Trade activates					7	16.66										
Building construction													2	4.76		

As indicate in Table 8 from trainees responses metal work, sewing and trade activities ranking order one up to three with percentage of 11 (29.19%), 9(21.42%)and 7 (16.66%) respectively.

This could indicate the fact that if different types skill training courses were provided by CSTCs, a great number of adults and young people would benefit out of them and able to engaged in self employment activities.

Table 9: Extent of Training Needs and Skills Lacking

Skill type	Sequential order of skills according to their lacking							
	1 st rank		2 nd rank		3 rd rank		4 th rank	
	Fe.	%	Fe.	%	Fe.	%	Fe.	%
Skills of environmental protection (erosion deforestation etc)							3	7.14
Land use and cultivation skills	6	14.28						
Skills for modern technologies (bee keeping, fattening animals etc)			18	42.87				
Marketing skill to improve income generating scheme					15	35.71		

With respect to lacking skills in communities in west Arsi zone, trainees revealed problems ranking from 1-4th in order. Accordingly skills for modern technologies, marketing skills to improve in come generating schemes land use and cultivation and skills for environmental protection ranked 1st , 2nd , 3rd and 4th as lacking skills in society with 18 (42.87%) 15 (35.71%) 6 (14.28%) and 3 (7.14%) by trainees respectively.

In international context combating extreme poverty and unemployment set out by world leaders as among millennium goals development agenda and at national level the and Ethiopian poverty reduction second paper laid fertile ground for non-formal skill training. Therefore the skill of using modern technologies and marketing skills, land use knowledge protecting

environmental health are important for societies whose mainstream economy predominantly relies on agriculture.

As the rate of population groups at fast rate and land for cultivation scarce and land fertility losses the living standard of thousands of millions may questioned. Thus adults and youths have to be trained in use of modern technologies to produce surplus production from small plot of land that meet his/her family demand for food and to sell at market. Besides off farming activities like trading skills to generate income are essential to generate in come for non employed adults and youths. Supporting to this idea Chilisa and Julia (2005:6) stated in non-formal education contexts development include agricultural extension productivity and to reduce malnutrition and enhance skill training.

4.2.2. Planning the Community Skill Training Centers program Implementation

The planning of need assessment in the training centers was among the important issues to be assessed in the study. The intention of the study was to examine major problems of planning that have strong influences on the training activities of training programs provided in community skill training centers. Then Table 10 shows these results as follows.

Table 10: Need Assessments of Training Programs and Stake Holders Participation

Content	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
The trainees will get involved in deciding their felt needs, to see to formulate to plan cooperatively so as to realize the training objectives in the training program	8	7	1	5	1	2.27	25	9	2	6	-	1.73
The need assessment is in coordinated manner to address the felt needs of the trainees in a participatory planning approach	9	8	4	1	-	1.86	26	8	5	3	-	1.64
Mean value						2.16						1.68
Standard deviation						1.12						1.01

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree

* 4 = agree * 5 = strongly agree

Gboku (2007:180) stated that a training need may be understood as measurable discrepancy between where we are know and where we should be in terms of result and out comes and it is defined as the state that exists when there is a gap between the required situation (what should be).

In Table 10 the taking part of trainees to decide their felt needs to see to comment, to modify and to formulate plan cooperatively so as to realize, the training objectives in the training program the average mean value of the item is 2.00 for both groups which is below 3:00 indicates that need due attention.

As per the need assessment made whether in coordinated manner to address the felt needs of the planning process the average mean value 1.75 of item for both groups which is far below 3.00 shows that need due attention.

Supplementing to the planning of need assessment in adults training program Gboku (2007:61) stated need assessment is problems driven process of finding out the most pressing challenges facing potential adults trainees in order to improve performance and then a knowledge gap or need exists.

In Table 11 planning the programs of community skill training centers in the training programs were among the important issues to be addressed in the study was to explore major obstacles of planning elements that have strong influences on the activities of training program provided in the community skill training centers. Then table 11 shows this result of follows

Table 11: Systems of Awareness Creation and Need assessment in CSTCs

Contents	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
Before the inception of the program these are awareness sensitization on the objective of CSTCs	5	12	4	1	-	1.9	20	5	4	10	3	1.83
There is a trend of making agreement on the objectives and content of training program at beginning	2	13	3	4	-	2.40	16	12	4	9	1	2.21
There is an analysis of problem to be solved as well as future demanded need assessment before the training is commenced	10	5	3	4		2.04	12	19	3	8		2.16
There is participation of trainees in setting priorities of need identified	10	9	1	2	-	1.81	17	14	7	3	1	1.88
Mean value						2.03						2.02
Standard deviation						0.96						1.20

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree
 * 4 = agree * 5 = strongly agree

In the Table 11 on the training program awareness and sensitization on the objectives of community skill training centers and with regard to a trend of making agreement on objectives and content of the training program at the beginning the average mean for both items 1.86 and 2.3 respectively that below an average 3.00 which calls for due attention.

Besides the interview made with heads of TVET office showed there were little participation of trainees in setting priorities of the needs identification due to lack of awareness on the part of local community. In addition observation results and annual reports of zonal witnesses that there is no differences among sample training centers in practice of identifying, training needs. Supplementing to these points, Lekoko (2007:62) stated to keep community skill training centers responsive to the needs of people, planning has paramount importance that includes many takes such as selection of target groups and beneficial training courses, deciding the number of trainees, resources etc. participation of stake holders in the process of planning is indeed a great input to succeed in doing duties. Therefore, all the respondents agree that the practice of preliminary study to identify and design training courses was in the training centers were almost non-existent.

On the analysis of problem to be solved as well as need assessment before the training commenced and participation of training in setting priorities of need identified the average mean values 2.16 and 1.84 are below average 3:00 for both items shows it calls for due attention. In addition the grand mean 2.02 and 2.03 for all trainees and TCS respectively shows there is similar opinion between two groups for all items included in Table 11.

Table 12 Selection of Skill Types and Selection Criteria

Contents	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
There is a chance to discuss the major problem of community with trainees before training	8	9	2	3		2.00	23	9	5	2	3	1.88
There is a chance to decide the duration and types of training to concede with the interest of trainees	7	11	2	2	1	1.95	21	11	2	8	-	1.92
There are adequate selection criteria in CSTCs	6	9	4	1	2	2.27	14	17	6	5	-	2.04
Mean value						2.11						1.98
Standard deviation						1.36						1.31

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree

* 4 = agree * 5 = strongly agree

Regarding the trainees chance to discuss the problem of community before training began is the average mean value 1.9 is by for below 3:00 that calls for due attention in the training centers.

As per to trainees chance to decide about the duration and types of training concedes with interests of trainees the average mean value 1.95 is by for below 3:00 that calls for due attention in the training centers.

Concerning the selection criteria in the community skill training centers the mean average value is 2.15 which is below average 3: that needs due attention.

The interview result made with 5 woredas heads of TVET office and one head of zonal TVET office total of 6 TVET heads reveals that the admission was on voluntary basis rather than selection criteria in the community skill training centers where the target groups are adult men and women from rural areas dropouts of primary school young farmers, family heads from rural areas, and any person who is interested in receiving training above age 15. More to the point from interview made with 6 heads of TVET office they agree that trainees were aware of the benefits after completing the training program while the priorities of training areas were basically selected by coordinators according to the number of trainees and availability of training materials and trainers. Therefore, setting the top priorities for each individual to be trained were not totally considered due to the scarcity of resources for the trainees according to their interests. Choosing the skills areas the decision was based on what has been offered habitually in past or is arbitrary known by coordinators.

4.2.3 Organization of Training Program

Organization of community skill training centers was among the important issues to be assessed in the study. The purpose of the study was to identify major hindrances in organizing that have strong influences on the activities of training programs provided in community skill training centers, then Table 13 shows results as follows.

Table 13: Follow-Up Strategies and Wise Use Training Facilities Materials, Equipment available at hand

Contents	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
There are relevant assessment and follow-up strategies assigned (planned) of program implementation by coordinators and trainers	5	13	-	3	1	2.18	19	9	6	5	3	2.14
There is well organized use of training materials facilities and equipment available at hand	7	11	1	3	-	2.00	9	23	3	7	-	2.19
Mean value						2.09						2.16
Standard deviation						1.03						1.14

Concerning relevant assessment and follow-up strategies assigned (planned of program implementation by coordinators and trainers the average mean value 2.16 is for both groups by far below 3.00 that calls for due attention in the training centers.

The respondents of the study asked to react towards whether there is well organized use of training facilities equipment and materials available at hand with the average mean value 2.09 is for two groups far below 3.00 that calls for due attention.

An interview made with woreda and zonal head of TVET office revealed that there was no resource at hand to be used as it is planned, to implement the activities of the skill training centers. In addition, annual reports and observation made in centers in the study area showed that they were many factors that affecting planning organizing and implementation in community skill training centers programs that can be categorized as external factors, which includes, lack of awareness, absence of community participation, lack of funding while the internal factors were in adequacy of coordinators and

trainers, absence of training materials needed, lack of utilizing methods and techniques for instructional delivery were cited as obstacles to the centers.

Table 14: Availability of Training Materials and Systems of Budget allocation

Content	Respondents Rating scale											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
There is adequate facilities materials, equipment and materials at centers	10	6	4	1	1	1.95	20	13	4	5	-	1.83
There is adequate budget allocated for the center	13	9	-	9	13	1.40	18	19	2	3	-	1.76
Mean value						1.67						1.79
Standard deviation						1.15						1.12

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree
 * 4 = agree * 5 = strongly agree

Regarding adequacy of training facilities, materials and equipment at center the average mean value 1.89 for both groups of respondents which indicates below 3:0 that needs due attention.

As per to the allocation adequate budget for the centers the average mean value is 1.58 for both groups which indicates below average mean 3:00 that calls for high attention.

4.2.4 Implementation of the activities in the Community Skill Training Centers

The implementation of community skill training centers was among the important issues to be investigated.

The purposes of the study was to identify major hindrances in implementation that have strong influences on the activities of training programs provided in community skill training centers. Than Table 14 shows the results as follows:

Table 15: Most appropriate instructional methods, out lines of resources, Training schedule, the role of trainees and local Communities in Strengthening Training Centers

Contents	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
There is a trend of ensure most appropriate methods like demonstrations, problem solving, brain storming and group discussion etc to be used for trainees to acquire skills, knowledge and attitude	2	13	2	3	2	2.54	19	13	2	6	2	2.02
There are out lines of resources to be used and training activities to be done	9	7	2	4	-	2.045	18	8	3	13	-	2.26
The time or schedule required for each activity to run training program is known at the beginning	3	10	3	6	-	2.54	6	23	2	11	-	2.42
The trainees and local community willing to contribute their money, a labor for income generating schemes.	15	3	1	2	1	1.68	16	21	3	2	-	1.78
Mean value						2.2						2.11
Standard deviation						1.10						1.11

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree

* 4 = agree * 5 = strongly agree

In Table 15 whether most appropriate methods like demonstrations, problem solving, brain storming and group discussion etc to be used for trainees to acquire skills, knowledge and attitude the average mean value is 2.28 below 3:00 for both groups indicates that need due attention.

As per whether out lines of resources to be used and training activities to be done the average mean value 2.15 is below average 3:00 indicates that it need due attention.

On the other hand, the time schedule required for each activity to run the training program is known at the beginning the average mean value 2.48 is below 3:00 indicates that need due attention.

In Table 15 the trainees and local community willing to contribute their money, labor for income generating schemes the average mean value 1.73 for groups by far below average mean 3:00 indicates that it needs due attention. To this end the interview made with heads of TVET office and observation made in five community training centers shows that little attention was given to the involvement of local communities in neighborhood of the community skill training centers to contribute their money, labor, knowledge and experiences due to lack of awareness.

Table 16: Woreda Committee roles and Monitoring Mechanisms in CSTCs

Content	Respondents												
	Trainers coordinators and supervisors N = 22						Trainees N = 42						
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}	
There are frequent discussions between district board committee, district TVET, coordinators trainers, trainees in the training process to give correct feedback on the failure with CSTCs	9	6	2	2	3	2.27	13	18	3	8	-	2.14	
Trainers encourage trainees to comment on the lessons	5	8	5	4	1	2.36	12	15	5	7	3	2.38	
In CSTC, adjustment of program would be made after discussion made with trainees	10	6	2	3	1	2.04	14	12	5	7	4	2.40	
The coordinators and trainers respect trainees ideas to correct errors	4	11	1	2	4	2.59	10	21	3	5	3	2.28	
Mean value						2.31						2.3	
Standard deviation						1.31						1.21	

* 1 = strongly disagree * 2 = disagree * 3 = neither agree nor disagree

* 4 = agree * 5 = strongly agree

In the Table 16 pertaining to the frequent discussion between district boards committee district TVET office, coordinators, trainers and trainees in the training process to give correct feedback on the failure in the training process to give feedback on the failure in the training centers rated with the average mean value 2.2 for both groups below average mean 3.00 shows that it need due attention.

The respondents asked to react towards the item whether trainers encourage trainees to comment on the lessons responded their responses the average mean value 2.37 for both groups below average mean value 3:00 indicates it calls for attention since adult learners come from different environmental settings with different socio-economic educational back ground their comment on the lessons they attending is important with respect to adjustment of programs after setting feedback by the trainees and other concerned bodies trainees and TCS responded their responses the average mean value is 2.2 where the item rated below 3:00 that need further attention in order to minimize the failures seen in the activities of the centers .

Regarding the trend of respecting trainees ideas to correct errors (weakness) in the community skill training centers the average mean value 2.43 is for both groups below 3:00 indicates that need due attention. In general, from the mean values trainees (2.3) and TCS (2.31) had similar opinion.

In Table 17 monitoring and evaluation of the activities of community skill training centers were among the important issues to be assessed in the study. The purpose of the study was to make out major hindrances that have strong influences on the evaluation of training programs provided in community skill training centers then Table 17 shows the results as follows

Table 17: Follow-Up Mechanisms and Extent Of Out Comes in CSTCs

Contents	Respondents											
	Trainers coordinators and supervisors N = 22						Trainees N = 42					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
There is attend of follow up communication for the trainees after completion of training program	2	15	2	3	-	2.27	22	5	4	8	3	2..16
The impact assessment of training is made in the CSTCs to determine the extent to which training objectives has been achieved	7	9	3	2	1	2.13	26	10	1	3	2	1.69
Mean value						2.2						1.92
Standard deviation												

* 1 = strongly disagree * 2 = disagree *3 = neither agree nor disagree

* 4 = agree * 5 = strongly agree

As to a trend of follow-up communication for the trainees after completion of the training programs trainees and TCS asked to react towards the item responded their responses average mean value 2.21 of the item is rated below 3:00 that need due attention to improve the failures currently prevailing in the training centers.

Pertaining to the impact assessment of training made is concerned in the community skill training centers to determine the extent to which the training

objective has been achieved trainees and TCS rated the item with the calculated mean is 1.9 which is highly far below 3:00 that needs due attention and concerned efforts to correct the failures.

The interview made with woreda and zonal heads of TVET reveals that the performance of community programs were given very little attention and lack of commitment from the side of political leaders were considered as major obstacles to the activities of training centers. There is also less commitment as district board management bodies, in ability to train facilitators successfully according to the plan, delay of training program failure to equip community skill training centers with facilitates, equipment and materials were other main challenges currently facing community skill training centers.

Trainers were made to train adults with out passing C.O.C. thus successful implementation of monitoring and evaluation calls demands for active participation of government bodies at all levels to change the failure seen currently in the centers. Supplementing to this idea Burckey (1994: 42) contends that monitoring shall focus on activities, resources and methods in relation to the specified setting sequence and time such defined follow-up enables, the participants to design alternative plans on time and make corrections possible with little wastage of resources.

Strengthening this idea Lekoko (2007:182) describe for non-formal skills training evaluation is a continuous and purposeful exercise that permits stake holders to know how to make a weak program even more effective, or per haps more efficient. The information obtained during his exercise will guide programmers in making decisions about continuation, modifications or terminations or good candidates for provides an ideal opportunity for practioners to learn from their experiences and important information about issues of quality accountability, practicality, suitability of content and approaches, efficient use of resources, and effective evaluators are those who

planned design and implement evaluations that are sufficiently relevant and credible to stimulate program improvement. Thus, evaluation helps to ascertain whether community skill training centers objective have been achieved if not, why not; and determine what actions should be taken to achieve objectives better in the future.

Bernd (2005: 234) also stated that participatory monitoring and evaluation system, net working make inquires work such as framework that can help, initiate cultivate and speed up rural development. Regrettably, there were resources scarce in community skill training centers of the zone that caused not to carry out their programs effectively and efficiently. Due to scarce of all necessary in puts not all demands training courses were provided, and the quality of training out comes was poor and the provision of the program has also no continuity hence community skill training centers should be supported by the adequate resources.

Besides, in the zone the number of trainees admitted at a time were very less when compared to the standard set by minister of education (1988) that states each community skill training centers were intended to this standards set community skill training centers were in this zone under investigation were very less.

4.2.5 Major Problem Encounter in the Practices of Community Skill Training Centers

The major problems which encountered community skill training centers were among the important issues to be assessed in the study. The objective of the study was to identify major challenges that have strong influences on the implementation of training program provided in community skill training centers. Then table 18 shows the results as follows.

Table 18: Problems in relation to Need assessment of training Programs, Prioritizing Training and allocation and Utilization of Financial and Materials in CSTCs

Content		Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree	Trainers trainees, coordinators and supervisors
							Total
Lack of need assessment	Fre	3	4	3	26	28	64
	%	4.60	6.25	4.69	40.62	43.75	100%
Lack of prioritizing the skill training	Fre	4	5	2	28	25	64
	%	6.25	7.81	3.12	43.75	39.06	100%
In effective allocation and utilization of financial and material	Fre	3	3	2	37	19	64
	%	4.69	4.69	3.12	57.81	29.69	100%

N.B: Fre = frequency

Pertaining to the item about lack of need assessment the responses of educational leaders trainers and trainees were similar that 26 (40.62%) and 28 (43.75%) responded agree and strongly agree to the item. Supplementing to this idea Ubbnand and Hughas, (1997:180) stated that need assessment is a fundamental step in the planning process of CSTCs management that requires a review of existing data and may requires some surveying of clients and other appropriate reference groups.

On the subject of lack of prioritizing training the respondents responses were 28(43.75) 25(39.06) responded agree and strongly agree to the item, fundamental to good planning is priority setting and focus, thus not all needs can be meet immediately.

As per in effective allocation and utilization of financial and material the respondents of the study asked to react to wards the item provided their responses were 37(57.81) and 19(29.68) agree and strongly agree orderly.

In table 19 issues on training program about facilities, equipments and materials, budget, qualified coordinators and trainers among the important issues to be assessed in the study.

The objective of the study was to identify major challenges that have strong influences on the practices of training programs provided in community skill training centers. Then Table 19 shows the results as follows.

Table 19: Problems In Relation To Facilities, Equipments and Materials, Budget and Qualified Coordinators and Trainers

Content		Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree	Trainees, trainers, coordinators and supervisors
							Total
Lack of adequate facilities, equipment and materials	Fre	3	3	4	34	20	64
	%	4.69	4.69	6.25	53.52	31.25	100%
Lac of adequate budget	Fre	0	2	1	30	31	64
	%		3.12	1.56	46.87	48.43	100%
Lack of qualified coordinators and trainers	Fre	2	3	2	27	30	64
	%	3.12	4.69	3.12	42.18	46.9	100%

NB: Fre = Frequency

Pertaining to lack of adequate training facilities in the community skill training centers 34 (53.12%) and 20 (31.25%) responded agree and strongly agree to the existence of the problem by respondents one after another. Besides the observation results of five (5) centers as well as interview made with six(6) male heads of woreda and zonal TVET offices revealed that the training centers under investigation need reestablishment. Because they are very old in their physical facilities; class room, work shops tools and other facilities that need more than renovation. Then again absence of appropriate instructional facilities for training and supplementary materials like manuals and other guides for various training programs are also the other challenge prevailing at this moment.

Concerning lack of adequate budget the participants of the study asked to react towards the item in same table they responded responses 30(46.9%) and 31 (48.43%) agree and strongly agree one after another. In addition the interview made with Five (5) male heads of woreda TVET and one (1) male head of zonal TVET offices as well as report of the zone showed that budget constraints or budget allocation was in adequate to run the training programs and absence of internal incomes is also challenges that has been revealed. Thus providing adequate budget and strengthening community skill training centers and to gear towards generating internal incomes has to be another alternative to overcome challenge.

The responses of the respondents with respect to lack of qualified coordinators and trainers were 27(42.18%) and 30(46.9%) responded as agree and strongly agree to the item respectively. According to the interview made with five heads of woreda TVET office and zonal currently community skill training centers not only suffering from lack of adequate budget and facilities but also un assignment of enough and qualified man power.

In Table 20 problems in relation involvement of relevant line ministries, make to /create linkage and building awareness with farmers training centers (FTC) to train adults and youths no modern technologies with development agents and participation of community members in CSTCs in receiving training were among the important issues to be assessed in the study.

The objective the study was to identify major challenges that have strong influences on the practices of training programs provided in community skill training centers. Then Table 20 sows the results of follows.

Table 20: Problems in Relation to Line Ministries, Linkage of CSTCs with FTC and Participation of Community members

Contents		Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree	Trainees, trainers, coordinators and supervisors
							Total
Less involvement of relevant line ministries on planning implementation and evolution of the activities of CSTCs	Fre	2	3	2	36	21	64
	%	3.12	4.69	3.12	56.25	32.81	100%
Unable to make /create linkage and building awareness with farmers training center (FTC) to train adults and youths on modern technology with development agents	Fre	3	2	2	9	48	64
	%	4.69	3.12	3.12	14	75	100%
Less participation of community members in CSTC programs in receiving training	Fre.	2	2	2	29	31	64
	%	0	3.12	3.12	45.31	48.43	100%

NB: Fre = Frequency

On the subject of less involvement of relevant ministries and other institutions on the need assessment planning,, implementation and evaluation of the activities of community skill training centers the respondents were 36(56.25%) and 21 (32.8%) responded agree and strongly agree to the item. Besides the interview made with 5 (Five) males heads of woreda TVET offices and one (1) head of zonal TVET office as well as document analysis result showed that the involvement of line ministries and NGOs in the centers under study were not satisfactory. Bernd (2005:6) stated that since poverty is a multi faceted and complex phenomenon, community skill training centers alone can not achieve sustainable reduction the key challenges that community skill training centers facing was that the representatives of relevant ministries at woreda and zonal level were not cooperated with one another in order to practice the multi-sector approach needed to combat poverty. Thus it should be understood that sensitization and orientation in training areas of health, agriculture and others should be included in the training program so as to make activities should pre-planned and included in the annual plan of training centers.

As per unable to make to create linkages and building awareness with farmers training center (FTC) to train adult and youths on modern technologies with development agents the respondents of the study asked to react towards the item and accordingly 9 (14%) and 48(75%) responded as a agree and strongly agree to the item respectively. To this idea according to MOE (2008) stated in strategy to national adult education the aim of farmers training centers were to provide information/data and advisory services on market, ecological, demographical etc; to serve as permanent exhibition center to transfer technology, nonetheless currently there has not been a growing awareness on the need to link the work of farmers training centers and CSTCs. Hence these strategies have to be formally established with community skill training centers and materialized and then a blending of efforts has to be created in areas where there are farmers training centers (FTC).

Besides, the observation results of five (5) centers as well as interview made with five (5) male heads of woreda and one TVET office head of zonal TVET offices results revealed that the training centers in the area under study need reestablishment because they are very old in their physical facilities, class room workshops tools, and other facilities that need more than renovation. Land ownership of community skill training centers was not respected for the centers.

Then again absence of appropriate instructional facilities for training and supplementary materials like manuals and other guides for various training program are also the other a challenge prevailing at this moment like wise not in apposition to generate income for the land they owned as it was expected from their five twenty hectares and even some income from the sale of qualities of product and crops produced by the centers of trainees.

The sources of fund were only government budget; that there were no community contribution donation of NGOs and others.

Thus other financial assistance other than government could also be sought to renovate and to furnish instruction facilities as well as equipments which is needed for the accomplishment of activities in the centers. Moreover, the data from interview and observation also showed that the activities of community skill training centers until recently were not linked to formal TVET college programs that is the training centers were not clustered with each under existing colleges in the one.

On the subject of less participation community members in CSTCs program in receiving training 29(45.31) and 31 (48.43) respondents responded their responses agree and strongly agree orderly. This finding opposes the ideas of Gboku (2007:26) the local community participation in developing their own development program ensure their own sense of ownership and sustainability

of the program and an implementation capacity that is sensitive and responsive to the needs, problems and priorities of local community. Thus to maximize the less participation of the local community in CSTCs in receiving training the work of sensitization and orientation has to be done to alleviate the problem and different mechanisms has to be devise local authorities like nominating exhibition day to publicizing the products produced by CSTCs and by inviting the key persons whose life was changed after graduation.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1 Summary

The major purpose of this study was to identify the practices in the community skill training centers

General Objectives

The general objective of the study was to assess the current practices of CSTCs and impending factors in implementing the program.

Specific Objective

- A. To assess the extent to which the community skill training program were implemented
- B. To assess the way in which the training program in CSTCs are organized and implemented
- C. To identify the capability of the CSTCs to implement training program
- D. Major factors that hindered the practices of community skill training identified

Basic Questions of the Study

- 1. To what extent the community skill training program are implemented?
- 2. How the training in CSTC are organized and implanted?
- 3. What are the capacities of the CSTCs to implement training program
- 4. What are the major problems/challenges encountered in the implementation of CSTC program?

To deal with these basic questions a descriptive survey research method was applied and the necessary related literatures were exhaustively reviewed. The study was conducted in 5 selected community skill training centers in the zone. The participants of the study were 10 trainers, 5 coordinators, 6 heads of

woreda and zonal TVET office and 5 woreda and 2 zonal supervisors of TVET offices as well 42 trainees (21 male and 21 female) with total subjects of 70 the data was collected from the above groups through questionnaire interview. The data collected were analyzed using statistical tools such as frequencies, count percentage, mean scores, standard deviation and rank order. Qualitative data was used to supplement (to triangulate) quantitative data.

Based on the results of data and analysis done, the following main findings were obtained. Therefore, points that have relevant to the findings obtained from the study are summarized as follows.

5.1.1 Major Findings

To deal with the basic question a descriptive survey design was employed and the necessary related literature were adequately reviewed. The study was carried out in 5 (five) selected community skill training centers in the zone. The subject of the study was 10 facilitators and 5 coordinators, 6 TVET leaders, 7 supervisors and 42 trainees (male 21 and female 21) with total subject was 70. The data was collected from above groups through questionnaire and interviews. Besides observation was made in 5 training centers. The data collected were analyzed using statistical tools such as frequencies count, percentage, mean, standard deviations and rank order. Quantitative data was used to supplement quantitative data.

1. The study reveals the trend of providing training opportunities were not attractive. That is the trainings were not given periodically to up grade the knowledge and skills of the practitioners.

Besides table 5 also indicates the facilitators interest towards their current positions not attractive which needs appropriate mechanisms to divert the situation. Moreover the document from zone showed that all in all the training center the human power needed totally was 56 but currently only employees (57.14%) are in the structure; where some of them did not have an assistant

coordinator. Thus, since facilitator and coordinator have key role in participatory training program development, certain methods have to be facilitated in the training centers because facilitator role can not be realized with out adequate training, motivation and good working atmosphere.

Besides the results from interview and observation showed that the process of planning program in the centers were made by coordinator and the discussed with the concerned bodies to give their backing to it. On the other hand predominate training courses provided in the zone were tailoring, metal work, wood work and hair dressing. Choosing the skill areas the current trends were that the decisions made were based on what have been offered habitually in the past or are arbitrary know by coordinators. Therefore from the study the vitality of designing training courses as interview showed from the responses given by heads of TVET offices one may understand the voluntary enrollment of trainees is meant joining training courses already fixed by trainers and coordinators.

2. The study also revealed that there were sever problems at it was ranked by trainees of respondents as skills for modern technologies, marketing skills to improve income generating schemes, land use and cultivation skills has been shown especially as the trainees interest towards questioning of training opportunities while the beneficial skills chosen by respondents were metal work, sewing, trade activities hair dressing beautification.
3. The national standard set for one community skill training center to train adults and youths is 120 trainees a year. As the document and interview result showed, in this particular zone the trainees were very far from the standard set when comparing to the trained trainees which indicates that they are under used. However when we consider access to train facilitates there a number of adults and youths in the districts of zone who engaged in traditional crafts as well as who want to acquire the knowledge and skills in modern technology. Example the trainees were 872 male and 714 female with total of 1586 adults and youths who graduate from SCSTCS 2000E.C-2002E.C in the zone.

Nevertheless, concrete evidence has not yet been discovered about how many of them have used skills they have obtained for their livelihood and income generating activities.

4. The aggregate mean value item pertaining to the need assessment is 1.87 which is far below average mean 3.00. This designates that lack of knowledge skills in need assessment mechanisms were identified as challenges that hindered the activities of the training centers which indicated there were no need assessment made in coordinated manner to address the felt needs of the trainees in the centers. As a result, in choosing the skill areas decisions were based on what have been offered habitually in past or were arbitrarily known by coordinators. Thus, these necessitate a continuous awareness creation work to be done through local leaders of the area
5. The aggregate mean value for items related to planning, organizing implementation, monitoring and evaluation for all items were 2.03, 1.92, 2.15 and 2.18 respectively. These imply the results were far below the average 3.00 that needs serious attention to change the existing situation. In addition the results of interview and annual reports of the zone revealed that there were many factors that affect community skill training centers program implementation that can be divided into internal and external factors, external factors which includes lack of awareness, absence of community participation, lack of funding and lack of commitment from the side of political groups. The internal problems includes lack of well trained and competent coordinators and trainers, absence of training materials, equipment, lack of knowledge and skill in using appropriate methods and techniques for instructional delivery were the major constraints of the study reveals.
6. It was indicated that the problem encountered in the community skill training center program implementation according to the respondents responses through close ended and open ended questionnaires, interview and observation were; lack of ensuring information, sensitization and orientation to decision

makers to key people to get support, less involvement of relevant line ministers in the planning, implementation monitoring and evaluation, lack of need assessment and prioritizing, in effective allocation and utilization of financial and materials, lack of training materials, budget and manpower in structure, less involvement of relevant line minister in planning implementation, monitoring and evolution, less participation of community in program receiving training, unable to make create linkage and building awareness with farmers training centers (FTC) to train adults and youths. Furthermore no existence of income generation form the land they owned as it was expected.

The burden of funding community skill training rests on government budget. Last but not least the data form interview and observation showed that the activities of community skill training centers were not clustered to formal TVET college program to transfer innovation knowledge, skills and technologies to change the livelihoods of poor and disadvantageous group of the communities.

5.2 Conclusion

The study was intended to assess the practices and challenges in the community skill training centers program implementation that were raised in basic questions. Therefore pertaining to the end result deduced form the investigation the following concussions was drawn.

1. The assigned community skill training centers coordinators and facilitators were not trained in non formal skill training in the study area
Besides currently there are only 32 (57.14%) employees in the structure where some of centers did not have coordinators and/or trainers. These indicate that there were no knowledgeable and skilled man powers to run the training centers to meet their purposes.

These hindrances were appeared due to no-existence of the system of training opportunities in the form pre-service on the job training, correspondence in service

short term and face to face training for coordinators and trainers. These claim made facilitators and coordinators interest towards their current job in effective and weakened. To run the centers program, hence the situations calls due attention and need appropriate mechanisms to change the existing situation in the community training centers. Therefore continuous capacity buildings have to be facilitated for these practitioners to realize adequate training opportunities, motivation and to create good working atmosphere. On the other hand, as the result of interview and annual reports of the zone revealed the concerned political authorities and woreda cabinet have been committed so far and the efforts made by them were not satisfactory comparing to the community skill training centers services to society and its challenges facing at a moment.

As a result, the training centers were not strengthened with supply of required budget programs. Absence of internal income generation and inadequacy of training materials and tools created impoverished implementation of skill training program provided in the community skill training centers. The burden of funding community skill training centers was rests on government budget. The participation of community and role of NGOs in strengthening community skill training centers with financial and material was not come into existence. A result role played in mobilizing the youths and adult for skill development is not done well in the training centers.

2. Non-existence of local communities felt need assessment, absence of participatory planning involving target group, lees participation of communities in the program in receiving training, poor organizing and implementation of training programs were major problems made the community skill training programs in effective and in efficient. Besides weak monitoring and evaluation systems were major hindrances, less awareness of local communities and unable to involve target groups in terms of their money, labor experiences made the training centers weak to become center of change and development.

3. The fact that activities of community skill training centers were not linked or clustered to formal TVET college programs under college guidance also made the training program weak and ineffective. As the result of these problems the community skill training centers failed to play the role of raising the life of local communities by transferring knowledge skills and innovative technologies to the poor and disadvantageous groups of the societies who need either for self employment or improve the live condition by generating incomes. One the other hand, non existence to make/create linkages and building awareness with farmers training centers (FTC) t train adults and youths on modern technologies with the development agents have not been formally established and materialized.
4. Relevant training methods and strategies that focus on trainees felt needs were not strengthened attempts were not also made to follow-up the graduates about the use of their knowledge and skills they have acquired form training programs to prepare for self employment so as to generate their own incomes. In addition in ability to link the program with credit and enterprise supporting institutions made the trainees un motivated. The negative impact of this problem made graduates unable to be organized into cooperative. Thus strategies have to be designed in order to involve the relevant institutions like NGOs, micro finance and small credit institutions.

5.3 Recommendations

Based on the findings and conclusion drawn the following recommendations are suggested to be use has practitioners and decision makers in order to maximize the objective of CSTCS.

- 1, The study reveals that as there were no training opportunities give n to practitioners periodically there fore combined effort is needed from regional, zonal and woreda to up-date and up-grade the knowledge and skills of community skill training implementers.

2. Local community, NGOS, and government bodies have to work in coordinated and harmonized manner to rise the standard of CSTCS to high level by orientations sensitization the objective CSCS and encouraging the community to take part ownership in administrating CSTCS, training needs identification by providing community based training.
3. Zonal TVET agency, woreda authorities and line ministries have to be rendered to search a solution by giving high emphasis and designing new strategies to equip the CSTCS sufficient resources (money, facilities and skilled man power).
4. A lot of work has to be done by government bodies at all levels to make /to crate linkage of CSTCS with farmers training centers (FTC) to train adults and youths on modern technological that enables adults to take active role in poverty reduction.

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Appendix- A

Addis Ababa University

Graduate School

Department of curriculum and Teacher Professional Development Studies

Questionnaire to be filled by trainees of CSTCS

The main purpose of this questionnaire is to gather necessary information concerning the practice of community skill training center program implementation. The findings of the study may benefit in the planning and management of community skill trading centers, adult and non formal education programs. Thus the success of this study depends on your willingness to give genuine and timely information therefore, you are kindly requested to respond to question as per the instruction indicate to each parts.

N.B. don't write your name. Write your additional suggestion and comments on the given space. Please making "X" in the alternative provided and or put your responses for open ended questions.

Thank you very much in advance for your un reserved cooperation.

1. Personal information

1.1 Name of Woreda _____

1.2 Sex Male Female

1.3 Age A) 18-25 B) 26-30 C) 31-35 D) 36 and above

1.4 Marital Status

A) Married B) Unmarried C) Divorced

1.5 Educational level

A) Illiterate B) Literate

C) 1-4 Basic education complete D) 1-8 Primary education complete

E) Grade 10 complete

1.6 Do you have a job? A) Yes B) NO

1.7 If your answer to question number "1.6" is "yes": what is your hob?

A) Farmer B) Daily Laborer

C) Hand crafts and small busyness D) others _____

Part II Information's related to trainees and training programs please indicate your responses by making "X" in the alternative provided of write short answer when ever necessary..

2.1 What type of training course you are attending know? _____

2.2 The training you are attending in relation to your interst/choices is:

- A) Very high B) High C) Average
 D) Low E) Very low

2.3 In your opinion what skill is most benefit to community?

Put in a sequential orders, "1" for the highest to "8" to the least

No	Types of skill	Sequential order of skill according to their benefit							
		1	2	3	4	5	6	7	8
1	Wood work								
2	Mental work								
3	Sewing								
4	Hair Dressing/ beatification								
5	Bee keeping								
6	Weaving								
7	Trade activities								
8	Building construction								

2.4 In your locality to wheat extent the following skills ar lacking?

No	Types of skill	Sequential order of skill lacking			
		1	2	3	4
1	Skill of environmental protection (erosion, deforestation)				
2	Land use and cultivation skills				
3	Skills for modern technologies (beekeeping fattening animals Dam constriction) etc				
4	Marketing skill to improve income generating schemes				

2.5 The hope you have to get enough skill during the training period is .

- A) Very high B) High C) Average
 D) Low E) Very low

2.6 If you say very low to question number '2.5' what are problems?

Part III-VI Please replay to items under the content by making “X” on the space provided to each item. The items are related to planning CSTC program, organizing, implementation of training community skill training program and problems encountered training program.

Use the following likert-scales; strongly agree=5 agree = 4, neither agree nor disagree = 3 disagree = 2, strongly disagree =1.

III. Planning CSTC program

No	Contents	5	4	3	2	1
3.1	The trainees will get involved in deciding their felt needs to see, to comment to modify and to formulate the plan cooperatively so as to realize the training objective in the training program					
3.2	The need assessment is made in coordinates manner to address the felt needs of trainees in participatory planning approach					
3.3	Before the inception of the program there are awareness sensitization on the objectives of CSTC					
3.4	There is a trend of making agreement on the objectives and content of training program at the beginning					
3.5	There is analysis of problems to be solved as well as future demands need assessment before the training is commenced					
3.6	There is participation of trainees in setting priorities of needs identified					
3.7	There is the chance to discuss the major problems of community					
3.8	There is the chance to decide about the duration an dyes of training to coincide with the interest of the trainees					
3.9	There are adequate selection Criteria in the CSTC					

Part IV Organization of training program

No	Contents	5	4	3	2	1
4.1	There are relevant assessment and follow-up strategies assigned (planned) of program implementation by coordinators/facilitators					
4.2	The is well organized use of training facilities, materials equipment and tools available at hand					
4.3	The is adequate material, equipment and facilities at center					
4.4	There is adequate budget for the center					

V. Implementation of Training Program

No	Contents	5	4	3	2	1
5.1	There is trend to ensure most appropriate methods like demonstrations, problem solving, brain storming and group discussion etc to be used for trainees to acquire skills, knowledge and attitude					
5.2	The are out lines of resources to be use d and training activities to be done					
5.3	The time or schedule required for each activity to run the training program is known at the beginning at CSTCS					
5.4	They community have willing to contribute their money, labor for income generator sachems of CSTCS.					
5.5	There are frequent discussion between district CSTC board, TVET office, coordinators, trainers and trainees in the training process to give currant feedback on the failures within CSTCS.					
5.6	Trainers encourage trainees to comment on the lessons					
5.7	In CSTC, adjustment of program would be made after discussion made with the trainees					
5.8	The trainers respect trainees ideas to correct errors.					
5.9	There is a trend of follow-up communication with trainees after completion for training program					
5.10	The impact assessment of training is made in CSTC to determine the extent of which training objectives has been achieved.					

Part VI: Problems encountered skills training program

No	Contents	5	4	3	2	1
6.1	Problems related to planning					
6.1.1	Lack of need assessment					
6.21	Lack of prioritizing the skill training					
6.1.2	In effective allocation and utilization of financial and material support					
6.2	Factors relater resources					
6.2.1	lack of adequate facilities, equipment and materials					
6.2.2	lack of adequate budget					
6.2.3	Lack of qualified trainers					
6.3	Problems related to awareness					
6.3.1	less involvement of relevant line ministries in planning implementation and evaluations of activists of CSTCS					
6.3.2	unable to make/create linkages and building awareness with farmers training center (FTC) to train adults and youths on modern technologies with development agents					
6.3.3	Less participation of community members in CSTC program in receiving training					

7.1 According to your observation what are the main problems of CSTC?

7.2 What solution do you suggest in order to veer come the problems you have mentioned?

Appendix B

Universitii Finfinneetti

Barnoota Digrii 2ffaa

Damee Barnotaa

Muummee Siirna Barnootaafi Dagaagina Ogummaa Barsiisuummaa

Gaafannoo Leenjifamtoota wiirtuu leenjii ogummaa Hawassummaattiin guutamu kayyoon guddan gaafannoo kana sochii wiirtuu leenjii ogummaa haawassuummaa ilaalchiise ragaa barbaachiisoo ta'e fuunaanuuf. Argannoon qorannoo kanaa hojjiwwaan wiirtu ogummaa haawwaasuummaa akkaasumas barnoota ga'eessoota fi edillen alaakarorsuufi hoganuufi ni gargaara. Kanaafuu milika'inii qorannoo kana kan hunda'e fedhii isiin ragaa qubsaa, dhugoma qabu fi haala qabatama yeroo amma wiirtuun irra jiru kennuuf fedhii isiin qabdan irratti kan hunda'eedha. Kanaafuu gaaffilee qajeelfama buu' reefachuudhana akka debbiifan kabajadhan gaafatamtoni jirtu.

Hubachiisaa:- Maqaa keesan hin barreessiinaa. Iddoo debii akka kennitani isiinfi laatame irratti yaadaa keessan dabalatan barreessaa.

Filannoo kennameef mallattoo "X" yoo faayyaa damtani gaafiilee banaa ta'aniif amoo yaadaa gababaa kennaa.

Degarsaa nuuf gotaniif galanii kennaa baayyee olaanaadha.

Kutaa 1 odeeffannoo woligala leenjifamtoota

1.1 Maqaa Aanaa _____

1.2 Saala A. dhi B. Dub

1.3 Umrii A. 18-25 B. 26-30 C. 31-35 D. 36 fi oli

1.4 Haala Ga'eelaa

A. Fudhe/Hirumtte B. Hin fuune/hin herumine

C. Kan hike/hiikte

1.5 Sadarkaa Barnoota

A. Duubiisuufi barreessuu kan hin dandeenye B. Dubbiisuufi barreessuu kan danda'u/dandeettu C. Barnoota kutaa 1-4 xumure/xumurte

D. Barnootaa sad. 1ffaa (1-8) kan xumure/xumurte

E. Kutaa 10ffaa kan xumure/xumure/xumurte

1.6 Hojii qabda? A. Eeyyee B. Lakkii

1.7 Deebbiin kee gaaffii lakkoofsa ""1.6"" fi ""eeyyee"" yoo ta'e hojiin ke'e maalii?

A. Qotee – bulaa B. Hojii humnaa

C. Hojii ogummaa harkaafi dalidaalaa xixiqqaa

D. Kan bira yoo ta'e ibsaa _____

Kutaa II Ragaa Leenjiifamtoota fi sagantaa Leenjii. Mallattoo. "X" iddoo filaanoof kenname laataa.

2.1 Gosni ogummaa yeroo ammaa hordofaa jirtanii maaliidha? _____

2.2 Leenjiin yeroo ammaa hordofaa jirtaani fedhii keessaannii wolibira qabame eeggaa ilaallamu

A. Baayyee oliaanaadha B. o'aanaadha

C. Jiddu-Galleessa D. Gadi aanaadha E. Baayyee gadiaanaadha.

2.3 Akka hubannoo keettiin ogummaa armaan gaditti tarreeffame kana keessaa kamiituu hawaasaa fi barbaachiisoodha? Tartibaan kaayaa. Lakkoofsa "1" ogummaa baayyee olaanaa ta'ee keennuudhan akkassumas lakkoofsa "8" ogummaa baayyee gadi aanaa ta'eef kennaa.

Gosa Ogumma	Tartiiba Ogummaa akkataa fayyidaa isaannittiin							
	1	2	3	4	5	6	7	8
Hojii Mukaa								
Hojii Sibilaa								
Uffata hodhaa								
Bardiina dabasaa dubartootaa								
Kinniisa haala hammayatin Horsiisuu								
Hocuu dha'uu								
Ijarsa Gamoo								

2.4 Naannoo keessaantii Ogumoota kanneen keessaa kamituu haanqata?

Tartiiba Ogummaa haanqatu lakkooffasaa 1-4 kenname jalati mallattoo "X" fayyadamun agarsiisaa

Rakkoo Yaadamu	Tartiiba Ogummaa haanqatu			
	1	2	3	4
Gahumsa nannoo kuunuunsuu(dhiqama biyyee, mancaa'insa bosonaa)				
Haala ittifayadama Lafaatiifi qonnaa				
Gahumsa kinniisa haala hammayyaatin horsiisuufi looni furidiisuu kkf.				
Gahumsa daldalluun galii fooyyeessuu				

2.5 Nannoo 2.5 Yeroo leenjiin kennamaa jirutti abdiin atti gahumsa gaha argachu atti qabdu

A. Baayyee olaanaa B. Olaanaa

C. Jiddu-galeessaa D. Gadi-aanaa E. Baayyee gadi aanaa

26. Deebiin kee gaafii lakkoofsa "2.5" ni baayyee gadi-aanaa yoo ta'e rakkolleen maaliidha?

Kutaa III-IV Mallattoo "X" fayyadamuu dhan qabixxiwwaan qabiyyee jala jiran tokko-tokkoo isaaniitif iddoo kenname irratti deebii kenna.

Gaafiilleen sagantaa wirtuu Leenjii Ogummaa haawaassummaa karoorsuu sagantaa Leenjii wiirtuu gurmeessuu sagantaa Leenjii raawwaachuufi Rakkoollee sagantaa Leenjii mudatan waliin kan woliqabataniidha.

Iskeeloota kenneen fayyadama, Baayyee ni deeggara 5, ni deggara= 4, hin deeggarule hinmormullee=3 Hin deeggaru=2, baayyee hin deeggaru=1

III Sagantaa Wiirtuu Leenjii Karoorsuu

Qabxillee	1	2	3	4	5
3.1 Leenjifamtoonii fedhii isaan ilaalluuf, yaadaa kennuuf, fooyyeesuuf karoora gamtaan wixiineesuuf fedhii isaan murteessuuf ni hirmatu. Kanaafuu sagantaa Leenjii keessaattii kayyoo Leenjii ni mirkaaneessu.					
3.2 Qorannoon fedhii haala qiindoomina qabuun ni gaggeeffama. Fedhiin Leenjifamtootaa karoora hirmachiisan ni ibsama.					
3.3 Osoo Leenjiin hin jalqabamnini dura kayyoo wirtuu leenjii hubachiisuun ni jira.					
3.4 Kayyoof qabiyyee sagantaa Leenjii irratti calqabuma erra waligalteen ni ni godhama.					
3.5 Osoo Leenjiin hin jalqabamiini duraa rakkollee hiikaamu qabu xinxaalluuf qoorannoo fedhii leenjii kan ofii dura ni gaggeeffama.					
3.6 Leenjiifamtoonii fedhii isaan addaan baasnii wolidura duuban kaayuu keessaati ni hirmatu.					
3.7 Rakkoo ijoo hawaasa irratti carraan mar'achuu ni jira.					
3.8 Yeroo fi akkaakkuu leenjii ilaalchiise fedhii Leenjiifamtoota woliin kan deema jiru ta'u isaa carraan murteessuu ni taasifama.					
3.9 Ulaagalleen filaannoo wiirtu leenjii ogummaa haawaassummaa gahan ni jiru.					

Kutaa IV Gurma'ina Sagantaa Leenjii

Qabxillee	1	2	3	4	5
4.1 Qindeesiitootaafi haalamijeesitoonii tooftani hordoofi raawwii sagantaa leenjii ni gaggeeffama.					
4.2 Faasiilitiiwwaanfi meeshaallee harka jiru haala qindoomina qabuun faayyadamun ni jira.					
4.3 Faasiilitiiwwaan, meeshaalleen gaha ta'e wirtuu leenjii keessaatti ni argamu.					
4.4 Baajannii gahaan wiirtuu leenjiitiif ni ramadama Leenjiisitoonnii gaha ni jiru.					

V. Raawwaannaa Sagantaa Leenjii

Qabxillee	1	2	3	4	5
5.1 Adaan tooftaa baayyee mija'aa ta'e mirkaneesuun ni jira kan akka, maarii, mala rakkoo hiikuu, ibsaa fi kkf. Leenjifamtoonni beekumsa, gahumsa amala gaarii akka argatan godhuuf					
5.2 Qaajeeliifamootini itii fayyadama leecaallee fi hojiiwwan leenjii raawwatamuu qabu ni jira.					
5.3 Leenjiifamtootaafi haawaasini isaaniitiin wiirtuun leenjii ogummaa hawaasummaa galii akka maddisiisuu fedhii ni qabu.					
5.4 Sagantaa Leenjii gaggeessuuf saa'aan hojii tokk-tokkoo tiif barbaachisuu calqabuma kaasee ni beekama.					
5.5 Koree wiirtuu leenjii ogummaa haawaassummaa Hogganttoota BLTO, qindeesitoota leenjiisitoota fi leenjiitoota jidduu mariin wolitti fuufaan haala sochii leenjii irratti duubii deebiin sirreeffama dadhabina wirtuu leenjii ogummaa haawaasummaa dadhabii qabu irratti ni gaggeeffama.					
5.6 Leenjiisitoonii mata duree barnoota isaanirratti Leenjifamtoota yaada akka kenneen ni kakaasu.					
5.7 Leenjifamtoota wajiin erga mariin taasifamen booda. Wirtuu leenjii ogummaa hawaassummaa keessaatti fooyya'iinsii sagantaa leenjii ni taasifama.					
5.8 Qindeesitootaafi Leenjiisitonnii yaada leenjifamtoota ni keessuumeesuu rakkoo sirreessuuf.					
5.9 Sagantaan Leenjii erga xumuramee booda adaan waaliquuqaamitti hordoofa ni jira.					
5.10 Milika'ina kayyoo leenjii murteessuuf wirtuu leenjii Ogummaa haawaassummaa keessaattii hordoofiin madallii leenjii ni taasifama.					

Part VI Rakoolee sagantaa Leenjii Mudatan. Mallattoo “X” fayyadamuun qabxiilee tokko tokkoo qabiyyee jalatti argamaaniif deebii laataa

Qabxillee	1	2	3	4	5
6.1 Rakkoolee karoorsuun waliqabatan					
6.1.1 Qorannoonn fedhii jirachuu dhabuu					
6.1.2 Haanqiini leenjii qorachuun oli dura duubaan kaayuu jirachuu.					
6.1.3 Hanqiina mallaqaafi meesdhaallee ramaduufi ittii fayyadamu.					
6.2 Rakkoollee leecaalleewwaan walqabatan					
6.2.1 Hanqiina fasiiliitiiwwaan fi meeshaalee degarsa barnootaa					
6.2.2 Hanqiinii Bajataa jirachuu					
6.3 Rakkoollee hubannoo wal-qabatan.					
6.3.1 Hirmaanaan qamootaa mootummaa nannootti argaman laafaa ta’u.					
6.3.2 Wiirtuu leenjii Qote-bulaa (FFC) wojiin walitti dhufeenya cimaa uumuun teekiinooloojii hammayyaa irratti dargaggootaa leenjiisuuf qaamoota misooma wojiin hojachuu dhabuu.					
6.3.3 Miseensoonnii haawaasaa sagantaa wiirtuu leenjii ogumma haawaassuummaa keessaattii leenjii fuudhachuuf hirmachuu dhabuu					

Akkaa hubannoo qabbadaaniiti raakkoon ijon wiirtuu leenjii ogummaa hawaassuummaa maaliifa’a?

Rakkoolee armaan oliitti ibsiitanif hiikuuf yaadiinii furmaataa maali ta’u qaba?

Appendix- C

Addis Ababa University

Graduate School

Department of curriculum and Teacher Professional Development Studies
Questionnaire to be filled by Trainers of CSTCS

The main purpose of this questionnaire is to gather necessary information concerning the practice of community skill training center program implementation. The findings of the study may benefit in the planning and management of community skill training centers, adult and non formal education programs. Thus the success of this study depends on your willingness to give genuine and timely information therefore, you are kindly requested to respond to question as per the instruction indicate to each parts.

N.B. Don't write your name. Write your additional suggestion and comments on the given space. Please making "X" in the alternative provided and or put your responses for open ended questions.

Thank you very much in advance for your unreserved cooperation.

I. Personal Information

- 1.1 Name of Woreda _____
- 1.2 Sex A) Male B) Female
- 1.3 Age A) 18-25 B) 26-30 C) 31-35 D) 36 and above
- 1.4 Educational level
A) 10th complete B) Certificate C) Diploma D) BA/BSC
E) Others _____
- 1.5 Field of specialization _____
- 1.6 Your current position _____
- 1.7 Years of service on current position _____ in others
_____ Total serviced year _____
- 1.8 Any training you have attended relevant to current position? _____

Part II. The information related to current practices of CSTCS and provision of trainee programs. Please indicate your answer by making "X" or give short answers whenever necessary.

- 2.1 There is trend of providing training for coordinators /trainers of CSTCS.
A) Very high B) High C) Average
D) Low E) Very low
- 2.2 What there training opportunities you have attended relevant to adult skill training?
_____ How many training did you attend in the last two
years ? A/ One Time B) Two Time C) Three times
D) Four Times E) not at all
- 2.3 How is your interest in working in the current position?
A) Very high B) High C) Average
D) Low E) Very low

2.4 If your answer to question number “2.3” is very low what are the reason?

2.5 Who plans the training program of CSTCS?

- A) Coordinators
- B) Coordinators and trainees jointly
- C) Committee members of CSTC
- D) Woreda board and Woreda TVET office
- E) All of the above are participate in the planning

Part III-VI Please reply to items under the content by making “X” on the space provided to each item.

The items are related to planning CSTC program, organization of tainting program, implementation of training program and problems encountered skill training program. use the following scales, strongly agree = 5 agree =4 neither agree nor disagree= 3 disagree=2,strongly disagree =1.

III Planning CSTC Program

No	Contents	5	4	3	2	1
3.1	The trainees will get involved in deciding their felt needs to see, to comment, to modify and to formulate the plan cooperatively so as to realize the training objective in training program.					
3.2	The need assessment is made in coordinated manner to address the felt needs of trainees in participatory planning approach.					
3.3	Before the inception of the program there are awareness sensitizations for the objectives of CSTC.					
3.4	There is a trend of making agreement on the objectives and content of training program at the beginning.					
3.5	There is analysis of problems to be solved as well as future demands need assessment before the training is commenced.					
3.6	There is participation of trainees in setting priorities of needs					
3.7	There is a chance to discuss the major problems of the community with trainees before training.					
3.8	There is the chance to decide about the duration and types of training to concide with the interest of trainees.					
3.9	There are adequate selection criteria in CSTC					

Part IV Organization of Training Program

No	Content	5	4	3	2	1
4.1	There are relevant assessment and follow-up strategies assigned (planned) of program implementation by coordinators and facilitators.					
4.2	There is well organized use of training facilities, materials, equipment and available at hand.					
4.3	There is adequate facilities, materials and equipment at the center					
4.4	There is adequate budget allocated for the center					

V. Implementation of Training program

No	Content	5	4	3	2	1
5.1	There is a trend to ensure most appropriate methods like demonstrations, problem solving, brain storming and group discussion etc to be used or trainees to acquire skills knowledge and attitude					
5.2	There are out lines of resources to be used and training activities to be done					
5.3	The time or schedule required for each activity to run the training programs is known at the beginning					
5.4	The local community willing to contribute their money labor for income generating schemes					
5.5	There are frequent discussion between district CSTC board, TVET office, coordinators, trainers and trainees in the training process to give correct feedback on the failure with in CSTCS.					
5.6	Trainers encourage trainees to comment on the lessons					
5.7	In CSTC, adjustment of program would be made after discussion made with the trainees.					
5.8.	The trainers respect trainees ideas to correct errors.					
5.9	There is a trend of follow –up communication with trainees after completion of training program.					
5.10	The impact assessment of training is made on CSTC to determine the extent to which training objectives has been achieved.					

Part VI. Please reply to items under the content by making “X” on the space provided to each item.

The items are related to problems encountered training program use the following scales; strongly agree=5 agree=4 neither agree nor disagree = 3 disagree = 2 strongly disagree = 1

No	Content	5	4	3	2	1
6.1	Problems related to planning					
6.1.1	Lack of need assessment					
6.1.2	Lack of prioritizing the skill training					
6.1.3	In effective allocation and utilization of financial and material					
6.2	Factors related to resources					
6.2.1	Lack of adequate facilities, equipment, and materials.					
6.2.2	Lack of adequate budget					
6.2.3	Lack of qualified trainers					
6.3	Problems related to awareness					
6.3.1	Less involvement of relevant line miniserries in planning, implementation and evaluation of activities of CSTCS					
6.3.2	Unable to make/create linkage and building awareness with farmers training center (FTC) to train adults and youths on modern technologies with development agents.					
6.3.3	Less Participation of community members in CSTC program in receiving training					

7.1 According to your observation what are the main problems of CSTC?

7.2 What solution do you suggest in order to overcome the problems you have mentioned?

2.4 If your answer to question number “2.3” is very low what are the reason?

2.5 Who plans the training program of CSTCS?

- A) Coordinators B) Coordinators and trainees jointly
 C) Committee members of CSTC
 D) Woreda board and Woreda TVET office
 E) All of the above are participate in the planning

2.6 Which the target groups do the training of CSTC focus?

- A) Adult man and woman form rural areas
 B) Drop outs of primary school young
 C) Family heads form rural areas
 D) Any person who interested in receiving training above age
 E) All

2.7 What is the reason behind to focus on the indicated target group?

- A) the request of target group
 B) To mach with the woredas development strategy
 C) To mach with the woredas development strategy
 D) Others _____

2.8 How are the trains selected?

- A) By their own interest B) Kota from Kebeles
 C) By lottery D) others _____

Part III-VI Please reply to items under the content by making “X” on the space provided to each item.

The items are related to problems encountered training program use the following scales; strongly agree=5 agree=4 neither agree nor disagree = 3 disagree = 2 strongly disagree = 1

III Planning CSTC Program

	Content	5	4	3	2	1
3.1	The trainees will get involved in deciding their felt needs to see, to comment, to modify and to formulate the plan cooperatively so as to realize the training objective in training program.					
3.2	The need assessment is make in coordinated manner to address the felt needs of trainees in participatory planning approach					
3.3	Before the inception of the program three are awareness sensitization to the objectives of CSTC					
3.4	There is a trend of making agreement on the objectives and content of training program at the beginning					
3.5	There is analysis of problems to be solved as well as future demands need assessment before the training is commenced					
3.6	There is participation of trainees in setting priorities of needs identified					
3.7	There is a chance of discuss the major problems of the community with trainees before training					
3.8	There is a chance to discus the major problems of the community with trainees before training					
3.9	There are adequate selection criteria in CSTC					

Part IV Organization of Training Program

	Content	5	4	3	2	1
4.1	There are relevant assessment and follow-up strategies assigned (planned) of program implementation by coordinators and facilitators					
4.2	There is well organized use of training facilities, material, equipment and available at hand.					
4.3	There is adequate facilities, materials and equipment at the center					
4.4	There is adequate budget allocated for the center					

V. Implementation of training program

	Content	5	4	3	2	1
5.1	There is a trend to ensure most appropriate methods like Demonstrations, problem solving, brain storming and group discussion etc to be used for trainees to acquire skills Knowledge and attitude.					
5.2	There are out line of resources to be used and training activities to be done					
5.3	The time or schedule required for each activity to run the training program is known at the beginning					
5.4	The local community willing to contribute their money labor for income generating schemes.					
5.5	There are frequent discussion between district CSTC board, TVET office, coordinators trainers and trainees in the training process to give correct feedback on the failure within CSTCS.					
5.6	Trainers encourage trainees to comment on the lessons					
5.7	In CSTC, adjustment of program would be made after made with the trainees.					
5.8	The trainers respect trainees ideas to correct errors.					
5.9	There is a trend of follow-up communication with trainees after completion of training program.					
5.10	The impact assessment of training is made on CSTC to determine the extent to which training objectives has been achieved.					

Part VI Please reply to items under the content by making "X" on the space provided to each item.

The items are related to problems encountered training program use the following scales; strongly agree=5 agree=4 neither agree nor disagree = 3 disagree = 2 strongly disagree =

	Content	5	4	3	2	1
6.1	Problems related to planning					
6.1.1	Lack of need assessment					
6.1.2	Lack of prioritizing the skill training					
6.1.3	In effective allocation an utilization of financial and material					
6.2	Factors related to resources					
6.2.1	Lack of adequate facilities, equipment, and materials.					
6.2.2	Lack of adequate budget					
6.2.3	Lack of qualified trainers					
6.3	Problems related to awareness					
6.3.1	Less involvement of relevant line miniseries in planning, implementation and evaluation of activities of CSTCS					
6.3.2	Unable to make/create linkage and building awareness with farmers training center (FTC) to train adults and youths on modern technologies with development agents.					
6.3.3	Less Participation of community members in CSTC program in receiving training					

7.1 According to your observation what are the main problems of CSTC?

7.2 What solution do you suggest in order to overcome the problems you have mentioned?

Appendix- E

Addis Ababa University

Graduate School

Department of curriculum and Teacher Professional Development Studies

Questionnaire to be filled by Supper visors of Zonal and Woreda TVET agency

The main purpose of this questionnaire is to gather necessary information concerning the practice of community skill training center program implementation. The findings of the study may benefit in the planning and management of community skill training centers, adult and non formal education programs. Thus the success of this study depends on your willingness to give genuine and timely information therefore; you are kindly requested to respond to questions per the instruction indicated to each parts.

N.B. Don't write your name. Write your additional suggestion and comments on the given space. Please making "X" in the alternative provided and or put your responses for open ended questions.

Thank you very much in advance for your unreserved cooperation.

I. Personal Information

- 1.1 Name of Woreda _____
- 1.2 Sex A) Male B) Female
- 1.3 Age A) 18-25 B) 26-30 C) 31-35 D) 36 and above
- 1.4 Educational level
- A) 10th complete B) Certificate C) Diploma D) BA/BSC
- E) Others _____
- 1.5 Field of specialization _____
- 1.6 Your current position _____
- 1.7 Years of service on current position _____ in others
 _____ Total serviced year _____
- 1.8 Any training you have attended relevant to current position? _____

Part II. The information related to current practices of CSTCS and provision of trainee programs. Please indicate your answer by making "X" or give short answers whenever necessary.

- 2.1 There is trend of providing training for coordinators /trainers of CSTCS.
- A) Very high B) High C) Average
- D) Low E) Very low

2.2 What there training opportunities you have attended relevant to adult skill training?
 _____ How many training did you attend in the last two years ?
 A/ One Time B) Two Time C) Three times
 D) Four Times E) not at all

2.3 How is your interest in working in the current position?
 A) Very high B) High C) Average
 D) Low E) Very low

2.4 If your answer to question number “2.3” is very low what are the reason?

2.5 Who plans the training program of CSTCS?

 A) Coordinators B) Coordinators and trainees jointly
 C) Committee members of CSTC
 D) Woreda board and Woireda TVET office
 E) All of the above are participate in the planning

Part III-VI Please reply to items under the content by making “X” on the space provided to each item.

The items are related to problems encountered training program use the following scales; strongly agree=5 agree=4 neither agree nor disagree = 3 disagree = 2 strongly disagree =1

III Planning CSTC Program

	Content	5	4	3	2	1
3.1	The trainees will get involved in deciding their felt needs to see, to comment, to modify and to formulate the plan cooperatively so as to realize the training objective in training program.					
3.2	The need assessment is make in coordinated manner to address the felt needs of trainees in participatory planning approach					
3.3	Before the inception of the program three are awareness sensitization to the objectives of CSTC					
3.4	There is atrend of making agreement on the objectives and content of training program at the beginning					
3.5	There is analysis of problems to be solved as well as future demands need assessment before the training is commenced					
3.6	There us participation of trainees in setting priorities of needs identified					
3.7	There is a chance to discuss the major problems of the community with trainees before training					
3.8	There is a chance to discus the major problems of the community with trainees before training					
3.9	There are adequate selection criteria in CSTC					

Part IV Organization of Training Program

No	Content	5	4	3	2	1
4.1	There are relevant assessment and follow-up strategies assigned (planned) of program implementation by coordinators and facilitators					
4.2	There is well organized use of training facilities, material, equipment and available at hand.					
4.3	There is adequate facilities, materials and equipment at the center					
4.4	There is adequate budget allocated for the center					

V. Implementation of training program

No	Content	5	4	3	2	1
5.1	There is a trend to ensure most appropriate methods like Demonstrations, problem solving, brain storming and group discussion etc to be used for trainees to acquire skills knowledge and attitude.					
5.2	There are out line of resources to be used and training activities to be Done					
5.3	The time or schedule required for each activity to run the training program is known at the beginning					
5.4	The local community willing to contribute their money labor for income generating schemes.					
5.5	There are frequent discussion between district CSTC board, TVET office, coordinators trainers and trainees in the training process to give correct feedback on the failure within CSTCS.					
5.6	Trainers encourage trainees to comment					
5.7	In CSTC, adjustment of program would be made after discussion made with the trainees.					
5.8	The trainers respect trainees ideas to correct errors.					

Part VI: Please reply to items under the content by making “X” on the space provided to each item.

The items are related to problems encountered training program use the following scales; strongly agree=5 agree=4 neither agree nor disagree = 3 disagree = 2 strongly disagree =

No	Content	5	4	3	2	1
6.1	Problems related to planning					
6.1.1	Lack of need assessment					
6.1.2	Lack of prioritizing the skill training					
6.1.3	In effective allocation an utilization of financial and material					
6.2	Factors related to resources					
6.2.1	Lack of adequate facilities, equipment, and materials.					
6.2.2	Lack of adequate budget					
6.2.3	Lack of qualified to a trainers					
6.3	Problems related to awareness					
6.3.1	Less involvement of relevant line miniseries in planning, implementation and evaluation of activities of CSTCS					
6.3.2	Unable to make/create linkage and building awareness with farmers training center (FTC) to train adults and youths on modern technologies with development agents.					
6.3.3	Less Participation of community members in CSTC program in receiving training					

7.1 According to your observation what are the main problems of CSTC?

7.2 What solution do you suggest in order to overcome the problems you have mentioned?

Appendix- F

Addis Ababa University

College of Education and Behavioral Science

Department Of Curriculum and Teachers Professional Development Studies (Adult and Lifelong Learning Unit

Interview question are developed to be presented to the heads of woreda and zonal TVET agency

1. The TVET policy of the FDRE mandates the regional state to enhance non formal skill training parallel to the formal TVET system, with this regard in the zone and woreda what are the major strategies and objectives of CSTCS to the adults' ad youths? How can you describe the current organizational structure of CSTCS?
2. The Zone/woreda to what extent the CSTCS is providing training programs to meet their purposes?
3. What are major criteria by which trainees are selected for attending the training at CSTSC?
4. In the Zone/woreda to what extent the linkage of local development agencies is promoted to provide the need based non formal skill training to adults and youths?
5. Describe the priority in improving the planning, implementation, monitoring and evaluation of CSTCS in the future? Will you out line explicit new commitment that will accelerate the planning and implementation of CSTCS? How do you see the impact of CSTC programs in the local community?
6. Will you please suggest any new strategies to revitalize the activities of CSTCS?
7. Currently what are the major challenges of CSTCS?
8. To alleviate the challenges in CSTCS, what measures do you suggest to be taken?
9. What are the internal and external factors that hinder the actuates of CSTCS?
10. Will you please explain factors that only related to CSTCS?
11. What is the role of zone, district and other line ministries?

Appendix -G

Observation checklist was developed to be used in checking the present conditions of
CSTCs.

1. What are the members of trainees who are taking training in this year?
M _____ F _____ Total _____
2. What are the numbers of trainees who have taken training since the last three years (2000-2002 E.C) in the community skill training centers?
M _____ F _____ Total _____
3. The total amounts of budget annually allocated for the centers for 4 years.
2000 _____, 2001 _____, 2002 _____, and 2003 _____
4. Sources of fund other than government budget and their amount

No	Source	Amount in eth. Birr	
		Birr	Cent
1	Community contribution		
2	Donation from NGOs		
3	Sales from demonstrations		

5. The current status of CSTC concerning the availability of instructional facilities

No		The status of their availability				
		Very high	high	average	low	Very low
1	Class room					
2	Office					
3	Exhibition Hall					
4	Teaching aids					
5	Tools and equipment					
6	Black board					
7	Workshops					
8	Water supply					
9	Seats for trainees					
10	Electricity					
11	Toilet for females and males separately					
12	Availability of curriculum guide for training program					
13	Availability of selection criteria					

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