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SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF CURRICULUM AND TEACHERS  
PROFESSIONAL DEVELOPMENT STUDIES**

**ADULT AND LIFE LONG LEARNING UNIT**

**THE IMPLEMENTATION OF FARMERS' TRAINING CENTERS WEST  
GOJJAM ADMINISTRATION ZONE ON AMHARA  
NATIONAL REGIONAL STATE: THE CASE OF BURIE, JABI THNAN  
AND MERAWI WOREDAS**

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

**BY  
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**June, 2010**

**A.A.U**

## **ACKNOWLEDGMENTS**

I would like to express my sincere gratitude to my advisor Dr. Woube Kassaye for his extensive guidance, encouragement and unreserved brotherly support in shaping this thesis, and advising me at all critical levels. I am highly grateful in to H.E Dr. Abara Deresa state minister, Ministry of Agriculture and Rural Development for his encouragements, constructive comments and financial supports was unforgatable to me and my family.

Further more Dr.Mandefro Nigussie Rural Capacity Building project coordinator for financial support. I want to thank the school of Graduate Studies of Addis Ababa University for financing my research study. I also want to express my gratitude to my friend Tsegay Tiruneh for his extensive valuable comments and suggestions as well as material and moral supports. I am also thankful to the respondents who have provided me with valuable information during data collection period of the study. I am deeply grateful to my son Yohannes Aragaw for his encouragements during the study time and supports me. I would like to thank my sister Tirusew Ewonetie for her patience through out my study.

## TABLE OF CONTENTS

	Page
Acknowledgment .....	i
Table of Contents .....	ii
List of table .....	iv
Abbreviations .....	vi
Abstract .....	vii

### CHAPTER ONE

1. Introduction.....	1
1.1 Background of the Study .....	1
1.2. Statement of the Problem .....	5
1.3. Objectives of the Study.....	8
1.3.1. General Objectives .....	8
1.3.2 Specific Objectives.....	8
1.4. Significance of the Study .....	9
1.5 Delimitation of the Study .....	10
1.6 Limitation of the study .....	10
1.7 Definition of Operational Terms .....	10

### CHAPTER TWO

2. Review of Related Literatures .....	12
2.1 Conceptual Frame Work of Non Formal Education / Training .....	12
2.1.1 Non-Formal Education (NFE) .....	13
2.1.2 Features of Non- Formal Education/ Training.....	14
2.1.3 Concepts, Definitions and Views of Non Formal Adult Education Training .....	15
2.1.3.1 Concepts.....	15
2.1.3.2 Definitions.....	15
2.1.3.3 Views .....	16

2.2 Adult Education and Development .....	18
2.2.1. Adult Education Contributes for Poverty Reduction .....	18
2.2.2 Adult Education for Livelihood Development .....	19
2.3 Adult Education and Training .....	20
2.4 Theories of Adult Education .....	22
2.5 Participatory Training .....	23
2.6 Organizations of Training Materials .....	28
2.7 The Facilitation of Participatory Training .....	34
2.8 Selection and Training of Facilitators .....	39
2.9 Language for Training .....	41
2.10 Agricultural Extension in Ethiopia .....	42
2.11 The Current Policies and Strategies .....	43
2.11. 1 Farmers Training Centers in Ethiopia .....	44
2.12 Models of Curriculum Development .....	45
2.13 The Management of FTCs .....	47
2.14 Research on the Extension Training .....	48
2.15 The Current Implementation of FTCs .....	50
2.15.1 Short Term Training .....	50
2.15.2 Minimum Package Training .....	50
2.15.3 Household Package Training .....	50
2.15.4 Modular Training .....	51
2.15.5 Buildings of FTCs .....	51

**CHAPTER THREE**

3. Research Design and Methodology .....	52
3.1 Research Design .....	52
3.2 Source of Data .....	52
3.3 Population and Sampling Techniques .....	52

3.4 Data Collection Instruments .....	53
3.4.1 Questionnaire.....	53
3.4.2 Observation Check List .....	54
3.4.3 Interview .....	54
3.4.4 Focused Group Discussion .....	54
3.4.5 Documentary Sources .....	55
3.5 Pilot Study .....	55
3.6 Data Collection Procedures .....	56
3.7 Ethical Consideration .....	57
3.8 Analysis and Interpretation of the Data.....	57

#### **CHAPTER FOUR**

4. Presentation, Analysis and Interpretation of the Data .....	58
4.1 Background of Respondents .....	58
4.2 Organization of the FTC Training Materials Facilities and Services.....	61
4.3 The Preparation of the FTC Training Manuals or Modules .....	64
4.4 The Facilitation of Participatory Training in the FTC .....	67
4.5 The Provision of Need Based Training in the FTC .....	72
4.6 An Inviting Environment to Trainees in the FTC .....	73
4.7 Access to the FTC Training.....	76
4.8 The Level of Participation of Trainee Farmers in the FTC Training.....	78
4.9 Trainees Participation over the Decision of the Timing of the Program issues on the FTC training are Presented .....	82

#### **CHAPTER FIVE**

5. Summary, Conclusion and Recommendations .....	84
5.1 Summary.....	84
5.2 Conclusions.....	87
5.3 Recommendations.....	87
References .....	90
Appendices	

## LIST OF TABLES

Table.....	page
Table 1. Background in Formation of the Trainee Farmers Respondents .....	59
Table 2. Trainees' View of the Organization of FTCs Training Materials .....	61
Table 3. Trainee's View of The Preparation of Training Modules .....	64
Table 4. Trainees View of the Training Learning Process in the FTCs .....	68
Table 5. Trainees' View of Need Based Training in the FTCs .....	72
Table 6. Trainee's View of the FTC Environment .....	74
Table 7. Trainee's View of Participants Selection Criteria .....	76
Table 8. Trainee's Response on Participation in the Program .....	78
Table 9. Trainee's View of Decisions Made In Relation To the Program .....	82

## **ABBREVIATIONS /ACRONYMS**

AAU: Addis Ababa University  
ADLI: Agricultural Development Lead Industrialization  
AE: Adult Education  
ANRS: Amhara National Regional State  
CSTCs: Community Skill Training Centers  
DAs: Development Agents  
EEA: Ethiopian Economic Association  
FAL: Functional Adult Literacy  
FTC: Farmers Training Centers  
IIZ/DVV: Institute for International Cooperation of German  
MoARD: Ministry of Agriculture and Rural Development  
MOE: Ministry of Education  
MOFED: Ministry of Finance and Economic Development  
NBE: National Bank of Ethiopia  
NFAE: Non-Formal Adult Education  
NGOs: Non-Government Organizations  
PADETS: Participatory Demonstration Extension Training System  
PASDEP: Plan for Accelerated and Sustainable Development to End Poverty  
RBOARD: Regional Bureau of Agriculture and Rural Development  
UNESCO: United Nations Education Science and Cultural Organization  
WARDO: Woreda Agriculture and Rural Development Office  
ZoARDD: Zone Agriculture and Rural Development Department  
TVET: Technical and Vocational Education Training  
MOE: Ministry of Education  
MPP: Minimum Package Project  
GDP: Gross Domestic Production  
GNP: Gross National Product  
WB: World Bank  
NFABLP: Non-Formal Adult Basic Learning Program  
FREG: Farmer Research Extension Group

## ***Abstract***

*This research was preferred descriptive survey study to assess the implementation of the modular training that was being given to farmer trainees in Burie, JabTehenan and Merawi Woredas farmers' training centers (FTCs) in light of adult and non-formal education principles and practices. The subjects were selected using purposive, stratified and available sampling techniques. The main techniques of data collection for the study was questionnaire which was filled by 120 trainee farmers found in four different FTCs in the Woredas. To supplement the data, interview with Extension Experts was made at MoARD, RBOARD, ZoARDD and WoARD departments. Similarly, focus group discussions with facilitators, DA Coordinators, PA representatives and trainee farmers of the FTCs were conducted. In addition, classroom and center observations were carried out and information was also collected from training modules and other relevant documents. The data collected using questionnaires was analyzed quantitatively using descriptive statistics such as percentages, frequency distribution and mean value. The major finding of the study indicated that the FCs in Burie, Jabitehenan and Marawi Woredas faced series problems in giving both theoretical and practical training due to lack of teaching aids, modules for trainees, proper facilitation, direct participation of trainees' in the preparation of materials, demonstration plots with the necessary inputs, and facilities like workshops, exhibitions, water supply and toilets. It was also found out that factors like interruption of training, and the presence of incompatible structures in the FTC compound were worsening the situation in which the trainings is implemented. Based on these findings, recommendations were made.*

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

Ethiopia is a nation with labor and Land as major resources. However, the majority of the labor force population is illiterate and has had little or non access to systematic education. This problem of illiteracy and low education has a negative impact on the counter's efforts to bring about change in socio-economic development. Illiterate communities do not utilize their resources effectively and efficiently, do not understand methods and techniques of environmental protection, unable to speak out against social evils like corruption and do not adequately understand their rights and duties (MOE, 2006).

Education and training perhaps is the most important pre-condition for development. When a large part of the population is illiterate, this hinders economic and social development. Education is thus a key priority. This was clearly articulated in the Dakar framework cited in Tsegaye (2009).

*Education, starting with the care and education of young children and continuing through lifelong learning, is central to individual empowerment, the elimination of poverty at the house hold and community level, and broader social and economic development. At the same time, the reduction of poverty facilitates progress towards basic education goals. There are evident synergies between strategies for promoting education and those for reducing poverty. A multi sectored approach to poverty elimination requires that education strategies complement those of the productive sectors as well as those of health, population, social welfare, labour, the environment and finance, and be closely linked to civil society as cited UNESCO (2005:1).*

Adult education denotes the entire body of organized educational processes, what ever the content, level, method, whether formal or other wise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turning a new direction and bring about changes in their attitudes or behavior in a two fold

perspective of full personal development and participation in balanced and independent social, economic and cultural development (UNESCO, 2005).

The importance of adult education or training for development is indicated by different scholars. According to Yalew (2005), Adult education is pre-requisite for development which is aimed at the balanced growth of the whole man, socially, economically and culturally. In addition, he quoted Rogers (1979:66) for giving weight to the importance of adult education for development as cited in Ephram (2009).

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

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

Total agricultural population of Ethiopia in 2002 is close to 54 million which claims 80% of total population. This composed more than 11 million house holds with an average 5.15 persons per house hold. The national average of the total land holding is 1.06 hectare. Most of this agricultural land 74.2% was used for growing temporary crops (EEA, 2006).

Ethiopian economy is highly dependent on agriculture which contributed about 48% to GDP in 2004(NBE, 2005 in EEA, 2006) the contribution of agriculture to GDP growth was the highest relative to other sectors. In 2004/05 the economy grow by 8.8% of which 5.8% (or 66%) was contributed by the agricultural sector. The performance agricultural sector has been well in the last three years after the decline of 12% in the year 2002/03. The improvement in the agricultural sector added value increase of 19% in 2003/04 (EEA,2006) and Mikias (2007).

According to 2009/2010 Report of the Ministry of Agriculture and Rural Development: The number of farmers who use agricultural extension packages has reached more than 8 million as compared to 35,000 farmers few years ago. This remarkable results has attained due to the establishment of 25 Agricultural Vocation al Training Colleges all over the country since 2004; from which 62, 764 and agricultural development agents graduated. So far, 7900 farmers training centers (FTCs) have been established.

During the last 6 years, the country's economy in general and the agricultural sector in particular, have registered a rapid growth. The region currency acquired from both agricultural and industrial products in 2009 was 1.45 billion dollars and 90 percent of this was obtained from the agricultural sector. With regard to agricultural input, in the year 2009-564,758 metric to of improved seeds has been used. As result of the production increase farmers are gradually shifting from subsistence agriculture to commercial agriculture and through this effort they are able to improve their living standard (MoARD, 2009/2010).

The growth of agricultural production and productivity for the last 3 years i.e. 2007, 2008 and 2009/2010 production year in percentage shows that 14.72%, 17% and 18% respectively (MoARD, 2009/2010).

Earlier, the fragmented nature of the farm lands deterred the extension intervention in the country for addressing the problems of small holding farmers since main stream users of agricultural research and extension were large state farms from the beginning. Recently,

the extension system has been challenged a lot globally due to current series food crisis. It is criticized in most of the research literature due to various constraints attributed to its ineffectiveness as to realize the time and again food self-sufficiency both house hold level and at national scale as a result of deep-rooted multi faceted chronic poverty bounded problems. This above all calls for all who are concerned to take painstaking action to alleviate the tribulations by working hand in hand from the side of the solution.

Currently, Ethiopia has been under taking a development strategy known as Agricultural Development Led Industrialization (ADLI). This program has been under way through Participatory Demonstration and Extension Training System (PADETS) in which the generation, adoption and diffusion of new farm technologies in the form of new and improved input used, the house holds with ultimate goal of improving their lively hood. Now, it is more than a decade since the new extension system, PADETS, was launched by the government with stated objectives of increased income and living standards, fostering food security and improved health (MoARD, 2009/2010).

The organization by sex, age and lines of occupation, provision of raw materials for industry, enhancement of foreign exchange and the conservation of natural resources and the environment all through the provision of appropriate technologies. The program has been executed from different bodies of administration, farmers and other partisan in diverse aspects at, various levels country wide. It is also a subject of research for many scholars across many disciplines.

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

There were also very few studies conducted mainly on non-formal adult education Training Centers, (IER/AAU,1994), (Zelleke, 2001). The findings from such studies have revealed that NFAE were under utilized, they lack effectiveness for various reasons.

Generally, some of the problems related to the ineffectiveness of non-formal adult education identified by studies including the following:

- There was shortage of resources and facilities
- Lack of trained coordinators who could design need based and life skill oriented training programmes.
- Lack of need assessment and comprehensive study to base planning and implementation of training programs.

Therefore, Farmers Training Centers (FTCs) are very important settings to import new agricultural knowledge, skills and practices into the minds of small holding farmers. So that they can increase productivity of their respective farm lands such Centers in their totality are expected to include the training Centers, facilitators, farmers trainees and overall program in the setting and government hierarchy in the system.

In NFAE not only the provision of the training but also the way it is put into practice equally matters for the success or failure of development programs. The participation of learners in planning, implementation, and evaluation of NFAE programs is principal issue of human learning and development (Kassahun, 1997). Thus for NFAE programs to succeed in attracting the learners. They must address the problems and needs of the target groups they intend to reach (McGivney and Murray 1991, Vella 1994, Moleko and Betz 1995 Kassahun, 1997).

It is mentioned that the extension intervention is commented for being top down and not participatory in the various studies reviewed. This paper will try to see the extension education practices being implemented in the FTCs in light of adult and non-formal education principles and practices. Consequently, the assessment of the implementation of FTCs attempted to examine the relevance and performance of FTCs Training in Burie,

Jabitehena and Merawi Woredas where FTCs are located, the study provides consider assessment of the center.

Based on the above back ground the study has attempted to answer the following Research questions.

- A. Does the FTCs Teaching Learning process consider (in conformity with) Adult Learning Principles?
- B. Do the trainees participate actively in the program?
- C. What is the current status of Farmers Training Centers in the selected Woredas?
- D. What are the major problems encountered by the Farmers Training Centers in the provision of livelihood skill training?
- E. How Suitable is the Setting for Training Adults from AE (Adult Education) perspective?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objectives**

The general objective of the study is to make survey on the status of farmers training centers in Amhara Regional State, (statuses and problems of FTCs in improving and developing the technical skills of existing and new entrepreneurs in West Gojjam Administrative Zone of (ANRS): in selected Woredas).

#### **1.3.2 Specific Objectives**

More specifically, the study will address the following specific objectives.

1. To assess how FTCs Teaching Learning Process with adult learning principles.
2. To identify major problems that encounters the FTCs in the provision of skill training.
3. To examine the implementation and conditions of the selected Woreda FTCs.

4. To identify major inputs that are needed to trainees and active participant in the program.
5. To suggest possible solutions that will be used as an input to make corrective measures by the local authorities as well by the Regional Bureau of Agriculture and Rural Development.

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

Nowadays, the government of Ethiopia gave emphasis for the Agriculture Sector by establishing Agricultural Lead Industrialization: (AGLI) Considered as one of the core development strategies that creates job opportunities for the young and adult through which the government believes to achieve social and economic development. To this end, the out comes of this research could be very useful to the different stakeholders, government bodies, NGOs, and Civic Societies in the following ways.

- Providing information about the existing situation of implementations and status of FTCs programs in selected Woredas.
- The level and nature of interaction between the facilitators and the trainees in FTCs.
- Sharing experiences between reactionaries of extension and adult education.
- Throwing light on the relevance of FTCs for the creation of job and employment opportunity by analyzing data /information from review of literature.
- Forwarding possible solutions that can influence decision making for improved performance of FTCs, for effectiveness interims of job creation and lively hood improvement.
- Serving as spring board for those who would like to undertake further study, in the area.

## 1.5 Delimitation of the Study

The scope of the research included all the key actor participating in the extension system in the relevant department office found in MOARD, RBOARD, ZOARDD, WBARD and FTC levels and making contacts by identifying and focusing on relevant department personnel, curriculum processes and activities related to modular training alone. Moreover, this study is delimited to FTCs found in Amhara Regional state in west Gojjam Administrative Zone the case of Burie, Jabitehina and Merawi Woredas, (due to their better material and manpower position in the modular extension training and their accessibility to the research). The study focuses on trainees who are on the pipeline.

## 1.6 Limitation of the study

The most difficult problem which faced in this study was the interruption of the on going FTC training which limited the observation of class room learning in four centers. Due to Woreda inputs, planning work was carried out in campaign by both DAs and PA Farmers. It was the necessary in the Woreda to initiate trainees to come to the training and the researcher was forced to distribute the questionnaire in one center with special programming in Woreda.

The researcher was made efforts in order to get representative and reliable data as much as possible. In most cases, research that are under taken on the area of farmers training centers suffer greatly data shortage. It is also hardly difficult to get reliable data. Coordinators as well as MoARD, RBARD, ZoARD did not provide full information about the trainee's.

## 1.7 Definition of Operational Terms

- **Extension Intervention:** the agricultural training and education given to the Ethiopian farmers in order to improve their traditional agricultural practices.
- **Development:** The improvements of the life quality of small house hold farmers.
- **Training:** The extension education being given in farmer training centers.
- **Training farmers:** Farmers who participate in the FTCs training.
- **Centers:** The farmers' training centers

- **Facilitators:** The development agents (DAS) working in the FTCs
- **Adult basic education:** broadly defined as involving reading, writing and mathematical skills necessary for adults to be literate
- **Non- Formal Adult Education:** is a systematically organized program for the provision of adult basic education and skills training courses.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1 Conceptual Framework of Non- Formal Education /Training/

Ethiopia is one of the developing countries characterized by low GNP /Gross National Product/ and the least perceptual income level. According to World Bank report (WB, 2002) poverty is wide spread and over half of the population lives under poverty line. The poverty line that provides the minimum food requirement per adult per annum is very low in the country in general and Amhara region in particular. Food is more prevalent in rural areas, where the majority of the population lives (MoARD, 2003; MOL, 2003).

The economy of Amhara region is highly dependent on agriculture and an estimated 85% of the population gains its lively hoods directly or in directly form agricultural production. Through the implementation of agricultural extension program, outstanding results have been registered in terms of productivity increment, especially in most of the potential Woredas of the region. However, the situations at household facing severe food shortage problems through out the year. The region is suffering from both chronic and transitory food insecurity problems mainly caused by insufficient and scarce agricultural productivity, severe land degradation and poor soil fertility erratic rainfall, lack of alternative off farm and non farm income, lack of appropriate technology, insufficient use of water resources for agriculture, increase population pressure, lack of adequate social services and absence of marketing and credit facilities (Mesfin 2003; BOFED, 2004).

According to regional survey conducted in 2003, 76.5% of the sample house holds responded that they don't have enough stock until the next harvest. The number of population that was chronically affected by food insecurity in 2003 was estimated about 2,455,242 which accounts for about 17% of the total population of the region and 36% of the total population living in the food insecure Woredas (BOARD, 2003).

Currently, there are favorable conditions in terms of policy issues for food security related interventions. The Regional Government in cooperation with local communities and donor agencies is exerting a concerted effort to break the cycle of poverty and to promote a more sustainable rural house holds production and provide more purchasing power to rural food insecure house holds.

### **2.1.1 Non-Formal Education (NFE)**

Non-formal education is any organized and semi organized educational and training activities that is implemented outside the formal educational system to serve variety of learning needs of different sub groups of population both children and adults. Today, for developing countries it is used as an alternative to their formal education system which is aimed at to make learning national lifelong learning experience compatible with the interests of individuals and communities (Bishop, 1989:131). Non-formal education was suggested to local level program for poor adults, however the program got attention of the oppressed third world. Its term was chosen by international development agencies (Labell 1986:1).

Coombs and Ahmed (1974:8) define Non-formal education as “--- any organized, systematic educational activity carried out on outside the framework of the formal system to provide selected types of learning to particular sub groups in the population, adults as well as children.

According to Bishop (1986:52) the objectives of non-formal education serves two types:

- It provides chance to learning for those who have never been to school and
- It offers chance for those who have the basic skills of reading, writing and competing to practice them and to build on what they have learned.

### **2.1.2 Features of Non-Formal Education /Training/**

Bishop (1989:134) identified the characteristics of non-formal education items of its relation costs, self-help and life long education.

- i. Relative costs of non-formal education: the cost of non-formal education as compared to formal education is relatively lower because non-formal education can reduce capital cost by using borrowed or low rent facilities and reduce recurrent costs by using volunteers and part time personnel.
- ii. Self-help: in many non-formal education program the participants help to build their facilities and provide any service needed.
- iii. Life long learning: today it's believed that to confine education to the young is inappropriate as confining health service only to certain age group. Therefore, countries should work to provide life long learning system that will give flexible program and diversified range of learning options to every individual throughout his/her life. Flexible program would provide a little education now and then, as appropriate, to renew ones conceptual knowledge over the courses of ones career. It also enables drop-outs to reenter the education system.

Mamo (1999:40) summarized the most important characteristics of non-formal education program as follows;

- They provide relevant education to the needs and aspiration of target groups.
- They can be adjusted to the time constraints and related circumstances of the participants particularly the disadvantaged groups.
- They offer opportunity for life long learning in conjunction with formal education.
- They provide experiences that can be of value for immediate practical use.
- They have greater and more intense applications of the local resources of the community.

## **2.1.3 Concepts, Definitions and Views of Non-Formal Adult**

### **Education/ Training**

#### **2.1.3.1 Concepts**

Some specialists are arguing that the term non-formal education has lost its meaning and relevance all to there, because of both the current enormous diversity of forms and the difficulties in drawing a line between that is 'formal' and 'non-formal' either to refer directly to different pre-programs of basic education or to same all forms under life long learning (Roger, 2004, in Hoppers, 2006). Adult education specialists have made a cause for dissociating their specialty from non-formal education and simply referring to it as adult education (Bhola, 1998 in Hoppers, 2006).

Hopper (2006) further stated that detailed Mapping of different programs is likely to reveal that even in poorer countries where resource are scarce; the educational environment is much more complex than is perhaps assumed. The term non-formal education has come to cover education and training initiatives as far apart as Extension service for farmers, HIV/AIDS peer groups support, community schools, functional literacy programs, programs for street children shepherd schools, entrepreneurship development programs, language classes, multimedia, community development centers evening classes youth skills development projects and in-service courses for teachers.

Hence, these programs have widely diverging characteristics; serve distinct purpose for different clienteles. Ministries need to be very clear as to which of these forms and sub systems should be of direct concern to them, as to which ones demand policy intervention and for what purpose.

#### **2.1.3.2 Definitions**

The most widely accepted definition of non-formal education according to Coombs (1968) is driven from its relation to two other forms of learning formal and informal education. Accordingly Coombs (1968) defines formal education as the institutionalized, chronologically, graded and hierarchically structured educational system, spanning from lower primary school and the upper reaches of the university. Informal education on the

other hand is described as life long process by which every person acquires and accumulates knowledge, skills and insights from daily experience and exposure to the environment.

In comparison with the above two forms of education, non-formal education is defined as, any organized, systematic educational activity carried on outside the framework of the formal system to provide selective types of learning to particular sub groups in the population, adult as well as children.

### **2.1.3.3 Views**

There are different views and consumption about non-formal adult education. Some learners perceive non-formal education as potentially powerful vehicle for promoting dramatic economic growth in rural areas; while others see it as accelerating political participation and social development. Educators and social scientists view this last factor as the most important in the democratization and development efforts of societies.

Political scientists and anthropologists have reported concerted attempts by emerging nations and revolutionary societies to mobilize their citizens toward fuller political participation by democratically altering their believes systems through non-formal education (Bock and Papagi annis, 1983). It is from these multidirectional advantages of non-formal adult education program that currently many countries and development agencies in the world make the program their prior focus of attention in the course of development activity.

The term “Extension Education” was used by the Cambridge University (UK) to connote the off- Campus educational role of the institutions. It came, indeed, as an educational innovation discovery. Today, it has grown into full-fledged discipline with its professional dimension-educating clients for acceptance of scientific innovations leading to increased production, better income and richer life.

The advisory work in Britain and some parts of Europe was established around 1965, earlier than the cooperative extension service in the USA. Britain thus, initially made

contributions to agricultural science, education as well as extension. During the same period extension efforts were made rather in a sporadic manner in the USA by some private societies, colleges and state Government departments. It was 1914 when the cooperative extension work was for mainly launched on a nation basis. The USA has the distinction of developing its body of knowledge which put the extension education on the map of one of the applied social sciences. At present, most of the Countries have some forms of extension services or the other greatly influenced by American Extension system. India has made its own contribution by adopting and advocating “Community development” type of extension service which is presumably most suited to the developing notions. In the world of the UN Evaluation Commission, the Community Development Program launched in India in October, 1952 has grown in to “one of the major experiments of the twentieth Century whose results are World wide interest” (Chhabra, 1972).

Adams 1982, defined it as assistance to Farmers to help them to identify and analyzed their production problems and to become aware of the opportunities for improvement. Roling (1990), said that Agricultural Extension as a communication process geared towards bringing voluntary behavioral change. Van den Ban and Hawkins 1996 have defined extension as the conscious communication on information to help people from sound opinions and make good decisions. Singh, (2003) said that agricultural extension as an advise and assistance for Farmers to help them, improve their methods of production and marketing.

According to IIZ/DVV (2002) to undertake a document study on two strategies to promote literacy and training for livelihood skills:

- Literacy instruction in cooperating livelihood skills,
- Livelihood skills training incorporating literacy instruction. In other words, one of these strategies is to use literacy programs to help learners to make there livelihood skills more productive. The other strategy is to make use of vocational training programs, agricultural extension, and micro enterprises by incorporating relevant aspects of reading, writing and mathematics.

Livelihood: contributing in the first instance to review of vocational and technical education, it treats the term “livelihood” in its traditional, restricted sense of simply making a living, rather than in the recently expanded senses initiated by researchers at the institute of Development Studies and adapted by some Bilateral and Multilateral agencies and international non-governmental organization.

## **2.2 Adult Education and Development**

The field of adult education equips its practitioners with all the necessary theoretical inputs which help them in dealing with the waiting vast area of application in the world of work and real life. Adult education has been a tool employed to avert mighty problems confronted humanity whether in developing or developed world. These problems range from luxury driven vacationers varies training demands to those of survival requested basic literacy and functional adult literacy and training needs. It is a field which requires readiness both interims of getting prepared for challenges careers from the part of parishioners. Adult education is one of the key ingredients that their existence is a pre-request requirement for flourishing of true development.

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

### **2.2.1. Adult Education Contributes for Poverty Reduction**

Bhola (2005) stated that one of the Millennium Development Goals declared by the United Nations in 2000 was to reduce by half the population of people living in extreme poverty, by 2015. Adult education can and should contribute significantly to this

development goal. As far as attention has been given to the contribution of adult education to the reduction of poverty; the trend has been to focus on literacy or basic education. Nevertheless, adult education is potentially much more than literacy or basic education. Successful contribution of adult education to poverty reduction programs includes also agricultural extension, vocational education, community development and training for active citizenship.

### **2.2.2 Adult Education for Livelihood Development**

Sand (2005) discussed that, adult and other educators have accepted that the skills of literacy are not ends in themselves but need to serve some purpose and practice that is important to their users.

Thus, more specifically, livelihood restricts itself to the knowledge, skills and methods used to produce or obtain the food, water, clothing and shelter necessary for survival and well being. Sand (2005) further stated that, livelihood seems more appropriate than either employment or income generating activities, because the majority of people in Africa who participate in programs with literacy components drive their living mainly for subsistence agriculture, and often from the exchange of goods and services, rather than from earning wages or salaries. A livelihood can include more than one set of knowledge, skills, and methods.

For instance in an agrarian economy, a woman may earn her family's livelihood by combining subsistence agriculture and horticulture on a small plot of land with remunerated labor on a neighbor's land and with selling some of her produce as processed food in local market.

Further, the literature gives the impression that in most instances income-generating activities do not involve much systematic training, in ways that courses of vocational and technical education would. Instead, a learning group usually seems to undertake an activity that is common, well known and established in the neighborhood and for which little additional instruction is given.

The Report on a project in Egypt was preferred the term "Livelihood" rather than "income-generating activities" makes this important distinction. "Quite often the needs assessment identified the need for income generation opportunities of which vocational training might be apart ...An additional challenge is not to confuse income-generation with vocational training. Both are often important, but people developing vocational skills often need further support (such as with credit schemes and marketing) to be able to generate income" (UKDFID 1999 (b) para. 8.4.3 and 8.4.8).

In short livelihood /occupational training are not quite synonymous with income-generating activities, even if the latter do require some training.

### **2.3 Adult Education and Training**

Training is particularly essential to organizations and people who are institutions that are very dynamic; and for people who have limited time to spend in learning environment. Training is essential to the kinds of immediate behavior changes necessary to make a group functional with determined organizational work objectives (Min- Huei, 2007).

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

In addition to this, in what she said CAL (Characteristics of Adult Learners) mentioned that aging people tend to: decline in reaction time (the increases in time needed to perceive new information when age increase) but this can be compensated by stressing power rather than speed in learning; change their interest from acquiring fluid information to crystallized information (the first one is loaded with facts can be measured

with IQ while the second one is wisdom acquired through experience and learning) and can be compensated by capitalizing crystallized intelligence for adult learners and also declines in vision which can be compensated by increased illumination and use of glasses.

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

Therefore, these characteristics of adults alerts their educators to worry about how to create a learning environment that can holds participants on training and at the same time provide them a maximum reward that compensates whatever they expensed for it. Since they know to failure this mean to remain with null learning centers and this in consequence mean to loose the whole enterprise of development. This apprehension is forwarded with solutions in the following citation.

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

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

which make the field of adult education special and different from pedagogical teaching learning process.

## **2.4 Theories of Adult Education**

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

The role of principles taken from such adult education theories is giving us directions which guide our behaviors and actions in face of practical engagements in the learning process of adult people. The presence of so many theories and the vast application adult education makes the selection of principles a challenging task. This is because any one of these theories does not fulfill all the criteria need in achieving an intended objective. In this respect trend is to use a blend of activities taken out of theories through eclectic approach.

If we consider training which is a major segment in the field of adult education, it has been best implemented by applying principles derived from behavioral theories. The idea in the last sentence is also supported by literature.

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

When we see the usual pattern in applying behaviorist principles in the designing of training, the very first idea which is coming with expert prepared materials based on prior formulated specific objectives derived from ends of training/ goals, contradicts with the idea of participatory training. The behavioral has indispensable elements which make it

an ideal means for training implementation. However, to be worthy enough to adults' peculiar characteristics this theory must change the usual course of coming with ready made training agendas; rather it must follow a course that begins from consulting with the adult trainees on the curricular issues that needed series of decision. These decisions were made earlier in side offices by experts alone but the new approach summon sharing of decisions, change of sequence of events and changes of psychology.

If we decipher reasons of reshuffling of path for the material designing process it did not take us too much to trace that behind this practice there is the influence of humanistic theories.

Humanists are highly motivated and self directed learners; responsibility to learn is assumed by the learner. The humanistic educator facilitates learning but does not direct learning. The educator facilitates learning but does not direct learning. The educator and learner are "partners" concepts that define humanistic philosophy include experiential learning, individuality, self-directed, and self actualization. Humanistic teaching methods contain group discussion, team teaching; individualized learning, and discovery method, Regress, Maslow, knowlesa and MCKenzie are facilitators of the humanistic philosophy. (Zin 1983) cited in Boone, Gartin, Bucking ham, Odell, and Lawrence, 2001:528).

## **2.5 Participatory Training**

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

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

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

On the presence of different levels of participation Gudhynase and Evia (1992) in what they call shallow and deep participation said that, shallow participation simply allow people to participate in the external agents perceived or inferred environment before, during or after measures and it is done superficially with the intention of maintaining the relationship of domination and dependence between local communities and external agents while deep participation allows local communities to involve truly in any measures under taken. Unlike shallow deep participation, it does not aim at converting the opinion of only few persons to a majority opinion, but rather it rediscover the opinion of the majority, and challenge that of those few. The latter's approach is interactive and modifications are undertaken jointly by the external agent and local community in inferred and perceived involvements. Its final aim is liberating the individual. They concluded that adult education which aims at maintaining and promoting the diversity of society and democratic atmosphere through fortified and creative movements must include the search for deep participation as one of its ingredients.

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

From this we learn it is only real participation that will create an enabling inferred and perceived environment to small holder farmers in agricultural training and extension. This is because the external agents are more acquainted with the modern technology but

they have less perception of the farmers' situation. Provided with this scene if they design training based on what they inferred, it will only reflect out ciders' perception of problems. And neglect to address the real problems of the community with down- to – earth solutions. From these entire one can conclude that, only permitting people to exercise genuine participation will commit them in programs and hence help development intervention to be fruitful.

➤ Principles of Participant Centered Learning/ Training

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

- I. Training Should Be Trainees Participation Centered:** This meant trainers and trainees should participate together in the planning activity and it must include both of them starting from the objectives, choosing methods to evaluating every stage of the teaching learning process (Brundage and Mackeracher, 1980 in Dewar, 1999 and Shir Vastava, 1989).
- II. Using learners' experience as a resource in training should be underlined:** Training must start with problems or current concerns and use learn knowledge and experiences as richest sources and foundations of learning. Trainers must believe in trainees' abilities to change their situations (shir Vastva, 1989).
- III. Use success in training as secondary motivation for further learning.** This shows that usually using activities with in the ranges of trainees' abilities will help to progress in to new and challenging ones by increasing their self concept and motivation, doing so then helps trainers to involve trainees more in training (Zenke, 1988 in Dewar, 1999 and Shir Vastava 1989).
- IV. Integrate new knowledge with existing and experience of learners:** Training becomes effective when it can integrate the existing and the new knowledge. It should actively engaging trainees to search meaning to new contents presented. Such training is the result of active learner participation and makes them to be aware of their reality, causes of a problem and transform it (Zemre, 1988 in Dewar 1999, Knox 1977 as quoted in Book filed 1986 and Shir vastava, 1989).

- V. Training should avoid stress creating conditions for trainees:** This means adults learn best when they are free from stress which acts as major block to learning. Trainers must recognize stress caused barriers of participation like financial, physical, or socio-political constraints and must try to overcome them in ways appropriate to the local situation (Brundage and Mackeracher 1980 cited in Dewar, 1999 and Shir vastava, 1989).
- VI. Training should nurture a cooperative environment among participants:** This declares the interaction between trainers and trainees and the interaction among trainees themselves it should be carried out with mutual respect and understanding on top of this when ever body contributes ideas and experiences learning will become a cooperative enterprise and result will be more meaningful and effective (Brundage and Mackera cher 1980, Dewar 1999, Draper 1992 cited in Imel 1998).
- VII. Training should make use of groups:** It should use usually small groups which helps work together and develop their creativity and power through learning from peers. The advantage of working with others is enabling trainees to identify and solve problems and allowing all participants to be involved in discussions and to assume a variety of roles. It also helps trainees recognize their knowledge skills, interests and ability to act and hence can help groups to organize, stay together and grow. Adults can derive support from others in learning together (Shirvas tava 1989 and Imel 1998).
- VIII. Training is best when its skills are taken by doing.** This claims people learn best not something which they heard, read or discussed but something which they actually do. Adult skill learning is facilitated by allowing individual learners to assess their own skills and strategies to discover inadequacies or limitations of them selves. And doing so leads to immediate activity which will produce concentrated results and this in turn will help internalization of learning (Brundage and Mackeracher 1980 and Shir vastava 1989).
- IX. Training is voluntary activity:** This means a trainee only can be encouraged to learn but can not be forced to train. Training content must be derived from the

community's needs and methods must be driven from the respect between the learner and trainer Shir vastava (1989). Adults experience anxiety and ambivalent in their orientation to learning (Smith, 1982 in Dewar, 1999).

**X. Training is best when given by varying styles in the learning process:**

Training must be prepared considering trainees' different taste of learning methods as adults learn in different ways. Participants should be given the opportunity to engage in multiple learning modalities like to listen, look at visuals, ask questions, simulate situations read, write practice with equipment and discuss critical issues. Variety not only ensures that each cognitive style is addressed but also provides repetition to reinforce learning and, of course, combats boredom (Min-Huei, 2007).

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

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

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

When all the ideas discussed so far put all together shows clearly how they are interwoven to make the extension training principles and practices described by Zwane (1992), which said agricultural extension education is voluntary more problem oriented education for practical usage. Its fundamental objective is to improve the efficiency of the

farmer by persuading him/her to apply improved methods that will help to improve standard of living. The basic philosophy of agricultural extension education is to teach people how to think and not what to think. Such education should teach a farmer to be self-reliant. Skills acquired should enable him to move a way from ignorance and become self-responsible.

According to him the principles which govern extension are the following: it is a two-way communication process, based on the sharing of information and experience, it is a work which is partly problem-printed and partly innovative but always based on real needs of farmers as a program it should accord with short and long-term plans of farmers involve them in planning. And recommendations made to farmers should be simple and practical, should produce quick results, be socially acceptable and either financially rewarding or make life easier. And also all of its information should be free of charge.

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

## **2.6 Organizations of Training Materials**

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

### **I. The FTC Facilities and Services**

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

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

## **II. Preparation of the FTC Training Materials**

Since adults are more closely linked with working and social environment, their education in general reflects the specific needs of companies and local community. Because of that, adult education program is achieved through so-called “integrated approach”, which recognizes various educational needs and does not follow the program logics on scientific disciplines and school subject. Adult education curriculum is an “open curriculum, and the dominant programming model is ‘linear’ programming”. Development of curriculum comprises phases of so-called “Andragogical cycle” which starts with educational needs assessment and ends with formative and summative evaluation of educational achievement Dall (2008).

Several schemes have been developed for the art of teaching adults. The so called” Andragogical cycle” which was developed during the 1950s and 1960s in many European Countries, consists of five different phases such as assessment of educational needs, definition of goals, planning of content and deductive methods, implementation of the program and the evaluation of the process and the out comes (Krajne 1989, Van Gent 1991 in Van Gent, 2005).

A single adult educator or several specialists may carry out these different tasks. In both cases, this can be done with or with out, the active involvement of the learner in each of the various stages. The Adragogical model proposed by Knowles is an example of the later version and involves several elements like establishing a climate conducive to learning, creating a mechanism for mutual planning, diagnosing the needs for learning, formulating program objectives, designing a pattern of learning experiences conducting these experiences with suitable techniques and materials and evaluating the learning out comes and re-diagnosing learning needs (Van Gent, 2005).

Although it is mentioned that materials can be prepared with or without trainees participation, if trainees must actively participate in the whole training process this obviously must include their active participation in material preparation. And the training materials must be prepared in the training centers and made available to trainees. The experiences in TVET training institutes indicated the above points.

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

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

The use of participatory methods in training helps to involve trainees themselves in the shaping the training agendas format objectives and methods. And also in the course of the training trainees will negotiate training methods and evaluate the performance of their trainers, themselves and the training itself. Along side with this process a training material will be designed, implemented and improved. And will be used with the modification in subsequent similar trainings. The advantage of this approach is that it helps participants to see themselves as sources of information and knowledge and encourage them to work by integrating the new knowledge they acquire with their own experiences. A training designed passing through all these stages will become most effective because of real participation of stakeholders. It is only when training treated in this manner could change trainees' situation in its consequence and ultimately realized development projects (Min-Huel 2007, Kassahun 1997, Elias 2001, Lieb 1999 and Shirvastava 1981).

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

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

### **III. Trainees Selection Criteria**

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

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

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

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

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

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

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

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

#### **IV. Need Based Training**

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

When need assessments carried out it is usual to participate the target groups but their role do not go beyond informing what they want. This may partly stems out of not believing in peoples contribution in matters which needs expertise of a discipline but the participatory approach calls to broaden the participants' role in training beyond needs assessment. It tells us trainees should format objectives and methods. It was difficult to

find sufficient literature that can provide with details of events step by step on how trainees do this but there is information about extension material prepared with a far better participation of clients than the most frequent act of stopping their role at the point of need investigation.

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

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

According to Engel (1989) the communication plans were designed and implemented jointly by extension field supervisors, subject- matter specialists, and researchers. The involvement of specialists meant that the plans were backed up by a continuous production of high quality extension materials, including, slide shows, booklets, brochures, a news letter, and latter on, a daily Video program providing views on meetings, demonstrations, and research recommendations. These materials were designed to ensure easy accesses by peasant producers, women, and children. For example, written materials used peasants' vocabulary for technical words. The communication plans significantly increased the number of small Farmers reached by the research- extension institute.

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

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

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

## **2.7 The Facilitation of Participatory Training**

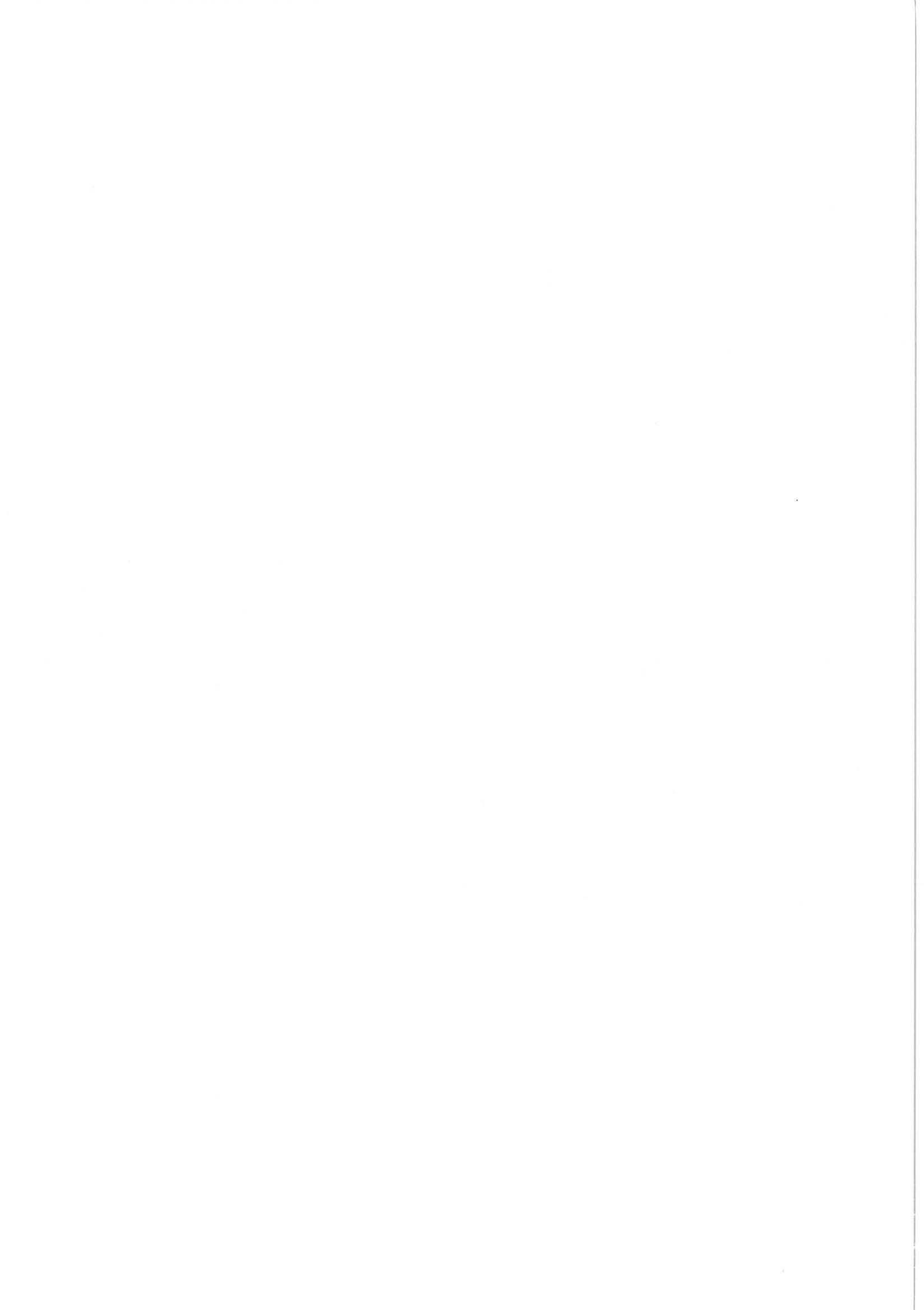
### **(a) Facilitation**

According to Elias (2001) facilitation is a process of lending a helping hand, removing obstacles and creating a smooth pass way for learning. He said it is an approach which is based on 'making it easy' for groups to learn or generate new ideas and solve problems through enabling individuals and groups to take responsibility on ownership of their learning and the decisions they make to realize it.

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













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

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

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

A warm personality with an ability to show approval and acceptance of trainees, social skill with ability to bring the group together and control it with out damaging it, a manner of teaching which generates and uses the ideas and skills, of participants, skill in noticing and resolving participants. Problems' enthusiasm for the subject and capacity to put it across in an interesting way, flexibility in responding to participants' changing needs; and knowledge of the subject matter are the most effective facilitators' key characteristics identified by (Elias, 2001).

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

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

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

The role of the facilitator is to guide and support those participants who have the ability to solve a problem come up with new ideas Elias (2001). They also assume a role of providing a process that enables the group to discuss the contents of learning in the most effective and productive way. The responsibility of facilitator is ensuring that there is good communication in the group. And also he/she has to make sure that all the members in the learning group are satisfied with and dedicated to the decisions passed by the group. They are there to help the target groups find out and use their skills and knowledge for anew way of doing things and developing group or teamwork. The adult educator is concerned with providing a process in which the participants can share their concerns, their information and opinion, formulate goals, and make decisions and plan actions (Hope et al, 1992 and Shir vastava, 1993).

Adult educator as a facilitator must create an ideal climate for the learning of adults based on mutual understanding which could be both physical and psychological in nature, involve the adult learners in planning of programs. So that they can play participatory and contributory role and involve that learners in assessing their own learning needs and encourage them in setting their own objectives of learning (Boshire, 1985, Brook field, 1986 and Piskurich, 1983). In addition to those facilitators' role should include, posing problems instead of solving for them, motivating the search for cause and solution, stressing the capacity of the learners to solve their own problems, helping the learner group to find out solutions rather than 'filling' their mind with ready made solutions, and ensuring that there is no communication difficulty in the learner group and that all group members are satisfied with the process of learning (Knowles in Grieshaber, 1994, Meleko and Betz, 1995).

From the above points it is understood that facilitation is not the provision of knowledge and information but it is helping learners to be independents in their problem solving ability and that there are job divisions between coordination's and facilitators is essential for the sound running of the training centers' mission.

### **(b) Presentation Techniques**

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

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

The above two points indicates that the presentation session must be conducted in such away that the trainer plays a well thought and well prepared activities and roles in it. Trainers can not act and do things arbitrarily while running a training session. Rather they should dived a training session which they facilitate in to three vividly visible sessions that alternate leadership between facilitator and trainees and each containing defined activities.

### **(c) Feedback and Ways of Feedback Giving**

Trainers should give feed back immediately with out lettering errors or success to be repeated and they should limit their comments for good or bad performance. Facilitators must not correct mistakes immediately by themselves instead they better help the trainees solve it in order not to create dependency of trainees they must find a good aspect and praise it before giving negative comment and not criticize the person but the performance (Elias, 2001) .

This also shows backs must be provided technically for adults trainees because the ways feed backs given can influence success of the whole training. Generally when we see all the above mentioned tasks and responsibilities given for facilitators of adults' learning one thing which comes automatically to our mind is the importance of their undergoing with a formal training.

## **2.8 Selection and Training of Facilitators**

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

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

The above mentioned idea clearly pin point effect of not allowing real participation of trainees in a program is the development of indifference from the part of the target groups to it. If this happen to a development intervention that not only it a Jeopardized the on going development project but also will deter future similar efforts made in that locality. It is only trained facilitators who realized this fact could save development interventions form failure.

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

### **A. The Selection of Facilitators**

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

Concerning this, MC Givieney and Murray (1991) for reporting successful projects is South East Asia, Delsilife. As to them, there is a number of projects have been successful

because the learning was based on locally identified problems and solutions. Male and female facilitators were selected locally and well trained.

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

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

## **B. Training Areas for Facilitators**

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

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

Saying this the above authority Elias Said and Bar Bados, 1975, Boshier, 1985, Kotze, 1991, and Hop, et al; 1992 to suggested the forth coming contents for training programs of facilitators involved in NFAE programs (based on the experiences in Africa, Caribbean and other Latin American Countries. These includes: behavior of adults, how to facilitate or help the learning of adults techniques of needs assessment, awareness about the nature of NFAE, knowledge of local conditions and cultural values, skills of programs planning method of teaching and training adults, knowledge of participatory approaches skills of organizing and coordinating adults for learning process and responding to their needs and leader ship skills.

Well it is here important to take only the necessity of the decision over the areas of training for adults instead of totally accepting the above listing as an elemental one. For

example for extension training practitioners it seems to me important to include topics about material designing and adult education which includes its psychology as a subtopic in addition to above listed areas. And the training should be given ideally in the ATVET colleges.

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

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

## **2.9 Language for Training**

The issue of language in education is more complicated than it appears. This is because a discussion on it touches various strings and literature on it also contradicts each other. "Adults learn better in their own local language with greater possibility of transferring skills between language" (Apelis, 1988:90).

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

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

## **2.10 Agricultural Extension in Ethiopia**

Extensions approaches differ from Country to Country and some times even within countries. On the one hand extension can be viewed broadly as a multi purpose, educational and technical advisory service designed to bring about broad-base Agricultural and rural development. On the other hand, Agricultural Extension can be narrowly viewed as a technology transform mechanism; some times dealing with only one commodity that is also involved input supply credit and marketing service (Van Den Ban and Hawkins 1988).

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

The extension program in Ethiopia is a very recent development despite the long existence of the Ministry of Agriculture. It was transferred to Ministry of Agriculture in 1963 soon after it has started in 1954 under the Alemay College of Agriculture along with research and education. Under the Ministry it passed through various programs like comprehensive package programs, Minimum package project (MPP), Peasant Agriculture Development Project (PADEP) and in 1993 Participatory Demonstration and Training Extension System (PADETES) which was adopted to be the national agricultural extension system in Ethiopia in response to evaluation of previous extension strategies in the country (Dejen, 2002).

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

National Extension agencies were organized to transfer standard technologies to farmers through out the country. Extension increasingly has been required to provide location-specific services to improve the management and efficiency of input use, conserve natural resources, support diversification and value-added production respond to community or farmer specific interests, and provide non farm information services relating to poverty reduction. Decentralizing extensions services helps to address many problems of extension by facilitating greater interaction with clients and improving the focus on local needs and opportunities (FAO, 2006).

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

### **2.11 The Current Policies and Strategies**

According to the current policies and strategies (2002) PADETS which has the aim of achieving self-sufficiency in food production was adopted as national agricultural extension program and has been implemented since 1994 for realizing its objectives. This program is the agricultural sector's instrument of the strategy known as ADLI (Agriculture Development Lead Industrialization) which revolve around productivity improvement of small holder agriculture and industrialization based on the utilization of domestic raw materials with labor intensive technology. ADLIs primary focus is agricultural development and this will be attended through improvement of productivity in small holdings and expansion of large-scale farmers, particularly in low lands.

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

### **2.11. 1 Farmers Training Centers in Ethiopia**

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

The ATVET program is aimed at raising the level of skills and productivity of labor force in the agricultural sector. The program is also designed to overcome diverse social constraints like the reduction of Un employment and enabling trainees to utilize the available resources wisely and economically for social benefits (MoARD, 1997 E.C).

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

In the FTC guideline there are two aims mentioned for establishing training centers. The first is creating farmers well equipped with essential knowledge and skills which could enable them to use natural resources wisely, to produce market oriented agricultural products and to be aware of market and lucrative agricultural products. And the second, is building up the Country's economy by improving the Farmers' subsistence living standard through market oriented agricultural production by making use of integrated agricultural knowledge of indigenous and modern science and technology (MoARD, 1997 E.C).

The guide gives instructions on how to go about the training including trainees selection criteria and number of trainees, specifications on how and what structures to put on

ground, on the curriculum outlines and equipments to be used and on who should do which of these responsibilities among the actors.

It was mentioned in the same guide that for the development of the over all training centers features, and for material preparation of the training some relevant South East Asia Countries experiences were adapted and used.

## **2.12 Models of Curriculum Development**

According to Derebssa Dufera (1999:102-117) ideally, all those who are to be affected by a curriculum should be involved in the process of curriculum development. But, like with most aspects of education, there is some debate about that model to follow in order to achieve particular educational goals. Model can give order to the process of curriculum development.

### **i. The Tyler model:**

Four basic principles without doubt, Tyler's model is one of the best known technical scientific models. In his book "Basic principles of curriculum and instruction, Tyler mentioned that those involved in curriculum inquiry must try to define the purposes of the school, educational experiences related to the purposes, organization of these experiences, and Evaluation of the purposes.

By "purposes" Tyler was referring to objectives. He indicated that curriculum planners should identify these general objectives by gathering data from three sources 1, subject matter; 2, Learners and 3, the society. After identifying numerous general objectives, the curriculum planners were to refine them by filtering them through two screens 1, the philosophy of education and 2, the psychology of learning.

### **ii. The Taba Model Grass-Root Rational**

Hilda Taba took what is known as a grass root approach to curriculum development. She believed that those who teach curriculum should participate in developing it. Further she felt teachers should begin the process by creating specific teaching-learning units for their students in their schools rather than by engaging initially in creating a general curriculum design. Taba therefore, advocated an inductive approach to curriculum development,

starting with the specifics and building up a general design as opposed to the more traditional deductive approach. Starting with the general design and working down to the specifics. Although Tyler did not advocate that they officials should use his model, only authorities employed his model. This approach was called the “Top down” or line – staff or administrative approach.

Taba felt that the top-down model was really in the wrong order. The curriculum should be designed by the users of the program. Taba advocated that teachers take an inductive approach to curriculum development (starting with the specific lessons and building to a general design and working toward the specific lesson).

Although Taba’s Model has much merit, it is criticized by some educator such as Robert Zias. Lias maintains that the primary weakness of the Taba’s model is that it assumes that teachers have the expertise and the time to engage in such extensive curricular activity. However, we should recognize that curriculum making requires the efforts of both the official from the top and of teachers, students and the community members from the grass-root.

### **iii. The Wheeler Model**

Some educators such as wheeler have argued that the Tyler Model is rather too simple and suggest that Evaluation need not be a terminal process, but should take place at every stage. The essence of the wheeler model which has converted Tyler’s original ideas into a cyclic form. It offers a five stage model of the curriculum process. His Model is cyclic rather than linear and it links up evaluation with other stages.

The first step of wheeler’s model is the statement of aims, goals and objectives. A detailed account of the curriculum process of what might be involved in these procedures of breaking down aims and goals in to behavioral objectives such as ultimate goals, mediate goals, proximate goals, and specific class room objectives.

#### **iv. Kerr's Model**

One of the earliest models in the curriculum field was Kerr's model. Kerr's divides the domain of curriculum in to four areas (1) Objectives (2) Knowledge (3) Evaluation, and (4) Learning Experiences.

Kerr's advises a start with objective section of the model, although he asserts that it is possible to start an analysis at any point. He also specifies the sources of objectives as pupils, society and disciplines. He recognized the level of development of the pupils and their needs and interests, the social condition and problems which children are likely to encounter, the nature of the subject matter and type of learning which can arise from study of the subject matter as the source of objectives.

#### **v. Lawton's Model**

The next model we examine is by Lawton, who has provided us with a five-stage flow chart on curriculum planning. The first stage in Lawton's model deals with the need to achieve clarity about the aims of education, and the questions about knowledge and values which should be the concern of education irrespective of the kind of society. In this process, the aims of education would be defined in the philosophy of education exposed by the society.

Therefore, the FTCs modular materials preparation follows the Tyler Models (Top-down approach) Trainee's should not participate in the modular preparation their needs and interests should not included in the contents. Simply accepting the material what to learn. That provided by the MoARD and BOARD agricultural Department without participation of trainees that prepared and distributed the manual for FTCs participants.

### **2.13 The Management of FTCs**

According to FTC working guideline to fulfill the objectives for which the FTC stands and to help their beneficiaries achieve expected outcomes the centers organizational structure and management hierarchy should be short and clear (MoARD, 1997 E.C). Some relevant points related to organization from the above mentioned guide are summarized as follows:

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

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

The WoARD (Woreda Office of Agriculture and Rural Development) allocates for FTCs, budget and regulates their activities. The FTCs, are entitled to have their own internal management and needed to report to the WoARD. There are three DAs (Development Agents) assigned in every FTC and one of them will be appointed as a coordinator by the Woreda administration but he reports to be head of WoARD.

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

## **2.14 Research on the Extension Training**

According to Zeleke (2006) the Woreda Agricultural Offices have agriculture- lead rural development as top priority agenda. There are strategies designed to enhance the realization of food sufficiency policy in the year 2015. The objectives is food sufficiency to alleviation of poverty. It is aimed at achieving agricultural productivity through the development of various agricultural programs: backyard vegetable gardening, poultry, carrying out agricultural Extension to encourage the utilization of imposed seeds,

Fertilizers, and better farm technology including information. Environmental protection and development is the other area of focus for concentered action.

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

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

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

## **2.15 The Current Implementation of FTCs**

Ministry of Agriculture and Rural Development in 2001 E.C PASDEP implementation report has the following status quo.

Currently MoARD has established 5 years PASDEP /Accelerating Sustainable Development to End up Poverty. The plan has started 1998 E.C. This development plan helps to the Ministry to facilitate and to increase productivity by identifying farmers farming problems (gaps) in supporting innovative technologies. To implement this package it is necessary to provide capacity building program for farmers and DA's to bring in this sector in average possibly has 10 % development results. The 2001 E.C. Budget year is the part and parcels of 5 years development plan has the following major activities.

### **2.15.1 Short Term Training**

This program has established of packages implementation by identifying farmers gaps based on training needs to provide both theoretical and practical training. This is based on FTC training manual from 3 to 15 days duration. The program has emphasis on minimum package and house hold packages.

### **2.15.2 Minimum Package Training**

The program of minimum package training has to assist every farmer training gaps based on their needs in selecting different packages. After the training provides the trainees has expected to implement it. In 2001 E.C production year minimum package program has planed to train farmers 3022710 but 4687833/155% has implemented. From this 3793239 male, 3779763, house leader, 13476 youth male farmers, 894594 female farmers, 728346 house wife, 164402 married females and 1846 youth female farmers have participated in the training program.

### **2.15.3 Household Package Training**

This program runs different implementation procedures and follows minimum package training. In this package participants on selected farmers has made research on social,

economical mainly in 3 years has established goals to increase income to implement it and participating house hold it can be more than one package synchronizing different trainings to increase income. In 2000/2001 E.C production year 1,808,818 farmers has planed to train but 480814/27% farmers has possibly provide training. From this 410711 house leader 70103 house wife were participating in the training program.

#### **2.15.4 Modular Training**

Modular training has prepared curriculum running by Development Agents/DAs/ farmers presents in FTCs participating in selected training programs not less than 3 months both theoretical and in practical training. The modular training process has expected 80% impractical work and 20% bases on theoretical aspects of training as established in FTCs Manual.

The modular training has bases on Agro-Ecology and farmers needs. In 2000/ 2001 E.C production year has planned 954,540 to train farmers. But 75534 /7.9% have taken training. From this 68 174 house leader, 7360 house wife, have participated in the training program.

#### **2.15.5 Buildings of FTCs**

The FTCs mainly provide services for practical activities to implement demonstration to build up farmers capacity acting as source of information and exhibition services. To implement this, FTCs should be equipped with different equipment to provide expected activities.

Based on this in 2000/2001 E.C production year has planned to built 2091 FTCs. From this 776/37% has built up (implemented). Generally 9265/58%/ FTCs has built as BoARD sources mentioned in MoARD 2001 E.C PASDEP implementation Report.

# CHAPTER THREE

## 3. Research Design and Methodology

### 3.1 Research Design

In this study a descriptive survey research design method was employed. It was designed to collect systematic descriptions of existing phenomena in order to describe or explain what is going on; data were obtained direct questioning a sample of respondents. For this purpose mainly both quantitative and qualitative data were collected from representative samples. This helps to obtain different but complementary data on the same topic to have good understanding of the research problem. The two data were collected separately; however, the results come together at the interpretation stage. The intent is to draw valid conclusion about a research problem by comparing results, or validate, or corporate quantitative results with qualitative findings.

### 3.2 Source of Data

For the purpose of the research, both primary and secondary sources were exhaustively utilized. The sources of data for the study were Extension experts at MoARD, RBoARD, ZoARDD and WoARD and facilitators and trainees of Burie, Jabi Tehnan and Merawi Woredas FTCs. Information was also collected from training modules and reports.

### 3.3 Population and Sampling Techniques

Three different sampling techniques were employed in the study. These were purposive, stratified and availability sampling techniques used, to include all the experts of extension at MoARD, RBoARD, ZoARDD and WoARD.

According to RBoARD sources in 2002 E.C in the three woredas there were 420 trainees of which 350 were male and the rest 70 were female.

Due to their accessibility to transport twelve of the training centers were included in the study using purposive sampling. The training centers that accommodated 240 trainees were actively engaged in the program. The question of sample size can be addressed in

two ways. One is to make assumptions about random sampling processes. And the calculation of sample size by this method application, distribution of frequency distribution, percentage and measures and central tendency /mean/ statistical tools required in the study.

Therefore, for small populations (under 1,000) researcher, needs a large sampling about 30%. So, to make the samples representative and get reliable results, 50% of the trainees were included in the study. Accordingly, 120 trainees from the 4 centers, 30 trainees from each center were selected and participated using available sampling. Though the plan was to use random sampling techniques. However, from the total 15 Woredas which are found in the Zone the researcher was conducted only in three Woredas purposefully because of time and resource limitations.

### **3.4 Data Collection Instruments**

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

#### **3.4.1 Questionnaire**

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

practice of the training of adults. Some of the fourth-six questions were made open ended items in order to give opportunities to the trainees to give their reasons for supporting or opposing a statement.

### **3.4.2 Observation Check List**

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

### **3.4.3 Interview**

Interview was held with 9 Extension Experts working at MoARD, RBoARD, ZoARDD and WoARD. It was carried out the regional and Zonal levels with the ex and present assignees of the position while at Woreda level. A semi-structured interview guide was used to obtain detailed information about the overall picture of the implementation of the on going training which helped much to complement and supplement the data obtained through questionnaire (see Appendix C).

### **3.4.4 Focused Group Discussion**

FGDs was held with 6 people which consisted of male and female trainees. A female facilitator, coordinator, a male PA official and an expert from Woreda were conducted at each of the four Centers. There were two sections for the 8 FGD questions, part one which contained questions 1-6 was common for all of the groups and part two question 7 and 8 was for trainers and experts only (see Appendix D). FGD participants were selected

with the help of DAs using such criteria as level of education, knowledge, experience and capacity to express them selves.

### **3.4.5 Documentary Sources**

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

### **3.5 Pilot Study**

Pre-test for all data collection instruments was conducted before the real field work was undertaken. The purpose of the pre-test was to find out ambiguities, omissions or misunderstandings in instruments to check reliability of instruments.

The data gathering instruments were designed on the basis of the study, research question and reviewed literature. The designed questionnaires were given to the following people.

- a) Three researchers who are graduates of adult education, sociology and remote sensing and at post graduate level and who are working as training coordinator and senior researcher. The comments highly improved the quality of some of the items.
- b) The pilot test was employed at Farmers Training Center of three Woredas Burie, Jabi Tehenan and Merawie. The people participated in the pilot test should not take part in the final questionnaire. Simple random Sampling techniques used to distribute the questionnaires.

The piloted questionnaires were fourteen questions and to avoid for different errors misunderstandings, ambiguities and difficulties faced by respondents and if there were no major problems detected.

All researchers recognize the need not only for being accurate in measuring things but logical in interpreting the meaning of these measurements (Cronbach, 1971). The goal of reliability is to minimize the errors and bases in a study (Robert Yin K. 2003:37).

According to Bergen (2006: 183), before starting the trial work pilot testing of the questionnaire will be carried out. Feedback from pilot test from professionals is answered the same results so as to refine the questionnaire. The wordings of the questionnaire item No. 21/23/29, 36/37 and 39 were corrected based on the comments on the statistical findings. After a while the piloted questionnaire were collected, and analyzed both qualitative and quantitatively by using percentage and frequency distribution statistical tools. The reliability level of 90% or higher is considered acceptable.

### **3.6 Data Collection Procedures**

The study incorporates different procedures. The investigation initially the review of literature was made to develop theoretical background and instruments of data collection. In this regard, documents, statistically abstracts and reports have been reviewed to collect relevant information. Then the researcher has visited the Amhara National Regional State Bureau of Agriculture and Rural development and Zonal and selected three Woredas office to secure relevant documents and information as preliminary survey. Hence, the survey enabled the researcher to select the research Woredas and potential sources of data.

Before the investigator enters to the process of data collection, he contacted each of Das, coordinators of the centers and discussed with them about the purpose of the research and the tasks to be carried out. And also at the beginning of each session the researcher gave oral informed consent and orientation on how to fill in the questionnaire. On average filling the questionnaire took 2 to 3 hours and the FGDs took about 45 minutes.

Hence, the research questionnaire has been collected and administered. Interviews and observation, have been conducted and relevant documents were collected. After a while the questionnaires were collected, and analyzed both qualitatively and quantitatively by using percentage and frequency distribution statistical tools. Then findings were drawn, based on this conclusion and possible solutions were recommended.

### **3.7 Ethical Consideration**

Ethical considerations has taken place the research participates, rather than the researcher at the center of the research design when deciding what is appropriate and acceptable conduct. However, if we say that decisions need to be made and research planned on the basis of what is right or wrong then we shall obviously encounter problems with the meanings of such Wardas. According to Matt and Mark (2006;63) knowledge is not simply a neutral product –the values of individual researchers will have significant impact on the decisions that they take in all aspects of their research.

Ethical considerations strictly followed in doing this research for confidentiality of data gathered, informants of the study and anonymity of the informants in writing the report.

### **3.8 Analysis and Interpretation of the Data**

The data collected through different instruments has been analyzed both qualitatively and quantitatively. The data collected using questionnaire was analyzed quantitatively using descriptive statistics such as percentages, frequency distribution and measures of central tendency /mean/. Where as qualitative information's the data obtained using open-ended, items; interview and observation was analyzed using tools such as thematic analysis and content analysis to answer the research questions.

## **CHAPTER FOUR**

### **4. Presentation, Analysis and Interpretation of the Data**

The purpose of this chapter is to present, analyze and discusses the data which were collected in the study of farmers' Training Centers in Burie, JabiTehanan and Merawi Woredas in 2002 E.C. The data were collected through questionnaire, interview, FGDs and observation checklists. As mentioned earlier, 120 questionnaires were distributed to trainee farmers and all of them were returned where questionnaire used was its based on the analysis. The data was organized using tables and followed by discussions. Related questions were treated together in group for the sake of matches to the work and convenience. The responses given and the subsequent analysis made are expected to be adequate enough to draw conclusions for the study.

#### **4.1 Background of Respondents**

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

**Table 1. Background Information of the Trainee Farmers Respondents**

No	Characteristics	Category	Frequency	Percent
1	Sex of the respondents	Male	100	83.3
		Female	20	16.7
		<b>Total</b>	<b>120</b>	<b>100.0</b>
2	Age of the respondents	15-24	12	10
		25-34	45	37.5
		35-44	39	32.5
		45-54	17	14.2
		55-64	4	3.3
		65-74	3	2.5
	<b>Total</b>	<b>120</b>	<b>100.0</b>	
3	Educational status of the Respondents	Grade 4	26	21.7
		Grade 5-8	56	46.4
		Grade 9-10	27	22.5
		Grades 11-12	7	5.8
		Other(s)	4	3.6
	<b>Total</b>	<b>120</b>	<b>100.0</b>	
4	Respondent's Land holding size in hectar	<0. 50 hectare	22	18.3
		0.51-1.00 hectare	78	65.0
		1.01-2.00 hectare	19	15.8
		> 2.00 hectare	1	0.9
		Total	120	100.0
5	Number of heads of cattle owned by Respondents	< 2 cattle	70	58.3
		3-5 cattle	43	35.8
		>5 cattle	7	5.9
		<b>Total</b>	<b>120</b>	<b>100.0</b>
6	Distance to Training Centers /in minutes/	01:00-15:00	85	71.8
		16:00-30:00	23	16.2
		31:00-45:00	6	7
		46:00-60:00	4	3.3
		>60:00	2	1.7
		<b>Total</b>	<b>120</b>	<b>100.0</b>

As shown in Table 1, 83.3% (100%) of the trainee farmers involved in the study were males and 16.7% (20) were females. While the age category 25-34 years contains 37.5% (45) of the trainees, the category 35-44 years consists of 14.2% (17) of them and the

category 45-54 years comprises (15.2%)(18) of them. The majority (80%) of the trainees' age lies between the age ranges of 25-44. This shows that, the majority of participants trainees were not the school drop outs which the FTC program aimed at to reach primary target groups of its mission in creating educated farmers as mentioned in the FTC guideline (MoARD 1997 E.C).

With regard to educational levels of the respondents the category grades 5-8 contains 46.4% (56) of the trainees, the second in number of trainees is the category of grade 9-10 having 22.5% (27) of them and the third populous category was grade 4 with 21.7% (26) of them. The category, other(s) is with the least number of trainees containing 3.6% (4) of them and the next least being the category of grades 11-12 comprising of 5.8 % (7) of them. The educational level of 90% of them trainees found to be in the range of 4<sup>th</sup>-10<sup>th</sup> grades.

On the other hand, heads of cattle and land holding size of the respondents have been assessed. With regard to number of cattle 58.3% (70) of them owned one or two 35.8% (43) of them held 3 to 5 cattle and the rest 5.8% (7) of them have been more than 5. Regarding size of land,, 18.3% (22) of them owned less than a half hectare 65% (78) of them held from ½ to 1 hectare, but 15.8% (19) of them possessed between one hectare up to two hectares. Where as 0.9% (1) of them owned more than two hectares of land. Generally the majority of the trainees were found to be small holders or poor farmers.

When we consider the time taken, distance to the training center answered by respondents said that 71.8% (85) of them were traveling within 15 minutes walk. While 16.2%(23) of them shows the category 16-30 minutes 7% (6) of them being in the 31-45 minutes Category 3.3% (4) of them dropped in the 46-60 minutes taken. And 1.7% (2) of them walked over 1hr, to the training center. Generally the number of the participants decreases as the duration of walking to reaching the centers increase. This coincides with information obtained from observations conducted. Although each of the four centers enrolled 64 trainees for the current training sessions (2002 E.C) attendance has fallen off

in the ranges of 28-34 trainees per day for most of the attendance sheets observed. Of course, they were scanty and inconsistently taken from center to center.

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

## 4.2 Organization of the FTC Training Materials Facilities and Services

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

**Table 2. Trainees' View of the Organization Of FTCs Training Materials**

	Questions		SD	D	U	A	SA	M	Total	mean
47	There are adequate modules for every trainee farmers to work with	F	57	33	15	13	2		120	1.9
		%	47.7	27.5	12.5	10.8	1.5		100	
48	The necessary materials needed for the implementation of the training are well organized	F	41	30	9	30	10		120	2.5
		%	34.2	25	7.5	25	8.3		100	
33	The facilitators use different tools /teaching aids like charts, pictures and Video	F	53	30	10	22	5		120	2.1
		%	44.2	25	8.3	18.3	4.2		100	

SD= strongly disagree(1), D= disagree(2) U=undecided(3), A=Agree,(4)

SA= Strongly Agree(5), M=Missing, F=frequency, %= percent,

Nearly half, 47.5 (57) of the trainee farmers strongly disagree and 27.5% (33) of them agreed that there are adequate modules for every trainee farmer to work with.

The mean value of 1.9 also shows that the respondents seem to have reservations on the adequacy of the modules available to the trainees. The researcher confirmed from the

interview that, there were no modules distributed for trainee farmers in any of the FTCs. There were only single Copies trainers in every center.

The absence of modules for trainee farmers in any of the FTCs was a trend that is not in consistence with the usual practice of providing materials in training as it hampers the effectiveness of the training by consuming the available meager time for copying notes from the board. Its absence will deny diversity in learning and above all adults learning should emphasize opportunities for self pace in learning and this goes with what Cross (1981) said, with aging people tend to decline in reaction time trainers should stress in power rather than speed in learning. Therefore, the practice is not supplying trainees with the necessary training modules was inappropriate. Many, 60% of the respondents disagreed on the well organization of the necessary materials for the implementation of the training. The mean value 1.4 also reveals the trainee farmers disagreed on the well organization of the FTCs.

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

Although animal production is considered as a minor course in all centers, which is a predominant trend in the Woreda, there was hardly any demonstration, sites observed in those FTCs. And this was happening in spite of such farms constituted 10 out of the total

FTC demonstration plots suggested to be founded in each center by the FTC working guideline. In addition to this, the trend of using model farmers' plot as an alternative demonstration farm in crop production, which it self is a practice highly hampered by lack of inputs, was not found helpful here because no farmer owned breed of any kind. In this regard it was only in Merawi center where transitional beehive was used as demonstration. This was substantiated by many of the focus group discussants, in relation to this a facilitator in Merawi indicated problem reflected in implementing the program, as follows:

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

Data from in Merawi

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

Of all the respondents, (69.2% (83) strongly disagreed and 25% (30) disagreed that the facilitators used different tools/ teaching aids like charts, pictures and video. The mean value 2.1 also reveals that the trainee farmers disagreement on facilitators' use of different teaching aids. As to the reasons for their disagreement, respondents wrote "the trainers do not use because leas availability of teaching aids".

Also observation and focus group discussion proved and I asked them as to why they did not use such materials except poorly painted black boards there were no commercial or home prepared teaching aids which were used in classroom learning. Of course, a computer and a Television set with DVD player were delivered to three of the centers but they do not function due to lack of trained man power.

This situation in the FTCs should be improved since this practice is against the principle of adults learning which states, training is best when given by varying styles in the learning poses (Min-Huei, 2003). According to (Min-Huei, 2003). Participants should be given the opportunity to engage in multiple learning modalities like listening, looking at visuals, stimulating situations, reading, writing and practicing with equipment and discussing critical issues. Not only insures cognitive style but also provides repetition to reinforce learning and, of course, combats boredom.

### 4.3 The Preparation of the FTC Training Manuals or Modules

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

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

	Questions		SD	D	U	A	SA	M	Total	Mean
15	Trainees are consulted in the preparation of the training modules	F	56	22	21	14	7		120	2.1
		%	46.7	18.3	17.5	11.7	5.8		100	
40	The facilitators adapt training modules /learning texts to suit the specific needs of training center	F			111	3	6		120	3.1
		%			92.5	2.5	5		100	
41	The content of the training modules is highly related to the objective reality of the community/trainee farmers.	F			114	4	2		120	3.1
		%			95	3.3	1.7		100	
42	The training modules are written in a simple and clear language that the trainees use their day today communication	F		4	110	4	2		120	3.0
		%		3.3	91.7	3.3	1.7		100	
43	The training modules are attractive that invite trainees to use them	F			112	6	2		120	3.1
		%			93.3	5	1.7		100	
44	Training modules have place to accommodate new technologies or research findings.	F		2	107	6	5		120	3.1
		%		1.7	89.2	5	4.1		100	
45	The learning contents in training modules are sequenced in a suitable order for learning	F			96	8	16		120	3.3
		%			80	6.7	13.3		100	

As shown above in table 3, more than 64.3% (78), of the trainees strongly disagreed on the consultation of the trainees, in the preparation of the training, modules. It was

affirmed in the interviews the manuals were prepared on top down approach at regional level. The rest of the questions in this table were responded as undecided although trainees could not answer these questions without having the training modules.

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

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

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

In the space given the questionnaire providing specific reasons for their disagreement regarding the language in which training modules were written, some of the respondents

wrote “Our every day language is Amharic and also the manual is written in Amharic.” Apelis 1988 stated, “Adults learn better in their own local language with greater possibility of transferring skills between languages”. The immediate application of adult learning/training, however, locally selected trainers will help much. According to Eshetu (2008) the decisions and choice over medium of training should be let to beneficiaries or target groups.

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

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

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

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

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

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

It is only when each individual training center prepare or adopt its training material by participating trainee farmers, trainers and the subject matter specialists at every stage that will be possible to confirm the presence of need based problem solving training. In doing so objectives of training compromised jointly by trainers and trainees, clearly defined, stated and learned with interest. This increases acceptance to a program and grows the number of its participants and hence successes in attainment of development. And also help in identifying communities' words for scientific and technological terminologies. Along side with this process a training material will be designed, implemented and improved. And will be used with modifications similar Elias 2001, Seya 2005 and Brudage 1980).

#### **4.4 The Facilitation of Participatory Training in the FTC**

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

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

	Questions		SD	D	U	A	SA	M	Total	mean
27	The facilitators have a good coordinating ability	F			1	23	93	3	120	4.8
		%			0.8	19.2	77.5	2.5	100	
28	The facilitators are resourceful or they have adequate knowledge in the specific disciplines they are trained	F			1	20	99		120	4.8
		%			0.8	16.6	82.5	1	100	
30	The facilitators create an informal atmosphere in the learning classrooms	F				26	94		120	4.8
		%				21.7	78.3		100	
31	Trainee farmers like the different methods of facilitation used by the facilitators	F			3	33	84		120	4.7
		%			2.5	27.5	70		100	
32	The facilitators follow attractive presentation techniques	F			2	38	80		120	4.7
		%			1.7	31.6	66.7		100	
34	Feed backs are immediately given by the facilitators to questions asked in class room learning	F				29	91		120	4.8
		%				24.2	75.8		100	
35	The facilitators value trainee farmers' farming knowledge	F		1	2	18	99		120	4.8
		%		0.8	1.7	15.0	82.5		100	
36	The facilitators criticize the trainees when they do mistakes in learning	F		32	5	7	26		120	2.4
		%		26.7	4.1	5.8	21.7		100	
38	The language used by the facilitators is simple and clear	F		1	3	20	96		120	4.8
		%		0.8	2.5	16.7	80		100	
39	The facilitators use paper and pencil examination as the main technique of measurement and evaluation of learning	F		12	2	36	70		120	4.4
		%		10	1.7	30.0	58.3		100	
46.	The time allotted to complete the learning task in module is adequate enough to cover it with out a rush	F		13	55	33	11		120	3.2
		%		10.8	45.8	27.5	9.2		100	

As it is shown in Table 4, about 77.5%(93) of the respondents strongly agreed that trainers had a good coordination ability. The mean value 4.8 also shows a strong positive

response from the part of the trainee farmers about trainers' coordination ability. Coordinating the thought and activity of benefit series is one of the tasks of facilitators (Kassahun, 1997).

The vast majority, 82.5%(99), of the trainees seemed to agree with the adequacy of knowledge of the trainers on their specific disciplines. The mean value on the same matter which is 4.8 is again indicative of the fact that the farmers agree on the farming knowledge of the trainers. The knowledge of the subject matter is one of the most effective facilitators' key characteristics identified by Elias (2001).

Strengthening this response, a facilitator from Burie Said "The ATVET colleges gave me adequate knowledge on what to teach but they did not on how to teach". To confirm this remark the researcher went to the Burie Woreda Agriculture and Rural Development office and checked the student copies awarded to DAs from Bureau of Regional ATVETs and seven other federal ATVETs to identify courses which are related to teaching and training. But he could identify only one pedagogy course offered in one credit hour. This seems to be an area for improvement for it may debilitate the whole notion of training and it is against approaches and contents recommended for facilitators of adult learning by authors like Cross (19981), Min-Huei (2003) and Kassahun (1997). The training of facilitators should concentrate on helping people how to analyze their problems and search for solutions and also it should equip them with the knowledge and skills of adult education and training, unlike it is in the main stream, their training should not focus on pedagogical issues alone (Kassahun, 1997).

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

Unlike the above response, the sitting arrangements in the classrooms observed were found to be lockstep or teacher fronted ones which were dominated by lecture method. It was also observed that feed backs for questions trainees failed to answer were directly given by DAs. This practice tends to prove Kassahun's (1997) claim that due to lack of

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

Significant portion, 70%(84) of the respondents strongly agreed on the facilitators' use of different methods and 66.7% (80) of trainee farmers strongly agreed on the trainers' practice of presenting lessons in an attractive manner. The mean value 4.7 for both them also shows trainees' agreement on DAs attractive presentation of lessons using different methods. On the contrary, the fact seems to disagree with the actual training situation mentioned earlier and with the prevailing shortage of teaching materials. Trainees may compare the new way of teaching using the classrooms from the previous field-based extension learning which were carried out under a trees' shade and this may reflected their valuing of the black board and the class room.

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

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

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

Regarding the criticism and humiliation by facilitators when they made mistakes, many of the respondents claimed these hardly existed. That is 41% (50) respondents strongly disagreed and 26.7%(32) of them disagreed that their facilitators humiliated them for mistakes. The mean value 2.4 also shows the trainees disagreement on the trainees' criticism of the mistaken farmers. But the fact that 27% agreement indicates a gap in this respect. This point strengthens the above mentioned claim that there is a gap in the DAs handling of feedbacks.

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

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

A little over half, 58.3% (70), of the trainees strongly agreed and 30% (36) of them agreed that the facilitators made use of paper-and –pencil examination as the main technique of measurement and evaluation of learning. The mean value 4.4 also reversals similar situation in this regard. On the other hand, the activity of using written tests as the main techniques of evaluation of learning is against the frequent trend of following up trainees and the use of self evaluation mechanisms, in training. By implication, Wittmer and Myrick (1989) in Ordonez, (2005) said, facilitators should recognize learning is personally meaningful, positive and non-threatening, self initiated, self-evaluated, and feeling centered.

#### 4.5 The Provision of Need Based Training in the FTC

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

**Table 5. Trainees’ View of Need Based Training in the FTCs**

	Questions		SD	D	U	A	SA	M	Total	Mean
4	The training is need based	F		1	2	18	99		120	4.8
		%		0.8	1.7	15.0	82.5		100	
5	The training provision is problem solving	F			3	21	96		120	4.8
		%			2.5	17.5	80		100	
6	The training is interesting to the trainees	F		1	1	27	91		120	4.7
		%		0.8	0.8	22.6	75.8		100	

As shown above in tables, about 82.5% (99) of the trainees strongly agreed that the FTCs training was need based and 80%(96) of the respondents strongly agreed that the training had a problem-solving nature. The mean value in both situations 4.8 is also indicative of target groups’ agreement on receiving need-based problem solving provision of training. Nearly three-quarter, 75.8% (91), of the trainees strongly interested in the training they were receiving in FTC. The mean value 4.7 also shows the beneficiaries were attracted by the training. But the fact that nearly half of the respondents missing class may show lack of interest in the training. Kassahun (1997) sated that, since adults as independently acting individuals have their own ‘self-concept’ unless they are not allowed to

participated over the decisions made on development and NFAE programs they will act in differently in the learning process or they may consider it as it deviates from their needs and interests.

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

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

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

#### **4.6 An Inviting Environment to Trainees in the FTC**

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

**Table 6. Trainees View of the FTC Environment**

	Questions		SD	D	U	A	SA	M	Total	mean
1	Class rooms are comfortable to trainees	F		16	2	23	79		120	4.4
		%		13.3	1.7	19.2	65.8		100	
2	The training center is attractive	F		15	2	32	71		120	4.3
		%		12.5	1.7	26.7	59.1		100	
3	The training center is located at a central place	F				21	98	1	120	4.8
		%				17.5	81.7	0.8	100	
22	The facilitators have a sound relation with the trainee farmers	F		1		22	97		120	4.8
		%		0.8		18.3	80.9		100	
23	The facilitators work in unison with themselves	F				15	105		120	4.9
		%				12.5	87.5		100	
24	The facilitators are cooperative with the other stalk holders of the FTC	F			1	32	87		120	4.7
		%			0.8	26.7	72.5		100	
25	The facilitators have a good conduct	F			1	17	102		120	4.8
		%			0.8	14.2	85.0		100	
26	The facilitators are respected by the community	F			1	16	103		120	4.9
		%			0.8	13.3	85.8	1	100	
29	The facilitators regularly come to the center with out any interruption	F			2	31	85	2	120	4.7
		%			1.7	25.8	72.5		100	

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

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

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

fence and furniture. The researcher was informed that the construction of all twelve centers was financed by the Woreda administration in the same period but all the centers were also suffering from lack of water supplies hand tools of any kind, latrines for male and female.

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

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

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

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

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

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

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

#### 4.7 Access to the FTC Training

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

**Table 7. Trainees' View of Participants Selection Criteria**

	Questions		SD	D	U	A	SA	M	Total	Mean
19	Every farmer has equal right to access the training center's training	F	2	2	4	18	94		120	4.7
		%	1.7	1.7	3.3	15.0	78.3		100	
20	Trainees' selection criteria are appropriate	F	1	3	4	39	73		120	4.5
		%	0.8	2.5	3.3	32.5	60.8	1	100	
21	The existing trainee farmers' selection criteria are accurately implemented	F	1		7	51	61		120	4.4
		%	0.8		5.9	42.5	50.8		100	

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

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

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

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

The fact that the regions' reality showed amendments of entry points to access the training, the reveal of this study's background which said school dropouts were not the prime participants of training as envisioned in the FTC work guideline. The presence of contempt on access only to literates and the seemingly difficulty of the notion of participating illiterates in the modular training provided that those trainees are separated and convince one to speculate selecting only those literate will not be long lasting in a country, which has a very huge number of illiterate population and when this coupled with the ADLI strategy, which put as option using labor intensive agriculture.

The demand its creation of literacy, which is pre-requisite condition to the acquiring of other skills. So ways must be devised to include those who are willing to participate in the FTC training but deterred by illiteracy. On this Kassahun (1997) criticized some FAL providing Organizations' act of resorting to seemingly easier option of selecting some community members with reading and writing skills instead of creating idea conditions to conduct adult literacy programs. The constitution also reinforces this by its Article 41 (Economic, Social and Cultural Rights) No.3 which declares "Every Ethiopian Citizen shall have the right to equal access to social services run with state funds. And the same

Articles” No.4, declares “The state shall allocate progressively increasing funds to health, education and other social services” (Federal Negarit Gazeta, 1995).

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

**Table 8. Trainees Response on Participation in the Program**

	Questions		SD	D	U	A	SA	M	Total	mean
9	The trainees do participate in the selection of the facilitators of the center	F	68	25	8	19			120	1.8
		%	56.7	20.8	6.7	15.8			100	
10	Trainees do participate in training areas needs assessment	F		10	19	35	56		120	4.1
		%		8.3	15.8	29.2	46.7		100	
11	Trainees are involved in identifying methods of training	F		11	5	34	70		120	4.4
		%		9.2	4.2	28.3	58.3		100	
14	Trainees are involved in Evaluation of facilitators	F		1	9	32	78		120	4.6
		%		0.8	7.5	26.7	65		100	
16	Trainees actively participate in classroom learning	F		2	2	28	88		120	4.7
		%		1.7	1.7	23.3	73.3		100	
17	Trainees actively participate in practical learning activates	F		2	1	31	85	1	120	4.7
		%		1.7	0.8	25.8	70.9	0.8	100	
18	Trainee Farmers take part in researches that take place in the canter	F	3	18	5	15	79			4.2
		%	2.5	15	4.2	12.5	65.8			

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

Concerning this, interview results reveal that those who were already assigned and working as DAs in each PA took the responsibility of facilitating the FTC training. There were three types of DAs in FTCs of three Wordas. Those who completed 12 grade and joined agricultural colleges and graduated with 12+2 Diploma, those who were 12 complete and working assigned as DAs without formal training during the former military regime, and those who joined the former military regime, and those who joined

the new ATVET, (Agricultural Technical and Vocational Education and training). Program from grade 10 and graduated with Diploma, Except those who followed the higher education path in the previous 12+2 Diploma program the rest were selected by the Woredas.

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

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

The table clearly reveals that 75.9% of the respondents agreed that trainees participated in trainees participated in training areas needs assessment. The mean value 4.1 also depicts the respondents' agreement on the active participation of trainees in training areas need assessment. How ever, analysis of various training documents attested that the decision was already made in the Amhara Region FTC guide line (1998 E.C). That is on the basis of preliminary assessment of agro-ecology, potential produce and resources available it

was already decided by the bureau. Concerning to what each Woreda should to train make major and minor.

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

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

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

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

lesson plans. In the absence of daily lesson plans it is unlikely to the trainees to participate in identifying training methods. Brundage and Mackera cher, (1980) cited in Dewar (1999) and others are of the opinion that trainers and trainees should participate together in choosing methods of training.

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

The vast majority 91.7% (78) of positive response and the mean value (4.6) clearly indicate the agreement of respondents that they were involved in the evaluation of facilitators.

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

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

However, attendance observed showed only 28-33 students' per day attended class out of the 60 students enrolled in the on going training and also traditional methods used to train the remaining ones. If all the trainee farmers had come, the training centers should have been crowded and in principle this is in appropriate points for practical training Kassahun (1997) pin pints effect of not allowing real participation of trainees in a program is the development of in difference from the part of the target groups towards it. If this happen to a development intervention that not only it Jeopardized the on going development

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

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

#### **4.9 Trainees Participation over the Decision of the Timing of the Program issues on the FTC training are Presented**

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

	Questions		SD	D	U	A	SA	M	Total	Mean
7.	The training term is in a favorable season to trainees.	F	1	1	3	39	76		120	4.6
		%	08	08	2.5	32.5	63.4		100	
8	The timing of the training is suitable to trainees	F	7		2	24	93		120	4.7
		%	08		1.7	20	77.5		100	
12	Trainees are consulted about training time	F			1	19	99	1	120	4.8
		%			0.8	15.8	82.4	0.8	100	

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

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

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

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

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

# CHAPTER FIVE

## 5. Summary, Conclusion and Recommendations

### 5.1 Summary

The study is planned to investigate the implementation of the training in the FTCs of Burie, Jabi Tehenan and Merawi Wordas in 2002 E.C in light of adult and non-formal education principles and practices. To achieve this end, the following research questions were raised for investigation:

- What dose the FTCs Teaching Learning processes consider (in conformity with) adult learning principles?
- Do the trainees participate actively in the program?
- What is the current implementation of farmers training centers in the selected woredas?
- What are the major problems encountered by the farmers training centers in the provision of lively hood skill training?
- How suitable is the setting for training adults from AE (Adult Education) perspective?

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

To answers for research questions out of 420 trainees found in twelve FTCs, in three Woredas questionnaires were distributed in selected FTCs for 120 trainees are participated as respondents that are 100 males and 20 females. All of the questionnaires that were returned as responses were analyzed. Similarly in the mentioned FTCs four

FGDS were conducted comprising of one male and one female trainee farmer a PA representative, a coordinator, a facilitator and a Woreda expert and also six interviews were conducted with 8 extension experts who were working at MoARD, BoARD, ZoARD, and WoARD. The information collected from FGDs and interviews were narrated and analyzed to supplement the data obtained from questionnaire.

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

1. The Organization of the FTC materials was entangled with lack of teaching aids and demonstration plots which were important for both theoretical and practical learning. The absence of modules distributed for trainee farmers hampered the training by consuming the available meager time of the trainee for copying notes from the board, denying variety in learning and the opportunity to learn with self effort. Apart from teaching aids and modules most of the necessary materials for the practical implementation of the training were not available.
2. It was found out that in three Woredas FTCs trainees were not directly participating in the preparation of the training manuals. There was a trend of top down approach. The manual which were written in Amharic seem very difficult for trainees. The sequencing of learning contents in the training modules appears something which needs review. And also the manuals lack teacher's guides for both theoretical and practical training sessions.
3. The facilitation process in the FTCs was identified with inappropriate facilitation practices which were implemented against the basic tenets of participatory skills training facilitation. The DAs in three Woredas admitted they faced with problems in training the farmers because their TVET training was limited pedagogical issues alone. The sitting arrangements in the class rooms observed were lock step or teacher fronted ones and the use of paper and pencil examinations as the main techniques of evaluation of learning reflected the influence of their pedagogical training and agrees with the prevailing lack of training on how to facilitate adults' learning.

4. The presence of need based problem solving training in the FTCs in both Woredas was practical due to the attainment of insignificant achievements when we compare the objectives formulated in the FTC guideline with the actual implementation situation as a result of various constraints faced the training program. This was mirrored in which claims most of the training was given theoretically and only half of the trainees were continuously attending class.
5. The FTC environment there were only very few of the demonstration sites available, there were no workshops, exhibition rooms, Library, water supplies appropriate tools of any kind and latrines. Moreover, in addition there are incompatible structures seen in the FTC compounds. The training was interrupted due to unpredicted labour campaigns, and meetings. The time allotted to cover the contents of the module was perceived inadequate to cover the manuals because of the existence of wide modules. The above features of the FTCs do not help one to tell quite comfortably that there is an attractive environment for the trainees in the FTCs.
6. The presence of trainees centeredness of the FTC location within characteristic of the trainers was the strongest aspects of the FTC training environment.
7. The presence of equal opportunity to participate in the FTCs training, appropriateness of selection criteria and accurate implementation of those criteria have been found perceived positive by the trainees. Nevertheless, the presence of little contempt on access only to literates and the problem of illiteracy will necessitate creating a means to include those who are willing but prevented by it to participate in the FTC training.
8. The trainee farmers in the FTC training participated in the decision timing of the program and in few researches that took place in the FTCs but they did not participate in the selection of trainers, they were participating on the decision of what to train only on conform what was already decided or the real decision makers were not the trainees, it seemed they were not participating in selection of training methods, they are not participated on evaluation of program and trainers yet. And also their participation in class room and practical learning was not satisfactory due to different factors like absenteeism, lack of teaching aids, use of

lecture method predominantly with the lock step sitting arrangement. Moreover, trainees were highly dependent over their trainers. Generally, these depict there was less participation of the trainees in the program.

## **5.2 Conclusions**

Generally, this study should show how the FTC training was highly influenced by the shadow of the top-down Agricultural Extension practices for which the Government was commented and which was a reason to this study to investigate the technical aspects of the facilitation /teaching learning process from the perspective of adult education.

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

## **5.3 Recommendations**

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

1. The FTCs need to be provided with the necessary teaching aids, demonstration plots with appropriate inputs in both animal and crop production trainings, and workshop and exhibition services should be functional. Moreover, trainees should be supplied with modules.
2. The FTCs needs to be equipped with all the necessary materials and physical facilities like water supplies, appropriate tools, furniture, latrines for both males and females. And also the needs to be free from any forms of inconveniences like interruptions. In addition, all the stakeholders must give due attention to the on going training especially the WoARD.
3. The training manuals may have to be prepared or adapted with the direct participation of the trainees, trainers and Woreda subject matter specialists through out all the processes in the FTCs. The decision over series of curricular issues including the language of training need should not be left for trainers. The manuals need to be prepared in such a way that the learning contents will be sequenced in a helpful manner to learning. It looks also essential to list objectives, devise exercise, recommend methods with teaching aids and include evaluation mechanisms. It is also advisable to prepare teacher's guides for both theoretical and practical training sessions.
4. To improve the DAs effectiveness in the FTC training, it appears necessary to arrange a training program on the facilitation of non-formal adult training for development projects. This can be given in the short run for those who are already on the job but in the long run the better solution is revitalizing the pedagogical one credit hour course in the ATVET colleges in such away that it includes the necessary contents for the facilitation skills and material preparation. And also it seems necessary to acquaint all the relevant with adult education and facilitation issue possibly through refresher trainings.
5. The trainee farmers need to be allowed to participate truly in the FTC program and this will create a feeling of responsibility and commitment in action.
6. It seems necessary to find a way to include those who are willing to participate in the FTC training but deterred by illiteracy even to attain a reasonable number of

model farmers who help to scale up the productivity of the farmers in the region as well as in the country by considering the magnitude of illiteracy in Ethiopia.

7. The construction of FTC Buildings in FTCs centers, that is below the standards and expectations, and becomes erected. This affects training program because of inconvenient. Therefore, FTC buildings constructions should be keeping standards and expectations to provide appropriate services. This makes convenient and to facilitation training for trainees in class room teaching /learning process.
8. It is necessary to carry out similar researches to see the particularities from place to place and variations from individual investigator to another.

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## **List of Appendices**

- A. Questionnaire to be filled by Farmer Trainees
- B. Questionnaire presented to trainees (Amharic Version)
- C. Interview protocol Discussion points for the interview to be conducted with the extension experts in MoARD, BoARD, ZoARD and WARD office.
- D. Focus group discussion guide line. Discussion points for Focus group discussion with Woreda experts. PA (peasant Assertion) representative coordinators, facilitators and trainee farmers.
- E. Class room demonstration /Field tripe observation check list
- F. Observation checklist
- G. Ministry of Agriculture and Rural Development 2001 E.C PASDEP Report.
- H. Ministry of Agriculture and Rural Development 2009/2010 Summarized / Brochure.

**Appendixes A**  
**Addis Ababa University**  
**College of Educaion**  
**Department of curriculum and teacher's**  
**professional development studies. Adult and life**  
**long learning unit.**  
**A Questionnaire to be filled by Farmer Trainees**

**General direction**

**Dear respondents!**

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

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

Thank you in advance!

## Background Information

**Instruction I:** Some profiles about farmer trainees are indicated below. Please, select the appropriate answer from the alternatives given and encircle it or fill in the blank space where necessary.

1 Age \_\_\_\_\_

2 sex            Male     Female

3 educational level

Grade 4                    D. Grade 11-12

Grade 5-8                E. If any other, please specify

Grade 9-10

4. Your current land holding in *timad* or in any local unit \_\_\_\_\_

5. Your current heads of cattle in number \_\_\_\_\_

6. How long it takes to walk from your house to the training center in minutes? \_\_\_\_\_

**Instruction II:** Items related to the over all training process in the centers are listed below. For each of the following statements please, indicate your agreement or disagreement by putting (✓) in the box according to the following response scales: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagreed) and SD (Strongly Disagree) and write your answer on the space provided for additions or specifies.

1. The class rooms are comfortable to trainees

SA     A     U     D     SD

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

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---

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2. The training center is attractive

SA  A  U  D  SD

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

---

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3. The training center is located at conceptual place AS

SA  A  U  D  SD

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

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4. The training is need based

SA  A  U  D  SD

5. The training program helps for trainees problem solving

SA  A  U  D  SD

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

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6. The training is interesting to the trainees.

SA  A  U  D  SD

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

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7. The training term is in favorable season to give training

SA  A  U  D  SD

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

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8. The timing of the training is suitable to trainees

SA  A  U  D  SD

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

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9. The trainees do participate in training areas needs assessment

SA  A  U  D  SD

10. The trainees do participate in the selection of the facilitation of the center

SA  A  U  D  SD

11. Trainees are involved in identifying methods of training

SA  A  U  D  SD

12. Trainees are consulted about training time

SA  A  U  D  SD

13. Trainees do participate in assessment and evaluation of program

SA  A  U  D  SD

14. Trainees are involved in evaluation of facilitators

SA  A  U  D  SD

15. Trainees consulted in the preparation of the training modules

SA  A  U  D  SD

16. Trainees actively participate in the class room learning

SA  A  U  D  SD

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

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17. Trainees actively participate in practical learning activities

SA  A  U  D  SD

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

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

SA  A  U  D  SD

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

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---

19. Every farmer has equal right to access to join the training centers

SA  A  U  D  SD

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

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20. Trainees' selection criteria are appropriate.

SA  A  U  D  SD

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

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

SA  A  U  D  SD

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

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22. Most of the facilitators have a sound relation with the trainee farmers

SA  A  U  D  SD

23. Most of the facilitators work in unison with themselves

SA  A  U  D  SD

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

SA  A  U  D  SD

25. Most of the facilitators professionally have a good conduct

SA  A  U  D  SD

26. Majority of the facilitators are respected by the community

SA  A  U  D  SD

27. Most of the facilitators have a good coordinating ability

SA  A  U  D  SD

28. Majority of the facilitators are resourceful they have adequate knowledge in the specific disciplines they are trained

SA  A  U  D  SD

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

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29. Most of the facilitators regularly come to the center with our any interruption

SA  A  U  D  SD

30. Most of the facilitators create an informal atmosphere in the learning classrooms.

SA  A  U  D  SD

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

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31. Most of trainee farmers like the different methods of facilitation use by the facilitators

SA  A  U  D  SD

32. Majority of the facilitators follow attractive presentation techniques

SA  A  U  D  SD

33. Most of facilitators use different tools teaching aids like charts, pictures and Video.

SA  A  U  D  SD

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

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34. Feed backs are immediately given by the most facilitators to questions asked in classroom learning

SA  A  U  D  SD

35 Most of the facilitators value of farmers trainees knowledge

SA  A  U  D  SD

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

SA  A  U  D  SD

37. The language used by the facilitators in teaching methodology is simple and clear

SA  A  U  D  SD

If you select D/SD Q.37 please, specify the reason

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38. The facilitators use paper and pencil examination as the main technique of measure and evaluation of learning

SA  A  U  D  SD

39. Most of the facilitators adopt training modules/ learning texts to suit the specific needs of the training center

SA  A  U  D  SD

40. The content of the learning modules is highly related to the objective reality of the community trainee farmers.

SA  A  U  D  SD

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

SA  A  U  D  SD

If you select D/SD for the above Q.41 please, specify the problem you have observed.

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

SA  A  U  D  SD

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

SA  A  U  D  SD

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

SA  A  U  D  SD

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

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45. There are adequate modules for every trainee farmer which distributed

SA  A  U  D  SD

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

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

SA  A  U  D  SD

If you select D/SD for Q.46 please, specify the reason

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# Appendixes B

## አዲስ አበባ ዩኒቨርሲቲ

### የሥነ-ትምህርት ኮሌጅ

የካሪቡለምና የመምህራን ሙያ ማሻሻያ ጥናት ት/ክፍል የጎልማሶችና የህይወት ዘመን ሙሉ ትምህርት ቡድን በሰልጣኝ ገበሬዎች የሚሞላ መጠይቅ

#### አጠቃላይ መመሪያ

የተከበራችሁ ለዚህ መጠይቅ ምላሽ የምትሰጡ ሰልጣኞች በ \_\_\_\_\_ ወረዳ በተለያዩ ስፍራዎች ገበሬዎችን በዘመናዊ የግብርና ዘዴዎች ለማሰልጠን በርካታ ማሰልጠኛ ጣቢያዎች መቋቋማቸው ይታወቃል። የዚህ መጠይቅ ዋና ዓላማ በእነዚህ ማሰልጠኛ ማዕከላት ውስጥ በመሰጠት ላይ ያለውን ሥልጠና ጠንካራ ጎኖች እና ሊያጋጥሙ የሚችሉ አንዳንድ ክፍተቶች ካሉ ለይቶ ማወቅ ሲሆን የጥናቱ ውጤትም በወረዳው በመሰጠት ላይ ያለውን የ "ሞጁላር" የግብርና ኤክስቴንሽን ስልጠና አጠቃላይ ሁኔታ በላይ በጥናቱ ተለይተው የሚታወቁ የአሠራር ክፍተቶችን ለማረም የሚረዱ የመፍትሄ ሃሳቦችን ለመጠቀም ነው።

እያንዳንዱን ጥያቄ በጥሞና አንብቦ በመመለስ በኩል እናንተ የምታደርጉ ትብብር ለዚህ ጥናት መሳካት በጣም አስፈላጊ ነው።

የምትሰጡት ምላሽ ለሌላ ሰነድ አካል ሳይተላለፍ ለዚህ ጥናት ዓላማ ብቻ ይውላል። በመጠይቁም ላይ ስማችሁን መፍፍ አይጠበቅባችሁም።

ለትብብራችሁ በቅድሚያ እጅግ አመሰናለሁ።

**ክፍል አንድ የግል ሁኔታ**

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

1. እድሜ \_\_\_\_\_
2. የታ ወንድ                       ሴት
3. የትምህርት ደረጃ  
     ሀ. 4ኛ ክፍል                      ሐ. ከ9ኛ-10ኛ ክፍል  
     ለ. ከ5ኛ-8ኛ ክፍል              መ. ከ11ኛ-12ኛ ክፍል  
     ሠ. ሌላ ማንኛውም የተለየ የትምህርት ደረጃ ካለዎ ይግለጹ \_\_\_\_\_
4. አሁን ያለዎት የመሬት ይዞታ (በጥማድ ወይም በአካባቢው መለኪያ) \_\_\_\_\_
5. አሁን ያለዎት የከብት ብዛት በቁጥር \_\_\_\_\_
6. ከቤትዎ እስከ ማሰልጠኛ ጣቢያው ያለው ርቀት በእግር ጉዞ ምን ያህል ጊዜ ይወስዳል \_\_\_\_\_

**መመሪያ 2** ከዚህ ቀጥሎ በማዕከሉ ውስጥ የሚሰጠውን አጠቃላይ የስልጠና ሂደት የሚመለከቱ ጥያቄዎች ቀርቦዋል።

እባክዎን ለእያንዳንዱ ጥያቄ ከቀረቡት አምስት የምላሽ ደረጃዎች ውስጥ መልስ ሊሆን ይችላል ብለው የወሰኑትን አማራጭ ከጉኑ ባለው ሳጥን ውስጥ ምልክት በማስቀመጥ ይመልሱ። የምላሽ ደረጃዎቹ አፅዕኖተ ቃላት እንደሚከተለው ይሆናል፣ በጣም እስማማለሁ፣ በ/እስ/፣ እስማማለሁ/ /እስ/፣ ለመወሰን ይከብዳል /ለ/ይ/፣ አልስማማም/አል/ እና በጣም አልስማማም /በ/ አል/ በተጨማሪም ለተጠየቁት ጥያቄዎች ማብራሪያ ወይም የተለየ ምላሽ ካለዎት በተሰጠው ክፍት ቦታ በመጻፍ ይመልሱ።

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

6. የአጠቃላይ የሥራ ስልጠናው ይከተላል::

\_\_\_\_\_

\_\_\_\_\_

የሥራ ስልጠናው ይከተላል::

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

5. የሥራ ስልጠናው ይከተላል::

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

4. የሥራ ስልጠናው ይከተላል::

\_\_\_\_\_

\_\_\_\_\_

የሥራ ስልጠናው ይከተላል::

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

3. የሥራ ስልጠናው ይከተላል::

\_\_\_\_\_

\_\_\_\_\_

የሥራ ስልጠናው ይከተላል::

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

2. የሥራ ስልጠናው ይከተላል::

\_\_\_\_\_

\_\_\_\_\_

የሥራ ስልጠናው ይከተላል::

/ህ/ህ/ሀ     /ህ/ህ     /ጽ/ህ     /ህ/ህ     /ህ/ህ /ሀ

1. የሥራ ስልጠናው ይከተላል::

ለጥያቄ 6 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ \_\_\_\_\_

7. ስልጠናው የሚሰጥበት ወቅት ለሰልጣኞች ምቹ ነው።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 7 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ \_\_\_\_\_

8. ስልጠናው የሚሰጥበት ጊዜ ለሰልጣኞች ምቹ ነው።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 8 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ \_\_\_\_\_

9. በሰልጣኞች ምልመላ ወቅት ሰልጣኞች ተሳትፎ ያደረጋሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

10. በአሰልጣኞች ምልመላ ወቅት ሰልጣኞች ተሳትፎ ያደርጋሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

11. ሰልጣኞች የመማር ማስተማር ዘዴዎችን በመምረጥ ሥራ ላይ ተሳትፎ ያደርጋሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

12. የስልጠና ሰዓት የሚወሰነው ከሰልጣኞች ጋር በመመካከር ነው

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

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

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

14. ሰልጣኞች በአሰልጣኞች ግምገማ ላይ ተሳትፎ ያደርጋሉ።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

15. የሰልጠና ሞጁል በሚዘጋጅበት ጊዜ ሰልጣኞች ሀሳብ እንዲሰጡ ይጠይቃሉ/ይሳተፋሉ።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

16. ሰልጣኞች በክፍል ውስጥ በትምህርት ወቅት ንቁ ተሳትፎ ያደርጋሉ።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 16 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያታዎትን ይግለጹ \_\_\_\_\_

17. በሰልጣኞች በትምህርት ትምህርት ወቅት ንቁ ተሳትፎ ያደርጋሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 17 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያታዎትን ይግለጹ \_\_\_\_\_

18. ሰልጣኝ ገበሬዎች በማዕከሉ ውስጥ በሚካሄዱ የምርምር ስራዎች ላይ ይሳተፋሉ።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 18 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያታዎትን ይግለጹ \_\_\_\_\_

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

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 19 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

20. ሰልጣኝ ገበሬዎች ለስልጠና የሚመለመሉባቸው መስፈርቶች ተገቢ ናቸው።

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

ለጥያቄ 20 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

21. በአሁኑ ወቅት በስራ ላይ ውለው የሚገኙት የመመልመያ መስፈርቶች በአግባቡ በሥራ ላይ ውለዋል።

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

ለጥያቄ 21 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

22. አሰልጣኞች ከሰልጣኝ ገበሬዎች ጋር የሰመረ ግንኙነት አላቸው

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

23. አሰልጣኞች እርስ በርሳቸው ተስማምተው ይሠራሉ

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

24. አሰልጣኞች ከሌሎች ባለ ድርሻ አካላት ጋር በመተባበር ሥራቸውን ይሰራሉ

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

25. አሰልጣኞች መልካም ባህሪ አላቸው

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/

26. አሰልጣኞች በአካባቢው ህብረተሰብ አክብሮት ይሰጣቸዋል

በ/ እስ/  እስ/  ሰ/ይ/  አል/  በ/አል/



ለጥያቄ 33 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

34. አሰልጣኞች በክፍል ውስጥ የሚጠየቁ ጥያቄዎችን ምላሽ ወዲያውኑ ይሰጣሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

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

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

36. በስልጠናው ሂደት ሰልጣኝ ገበሬዎች ስህተት በሚፈፀሙበት ወቅት አሰልጣኞች እነሱን የሚያሸማቅቅ አስተያየት/ነቀፋ ይሰነዘራሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

37. አሰልጣኞች የሚጠቀሙበት ቋንቋ ግልፅና ቀላል ነው

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 38 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

38. አሰልጣኞች የተማሪዎችን የትምህርት አቀባበል ለመመዘንና ለመገምገም የፅሁፍ ፈተናን በዋናነት ይጠቀማሉ

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

39. አሰልጣኞች የስልጠና ሞጅሎች (የመማሪያ መፅሐፍት) ይዘት ለስልጠና ማዕከሉ ተስማሚ በሚሆን መልኩ አስተካክለው ያዘጋጃሉ።

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

40. የስልጠና ሞጅሎችን ይዘት ከአካባቢው ሰልጣኞች ተጨባጭ ሁኔታ ጋር በጣም አብሮ ይሄዳል /ይስማማል/

ምክንያትዎን ይግለጹ

ላቶቹ 47 መልስዎን ለመስጠት ወይም ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

45. ለአገልግሎት ለመስጠት ለሌላ ምክንያት ሆኖ ለመቆየት ለሌላ ምክንያት ሆኖ

ላቶቹ 46 መልስዎን ለመስጠት ወይም ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

ሆኖ ለመቆየት ሆኖ

44. ለአገልግሎት ለመስጠት ለሌላ ምክንያት ሆኖ ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

የሆኑትን ምክንያቶች ይግለጹ

43. ለአገልግሎት ለመስጠት ለሌላ ምክንያት ሆኖ ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

42. ለአገልግሎት ለመስጠት ለሌላ ምክንያት ሆኖ ለመቆየት ለሌላ ምክንያት ሆኖ

ምክንያትዎን ይግለጹ

ላቶቹ 42 መልስዎን ለመስጠት ወይም ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

ቅንቅ ተዘጋጅተው የቀረቡ ናቸው

41. ለአገልግሎት ለመስጠት ለሌላ ምክንያት ሆኖ ለመቆየት ለሌላ ምክንያት ሆኖ

ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/  ሆ/አ/አ/

46. በማዕከሉ ውስጥ ስልጠናውን ለመተግበር አስፈላጊ የሆኑ ነገሮች በሙሉ ተሟልተዋል

በ/ እስ/  እስ/  ለ/ይ/  አል/  በ/አል/

ለጥያቄ 48 መልስዎ አልስማማም ወይም በጣም አልስማማም ከሆነ ምክንያትዎን ይግለጹ\_\_\_\_\_

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## **Appendix C**

### **Interview Protocol**

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

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

Is there a room for DAs to intervene/ adjust/ seek dilutions for problems?

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

- The need for adopting packages to meet the agro-ecological component

- The need for research undertakings and practical application

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

5.4 Is the design process (Model) linear or cycle?

6. What is the organization and management of the FTCs?

7. How do you explain the training of the facilitators?

7.1 How do you select the facilitators and coordination

7.2 Initial (college) training

7.3 continued (on job) training

8. How do you perceive the job satisfaction of the facilitators?

8.1 Remuneration

8.2 carrier strucrure

8.3 In-service training opportunities

8.4 turnovers

9. How do you explain the training of Farmers' in terms of

9.1 Accesses

9.2 Enrolments

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

Is there a room for DAs to intervene/ adjust/ seek dilutions for problems?

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

- The need for adopting packages to meet the agro-ecological component

- The need for research undertakings and practical application

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

5.4 Is the design process (Model) linear or cycle?

6. What is the organization and management of the FTCs?

7. How do you explain the training of the facilitators?

7.1 How do you select the facilitators and coordination

7.2 Initial (college) training

7.3 continued (on job) training

8. How do you perceive the job satisfaction of the facilitators?

8.1 Remuneration

8.2 carrier strucrure

8.3 In-service training opportunities

8.4 turnovers

9. How do you explain the training of Farmers' in terms of

9.1 Accesses

9.2 Enrolments

## **Appendix D**

### **Focus Group discussion Guideline**

#### **Discussion points for focused group discussion with Woreda Experts. PA (Peasant Assertion) representatives, coordinators, facilitators and trainee farmers.**

##### **Part I.**

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

## Appendix E

Class Room Demonstration /Field Trip Observation Checklist

Center \_\_\_\_\_

Subject \_\_\_\_\_

No of Students \_\_\_\_\_

Duration of observation			Date	Activity			
Observer descriptions			Time taken	Students Activities	Method used		Time in minute
Facilitator activities					Yes	No	
I. Lesson plan							
a. Clearly lays out what is to be done and achieved							
b. Indicated the different styles of presentations to be used (visuals, sliders, posters, models, demonstration sites etc).							
c. Includes plans relieve any anxieties trainees might feel							
<b>Facilitation stage</b> Introduction II. Early stage (group method used for creating awareness)							
a. Revision using <ul style="list-style-type: none"> <li>- giving high light of previous lesson</li> <li>- asking trainees questions on earlier lessons</li> </ul>					<ul style="list-style-type: none"> <li>- listen attentively to revision</li> <li>- respond to question</li> </ul>		
b. Orientation using /giving right directions <ul style="list-style-type: none"> <li>- disclosing the issues or questions for discussion</li> <li>- informing question to be answered of after the lesson is completed</li> <li>- asking participants to form sub groups and to nominate chair persons and reporters</li> <li>- clarifying the responsibility of the sub group and chair persons and reporters</li> <li>- informing participants the allotted time for discussion</li> </ul>					<ul style="list-style-type: none"> <li>- taking notes and use them as guide liens for discussion</li> <li>- select their representative democratically</li> <li>- complete discussion with in the time frame</li> </ul>		



## ➤ Appendixes F

### Farmers Training center Observation checklist

Center Observed -----

Data of Established -----

No, of Trainees-----

Duration of Observation----- Date-----

S.N	Items	Yes/size/No	No	Remark
1	Workshop			
	Size			
	Equipment: wood work and metal working tools			
	Safety features			
	Ventilators			
	Machines			
2	Demonstration farms			
	Types of production			
	Size: animal shelter/pond/hive/plot			
3	Classrooms			
	Size			
	Equipment: table, chair, black board			
	Illumination			
	Ventilator			
4	Office			
	Size			
	Furniture			
	Secretary			
5	Store			
	Size			
	Tools: different farming tools			
	Training materials; manuals, modules, guides			
	Supplies: paper, pen, fuel			
	Teaching aid: boards, tap recorder			
	TV set, computer, DVD player, cassettes, VHS tape, CD, printer over head projector			
6	Library			
	Size			
	Equipment: tables, chairs, shelves			
	Books leaflets, brochures, pamphlets photocopied documents, hand outs, electronic media			
	Type of service: circulation, lending			
	Organization			
	Accessibility open /close			
7	Center fence			
8	Pipe water			
9	Latrines: Males/Females			
10	Lodges			
11	Janitor			
12	Shelter for guards			
13	Means of transport			
14	Product storage mechanism			
15	Other structures			

የግብርናና ገብር ልማት ሚኒስቴር

የ2001 ዓ.ም የPASDEP አፈጻጸም ሪፖርት

1. መግቢያ

ፈጣንና ዘላቂነት ያለው ዕድገት በማስፈን ድህነትን ለማስወገድ የአምስት ዓመት ዕቅድ ተዘጋጅቶ መተግበር ከተጀመረ አራት ዓመታት አስቆጥሯል። በ1998 የተጀመረውን ይህ የልማት ዕቅድ የግብርናውን ዘርፍ ምርትና ምርታማነት ሊያሳድግ የሚችሉ፣ ለገበሬው ችግር ፈቺ የሆኑ፣ የተሸሻሉና ውጤታማ የሆኑ ቴክኖሎጂዎችን በማሰባሰብ፣ ፓኬጅ በማዘጋጀት፣ የባለሙያዎችንና የገበሬዎችን አቅም በመገንባት የተጠናከሩ እንቅስቃሴዎች በመካሄድ ላይ ያሉ ሲሆኑ የእነዚህም ድምር ውጤት በግብርናው ሴክተር ባለፉት ተከታታይ ዓመታት በአማካይ ከ10 በመቶ በላይ ዕድገት ማስመዝገብ ተችሏል።

ፈጣንና ዘላቂነት ያለው ዕድገት ለማስፈንና ድህነትን ማስወገድ ዕቅድ ከማሳካት አኳያ ቀዳሚ ሥፍራውን የያዘው የግብርና ግብዓት አቅርቦትና ሥርጭት እና የግብርና ምርቶች ኤክስፖርት ሲሆን በተለይም በቡና፣ ቁም እንስሳት፣ ጥጥ፣ ጥራጥሬ፣ የቅባት እህሎች፣ የተፈጥሮ ሙጫ፣ ሰም፣ የተፈጥሮ ማር እና እንቁላል ከፈተኛ ድርሻውን ይዘዋል። የግብርና ልማትን በተመለከተ በመሬት ስፋት አንፃር ከዕቅዱ ጋር የተቀራረበ ቢሆንም ከምርትና ምርታማነት ዕድገት አኳያ ሲታይ ከጥራጥሬ ሰብሎች በስተቀር በሌሎቹ ገና ብዙ ይጠይቃል።

የአምስት ዓመቱ የልማት ዕቅድ አካል የሆነውን የ2001 በጀት ዓመት የዋና ዋና ሥራዎች ዕቅድ አፈፃፀም ቀጥሎ ቀርቧል።

2. ግብርና ኤክስቴንሽን

ፈጣንና ዘላቂነት ያለው እድገት በማስፈን ድህነትን የማስወገድ ፕሮግራም ዓላማን ተግባራዊ ለማድረግ ከተያዙ ዝርዝር የሥራ ዕቅዶች መካከል ዋነኛው በልማት እድገት ሂደት በዋናነት ተዋናይ የሆነውን አርሶ/ አርብቶ/ ከፊል አርብቶ አደር ያለበትን የሙያ ክፍተትና ፍላጎቱን መሠረት ያደረገ የአቅም ግንባታ ማካሄድ ነው።

የአቅም ግንባታ ስራን ተግባራዊ ለማድረግ በአሁኑ ወቅት በየልማት ጣቢያው/ በየቀበሌው የተለያዩ ሙያ ያላቸውን 3 የልማት ጣቢያ ሠራተኞች በመመደብና የገበሬ ማሰልጠኛ ማዕከላትን በመገንባት እንደአካባቢው ተጨባጭ ሁኔታና ገበሬው ያለበትን የሙያ ክፍተት መሰረት በማድረግ በፌዴራልና በክልል ደረጃ በተዘጋጁ ፓኬጆችና በሌሎች አስፈላጊ የግብርና ሙያዎች ላይ በአብዛኛው በሰብል ልማትና ጥበቃ፣ በእንስሳት ሀብት ልማትና ጤና እንዲሁም በተፈጥሮ ሀብት ልማትና አያያዝ ላይ አጫጭርና የሞዴላር ስልጠና በመስጠት ላይ ይገኛል።

በመሆኑም ከ 6 ክልሎች /አማራ፣ አሮሚያ፣ ድሬደዋ፣ ሐረሪ፣ ደቡብና ትግራይ/ በተገኘው መረጃ መሰረት ዝርዝር ሪፖርቱ እንደሚከተለው ቀርቧል።

2.1 የአጫጭር ጊዜ ሥልጠና

የአጫጭር ጊዜ ሥልጠና በተዘጋጁ ፓኬጆች አተገባበርና በአርሶ/ አርብቶ/ ከፊል አርብቶ አደሩ በሚታዩ የሙያ ክፍተቶችና በሚቀርቡ ጥያቄዎች ላይ መሰረት በማድረግ በንድፈ-ሃሳብና በተግባር በማስደገፍ የሚሰጥ ስልጠና ነው። ይህ ስልጠና በገበሬ ማሰልጠኛ መመሪያ ላይ እንደተቀመጠው የስልጠናው ጊዜ ከ 3 እስከ 15 ቀናት የሚቆይ ሲሆን የሚሰጠው ስልጠናም በአነስተኛ ፓኬጅ /Minimum package/ እና በቤተሰብ ፓኬጅ /Household package/ የሚካተት ነው።

2.2.1 አነስተኛ ፓኬጅ ሥልጠና

በአነስተኛ ፓኬጅ ስልጠና ማንኛውም አርሶ/አርብቶ/ ከፊል አርብቶ አደር ያለበትን የግብርና የሙያ ክፍተትና ፍላጎቱን መሰረት አድርጎ የሚመርጠውን ፓኬጅ/ ፓኬጆች ተግባራዊ የሚያደርግበት ስልጠና ነው። በ2000/2001 ምርት ዘመን በአነስተኛ ፓኬጅ ስልጠና 3022710 አርሶ/ አርብቶ/ ከፊል አርብቶ አደሮችን ለማሰልጠን ታቅዶ 4687833 /155%/ የተከናወነ ሲሆን ከዚህ ውስጥ 3793239 ወንድ ገበሬዎች /3779763 አባዎራዎች፣ 13476 ወጣት ወንድ ገበሬዎች/ ሲሆኑ 894594 ሴት ገበሬዎች /728346 እማዎራዎች፣ 164402 ባለትዳር ሴቶች እንዲሁም 1846 ወጣት ሰት ገበሬዎች/ ናቸው።

2.2.2 የቤተሰብ ፓኬጅ ስልጠና

የቤተሰብ ፓኬጅ ስልጠና ከአነስተኛ ፓኬጅ ስልጠና በተለየ መልኩ የሚካሄድ ነው። በቤተሰብ ፓኬጅ ስልጠና የሚሳተፉ አርሶ/ አርብቶ/ ከፊል አርብቶ አደሮች የማህበራዊና ኢኮኖሚያዊ ጥናት ተደርጎለት በተወሰነ/ በአብዛኛው በ3 ዓመታት/ ውስጥ ገቢውን ለመጨመር ግብ ተጥሎ የሚከናወንና ቤተሰቡን ባሳተፈ መልኩ በሚመርጧቸው ከአንድ በላይ የሆኑ ፓኬጆችን በጥምረት ተጠቅመው ገቢያቸውን የሚያሳድጉበት ስልጠና ነው። በ2000/2001 ምርት ዘመን 1,808,818 አርሶ/አርብቶ/ከፊል አርብቶ አደሮችን ለማሰልጠን ታቅዶ 480814 /27%/ አርሶ/ አርብቶ/ ከፊል አርብቶ አደሮችን ለማሰልጠን የተቻለ ሲሆን ከዚህ ውስጥ 410711 አባዎራዎችና 70103 እማዎራዎች ስልጥነዋል።

### 2.2.3 የሞዱላር ሥልጠና

የሞዱላር ስልጠና ስርዓተ-ትምህርት ተዘጋጅቶለት በልማት ጣቢያ ሰራተኞች አማካኝነት አርሶ/አርብቶ/ ከፊል አርብቶ አደሩ በጣቢያው በሚገኘው የገበሬ ማሰልጠኛ ተቋም በመገኘት በሚፈልገው ሙያ ከ3 ወራት ላለነሰ ጊዜ በተግባርና በንድፈ ሃሳብ ደረጃ የሚሰለጥንበት ሥልጠና ነው። በሞዱላር ስልጠና አሰጣጥ ሂደት ስልጠናው 80 በመቶ በተግባር የተደገፈና 20 በመቶ በንድፈ ሃሳብ የተደገፈ ስልጠና መሆን እንደሚገባው በገበሬ ማሰልጠኛ ማዕከላት የስራ መመሪያ ላይ ተጠቅሷል። ሞዱላር ስልጠና የሚሰጠው የየአካባቢውን ሥነ ምግባርና የአርሶ/ አርብቶ/ ከፊል አርብቶ አደሮችን ፍላጎት ባገናዘበ መልኩ ነው። በ2000/ 2001 ምርት ዘመን 954,540 አርሶ/ አርብቶ/ ከፊል አርብቶ አደሮችን ለማሰልጠን ታቅዶ 75534 /7.9%/ አርሶ/ አርብቶ/ ከፊል አርብቶ አደሮችን ለማሰልጠን የተቻለ ሲሆን ከዚህ ውስጥ 68174 አባዎችና 7360 እማዎች ናቸው።

### 2.2 የገበሬ ማሰልጠኛ ማዕከላት ግንባታ

የገበሬ ማሰልጠኛ ማዕከላት የሚሰጡት አገልግሎቶች በዋናነት በተግባር የተደገፈ ስልጠናና ስርቶ ማሳያዎችን በማከናወን የአርሶ / ከፊል አርሶና አርብቶ አደሮችን አቅም ማሳልበት እንዲሁም እንደ መረጃ ማዕከልነትና አውደ - ርዕይነት ማገልገል ናቸው። ይህንንም ተግባራዊ ለማድረግ የገበሬ ማሰልጠኛ ማዕከላት በተለያዩ መገልገያ ቁሳቁሶች መሟላት ይገባቸዋል።

በዚህ መሰረት በ 2000/2001 ምርት ዘመን ለመገንባት ከታቀደው 2091 የገበሬ ማሰልጠኛ ማዕከላት ውስጥ 776 /37% / የተገነባ ሲሆን ቀደም ሲል ከተላለፈው ጋር ተዳምሮ በአጠቃላይ 9265 (58%) የገበሬ ማሰልጠኛ ማዕከላት መገንባቱን ከክልሎች ከተላከው መረጃ ለመረዳት ተችሏል።

ሠንጠረዥ 1: የግብርና ኤክስቴንሽን ማጠቃለያ

ተ.ቁ.	ተግባራት	መለኪያ	የ2000 /2001 አቅድ	የ2000/2001 ክንውን	ንጽጽር በመቶ
1.	የግብርና ኤክስቴንሽን ፓኬጅ ሥልጠና	በቁጥር			
1.1	በአነስተኛ ፓኬጅ				
	አባወራ	»		3,793,239	
	ወጣት ወንድ	»		1,3476	
	አማወራ	»		728,346	
	ባለትዳር ሴት	»		164,402	
	ወጣት ሴት	»		1,846	
	ድምር	»	3,022,710	4,687,833	155
1.2	በቤተሰብ ፓኬጅ				
	አባወራ	»		410,711	
	አማወራ	»		70,103	
	ድምር	»	1,808,818	480,814	27
2.	በሞዴላር / መደበኛ ሥልጠና የተሳተፉ	»			
	ወንድ	»		68,174	
	ሴት	»		7,360	
	ድምር	»	954,540	75,534	9
3.	የገበሬ ማሠልጠኛ ማዕከላት ግንባታ	»	2,091	776	37

## Ministry of Agriculture and Rural Development



Public Relations Bureau Tel : - 011 646 19 71 or  
011 646 19 69  
2009

### Introduction

The present day Ministry of Agriculture and Rural Development was established in 1907 during the rule of Emperor Menelik II.

More than hundred years have elapsed since agriculture was transformed in to institution.

Although some important measures have been taken during the last regimes to improve the agricultural sector, it was not possible to eradicate poverty and boost the country's economy. This happened mainly because of the absence of conducive policies and strategies during the past regimes and above all farmers were not free to use their land for their own benefit.

As farmers were highly oppressed and very little attention was given to the agricultural development during the past regimes they were not motivated to increase their production and productivity. The then existing polices and strategies were among the main causes to country's poverty and backwardness.

Thanks to the heroic struggle of farmers and other sectors of the society, it was possible to overthrow the oppressing ruling class and establish a democratic system which enabled them to exercise their political and economic right.

The government of the Federal Democratic Republic of Ethiopia that has been established in 1991 put in place an Agricultural Development led Industrialization (ADLI) that aimed at transforming the country into a well-developed one.

### II. Economic objective and the strategy of agricultural and rural development:-

The country's economic objective is to build a free market economy which can eradicate poverty and enable the people to be benefited from the rapid economic development. In order to attain this goal a well-formulated policy and strategy of agriculture and rural development had been prepared.

**This policy and strategy will enable the people:-**

- to ensure rapid and sustainable economic growth,
- to be highly benefited from the development,
- to be self sufficient as a result of which the country will improve its status in the international economic cooperation and
- to establish a well-developed free market economy,
- to create market-led agricultural development,

**Basic directions of the policy and strategy of Agriculture and Rural Development:-**

- to use human labor and land extensively and capital economically,
- to develop farm lands wisely and conserve, protect and use natural resources in a better way,
- to improve the capacity of the country's rural manpower and use it extensively,
- to formulate development packages which are suitable for effective implementation,
- to strengthen the system of rural finance,
- to encourage the participation of investors in the agricultural development sector,
- to expand rural infrastructure,
- to strengthen off-farm rural development endeavors, and
- to upgrade the capacity of rural management

## Declaration

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

NAME: Aragaw Ademe

SIGNATURE: 

DATE: July, 2010

THIS THESIS HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS A UNIVERSITY ADVISOR.

NAME: Woube Kassaye (Ph.D)

SIGNATURE: 

DATE: July 1, 2010