

**CHALLENGES OF JIMMA UNIVERSITY IN IMPLEMENTING
COMMUNITY BASED TRAINING PROGRAM.**

BY

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ACRONYMS

CBE	Community Based Education
CBTP	Community Based Training Program
JU	Jimma University
MoE	Ministry of Education
TEI	Teacher Education Institute

ABSTRACT

The study was conducted to look into the challenges to effective implementation of CBTP in education faculty of JU. To this end, the study was designed on descriptive survey method and the researcher had selected his study subjects through stratified and purposive sampling. To collect relevant data, both questionnaire and interview have been employed. Data have been analyzed using the technique fit for both quantitative and qualitative data analysis. The study revealed that, the faculty has faced a lot of challenges to effectively implement the program. Amongst these challenges, poor transportation facilities, resource supplies, shortage of time to implement CBTP, and scheduling problem were some which have been reported and found as bottleneck for the effective implementation of the program. Particularly the inadequate awareness of the community members who are assumed to play a great role to the success of the program was found to be the main challenge to the faculty. As a result it was concluded that, all these existing conditions became a challenge for the faculty to effectively implement CBTP, and with all these problems, particularly, without the inadequate knowledge and understanding of the communities about the program, it would not be possible to assume the effective implementation of CBTP, and produce teachers who are responsive to the development needs of the community. Therefore, it is suggested that if in future CBTP to play a pivotal role in producing professionals that the time demand, the faculty needs to, for example, organize workshop and conference on a continuous basis, to create an in-depth understanding about CBTP amongst all participants, particularly communities, so as to get their support and cooperation for the success of the program.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

At present, there is an increasing demand from the society that universities should direct their education towards addressing the priority development needs of the society. This implies that education given in universities should enable graduates to have the necessary competencies and commitment so that they can improve the lives of their society. Based on this, therefore, universities should give appropriate response to those demands of the society. But instead of responding to this demand, it was realized that there are universities that are living in an isolated status of pure academics, failed to bring a significant improvement in the life of communities. As a result, in world context, there was a social movement during 1960s and 1970s that inspired a change in the traditional education system so that universities can redirect their education to serve the society and respond to the real needs and problems of societies. That is to say, the creation of a new balance between education, research and service in the university educational system and the development of an educational strategy that address the real development problems of the society through collaborative effort became the order of the day. This all show how universities started examining their training programs in relation to community needs and how the idea of community based education emerged (JU CBE office, 2004).

Similarly, McGuire, (1988), points out that, the idea of community based education has roots reaching far back into the community services movement. It was in 1960s that the community service function had evolved to include community education, with the aim to nurture the development of a process that helps citizens to reinvest themselves in the total life of their community. Through this involvement individuals will begin to accept their responsibility to the larger society. Thus, it was the development of such comprehensive programs of community education, and

the dramatic change in community life, that led to the development of “community based education”. And this created a new relationship between universities and the community in which the two entities become partners in the educational endeavor.

In general, it is from these realities and the changing nature of society, the learner, the learning process and sources for learning that some universities started experiments to make their training more relevant to the needs of the communities; and according to JU CBE office, (2004) document, they were known as ‘innovative schools’ and the educational philosophy they adopted were ‘community oriented Education’ and ‘problem based learning’. Community oriented/ based education, as a learning activity, involves the students, teachers, the community, and all other stakeholders in the community and follows a problem solving approach that starts with the identification of community problems, setting of objectives, plan of action, implementation of plans and monitoring and evaluating progresses.

When we come to Ethiopian context, such change in educational strategy of universities visited Ethiopia in the early 1970s, in Addis Ababa University, when students raised questions of the general public and demanded changes in the over-all system (Ibid,). Accordingly, to make the university more relevant to rural Ethiopia, The University Service program (EUS), started in April, 1964 with the aim to serve the community for a year by deploying students mainly in the rural areas of Ethiopia (Aklilu, 1973b, in Amare, 2005:34). To this end, in the period 1964-1974, a total of 3792 students have been deployed, serving in teaching and other service related to other professional students (Amare, 2005:37). But, the change of government in 1974, made the universities' vision to further expand the program and ruralizing its services only dreams (Ibid: 38, 39).

When we look into the context of JU, Jimma Institute of Health Sciences (JIHS) was opened in 1983, and this time was a time when the government was urged to make a new reform in the health service system and health personnel training program (Education Faculty Practicum and CBE Office, 2005). Since its

establishment, the institute had adopted Community Based Education (CBE) philosophy in its health training. Similarly, when the institute became a University, this CBE philosophy was adopted to all those newly opened faculties with the aim to produce professionals that are responsive to the development need of the community.

To realize this philosophy, the university uses the following three strategies: Community Based Training Program (CBTP), Team Training Program (TTP), for students from different health categories, and Student Research Program (SRP) (JU CBE Office, 2004).

The fact that Community Based Education is the philosophy of the University; and its relation to the current Education and Training Policy and its importance in dealing with the new paradigm shift in teacher training, the Faculty of Education has adopted the Community Based Education philosophy of the university and started implementing since 2004/5 by designing Community Based Training Program (CBTP) courses that are relevant to students. The existence of logical relationship between CBTP and Practicum with regard to the various activities dictates the integration of the two courses. Accordingly, practicum I and CBTP I (prac .102) and; practicum II and CBTP II (prac. 201), with each 3 credit hours are offered for students in the faculty. But, with reduction of total credit hours in practicum courses, implementation of practicum was newly scheduled and as a result CBTP II, with 2cr. hrs, started given as a separate course since 2007/8. Each of these courses has its own objectives and activities. During each phases of its implementation, students as a group are assigned to urban, semi-urban or rural community areas up to 250kms far from Jimma town where the university is located. They assigned there to understand the fundamentals of that community life at the grass-root level.

CBE in general has enabled the university to produce professionals responsive to the developmental needs of the community (JU CBE Office, 2004). And it is from

these understandings that CBTP, as one strategy of CBE was being implemented in education and other faculties of the university. In order to train these professionals, the necessary conditions that facilitate its effective implementation, like curriculum, human & material resources and others, should be available. From practicum experience, effectively implementing CBTP demands huge resource, coordination and commitments from all who are involved in the program. To run these CBE programs, the required resources are found to be huge and testing, and are beyond the university resource (Ibid). Therefore, in order the different stakeholders act for the success of the program, it is worth to examine those challenges to effective implementation of the program.

1.2 Statement of the problem

Nowadays, to bring significant improvement in the life of communities, higher education institutions require creating an appropriate learning environment that makes learning process lively and a program that provides students real experience of community that they are going to serve and develop their confidence to tackle problems in the community. Regarding this, Teshome, (2007:98), points out that CBE as a new development was proved to be useful in making the education relevant to the needs of the community. This shows that, using community based educational programs is one means to address the priority development needs of the community.

From this understanding that different studies have shown the importance of using community based educational programs in training professionals that respond to the developing needs of the community with different rationales. Accordingly, Baise, B. et. al. (2000) States that, community based education develop pre-service teachers' insight about the cultural meanings and behavior patterns of communities. And also Leslie, (1985), says, through community based education, students can apply skills such as conducting survey, gathering data, and developing participation skills. More over, Brown (1998), points that, experience that students of pre-service teacher education program gain through community

based education, helped the teachers become more aware of the problems that many of the students face in their personal out of school lives. Particularly, according to Anderson and Pickeral, (1998/99), integrating service learning helps to socialize new teachers in the essential moral and civic obligations of teaching; including teaching with “care”, and developing a commitment to advocate for social justice. Supporting this, Wade (1997) points that, working with adults (in multicultural society), students can begin to address the issue that beset them and develop skills and strategies for continuing to work for community improvement.

On the other hand, there are people who argue against the importance of CBE. Owens and Wang (1996) for example, points out that many school and community people see community based learning as drawing students’ time and attention away from the traditional curriculum content. This view is from their perception that, the subject matter content learned in school should serve as the deriving force in what is taught to day. This view comes from failing to recognize or acknowledge the importance of applying knowledge to real world issues. But this is denying Dewey’s basic theory of learning that, the key to learning is the interaction of knowledge and skills with experience, and the appropriate place is the environment that actually enables them to experience that skill and knowledge they required to develop.

When higher education institutions plan to implement an innovative program, like CBTP, it is necessary for them to consider the potential challenges that can affect its effective implementation. Some of the challenges that are likely to be encountered, according to Owens& Wang, (1996), and Anderson& Pickerel, (1998/9) are: Lack of awareness among all those who are involved in the program, lack of time and logistics problems are some among their list. And similarly in Ethiopian context, different challenges in adapting and adopting Community Oriented Practical Education (COPE) and implementing Teacher Education System Overhaul (TESO) are faced. For example, lack of interest and motivation to innovation in teaching and learning, and as a result, the existence of a big

resistance to change by many faculty and institutions, are the challenges faced in an effort to emulate what has been innovated and proved to be useful, as was the case of COPE or CBE (Teshome, 2007:97-98). In addition to this, Wube, (2006:7), in his study on 'The efficacy of the newly developed teachers education curriculum and its implementation', points that, inadequacy of logistics is one problem that negatively affects the effective implementation of practicum. Again, Solomon,(2005:172), observing the lack of understandings of students on the purpose of CBE programs, says that, students needs to be convinced on CBE objectives and the strategies of CBE needs to be viewed from the perspective of fulfilling the dreams of community development.

Moreover, the researcher, as a staff member, observed some complaints from instructors on not having an in-depth understanding about CBE programs and lack of proper orientation that enable them to properly accomplish their duty. This all shows that there are some problems which challenge the education faculty to effectively implement CBE program, that is, Community Based Training Program (CBTP). For the faculty to produce professionals that are responsive to the development needs of the community, identifying those challenges to effective implementation of CBTP is basic. This is because; identifying those challenges is one basic step for the faculty to take appropriate and timely action to surmount these challenges.

Hence, this study focuses on identifying those issues that have been considered as challenges to effective implementation of CBTP in the faculty. And the purpose of this study is to explore issues that challenge the effective implementation of CBTP in education faculty; and to suggest possible scenarios for improving the program.

In line with this, the researcher formulated the following guiding questions:

1. What are the main challenges to the effective implementation of Community Based Training Program in the education faculty?
2. How do instructors, students, administrators and community view Community Based Training Program?

1.3 Significance of the Study

The effectiveness and efficiency of any educational program depends on a thorough understanding of the problems that hinder its successful accomplishment. Thus, all those who are involved in the education system have to be aware of the problem, which affect the implementation of a new program, and this is possible by conducting systematic research on the issue. Hence, the study becomes useful and timely in considering the challenges to the effective implementation of CBTP, in which identifying those challenges for the faculty is an important step to take appropriate and timely action.

Therefore, it is the opinion of the researcher that this study:

1. Provides better understanding and awareness of the challenges associated with the implementation of CBTP in the minds of students, instructors, administrators, communities and policy makers.
2. Provides useful information for the university and faculty that can help them to surmount those challenges that they have faced in the implementation of CBTP.
3. Initiates the stakeholders to carry out extensive studies towards the challenges identified.
4. Serves as a springboard for further studies in the area.

1.4 Delimitation of the study

Although, all faculties adopted CBE, as an educational philosophy of Jimma University, to make the case specific and from the researchers' exposure to the case, this study is delimited only to explore the main challenges to effective implementation of CBTP in education faculty.

CHAPTER TWO

2. Review of Related Literature

This chapter consists of a review of literature related to the study. In the first two sections a brief description had been given on the concept importance and characteristics of Community Based Education and other related CBE programs; and the learning strategies that are being used in its application. Next to this a brief description regarding the Community Based Training Program (CBTP) that is being implemented in education faculty had been discussed. And finally discussion had been made on challenges to the effective implementation of CBE programs in relation to CBTP.

2.1 Community Based Education in Higher Education

2.1.1. Its Concept

Community Based Education (CBE) is not a new idea. It has been commonly applied with community economic development and health issues. For example, community-oriented primary care is the governing philosophy of CBE program of Connecticut School of Medicine since 1960's (University of Connecticut Health Center, 2007, P-1). And similarly, The Foxfire program, which continue to offer a place-based education experience began introducing students to community through out cultural journalism in 1966 (Gibbs & Hawley, 2000). The concept of incorporating community into teaching has been around for a long time. For example, according to Woodhouse, (2001), John Dewey advocated on experiential education in the late 1800s and said that, incorporating place (community) into educational practices had benefits for students, for example, to connect classroom activities to their own lives. It was this idea of Dewey that initiated educators to develop a theoretical foundation for community-based education. And in this attempt, different scholars, for example, Galbraith M. (1995), Gollattscheck, (1976) and Owens & Wang, (1996) defined CBE differently depending on their view about

schooling and education. It is therefore important to consider different definitions given by different scholars.

According to Galbraith M. (1995), community based education could be defined as process and program. Community based education as a process, "it is an educational process by which individuals become more competent in their skills, attitudes, and concepts in an effort to live in and gain more control over local aspects of their communities through democratic participation"(p.3). Here, CBE as a process emphasizes the necessity of learning new skills and knowledge about the existing social problems, and as a result propels CBE activities toward definite educational outcomes.

And community based education, as a program is defined, as "it is the organized activities that develop for the purpose of attaining a specific benefit. Objectives and procedures are recognized and maintenance of the program follows some set of policies and procedures"(Ibid. p.3).

Similarly, Gollattscheck,(1976), in McGurie, (19880, using a synthesis of definitions defines community based education as:

An education system that uses the community as its base, its organizational center, its creative source, its primary constituent, its underlying concept, and its supporting foundation. In such a system the community becomes the source of the objectives of the institution, the determiner of its direction, and the needs of the success of the institution is measured. Actually, what we call community-based education, therefore, equals community-based education (p.21).

On the other hand, Owens and Wang (1996), uses the term community- Based Learning (CBL) for Community-Based Education (CBE), and define it as "the broad set of teaching /learning strategies that enable youth and adults to learn what they want to learn from any segment of the community"(p.2). Moreover, they consider CBL as a broad framework that include different approaches, of which one that is

widely used by higher institutions is service learning. It concentrates on learning emerging from service provided to meet important needs in a particular community.

Even though different service learning educators give different definitions for service learning, the most widely used definition of service learning established by a diverse group of service learning educators read as follows:

Service learning is a method by which young people learn and develop through active participation in thoughtfully- organized service experiences: that meet actual community needs, that are coordinated in collaboration with the school and community, that are integrated into each young person's academic curriculum, that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity, that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities, that enhance what is taught in the school by extending student learning beyond the classroom, and that help to foster the development of a sense of caring for others (ASLER; 1993, p.1, in Wade 1997, p.20).

Nowadays, in response to the growing social and environmental problems in their communities, particularly, in the United States, service-learning programs are increasing at a rapid rate in schools and pre-service teacher education (Wade, 1997). Mostly, colleges and universities used service learning as a strategy for achieving their commitment to service and civic engagement (Hutchison P., 2001). Similarly, Jimma University uses different strategies that enable to realize its community based education philosophy. Of these strategies one is Community Based Training Program (CBTP). It is a program where students go to wider community and attached and engage themselves in the learning activities.

Generally, a common thread in these definitions is the implication of a relationship between the community and the institution, in which both work together for producing professionals responsive to the developmental needs of the community, using community as a learning environment.

2.1.2. Importance of community-Based Education

Throughout the world, institutions of higher education are facing the challenge of engaging more closely with communities, developing an intellectual foundations for such engagement and integrating key aspect of universities mission: teaching, research and service (Mohammed 2005:1). This is attributed to, according to Wade (1997:26), to a growing interest and concern for privetism, hedonism and unwillingness among adolescents who are the product of the traditional linear approach to education that has been geared towards providing graduates who do not have the willingness to enter into the community and engage themselves in creating and securing jobs (Solomon 2005) and those who are unable to face the challenges of addressing the felt problems of the community. These conditions forced universities to move beyond intellectual separation, individualism and elitism and to engage more fully in reflection and service for the public good (Hutchison P. 2001). Therefore higher education institutions should go beyond traditional function of teaching, training, research and study; and promote development of the whole person and train responsible citizens committed to working for a better society in the future.

Therefore, in order higher education institutes respond to the felt problems of the society, it is necessary for them to give a due attention to the needs of the community; and according to Teshome (2007:12) “make a linkage and partnership with community or the world of work, which can exposes the faculty and researchers to alternative ways of thinking and acting.” Such linkage would involve students in carrying out survey and discussion in and with the community, which will serve as a helpful model to them of their extended professional role. Thus, it is important for higher education institutions; to make community based education part of their program.

According to Wade, (1997), the need for community based education are rooted in a concern for the development of young people socially, psychologically and

intellectually, because, community based education is found to be an effective and needed means for empowering young people to participate as valued contributors to their communities.

To this end, therefore, a well-planned CBE program is important, so that it allows students to learn and develop skills through active participation in a carefully planned activity that is specifically developed to meet and address real community needs. Connecting (CBE) with academic goals and objectives also helps to enhance and enrich the educational experience of students and encourages them to draw upon what they learn in class to meet the needs of the community.

On the benefits of engaging students in CBE, Wade, (1997) says that, there is greater retention of course material due to the fact that students begin to see the relevance of their learning as it pertains to real life experience and issues. Furthermore, if students are working on service learning projects, this will influence positively their social, psychological and intellectual development. To this, Alt and Medrich, (1994), in Ibid, states the following:

Educators have asserted that service-learning may positively influence the following aspects of student development: academic skills, problem solving skills, critical thinking skills, ethical development, moral reasoning ability, social responsibility, self-esteem, assertiveness, empathy, psychological development, civic responsibility, political efficacy, tolerance and acceptance of diversity, specific skill acquisition relevant to the service tasks, and career goals and knowledge (p.27).

Particularly in Teacher education, CBE is important, because, it is the appropriate program that helps to produce effective teachers that the present time demands. It provides many things for would be the teachers. To this, Wade, (1997) says that, "service learning can provide future teachers with opportunities to practice reflection; to improve their repertoire of instructional strategies; to develop student-centered, caring approach to teaching; and to extend their visions of themselves as teachers to include other needed roles" (Wade, 1998 p. 316).

In addition to this Anderson and Pickeral, (1998 /99) agree that, service learning should be integrated into pre-service teacher education to achieve the maximum positive impact on next generation of teachers. They acknowledge that, this worthwhile endeavor is filled with difficulties, but that the benefits outweigh the challenges involved.

This shows that, using the community environment, as a learning resource with the teacher education institutions is important to understand the importance of cultural norms and of working with the grain of community way of life, traditions and customs. Hence, teacher education institutions should consider these conditions so that would be teachers are engaging with the realities of tomorrow as they prepare to take up one of the most influential and vital role in society.

Generally, CBE programs have a potential of not only helping students to learn, but also helping them to create a desire for learning. As students engage in CBE programs and serve community, they want to know more about how to form relationships with the community members. Particularly, for students in teacher education, CBE programs enable them to establish strong relationships with the community of which their school is a part, and assist them to develop their professional identities as teachers that include understanding of the potential connections between academic learning and community service.

2.1.3. Characteristics of effective community based educational programs

The society's demand of the time is that higher institutions should give priority for the continuous development of the community they serve by attending to their educational needs. They should know that, it is only if they are community based, that is, they are operating for, in, and by the community that, they are able to address the present needs of the community (Gollattscheck cited in Mc Guire,

1988). This is because, if higher institutions are community based, this enables them to contribute to and draws on community resource to determine what is needed and how best met. Hence, they should develop and practice community based educational programs, and these programs should be organized based on certain standards that characterize their quality or effectiveness.

Hence, for higher institutions, which are using community based educational programs; a clear understanding of the elements that underline an effective community based educational experience is basic. Because, for quality learning to occur through such programs, experiences should be organized based on certain standards that characterize their quality or effectiveness. Therefore, it is important to identify common characteristics or features of effective community based educational programs.

Different scholars described the characteristics of community-based education programs. For example, Hutchinson P. (2001:4) identifies the following six elements that characterize service learning. Of these characteristics, three of them are focusing on the community, while the remaining three are focusing on the campus. These are:

1. the service is meaningful to the community;
2. the service meets a need or goal;
3. the community defines the need or goal;
4. the service flows from and into course objectives;
5. assignments requiring reflection, integrate the service with course objectives; and
6. The assignment is assessed and evaluated.

Similarly, as it has been stated in JU CBE manual (2005:6) , the following features are described as a hallmark of CBE. The special feature of community based education:

- Community centered,
- The spiral nature of CBE activities that start from first year to the end,
- The problem solving steps, (the litmus test for CBE)
- its participatory nature, and
- Learner-centered are the special features and hallmark of community based education.

2.2. Learning strategies of CBE

In an educational approach that links learning activities in classroom with learning experience available in communities (environment); the 'how' of learning should receive much attention as to 'where' of learning. The methods of learning that serve as a foundation for community based learning should be based on experiential learning that involves learners in direct experience and reflection. Supporting this, Wade, (1997, p-26) says that, "Cognitive theorists beginning with Aristotle and Rousseau, and continuing from Piaget and Dewey to Coleman and Kolb have asserted that direct experience and reflection are essential to effective learning". This shows that, effective learning often depends on the context in which the learning occurs, and the extent to which learners interact with the environment.

As learning strategies are the most critical aspects of community based learning, what are then, the components that makes its learning effective? To this, Dukehart, (1994, in Owens and Wang, 1996), states that;

There are three critical steps- framing (planning), the activity itself, and reflection. The clearer the framing, the more the learner will get from the experience. Generally, the Objectives for the learning are developed jointly by the student and the teacher / mentor. The second step is the activity itself, which can be simple or complex with many steps. The third critical step is reflection or a debriefing on what was learned. According to Zeller man, the reflection can be done alone (in the form of a journal, for examine) or with a group. These discussions often include an analysis of what went right, what went wrong, and what was expected. The reflection sets the stage for framing the next related activity"(p.7).

Similarly, Wade, (1997) adapted the following structure for teaching service learning. According to this structure, service-learning projects should include preparation, service, reflection, and celebration phases.

In preparation stage the instructor identifies the service and learning goals that will be met by the service-learning activity. This is also the point in the project when the instructor, students and the community partner identify a community need and brainstorm solutions (Ibid). Moreover, preparation involves planning for the project, contacting a site; creating a schedule, obtaining materials, and arranging transportation. Orientation for students and community is also conducted during preparation.

The heart of service -learning activity is the service project itself. The project should be one that engages “young people in responsible and challenging activities for the common good” (Ibid; p -22). In addition the project should be collaborative, engaging not only teachers and students but also community members in designing a project that “is in the best interest of all participants” (Ibid, p. 21).

For students to benefit from service learning, they must engage in structured reflection on their experiences. Reflection activities can meet a number of different learning goals and take many favors reflection exercises can take many shape and forms; students can write discusses, draw, dance, construct displays, or develop presentations about their service activities” (Ibid 122). Through reflection, students can learn to evaluate their personal biases and stereotypes and apply learning from the project to class and vice verse.

The final step in a service-learning project is celebration. As Wade (1997, p.23) notes, “when students learn new skills, engage in risk taking, take on new responsibilities, and offer their hearts and hands to others, it is appropriate to

honor and recognize their efforts". Celebration activities can also acquire the support of administrators, parents, and community for service learning.

From the above discussions, it is possible to summarize that, preparation, implementation and reflection are the central (critical) components that any community based educational programs should contain in order effective learning process takes place and hence all those involved in the program should work collaboratively for the success of the program.

2.3. Community Based Training Program (CBTP) in Jimma University: An over view

Nowadays, new developments and thoughts in various fields are observed as a result of explosions of knowledge and increasing sophistication of technology. And such change in society demand corresponding change in curriculum.

In Ethiopia, towards the end of the collapse of the Derg regime, the relevance and quality of education in Ethiopia had become questionable. "It is generally agreed that the impact of modern education on the day to day life of the society at large has been negligible" (MOE, 1994:1). As a result, "there were the signs of dissatisfaction with the educational system" (Seyoum, 1996:22). These problems and the existing global social, economic and technological changes have provided impetus to major change in education and training policy, and hence, the New education and Training policy developed by giving attention to two very important and inter- related aspects of development: making content and method of Education problem solving and creating bondage among training, education and development (MOE, 1994).

In addition to this, currently the government has called for a complete Teacher Education System Overhaul (TESO) in order to address the serious problem of the education system. This call was based on a series of study findings, of these, one

read as “TEIs are often isolated institutions, playing little role in schools and communities” (MOE, 2002:10). Such existing conditions can affect TEIs to train teachers who are responsive to the developing societal need.

Particularly, when we see curricula of higher education programs, as Teshome, (2007:97) points, they have critical limitations in that they lack practical orientation and are poor community based activities. Hence, these curricula need to be frequently reviewed and developed to keep pace with the needs of society and learners.

Accordingly therefore, education to address the existing social need, preparation of teachers should be more closely connected with the community, and hence, TEIs should have a strong relationship with local schools and the community they serve (MOE, 2002: 10).

Cognizing this, Jimma University endorsed the need for paradigm shift and has been working for the success of its implementation, integrating it with its unique character, the philosophy of CBE (Tefera et al, 2005: 5). The Education Faculty as one faculties of JU, adopted CBE philosophy and as a strategy designed CBTP courses, knowing the vital role they can play in making trainees sensitive to community issues. These courses were designed based on a survey result that was conducted in January, 2004 by a task force established to analyze different documents and determine the possible sites and implementation strategies (Ibid, 2005).

The existing logical relationship between practicum and CBTP, as CBE, (2005), points, dictated the faculty to integrate the two courses. As a result, practicum I and CBTP I (observing / surveying school and community), prac.102; practicum II and CBTP II (Assisting teaching and utilizing community resource for Teaching), Prac.201, each with 3 cr. hrs were designed to orient students about the image of the school and the surrounding community; enable student teachers to assist

teachers in many regards enable them utilize the surrounding community resources in preparing instructional materials (Tefera et. Al, 2005:7). In these courses, beginning from year one, students are expected to go to the community in a group and attached for at least three weeks and engage themselves in the learning activities.

When these courses were designed, simultaneously, Introduction to Community Development (Comd 101) with 2cr hrs was designed as a prerequisite course to pra. 102, with the objective to create awareness on the student teachers about the school and their communities, the likely impacts of their participation on communities development, and to equip them with the necessary background for their practical activities (Ibid). But, starting from the year 2007/8, while CBTP II is being given as a separate course, Comd 101 is not given as a course.

During each phases of these courses, students as a group are assigned to urban, semi-urban or rural communities. These areas are identified by the coordinating office and are located up to 250 km radius from Jimma University. Three to five teaching staff members from each department are assigned to supervise each group of students that consists of three or more departments. The faculty designs in what sort of community based studies that students are engaged and when it plans, it is in such a way that it will addresses the real problems of the community, and relates to the students' class room teaching and career (JU CBE Office, 2004: 16).

The CBE office of the faculty in collaboration with the central CBE coordination office plans put up schedules and mobilizes students' in-group and assists them in each step of the problem solving approach. The faculty plans to employ the following problem solving approach in conducting CBTP and in this program, students are supposed to pass through these problem solving steps and communities are expected to actively participate in each of these steps (Ibid 2004:

14). The different activities that are expected to be performed in each phases of CBTP are:

- Lecture on relevant topics
 - Orientation to the phase CBTP
 - Grouping and group discussion with supervisors
 - Development of method to be followed during the different phases of the program and data collection instruments.
 - Collection of relevant materials and equipment for attachment.
 - Introduction to community and community leaders and community tracking
 - Data collection, processing and analysis
 - Identification and prioritization of problems and drawing of feasible action plans (implement and evaluate with the community and other sectors whenever possible).
 - Report writing, rehearsal and presentation in symposium.
 - Reporting of findings back to the community and other relevant and sectors.
- (JU CBE Office, 2004, p. 16, and Education Faculty Practicum and CBE Office, 2005, p.13&17).

Moreover, in the manual for practicum and CBTP, that was prepared by the faculty, important points related to objectives and activities of each courses; organizational structure of the practicum and CBE coordinating office of the faculty; job description of coordinators of practicum and CBE coordinating office supervisors; evaluation of students performance; program evaluation; Academic rules and regulations; and parameters of the students evaluation are generally described. In addition to these questionnaire to be used by students for community survey; and student peer assessment form and program evaluation format (filled by students, supervisors, and community leaders) are some which one can find out in the given manual, and used as a guide for implementing practicum and CBTP courses.

2.4. Challenges to effective implementation of community- based educational programs

With all that has been said about the importance of community-based education, as a means of achieving educational relevance to community needs, it is equally important to see those challenges to its effective application.

As community based-educational programs are complex by nature, implementation of these programs require sufficient time, a clear understanding of both the practical and theoretical framework that makes them effective, and commitment from all those who are involved in the program. This implies that, for a program to be effectively implemented, first of all it must be institutionalized; and a program to be institutionalized, as to Hutchinson P.(2000) , it needs to be connected with institutional mission and vision, needs administrative leadership, central coordination, faculty support and involvement, student ownership, and formation of community partnerships.

But, if one failed to plan and act on those factors that can adversely affect new programs from being effectively applied, taking appropriate and timely actions will be difficult, and as a result, these programs could fail. Therefore it is important to identify and act on those challenges to the effective implementation of a new program, like CBE.

As implementation of community based educational programs require involvement of many individuals at different levels, the challenges to their effective implementation can exist at different levels, from institutional to individual level, and at the same time they can be many and interrelated. Hence, identifying these challenges helps new program implementers to plan on time for taking timely actions. Different studies conducted by different scholars, (Wade, 1997; Owens and Wang, 1996; Anderson and pickerel, 1998/9; Leslie, 1985), identified the following as the most challenges to the effective implementation of community-

based educational programs. These are awareness, time, logistics, activities, evaluation and reflection.

2.4.1 Awareness

From a practical perspective, community based learning requires active participation of all those who are involved in it. All participants should have access to relevant information about the program. They must have the chance to learn the significances, practices and procedures of the intended program. In short, there is a need to raise their awareness about the program. To this Ownes and Wang, (1996), says that, “ it is necessary to spend time in creating an awareness among students, parents, educators, and community members of the purposes of community- based learning so that they don’t see it as simply releasing students into the community without clear expectations of what is to occur”(p.14).

Moreover, stressing on the importance of awareness creation among all involved in the program, Teshome (2007), points that, “in a higher education setting the awareness and knowledge is critical with respect to policies that directly affect the universities and the community “(p.44). This is because, “policies could have a negative connotation whenever their implementation is flawed or when there is poor understanding of contents and intentions”(Ibid: 49).

This shows that, in order to get the full support and cooperation of all those who are involved in the implementation process of new programs, it is necessary to rise /capitalize their awareness. This is because; awareness formation is considered to be basic and essential steps that lead to later accepting and supporting the program.

But there are certain cultural factors that influence communities’ awareness of the significance of new programs. According to Demissie, (1996), if the essentials of the new program is ‘incompatible’ with the requirements of existing cultural values,

the innovated program will unlikely to be successfully implemented. Compatibility, here implies, the extent to which a new program is perceived by potential users as being consistent with their existing past experience and present needs. If the new program is not compatible with the significant characteristics of the community, it is less likely to be accepted. Hence, this cultural impact with the lack of time can make creating awareness about the program problematic.

2.4.2 Time

As community based educational activities are different from the traditional classroom instruction, they require time, effort and expense. To this, Ownes and Wang, 1996, says "time is need to allow teachers to work individually with students in identifying and planning learning objectives, in arranging for involvement of community sites and in helping students reflect on their experience"(p.13). The other practical considerations include transportation issues and the need to schedule blocks of time so as to allow students sufficient time to get to and from their learning sites as well as to become active there. This all shows how the program is time demanding.

But, since preparation of community based educational activities demand much time for the teacher and students, some of them are reluctant to use these activities in schools. This is because; "since community based education requires more preparation by the teacher and students, this make difficult to integrate it into an already busy school day"(Leslie 1985:1). The existence of such busy school days and others, therefore, became a challenge for those who are involved in this program to prepare plan of this programs with sufficient time that enable students to achieve what they are expected to achieve from the program.

As a result, there are conditions where the time allotted for students to learn from these activities is found to be short and unable those to get the required skills that they are expected to demonstrate at the end of the program. Here, therefore, it is possible to see how lack of time is one challenge to the effective implementation of

community based educational programs and inappropriate time allotment for these activities affect the expected outcome of the program.

2.4.3 Logistics

Most educational strategies, once learned, can be implemented within the classroom setting using typical school resources. Cooperative learning, for example, is relatively easy to integrate in a classroom setting. But community-based learning, for example service learning, on the other hand, can be a logistical nightmare. Funds, transportation, scheduling, and supplies: all these and more can face, as a challenge, those who attempt to use community based learning experiences for students (Wade, 1997, p-304).

2.4.4 Activities

The other challenging concern is that the many troubling questions that exist about the practice and value of activities in community based educational programs. There are experiences where communities see those activities performed by students as charity activity and give no support for students. This is because; activities sometimes do little to sensitize the community that, using the community is for students to gain experience, explore a career path or, test a theory in practice. To this, for example, Wade, (1997, p- 305) points that, "too many service – learning projects focus on fund raising, collections, or other indirect activities that alleviate quite but do little to build the solidarity and communal relationship characteristics of service. Even when students interact with members of the community, service is often expressed as do-gooding".

Therefore, if an activity used in community based educational programs fails to sensitize the community, that is using the community is for students learning, it is challenging to get the necessary community support in the program.

The other equally challenging concern is, the efficacy of activities used in community based educational programs. Activities get support of the community

and others, if they have some impact on social and environmental problems of that community. If there are some changes that are brought by this program, which can be observed and understood by the community, this can help to get the community support for the success of the program.

But, the problem is that, whether or not those activities that are used in community based educational programs will actually bring change on the social and environmental problems of the community, is in question. To this, (Ibid, p- 306) say that, "whether or not service activities will actually have a long-term impact on social and environmental problems remains a question". And similarly different educators have also noted that, service learning activities, in and of them, are unlikely to change the deeply rooted problems of the society. For example, Purpel, (1995), (in Ibid, p.306), says that, "relatively modest successes can actually exacerbate problems through the process of co-operation in which amelioration serves to prop up the very structures that created the problems in the first place". Generally, all these discussions show how difficult it is, to practice activities in community based educational programs, unless they are able to sensitize the community, and actually have a long-term impact on their life, and as a result, they are found to be challenging to effectively practicing the program.

2.4.5 Evaluation

Community based educational programs futurity depends on educators' abilities to demonstrate its effectiveness. And it is based on evaluation result, that program modification and justification for the continuation of the program will be made. Evaluation, therefore, serves to assess the out comes of the program for students, institutions and communities. From all of these reasons, therefore, evaluation should be carefully planned.

But, there are many problems to plan and conduct sound evaluation. Of these problems the difficulty of effectively evaluating what is learned from students experience in community based learning is one problem. As Wade, (1997, p. 309),

says, even with in one program, it is likely that student participants will have very different experiences, learn different skills, realize different understandings and develop different attitudes toward themselves, other and the act of making a difference. This is because, since the program usually involving people, places and tasks new to student participants, it is difficult to anticipate the full range of potential outcomes.

In addition to this problem, there are further problem, associated with the desired outcomes identified by the community based educational programs. If there are outcomes, which are associated with broad and stable personality characteristics that do not change quickly, then it is difficult for students to demonstrate significant gains on this criterion. This is because the time allotted for this program is found to be relatively short.

More over, some skills and affective outcomes require long duration of time, for student to demonstrate these gains. Strengthening this idea, Owens and Wang (1996), points that, the lack of a definition and theoretical framework from much of the education, and the difficulty of measuring some of the skills and affective outcomes of community based learning are the barriers to effective evaluation of community based learning.

Generally, these problems, coupled with the lack of appropriate evaluation instruments, the lack of time for conducting evaluations, and the lack of expertise in evaluations educational programs make conducting sound evaluation of service-learning programs extremely problematic (Wade, 1997, p-310).

2.4.6 Reflection

The reflection component is the critical aspect of community based educational programs. In a Meta analysis of research studies on community service and service learning, reflection was found to be the single most necessary element leading to student learning and it has the following potential outcomes, which includes: effective problem solving strategies, life long learning skills, increased

sense of personal power to create change, higher level thinking on the root causes of complex issues, and ideas for improving the service activity and the overall program (Ibid, p.96).

Even though many scholars found reflection as a necessary means of learning for students, in community based educational programs, it is not typically a central focus in some schools, which are more concerned with having students memorize facts, thinking that important information lies in external authorities and text books rather than in students' experience and processing of that experience. As a result of this thinking, schools seldom provide the direct experience and subsequent reflection that learning requires (Ibid, p.307). Therefore, in an institution where reflection is not considered as a central focus for students learning, practicing reflection is found to be a challenge stressing this idea, Wade says the following:

Because reflection is not a predominant type of thinking emphasized in most schools, teachers generally not skilled in facilitating reflective thinking and students not skilled in practicing it. Thus, the influence of the culture on the individuals within it, both teachers and students, works against the practice of reflection (Wade, 1997,p.307).

Generally, adding the time consideration discussed previously to all the problems discussed above, are challenges that can create conditions unsupportive to practice reflection in the program.

On the other hand, there are scholars who categorized the above challenges differently from the above ones. For example, Anderson & Pickeral, (1998/99:12) organized those challenges to effective implementation of service learning program in to four categories. These are: 1) institutional issues, like lack of funds, lack of administrative support and lack of alignment of the program with institutional priorities; 2) curriculum issues, like lack of time in pre-service curriculum, difficulty aligning the program with national education program; 3) community issue, like

difficulty communicating with community, lack of activities appropriate to students; and 4) faculty and student issues, like faculty lack time necessary to plan and implement the program, and lack of student interest in the program.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This study is aimed at exploring the main challenges to the effective implementation of Community Based Training Program (CBTP) in education facility. Therefore, a descriptive survey method was used, as the study requires describing the existing challenges that affect its success.

3.2. Setting

The setting for the study was Jimma University, which is one of the universities in the country. It is 330km away from Addis Ababa and located to the south west of the country. Currently it has ten faculties, of which one is Education Faculty. The faculty trains teachers for secondary schools in the country. It offers pre-service and in-service teacher training programs in nine different fields of study.

The researcher selected Jimma University, as his research setting, because the university used Community Based Education (CBE) as a means to achieve educational relevance to community needs, and consequently, all faculties implement CBTP. It is a program, where beginning from year 1, students go to the community in a group and are stayed for at least three weeks every academic year and engage themselves in the learning activities, so that they know the exact problem of the locality, and can make a difference by working together with the community.

Thus, if the implementation of CBTP is to be studied, Jimma University is the preferred setting. And this is why the researcher of this study has chosen the university as appropriate research site.

3.3. Population and sampling Technique

The general objective of this study is to explore the primary challenges to the effective implementation of CBTP. In order to achieve this objective, 3rd year education faculty students, the faculty administrators and CBE and practicum coordinators, Jimma university CBTP coordinators, and community members where CBTP is implemented were chosen as target population. Here, only 3rd-year students were chosen, because, they have already taken CBTP I and II courses, and as a result, the researcher believed that they can provide valuable information than those freshmen and second year students, who didn't take these courses.

According to the information obtained from each departments and CBE and practicum coordinating office of the faculty, there are a total of 787 3rd year students in nine different departments, 112 instructors in ten different departments and a total of 16 sites/ kebeles where CBTP is being implemented. From a total of these 787 3rd year students, 118 (15% of the total) were selected proportionally from each department using stratified sampling technique, and finally these students were selected using simple random sampling technique, particularly a lottery method.

Similarly, from a total of 112 instructors in the faculty, 28 (25% of the total) instructors were selected following the same procedure as that of the students. In addition to this, the individuals who are in charge of coordinating the program, such as education faculty dean, CBE and practicum coordinator and CBTP coordinator were purposively selected and included in the study.

Moreover, from the 16 sites / kebeles where CBTP is being implemented, six kebeles from Jimma and Surrounding kebeles were selected for the study depending on their transportation access. A total of 30 community leaders, five from each of these six kebeles were selected using purposive sampling technique.

This technique was used, because they are the one, whom students and other faculty members usually contact, and the researcher believed that they could give valuable information for the study.

3.4. Data collection instruments

The following data gathering instruments were used to collect the necessary information regarding challenges to the effective implementation of CBTP in education faculty. These were questionnaire and interview. These methods were chosen to obtain adequate information for the study. The use of multiple methods of collecting data is one form of what Denzin (1970, 30) in Merriam (1988) calls triangulation. The rationale for this strategy, according to Denzin, is that "the flaws of one method are often the strengths of another, and by combining methods, observers can achieve the best of each, while by overcoming their unique deficiencies."

Accordingly, drafts of the questionnaire and interview questions were developed based on prior research (Wade, 1997 and Anderson and Pickeral, 1998/99) and researcher's experience with CBTP. The researcher used colleagues and experts to comment on the draft questionnaire and interview questions and then conducted a pilot study of the questionnaire with a small group of instructors and students not included in the actual study. Feedback from these individuals resulted in further refinements to both the questionnaire and interview questions. Accordingly, while five questions which were related to the start of the program and its process of evaluation were rejected so that they could be included in the interview part; four questions, that is question number 9 and 19 of students and question no. 11 and 23 instructors were modified. Similarly, question no. 2 and 3 of the interview part were modified so that they enable respondents to generate more information about the program.

For this study questions that were written in English were used to gather information from students and instructors. However, questions that were written in

Amharic were used to gather information from community leaders. The questionnaire with closed and open ended questions, include demographic data, questions that could identify students', instructors' and community leaders' view about the program, as well as issues that could be challenges to the effective implementation of CBTP, which are either related to administrative, or academic issues. Participants were asked to rate each of these issues using a likert- type scale ranging from 1-5, with 1 indicating "not a challenge" to 5 indicating " very critical challenges". The open ended questions were used for asking participants to describe additional information, where required, and any other challenges they had experienced, and provide any possible strategies that enable the faculty to overcome these challenges.

In addition to this, semi structured interview was conducted with 1 faculty dean, university CBTP coordinator and faculty CBE and practicum coordinators.

The interview consisted of a series of questions that focused on encouraging them to explain on how the program started to be implemented in the faculty, and to describe their CBTP challenges and provide detail descriptions of strategies that they have used, and will be using to overcome these challenges so that CBTP be effectively implementation in the faculty.

3.5. Procedure for data collection

The final version of the questionnaire was administered for all respondents with in one-week time. The researcher administered the questionnaire for instructors and community leaders. During the administration respondents were told the purpose of the questionnaire orally. These subjects filled in the questionnaire in their convenient places.

Each department instructors administered the questionnaire for students. The researcher orally well informed these instructors about the purpose of the questionnaire and procedure to be followed to administer the questionnaire.

Following this, with pre- arranged time that was made with the faculty vice dean and CBE and practicum coordinator; and university CBTP coordinator, interview was conducted by the researcher with each of these informants in their office, and was tape recorded with the permission of the interviewee. Interview tapes were then transcribed.

3.6. Methods of Data Analysis

Responses of the data gathered using closed ended questions were tabulated and presented in frequency counts. Then, percentage, were calculated and used to analyse the responses based on the frequency counts. A descriptive statistic (Mean) for instructors' and students' ratings on issues that the faculty might faced, were used to identify the main challenges to the effective implantation of CBTP in the faculty.

The data obtained from the interviews and open-ended questions were analyzed using both deductive and inductive methods of qualitative data analysis. That is, deductively by using the general categories derived from the literature and the research questions, and inductively by identifying the themes, which formed these categories as they emerged from the data. Putting concepts and themes in to categories was not as such an easy task as one may think. With regard to this, Almarza (1996:53) argues, "Data may not fit categories nearly because human consciousness is far from neat and had many implicit and ill-defined connections". To this end modifications and expansions of categories took place throughout the analytical process until the material was finally arranged in a meaningful way.

Then the results obtained from both the qualitative and quantitative analysis were used for discussion.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

As already pointed out in chapter one, the main purpose of this study is to explore issues that challenge the effective implementation of CBTP in Education Faculty. Under this general objective the researcher designed the following specific questions:

- What are the main challenges to the effective implementation of CBTP in the education faculty?
- How do instructors, students, administrators and communities view the program?

Data were collected from students, instructors, community leaders and administrative bodies using questionnaire and semi structured interviews. And data that were obtained from these research participants are organized and presented here under starting with description of data. And to the end, the results obtained from both quantitative and qualitative analysis are discussed.

4.1. Description of Data

The questionnaire and interview questions were designed and used to obtain the necessary data from instructors, students and community leaders regarding those challenges to the effective implementation of CBTP and their view about the program.

The quantitative data obtained were organized particularly based on the combination of categories that were used by Wade (1997:404) and Anderson & Pickerel (1998/99:11) considering that they can offer a convenient demarcation for describing problems and challenges that need to be addressed if CBTP is to be effectively implemented. And similarly, the data from interviews were first transcribed and then after thorough reading and re-reading, put first in to specific

then in to a more general and comprehensive meaningful units or theme that fit to the same categories that were already identified for the quantitative data.

Accordingly, these quantitative and qualitative data were organized into the following six categories; and were described hereunder starting with demographic data of respondents. And at the end, data regarding mean ratings of the issues that the faculty has faced, as rated by students and instructors & research participants' view about the program were described.

These categories are:

1. Awareness
2. Logistics: transportation; supplies and scheduling.
3. Support
4. CBTP Activities
5. Assessment
6. Reflection

As shown in Appendix A pp. 72 while sex, department, qualification and years of experience described instructors; sex and department only described students. And community leaders were described by kebele and sex. Accordingly, 25 (96.2%) of instructors were male and 1 (3.8%) was female. Of these respondents, the majority of them, 21 (80.8%) have MA/MSc qualification and the remaining 5 (19. %) had BA/BSc. qualification. Again, most of the instructors, 24(92.3%) have less than 4 years of experience in CBTP, and the remaining 2 (7.7%) had greater than 4 years of experience.

Moreover, of the total 102 students, the majority of them, 88 (86.3%) were male and the remaining 14 (13.7%) were female. Similarly, of the total 25 community leaders, the majorities 18 (72%) were male and the remaining 7(28%) were female.

4.1.1. Awareness

Asking the university CBTP coordinator and the faculty vice-dean and CBTP coordinator, in how CBTP started to be implemented in the faculty, started the interview. In describing its start, they all reported that it is because CBE is the philosophy of the university. For the university, CBE is a means of achieving educational relevance to community needs and consequently of implementing a community oriented education program. It consists of learning activities that use the community extensively as a learning environment, in which not only students but also teachers, members of the community, and other sectors are actively engaged throughout the educational experience. CBE, as an educational philosophy aims at developing professionals with problem identification and solving skills and positive attitudes to serve the society (CBE 2004:4). And as a result, all faculties of JU adopted this philosophy. For example respondent B said that, "CBTP as a program, has a long history with this university, lately with the opening of new faculties, (they) were told to implement this program." (See Appendix G, pp. 95). But, he asserted that, "there was a strong resistance from these newly opened faculties" (pp.95). And he further said that they have reasons for that resistance:

One reason for the cause of such resistance was when we say community, what does it mean? What is community for business faculty trainee? No clear definition such resistance was reflected. Any way, with the existing pressure, we have accepted to implement the program. (See Appendix G pp. 95).

Thus, to address the development need of the community, the faculty adopted this CBE philosophy and start practicing CBTP, which is one form of the strategies of CBE, where students go to the wider community in a group and engage themselves in the learning activities, so that they know the exact problems of the locality and can make a difference by working together with the community (Education Faculty Practicum and CBE Office, 2005:11).

Before practicing such an innovative program, it is necessary for the faculty to develop an in-depth understanding among all who are involved in the program about the what and why of the program. And to this end, therefore, the faculty needs to device awareness creation mechanisms so that CBTP is effectively implemented. Accordingly, Table-1 shows students', instructors', and community leaders' response regarding the presence and adequacy of awareness creation in the faculty.

Table1: Awareness creations about CBTP among students, instructors and communities.

Statements	Respondent s	Yes		No		Its Adequacy					
						Yes		No		Not sure	
		No.	%	No.	%	No.	%	No.	%	No.	%
At the beginning of each phases of CBTP is there any orientation that is given for you about the program?	Students	97	93.13	5	6.87	56	57.7	20	20.6	12	12.4
	Instructors	24	92.3	2	7.7	13	54.2	5	20.8	6	25
	Community leaders	17	68	8	32	4	23.5	11	64.7	2	11.8

As can be seen from Table-1 above, almost all students 97 (93.13%) and instructors 24(92.3%); and most community leaders 17(68%) said that there was an orientation; and only insignificant number of students 5(6.87%) and instructors 2(7.7%); and some number of community leaders 8 (32%) respond that there is no orientation. The majority of instructors 5(57.7%) and students 20(54.2%) said the program was adequate. But most of community leaders, 11 (64.7%) said that it is not adequate.

Similarly, the qualitative data show lack of awareness among communities, students and instructors about CBTP as a challenge to the effective implementation of the program. Stressing on this, respondent B reported that lack of awareness among every one in the program, as one major challenge and he described it as follows:

There is lack of awareness. This is the major problem; many of them do not know the program specially ... communities do not have awareness that, students are deployed in the wider community for training.... Even though there is an orientation for an hour or two, for instructors and students, it is not adequate.... since there is a high turn over of staff member the awareness among, particularly the new staff, is low. Totally Most of them do not clearly know the purpose of the program; they lack awareness not only because of lack of knowledge about the program, but also because of not giving attention to it. (See Appendix G, pp.96/97).

Moreover, some instructors described that, "The program is less implemented due to unawareness of the communities. The faculty was unable to make students understand the very objective of CBTP, and there was communication barrier between CBTP office and the community...." And again, some students also reported that "some students are not fully interested to participate, because they are not well convinced about the program."

Communities would support students if they were well aware of the program and understand that students serve them later. But, community leaders reported that lack of awareness among communities about CBTP as one problem. They said, "The faculty didn't adequately orient the community about the program."

As a whole both the quantitative and qualitative data show that, even though CBE is the philosophy of JU, the faculty has a problem in creating awareness among all those who are involved in the program. And this shows that participants, particularly communities who are expected to play the vital role in the program lack the required knowledge about CBTP.

4.1.2. Logistics: transportation, supplies and scheduling.

Table 2: The existing transportation facilities and resource supplies in CBTP.

No.	Statments	Respondents	Good		Fair		Poor	
			No.	%	No.	%	No.	%
a.	The existing transportation facilities in CBTP are:	Students	54	52.9	27	26.5	21	20.6
		Instructors	2	7.7	6	23.1	18	69.2
b.	The existing resource (i.e. stationary and other relevant materials or equipments) supplies in CBTP are:	Students	20	19.6	43	42.2	39	38.2
		Instructors	7	26.9	13	50	6	23.1

In response to the existing logistics support in CBTP, the data in Table-2 above, show that a little more than half 54(52.9%) of students said that there is a good transportation facility in CBTP. Whereas the majority of the instructors 18(69.2%) said that there is lack of provision of transport. Again, half 13(50%) of instructors said that there is fair supply of resources in CBTP. But 43(42.2%) and 39(3.2%), of students said that there was no as such good supply of resources for them in CBTP.

Similarly, the qualitative data show lack of resource supplies, transportation facilities and scheduling problems are the other major challenge for the faculty to effectively implement the program. All of them reported that the program demand high amount of money, resource and sufficient time. For example, respondent A said, "Administratively it (CBTP) is costly. Even more than half of a budget is allocated for this CBTP program. It needs car, it needs allowance, it needs many things" (See Appendix F. pp.92).

Respondent B also described insufficient logistics as the other challenge for the faculty as follows;

During the implementation of this program we have faced many challenges. Of these, the first is, this program, as that of practicum, it is cost intensive; second, in sufficient logistics, that is, transportation is a problem, and material is a problem. All that are asked in relation to CBTP are our problems. As a result, it is with great challenge (see Appendix G. pp. 95).

Similarly, stressing on the existing logistics problems, Respondent C described that,

The other challenges for this CBTP activities and all CBE philosophy in Jimma University was lack of fund. It was not only the problem, of the education faculty, but also a general problem of the university.... The government didn't allocate any fund for this CBE project. So we have this huge problem of fund raising for the CBE. This had an implication on all activities throughout the university, not only for the education faculty (see Appendix H. pp. 102).

In addition to these, instructors and students described logistics as a major challenge for the faculty to effectively implement the program. Instructors, for example, said, "Lack of resources, poor transportation facilities, and unsatisfying pays for supervisors are some of the observed problems in the program".

Table 3: Adequacy of time allotted to implement CBTP.

Statement	Respondents	Adequate		Inadequate	
		No.	%	No.	%
In your opinion, the time allotted to implement CBTP is:	Students	27	26.5	72	70.6
	Instructors	14	53.8	11	42.3

In response to the adequacy of time allotted to implement CBTP, as it can be seen from Table-3 above, the majority 72(70.6%) of students believe that it is inadequate for them to practice and develop the required skills that they need to develop. Whereas a little greater than half 14(53.8%) of instructors said that it is adequate.

Similarly the data obtained from the qualitative data show that there is a problem of scheduling. Regarding this, respondent B for example said that:

For example, if you dispatch 2nd year students for CBTPI, freshmen students and 3rd year students are here. At the same time you assigned most of the teachers for CBTP program. They have to supervise that group over there. During this time they missed many classes. Academically, it created such a problem (see Appendix .F pp. 92).

4.1.3. Support.

Table 4: Instructors' support and guidance for students in CBTP

No.	Statements	Respondents	Yes		No		Its Adequacy					
							Yes		No		Not sure	
			No.	%	No.	%	No.	%	No.	%	No.	%
A	Do instructors give you support and guidance in CBTP?	Students	92	90.2	10	9.8	48	52.2	22	23.9	12	13
B.	Do you give support and guidance for students in CBTP?	Instructors	26	100	-	-	13	50	7	26.9	6	23.1

As can be seen from Table-4 above, all instructors 26(100%) said, they give the professional support and guidance for students, and almost all 92(90.2%) of the students said that they are getting support from instructors. Half of the instructors 13(50%), and students 48(52.2%) said it is adequate, whereas the remaining 22(23.9%) of students and 7(26.9%) of instructors believe that it is inadequate.

Table 5: Extent of communities' willingness to cooperate with students in CBTP.

Statement	Respondents	Highly cooperative		Moderately cooperative		Insignificantly cooperative		Not cooperative		Not sure	
		No.	%	No.	%	No.	%	No.	%	No.	%
When you evaluate communities' cooperation with students in CBTP, they are:	Students	23	22.5	54	52.9	12	11.8	13	12.8	-	-
	Instructors	3	11.5	15	57.7	5	19.2	1	3.9	-	-

When we see communities' willingness to support students, Table-5 above shows that more than half of students 54(52.9%), and instructors 15(57.7%) reported that communities' cooperation with students in CBTP is to an average extent.

Table 6: Extent of communities' involvement in activities that are performed by students in CBTP.

No.	Extent of communities' involvement in:	Respondents	Higher		Medium		Low		None	
			No.	%	No.	%	No.	%	No.	%
a.	problem identification is:	Students	38	37.2	41	40.2	17	16.7	6	5.9
		Instructors	8	30.8	9	34.6	7	26.9	2	7.7
		Comm. leaders	5	20	10	40	7	28	1	4
b.	drawing of feasible action plan is:	Students	8	7.8	45	44.1	33	32.4	16	15.7
		Instructors	1	3.8	7	26.9	10	38.5	8	30.8
		Comm. leaders	5	20	10	40	7	28	1	4
c.	Implementation stage is:	Students	13	12.7	33	32.4	44	43.1	11	10.8
		Instructors	1	3.8	6	23.1	15	57.7	4	15.4
		Comm. leaders	5	20	10	40	7	28	1	4
d.	evaluation stage:	Students	12	11.8	26	25.5	38	37.2	25	24.5
		Instructors	1	3.8	4	15.4	12	46.2	9	34.6

And, similarly in Table-6 above, when we see the level of involvement of communities in CBTP activities that students are practicing, 41(40.2%), of the students and 9(34.6%), instructors reported that, communities are moderately involved at problem identification stage. But, as reported by students, communities involvement gradually decrease from the time when they are drawing feasible action plan 45 (44.1%) to the time when they evaluate what they have implemented 26 (25.5%). Similarly instructors' report reveals the same result as that of students. Some of the community leaders 10(40%) reported an average involvement of communities during problem identification, drawing of feasible action plan and implementation stage of CBTP activities that are performed by students in the community.

However, the qualitative data obtained from faculty vice dean and CBTP coordinators showed that, lack of support from communities in CBTP is another problem observed during the application of the program. Since students from different faculties of the university were deployed to the same community for CBTP and are collecting similar data regarding health, economic, social and service problems; communities become fed-up of the program. With regard to this, respondent B for example, said that, "There are similarities of activities that students take to the community, consequently, the community become fed-up. This had been one of the big challenges that the program has faced". (See Appendix G. pp. 96).

He further mentioned that:

They also expected something whenever students go to the community, because when the program began, there was a situation where (incentive mechanism) were given to the community, and they still expect that. In fact, this problem emanated from awareness creation. As a result of not getting what the community has been expecting, the community around Jimma town has begun to close their doors whenever students go there. They are highly fed-up with the program (See Appendix G. pp. 97).

Moreover, most instructors, students and community leaders also mentioned some problems that make the community to become fed-up of the program. Instructors, for example, described, "the community are not benefiting from the program, because identified problems are not usually practically solved, and as a result, communities are fed-up of the program".

Again, students said that "no reward for community that encourage them and there is less cooperation from society." Similarly, community leaders mentioned, "problems that are identified in the community are not practically solved".

4.1.4. CBTP Activities.

Table 7: Features of CBTP that is being implemented in the faculty.

No.	CBTP, that is being implemented in the faculty	Respondents	Agree		undecided		Disagree	
			No.	%	No.	%	No.	%
a.	is community centered	Students	84	82.4	9	8.8	9	8.8
		Instructors	17	65.4	6	23.1	3	11.5
		Comm.-leaders	14	56	7	28	4	16
b.	follows problem solving steps	Students	67	65.7	10	19.6	15	14.7
		Instructors	19	73.1	3	11.5	4	15.4
c.	is participatory by nature	Students	61	59.8	21	20.6	20	19.6
		Instructors	18	69.2	6	23.1	1	3.8
		Comm.-leaders	14	56	7	28	4	16
d.	is learner centered	Students	73	71.6	12	11.8	17	16.6
		Instructors	18	69.2	6	23.1	2	7.7

As it can be seen from Table-7 above, regarding the characteristic feature of CBTP being applied in the faculty, the majority of students 84(82.4%), 67(65.7%), 61(59.8%), 73(71.6%), and instructors 17(65.4%), 19(73.1%), 18(69.2%), 18(69.2%) believe that the program being implemented is community centered, follows problem solving steps, participatory and learner centered respectively. And

similarly, majority of the community leaders 14 (56%) 14 (56%) reported that, it is community centered and participatory. And this shows that, the CBTP being implemented in the faculty the characteristic feature that CBE programs need to show.

Table 8: Features and importance of activities that are performed by students in CBTP.

No.	Activities that are being performed of by students in CBTP:	Respondents	Yes		No		Not sure	
			No.	%	No.	%	No.	%
A	are problem centered	Students	89	87.3	10	9.8	3	2.9
		Instructors	21	80.8	2	7.7	3	11.5
B	are related to the interest of the community	Students	62	60.8	30	29.4	10	9.8
		Instructors	12	46.2	5	19.2	9	34.6
		Comm.. lead.	13	52	2	8	10	40
C	can help for students' future career	Students	92	90.2	6	5.9	3	2.9
		Instructors	22	84.6	1	3.9	3	11.5
		Comm. Lead.	19	76	-	-	6	24
D	are relevant to the teaching and learning process	Students	81	79.4	13	12.7	8	7.8
		Instructors	18	69.2	3	11.6	5	19.2
E	encourage communities' involvement	Students	72	70.6	18	17.6	12	11.8
		Instructors	17	65.4	5	19.2	4	15.4
F	are more of advocacy	Students	59	57.8	19	18.6	18	17.6
		Instructors	6	23.1	8	30.8	9	34.6

Similarly, regarding the characteristics and importance of activities that students practice in CBTP, as can be seen from Table-8 above, the highest percentage of respondents, i.e. 89(87.3%) of students and 21(80.8%) of instructors said that the activities are problem centered; 81(79.4%) of students and 18(69.2%) of instructors said that they are relevant to the teaching and learning process; and 92(90.2%) of students, 22(84.6%) of instructors and 19(76%) of community leaders

said that they can help for students future career. And similarly, majority of students 72(70.6%) and instructors 17 (65.4%) they encourage communities involvement or participation. On the other hand while most of the students 62 (60.8%) and a little grater than half 13 (52%) of community leaders said that the activities are related to the interest of the community, but it is only 12 (46%.2%) of instructors which believe that they are related to the interest of the community. While most of students 59 (57.7%) believe that what they are doing in CBTP are more of advocacy, but some of the instructors 9 (34.6%), are not sure of it.

The other points that were described by respondents regarding challenges that the faculty faced and still facing is developing education based CBTP curriculum,. Particularly, at the start of the program, there is a problem in integrating CBTP with the already existing practicum. Respondent B, for example, said "The first major challenge was integrating this program with the existing curriculum, because practicum is there, and so again CBTP. Integrating these two was a great challenge for us.... This program, together with practicum, makes it cost intensive." (See Appendix G pp.96).

Similarity, stressing on this challenge, respondent C. described that:

The challenge of this CBE, especially, in education faculty was that and still is that, the education faculty was not still successful in creating its own unique CBTP Philosophy or working agenda. Simply the education faculty adopted what had been designed before in the medical faculty and public health faculty. Since in the education faculty, this CBTP activity was a recent phenomenon ... it (the faculty) was trying to curve out its own structural basis for the CBTP activity. This is an on going process; they are trying to implement their own unique curriculum in order to advance the CBTP curriculum, so as to promote the educational process. This was one of the challenges (See Appendix H. pp. 101/102).

Respondent C further described the instability of faculty practicum and CBE coordinating staff as one challenge for the faculty and this create a problem for the faculty to develop education based CBTP curriculum. He said, "The fastest rate of turn over of the co-coordinating staff members of the practicum and CBE in the

education faculty... had caused a challenge in sustaining the creation of a permanent education based CBTP curriculum" (See Appendix H. pp.102).

4.1.5. Assessment

Table 9: Assessment instruments being used to evaluate students' performance in CBTP.

No.	The assessment instruments being used are:	Respondents	Yes		No		Not sure	
			No.	%	No.	%	No.	%
A	Clear and specific to be used by instructors	Instructors	14	53.8	10	38.5	2	7.7
b	Comprehensive enough to measure the three domains	Instructors	7	26.9	13	50	6	23.1

Regarding the clarity and comprehensiveness of assessment instruments being used to evaluate students' performance in CBTP, as it can be seen from Table-9, a little greater than half 14(53.8%) of instructors said that the assessment instruments being used are clear and specific enough to be used by instructors, and the remaining 10(38.5%) of instructors reported that, they are not clearly specified to be used by them. On the other hand, half 13(50%) of instructors said that, these are not comprehensive enough to measure the three domains (skills).

Table 10: Instructors way of assessing students' performance in CBTP.

Statement	Respondents	Yes		No		Not sure	
		No.	%	No.	%	No.	%
Do instructors assess and grade students' performance in CBTP uniformly?	Students	25	24.5	64	62.7	13	12.8
	Instructors	3	11.5	17	65.4	6	23.1

As can be seen from Table-10 above, the majority of students 64(62.7%) and instructors 17(65.4%) reported that students' performance in CBTP is not uniformly assessed and graded by instructors. Instructors specified the following as reasons

for difference in assessment and grading of students' performance in CBTP. It is different because;

- the assessment and grading criteria are not centrally and clearly defined leading instructors to high subjectivity and big difference in their grading of the students' performance. (7).
- different instructors understand the objective of the course, activities and reflection of students differently and as a result evaluate differently. (5)
- there is no clear information from the CBTP office as to how we evaluate students (1)
- most of the assessment criteria's do not have the quality of measuring each individual's performance (1)
- lack of experience on how to evaluate students' performance.
- some of them do not give attention to students' performance, even some do not have strict students follow-up format. (1)

Regarding some instructors' view about CBTP, and the way that they are grading students, respondent A said that:

The other problems what I followed, most instructors are not considering this CBTP program as a course offering. Due to this reason, there is some sort of fluctuation, one supervisor give A for all students or for most students, some supervisors did it strictly with the given evaluation format and we were treating different conflicts, due to this reason... I have seen this situation repeatedly" (see Appendix F pp. 92).

Similar to this, describing the existing difference among instructors in grading their performance in CBTP, students in describing the weakness of the program, they said that " there is poor grading system, and some instructors are not ready to discuss in what students do".

4.1.6. Reflection

Table 11: Reflection: its practices.

Statement	Respondents	Yes		No	
		No.	%	No.	%
Is there reflection session that has been arranged for students to critically reflect on what they have experienced in CBTP?	Students	83	81.4	19	18.6
	Instructors	21	80.8	4	15.4

As it can be seen in Table-11 above, in response to the presence of reflection session where students can reflect on what they have experienced in CBTP, the majority of students 83(81.4%) and instructors 21(80.8) reported that, there is a session where they can reflect on what students have experienced in CBTP.

Table 12: Types of reflection practiced by students.

Statement	Respondents	Mere description		Description followed by judgment		Discuss in group		Develop Group presentation	
		No.	%	No.	%	No.	%	No.	%
What does the reflection in involve?	Students	6	7.2	30	36.1	43	51.8	48	57.8
	Instructors	1	3.8	3	11.5	7	26.9	19	73.1

Table-12 above shows how students practice reflection in CBTP. Accordingly, the majority of instructors 19(73.1%) said that, students are practicing reflection by developing group presentation; and some of instructors 7(26.9%) reported that they are practicing it by discussing in-group. And similarly, 48(57.8%) and 43(51.8%) of students reported that, they are practicing reflection by developing group presentation and discussing in-group respectively.

In addition to the above questions that are used to obtain data from research participants, instructors and students were asked to rate issues that the faculty might face as challenges to effective implementation of CBTP. Accordingly, the mean ratings of the 15 issues are presented in the following two tables, (Table-13& 14).

Table 13: Mean ratings of the 15 issues that the faculty might face, as rated by the students and instructors.

	Issues	Instructors Mean	Students Mean	Combined Mean	Mean Rank
A	Lack of time to implement CBTP	2.96	3.12	3.08	7
B	Lack of transportation facilities	3.58	2.53	2.74	13
C	Lack of administrative support	3.12	2.96	2.99	9
D	Lack of supportive resource to facilitate CBTP	2.58	3.26	3.13	6
E	Lack of providing students with adequate supervision.	2.36	2.97	2.85	11
F	Difficulty in creating an in-depth understanding about CBTP among all those involved	3.23	3.00	3.05	8
G	Lack of instructors' interest to CBTP	2.71	2.63	2.64	15
H	Lack of students' interest to CBTP	2.27	2.75	2.65	14
I	Lack of administrative bodies' interest to CBTP	2.62	2.87	2.82	12
J	Lack of community members' interest to CBTP	3.55	3.46	3.44	1
K	Problem of making CBTP activities relevant to the community.	3.58	3.31	3.37	2
L	Lack of identifying explicit out comes for CBTP	3.72	3.18	3.29	3
M	Lack of effective assessment instruments	3.35	3.26	3.28	4
N	Difficulty in creating a common understanding among instructors on using assessment instrument	3.2	3.12	3.14	5
O	Difficulty in practicing reflection in CBTP	2.8	2.96	2.93	10

The above table summarizes the mean ratings of each of the 15 issues included in the questionnaire for each of the two groups (instructors (n=26) and students (n=102) and for both groups combined; and the combined data by degree of challenges, beginning with the most critical challenge and ending with the least critical.

From the above table, the following Differences in Mean ratings between instructors and students can be identified. These two groups' ratings differed on three of the 15 items. The first item was B-Lack of transportation facilities (instructors Mean = 3.58) (Students mean = 2.53). The difference between these ratings was - 1.05 with instructors rating this item as more challenging than did students, The second item was D-Lack of supportive resource to facilitate CBTP (instructors mean = 2.58) (students mean = 3.26). The difference between these ratings was - 0.68 with students rating this item as more challenging than did instructors. The third item was E- Lack of providing students with adequate supervision (Instructors mean = 2.36) (students mean = 2.97). The difference between these ratings was -.061 with students rating this item as more challenging than did instructors.

Table 14: Mean ratings of the three issues as rated by community leaders.

No.	Issues	Mean
A	Difficulty in creating an in-depth understanding about CBTP among communities.	4
B	Lack of community members' interest to CBTP	3.92
C	Problem of making CBTP activities relevant to the community	4

The above table summarizes the mean ratings of each of the three issues included in the questionnaire for each community leaders (n= 25). In community leaders' view, the faculty has a problem in creating an in-depth understanding about CBTP among communities and making CBTP activities relevant to the community, and described lack of community interest to CBTP as the other problem to effective implementation of CBTP in the faculty.

Additional issues described by respondents

Respondents were also asked to describe any other issues that they have observed in the implementation of the program, that were not included elsewhere in the questionnaire. A total of 14 respondents (10.9% of all respondents) described one or more of these issues (total issues = 3) of these issues, instructors contributed the first, and students contributed the remaining issues and all of them are listed below:

1. Communication problem between community and some students.
2. Lack of budget, especially for intervention
3. Language (communication) problem

Regarding instructors', students' and communities' view about the program the data obtained from these respondents are described following Table.

Table 15: Opinions of respondents on the importance and usefulness of the program.

Statement	Respondents	Very vital		Vital		Less vital		Not vital		Not sure	
		No.	%	No.	%	No.	%	No.	%	No.	%
In your opinion, how educationally important this CBTP for students?	Students	68	66.7	18	17.6	6	5.9	5	4.9	1	1
	Instructors	16	61.5	10	38.5	-	-	-	-	-	-
	Comm.. leaders	14	56	7	28	-	-	-	-	3	12

As shown in Table-15 above, the majority of students 68(66.7%), instructors 16 (61.5%) and community leaders 14(56%), believed that the program is educationally very important and useful in producing professional teachers that the time demands.

4.2. Discussion

The results obtained from both the quantitative and qualitative data were presented. The discussion of these results is presented as follows: first discussion on the results obtained from both the quantitative and qualitative analysis regarding students', instructors', administrative bodies' and communities' view about the program is presented, and then discussion on issues regarding the challenges to the effective implementation of CBTP in education faculty is presented.

Regarding research participants' view about CBTP being implemented in education faculty, all participants said that, the program is educationally important for would be teachers. Moreover, they said that, the program is related to the teaching learning process and useful for students' future career. (See Table 8 and 15).

Generally, all the research participants, i.e. instructors, students, administrative bodies and communities believe in the importance of the program, for producing teachers that the time demand.

The results of both the quantitative and qualitative data indicate that the awareness creation that has been given to the students, instructors and communities as a whole is not adequate (see Table 1), despite the fact that there is an attempt by the faculty to create awareness among all the participants in the program. Particularly the community who is assumed to play a great role in the program had been reported that the given orientation is not adequate to enable them to have an in-depth understanding of the program.

For example, the responses obtained from faculty vice dean, faculty practicum and CBE coordinator, and university CBTP coordinator shows that, lack of awareness,

particularly among communities, as one major problem that the faculty faced in the implementation of the program. To this, respondent B said that; “Even though there is an orientation for an hour or two, for instructors and students, it is not adequate ... since there is a high turnover of staff members, the awareness among, particularly the new staff, is minimum” (see Appendix G. pp. 97).

As it has been pointed out in the literature review (2.4.3), for an institution, that decided to implement a new program, it is the duty of any one who is involved in the program to function in the framework and provision of that program. So, the first important thing for the institution needs to do, and challenging for it to do is, awareness creation among every one involved in the program. To this, Teshome (2007, pp. 43, 49) points that, “in a higher education setting, the awareness and knowledge is critical with respect to policies that directly affect the universities and the community”. This is because according to him “policies could have a negative connotation when ever their implementation is flawed or when there is poor understanding of contents and intentions.” Again according to Sherdlow, (1963), in Demissie, (1996), creating awareness, particularly, among communities is problematic, if the essential of a new program is incompatible with their present needs.

The results obtained from quantitative and qualitative data analysis reveal that there is minimum understanding, particularly among communities, about the what and why of CBTP, and this shows the existing problem in creating awareness among all in the program, so as to get their full support and cooperation in the implementation of CBTP. And this mean that, the education faculty has faced a problem in creating awareness among all in the program, particularly communities, and such existing lack of awareness, became a challenge for the faculty to effectively implement CBTP.

Similarly, as the results of both quantitative and qualitative data reveal, the existing transportation facilities in CBTP, particularly for instructors is poor. (See Table 2

and 13), in comparison to students, which is good. In addition to this, the data show that the existing resources supplies, particularly for students, as a whole is poor.

The result difference that is observed, particularly in transportation facilities between students and instructors, probably arises from instructors interest to get transportation facilities on daily basis, to come back to their home from the sites where they were assigned, which is different from students'. Because, ones students are deployed at their sites, they mostly want to get this transportation facility when they are coming back to their campus, that is, at the end of each phase of the program. And similarly, for students, the existing resource supply is found to be poor, and this might be due to the existing lack of resource that they need to get during the intervention stage of the program.

Moreover, the results obtained from both, quantitative and qualitative data indicate that, the time that is allotted to implement CBTP is inadequate (see Table 3 and 13), particularly for students to develop the required skills that they are expected to demonstrate at the end of each phase of the program.

In relation to issues that have been mentioned above, respondent C, for example said that "the other challenge for this CBTP activities and all CBE philosophy in JU was lack of fund, ... the government didn't allocate any fund for this CBE project" (see Appendix H. pp 102). More over, focusing on problem of scheduling in CBTP, respondent A said that:

If you dispatch 2nd years students for CBTP, freshmen students and 3rd year students are here. At the same time you assigned most of the teachers for CBTP program. They have to supervise that group over there during this time they lost many classes. Academically, it created such problem (See Appendix .F pp 92).

As it has been mentioned in the literature review part, community based educational programs, like CBTP, demand sufficient time to allow teachers to support students by working individually with students, transportation to take student out to different community sites; and expense. In line with this Owens and Wang (1999) said, "Community based learning requires time, effort and expense". And mostly these conditions become a challenge for some institutions.

As it has been described above, these challenges are challenges that the education faculty is facing in implementing CBTP. To this, Wade (1997, pp. 304) says that, "Community – based learning, for example, service learning can be a logistic night mare. Funds, transportation, scheduling, supplies, can face as a challenge, those who attempts to use community based learning experiences for students." Similarly Anderson and Pickeral, (1998/9, p: 12) mentioned lack of faculty time as challenge to the integration of service learning in to the teacher preparation curriculum.

Generally, shortage of transportation facilities, shortage of resources supplies, lack of time to implement CBTP, and lack of fund for CBE projects, makes effective implementation of CBTP problematic. And as a result, Logistics became one challenge for the faculty to effectively implement CBTP.

Regarding instructors' support and guidance for students in CBTP, the result obtained from the quantitative data show that the existing guidance and support is not that much adequate. This is because, when we see the over all result, it is only less than half of the total students, i.e. 48 (47.1%) and half 13 (50%) of instructors, who said adequate. But, based on this result, it might be difficult for one to say that students get the appropriate support and guidance that enable them to develop the required skill that they are expected to develop. This is because, particularly in such programs, full support from instructors is basic. For example, Anderson and Pickeral, (1998/99) points that, "do not expect the program to work by it. Students must receive preparation and support." But lack of full support from instructors

might make them to have a limited experience in developing the required skill that they are actually expected to develop.

Regarding the extent of communities' willingness to cooperate with students, in CBTP activities, the result obtained from the quantitative data show that, communities' willingness to cooperate with students is within reasonable limit, that is, neither very good nor very bad (see Table 5).

To effectively implement CBTP, full support and cooperation from communities is necessary. Because, as it is mentioned in literature review part, there are diverse and purposeful roles that community members could play in helping students learn. But this shows that, the extent to which communities are ready to be helpful to support what they are asked to support is not to the extent that they are supposed to be.

To this, the result in Table 6 shows that, the extent to which communities take part in activities that are performed by students in the community gradually decreases from being an average extent, at the problem identification stage, to a lesser extent at the evaluation stage.

Thus, from these results, it is possible to say that communities' involvement in CBTP activities is at minimum. Where as, from the communities view, their involvement is to an average extent, which still is not that much high as it is supposed to be.

The result obtained from qualitative data indicates that, communities, where CBTP has been implemented, are highly fed- up due to redundancy of CBTP activities and absence of practical intervention; the condition became a big challenge for the faculty. Stressing on this, students, instructors and community leaders reported some problems that make communities to become fed-up of the program. They

said that, they are fed-up, because “identified problems are not usually practically solved”.

Therefore, it is the researcher's belief that these are the conditions that probably make communities to become fed-up of the program and not as such highly supportive to the program, as they are supposed to be and, as a result; it became a challenge for the faculty to effectively implement CBTP.

The other issues that were considered regarding challenges to the effective implementation of community based educational programs were related to activities, assessment and reflection that are practiced in CBTP.

The result of quantitative data show that, the CBTP that is being implemented in education faculty is community centered follows problem-solving steps, participatory and learner- centered. And similarly, the activities being performed in CBTP are related to the interest of the community and they encourage the involvement of communities (see Table 7 and 8).

From the above-described feature, one can infer that the CBTP activities that are being implemented in the faculty are related to the actual feature that characterizes community based educational programs (see, chapter 2, 2.1).

On the other hand, the results obtained from Table 13 and 14 show that making CBTP activities relevant to the community, has been a critical problem in the implementation of the program. This shows that though CBTP being implemented by the faculty is both community and learner centered; and follows problem solving steps, activities that are performed, particularly at the intervention stage, are not actually practical activities that could have some impact on communities' social and environmental problems.

In addition to this, the data obtained from the respondents show that, activities that are performed by students during the intervention stage become more focusing on teaching, which requires low or no cost; than doing some practical things. For example, instructors said that, "identified problems are not usually practically solved, because most of the action plans require huge financial resources", and most students said "it is only problem identification," that means there is no intervention.

Generally what has been practiced in the program is not in line with what scholar says. For example, as Hutchin (2001) points out, when experience in programs like CBTP is organized for implementation, they should have to be meaningful to the community, and practically change their life. So, the rating of respondents (see Table 13) might have emanated from such existing conditions, where no practical thing is preformed during the intervention. Thus, though CBTP being implemented by the faculty show CBE features, from the qualitative data and mean rating results, one possibly can say that making CBTP activities relevant to the community is one challenge for the faculty.

Regarding the assessment instruments being used to evaluate students' performance, the results obtained from the quantitative data show that they are clear and specific to be used by instructors, but they are not comprehensive enough to measure the three domains (see Table 9). The lack of comprehensive assessment instruments, coupled with difficulty in measuring some of the skills, particularly the affective out comes of community based learning, make conducting sound evaluation of students' performance in programs, like CBTP, problematic. This is because, according to Wade (1997, p. 309), student participants will have very different experience, learn different skills, develop different attitudes; as program is difficult to anticipate the full range of potential out comes. That is probably why instructors rated lack of identifying explicit out comes for CBTP as most critical problem in the implementation of the program in the faculty.

This shows that lack of identifying explicit outcomes of the program, and as a result, lack of effective assessment instruments that are used to evaluate students' performance in CBTP is one challenge that the faculty faced during the implementation of the program.

Moreover, the results obtained from quantitative and qualitative data show that, students' performance in CBTP are not similarly assessed and graded by instructors. The data obtained from respondent A, for example says that;

The other problems what I followed, most instructors are not considering CBTP program as a course offering. Due to this season, there is some sort of fluctuation, one supervisor give A for all students or for most students. Some supervisors did it strictly with the given evaluation format and we were treating different conflicts, due to this reason ... I have seen this situation repeatedly (see Appendix F pp. 92/93).

In addition to this, some instructors indicated the existing problem of assessment in CBTP as "different instructors understand the objectives of the course, activities and reflection of students differently and as a result evaluate differently. The majority of the activities in CBTP are group work, and hence difficult for grading." Here, what instructors pointed out as the reasons for the difference in assessing and grading students' performance in CBTP show that there is some problem of understanding among instructors about the objective, activities and way of assessing students performance in the program. That is why instructors have rated problem of creating a common understanding among instructors on using assessment instruments, as more critical challenge for the faculty.

From all above points, it is possible to say that, the faculty has some problem in developing a comprehensive assessment instruments that can measure students' performance in relation to the expected out comes of the program; and creating a common understanding among instructors on how they can use these instruments, became a challenge for the faculty.

Regarding making the CBTP activities more education based, the qualitative data indicate, "creating its own unique CBTP philosophy", as one challenge of the faculty (see Appendix H pp. 102). This problem arises, from the fact that, the faculty simply adopted what had been designed before in the medical and public health faculty.

But, since 2006/7 there was an effort in making CBTP activities to focus on the education aspect of the community. Regarding this, respondent A, for example, said that, "almost not that much a great difference with that of the others. We add some questions in relation to the participation of the community towards the high schools, the attitude of the community towards education ..." (see Appendix F pp 91).

As a whole, even though there is an effort in making CBTP activities to focus on the education aspect of the community, from the results discussed above, it seems that there is still a problem in making them more education-based.

Regarding reflection and its practices, the result from quantitative data indicate that there is a reflection session that is arranged for students to reflect on what they have experienced in CBTP. And, most of them said that students were practicing reflection by discussing in-group and developing group presentation. However, the data regarding reflection is not adequate enough to reach a conclusion that there is the practice of reflection in the CBTP program.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary and Conclusion

In this study an attempt was made to look into the challenges to effective implementation of CBE in JU. Particularly it aimed at examining issues that have been considered as a primary challenges to effective implementation of CBTP in education faculty. Accordingly, having designed the study on descriptive survey method, the researcher had selected his study subjects through stratified and purposive sampling. To collect relevant data, both questionnaire and interview have been employed. Data have been analyzed using the technique fit for both quantitative and qualitative data analysis.

The results of the study indicated that all the participants believed in the educational significance of CBTP, particularly in producing the would-be teachers and in the usefulness of the program to the students' future career. However, a number of challenges have been reported and found out as bottleneck for the effective implementation of the program.

One of these challenges, which all the participants agreed upon, was the lack of awareness amongst all participants of the study. Particularly the inadequate awareness of the community members has about the program, which may contribute a lot to the effective implementation of the CBTP, lack an in-depth understanding about the program.

In addition to this, poor transportation facilities, resource supplies, and in general lack of fund to run the program as a whole have been found out as major challenges to the program. Moreover the time allotted to implement CBTP particularly for students to develop the required skills that they are expected to demonstrate at the end of the program is found to be inadequate. With this

shortage of time and the existing crowded curriculum, scheduling CBTP was also the other problem that is reported by the faculty.

In addition to these, the support and guidance that students need to get from instructors is reported to be below expectation, in that it is not as much as they are supposed to get from them. And similarly, communities' willingness to cooperate with students while they are doing CBTP activities is within reasonable limits, which are neither very good nor very bad. Moreover, communities' support for students at each stage of CBTP practice is generally found to be minimum.

The study result regarding the features of CBTP activities being practiced in the faculty showed that they are reflecting the actual features that characterize CBE programs. However respondents reported that, there is a critical problem in making the activities more relevant to the community needs.

Moreover the assessment instruments being used to evaluate students' performance in CBTP are reported to be not comprehensive enough to measure the three domains, and there is disparity among instructors in assessing and grading students' performance in CBTP, and such disparity is attributed to the different understanding that instructors have about the objectives of the program and activities and reflections being practiced in CBTP.

Based on the summary of the results presented above, the following can be concluded:

- ❖ The results of the study indicated that all the participants believed in the educational significance of CBTP, particularly in producing the would-be teachers and in the usefulness of the program to the students' future career. And this could be taken as the first step in the implementation of a new program like CBTP and can contribute a lot if the identified challenges mentioned in the study can be minimized.

❖ The overall results of the study showed that, CBTP that is being implemented in education faculty is facing great problem, and as a result, these existing conditions became a challenge for the faculty to effectively implement the program. With all these problems, particularly, without the inadequate knowledge and understanding of the Communities about the program, it would not be possible to assume the effective implementation of CBTP.

5.2. Recommendations

Based on what has been stated so far, in order the faculty to effectively implement CBTP and achieve its desired objectives, the following recommendations are made by the researcher.

The initial step in launching new program is to develop participants' awareness. This is because, if they lack the required knowledge and understanding about the program's purpose and importance, it is difficult to get their full support and commitment, which is the basic thing that is required for the effective implementation of the program. The findings of this study show that there is lack of an in-depth understanding about CBTP among participants. Particularly, communities do not have a clear understanding about the program. Thus to create the necessary understanding among all the participants, the faculty needs to:

- Organize workshops and conference, and use the CBE radio program in order to foster the participants' in-depth awareness and understanding about the program, so that each party could play decisive roles in the successful accomplishment of the objectives of the program.

- Set a program that could create awareness on a continuous basis, and that could create an environment where all the parties could discuss on the weakness and strengths of the program and make an improvement based on the feedbacks given from each party member.
- Infuse CBTP concepts into different related courses to the program, by designing activities in which students could workout enjoyably and in a meaningful way, so that students can get the required knowledge and understanding about CBTP.
- Publicize data that mirror the positive side and benefits of CBTP through newspapers, bulletins and pamphlets.

It is obvious that assessment plays a significant role in the learning experience of students. In order to benefit more from assessments, there has to be clear assessment criteria and has to be comprehensive so as to assess students' performance in the program holistically. The findings of the study, however, show that the assessment instruments that are being used to evaluate students' performance in CBTP are not as such comprehensive to measure all the three domains, and they are more focusing on assessing students as a group. Moreover, disparity among instructors in assessing and grading students' performance in the program is the other problem. Therefore, to surmount these problems, the faculty needs to:

- Develop performance-based instruments that can measure the three skills (domains) of the students both in group and individually.
- Make timely discussion with the instructors on the assessment scheme in order to create common understanding amongst them so that the disparity in assessing and grading students' performance in the program can be minimized.

To get fund that can support the effective implementation of CBTP, the faculty needs to mobilize funding resources from development partners, such as, government and nongovernmental organizations, through preparation of innovative and relevant projects, and foster working relationships with the surrounding communities.

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Appendices

Appendix-A

Demographic information of respondents

No.	Department	Instructors								Students			Community leaders					
		Sex			Qualification			Years of experience in CBTP		Sex			Kebele		Sex			
M	F	T	$\frac{BA}{BSc}$	$\frac{MA}{MSc}$	PH D	<4	>4	M	F	T	M	F	T					
1	Afan Oromo	2	-2		2	-	-	2	-	8	1	9	Serbo 01	2	3			
2	Amharic	1	1	2	1	1	-	2	-	3	-	3	Hermata	4	-	5		
3	English	5	-	5	1	4	-	5	-	11	-	11	Ginjo Gudurn	2	-	4		
4	Biology	2	-	2	1	1	-	2	-	7	5	12	Jiren 03/04	2	2	2		
5	Chemistry	2	-	2	-	2	-	2	-	6	4	10	Seka 01	4	1	4		
6	Physics	2	-	2	-	2	-	1	1	10	1	11	Shebe 01	4	1	5		
7	Maths	3	-	3	-	3	-	2	1	10	2	12						
8	Geography	2	-	2	-	2	-	2	-	15	1	16						
9	History	2	-	2	-	2	-	2	-	18	-	18						
10	pedagogy	4	-	4	-	4	-	4	-	-	-	-						
	Total	25	1	26	5	21	-	24	2	88	14	102	Total	18	7	25		
	percentage	96.2	3.8	100	19.2	80.8	-	92.3	7.7	86.3	13.7	100	Percentage (%)	72	28	100		

**Addis Ababa University
College of Education
School of Graduate Studies
Department of curriculum and Teachers' professional
Development Studies**

Questionnaire to be filled by Students

Dear Student,

Thank you for accepting to participate in this research Challenges of Jimma University in Implementing Community Based Training Program (CBTP). The purpose of this research is to explore those constraining factors that impede the Education Faculty to effectively implement CBTP; and to suggest possible scenarios that may improve the program. Therefore, your frank and sincere responses are indispensable for the success of the study. Kindly spare a few minutes of your time to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidence.

Thank you in advance.

Notice:-

- a. Do not write your name in any part of the questionnaire
- b. The word 'community' through out the questionnaire refers to people living together in urban or a rural village where CBTP is practiced.
- c. 'CBTP' is an abbreviation for 'community Based Training Program'.

I. Personal Information

1.1 Sex: Male ☐ Female ☐ Age: _____

1.2 Department _____ year 2nd ☐ 3rd ☐

General Direction: For the following questions,

- a. If the question is with multiple answers give answer by encircling the letter or the number of your choice.
- b. If you are required to give additional explanation or comment; when asked, please write in the space provided in short.

1. At the beginning of each phases of CBTP, is there any orientation that is given for students about CBTP? *(For example, about students' discipline in CBTP, on how to work with community ...)*.

- a) Yes b) No

2. If your answer for question No. 1 is 'yes', do you think this orientation be adequate enough to enable students to have clear understanding about the program?

- a) Yes b) No c) Not Sure

3. When you evaluate the overall logistics in CBTP,

	The existing	Good	Fair	Poor
a	Transportation facilities are			
b	Resource (i.e. stationary and the other relevant materials or equipments) supplies are			

4. Do instructors give support and guidance for you while you are doing activities in CBTP? *(For example, on how to develop instruments, collect data, identify problems, draw feasible action plan ...)*

- a) Yes b) No

5 If your answer for question No. 4 is 'Yes', do you think the support and guidance given be adequate ?

- a) Yes b) No c) Not Sure

6. While you are doing activities in CBTP, community members are:

- a) Highly Cooperative b) Moderately Cooperative
c) Insignificantly Cooperative d) Not Cooperative e) Not Sure

7. While you are doing activities in CBTP, to what extent that the community members involve in:

		extent of involvement			
		High	Medium	Low	None
a.	problem identification				
b.	drawing of feasible action plan				
c.	implementation				
d.	evaluation				

8. In your opinion, the time allotted to implement each phase of CBTP is:

- a. Adequate b. Inadequate

9. Please, judge the activities that you are doing in CBTP.

	Activities that you are doing in CBTP			
		Yes	No	Not Sure
a.	are problem centered			
b.	are related to the interest of the community)			
c.	Can help for students' future career,			
d.	are relevant to the teaching learning process.			
e.	encourage communities' involvement (participation)			
f.	are more of advocacy			

10. Do you think that instructors assess and grade students' performance in CBTP uniformly?

- a) Yes b) No c) Not Sure

11. Is there reflection session that has been arranged for you to critically reflect on what you have experienced in CBTP?

- a. Yes b. No

12. If your answer for question No. 11 is 'Yes', what does the reflection involve? (Circle all that you think it involves)

- a. Mere description b. Description followed by value judgment
c. Discuss in-group d. Develop group presentation

13. Below we have that might be faced by the faculty to practice CBTP. Which of these challenged or hindered the faculty to effectively practice CBTP? (Circle a number to indicate the importance of each as a challenge, using the scale below).

	Issues	Not a challenge	Slight challenge	Moderate challenge	Critical challenge	Very Critical challenge
A	Lack of time to implement CBTP	1	2	3	4	5
B	Lack of transportation facilities	1	2	3	4	5
C	Lack of administrative support	1	2	3	4	5
D	Lack of supportive resource to facilitate CBTP (e.g. Stationary...)	1	2	3	4	5
E	Lack of providing students with adequate supervision.	1	2	3	4	5
F	Difficulty in creating an in-depth understanding about CBTP among all those involved (administrators, Instructors, students, community members)	1	2	3	4	5
G	Lack of instructors' interest to CBTP	1	2	3	4	5
H	Lack of students' interest to CBTP	1	2	3	4	5
I	Lack of administrative bodies' interest to CBTP	1	2	3	4	5
J	Lack of community members' interest to CBTP	1	2	3	4	5
K	Problem of making CBTP activities relevant to the community.	1	2	3	4	5
L	Lack of identifying explicit out comes for CBTP	1	2	3	4	5
M	Lack of effective assessment instruments	1	2	3	4	5
N	Difficulty in creating a common understanding among instructors on using assessment instrument	1	2	3	4	5
O	Difficulty in practicing reflection in CBTP	1	2	3	4	5
P	Other (specify) _____	1	2	3	4	5

14. What is your opinion about the educational importance of involving you to the wider community for CBTP?

- a. Very vital b. vital c. less vital
d. I don't agree with its vitality e. Not sure

15. If you don't agree with its vitality, please, specify your reason briefly.

16. To what extent, do you think that, CBTP practiced in the faculty is useful in producing teachers of the time ?

- a. To a very great extent b. To a great extent
c. To a limited extent d. It is not useful

17. If your answer for question No.16 is "It is not useful", please, give your reason briefly

18. Please, indicate your opinion depending on the following ideas.

	CBTP that is implemented in the faculty	agree	undecided	Disagree
a.	Is community centered			
b	Follows problem solving steps			
c.	Is participatory by nature			
d.	Is learner centered			

19. How do you evaluate the strength and weakness of CBTP?

a) Its strength (interms of its contribution in preparing the would be teachers)

b) Its weakness

20. In your opinion, what measures or strategies, that you think, should be taken to overcome those challenges to effectively implement CBTP?

The End
Thank you for your cooperation

**Addis Ababa University
College of Education
School of Graduate Studies
Department of curriculum and Teachers' professional
Development Studies**

Questionnaire to be filled by Instructors

Dear Instructor,

Thank you for accepting to participate in this research Challenges of Jimma University in Implementing Community Based Training Program (CBTP). The purpose of this research is to explore those constraining factors that impede the Education Faculty to effectively implement CBTP; and to suggest possible scenarios that may improve the program. Therefore, your frank and sincere responses are indispensable for the success of the study. Kindly spare a few minutes of your time to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidence.

Thank you in advance.

Notice:-

- a. Do not write your name in any part of the questionnaire
- b. The word 'community' through out the questionnaire refers to people living together in urban or a rural village where CBTP is practiced.
- c. 'CBTP' is an abbreviation for 'community Based Training Program'.

I. Personal Information

- 1.1 Sex: Male ☐ Female ☐ Age _____
- 1.2 Qualification: BA/BSc/BEd MA/MSc ☐ PhD ☐
- 1.3 Department: _____
- 1.4 Years of experience in CBTP: _____ years

General Direction: For the following questions,

- If the question is with multiple answers give answer by encircling the letter or the number of your choice.
 - If you are required to give additional explanation or comment; when asked, please write in the space provided in short.
- At the beginning of each phases of CBTP, is there any orientation that is given for students about CBTP? *(For example, about students' discipline in CBTP, on how to work with community ...)*.
a) Yes b) No
 - If your answer for question No. 1 is 'yes', do you think this orientation be adequate enough to enable students to have clear understanding about the program?
a) Yes b) No c) Not Sure
 - At the beginning of each phases of CBTP, is there a discussion that is held with instructors on CBTP? *(For example, on the nature and importance of CBTP, how to provide guidance and support for students, how to assess students' performance in CBTP ...)*.
a) Yes b) No
 - If your answer for question No. 3 is 'yes', do you think the discussion held be adequate?
a) Yes b) No c) Not Sure
 - When you evaluate the overall logistics in CBTP,

	The existing	Good	Fair	Poor
A	Transportation facilities are			
b	Resource (i.e. stationary and the other relevant materials or equipments) supplies are			

6. Do you give support and guidance for students while they do activities in CBTP?
(For example, on how to develop instruments, collect data, identify problems, draw feasible action plan ...)
a) Yes b) No
7. If your answer for question No. 6 is 'Yes', do you think the support and guidance given be adequate ?
a) Yes b) No c) Not Sure
8. How do you evaluate communities' cooperation, while students are doing activities in CBTP? They are:
a) Highly Cooperative b) Moderately Cooperative
c) Insignificantly Cooperative d) Not Cooperative e) Not Sure
9. While students are doing activities in CBTP, to what extent that the community members involve in:

		extent of involvement			
		High	Medium	Low	None
a.	problem identification				
b.	drawing of feasible action plan				
c.	implementation				
d.	evaluation				

10. In your opinion, the time allotted to implement each phase of CBTP is:

a. Adequate b. Inadequate

11. Please, judge the activities that students are doing in CBTP.

	Activities that students are doing in CBTP			
		Yes	No	Not Sure
a	are problem centered			
b.	are related to the interest of the community.			
c.	Can help for students' future career,			
d.	are relevant to the teaching learning process.			
e.	encourage communities' involvement (participation)			
f	are more of advocacy			

12. Please, judge the assessment instruments that are being used to assess students' performance in CBTP.

	The assessment instruments being used are:			
		Yes	No	Not Sure
a	Clear and specific to be used by instructors			
b.	Comprehensive enough to measure the three domains			

13. Do you think that instructors assess and grade students' performance in CBTP uniformly?

- a) Yes b) No c) Not Sure

14. If your answer for question No. 13 is 'No' please, specify the reason (s)

15. Is there reflection session that has been arranged for students to critically reflect on what they have experienced in CBTP?

- a. Yes b. No

16. If your answer for question No. 11 is 'Yes', what does the reflection involve? (Circle all that you think it involves)

- a. Mere description b. Description followed by value judgment
c. Discuss in group d. Develop group presentation

17. Below we have that might be faced by the faculty to practice CBTP. Which of these challenged or hindered the faculty to effectively practice CBTP? (Circle a number to indicate the importance of each as a challenge, using the scale below).

	Issues	Not a challenge	Slight challenge	Moderate challenge	Critical challenge	Very Critical challenge
A	Lack of time to implement CBTP	1	2	3	4	5
B	Lack of transportation facilities	1	2	3	4	5
C	Lack of administrative support	1	2	3	4	5
D	Lack of supportive resource to facilitate CBTP (e.g. Stationary...)	1	2	3	4	5
E	Lack of providing students with adequate supervision.	1	2	3	4	5
F	Difficulty in creating an in-depth understanding about CBTP among all those involved (administrators, Instructors, students, community members)	1	2	3	4	5
G	Lack of instructors' interest to CBTP	1	2	3	4	5
H	Lack of students' interest to CBTP	1	2	3	4	5
I	Lack of administrative bodies' interest to CBTP	1	2	3	4	5
J	Lack of community members' interest to CBTP	1	2	3	4	5
K	Problem of making CBTP activities relevant to the community.	1	2	3	4	5
L	Lack of identifying explicit out comes for CBTP	1	2	3	4	5
M	Lack of effective assessment instruments	1	2	3	4	5
N	Difficulty in creating a common understanding among instructors on using assessment instrument	1	2	3	4	5
O	Difficulty in practicing reflection in CBTP	1	2	3	4	5
P	Other (specify) _____	1	2	3	4	5

18. What is your opinion about the educational importance of involving students to the wider community for CBTP?

- a. Very vital b. vital c. less vital
d. I don't agree with its vitality e. Not sure

19. If you don't agree with its vitality, please, specify your reason briefly.

20. To what extent, do you think that, CBTP practiced in the faculty is

useful in producing teachers of the time ?

- a. To a very great extent b. To a great extent
c. To a limited extent d. It is not useful

21. If your answer for question No. 20 is "It is not useful", please, give your reason briefly

22. Please, indicate your opinion depending on the following ideas.

	CBTP that is implemented in the faculty	agree	undecided	Disagree
a.	Is community centered			
b	Follows problem solving steps			
c.	Is participatory by nature			
d.	Is learner centered			

23. How do you evaluate the strength and weakness of CBTP?

- a) Its strength (interms of its contribution in preparing the would be teachers)

- b) Its weakness

24. In your opinion, what measures or strategies, that you think, should be taken to overcome those challenges to effectively implement CBTP?

The End
Thank you for your cooperation

አዲስ አበባ ዩኒቨርሲቲ
ሥነ ትምህርት ኮሌጅ
የድህረ ምረቃ ትምህርት ቤት
የስርዓተ ትምህርት መምህራን መያ ልማት ትምህርት ክፍል

በህብረተሰቡ አመራር አካላት የሚሞላ መጠይቅ

ውድ የመጠይቁ ተሳታፊ፤

በቅድሚያ በጅማ ዩኒቨርሲቲ የህብረተሰብ አቀፍ ስልጠና ፕሮግራም አተገባበርና ችግሮችን በሚለው ጥናት ላይ መጠይቁን ለመሙላት በመተባበርዎ ከልብ አመሰግናለሁ። የዚህ ጥናት ዓላማ የትምህርት ፋካልቲው የህብረተሰብ አቀፍ ስልጠና ፕሮግራም ያገጠሙትን ችግሮች ለመለየትና ፕሮግራሙን በተሻለ ሁኔታ ለመተግበር ያስችላል ተብለው የሚገመቱ የመፍትሄ አቅጣጫዎችን ለማስቀመጥ ነው። ለዚህ ጥናት ስኬት የእርሶ እውነተኛና ትክክለኛ መልስ ወሳኝ ነው። ስለዚህ ካለዎት ጊዜ ጥቂቱን ይህንን መጠይቅ በመሙላት እንዲተባበሩኝ ከልብ እጠይቃለሁ። እርስዎ የሚሰጡኝ መረጃ ምስጢራዊነቱ የተጠበቀ ነው።

በድጋሚ አመሰግናለሁ

ማሳሰቢያ

1. ስምዎን በየትኛውም የመጠይቁ ገፅ ላይ መፃፍ አያስፈልግም።

I. የግል መረጃ፤

1.1. የታ ወንድ ☐ ሴት ☐ እድሜ----- ቀበሌ-----

አጠቃላይ መመሪያ: ለሚከተሉት ጥያቄዎች፤

ሀ. ጥያቄው ምርጫ ከሆነ የመረጡትን ፊደል ወይም ቁጥር በመክበብ መልስዎን ይስጡ።

ለ. ተጨማሪ ማብራሪያ ወይም አስተያየት እንዲሰጡ ካስፈለገና ከተጠየቁ፤

በተሰጠው ክፍት ቦታ በአጭሩ ይፃፉ።

1. በእያንዳንዱ የህብረተሰብ አቀፍ የስልጠና ፕሮግራም መጀመሪያ፤ ስለ ፕሮግራሙ ምንነትና ጠቀሜታ፤ በፕሮግራሙ የህብረተሰቡ ሚና እና በመሳሰሉት ጉዳዮች ላይ

- ከህብረተሰቡ አመራሮች እና/ ወይም ከኃይማኖት አባቶች ጋር ውይይት ይካሄዳል?
 ሀ. ይካሄዳል ለ. አይካሄድም
2. ለጥያቄ ቁጥር 1 መልስዎ ይካሄዳል ከሆነ የሚካሄደው ውይይት፡-
 ሀ. በቂ ነው ለ. በቂ አይደለም ሐ. እርግጠኛ አይደለሁም
3. ተማሪዎች በፕሮግራም ተሳትፎአቸው የህብረተሰቡን ችግር ሲለዩና፣ ለለያቸው ችግሮች በመፍትሄነት ያቀዱትን ስራ ሲያከናውኑ የህብረተሰቡ አባላት እገዛ መጠን ምን ያህል ነው ይላሉ?
 ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ መ. ምንም እገዛ የለም
4. በእርስዎ አመለካከት ተማሪዎች በህብረተሰብ አቀፍ ስልጠና ፕሮግራም ተሳትፎአቸው የሚያከናውናቸው ተግባራት የህብረተሰቡን ፍላጎት መሰረት ያደረጉ ናቸው?
 ሀ. አዎ ለ. አይደለም ሐ. እርግጠኛ አይደለሁም
5. ተማሪዎች በፕሮግራም ተሳትፎአቸው የሚያከናውኗቸው ተግባራት ለተማሪዎቹ ቀጣይ መምህርነት ሞያ የማስተማር ጠቀሜታ አላቸው?
 ሀ. አዎ ለ. አይደለም ሐ. እርግጠኛ አይደለሁም
6. የህብረተሰቡ አመራር አካሎች እና ወይም የሀይማኖት አባቶች የህብረተሰብ አቀፍ ስልጠና ፕሮግራም ሲገመገም በግምገማ ሂደቱ ይሳተፋሉ?
 ሀ. አዎ ለ. አይሳተፉም ሐ. እርግጠኛ አይደለሁም
7. የትምህርት ፋካልቲው በህብረተሰቡ አቀፍ ስልጠና ፕሮግራም አማካኝነት የተገኙ አንዳንድ ትምህርት ሰጪ ውጤቶችን ለህብረተሰቡ የሚገልፅበት ሁኔታ አለ?
 ሀ. አዎ ለ. አይደለም ሐ. እርግጠኛ አይደለሁም
8. በህብረተሰቡ ውስጥ ስለህብረተሰብ አቀፍ ስልጠና ፕሮግራም ምንነት ጠለቅ ያለ ግንዛቤ አለመኖር ለፕሮግራሙ አፈጻጸም ችግር ነው ይላሉ?
 ሀ. ችግር አይደለም ለ. ቀላል ችግር ነው ሐ. መካከለኛ ችግር ነው መ. በጣም ችግር ነው ሠ. እጅግ በጣም ችግር ነው
9. ህብረተሰቡ ለፕሮግራሙ ያለው አነስተኛ ፍላጎት ለፕሮግራሙ አፈጻጸም ችግር ነው ይላሉ?
 ሀ. ችግር አይደለም ለ. ቀላል ችግር ነው ሐ. መካከለኛ ችግር ነው መ. በጣም ችግር ነው ሠ. እጅግ በጣም ችግር ነው
10. በፕሮግራሙ የሚከናወኑት ተግባራት ከህብረተሰቡ መሠረታዊ ችግርና ፍላጎት ጋር አለመጣጣማቸው ለፕሮግራሙ አፈጻጸም ችግር ነው ይላሉ?

ሀ. ችግር አይደለም ለ. ቀላል ችግር ነው ሐ. መካከለኛ ችግር መ. በጣም ችግር ነው ሠ. እጅግ በጣም ችግር ነው

11. በእርስዎ አመለካከት የትምህርት ፋካልቲው ተማሪዎችን ከህብረተሰቡ ውስጥ በተለያዩ ተግባራት እንዲሳተፉ ማድረግ ትምህርታዊ ጠቃሚታው ምን ያህል ነው ይላሉ?

ሀ. እጅግ የላቀ ነው ለ. የላቀ ነው ሐ. አነስተኛ ነው መ. ምንም ጠቀሜታ

የለውም ሰ. እርግጠኛ አይደለሁም

12. ጠቀሜታ የለውም ብለው ካመኑ፣ ምክንያታዎን ይግለጹልን፡-

13. በእርስዎ አመለካከት ፣ እየተተገበረ ያለው የህብረተሰብ አቀፍ ስልጠና ፕሮግራም ምን ያህል በወቅቱ የሚፈለገውን መምህራን በማፍራት ሂደት ጠቀሜታ አለው ብለው ያምናሉ?

ሀ. እጅግ ጠቀሜታ አለው ለ. ከፍተኛ ጠቀሜታ አለው

ሐ. ዝቅተኛ ጠቀሜታ ነው መ. ጠቀሜታ የለውም (አይጠቅምም)

ሠ. እርግጠኛ አይደለም

14. ለጥያቄ ቁጥር 13 መልስዎ አይጠቅምም ከሆነ ምክንያቱን ይግለጹልን፡

15. የትምህርት ፋካልቲ እየተገበረ ያለው የህብረተሰብ አቀፍ ስልጠና ፕሮግራም፣ ህብረተሰቡን ያማከለ እና አሳታፊ ነው?

ሀ. አዎ ለ. አይደለም ሐ. እርግጠኛ አይደለሁም

16. በእርስዎ አመለካከት በትምህርት ፋካልቲው እየተገበረ ያለው የህብረተሰብ አቀፍ ስልጠና ፕሮግራም ምን ጠንካራውና ደካማ ጎኖች አሉት ይላሉ?

ሀ. ጠንካራ ጎን _____

ለ. ደካማ ጎን፡ _____

17. በእርስዎ አመለካከት፣ የትምህርት ፋካልቲው የገጠመውን ችግር ማስወገድ እንዲችል ምን መደረግ አለበት ይላሉ? (ፕሮግራሙን በተሻለ ሁኔታ ለመተግበር ያስችላል ብለው ያመነቡትን መፍትሄ ይግለጹልን)

INTERVIEW PROTOCOL

1. What initiated you to start to implement CBTP in Education Faculty?
2. How do you weight (evaluate) the role that this program plays in producing teachers that the time demands?
3. How far all those who are involved in the program be committed to support and participate during its implementation? Would you explain some evidences?
4. How frequent is the program being evaluated, and which groups of people are involved in the evaluation process of the program? How do you collect information? What improvements have been made as a result?
5. What are those challenges (Administrative, like Scheduling, Resource; & Academic, like assessment) that you have faced (and exist) in implementing CBTP in the faculty?
6. What has been done so far, and will you do to overcome these challenges?

Interview Transcript-1

Key R- Researcher

A- Respondent 1

R. As a program, in this faculty what initiated you to start to implement CBTP?

A. Basically CBTP is the philosophy of the University, in our faculty it was started by making survey studies. They did a sort of survey sending a group of ---- up to 250,260 km away. So they did to see the need of the society to just how to apply this to our faculty, by the way, I was not here during that time, when assigned as a vice coordinator of the office, I have an idea they have started in such a way. We have tried to be appropriate to our faculty. Basically, the philosophy of the university is CBTP, as a component of our curriculum. We have tried to adopt in our situation.

R. You have adopted, this program, as you have said, then how do you weight this program in terms of producing teaches that the time demand?

A. You know, as to me as a teacher, it is very important to train teachers in such a way. Because most of our countries' students are expecting more after graduation. They are participating with the society before graduation in the course of their studies. They may benefit more. But, there are some problems in the course of implementing this CBTP program. It needs high amount of money, there are many logistical problem and if one can manage this one properly, it is very important. To aware the would be teacher in such a way or to make the would be teacher appropriate for this period that is I suppose. Theoretically it is very important, if we manage it properly, if the trainees use the entire program in the demanded way, it is profitable.

R. How far all those who are involved in the program are committed to do for the better of the program?

A. Of course, when we start, it was a great demand from the community, from some officials of the kebele and others, but when we go to directly to the implementation, there were some problems, people are expecting, if you go to them they expect that you may do something that concrete for them. But in our case, different things hinder us to do what they have expected. Due to this reason, we tell them that we are going there not to give something, but to teach. Due to this case there are some problems. So, some society fatigues, they ignored. Most of the instructors are not very much aware. For the very beginning, when I was assigned to CBTP, as an advisor /supervisor, even I don't know the word CBTP. This shortage of awareness created over there. Sometimes even the students are considering this CBTP not as an academic even most of the students consider CBTP, as some goal to help them or to assist in relation to that of grading system, even they are complaining when you give them "B" in CBTP, please I scored such grade in other courses, If you give in CBTP course 'A' I may pass. So make in my part there might have been some sort of ---- Because students not very much aware, they didn't weight as a course. Even the teachers, most teachers didn't accept this CBTP course as a course. So, the only thing what I am going to recommend is, there may be some sort of...promotion. We have to work. Of course, there is an orientation program for an hour or two for students and teachers. But it is not enough. For the future plan to given much emphasis on the promotion of this to promote the program. To give more and more awareness. Because, as a coordinator or as a teacher or as a supervisor, I believe, it give some advantage, for the students, for the society. But, the implementation created some sort of problems, any way it might have improve with in ten years.

R. But what about for communities or community leaders, because, they are ones whom students are facing?

A. I know there is a letter communication and we made a call with the kebeles, the kebele administrators we also write a letter, and we are sending this number of students, with this supervisors and the like. But I don't think it is appropriate ----- There

should be workshop with kebele we made one workshop from each kebele representatives, the near by kebele representative, and then one day workshop we did. They enjoyed and there were some little improvements. After that, for the last two years, we didn't make it, because of lack of budget we didn't repeat.

R. How frequently you are evaluating the program?

A. We have tried to make some (changes, to amend the questions to make nearer to that of our faculty. I remember, we did for one time; as to me it is not enough. We have to evaluate it. By now, the community are exhaustively, in denying what the process is and even the students are going to cheat us, some of the students will go to somewhere else around another place and they tried to fill the questionnaire for themselves, with out ----- As a coordinator, I have checked. Any way we have tried. But it is not enough, we have tried to change the questionnaire, to change the way to interact, to change the places for making some sort of variation, in order to minimize the community fatigue -----

R. Was that tried?

A. I have tried, for instance, expand in our faculty, the program for the university is 50km radius, we extend our program up to 160 km. radius that is why, because, when we come to this 50 km radius, they are exhaustly used by other faculties, for instance, health and other faculties. At the same time, what we forced us to expand our program is for searching high schools. Because, in our cases, we are amalgamating CBTP program with that of practicum program. In order to do these two programs simultaneously, we have tried to stretch our diameter far up to two hundred + km, we are reaching woliso and Metu, and in another time, we ---- ourselves up to Bedele, now in this year we are going up to Woliso and we have tried to make us flexible up to the condition, because, the community attitude is the great problem to implement this CBTP program.

R. Is there any improvement or change that has been made in the manual that is used in this program?

A. of course, for this evaluation, a committee, CBE standing committee at the top and then each faculties, there are three coordinators, we did to make some shape in ours and it will send to that CBE standing committee, and it will endorse by that CBE standing committee. Basically, not that much drastic change in the previous form, ---- it is some sort of making the idea towards, last year we made it, please, let us make the notion of CBE in the condition of education. How did the community participate in education, how did ---- like that for instance, the demographic, and the economic and the others are the same. What we did for the last ten or some eight years back ---- which adopt from the health faculty. But we have tried to make some amendment or to make some arrangement in relation to our faculties.

R. As a result was there any modification done, so far?

A. I don't think, it is almost similar, for the last three years, it is almost similar, But before the last year, we made some sort of amendments. We discussed on ----- Standing committee, please let us use the CBE, not the same line for the whole faculties, adopt in relation to each faculties. We agreed on this points, we made, last year some sort of amendments, the only amendment we made is last year, and we dispatched for our students, almost, not that much, a great difference with that of the others. We add some questions in relation to the participation of the community towards the High School, the attitude of the community towards education ----- we added these on the already arranged manual.

R. What administrative /academic challenges, in your understanding that the faculty faced during its implementation?

A. Ok, yes, I believe that, this CBTP program creates some administrative and academic challenges on the education on the overall program of the faculty. Administratively, it is costly. Even more than half of a budget is budgeted for this CBTP program. The total budget, more than half of the total budget of this faculty is budgeted for this program. It is too costly. It needs car, it needs allowance, it needs many things --

--- In academic ways, when the CBTP program is arranged some where else the other batch are taking their courses here. The academic programs are not stopped. We are in scarce of instructors. Most of these instructors, even all of the instructors assigned for the CBTP program are up to 200 km or more than that. Many classes may be missed. We tried to compensate these by arranging some tutorial class and the like, but some thing it was unsatisfactory and it has some challenge over there.

For example, if you dispatch 2nd year students, for CBTP, fresh men students and 3rd year students are here. At the same time you assign most of the teachers for CBTP program. They have to supervise that group over there. During this time, they missed many classes. Academically, it created such a problem. In administrative way, there are many problems, lack of vehicles, lack of logistics, lack of budget and the like. It distorts the standard budgets of the students over there, we have to write some sort of letters, we have assigned such number of students over there, and please stop their dining or their right to attend over their dormitory and other services, and all these circumstances create some sort of problems during implementation.

R. How far those assigned supervisors followed their students? And how far the community is willing to give information?

A. The other problem, what I followed, most instructors are not considering this CBTP program as a course offering. Due to this reason, there is some sort of fluctuation, one supervisor give 'A' for all students or for most students, some supervisor did it strictly with the given evaluation format and we were treating different conflicts, due to this reason. As to my judgment most of the instructors didn't consider this CBTP program as a course. Even some instructors, they are serious in evaluating while their courses, they are weak in evaluating this CBTP program. I have seen this situation repeatedly'.

R. Was there any thing that has been mentioned by instructors about the instruments that are being used to evaluate student's performance in CBTP?

A. Most of the instructors commented that, it is too subjective, how can we differentiate? That is why we add 20% written exam. There was not written exam for CBTP program. This is the amendment we made, please for the sake of evaluating or discriminating students, let us add 20% written exam. This was the amendment.

R. What are, in your understanding, still they are challenge to the faculty to implement the program?

A. There are challenges; I have come at, for the last two years. I expect that, inorder to minimize these challenges, the main challenge are, this, the budgetary and the academic challenges are what I have mentioned, earlier. And inorder to alleviate or minimize these challenges, first of all a great deal of orientation should be given to all stake holders, society, students and the instructors. Next to that, there should be some sort of brainstorm every time. And then it should extend to more parts inorder to alleviate the community fatigue. Even though, I know it needs some sort of costs. If you waste some little amount of money for nothing, doesn't mean anything. But if you waste some more amount of money for something, it weights something. Due to this, reason costing what ever it is, there should be rotations like doing in cultivate crop rotation, we have to choose some community and we have to do some concrete things for the community at the same time.

R. As a whole, when you evaluate the program, because of such challenges, what will be the future of this program?

A. No, I believe on the advantage of the program, but I have some reservation on the implementation. Because you know, we are teachers for the last... years. People are suffering in different challenges when they are coming to the new environment ----- If you exercise or entertain our students in this CBTP Program,

they are very much aware of the environment. They may not discourage what they suffered when they dispatched to the community. Due to this reason, this CBTP program of these CBE in general is very much important. But, what I am suggesting, the implementation of the program is not that much good. Most of the administrators that are trying to minimize the budget, and the program itself needs higher budget. This is the controversy and this makes the program to be in to clash. I suspect that, at certain point it will collapse. Because by now, most of the administrators are concerning budgeting, something like that, actually it needs a great, deal, of money, it needs much logistics, it need much time when we come to the actual situations, all these couldn't offered by the university, particularly even by the student, at large, I suspect there might have create some sort of problem on implementing this program for the future.

Interview Transcript - 2

Key: R- Researcher

B- Respondent 2

R. How CBTP began to be implemented in the faculty? And, what administrative and academic challenges that you have faced so far, and still facing during its implementation?

B. Well, I am telling you all from my experience, since I have been here in this office for a long time. CBTP has a long history with this university, as a program. Lately, with the opening of new faculties there was an initiative in asking ' why this program being limited to be implemented only in Health faculty? Why not implemented in the newly opened faculties? At the same time there was also a strong resistance from the newly opened faculties, like technology, business and later, college of agriculture. When all these were told to implement this program, there was a strong resistance from them. One reason for the cause of such resistance was that, 'when we say community, what does it mean? What is community for business faculty trainee?' No clear definition... Because, our concern is on things that are related to education. For this, we have to do in schools in general, but we are not expected to do these activities by going to the wider community. Such resistance was reflected. Any way, with the existing pressure, we have accepted to implement the program. When we accept to implement this program, we have accepted it with all its challenges. There were many challenges we did not see. The first major challenge was, integrating this program with the existing curriculum, because, practicum is there, and so again CBTP. Integrating this two was a great challenge for us. Anyhow we managed it and have started implementing. During the implementation of this program we have faced many challenges; of these, the first is, this program. as that of practicum, it is cost intensive. The Second is, insufficient logistics for properly running the program. Of course, we have the experience, because the university run such programs, but with the expansion of the university, no logistics

that can accommodate such program. Transportation is a problem, material is a problem, and all things that are asked in relation to CBTP were our problems. As a result, there was great challenge.

There has been a situation where the students have visited the community frequently and the same kinds of questions have been asked, not only by CBTP program, but also by other CBE programs. There are similarities of activities that students take to the community, consequently the communities became fed-up. This has been one of the big challenges that the program has faced.

Besides this, the other challenge is from students. They interpret this program, they consider this program.... as an additional thing that they are taking. Actually, it is useful for them, it develops their experience, but since they take it as an additional thing, there is some fed up. That is what I have analyzed through my observation.

The other is, coordinating the program is one problem. But later on, this burden was reduced, since responsible CBE and practicum coordinating office was opened in the faculty that can run this program. So, regarding challenges, these are the existing problems.

Basically, fed up of community, student resistance, logistics and cost intensity of the program, are the major challenges. The other challenge is awareness. There is lack of awareness. This is the major problem. Many of them do not know about the program. They don't have a deep understanding and knowledge on what the program is and its purpose and what is performed in the program. Specially, communities do not have awareness that, students are deployed in the wider community, for training, to develop their skill, and to know the community. They study problems and examine the living conditions existing problem of the in the community, and plan possible solution. But the communities do not know this and they have minimum knowledge and understanding.

They always expect something whenever students go to the community. They (the community) considers the CBTP as if it is an NGO programs where they can get donation ... such as building schools, clinics etc. this is because when the program began, there was a situation where such things were given to the community, and they still expect that. In fact, this problem emanated from awareness creation. As a result of not getting what the community has been expecting, the community around Jimma Town has began to close their doors whenever students go there. They are highly fed up with the program.

Outside these, eventhough there is an orientation for an hour or two, for students and instructors, it is not adequate to enable them deeply know the program. In addition to this, since there is a high turn over of staff members, specially, the awareness among, particularly new staff is minimum. Totally, most of them do not clearly know the purpose of the program, what activities are being performed in CBTP I and CBTP II. They lack awareness not only because of lack of knowledge about the program, but also because of not giving attention to it.

What we did in our faculty, knowing the fed up of community, was that we extended our program up to Wolkite, Wolliso, Bedelle, Bonga and Shebe, where high schools exist; and we used the communities around these high schools for CBTP program. We did this because; other faculties only use those communities in Jimma and around Jimma. But these communities are fed up. So, the communities now we have practiced CBTP are, new and they are not fed up of this program. But, actually awareness activities should be done....

R. What measures have been taken to sustain the program?

B. Well I have already told you the situation in the faculty and the university. Because the community has totally fed- up with it. So, what has been taken as a solution is to work with the community with whom we haven't worked out so far. Even this may not be a lasting solution, but some how they may work cooperatively with the students relatively speaking.

The second thing that we have in mind and discussed in staff about CBTP is to create awareness among the students regarding as to how they can identify the problem of the community, how to collect data, how to analyse the data and how to develop the skills of recommending. And this has been done among the staff members and the students. This is very important. Students were used to get promise about the intervention. They keep on saying to the community that intervention is the next step. But this is not what students should do. They rather teach the community as to how they solve their problems by using the resources available there. For example, if there is a scarcity of drinking water, students should show practically as to how the available water becomes pure that the community can use it. This is not costing. If the problem is in relation to hygiene, they need to teach as to how they keep the environment clean. How to keep the house and the environment clean? How do people keep their hygiene? How to protect from disease? And the likes ought to be the focus of the students in the program. If the community doesn't send their children to schools, the importance of education, particularly if there is gender differences in sending children to schools are some of the important things that the students should create awareness. This is not costing.

R what has been done so far to make the CBTP curriculum more educational (in terms of preparing the would be teachers)?

B. Yes, there is an effort if you look our document. Our concern is more on the teaching – learning process. It focuses on creating awareness of the community about education. We are making students to develop questionnaire and work on the education aspect of the community. This doesn't mean that there are no other areas, which we are not working. There are things that are common to all of us. They may work on the economic problems, they teach about saving. They also teach about health. They also work on the education opportunity and the quality. These all things are included in the document. These all are common problems of the community, even if our concern is on education. We are also working on culture. They need to teach on the harmful practices of the community. These all things are in the document.

Interview Transcript -3

Key R- Researcher

C- Respondent 3

R. How CBTP began to be implemented in different faculties, especially in Education faculty?

C. Jimma University had adopted this CBTP philosophy from some 20 years back. Originally this university is Health Institute, and this CBE, as a philosophy was adopted when this health institute established. Some 20 years back. When the institute became a university again, this CBE philosophy was adopted to those all faculties and as Education faculty is the recent faculty we also tried to implement this CBE philosophy in Education faculty. For some 20 years, as I have said earlier, the philosophy is successful. We have accomplished a lot by this philosophy and in education faculty as well, we tried to acquaint students with this community-based philosophy. Students are expected to understand the problems of the community and also to try to solve some problem, which they have identified in the community. Before going directly to what is happening in education faculty, it is better to understand what CBE philosophy is, specially what this CBTP is expected to do. In the community based training program, we send students in to the community three times. There are especially three phases of this CBTP, in the first phase; students are expected to identify the major problems of community. As you know, there are a lot of problems in our community, and students will be deployed in the 50 km radius around this Jimma University in the communities and they tried to identify problems related with education. They are education faculty students, they are expected to identify problems related to education for example, if the students are medical science students they are expected to identify problems related with health problems. So, this education faculty students with first phase of CBTP identify all those problems, then the second step in this first phase of CBE is to prioritize this problems, they couldn't solve or they couldn't propose any solution for all the

problems. But they would prioritize these problems and tried to propose a solution for this problem. So, in the first phase of this CBE students are expected to identify the problems related with education, then they would, they are expected to prioritize these problems out of all these problems, then select some very important problems which they would solve, or which they will try to solve in the second phase of the program. Then they would develop an action plan for the second phase of CBTP. They would prepare an action plan where by they would try to solve these problem in the second phase of this CBTP. This would happen in the first phase of CBTP. At the end of this first phase of the CBTP, the university would conduct a symposium for the CBTP. And in this symposium, students will discuss about what they had discovered in the first phase of the CBTP and the supervisors would comment that on how they would going to solve this problem in the second phase of CBTP.

Then, the second phase of CBTP will be conducted when students are at the 3rd year level. At the 3rd year level, again they would be deployed in the areas where they had identified the first phase of the CBTP. In the similar territory, In the second phase, the major expectation is the student is try to implement a solution for what they had identified in the first phase of CBTP. Then the third phase of CBTP is not conducted as a field research or as a field activity, rather students are expected to formulate what they had identified in the first phase and what they tried to implement in the second phase as a research paper. The third phase is known simply as a student research project, which is, by default, an extension of these two phases of the CBTP. Simply they would compile what they had found in those two initial phases of the CBTP as a graduating research paper. These are the three major parts of CBTP. When we come directly to the education faculty, students were expected to go through these three stages of CBTP. These are the stages of CBTP. This is generally the working condition.

R. Is there any condition that you are evaluating this program?

C. By the way this Jimma University is the only university in Ethiopia, which has been conducting this CBE philosophy. It is not a new approach for Jimma University. But, yes

it is new approach to other universities. Jimma University is proud, as you know of its philosophy, because it was being implemented since the beginning of the institution, some 20 years back. So, it is going on for a long period of time. The university had a very long experience in running this philosophy. As any philosophy, or as any activity, the program had met with some successes and also some challenges. In Education faculty, we have been running this philosophy, CBTP activity for some four/five years. The university was establishing some five six years earlier and we have been conducting the program for this six/ five years. In some aspects the education faculty was successful than other faculties. And in some aspects we have met also very strong challenges in education faculty. Some of the success of education faculty was that, students/who would be teachers were directly acquainted with the society before they were deployed as a permanent based teachers in high schools. And students had got the chance to know about the learning teaching situations before hand. There are teaching practices been conducted in other universities before hand. But what made our program different from this teaching practice is that students came in to direct contact with not only with teachers and students in school compounds, but rather they came in to direct contact with the community as well. They came in to direct contacts with parents, they came in to direct contacts with principals, and so this is an all-rounded program which involved not only teaches and students but also the community as well. This was the very good advantage for our students.

R. What challenges that you have faced in implementing this program?

C. The challenges of this CBE, especially in education faculty was that and still is that, the education faculty was not still successful in creating its own unique CBTP philosophy or working agenda. Simply, the education faculty adopted what had been designed before in the medical faculty and public health faculty. This is one of the problems. Since in the education faculty this CBTP activity was a recent phenomenon, only dating back to five or six years, it was trying to curve out its own structural bases for the CBTP activity. That is an on going process; they are trying to implement their own unique curriculum in order to advance the CBTP curriculum, so as to promote the educational process. This was one of the challenges. They simply adopted the

curriculum, the working conditions of the original faculties / the original institution. The university, like the medical faculty. This was the first challenge in education faculty. The second challenge was, the fastest rate of turn over of the staff members of the CBE in the education faculty. There is generally, a fast turn of staff members in the university at all, and we couldn't manage to stay the CBE coordinator in education faculty for a long period. As you have mentioned earlier, within two, three years we have interchanged about four/ five coordinators and this also had caused a challenge in sustaining the creation of a permanent education based CBTP curriculum. Some persons started this design of the curriculum for CBTP in education faculty, and then others would again begin so, there is this second challenge. The other challenges for this CBTP activities and all CBE philosophy in Jimma University was lack of fund. IT was not only the problem of the education faculty, but also a general problem of the university. Because, initially, the CBE philosophy was launched based on the Irish Aid. Here was an external fund raised. For this program. But latter on, after some ten years or seven up to ten years, the Irish Aid has faced out in JU and we are dependent on the government budget allocated to the university. Since they had believed on the philosophy, it tried to sustain it by giving some budget from government. But that the government didn't allocate any fund for this CBE project. So we have this huge problem of fund raising for the CBE. This had an implication for all activities through out the university, not only for the education faculty. We have to beg for money, we have to beg for transportation, we have to beg for personates to run this CBTP activity throughout the university. This had also entail a problem on education faculty.

R. What measures have been taken to sustain the program?

C. As I have said earlier, the Irish who were giving donation to the program, has already terminated. Thus, we have been looking for other NGOs that could take over the Irish in donating the program, and recently the OXSFAM having accepted the philosophies of CBE, promised to support the program. In addition to this, we have a plan to call for a symposium in a national level to discuss on community awareness creation and in the program at large. What is more, we have already planned to intervene in the community with the local resources available, which is assumed to be low or no costing.

Declaration

I, the undersigned, declare that this thesis is my original work and that all sources of materials used for this thesis have been already acknowledged.

Name: _____

Dejene Seleshi

Signature: _____

[Handwritten Signature]

Place: College of Education

Addis Ababa University