

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE CONTRIBUTION OF COMMUNITY SKILLS TRAINING CENTERS
IN ENHANCING RURAL DEVELOPMENT: A CASE OF AWI
ADMINISTRATIVE ZONE**

BY

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OF AWI ADMINISTRATIVE ZONE

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BY:

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Declaration

This thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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ACRONYMS USED

AE - Adult Education

AET - Adult Education and Training

CSTC - Community Skills Training Center

DAE - Department of Adult Education

FDRGE- Federal Democratic Republic Government of Ethiopia

MOE - Ministry of Education

GTM - *Golmasoch Timihirt Memria*

NDR- National Democratic Revolution

NFAE - Non-Formal Adult Education

NFAET - Non-Formal Adult Education and Training

NFE - Non-Formal Education

NLCCC - National Literacy Campaign Coordinating Committee

PMGE- Provisional Military Government of Ethiopia

WEO - Wereda Education Office

ABSTRACT

The purpose of this study was to examine the CSTCs' effort to achieve goals of their establishment and thereby their contributions to enhance rural development. Questionnaires and interviews were used for data collection from former trainees, center coordinators and former trainers. The data were analyzed by employing various statistical tools including frequencies, percentages, chi-square test, and qualitative descriptions depending on the nature of the data. The study found out that trainers were traditional craftsmen; peasants were not well addressed by the training program; the emphasis of the Centers has been on few fields of training and only on the provision of skills in these fields for three months; the current organizational structure of the CSTCs has become a bottleneck in their activities; the participation of the nearby communities in the Centers' activities has been minimal; no curricular materials were available at the Centers; and no purposeful evaluation was conducted. Furthermore, the study has revealed that Centers did not introduce new and appropriate technology to their respective locales nor did upgrade the indigenous traditional skills; and only a quarter of the trainees were engaged in the occupation for which they were trained as the majority of the trainees have abandoned their fields and engaged in other occupations due to financial problems and the inadequacy of the training program. Finally, the study was summarized, conclusions were drawn, and recommendations to vitalize the CSTCs were made.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

It is a widely accepted notion that education is a prime force of political, social, and economic development of a society. It is assumed that an educated individual can understand the essence of democracy and can actively participate in the effort to build democratic institutions and thereby democratic society. Similarly, an educated and trained citizen can have the potential to improve both the volume and quality of his/her product or service. Thus, “the one single task a nation should perform is do everything it can to cultivate and to make them [the people] effective participants, active participants in its development” (Aklilu, 1968:2). In fact, at least, in principle, states have recognized the conviction that education and training are the necessary preconditions for development and that enhancing human resources, which is an aim of education, is a vital preliminary step for development.

However, millions of citizens in the developing countries could not enter formal school system and are suffering from ignorance and its consequences. On the other hand, governments of these countries have, at least, two-fold problems in this respect - one, they couldn't identify the type of education and training that suit their particular situations and second, they are short of fund to expand schools. Hence, nowadays, illiteracy (ignorance) and poverty have become concomitant phenomena, that is to say, “wherever there is ignorance there is hunger and other manifestations of poverty” (Teklehaimanot, 2000:2).

The skyrocketing cost of education, rapid increase of population in general and unemployed people in particular, the spread of HIV/AIDS as a wildfire, added with backwardness in science and technology have worsened the conditions of the developing countries. The quality of education provided even in very limited formal classrooms using the meager resource available is questionable; and, in most cases, school children drop out without acquiring the necessary skills to lead their lives in their respective communities. Though the problem of quality of education is extremely grave for developing countries, the advanced nations also face problems of lack of relevance of their training and education system due to rapid technological progress.

All these conditions forced nations to search for either alternatives for or means to supplement the formal education that could enable them to provide more opportunities of learning and skills training for the disadvantaged groups of population. Thus, non-formal education (NFE) has become the concern of almost all countries with varied purposes and approaches. Adult education (AE), which is part of NFE, as stated by Veramu (1994), was first developed as a discrete and series branch of education in the advanced world; and it was only after the 1950s that its value has become recognized by the developing countries.

From the outset, the concept of AE was linked to the concept of community development, fundamental education and literacy programs (*Ibid*). In line with Veramu, Solomon (1997) also states that non-formal adult education (NFAE) embraces literacy work, education for personal and communal well-being such as health, food and nutrition, cultural and recreational activities, increasing productivity in agriculture (agricultural extension),

provision of skills training and other useful social activities that can help to increase income and consequently can help to the improvement of living conditions of the masses. In fact, as stated by Hildebrand (1996:1) “combating poverty is not exclusively a task for AE but it is unconceivable without learning chances, it constitutes an overall goal of development oriented AE.”

In Ethiopia, adult literacy classes were conducted in a haphazard manner prior to the 1950s. However, in 1955 the government issued a proclamation on the necessity of Universal Fundamental Education and on the need to eradicate illiteracy. The MOE has been given the responsibility of implementing the intents of the proclamation (Solomon, 1997). Later in 1967, the Ministry opened Adult Education and Literacy Department, which was made responsible for the coordination of literacy works in the country. Nevertheless, it seemed that the skills training aspect was left for the Ministry of Community Development which was established by the proclamation of 1957. The Ministry of Community Development had had branches up to the Wereda level (District Development Centers) and had village level workers (which consisted of a team of 5 persons) (Ibid). According to the same source, a training center was established at Awassa to train village-level workers (community development agents). People used to train in sewing, handicraft, food preparation, scientific agricultural practices, etc.

However, in 1975/76, the Community Skills Training Program, as part of Basic Education Development Program (under the MOE) was initiated for the training in and upgrading of useful traditional skills and introduction of new basic technologies (MOE, cited in Tassew, et.

al. 1995). The prime objective for the establishment of Community Skills Training Centers (CSTCs) was/is to improve the knowledge, skills and attitudes of the rural population so that they can participate actively in social, economic, cultural, political and ecologically sound development. In specific terms, these centers were established to:

- upgrade traditional skills and knowledge that are essential for rural development;
- help self-employment and community development work;
- inaugurate basic technologies appropriate for people's needs and rural conditions; and
- provide community and family living knowledge and skills (*Ibid*).

Therefore, assessing the extent to which these objectives are met by the CSTCs will undoubtedly have a paramount importance.

1.2. Statement of the Problem

In modern economic thought, nations have no options except enhancing human resource for community development, as development cannot take place in a vacuum. In this respect, developing countries like Ethiopia could not invest much on formal education system due to lack of financial and material resources and have a large number of population whose learning needs are unmet. In fact, especially in our country an attempt is being made to make education production oriented and to establish technical and vocational schools in various parts of the country. One of the specific objectives of the Education and Training Policy (FDRGE, 1994:9) is "To satisfy the country's need for skilled manpower by providing training

in various skills and at different levels.” Nonetheless, it is hardly possible to satisfy the felt education and training needs of both dropped out adolescents and adults.

Therefore, strengthening the CSTCs so that they can play a significant role in providing non-formal skill training for the vast majority of rural poor will not be a matter of choice. As emphasized by Mr. Lennart Bages- President of the International Fund for Agricultural Development (quoted by Sawadago, 2002: 2), "The majority of the world's poor live in rural areas and farming is the livelihood of most of these 900 million people. So for them the means to escape poverty has to be through more efficient agricultural production and rural development."

It is clear that the policy of rural based development and poverty reduction efforts can be successful when the knowledge, skills and attitudes of people are developed and when literacy, particularly ‘functional literacy’ is achieved. Hence, assessing the contribution that is being made by the CSTCs in enhancing rural development seems to be a timely issue. To this end, the study tries to find answers to the following basic questions:

1. Are CSTCs equipped with the necessary facilities and manpower (both in terms of quantity & quality) in order to achieve their objectives?
2. Is there basic difference between the indigenous traditional skills, which people can acquire through informal means, and the skills provided at the CSTCs?
3. Do CSTCs provide general education (agriculture, health, civics, etc.)?
4. Do CSTCs introduce new and appropriate skills and methods of production into their communities?

5. Do the trained individuals actually use the knowledge and skills, which they got from the CSTCs to increase their productivity and to improve their living conditions?
6. How the training manuals (if there are) are prepared and revised?

1.3. Significance of the Study

As described on pages 3-4, the fundamental reason for the establishment of the CSTCs is to help the nearby community members to update their indigenous skills, to acquire new skills and techniques of production, to raise their understanding about their environment so that they can be in the forefront in the fight against poverty and backwardness. Thus, disclosing the problems that face the CSTCs and seeking feasible solutions may help the concerned authorities to realize these problems and means of resolving them and, ultimately, the beneficiaries may gain advantages from the training programs.

Furthermore, the study may add a droplet on the volume of knowledge on the issue hitherto accumulated; and may initiate other researchers to carry out similar study on a wider scale.

1.4. Delimitation of the Study

Covering a reasonably high representation of CSTCs that are operating in the country will certainly unfold the problems, which encountered them during their operation. However, due

to financial and time constraints, the study was delimited to the examination of the contributions that are being made by CSTCs of Awi Administrative Zone in upgrading already existing skills and in introducing new ones in their respective localities for the purpose of improving living conditions of the communities.

1.5. Limitation of the Study

As former trainees of the CSTCs were scattered at different Kebeles, in some cases up to ten kilometers far from the center of the Wereda, it was difficult to incorporate as many respondents as needed in the sample population. Moreover, many trainees have left their localities due to job opportunities or in search of jobs in other Zones and Regions. These conditions coupled with time and financial constraints, forced the researcher to include only 68 respondents in the sample population of trainees. Thus, due to such shortcomings, the study by no means claims to be conclusive. It would rather serve as a stepping-stone to study the issue in more detailed and comprehensive manner.

1.6. Definition of Terms

Appropriate Technology – refers to machinery, equipment and other means that are developed,

used, and maintained as suits the particular stage of development of a country (*Tilahun, 1997*).

Community Skills Training Center - refers to an educational and training establishment in

Ethiopia improving the skill, knowledge, and attitude of a community (*Ibid, P.16*).

Functional Literacy – refers to the ability to use skills and knowledge with the functional

competence needed for meeting the requirements of adult living....(Final Report: The Adult

Performance Level Study, University of Texas, Cited in Axford, 1980: 28)

Non-Formal Education - ... is any organized, systematic, educational activities carried on

outside the framework of the formal system to provide selected types of learning to particular

subgroups in the population, adults as well as children (Coombs and Ahmed, 1974: 8).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter of the study is devoted to the review of the related literature. In reviewing the work of scholars, much attention is given to the relationship between education and development, the need for NFE, the brief history of NFE in Ethiopia; and the objectives for the establishment of CSTCs in Ethiopia.

2.1. The Interrelationship between Education and Development

Education is usually perceived as a means of imparting knowledge and skills in people that can be used to improve the quality of life of individuals and communities and bring about development (Rowmire, 1992; Shultz in Fagerlind and Saha, 1983; Aklilu, 1968; Council of Europe, 1987). However, there is no consensus on indices of the quality of life for it means different things for different communities and even for the same community at different times (Shukla and Kaul, 1998). Even the very concept of 'development' is misleading for there are various conceptions of, means towards, and goals of development (Rowmire, 1992; Fagerlind and Saha, 1983) and probably difficult to establish standards to measure with (Coombs and Ahmed, 1974).

Usually people, especially economists, use Gross National Product (GNP) or Gross Domestic Product (GDP) to measure a society's growth or efficiency of production and such techniques, according to Galtung (cited in Fagerlind and Saha, 1983) are useful only when development is seen in terms of economic growth. However, recently, the practice of using the aforementioned measurements is subjected to severe criticism for they do not reveal the full picture of development (Fagerlind and Saha, 1983; Rowmire, 1992; Unesco, 1974; Fountain, 1995). For instance, Fountain (1995:13) states: "Ideas about what constitutes 'Development' are changing. Development in the 1990s should be judged by human indicators, not economic variables." Furtado, in his part, by opposing the use of economic variables as indicators of development, argues, "we cannot rule out the possibility that the deterioration of the living conditions of the population at large is due to the introduction of more efficient techniques" (quoted by Fagerlind and Saha, 1983:28-29). Supporting the views of Furtado, Magdula (cited in Rowmire, 1992) contends that despite the achievement of economic growth in GNP

measures in some developing countries, the vast majority of citizens of these countries gained nothing or little better than nothing.

With regard to the ambiguity of the concept of development, Fagerlind and Saha (1983:4) write:

There have been few concepts in social and economic thought, which have been ambiguous as that of development. The term has been used in a variety of contexts, often clouded with political and ideological overtones. There are many words with similar meaning to that of development, for example, social change, growth, evolution, progress, advancement and modernization.

Anyanwu provides a general approach to development. According to Anyanwu (1988) the concept of development incorporates the concepts of 'modernization and 'democratization'. By modernization, Anyanwu means the proper application of science and technology for increased level of production and services; and by democratization, the writer refers to the opportunities provided to individuals and groups so as to run their social, political, cultural and economic institutions. In line with Anyanwu, the UN publication (in Burke, 1966:255) reads "... development concerns not only man's material needs, but also the improvement of the social conditions of his life and his broad human aspirations. Development is not just economic growth, it is growth plus change" and that change imply growth in the desired direction (Fagerlind and Saha, 1983). Furtado (as quoted by Fagerlind and Saha, 1983:28) also provides the following as dimensions of development:

- 1) an increase in the efficiency of the production system of society;
- 2) the satisfaction of the populations' basic needs;

3) the attainment of the objectives sought by various groups in a society, which are also linked to the use of scarce resources.

From all the above explanations given to development, one can realize that the concept denotes the improvement in the economic as well as social conditions of the masses. In short, it entails the alleviation of poverty, hunger, disease, ignorance, oppression, corruption and the likes (Rowmire, 1992; Anyanwu, 1998).

Likewise, the interrelationship between education and development is debatable. Some people argue that education is not a necessary prerequisite for development to take place. This group of scholars contends that education (particularly formal education) began at a certain point in the continuum of the history of man as a response to political, social and economic developments; more specifically after the development of the writing system. To foster their argument, they raise the history of the Industrial Revolution in England where the initial take off stage of the revolution was not due to British scientific and technical supremacy and schools did not train and provide vocationally and technically skilled manpower to the growing factories for the skills and knowledge that were essential for the jobs were not too complex and were learnt at the factories (Fagerlind and Saha, 1983). Against the negative attributes towards illiteracy, Hinzen and his co-authors (in Omolewa, 1998:75) argue:

Those who still propound the argument that literacy finally leads to the enlightenment of individuals and/or mankind should keep in mind, that the terrifying arms race and destruction of unrenovable natural resources, which endanger the existence of our world, are not perpetrated by illiterates, but are only through literacy and highly literate specialists....

On the other hand, there are very many people who place much emphasis on the role of education in economic and social transformations. Aklilu (1968); Townsend Coles (1969); Coombs and Ahmed (1974); UN (1981); Harbison; Psacharopoulos; and Druker (all in Rowmire 1992); Wagner (1993); Shukla and Kaul (1998); Ampene (in Omolewa, 1998); Getahun (1999); World Bank (in Teklhaimanot, 2000) etc. express their strong belief that education is an indispensable instrument of social and economic development for it provides cognizant individuals that are necessary for scientific and technological progress. For instance, Psacharopoulos (in Rowmire, 1992:227) expounds, "Education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality and the spearhead of political socialization and cultural vitality. "

This group of authorities cites the history of Eastern Asia, especially of Japan and China where rapid scientific and technological achievements are made through intensive investment on the development of human capital (Fagerlind and Saha, 1983; Fouts and Chan, 1999; World Bank, cited by Getahun, 1999). By recognizing the importance of developing the human capital, Perelman (1984:1) writes, "Human capital is the combination of innate talent, knowledge, skill and experience that makes each human a valuable contributor to economic production. Learning is the process through which human capital grows." In this respect, Elkan (quoted by Fagerlind and Saha, 1983) argues that the output difference in rice production per hectare between Japan and India, which was 52 quintals and 16 quintals respectively in 1964, was "partly explicable in terms of what is described as human capital produced by education."

Thus, most educational planners and economists agree that 'How education contributes to social and economic development' is unquestionable. Instead, the main emphasis must be on 'what should schools teach in order to promote multi-faceted development; and there is much less agreement on the answers to such questions (Fagerlind and Saha, 1983; Wagner, 1993). However, authorities in the field notice that education should not be considered as a panacea for virtually all the socio-economic problems of societies unless it is coordinated with other sectors that contribute to development (Coombs and Ahmed, 1974; UNESCO, 1974; Lunsford, Moglen and Slevin, 1991).

2.2. The Concept of NFE

Some documents do indicate that NFE is a relatively recent phenomenon in the history of educational delivery modes and hence internationally accepted definition of it is not yet coined (Mammo, 1999). The term NFE is used interchangeably with other words such as AE, community education, out-of-school education, life-long education, complementary education, etc. and all these fall under the most comprehensive term 'continuing education' (Veramu, 1994). However, Tsegaye (1996) makes a distinction between AE and NFE in which NFE has some sort of AE in it.

Despite the non-existence of universally acknowledged definition that govern the program due to the heterogeneity of its clientele, topics, and purposes, the commonalties in most definitions of NFE provided by different authorities include the following:

- NFE is purposive, consciously planned, and organized educational and training endeavor.
- NFE serves people in all walks of life, in all communities and at all social levels, i.e. whether employed or not, men and women, boys and girls (with special emphasis on women and the disadvantaged).
- NFE relies on local human and material resources.
- NFE is carried out-of-the formal school system, organized within a multi-variety institutional framework - sponsored by a great variety of agencies apart from governments.
- NFE has direct relevance for present and/or immediate future life situations; otherwise, it is certain that the participant will spurn the program automatically.
- NFE touches every body of knowledge known to man; i.e. the content has neither horizontal nor vertical limits. (Harman (1985:4) writes, "Adult education's students attended no fewer than 37,381,000 different courses...".)
- NFE is need-oriented and is conducted with the active involvement of the participants.
- NFE is flexible in its organizational structure - space-free, time-free, admission-free, etc. (Townsend Coles, 1969; Coombs and Ahmed, 1974; Lowe, 1975; Axford, 1980; Knox, 1981; Knoblauch, 1991; Tsegaye, 1996; Adewale, 1998; Fikre, et al. 1999; Mammo 1999; Wanna, 1999).

From all these characteristics it is possible to infer that NFE program has a significant role for personal as well as social development for it facilitates people's awareness to certain valued types of learning.

2.3. Circumstances Leading to the Development of NFE

Due to increased emphasis on education for social, political and economic developments, nations are expending much of their resources on the expansion of formal education. Donors including international monetary institutions share the view that education is critical for all rounded growth and development and poverty reduction. For example, the share of education in total World Bank lending has grown from 4% in 1985 to almost 10% by the mid 1990s (Burnett, 1996).

However, it became evident that developing countries could not satisfy the felt educational and training needs of the vast majority of their citizens through formal educational system (Wanna, 1999; Mammo, 1999; Tsegaye, 1996). Experiences have shown that maintaining the already achieved participation rates of primary education has become hard if not impossible for developing countries let alone to reach the hard-to-reach areas through the formal education system. As Coombs (in Mammo, 1999:26) states, "Merely to maintain the ratio of primary school-age (6-11) enrolment existing in 1975, the continent of Africa would have to increase its enrolments, by 107 percent by the year 2000." Thus, in the words of Rowmire (1992:231), "The gap between ambition and achievement remains quite wide."

According to Wanna (1999):

- Out of the total 625 million primary school age children, 130 million children (70 million of them are Africans) do not get the opportunity for education (Burnett

(1996) estimates that 50% of 6-to-11 year-old children in the developing countries were not in school as of 1990.),

- More than 960 million adults (of whom 100 million are Africans and 2/3 of them are women) are illiterates, and
- More than one third of the world's adults have no access to print media due to the inability of developing countries to meet the demands of their societies for education and training.

Such pertinent problems and objective realities prevailed in the world led the international agencies, states, and educational planners to turn their faces to other possible means that can help to meet the thirst for education and training in these countries. To put it in a nutshell, the inability of many countries to provide education and training through the formal schooling system served as an impetus for the inception of NFE and to be carried out in a more organized and systematic manner.

The other major factor for the widespread recognition of NFE is lack of relevance of the formal educational system. Several factors may attribute to the irrelevancy of the formal schooling system. In the developing countries, the attempt to introduce 'modern' educational system from the West without due consideration of local conditions and historical background may constitute the lion's share of causes for the deficiency of their formal educational system. Education in order to develop the creative capacities of individuals and enhance development, it should be firmly rooted in the environment so that individuals can be integrated with their environment - to be familiar with their local problems and solutions (UNESCO, 1974). Unless someone understands the nature of the problem, it is unlikely to know what to do in terms of solutions (Petrini, 1989).

The story may be different for the industrialized nations. Science and technology and totally world events are drastically changing in unprecedented magnitude. Hence, young people could not be trained for all the skills that modern occupation and life require and this situation demands men and women to learn throughout their lives in order to cope with the changing conditions (Townsend Coles, 1969; Petrini, 1989). For instance, the Southam report (in Torres, 1996:199) provides an astonishing figure: "One out of four Canadians is functionally illiterate - or even worse that roughly 8% of those that were identified in the sample as illiterates had an university degree [Sin]..." Petrini (1989) also argues that the "lightening-quick" technological change coupled with intense global competition have changed the nature of the American workplace in which workers are required of mastering a lot of basic skills than hitherto used to. Due to such complexities, it is estimated that about 27 million adults in the USA are functionally illiterate and another 45 million adults are marginally literate (Ibid). Kozol (in Torres, 1996) agrees with Petrini (with slight variation concerning figures) that more than 14% of the total 174 million American workforces are functionally illiterate and another 20% is marginally literate.

It is such realities that enabled Harrington to emphasize on life-long learning. Dr. Harrington, in his forward to Axford's *Adult Education: The open Door to Lifelong Learning*' (1980:V) states:

... the trained citizen may be well prepared for the problems of today, but the problems of tomorrow will be different because of the on ward movement of science, technology, and world event. So training can never end; it must be continued.... As new problems appear, citizens must be ready to meet them. So we must keep learning, all our lives, at every educational level, and we must train teachers of adults while we are training teachers of the young.

Thus, it is clear that illiteracy particularly functional illiteracy has become a critical problem for all nations regardless of their level of development and, indeed, NFE is a global phenomenon.

The widely accepted slogan "Literacy is a right and not a privilege" or "Everyone has the right to education" has undoubtedly been a political motive for nations to invest their resources on NFE for illiteracy has come to be a political problem too (Torres, 1996; Lunsford, Moglen and Slevin, 1991; Brundage and Mackeracher, 1980). International conferences on education usually geared to emphasizing on the recognition and realization of this right. For instance, one of the articles (Article 26) of the Universal Declaration of Human Rights (1948) reads, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory..." (Levin quoted by Mamoo, 1999:22). Torres (1996) believes that international pressure could also contribute to the acceptance and expansion of NFE programs. Since illiteracy is the sign of a dysfunctional society and literacy rate is one indicator of social development, every nation may aspire to keep its image in the international arena (Ibid).

2.4. Significance of NFE

As supplementary, complementary and even sometimes as a substitute form to formal education, NFE has too many potential advantages. Some of them include:

- It helps individuals to acquire certain vocational and technical skills that would help them to increase their productivity. This in turn leads them to the

improvement of living conditions, health status, family planning aspects, child care, nutrition, etc (Torres 1996; Anyanwu, 1998).

- It helps participants to achieve a certain level of literacy skill (competence in writing and reading) without which living in the modern world has become nearly impossible (Knoblauch, 1991; Anyanwu, 1998, Bruner in *Graubard*, 1991).
- It encourages people to engage in a life-long self-directed learning for they may develop self-confidence to use their potential and to explore their environment (Knowles, 1980; Adewale, 1998).
- It facilitates the participation of community members in political, social, economic and cultural matters of their localities thereby developing their management and “leadership experiences as well as promoting experience in running projects so that locally owned and operated initiatives could get off the ground and service after change agents have withdrawn” (Adewale, 1998:297).
- It is the best mode to reach out the masses of the rural poor reasonably with the cheapest possible means as compared to the expenses for the formal school system (Townsend Coles, 1969; Evans in Mammo, 1999). In this regard Darrow and Ric

Pam have the following to say:

With the resources used to train one engineer, it would be possible to train 10-50 or more farmers who would have incentive to focus their efforts on raising productivity and earnings in the activities of the poor majority (Cited in Yusuf, etal. 1988:25).

Because of high birth rates with the corresponding decline of infant mortality rates, child and youth population outweighs the adult population in the developing countries and the proportionately smaller adult labor force has to shoulder the responsibility of educating and supporting the child and the young population and caring for the aged and infirm (Coombs

and Ahmed, 1974). As it is asserted by Lewis (in Townsend Coles, 1969:11), "the quickest way to increase productivity in the less developed countries is to train adults who are already on the job. Education for children is fine, but its potential contribution to output over ten years is small...." Representative of the Director-General of UNESCO, in his opening speech to the Regional Conference on the Planning and Organization of Literacy Programs in Africa provides a detailed account on the issue under discussion. He says:

... It is not the children of to-day who hold the present destiny of Africa in their hands, it is the adults. So it is only by establishing effective communication with the adult population by helping them to adjust to a rapidly changing world that an immediate impact can be made on the urgent problems of society and essential progress be brought about. Africa cannot wait a generation to mobilize its rich human resources for tasks of national development (quoted by Townsend Coles, 1969:2).

2.5. The Development of NFE in Ethiopia

2.5.1. Pre-1974 Revolution

Ethiopia has a long history of education that dated back to the 4th century A.D. and it is the second in Africa next to Egypt to develop its own script - the Geez script. The Ethiopian Orthodox Church established one of the oldest school systems in the world, which remained very influential until recent times (NLCCC, 1989; Agdew, et.al. 1995; Solomon, 1997; Zeleke, 1999). However, a society with such a glorious history of written language and a long literary tradition, paradoxically found to be with one of the highest illiteracy rates in the world (NLCCC, 1989).

Illiteracy had become a bottleneck on the road to modernization. This situation forced Menelik II and his successors to take some uncoordinated measures to fight against illiteracy. Emperor Menelik II issued a proclamation in 1893 which called for churches, monasteries and other religious institutions to teach skills of reading and writing to all children beginning from the ages of 6 (Agdew, et al. 1995). Empress Zewditu, following the footsteps of her father also issued another proclamation in 1928 that demanded all parents to send their children to school. A penalty of fifty Ethiopian Birr was fixed to those parents who would break the law (Ibid). The proclamation, in addition to literacy, emphasized the acquisition of technical skill for the well being of the citizens. The proclamation reads "After educating your child in reading and writing skills, to help him earn his living make him learn some of the handicrafts that you feel good" (Tilahun in Zeleke, 1999:100).

Emperor Haile Selassie I too issued a Government notice in 1955 ordering all citizens between ages 18 to 50 to learn the art of reading and writing in their leisure (Solomon, 1997, Agdew, et al, 1995). By this time, the primary school enrolment reaches to 90,000 from 19,000 in 1943(Zeleke, 1999). Though the actual numbers of enrolments increased, the rate of illiteracy still remained high due to rapid growth of population, which in turn was partly a result of ignorance.

Meanwhile, government and non-government agencies and religious institutions began to conduct adult education and literacy programs in an organized manner. The MOE, the Ministry of Community Development, the Ethiopian Orthodox Church, the Ethiopian Women's Welfare Association, the Addis Ababa University Students' Association and the

Police Force were among the pioneers of AE and literacy program in Ethiopia (Agdew, et al, 1995). In 1962, a voluntary body called the National Literacy Campaign Organization was set up and the Board of the organization comprised the Emperor and other top government officials (NLCCC, 1989). Due emphasis was given to the eradication of illiteracy for it was believed to be a hindrance to economic development and social progress. A lengthy account given by the then Minister of Community Development reads:

A literate and educated citizenry is sine-qua-non of community development and social progress. We must speed up our adult literacy and social education programs so as to enable the average Ethiopians to contribute their best to community development and national progress.... National progress will be illusory, if we are not able to look after welfare of rural people who constitute 90 percent of the population (Getahun Tessema, 1966:248).

To coordinate the efforts of the diverse institutions engaged in the provision of NFAE in the country, a Division for AE and Literacy within the Department of Formal Education in the MOE was established in 1967 (Agdew et al, 1995, Solomon, 1997) with the annual budget of 750,000 Ethiopian Birr when the illiteracy rate of the country was 93% (GTM, 1971 E.C). The newly established Division prepared different materials for the program such as syllabus for a literacy campaign, two primers, and a teachers' manual along with charts. A standardized examination was devised and a national certificate designed for the program just a year after the establishment of the Division (Solomon, 1997). In the same year, in cooperation with UNESCO and UNDP, a pilot project was launched as an experimental program. The program called Work Oriented Adult Literacy Program combined literacy and agricultural teaching with the intention of facilitating community development (Agadew, et al, 1995; Anbessu 1999). It was planned to make 128,000 adults functionally literate within five years with the total expenditure of 10 million Ethiopian Birr (Solomon, 1997).

After such onslaughts however, the rate of illiteracy remained high. It is reported that over 93% of the Ethiopian population was illiterate as of 1974 (NLCCC, 1989) and the gross enrolment rate in 1973/74 was 16% at the primary level, 4% at the secondary level, and less than 1% at the tertiary level (Zelege, 1999). Moreover, few urban areas enjoyed this limited achievement in formal education and mainly by males; females and the rural poor were severely marginalized.

2.5.2. Post-1974 Revolution

Immediately after the seizure of political power, the new Military Government took measures towards the eradication of illiteracy. In December 1974, a National Work Campaign for Development Through Cooperation was launched in which nearly 60,000 students and teachers took part. The campaigners, apart from other tasks, liberated some 160,000 people from the yoke of illiteracy within their stay of 18 months on duty. Furthermore, the Campaign served as a foundation for the forthcoming National Literacy Campaign (NLCCC, 1986). The Government declared that the ultimate goal of the nation's development was towards the construction of a socialist society and adopted a program of National Democratic Revolution (NDR) as a means to achieve the desired goal. In the program (PMGE, 1976: Article 4a), it is stated, "All necessary measures to eliminate illiteracy will be undertaken" and in line with this determination, a massive nation-wide literacy campaign was launched in July 8, 1979 (NLCCC, 1986). The general objectives of the National Literacy Campaign were:

- To emancipate the masses from illiteracy by teaching basic skills of numeracy, reading and writing in the languages they understand best.

- To enable adults to use the acquired literacy and numeric skills in day-to-day lives for the betterment of their living conditions.
- To raise the general awareness of the masses concerning political, social, and economic activities so as to enhance the adults' conscious participation in these developments.
- To lay down foundations for further and /or life-long learning (Ibid).

To coordinate and direct the campaign against illiteracy a National Literacy Campaign Coordinating Committee (NLCCC) was formed under the chairmanship of the Minister of Education which brought about different representatives of government agencies, mass organizations, professional associations and religious institutions together. The NLCCC had branches up to the Kebele level in the urban and rural areas and production, distribution and service giving organizations. The Coordinating Committees at each level had Executive Committee and four branches for the purpose of directing and mobilizing all possible resources toward the attainment of the objectives of the campaign (Ibid).

The two most popular slogans, which served as a moving force of the Ethiopians - both the educated and uneducated, were "Let the educated teach and the uneducated learn" and "I pledge to eradicate illiteracy through learning or teaching". Hence adult literacy classes were held everywhere including under the shade of large trees with spreading branches. The researcher himself had taught voluntarily under such trees for eight years before and during the first years of the Campaign.

Under the banner of the aforementioned slogans, teachers, students, civil servants, men in uniform, members of mass and public organizations and other volunteers took part in the Campaign. Everybody was zealous to see illiteracy-free Ethiopia and consequently, poverty-free Ethiopia because we thought that education is the key that unlocks the opportunity for scientific and technological progress. For instance, when the first round of the campaign was set in July 1979, it was planned to teach 1,368,000 illiterates within three months of time but because of enthusiasm and high concern for the program both by the government, mass and public organizations and citizens at large, the achievement was that 6.2 million illiterates were taught - almost five-fold of the plan with the force of 241, 143 campaigners (Agdew et al. 1995).

Instructors of the program used to receive short-term training concerning:

- Principles of Andragogy.
- The Nature of Language and Teaching in Nationality Language,
- Establishment and Utilization of Reading Centers,
- Preparation and Utilization of Teaching Aids,
- Examination and Testing Skills,
- Literacy and Community Development,
- Etc (NLCCC, 1986; Agdew et, al., 1995).

Initially, it was planned to wipe out illiteracy from the country within seven years of the campaign (1979-1986). However, due to miscalculations of the total number of the Ethiopian population and thereby the number of illiterates that could be addressed by the campaign and

the severe widespread draught which dragged much of the human and material resources into relief and rehabilitation efforts, and due to other related factors, it was not possible to strike the target as planned (NLCCC, 1986). At the outset of the campaign, the Ethiopian population was assumed to be 30,825,000 and the number of illiterates (ages 8 to 49) to be addressed was assumed to be 9,474,000. However, as indicated by the first Population and Housing Census, the Ethiopian population as of May, 1984 was 42, 019,418 (Ibid.) and the number of illiterates that should be mobilized for participation increased by one third from the initial plan and this seriously affected the implementation of the plan (NLCC, 1989). But, undoubtedly, the campaign had lowered the rate of illiteracy and provided valuable experiences.

In 1989, the literacy rate was calculated to be 75% (NLCC, 1989) but Agdew and his colleagues do not seem to agree with. Post-literacy programs and reading centers for the neo-literates were organized to avoid a relapse into illiteracy. Community Skills Training Centers were also established at the Wereda level to serve as training centers mainly for neo-literates. These centers, which will be discussed later in this chapter, used to train men and women in different skills that are thought to be useful to the community such as weaving, handicrafts, carpentry, improved farming, embroidery, etc (Agdew, et al. 1995). Furthermore, 11 one-kilo watt medium wave transmitters installed in strategical sites covering more than 90% of the country supported the post literacy program. Newspapers and television had also played a significant role in this regard (NLCCC, 1989; Agdew, et. al. 1995).

Contents of the curriculum of the literacy program revolve on:

- Reading, writing, and simple computation,

- Political Education,
- Health Education,
- Agricultural Education,
- Family living Education (Agdew et al.,1995:7)

Contents of the reading materials were prepared to reflect the ideals of the NDR (Ibid).

The most important experience that could be learnt from the Campaign is the use of local languages in the program. About 15 nationality languages (Amharic inclusive) were used as media of instruction for literacy classes and instructional materials were prepared and distributed in these languages (NLCC, 1986). Again this was in accordance with the language policy of the State as stated in the program of NDR (Article 5).

It is an axiomatic that such a huge campaign absorbs much material and financial resources. Thus, apart from the Government's budgetary allocation on the basis of unit cost per participant, cash and material contributions and free service provisions were made by different groups of the society. Countries and international organizations also accorded financial and material assistance. According to the information released by the NLCCC (1986), within the first seven years (14 rounds), when the campaign was thought to be completed, the Government allocated over 32,474,101.81 Birr; international organizations and other countries donated 30,406,071.71 Birr and the material assistance rendered by those donors also valued 14,892, 909.41. Therefore, in total 77,773,082.93 Birr was made available for the program within the above-specified period. This figure doesn't include the assistance

provided by the community for teachers' salary, for the purchase of radio sets, for the construction of shelters, etc.

To sum, statistical sources are available only for the first twelve years (24 rounds) of the campaign and according to such sources by 1990, the literacy rate declined to 50% (Agadew, et al. 1995). The devastating civil war that prevailed in the country diverted the attention of the government and the populace at large. The available human, financial and material resources were geared to the front and consequently the literacy rate was found to be only 32.8% in 1994 (PHRD /Project Office, cited in Anbessu, 1999). A similar decline was also observed in the formal education enrolment rate. It was estimated that the gross enrolment rate at the primary level dropped from 35% in 1987/88 to 22% in 1991/92 (World Bank cited by Zeleke, 1999).

Shortage of adequate and relevant educational materials for reading rooms could also be a contributory cause for the relapse of neo-literates into illiteracy.

With the coming to power of the new EPRDF led Government, a new Educational and Training Policy which is operational to date, was issued and this policy indicates that the development of human resources through formal and non-formal modes has received due attention. The subsequent programs also strengthen this motto of the government. In the words of Educational Sector Development Program (ESDP) 1997/98 - 2001/02, "NFE has a significant role in ESDP because of its potential to meet the basic learning needs of out-of-school children, youth and adults. NFE is expected to focus on literacy, numeracy,

environment, agriculture, crafts, home science, health and civic education to enable the learners to develop problem-solving attitudes and abilities” (in Hildebrand, 1999:121).

In accordance with the current practice of decentralization, the Federal Government has handed over the responsibility of conducting basic and primary education to the Regional States and the Regional Education Bureaus are doing their best in this regard. In fact, up to date information about their achievement is not available. Nevertheless, some fragmented information does not indicate a promising success. For instance, in Amhara National Regional State “Adult literacy is 17.79%” (ANRS education Bureau, 1999:198) and “In Oromia according to the 1998 statistics, the illiteracy rate goes up to 76%” (Oromia Education Bureau, ANFE panel, 1999:223). There is no convincing ground to expect a better picture of the issue under discussion from other Regional States.

2.6. The Establishment of CSTCs in Ethiopia

2.6.1. Objectives

Ethiopia is potentially rich having a large workforce, immense cultivable and irrigable land, too many streams and rivers and untapped natural resources. Surprisingly however, the country is found among the lowest of the least developed nations almost in all yardsticks of economic and social life for it could not actualize its potential. It is this fact that led Lord Mountbatten of Burma to say, “Ethiopia is old in history but young in development” (quoted by Shimelis, 1966:257). As Aklilu (1968) disappointingly explains, talking about just potentials without exploiting them is meaningless for they couldn't be used either to develop the country or to improve the living conditions of the toiling masses. One recent document

runs, "Measured only in terms of food consumption, set at a minimum nutrition requirement of 2,200 calories per adult per day, and also including non-food consumption requirements, an estimate of 1995/96 shows that 45.5 percent of the population were below the poverty line" (Forum for Social Studies, 2001:3). The paper also examines the level of poverty in other socio-economic indicators. Accordingly, in 1994

- Life expectancy at birth was 50.6 years of age.
- Infant mortality rate was 118 per 1000.
- Child mortality rate was 173 per 1000.
- Maternal mortality rate was 700 per 100,000.
- Illiteracy rate (in 1995) was 77 percent for females and 55 percent for males (Ibid, p.4).

Thus, the feasible option the country can do is to develop its huge manpower through training and retraining so that citizens can identify the causes of and means to tackle their problems.

Because economic growth and poverty reduction depend, to a larger extent, on the capacity of individuals and communities to understand, maintain and change their environment, the Council of Europe (1987:23) underlines that development necessarily presupposes the mobilization of the country's primary resources, viz, human beings, and this "is the golden rule of any development". Similarly, the United Nations (1981:4) reveals that:

... a solution to the twin problems of poverty and dependency, it is increasingly believed, can be found within a general policy that places stronger emphasis on a strategy of self-reliance. Such strategy necessarily leads governments to capitalize on the resources that developing countries possess in greatest abundance: human resources.

Nowadays, it is hardly possible to develop the available labor force only via the formal educational mode and hence due attention needs to be given to NFET through which the vast

majority of our rural population (85%) could be met. The age-old agricultural practice on a subsistence level requires a meaningful change; traditional indigenous skills need to be recognized and up-dated; other new and locally appropriate technologies have to be introduced; the general public attitude and awareness must be raised to suit the current national and international developments; and positive attitudes toward work should be cultivated. The rural adult working population should be assisted to be able to produce not only to feed his family but also to shoulder the responsibility of feeding others who are engaged in non-farm sectors as well as producing raw materials for industries and much surplus product for export that could benefit both the producer and the country.

Therefore, an integrated educational and training program that could emancipate the vulnerable rural poor from misery and famine through the introduction and application of the products of science and technology is indispensable. It was on this premise that decision was made in 1976 to establish CSTCS in each Wereda. Out of the total 561 CSTCs planned to be established in the country (DAE, 1979), only 408 were established within ten years of expansion that is up to 1987 and even not all of them were functional (Tassew, et al. 1995). Unfortunately, about three- fourths of these CSTCs were destroyed, or plundered during the last days of the devastating Civil War (Abebe, 1997). What so ever, objectives of CSTCs included:

- To up-grade the existing indigenous traditional skills and technologies and introduce the new ones that are appropriate to enhance rural development,
- To improve the means of production and boost productivity and achieve higher

standards of living, and

- To eradicate illiteracy and expand continuing education through which political, social and technical knowledge and skills can be imparted in order to help people to be active participants of the community life (DAE, 1979).

The objectives were assumed to be realized through the participation of various ministries and agencies who had a stake in rural development; mainly the MOE, the Ministry of Agriculture, the Ministry of Health, the Ministry of Industry, the Ministry of Internal Affairs, the Ministry of Community Development, and many others. The MOE was made the coordinator of the program (GTM, 1975 E.C; Yusuf, et. al 1988). However, it was proved through research that only the first three ministries were providing training in these centers. Besides these ministries, the Ministry of Internal Affairs, Wereda Peasant Associations and COPWE (the then ruling political organization) were involved in short-term orientations (GTM, 1975 E.C).

Such drawbacks need to be rectified particularly at this juncture when the Government puts poverty reduction at the core of the agenda of national development. The plan "consists of four building blocks, namely, ADLI (Agricultural- Development-Led Industrialization), judiciary and civil service reform, decentralization and empowerment, and capacity building in public and private sectors" (Forum for Social Studies, 2001:8). To materialize this grand plan of national development, the main emphasis should be on the introduction and acquisition of modern and appropriate technology and skill that are absolutely necessary for economic, social and cultural advancement of the community, i.e. to bring about change in the lives of the forgotten masses who are suffering from a number of crippling fortunes such as illiteracy, ignorance, disease, starvation, poverty, etc that are mutually reinforcing.

According to Veramu (1994:129) " (1) the need for people to take control of their lives and to fully develop their human potential, and (2) the need for people to come together in groups to identify their collective needs and to develop programs to meet these needs" are desiderata for community development work. Hence it is extremely important to vitalize training programs that focus on the rural working population.

2.6.2. Planning the Training Program

A comprehensive rural development program hinges on the idea of helping community members to improve their competence by creatively unfolding their slumbering abilities and to imbue them with the feeling of confidence in directing their own affairs. So, authorities in the field of NFAET insist that the need for education and training should emanate from the beneficiaries themselves. As Rogers (in Tsegaye, 1996:3) explains "... the adult educator will have no goals other than to satisfy the aspiration of the learners, to teach them what they want to learn". Never the less, this does not mean that learners must discover their learning needs alone. "There must be liaison with existing networks which can lend support and guidance" (Council of Europe, 1987:22).

Hence, the participation of local communities in the CSTC program is of a paramount importance for the success of the programs. Its paramount lies on the fact that no one could know better the problems, needs, and aspirations of the would-be participants than the beneficiaries themselves. Moreover, as stated by the UN (1981:5), "popular participation entails the creation of opportunities that enable all members of a community ...to actively contribute to and influence the development process and to share equitably in the fruits of development." Thus, peoples' participation in planning and execution of any educational

endeavor is the golden rule for the success of the program. On the necessity of peoples' participation in planning and implementation processes, Coombs states:

One of the most important factors which determines whether a new technology will be successful or not is the extent of real community participation in its conception and development. It is very important that the appropriate technology catalyst work with the local leaders and community members during the entire process of introducing a technology from its conception to its installation and use (quoted by Yusuf, et. al. 1988:24).

Therefore, participation should not be neglected and this is the tenet of any NFAET programs.

It is only with the active involvement of the people in the localities that the designed training and educational program can be tailor-made for their problems and needs.

2.6.3. Curriculum

Curriculum, which is the vital document for any teaching learning /training process, consists of objectives, contents, learning experiences, methods and mechanism for evaluating the learning outcomes. The objectives of NFT must be based on the identified training needs, clear to understand, realistic and useful to solve current problem or beneficial to the immediate foreseeable future needs. If objectives are too remote to be achieved, it is more likely to be the demise of that program. In this regard, Kempfer (1955:31) states, "Adults want to take out of each learning situation only that knowledge and those skills and attitudes which fit their recognized needs. The aims of instructor, the course planner, or someone else may or may not be acceptable." In line with Kempfer, Rauch also asserts "the key to relevance is the identification of need" (quoted by Fikere, et. al. 1999:7).

Therefore, continuously identifying and understanding the needs of the communities with their active involvement should be the underlying principle for any training program. However, the advice of experts in special fields has to be available for adults may not know all what is needed due to lack of appropriate information. New technologies should be inaugurated so that adults will develop interest to acquire skills in that technology. Needs assessment need to be continuous as adult learning needs change frequently due to the changes in economic, social and in all other sectors of the society (Kempfer, 1955).

Contents to be taught could be selected on the basis of the philosophical orientation of the country and the identified needs of communities. As noticed earlier in this chapter, contents of NFET touch every field of the human knowledge and clients are too diversified and this condition necessitates a localized curriculum for NFET as needs, conditions and participants may differ from one locality to the other. In the Ethiopian context, according to Anbessu (1999), there was centrally prepared curriculum for the NFE in general but curriculum and textual materials for CSTCs were non-existent. As to the same source, a new curriculum for NFAE was prepared by the Institute of Curriculum Development and Research (ICDR) experts, which later (in 1995) was improved and refined with the participation of Regions, the MOE, and Non-Government Organizations (NGOs). Textual materials in line with the curriculum are to be prepared by the Regions since the provision of primary and basic education has come to be their responsibilities.

According to Tassew and his co-researchers (1995) contents of training can be grouped into two broad categories - agriculture and food, and crafts and technology. Similarly Ahmed and

Coombs (1975) classify such contents as agriculture and non-agricultural skills. However, the DAE (1979) classifies the potential contents of CSTCs into seven categories. These are:

Agriculture education: Educational program which involves utilization of improved techniques of farming, improved tools and seeds, gardening, application of small scale irrigation, protection and rehabilitation of the natural environment (soil and water conservation, terracing, appropriate use of forests and natural resources, afforestation, etc), animal husbandry including bee-keeping, poultry, fishing (fish breeding, processing and preserving), and many others which help trainees increase their productivity, obtain additional income and ultimately help to attack poverty at the grass root level.

Basic education: It is an educational program mostly for neo-literates or dropouts in language and arithmetic, which will enable participants to read and comprehend what is read. It also helps to develop the technical skills acquired through additional reading.

Cottage industry/small-scale industry/ education: very many topics could be grouped under this content. It includes pottery, weaving, tailoring, knitting/embroidery, blocket work, plumbing, masonry, tannery, reed/bamboo work, mat/carpet work, candle work, soap work, woodwork, metalwork (production of agricultural tools and implements, fishing equipment, carpenters' tools, etc), foundry/blacksmith, horn work, etc. which aimed at improving traditional skills and /or introducing new ones.

Political/civic education: An educational program aimed at raising the consciousness of the participants with regard to the constitution, election procedures, voting, minute

recording, record keeping, official letter writing, etc so as to enable trainees to be active participants of the community life.

Cooperative education: It is helpful for participants to have knowledge and attitudes about the concepts and benefits of cooperative associations, caring their environment collectively, the construction and utilization of different facilities such as roads, schools, health centers, etc.

Health and Family living education: It includes family planning concepts, childcare, food preparation and preservation, hygiene, preventive health practices, first aid, midwifery, avoiding traditionally harmful health practices, etc.

Introduction and expansion of appropriate technology: This also includes wind pump, maize-sheller, solar cooker, soil-brick making machine, cement jars, purifying techniques of drinking water, etc.

These are to mention just few of the contents that are available to be trained in; otherwise, the contents of NFET are too many that to have a complete list of them is unthinkable.

2.6.4. Staffing

A coordinator and an assistant who are assigned by the MOE from among primary school teachers were to run CSTCS (DAE, 1979). The coordinator having received orientation about his/her roles is responsible for organizing, coordinating and supervising education and training programs of the Center as well as to make communications with local service and development agencies and with government and community representatives concerning the CSTC programs (Ibid). The coordinator is equipped only with his/her zeal to work as planner, programmer and program evaluator of the adult education program in general and the CSTC in particular. Otherwise, his/her orientation is of hotchpotch in nature for there is no well-organized institution to train individuals for such responsibilities.

Selection, training and assignment of individuals on different tasks that are related to AET require careful approach for the quality of the training program, by and large, depends on the

quality of the trainers. In fact, as Townend Coles (1969) indicates technical competence by itself does not guarantee the success of the training program because as indicated by Fox and Mjema (in Hildebrand, 1996), the front liners, i.e. individuals who have direct link with adults' learning and training, need to have knowledge and skills of a particular trade, the needs and aspirations of the community in which they operate, the various techniques and methods of teaching and training adults, systematically mobilizing and leading the training participants toward the desired goal, follow-up and evaluation techniques and so forth. UNESCO (1974:46) warns that

All the reforms...will be fruitless if the main agent - the instructor - has not undergone a transformation himself and if the teachers have not become 'leaders and organizers with a genuine love for rural life to which they will have to devote themselves, in whom knowledge has not dried up the springs of enthusiasm or self-abnegation'.

International conferences on AE (Ellsinore, 1949; Montreal, 1960; Tokyo, 1972; Paris, 1985) speak of the urgent need for the training of professionals who can plan, implement and evaluate NFET programs (Mammo, 1996). For instance, the Paris Conference of 1985 (in Hildebrand, 1996; Mammo, 1996), being convinced by the fact that training of personnel in the field of NFAE programs has been neglected by colleges and universities, called upon these institutions to offer graduate and post-graduate courses for adult educators. As far as the researcher knows, no single college or university in Ethiopia provides either a graduate or post-graduate program in the field of NFET. Though there are shortage of trained manpower at all levels from top policy makers and planners down to grass root workers or front liners in the filed of AET, particularly the latter is acute. Hildebrand (1996:3) suggests that "Not only adult educator but other development actors as well ought to be familiar with suitable methods and techniques of organizing learning processes to enable them to work with adults."

Besides trainers who would be drawn from employees of local service and development agencies (DAE, 1979), trainers for different skills at the CSTCs were/are employed by the respective centers from among the local artisans or other skilled persons in the nearby community on contractual basis (Yusuf, et al, 1988; DAE, 1979). It was conceived that these part-time trainers would receive orientation before they proceed to training.

It is true that due attention should be given to the trainers at the grass root level who are directly engaged in actualizing the intended training outcome. As discussed above in this section, they need to be equipped with appropriate skills, knowledge and attitudes so as to effectively carry out their duties as trainers of adults. Inadequately trained trainers will lack the ability to identify the background and felt needs of each participant where training of individuals should stem from and to provide guidance accordingly before participants pursue any training program. They will also fail to understand the objectives of the Center and even the purpose of training that they are supposed to provide. Moreover, reading, understanding and, if necessary, modifying the curriculum guide to suit local needs will be problematic for such trainers. Under such circumstances, it will hardly be possible to introduce better ways of performing the traditional skills and/or to introduce new and modern technologies that are suitable to the local psychological and material conditions. For instance, a study by Yusuf and his associates (1988) disclosed the fact that a modern loom for weaving sent to the CSTC was found unused due to the trainers' lack of manipulative skills. The prevalent problem is that the low salary set for trainers is not attractive and hence Centers usually hire poorly trained artisans and consequently produce inadequately trained adults. If such is the case, the huge resource will be a sort of down the drain. The following report by the Holmes Group will illustrate the issue more vividly. The Holmes Group (quoted by Kanu, 1996:17) states:

Curriculum plans, instructional materials, elegant classrooms and even... intelligent administrators cannot overcome the negative effects of weak teaching or match the positive effects of positive teaching.... The entire formal and informal curriculum of the school is filtered through the hearts and minds of classroom teacher making the quality of school learning dependent on the quality of teachers.

2.6.5. Organizational Structure and Administration

The responsibility of coordinating the various development and service agents at the Wereda level, managing and supervising the activities of the CSTCs was placed on the Wereda level Administration (DAE, 1979). The Wereda Administration, by establishing a committee that composed of representatives of development ministries at the Wereda level of which the coordinator of the Center being secretary, was made responsible for planning and execution of the training program. In reality, as it is usually said, a task assigned to a committee is a task assigned to nobody as the committee members would not consider it as their personal and institutional responsibility. Getting committee members for meeting to make decisions is difficult. It usually depends on the personal will of the members. A continuous shift of committee members is also another headache of the poor coordinator. There were cases when coordinators were viewed as scribes of the Wereda administration for the latter was not well staffed.

Despite the existence of departments responsible for NFAE at various echelons in the MOE, their duties and responsibilities with regard to CSTCs are not well elaborated and clear. In fact budget flows to CSTCs through branches of the MOE. A study conducted by Dr. Tassew and his colleagues (1995) revealed that a CSTC is actually " a one man institute" for the coordinator being the only person working on a full-time basis at the Center, performs almost

everything. After thoroughly investigating the issue, these scholars concluded "the existing organizational structure and management system of CSTCs is one of the most serious problems that might have brought about decline in the effectiveness of CSTC's programs" (Ibid, p. 27-28).

2.6.6. Physical Facilities

Each CSTC was to be established in each Wereda near to the capital of the Wereda with not less than 20 hectare of land for demonstration purposes (GTM, 1969 E.C). But later, the size of the land is stated to be 10 hectares (GTM; 1975 E.C). As to the physical plants of the CSTCs, the guideline prepared by the Department of Adult Education of the MOE (GTM 1975 E.C) indicates that a sort of cost sharing approach was designed for some were determined to be built by the MOE while the others by the local communities. Buildings that were planned to be built by the Government's budget included one main building for teaching and meeting purposes, an office for the coordinator, workshop for woodwork and metalwork, and a store. Others that were supposed to be built by the local communities included workshop for weaving, reed/bamboo work, mat/ carpet work, pottery, horn work, etc; dormitories for trainees, trainers and guests; kitchens and dining rooms; dry latrine with showers and washing ponds; etc. (Ibid).

Machines, hand-tools and other equipment necessary for the training programs were to be obtained from World Bank, EEC and UNICEF. Moreover, it was assumed that the development ministries at the Wereda level will bring with them the necessary tools and implements to the centers for their courses (Ibid).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design

The prime objective of this study was to explore the contributions that are being made by CSTCs in promoting rural development; and this involves investigation of the type of skills

provided at the Centers, qualification and effectiveness of both coordinators and trainers, availability of training manuals and facilities, application of skills acquired at the Centers, and the likes. To this end, descriptive survey method was employed, i.e., the setting of training (Centers), the training personnel (coordinators and trainers), the trainees and the training process were surveyed. Documentary survey was employed for collecting data on the type and number of skills (areas) given, and on the number of trainees trained in each field in the past five years. Questionnaires were prepared and distributed to coordinators and former trainees, and interviews for former trainers were prepared and used.

3.2. Sources and Instruments of Data Collection

The target population of the study included CSTCs' coordinators, former trainers and previous trainees of the Centers. There are five Wereda CSTCs in Awi Administrative Zone. Three (60%) Wereda CSTCs were selected as samples of the study on purposive sampling technique based on their vicinity to the main road. Since coordinators are responsible for planning, organizing and implementing the training program, involving them in the study of the effectiveness of the training program was indispensable and hence they were included via availability sampling technique. As to the former trainers, they were hired in each CSTC on contract basis; and most contractors have left the area after their contracts had been terminated. Thus, those available at the Weredas were also made respondents of the study.

With regard to trainee respondents, the three sample Weredas have trained 1351 trainees since 1990 E.C. This year was chosen as a landmark for the researcher believed that a period of five

years is sufficient to assess the impact of skills training and/or education. Initially, it was intended to include some 75 peasant former trainees in the sample, however, most trainees were found to be high school leavers, prisoners and other urban dwellers; and most high school leavers who were trained at the Centers have left their areas in search of jobs at towns.

Similarly, the permanent addresses of ex-prisoners who were trained at the Centers (particularly at Dangila and Banja-Shikudad Wereda CSTCs) were not well registered; and even if their addresses were identified through different means, many of them had migrated to the towns. Due to such troubles, it had become difficult to take all sample respondents from rural areas and the number of sample respondents dropped to 68 (5.03%). However, trainee respondents were either from rural areas or rural by origin selected randomly.

Table I. Research Settings and Distribution of Sample Respondents

No	Wereda CSTC	Year of Establishment (E. C.)	Sample Respondents		
			Coordinators (N=3)	Trainers (N=7)	Trainees (N=68)

1	Banja-Shikudad	1971	1(33.33%)	1(14.29%)	22(32.35%)
2	Dangila	1975	1(33.33%)	3(42.86%)	27(39.71%)
3	Fagta-Lekoma	1991	1(33.33%)	3(42.86%)	19(17.94%)
Total			3(100%)	7(100%)	68(100%)

N.B. Figures after the decimal points are rounded off in this and the forthcoming tables.

With the intention of securing appropriate and adequate data for the study, questionnaires and interview were employed as main tools of data collection. Structured questionnaires (of two types) were prepared and used to obtain information from the previous trainees of the CSTCs and the current coordinators of these Centers. All types of questionnaires included close and open-ended items that focused on the demographic factors of the informants and problems pertaining to skill training. To enrich the information obtained through such questionnaires, structured interview with former trainers of the Centers was also conducted.

Apart from these techniques of data collection from primary sources, reports and some other documents of the Centers were examined to envisage the type of training provided and the number of trainees trained in the past five years.

Before dispatching the final questionnaires for respondents, pilot testing was conducted on few randomly selected respondents and certain modifications were made accordingly. The modified questionnaires were administered to both groups of respondents in face-to-face

situations. Hence, the researcher had the opportunity to clarify his questions, to obtain information that may not be stated in the questionnaires and to know his informants closely as to their conditions of families, types of houses and the likes, which may be considered as reflections of the training acquired at the Centers. Similarly, the researcher himself conducted interviews with former trainers.

3.3. Methods of Data Analysis

Information secured from respondents through questionnaires were categorized and organized in tabular forms and appeared in terms of frequency and percentage of respondents opted for the options in each item of the questionnaire. Besides, qualitative data obtained through interview and personal observations were analyzed.

Furthermore, to test perceptual differences between the two groups of respondents- coordinators and trainees - with regard to knowledge and ability of the trainers, Chi Square (χ^2) test at $\alpha = 0.05$ level of significance was used.

CHAPTER FOUR PRESENTATIONS AND ANALYSIS OF DATA

This fourth chapter of the study deals with presentation and analysis of data obtained through questionnaires, which were distributed to the center coordinators, and former trainees of the Centers and through interviews made with former trainers. Information presented in this chapter include:

- 1) Background information of the samples,
- 2) Selection of trainees, coordinators and trainers,
- 3) Participation of the community and development organizations in general and the WEOs in particular, in the activities of the CSTCs,
- 4) Coordinators' attitude towards the role of the CSTCs and their trainees,
- 5) Trainees' perception of the training periods, the quality, modernity and utility of the training program,
- 6) Availability of training manuals/curriculum guides and conditions of physical facilities, and
- 7) Evaluation of the CSTCs and their graduates.

Data collected on such themes were organized in tabular forms and appeared in terms of frequency and percent of respondents opted for each option of the items.

Characteristics of Coordinator and Trainer Respondents

According to the data obtained from the field, all (100%) coordinator and trainer respondents were found to be males. Regarding their educational background, two coordinators have a 12+TTI status while only one has 12+2 (Diploma) qualification in AE. The trainers' academic background ranges from basic literacy to high school graduates. To be more specific, one has only the skill of reading and writing, two have completed grade 6, one has completed grade 9, and the remaining three have completed grade 12.

As to the work experience of coordinator respondents, the majority of them have amassed invaluable work experience, which ranges from a total service of eight years to twenty-nine years (8, 24, & 29 years service) and especially on AET, their service ranges from three years to twenty-two years (3, 8 and 22 years of experience). Concerning the experience of the trainers, all, except one who trained only once, had provided skill training at the Centers for more than two rounds.

Table II. Characteristics of Trainees

No	Items	Responses	
		F	%
1	Sex	N=68	
	A. Male	50	73.53
	B Female	18	26.47
	Total	68	100.00
2	Age	N=68	
	A. Below and 20 years	11	16.18
	B. 21 – 30 years	36	52.94
	C. 31 – 40 years	16	23.53
	D. 41 – 50 years	3	4.41
	E. 51 years and above	1	1.47
	F. No response	1	1.47
Total	68	100.00	
3	Marital Status	N=68	
	A. Unmarried	18	26.47
	B. Married	46	67.65
	C. Divorced	4	5.88
Total	68	100.00	
4	Educational Background	N=68	
	A. Illiterate	2	2.94
	B. Basic literacy education	11	16.18
	C. Primary education	26	38.24
	D. Secondary education	29	42.65
Total	68	100.00	

5	Occupation	N=68	
	A. Farming	16	23.53
	B. Trading	5	7.35
	C. Handicraft (tailoring and weaving)	10	14.71
	D. House-wives	11	16.18
	E. Employment seekers	7	10.29
	F. Prisoners	10	14.71
	G. Others	9	13.24
Total	68	100.00	

As it is observed from Item 1 of Table II, female respondents constitute 26.47% of the total former trainee respondents. Although the figure indicates that females are under represented, they have relatively better representation when contrasted with the actual number of female trainees in the sample Weredas.

Actually female trainees in the last five years constitute 8.09% (38/470) at Dangila, 16.81% (38/226) at Fagta-Lekoma, 8.84% (58/598) at Banja-Shikudad Weredas and 9.91% (134/1351) at all the three sample Weredas. Generally, they have a limited participation. Moreover, it seems that their skill training at the Centers had been gender specific, i.e., out of the total 134 female trainees in the aforementioned Weredas in the last five years; about 57.46% of them were trained in embroidery (see annex 4).

Concerning the age of respondents, the vast majority of them, 55(80.88%) are found in the heyday of their adulthood (21-50 years old). Because this age group consists of productive members of the community, providing skill training and education to those who belong to the age group seems to be reasonable. Similarly, the majority of respondents (67.65%) are

married adults who have shouldered the responsibility for the well being of their families. Thus, it can be argued that providing skill training to these people would benefit not only the individual trainees but also members of their families who are under their responsibility.

As to the educational status of the trainees, unfortunately, the illiterates and people with basic literacy, who are the majority in the community, constitute only 19.12%. Since high school leavers account 42.65% of the total respondents, the minimal training opportunity through non-formal means is again enjoyed by those who relatively benefited from the formal educational system and who will not stay in and contribute to the community what they acquired from the Center as most of them are employment seekers in other walks of life.

As to the occupation of the respondents, they are widely distributed from farming to shoe shining and from housewives to regular students. A slight majority of them (23.53%) are engaged in farming. Nevertheless, this does not mean that the farming community has benefited much. If respondents are farmers, they are either high school leavers who dwell within the community until job is secured in the urban areas, or ex-soldiers who receive pension, or ex-prisoners who no longer exercise their skills after they had been free from prisons. Through the informal discussions held with the assistant coordinator, the researcher had come across the fact that not a single peasant out of the total 656 trainees since 1990 E.C. had participated in the training program at Banja-Shikudad Wereda. Astonishingly, 55.79%(366/656) of the former trainees were prisoners at Banja-Shikudad Wereda; and similarly, 70.79%(332/469) of the trainees at Dangila Wereda trained since 1990 E.C. were

prisoners. Housewives, who were mostly high school leavers, also constituted second in rank among the respondents.

However, as underlined by Yusuf and his associates (1988:14), the main concern of the CSTC was not to design training programs "for future independent employment seekers but rather for self-employment and community development work."

Table III. Field and Year of Training

No	Items	Responses	
		F	%
1	Field of training at the CSTCs	N=68	
	A. Tailoring	40	58.82
	B. Embroidery	17	25.00
	C. Weaving	8	11.77
	D. Bamboo work	2	2.94
	E. Horn work	1	1.47
	Total	68	100.00
2	Year of Training (in E.C.)	N=68	
	A. 1990	16	23.53
	B. 1991	16	23.53
	C. 1992	12	17.65
	D. 1993	10	14.71
	E. 1994	14	20.59

	Total	68	100.00
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As depicted in Item 1 of Table III, the majority of the trainees, 58.82%, were trained in tailoring. Those trained in embroidery (25%) and weaving (11.77%) account second and third in rank respectively among the respondents. These three fields of training were the most common vocations that were emphasized by all the sample centers. For instance, of the total 1351 trainees who were trained in the sample Weredas for the last five years, about 1251 (92.67%) of them were trained in these three fields of training. Tailoring alone accounts for 61.07% (825/1351) of the total trainees trained in the sample Weredas for the last five years (see annex 4).

Item 2 of Table III shows year of the respondents' training. Thus, they are somewhat evenly distributed into different years that are covered in the study.

According to the DAE (1979), CSTCs were established to provide education and training in agriculture, basic education, cottage industry, civic education, cooperative education, health and family living education and introduction and expansion of appropriate technology.

Similarly, Yusuf and his colleagues (1988:67) state, "the main purpose of CSTCs' programs was to develop enlightened cadres of rural artisans, and entrepreneurs capable of doing any job the farming community may require in the way of manufacturing or repairing farm implements...."

Particularly agriculture, which is the mainstay for the bulk of the poor people, need due attention in planning education and training programs. In this regard, the New Partnership for Africa's Development (NEPAD) (cited in Sawadago, 2002:3) state, "Empowerment in agricultural performance is a prerequisite of economic development." Thus, CSTCs ought to emphasize on technologies, which will help farmers to increase their productivity, to improve their health status, to tackle environmental degradation - which is a cause and consequence of poverty, and the likes. According to a recent study, it is estimated that " A ten percent increase in crop yields leads to a reduction of between six and ten percent in people living on less than one dollar a day" (Cleaver, 2002:37).

Though selection of fields of training and contents of education depends on the immediate needs and requirements of each locality, it is the appropriate mix of these realms of education that help CSTCs to produce knowledgeable and skillful members of the community.

Table IV. Selection and Training of Coordinators

No	Items	Responses	
		F	%
1	Selection/assignment of coordinators	N=3	
	A. Through competition with others	2	66.67
	B. Being assigned by the Wereda Education Office or any other body	-	-
	C. Being directly assigned because of their training in AE	1	33.33
	D. Other	-	-

	Total	3	100.00
2	After you are assigned in the position, have you received any training with regard to AET?	N=3	
	A. Yes	3	100
	B. No	-	-
	Total	3	100.00
3	If your response for Item 2 above is 'Yes', what did you attend?	N=3	
	A. Seminar	-	-
	B. Workshop	3	100
	C. Continuing Education	-	-
	D. Educational tour	-	-
	Total	3	100.00

As it is indicated in Item 1 of Table IV, 66.67% respondents occupied their position through competition with their colleagues. Of course, competition is good to select the best out of those who are available and are interested in the profession. However, primary school teachers (12+TTI) who competed for the post were best trained in “*Theories of Child Development*”, “*Principles of Pedagogy/Child Learning*”, and the likes. They did not take courses related to “*Rural Development*” or “*Principles of Andragogy*”, and the likes. Thus, how one can expect these people to be the prime agents of AET and thereby rural development? In fact, all of the respondents have participated in workshops on specific issues related to their responsibilities but workshops usually lack thoroughness.

It is also confirmed that only four employees (1 coordinator, 1 assistant coordinator and two guards) are allowed by the structure of the CSTCs to be employed at each Center.

Nonetheless, these people are not available in all Centers. A case in point is that there are no assistant coordinators at Dangila and Fagta-Lekoma Wereda CSTCs. Furthermore; the

coordinators at Banja-Shikudad and Fagta-Lekoma are temporarily assigned at the WEOs to perform duties other than NFE. Such conditions testify how all concerned neglected non-formal skill training.

Selection of coordinators is done in accordance with the guideline of the MOE. As per the guideline, the coordinator is to be selected from among the primary school teachers, receive short-term training and assume the responsibilities of organizing, coordinating, implementing and evaluating the education and training programs of the Centers. The MOE has also determined the staff of the CSTCs (front-liners) to be only two - a coordinator and an assistant (DAE, 1979).

On the other hand, scholars in the field such as Townsend Coles (1969) and Fox and Mjema (in Hildebrand, 1996) advise that selection and training of AET personnel need due consideration for the success of the training programs is determined largely on the competence of these personnel. Similarly, Tassew and his associates (1995) recommend that in-service training need to be available for the coordinators.

Table V. The CSTCs' Interaction with the Community

No	Items	Responses	
		F	%

1	The effort of the managerial body in coordinating and directing the activities of the Center is	N=3	
	A. High	-	-
	B. Medium	2	66.67
	C. Low	1	33.33
	D. Has no effort	-	-
	Total	3	100.00
2	The participation of the nearby community in the activities of the CSTC is	N=3	
	A. High	-	-
	B. Medium	1	33.33
	C. Low	2	66.67
		Total	3
3	If the response for Item 3 above is 'C', Why?	N=2	
	A. Lack of coordinated agitation	-	-
	B. The community could not see vitality from the training program	1	50
	C. Members of the community do not like to be trained in different skills	-	-
	D. Other	1	50
	Total	2	100.00
4	The effort of the WEO in coordinating other organizations and strengthening the CSTC is	N=3	
	A. High	-	-
	B. Medium	1	33.33
	C. Low	2	66.67
	D. Has no any effort	-	-
	Total	3	100.00

As it was planned, Centers are administered by NFAET Committees established at Wereda level, which formerly were chaired by Heads of Social Affairs of the Wereda Council of Representatives and, now by the Heads of the Wereda Capacity Building Offices. These Committees consist of other Wereda development organizations. Two of the respondents have rated 'Medium' for the efforts of these Committees in coordinating and directing the activities of the Centers and only one respondent replied 'Low'. Surprisingly, however, these

Committees did not conduct a single meeting in this academic year nor took measures to continue training programs when skill training is interrupted for the whole year in two Weredas – Dangila and Fagta-Lekoma. Furthermore, these committees did not attempt to draw training programs that could benefit the vast majority of their Weredas – the peasantry, which remained aloof from the training programs for the last five years or more.

On Item 2 of the same table, the majority of the respondents, 66.67%, indicated that the participation of the nearby community in the Centers' training programs is 'Low'. The reasons given for low level of participation are too many including inappropriateness of the training programs to the farming community. This implies that the coordinating committees could not convince, coordinate and mobilize their respective communities for training and educational undertakings.

At the dawn of the inception of the community skill-training program, the responsibility of coordinating other ministerial offices was imposed upon the MOE and its branches at various levels. Still, nearly after twenty years of development, this responsibility lies on its shoulders. To know the extent to which the WEOs are carrying out their duties, Item 4 of Table V was deliberately incorporated in the questionnaire. Hence, 66.67% of the respondents replied that the effort of the aforementioned offices in coordinating other development organizations to strengthen the CSTCs was 'Low'. Only one respondent opted for 'Medium'. In their concluding remarks, the former group of respondents stated that the Ministry of Agriculture is the right ministry to run the CSTCs than the MOE and recommended the CSTCs to be transferred to the appropriate ministry.

As to the training plans of the Centers, these respondents replied that plans are usually prepared by NFET Committees and ratified by the same committees except at Banja-Shikudad where the WEO has the right to ratify the Center's plan. In both cases, the Communities do not have the opportunity even to know what was planned by the Centers. This practice of neglecting the communities might have contributed to the neglect of the Centers by the communities.

As per the guideline of the CSTCs prepared by the MOE, representatives of different institutions were/are to be members of the Wereda Development Council which is supposed to be the supreme coordinator of CSTC at the Wereda level (DAE, 1979). Such amalgamation of individuals from different ministerial sectors, however, could not facilitate the training activities of the Centers as it was expected. On the contrary, it is continuously proved through research that the current organizational structure and management system of the CSTCs have become the bottleneck of their activity. In relation to this issue, Tassew and others state:

...the existing organizational structure and management system of CSTCs is one of the most serious problems that might have brought about decline in the effectiveness of the CSTC's programs. The absence of full-fledged independent institution run by its own autonomous management bodies and staff largely explains the increasing deterioration in the magnitude of success with the training programs the CSTC undertakes (1995:28).

Very many scholars consider community participation as the cornerstone of any educational/training endeavor. Because when any training program is organized to benefit the communities, it is the beneficiaries themselves that should identify their priorities. With regard to the need for peoples' participation, Sawadago states, "...rural people are capable, creative and committed actors. Rural people must be involved more and more in the policy

making process.... The more the rural poor are given a voice in various ways in democratic systems the more they can influence their priorities"(2002:3).

Table VI. Trainees' Initiative for Training

No	Items	Responses	
		F	%
1	Trainees decision to join the CSTC	N=68	
	A. By realizing the existence of training opportunity by their personal initiative	31	45.59
	B. Being recruited by the Kebele Farmers' Association	-	-
	C. Initiated by the agitation of the Center itself	37	54.41
	Total	68	100.00
2	Did you have basic knowledge and skills in the vocation, which you have trained in before your training at the CSTC?	N=68	
	A. Yes	25	36.76
	B. No	43	63.24
	Total	68	100.00
3	If your response for item 2 above is 'B', why you chose the vocation, which you have been trained?	N=43	
	A. Being convinced that training in the field will help you to improve your living condition	42	97.67
	B. Being assigned by the Center coordinator	-	-
	C. Due to the desire of the Kebele Farmers' Association	-	-
	D. Others	1	2.33
	Total	43	100.00

As revealed in Item 1 of Table VI, a slight majority of the informants (54.41%) said that they went to the training Centers being initiated by the agitation of the Centers. On the other hand, 45.59% of the trainee respondents replied that they went to the training Centers by discovering the presence of training opportunity through rumors. Most of them claimed that

they were notified either by their friends or by anybody else about the beginning of the training program. This group of respondents affirmed that Centers post up notices on the notice boards at the towns and thus the rural dwellers could hardly get information about the presence of skill training at the Centers. Thus, the former group of respondents may belong to those who have access to read notices posted at the towns. In fact, coordinators replied that they usually write letters to each Kebele Administration notifying the presence of skill training opportunity and asking them to disseminate the information to the peoples of their respective Kebeles. Had it been the case, the majority of the trainees would have heard about the training program from their own leaders.

Trainee respondents were also asked whether they had prior knowledge and skills in the vocation for which they are trained and the majority of them, 63.24%, replied negatively. Even, of those who provided an affirmative response, most were females who usually have skills of needlework (knitting) since their school age. Out of those who had no prior experience and skills in their field of training, about 97.67% informants pursued the training program for they had beliefs in the utility of their fields in improving their living standards.

Table VII. Selection of Trainees, Training Plan of the Current Year, the Role of the CSTCs and Coordinators' Perception on Trainees' Satisfaction of the Training Program

No	Items	Responses	
		F	%
1	Who selects the trainees?	N=3	
	A. Farmers' Associations	1	33.33
	B. Due to the personal initiatives of the trainees themselves	2	66.67
	C. Others	-	-
	Total	3	100.00
2	Does/Will the CSTC provide skill training this year	N=3	
	A. Yes	1	33.33
	B. No	2	66.67
	C. Undecided	-	-
	Total	3	100.00
3	If the answer for Item 2 above is 'No', why?	N=2	
	A. Shortage of budget	2	100
	B. Lack of trainers	-	-
	C. Lack of equipment/Physical facilities	-	-
	Total	2	100.00
4	The role of the CSTC in inaugurating and disseminating appropriate technology in the community is	N=3	
	A. High	-	-
	B. Medium	3	100
	C. Low	-	-
	Total	3	100.00
5	Do you think that former trainees are satisfied with the skills they acquired at the CSTC?	N=3	
	A. Yes	1	33.33
	B. No	2	66.67
	C. Do not know	-	-

	Total	3	100.00
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According to the information obtained through Item 1 of Table VII, the trainees had decided to be trained at the CSTCs on their own initiatives. Only one coordinator respondent replied that Kebele Farmers' Associations had recruited the trainees. Nonetheless, not a single trainee respondent supported the claim (see Table VI).

As to their plan for the current fiscal year, only 33.33% of them (from Banja- Shikudad) responded that they have planned to train individuals in tailoring but up to the time when the information was secured (third quarter of the year), the plan was not yet materialized. Other respondents (from Dangila and Fagta-Lekoma) do not have a training plan at all for the year due to lack of fund. The sole source of fund for these Centers, as reported by Center coordinators is budget allocated by the state. In fact, Dangila Wereda CSTC has the potential to cover its recurrent budget for it has planted a great deal of eucalyptus tree.

Coordinators were also asked to give their opinion on the role of the CSTCs in inaugurating and disseminating appropriate technology in the community. Accordingly, all of them said that its role is “Medium”. What is astonishing here is that when these respondents were asked to state if they had introduced new and appropriate technology in their respective communities, the respondents from Dangila and Fagta-Lekoma replied ‘none’ and only the respondent from Banja-Shikudad claimed that they have introduced the technology of ‘Sofa’ making from bamboo plant. However, it was proved through the informal discussions with the assistant coordinator that this technology was introduced in the early 1980s. In light of their responses to this open-ended question and objective realities prevailed in the Weredas,

therefore, rating 'Medium' for the role of the CSTCs in introducing appropriate technology doesn't seem convincing.

Furthermore, open-ended questions were included in the questionnaire whether these Centers had introduced improved techniques to upgrade indigenous skills and none of them replied positively. Instead, former trainees at Banja- Shikudad were observed while weaving clothes by inserting their feet inside the holes. In many parts of the country, however, it is common to see weavers performing their tasks without holes only by raising the height of the seats.

The other questions, which were raised in the questionnaire, were whether these Centers had provided education on certain harmful cultural practices to be removed and on certain socially useful cultural values to be protected. Accordingly, 66.67% of the respondents have replied that education was given to change the derogatory attitude of the community towards labour and toward certain occupations such as pottery and tanning. However, not a single individual had been trained in either of the aforementioned occupations for the last five years and even in weaving, all the 132 trainees at Dangila Wereda (trained from 1990 E.C. to 1994 E.C) were prisoners – not a single individual had been trained outside the prison.

Moreover, as reported somewhere else in this chapter, the emphasis of the CSTCs for the last five or more years had been solely on skill provision; even literacy classes were held in neither of the sample CSTCs.

Coordinators were also asked whether their trainees are satisfied in the training program or not. Two (66.67%) of them believe that trainees are not satisfied with the skills, which they acquired at the CSTC. Lack of proper training due to (1) scarcity of financial resources which forced the Centers to provide a short-term training and to hire local artisans who have low-level of skills and (2) shortage of physical facilities were the reasons for the usual dissatisfaction of their trainees. The impropriety of the training system might have been the underlying cause for the discontentment of the trainees and the root of all the problems that prohibit most trainees from engaging in the occupation for which they were trained.

According to Albinson (in Yusuf, et al. 1988), the name CSTC was coined through dialogues conducted between the MOE and the International Bank for Rural Development in October to November 1974. The concern of these parties was to devise ways and means that could enable the government to enhance rural development and thus the grand objective of the CSTCs was the improvement of the living conditions of the rural population through improved methods of production (Yusuf, et al. 1988). Specific objectives of CSTCs also include:

- Up-grading the indigenous traditional skills and introduction of new ones that are appropriate to the particular needs of the communities and to their localities,
- Helping self-employment and community development work,
- Eradication of illiteracy and expansion of continuing education through which peoples' awareness about social, political and economic conditions can be raised (DAE, 1979; Tassew, et al. 1995).

As stated by ICDR (cited in Anbessu, 1999:154-155), curriculum of the NFE was developed to attain the following eight objectives:

- ◆ Enable adults change their traditional productive skills with modern ways by developing their creativity,
- ◆ Empower adults to keep their personal and family health,
- ◆ Raise adults' awareness of appropriate utilization of forests and other natural resources,
- ◆ Encourage adults and the community to participate in different development programs,
- ◆ Provide adults relevant education that produces desired behavioral changes,
- ◆ Build self-confidence and awareness on the need and importance of working,
- ◆ Encourage adults to overcome backward traditional beliefs and building on the prevailing good culture and history of the country, and
- ◆ Apply academic knowledge and vocational skills in different development activities.

Thus, seen in light of these objectives, the achievements of the CSTCs are far behind the track.

Table VIII. Convenience of the Training Period

No	Items	Responses	
		F	%
1	Convenience of the training period	N=68	
	A. Convenient	46	67.65
	B. Inconvenient	19	27.94
	C. Do not remember	3	4.41
	Total	68	100.00
2	If it was inconvenient, when do you prefer to be conducted?	N=19	
	A. Nehassie to Tikimt	2	10.53
	B. Meskerem to Hidar	4	21.05
	C. Yekatit to Miazia	12	63.16
	D. No Response	1	5.26
	Total	19	100.00

With regard to the duration of the training period, 89.71% were trained only for three months at the Centers. The rest 4.41% and 5.88% were trained for two and six months respectively. Those who replied 'six months' were all from Fagta-Lekoma Wereda for the Wereda CSTC had tried to lengthen the duration of training in embroidery from three months to six months.

Concerning the length of the training period, the guidelines of the MOE suggest ten days for bee-keeping, two to three months for pottery, four to five months for weaving, six months for woodwork, six months for masonry, and one year for leatherwork (GTM, 1969 E.C.).

As to the convenience of the training season, 67.65% respondents indicated that the period was convenient for them. Since the majority of the trainees did not belong to the farming community, any period would suit them. But 27.94% of the respondents replied negatively. About 63.16% of this last group of respondents showed their preference of the training program to be organized from Yekatit to Miazia. As to the researcher's knowledge of the area, Ginbot to Nehassie is the main plough period, Hamle/Nehassie to Tikimt is the weeding season and Tikimt/Hidar to Tahsas/Tir is mainly a reaping time for most parts of the Zone. Therefore, those who opted for 'Yekatit to Miazia' may belong to the farming community.

However, Weredas and even Kebeles within a Wereda, vary in climatic conditions and consequently in the time of agricultural activities. Climatic and geographic features of the Zone range from Dega to Woina Dega and Kola. Thus, the best training program will be that which is organized with the consent of the people who lived thereabouts.

Table IX. Sources of Trainers and their knowledge and Ability

No	Items	Responses			
		Coordinators		Trainees	
		F	%	F	%
1	How does the Center get trainers?	N=3			
	A. By inviting local artisans to compete for.	3	100	=	=
	B. By asking trainers from other development offices and schools	-	-	=	=
	C. Sent by either Zone or Wereda education offices	-	-	=	=
	D. Permanently assigned/hired for the Center	-	-	=	=
	Total	3	100.00	=	=
2	Knowledge and ability of the trainers was	N=3		N=68	
	A. High	-	-	35	51.47
	B. Medium	1	33.33	27	39.71
	C. Low	2	66.67	6	8.82
		Total	3	100.00	68
3	Did professionals from Wereda development organizations and schools serve as trainers?	N=3		N=68	
	A. Yes	1	33.33	2	2.94
	B. No	2	66.67	64	94.12
	C. Do not remember	-	-	2	2.94
		Total	3	100.00	68

4	If the response for Item 3 above is 'No', why?	N=2			
	A. The training program does not concern them	-	-	=	=
	B. They are not volunteers	-	-	=	=
	C. No one coordinates them	1	50	=	=
	D. Other [No clear guideline]	1	50	=	=
	Total	2	100.00	=	=

Center coordinators were asked to indicate the sources of trainers and all coordinators invariably reported that they hire the local artisans through competition on contract basis. Thus, local craftsmen were the sole sources of trainers for the Centers. It is also confirmed through discussions with coordinators and former trainers that trainers were not given either skill training or at least orientation as to their duties as trainers.

As one can observe from Item 2 of Table IX, 51.47% of the trainee respondents replied that the knowledge and ability of their former trainers was “High” and only 8.82% of them said “Low”. On the contrary, 66.67% coordinator informants said “Low” for the same question. Their difference in perception on the knowledge and ability of trainers was tested by Chi Square. Accordingly, the Chi Square (χ^2) test of significance has resulted that for two degrees of freedom at $\alpha = 0.05$ level of significance, the critical value of $\chi^2 = 5.99$, and the calculated value of $\chi^2 = 10.06$. Therefore, χ^2 calculated is greater than χ^2 tabulated and hence, there is statistically a significant difference of perceptions between the two groups of respondents concerning the knowledge and ability of the trainers (see annex 5 for details).

Nonetheless, from the formal interviews made with the former trainers and informal discussions held with coordinators, the researcher has realized that out of the seven former trainers, none attended formal skill training program except one. As to their monthly pay, it was 182 Birr at Fagta-Lekoma, 200 Birr at Banja-Shikudad and 230 Birr at Dangila. If they had been well trained (skillful and knowledgeable) in their trade, they would have earned such low monthly pay within a week of time by running their own businesses. Having all these information, one could hardly believe that trainers' knowledge and ability was "High".

As it is repeatedly indicated in Chapter II of this paper, CSTCs were established with the intention that all Authorities and Ministries that have a stake on AE and rural development would take part and rural development could be effectuated through the collective efforts of all concerned. However, as indicated in Item 3 of Table IX, 66.67% and 94.12% coordinator and former trainee respondents respectively replied that development and service organizations at Wereda level did not take part in the training of adults at the CSTCs. Hence, the emphasis of the Centers had been only on the acquisition of skills.

One coordinator respondent who replied, "Yes" for the question under discussion was from Dangila. He might have been remembering the practices of some ten or more years back. Otherwise, his claim was not backed up by the responses of trainee respondents. Those who answered 'Yes' for the issue among trainee respondents were again from Dangila who were trained at Dangila Wereda Prison branch CSTC at different times. These respondents indicated that representatives from the Ministry of Health, Ministry of Agriculture, Administrative Council and the Police at the Wereda had provided them general education in their specific areas of responsibilities. However, since the majority of respondents did not support them, they might have been recalling what the aforementioned institutions were doing for the whole of the prisoners apart from the training programs of the Center. People from these institutions seldom visit jails and provide orientations on specific issues of their interest to prisoners.

Thus, as proved by the majority of both groups, the aforestated institutions were not involved in the training processes at the CSTCs due to problem of coordination and lack of clear guidelines in their own institutions as to the need and degree of involvement.

On the other hand, the Amhara National Regional State in its document entitled ‘Non-Formal Education and Training Program Strategy and Structure’ has the following to say concerning the sources of trainers (1997:11):

- ◆ Hire professionals who are graduates of technical and vocational schools in areas where they can be available or
- ◆ Hire professionals with one year training on contract basis.
- ◆ By way of competition hire among handicraft professionals from the surrounding on the basis of contract.
- ◆ Professionals from developmental organizations and scholars from the surrounding include:
 - For health education from health professionals,
 - For agriculture education from professionals of agriculture,
 - For accounting and bookkeeping from teachers.

However, the words stated in the document have incongruity with what is actually happening in the field.

Table X. Quality, Modernity and utility of the Training Program

No	Items	Responses	
		F	%
1	Was the training, which you received at the Center better in its quality and modernity than what could be learnt informally?	N= 68	
	A. Yes	52	76.47
	B. No	16	23.53
	C. Don't know	-	-
	Total	68	100.00

2	Did you acquire new knowledge and skills at the CSTC?	N=68	
	A. Yes	42	61.76
	B. Not much	26	38.24
	C. Never	-	-
	Total	68	100.00
3	The utility of the skill which you acquired at the Center is	N=68	
	A. High	38	55.88
	B. Medium	17	25.00
	C. Low	13	19.12
	Total	68	100.00

As it is indicated in Item 1 of Table X, about 76.47% of the trainee informants believed that the Centers provide modern and quality skill training program while the remaining 23.53% respondents did not agree with them. The information obtained from former trainers seems to support the latter group of respondents. The previous trainers were interviewed about their own training systems and accordingly, six of them replied that they were trained informally by their relatives and only one of them had been a former trainee of the Center itself. Thus, it could be difficult to expect the skill-training program to be ‘modern’ and ‘quality’ in contrast with the training system, which could be conducted informally or traditionally.

Forty-two (61.76%) respondents also believed that they had acquired new knowledge and skills at the Centers. It seems plausible since 63.24% of the sample trainees had no prior background in their field of training. The remaining 38.24% respondents did not believe in the novelty of their skills, which they acquired at the Centers. This last group of respondents may be those who had background before they pursue the training program or those who are currently engaged in the occupation and had the opportunity to weigh what they had acquired and what and how they are doing it now.

As it can be inferred from Item 2 and 3 of Table VI, almost all of the respondents, that is 98.53%, decided to be trained in their specific field of training for they had strong beliefs that their skills would help them improve their living conditions. However, when they were asked about the utility of their vocation, which they acquired at the Centers, Item 3 of Table X, only 55.88% of them replied “High”. The rest 25.00% and 19.12% informants replied “Medium” and “Low” respectively. This is a clear indication that it was later that their initial belief had become eroded.

Table XI. Availability of Curriculum Guide and Physical Facilities

No	Items	Responses	
		F	%
1	Do you have the new training manual/Curriculum Guide at your Center?	N=3	
	A. Yes for all fields of training	-	-
	B. Only for some fields of training	-	-
	C. Not at all	3	100
	Total	3	100.00
2	If your response for Item 1 above is ‘B’ or ‘C’, how is training given?	N= 3	
	A. By using the old Curriculum Guide	-	-
	B. By the formal education and training programs’ Curriculum Guide	-	-
	C. By the personal will and desire of the trainers	3	100
	Total	3	100.00
3	The Community skill Training Center	N=3	
	A. Is well equipped with training equipment	-	-
	B. Is fairly equipped with training equipment	1	33.33
	C. Has acute shortage of training equipment	2	66.67

	Total	3	100.00
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As it is shown on Item 1 of Table XI, coordinator respondents replied with unanimity that they had no any training manual at their disposals. The responsibility of what to teach and how to present the skill training to the trainees was left completely for the personal intuition of the trainers who were not given any training or orientation. As discussed previously, former trainers' knowledge and skill was somewhat fusty as they did not attend formal skill training system and were low paid. Hence, they could hardly be able to identify the objectives of the Center and the means to achieve these objectives; and such conditions would, therefore, make the training program boredom and consequently, would result in futility.

With regard to physical facilities/training equipment, about 66.67% of the respondents indicated that their Centers were 'ill-equipped' and only one replied that the Center was "fairly equipped". The researcher also tried to observe the availability of machines and tools in each Center and the naked truth was that there were only two to three sewing machines in each Center for the training program of both tailoring and embroidery. At times trainers were asked to provide skill training with their own machines. For instance, there was no a single loom at all Centers. Even the available sewing machines were too old to be used and required frequent repairs.

Apart from sewing machines, potter's wheel was the only apparatus seen at Dangila CSTC, but kept idle for there was no training in pottery for over ten years. Except the aforesaid machines, all the available training tools at Dangila Wereda CSTC were taken by the WEO to be used by the Technical and Vocational Training Center which aimed at producing middle

level skilled technicians through the formal means. Sad to say, the CSTC at Fagta-Lekoma had no its own office and workshops, let alone a field for agricultural demonstrations. It had been working in a rented house, which had only two rooms – one office and one workshop. The Banja-Shikudad Wereda CSTC had also no field – it has only part of a building with three rooms. From such prevailing conditions one can infer that CSTCs had become uncared for institutions.

On the contrary, Tassew and his associates (1995: 3-4) contend that "Given the current economic and human resource status of development...the informal sector requires even more support than the formal sector and it is in the informal sector that the greatest immediate potential for genuine development exists."

Table XII. Application of and Benefit from the Newly Acquired Skill

No	Items	Responses	
		F	%
1	Are you currently engaged in the occupation of which you are trained in?	N=68	
	A. Yes	17	25.00
	B. Partly	2	2.94
	C. No	49	72.06
	Total	68	100.00
2	If your response for the above item is 'No'; Why?	N=49	
	A. The training was inadequate	19	38.78
	B. Lack of interest in the training	-	-
	C. Lack of tools and/or machines	-	-
	D. Financial problems	24	48.98
	E. Others	6	12.24
	Total	49	100.00

3	If your response for Item 1 above is 'A' or 'B', does your product/annual income increased when contrasted with the income that you had been earning hitherto? A. It has increased much B. Slightly increased C. It doesn't increase at all	N=19	
		10	52.63
		8	42.11
	1	5.26	
Total		19	100.00
4	If you are engaged wholly or partly in the vocation for which you are trained, how much will your annual income be estimated? A. Up to Birr 500 B. Birr 501 to Birr 1000 C. Birr 1001 and above	N=19	
		10	52.63
		4	21.05
	5	26.32	
Total		19	100.00
5	If your livelihood depends wholly or partly on the occupation in which you are trained, in what type of house do you live? A. Thatched roof B. Corrugated iron roof C. Others	N=19	
		5	26.32
		4	21.05
	10	52.63	
Total		19	100.00
6	If your response for Item 5 is 'B', when did you construct it? A. Before training B. After training	N=4	
		2	50.00
	2	50.00	
Total		4	100.00

Questions that are stated under Table XII were incorporated in the questionnaire for the sake of obtaining information whether the trainees have benefited from the training programs or not. Hence, as shown in Item 1 of the Table, about 72.06% of the respondents showed that they did not use their skills, which they acquired from the Centers. It is only 27.94% of them who are currently engaged in the vocation of which they were trained. Out of these respondents, about 9 of them were found to be prisoners of Awi Administrative Zone Prison who were trained by Banja-Shikudad Wereda CSTC and who have little or no other alternatives to perform at the jail. Moreover, it should not be forgotten that some of the respondents (discussed under Table VI) had had some basic skill backgrounds before they

pursue training. From such realities, one could hardly expect that the CSTCs are fulfilling their mission of enhancing rural development.

With regard to the causes that blocked them from applying their skills, about 48.98% and 38.78% of the respondents claimed ‘financial problems’ and ‘the inadequacy of the training programs’ respectively were their main obstacles. However, the former doesn’t seem to be convincing for two reasons: 1) skill training in weaving, for example, was entirely traditional. The tools were traditional handlooms that can be prepared locally. Had they been well trained and enthusiastic about the vocation, former trainees would have bought them on the cheap at the local markets for traditional handlooms do not cost more than 50 Birr, and 2) sewing machines are also available at a rent of 20 to 30 Birr a month. If the trainees had had skill and confidence in their training, the majority of them would have established their own businesses. Though the necessity of capital to start a new trade is unquestionable, it should not be overdrawn as a bottleneck to begin such traditional vocations.

Another three (6.12%) respondents (Item 2 option ‘E’ of the same table) indicated that lack of market (lack of demand for their services/products) was the main problem that hindered them from using their skills in their daily lives. This reply might have authenticity for their product might lack quality due to poor training system as indicated by 38.78% of those who are not engaged in their field of training. Hence, the inadequacy of the training system to equip the trainees with appropriate skills seems to be a plausible factor for the trainees’ abandonment of their field of training.

Those trainees who are partly or wholly applying their skills at the moment were also asked to indicate whether their annual income has increased or not. Thus, 52.63% of them responded that their income has shown much increment after training and the other 42.11% respondents replied, “Slightly increased.” However, as it is depicted in Item 4 of the same table, only five, 26.32%, of them had an annual income greater than 1000 Birr [2400, 3500, 3600, 5000 and 6000 Birr]. One can note here that only four respondents earn more than a dollar per day. The rest, 52.63% and 21.05 opted for annual income of “up to Birr 500” and “Birr 501 to 1000 Birr” respectively. When contrasted to their previous income it may be called 'increment', other wise, they earn a meager income and live in the condition of extreme poverty.

This last group of respondents was also asked about their type of houses with the intention of discovering the contribution of their training for the improvement of their living standards as the type of houses in which they dwell can serve as indicators of improvement. Accordingly, 26.32% of them have thatch-roofed houses and another 21.05% of them have corrugated iron roofed houses. The remaining 52.63% do not have their own houses at all. Some (4) are homeless for they are imprisoned, some (3) live with their parents, and others (3) live in rented houses. Even two of those who have a corrugated iron roofed houses, built their houses before their skill training. Thus, it was only two respondents who spoke proudly that they had built their houses because of their skill training. Under such circumstances, it would be hard to imagine the CSTCs to contribute their shares to the betterment of living conditions of the masses.

Table XIII. Evaluation of the CSTCs and their Graduates

No	Items	Responses	
		F	%
1	Has the training activity of the CSTC been evaluated?	N=3	
	A. Yes	3	100.00
	B. No	-	-
	Total	3	100.00
2	Do you evaluate the activities and achievements of former trainees of the CSTC?	N=3	
	A. Yes	1	33.33
	B. No	2	66.67
	Total	3	100.00
3	If the response for Item 2 above is 'No', what was the reason?	N=2	
	A. Shortage of budget	2	100.00
	B. Lack of transport facility	-	-
	C. Evaluation is not the task of the Center	-	-
	Total	2	100.00

As it is depicted in Item 1 of Table XIII, coordinator respondents have unanimously replied that Wereda and Zone Non-Formal Education experts frequently evaluate their Centers. However, such continuous assessment of the Centers doesn't seem to be reflected on their training activities. If continuous assessment had been conducted as it has been reported, changes/improvements would have been made on the overall achievements of these Centers.

Concerning the activities of the former graduates of the Centers, 33.33% respondent (from Fagta-Lekoma) reported that they had conducted evaluations so far once and the astounding result was that out of the total 226 trainees graduated since the establishment of the Center, only three graduates (1.33%) were found applying their skills in tailoring. The rest did not attend their trade at all. Unfortunately, these three were not included in this study for they

were not within the sample group and no one among the sample respondents in the Wereda (Fagta-Lekoma) was found being engaged in his/her field of training.

Respondents from other Weredas (2) replied that they didn't evaluate their trainees after graduation for lack of budget and they simply plan for the next round training programs without knowing the results of their previous programs. Even at Fagta-Lekoma (where evaluation was conducted), no measure had been taken to rectify some possible defects of the program to benefit the trainees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This last chapter of the study deals with the summary of the major findings of the study.

Based on these major findings, conclusions are made and recommendations are forwarded.

5.1. Summary

- 1) Demographic data collected from all groups of respondents revealed that females were very few among the trainee respondents and none among the coordinator and trainer informants. Even among the very few female trainee respondents, the majority of them (88.89%) were trained in one field of training – in embroidery.
- 2) Center coordinators' educational background and work experience seem to be satisfactory, however, only one among the three was found being specialized in AE at a diploma (12+2) level. The rest were primary school teachers who filled the position through competition with their colleagues. Although these coordinators had participated in a workshop, no further training was given to update their knowledge and skills in the task of coordination and training.
- 3) Not a single peasant proper had been found among the sample respondents for farmers were not participants of the training program. In fact, about 16 of the respondents replied that their occupation was farming but about 5 of them were high school leavers who dwelt temporarily among the farming community, the other 5 of them were ex-soldiers and the remaining 6 were ex-prisoners and all were not enthusiastic about their training; as a result, out of these informants (16), not a single individual was observed applying his/her skills acquired at the Center.

- 4) The emphasis of the CSTCs had been only on the provision of skill training, which was devoid of general education. Education that deals with literacy, culture, health, nutrition, civics, modern practices of agriculture and the likes were totally ignored. Moreover, the vast majority of the trainee respondents (95.59%) were trained in tailoring, embroidery, and weaving for these trades were most emphasized by the Centers. Actually, people trained in these fields account 92.67% of the total trainees trained since 1990 E.C. in the sample CSTCs.
- 5) Committees established at Wereda level, which incorporate representatives of various development organizations at the administrative level, ran the CSTCs. The efforts of these committees in coordinating and directing the works of the CSTCs was 'Medium' as reported by 66.67% of the coordinator respondents. However, the prevailing conditions of the Centers do not testify such strength for these Centers are in the state of moribundity. Similarly, the coordinator respondents showed that the WEOs' effort in coordinating other development organizations in order to strengthen the CSTC was 'Low'.
- 6) The organizational structure of the CSTCs allows only four people (among whom two are guards) to be assigned in each Center. Of these minimal numbers of people, the posts for assistant coordinators were empty both at Dangila and Fagta-Lekoma Wereda CSTCs. It was also identified that the coordinators of Fagta-Lekoma and Banja-Shikudad were temporarily assigned at the WEOs for other duties.
- 7) It is only a little more than half of the trainee respondents who went to the Centers to be trained being agitated by the Centers. Others did not get information directly from the Centers for the Centers had improper communication system with the bulk of the

rural people. It is also confirmed by 66.67% coordinator respondents that the decision to join training programs was made entirely by the trainees themselves.

- 8) About 63.24% of the trainee respondents had no skill background prior to their training in the field and about 97.67% of this group chose their field with the full conviction that their skill would help them increase their income and thereby improve their living conditions.
- 9) Local artisans who had been trained informally had been the sole sources of trainers for the sample Centers. As affirmed by all trainer respondents, no orientation was given or no other training system was devised for them.
- 10) The sample Centers provide short-term training, mostly 3 months for all skills. A significant number of respondents also claimed that the training season was inconvenient for them.
- 11) As reported by 66.67% of the coordinator respondents, the nearby communities' involvement in the training programs of the Centers was none or little better than none. The communities had little or no opportunity to know what was actually happening at the Centers. Plans were prepared and ratified by NFET Committees and in rare cases, by the WEO without the consent of the nearby communities.
- 12) As indicated by 94.12% and 66.67% trainee and coordinator respondents respectively, professionals from development organizations did not take part in the training activities at the CSTCs. Thus training at the Centers had become the exclusive task of artisans who were hired on the cheap on contract basis. The *raisons d'être* for such aloofness of the different professionals from the training program were lack of clear guideline in their own organizations' structures and problem of coordination at the Wereda level.

- 13) Two out of three sample Centers had no plan of training for the current fiscal year due to shortage of funds. Even the one, which planned skill training in sewing, did not effectuate its plan till the third quarter of the year.
- 14) The majority of the trainee respondents, 76.47%, believed that they had acquired ‘modern’ and ‘quality’ skills at the Centers. At the same time, a significant number of the groups believed that they have acquired new knowledge and skills. Paradoxically, however, it is only a little more than a quarter (27.94%) of the sample trainee informants were found being engaged in the vocation for which they were trained. Hence, one can doubt the respondents' judgment on the modernity, quality and novelty of skills provided at the Centers. On the other hand, if one examines the fustiness of the trainers’ skills, the non-existence of curricular materials, scarcity of training machines/tools, shortness of the training period, and above all the coordinators’ view in this regard, it could not be difficult to conclude that their judgment was erroneous.
- 15) Coordinator respondents replied with consent that Centers play a moderate role in inaugurating and disseminating appropriate technology in the community. However, when these respondents were asked whether they had introduced new skills, which are appropriate to the local conditions, the majority of them replied ‘no’. Even the only one Center, which claimed that it had introduced new skill of making sofa-like wicker chairs, is found to be uncalled for as this technology was introduced in the early 1980s (beyond the time coverage of the study). These respondents were also asked if they had introduced new and improved ways of doing for the purpose of upgrading the indigenous skills and their response was again ‘no’.

- 16) Due to financial problems and the inadequacy of the training programs, the great majority of the trainee respondents had abandoned their skills and engaged in other occupations.
- 17) Although 52.63% of those who are exercising the skills, which they gained at the Centers, replied that their incomes had 'increased much', only four individuals showed that they earn more than a dollar per day; and only two individuals have constructed corrugated iron roofed houses as a result of the increment of their incomes due to their skills acquired at the Centers.
- 18) No curricular materials were available in the sample CSTCs. Skill training was conducted entirely by the personal intuition of the trainers. By the same token, the Centers were deficient in training facilities, offices and demonstration fields.
- 19) All trainees were commuters for there were no lodging and food service at the Centers. Hence, absenteeism was one of the major problems of the self-supporting trainees during their training periods.
- 20) Although all coordinator respondents declared that their Centers were subjected to frequent evaluation, no discernible measures were taken to alleviate the problems of these Centers. As to the evaluation of the trainees, only one Wereda (Fagta-Lekoma) had conducted so far once and the result was that only 1.33% of their trainees were observed applying their skills. Again, no noticeable measure was taken to improve the situation.

5.2. Conclusions

1. Nowadays, CTSCs are shackled by a multitude of problems characterized by absence or lack of something. These problems include:

a. Lack of well-trained trainers. The skills that were to be provided at the Centers were supposed to be either updated indigenous skills or newly introduced technology appropriate to the rural setting that could enable the trainees increase their products, and thereby improve their living standards which is the ultimate goal of poverty reduction scheme. However, it is difficult for the traditional craftsmen to equip their trainees with such desired skills.

b. Shortage of well-trained coordinators. Most coordinators are drawn from primary school teachers who may be efficient in their teaching profession. But the task of coordination at the CSTCs requires some technical backgrounds and more skills in planning the training programs, coordinating the learning resources (both human and material), devising means of participatory approach for need identification, methods of assessment and evaluation, etc. It is not to belittle the devoted coordinators who are making their tireless efforts, but the actual achievement of the CSTCs suggest the need of people with the sort of above listed skills which Centers are really lacking.

c. Improper Staffing. Apart from the guards, only a staff of two is made responsible for everything related to education and training at the Centers. Even, one of these two is not available in most CSTCs. Thus, it could be naivety to expect success from such overburdened coordinators.

d. Scarcity of Facilities. Centers are faced with acute shortage of tools and machines, as there is no adequate fund to buy or no other agent to provide them. In some CSTCs, tools that were available were taken away by the Education Offices to be used by the formal training institutions. Such practice is a clear indication of the neglect of the NFET system in favor of the formal one.

e. Absence of Curricular materials such as manuals or work instructions.

Although syllabi were prepared at a Federal level, no manual or work instruction is available at the CSTCs. Hence, skill training is given by the personal discretion of the trainers and such practice could not enable them to identify the felt needs of their clients. On the other hand, Centers did not attempt to prepare their own training guides. Thus, it will be safe to conclude that skill training at the Centers is conducted haphazardly.

f. Scarcity of financial resources. Usually very limited sum is allocated for Centers to run the training programs. Such limited budget forced Centers to hire trainers of poor quality with the possible minimum pay, which in turn adversely affects the quality of the skills that are provided at the Centers. This study discloses that inadequacy of the training programs is one of the basic reasons that prohibited most trainees from applying newly acquired skills. Furthermore, most CSTCs have interrupted training for lack of fund.

2. Women, who are the first initiators of children and who constitute at least half of the working population are not made participants. Their participation rate in skill training is less than 10%. Moreover, it could be said that their participation as coordinators and trainers, if ever, is negligible.

3. Centers concentrate on the training of jobless youngsters in limited fields. Training this section of the society is good but the peasantry that ought to be the target of the program is denied the training opportunity. In fact, the skills provided at the Centers are not tailored to fit the local needs of the peasantry. Occupations that could support life in the rural areas such as carpentry, pottery, market gardening, construction of houses and irrigation canals, and generally, ancillary skills that are directly tied to the life of the farming community were not

incorporated in the program. The main emphasis of the Centers has been on the provision of skills in sewing, weaving and embroidery and these sorts of skills fit mainly for urban life and will lure the trainees away from their villages. In other words, such skills will enhance people's exodus to the urban centers rather than improving life there at rural areas. Besides, marketability of the services of trainees trained in these skills and the needs and requirements of the nearby communities were not identified and analyzed. Even the quality of these skills is not better than it could be transformed informally. For instance, those who are trained in tailoring have the skills of mending rags. Thus, CSTCs neither upgrade the indigenous skills nor introduce new ones.

4. The training period (three months) is too short to acquire new skill comprehensively along with other responsibilities for trainees are self-supportive at the time of their training.

5. Though the MOE and its subordinates prepared guidelines as to the responsibilities of other development organizations, the coordinators claim that the roles of these organizations and their professionals at the CSTCs are not well elaborated in their own organizational duties and responsibilities. As a result, a) professionals in these organizations do not totally participate in the training activities of the Centers, and b) heads of these organizations that are made members of the NFET Committees do not consider the tasks of the Centers as their own duties and this sentiment has hampered the activities of the Centers.

6. The communities, who are thought to be the prime beneficiaries of the training programs, are totally forgotten. Their training needs were not identified, nor they were made participants in the planning, implementation and evaluation of the Centers' activities. This may be partly for lack of peasants' organizations at Wereda level that can directly represent them and partly for both (CSTCs and the nearby communities) are unaware of the need for participatory undertakings.

7. Evaluation, both formative and summative, which ought to be an inseparable component of the training program, received little or no attention on the part of all concerned. If evaluation was conducted, it was conducted for the sake of evaluation – not for improvement.

8. It is only an insignificant number of the trainees that are successful in surpassing the extreme poverty line as a result of training. Others, even those who are engaged in the occupation for which they were trained, earn a meager income – less than one dollar a day. Under such conditions, thus it is not convincing to expect the CSTCs to contribute a lot for rural development.

5.3. Recommendations

I. The CSTCs have been under the multi-ministerial administration (in deed under the MOE) for a quarter of a century but the experience of this lengthy period suggests consideration of the legitimate ownership of these Centers. Therefore, if CSTCs are really to contribute for the betterment of life in rural areas, the Ministry of Rural Development, which is the legitimate Ministry for rural development and sustainable management of the natural resources should run them. This action of transferring the CSTCs from the MOE to the Ministry of Rural Development will disburden the MOE, which is overburdened with the formal educational system. The tasks that are to be performed at the Centers are closely related to the Ministry of Rural Development and hence better results may be secured under this Ministry.

II. Until further notice in this regard, however, the researcher recommends the following to be considered:

- 1) CSTCs have no well-elaborated organizational structure and clearly defined accountability on the part of those who are supposed to run the CSTCs. Since such conditions are among the major causes that contribute for the weakness of the Centers,

it will be of capital importance to revise the guideline of these institutions and state in black and white as to who is responsible for what. Besides all the concerned must be aware through workshops and seminars that NFET is vital and necessary for community and national development.

- 2) The fight against poverty that shackles millions of citizens and promoting development in rural areas should be the main concern of CSTCs and this noble objective requires diversification of the contents of education and training. Education that focuses on literacy, culture, civics, nutrition, environmental science, water and soil conservation, agricultural extension, etc. and ancillary skills for the farming community and marketable skills for the local artisans must be included in the programs. In fact the inclusion of such issues must be based on the identified needs of the communities for contents of education and fields of training need to take into account the local problems and be geared to their solutions.
- 3) Involvement of the community in planning, implementation and evaluation of the CSTCs has to be the desideratum of the Centers. Communities should be made aware of the objectives of the CSTCs and must develop the feeling that they are owners of the Centers.
- 4) It should be noted that training which insufficiently trained trainers provide could not have any permanent stamp on the trainees. Thus, training of trainers must not be left for traditional means. Despite its difficulty to hire adequately trained trainers at each Center, as the fields will be too many, it is advisable to establish a corps of mobile trainers at zone level or any other convenient geographic unit. For this purpose a well-organized center for the training of trainers need to be established at a Regional or Federal level.

- 5) Community development is unthinkable without the active participation of women who constitute half of the adult population for they are actresses of reproduction, health of the family and the community, family income, nutrition and whatever rural development program focuses. Therefore, due attention should be given for women's involvement in the training programs as trainees, trainers and coordinators.
- 6) The lofty objectives of CSTCs can only be realized if adequate sum is allotted to the Centers; otherwise, the training program will be inefficient which ultimately may end in futility. Therefore, it is recommendable that a reasonably sufficient budget, which considers the costly nature of skill training, need to be allocated for these Centers.
- 7) Center coordinators need to have a knowledge of rural sociology, AE, environmental science, etc. and, if possible, some technical competence in skill training. Therefore, it will be of prime importance if departments of AE are opened in certain colleges/universities to train grass root coordinators of CSTCs in particular and NFE in general.
- 8) A staff of only a coordinator and an assistant could not be expected to carry out the multiplicity of tasks at the Centers. Thus, reconsideration of manpower assignment pattern is necessary for appropriate staffing of the Centers in line with their duties and responsibilities.
- 9) Measures need to be taken to equip the Centers with the appropriate type and amount of tools and/or machines depending on the training needs of the communities and on the Centers' demand.
- 10) Appropriate curricular materials are absolutely necessary for any educational/training endeavors as such resources help to maintain the balance between theoretical and practical aspects of the training program. They also help to maintain certain standards

between the skills/education provided at various institutions/Centers. For curricular materials do indicate the objectives, contents, methods and monitoring systems of the program, education/training will be highly facilitated. Furthermore, they provide opportunities for later recalling of what is learnt/acquired. Training without curriculum guides is like making a move in the dark. Thus, the preparation, utilization and continuous revision of curricular guides for skill training should receive due emphasis from the Regional Education Bureau NFET Department and other concerned departments.

- 11) Skill training opportunity at the CSTC has to be open to all who need it. To realize this opportunity however, appropriate communication system to reach the bulk of the rural population must be devised and the peasantry – of both sexes, has to be encouraged to take part in the program. This in turn requires arranging the training period with their consent in order to suit their relative leisure.
- 12) Lack of financial resources has been the bottleneck of many trainees to pursue their vocations. Thus, means should be devised to grant long-term loans for those who need to buy work implements.
- 13) The training process, usefulness of the skills and education provided, impact of the training on the trainees, in short, every aspect of the training program should be subjected to continuous evaluation so that a timely measure to rectify some possible defects can be taken. Evaluation should be viewed as inherent to the training program.

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