

**MANAGING NON-FORMAL EDUCATION  
AND  
TRAINING FOR RURAL WOMEN IN  
ETHIOPIA: FOCUS ON 'WEREDA'  
INTEGRATED BASIC SERVICE  
DEVELOPMENT PROJECTS**

**BY  
KASSAHUN ASSEFA**

**SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**

**MAY , 1997**

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PROJECTS**

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KASSAHUN ASSEFA**

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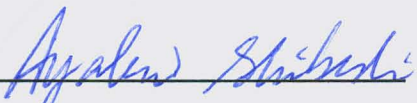
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**BY**

**KASSAHUN ASSEFA**

**FACULTY OF EDUCATION**

**APPROVED BY EXAMINING BOARD**

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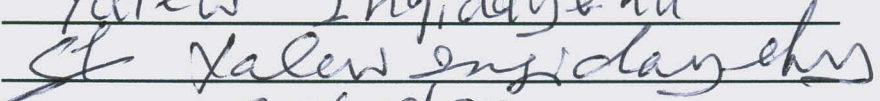
  
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This thesis has been submitted for examination with my approval as a university advisor.

Name: Yalew Ingidayehu  
Signature:   
Date of Submission: 23/05/97

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## ABSTRACT

The study was designed to examine the management process and constraints of NFET programs for rural women in women-only development projects of NGOs in Ethiopia. It was also intended to suggest possible solutions to the problems identified.

Of the total of 17 NGOs that undertake NFET as their main activity or as part of the programs of NGO-run women-only projects in Ethiopia, 12 (70.6) were selected by using random sampling technique. Using the same method, 130 target groups, 89 facilitators (adult educators) and 67 coordinators were proportionally selected representing the total population.

To conduct this research, the descriptive survey method was used. Interview, questionnaires and documentary analysis were used to collect the necessary data. Instruments were pilot-tested and essential corrections were made before the final version was prepared. Percentile, chi-square and t-test statistical tools were employed to see percentile and mean score differences between responses.

The study revealed that profound effort is being made by the NGOs to involve the target groups women in needs assessment, planning and evaluation of the NFET programs in NGO-run women-only integrated basic service development projects. However, it cannot be claimed to be fully participatory.

The main management constraints are 1) lack of continuous and adequate training 2) non-participation and inadequate participation of the target groups women 3) male dominated number of facilitators, and 4) the often conflicting needs of donors, target groups and the government that challenges the NGOs in managing NFET programs for rural women in women-specific projects.

Thus, it was recommended that 1) the project staff specially facilitators, coordinators and managers have to be trained in participatory management techniques of NFET programs or projects, 2) there should be continuous training opportunities for facilitators, coordinators and managers, 3) facilitators should be selected proportionally from both sexes and/ or the target groups women's preference regarding the sex of facilitators should be given priority, 4) in order to overcome the often conflicting needs of the three groups, the NGOs should study and analyze the needs (priorities) of donors and that of the government that can easily be fashioned to the needs of the target groups, and then enter into negotiations with donors and the government in order to modify the needs to fit to the needs of the target groups. In addition, NGOs should make an effort to encourage one another and create an enabling environment to develop a net-work by which they coordinate exchange of experience, disseminate new findings of research works, collectively seek solutions to common problems, train their personnel, and prepare common manuals and guides on common issues.

Finally, this research can serve as a basis for those interested in conducting further investigation.

## TABLE OF CONTENT

	<u>Page</u>
ACKNOWLEDGMENTS .....	i
ABSTRACT .....	ii
LIST OF TABLES .....	iii
LIST OF FIGURES .....	iv
ABBREVIATIONS .....	v
 <b>CHAPTER ONE</b>	
1 INTRODUCTION .....	1
1.1 Background of the Problem .....	1
1.2 Statement of the Problem .....	4
1.3 Significance of the Study .....	6
1.4 Purpose of the Study .....	7
1.5 Delimitation of the Study .....	8
1.6 Limitation of the Study .....	8
1.7 Definition of Terms .....	9
1.8 Organization of the Study .....	10
 <b>CHAPTER TWO</b>	
2 REVIEW OF THE RELATED LITERATURE .....	11
2.1 Origin of NFET in Developing Countries .....	11
2.2 Nature and Role of NGOs in NFET and Rural Women...	13
2.2.1 The Nature of NGOs .....	13
2.2.2 The Role of NGOs in NFET and rural Women .....	15
2.3 The Role of NFET in Rural Women and Development.....	16
2.3.1 The Concept of Development .....	17
2.3.2 The Role of NFET for Rural Women .....	18
2.3.3 The Role of NFET in Rural Development.....	22
2.4 Managing NFET in NGO-run Women only Development Projects .....	24
2.4.1 Participatory Management .....	24
2.4.1.1 The Process of Planning .....	25
2.4.1.2 Implementation .....	29
2.4.1.3 Monitoring and Evaluation .....	30
2.5 The Need to Train NFET Personnel .....	30
2.5.1 How Adult Women Learn .....	33
2.5.2 The Role of Participation of Rural Women .....	36
2.5.3 The Role of Facilitators and Coordinators .....	39
2.5.4 Contents of Training .....	42
 <b>CHAPTER THREE</b>	
3 The Research Design and Methodology .....	44
3.1 Subjects and Sampling Procedures .....	44
3.2 Methods of Data Collection .....	45
3.2.1 Questionnaire .....	46
3.2.2 Interview .....	46
3.2.3 Focus Group Interview .....	46
3.2.4 Document Analysis .....	47

	<u>Page</u>
3.3 Procedure of the Study .....	47
3.4 Analysis of Data .....	48
 <b>CHAPTER FOUR</b>	
4 Analysis and Interpretation of Data .....	49
4.1 Description of the Sample Population .....	49
4.2 Analysis and Interpretation of Data .....	51
 <b>CHAPTER FIVE</b>	
5.1 Summary .....	77
5.2 Conclusions .....	82
5.3 Recommendations .....	85
BIBLIOGRAPHY .....	
APPENDICIES .....	

**LIST OF TABLES**

<b><u>Table</u></b>		<b><u>Page</u></b>
I	Classification of Respondents by Age and Sex .....	49
II	Classification of Respondents by Education Level and Sex .....	50
III	Work Experience of Respondents .....	51
IV	Women Participation in Needs Assessment .....	52
V	Pre-Program Activities .....	53
VI	Training of Facilitators and Coordinators .....	55
VII	Training Modes .....	55
VIII	Contents in the Training Sessions.....	57
IX	Participants in Planning the Program .....	58
X	Who Should Plan the Programs and Set Objectives .....	59
XI	Areas of Participation of Facilitators and Coordinators .....	61
XII	Participation of Women in Decision-Making .....	62
XIII	T-test Ratings of Women Participation in Decision Making .....	63
XIV	Reasons for Selecting the Current participant Women .....	65
XV	Reasons for the Provision of the Programs .....	66
XVI	Program Monitoring and Evaluation .....	67
XVII	Participants in the Evaluation of the Outcomes .....	68
XVIII	Methods of Evaluation Used .....	69
XIX	Co-partner Agencies .....	71
XX	Womens' Vision About the Future .....	72
XXI	Womens' Preference to Male or Female Facilitators .....	73

<b>LIST OF DIAGRAMS</b>		<b>Page</b>
<b><u>DIAGRAMS</u></b>		
1.	Management Functions of a Project Cycle	26
2.	Planning Process of NFET in Projects (Step 1-6) .....	27
3.	NFET as Learner-Centered .....	35
4.	Diagrammatic Representation of Participatory Needs Assessment Steps.....	38

## ABBREVIATIONS

AAE -	Action Aid Ethiopia
ADRA -	Adventist Development and Relief Agency
ASE -	Agri-Service Ethiopia
CONCERN -	Concern
CPAR -	Canadian Physicians for Aid and Relief
CRDA -	Christian Relief Development Agency
DSE -	German Foundation for International Development
ECS -	Ethiopian Catholic Secretariat
EECMY -	Ethiopian Evangelical Church Mekane Yesus.
FAO -	Food Agricultural Organization
ICAE -	International Council of Adult Education
IDCO -	Irish Development Cooperation Office
IIZ/DVW -	Institute for International Cooperation of the German Adult Education Association
IJAE -	International Journal of Adult Education
ILO -	International Labour Organization
JRS -	Jesuit Relief Service
MoA -	Ministry of Agriculture
MOE -	Ministry of Education
MoH -	Ministry of Health
NCCICD -	Nazret Children Center and Integrated Community Development
NFET -	Non-formal Education and Training
NGO -	Non-governmental Organization
SCF/USA -	Save the Children Fund
SEPA -	Southern Ethiopia People's Administration
SIDA -	Swedish International Development Authority
UNDP -	United Nations Population Development Fund
UNESCO -	United Nations Education, Scientific and Cultural Organization
UNICEF -	United Nations International Children's Fund.
US	United States
USAID -	United States Agency for International Development
WAC -	Wereda Administrative Council
WHO -	World Health Organization
WVI -	World Vision International

## TERMINOLOGIES WITH EQUIVALENT MEANING

1. Target groups = Beneficiaries, Participants, Adult Learners, Trainees, Project People.
2. Facilitators = Trainers, Change agents, Development agents  
Field workers, Contact farmers, Grassroots workers,  
Adult educators, Extension agents, Education agents.

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Background of the Problem

Education is said to be a corner stone of socio-economic development and the main means of improving the well-being of the people.

In spite of the various contributions of education to the society, the largest number of illiterate population of the developing countries do not have access to formal education.

Ballara (1991:1) reports that 95 percent of the world illiterates are concentrated in developing countries, the largest number of which are in South-East Asia and Sub-Saharan Africa. A study of UNESCO in Ballara (1991:8-9), has revealed that close to 45 percent of the female population of developing countries are illiterate. In Africa, illiterate women account for 64 percent of the total population and this number is higher in rural areas than in urban centers.

Rural areas remain the potential source for development of a country's economy in the third world nations. There is also strong need to bring women into development process. In fact, it is impossible to achieve development without the active participation of women. Women carry on the double responsibility of home and the society with no education and training.

However, it is believed that education is the main force of change and development. It has been found out that development is facilitated when people are educated. This cannot be attained only through formal education; Non-formal Education and Training also has a part to play. Even though it may be known by different names NFET, is absolutely an essential and strong instrument to make women active participants and contributors to development. This is due to the fact that rural women do not have access to formal education. Yet they work for about 13-18 hours a day which also further inhibits their

attendance in the formal education systems. Research results also reveal that the majority of the world's women have had little or no access to formal education. This is due to the fact that sex-stereotyping by teachers, irrelevant curriculum, parents' attitude towards female education and other social and cultural factors. As a result, women encounter many disadvantages, like low self-esteem, lack of self-confidence and inability to participate and contribute to development process. Thus, due to these socio-economic factors, rural women are left without option for education, except NFET (Verghese, et al, 1983:176, Jabre, 1988: 22-24, Ballara, 1991:12 Hildebrand, 1994:203 and Ellis, 1995:240).

Hallak (1990:238), Hildebrand (1994:205) and Thompson (1995:1) confirm and further argue that formal education currently is not the only means where rural women can gain knowledge and fulfill training objectives. In their opinion, many educational and training objectives can be developed through NFET programs to facilitate and ensure the success of development objectives. This is not due to the fact that NFET complements the formal education system, but it is flexible and adaptable for immediate use according to the situation, needs and interests of rural women. Thus, participatory management of NFET programs help rural women to develop the skills of decision-making, planning, implementation and evaluation of their programs. In addition, participatory management enables rural women to develop their self-esteem, self-confidence and enhance their participation and contribution to the development process. Since the rate of illiteracy is higher among women than men in the rural area, it is not enough to encourage school enrollment for girls; but rather NFET must be designed and managed carefully for rural women in general and women-only projects in particular.

While explaining the role of NFET for rural women, Hallak (1990:103) writes the following:

NFE(T) is essential channel for developing education to rural women. Its flexibility makes it possible to bring the school to the rural women instead of requiring them to come to school. NFE(T)

program has a power of mobilizing them for health care and nutrition, make them more self-confident and involve them in politico-economic life of a community.

Saddik (1990:22-24) and the Royal, Tropical Institute (1993:30) further elaborate the same opinion and disclose that NFET programs make population control more effective and influence the fertility rate. NFET also improves infant survival rate and levels of child nutrition and health. Moreover, providing NFET for rural women in the projects designed specifically for women, enhances their participation in rural development process.

Regrettably, however, in spite of all the benefits of NFET, the contents of its programs in women-specific projects focus on domestic education disregarding the real interests and needs of the target groups or the rural women. For example, facilitators, project coordinators and managers overlook that many rural women often find it difficult to get help or loans due to lack of education. They also fail to recognize that rural women can identify their needs and problems better than any other person (Shah, 1986:10, UNESCO, 1992:105, McGivney and Murray, 1992:89 and Hildebrand, 1994:207).

On the other hand, Charlton (1984:161) and Esktrand in Odoro (1992:48), disclose that many women-specific projects, such as the Dowa women-only project in rural Malawi and Nepal inhibited the participation of rural women and took much longer time to attain the objectives of the project because facilitators were males. Moreover, women-targeted projects designed by NGOs give high emphasis to home-economics and non-marketable skills. This is due to the fact that the planning process of NFET failed to assess the needs of beneficiaries or rural women. Moreover, facilitators and coordinators are not trained in various skills that adult educators require.

Furthermore, in the mind of Oakley, et al (1991:189-194) and Moleko and Betz (1995:20), project coordinators usually view the rural women that they are trying to serve are "incapable of identifying and analyzing their own needs." Such conceptions runs the risk of turning women into "objects" of development

rather than into active participants in change through the facilitation of NFET programs provided in the projects.

Rural women in Ethiopia have multiple responsibilities both at home and outside home. The dual role of rural women in the country inhibits them from attending the formal education. Consequently, they remain uneducated and untrained regardless of their dual role in the society. In addition, their participation in rural development has been insignificant.

Thus, besides efforts undertaken by the government in favour of women, there are NGOs who carry on women-only integrated basic service development programs/ projects in rural areas in the country. Moreover, these NGOs undertake NFET as part of their program or as their main work in order to facilitate their integrated basic service rural development programs and the development of the women. However, the success of the NFET programs in the projects that are run by NGOs, depends on the participatory nature of the management of NFET programs/ projects.

Therefore, the management of NFET for rural women in Ethiopia in NGO-run women-only integrated basic service development projects, thus, require a detail analysis of its management process.

## 1.2 Statement of the Problem

Ethiopia, as one of the developing countries, has a total population of about 55 million out of which about half (49.4%) are women. Over four-fifth (80.4%) of the women are illiterate (UNDP, 1994:35).

This situation has been aggravated by women's lack of access to education due to the inability of the government to cover the educational expenditure; a very busy work day of rural women; distance from home to school; parents belief to teach boys disregarding girls and early marriage (Ministry of Labour and Social Affairs, 1994:4 and MOE, 1995:45).

On the other hand, Ethiopia has a high fertility rate. About 95 percent of child bearing age women have no knowledge of family planning. Women in rural areas have been set apart to "child bearing and rearing, fetching fire wood, preparing manure for fuel," etc. with no education and training at all (Ministry of Labour and Social Affairs, 1994:6).

It has been said that rural women in Ethiopia constitute the largest number of females in the country. Most of them are illiterate and they work for about 13-18 hours a day (refer to Appendix E). In spite of all these constraints, there is a strong demand to bring women into development process and raise their status. However their participation and contribution largely depends up on the education and training they obtain to break through cultural constraints.

In many developing countries, as indicated earlier, local or external NGOs tend to focus on domestic programs in project designed specifically for rural women. They tend to neglect women's roles in subsistence economies and their place in leading the community and shaping the new generation. They fail to assess the needs of rural women and let them participate in the management of NFET programs in the projects. This could be because of the untrained facilitators, coordinators and the project staff at large. Guo (1996:29) goes on to the extent of concluding that the learning and the training of women is affected by the way the facilitators are trained.

Further, it is believed that participatory management of NFET programs can enable rural women in developing self-esteem, self-confidence, awareness about sources of their own problems. In addition, participatory management of NFET programs in the projects gives opportunity to rural women in developing the skills of decision-making, planning, implementation and evaluation of their own programs. Participation is learning, learning about leadership and team work. It has been observed in many case studies that non-participatory NFET programs doomed to failure and were unable to improve the life of rural women.

Thus, the study attempts to seek answers to the following basic questions.

1. How do the target population happen to participate in NFET programs?
2. Who are the participants in planning, implementing and evaluating the NFET programs?
3. What is the level of training of the project staff with particular reference to facilitators and coordinators?
4. What is the level of participation of the target population?
5. What are the monitoring and evaluating mechanisms?
6. Which NGOs and governmental organization are co-partners at program level?
7. What are the constraints that challenge the management process of NFET programs in the projects?

### 1.3 Significance of the Study

There are a number of women-targeted development projects in rural areas that are directly or indirectly undertaken NFET as part of their program in our country. However, it has been said that in many women-specific projects, NFET programs have failed to affect the target groups because of the management of NFET programs have been directive and authoritarian. Furthermore, some projects have under-valued the experience of rural women, neglected their needs and excluded them in the process of managing the NFET programs.

In this regard, the study is considered important in order to assess how NFET is planned, implemented and evaluated in projects designed specifically to rural women.

Very few studies have been carried out in the field of NFET in Ethiopia. The management aspect of NFET in general, and the in women-only NGO-run projects in particular has not yet been systematically studied. In this premise, it is hoped that the study gives insight into this not-well-explored area in Ethiopia. Thus, the researcher is enthusiastic that this study could serve as an initial step to and pave the way for those who want to make further studies in the area.

The study was also felt to be important and relevant because it generates awareness among the concerned people about the major drawbacks and problems encountered in the management process of NFET programs in women-only projects.

Moreover, this can encourage implementation, improvement and promotion of effective management approaches. The findings of the study and conclusions to be derived are also expected to serve as organized data on the process of managing NFET programs that would benefit the existing and newly emerging NGOs. Furthermore, the findings of the study and experiences obtained from NGOs is expected to result in the realization, by the concerned, of the need of widely carrying out such programs in order to facilitate rural development programs and enhance the productivity of rural women. In this case, the significance of the study is felt to be considerable.

In addition, the study has practical importance in that it came up with propositions for the improvement of the management process of the NFET programs in projects or programs designed specifically to rural women by NGOs.

#### **1.4 Purpose of the Study**

The purpose of this study is to assess the management practices and constraints of NFET programs for rural women in women-only projects that are undertaken by NGOs in Ethiopia. In this regard, the study was also intended to suggest possible solutions to the problems identified. Therefore, the focus of the study was a detailed analysis of the management process in planning, implementation and monitoring and evaluation of the NFET programs in women-specific projects undertaken by NGOs.

Moreover, the researcher could not get well developed instrument that facilitate the examination of the process of managing NFET programs in women-only projects.

In addition, some of the project sites are located in rural areas where regular transport service is not available. Consequently, the researcher had to wait for a day or two for market days in order to get transport services.

## 1.7 Definition of Terms

**Base-line information** - is information consisting usually of facts and figures, which provides a basis for planning program development and evaluating out-comes or impacts (Hope and Sally, 1992: 272).

**Needs assessment** - is a process of ascertaining the learning needs, health needs or other developmental needs of beneficiaries of educational and development programs (Bhola, 1990:302).

**NFE (NFET)** - refers to all organized or semi-organized educational and training activities that operate outside the regular structure and routines of the formal educational system, serving a great variety of learning needs of different sub-groups of the population both young and old (Beshop, 1989:13).

**NGOs** - are voluntary organizations which are formed by people who share common objective and cooperate to achieve it (Thompson, 1990:65).

**Participatory approaches** - are designs, procedures and methods of planning, implementation and evaluation that are built upon the active involvement of the would-be beneficiaries of programs and projects (Bhala, 1990:303).

**A project** - is a set of investments and other planned activities aimed at achieving specific objectives within a pre-determined time-frame and budget (Magnen, 1991:15).

**Project management** - is a process of applying management techniques in a project life-cycle (Hope and Sally, 1992:277).

## 1.8 Organization of the Study

The study consists of five main chapters. Chapter One deals with the background of the problem and its approaches or introduction. The second chapter is concerned with the review of the related literature relevant to the problem under investigation. Third chapter is the research design and methodology while chapter four presents description of the sample population and the analysis and interpretation of the data. Finally, the last chapter comprises the summary, conclusions and recommendations.

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

This section presents the related literature in five major sub-sections. These are: 1) Origin of NFET in Developing Countries. 2) Role of NFET for Rural Women and Development. 3) Nature and Role of NGOs in NFET and Rural Women. 4) Managing NFET in NGO-run Women-only Projects or Programs and 5) The Need to Train NFET Personnel. Thus, each of these topics will be discussed in the following section.

#### 2.1 Origin and Nature of NFET in Developing Countries

In the late 1940's and 1950's in the majority of countries of the world there was fast economic development. As a result, education and development took much of the national budget. In addition, the number of adult literates grew up to 40 percent. Thus, economists viewed expenditure in education as an investment in human capital and considered it as an essential prerequisite for modernization and economic development (Adreson and Harbison in Blunt, 1988:39).

In this regard, the newly independent states of developing countries began to expand the formal education system. This is due to the fact that education is perceived as the only way to overcome shortage of trained manpower and the main means to development. Consequently, the demand for education grew. Even though there is a relative expansion of the formal education system, there is lack of access to education in many of the developing countries. However, education failed to provide the expected benefit. Many graduates could not get jobs and some are underemployed. Many students began to drop out of schools because schools failed to provide the necessary skills. Population growth, the rapid growth of technology, high cost of school facilities and inflation worsened the situation. The number of illiterate people increased. Therefore, a new strategy is required to overcome this socio-economic problem (Blant, 1988:39, and Ballara, 1991: and Coles, 1994:11).

Verghese, et al (1983:179), Hallak (1990:107 ), Forojalla (1993: 270-271) Eade & Suzanne (1995:356) and Thompson (1995:1) conform and further write that NFET emerged from the inability of the formal education systems to provide an access to a great majority of the people. In most situations it is seen as particularly useful for adult population like rural women, youth and nomads who have no chance of access to education. However, almost all developing countries use NFET to provide skills for employment, literacy, family planning, health and family life education, agriculture extension, income-generation, developing awareness, etc. In addition, it is provided by governmental and NGOs to facilitate the process of individual as well as rural development activities and projects.

Nevertheless, NFET programs for rural women vary from place to place because of differences in level of development and needs of beneficiaries. Regardless of this fact, Bhola (1992:48), Forojalla (1993: 273-274) and Thompson (1995:3) agree that NFET programs are closely structured, flexible and adaptable. In their view, NFET programs have diversified sponsorship with objectives targeting on specific groups in society. It provides skill-oriented programs directed towards immediate needs in development, employment and increased productivity. Thus, NFET is characterized by its beneficiaries, time, trainer, content and methodology.

The foregoing discussion indicate that NFET is originated as a result of the inefficiency of the formal education system interms of its access and failure to provide the necessary skills to enable the learners participate in socio-economic development of society. It is identified by its flexibility, adaptability, short duration, clienteles, content and methodologies. Its flexibility implies, however, that it has no centralized curriculum since it is governed by the needs of target groups. In addition, its adaptability shows hat it can be provided according to the situation, time, and needs of rural women. Thus, it is due to these characteristics that NFET is believed to be very conducive to provide knowledge and skills to rural women for immediate use. Thus, the following section will briefly outline nature and role of NGOs in NFET and rural women.

## **2.2 Nature and Role of NGOs in NFET and Rural Women**

This section is devoted to the nature or characteristics of NGOs in general and their role in NFET in particular. Thus, initially the nature of NGOs will be dealt with and followed by their role in NFET.

### **2.2.1 *The Nature of NGOs***

NGOs are organizations that are formed by people who have a common goal and cooperate on voluntary basis to achieve their common interest. Thus NGOs are not part of the state or intergovernmental structures; and thus they are not directly serving governments or other agencies. They are independent groups with their own priorities and programs. They plan their own independent activities, but they can assist programs started by governments (Thompson, 1990:18, Ballara, 1991:20 and Moser, 1993:191).

There are a wide variety of NGOs operating across continents, sub-continents at international or world-wide levels. There are also regional, national and local NGOs working in their own areas of choice. Nevertheless, it is said that it is difficult to summarize the characteristics of NGOs because of their diversity in size, objectives and type of population served. Regardless of the difficulties, Hall (1986:6-7), Stromquist (1986:9), Thompson (1990:18) and Moser (1993:193), list the following characteristics of NGOs:

- Almost all NGOs stress the participation of beneficiaries in planning, and implementation of programs;
- They are flexible and adaptable to environmental condition and to the condition of rural women;
- They get closer to grassroots' rural women groups than governmental agencies;
- They usually have simple administrative structure which require their personnel to be responsible for multiple tasks in the organization.

This in turn creates conducive condition to make operations fast and insure less bureaucratization.

According to Cernea (Moser, 1993:193), to a large extent, NGOs are identified by their institutional location. That is, they are usually located at local, national and international levels. Secondly, in their organizational composition, those of international nature are involved in donating, and are known commonly as "donor organizations." On the other hand, national NGOs are involved in providing services to those at grassroots level; consequently, they are identified as "service providing organizations." Thirdly, activities of NGOs vary from one to another. Some are involved in health and education, environment emergency relief, research and some in development in general. However, most NGOs are holistic (integrated) in their approach and their activities are thus diversified or multi-directional. This provides strong and wider contacts with rural women in the grassroots level enhancing their capacity of organizing and mobilizing for integrated rural development programs. In addition, NGOs are currently involved in strengthening contact among NGOs or developing networking system.

Since NGOs are by nature voluntary in their establishment and operations, they have advantage over governments in organizing rural women; unlike governments they are not akin to imposition. This in turn develops mutual trust between NGOs and rural women at grassroots levels in contrast to governments. Nevertheless, at present, the relationship between the state and NGOs in, developing countries has grown due to political, economic and organizational reasons (Charles and Salimano, 1988:70).

To sum up, despite the variation in size, objective and the type of population they serve, NGOs are commonly flexible, participatory and non-bureaucratic in character. NGOs vary in the number of activities they are involved in for they carry out from single to diversified programs. NGOs have a potential of organizing and mobilizing rural women without any imposition because of their involvement at grassroots levels which facilitates their

capability of responding to the needs of rural women and the community at large.

### ***2.2.2 The Role of NGOs in NFET and Rural Women***

The last two decades have proved that there is high growth in the number of NFET provisions for rural women. Even though not identified as NFET by name, such programs are increasingly felt by both governments and NGOs as one of the main resources that allow rural women to obtain skills and knowledge to become active participants in and contributors to development. Close contact with rural women at grassroots level and working closely in identifying needs and concerns includes recognition of basic learning and training needs of rural women. Consequently, the close ties specially of NGOs also give them opportunity to motivate and mobilize the rural women for the purpose of planning the provision of new knowledge and skills training and development programs (Stromquist, 1986:1 and Ballara, 1991:20).

Hall (1986:12), Dighe (1985:83) and Hildebrand (1996:172-173), are also of the same opinion and point out that there are a number of NGOs whose work is related directly or indirectly with NFET at grassroots level. There are also NGOs which are backed-up by governments or agencies at international level that take the responsibility of carrying out NFET as a component of development work in order to promote the economic and social conditions of the rural poor in general and women in particular. In addition, specially NGOs, that work in decentralized or localized situations are in a better position to give opportunity to rural women to determine over their own learning needs to overcome their socio-economic problems provided that they use participatory approach. Moreover, there are a great number of NGOs that do not realize that they are actually undertaking NFET despite the fact that they are devoting their energies and resources to working with rural women, giving information and training possibilities, listening to the needs and interests of rural women. Some of these NGOs involved in providing NFET are newly-emerged ones.

Furthermore, Cassara (1995:XII), identified that ILO, UNESCO, WHO, UNICEF, FAO etc. have been playing a major role in NFET at global level by funding programs, conducting research works and providing other technical assistance to bring world-wide awareness. In addition, there are other NGOs such as ICAE, SIDA, USAID, DVV etc. which have been playing similar role at international, regional and national levels. Sultan (1994:93) and Comings, et al (1994:95) report that NGOs also work to overcome poverty by developing rural women's skills and attitudes through NFET. Remarkably, most NGOs play crucial role of implementing NFET programs for rural women by integrating them to development programs or projects.

On the other hand, however, Sarr (1991:290-292) argues that many projects of rural women failed due to participant's lack of education, undermining their social organization, their exclusion from the process of planning and neglecting of their pre-occupied activities that do not match the interest of funding agencies. Moreover, most NGOs fund projects in various fields such as agriculture, health, family planning, training, etc. when the interest of the women matches with their own. Projects of this type are projects of funding agencies instead of women's project or programs. Some NGOs also make an attempt to apply skills of management that have practiced and found effective in their particular communities without adoption in the funded countries' community which partially or completely disrupts or puts an end to a system well developed earlier. Consequently, programs or projects suffer success. However, the following section will deal with the role that NFET plays in the skill development of rural women and rural development in general.

### **2.3 Role of NFET for Rural Women and Development**

This section is concerned with the concept of development, role of NFET for rural women and its role in rural development.

### **2.3.1 The Concept of Development**

According to Rogers (1992:83-85) development is moving without any break for the better. Thus, it is necessarily about change, and change is a continuous process. Development is planned activity which is meant for the attainment of desired outcomes by influencing rural women so as to move in the direction intended for action. In this regard, development is a planned change process, a process moving towards already established goals through the participation of rural women willingly without negatively disrupting their way of life.

Slim (1995:143) further states that if change is to take root, it must be sensible to rural women values and capacities. Thus, development is concerned with people in general and rural women in particular and has to be appropriate to their culture, social norms, economy, technology and environment. This implies that development cannot be imported as a package. If there is an attempt to imitate development, it does not take root. Development can not be imposed on rural women. True development can be attained only through the participation of rural women and it can not be done for them. Their involvement in making decision, and in actions and their outcomes, are considered to be important.

Even though growth in economy is required, however, it should not be seen as the only goal. We need growth in economy so as to provide better health, environment, infrastructure; in short improved way of life for rural women. Thus, development is mainly meeting the basic needs of rural women's needs and promoting their way of life instead of exclusively aiming at the building up of a nation's economic wealth. The focus and main concern of development in general, rural development in particular, in the context of rural women is, thus, the development of both men and women. Hence, development requires the provision of knowledge, developing new attitudes, new skills of production and management, and organizing work in new ways creating ideal condition for the participation of rural women. To this effect, it demands the contribution of all development sectors organized into a group so

that one is working with all and all working as one (Rogers,1992: 98 and Bholra,1992: 10-17).

Regarding the importance of the development of people's (rural women) capacity, Clark as quoted by Slim (1995:144) writes the following:

Development is not a commodity to be weighed or measured by GNP statistics. It is a process of change that enables people (rural women) to take charge of their own destinies and realize their full potential. It requires building up in people (rural women) the confidence, skills, assets and freedoms necessary to achieve this goal.

In sum, development is concerned with the betterment of people's in general rural women's in particular living condition through planned change, moving towards the intended goal. Thus, development is mainly, concerned with the development of rural women to make use of their own potential, resources and capacities for improved way of life equally. It means equipping rural women with new knowledge, way of thinking, production skills; in short, development is building the capacity of rural women in every sphere of socio-economic life of a society in an integrated way. And for the development of both human potential and economic growth, NFET programs have a major facilitating roles, which will be dealt with in the next section.

### ***2.3.2 The Role of NFET for Rural Women***

According to estimates for the year 1995, developing countries expected to have 38.3 percent of illiterate women and 8.8 percent men. It is also expected that by the year 2000, developing countries will constitute 98.7 percent of the world's estimated illiterates. Out of this rate, 64 percent (558 million) will be women. In absolute figures, of the total of 905 million adults who have never had any access to education, women account for 587 million. In addition, out of 130 million school age children who do not go to school, 78 million are girls. Drop-out rate is higher among female students than male ones. Higher dropout is registered in rural areas than in urban centers,

consequently, young girls grow up to be uneducated and untrained women, unable to effectively carry on the double responsibility of the family and participate and contribute to the socio-economic development of the society (Jabre, 1988:22-24, Ballara, 1991;12, Limage, 1994;37 and UNESCO: 1995:17).

On the other hand, UNESCO (1992:7) states that women's education is beneficial to the development of any country. In this regard, various case studies have revealed the following benefits of women education. Some of these are: better health for the family, lower infant mortality rate, better educated children, lower fertility rate and improved participation in community life and nation building.

According to King (1990:22), a case study conducted in four Latin American countries have come out with 40 and 60 percent of decline in fertility was result of education. Besides, it has been found out in Peru that educated women had healthier children regardless of whether there was a clinic or a hospital nearby. Research results conducted in 46 developing countries discovered that "a 1 percent rise in women's literacy has 3 times the effect of a 1 percent rise in the number of doctors."

Regardless of all these benefits of education, the majority of women in the world in general the developing countries in particular have no access to formal education because of social, cultural and economic factors. As a result, women are excluded from various socio-economic activities and benefits (Ellis, 1995:239).

In light of the idea stated above, what is needed, therefore, is providing adequate opportunities of education and training so that rural women can improve their lives, the lives of their families and that of the society at large. It is also indicated that illiteracy is higher in rural areas among women than men. Thus, Ballara (1991:1) suggests that school enrollment must not only be encouraged for girls. Especial education and training programs and

planning knowledge to rural women who had no access to formal education. The program planning was participatory. Facilitators were trained for two weeks after they were chosen by the community and target-group women. Consequently, the case study has found out that NFET programs with produced similar impact on rural women in contrast to girls who were provided health and family planning education in schools. The women were identified by the community as educated and source of information about health and family planning. Consequently, the status of these women changed and, they became leaders of their community in assisting health and family planning works (Comings, 1994:95).

King and Anne (1993:12) confirm and further argue that NFET strategy provides an opportunity to carry on variety of programs, consequently, helps rural women to be more productive at home and outside home. In their opinion, NFET can even substitute a health program of a community by informing rural women about health care and personal hygiene. It is a means of bringing the school to the house of each rural women or women group instead of demanding them to come to school. The flexibility of NFET strategy allows to provide education and training according to their needs, at the place and time they prefer to participate.

Thus, the NFET programs in women - alone projects or groups that are run by NGOs, has to assist rural women in the development of their own in order to play an active role in socio-economic development. Thus, NFET has to :

- raise their awareness about their roles and status in society;
- provide opportunities to identify their own learning needs
- create an ideal condition for mutual respect and trust among themselves by bringing them together.
- assist them to assess and analyze their situation and experiences to seek solutions to their problems;
- support women organize groups to respond to issues essential for them (Knowles, 1984:14-18, Ellis, 1995:240 and UNESCO, 1995:44).

According to Shah (1986:65-66), a NFET program in women-alone group (project) that was run by NGO in rural Bangladesh has been successful in that the participant rural women acquired skills, developed their income potential and to a great extent accepted family planning. This was due to the fact that the NFET was based on the identified needs of the target groups and the training time and place was determined by the participants.

The discussion made so far indicate that NFET strategy can respond effectively to the needs and problems of rural women. Its flexibility and adaptability provides opportunities to fit to the situation and needs of rural women to acquire skill and knowledge. The case of NGOs in Nepal and Bangladesh verify this fact. Thus, the following section will deal with the role of NFET in rural development.

### ***2.3.3 The Role of NFET in Rural Development***

Increasing people's skills and capabilities is believed to be one of the major inputs for the success of development process. Development planners, at present, consider education as the main instrument to improve the socio-economic life of the society. As a result, there is a general tendency of accepting the formal education as having a potential for promoting development in general and rural development in particular.

Development is not facilitated only by formal education; NFET has also its own facilitating role in fostering development. NFET prepares rural women to attend to their immediate needs, and deals with those who are actually involved in the production process. Secondly, since the majority of rural women are out-of-school, NFET provides access to education and training. Thirdly, NFET is an effective strategy to local development needs because of its cost effectiveness, flexibility and adaptability by giving opportunity to deal with various contents and methods following the needs and capacities of the different groups of people (Nayar, 1979:48 and Doni, 1995:40).

According to Rogers (1992:29), McGivney and Murray (1992:2), Samlowski (1993:288) and Osorio (1996:48), NFET in developing countries is usually intended and implemented as an instrument to better people's conditions of living in general and that of rural women specially. In this regard, NFET is managed in such a way that it is integrated and penetrates all sectors and areas of life in a society, such as nutrition and family life education, skill training, agricultural extension, environmental protection, literacy, income generation, women's education, credit programs; in short, any form of education and training for rural women in non-formal setting.

To this end, Doni (1995:39-40) and Riezen (1996:83) advocate that NFET has to enable the beneficiaries to be aware of the resources they have and constraints that challenge their development. In addition, NFET has to respond to the felt needs of rural women and let them participate in the projects. The NFET in the projects has to be integrated into all development process because rural women learn better and faster when their learning and training is related to their needs and interests, applicable in their daily life and also when it helps them to solve their problems. Thus, NFET is a means of facilitating the effective and efficient mobilization of rural women by raising their awareness about the constraints surrounding and of their own capabilities to overcome them. Thus, for rural development and NFET to be of interest to rural women, they must be involved. To this end, they must be educated in accordance with the intention and ways of development and raising their awareness to enable them decide for themselves as to what is beneficial and how it is to be achieved.

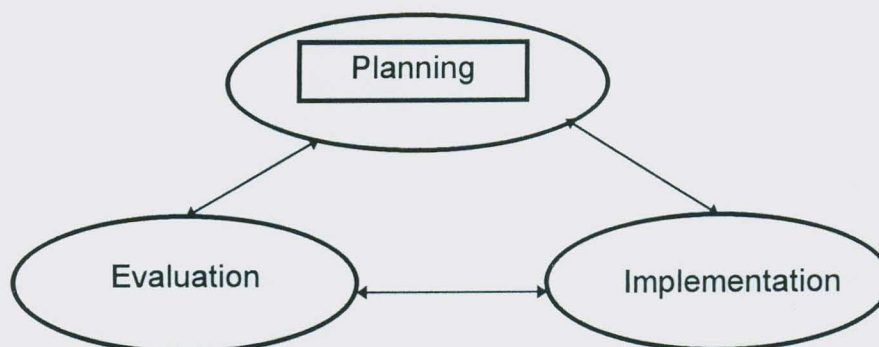
There are numerous cases of NFET programs that have been successful in achieving significant change in knowledge, attitude and practice in health, nutrition and economic development. Some of the NFET programs in women-alone groups in the projects of NGOs have been successful in achieving significant change in knowledge, attitude and practice in health, nutrition and economic development. For instance, the success of some of the projects, such as Kendra (Bangladesh), has been due to the fact that a) the facilitators have been trained; b) the program has been holistic and participatory in its

target groups rural women to become "self-reliant, creative and self-motivated." In NFET programs, thus, the role of the facilitator is helping rural women in reaching their goals, changing their existing situations and taking control of whatever affects their lives. Therefore, participatory management takes into consideration the needs and problems of rural women and lets them participate in decision-making. Thus, in participatory or enabling management, rural women who are organized as target groups are involved in planning their learning, formulating objectives, implementing and evaluating their programs. This type of management is akin to NFET due to the fact that NFET is growth-oriented learning or learner-centered program. It is a type of education that is based on the needs of the learner. Thus, it helps rural women to find solutions to their real-life problems. Hence, participatory management is a fitting approach to the conduct of education of rural women in non-formal setting (Thompson, 1990:24, Ferrihno, 1994:90 and Grieshaber, 1994: 162:163).

Participatory management or enabling management, thus is based on collective or group leadership in which rural women play the leadership role. The management of this type requires the participation of the target groups in the whole process. In addition, from the situation of rural women and NFET programs, enabling-management ensures the participation of rural women. Their participation begins at the planning stage of programs, that will be the subject of the next section.

#### **2.4.1.1 The Process of Planning**

According to Ballara (1991:54), stages in a project cycle and a program management in a project are the same. Thus, the stages include planning, implementation and evaluation. In addition, Gajanayake and Jaya (1993:102) identify three phases of project life-cycle as indicated in the diagram below. Thus, the management of NFET in projects of NGOs has three functions. These are: planning, implementation, monitoring and evaluation.

Diagram 1. Management Functions in a Project Cycle

Source: Stanley Gajanayake, et al, *Community Empowerment: A Participatory Training Manual on Community Project Development*, New York, Office of International Training and Consultation, 1993, P.102.

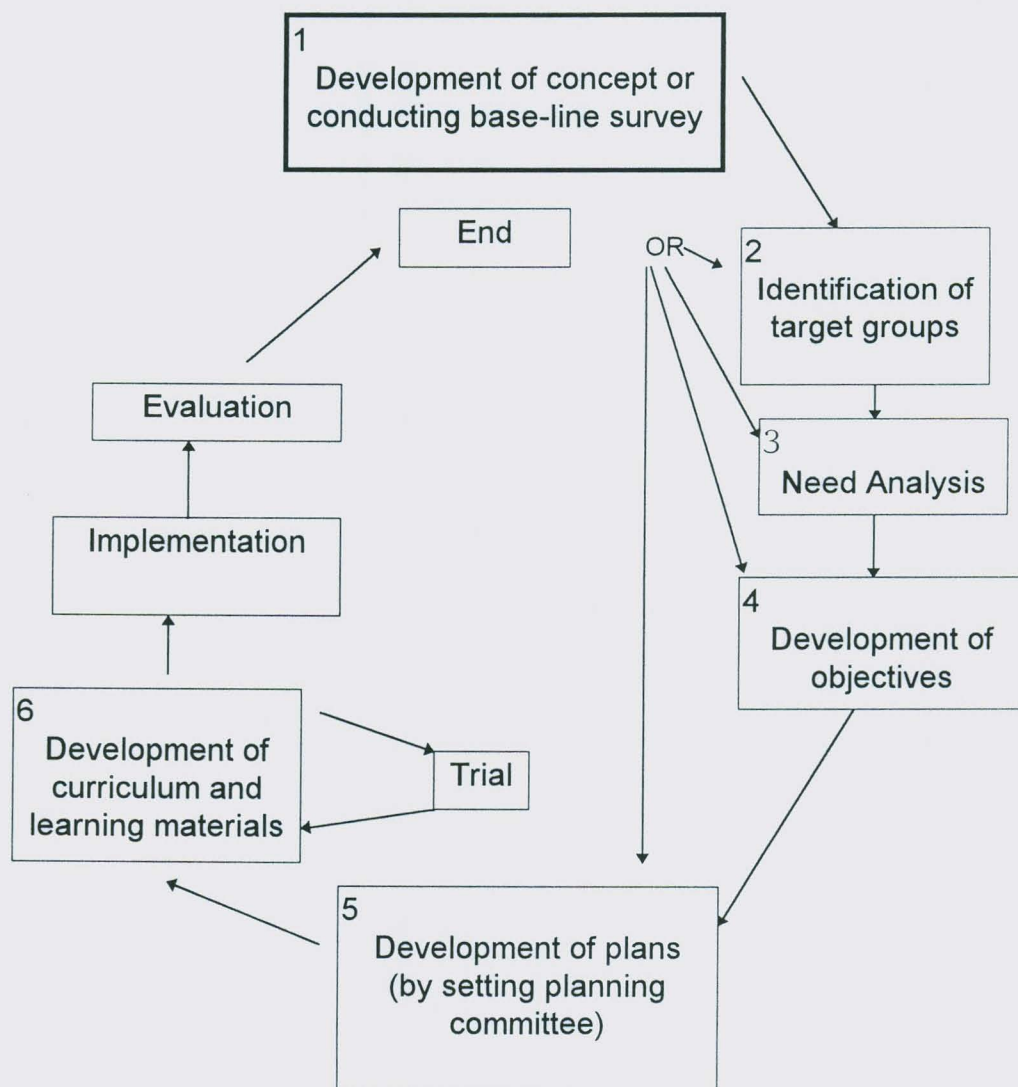
Grieshaber (1994:142), writes that participatory planning is a process that requires decision-making by rural women who participate in a project (program) on how to use resources and plan activities to arrive at the intended objectives. In addition, planning process requires deciding on the best alternatives that ensure the attainment of goals set. It is the most decisive part of the NFET process and should take into consideration its customers to ensure its participatory nature. Participatory planning also involves decision-making, where by the decision is made by the participant women group in the program.

Eade and Williams (1995:412-415) are of the same opinion and further state that to enable NFET respond to the needs of the target groups women, keep the NFET programs/ projects effective and sustainable, requires the participation of the women in the planning process. Their participation in the planning process in itself is an educational experience. Participation enables the target groups learn about planning and develop skills in decision-making. It is also a means of ensuring that the needs of the target groups are taken into consideration. In their view, plans that are appropriate should always show the indicators that will be used in monitoring and the overall evaluation of the outcomes of the NFET programs or projects. Thus, plans should incorporate both monitoring and evaluation as their integral part.

According to Wellings (1987:5-10), planning of NFET programs for rural women in a project should consider the following steps.

- Conducting base-line survey
- Identifying target groups
- Assessing the needs of the target groups
- Setting objectives
- Developing the plan and training methods by setting planning committees

Diagram 2. Planning Process of NFET in Projects (Steps 1-6)



Source: John Wellings, "Planning a Major Program of Continuing Education." *Bulletin of UNESCO Principal Regional Office for Asia and the Pacific*, 1987, No.28 Stockholm, p.7 (adapted).

Gajanayake and Jaya (1993:40) and Vella (1996:89-90) are of the same opinion and in their view there are seven steps in planning NFET programs in a project. These are **Who**, **Why** and **Whom**, **When**, **Where**, **What for**, **What** and **How**.

1. **Who?** - refers to the identification of target groups (rural women) who have needs. It also implies that NFET is growth oriented learning program (learner-centered) because it starts with the identification of the target groups.
2. **Why and Whom** - the response to this question gives the type of training needs of the participants that is going to take place. In addition, the other part of the question looks for other participants who have to be involved in defining needs with rural women to be served. This also implies the participation of resource persons in identification of both target groups and their needs.
3. **When?** - refers to the duration of time that is needed to accomplish the task (program). It also refers to the training time which is determined by the conducive time rural women have.
4. **Where?** - is concerned with the place of learning and training which is determined by identified and organized participants group of rural women.
5. **What for?** - implies the purpose of learning and training of target women group. It leads to the setting of the objectives based on the needs or problems identified.
6. **What?** - refers to the type of contents, that is, what kind of attitudes, knowledge and skills are demanded by rural women.

7. **How?** - indicates methods of teaching (training) and ways of rural women learning specially. It also shows the level of participation and techniques of evaluation. It involves all learning tasks.

In this regard, this approach of planning NFET scheme seems to have no significant difference from the preceding one except for variations in the details of their approaches to the planning process. It seems sound to use one of the two approaches in planning NFET programs for rural women provided that they use participatory techniques.

But, what has been planned has to be transformed into action. To this end, it requires coordination of activities and organizing rural women into groups to facilitate putting the plan into practice. The following section will, therefore, deal with the process of implementation.

#### **2.4.1.2 Implementation**

According to Bhola (1992:40) and Gajanayake and Jaya (1993:103), implementation is the process of putting what has been planned into action. It requires coordination of activities. Coordination helps to achieve the objectives of the NFET programs with no or minimum amount of obstacles, through collective efforts of coordinators, facilitators and beneficiaries. It also involves monitoring the activity through which corrective measures are taken to overcome constraints in the process of implementation. Coordination in the process of implementation means in this context to facilitate relationships among organizations, institutions, beneficiaries and to use resources economically. It is the main means of creating friendly relationship between rural women and facilitators and others. It is also the main means of ensuring and promoting the participation of rural women.

The process of implementation of NFET programs in NGO-run projects also requires organizing or grouping rural women as target groups for the purpose of providing knowledge and skills training. Organizing rural women into groups facilitates team work and their participation in the process of

planning, implementation and evaluation of the program. However, it should be known that NGOs and beneficiaries have their own goals. In achieving the needs of the organization, target groups (rural women) fulfill their own needs and goals. Thus, goals of both the NFET program in the project and that of rural women should be in harmony in the implementation process. Hence, Organizing women into groups is one of fundamental means where individual women have the possibility of interacting among themselves. Organizing is not limited to the grouping of women only, it requires organizing the identified needs of targeted rural women groups into learning contents (Thompson, 1990:65, Terry and Franklin, 1991:132, Oakley, et al., 1991:176, and Ferrihno, 1994:8).

Nevertheless, the stage of implementation is not an end in itself. The process of implementation has to be checked regularly and the outcomes have to be weighed in terms of the intended objectives and its effect on the life of rural women. In light of this consideration, the following section will deal with the process of monitoring and evaluation.

#### **2.4.1.3 Monitoring and Evaluation**

Monitoring and evaluation go hand-in-hand because good monitoring lays a foundation by collecting data and information to conduct evaluation. According to Casley and Lusy in Oakley (1988:8), "monitoring is the provision of information, and the use of that information, to enable management to assess progress of implementation and take timely decisions to ensure that progress is maintained according to schedule." In addition, to Rubin (1995:16) monitoring is a means of taking corrective measures if differences appear between what is going on and intended earlier. It is concerned with a short-period performance of the program or projects. It is an internal program activity and an integral part of management.

Evaluation focuses on relevance, effectiveness and impact of NFET programs on rural women with the objective of improving projects or programs that currently exist and that of the future. It is concerned with long term results

of a program or a project. It consists of activities that are carried out periodically. Thus, evaluation as it is applied to NFET programs or projects is concerned with measurement and assessment of the value of the attainment. To this end, evaluation

- requires information about programs or projects particularly what has taken place and what is going on;
- involves comparing between what has been attained and intended;
- requires weighing what has been attained deserves a value (Mulusa, 1992:3, Gajanayake and Jaya, 1993: 12, Rubin, 1995:16 and Hegedus, 1995:62).

On the other hand, Mulusa (1992:7) Magnen (1993:117-123) Hildebrand (1995:7,14) and Germann (1995:41) point to the fact that currently monitoring and evaluation have won great attention in development programs in general and in NFET in particular. In their view, monitoring is making a regular follow-up of the implementation of a program to ensure if it is moving according to the plan. It involves collecting information to make corrective measures if need be. Monitoring and evaluation as a process are, thus, concerned with improvements of the current situation and that of the future activity of the program or project. It assesses the goals, contents and methods of NFET in the process of monitoring and evaluation.

Kundu (1986:125-126) and Rubin (1995:27) say that evaluation is not an end by itself. Evaluation results should improve planning, implementation and program organization and management of NFET for rural women in the projects of NGOs. In addition, evaluation results should indicate where action is needed, which aspect requires research, the need for training and means of taking corrective measures. Thus, evaluation goes beyond measuring performance.

However, Hildebrand (1993:348-349) and Mulusa 1995:19-24) observe that practitioners manage monitoring and evaluation for the attainment of the intended goals. They fail to organize monitoring and evaluation as part of the

overall learning process from the very beginning. They further observe that NGOs prefer short evaluation reports to long ones for they do not have time to read the detail aspect of the program or project. In addition, senior project staffs are not essentially educators. Consequently, they overlook the evaluation of skills obtained and changes in attitude and effects on the life of participant rural women. Thus, they focus on evaluation of financial accounts or material effects. Success report are usually characterized by figures such as number of participants and days of attendance disregarding the effects on the life rural women.

Among the various models of evaluation, participatory evaluation is emphasized for the purpose of this study because of the nature of NFET program, rural women and the current tendency of rural development process.

Regarding the above view, Choudhary (1988:10) and Mulusa (1992:20) report that both NFET and rural development programs tend to be based on the felt needs of the target groups. In addition, NFET and rural development programs are at present practicing participatory method. The target population participate in the overall process of the program or the project. Participatory evaluation is, thus, a method of encompassing monitoring and evaluation as part of a process of planning of NFET programs in which rural women are the center of learning and training. Thus, it is a collective process in which rural women groups learn from the activity, that is, "an educational experience." It is learning about one's strength and weakness, the creation and development of organizations and ensuring their "worthiness and sustainability." In their view, it is not only the outcome of participatory evaluation that gives insight and learning but also the very involvement of rural women in the process that lays the foundation for learning and education. In participatory evaluation thus, coordinators, facilitators and beneficiaries participate. The evaluator facilitates by helping women participants to decide what is to be evaluated, how it should be carried out and how the information is to be used. Consequently, Choudhary concludes that it is this developmental and educational experience of participatory evaluation that makes it distinct from that of conventional evaluation methodologies.

In the context of NFET, the learners-rural women have to determine what and how to learn. It is the rural women themselves who should identify their learning and training needs. In other words, the learners are sources of their own learning. The learning process is thus learner-centered or growth-oriented strategy, in which the learning needs are determined by participant rural women. In addition, it should be the targeted rural women who determine

where and when to learn. Otherwise, participant rural women behave indifferently in the learning and training process since it does not match with their "self-concept" as independently acting individuals, or they may even consider it as if it deviates from their needs and interests. They may also feel they have nothing to contribute because they are illiterate and inexperienced in community or group life. Thus, they must be helped in overcoming these negative attitudes by enabling them discover in a new freedom and capacity to change and direct their lives. They learn better when their learning and training is related to their real-life problems (Bhola, 1992: 67-68, Mulusa, 1992:20 and Thompson, 1995:27).

Similarly, Muller (1993:241-243) argues that the aim of NFET is to facilitate the learning of rural women and gear it towards participatory learning. It is said that NFET is learner-centered, and it has to be because the focus of rural women is on the immediate application of the learning and training obtained. In order to realize this aim, therefore, the needs of rural women should be translated into learning contents and objectives, the learning situation has to be considered, time and place of learning which is determined by the learner group should be assessed and thus, the trainer (facilitator) has to facilitate this and that of rural women situation. The following diagram shows that NFET is learner-centered, that is the learning, the situation, methods and objectives are determined by the participation of the learners - rural women.

### ***2.5.2 The Role of Participation of Rural Women***

Currently, participation is recognized as an essential ingredient in the success of planning, implementation and evaluation of both development and NFET programs. Participation is a process through which rural women are involved at all levels of issues related to their own life situation. It is a means of mobilizing the ability and energy of rural women for the optimum attainment of the goal of a program or a project or organization. It is also a vital element in learning. In fact, Grieshaber (1994:19) goes to the extent of asserting that unless there is participation there cannot be learning and there cannot be development as well.

According to Ballara (1991:24-26) and Moleko and Betz (1995:9), participation tends to imply decentralization or localization of NFET, planning, implementation and evaluation, with emphasis upon local contents and materials which are familiar and relevant to the needs of rural women. Decentralization (localization) of educational activities contributes to a higher degree of efficiency in program or project implementation. Decentralization seems to develop in NGO-run sectors, and various countries stress the desirability of decentralization of NFET programs to reach special disadvantage group, such as rural women. Moreover, according to them Participation of rural women in planning, implementing and evaluating of NFET programs in NGO-run women-only programs have the following advantages:

- targeted rural women develop self-confidence and get motivated by doing than being instructed by another person;
- recognition of the knowledge and life experience of participant rural women builds a feeling of being worthy;
- each participant obtains experience in solving problems, making decisions, and taking actions and develops the skill of problem solving without the help of others; and
- the participants develop a feeling of responsibility.

Related to the issues of participation, a case study made on NFET programs of rural women in Sarawak (Malaysia), has revealed that the

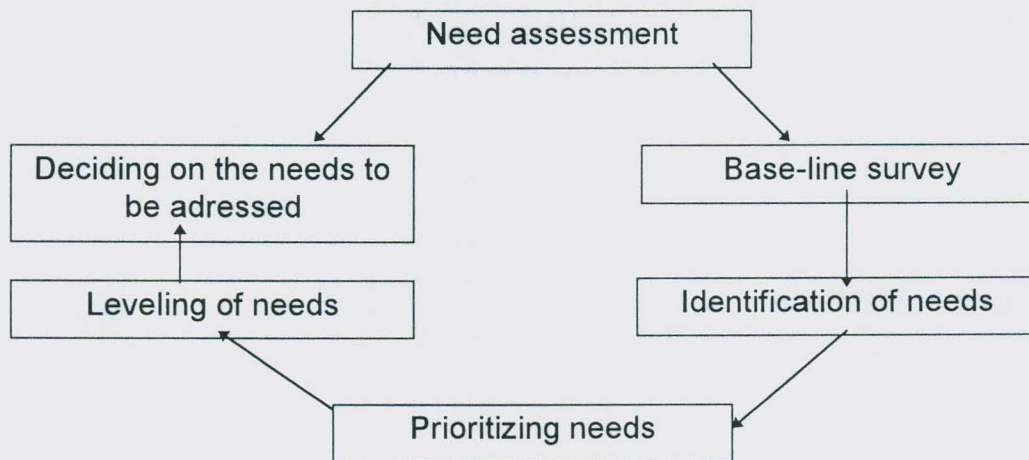
participants were reluctant and passive receivers due to the fact that the target-group women felt that they were neglected in the process of planning; in short the project ignored their needs and interests. On the other hand, NFET program for rural women conducted in Tototo Kilemba project (Kenya) have achieved increased self-confidence and enhanced participation of the women in the life of the community; they opened bank accounts and developed the skill of managing their own funds, gained skills in evaluation, planning and implementing; they also resulted in improved health and nutrition practices and the material consumption of the community. The reason for the success of this project was that the process has been participatory, facilitators have been trained and the program was based on the needs of the participant women (McGivney and Murray, 1992:65-68 and Srinivasan, 1992:58-59).

Many writers in the field believe participation starts from the very beginning of the needs assessment process. Regarding the practice of participatory approach, Ballara (1991:53) based on the experiences in Togo, Ecuador and Afghanistan, suggest the following steps for ensuring that both the training needs of rural women are assessed appropriately, and that participatory approach is used:

- Analysing general and specific local information before commencing to identify needs (base-line survey)
- Consulting community leaders and beneficiaries to identify and prioritize needs
- Organizing seminars for discussion, interviewing women and community leaders to list down priority needs (leveling of needs)
- Forming and informal discussion with the community leaders, target groups and future participants to discuss and finalize the list of prioritized needs of beneficiaries and thus deciding over the needs to be addressed.

The foregoing idea could be represented in the diagram that follows.

Diagram 4. Diagrammatic Representation of Participatory Need Assessment Steps.



Source: Gajanayake and Jaya, *Community Empowerment: A Participatory training manual on Community Projects Development*, Dekalbo, 1993, p.4. Office of International Training consultation and Marcela Ballara, *Women and Literacy*, London, ZedBook Ltd, 1991, p.53 (Adopted).

In its broader sense, participation includes rural women involvement in planning, implementation, monitoring and evaluation of the NFET programs or projects. It is concerned with the development of rural women by enhancing their sense of control over and issues that affect their life. It assists the participants to learn how to plan, implement and evaluate their own programs. It lays the foundation for greater independence and control over issues related to their life, and hence, contribute to development. In other respects, participation gives an opportunity to rural women to select their facilitators, manage their class and decide collectively on the content of the lesson. In this case, " participation is not only crucial, but critical" since it is based on the assumption that rural women, as beneficiaries, know their own problems better than any other persons (Oakley, et al. 1991:6 and Reizen, 1996:85).

Generally, participation of beneficiaries is a means of ensuring success and effectiveness of development in its wider context and NFET programs specifically. But the participation of rural women in planning, implementing and evaluating depends upon the training level of facilitators. Thus, it is crucial

to train project staff, specially coordinators and facilitators involved in NGO-run NFET programs in the skills and practice of participatory method.

### ***2.5.3 The Role of Facilitators and Coordinators.***

People involved in facilitating the education and training of adults in non-formal setting are usually known variously as adult educators, facilitators, tutors, trainers, development workers, change agents, advisors, resource managers, counselors, moderators, adult educators, activists, extension workers etc. These names are preferred to "teachers" because of the unique roles played by the adult educators. The adult educator poses questions and facilitates the search for solutions instead of providing information. Consequently, the learner remains an active participant throughout the process (Hope, et al, 1992: 49, Grieshaber, 1994: 98-99 and Rizen, 1996:93). However, for our purpose, the term facilitators or trainer or adult educators or education agents will be used alternatively to refer to people involved in teaching or training adults or rural women.

The role of facilitators, according to Hope, et al (1992:49) and Srinirasan (1992:32, 68) is providing a process that enables rural women to discuss the contents of learning in the most effective and productive way. His or her responsibility is ensuring that there is good communication in the group of rural women. In addition, the facilitator has to make sure that all members in the learning group are satisfied with and dedicated to the decisions passed by the group. They are there to help rural women find out and use their skills and knowledge for a new way of doing things and developing group or team work. The adult educator is concerned with providing a process in which rural women can share their concerns, their information and opinion, formulate goals, make decisions and plan actions with target groups. Nevertheless, due to lack of experience and training many facilitators resort to the traditional "teaching method" disregarding that NFET is learner-centered and that the contents of training are based on needs of the beneficiaries. Consequently, it affects the learning process and usually fails to attain the objective intended.

In light of this consideration, surveys conducted in many NFET programs undertaken by NGOs have revealed that careful training of facilitators has been one of the major priority issues in almost all programs. This is because the adult educator plays a significant role in facilitating the training of rural women. The education agent as a facilitator must:

- a) create ideal climate for the learning of rural women based on mutual understanding which could be both physical and psychological in nature.
- b) involve target groups in planning of programs so that they can play participatory and contributory role
- c) involve participant rural women in assessing their own learning needs and encourage them in setting their own objectives of learning and training and so on (Boshier, 1985:15, Brookfield, 1986:102 and Piskurich, 1993:46).

Knowles in Grieshaber (1994:26) and Moleko and Betz (1995:10) also indicate that the role of facilitators should include

- posing problems instead of solving for them;
- motivating the search for cause and solutions; stressing the capacity of rural women to solve their own problems;
- helping them to find out solutions rather than "filling" their mind with ready made solutions; and
- ensuring that there is no communication difficulty in the learner group and that all group member women are satisfied with the process of learning.

What the foregoing indicates is that educators or education agents play very crucial roles in facilitating the learning and training of rural women. Under the circumstances, one can appreciate the need for facilitators to have continuous training in order to acquire the necessary skills. The role of educators of rural women, as facilitators, will be successful when they undergo training.

Referring to the role of coordinators, Bhasin (1991:14) and Hope and Sally (1992:48) write that there is no significant difference between facilitators and coordinators or animators as leaders of the group in participatory approach their role should be to realize that; to lead collectively in a group means:

- assessing needs and problems jointly
- benefiting from the experience and potential of each rural women in the target group
- providing the opportunity of thinking and acting
- requiring the group to take responsibility within their scope and capability
- coordinating the thought and activity of beneficiaries
- obtaining maximum return from the group through the accomplishment of their task in accordance with ability and interest and that of the project as well.

Furthermore, Hope and Sally (1992:50) and Grieshaber (1994:88-89) write that the role of a coordinator is bringing rural women together in actions and events so that they can support and strengthen each other. In their view, however, the coordinator should have all skills of facilitators. And this can be achieved by training them. The need to train facilitators in order to enable them successfully accomplish their tasks can be further established from the experience of some endeavors around the world. The Delsilife NFET projects and programs are cases in point.

A number of Delsilife NFET projects in South-East Asia, have been successful because the learning was based on locally identified problems and solutions. Facilitators were selected locally and well trained. The target groups participated in the planning, implementation and evaluation of the programs. The projects were successful in that they attained community participation, initiated many kinds of economic activities at small scale, and also they assisted in solving community problems in health care, water supply, hygiene and infrastructure (McGivney and Murray, 1992:67-70).

It has been established so far that there is a definite need for training NFET personnel with special emphasis on the training of facilitators and coordinators. What should be the contents of the training of facilitators and coordinators.?

#### **2.5.4 Contents of Training**

Every discipline has its own cadres to implement its programs and attain its objective(s). NFET, which has the advantage over formal education in its flexibility, adaptability and cost effectiveness requires trained administrators, coordinators and facilitators, just like trained personnel are essential in formal education. However, one of the main problems encountered in implementing NFET programs is shortage of trained NFET personnel.

According to Akinpelu (1985:78), even though there is growing awareness among agencies of the need to train NFET personnel in both governmental and NGOs, usually trainees are instructed only how to teach. They are not trained in competencies of working with adult women, participatory methodologies, on how to respond to the needs of target groups and assess their needs and on how help people to analyze their problems and search for solutions and so on.

Regarding the contents of training programs of facilitators involved in NFET programs of NGOs, Ellis and Barbados (1985:79), Boshier (1985:15), Koteze (1991:20) and Hope, et al, (1992:47048) suggest that the contents, based on the experiences in Africa Caribbean and other Latin American countries, include:

- behavior of adults especially that of rural women
- how to facilitate or help the learning and training of participants
- techniques of needs assessment
- awareness about the nature of NFET
- knowledge of local conditions and cultural values
- skills of program planning

- methods of teaching and training target groups
- knowledge of participatory approach
- skills of organizing and coordinating the trainees for purpose of learning and responding to their needs; and
- leadership skills.

The training process could be through workshops, seminars, in-serviced training and extension programs. The NFET is directed towards facilitating socio-economic goals. In this case, facilitators and coordinators can be very vital agents of change if they acquire participatory skills for needs assessment of beneficiaries for planning together with rural women and other essential skills (Shaffer, 1992:44 and UNESCO, 1995:44).

It all points to the fact that the training of the NFET personnel in general and facilitators and coordinators in particular is a crucial issue in NGO-run women only programs or projects. Moreover, it also indicates the overlapping of training areas (contents) between coordinators and that of facilitators. Needless to add, the training process can vary from short to long duration.

## CHAPTER THREE

### 3. THE RESEARCH DESIGN AND METHODOLOGY

The descriptive survey method is used in this research since it specifically focuses on investigating the issues, practices, problems and also because accurate information can be obtained from small samples representing large size of population.

Hence, the following methods and procedures of data collection and analysis were used.

#### 3.1 Subject and Sampling Procedures

Of the total of 17 NGOs that have reported under-taking NFET as their main program and as part of their program, 12 NGOs or about 70.6 percent of them were surveyed. The NGOs and their respective project sites are the following (see Appendices - D).

<u>No.</u>	<u>Name of NGO</u>	<u>Region</u>	<u>Zone</u>	<u>Project Site</u>
1	AAE	Tigray	Eastern Tigray	Hawuzen
		SEPA	Guraghe	Dalocha
2	ADRA	Oromiya	Negele Borena	Borena(Mega)
		"	East Shoa	Kuyera
		SEPA	North Omo	Bekawule
3	ASE	Oromiya	Bale	Gasara
		SEPA	North Omo	Boreda
4	Concern	SEPA	North Omo	Beddesa
		Amhara	South Wollo	Harbu
5	CPAR	Amhara	South Gondar	Gaint
		Oromiya	North Shoa	Jarso
6	ECS	Tigray	Eastern Tigray	Degahamusit
		Harar	Harar	Harar
7	EEMYC	Gambella	Central	Abobo
		Oromiya	North Shoa	Sheno

8	IDCO	Tigray	Eastern Tigray	Gantafishu
		SEPA	Sidama	Arbegona
9	JRS	Tigray	Eastern Tigray	Hawuzen
		Oromiya	East Shoa	Debrezeit
10	NCICD	Oromiya	East Shoa	Nazreth
		Tigray	Eastern Tigray	Gantafishu
11	SCF/USA	Oromiya	North Shoa	Efeson
12	WWI	Oromiya	South Shoa	Awash Melkasa
		SEPA	North Omo	Abella
		Tigray	Central	Atsibi
		Oromiya	Eastern Shoa	Tiye

*Source: CRDA, 1995, Directory Members.*

These NGOs were selected on the basis of random sampling technique on the ground that they represent the total population. The project sites were also selected proportionally by using random sampling technique because the number of project sites were very much limited to specific localities. However, reliable information and the essential details were obtained.

The target population included a total of 286 respondents. They were selected proportionally by using random sampling technique. Thus, it was intended to interview 136 target groups women, while 92 facilitators and 72 coordinators were to fill in the questionnaires. The respondents were determined with the assumption that responses obtained from this number (size) provide sufficient and essential details on the problem under investigation.

### **3.2 Methods of Data Collection**

The methods of data collection used in this study include questionnaires, interview, focus group interview and document analysis.

### **3.2.1 Questionnaire**

Two types of questionnaires were prepared to obtain reliable information.

The first questionnaire was prepared to survey the management process of NFET programs in the projects. It was administered to 69 program coordinators and 67 (97.1%) completed questionnaires were returned.

The second type of questionnaire was aimed at assessing the implementation of the programs. It was administered to 92 facilitators and 89 (96.7%) of them completed and returned the questionnaires.

### **3.2.2 Interview**

Interview questions were prepared to survey the beneficiaries of NFET programs. The purpose was to assess if the felt needs of the beneficiaries were taken into account and also to find out whether or not the target groups participated in the overall process of program management.

Interview provides opportunities to respondents to express their feelings freely. In addition, it also provides possibility to collect data from those subjects that find reading and writing difficult. To this end, 130 (94.2%) target groups women were interviewed. The response of the interviewees were recorded in order to note some of the main points in the response for the purpose of interpretation and analysis of data.

### **3.2.3 Focus Group Interview**

In order to draw some clues on the attitude and values of participatns women, focus group interview with special emphasis on their roles in the program development process was conducted. The focus group interview was aimed at strengthening the response obtained from individual women being interviewed.

Thus, in all cases, the responses obtained from respondents were sufficient to analyse the data.

### **3.2.4 Document Analysis**

Besides the various readings of literature related to the problem under investigation, reliable information was obtained from documents of the project center and head offices.

## **3.3 Procedures of the Study**

Initially, detailed study of the literature related to the problem under investigation was carried out as preliminary survey to serve in the preparation of instruments for the collection of data.

In order to test the clarity of each question and assess how long it will take the respondents to fill in the questionnaires, carry on individual and focus group interviews, and assess documents, a pilot-study was conducted.

On the basis of the feedback obtained from the pilot-test and the comments and amendments provided by the supervisor, essential corrections were made before the final version was prepared.

The subjects' responses to the interview was recorded and used to recall the essential points while coding, tabulating and analysing the data.

In the end, the responses obtained through the questionnaires and interviews were coded, tabulated and analysed.

### 3.4 Analysis of Data

Respondents were grouped into three categories in terms of target groups, facilitators and coordinators. The purpose of this grouping was to make a comparison between the responses obtained from these groups.

Finally, Chi-square and t-test statistical tools were used. To test percentile differences between the category of respondents' responses, chi-square ( $X^2$ ) test at 0.5 level of significance was adopted. This is due to the fact that chi-square is used to determine the difference between two sets of categorical data based on the frequency counts. In addition, the t-test is used to see whether there is a significant difference between mean scores of responses obtained from respondents.

## CHAPTER FOUR

### 4. ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the description of the sample population, interpretation and analysis of the data.

#### 4.1 Description of the Sample Population

The sample population included target groups, facilitators and coordinators. The following section is, thus, concerned with the description of the sample population.

TABLE I  
CLASSIFICATION OF RESPONDENTS BY AGE AND SEX

Age groups	Respondents					Total	%
	Target groups	Facilitators		Coordinators			
	Women	M	F	M	F		
15-20	9	23	14	-	-	46	16.1
21-24	16	26	6	1	2	51	17.8
26-30	44	9	4	9	14	80	28.0
31-35	34	3	4	16	10	67	23.4
36-40	16	-	-	10	3	29	10.1
41 and above	11	-	-	2	-	13	4.6
Sub-total	130	61	28	38	29	286	100
Total	130	89		67		286	100

As can be seen from Table 1, more than 85 percent of the respondents were between age groups 15-35. But the respondents in the age groups 26-35, account for more than 51 percent of the total respondents. This indicates that the majority of respondents are adult women, and could have learned a lot from life as interacting members of the society. In other words, they have had good opportunity to realize what has been going on around them, and thus could become cognizant of the activities of the projects. Thus, the information obtained from these groups is relevant for the problem under study.

TABEL II  
CLASSIFICATION OF RESPONDENTS BY EDUCATION LEVEL AND SEX

Education Level	Respondents					Total	Remark
	Target groups Women	Facilitators		Coordinators			
		M	F	M	F		
grade 10-12	-	50	21	7	4	82	
12+1(III)	-	8	4	9	13	34	
Diploma	-	3	3	8	10	24	
B.A/B.Sc.	-	-	-	11	2	13	
Masters and above	-	-	-	3	-	3	
Literate	13	-	-	-	-	13	
Illiterate	117	-	-	-	-	117	
Sub-total	130	61	28	38	29	286	
<b>Total</b>	<b>130</b>	<b>89</b>		<b>67</b>		<b>286</b>	

As reported in Table II, more than 71 (79.8%) of facilitators were between grades 10-12. In addition, 12 ( 13.5%) of them were 12+1 (TTI) level.

Regarding coordinators,33 (49.2%) of them were between grades 10-12 and 12+1(TTI) levels, and 46.3 percent of them were diploma and first degree holders, while 4.5 percent were with a second degree.

Concerning target groups women, 90 percent of them were illiterate. Thus, it implies that the use of interview method as a means of data collection facilitated to obtain reliable information. On the other hand facilitators and coordinators have responded to the questionnaire by accurately filling them. Consequently, relevant information was obtained.

TABLE III  
WORK EXPERIENCE OF RESPONDENTS

Work Experience	Type of work experience				Total	%	
	Type of Organization	Facilitators		Coordinators			
		M	F	M			F
1-5	I	59	18	8	14	99	63.5
	O	-	3	3	2	8	5.1
6-10	I	1	5	-	-	6	3.8
	O	-	-	-	2	2	1.3
11-15	I	1	1	2	-	4	2.6
	O	-	1	13	11	25	160
16-20	I	-	-	-	-	-	-
	O	-	-	6	-	6	3.8
21 and above	I	-	-	-	-	-	-
	O	-	-	6	-	6	3.8
Sub-total		61	28	38	29	156	
Total		89		67		156	

I = Years of work experience in the project (NGO)

O = Years of work experience in other organizations.

Table III above shows years of work experience of respondents in NGOs and other organizations. Thus, 86.5 percent of facilitators have a work experience between 1-5 years in NGOs. The majority of coordinators have a very long experience in governmental organization. Thus, their experience in both government and NGOs indicate that the information obtained from both groups has been relevant to the problem under investigation.

Generally, the response obtained from this group, with their long life experience and academic qualifications was reliable and informative and thus relevant to the problem under investigation.

#### 4.2 Analysis and Interpretation of Data

This part of the discussion deals with the analysis and interpretation of data collected from facilitators and coordinators. It also examines the responses to interviews and information obtained from a study of documents.

Thus, interpretation and discussion are carried out in relation to the theories included in the related literature.

Target group women were asked whether they have been consulted, that is, whether they have participated in the planning of the training program before its beginning. In other words, they were asked whether they had a say in and actually were involved in assessing the type of education and training they need. The responses are shown in Table IV.

TABLE IV  
WOMEN PARTICIPATION IN NEEDS ASSESSMENT (in %)

RESPONSE	n	%	$X^2$
YES	101	78	31.36
NO	29	22	

As can be seen from Table IV, more than three-fourth (78%) of the women are of the opinion that before the commencement of the program that they have been consulted and have participated in the assessment of their education and training needs. A significantly lower percentage (22%) of the participant women indicated that they have not been consulted about the type of education and training they need ( $X^2 = 31.36$ ,  $df = 1$   $P < .05$ )

The findings of this study indicate that the NFET programs in the projects of NGOs seem to assess the education and training needs of the women by involving them in the process. These findings are in conformity with the proposition of Bhola (1992), Mulusa (1992) and Thompson (1995) that holds that the target groups women are sources of their own learning and should be involved in the identification of their own needs. This is due to the fact that rural women learn better and faster when their learning and training is related to their real-life problems. It is also believed that rural women know their needs and problems better than any other person.

On the other hand, however, the response obtained from 22 percent of the participant women is less significant. This seems to imply that some of the NGOs surveyed failed to consult and allow the participation of rural women in the identification of their felt education and training needs. In other words, these NGOs seemed to prohibit the women from taking part in identifying their own needs for which NFET programs should constitute a response. Under the circumstances, the target groups women are less motivated to participate in programs which they feel does not respond to their felt needs. As indicated by the same authorities Bhola (1992), Mulusa (1992) and Thompson (1995) rural women as adults learn better and faster when the learning and training is immediate and relevant to their life.

Similarly, a review of documents, specifically evaluation reports, have revealed that the needs of the target groups women in some of the projects have not been taken into consideration, for women have not been consulted and have not participated.

Respondents, were also asked to identify the pre-program activities carried out before the beginning of the NFET program in the projects in order to find out whether the necessary preparations were made to plan the program. The summary of responses is shown in Table V below.

TABLE V  
PRE-PROGRAM ACTIVITIES (in %)

PRE-PROGRAM ACTIVITIES	FACILITATORS	COORDINATORS
. Conducting base-line survey ...	17	28
. Identifying number of target groups ....	41	24
. Assessing education and training needs..	7	27
. Training adult educators ...	35	21
$\chi^2$	29.76	1.2

One can see from Table V that the percentage of facilitators who rated that the pre-program activities were identifying the number of target groups (41%) and training adult educators (35%) are significantly greater than the percentages of facilitators who believed that the pre-program activities were conducting base-line survey (17%) and assessing education and training needs and organizing them (7%). In other words, identifying the number of target groups and training adult educators are more frequently rated by the facilitators as pre-program activities than the remaining two activities.

In contrast, every activity is rated as the pre-program activity by coordinators. Moreover, each activity seems to be almost equally important and part of the pre-program activity for the coordinators. This is due to the fact that no statistically significant differences were observed among the percentage of coordinators who rated each of the four activities ( $X^2 = 1.2$ ,  $df = P < .05$ ).

Thus, the findings fit to what Wellings (1987: 5-10), Gajanyake (1993:40) and Vella (1996:89-90) assert that conducting base-line survey, identifying target groups women, assessing education and training needs, and training of adult educators are pre-program activities. In other words, these are some of the main steps in planning NFET programs in NGO-run women-only projects. In addition, one can deduce from the table that the low ratings by facilitators of the activity of assessment of needs and base-line surveys seem to indicate that in some of women-only projects facilitators were not involved, and that base-line surveys have not been conducted.

The other question presented to the facilitators and the coordinators was concerned with their training. More specifically, they were asked whether they have had any training since their assignments. Thus, the responses obtained are summarized in Table VI below.

TABLE VI  
TRAINING OF FACILITATORS AND COORDINATORS (IN %)

RESPONDENTS	TRAINED	NOT TRAINED	$\chi^2$
Facilitators (n=89)	82	18	40.96
Coordinators(n=67)	91	9	67.24

As depicted in Table VI, the percentage of trained facilitators (82%) is significantly higher than those facilitators without training (18%), ( $\chi^2 = 40.96$ ,  $df = 1$ ,  $P < .05$ ). Likewise, the percentage of trained coordinators (91%) is substantially greater than the percentage of untrained coordinators (9%). ( $\chi^2 = 67.24$ ,  $df=1$ ,  $P < .05$ ).

Thus, the facilitators and the coordinators seem to be similar in this regard. One can observe, however, that a slightly higher proportion of coordinators seem to have been trained than facilitators. One of the major factors for the success of the NFET programs in the projects of NGOs as indicated by McGivney and Murray (1992) and others is the existence of trained facilitators and coordinators. Thus, the two findings appear to be in harmony.

On the other hand, the findings further indicate that training coordinators seems to have been given priority. Consequently, these findings deviate from the assertion of Boshier (1985) and Pickurich (1993) that the priority concern in almost all the project of NGOs should be the training of facilitators.

Further to the preceding one, respondents who have had some form of training were also asked to indicate the modes of training. To this end, the responses obtained from the respondents are shown in Table VII below.

TABLE VII  
TRAINING MODES (in %)

RESPONDENTS	Workshop and Seminars	Short-term (3-6 months)	Extension or correspondence	College	Participatory training	$\chi^2$
Facilitators	88	-	-	-	12	57.76
Coordinators	77	23	-	-	-	29.16

Furthermore, the respondents who reported they have had training of some form were also asked to indicate the content areas covered in the trainings sessions.

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A look at the distribution of the data in Table VII indicates that a significantly higher percentage of facilitators (88%) have received the training in the form of workshops and seminars. A very small percentage of the facilitators (12%) have received participatory training ( $X^2 = 57.76$ ,  $df = 1$ ,  $P < .05$ ).

Similarly, a substantially higher percentage of the coordinators (77%) have received their training in the form of workshops and seminars. A considerably lower percentage of the coordinators (23%) have had short-term training. Thus, the coordinators who received their training in the form of workshops and seminars are significantly greater than those who received short-term training ( $X^2 = 29.16$ ,  $df = 1$ ,  $P < .05$ ).

Overall, the data indicate that workshops and seminars are the most frequently used means to train facilitators and coordinators. Though less frequently, short-term and participatory training also seem to have been used. Thus, these findings are in harmony with the views of Shaffer (1990) and UNESCO (1995) in the ways of training facilitators and coordinators.

Furthermore, the respondents who reported they have had training of some form were also asked to indicate the content areas covered in the training sessions.

TABLE VIII  
CONTENTS OF THE TRAINING SESSIONS (in %)

CONTENTS	FACILITATORS	COORDINATORS
. Methods of teaching and training adults ...	22	-
. Methods of teaching and training both adults and facilitators	-	20
. Methods of organizing learning groups .....	23	22
. Methods of assessing education and training needs ...	27	23
. How to work with adults...	2	4
. Participatory methods ...	1	6
. How to plan need-based education...	15	19
. Monitoring and evaluation...	10.7	-
$\chi^2$	45.02	29.24

- *Note that a respondent may indicate more than one content area. Note also that the percentage may not exactly add up to 100 because of rounding errors.*

On the basis of the summary of data in Table VIII, one can generally see that agreements among coordinators and facilitators. That is, greater proportions of the facilitators and coordinators reported that the contents covered in the training sessions in order of importance include (1) methods of assessing education and training needs, (2) how to organize learning groups, (3) methods of teaching and training adults and adult educators, and (4) how to plan a need based education. Thus, this confirms the assertion of Bhasin (1991), Hope and Sally (1992) and Grieshaber (1994) that there is no significant difference between the contents of training of both facilitators and coordinators. However, coordinators should have all the skills of facilitators.

Though substantially small percentage of the respondents (ranging from 1 to 10) are of the opinion that the remaining three content areas are also covered in the training sessions, but that these areas seem to be overlooked or were not given due attention in the training sessions. Thus, the findings seem to disclose that many of the NGOs failed to include these contents in the training sessions as pointed out by Ellis and Barbados (1985) Kotze (1991) and

Hope et al (1992) that facilitators and coordinators should be trained in **participatory methods**, of monitoring and evaluation and on how to work with adult rural women.

In order to find out the participatory nature of the planning process, the respondents were asked to identify the participants in planning the program and setting objectives. The responses to this question are summarized in Table IX.

TABLE IX  
PARTICIPANTS IN PLANNING PROGRAM

PARTICIPANTS	RESPONDENTS		
	TARGET GROUPS WOMEN	FACILITATORS	COORDINATORS
Target groups	1	13	12
Facilitators	14	15	14
Coordinators	41	28	30
Managers	40	33	36
Line ministries	4	11	8
$\chi^2$	74.7	19.4	30

The data in Table IX indicate the relative agreement among the facilitators and coordinators regarding the participants in planning the program and setting the objectives.

A considerably greater percentage of the facilitators indicate that managers (33%) and coordinators (28%) are the participants in planning programs. Likewise, a considerably higher proportion of the coordinators agreed that managers (36%) and coordinators (20%) are the participants in planning programs and setting objectives.

According to the participant women, program coordinators (41%) and managers (40%) usually participate in program planning. These percentages

are significantly higher than those for the other alternative responses ( $X^2 = 74.7$ ,  $df = 4$ ,  $P < .05$ ).

It should be noted, however, that there are respondents in each group, though substantially small in number, who reported that facilitators, target group women and line ministries also participate in program planning.

In sum, the facilitators, coordinators and the participant women seem to agree that the managers and the coordinators are the ones who frequently participate in planning the NFET programs and or projects run by NGOs. In other words, many of the projects of NGOs failed to involve women in the projects, and to some extent facilitators as well. In this regard, this practice is contrary to the views of Ballara (1991) Grieshaber (1994) and Moleko and Betz (1995) that holds that the participation of rural women in program planning develops their feeling of being worthy, self-confident, responsible, and that it develops their capacity in problem solving and skills in decision making. Moreover, participation of rural women in planning creates an effective learning situation. If there is no participation there cannot be learning and there cannot be development.

Besides identifying the participants in planning, the respondents were also asked to give their opinions regarding who should plan the programs and set objectives. Table x shows the responses.

TABLE X  
WHO SHOULD PLAN THE PROGRAMS AND  
SET OBJECTIVES (in %)

RESPONDENTS	Managers	Coordinators	Facilitators	Target groups	$X^2$
Facilitators	32	30	19	19	5.84
Coordinators	37	36	16	12	20.6
Target group	40	37	14	9	29.84

According to the data in Table X, there is a remarkable difference between facilitators' responses and the responses of the coordinators. More specifically, according to facilitators, managers, coordinators, facilitators, and the target groups should be responsible for planning programs and setting objectives. It must be noted, however, that a higher proportion, though not statistically significant, are of the opinion that managers and coordinators should be responsible.

On the other hand, according to the coordinators, only managers and coordinators should be responsible for planning the programs and setting objectives. Here also, one should note that a substantially lower percentage of coordinators believe that facilitators and the participant women should also be responsible.

Regarding the responses of women, significantly greater proportion of the women group think that program managers (40%) and program coordinators (37%) are the ones who should plan programs and set objectives. However, only a few are of the opinion that facilitators (14%) and target groups women (9%) should plan programs and set objectives. Nevertheless, the former percentages are significantly greater than the latter percentages ( $X^2 = 29.84$ ,  $df = 3$ ,  $P < .05$ ).

In sum, facilitators believe that managers coordinators, facilitators, and women in the projects should be responsible for planning programs and setting objectives. In contrast, women and coordinators believe that managers and coordinators should be responsible in program planning and setting objectives.

The result indicates that most of the projects are not likely to involve facilitators and women in program planning process. Consequently, the target groups women and facilitators, who have not been involved in actual practice of program planning in many of the projects, have developed an opinion that program planning and setting objectives should be the task of managers and coordinators.

Generally, this outcome is not in conformity with the assertions of Oakley, et al (1991), Diezen (1996) and many others that participation of women have diversified positive effects beyond the success of programs. In addition, the result seems to further indicate that many of the projects (NGOs) have failed even to bring attitudinal changes in the views the participant women had regarding who should plan programs.

Facilitators and coordinators were also asked regarding the activities in which they participate. The response obtained are summarized in Table XI below.

TABLE XI  
AREAS OF PARTICIPATION OF FACILITATORS AND COORDINATORS (in %)

ACTIVITIES	FACILITATORS	COORDINATORS
• Training adult educators..	-	21
• Teaching and training adults...	37	23
• Planning programs ...	17	20
• Monitoring the program and • evaluating its outcomes ...	22	16
• Assessing education and training needs	24	20
$\chi^2$	8.72	1.3

Training adult educators is not the task of the facilitators as confirmed by the response summary in Table XI. The activity in which facilitators participate most is teaching and training adults (37%) followed by assessing education and training needs (24%) and monitoring programs and evaluating outcomes (22%). The activity in which facilitators participate least is program planning (17%), and this percentage is substantially lower than the highest percentage (37%) observed.

Unlike facilitators, coordinators participate in every activity. Their degree of participation also seems to be nearly equally distributed among the

various activities, for there are no considerably significant differences among the various percentages ( $X^2 = 1.3$ ,  $df = 4$ , and  $P < .05$ ).

Thus, both facilitators and coordinators, regardless of its degree, participate in all the activities. Nevertheless, their participation in program planning is very much limited. This element of the findings is not in conformity with the assertions made by Muller (1993) that women, facilitators and coordinators need to participate the overall activities of the program.

Similarly, the target groups were also asked to indicate the activities in which they participate. A summary of responses is shown in Table XII below.

TABLE XII  
PARTICIPATION OF WOMEN IN  
DECISION-MAKING (in %)

ACTIVITIES	Target groups
. Deciding on what to learn .....	30
. Deciding the training time and place ...	49
. Selection of facilitators ....	9
. Planning and evaluating programs ...	12
$X^2$	41.04

According to the target groups women, participation of women in decision-making includes deciding the time and place of learning and training (49%) and deciding what to learn (30%). However, considerably small percentages of women reported that they participate in the selection of facilitators and in program planning and evaluation ( $X^2 = 41.04$ ,  $df = 3$ ,  $P < .05$ ).

On the whole the majority of respondents (women, facilitators and coordinators) agreed that deciding what to learn and deciding on the training time and place are the two important activities in which the target groups women participate.

Thus, it seems that women participation in planning the programs is minimal. Participation in planning is one of the major areas where rural women learn and develop the skills of decision-making. Gajanayake and Jaya (1993) holds the view that it is at this stage that core management strategies such as program monitoring mechanisms and managing information systems are built. The above assertions seem to be neglected by the projects (NGOs) in the activities in which women must participate.

Similarly, facilitators and coordinators were also asked to rate womens' decision-making areas framed in. T-tests were employed to find out differences between the two groups of respondents. The results are given in Table XIII below.

TABLE XIII  
T-TEST OR RATINGS OF WOMENS' PARTICIPATION  
IN DECISION MAKING

STATEMENTS	Facilitators (n=89)		Coordinators (n=67)		t	p
	X	SX	X	SX		
. Deciding on what to learn	2.34	0.9234	2.58	0.8131	1.72 (df:154)	P > .05
. Deciding the training time and place	2.62	0.7862	2.67	0.7409	0.41	P > .05
. Selection of facilitators ..	1.56	0.8474	2.37	0.9278	5.59	p < .05
. Planning and evaluating the program	1.40	0.8034	1.69	0.9496	2.02	

Table XIII shows that for the first two statements there is no statistically significant difference between ratings of the facilitators and the coordinators. Most of the respondents in both groups are positive toward the statement that women should decide what they want to learn and when and where to learn. In other words, both groups basically agree that the women should decide these two issues.

On the other hand, highly significant differences are observed between the ratings of facilitators and coordinators on the statement "The women should select their trainers" ( $t = 5.59$ ,  $df = 154$ ,  $P < .05$ ). More specifically, the coordinators are generally more positive than the facilitators towards the

statement. That is, more coordinators than facilitators support women to select their trainers.

Generally, most of the facilitators and coordinators rated the statement "The women should participate in planning and evaluating the program(s)" (an area where the main decision-making activity is practised) negatively. That is, both groups of respondents are against the view that participant women should take part in program planning and evaluation. Comparatively speaking, however, their ratings are different to a considerably significant extent ( $t=2.02$ ,  $df=154$ ,  $P<.05$ ), because the coordinators are, once again, more positive toward beneficiaries involvement in program planning and evaluation than the facilitators. Overall, therefore, both groups are not in favour of women involvement in program planning and evaluation, and in the selection of facilitators.

Thus, the result in this instance is not in conformity with the findings of Gajanyake and Jaya (1993), Vella (1996) and others, that target women participation in planning and evaluating programs is one of the major areas where they learn and develop the skills of decision-making. It is at this stage that core management strategies are built, monitoring and evaluation system develops, and all the other means to an end are designed. Thus, it seems that many of the NGOs surveyed have not trained their personnel in participatory techniques with particular reference to the facilitators and coordinators.

In order to survey the rationale for the participation on the current trainees, the respondents were asked to pinpoint the reasons (criteria) for the selection. The responses obtained are indicated in Table XIV below.

TABLE XIV  
REASONS FOR SELECTING THE CURRENT  
PARTICIPANT WOMEN (in %)

RESPONDENTS	Volunteers	Read and write	Poor	X <sup>2</sup>
Facilitators (n=89)	44	10	46	24.56
Coordinators (n=67)	47	8	45	28.94

It should be noted that there was a fourth alternative presented in the questionnaires (namely, because they are better than others) but no one has given this as a reason. This seems due to the fact that the programs seem to adhere to one of the objectives of NGOs, that is, addressing the poor grassroots women in the community. This has been asserted as being one among the many characteristics of NGOs by Stromquist (1986), Ballara (1991), Dighe (1995) and Hildebrand (1996). Thus, the responses of the majority seem to be in accord with established practices.

Furthermore, one can generally see from Table XIV that facilitators and coordinators agree on the reasons for recruiting the current women trainees. To be more specific, a substantially higher proportion of facilitators (90%) and coordinators (92%) think that the current women in the projects are recruited because they are volunteers and they are poor. Although some facilitators and coordinators believe that the women are recruited because they read and write, their number is considerably low. However, it seems to imply that some of the projects of the NGOs required some members with basic reading and writing skills. In general, rural women in the projects are thus selected on the ground that they are volunteers and poor.

In order to find out the rationale for the provision of the on-going program, respondents were also asked to indicate why they provide the on-going program or training and learning session. The responses obtained are summarized in Table XV below.

TABLE XV  
REASONS FOR THE PROVISION OF THE PROGRAMS (in %)

REASONS	RESPONDENTS	
	FACILITATORS	COORDINATORS
• Because the participants wanted it	24	21
• Because it is deemed necessary by the project office ...	24	23
• Because it facilitates national development plans	9	13
• Because it helps to solve the problem of target groups and the community at large...	21	20
• Because donors wanted it...	22	22
$\chi^2$	7.9	3.15

On the basis of the available data in Table XV, one can observe, in spite of the variations in ratings, that both facilitators and coordinators agree that all the five reasons given for the provision of the programs in the projects are equally acceptable. This is so because there are no statistically significant differences among the various percentages of coordinators ( $\chi^2 = 3.15$ ,  $df=4$ ,  $P < .05$ ) and facilitators ( $\chi^2 = 7.9$ ,  $df = 4$ ,  $P < .05$ ). The provision of education and training programs to the current participant women is due to mainly the four reasons rated highly. The fifth reason that of providing on the ground that the programs facilitate national development plans is ranked lower than the others; but is reason enough for some of the projects to be launched.

These findings indicate that taking into account the reasons for the provision of the program, there are three or four needy groups that expect positive response towards their needs or problems. These are: 1) needs of rural women, 2) needs of donors, 3) needs of the government, and 4) sometimes needs of the project staff who feel that some need has to be addressed that could benefit the project people. This challenges program

management of the NGOs in attempts to respond to the needs of these different interest groups. Consequently, it is likely that the needs of each group cannot be met adequately.

A survey of documents indicate that donors prescribe the area(s) their donation is to be used in. Some donate for water, health, education, conservation, and some for a combination of two or more, etc,. This, on the other hand, seems to imply that unless the needs of women fall into these present areas needs of NGOs, it appears that the community (target groups) are unlikely to benefit from the specific donors. Thus, it appears that, however difficult to assume, the programs are determined only by the felt needs of the target groups women and that of the community at large. Consequently, this management problem seems to put the NFET programs which are supposed to meet the needs of women are likely to be under threat from the conflict of interests arising among these four groups.

Respondents were asked to indicate whether monitoring is carried out or evaluation is conducted in the process and at the end of the training programs. The responses obtained are summarized in Table XVI.

TABLE XVI  
PROGRAM MONITORING AND EVALUATION (in %)

RESPONDENTS	Monitoring	Evaluation	$X^2$
Facilitators	44	56	1.44
Coordinators	66	34	10.24

A look at the distribution of the data in Table XVI reveals that no statistically significant difference is observed between the percentages of facilitators who indicated that monitoring is carried out (44%) and those who indicated that evaluation is conducted (56%) ( $X^2 = 1.44$ ,  $df = 1$ ,  $P < .05$ ). In other words, according to facilitators, both monitoring and evaluation are conducted in the process of the programs.

In contrast, there is statistically significant difference between the percentages of coordinators who said that monitoring is carried out (66%) and those who said that evaluation is conducted (34%) ( $X^2 = 10.24$ ,  $df=1$ ,  $P < .05$ ). That is, coordinators indicate that more monitoring is carried out in the process of training.

Though the result seems to imply variations from project to project, both monitoring and evaluation are practised in the projects. An examination of documents reveals that this has been the practice. However, the documents also state that both monitoring and evaluation are not incorporated as part of the planning the NFET programs in the projects.

Related to the above and in order to find out whether the evaluation process is participatory or not, respondents were asked to identify the participants in evaluation. The results of the responses are indicated in Table XVII.

TABLE XVII  
PARTICIPANTS IN THE EVALUATION OF THE OUTCOMES (in %)

RESPONDENTS	Managers	Coordinators	Facilitators	Target groups	Experts	$X^2$
Facilitators	33	32	4	3	27	45.35
Coordinators	35	34	5	3	23	47.2

According to the data in Table XVII a great majority of the facilitators and the coordinators (90% each) believe that managers, coordinators and experts participate in the evaluation of the outcomes or impact of the NFET programs or the projects. Only non-significant percentages of the facilitators and the coordinators believe that the facilitators and the target groups women are also participants. On the whole, therefore, managers, coordinators and experts are the main participants in the evaluation of the outcomes.

The finding thus reveal that facilitators and women have not participated in the evaluation of the NFET programs or projects of the majority NGOs surveyed. Thus, this result is at odds with the previous findings of Choudhary (1988) and Mulusa (1992) that the participation of rural women in the evaluation process is one of the foundations for learning and education. In other words, it is not only the outcome that gives insight and learning to the target groups women but also their very involvement in participatory evaluation that makes it an educational experience. The non-involvement of women and facilitators in the process of evaluation of many of the project of NGOs seems to prohibit them from learning from the exercise and thus ensuring the worthiness and sustainability of the NFET programs or projects.

Based on documents on program planning, evaluation is not incorporated as part of the plans of many of the projects. Work plans of program which identify the participants in evaluations, do not include facilitators and beneficiaries of the program in the evaluation team. On the whole, from the findings it could be assumed that the personnel in the projects of NGOs have not undergone training in participatory techniques.

In the above section, an attempt has been made to find out partners in the evaluation of outcomes of the program of the project. Similarly, in order to identify the techniques used in evaluation, the respondents were also asked to indicate how the target groups women are evaluated. The results of responses are shown in Table XVIII

TABLE XVIII  
METHODS OF EVALUATION USED (in %)

RESPONDENTS	Continuous written assesement	Continuous written assessment and observation	Continuous observation in various activities	$\chi^2$
Facilitators	44	47	9	26.78
Coordinators	21	30	50	13.23

NB. The percentages may not add up to 100 because of rounding errors.

As can be seen from the above reports of facilitators and coordinators in Table XVIII, significantly higher percentage of facilitators believe that women are evaluated by continuous written assessment (44%) and by continuous written assessment and practical observation of activity (47%). A non-significant percentage of facilitators indicated that only continuous observation is used in evaluating women trainees. However, the former two percentages are significantly higher than the latter percentage ( $X^2 = 26.78$ ,  $df = 2$ ,  $P < .05$ ).

In contrast, a substantially higher percentage (50%) of the coordinators believe that continuous observation is used in evaluating women learners. This percentage of coordinators is significantly higher than those coordinators who believed that continuous written assessment and practical activity (30%) are used in evaluating the target groups women ( $X^2 = 13.23$ ,  $df = 2$ ,  $P < .05$ ).

In general, according to facilitators, the main techniques of evaluation employed are both continuous written assessment and practical activity. For the coordinators, the main evaluation technique used is continuous observation in the various activities of the beneficiaries. The difference between the two groups of respondents regarding the methods used seems (1) due to the fact that both groups play different roles according to their function, (2) as a result of the non-involvement of many of the facilitators in evaluating the outcomes of the program or projects, and (3) due to the inadequate training in evaluation methods, and (4) that the use of written assessment as a means of evaluation is likely to be used when literacy is incorporated in the development program.

Thus, this is in accord with what Hildebrand (1993) and Mulusa (1995) assert that evaluation should take into account skills obtained, changes in attitude and effects on the life of rural women instead of focusing only on financial accounts, number of participants, and the like. Even though there are variations among some of the projects in managing evaluation, the use of observation as an evaluation tool could likely enable the evaluators to recognize the changes brought about in the life of rural women.

Thus, from the findings of this study which establishes of the employment of the method of observation in the surveyed projects of NGOs, it could be presumed that appropriate management of the evaluation process of the impact of the NFET programs/ projects on the life of the target groups women is being adopted.

To identify the governmental and NGOs working as co-partners in the management of NFET at the program or project level, facilitators and the coordinators were surveyed. Their responses are summarized in Table XIX below.

TABLE XIX  
CO-PARTNER AGENCIES (in %)

RESPONDENTS	MOE	MOA	MOH	WAC	X2
Facilitators	23	38	34	6	24.6
Coordinators	19	38	35	8	23.76

According to the summarized data in Table XIX facilitators most frequently rated that MoA (38%) and MoH (34%), followed by MoE (23%) as co-partner agencies at program level. Each of these percentages is significantly higher than the corresponding percentage ratings by facilitators ( $X^2 = 24.6$ ,  $df = 3$ ,  $P < .05$ ). Coordinators view that MOA (38%) and MOH (35%) are the co-partner agencies at program level. Significantly lower percentage of the coordinators assume that MOE (19%), WAC (8%) are also co-partner agencies. The former percentages are significantly higher than the latter ones.

In sum, to facilitators, MoA, MoH, and MoE, in order of importance are the co-partner agencies. On the other hand, to coordinators, MoA and MoH are the co-partner agencies followed by MOE though it is less in percentages. However, the finding tends to reflect that MoA, MoH and MoE are co-partner agencies at program or project level. WAC is also a co-partner agency with some of the projects of NGOs. Nevertheless, both groups of respondents have made no mention of an NGO as a co-partner agency at program or at project level.

Furthermore, in some of the projects documents have revealed that an agreement has been made besides working together. They have divided their localities between themselves in order to avoid duplication of efforts.

Target groups women were interviewed to reflect their vision about the future, their options, what courses of action they would adopt if their respective NGOs withdraw. The results of the responses are indicated in Table XX below.

TABLE XX  
WOMENS' VISION ABOUT THE FUTURE (in %)

RESPONSE	f	%	X <sup>2</sup>
. We will ask the government for help ..	36	12	
. We will ask the NGO to stay longer..	113	37	
. We will look for another NGO .	97	32	35.9
. We will continue to run the programs or projects as learned from NGOs ...	31	10	
. I do not know .....	27	9	

Conditional future courses of action (Table XX) are such that significant percentage of women (69%) stated that they would ask their respective NGO to stay longer or would look for another NGO if the former NGO withdraws. In addition 12 percent of the target groups women, though less significant in contrast to the previous ones, said that they will also ask for help from the government. However, significantly lower percentage of beneficiaries (10%) have vision that they will continue to run the NFET programs using acquired experience (learned from the NGOs). In fact a very low percent of women (9%) said they do not know what to do if their respective NGOs withdraw.

Thus, under such circumstances, one can assume that the target groups women are not prepared for such possible future development. In other words, the NFET programs/projects failed to raise the awareness of women in the

projects to visualize their future and face it confidently. Thus, in many of the surveyed NGO projects, it seems that women are not prepared mentally to take over the management of the programs or projects of NFET, and sustain them when the NGOs they work with terminate their programs.

Similarly, evaluation reports of programs or projects suggest that there is a general tendency of dependency of the target groups women on projects. The women still consider that the presence of their respective NGO is very crucial for the sustainability of the education and training programs or projects initiated by the NGOs.

Respondents were asked to list down the major constraints that challenge the management of NFET programs/projects in their respective NGO. The identified problems are analysed as perceived by both facilitators and coordinators.

The target groups women were asked to tell their preference for male or female facilitators. The responses are shown in Table XXI below.

TABLE XXI  
WOMENS' PREFERENCE FOR MALE OR  
FEMALE FACILITATORS

RESPONSES	f	%	$X^2$
Women	88	73	70.83
Men	17	14	
Both	15	13	

Table XXI indicates that almost three-fourth (72%) of the women in the projects prefer women facilitators to men facilitators (14%) while some respondents (13%) show no preference ( $X^2 = 70.83$ ,  $df=2$ ,  $p<.05$ )

Those who preferred female facilitators were also asked why they prefer so. " We can express our feelings without any fear" and "she easily

In addition, survey of documents have also indicated that the majority of facilitators are males. Thus, the findings appear to imply that the target group, women needs regarding the selection of female facilitators has been overlooked. The findings seem to be in accord with the findings (Tables XII and XIII) that womens' participation in selecting their facilitators has been very minimal.

Respondents were asked to list down the major constraints that challenge the management of NFET programs/projects in their respective NGO. The identified problems are analysed as perceived by both facilitators and coordinators.

#### **1. Lack of Continuous and Adequate Training**

This problem has been identified by 63 (71%) facilitators and 48 (72%) coordinators as one of the major constraints that challenges the management of NFET n women-only programs/projects .

According to the facilitators, sometimes they resort to traditional method in training women because they have limited skills. The limitation of the facilitators is likely to be due to lack of adequate training restricted to only workshops and seminars, which do not have continuity.

Coordinators have the same limitations though they also report that they have undergone trainings in different methods, while some others have not acquired any training at all.

The observation of both groups of respondents conform with the findings that 88 percent of the facilitators and 77 percent of the coordinators (Table VII) have been trained through workshops and seminars. In addition, regarding contents of training many NGOs (Table VIII) have overlooked the topics: how to work with adults rural women, participatory methods and methods of monitoring and evaluation. Thus, the findings indicate that regardless of major emphasis in the recent literature on the need for training facilitators and

coordinators in necessary skills, both facilitators and coordinators lack many of the skills they should have had acquired.

## **2. Non-participation and Inadequate Participation of Target Groups and Others in all Activities.**

The respondents, facilitators (64%) and coordinators (63%) consider lack of participation or its inadequacy as the second major problem in managing NFET in women-specific programs or projects.

As pointed out in the earlier discussions, facilitators (13%) and coordinators (12%) have indicated that the target group women are the least frequent participants in program planning (Table IX). In addition, the respondents generally agree that the major area in which women participate in decision-making has been regarding the contents of training time and place of learning and training (Tables XII and XIII). Furthermore, previously compiled evaluation reports also observe that the participation of women seems to be inadequate. In addition, there are some NGOs that have not involved the target group women, facilitators and coordinators at all.

## **3. Duplication of Efforts and Inadequate Integrated Work**

Duplication of efforts and inadequate coordination is considered a problem by the respondents. Though of different degree of impact to each group of respondents, it is still considered a management constraint.

It has been observed by respondents that the activities of line ministries such as agriculture and health are duplicated by the projects. Consequently, this duplication required the target group women more time to accomplish the same purpose.

On the other hand, respondents as well as a survey of documents have pointed to the fact that education and training with particular reference to literacy, have suffered from lack of integrated efforts among different sectors in the agency itself. This is due to the fact that each sector in the agency tend to

go on its own disregarding that literacy should be incorporated in every development program. In addition, it also seems emphasis is given to other skills such as home management, income management, skills in leadership training, and many others.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter summarizes the main findings of the study and forwards recommendations based on the conclusions.

#### 5.1 Summary

The study was designed to examine the management process and constraints of NFET programs for rural women in wereda integrated basic service development project in Ethiopia. It was also intended to suggest possible solutions to the problems identified in order to enhance the management capacity of NFET program in women-only projects.

Of the total of 17 NGOs that undertake NFET as their main activity, or as part of their programs, 12 (70.6%) were selected by using random sampling technique.

Out of these a representative population was selected proportionally by random sampling. The subjects included 130 target groups, 89 facilitators and 67 coordinators.

To conduct this research, that specifically focuses on examining of the issues, practices, and problems, the descriptive survey method was used because accurate information can be obtained from small groups of samples representing large size of population.

The instruments developed were pilot-tested and the essential corrections were made. Target group women were interviewed and focus group interview was conducted in order to enrich data. Facilitators and coordinators filled questionnaires. In addition, documents were analysed and relevant information was obtained.

In analysing the data percentage, chi-square and t-test statistical tools were employed to see percentile and mean score differences between responses. Thus, the findings, conclusions and recommendations are presented under sub-headings which are the foci areas of the study.

On the basis of the data collected from respondents and information obtained from a survey of documents, the study has come up with the following findings.

### ***Base-line Surveys and Needs Assessment***

There is a general tendency of accepting that unless reliable base-line information is obtained, it is very difficult to 1) ensure that the NFET programs/projects are to meet the needs of the target groups, 2) measure impact 3) plan needs-based programs. Thus, base-line surveys and needs identification should consult and involve the target group, women and practitioners of the NFET programs/ projects. Regarding these issues, the findings of the study revealed the following .

- The study seems to show that many of the projects consult and involve the target group women in the process of identifying their felt needs that are to be transformed into learning and training contents. However, some of the NGOs have not involved their respective target groups in this process.
- Even though there are variations among the NGOs, some of the NGOs conduct base-line survey. However, the low ratings of the facilitators regarding base-line surveys could be due to their exclusion from the process and/or some of the NGOs have not carried them out, as indicated in some of the evaluation reports.
- The study shows that the current target group women are selected on the ground that they are volunteers and poor. Nevertheless, an

insignificant percentage of the facilitators (10%) and the coordinators (8%) have reported that limited number of target group women are selected because they read and write.

### ***Planning***

Keeping NFET programs/projects responsive to the needs of the people and sustainable, demands the participation of the target groups specially and practitioners in the planning process. Thus, an examination of the process of planning of NFET programs/ projects has come up with the following findings.

- Target group women, facilitators and coordinators generally agree that the participants in planning NFET programs are program managers and coordinators. However, the frequency of participation of the target group women is rated to be lower and in contrast to the responses of facilitators and coordinators also vary. On the other hand, due to their non-participation or limited participation in planning activities, the target group women are of the opinion that the managers and the coordinators should be responsible in planning programs. They do not seem to have been made aware of the need for their own participation, besides their involvement in the activities.
- Participant women, the facilitators, and the coordinators seem to agree on the major areas in which the target groups participate. These include deciding on time and place of learning and training and deciding what to learn. Regardless of the interests and efforts made by NGOs in practicing the process participatory, however, the target groups participation in decision-making areas of planning and evaluating the programs, and selecting the facilitators seems to have some limitations due to various internal and external situational factors.

### ***Training***

It has been found out that the success of NFET programs or projects depend upon the training level and type of the program/project staff. It is also

observed that facilitators train their target groups in the same way they have undergone training. It is due to this fact that high emphasis is given to the training of NFET program/ project staff in general and facilitators and coordinators in particular. Thus, an investigation into the training type and level of the *facilitators in the projects of NGOs* has come up with the following findings.

- The major means of training of facilitators and coordinators are traditional types of workshops and seminars. However, though not significant, middle term duration (3-6 months) and participatory training were also used.
- The major emphasis in the current practice is the training of facilitators. Nevertheless, this study indicates slightly higher percentages of coordinators (91%) have been trained than facilitators (82%). Thus, this result seems to imply that the training of facilitators is not given priority.
- The contents of the training of facilitators and coordinators are mainly methods of teaching and training adults, how to organize learning groups and methods of assessing education and training needs. However, it seems that participatory methods and how to work with rural women are the two training content areas that are given the least emphasis by the NGOs. It should also be noted that program planning and monitoring and evaluation methods have not been given due attention. Furthermore, the study seems to indicate that the content areas of the training of facilitators and coordinators overlap.

### **Implementation**

Implementation is a stage where what has been planned is put into practice. It is at this stage that organizing coordinating and monitoring functions are also realized. Thus, regarding the process of implementing the NFET programs/projects, the study revealed the following findings.

- The study shows that the reasons for the provision of the on-going programs of NFET in the projects are in order of importance 1) the donors wanted it 2) target groups also wanted the programs, and 3) the government also wanted to address certain needs through the NGOs.
- According to the facilitators and the coordinators MoA, MoH and MoE are co-partner agencies, with slightly varying degree of involvement at program or project level. Even though less frequent, both groups of respondents have also revealed that WAC is the other partner. However, none of the respondents identified an NGO as a co-partner agency.
- The study also brings to the fore the persistence of the attitude of dependency of the target group women on NGOs. This attitude of dependence is manifested by the responses of the women regarding possible courses of action they would likely to adopt if NGOs withdraw. They do not seem to be ready to take their future into their own hands. In other words, they have not come up with any strategy aimed at sustaining the programs in the absence of the NGOs, other than looking for some other agency to depend on. Reports compiled earlier on feasibility/sustainability of NGO-run NFET programs for rural women have also found out that there seemed to be no other mechanisms forthcoming from the women. However, an insignificant percentage of the target groups have reported that they could manage the programs based on the experiences obtained from the NGOs.
- In the process of implementation, the main management constraints identified include 1) lack of continuous and adequate training, 2) non-participation and inadequate participation of the target groups, 3) duplication of efforts and inadequately integrated work (coordination) and 4) male dominated facilitators according to the responses obtained from the coordinators and the facilitators, and based on evaluation reports.

- The findings seem to show that the facilitators are male dominated, consequently, the women in the projects appear to show their preference for female facilitators. This further implies that women's need for female facilitators has been overlooked by the NGOs.

## 5.2 Conclusions

Based on the findings the following conclusions can be arrived at.

### *Base-line Surveys and Needs Assessment*

- Many of the NGOs surveyed have consulted and have facilitated the participation of the target groups in the process of needs identification. However, some of the NGOs have not involved the target groups and the facilitators.
- Some of the NGOs have not conducted base-line surveys and the identifications of needs have not been carried out throughout and adequately.
- The current participant women are selected because they are volunteers and poor. Some women, however, are selected on the basis of their skills in reading and writing.

### *Planning*

- The major participants in program planning are coordinators and managers. The target group women in the majority of the NGOs have not been involved, despite the efforts undertaken, in planning the NFET programs or projects.

### *Training*

- The means of training the coordinators and the facilitators have been mainly workshops and seminars. In addition, the training process does not have continuity.

- Contents covered in the training of facilitators and coordinators included (in order of importance) the following:
- assessing learning and training needs
- organizing learning and training women groups
- methods of teaching and training adults and rural women and their trainers (coordinators)
- how to plan a needs-based education and training program
- monitoring and evaluation methods
- participatory approaches, and
- how to work with rural women.

### ***Implementation***

- The provision of NFET programs in the projects seem to materialize essentially, if the target groups' women need(s) fall within the priority areas of donors and also if it facilitates national development plans. Thus, the NGOs NFET programs/ projects management is in a challenge in an effort to respond to the needs of these groups. Thus, this remains a challenge to the management of the NFET programs launched by the NGOs.
- The participation of the target group women and the facilitators is inadequate.
- The major co-partner agencies at program level are MoA, MoH and MoE. However, no other NGO has been found to be a co-partner agency at a program/project level.
- Even though, there seem to be attempts made to raise the awareness of the target group women on how to sustain programs on their own and thus do away with dependency, the women still show their reliance on the NGOs that initiated the programs/ projects.

The major problems that challenge the management of the NFET programs in the women-only integrated basic service development projects include the following.

- Lack of continuous and adequate training
- Non-participation and inadequate participation of the target groups women and facilitators in all activities.
- Duplication of efforts and inadequate integrated (coordinated) work.
- Failure in making an attempt to incorporate literacy in training program inspite of the illiteracy of the target groups has been a limitation for the overall progress of the program of the NGOs

### ***Monitoring and Evaluation***

- Monitoring and evaluation is not incorporated as part of the plans. Besides target groups women and the facilitators are not involved in the evaluation of many of the programs or projects. Instead, NGOs largely depend on external evaluations of the programs or projects. However, the external evaluation is well planned and involved interview and observation methods.
- The findings show that both monitoring and evaluation is employed. The main evaluation methods include continuous written assessment and observation. The findings also show that the most frequent participants in evaluation appear to be program managers and coordinators, and also external evaluators. Monitoring and evaluation should have been part of the planning of the NFET program/project; however, they are not incorporated as part of the plan of the programs, as attested by relevant documented sources.
- Most of the facilitators in the project are male dominated. Consequently, women prefer female to male facilitators; and yet, they have not been allowed to select their trainers.

### 5.3 Recommendations

On the basis of the conclusions drawn from the findings, the following recommendations are forwarded.

#### ***Base-line Surveys and Needs Assessment***

In many of the NGOs not only have target group women been consulted but also they have participated in assessing their own felt training needs. However, some of the NGOs have not involved the participant women and facilitators. In addition, besides the inadequacy of the identification of needs, some of the NGOs have not conducted base-line surveys. Therefore, it seems that there is an urgent need to emphasize on the part of some of the NGOs the participation of the women in the programs/ projects and which could be facilitated only when they are involved in it from the initial needs identification stage. On the other hand, it is very difficult to evaluate the effects and impacts of programs on the life of the participant women based only on the results of the learning and training programs unless a base-line survey is conducted. Thus, the concerned NGOs should

- adequately assess the felt needs of the target groups through consulting with and participation of women in the projects.
- conduct base-line surveys in order to facilitate the evaluation process aimed at assessing to what extent programs have affected the lives of the participant rural women.

The findings revealed that the NGOs seem to be accountable to three interest groups which is a challenge to the management of their NFET programs/projects. They seem to be bending backwards to satisfy simultaneously the often conflicting needs of, first, the donors (who usually fund specified needs in specific areas), second, the target groups women, and third, the government (which is bent on addressing some of its needs through the NGOs).

Therefore, before responding to the needs of these three groups, the NGOs should

- study and analyze the needs (priorities) of donors and that of the government that can easily be fashioned to the needs of the target groups women, and then
- enter into negotiations with the donors and the government in order to modify the needs to fit the needs of the women in the program/ projects and thus avoid (minimize) conflict of needs in order to overcome the problems that put a strain on the management of the programs or projects.

### ***Planning, Monitoring and Evaluation***

Based on the findings obtained from the data, it has been concluded that the major participants in program planning have been program managers and coordinators. Similarly, it has been found out that only coordinators and managers frequently participate in the evaluation of programs /projects. Thus

- the target group women (or representatives) participation in the process of program planning should further be developed;
- no matter which, both internal and external evaluation should involve the target group women. Thus, the evaluators should encourage participation of the women and play a facilitating role in the process of evaluation. No need of mentioning the necessity of the participation of the women in the projects and practitioners in the process of monitoring and evaluation. In addition, monitoring and evaluation should be incorporated as part of the plan.

### ***Training***

The findings indicate that the major training means are workshops and seminars. It is impossible to adequately train the facilitators and the coordinators through workshops and seminars. Thus, in order to adequately train facilitators and coordinators, the NGOs should manage continuous training opportunities not only to train these groups in the

essential skills, but also to introduce them to new and recent findings in methods of training women in rural areas.

The conclusions from the findings have shown that some of the training content areas have been overlooked in the training of the facilitators and the coordinators. Even though the training content areas may vary according to situations, generally the following training contents should be given priority by the NGOs regarding NFET programs.

- How to work with adults women and the nature of adults in general
- Participatory approaches
- How to assess and prioritize needs
- How to facilitate women's learning and training
- Methods to planning and monitoring and evaluation of the NFET programs/projects
- Basic concepts of NFET and its role in facilitating development

NGOs usually use their personnel for multiple tasks. In addition, it has been concluded that the training contents of programs for facilitators and coordinators overlap. Above all, the coordinators are trainers of the facilitators. Thus, the NGOs should

- train the coordinators with all the skills the facilitators are required to acquire
- train both groups in participatory methods so that they could train their trainees in the same way they have been trained.

### ***Implementation***

It has been concluded that there has not been any co-partner NGO at program or project level. Thus,

- Sources of knowledge or learning should not be limited only to the experiences of one NGO. The NGOs should be predisposed to enter into partnership deals and be willing to share their insights and techniques with one another and with government agencies.

- The NGOs that undertake NFET as their main program (project) or as part of their work to facilitate the attainment of their development objectives in various parts of the country (regions) should make an effort to encourage one another and create an enabling environment to develop a net-work by which they coordinate exchange of experiences, disseminate new findings of research works, collectively seek solutions to common problems, train their personnel, and prepare common manuals and guides on common issues.
  
- the NGOs and government agencies working in the same area require coordination in order to bring the possibility of
  - avoiding duplication of efforts
  - exchanging information and experience
  - integrating work
  - avoiding confusion on the participant women, reducing costs, through, for example, arranging transport for staff and goods to project sites

Illiteracy of the women in the projects of some of the NGOs has been identified as one of the constraints that hinders the training of other skills and the participation of rural women in the management of their own programs. Thus, the concerned NGOs should carry on additional efforts to create ideal condition to conduct literacy programs instead of resorting to the seemingly easier option of selecting some members with reading and writing skills.

It has been concluded that, in spite of the efforts made by the NGOs, the target groups still manifest dependency on the NGOs for the sustenance of the programs or the projects. Thus, to ensure sustainable NFET programs/projects participatory approaches necessitate capacity building of the target group women through training in technical skills. Furthermore, it is very essential that the majority of the NGOs proceed with their efforts in preparing the women to managing their programs by

raising their awareness and creating a conducive environment so that the women in the projects could sustain their programs or projects by taking over the management, be it in the presence or the absence of the NGOs.

It has been concluded that facilitators are male dominated. In addition women prefer female to male facilitators. Thus, the NGOs should involve the target group women in selecting their own facilitators.

Generally, there is an apparent indication of involvement of the target groups, facilitators and coordinators in the overall process of needs identification, planning, implementation and monitoring and evaluation of the NFET programs in the projects of NGOs. Thus, as required by the very participatory nature of the NFET programs, the concerned NGOs should strengthen their efforts in training their personnel in general and facilitators and coordinators in particular to further develop their participatory practice underway.

Finally, this research can serve as basis for those interested in conducting further investigation. Besides, the various aspects/ of the management of the NFET programs in women-only wereda integrated basic service development projects can be studied even further in detail. The researcher is not, thus, in a position to claim that he has exhausted all the problems.

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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Interview questions prepared to: Participant rural women in the Non-formal Education and Training (NFET) programs of Non-governmental Organizations (NGOs).

Title of Research:

Managing Non-formal Education and Training (NFET) for Rural Women in Ethiopia: Focus on Wereda integrated Basic Service Development Projects.

The objective of this interview is to elicit responses pertinent to the management (problems) of NGO-run NFET programs from the beneficiaries, rural women.

Your response is very essential to the problem under investigation. You are thus kindly requested to provide genuine responses to the questions raised by the interviewer.

Name of the Project \_\_\_\_\_

Region \_\_\_\_\_ Zone \_\_\_\_\_ Wereda \_\_\_\_\_

Education Level \_\_\_\_\_ Age \_\_\_\_\_

1. How have you happened to participate?  
\_\_\_\_\_
2. Before the training program commenced, were you consulted and participated the type of education and training you want?  
1. ( ) Yes            1. ( ) No
3. As beneficiaries of the program, in which of the following activities do you participate?  
1. ( ) Assessing needs  
2. ( ) Choice of time and place of training  
3. ( ) Recruitment of facilitators  
4. ( ) Program planning and evaluation  
Others, if any \_\_\_\_\_
4. Who are the participants in planning the program?  
1. ( ) Participant women /target groups/  
2. ( ) Facilitators  
3. ( ) Program coordinators  
4. ( ) Program managers  
5. ( ) Resource person who know the target groups and the community  
Others, if any \_\_\_\_\_
5. In your opinion, who should plan the program and get objectives?  
1. ( ) Program managers  
2. ( ) Program coordinators  
3. ( ) Facilitators  
4. ( ) Trainees /rural women/  
Others, if any \_\_\_\_\_
6. In which of the following decision-making activities do you participate?  
1. ( ) Deciding what to learn  
2. ( ) Deciding when and where to learn  
3. ( ) Recruitment of facilitators  
4. ( ) Program planning and evaluation  
Others, if any \_\_\_\_\_
7. What is your preference regarding the sex of facilitators?  
1. ( ) Male            2. ( ) Female  
Why \_\_\_\_\_
8. What is your vision about the future when this NGO terminates its programs? \_\_\_\_\_
9. According to your observation, what are the main problems of this program? \_\_\_\_\_  
What solutions do you suggest : \_\_\_\_\_  
\_\_\_\_\_

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

Questionnaire prepared for: Non-formal Education and Training (NFET) program facilitators (adult educators) in the projects of Non-governmental Organizations (NGOs)

Title of the Research:

Managing Non-formal Education and Training (NFET) for Rural Women in Ethiopia: Focus on Wereda Integrated Basic Service Development Projects.

The objective of this questionnaire is to collect data on the management (problems) of NGO-run NFET programs.

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

Thank you.

- Note:
- name of respondent is not necessary
  - Where alternatives answers are given, please mark your choice using an "x" in the corresponding brackets.
  - Please be as brief as possible in answering the open-ended questions.

Name of the Project \_\_\_\_\_

Region \_\_\_\_\_ Zone \_\_\_\_\_ Wereda \_\_\_\_\_

Education Level \_\_\_\_\_

Years of Service in the Project \_\_\_\_ Another \_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

1. Have you had any training since your assignment as a facilitator/adult educator) of women trainees?
  - 1.( ) Yes.
  - 2.( ) No.
  
2. If your answer to question number 1 is “Yes”, in which of the following ways have you had the training?
  - 1.( ) Workshops and seminars.
  - 2.( ) Short term training (3-6 months).
  - 3.( ) Extension and/or correspondence education.
  - 4.( ) Regular College Education.Others, if any \_\_\_\_\_  
\_\_\_\_\_
  
3. If your answer to question number 1 is “Yes”, which of the following content areas have (has) been included in the training session?
  - 1.( ) Method of teaching and training adults.
  - 2.( ) How to organize learning groups.
  - 3.( ) Methods of assessing needs.
  - 4.( ) How to work with adults and rural women
  - 5.( ) Participatory methods.
  - 6.( ) How to plan a need based education program.
  - 7.( ) Methods of monitoring and evaluation.Others, if any \_\_\_\_\_  
\_\_\_\_\_

4. As a facilitator of the NFET programs, in which of the following activities do you participate?

- 1.( ) In organizing trainees into learning groups.
- 2.( ) Teaching and training adult learners.
- 3.( ) Program planning.
- 4.( ) Monitoring the program and evaluating its impact.
- 5.( ) Assessing education and training needs.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

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

- 1.( ) Conducting base-line survey.
- 2.( ) Identifying the number of target groups who are expected to be beneficiaries of the program.
- 3.( ) Assessing the needs of the participants and organizing them into learning and training groups.
- 4.( ) Training of adult educators/facilitators/.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

6. Who were the participants in planning the program?

1. ( ) Target groups or representatives.

2. ( ) Facilitators or adult educators.

3. ( ) Program co-ordinators.

4. ( ) Program managers.

5. ( ) Resource persons who know the learners and the community closely.

Others, if any \_\_\_\_\_

\_\_\_\_\_

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

1. ( ) Because the women wanted it.

2. ( ) Because it is deemed necessary by the project staff.

3. ( ) Because it facilitates national development plan.

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

Others, if any \_\_\_\_\_

\_\_\_\_\_

8. In which of the following activities do the target groups participate?

1. ( ) Deciding on what to learn.

2. ( ) Deciding the training time and place.

3. ( ) Recruiting facilitators.

4. ( ) Planning and evaluating the program.

Others, if any \_\_\_\_\_

\_\_\_\_\_

After each of the statements listed below, please put a mark “X” in one of the brackets to indicate whether you agree (A), disagree (D) or do not know (DK).

9. Participant women should:

- |   | <u>A</u> | <u>D</u> | <u>DK</u> |
|---|----------|----------|-----------|
| 1. Decide what they want to learn.                        | ( )      | ( )      | ( )       |
| 2. Decide when and where to learn.                        | ( )      | ( )      | ( )       |
| 3. Choose their trainers.                                 | ( )      | ( )      | ( )       |
| 4. Participate in planning and evaluating the program(s). | ( )      | ( )      | ( )       |

Others, if any \_\_\_\_\_

\_\_\_\_\_

10. In your opinion (judgement), who should plan the programs and set the objectives?

- 1.( ) Program managers.
- 2.( ) Program co-ordinators.
- 3.( ) Facilitators.
- 4.( ) Target groups or representatives.

Others, if any \_\_\_\_\_

\_\_\_\_\_

11. Why the current participant women are recruited?

- 1.( ) Because they are volunteers.
- 2.( ) Because they read and write.
- 3.( ) Because they are poor.
- 4.( ) Because they are better off than others.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

12. In the process of training in our program

- 1.( ) monitoring is carried on.
- 2.( ) evaluation is conducted.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

13. Who are the participants in the evaluation of the outcome (impact) of the program?

- 1.( ) Program managers.
- 2.( ) Program co-ordinators.
- 3.( ) Facilitators.
- 4.( ) Participants or their representatives.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

14. How are the participant women evaluated?

- 1. ( ) By continuous written assessment.
- 2. ( ) By continuous written assessment and practical activity.
- 3. ( ) By continuous observation in various activities.

Others, if any \_\_\_\_\_  
\_\_\_\_\_

15. Which governmental agencies and NGOs are co-partners at program level?

Please list them here if there are any.

<u>Governmental Agency</u>	<u>NGOs</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

16. In your opinion, do you prefer male to female facilitators or female to male facilitators? Why? \_\_\_\_\_  
\_\_\_\_\_

17. What are the major management problems of your NFET programs?  
\_\_\_\_\_

18. What do think are the strategies of tackling the problems you identified above?  
\_\_\_\_\_

Do you have any suggestions, please, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

Questionnaire prepared for Non-formal Education and Training (NFET) program co-ordinators responsible for projects of Non-governmental Organizations (NGOs).

Title of the Research:

Managing Non-formal Education and Training (NFET) for Rural Women in Ethiopia: Focus on Wereda Integrated Basic Service Development Projects.

The objective of this questionnaire is to collect data on the management (problems) of NGO-run NFET programs.

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

- Note:
- Name of respondent is not necessary .
  - Where alternative answers are given, please mark your choice using an "X" in the corresponding brackets.
  - You may mark more than one alternatives.
  - Please, be as brief as possible in answering the open-ended questions.

Name of the Project \_\_\_\_\_

Region \_\_\_\_\_ Zone \_\_\_\_\_ Wereda \_\_\_\_\_

Education Level \_\_\_\_\_

Years of service in the Project \_\_\_\_\_ Another \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

1. Have you had any training since your assignment as a co-ordinator of the program?
  - 1.( ) Yes.
  - 2.( ) No.
  
2. If your answer to question number 1 is “Yes”, in which of the following ways have you had the training?
  - 1.( ) Workshops and seminars.
  - 2.( ) Short term training (3-6 months).
  - 3.( ) Extension and/or correspondence education.
  - 4.( ) Regular College EducationOther, is any \_\_\_\_\_  
\_\_\_\_\_
  
3. If your answer to question number 1 is “Yes”, which of the following content areas have (has) been included in the training sessions?
  - 1.( ) Methods of training adult educators.
  - 2.( ) How to organize learning groups.
  - 3.( ) Methods of assessing needs.
  - 4.( ) How to work with adults and rural women.
  - 5.( ) Participatory methods.
  - 6.( ) How to plan a need based education program.

7.( ) Methods of monitoring and evaluation.

Others, if any \_\_\_\_\_

\_\_\_\_\_

4. As a co-ordinator of the program, in which of the following activities do you participate?

1.( ) Training adult educators.

2.( ) Teaching and training adult learners.

3.( ) Planning programs.

4.( ) Monitoring the program and evaluating its impact.

5.( ) Assessing education and training needs and organizing trainees into learning groups

Others, if any \_\_\_\_\_

5 What were the pre-program activities before the commencement of the program?

1.( ) Conducting base-line survey.

2.( ) Identifying the number of target groups who are expected to be beneficiaries of the program.

3.( ) Assessing the needs of the participants and organizing them in to learning and training groups.

4.( ) Training adult educators/facilitators/.

Others, if any \_\_\_\_\_

\_\_\_\_\_

6. Who were the participants in planning the program?

1. ( ) Target groups or representatives.
2. ( ) Facilitators or adult educators.
3. ( ) Program co-ordinators.
4. ( ) Program managers.
5. ( ) Resource persons who know the learners and the community closely.

Others, if any \_\_\_\_\_

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

1. ( ) Because the women wanted it.
2. ( ) Because it is deemed necessary by the project staff.
3. ( ) Because it facilitates national development plans.
4. ( ) Because it helps to solve the problem of the target groups and that of the community at large.

Others, if any \_\_\_\_\_

8. In which of the following activities do the target groups participate?

1. ( ) Deciding on what to learn.
2. ( ) Deciding the training time and place.
3. ( ) Recruiting facilitators.
4. ( ) Planning and evaluating the program.

Others, if any \_\_\_\_\_

\_\_\_\_\_

After each of the statements listed below, please put a mark "X" in one of the brackets to indicate whether you agree (A), disagree (D) or do not know (DK).

9. Participant women should

- |   | <u>A</u> | <u>D</u> | <u>DK</u> |
|---|----------|----------|-----------|
| 1. Decide what they want to learn.                        | ( )      | ( )      | ( )       |
| 2. Decide when and where to learn.                        | ( )      | ( )      | ( )       |
| 3. Choose their trainers.                                 | ( )      | ( )      | ( )       |
| 4. Participate in planning and evaluating the program(s). | ( )      | ( )      | ( )       |

Others, if any \_\_\_\_\_

\_\_\_\_\_

10. In your opinion (judgement), who should plan the programs and set the objectives?

1. ( ) Program managers.
2. ( ) Program co-ordinator.
3. ( ) Facilitators.
4. ( ) Target groups or representatives.

Others, if any \_\_\_\_\_

\_\_\_\_\_

11. Why are the current participant women recruited?

- 1.( ) Because they are volunteers.
- 2.( ) Because they read and write.
- 3.( ) Because they are poor.
- 4.( ) Because they are better off than others.

Others, if any \_\_\_\_\_

12. In the process of training in our program:

- 1.( ) monitoring is carried on.
- 2.( ) evaluation is conducted.

Other reasons, if any \_\_\_\_\_

13. Who are the participants in the evaluation of the outcome (impact) of the project?

- 1.( ) Program managers.
- 2.( ) Program co-ordinators.
- 3.( ) Facilitators.
- 4.( ) Participants or representatives.

Others, if any \_\_\_\_\_

14. How are the participant women evaluated?

- 1.( ) By continuous written assessment.
- 2.( ) By continuous written assessment and practical activity observation.
- 3.( ) By continuous observation in various activities.

Others, if any \_\_\_\_\_

\_\_\_\_\_

15. Which governmental agencies and NGOs are co-partners at program level?

Please list them here if there are any.

Governmental Agency

NGOs

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

16. In your opinion, do you prefer male to female facilitators or female to male?

Why? \_\_\_\_\_

\_\_\_\_\_

17. What are the major management problems of your NFAE program? \_\_\_\_\_

\_\_\_\_\_

18. What do you think are the strategies of tackling the problem you identified

above? \_\_\_\_\_

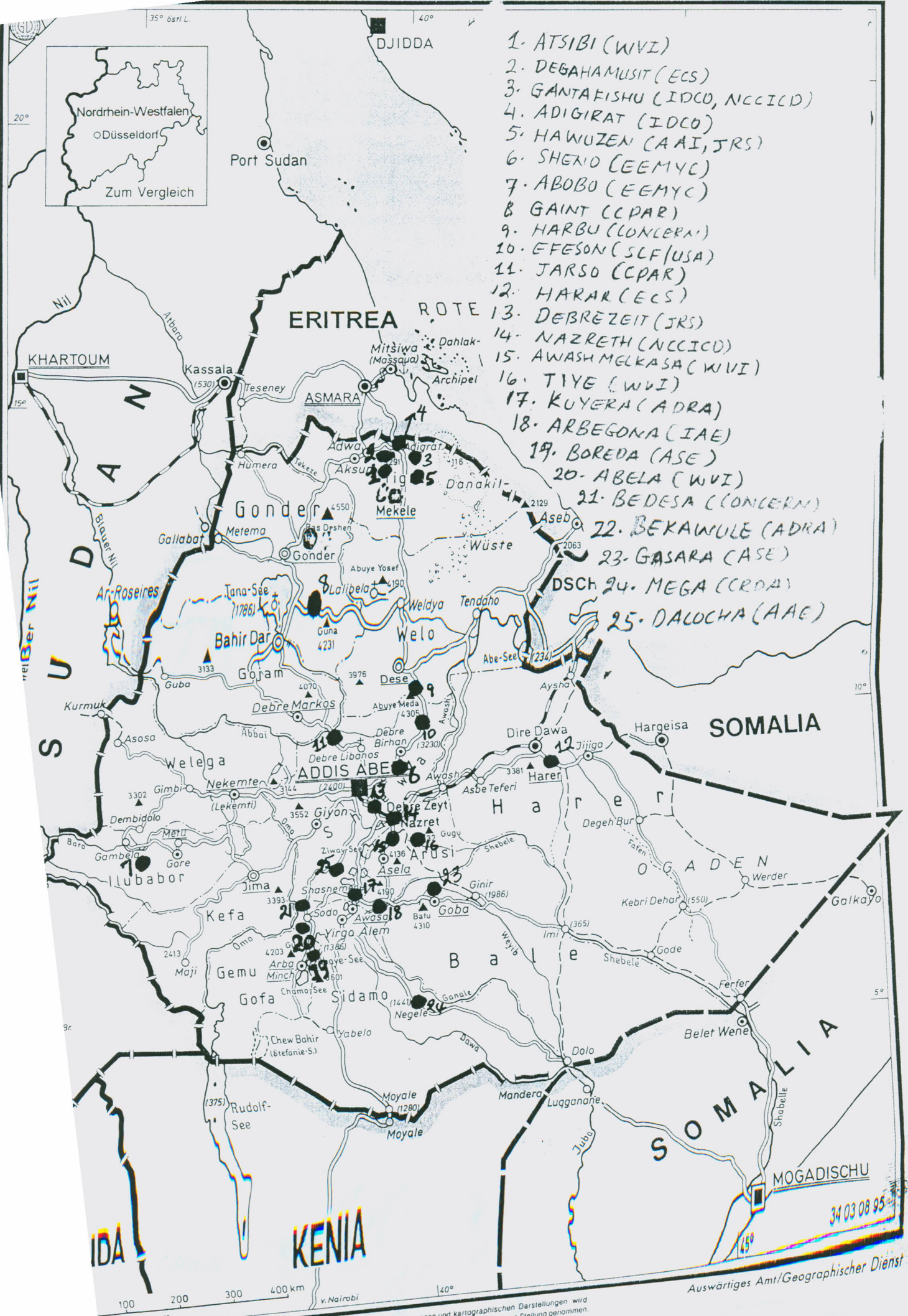
\_\_\_\_\_

Do you have any suggestions, please, \_\_\_\_\_

\_\_\_\_\_

LIST OF THE PROJECT SITES SURVEYED

1. ATSIBI (WVI)
2. DEGAHAMUSIT (ECS)
3. GANTAESHU (IDCO, NCCICD)
4. ADIGIRAT (IDCO)
5. HAWUZEN (AAI, JRS)
6. SHEMO (EEMYC)
7. ABOBO (EEMYC)
8. GAIT (CPAR)
9. HARBU (CONCERN)
10. EFESON (SLF/USA)
11. JARSO (CPAR)
12. HARAR (ECS)
13. DEBREZEIT (JRS)
14. NAZRETH (NCCICD)
15. AWASH MELKASA (WVI)
16. TIYE (WVI)
17. KUYERA (ADRA)
18. ARBEGONA (IAE)
19. BOREDA (ASE)
20. ABELA (WVI)
21. BEDESA (CONCERN)
22. BEKAWULE (ADRA)
23. GASARA (CASE)
24. MEGA (CRDA)
25. DALOCHA (AAE)



nur über Ref. 116-9

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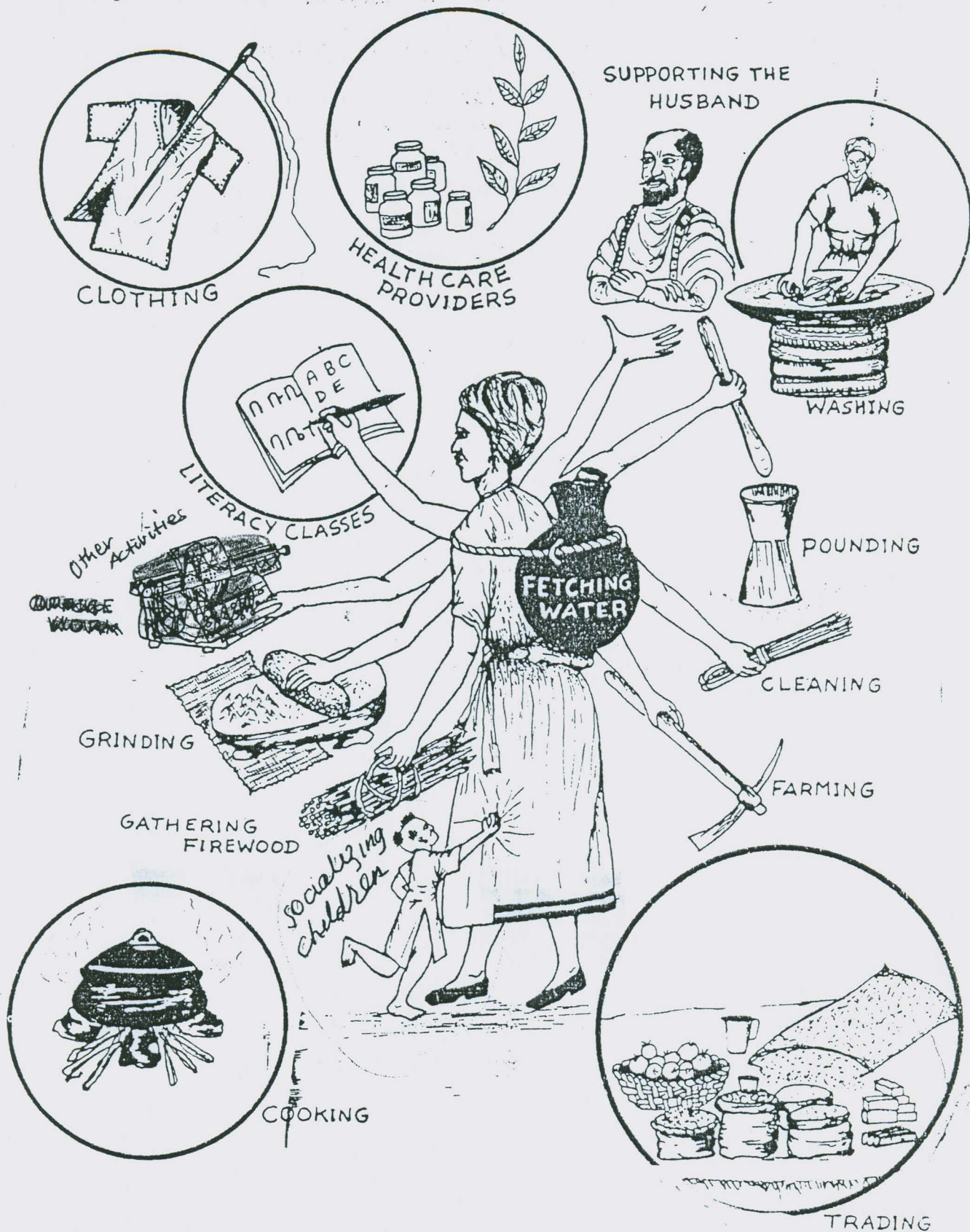
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COOKING

# APPENDIX - E

## DAILY ACTIVITIES OF RURAL WOMEN IN ETHIOPIA



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

Name KASSAHUN ASSEFA

Signature KS

Place and date of submission 15/9/89

ADDIS ABABA UNIVERSITY