

## **An Impact/Outcome Evaluation of Short-Term In-Service Adult Training Programs (1998-2002) In Oromia Regional State**

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**Abstract:** The purpose of this Impact/Outcome Evaluation (IO/E) is to assess and mirror the outcomes and impacts noticed on enhancers of adult non-formal education experts and the end-users as a result of short term in-service trainings offered in the National Regional State of Oromia during the last five consecutive years (1998-2002) through representative sample study population.

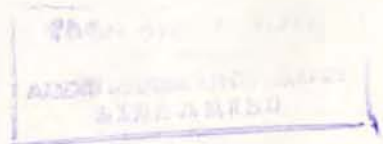
A descriptive survey method was employed to picture the noticed outcomes. Twenty CSTCs, BBTC, and JTC, were purposefully selected. Interview, Focus Group Discussion and observation were used to gather data/information. The short-term in-service training programs were implemented in diverse contexts. The organizations and management of short-term in-service training programs faced their ups and downs. The intensity of the provision of programs (NFABLPS, CSTCs) appeared decreasing as one approaches the end-users at grassroots levels.

The programs were not a result of fully TNA but were a matter of coincidence. Trainees volunteered for the trainings following the announcements the CSTCs made. The impacts short-term training in-service programs had on the end-users denoted that the outcomes were not that fully promising

The coordinators, adult education experts and the facilitators to engage beneficiaries in livelihood programs and have entrepreneurs outlook were found less motivated. Hence it can be concluded that the short-term in-service training programs were **not fully a result of clear vision-mission.**

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## Overview of Education in Oromia

### *Familiarization of the Teaching of Qubae*

Following the decentralized system of government, the Oromiffa language became the working language and medium of instruction in the Regional Federal State of Oromia. The 'Qubae' Latin Script) has been adopted as script of Oromiffa replacing the Sabeen Alphabet. Thus, it was necessary to familiarize the new script as a result of which all people ranging from those who can read and write up to the upper limits of education turned out to literacy class to make themselves abreast with the changing situation. Accordingly, thousands of people have participated and attained the skills of reading and writing in the new script.

**Table 1: Shows Qubae Class participation from 1993-1998**

S.N.	Year	Male	Female	Total
1	1993/94	300,000	177,000	477,000
2	1994/95	411,000	210,000	621,000
3	1995/96	219,000	118,000	337,000
4	1996/97	114,000	101,000	215,000
5	1997/98	89,000	61,000	140,000
	Total	1,133,000	667,000	1,790,000

Source: OEB (1999), Adult and Non-formal Education Panel

### *Adult Non-Formal Basic Education Programs*

During the study period, efforts have been made to combat poverty of adult basic education Adult Non-Formal Basic Education classes were tried in various centers identified in all the 154 Woredas of Oromia. As a starting point these centers were located in school premises and teachers being employed as facilitators. The achievements so far are presented below.

**Table 2: Adult Basic Education Participants**

S.N.	Year	Centers	Participants		
			Males	Females	Total
1	1997/98	1,011	50,602	12,821	63,423
2	1998/99		288,992	121,693	637,402
3	1999/00		119,191	106,647	305,838
4	2000/01		269,276	149,159	418,435
5	2001/02	8,843	415,612	242,107	662,619

Source; OEB, adult and Non-formal Education Panel

In order to promote non-formal basic education programs for adults' 40 reading rooms were established and 12 rural newsletters were prepared and disseminated to the learners to supplement and encourage their reading habits (OEB, 2002).

#### *Community Skills Training Program*

During the study period there were about 154 Community Skills Training Centers in Oromia. They provided basic skill training in sewing, embroidery, weaving tannery horn work, metal work, candle making, soap making basket making and other women specific and health related programs (CSTC coordinators).

The Regional Education Bureau has also made a survey on the Community Skills Training Centers (CSTCs) in 1997 on the basis of which the structure of the administrative system and staffing realized. As result, the Burayu BasicTechnology Training Center has been in use for the training of trainers for the CSTC personnel on topics of what BBTC has been commissioned so far. Thus far, till to date 1962 CSTC personnel were trained in BBTC drawn from different parts of the country since 1998. IIZ/DVV has been rendering its generous support and financial assistance for the training programs of the center (OEB 2003).Guluma (2002) has also conducted on the organizational management of CSTCs and had confirmed their support in the empowering of grassroots level personnel.

### *BBTC's Research and Dissemination Program*

Burayu Basic Technology Center was initially established to Organize and conduct research on basic technological devices and disseminate the research findings through training and other mechanisms (leaflets, puppet theatre, drama and practical show to end-users (DACF, 1989:1-15) OED, 1997, Gessesew et.al., 1993)).

During the period (1998-2002) delimited for the impact evaluation a total of 315 (188M and 127F) trained CSTC coordinators, adult education experts (Woreda, Zone and Bureau) and other end-users to make them be engaged in the dissemination of particularly researched wood fuel saving devices using training and showing by doing mechanisms.

As can be learned from the various functions BBTC, during the last five years has been engaged dominantly in offering training and sensitization programs.

### *NFABLPs Personnel Training*

Oromia Education Bureau (OEB) is the only Education Office in the country that houses the Department of adult education in Jimma Teachers' College (JTC), in Jimma Zone of Oromia. With the support of IIZ/DVV, OEB, through the training, tries to assist adult-learning programs of the country in general and that of Oromia in particular to develop and have a system.

Particularly any education program is said to have a system when the program trains its program area specialists who can design the learning materials (curriculum and syllabus, write textbooks, and conduct teaching). Such professionalization of a system replenishes the system continuously.

In similar manner, to fill the gap, OEB, has been training NFABLPs personnel who can defend the program area through the design courses of actions, (Curriculum, learning) training materials, conduct TNA, based on TNA organize adult learning (training materials/, and implement the programs accordingly, encourage and allow beneficiaries in the management of their learning and training. So far, since the organization of the Department in 2000 in JTC it has trained 49 adult education officers (34 males and 15 females) in respect to the annual set plan of training 25 students per annum.

### *SHORT-TERM IN-SERVICE ADULT TRAINING PROGRAMS*

The basics of conducting any short-term in-service adult training programs are primarily, to conduct situation analysis (market study), identify unique learning/training needs of adults PRA, trainings on situation analysis and most of all curriculum development the approach and results seem not to be scientific approach; moreover, were found more challenging. Short-term trainings on curriculum development require more number of days for the trainings.

Examining the data on Table 3, the number of days allotted for the various training programs vary greatly. Despite this, the time allotted for topics like curricula development, situation analysis, (PRA) vary ranging between five to nine days; as compared to the time allotted for topics of ease in nature (CEFE and Marketing, skill training program) were conducted for a period longer than the former. This can easily show that short-term trainings on challenging topics (curriculum development), cannot qualify the trainees enhancers) to be capable in short periods. Such trainings seem to require serious consideration so that they can empower the enhancers and practitioners to the required capability level. Only such serious training inputs can help trainees enhance manage the business of empowering other end-users independently by their own when they want to apply the acquired skills

During the last five years (1998-2002), various short-term in-service adult training programs were offered to specifically to those practitioners (CSTC coordinators, NFABLPs facilitators, adult education experts of Woreda, Zone, and Bureau) and to other relevant officials of the various administrative levels of the Region. The programs offered include vocational skills, PRA marketing, participatory learning approach, basic education syllabus development, health related topics (TBA), CEFE, strategy formulation, course development for JTC Adult education Department, sensitization, adult education radio script development, PIM and marketing, saving and credit, monitoring and evaluation adult education programs partly as shown in the following Table III.

**Table 3: Offered Short-Term In-Service Adult Training Programs**

S.N.	TOPIC	TRAINEES	No.	Training center	Duration	AMOUNT IN BIRR	PARTNER ORG.
1.	Vocational skills	CSTC coordinators	49	BBTC	3 Mon.	150,244.71	IIZ/DVV
2	Sewing knitting	Coord.	24	BBTC	3 Mon	58,203.25	IIZ/DVV
3	PRA, Marketing	Coord.	58	Nazareth	9 Days	40,702.80	IIZ/DVV
4	PRA, Marketing	Coord	65	Nekempt	8 Days	49,534.25	IIZ/DVV
5		Volunteer teachers	107	Debre Zeit	5 Days	63,652.80	IIZ/DVV
6	Participatory approach	PRA practitioners	32	Debre Zeit	8 Days	29,552.00	IIZ/DVV
7		Facilitators	18	Eteya	11 Days	9,750.00	IIZ/DVV
8		TTI Instructors	78	Wollisso	2 Days	10,696.40	IIZ/DVV
9	BE syllabus Dev't		20	Mojjo	5 Days	6,569,114.00	IIZ/DVV
10	Sewing, embroidery		21	Mojjo	6 Months	1,380.00	IIZ/DVV
11	Sewing, embroidery		27	Eteya CSTC	6 Months	8250.00	IIZ/DVV
12	TBA		9	Mojjo Health Center	3 Months	10580.00	IIZ/DVV
13	PRA		26	Nazareth	11 Days	29,707.00	IIZ/DVV
14	PRA		26	Mojjo & Eteya	15 Days	20,905.00	IIZ/DVV
15	PRA	CSTC coord.	26	Debre Zeit	15 Days	20,905.00	IIZ/DVV

Cont... table 3

16	PRA	CSTC coord.	28	Debre Zeit	11 Days		
16	Strategy Formulation		270	Nazareth Nekempt	6 Days	75,266.75	IIZ/DVV
17	Course deve't for JTC Depe't	JTC Instructors	23	Jimma	7 Days	61,113.00	IIZ/DVV
18	Sensitization		97	Wollisso	5 Days	62,109.10	IIZ/DVV
19	Sensitization		91	Wollisso	5 Days	46,220.20	IIZ/DVV
20	Radio script dev't		24	Sendaffa	11 Days	11,932.85	IIZ/DVV
21	PIM & Marketing, saving credit		22	Nazareth	11 Days	34,567.75.00	IIZ/DVV
22	NFBE TOT		24	Shashemene	6 Days	28,259.78	IIZ/DVV
23	BE TOT	Facilitators	66	Nekempt	30 Days	56,402.70	IIZ/DVV
24	CEFE and Marketing	CSTC coord.	41	Nekempt Assela	2 Month	49,176.75	IIZ/DVV
25	CEFE and Marketing	CSTC coord.	26	Nekempt Assela	1 Month	47,451.00	IIZ/DVV
26	CEFE and Marketing	CSTC coord.	25	Nekempt Assela	1 Month	39,761.30	IIZ/DVV
27	ANFE in development	Facilitators	67	Chirro	5 days	238,000	UNICEF
28	Techniques of ANFE methods	Facilitators	67	Assela	5 days	238,000	UNICEF
29	ANFE LESSON PLANNING		67	Shashemene	5 days	238,000	UNICEF
30	Teaching aids in ANFE	Facilitators	68	Ambo	5 days	238,000	UNICEF
31	Assessment of ANFE	Facilitators		Neqemte	5 days	238,000	UNICEF
32	Orientation on ANFE Mgt.	Facilitators	68		5 days	238,000	UNICEF
33	Monitoring & Evaluation	Facilitators	67		5 days	238,000	UNICEF

On top of that, in view of the above mentioned issues the existing programs of AE in Oromia were surrounded with so many problems. The major limitations as identified in the newly adopted Regional Non-formal Adult Education Strategy include:

- Lack of a clearly defined policy direction and visible operational strategy
- Lack of concern, attention and resource
- Lack of awareness on the role of adult education in development
- Lack of integration and linkage to real socio-economic development efforts that hampered sustainability
- Lack of interact by the adult population as a result of the coercive nature of the past experiences
- The irrelevant curriculums that cannot address the felt need of adults.
- Failures to reach the most disadvantaged and unreached populations

Currently there are about 30 government and non-government organizations that had been identified as active providers of adult and non-formal learning programs. In eight major areas of NFALPs health, agriculture, environment and training on livelihood programs, women specific education, management related topics and civic education. OEB to reactivate all adult and non-formal learning and training programs has been striving strenuously to establish a system for the various program areas, solicit support (in terms of finance, technical and other types) to organize short-term in service programs and empower the enhancers and via the enhancers to make targeted end-users from the programs organized for them and a difference in life. They had played great roles in the effective cultivation of the mind and the hands. Many survey studies conducted on the learning/ training outcomes revealed and justified that their empowerment interventions had contributed to a great extent. A limited number of trainees were successful, most of all in engaging in livelihood programs; generate income to improve their lives, as there were many others who could not manage to benefit from the trickle down effect of the short-term in-service adult training programs.

Of these, IIZ/DVV, AAE, EMRDA, SHDA and many others have organized relevant short-term training programs to the immediate and



life improvement benefits of all end-users. Especially, IIZ/DVV's, empowerment interventions have been contributing to the extent of creating and developing AE system and directing programs to become exceptionally beneficial.

In order to make the short-term in-service adult education training programs introduce:

- better working systems
- improve the training operational practices
- improve the training centers so that they support the objective of the training programs
- equip and furnish them with basic minimum necessities various facilities, equipment and appliances

so that they make better empowerment intervention and cause trainees and community development processes better.

### *Vision, Mission and Objectives*

As stated in various evaluative documents and evidenced from the field practice the articulated vision of the learning/training programs is "to ensure free youth and adult empowerment processes where all the targeted beneficiaries will have definite access to the learning training programs". The mission includes capacitating all the learning/training centers and enhances organized effective learning/training to all adults and youth. To actualize the mission, the learning/training centers set the following major objectives. These include:

- To create a society that is receptive to change, innovations and the improvement of the quality of life.
- To initiate innovative adult life skills improvement programs and empower the youth and adults to improve their livelihood in a sustainable way.
- To empower adult education experts, CSTCs, coordinators and facilitators, BBTC technicians and



venture of attacking the prevailing educational poverty on a sustainable basis. The outcome/impact evaluation is also intended to serve as a basis to justify the initial support rendered by development partners and determine the immediate type of assistance and contribute to the overall manpower development programs of the Regional State.

To this end in an effort to come-up with a sound answer research questions the study was guided by the following research questions:

- What was the vision-mission, goals and objectives of the in-service learning/training programs as delimited for the period of the last five years (1998-2002)?
- What were the diverse initially expressed learning/training needs as accentuated by the major stakeholders (trainees, trainers and providers)?
- What was the physical make-up of the training centers? Were they fit to support the impacts? If not fit, which of the requirements did they lack?
- Were the external environments supporting the learning/training programs to impact on the beneficiaries? If not what were the limitations?
- Were the learning/training courses of action (curricula) and andragogy need-based, relevant, suitable and quality?
- What innovations were considered to make the learning/training programs effective to impacting the multiplier effect? What works? What not?
- Was the management of the learning/training operative (participatory) or cooperative?
- How much of the acquired knowledge and skills and to what extent did the trainees after completion apply? Were there impacts that caused changes on the life style of trainees and communities?
- Were the total learning/training outcomes worth what were expended on the beneficiaries in terms of money, time,

expertise know-how and technology? Which did not lead to success? Do they promise to keep-up trainees in the mainstream of lifelong learning?

- Were the stakeholders happy with the outcomes?
- What threats/limitations and/or challenges were observed?
- What lessons can be drawn?
- What recommendations for future interventions can be envisaged?

### *Scope*

The descriptive survey method was employed to explore, mirror and illustrate the impacting capacity of the short-term in-service adult training programs conducted in the National State of Oromia.

To answer the research questions, the naturalistic approach and a rapid appraisal technique supported with established various data and or information generation instruments (questionnaire, interview and observation and Focus Group Discussion) were used to collect data and or information.

The study assessed the impacts the various short-term in-service adult training programs have caused on program beneficiaries (end-users) during the last five years (1998-2002). The **evaluation** covered all available trainees, trainers and providers that had in one way or another had benefited from the short-term in-service training programs. The study populations were identified with the help of the CSTC coordinators and Woreda Adult Education Experts and Offices. The respondents of end-users of trainees that were identified and located in their abodes and work places were addressed through interview. The interview gave focus to those trainees who succeeded in applying those skills they had mastered for their livelihood and those trainees who could not succeed in using the acquired skills for their livelihood. This was done to counter and find out why the learning/training could not impact on the beneficiaries. Availability

sampling was used to pick the end-users of trainees. The implementers and providers (the coordinators, facilitators and experts) were addressed through the questionnaire for the role they had played as enhancers of the multiplier effect. Focus Group Discussion was held with any of the end-users when necessary to increase the quality of the data/information and to find out opinions from those both successful and those not. Education Bureau, Zone and Woreda Capacity Building Heads, partner organization leaders were approached for their view on the future development direction of the various adult short-term in-service empowering programs based on their set vision-mission objectives. Burayu Basic Technology device end users, for pertinent data/information of the **Impact Evaluation**, were gauged with observation of their places of work. With the help of an observation checklist, 19 CSTCs', BBTC's physical make-up was scanned for the magnitude of supporting the in-service short-term training programs.

The implementations of short-term in-service training programs were gauged through the indicators of the relevance and responsiveness of the learning/training programs, their functionality, whether they had been related to the livelihood improvement and benefited the end-users and their communities and the magnitude of the multiplier effects.

### *Significance of the Study*

The findings of IE will be used to:

- Measure the extent to which the short-term in-service training programs have met their objectives of impacting end-users and may serve to facilitate decision making for timely remedial corrections and or adjustments for improvement and
- Obtain accurate information on the supporting status of physical make-up of the training centers and collaborative actions of partner organizations and intervention as well as justify funding.

### *Limitations of the Impact/ Outcome Evaluation*

The major problems the researchers faced can be summarized as sharply related to time and date. As can be learned from the time allotted for the generation of data/information from all end-users who had benefited from all the in-service short-term adult training programs, leave alone one month, even three months could not have been sufficient. It was not possible for the training implementers and providers to locate all end-users in their distant rural living abodes. The researchers, therefore, administered the various data generation instruments only on those end-users identified and located, of course, haphazardly. This, on the other hand, contributed to economize and shorten the time of data collection.

As impact/outcome evaluation is highly concerned with the use value of the life skills taught to improve end-users' life situations, all concerned, confidently admitted that it was not possible to furnish how much of the life skills were used to improve the life situation of beneficiaries and caused the desired changes.

It can be claimed that almost all NFABLPs providers had plans to serve the adult populations with the teaching of basic literacy skills. During the survey, some could not show their initial plans of how many they enrolled, but rather were able to furnish the number of completers, some not able to show the specific learning levels. The Woreda Education Offices, due time shortage could not provide the required data and this posed a limitation. Still the glowing doubt was that, at the time of survey, there was not any NFAB on-going learning program in any of the surveyed 20 Woredas. This, as can be clear, posed another limitation to make analysis whether the set plan target had been fulfilled or not.

Some other inconsistencies were observed as regards to set plans also have the vocational skill training programs of the CSTCs. For some years, the duration for training has not been denoted (Eastern Hararghe for year 2001).

### *Organization of the Report*

The report is organized into four parts. Part one describes program background, the purpose, scope and methodology. Part two assesses the context. Part three discusses what could have been done in relation to findings, and finally part four addresses conclusions and recommendations.

## **3. Discussions and Findings**

### **3.1 Non-Formal Adult Basic Learning Programs (NFABLPs)**

Trends in the impacting of NFABLPs on learners are indicated in terms of functionality of the short-term in-service training programs as related to real life situations and the application of the learned life skills. Data obtained from the respective Wereda Offices and the surveyed CSTCs showed general and specific results.

As can be learned from Annex I, all the sampled Wereda Education Offices (20), during the impact evaluation period (1998-2002), had plans to equip adults with basic learning (3Rs) and life skills, useful in the improvement of ones attitude and life skills.

The achievements, when seen in the light of the total population of the sampled Weredas in general and specific set plans in particular, which ought to have benefited from the programs (NFABLPs), is not considerable. Specifically the trends of the provisions of the programs appeared decreasing from 1998 to 2002. It was somewhat better towards the first two years (1998 and 1999) of the impact evaluation period. It was attributed that it could not get the necessary attention from the concerned stakeholders (interview and questionnaire results).

Some Woredas (Kuyu and Sululta-Mullo of North Shoa; Mana of Jimma Zone; Haro-Maya of Eastern Haratghe; and Diga, Leka-Dulecha, Sibu-Sire and Guto-Wayu, all in Eastern Wellega; Kersa,

Dedo and Manna Woredas of Jimma Zone) could not provide NFABLPs' beneficiaries' data by the level of the programs as was required. Rather they provided the number of beneficiaries of the three levels added (cumulated) together. Such data could not enhance effective analysis and show what the programs look like and how much the learners had benefited from the programs. It was because of time factor that they could not furnish the data that was available in their respective Data Log Books (Eastern Wellega, Arsi and Jimma Zones). From the ten Woredas that managed to provide the required NFABLPs data, one can easily observe that the provisions of the programs of all the three levels fluctuated from year to year even within the same localities of same Woreda. For some Woredas, the provisions were good during 1998 and 1999 (Deder, Fedis of Eastern Hararghe, Digelu and Ticho, Hitossa of Arsi Zone; Sefani of Girar Jarso of North Shoa Zone). For other Woredas, the provision of NFABLP data was good in 1999 and 2000 or 2001 (Wuchale Jidda of North Shoa Zone, Limu-Bilbilo, Digelu and Ticho, Hitossa and Dodota-Sire of Arsi Zone; Deder and Fedis of Eastern Hararghe Zone). The provision appeared decreasing towards 2001 and 2002 in almost all sampled study Woredas.

In terms of Wereda program fulfillment, sampled Weredas Hitossa, Digelu Ticho, Fedis, Deder accounted for the largest share. Attrition was small with better completion rate.

When the learning programs of the sampled Woredas were analyzed, it was observed that the wastage appeared great. According to Annex I, the great number of wastage occurred in Woredas of Deder, Fedis, Kombolcha of Eastern Hararghe Zones and Dedo of Jimma Zone; Getema and Guto-Wayu of Eastern Wellega Zone.

Of the total surveyed sampled Woreda NFABLPs, the quantitative wastage was great (between 40 to 60 per cent) for level one program. The wastage was great for programs of levels two and even more for level three when compared to that of level one program. When checked against the utility of the programs, the wastage was great in

Woreda (Fedis, Deder, Manna, Sululta-Mullo, Dodota-Sire) where poverty was hard pressing. The Survival or completion rate was not that significant.

In terms of functionality, the surveyed NFABLPs, in general, did not seem to equally and fully fulfill the yearly set plans. As noted down in the area where limitations have been briefly explained, since the yearly set plans were not given along with as was required, it was not possible to make any comparative analysis and show the comparative advantages of the functionality of the programs on the end-user beneficiaries.

As regards, the effects of the impacts of the programs on the program beneficiaries, neither the implementers at center level nor the providers at CSTCs or Woredas' level could not trace, identify and show the learners of any level who benefited from the programs to the research teams. Of the sampled Woredas not any one center was able to show an on-going program of any of the three levels. If the implementers (primary school centers and off-primary school centers) and providers (CSTCs and Woreda Adult Learning Program coordinators) were managing current live on-going programs, the research team could have learners met attending at least programs of levels two or levels three live on-going programs. Hence, it was not possible to find learners, discourse and gauge how much the programs had benefited and impacted the learners. Especially due to factors related to the methodology of managing the programs could not create learning interest in the adults. The responses of both the implementers and providers appear to signify this.

In brief, the focus of NFABLPs provision basically was on the eradication of illiteracy. Primary schools reserved their quota of adults. The learning efficiency was seriously affected as a result of both internal and external factors. According to the providers, non-formal adult learning programs were provided either in the earlier part of the day (in the mornings) or towards the end of the day (in the evenings). This timing of the programs was what the providers call that the teachings of the programs were organized to fit to the timing



of the adult learners in a flexible way. Rather, from this, it can be inferred that the providers had developed the notion that either the early mornings or late evenings are best-fit time for adults to learn. The andragogic understanding of organizing flexible learning time for adults is based on the specific TNA identified adult basic learning, topic, and learning time. Duration can be fixed with the operative consent of the right adult learner. Learning can be organized anywhere even during farming time, on the farm plots and on topics of relevant interest. The practice can be guided by "learning by doing" (Mezirow in Zelleke, 2001). Only such practices are likely to cause the desired impact on adult learners.

Lack of organizing the learning venue in ways to attract the learning adults, lack of learning materials, absence of fund to reward and motivate the facilitators contributed a lot to this effect (Focus Group discussion with primary school directors and questionnaire outcomes). Most of all lack of the proper knowledge to organize, cultivate and manage adult learning interest was the missing link in adult learning programs. The facilitators dominated the practice (confirmed interview of coordinators, experts and facilitators). The facilitators guided the teaching in a formal class way, which did not have learning adults' acceptance. As a consequence, there were coordinators who tried to impose their teaching on prisoners (Kombolcha of Eastern Hararghe).

The external factors entail lack of sufficient technical, financial support from all concerned, still, continued to pose challenges.

Lack of organizing experience sharing forums on the part of NFALPs providers (AAE NFABLPs in Dedo, EMRD's NFABLPs in Hitossa and Dodota-Sire and Self-Help Development Associations' program support in Haro-Maya of Eastern Hararghe) was not possible either to protect the maturity level of those innovative practices or replicate exemplary practices in government run NFABLP areas (Dedo, Haro-Maya, Manna). The entrenched attitude of looking for financial support from partners and feeling that only such support can organize and implement effective NFABLPs had been found to impact

negatively the smooth running of the programs, that was that programs were carried on when the partners' financial support were made available and discontinued when withdrawn, that questioned the sustainability of the programs.

Despite such drawbacks partner organizations (AAE in Dedo Woreda, now IIZ/DVV in Manna Woreda both in Jimma Zone, SHDA in Haro-Maya of Eastern Hararghe) have been supporting the smooth implementation of the programs. The methods and the new initiatives could have been replicated to nearby other program areas if given the chance to develop to maturity.

As regards the impacting of the programs on the adult learners considering the opinion of implementers, the coordinators and experts, all agree that they needed substantial orientation towards implementing adult and community real life related.

#### *Programs of the Community Skill Training Centers*

#### **Vocational skill Training Program Impacts**

The status and trends of impacts caused on trainees were gauged in terms of products (articles), generation of income, developed entrepreneurship outlook, innovativeness and life improvement. If yes, how much and if not why not. Data obtained from the CSTCs showed the following general and specific results.

In terms of livelihood skills, the CSTCs implemented training programs in a mix of vocational skills ranging between four to one skills. Only two CSTCs (Gera, Jimma Zone and Sululta-Mullo, North Shoa Zone) gave trainings in a mix of four vocational skills three times (two for Sululta-Mullo Woreda) which included dying and sewing, soap making and wood work; weaving, sisal work, sewing, and knitting skills and sewing, embroidery, weaving and stove making respectively in 1990 for a duration of four months. Only 113 adults were recorded to complete and make use of the trainings. This could

be taken as a rare experience. It can safely be concluded that the training in diverse vocational skills did not appear to help trainers master any of the vocational skills and lead them to earn a living. When one scrutinizes the four vocational skills (weaving, sisal work, sewing and knitting) that Sululta-Mullo CSTC offered, can be classified as a family of vocational skills. If a working mechanism is organized and train adults in a family of three to four vocational skills considering that the training is sufficient, such trainings in a family of vocational skills is likely to help trainees use any of the mastered skills in the competitive market places. This is what globalization in the 21st century advises. It helps trainees to use any one of the mastered vocational skills to earn a living as needs and demands of consumers arise following the dictates of supply-demand of the services of the skills.

Many CSTCs, some repeating (Dedo, Sibul-Sire, Guto-Wayu, Digelu-Ticho, Fedis and Kombolcha), two to three times gave training on a mix of three vocational skills (weaving, sewing and embroidery and matt making) and none of them specializing in any of the above three. At times, the CSTCs replaced one of the above skills with any of wood, or leather or metal works. The trainings were claimed to have benefited 673 adults in total. The trainees' intake per training varied greatly (between 6 and 50) from center to center. Only it was in five occasions that the training was below 20 (Digelu Ticho 16, Sululta-Mullo 10, 10 Leka-Dulecha 6, Fedis 9). The rest varied between 20 and 50. Other CSTCs offered skill trainings in a mix of two vocational skills (on the main sewing and embroidery), at times weaving, woodwork or any other replacing any one of the above two vocational skills in the last five consecutive years. Adults were expected to have benefited from the mix of two vocational skills trainings. It can be attributed only nine trainings catered adults ranging in number between eight and sixteen that were below twenty. The great majority harbored above 20 and a maximum of 57 adults. Only it was on a less frequency rate (20 times) that some CSTCs offered in one type of vocational skills. This was done, at the most 19 times and trained 363 adults. The intakes of ten trainings were only below 20 (ranging

between five to fifteen). The remaining great majority trained more than 20 adults in one take ranging between 20 and 45. From the above analysis, one can easily understand that, the dominant majority of the vocational skills offered in a mix of four, three, two and one vocational skills, catered adults in workshops size more than twenty intake. Particularly trainings in workshops more than thirty adults could not have been conducive to make the trainings create the expected impact on the targeted end-users. Especially those training workshops sizes of 40 and above adults intake can be taken rather as literacy classes instead of trainings on vocational skills (see Annex II).

In terms the impacts the various vocational skills training programs caused on the trainee end-users, interview results of trainees (Bokoji, Digelu-Ticho) who became successful in cloth making confirmed that their commitment and hard work enhanced their successes. Particularly the interests of the trainers and the CSTCs coordinators created, contributed to the effect. Focus Group Discussion discovered the cultural set up of the respective communities to develop attitude in the people that either 'second hand or readymade clothes are inferior and made newly prepared clothes better, as a crucial factor, has been contributing for the successes. Similarly trainings on weaving (Bokoji, Sefani, Manna, Kuyu, Muke Turri) and embroidery (Kersa, Hittossa, Dera, Haro-Maya) enhanced a limited number of young female adults to earn a living in their respective localities. In fact young female adults (20-30 per cent) were found competing in the town market places. Various strategies (Ekub for bed cover with pillow accessories, sofa set designs, pillow covers and some shop owners have become consumers and initiated and encouraged trainees to produce articles of agreed standard contributed for the training impacting trainees to a success. CSTCs that managed to organize successful vocational skill training programs in wood works that enhanced trainees to organize workshops of their own and render service for the local demand. In this respect, though limited in number, end-users of Woredas of Sibusire Digelu-Ticho stand and glow high in the ladder of the recorded success of impacts.

In contrast to the above analyzed impacts, trainees who equally received trainings but who could not make use of the skills they have acquired asked the why of they could not make use of the advantages the various vocational skills trainings gave them and what crucial factors affected them not to make use of, replied all the same (interview). The crucial factors on the main include lack of resource base (lack finance or absence of credit system, lack of support system (seed resources (equipment, seed money to run the business and lack of place to organize workshops)) contributed to the less success of their efforts. Most importantly, many of those who could not succeed clearly explained that they had participated in the trainings since access was created to them through announcements when they were idle, had no job or not engaged in any type of commitment. Responses of the coordinators and Woreda adult learning experts confirmed also this.

The successes of the trainings conducted in the CSTCS, when observed in the light of the total population of needy sampled populations were insignificant.

According to documented sources, in terms of set plans and as compared to the general performance in the provision of NFABLPs, it (the CSTCs programs) was by far better and was fulfilled well than what was achieved in NFABLPs.

In terms of vocational skills' success, limited number of trainees, after the completion of their training, managed to generate cash income from livelihood programs and relatively sustained their lives. These successes accounted at the most not more than 15 per cent. Embroidery and sewing also varied from Woreda to Woreda accounted between 15 - 20 per cent. Haro-Maya, (Eastern Hararghes), Hitossa and Dodota-Sire of Arsi Zone, Sululta-Mullo of North Shoa Zone and Kersa of Jimma could be taken as good examples of these success records.

The success of trainees of Hitossa and Dodota-Sire could be attributed to the EMRDA's both material (provided sewing machine to each graduate) and financial support. The successes of Haro-Maya were the results of individual's efforts and family support.

In cloth making, especially Bokoji and Digelu-Ticho of Arsi Zone and weaving Sefani of Grar-Jarso Woreda of North Shoa Zone and Bokoji of Arsi Zone Getema of Eastern Wollega), wood works Effa of Diga and Sibü -Sire Woredas of Eastern Wollega, Digelu-Ticho of Arsi Zone, Kersa of Jimma Zone were good examples of achievement successes.

Of all, rural towns of the sampled Woredas trainees of Bokoji and Digelu-Ticho in sewing managed to compete in the market and made living a reality (observation and interview result). The additional trainings they received privately on apprentice basis had enhanced for their better successes. The success in the making and dissemination of fuel wood saving devices Sagure of Digelu and Ticho appeared to lead all other Woredas. The strategy of disseminating fuel wood saving devices with reduced cost from Birr 40 to Birr 25 enhanced to a better success (visits of the houses of end-users) than what was going on. Sagure was found also innovative in producing, training and disseminating the making of in- built wall blackboards to the surrounding formal primary schools.

In contrast to this the great majority of trainees (c 80%) who received training in various and respective vocations, it is a pity that they could not make use of the skills they had received. Interview results confirmed that they could not, because they lacked the financial strength to purchase the machines and tools and organize themselves to engage in livelihood programs. They also reported that the training could not help them to master the skills due to shortages of training time.

When the whole area is checked against the effects and resources (money, time, manpower, others) expended on the trainings what can be deduced is that all practices were a record of little achievements

and much loss and requires complete rethinking on how to effectively use the contributions the in-service short term adult training programs can make to bring better results. Hence the resources invested in conducting vocational training could be identified as consumption rather than investment.

### **Survey of the Multiplier Effect of the Short-Term In-Service Skills Training Programs**

According to Annex II, of the total implementers and providers, CSTC coordinators, and adult education experts had been trained in various short-term in-service empowering programs. Nine CSTC coordinators were trained in weaving, mud hollow blocks, sewing, metal work and on the making of fuel wood saving devices for duration of three months in BBTC. Other nine CSTC coordinators and adult education experts were trained in CEFE, market study (eight days each) REFLECT (twelve days), PRA (eight days) in various appropriate centers/. The latter training topics according to the initiating partner organizations (IIZ/DVV) and implementers, were introduced to initiate and manage creative and effective training approaches intended to change the implementer dominated style of conducting short-term in-service adult training programs. Though an insignificant number (6.3 per cent) who claimed that the short term in-service training programs were between to some extent (62.5 per cent) not useful, the dominant majority particularly the coordinators rated the usefulness and (31.3 per cent) very useful. The responses of the providers rather were found to be very useful (60 per cent); a significant number rated it as not useful. Despite such acclaimed variations in responses, almost all respondents indiscriminately agreed that the short-term in-service training programs on CEFE, PRA were relevant, responsive and acceptable to end-users. However, with no exception, the respondents were of the opinions that the times allotted for the training were inadequate. This could have been the crucial factor for some respondents to rate the usefulness of the trainings useful but to some extent.





that they had tried to conduct training programs on various topics such as adult education, adult teaching methodology, sensitization and on purpose specific topics namely PRA training, marketing, management of adult education (planning, monitoring) and promotion of NFABLPs, to relevant stakeholders. They rated their responses to range on the domain of required level that appeared contrasting to that of the responses of the coordinators. The coordinators admitted that based on the trainings they received, conducted short term in-service trainings on the skill areas of sewing, embroidery, weaving, leather work, wood work to a mix of target groups of males and females and the importance of adult education using scientific adult training approaches. When they implemented any vocational skills training programs to any target groups, rather followed the traditional method, that is the implementers and providers know approach rather than on the new approaches to locally recruited volunteer teachers. They rated the investment expended on the training worth only to some extent.

In totality, the amount of efforts put to assist the maturing of the newly introduced strategic training approaches on CEFE, PRA training, market analysis study and creating enabling environment to guide target groups to livelihood programs, did not seem to catch up the full conviction of the real program practitioners. The programs as could be clear cannot fully empower the targeted end-users to the require level, to organize similar other programs and empower others to manage useful learning/training programs to other adult end-users. The situation appeared to put some more effort and empower the already identified targeted groups with the new concepts of CEFE, PRA training, market study approaches.

The intentions of conducting various short-term in-service training programs were to improve practices and create effective learning/training environment. It was also asking adult non-formal education implementers and practitioners:

- Challenge their attitudes and assumptions
- Review and understand the situation that requires change

- Seek to acquire new and practical knowledge about adult education participatory training management needs of their respective localities
- Determine what the new training endeavors require to enhance success for the adult learners/trainers (end-users).
- Develop vision-mission about the implementation of the short term in-service training methodological approaches.

Based on these assumptions, especially the CSTC coordinators and other adult education experts were approached for their opinion on their vision mission of conducting the short-term in-service training approaches. Out of a total of eighteen, nine CSTC coordinators (50 per cent) confirmed that they were clear with the vision-mission conducting the short-term in-service training approaches. Almost all replied that it was to introduce and manage creative approaches. As regards for the reasons of conducting the short-term in-service vocational skills training programs, still the coordinators explained lack of work, need for cash, poorness, and personal interest appeared to govern the situations. The providers were of the opinion that adults' need for cash made them volunteer for the skills training. Honestly, with some degree of variation responses of the great majority (coordinators and experts) (37 per cent) affirmed that adult trainees new the skills area they were trained on through advertisement. The coordinators or the trainers did not allow them to determine the specific training topics to be trained on; implying that the trainees did not know the training topics before hand the training started. Nonetheless, the given justifications of both groups of respondents could not justify the means of not applying the philosophy of the short-term in-service adult training programs. Hence from the above practices, a safe conclusion can be drawn, that is, both the implementers and providers did not seem to clearly and fully understand the objectives of conducting the short-term in-service training programs. There appears to be deficiency in understanding fully the set vision-mission of conducting the short-term in-service training programs if any.

Gauging the functionality impact of the short-term in-service training, responses in mapping out the unique adult clientele learning/training and identifying gaps (learning/training), discovering learning/training needs and interest, and cultivate it if absent in respect to the trainings they acquired were found to be a kind of mismatch. According to the prevailing practices what the respondents understood as correct was the coming of the adults voluntarily to CSTCs to receive training following the issued out advertisements.

Using the clear mission outlook the short-term in-service adult training programs wanted to inject, the showing of learning by doing (practice advices), that is conducting situation analysis of clienteles, of a locality, identifying training needs as per the given new training approaches did not seem to achieve the right perception. Training others (locally recruited facilitators) based on the objective-mission of the short-term in-service adult training programs on motivating topics such as CEFE, PRA did not seem to take root according to the required speed. Various factors appeared constraining this. Not conceptualizing the vision –mission to cause changes as a result of the impetus of the short-term in-service training programs could be taken as a major problem. Lack of motivation and exemplary work (practice) as a result of the short-term in-service practices and lack of commitment on the part of practitioners who had received short-term in-service trainings to venture in to practice and showing the doing to others (who wanted to copy and imitate) seems also to have contributed to the non improving practice situation and impacting to a lesser magnitude.

**Table 5: Program Vision And Management Efficiency**

S.N.	Short Term Training Functions	Strongly Agree		Agree		Not Agree	
		n	%	n	%	n	%
1	Realizing vision-mission	2	14.3	5	35.1	7	50
2	Mapping out unique individual training needs, gaps	5	27.8	4	22.2	4	50
3	Conducting situation analysis (SWOT analysis)			7	46.7	8	53.3
4	Enhancing the multiplier effect			1	6.3	15	93.7
5	Managing operative training:						
	• Planning	3	21.4	5	28.6	7	50
	• Organization	4	26.7	3	20	8	53.3
	• Implementation	5	31.3	2	12.5	9	56.3
	• Monitoring	6	40	9	60		
	• Evaluation			5	33.3	10	66.7

Looking in to the trickling effects of the various short-term in service adult training approaches on locally recruited facilitators, out of thirty facilitators, twenty-one gave their opinion on the effects of the various functions. Of the twenty one, six facilitators (EMRDA-4) and SHDA-2)) received periodic training from other education aid partner organizations. Sixteen other facilitators, who implemented local government NFABLPs, admitted that they had received training only ones. They explained that they were trained on the importance of adult education and on the teaching of adults ranging between one and three days.

Their responses in respect to the various new training functions, cannot fully be said that change on the facilitators. With less significant differences, an explicable majority admitted that the short-term in-service training programs they had attended could not empower them as much as they had desired. They explained their optimism that some Woreda education offices had promised to empower them with better training mechanisms within short period of

time. Whereas the six facilitators serving NGO supported programs confirmed that they had receive periodic training on the teaching of adults. They were of the opinion to improve their practices of adult teaching through trainings.

There were a commendable number of facilitators (Sululta-Mullo-2, Mann-7) who had been teaching adults on basic education without receiving any training (on adult teaching) In these localities the traditional style of conducting training continued to influence.

#### *Programs Performances of BBTC*

As can be realized from the trainees or end-users responses' BBTC had been offering training to end-users in various vocations mainly on mould making, wood fuel saving devices, welding, embroidery, sewing and sensitization programs.

BBTC has been offering trainings both in house (BBTC campus) and off-campus wherever the inputs of BBTC were required. As a result, the existing three technicians trained 41 trainees (17 in the mix of nine vocational skills types and 24 in embroidery and sewing) in campus during 1998-2002) and upon request it had trained students of Kotebe teacher's College and other institutions and organizations.

The Center (BBTC) claims that it manages most important activities of researching in basic technology particularly that can have contributions towards life improvement of the beneficiaries, which include molding and modeling, handcrafts, aquarium, hand-dug wells, and bio-ecosystems. Its research findings since its establishment include various wood fuel saving stoves (injera, stoves of one pot, two pots and institutional stove, water bucket (Bamboo and Cement), flower vase and puppets.

All through the plan period, in terms of manpower, relatively the administration section is better than the sections that are supposed to

accomplish assigned tasks of research, It was estimated to have 40 technical staff (if possible 'in research').

Interview results show that the center is becoming accountable to Woreda finance office in budget and to OEB in other matters.

The opinion of both the technical and administrative staff was measured with the Likert Scale to see if the trainings offered to them were relevant, related to real life individual and community situations, and the accommodations of the trainings were comfortable and whether the training had caused change of life and cost effective, the responses indicated not that fully promising. The responses towards the worthiness of the investment in the training were (7) below the mean of the means (11.1) showing that it was not rewarding in the eyes of the stakeholders. Similarly true was that due to various reasons, those who received training in CEFÉ and sensitization could not organize similar other trainings and benefited others on the principle of multiplier effect. The livelihood impact of the general, functional literacy and life skills measure (13) also showed below the mean (16). The responses for vocational training were no different.

Despite constraints however, BBTC, of all its responsibilities of dissemination of research outcomes, relatively it was successful in the popularization of wood fuel saving devices (Sagure, Chancho, Serbo, followed by Dodota-Sire).

BBTC, researching on basic technology programs, seems to live on the record of past. The dissemination of past research achievements through training (the dissemination of fuel saving devices) appeared to overtake the development chances of he center.

#### *Department of Adult Education in JTC*

Oromia Education bureau has instituted adult education program in Jimma Teachers College (JTC) since 2000. Credit is due for the Bureau for introducing a system for the adult education program of

the country in general and that of Oromia in particular. Now it can safely be said that the program is taking a giant leap forward in developing the program into a system where it can replenish itself the training of middle level personnel.

So far, the College following the annual set plans, it has graduated a total of forty-nine (thirty-four males and fifteen females) during 2002 and 2002. During this time the College used curricula of topics to a level of seventy-two credit hours. Now realizing the development direction of the current Education and Training Policy, there are ongoing endeavors to improve the training curricula of the Department to make it more sound and practical of the required dosage amount (45 Credit Hours).

**Table 4: Usefulness Of The Short Training Programs**

S.N.	NFABLPs	Not Useful		To Some Extent		Very Much	
		n	%	n	%	n	%
1	Usefulness			3	100		
2	Adequacy of trainings time	2	66.7	1	33.3		

Of the four, the three instructors, an end-users of various short-term in-service adult training programs, confirmed that they had received trainings on CEFE, REFLECT, PRA, market study on separate occasions of periods ranging between three days (PRA), and twelve days (REFLECT 12 days, CEFE 9 days and livelihood 7 DAYS). They all rated the usefulness of the trainings as only to some extent. For the crucial reason they attributed was the inadequacy of the duration of the training. Nevertheless, with the exception of some differing opinions regarding whether the training were in line with government policy, included the necessary training topics, enhanced trainees to generate income and changed also of life of the community, the responses confirmed that the trainings were well planned, purposeful and as such were relevant and responsive to trainees and communities' life reality; and above all cost effective. As

a result, only one of the instructors utilized the PRA research techniques to empower about 20 second year student for a duration of one day and, hence, the instructors hoped to apply the techniques they acquired during the training period. The instructors, of the trainings they received, rated CEFE as top best, training on livelihood program as second best and PRA third best. They used the parameters of trainings content, methodology and the sharing of experiences to rate them in the order of bests.

### *The Management Of The Basics Of Short-Term In-Service Program*

#### **Curriculum**

Curriculum of the various learning and or training programs consisted of four parts. These include curricula of NFABLPs, VSTPs, BBTCs and JTC's adult education department.

According to Responses of all stakeholders (NFAB, learners, VST graduates and BBTC trainees) there seems to be no responsible organ for the designing of the courses of action (the curricula). Basically the providers (including the experts) and documents explain that the availability of fund rather than improving trainees' or completers' life and community improvement were the rationales for determining the training topics. The responses of the training organizers inclined to differ from that of the experts (Woreda and Zonal experts). However, trainings were conducted mainly using curricula topics developed once in OEB but used for life, as against what the designers suggest and advise. For instance, NFALP curriculum developed by OEB have been in use so far without trying to make them fit and relevant to local situations and learners' reality. As learning needs and situations where learners come from vary and are diverse, such situations seem to require relevant and need-based and situation oriented curricula. The practices do not seem to follow correct approach.



Therefore, it can safely be said that need-based curricula design did not seem to gain correct perception, thinking and action (Mezirow in Zelleke, 1981) as laid down in adult learning theory. When assessed the responses of all stakeholders in this respect they (learners, training completion, trainers and providers) confirmed (all) that practices should follow what is laid down in theory.

Locally recruited trainers designed curricula for VST what they thought was correct. The amount and depth of the curricula depended on the curricula depended skill of the trainers. The curricula were intended to enhance trainers, master the skill and produce articles (clothes, carpentry, fuel wood saving devices, ---). VST curricula also confronted the challenges NFAB learning curricula faced. Still to the present, there are no locally organized responsible organs to prepare relevant curricula for the respective and various levels of vocational skill training programs of the Region.

Despite confirmed challenges, they encouraged training by doing, and those (all) who succeeded in improving their livelihood confirmed that the curriculum was relevant and related to their real life situation.

The technicians of BBTC used curricula of fuel wood saving devices, mould making, --- that they have been applying for so long. There was found no clue towards the future plan of designing curricula for the various research programs the Center planned. Success stories of the past seem to govern situation of the impact of the eventualities.

Department of adult Education of JTC had curricula of the various courses the diploma student of the Department should take during their two years learning time in the college. The professional staff of the Department, realizing the fast changing situation and have been trying adult education personnel training responsive to the confronting practice challenges of the Region, had planned to design relevant curriculum that can change erroneous practices of curriculum design. Actions have been gaining on along these lines (curriculum design workshop 2002).

## **The Methodology of Short-Term Teaching and Training Programs**

The planning of teaching and training methodology according to accepted operational practices are supposed to be collectively designed to guide learning and training.

The methodology employed in teaching the NFABL programs, trainings of the vocational skills (CSTCs and BBTC) were almost the prescribed type. The Woreda adult experts instructed nearby primary schools to implement NFABLPs with a set quota the schools or centers were responsible to perform. Almost all primary school directors organized NFABL classes, recruited teachers from the schools and facilitators from the community. Targeted adults were invited to the learning centers through announcements. Teaching was conducted like the formal class hours. Learners were not participating in the management of learning.

The methodology of the coordinators as practice indicated, the CSTC coordinators, considering the fund made available, training equipment tools or machines, the CSTCs' coordinators advertised the planned type of skills to be offered. Based on the advertisement, those jobless and or idle voluntarily got registered and received training. Hence, practice showed that it was the educators who dominated the management of the training causing trainees' non-participation.

In the training of adults in any of the vocational skills, responsible organs (CSTC coordinators and BBTC Officials) invited trainees through advertisement. The methodology of training was showing the way to do it. This was followed by practical application (particularly) producing an article of what was learned in workshop forum. The sharing of what was possible was done at that stage (all respondents).

## **Management of Teaching and Training**

According to the responses given in general, considering the participation of the trainees in all aspects the management in particular, was not effectively taken care of. Particularly the planning, organization, implementation, monitoring and evaluation of the training remained mostly as the responsibility of the trainers and the providers. Allowing the beneficiaries to participate in the planning and the management of the short-term training aspects still remained a challenge (Samuel, 1998)

The opinion that trainees did not feel comfortable to play a decisive role in the management interactions also did not hold true. In the training centers where they were considered to participate (Bokoji, Hitossa, Haro-Maya) trainees had proved to be active and effective resulting in the improvement of the training interactions through effective management of the implementation practices.

Mechanisms to improve the management (implementation) of the training processes through the establishment of management information system (MIS) are worth noting. In terms of practicality it was found almost unknown. Considering particularly trainees' active and direct involvement in the process is highly essential and has to be reconsidered.

### *Situation Analysis*

## **Opportunities**

- The inception of correct short-term in-service training approaches to impact on the enhancers (coordinators, adult education experts) to introduce effective style of empowering and mitigate problems of constraining the consolidation of the new effort to effectively benefit targeted end-users.
- Oromia Education Bureau's commitment to show the importance and use of adult education program to complement

the formal system through the promotion of basic education by using short-term in-service adult training programs.

- Partner organizations' (IIZ/DVV, AAE, EMRD, SHDA) initiation in organizing supplementary short-term training programs (CEFE, PRA, and other livelihood programs to mitigate erroneous practices and create required climate of adult education promotion situation with renewed optimism.
- The presence of untapped resources (land, buildings, equipments, tools and facilities) for the strengthening of short-term in-service adult training programs.
- The presence of the communities and learning adults as potentials allies to support the short-term in-service adult training programs.
- The Woreda Capacity Building Offices' (Serbo, Kuyu, Girar-Jarso, Wuchale-Jidda, Hittossa, Hao-Maya, Kombolcha, Fedis and Deder) and Zonal Capacity Building Offices (Jimma, Eastern Wollega, North Shoa, Arsi and Eastern Hararghe) desire to promote NFABLPs, VSTPs enhancers' short-term in-service training programs to benefit especially adults and children who had remained marginalized in one way or another.
  - The commitment some Woredas (Sibu-Sire, Hitossa, Guto-Wayu and Dodota-Sire) showed to identify primary schools to promote NFABLPs to targeted adult beneficiaries.
  - The strenuous efforts the Woreda Education experts and the CSTC coordinators made to sell the importance and usefulness of NFA learning/training programs so that they render the required support for the creation of effective context (Boloji, Sagure Haro-Maya, Kersa) for the in-service short-term training programs.
  - The practice of providing seed money and machines and tools such as sewing machines to trainees upon the completion of their trainings so that they engage in livelihood programs (EMRDA in 2002). EMRDA provided 18 sewing machines and Birr 1,000.00 as operation cost for

each trainee upon the completion of the trainings. Six trainees that had some physically injuries (disabled) were found successful. In engaging in livelihood programs.

- The successes recorded in the dissemination of improved wood fuel, time saving devices with reasonable price (Sagure, Eteya, Dera and Kuyu CSTCs).
- Partners' support (SHDA, IIZ/DVV, AAE) to employ, orient (train) facilitators and reward (financially) and motivate them to effectively implement non-formal adult basic learning programs (Eteya and Dodota-Sire), Kersa, Haro-Maya and Yebu).
- Selected primary school teachers to consistently make follow-ups on NFABLPs (Eteya and Dodota\_Sire).
- Trying to overcome the challenge of not knowing the where about of vocational skill trainees after graduation (Sagure, Dodota-Sire, Hittossa and Limu and Bilbilo).
- Allocation of monthly subsistence allowance to facilitator/teachers (EMRDA in Hitossa, SHDA in Haro-Maya, IIZ/DVV in Manna, AAE in Dedo Woredas)
- The 2001 trainees (60 per cent of Haro-Maya) were found engaged in embroidery business and generated income to supplement their livelihood
- The enhancement of the implementation of coordinated NFABLPs was the features of some of Woreda programs (Kersa Woreda, Jimma Zone).
- AAE's efforts to make targeted communities assume ownership right of NFALPs and guide these communities to manage NFALPs and remain exemplary to others (Dedo Woreda).
- The efforts to orient and train facilitators are an asset to keep them as enhancers in the provision of NFABLPs (Hitossa Woreda of Arsi Zone).
- Correct vision of implementing NFALPs with adult participatory (cooperative) approach (Sibu Sire, Wuchale-

Jidda, Serbo project approach Woredas adult education experts)

- The interest to create inviting NFALPs training context in CSTCs (Bokoji CSTC) Haro-Maya, Koremie, Chehelke, Kersa, Yebu, Muke Turi, Sagure, Hetossa and Dodota-sire).
- The innovative approaches to introduce chalk and blackboard making technology (Sagure CSTC).

## **Challenges that Constrained the Programs**

### *Internal Environment*

- The presence of the traditional style of implementer dominated non-participatory short-term in-service adult training methodology constraining the operative participatory short-term in-service adult training programs.
- Trainees did not start their own livelihood business for lack of seed money and tools, equipment and machines (almost all Woredas)
- The Woreda education offices did not place the required number of adult education experts as planned and denoted in the Woreda Education management structure.
- Some adult education experts being not as equally treated for training as their counter-parts are induced to abandon serving adult education program area.
- The allocation of fund for NFALPs was found decreasing as time went by.
- The amount of money utilized for the program areas when compared to the total number learner/trainees, the cost appeared as consumption rather than full investment.
- Confusion on the conceptual understanding of the what of and the what not of NFALPs.
- Lack of internal technical support mechanism: The experts, facilitators and school NF basic education teachers lacked the scientific methodology for the management (planning, organization, implementation and TNA) NFALPs and VSTPs.

The technical, especially the local grassroots staff requires effective short-term in-service adult trainings in the NFALPs and VSTPs methodology.

- The inadequacy of time allotted for the short-term in-service adult training programs especially trainings conducted on vocational skill training programs
- Lack of sufficient external support the organization of effective short-term in-service adult training programs.
- Conceptualizing that one time offering of short-term in-service training to adult clientele for a limited number of days could produce capable practitioners appeared to require improvement.
- Lack of core staff at any level of Oromia Region to train and organize relevant and need based training topics for short-term in-service training programs.
- The challenges of dependency syndrome not to think to depend on the resources that are available within and organize short-term in-service training programs instead of looking for help to partners without taking inventory of what are there.

### ***External Environment***

- The issue of relegating adult short-term in-service training programs in outlook, resource allocations and capacitating the staff serving the program area.

### **Threats**

- Lack of core professional staff who can train practitioners in mapping out unique learning/training needs of adults, identifying learning/training gaps, train development planners, strategic plans and project or operational plans.
- Lack of model practitioners in managing individual and community real life related programs in the strategic

approach of fighting the apathy, dishonesty and most of all dependency.

- Lack of innovative initiation to overcome NFA learning /training challenges
- Lack of enough institutions for training grassroots NFALPs facilitators for short-duration for the promotion of NFABLPS in a sustainable way.
- Lack of sufficient budget
- The seasonal nature of the market/no market situation for products and or articles
- The emerging demands to be trained in the family of skills through short-term in-service adult training programs.
- Selection of wrong trainees for some of the training programs
- Trainers, lack of know how to organize effective short-term in-service training programs

## **Summary, Conclusions And Recommendations**

### *Summary and Conclusions*

The objective of the **Impact/outcome Evaluation** of the short-term in-service adult training programs was to assess, explore, document and mirror the impacts caused and noticed on the end-users (beneficiaries) and the multiplier effect the enhancers (CSTC coordinators and experts) had actualized in organizing other similar short-term in-service training programs for other end-users eventually earn income and improve their lives.

The most important issues addressed in the **impact/outcome evaluation** were whether:

- The short-term in-service programs were guided by vision-mission objectives
- The short-term in-service trainings had targeted individuals or communities real life related
- Training topics were relevant, timely and responsive



- Trainings caused the impacts of functionality
- Assist to develop entrepreneurship outlook
- They had enhanced to earn income and caused life improvement
- They had empowered the enhancers and had the multiplier effect in organizing similar other short-term in-service training programs
- The centers' organizational status and physical makeup were supporting effective implementation of the short-term in-service training programs
- The management of the short-term in-service training programs were in line with the managements theory of adult learning /training.
- The methodologies considered were participatory and collaborative approaches
- They encouraged to overcome the dependency approaches and focus on using the unused potential wealth available in the CSTCs and BBTC
- The duration of the short-term trainings were flexible fit to the adult learners and trainees and decided collectively in a participatory way.

The Impact/outcome evaluation also examined the availability of opportunities, major problems and challenges and threats and they were managed in total, the effectiveness of the short-term in-service training programs.

From the findings of the Impact Evaluation, the following major conclusions and a number of lessons were drawn.

The short-term in-service training programs were organized at various centers (BBTC, CSTCs) for empowering the targeted populations. Many of the respondents (coordinators and adult educations experts) reported that they had organized NFABLPs for adults to learn literacy (3Rs) and life skills and encourage them

to keep in the mainstream of lifelong learning. Qualitative data could not fully show that adults had benefited from the programs. On the other hand, quantitative data evidenced that the magnitude of the short-term in-service programs were not that considerable. From those who attended the various levels (levels one, two and three), due to lack of effective management and methodology, the loss for each level was great. The survival rates were found insignificant. The magnitudes were more for levels three and two than was for level one in the order given; **implying strengthened intervention and organize effective short-term in-service trainings primarily to the CSTC coordinators and Woreda adult experts and other enhancers at grassroots level.**

The short-term in-service training programs were implemented on various vocational skills on the hope to show end-users the business of life improvement programs. Some CSTCs were successful in conducting vocational skills. Particularly disabled youth of both sexes benefited from sewing and embroidery. Not a single training center was able to organize and specialize and become successful in one single vocational skill area. A total of 1972 adults and in favor of females (59 per cent weighted) had been trained in the mix of vocational skills ranging between two to four. Of these, very limited, at the most 20 per cent were found successful in using the acquired vocational skills to start livelihood business and earn a living. The vocational skills of embroidery and sewing were found trainees to use them for livelihood engagements. Limited number CSTCs (Sagure, Bokoji,..) were successful in the dissemination of fuel wood saving devices with reasonable prices. The successful achievements were attributed to the determination of trainees, family and partner organizations' support. The great majority (80 per cent) due to lack of commitment, resource and other reasons could not make use of the acquired skills and make a life out of them. The investments put into the training programs, therefore, are not fully worth the efforts in total.

To bring about the desired change in the life improvement of end-users, other types of short-term in-service training programs were conducted to the enhancers. The training topics included were CEFE, PRA training and were intended to guide end-users to engage in short-term training programs were reported very useful, responsive. Almost all responses agreed that the time allotted for the trainings were inadequate and claimed the inadequacy of the training time to constrain the trickle down effect. The enhancers could not organize similar other short-term in-service adult training programs as much as expected. In order to engage in multiplier short-term in-service training activities the beneficiaries demanded additional trainings on the same and other similar strategic topics.

Due to the diverse physical make up and status of the training centers, all did not equally support the effective implementation of the short-term in-service training programs. Those with better position supported better and others managed somewhat with what they have.

The partnership collaborative approaches were found to energize the short-term in-service adult training programs and better successes were recorded in localities where partnership's inputs were utilized (Dedo, with AAE, Manna with IIZ/DVV, Haro-Maya with SHDA, Hittossa with EMRDA). Others without were found eager to request those who can come forward for the purpose. These ones needed empowerment on how to write and develop basic documents on development, strategic planning as well as operational planning.

The organization and implementations of short-term in-service training programs had their ups and down as a result of various constraining challenges and problems. Threats were also recorded in the processes. Despite these, opportunities favored for the record achievements in the short-term in-service training programs.

### *Recommendations*

Therefore, it is recommended that short-term in-service training programs are the strategic approaches to empower the enhancers (coordinators and adult education experts) so that they trickle down the empowering process of end users in the fight against poverty and improve of themselves and their communities. It is an obvious fact that particularly the use of short-term in-service training is to address issues of poverty and development in a way to remedy life problems in the fastest possible way; and they appear as important priority. If to attain the desired goals, short-term in-service training programs require effective participatory management. Particularly the process of the organization of short-term in-service programs requires focusing on causing real life improvements on the end-users. Hence, the processes before this goal necessitates mapping out the unique learning and training needs of target adults, identify gaps and put these in the detail plan of operation.

As could be noted clear, any short-term in-service adult training programs to bear the desired fruits, program organizers and implementers are required to appreciate the existing situations with their multitude challenges. Conducting analysis of situations, that is, learning the opportunities (the availability of a wealth of resources) and threats that could pose challenges is highly important. Identifying alliances and competitors is also an advantage. Learning situations in detail should also include examining the living situation of potential target populations. Such practices can have a reality if only done with the direct and active involvement of the beneficiaries in their respective localities. Hence, based on such assumptions, the following recommendations were proposed hoping short-term in service adult training programs energize future actions.

The short-term in service adult training programs seemed to attract more females (59 per cent weighted). The potentialities are mainly attributed to the innovative features of the non-formal approaches, which may include, trainee-livelihood related programs, greater, active

and direct involvement of trainees, flexible training schedule and place.

The short-term in-service programs particularly on CEFE, PRA training and other trainings on livelihood programs have started to be accepted and recognized as new strategic approaches (with great appreciation) also to cause the desired change. The implementers demanded additional training. Short-term training programs demand on the new livelihood approaches appeared increasing. Therefore, it is proposed that to strengthen the short-term in-service adult training programs with effective management if the efforts are to bear fruits and make a difference.

To consolidate the tried efforts cum the short-term in-service training programs, organizing one of the adult training center (BBTC or any one from the CSTCs is highly important. Considering the availability of such as training classes, workshops, accommodation such as dormitories and resource center (library), and centrality of location are reckoned. Overcoming some of the challenges that can threaten the center and capacitating it with what it requires at least to the basic minimum standard, Burayu Basic Technology Center can be recommended as the potential candidate for the purpose. Organizing the existing training centers with the necessary requirements to the required level is highly crucial. For capacitating BBTC, OEB as owner of the various adult training and empowering centers, as it has continuously been doing, and to distinguish itself in institutionalizing ADULT EDUCATION PROGRAM OF THE REGION, **the opening of the adult education department in JTC**, can take similar venture to capacitate BBTC with the necessary professional and technical staff that is required to effectively accomplish relevant short-term in-service programs for the real actors like the CSTC coordinators and adult education experts so that they as enhancers of the programs effectively cause the require change on end-users through the multiplier effect. Only such appropriate actions can consolidate and strengthen the adult education-training program started in Jimma

Teachers College. Such recommended short-term training programs are the mechanisms to bridge grassroots adult education implementation endeavors to that of the institutional approaches. Other concerned stakeholders (partner organizations) are advised to invest as intervention in the capacitating process of the center (BBTC) if poverty reduction efforts are to be realized.

For effective realization of fulfilling their guiding mission, it is advisable to organize core technical staff that can accomplish all technical program requirements such as developing relevant curricula, identifying unique learning/training needs and gaps to guide adults to livelihood programs through short-term in-service training programs.

For the speeding up of the short-term in-service training programs at grassroots level through the enhancers, the situation makes it highly urgent to organize some centers where the grassroots personnel (Para-professional) can be recruited and trained with the **basics of designing and guiding the implementations of effective NFAB learning and training programs**. The grassroots personnel can be recruited from the localities on the merits of their wide acceptance in their communities and their potential to serve their localities relatively for longer period of time and enhance sustainable development. For the time being at least two centers that can serve both west and north Oromia on one hand, and another center that can server east and south Oromia, on the other, can be identified and organized. Fedis, Ukro, and Koreme Chelelke and Bokoji can be potential candidate centers for the function. A committee from OEB can be organized to select two among them and forward its recommendation to the concerned Offices. The government is expected to capacitate the centers with the necessary technical and professional staff whereas partner organizations can take the opportunities to organize the centers for the purposes. Project Documents can serve as a road map for the realization of the mission.

Creating short-term in-service adult training supportive environment in the other CSTCs is equally important. Organizing them with the

necessaries, require also great amount of resources and commitments. Even those (CSTCs) that were operational (Sibu-Sire, Dedo, Fedis, Kombolcha and Deder), due to various factors, are not functioning today. Facilities like demonstration stations for teaching/training programs in agriculture and environments (environmental science learning) are available in the CSTCs except in Kuyu, Diga, and Haro-Maya. **The issue of land for adult multipurpose training program remains to be big issue for Haro-Maya, Kombolcha, Fedis, Kuyu, partly also for Koreme Cheleleke.** Discussion results confirm that there is uncertainty of sustaining the ownership land right of some CSTCs (Kombolcvha, Haro-Maya and Fedis). Some local governments expect the respective CSTCs to develop the land as per the master plan of the respective cities (Fedis and Kombolcha and Haro-Maya). However, according to the discussions held with the trainees and trainers, the physical plant, classroom situation, facilities and the total training environment were poorly organized and managed in many of the CSTCs (Kombolcha, Fedis, Haro-Maya, Kuyu, Dedo) and need renovation remodeling and improvements in general. **Diga Woreda, because it is newly founded Woreda, does not have one CSTC of its own and the responsible development Office needs to establish one.**

It is obvious that short-term in-service training programs require a new and innovative set of training materials that would satisfy the basic philosophy of trainee-centered and active learning methodology. However, the assessment revealed that the training lacked need-based curricula. Therefore, the core staff shall take the responsibility to train other enhancers on how to develop need-based short-term training courses of actions (curricula).

As regards to the duration of training, the existing practices were between 3-4 months. There were observable variations in the effective use of training time both in the starting and completion time. There were expectations from the centers (Woreda and Zones) that they should start and complete any given training program according

to the allotted time and conduct the training for the given duration. Hence the fixing of the duration for short-term in-service training programs can be done following the established theory of andragogy.

The impact Evaluation has shown the existence of potential opportunities for the generation of support from partners especially (IIZ/DVV, AAE, EMRDA, and SHDA) as well as from the technical experts of official development offices in all surveyed Woredas. Particularly, heightened interests and enthusiasm of partner organizations (IIZ/DVV, AAE, SHDA, AND EMRDA) are observed towards the strengthening of the short-term in-service training programs and appeared to get better momentum. They explained their apprehension that the situation does not seem to favor readiness to exploit these contributions.

However, the evaluation results of the experts confirm that the management practices need tremendous improvements. Evidences drawn from the experiences of similar endeavors that employ training and education to empower citizens in promoting innovative training models, suggest that the success of short-term in-service training programs depend also on strong partners' participation at all phases of the training programs, from review to implementations, planning, organizing, monitoring and evaluation. Decision-making is crucial not only in terms of ownerships of training programs, but also for their continuity and sustainability. Thus, creating to dependable partnership approach from the official government and NGOs' offices and also from the grassroots with clearly defined strategies and with productive links of technical experts becomes necessary in such time of multitude challenges.

The conditions to consider the use of the inputs of the various resources existing within their respective premises did not seem to receive the necessary attention. The contributions the resources can make to in the strengthening processes of the short-term in-service training programs, has not been well thought out and planned. Therefore, the situation necessitates the need to considering the



wise-use of the wealth of resources available within the respective Woreda CSTCs' to conduct effective short-term in-service adult training in a sustainable way even when partners' support is not promising.

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