# The Status of Community Skill Training Centres in Selected Districts of Iluababor Zone of Oromia Regional State, Ethiopia

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## Abstract

The study has aimed at assessing the practices and challenges in the management of community skill training centers programs in Iluababor zone. In the study, mixed methods (quantitative and qualitative) were used. . The research design used was concurrent embedded/nested design. This design gathers both qualitative and quantitative data during the same phase. Seven community skill training centers were selected out of 13 by random sampling method. In filling the questionnaires the target groups of the study were 134. While 84 (Male = 61, female = 23) trainees who can read and write were selected by purposive sampling technique for focus group discussion. Besides, for interview purposes 17 participants were involved in the interview session. Thus, the total research participants were totally 235. Questionnaires, interviews, focus group discussion, observation, and document review were used to gather data. Data analysis was made by using percentile, mean and standard deviation, and one sample t - test. The study identified specific challenges related to trainees, trainers, coordinators, and the management system of community skill training centers that there were lack capacity buildings with best practices in this particular field of study. It was also found that due to inadequacy of resources (finance, human, materials and technologies) the activities of the community skill training centers were far below what they should be. Thus, community skill training centers seem to be incapable of meeting their purposes and interests of the local communities. Therefore, it requires the zone and district offices to make maximum possible efforts to reverse the current situation of community skill training centers in the administrative zone.

## 1.1. Background of the Study

Non-formal education in community skill training centres is prioritized for school leavers or out of schools youths and adults who have received no education at all (Bernd, 2005:430).Thus, vocational skills training can contribute to achieve its goals by equipping young people and adults to lead more fulfilling and productive lives. Skills development should also be recognized as playing an essential part in reducing poverty through education; it can provide opportunities to generate income for some of the most disadvantage populations (UNESCO, 2003:18).

The non formal skill training systems like community skill training centres are expected to solve the problems of employment crises and social marginality that helps the community to overcome its difficulties of illiteracy and unskilled human resource. Non – formal skill training plays paramount role in imparting knowledge and skills to disadvantaged rural poor adults and youths (UNESCO, 1997:185). Non formal skill training is, therefore, a prime instrument for capacity building and skilled human resource development. It has thus been looked upon as a crucial new strategy for solving problems of national development. This is mainly because high cost and inadequacy of the content of non - formal adult education system and thus non-formal skill training have also found to be a strong relation with economic growth and agricultural productivity (Jember, et al, 1996:2).

In this context, youth and non formal adult education and training, i.e. , ensuring that the learning needs of all young people and adults have to be  met through equitable access to appropriate learning and life skills programs and  to achieve a 50 percent improvement levels of adult literacy  especially for women, and equitable access to basic and continuing education for all adults.

In order to realize these goals, among others, it need strong political will, an immense provision of facilities, availability of relevant need based training materials, and the training of adequate staff at all levels. It is accepted that the effectiveness of training programs of community skill training centres depend on the availability and proper utilization of qualified man power, and enabling and empowering poor people through training, that includes activities such as creating awareness, systematic selection and planning, assessing training needs, occupational requirement, training contents (Curriculum), access to micro and credit and follow up etc. The types of skills and curriculum relevant to the particular area are identified through situational analysis and training need assessment of TVET/CSTCs (Bernd, 2005:426).

 To realize this need, in Ethiopia community Skill Training Centres were first established in pilot district since 1975 to support the post literacy and continuing non-formal education activities. It was an infrastructure created to ascertain effectively the full participation of the people in the development process. Their objectives were to introduce and expand appropriate technology for the rural community members to improve traditional manual skills like leather works, black-smiths and other crafts for income generation; to improve the backward agricultural practices for farmers through short term training, and to serve as resource centres for community members and community skill training centres for adults and youths training arose the need for trained manpower in the field at all levels (MOE, 1988:2)

 Community skill training centres were established for the purpose of integrated rural development with a special emphasis on training change agent. The major problems were lack of follow up of the trainees on their effectiveness as multipliers and lack of tools of the ex-trainees to start their work once they go back to their localities. Among the action recommended are that community skill training centres should be provided with well trained adult educators and that follow up studies should be regularly conducted in order to assess the effectiveness of community skill training centres (Tekeste, 1996:76). Thus, Non-formal adult education training program in Ethiopia has a policy ground, the New

Education and Training Policy has given emphasis for non-formal adult education and training program that it is to provide integrated with basic education and formal education system, because the main objective of the new education policy is to produce trained manpower at different levels that will participate in various economic, political and social undertakings of the country (MOE, 1994:15-16)

Basic development issues can indeed be addressed successfully by means of a non-formal adult education program if community skill training centres is designed and implemented with clear objectives; where such objective of a non-formal adult education program ought to increase and deepen indigenous knowledge pertaining to technologies of food production, health, clothing and shelter. The designing of such a program can indeed go a long way in enabling the government to implement agricultural development Led to industrialization policy (ADLI). According to ADLI agriculture is assigned central role in the development of a country. Here it is worthwhile to stress one of the values to inculcate adult and youths is pride in work, a focus on strategies of increasing and developing indigenous knowledge could indeed be accepted and appreciated (Tekeste, 1996:40).

ESDP - V The high level of illiteracy in the adult population is a barrier to achieving development goals particularly that of achieving lower middle income economy status by 2025. Improving adult literacy rates will also support other development goals such as children with literate parents staying in school. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health (Education Sector Development Programme V (ESDP V), 2015 - 2020:14).
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The National Adult Education Strategy implemented through ESDP IV put a special policy focus on Integrated Functional Adult Education (IFAE). The two-year IFAE programme for 15– 60 year-olds provides mother tongue reading, writing and arithmetic skills development integrated with practical knowledge and skills. It is designed to make use of inputs from other development workers (agriculture, health, etc.) and builds on indigenous knowledge. It seeks to link numeracy and literacy skills to livelihoods and skills training in agriculture (including off-farm activities), health, civic and cultural education and requires delivery by various governmental and non-governmental service providers(Education Sector Development Programme V (ESDP V), 2015 - 2020:16).
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The Central Statistical Agency Welfare Monitoring Survey Report estimated that there were 20.4 million illiterate adults, so in 2012/13 where  the ESDP IV target was adjusted to 19.4 million. Of this number, approximately 10.2 million illiterate adults (53%), of which 42% are female, have participated in year one and 7.2 million (35% of the 20.4 million populations of illiterate adults) have graduated from year two of the IFAE course. Accessibility of the programme in the four emerging regions is seriously impaired and participation of women must continue to rise given the remaining numbers of illiterate women compared to men. Following ESDP IV performance, there remains a target group of 13.2 million adults (9.2 million females and 4.0 million males) to complete the two-year IFAE course in the period of ESDP - V  (Education Sector Development Programme Five  (ESDP V,  2015 - 2020:17).

## 1.2 Statement of the Problem

Currently there are more than 156 CSTCs in Oromia regional state in which the community skill training centres become the  subject of the regional TVET policy and the regional TVET strategic Plan to be managed and organized under the TVET agency to provide basic skills trainings for adults and young people. To this end, out of 156 community skill training centres in Oromia region 13(8.13 %) are in Iluababor administrative zone. All of the community skill training centres in the zone were established in 1975/1976 at districts level. Starting from their emergence as institutions, community skill training centres in the zone have been providing different types of skill training courses. The objectives of these centres are: to upgrade and improve the rural indigenous skills; and to introduce and expand appropriate technology. The contents of the training activities include: hand crafts, agricultural extension, health, nutrition, co-operatives, family planning, income generating schemes and marketing are some of them (ESDP V, 2015 - 2020:17).

 Iluababor administrative zone has a population of 640,159 male and 638,024 female, total 1,278,183 million with a growth rate of 2.73 per annum. Nearly 87% of these populations live in rural areas. At the same time, among the total population almost half 49% of them are women. The illiteracy rate of adult population is as high as 66.1%, where adult populations are functionally illiterate and unskilled which is a major cause of poverty (CSA, 2012). When it comes to the rural population most of the adults cannot read or write and the situation is still worse in the rural areas for adult women. In addition, the dropout rate for children and youth leaving the education system at primary school level is also very high and many school leavers fail to acquire adequate vocational skill /livelihood skills (Iluababor zone TVET Agency, annual report, 2016).

 Thus, currently the management of community skill training centres seem unable to support the quality of the training is a missing gap, i.e., there is no suitable and demand driven and development oriented training. These missing gaps obviously seem to prevail in the lives of the rural youths, adults and the community at large. Thus, the management systems of the community skill training centres problems seems to be related to the organization, planning, implementation and evaluation of the programs that seek due attention. Therefore, it is with this understanding that the study was intended to assess the status of the training of community skill training centres and to see major challenges that affect the overall activities of community skill training centres in the zone. In this study, the researcher intention was to explore the implementation of community skill training centres for adult learners' socio-economic empowerments, as research done in this area in Ethiopian context in particular   administrative zone were very scanty.

 This study was, therefore, planned to assess the status of community skill training centres management and its implementation. Furthermore, it intends to identify some of the influential barriers that hinder the management of community skill training centres.

**1.3 Basic research questions**

1. To what extent the community skill training centres are effective in implementing their purposes?

2. What are the institutional and managerial capacities of the community skill training centres to meet their purposes?

3. What are major factor that hinders the management of community skill training centres?

**1.4 Objectives of the Study**
**1.4.1 General Objectives**
To assess the current practices and major problems in the management of community skill training centres in selected districts of Iluababor administrative zone
1.4.2 Specific Objective
A) To assess the current status of community skill training centres.
B) To assess the institutional and Managerial capacities of the community skill training centres to meet their purposes.
C) To identify major factor that hinders the management of community skill training centres.

**1.4 Delimitation of the Study**

The study is delimited to assessing the practices and challenges of managing training programs in the community skill training centers in the aspects of planning, identification of needs, prioritization, implementation, monitoring and evaluation of training programs and major factors inhibiting the management of community skill training centers.

The aspects of managerial and institutional capacity, participation of community and stakeholders and current status of community skill training centers to meet their purposes will also be addressed. Moreover; out of 13 community skill training centers only 7 community skill training centers will be included in the study due to resource related constraints. Thus, the generalization of the study is based on the data obtained from a sample drawn out of this population.

1.5 Limitation of the Study

The study was made on the thirteen community skill training centers found in Iluababor administrative zone. Thus, the findings identified and conclusions reached may not be a representative of all the community skill training centers.

In time of sampling, although all female subjects found at the sample centers were included in the study, their actual number was found to be too small for statistical analysis. Hence, no separate statistical analysis and conclusions have been made about female participation in the training.

2. The Research Design and Methodology

In the study the mixed research method was used where both quantitative and qualitative data together provide a better understanding of the research problem than either type by itself. The research design used was concurrent embedded/nested design. This design gathers both qualitative and quantitative data during the same phase. In this study qualitative and qualitative methods are integrated in the interpretation phase side by side (Creswell and Plano Clark, 2007:85). In the study the qualitative data is used to help explain or better understand the quantitative data. In this case continuous collection of both sorts of data was focused on different themes.

2.1 Research Population and sampling Procedure
There were 13 community skill training centers in the 14 districts of the administrative zone that were established during 1975/1976. Thus, out of 13 community skill training centers 7 community skill training centers located in 7 districts were selected randomly (by lottery method) is included in the study. The sample size was said to be above 53.84 % of the total community skill training centers.

In the organizational set up of the zone at the zonal level there were three (one head, two supervisors) for TVET colleges and community skill training centers, district (One head, with two supervisors), community skill training centers (one coordinators and two facilitators), 100% of them were included in the study using purposive sampling technique.

In 13 (thirteen) community skill training centers in the 2018 there were Male 3269 female 3642 total 6911 trainees were planned to be trained in the 13 community skill training centers. In 7 skill training centers 3662 (male = 2120, female = 1542) were planned train 3662 trainees and out of these trainees 84 (Male = 61, female = 23) who can read and write were selected by purposive sampling technique for focus group discussion. Besides, seven community skill training centers were selected out of 13 by random sampling method. In filling the questionnaires the target groups of the study were 134. While 84 (Male = 61, female = 23) trainees who can read and write were selected by purposive sampling technique for focus group discussion. Besides, for interview purposes 17 participants were involved in the interview session. Thus, the total research participants were totally 235.

In the study the simple random, availability and purposive sampling techniques were employed to select the respondents where female participants have been drawn through availability sampling technique. The male trainees the purposive sampling technique have been used. The purposive sampling technique would be applied on community skill training centers coordinators and trainers and also for the districts and zonal responsible bodies in the system.

### Instruments and Procedures of Data Collection

Four basic instruments were used for collecting data for this study. These were questionnaire, interview, document analysis, focused group interview and observation.

### 3. Results and Discussion

### 3.1 Objectives of Community Skill training Centres Program

In order to obtain information about what objectives of community skill training centres have in practice currently, interview questions for zone and district heads and supervisors, coordinators, and trainers was set and presented. From 44 (88 %) the responses given was that, the main objective of community skill training centres were to train adults and young people in different basic skills for self employment either privately or cooperatively as well as to assist traditional crafts people promote their skill and raise their living standards and to enable the graduates of community skill training centres in the use of skills for livelihoods so as to make graduates of community skill training centres are expected to be competent participants in the development activities of their respective localities.

It is obvious that, trainers and coordinators educational background entails the need for organized training, frequent workshops and seminars are essential. Regarding this, the facilitators were asked whether or not opportunities are available for them.

As it is observed in the table above almost all trainers, coordinators, district and zone supervisors and heads responded that there is no trends of frequent training opportunities in the community skill training centres, district and at zone level. In the table above trainers and coordinators responded that the current status of training trends were 68.4 % and 5.26 % (low and very low respectively) that totally accounted 73.66 % which indicates the absence of training opportunities at all levels of skills training for trainers and coordinators while district and zones supervisors and heads also reacted even more 22 (88 %) as that of facilitators of community skill centres. Moreover, the total percentile of both groups is highly correlated that accounted 81.81 % with 68.18 % and 13.63 % that shows the trends with low and very low scaling which reveals the absence of frequent training skills for trainers and coordinators. On the mechanism of training opportunities in opposition to the above points, Hildebrand (1996:7) indicated a number of arrangements that include pre-service and on-the-job training, correspondence, lessons through different media, in service and short term face to face teaching for adult educators.

### 3.2 The Status of Training Opportunities for Trainers, Coordinators Supervisors and Heads

An attempt was made to understand trainers and grass roots level program coordinators knowledge about the field of adult non formal skills training. Clearly 13 (68.43) of coordinators and trainers responded as they were not get any training at all in adult skills training and have not received any form of training related to their current task. But, significant numbers of grassroots level program trainers and coordinators 6 (31.57 %) have some skills and knowledge. This condition clearly inhibits the competence of

facilitators to design and promote participatory training programs in the community skill training centres. In their response to about training adults all the respondents agreed that adult training needs special skills.

 The data revealed that 6 (31.57) of trainers and coordinators were graduated in the field of adult education. Nearly all the program coordinators and trainers were come directly from the formal schools that teach children and formal TVET colleges. This agrees with the idea of Bernd (2oo5) that says incompetence of coordinators trainers to do tasks in community skill training was lack of knowledge and skill of the field, that most of them have been trained as a primary school teachers, whose training does not match to the community skill training program. Therefore, for adult trainees to acquire knowledge and skills as well as to develop attitudes, practitioners in the community skill training centres should have adequate knowledge and skill related to the training programs of the centres. Thus, on job training is supposed to be given to make possible fertile ground for the training programs in community skill training centres.

According to the information obtained from the interviewees due to scarcity of resources, coordination the multiplier effects of training programs were impractical; in addition, from the document analysis made at each community skill training centres, shows that not efficient time and attention has given to recruit and orient adult trainers the fact that adult trainers were selected arbitrary from elementary school teachers who were graduated from TTI. Trainees to acquire knowledge and skills as the desired level the trainers should have better knowledge and skill than trainees should have, however, the community skill training centres coordinated by individual outside the field of non formal education and training. Some coordinators included in the study were TTI and TVET College graduates with little or no training in community skill training program.
 From the document analysis made, it seems that the centres do not use appropriate criteria when they recruit adult trainers that made facilitators incompetent which intern affects significantly to design proper training program at the centres. The Community skill training centres and their staffs which used to be under the regional TVET agency are now semi-autonomous since the assigned community skill training centres coordinators and facilitators are trained neither in livelihood skills training nor in non formal training ,however, in principle the community skill training centres should have well qualified and capable academic core staff consisting of centres coordinators and vocational courses instructors with necessary skills and experiences and other support staff including , store keepers, clerks and guards.
 As observation check list and interview discussions revealed, the instructional staff should periodically be provided technical and professional support to upgrade their knowledge and skills.
To this end, Samuel, (2005:225) stated that providing effective training  can help to manage change by increasing understanding of reasons for change and providing adult trainees with knowledge and skills they need to adjust new situations.  Therefore, in order to give efficient and effective training there should be enough manpower, and the skills and competencies required for community skill training centres   activities need to be developed and to solve hindrances  in the planning, implementation, monitoring and evaluation of the centres.

### 3.3 Participation of Stakeholders in the Planning Training programs of community Skill Training Centers

On the training program awareness and sensitizations on the objectives of community skill training centers and with regard to a trend of making agreement on objectives and content of the training program at the beginning the result obtained was (t-value 0.588 greater than t-critical 0.560, t-value 0.706 is greater than 0.480 ) correspondingly. These results show there is no significance difference between the two groups. There is also a participation of trainees in setting priorities of the needs identified but due lack of awareness on the parts local community was a major problem. The interview and observation results and annual reports of the zone witnesses that there is no difference between and among the sample training centers in the practice of leveling training needs. All the respondents agree that the practice of preliminary study to identify and design training courses is almost nonexistent**.**

Consequently, to keep community skill training centers responsive to the needs of the people, planning has paramount importance that includes many tasks such as selection of target groups and beneficial training courses, deciding the number of trainees, resources, etc. Participation of stakeholders in the process of planning is indeed great input for community skill training centers to succeed in doing duties. In spite of the responses of adult trainees, nevertheless, the facilitators responded that the admission was on voluntary foundation rather than selection criteria in the community skill training center where the target groups are adult men and women from rural areas, dropouts of primary school young farmers, family heads from rural areas, and any person who is interested in receiving training above age 15.

On the analysis of problems to be solved as well as future demands needs assessment before the training is commenced, the priorities of training areas are the top for the local communities, the chance for trainees to decide about the duration and types of the training to coincide with interest of the trainees and on the subject of long term and short term planning programs in the community skill center the results in study revealed that (t-value 0.428 is less than t-critical 0.067, t-value 0.245 less than t-critical value, t-value 0.22 less than 0.993, t-value 0.266 less than  t-critical value 0.791) there in no significance difference between the responses of both groups. Alternatively, trainees response to these statements were (with standard deviation of 0.702, 0.623, 0.604) that indicate less variability to each of the mean values in the order on the subject of needs assessment, priority setting and duration and types of training to coincide to their interest.

To supplement these point, from interview made with 9 (5 trainer and 4 coordinator) they agreed that trainees were aware of the benefits after completing the training program while the priorities of training areas were basically selected by the facilitators according to the numbers available of the trainees, therefore, setting the top priorities for each individual to be trained were not totally considered due to the scarcity of resources for the trainees according to their interests**.** Choosing skill areas, the decision was based on what has been offered habitually in past or is arbitrary known by coordinators. As far as, the chance for trainees to decide about the duration and types of the training to coincide with interest is concerned the trend in the centers showed that all in all they go hand in hand with the interest of the trainees.

According to the judgment of facilitators, it seems that there will be a good hope on the side of target groups about skills training courses provided by community skill training centers, that training courses are instruments to bring change in their lives. But major problems facing the centers were lack of qualified trainers and adequate training materials, budget constraints, lack of commitment from local authorities and loose relationship between community skill training centers and with nearby community.

As far as chance to discuss the major problems of the community with trainees before the training begins is concerned the calculated t-value is 1.345 is greater than t-critical value 0.186; that shows there is no significance difference in responding to the statement in both groups. To this end, the trainees were asked about a trend of persuading (asking) support and about building commitments through consultation and negotiations with the trainees and the local community their response to this statements was 0.578 standard deviation which has little variability to the mean or central tendency.

Likewise, with regard to the budget provision for the operation of the planning training programs the calculated t-value is 2.189, that is, it is greater than critical value 0.034. In both cases there is no significance difference in responding to the statements. In an interview made with zonal and district TVET heads and supervisors' district board decides the training areas and the number of attendances according to the budget allocated from government; additionally, in relation to selecting the training courses, availability of trainers and learning materials and budget were indicated to be determinant factors.

Besides, the results of from open ended questionnaire, interview and observation check list showed that the process of planning of training program was made by facilitators and then discussed with the concerned bodies to give their backing to it. On the other hand, the predominant training courses provided in the zone were weaving, tailoring, wood work, metal work, building construction and beekeeping. Despite, the vitality of designing training courses to suit each training environment, the majority of the centers are running similar training courses. From the responses given by trainers and coordinators one may understand that voluntary enrollment of trainees is meant joining training courses already fixed by outsider (facilitators).

In addition, participation of women in the skill training was found to be less due to the lack of awareness of the importance of receiving skill training courses in community skill training centers. This may be due to the absence of efforts to convince and encourage women to take part in the training program and to attend equally with men. As the document in the last five years indicated 804 women were trained in the community skill training enters programs**.** Thus, voluntary participation in planning lie in the awareness creation of the target groups to be helped. Consequently, rural adults and youths need to be aware of the program given at the centers. From the results of interview, open ended questionnaires, observation check list and annual report reveals the initial attention to the orientation and awareness of the adult and youth members about the benefits of the training program was observed to be negligible.

Bernd, (2005:446-449) stated that in order to initiate and realize successful community skill training centers programs that contribute to poverty reduction the following are

important: political will ,clear understanding and determination at all levels; cooperation and coordinated efforts among all stakeholders; motivated, trained and committed manpower; continuous capacity building among the practitioners at all levels; networking; research work; participatory monitoring and evaluation. While, Lekoko, (2007:167) described planning as the first thing that facilitators do prepare for implementation. The plan includes an outline of resources to be used, the learning/training activities to be done; as well as the time required for each activity; other factors that need to be outlined in the implementation plan are the use of training/learning facilities and teaching learning materials. The components of planning in the implementation process are content (specific objectives, learning activities); content sequencing strategies; facilitators' knowledge of content; facilities and equipment, logistics, resources, auxiliary services; administration; recognitions of accomplishments; program evaluation and methods.

## 3.4 Organization and Management of Community Skill Training Centers

Related to current organization and management community skill training centres in the study area pertaining to relevant assessments and follow up strategies and planning program and implementation by the coordinators and facilitators in the above the calculated t-value1.507 was greater than the t-critical 0.139 which indicates that there is evidence of a statistically significant difference between coordinators, trainers and that of supervisors and heads of districts and zone. In the same way, with respect to outlines of resources to be used in the implementation and the training activities to be done the calculated t-value is 0.894 was also greater than t-critical 0.377 that there is also evidence of statistically significant difference between the two groups.

To supplement, this two ideas the interview, annual reports and observation made in the study area showed that there were many factors affect planning, organizing, and implementations in the management of community skill training centres programs, that can be categorized into internal and external factors which includes: lack of awareness, absence of community participation, lack of funding, and lack of political commitment in the community skill training centers programs were some of the external factors cited then again, the internal factors were inadequacy of coordinators and trainers, absence of training materials and equipments, places of training, development of materials needed for andragogical processes, that is, lack of knowledge and skills in utilizing methods and techniques for instructional delivery.

Conversely, as regards to the time or program schedule flexibility to suit the interests of the trainees and the use of training facilities, materials equipments and tools available at hand the calculated t-value for both are 0.381, 0.495 and t-critical for both statements are 0.706, 0.623 correspondingly which shows that the calculated t-values for both statements are less than the critical value that there are no evidence of a significant difference between the responses of facilitators of community skill training centres and supervisors and heads of districts and zone. The interview, and observation checklist results showed that, the interest of target groups with respect to the training time have kept in such a way that the training schedules were prepared with the participants' free time, that is, the time arranged were .with their consent since scheduling of classes can play a very big role in a person's decision to participate or not. There are two issues involved here. Firstly, certain times of the year may be inconvenient for many in some

communication due to the need to work in the fields or to undertake some other important seasonal task. Secondly, certain times of a day may be inconvenient for some. Besides, implementations of community skill training centres were ineffective due to the absence of trained coordinators and trainers, budget allocation, weak internal income and scarce of training materials. These results have conformity with the annual reports of 2008 which states that skill training courses were given by untrained and inexperienced trainers due to absence of qualified trainers and lack of training materials.

The response given by both groups to the assigning Of human resource (qualified/instructors/trainers in the community skill training centres the calculated t-value -0.372 is less than the t-critical value 0.712 which indicate that there is an evidence of a statistically significant difference between facilitators and supervisors and heads. On the contrary, nonetheless, in principle the community skill training centres should have well qualified and capable academic core staff consisting of centres coordinators and vocational courses instructors with necessary skills and experiences and other supporting staff including, store keepers, clerks and guards. While, currently as the observation and interview results revealed the assigned community skill training centres coordinators and facilitators in the last three years were neither trained in livelihood skills training nor in non formal skills training which implies that the community skill training centres in the study area did not have skilled and knowledgeable manpower to run the centres to meet its purposes. In addition Moreover, according the study made by business process reengineering made in the zone in all community skill training centres the human power needed totally was 144 but currently only 50 employees (34.72 %) are in the structure; where some of them did not have an assistant coordinator and a store man.

The response given by the two groups with respect to the commitment and political willingness to make community skill training centres to meet their purposes the calculated t-value is 0.386 and t-critical value is 0.701 which indicates that there is no evidence of a statistically significance difference between the two groups. Conversely, to this statement the interview and annual reports of the zone reveals that in most districts the reaction from the target groups, local stakeholders, administrators, and concerned politicians have been predominantly negative and not encouraging and the role played in mobilizing the youths and adult for skill development is not quite fascinating.

The response concerning coordination and linkage between development institutions and local organizations (NGOs) in the training programs; the calculated t-value 0.626 is greater than the critical t-value is 0.534 which indicates that there is an evidence of a statistically significant difference between the facilitators and districts and zone concerned bodies in the study. On the other hand, the interview results and annual reports showed that much effort was not made in this regard the fact that the performances of community skill training centres were very poor.

The results of the respondents to allocation adequate resource for the training in the centres the calculated t-value 1.323 is greater than the critical value 0.193 which indicates that there is an evidence of a statistically significance difference between facilitators of community skill training centres and supervisors of districts and zone including the heads. Nonetheless, the interview and annual report results showed that; the centres were not strengthened with the supply of required budget, human resource, materials and other facilities.

Respondents responses about a promotional service systems for coordinators and trainers the calculated t-value 0.000 is less than 1.000 that shows there is no evidence of a statistically significance difference between both groups. Conversely, the interview result by coordinators and trainers from six centres revealed that, there was no trend of promotional service system to improve salaries to motivate coordinators and trainers.

As regards to the mobilization of communities to support the community skill training centres  planning and its implementation activities the calculated t-value 0.877 is greater than  the critical t- value 0.386 shows that there is an evidence of a statistically significant difference between the two groups. Besides, the interview discussion result revealed that there was no adequate awareness such that community skill training centres could contribute to the economic and social development of the zone in general and individual development in particular. Consequently, community participation is at its' lowest stage; communities awareness is needed to be raised on the program for effective and efficient participation and commitment. Besides, staff members at all levels were not satisfied and motivated to the results achieved so far. On the other hand, the response from the respondents revealed that there is a committee composed of districts sectors like district administrative with chairing role, finance and economic development offices, agriculture and rural development office, cooperatives and micro enterprise office etc. as members of the committee and coordinator of community skill training centres to guide the activities. The committee of each community skill training centres was expected for guiding the processes of training programs. But as the written document revealed in zone TVET agency showed recently there is no clear role and accountability for each sector in running the overall activities.

Pertaining to the provision of staff members with updating courses the calculated t-value 0.560 is less than the critical t-value 0.579, that is, there is no evidence of statistically significance difference between the responses of two groups. Alternatively, the interview, annual reports and open ended questionnaire responses revealed that the current organizational structure of community skill training centres seems suitable more than ever before but there were no access of trainings to build up the accessibility for the innovative approach and other access to learning opportunities to upgrade the professional development of trainers and coordinators. The training programs were rare from the time when the community skill training came under Oromia TVET agency and they said even currently there are no clear directives for capacity building to acquire skills and knowledge that enhance the training program of community skill training centres especially for trainers and coordinators. Thus, the instructional staff should periodically be provided technical and professional support to upgrade their knowledge and skills but in this regard due to the limited scope of activities the centres coordinators and facilitators were tend to be unmotivated and as a result there were no impacts of training outcomes as it was expected. Therefore, in order to give efficient and effective training there should be enough manpower, and the skills and competencies required for such activities need to be developed in the current organizational structure.

 As to the trend of providing professional assistance for graduates of community skill training centres after completion of the training the calculated t-value  0.067 is less than the critical t-value 0.947, that is, there is no evidence of a statistically significance difference between the facilitators and district, zone supervisors and heads; then again the

interview, open-ended information showed  there were no follow up of graduates due to the absence of coordination, unavailability of credit facilities, lack of market access for products and working places for the graduates, and assisting in professional skill and knowledge, facilitation of credit facilities for graduates with the integration of line ministries and NGOs were  not operational until today, however, some community skill training centres like Ale, Metu rural (Qonor) and Yayo were made some attempt in their own effort. Besides, trainees were not willing to transfer the skill they acquired as a multiplier after completion of the training the training provided at the centres**.** The other important point revealed from the interviewee results were in each community skill training centres there was an institutional culture that the centres' role were conceived as only providing (training)  skills needed  to enhance opportunity for trainees. However, in principle the main aim of community skill training centres were to help trainees to bridge the gap between completion of the training and productive employment**.** Thus, to enable graduates to utilize their skills, organizing them in cooperative is needed; because cooperative approaches are comfortable for the provision of services like working place and credit services

With reference to the system of encouraging and the sharing of experiences among graduation the application of skills they acquired the calculated t-value -2.949  is greater than the critical t- value 0.003, that is, there is no evidence of a statistically significance difference between facilitators and districts, zone offices supervisors and heads. Particularly to this idea, according to Bernd, (IIZ/DVV,2005:7) the systematic exchange of experiences between community skill training centres and their facilitators (coordinators, trainers) between different areas should be strengthen to support the position and the role of centres in the community, districts and their facilitators on whom much of the programs depends; with the current agricultural and rural oriented development program in mind the objective and strategy function, operational setup and management  aspects of community skill training  centres need to be strengthen and revitalized urgently.

Regrettably, this activity was not under taken because almost all the trainers and coordinators had not taken any training related to their current work since the program needs special training; besides district concerned bodies have not committed to the successful implementation of the training programs in the centres

Thus, it is necessary to have clear guide lines; ensure adequate budget and man power supply; steer community skill training centres to generate sustainable income and  make trainees to share experiences; provide market oriented skills to be learned; make financial institution to work with community skill training centres for access to credit facilities.

3.5 The Status of Monitoring and Evaluation in the community skill training centers

Pertaining to the frequent discussions between district boards committee, district TVET office, coordinators, trainers, trainees in the training process to give correct feedback on the failure with in community skill training centres the calculated t-value 0.480 is less than the critical value to 0.634, that is, there is no evidence a statistically significance difference between educational leaders and facilitators according to the response given to the statement. Even though, the significance between the respondents groups were not

observed the indicated item above has mean value 2.37 which is below 2.5 that indicates further due attention to correct the failure of community skill training centres activities.

With respect to adjustment of programs after getting feedback by the trainees and other concerned bodies the calculated t-value 0.774 is greater than the critical value 0.443, that is, there is an evidence of a statistically significance difference between educational leaders and facilitators. In addition, the mean value 2.29 where the item rated below 2.5 that need further attention in order to implement the feedback given by concerned bodies.

Regarding the trend of respecting trainees' ideas to correct errors in the community skill training centres the calculated t-value 0.073 is greater than 0.013 that is, there is an evidence of a statistically significant difference between the two groups. Then again, the mean of the item is 1.93 which is less than 2.5 that needs further due attention to implement the idea.

As to a plan for frequent written report and quarterly discussion to evaluate the activities in the centres between the centres, by district office and district community skill training centres board committee the calculated t-value 0.163 is less than the critical value 0.674, that is, there is no evidence of statistically significance difference between responses of educational leaders and facilitators of community skill training centres. Then again, the calculated mean for the item is 2.37 which is below 2.5 needs due attention by the concerned bodies.

AS to the discussion on the planning, organizing and implementation of community skill training centres programs with trainees and local community annually the calculated t-value 0.447 is less than critical value 0.564, that is there is no evidence of a statistically significance difference between the response of educational leaders and facilitators of community skill training centres. And yet again, the mean value of the item is 2.43 which is below 2.5 needs due attention to correct the failure.

As to a trend of follow up communication for the trainees after completion of the training program the calculated t-value 0.307 is greater than the critical value 0.002, that is, there is an evidence of a statistically significance difference between facilitators and educational leaders in the districts and zone. Besides, the calculated mean of the item is 2.00 is rated below 2.5 that needs due attention.

As far as the impact assessment of the training made is concerned in the community skill training centres to determine the extent to which the training objectives have been achieved the calculated t-value 0.1000 is greater than critical value 0.011, that is, there is an evidence of a statistically significance difference between the responses of educational leaders and facilitators of community skill training centres .More to this point, the calculated mean is 1.58 which is below 2.5 needs due attention to correct the failure.

The open ended information and interview results revealed that the performance of community skill training centres programs were poor; due to inadequacy monitoring and evaluation, as well as little attention from political leaders' commitment and budget constraints. Thus, successful implementation of community skill training centres program demands active participations of government bodies at all levels. There is less

commitment of district management bodies and weak monitoring and evaluation system. Inability to train successfully according to the plan and the delay of the training program, failure to achieve the goal, in ability to provide community skill training program with the necessary facilities and materials (working instruments, raw materials, and tools) were available insufficient quantities only. The coordinators and trainers lack knowledge and skills of the field. Most of them were trained as primary school teachers whose training does not mach to the methods for adults were used to train in livelihood skill trainings.

According to Bernd,(2005:234) in order to initiate and realize a successful community skill training centres programs that contribute to poverty reduction; participatory monitoring and evaluations systems, networking, make inquiries work such as frame work that can help, initiate, cultivate and speed up rural development. Thus, there were resource scarcities in CSTCS of the zone that caused not to carry out their programs effectively and efficiently. Due to scarce of all necessary inputs not all demanded training courses were provided, and the quality of training outcomes was poor and the provision of the program has also no continuity, hence community skill training centres should be supported by the adequate resources.

But the results showed that in the zone the number of trainees admitted at a time were very less when compared to the Ministry of Education (1988) that states each community skill training centres were intended to train 120 adults on average in a year in different fields three to four months. This reveals that the community skill training centres in this particular zone were very less when the numbers of trainees trained were compared to national standards. But when we think of access to training facilities there are a number of adults and youths in rural areas of the zone who engaged in traditional crafts activities. As reports of seven years reveals the trained trainees were 1,332 male and 804 female total 2, 128 adults and youths in the zone. However, concrete evidence has not yet been discovered about how many of them have used skills they have obtained for income generating activities.

### 3.6 The Problems Encountered in the Management of community skill training centers and respondents responses.

The major problems, which in encountered community skill training centres, were among the important issues to be assessed in the study. The objective of the study was to identify major challenges that have strong influences on the implementation of training programs provided in community skill training centres. Thus, pertaining to the item about lack of ensuring information, sensitization and orientation to decision makers and to key people to get supports on the activities of community skill training centres the responses of educational leaders and facilitators' were similar that 19(44.2%) and 20 (46.5%) responded agree and strongly agree to the item. This indicates that it seems this problem was considered to be common in all areas of community skill training centres in the study area. In supplementing this idea, Bernd, (2005:4) stated ensuring that decision makers and key people are sensitized about community skill training centres issues and provided with information and orientation; that without their support major innovation are unlikely to take place.

On the subject of the less involvement of relevant line ministries and other institutions on the need assessment, planning, implementation and evaluations of the activities of community skill training centres the respondents' response were 25 (56.8 %) and 15 (34.1 %) responded agree and strongly agree to the item. Besides, the interview, and document analysis results showed that the involvement to line ministries and NGOs in the centres were almost absent except the efforts made by agriculture and rural development offices in some districts of the zone. Bernd, (2005:6) stated that since poverty is a multifaceted complex phenomena, community skill training centres alone cannot achieve sustainable reduction. Thus, it should be understood that sensitization, orientation and training areas of health and agriculture should be included in the training program so as to make activities should be planned and included in the annual plan of community skill training centres.

In relation to lack of involving target groups and local communities in need assessment, planning, implementation and evaluation of the activities of community skill training centres educational leaders and facilitators were responded as 14 (3.81 %) and 25 (56.81 %) agree and strongly agree respectively. Then again, the interview results and open ended questionnaire responses revealed that powerlessness of community skill training centres to involve and meet the needs and interests of the target population were indicated as problem facing community skill training centres. Thus from this item we can understand that in order to make training generally sustainable and demand oriented, the communities in the coverage area community skill training centres need to be the decisive parts to the district office of TVET and board of the districts. Their active participation should be designed in such a way that the community develops a sense of ownership of community skill training centres and its programs.

Concerning the lack of relevant design of the training curriculum and content with a focus on trainees needs the responses of educational leaders and facilitators were 25(56.8 %) and 14(31.81%) with agree and strongly agree to the item and on the subject of the absence of clear directives, training guide line and inadequate training materials in the community skill training centres 14 (31.8 %) and 26 (59.1 %) were responded by respondents as agree and strongly agree towards the status of the item. To these items, Oxenham (2002:7) confirmed that designing of the curriculum and content has to focus on the livelihood skills that it should be identified through situational analysis combined with a market analysis and training need assessments. On the contrary, the observation and interview results in the study area showed that there no common guide line of training and curriculum guide and clear directives for community skill training centres in the zone. Consequently, preparing training guidelines and relevant curriculum design as a bench marks for all community skill training centres in the zone is one of the decisive activities for the effectiveness of the training programs.

Pertaining to the item unable to make the training programs market and demand oriented the responses given by the respondents response were 21(47.7 %) and 19 (43.2 %) responded as agree and strongly agree one after the other. To this point, Oxenham (2002:8) argued the training program in the community skill training centres must offer skills which can be applied at the house hold level or used to produce something marketable and in demand more than that or within the environment of the trainees.

Regrettably, the interview and observation results revealed that there were no efforts made to make marketing conditions available for the trainees to be able to engage in self-help activities. Thus, to carry out a market analysis combined with a training need assessment prior to starting training in the community skill training centres is paramount importance.

Concerning inability to link the program with credit and enterprise supporting institutions the response given by respondents were 23(52.3 %) and 17 (38.6%) responded as agree and strongly agree respectively. In addition the interview results revealed that there were no trends of linkage to credit facilities after completion of their training to apply the newly acquired skill in their village or community. The graduates of community skill training centres were not organized into cooperatives and be provided with working places and credit services and making marketing conditions available for them to be able to engage in self-help activities Thus, mechanisms have to be developed in order to involve the relevant institution like NGOs, micro, or small credit information centres in the annual training program planning right from the beginning.

Pertaining to the lack of the training programs to target towards special groups of landless like youths, dropouts and other motivated poor groups the respondents responses were 21 (47.7 %) and 17 (38.6 % ) responded agree and strongly agree to the items correspondingly. The results from interview indicate that in the study area such groups were not considered in the planning and implementation of community skill training centres. Consequently, such target groups must be carefully considered before potential participants are invited.

The response of the respondents on the item concerning powerless to support coordinators and trainers with continuous and relevant capacity building system 20 (45.45 %) and 20 (45.45 %) responded to the item as agree and strongly agree respectively. In addition, as the interview and observation results revealed training of coordinators and trainers according to the program needs were not in existence that offers new opportunities to mobilize resources.  Thus, in order to overcome the absence of skilled manpower continuous capacity building is need to avoid the gaps seen in terms of knowledge and skills in the community skill training centres currently.

As to the respondents response to the lack of experience sharing among community skill training centres 19 (43.2 %) and 21 (47.7) responded as agree and strongly agree to the item correspondingly. Likewise, the observation and interview results indicated that the exchange of experiences among community skill training centres were not in existence. Thus, in the study area systematic exchange of experiences between community skill training centres is needed to help strengthen the role of the centres in the local community.

On the subject of the item lack of qualified trained coordinators and trainers according to the programs requirement 22 (50 %) and 18 (40.9 %) responded as agree and strongly agree to the existence of problem in the study area respectively. Besides, the interview results showed that inappropriate human power such as trainers, coordinators and experts who have trained in the areas related to training programs of community skill training centres were absent. Consequently, assigning persons for training, coordinating and

supporting the centres have to be strengthening on the basis of having training in the fields related to community skill training centres.

Concerning unavailability of satellite centres to increase the coverage of community skill training centres 19 (43.2%) and 20(45.45 %) were responded by respondents agree and strongly agree respectively. Supplementing to item, Bernd, (2005:110 stated that one of the weakness of most community skill training centres is their limed coverage. He also added to overcome such challenge to expanding the service in rural areas the establishment of satellite centres in major villages with help of farmers training centres is vital. Regrettably, as the interview results revealed there were no attempts that have been made to increase the coverage of community skill training centres. Thus, this strategy is vital to the increase access of non formal skill training to the disadvantaged rural adults and youths.

Pertaining to the lack of adequate budget allocation and training facilities in the community skill training centres 21 (47.72%) and 21 (47.72) responded agree and strongly agree to the existence of the problem by respondents on after the other. In addition, the interview results showed that budget constraints or the budget allocation was inadequate to run the training programs and absence of internal incomes is also another challenge that has been revealed. Thus, providing adequate budget and strengthening community skill training centres and gear towards generating internal incomes has to another alternative to overcome the challenge**.**

The response of the respondents with respect to powerlessness to make/to create linkages and building awareness with farmers training centres (FTC) to train adults and youths on modern technologies with development agents were 6 (13.63%) and 34 (77.3 %) responded as agree and strongly agree to the item respectively.  To this idea according to Ministry of Education, (2008:17) stated in the Strategy of National Adult Education  that the aim of farmers training centres are: to give special training on modern technologies; to provide agricultural extension services easily; to provide information/data and advisory services on market, ecological demographical etc.; to serve as permanent exhibition centre to transfer technology. Nonetheless, currently there has not been a growing awareness on the need to link the works of farmers training centres and community skill training centres. Hence, these linkages have to be formally established with community skill training centres and materialized, and then a blending of efforts has to be created in areas where there are development agents.

Besides,  the observation and interview results revealed that the training centres in the study area need reestablishment since they are very old in  their physical facilities, class rooms, workshops, tools and other facilities, that need more than renovation. Land ownership of community skill training centres was not respected for the centres because lands that were taken by neighbouring farmers and others even as this moment prevented to conduct practical demonstrations or vocational training activities of the centres. Then again, absence of appropriate instructional text books and supplementary materials like manuals and other guides for various the training programs is also the other challenge prevailing at this moment. Likewise, the training centres were not in a poison to generate some income from the land they owned as it was expected from five to twenty hectares and some income from the sale of some product and crops produced by the centres

trainees and office workers. The sources of fund were only government budget; that there were no community contribution, donation of NGOs and others. Thus, other financial assistance other than government budget could also be sought to renovate and to furnish instructional facilities and equipments which cannot produced in the local area.

## 4. CONCLUSION

The study was conducted to assess the practices and challenges in the management of community skill training centres for planning and implementation, that was raised in basic questions as well as the status of practices in position and problems encountered in the management of community skill training centres. Therefore, pertaining to the end result deduced from the study the following conclusion was drawn:
 Budget constraints (the budget allocation was inadequate to run the training programs), absence of internal incomes, non diversity of training courses that the target groups have no choices to select types of skills best beneficial for them, incapability of community skill training centres to meet the needs and interests of the target population were indicated as problem facing community skill training centres as well as the absence of monitoring and evaluation of the community skill training centres, poor quality of training, less intake of trainees, and inadequacy of training materials and inadequacy of women's participation in the training program and appropriate human power such as trainers, coordinators and experts who have trained in the areas of skills and knowledge related to training programs of community skill training centres.

 Finally, attempts were not made to follow up the graduates about the use of their knowledge and skills they have acquired from the training programs to generate their own incomes. The training program was not a continual phenomenon in the zone which intern made community skill training centres found to be incapable of satisfying the community members in supplying with the demanded skill training program.

## 5. Recommendation

Based on the findings and conclusion drawn the following recommendation are forwarded to be used by practitioner and decision makers in order to minimize the existing problems trustfully. In implementing community skill training centres plan, the efforts made by the community skill centres coordinators and trainers and district TVET offices could not be undermined. Nevertheless, on the basis of the results obtained and conclusion reached the following suggestions are forwarded:

1.  Training opportunities  arrangements that include pre-service and on-the-job training, correspondence, lessons through different media, in service and short term face to face teaching for adult educators should be arranged by the concerned bodies at all levels.
2.   Provision of effective training can help to manage change by increasing understanding of reasons for change and providing adult trainees with knowledge and skills they need to adjust new situations.  Therefore, in order to give efficient and effective training there should be enough manpower, and the skills and competencies required for community skill training centres   activities need to be

developed and to solve hindrances  in the planning, implementation, monitoring and evaluation of the centres.

3. In  order to initiate and realize successful community skill training centers programs that contribute to poverty reduction there should be  cooperation and coordinated efforts among all stakeholders; motivated, trained and committed manpower; continuous capacity building among the practitioners,  networking; research work; participatory monitoring and evaluation should be entrenched at all  levels of the  in structure of the sector.

4.  Systematic exchange of experiences between community skill training centres and their facilitators (coordinators, trainers) between different areas should be strengthen to support the position and the role of centres in the community, districts and their facilitators on whom much of the programs depends; with the current agricultural and rural oriented development program in mind the objective and strategy function, operational setup and management  aspects of community skill training  centres need to be strengthen and revitalized urgently.

5. Designing of the curriculum and content has to focus on the livelihood skills that it should be identified through situational analysis combined with a market analysis and training need assessments.

6. The training program in the community skill training centres must offer skills which can be applied at the house hold level or used to produce something marketable and in demand more than that  or within the environment of the trainees.

7. The community skill training centres have to give special training on modern technologies; to provide agricultural extension services easily; to provide information/data and advisory services on market, ecological demographical etc.; to serve as permanent exhibition centre to transfer technology. Nonetheless, currently there has not been a growing awareness on the need to link the works of farmers training centres and community skill training centres. Hence, these linkages have to be formally established with community skill training centres and materialized, and then a blending of efforts has to be created in areas where there are development agents.

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