

Asset based Approach towards Community Development, the Case Study of Wolaita Zone, Southern Ethiopia

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Abstract

Asset Based Approach towards Community Development, the case study of Wormuma kebele, Wolaita zone, Southern Ethiopia? isa descriptive study which aimed at recounting the role of working with assets towards of development of community. Both quantitative and qualitative methods of data collection and analyses were employed in the study; yet the bulky of data utilized in the study is qualitative in nature. Purposive sampling was employed so as to select the sample elements for the study. Both primary and secondary data sources were utilized so as to obtain relevant and rich data thereby to elevate the validity of the finding. The secondary data was collected from various scholarly articles and unpublished documents of concerned offices. The primary data on the hand was collected using in-depth interview, FGD, and personal observation. Accordingly, the data was collected from pupils from junior schools of the kebele, unit leaders of the school, the supervisors, and director of the school regarding the school setting. In addition to them, respondents from local people, and development agents or DAs, health extension workers, the kebele administrator, centrally placed officials of ARD, and health development office are also contacted to further supplement the study with substantial data. The finding of the study has revealed that asset based approach towards community development yielded promising changes in terms of building human asset and further advancement of the community.

Index terms— human asset, community development, participatory approach .

1 Introduction

here is a significant shift of focus in recent times among community development practitioners from community needs to community assets. This emanated from the belief that needs based approach promotes dependency of a given community on professionals and technical-assistance from outsiders. Kretzmann and McKnight (1993) points the importance of looking to community assets as a way to identify strengths and resources that can contribute to a strategic planning process and there by address tendencies of dependency.

Asset-based community development is an approach to community building that sees community members as active change agents rather than passive beneficiaries or clients (Kretzmann & McKnight, 1993). It is a strategy for sustainable community-driven development which builds on the assets that are already found in the community and mobilizes individuals, associations, and institutions to come together to build on their assets (ABCD Training).

Many of the assets that exist in communities are multifunctional in nature. Human capital is one of community assets which are recognized as an agent of national development in all countries of the world. Providing education and health services to people is one of the major ways of improving the quality of human asset. Apart from being issues of social concern, both provide an economy with healthy trained human resources required for economic growth and development. In absence of well skilled and trained human resource in a given community, any attempt

43 of improving the community's life could worth nothing. Ensuring sustained and all-encompassing development
44 in any society calls for a fine skilled and capable human resource that can well handle the development process
45 and ensure its continuity ??Isola and Alani, ??09:813).

46 Human capital development necessitates three consistent issues: education, training and nutrition. And as
47 far as human capital is considered, education, training and nutrition remains to be decisive factors affecting
48 the human capital and thereby the advancement of community. A well-educated human resource encourages
49 technological innovation and effective production and contributes to the development of the community. Training
50 in return develops the skills of individuals, allows them to experience new things, facilitates technological
51 transformation and shapes their attitude. By doing so, it lays conducive ground to progress undertake place
52 ??Isola and Alani, ??09:813).

53 Education and training should be developed in line with the promoting nutritional conditions of the people if
54 it has to meaningfully contribute to human asset building. As to ??khter and Wohab (2006), health and nutrition
55 are one of the important components of human resource development. They also argue that the capacity of work
56 done by people depends on different factors, one of which is nutrition and health. Impact of health and nutrition
57 on economic activities of workers can be understood in three different phases; current working capacity of workers,
58 children's working capacity T Author: Lecturer of Sociology, Woliatta Sodo University, Woliatta Sodo, Ethiopia.
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61 in future, intergenerational working capacity, particularly for female labor force.

62 The growth and transformation plan (GTP) of Ethiopia has stated that enhancing expansion and quality
63 of social development is one pillar goals of the country. Accordingly, the government of Ethiopia claims that
64 efforts has been taking measures to improve the human resource development as healthy, productive, and trained
65 human resource is essential for the implementation of government policies, strategies and programs and achieve
66 intended goal of social development. Key priority is given to with regard to training, education and expansion
67 and improvement of health services ??MoFED, 2010).

68 This study therefore aims at analyzing the human capital development efforts of both the government and local
69 residents of Wormuma kebele. The link between education, training and nutrition as they affect the human capital
70 in the context of Wormuma kebele is thoroughly analyzed. The role government, stakeholders and the community
71 members play in developing and managing the human capital is assessed systematically and meticulously.

72 3 II.

73 4 Materials and Methods

74 5 a) Case Study

75 A case study method was employed in the study for the purpose of the study is to have in-depth investigation
76 and describing the issue at hand. Since chief purpose of a case study is descriptive ??Babbie, 2007) it is best
77 suited for the purpose of this study.

78 6 b) Method of Data Collection

79 The data collection methods employed in the study are in-depth interview, FGD, personal observation and
80 documentary analysis.

81 In-depth interview: in-depth interview is carried out while conducting the study to obtain the data needed.
82 The school director, some teachers and students were interviewed to obtain data about the education activity
83 in the kebele. Data on training is collected by carrying out in-depth interview with the woreda ARDO head,
84 with DAs, kebelele leaders, and farmers. Health extension workers and some women of the kebele residents
85 were contacted and interviewed to obtain data on nutrition. FGD: FGD was also conducted with some selected
86 respondents from the kebele. The group had eight members and they were selected with due consideration of
87 their socio-demographic characteristics.

88 Observation: Personal observation was also made by the investigator to ascertain cogency of findings. Irrigation
89 schemes, health posts, dairy and beef farming activities, and the farming plots are among areas visited by the
90 researcher. Documentary source: secondary sources of data were retrieved to supplement the data obtained
91 through primary sources. Accordingly, national nutritional programme document, documents from health posts,
92 FTC, ARD offices were also analyzed.

93 7 c) Sampling Design

94 A purpose sampling technique was employed so as to select the sample elements of the study. The reason for
95 choosing purpose sampling was that it allows selection of respondents who are believed to be more relevant to
96 the issue under investigation and can deliver a rich data. Accordingly 5 pupils from the school, supervisor of the
97 school, 2 unit leaders and director of the school were purposely selected for the interview about education sector.
98 With regard to training, the head of agriculture and rural development office, 3 DAs, 5 farmers were purposively

99 selected. Finally, the head of health development office, 2 extension workers and 5 women who had a child were
100 also made part of the sample.

101 **8 III. Methods of Data Analysis**

102 The study employed both qualitative and quantitative methods of data analysis. Quantitative data analysis
103 was utilized frequency and percentage. Bulky of the data was analysed using mainly qualitative method of
104 data analysis. Interpretation of meanings from texts and words was utilized with high degree of refinement and
105 assurance.

106 **9 IV. Results and Discussion**

107 a) The Study Area Wormuma kebele is one of 13 kebeles in Bollosore woreda, Wolaita zone, SNNP regional
108 state. It is inhabited by 8442 people. Currently the kebele is believed to cover an estimated area of 31 km². The
109 kebele also receives bimodal rainfall regimes. Among the regimes, first is from March to April and the second
110 round occurs June to August helping to grow Gaba (spring) and Sila (summer) crops respectively. The annual
111 rainfall of the kebeles is between 500mm to 1000mm. And the minimum and maximum temperature records said
112 to vary between 10 to 13 and 16 to 22 respectively.

113 Agriculture is the mainstay of people of the kebele. According to the woreda agriculture and rural development
114 bureau, about 99 % of the total population derives its livelihood from farming. In addition to agriculture, weaving
115 and petty trading are supplementary activities which add to income portfolio of the people. The farming system
116 practiced in Wormuma is mixed farming, comprising both cropping and livestock rearing. Enset is staple crop
117 in the kebele and throughout Wolaita highlands. Other main crops grown in the kebele include potato, barley,
118 wheat, maize, sorghum, and sweet potato. They also produce cash crops like coffee and ginger that are major
119 source of cash from trading.

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121 In addition to the farming population, there are other workers and professionals who reside and work in the kebele.
122 Among these are teachers, development agents, health extension workers, kebele administrators, and security
123 forces. They are among human capital of the community that are working towards elevating the community
124 through participating in education, training, and health and nutrition services.

125 **11 b) Education and Human Asset Development**

126 Wormuma kebele is one of the districts where the national goal of primary education for all is made effective.
127 There is a primary school in the kebele proximate to the residence area of the people.

128 According to the data obtained from the school, there are 701 females and 608 males attending their primary
129 education during the time of conducting the study. Among the children who are at age of attending primary
130 education, 99% are attending school. There is also the so called 'child to child' education that aims at helping
131 children who can't go to school by making them to have peer learning with children that are currently attending
132 their education. The director of Wormuma kebele junior and primary school responded to interview that the
133 school is intensively investing in education with prime purpose of developing the knowledge and skills of the
134 future generation of the community. As to him, the school clearly stipulated strategies towards ensuring active
135 involvement of stakeholders in areas of concern for it is vital towards realization of the goals of the school: "The
136 school works in collaboration with other stakeholders where a due emphasis is given to active involvement of the
137 community members. This has to do with the school's goal of becoming an outstanding institution by utilizing
138 potential sources of financial and technical resources. Among these stakeholders are parents of the students and
139 other members of the community, religious institutions, office of child, youth and women's affair, and the kebele's
140 leaders are the prominent ones. We meet on regular bases and discuss on possible means of improving the school's
141 facilities and the teaching-learning process."

142 In accordance with the plan by ministry of education, the school carried out considerable activities so as
143 to ensure the provision of quality education. Among these activities, the implementation of the six packages
144 of education quality promotion is the major one. As it was replied by the supervisor of the school, there are
145 six education quality packages, namely teachers' development package, school facility improvement package,
146 civic and ethic package, curriculum package, information and communication program, and general education
147 leadership organization.

148 According to the supervisor, each package works in particular area of concern. Accordingly, the teachers'
149 development package deals with issues of continuing teacher's training (CPD), teacher's academic promotion,
150 and teacher's scholarship promotion. School facility improvement package aims at improving the school by
151 putting the student's achievement at the center. Among the activities carried out here include encouraging
152 student's creativity, improving the structure of library, opening 'kircha makel' where the school community
153 together discusses on provision of necessary materials for education.

154 One of the female students from 4th grade responded the following view regarding the function of school
155 facility improvement package: "The package organizes the completion of creativities among students of the

11 B) EDUCATION AND HUMAN ASSET DEVELOPMENT

156 school. We present our creativities and get approval and rewards from the school. I myself have got prize from
157 participatin gonzonal competition on best creativity of students. I got the chance with the help of the package”

158 The other package is civic and ethics package which is primarily concerned with equipping the students with
159 understanding their rights and duties. In addition to this, awareness rising is delivered by organizing meetings
160 to students regarding traffic law and road safety, HIV/AIDS, corruption and others. These activities are mainly
161 carried out using various clubs in the school. There is also children’s parliament in the school as per the package
162 where students learn about their rights and duties as well as practice for their future carrier. The parliament
163 members can pass decision over a student who violate the rules and regulations of the school.

164 The other unit working on quality assurance is curriculum development package. This is responsible for
165 assessing new curriculum, follow-up of continuous assessment system, identifying shortage of materials as per
166 student-book ratio. The information and communication package mainly coordinates the mini media club
167 and education through radio program. Information about HIV/AIDS, anti-corruption activities, road safety
168 is disseminated via the mini media club.

169 The last and of course the vital one is the overall educational organization and management package. As per
170 the words of the school director, in package the students are organized in a peer groups and study together. Here
171 the high achiever student is leader of the group and helps others to improve their performance. There is also
172 a so called ‘developmental group’ which comprises students of a given class. Here the teacher is leader of that
173 group and coordinates the 1 to5network that found within the development group. In addition to this, there are
174 teacher’s 1 to 5 networks based on the respective departments to which they belong. Teacher’s developmental
175 group is on other hand comprises teacher’s working on the same session and aims at experience sharing among
176 teachers.

177 There are various clubs in the school which are believed to shape the students in the way that they are capable
178 of dealing with things they came across in their real life situation and contribute to the advancement of themselves
179 as well as to their society. Most of the clubs operate vis-à-vis the principles of the six packages. Among these
180 clubs are environment conservation clubs, sport club, anti-HIV club, red-cross club, sanitation club, gender club,
181 eye health club, tomorrow’s teacher’s club, demography club and anti-cheating club.

182 In addition to this, classification is made based on the purpose for which the clubs are established. One the
183 unit leaders of the school forwarded the following idea regarding this: ”? Some clubs are considered to serve
184 as refreshment centers for students like the ‘Agerhin ewok club’. Other classification is profession related club
185 which is assumed to provide anticipatory socialization for the students. Among the clubs is gender club and
186 tomorrow’s teacher club. Creativity development clubs include eye health club, sanitation club. All these clubs
187 are coordinated by the subject teacher related to clubs and students still actively participate in discussing over
188 the purposes of the club, procedures to be used to achieve the purpose, fund raising for the clubs and evaluating
189 the weekly performance.”

190 One of the interviewee who is 5 th class students and representative of the sanitation club have replied the
191 following about the role of sanitation club: ”? The sanitation club is formed with prime purpose of keeping
192 cleanness of the environment of the community and thereby ensuring the protection of health of the students as
193 well as the community members as whole. Accordingly, we work on raising the awareness of the community about
194 hygiene and sanitation keeping by telling them to bath regularly, to use toilet, to wash their hands be for eeating
195 and after using toilet, to prepare holes where they dump garbage, to visit health centers or health post earlier
196 when they feel sick” There are also various committees in the school that operate under the general supervision
197 of the school director. These committees in clude exam assessment committee, internal supervision committee,
198 ‘kircha makel’ or teaching aid material committee, academic committee, laboratory center committee, training
199 board committee, and education improvement committee.

200 Each of these committees has their own annual plan and they carry-out various activities as per the plan. The
201 exam assessing committee is responsible for assessing whether the exam is relevant to the content of the subject,
202 and suggest for further improvement. The internal supervision committee assumes the role of supervising the
203 education delivering process, including the attendance of teacher on regular program base, students’ performance,
204 the student class ratio and student to text book ratio, and, forwards solutions if any problem there is. The kirch
205 makel committee on other hand assumes the responsibility of providing and followupping teaching aid materials
206 like text books, black boards, chalks, radio, laboratory facilities and others.

207 The academic committee shoulders the role of ensuring academic excellence of the students thereby enabling
208 them to be competent, confident and skillful individuals who can deal with the issue they face in this ever
209 changing world. Accordingly, the committee prepares competitions where students compete with each other both
210 in theoretical and practical aspects.

211 The competition is first made at the school level and the outstanding students then represent the school at
212 the completion that is hosted at the worda level. It then goes to the national level based on their achievement.
213 Students are rewarded at each level as they perform outstanding. Workinesh, who name is changed for privacy
214 purpose is6 th class student and she is rewarded in last year competition at the worda level. She is the leader
215 of one of 1 to 5 groups in her class. She responded the following opinion about her academic issue: ”? I live
216 with my parents and they both are farmers. Unlike our neighbors, my father encourages me to go to school and
217 study hard, so does my mom. I spent considerable time studying on my education and I also help my mother in
218 her domestic works. Last year, I ranked first in my class and also performed outstanding in the school academic

219 competition. Then I got prize at the woreda level by representing my school. I want to become a doctor and
220 help my kebele residents with regard to health problems they face.”

221 As part of priority to promote science subjects, the school is trying to better equip the school laboratory with
222 the necessary facilities. As per this, the laboratory center committee is established in the school. The chairman
223 of the committee explicated the following view about the role of the committee: ”? The committee is responsible
224 for providing the necessary equipment that could aid the practical teaching activity. It also looks for possibilities
225 that the equipment can be obtained by donation. It works with the training board committee which is responsible
226 for preparing training for teacher so that they can improve their skills. In addition to raining on laboratory cases,
227 short-term training is also delivered for students on study habit, road safety, sanitation, HIV/AIDS, and crop
228 collecting.”

229 There are also two unions in the school; the Parent, Teacher, and Student union, and the Class Representatives
230 union. The parent, teacher, student union was used to be called as parent teacher union. As the school direct
231 orreplied to the interview, it was found essential to include student’s representatives since students are part and
232 parcel of the decision made by the committee. As it clearly appears on the legislation of the school, the union
233 evaluates the administrative and academic plan of the school, works for the improvement of the school setting,
234 and passes measures over

235 **12 Volume XVI Issue VI Version I c) Gender Dimension**

236 The other issue which needs close attention is gender dimension. As the director of Wormuma kebele primary
237 school has explained, various activities are done in the school so as to ensure the competency of female students
238 in the education performance. By paying due attention to female students, the school is working the stakeholders
239 like parents of the students and religious group leaders. It primarily works on awareness raising with regard the
240 importance of educating females to themselves as well as to the general community and the nation as whole.

241 As per the data obtained from the gender club, the school strives to address not only the academic related
242 issues of the female students, but also their social and economic affairs. Accordingly, the school is working
243 towards awareness rising about the problem of abduction, female genital mutilation, sexual assault and sexual
244 harassment is given due attention by taking in to account the students as well as the general community. The
245 school also helps the students from desperately poor families via forming linkage with NGOs working on women’s
246 affairs.

247 The coordinator of gender office of the school describes how the school strives in terms of empowering female
248 students, as follows:

249 ”? The school also tries to make conducive ground for learning of female students by undertaking various
250 activities. Among these are; providing modes service to female students via students’ café so that decrease
251 absence of female students from school, providing female student’s toilet separate from male’s, providing 1 to
252 5 study group place for female students only, preparing tutor class for female students, especially with a due
253 emphasis on science and math related subjects, ensuring participation of high achiever female students at cluster,
254 woreda, zone, regional and national levels competition where only females compete, recording and follow-up of
255 the result of female students.”

256 **13 d) Adult Education**

257 As to the data obtained from focus group discussion, adult education is also offered for adult community members
258 who cannot attend formal education. The intention here is to provide the people with life skills, meaning those
259 basic skills that are not transmitted through formal schooling. The discussants replied that the education
260 furnished them with life skills that are vital for improving their livelihood. Training provided here include
261 technical and manual skills that are required to obtain gainful employment, skills which enable people to feed
262 their families, to keep them healthy, and to protect them from illness. They are the kind of skills people need
263 to be able to help themselves when health services are lacking or not affordable As to the kebele leader, small
264 farmers are trainedon how to profitably market the fruits of their produces. The coordinator of the program
265 described the essence of training from adult education as follows:

266 ”? Where stress and shock occur, people need to learn how to take the initiative to organize self-help. As one
267 way of livelihood diversification, people learn to earn a living as selfemployed or independent workers. Through
268 the adult education, they also are made to acquire business skills. The community members also learn how to
269 participate in making political decisions that affect their communities.”

270 As one ofthe respondent who is actually a farmer has replied to the interview, the adult education provided
271 people of the community with opportunities to acquire skill in protecting their interests. It provided benefits for
272 both men and women in overcoming conventional gender roles and in learning to advance the potential of women
273 to increase family income and promote the welfare of their communities. The people practice in analyzing their
274 problems and conflicts in the adult education service. They acquired knowledge for how to find common solutions
275 and to implement decisions reached by consensus. As per the data obtained from the woreda agriculture and
276 rural development office, the wormuma kebele residents obtain their subsistence through mixed farming. Small
277 scale irrigation is carried by the farmers to overcome the problem of rain-fed agriculture. They are engaged in
278 crop cultivation and along with it, they rear cattle. There is also beef farming and poultry in the kebele. The

279 main source of feeding for their animals is the common grazing land founding in the community. The FTC in
280 the kebele provides training to framers to effectively handle these economic activities.

281 14 f) Staff and Physical Resource Capacity at the FTC

282 The availability of adequate number of welltrained, experienced and motivated DAs is an important determinant
283 of the relevance and effectiveness of FTCs ??Tefaye, Ermias, Dirk, 2011). Accordingly, staff profile of Bolloso
284 Sore woreda shows that there are 3 DAs in the kebele who are well-trained and experienced in agricultural sciences.
285 This fits the three DAs in one kebele administration as plan of the ministry. There are also CAs (change agents),
286 comprising the model farmers who work in collaboration with the DAs. The DAs frequently attend training of
287 trainers so as to enhance their skill and effectiveness thereby to achieve the purpose for which the FTCs are
288 established. They training also believed to enable them be updated with the upcoming technological information
289 and knowledge in the area of their specialization.

290 As stipulated by the guidelines for FTCs (MoARD, 2009), the basic physical infrastructure that an FTC
291 required to fulfill to be functional encompasses buildings -classrooms, living quarters for DAs, a common office,
292 workshop and a permanent exhibition centre. Demonstration plot, animal shelter, irrigation and/or water
293 harvesting infrastructure are the other crucial infrastructure and facilities stipulated by the MoA to make FTCs
294 functional ??Tefaye, Ermias, Dirk, 2011:11).

295 While looking at the situation of Wormuma kebele FTC, the center is functional since 2011 and improvements
296 are made in terms of physical infrastructure in the center. During its opening, the farmer's training center
297 only had building, with only a classroom, lacking basic facilities like chairs and tables, irrigation infrastructure,
298 demonstration plots and the like. However, as the coordinator of the FCT replied, the context is now changed
299 and the center is provided with the infrastructure, though still some problems are there. Brooke Ethiopia is
300 an NGO which have made important contributions in equipping FTCs with essential facilities such as artificial
301 insemination apparatus, and shelf. Contributions were also made by communities specially in building the FTC.
302 As the kebele leader told me, community participation is given a due consideration not only for constructing the
303 FTC, but also in various activities that the FTC is undertaking in the community.

304 Regarding utilization, the FTC and facilities there have multiple users and multiple uses. Besides DAs, the
305 rooms and facilities were used by kebele leaders, command posts, farmer or interest groups, NGO and local
306 research centers. In addition to learning and teaching activities, the rooms and facilities were used for public
307 gatherings.

308 The field observation has revealed that the FTC has a plot for demonstration with size of 0.95 ha. The
309 FTC coordinator reported that the plots found to be suitable for demonstration purpose. The plot is found in
310 the nearby proximity to the FTC and this also easily accessible for trainee farmers. The demonstrations and
311 practical training undertaken in the FTC includes irrigated high value crop production, poultry, meat and dairy.
312 The demonstrations are carried out in nearby farmers' fields. Similarly, demonstrations on natural resource
313 management are done in nearby fields and communal resource areas. g) Contribution by the FTC to Farmers
314 Productivity With the help of the FTC, promising features are began to in the livelihoods of the farmers. The
315 production per hectare is increasing from time to time. For example, Tadiwos is model farmer in Wormuma
316 kebele and he told me that though the crop yield per hectare was very minimal in previous times, now he started
317 to produce up to two quintals of maize per hectare. The small scale irrigation also set them free from rain fed
318 agriculture.

319 To ensure the increased productivity of farmers, the government provides them with high production yielding
320 crops, Urea, DAP, and water pumps for irrigation activity. In addition to these, training is given for framers
321 in how to cultivate crops in the way that yields maximum productivity, how to use fertilizers, how to protect
322 environmental degradation, on the importance of using artificial insemination to obtain high yielding cattle,
323 sheep, goats and chickens.

324 One of the DAs from the agricultural development office responded the following regarding the benefit of FTC
325 to farmer's livelihood: "?. The introduction of basic facilities at the FTC was important for the farmer's practical
326 training. The demonstration of improved technologies and practices in production, post-harvest handling,
327 processing and entrepreneurship, marketing skillas well as increasing adoption rate of farmers with improved
328 awareness helped them a lot to augment our productivity and income. Demonstration farms are also important
329 to us to conduct some adaptive research and farmer participatory evaluation prior to launching large scale
330 promotion of technologies and practices in the kebele."

331 The views of discussants of FGD also affirm the ideas forwarded by the DA worker. One of the participants
332 replied the following opinion regarding the benefit of FTC: "?. We have learned a lot from participating in
333 the FTC. They training equipped us with skills that enable us to produce more, to have profitable marketing
334 exchange and to save more money. We wish the training will also be transformed to other areas to benefit other
335 farmers too" With all trainings and material support from government, and with community's commitment to
336 fight poverty and to lead decent life, it is possible to say that there is promising future with regard to farmers' life
337 in the kebele. The FTC has played crucial role in bringing h) Health and Human Asset Development By taking
338 account the role that nutrition plays in early childhood development, both physical and cognitive development,
339 and its later impact on human productive capacity, the government of Ethiopia has given a due consideration to
340 nutrition programme. It is not only the children's nutrition that is given devotion, but also the mother's and of

341 all citizens of the country. Accordingly, the revised National Nutrition Programme was made in to effect since
342 2013. It is a 3 years plan that stays until 2015.

343 The Bolloso Sore woreda health office is currently working with stakeholders towards improving the health of
344 the general community where nutrition is one of the areas which is given prime emphasis. The stakeholders that
345 work in collaboration with the health office include kebele leaders, UNICEF, religious organizations and school
346 centers. There are five health centers in the in the woreda and each kebele has at least two health posts.

347 Looking at the existing situations of the Wormuma kebele, as it is true to other kebeles in the woreda, the are
348 two health posts in the kebele and they use the health center that is found adjacent th the kebele, Achura health
349 center. The health posts delivery various health and health related services like providing primary aid, testing
350 for malaria case, providing supplementary foods, providing with drugs for malaria with plasmodium vivax case,
351 training the community about sanitation and personal hygiene.

352 Nutrition is a key issue which the health posts in the kebele are currently working on. As to the head of
353 Bolloso sore woreda health development office, the health program bears the mothers to the center of health
354 promotion efforts:

355 ”? The due emphasis here is given to awareness creation among the community, particularly to the mothers
356 regarding nutrition. The health posts works with kebele leaders in teaching the community how they can keep
357 balanced diet for their children and the whole household members. And whenever they come across a family or
358 a household that suffers from severe malnutrition, they provide with supplementary food stuffs.”

359 As part of expanding health extension service in the woreda, two health posts are constructed in the Wormuma
360 kebele. The health posts are constructed in 2010 with joint effort of the government and the community. As the
361 researcher have observed them, they are equipped with facilities like chair, table, shelf, carrier, supplementary
362 food stuffs, drugs, gown, and telephone and electric power supply. In addition to these, there are tools that
363 aid the training activity. Among these are, leaflets, posters, photographs and brochures. There are two health
364 extension workers in each health posts and they are responsible for delivering services like training the community,
365 providing delivery in acute cases, testing for malaria cases, counseling, providing drugs and supplementary foods.

366 15 i) Health Posts and Nutrition Promotion Service

367 As per the data obtained from the health posts, among the activities carried out by the health posts to promote
368 the nutrition of the community is organizing mothers in health development agents or 'tena limat serawit' where
369 a one woman who is chosen to be role model for others leads the group. Within each health development agent,
370 there are five groups comprising five women and one outstanding woman is group leader. The health extension
371 workers give training to group leader mother and then these mothers share the knowledge and the skill they
372 obtained with their group members. The group leader are encouraged to share their experience to other women
373 in their group.

374 Training is delivered to mothers in various issues with the primary aim of enhancing the awareness of mothers
375 on obtaining healthy diet to themselves and their family members. Rebecca, whose name is changed for privacy
376 matters, a mother of two children's and leader of one of health development groups. She forwarded the following
377 account regarding the importance of the group:

378 Working with health development groups, considerable progress is obtained in terms of raising the awareness
379 of the community, particularly of women about sanitation, personal hygiene and nutrition. For example, in
380 previous time with regard to infant nutrition, mothers used to avoid feeding their infant with first milk or locally
381 known as Enger do to the belief that it can harm the baby. But now with improved awareness about how vital
382 breast feeding particularly the costrem or first breast milk is, the trend is totally different and almost all mothers
383 started to feed the first milk of breast. In addition to this, considerable changes have been recorded in terms
384 awareness of mothers regarding nutrition. The head of health development office of the woreda accounted the
385 following regarding the changes: ”? The mothers are also advised to avoid from feeding their infants with any
386 food items until they are six months old. When the baby is six months old, she is advised to prepare soft porridge
387 containing cabbage, egg, milk, and a glass of grain. She is recommended to add iodized salt after the cooking is
388 finished. This is due to the fact that the iodine content of salt could be lost by fire effects.”

389 One of health extension worker has informed that children suffering from severe malnutrition are assessed, if
390 there any in the kebele, through group leaders of the health development groups and the mother is advised to
391 bring the child to the health post. After the child is brought to the health post, the MUAC (mid upper arm
392 circumference) measurement is will be in the health centers. If MUAC reads between 11 and 11.99, it is considered
393 to be moderate malnutrition and the child will be delivered with supplementary foods through supplementary
394 feeding programs (SFP) and provided with plump nut and powder flour. A child whose MUAC measurement is
395 considered to be normal (equals to or more than 12 cm), the mother will be trained how to keep balanced diet.

396 In addition to keeping the health of their child by providing balanced-diet, mothers are highly encouraged to
397 obtain balance-diet for themselves, especially during time of pregnancy, and for the whole household members.
398 Mothers are recommended by health extension workers to use different food items for household consumption
399 rather than relying only on single or two food items throughout the week. The widely available source for food
400 items in the kebele include; maize, potato, enset, potato, etc. There is also milk and meat available for people
401 though not in abundance.

16 j) Challenges in Developing and Managing Human Capital

Despite the promising achievements obtained in developing human capital and thereby contributing to community development through collaborative action of the government, the community and other stakeholders, there are still problems facing the community with advancing their human capital. The first problem as to FGD discussants has to do with the ever increasing population size putting increasing pressure on natural environment particularly land. Due to this, the land holding by some of the people is diminishing.

The interview with the DAs of the kebele has revealed that though the farmers were able to receive information on advanced technologies of production, adoption rate in previous time was low due to difficulties to translate such information into actionable or practical knowledge. The other problem has to do with FTC in the kebele is that there is lack of some necessary equipment. The FTC suffers from lack of basic equipment and materials which include structure for keeping animals for dairying and fattening. There is no poultry house, and any other space for keeping beehives, processing of honey or other products. There is no dormitory service for DAs and they manage to frequently move to their home after such exhaustive working time.

The out-migration of the productive age group to the nearby and remote cities by leaving their families behind is another problem currently facing the community. The youths move to other places in search for better jobs. Though this could have positive impact in long run as the migrants yield economic return in the form of remittance, the community suffers with immediate shortage of labor.

The ever growing number of the pupil at the expense of the school facilities and teachers available also imposed pressure on the school setting. Studentbook ratio and student-class ratio is not in balance as it is prescribed by ministry of education. The other problem has to do with the religiosity and conservativeness of the people. This is manifested in terms peoples' attitude towards using family planning which in turn affects their nutrition habit.

V.

17 Conclusion

As this study has revealed, a lot of activities are done by government, the community and other stakeholders so as to develop the community by harnessing human asset effectively, thereby to contribute betterment of people's lives. Accordingly, promising changes are being experienced in terms of other assets of the community too.

By taking in to account the need for capacity building of the community so as to achieve the desired goals of eradicating extreme poverty and food insecurity in the kebele, the government with the local people manifested decent achievements. Though this study doesn't manage to directly measure the outcomes of intervention, the oral account of the people upholds the perceived benefit which they are experiencing. This shows that interventions which focus at grass-root level by prioritizing the participation of community in development efforts could yield meaningful changes.

Since the human asset is the most volatile form of asset among the asset pentagons, no doubt that investing in it has implication for also other assets. Ensuring primary education for all and delivering quality education, building FTCs and training farmers to enhance their productivity, building health posts to promote the health and nutrition status of the community, are all contributing to advancement of human capital there by to all inclusive advancement of the community.

With modern education, agricultural extension and health extension works, significant changes are being observed in the lives of the people. With relatively effective management asset based development efforts, the community is now experiencing increased production and improved wellbeing therefore having promising future.

18 VI. Recommendations

As the findings of the study have revealed, the population pressure is hampering the potential capacity of people for better utilizing their natural environment. Therefore, the concerned bodies need 40 (C) ^{1 2 3 4}



Figure 1:



Figure 2:



Figure 3:

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³© 2016 Global Journals Inc. (US)Asset based Approach towards Community Development, the Case Study of Wolaita Zone, Southern Ethiopia done for the child. If the MUAC reads below 11 cm, it is believed to be severe malnutrition, and the child will be sent to stabilizing center (SC)where medication is given

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444 It is therefore recommendable to work with donor agents so as to capacitate the FTC both financially and
445 technically. Short-term trainings that could meaningfully add to the knowledge and skills of centrally placed
446 officials of the woreda, health extensions workers, DAs, and school community is also vital and worthy for further
447 accelerating the changes being observed.

448 .1 VII.

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