

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

**THE ORGANIZATION AND MANAGEMENT OF NON-
FORMAL SKILLS TRAINING PROGRAMS IN SOUTH
GONDER ADMINISTRATIVE ZONE**

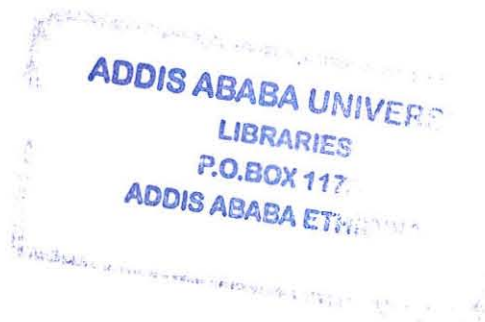
BY
ENDAYEHU TEGEGNE

JUNE 2010
ADDIS ABABA

**THE ORGANIZATION AND MANAGEMENT
OF NON-FORMAL SKILLS TRAINING
PROGRAMS IN SOUTH GONDER
ADMINISTRATIVE ZONE**

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION IN ADULT
AND LIFELONG LEARNING**

**BY
ENDAYEHU TEGEGNE**



**JUNE 2010
ADDIS ABABA**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE ORGANIZATION AND MANAGEMENT OF NON-FORMAL SKILLS TRAINING PROGRAMS IN SOUTH GONDER ADMINISTRATIVE ZONE

BY
ENDAYEHU TEGEGNE



APPROVAL OF THE BOARD OF EXAMINERS

Abdulaziz Hussien
Chairman, Department of Graduate Committee **Signature**

Jeilu Oumer
Name of Advisor **Signature**

Messeret Assafa
Name of Examiner **Signature**



TABLE OF CONTENTS

	Page
Table of Contents	i-iii
List of Tables	iv
List of Appendices	v
Acronyms.....	vi
Abstract	vii
Acknowledgements	viii

Chapter One: The Problem and its Approach

1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Significance of the Study	7
1.5 Delimitations of the Study	8
1.6 Limitations of the Study.....	9
1.7 Operational Definitions of Key Terms.....	9
1.8 Organization of the Study	10

Chapter Two: Review of Related Literature

2.1 Concepts and Characteristics of Non-formal Skills Training	11
2.1.1 Non-formal Skills Training Programs: Meaning and Purpose	11
2.1.2 Types of Non-formal Skills Training Programs	13
2.2 Non-formal Skills Training and Development	15
2.2.1 NFST Programs Compared to Formal Skill Training Program	15
2.2.2 The Role of NFST Programs for Development.....	16
2.3 Organization and Management of NFST Programs	19
2.3.1 Training Program Planning	19
2.3.1.1 Planning Process	20
2.3.1.2 Training Needs Assessment	22

2.3.2 Training Program Organization	24
2.3.2.1. The Organization of Non-formal Training Centers	24
2.3.2.2 Components of Training Program Organization	25
2.3.3 Training Program Management	26
2.3.3.1 Stakeholders Involvement in Training Program Implementation.....	27
2.3.3.2 Monitoring and Evaluation of the Training Program	28
2.4 Practices of Non-formal Skills Training Programs	29
2.5 The Development of NFST Programs in Ethiopia	32
2.5.1 Organization and Management of NFST Programs in Ethiopia	34
2.5.2 An Overview of the Organization and Management of NFST Programs in Amhara National Regional State.....	35

Chapter Three: Research Methodology and Procedure of the Study

3.1 Research Method	38
3.2 Sources of Data	38
3.3 Sample Size and Sampling Techniques	39
3.4 Instruments of Data Collection	40
3.5 Pilot Study	41
3.6 Procedures of Data Collection	41
3.7 Methods of Data Analysis	42

Chapter Four: Presentation, Analysis and Interpretation of Data

4.1 Characteristics of Respondents	44
4.2 Analysis and Interpretation of Data on the Organization and Management of NFST Programs	48
4.2.1 The Current Status of NFST Programs Offered in CSTCs in SGAZ	48
4.2.2 The Organization and Management of NFST Programs	59
4.2.3 The Current Institutional Capacity of CSTCs to offer NFST Programs	69
4.2.4 The Major Problems Encountered the Programs of NFST	73

LIST OF TABLES

	Page
Table 1: Sample Distribution of Respondents	40
Table 2: Distribution of Respondents by Age and Sex	44
Table 3: Respondent's Distribution by Educational Level	45
Table 4: Respondents by Work Experience (Years of Service)	47
Table 5: Respondents Work Condition Interest, their knowledge in youth/adults Training and On-job Training Acquisitions	49
Table 6: Response on the Issues of Target Groups, Selection of Skill Types and Ways of Trainers Recruitment System	51
Table 7: Data on Community Awareness in Handicraft Skills and Willingness to Train in CSTCs	54
Table 8: Rating Scales on the Attitude of Communities and Trainees to CSTCs	55
Table 9: Rating Responses on Stakeholders participation in supporting the Programs of CSTCs	57
Table 10: Responses on Participants of Program Planning, Monitoring and Evaluation Activities	59
Table 11: Management Bodies & Organizational Structure of CSTCs	61
Table 12: Responses on Rating Management Functions & Organizational Structure Appropriateness of	64
Table 13: Responses on Rating of Management Practices on NFST Programs	65
Table 14: Rating Responses on Administrative Contents & Procedures in the Training Center	66
Table 15: Responses on Rating of policy support and others for graduates	68
Table 16: Responses on Rating of Institutional Capacity of the Training Centers	69
Table 17: Responses on Training Manuals, Time Duration and Training Rounds.....	71
Table 18: Responses on Major Problems of CSTCs to offer NFST Programs	73

LIST OF APPENDICES

- Appendix A: Questionnaire for Coordinators & Experts
- Appendix B: Questionnaire for Trainers
- Appendix C: Questionnaire for Trainees (English Version)
- Appendix D: Questionnaire for Trainees (Amharic Version)
- Appendix E: Structured Interview Questions
- Appendix F: Structured Observation Checklists
- Appendix G: Business Incubation Centers (i.e CSTCs) Administration Manual
- Appendix H: Descriptions of the Study Area
- Appendix I: Map of South Gonder Administrative Zone (SGAZ)
- Appendix J: Human Resources and Education Levels of CSTCs Approved by Regional Civil Service Commission

ACRONYMS

ANRS: Amhara National Regional State
ARBTI: Amhara Regional Bureau of Trade and Industry
CSA: Central Statistical Authority
CSTCs: Community Skills Training Centers
ESDP: Education Sector Development Program
ETP: Education and Training Policy
FDRE: Federal Democratic Republic of Ethiopia
IIZ/DVV: Institute for International Cooperation of the German Adult Education Association
ILO: International Labor Organization
MOARD: Ministry of Agriculture and Rural Development
MOH: Ministry of Health
MOLSA: Ministry of Labor and Social Affairs
MOTI: Ministry of Trade and Industry
MOWA: Ministry of Women Affairs
MOYS: Ministry of Youth and Sports
MSEIPOS: Micro and Small Enterprises & Industries Promotion Offices
MSEs: Micro and Small Enterprises
NAES: National Adult Education Strategy
NFET: Non-Formal Education and Training
NFST: Non-formal Skills Training
OESPO: Oromia Economic Study Project Office
PASDEP: Programs of Accelerated Sustainable Development to End Poverty
REB: Regional Education Bureau
SGAZ: South Gonder Administrative Zone
SPSS: Statistical Packages for Social Sciences
TGE: Transitional Government of Ethiopia
TVET: Technical and Vocational Education and Training
UNDP: United Nations Development Program
UNESCO: United Nations Education, Scientific and Cultural Organization
UNICEF: United Nations International Children's Emergency Fund
WEOs : Woreda Education Offices
ZED: Zonal Education Department

ABSTRACT

The main objective of this study was designed to assess the current state of the organization and management of NFST programs provided in CSTCs. It was also intended to identify problems that affect the training programs, and to suggest the possible solutions to the identified problems. To achieve this, a descriptive survey research method and a mixed research design were preferred. This was selected to collect both quantitative and qualitative data with in the same time frame in order to compensate one's weakness over the other. To this end, four different but complementary data collection instruments such as questionnaires (for coordinators, experts, trainers and trainees), semi-structured interview (for Zonal & Woreda MSEIPOs Heads), observation in all sample CSTCs and an assessment of different and relevant documents (from MSEIPOs, ZED, WEOs and from review of related literatures) were used in the study. The study was conducted in five Woreda CSTCs in SGAZ of the ANRS. A total number of 128 subjects which include 90 trainees, 10 trainers, 10 CSTCs coordinators with their deputies, 12 training experts in Zonal and Woreda MSEIPOs, and 6 heads of MSEIPOs (1 in Zone and 5 from Woreda) were selected as a sample through simple random sampling, available sampling and purposive sampling techniques. Data were analyzed using both quantitative and qualitative techniques. Percentages, mean deviations, chi-square test and independent sample t-test were used to analyze the quantitative data. For qualitative data, the results of semi-structured interview, observations and document assessment were transcribed and analyses were conducted using words and statements. Though ANRS of MSEIPA in general and the selected Zone and Woreda MSEIPOs and CSTCs in particular were striving to play significant roles in providing the non-formal livelihood skills training, the finding of the study indicated that most of the training centers are not performing in a better way as standard. The NFST programs provided in CSTCs were poorly organized, managed, structured, staffed, equipped and facilitated in human and non-human resources. Because of poor organization and management practices on the training programs of CSTCs and their inadequate institutional capacities, the real/actual contributions of the training centers to the local community are very minimal. Therefore, it is recommended that decision makers, planners, and other concerned government authorities at all levels as well as different stakeholders should recognized the role of NFST programs provided in CSTCs as a short-way means of increasing self-employment opportunities and job-creation, improving the livelihood of the local communities, and eradicating poverty. The concerned government representatives like Woreda MSEIPOs should give great emphasis in order to rehabilitate the training centers of NFST programs by strengthening their organization and management systems.

ACKNOWLEDGEMENTS

I would like to express my heart felt gratitude to my advisor Dr. Jeillu Oumer, who's constructive and scholarly comments made me to rethink on the study problem as well as extensive guidance, encouragement and unreserved supports in shaping this thesis. In deed, this research study couldn't take this shape without his unreserved scholarly advices.

I am highly grateful to the School of Graduate Studies of Addis Ababa University for financing my research study.

My thanks would also goes to my colleagues and staff members at Gambella Management Institute (GMI) who have contributed moral supports and creating favorable conditions to complete my study that have a remarkable place in my life.

I am also thankful to all of the participants and respondents found in the study area (SGAZ) in providing valuable information and their assistance for the study during the time of data collection.

In the last, but not the least, I am sincerely grateful to my wife W/r Lemlem Degefaw for her unreserved supports and encouragements along with me throughout my study. I am also indebted to my children Mekdes Endayehu and Yohannes Endayehu since they have their own contributions in my study time.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Education is a continuing process, spanning the years from earliest infancy through adulthood and necessarily involving a great variety of methods and resources. It is an essential condition for multi-dimensional development (social, economic, political and cultural aspects) (MOE, 1994:1). Such developmental aspects within a nation are highly conditioned by the proper organization and management as well as successful implementation of educational programs at all levels (from basic literacy and basic skills to higher education) for all age groups (children, youth and adults) without any discrimination (Temesgen, 2009:1).

As various studies have shown, education becomes an instrument in improving the livelihood of the individuals through the acquisition of knowledge, skills and attitude as well as increasing productivity (IIZ/DVV, 2001:8). The value of education is significantly very important for developing countries like Ethiopia, where illiteracy rate is high (58.5%), poverty is acute, and health problem is serious (MOE, 2007:21). Thus, education can be considered as a means for transforming society and economic development including vocational skills, development of independence, scientific thinking and preservation of natural and cultural heritages. All these can be successfully achieved when people are educated through formal and non formal modes of the education system. As Hallak (1990:110) stated that “the more skilled a rural population is the better productive and better quality of life it will be”. Hence, education is a means to an end.

It is clear that the majority of the population can not be expected to participate in learning and training activities through the existing formal education system. By considering this, NFET has a significant role in providing knowledge and skills to individuals who can not

- c) Educational policies had equated education and training largely with formal schooling. Hence the learning needs of children, youth and adults out-side school were being seriously neglected.

Because of such and other related reasons, there is a need to strengthen the human resources base through effective implementation of the education and training strategy for accelerating development and ending poverty. One of the important ways is the provision of NFET programs which help to empower the productive population (youth and adults) through the tools of basic literacy and skills training programs (MOE, 2006:8).

It is generally accepted that the effectiveness and efficiency of any educational program depends on the availability and proper utilization of resources (human, financial and materials). However, the practical situations of the Ethiopian education system at all levels and types mostly show that there are some missing gaps in relation to its organization and management. As part of the NFE system, the missing gap is also prevailing in rural-based CSTCs to run NFST programs. In the country, despite the huge investment of education (formal and non-formal) made by the government, various NGOs and private, the CSTCs to offer NFST programs were unable to bring change in the actual life of the individuals. For this, many of the workshops released by MOE, REB, NGOs and others indicated that most of the CSTCs in the country are entangled with many internal and external problems. CSTCs were given low attention for a long period of time though the situation is becoming in progress since 1994 (after the formulation of the new ETP).

In ANRS, as a component of NFET programs, 107 CSTCs were established at Woreda level to provide skill trainings for adults and young people (Aniley, 2006:5). However, most of the training centers which are basically offered NFST programs in the Region as part of the country were found-out to be ineffective and inefficient due to several problems in relation to organizational and management practices. For instance, management difficulties, inconvenient organizational structure, repeatedly change of structure, lack of resources allocation, lack of attention and the like were some of the

problems (Zewdie, 2009:3). Moreover, as Agidew et al (1995:4) stated on their research findings about CSTCs in ANRS, the centers were poorly staffed, less equipped with training materials, insufficient working budget, training courses were given by untrained and inexperienced trainers, suffering from frequent changes of their organizational structure, and others.

As part of the ANRS, it is expected that most of the CSTCs found in SGAZ are not free from those problems as mentioned from the above. Since the role of CSTCs to provide livelihood skill trainings for unemployed and/or underemployed people engaging in income-generating and poverty reduction activities is very high, the potential conditions that help for the provision of NFST programs in the centers in relation to organization and management practices seek great attention. However, there was no any research conducted on the organization and management of NFST programs specifically focusing on CSTCs in SGAZ. Therefore, it was necessary to conduct a research on this problem in the Zone in order to assess the practices of the organization and management of NFST programs offered in CSTCs. Thus, this research study was carried-out in SGAZ.

1.3. Objectives of the Study

The general objective of this study was to assess the organization and management of NFST programs offered in South Gonder Administrative Zone (SGAZ) of the ANRS.

The specific objectives of the study were:

1. To assess the current status of NFST programs in SGAZ.
2. To examine the organization and management systems of CSTCs to offer the skills training programs in the Zone.
3. To assess the institutional capacity (human, material and facilities as well as financial) of CSTCs to offer NFST programs.
4. To identify the major problems of CSTCs encountered the organization and management of NFST programs in SGAZ.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this study, the researcher has tried to review some relevant issues, concepts, facts and theories in relation to the study. Next, the roles of NFST programs for development are stated. Then, the nature and practices of organization and management of NFST programs has been elaborated. Finally, the organization and management of NFST programs in Ethiopia in general, and ANRS in particular have been described.

2.1. Concepts and Characteristics of Non-formal Skills Training (NFST)

2.1.1 Non-formal Skills Training Programs: Meaning and Purpose

As Coombs & Ahmed (1974:8) and Rogers (2004:78) described that the concept of NFE as “any organized and systematic educational activity which is carried outside the framework of the formal system aimed at providing selected types of learning to particular sub-groups in the population (could be adults, youth, or children). Similarly, Duke (1995:63) stated that NFE is intentionally organized learning event catering essentially to persons who are not currently involving in the formal education system.

From the above definitions, it is clear to understand that educators define non-formal education from their perceptions and contexts. Hence, NFST program is one from of non-formal education that has no specific interpretation. However, it is commonly accepted that it is a training program which refers to efforts at improving the provision and implementation of development programs which have various basic and essential skill training components that takes place outside the formal training system which characterized rigid forms of traditional schooling.

In the broadest sense, the term training refers to the transfer of knowledge, skills, or attitudes aimed at enabling people for productive tasks, or changing their usual work styles (Zaudneh, 1994:2). Similarly, Byars & Rue (1987:178) described that training as “a learning process for the acquisition of skills, concepts or attitudes to improve the

performance of individuals, so that it involves a systematic process of altering the behavior, knowledge and motivation of those involved in goal achievement.” Whereas, training in its purest form is the process of teaching or acquiring specific skills and abilities, becoming proficient, qualified or fit to perform certain tasks (McCollum, 1962: 42). In relation to this, World Bank (1988:54) also stated that training means an instruction of job-related skills to prepare trainees for direct entry into a trade or occupation that could be self/wage employment.

From the above concepts of training which are given by different scholars, it is understood that the general idea of training in all aspects is more or less similar that focuses on enabling individuals to perform certain tasks in a proper manner.

Skill training is not limited to what happens in well-known institutions which prepare people for some occupations that measure up to the “standard”. The concern of any skill training program for a country should be focused on the trainees and the community who work throughout their lives .The effort of skill training could be made in school or outside school. Its program can take place in the training center of the formal or non-formal type through apprenticeships, at the place of employment, or at institutional-based (Zaudneh, 1994:2).

Institutional-based NFST training could encompass vocational, technical, managerial, entrepreneurial, social and other relevant skills. With this regard, decisions to offer such types of skills training and to improve performance often follow an analysis of indicators such as productivity, costs and individuals’ needs as well as societal demand for its quality (Fluitman, 1989:13). Thus, before conducting any skill training program, the objectives of the program should be documented since skill training is given for a variety of reasons. The main purpose of skills training is to develop knowledge, skills and attitude for the contribution of organizational and employees and/or self-employees development. Mainly, skill training is used for giving a solution for the problem of manpower shortage in terms of quantity and quality, preparing for employment or self-employment, and increasing low level productivity and income generation capacities.

Similarly, Graham (1983:166) also stated that to give skill training has such dual advantages. The first one is utilization which means by improving the abilities of the trainees, it is possible to perform properly the tasks required in their employing organization, or self-employing activities. Thus, skill training allows better use of the human resources. And the second one is motivation that implies by giving skill training, it is possible to enable the trainees a feeling of mastery over their work. So that they are satisfied in their work and productivity could be improved.

Moreover, as Zaudneh (1994:5) stated that the following main advantages could come from the result of valid skill training programs: greater productivity and quality improved, less spoiled of work, greater versatility and adaptability, fewer accidents, and greater job satisfaction. Thus, the NFST programs, when organized and managed properly, are expected to return better values to the trainees and the training centers as well as the local communities.

2.1.2 Types of Non-formal Skills Training (NFST) Programs

All people need to acquire and utilize various types of skills in order to have productive and satisfying their working life. To change individuals' life, "life skills", that can be called 'livelihood skills", are very significance. In simple way, "skills" refer to the ability to perform something. Likewise, "life skills" also means the abilities needed to cope with the problems, demands, stresses and challenges of everyday life. Thus, NFST program is necessary to develop such types of skills. If the program neglects the broader elements of skills, it is difficult to succeed in enabling the graduates to find sustainable and continuous self/wage employment opportunities (ILO, 2008:74).

According to the document of ILO (2008:76), NFST program as part of the non-formal education program encompasses a broader variety of skill components to be provided. Skills can be grouped in many different types although there may be an overlapping with

2.2. Non-formal Skills Training (NFST) and Development

2.2.1 NFST Programs Compared to Formal Skill Training Program

Until the 1920s, most educational scholars assumed that the formal system of education offered at different educational level and type was adequate to prepare the individual for responsible citizenship in all aspects. However, during that time, many respected members of the intellectual-academic community, especially adult educators, began to question on this assumption. Such educators feel that “educating citizenship” is a continuous process which needs special adjustments and hence a major responsibility of adult education which includes non-formal training programs (Meriam, 1977:173).

Following this, the inadequacies of formal training in meeting a variety of clientele needs have been raised. Thus, scholars have shown over the strict attachment to issues space, time, content and methods in skills training program provision based on the nature, flexibility, technological advancement and other related factors on the side of individuals and communities (Adekanmbi, 1998:156). Due to this, organized skill training programs are divided into two major categories: formal and non-formal training. The non-formal training refers to the varied assortment of organized and semi-organized training activities operating outside the regular structure and routine of the formal system, aimed at serving a variety of learning needs of different sub-groups (Coombs & Ahmed, 1974:28). Hence, most of the NFST programs are directed at serving important learning needs and benefiting youth and adults who are not involved in the formal training system.

NFST programs are more flexible and diverse which are adapted to the particular needs and circumstances of trainees (Onyishi, 2004:25). Onyishi also stated that such training programs proclaimed strategies calling for a stronger, more integrated and more community-based approach to rural development to meet the basic needs of the poor. Besides, Vollmann (2001:5) also described that “due to its flexibility in terms of organization, schedule and durations, NFST has been found relevant in addressing a number of training institutions barriers in relation to demand factors. For instance, in Ethiopia, the interest of NFST programs have not only stimulated due to the potential for

efficient use of scarce resources, the expansion of educational services, the promotion of equity in training opportunities, and the enhancement of training relevance to the demands of societal needs, but also they have created conditions to promote national commitment to address mass welfare (Zaudneh, 1994:7).

Moreover, as stated by Coombs & Ahmed (1974: 145), the following three main points show the potential needs of non-formal training approaches of educational programs for equipping the rural young people and adults with usable occupational skills as they move toward the next developmental stages. These include great flexibility in adapting to local needs, changing conditions and opportunities in the selection of what to teach and how to teach it and in combating learning with practical work; freedom to adapt to the convenience of the trainees; and the ability to harness local talents, facilities, and general support leading among other things to more economically viable training opportunities.

To sum up, the concept of NFST has been developed basically by the reasons that include offering skill training towards inquiry into the immediate world of work, acquainting trainees with a solid world of practical and development-oriented skill training, and enabling trainees to appreciate the results of their work. To the contrary, the formal skill training (formal TVET) is characterized by rigid entry requirement, by non-negotiable course packages, by inflexible and teacher-dominated methodologies, by inflexible duration and timing of programs that is not suitable for subsistent workers who rely on daily flow of income, and by inflexible location of training (i.e. no option of mobile training).

2.2.2 The Role of NFST Programs for Development

To emphasize the great role of education and training programs, Knox (1993:14) pointed-out that this old saying idea “Give a man a fish, and he eats for a day; teach/train a man to fish, and he eats for a lifetime”. This old saying idea reflects a curative and preventive educational programs emphasis in contrast to treating the systems of the fundamental problems of human beings. Similarly, as Indabawa & Mpofu (2006:23) stated that “All human needs and problems have implications for education and training”.

All people need to acquire knowledge, skills and competencies that are necessary for everyday life. For instance, literacy, numeracy and basic skills training promote workers' productivity as a result of which one's earnings will be improved so that the quality of life that an individual might enjoy would be improved (World Bank, 1996:62). Moreover, countries' development depends ultimately upon the productive skills and the levels of education and training of its citizens. Literate, skilled and committed individual can easily achieve the development plans of his/her country (Tilahun, 1994:7). With regard to this, enhancing economic productivity and social cohesiveness, education and training is taken as an instrument that increases the value and efficiency of workers' labor, intellectual flexibility of the labor force, contributes to nation-building and interpersonal tolerance, and reduces poverty (Tsegaye, 2009:36).

However, in addition to high rates illiteracy, most of rural people of developing countries have been subjected to backward "technologies" due to the lack of appropriate skill training programs. As a result, the people depend on subsistence living conditions, which do not meet their minimum basic needs (MOE, 1994:13). For example, in connection with different impeding factors, the Ethiopia rural people of mainly lack appropriate knowledge and skills that enable them to improve their way of life and production practices.

Therefore, the introduction and acquisition of appropriate technology and skills is believed to be an absolute necessity for the economic and social development of the society in general, and the livelihood improvement of the individuals in particular (Agidew et al, 1995:1). Thus, in the view of the less structural flexibility and high cost of formal TVET programs, beneficiaries (trainees) can not be increased to a satisfactory level. This situation justifies the importance of NFST programs providing institutions like CSTCs in supporting the informal sector of the economy by up-grading traditional skills, and develops positive attitudes among local artisans on developing their skills in line with requirements of "modern" life.

In most developing countries, the mismatch between skill training and unemployment results from some major reasons as stated by Fluitman (1989:77). These include the

training centers tend to train for skills and occupations which do not correspond to the labor market opportunities, a serious inequality of access to skill training programs, and the quality of skill training offered in the center is often poor as a preparation for productive work for self and/or wage employment.

By considering the above reasons, various NFST programs for adults and young people have been tried in most developing countries. These programs generally tend to be better adapted to realistic needs, have lower costs, and relatively have better benefit/cost ratio than most formal training programs (Coombs & Ahmed, 1974:144). NFST programs are used to increase the skills and productivity of adults and youth who are expected to involve in different self-employment activities, particularly in farming, arts, crafts and MSEs or small entrepreneurships. Thus, providing appropriate NFST program is essential to enable people become skillful and reflective practitioners in the areas they are engaged. NFST programs for self-employment in different internal sectors are substantially different from skill training for wage-employment in the formal sector. The non-formal training program for self-employment is characterized by its intimate relationship with production, and its delivery of immediate outcomes (Coombs & Ahmed, 1974:30).

Moreover, to create “marketable” skills that will facilitate economic development and increase self-employment in any area, the NFST programs should be closely tied to the actual and prospective market conditions and skill needs of that area. Besides, they must be intimately tied to different support services which are needed by those self-employees in order to put their skills to most effective use. The services might include assistance in obtaining credit, raw materials, equipment, sub-contracts, help on product design and marketing, and follow-up training as it is needed (Coombs & Ahmed, 1974: 151). This implies that NFST programs cannot be designed or successfully operated in a socio-economic vacuum, without intimate tied with related factors in the environment.

2.3. Organization and Management of NFST Programs

The activities of any organization could become fragmented and then ineffective unless they are properly organized and managed. As an organizational activity, non-formal education and training program is a multi-sectors activity that involves several government and non-government agencies as well as communities as providers to the wide-range of target groups (Evans, 1981:33, and Rogers, 1992::159). Similarly, Wanna (1999:65) also stated that non-formal basic education and skill training programs can be organized and managed by different groups, agencies, governments and others although the government's role is great in developing countries. This makes the organization and management task of the NFET programs become a complicated and even sometimes a controversial issue. Hence, as part of non-formal education programs, this part of the literature is basically focused on the NFST programs by considering points like planning, organization, and management aspects.

2.3.1 Training Program Planning

According to Boone (1985:64), planning is a deliberate, rational, continuing sequence of activities through which the planner acquires a through understanding of and commitment to the organization's over-all activities and becomes knowledgeable about and committed to the continuous organizational renewal and linkage to its communities. This writer also stated that planning is a functional and integrated component of the management process which is guided by such five basic assumptions: futuristic activity, proactive rather than reactive behavior, efficiency enhancement, sequential or stepwise activity, and collaborative (Boone, 1985:81). Similarly, as Sork & Caffarella (1989:233) explained that program planning is defined as "the process of determining the ends to pursue and the means employed to achieve them".

Moreover, Gboku & Lekoko (2007:42) described that program planning is a systematic and needs-driven process that consciously invites to address the educational needs of a target groups. Thus, program planning is a means of creating open communication between people such as content specialists, evaluators, facilitators/coordinators, potential

trainees, etc discussing about decisions on priority areas, program objectives, contents, delivery modes, and assessment and evaluation strategies.

2.3.1.1 Planning Process

The planning process is the most decisive part of the educational activities and should take into consideration the target beneficiaries in it. During the planning process, areas to be considered are trainees' issues, facilitators/coordinators and trainers, facilities, the training program and the like.

Nevertheless, planning is not done spontaneously so that it has its own procedural steps or processes. Accordingly, as stated by Knowles & others (1998:189), and Wellings (1987:85), NFET program planning involves a six step process which include: 1) analyze the planning context and client system 2) assess needs, 3) develop program objectives, 4) formulate instructional plan, 5) program implementation, and 6) program evaluation and monitoring. Since these steps are very essential in NFST program planning, it is necessary to explain each step as follows.

Analyze planning context and client system: The activities begin with at this step. With regard to this, as Lukiya, Kenneth & Godfrey (2001:37) argued that considering the social and environmental context or issues of the trainees is a pre-requisite to plan a training program. Similarly, Sork & Caffarella (1989:203) confirmed that program planning occurs within a socio-economic milieu under which institutions, traditions, policies, etc can affect the planning process of the program. In line with this, information about the beneficiaries' (trainees') age, educational attainment, cultural background, economic status, family conditions, geographic distribution, etc could be identified in the process of the training program. Without the knowledge of these points, serious errors could be made and the final result or outcome of the training program could not be effective. Thus, this step provides base line information that can be used in making decisions about the planning process.

Needs assessment: It is a systematic exploration of the way things are and the way they should be (IIZ/DVV, 2005:19). These "things" are usually associated with organizational

and/or individual performance. The success or failure of an educational program largely depends on its relevance to the overall needs of the individual. According to Knowles (1980:365), needs assessment is part of the planning process which identifies and prioritizes the educational needs of the individual trainees. It is a process of gathering and analyzing information to develop strategies for program development. Thus, in the process skills training program planning, the needs of the trainees should be placed first, and the needs of trainers and providers are secondary. Its detail explanation is presented on the title of “training needs assessment”.

Formulation of program goals and objectives: Program goals are statements focusing on what should be happened and what should result from the program (Gboku & Lekoko, 2007:126). According to these writers, goals are guidelines for choosing resources and techniques, and are essential to program evaluation and improvement. Whereas, program objectives are more detail descriptions of the specific actions that needed to achieve an agreed target. In short, objectives are the intended learning outcomes. Whatever the objectives they are, they should be formulated based on the prioritized problems and needs of the beneficiaries/trainees.

Formulating instructional plan: This involves selecting and ordering training contents, selecting appropriate resources, strategies and methods (Sork & Caffareva, 1989:89). Besides, Gboku & Lekoko (2007:122) noted that program contents have to be selected and arranged in the training objectives that what must be trained to achieve them.

Program implementation: It is a process of putting the planned program into effect (Derbessa, 2004:201). In the same way, Gboku & Lekoko, 2007:131) noted that program implementation refers to putting the program goals, objectives and instructional plans into action. During implementation, appropriate coordination on the program is very important. This is because, program coordination helps to achieve the objectives of NFST programs with no or minimum amount of determinants through the collaborative efforts of coordinators, trainers, and target groups or beneficiaries (Kassahun, 1997:85). In the process of implementation, coordination means to facilitate relationships among organizations, stakeholders and beneficiaries to use resources economically. Based on

this, it is possible to conclude that since trainees are the most direct beneficiaries from the training program their full involvement determines the success of the program implementation.

Program evaluation and monitoring: Since program implementation is not an end by itself, the program to be checked regularly and its outcomes have to be measured based on the intended objectives. Thus, developing the evaluation and monitoring techniques are very significant. Detail description about them is presented on the title of “monitoring and evaluation of the program”.

2.3.1.2 Training Needs Assessment

The term need is defined differently by different educators. According to Tyler (in Boone, 1985:114), a need is defined as the difference between the present condition of the learner and an acceptable norm. Maslow (in Boone, 1985) also stated that needs may be arranged from the lowest (survival) and most fundamental to the highest (self-actualization). Moreover, by summarizing various definitions of needs, Boone (1985:115) stated that a need can be defined as “a deficiency, in balance, lack of adjustment, or gap between the present situation and a set of social norms believed to be more desirable”. Thus, needs imply a gap between what ought to be (desirable situation) and what is (actual situation).

There are different conceptions of needs which include learning/training needs, felt needs, expressed needs, and normative needs (Gboku & Lekoko, 2007:129). For the purpose of this study, a learning need is selected and defined. Accordingly, these writers noted that a learning need is a state of condition that exists when there is a gap between the present situation and the required one. Similarly, Knowles (1980:88) also stated that “an educational need is something people ought to learn for their own good, for the good of an organization, or for the good of society.” In NFET program planning, there are three sources of needs that must be considered which include individuals to be served, the training institutes, and the community/society at large (Knowles, 1980:93). Thus,

techniques should be considered in assessing those needs which is known as an activity of needs assessment.

The term needs assessment is a useful concept, and it is simply defined as “An identification of a deficient state” (Knox 1993:29). Identification and assessment of training needs helps to market the skill training programs to be relevant and to reduce (even to avoid) unnecessary expenses. In addition, the application of needs assessment on the training program helps to find out the immediate and short-run demand for skilled labor.

In many non-formal training programs, however, the major criticism is that the good intentions which motivates their indications is not always accompanied by a realistic training needs assessment of the target groups (trainees) or the local community (Guluma, 2002:38). Of course, the demand of many organizations such as ILO, UNICEF and UNESCO for useful assessment of training needs has considerable increased from time to time in their educational programs which they provide (Gajanayakee, 1993:13).

Training needs are the skills that the participants (beneficiaries) lack to learn/train in order to perform a certain job satisfactorily. Therefore, before organizing a training program, knowing what prospective trainees and the surrounding community lack is important and investigate the skills training needs for future prospect (Hildebrand, 1994:7). In line with this, the determination of local training needs must be based on much more than the perceived training requirements of identifiable unskilled individuals and groups (Meleko & Betz, 1995:19). Thus, it is believed that the initial point for determining such requirements are the local community and its production needs. So, the planning process must include detailed micro-economic survey together with some kind of assessment on the manpower needs of the community.

In densely populated rural areas, it is possible to find diversified needs and interests. In this case, an attempt of training needs assessment should be dynamic and responsive to the needs of the community in relation to the socio-economic and environmental change (Guluma, 2002:39). With regard to the identification of training needs of a group of people, it is necessary to know their desired and present skills need levels, and the gap

between the present and required skills which the training should be designed to fill (Gajanayakee, 1993:10).

2.3.2 Training Program Organization

In developing countries, one of the most serious problems to implement a certain program is a shortage of management staff. As stated by Magnen (1991:111), while ensuring good implementation of the programs, the responsible bodies must look for a type of organization that yields optimal utilization of the existing resources.

In practice, an educational program can be managed by the staff itself, by another public body, or by external aid sources of financing it. Thus, appropriate staff and organization should be practiced for the program implementation. A program will not exist in isolation. As noted by Maclachlan (1996:2), there will be various factors surrounding the program which will either opportunities, or constraints, or otherwise risks for its success. In this case, appropriate program organization helps to identify all the factors and plan for them so as to give the best chance for program success. However, poorly organized is one of the reasons that to fail educational programs. Likewise, the program of non-formal education and training in most developing countries lacks proper direction and appropriate organization. It was not also well-coordinated with the formal system resulting in insufficient utilization of facilities and inputs (Agidew et al, 1995:9).

2.3.2.1. The Organization of Non-formal Training Centers

According to World Bank (1994:75), centralized structure by its nature is a major obstacles to people's participation in a certain program. Such structures are retaining control over decision making, resources allocation and information, and others. Organizational structures also become long and complex, and this makes unattainable of local community involvement on the activity of the program.

Making NFST programs, which are providing in the training centers (CSTCs), are functional refers placing the beneficiaries or target groups at the center of their environment and giving them the means to take an active. For this, Müller (1997:41)

stated that centralized (top-down) structure of educational programs cannot put learners at the center, but rather the bottom-up approach is preferable. Similarly, as Narayan (1995:83) stated that the common problems of centralized approach include the failure to address the needs of the local people, inappropriate duration, inflexible provision, and other problems. Hence, to implement a successful training program, the people at the grass-root level must develop organization structure. It is difficult to initiate, implement and follow-up the activities of the training program without appropriate structure. Besides, participants at grass-root levels facilitate collaboration of different sectors in the promotion and smooth implementation of the NFST programs. To promote and support the programs of the skills training centers, local authorities, civil societies, private sectors and local communities' representatives could be partnerships to the centers.

There are different modalities/approaches of skill training for self/wage employment. These include center-based, satellite, mobile, apprenticeship, and work place training approaches. Among these, center-based or institutional approach may be suited for the training centers. Training at these centers effectively combines business and skill training. As much as possible, the training centers should be well equipped and organized. The trainees, trainers and the training center agree on the overall training program.

2.3.2.2 Components of Training Program Organization

The organization of the training center is a systematic arrangement developed to accomplish its objectives. A training center has two basic components of the organizational structure. These are organization for administrative purpose and organization for instructional purpose (Tebikew, 2009:31).

The administrative purpose deals with the operational management of trainees and staff personnel, facilities and materials maintenance, business responsibilities, etc. As a component educational program, NFST programs could be linked with such administering structures (Mamo, et al, 1998:21). The staff personnel administration is recognized as the most important functions of the training center management by the

coordinator of the center and its management committee members. The way of the staff is organized and the extent to which personnel and other stakeholders identify the total training programs in the center will help the quality of the training center. Hence, the coordinator of the center should devote a maximum effort towards a sound staff organizational structure.

Instructional purpose deals with the organization of the training content curriculum as well as training methods. The training centers provide basic skills in a non-formal approach mainly for unemployed and/or underemployed youth and adults who are living around the center. As stated by Guruage (1977:97), the guideline points which are used for program organization of the training centers include obtaining necessary human and non-human resources to implement the program; grouping component jobs in an orderly organizational structure; establishing sources of authority and coordinating techniques; formulating and defining methods and procedures of the training; and selecting, training, and informing individuals (staff, trainers and trainees).

2.3.3 Training Program Management

Management in different context involves different kinds of skills and knowledge. For instance, as a coordinator of a training center, a person needs to know something about the work which is done in his/her center, the systems and routines of the center, the learning needs of the beneficiaries and the local community, the kinds of businesses or employment opportunities that the trainees are preparing for them, and so on.

In non-formal training program, management involves the collaborative efforts of the whole concerned groups in all managerial functions of the training center. Program management, therefore, is a system that links the training institution with beneficiaries and systems in collaborative effort to identify and analyze the learning needs of the target groups, and to implement the programs to meet those needs (Boone, 1985:41).

With regard to NFST programs, as stated by Samuel (1998:33), the role of a coordinator in organizing training is mainly selecting suitable training materials, arranging physical and training facilities, and coordinating personnel involved in the training program. In

addition, based on the needs of the target groups, the coordinator should think the kind of learning experiences that the trainees met to get. Moreover, the training coordinator in collaboration with stakeholders of the training center should organize and manage the program by using appropriate training strategies. In order to enabling the trainees to acquire the desired skills and knowledge, Mamo (1996:26) noted that such factors should be considered to select the appropriate strategies on training program. These include objective, duration, available resources, as well as medium of training instruction should be determined.

2.3.3.1 Stakeholders Involvement in Skills Training Programs of CSTCs

The involvement of the people and other stakeholders is required for the development of any program starting from planning to evaluation (Sessay, 1997:251). This implies that the successful implementation of any educational programs largely depends on the active involvement of the concerned bodies and/or stakeholders at different levels of the program and from different sectors. Likewise, the success and effectiveness of the NFST programs depends on the high level of accountability on the part of the administrative staff charged with the responsibility of managing, organizing and coordinating the training programs, and adequate funding and provision of materials in sufficient quantity and quality (Omoruyi, 2004:45). For this activity, the involvement of various stakeholders which are directly connected with the program components is very crucial (Tekeste, 1996:47).

The implementation of NFST programs can be more effective and efficient if they are integrated and collaborated as well as assisted by different stakeholder, which include NGOs and communities. Though the government authorities' of most developing countries account for the biggest share of the program, NGOs and other stakeholders involvement is very significant (Kassahun, 1997:8). NGOs need to encourage their clients to contribute as much as they can of their initiatives, insights, labor, funds and other resources to the implementation of the training program. Thus, the need for the government and partnership basically emanates from the fact that education, like other

development sectors, is a collective endeavor that demands the full involvement of its stakeholders.

2.3.3.2 Monitoring and Evaluation of the Skills Training Program

Monitoring and evaluation are closely interrelated process in program checking mechanisms, and sequentially monitoring creates a condition for evaluation and timely decisions making. In any organization, monitoring and evaluation should be well designed and systematically executed to achieve the goals and objectives of the organization (Fikre, et al, 1999:65). Thus, monitoring and evaluation are a systematic ways of controlling, checking and assuring the effective implementation of the program in any organization.

Monitoring is a regular over-sight of the program implementation which looks to establish the degree to which inputs, work schedules, other actions, and target outputs are going on according to the plan (Mamo et al, 1998:41). Evaluation (formative and summative), on the other hand, is an assessment of planned, on-going or completed intervention to determine the relevance, efficiency, effectiveness, impact and sustainability of the program. Both of the two focus on the progress and improvement of the program so that one creates suitable conditions for the other (Samuel, 1998:35).

Currently, monitoring and evaluation have great attention in the development and implementation of educational programs in general and non-formal training in particular (Magnen, 1991:118). They are concerned with improvements of the current situations and that of the future activities of the programs. They assess the goals, methods, inputs, outputs, and other activities which are related with the NFST programs (Hildebrand, 1994:68).

Among the various models of evaluation, participatory evaluation is more suitable to the context of NFST programs. Since this kind of evaluation is a method of encompassing evaluation as part of a process of planning of NFST programs in which the target groups are the center of the training programs (Meleko & Betz, 1995:26). It also focuses on the

relevance and effectiveness of the existing training program and its future outcome (Kassahun, 1997:13).

In the process of participatory evaluation, the training program coordinator /facilitator is expected to help trainees can decide what to evaluate and when to evaluate. To make fruitful evaluation, program coordinator/facilitator, trainers and target groups as well as other concerned bodies have to participate in disseminating information in the program (Guluma, 2002:42). Moreover, on the delivery of the highest possible quality of training services to the beneficiaries, especially adults and youth, Knowles (1980: 202) argued that program evaluation has two principal purposes which are organizational and program improvements. The organizational operation improvement includes planning process, structure, decision making procedures, personnel, finance, facilities, recruitment, training, public relations, and administrative management. And program improvement includes objectives, client, methods and techniques, materials, and quality of training outcomes.

2.4. Practices of Non-formal Skills Training programs

The primary output of the education system is an educated and a skilled human power. These skilled people are supposed to enhance productivity and contributed to the overall development of the society with the improvement of general quality of life of a given society. This shows the interconnection between education/training, development, and the living standard of the community. Thus, it is essential to train the community so that they could change their way of doing things and their behavior to participate in developmental activities. This means, life improvement depends on the proper training of the people for particular purpose.

To realize the above concept, the non-formal education program which include NFST program is one of the means to achieve the end. In this regard, there are millions of adult and non-formal training centers and institutions that operate allover the world. As stated by UNESCO (in Million, 2006:43), while some training centers with fresh prospects are being opened to create the learning access and equity, most of them are being closed due to insufficient and non-effective management and organization systems. As a result,

nearly 23% of adult population of the world (one billion adults) do not read/write and even do not make the simple arithmetic operations. Many of these lack basic knowledge and appropriate skills they need to be responsible for efficient workers and active citizens. In the issue of non-formal training programs, the practice/experience of some countries has been presented in this part.

Different countries employ various types of non-formal education and training programs depending on the specific needs and situations. Available research reports indicated that the programs of non-formal education can be organized and managed by different groups in a society, agencies, governments, and others. In developing countries, governments play key role in organizing different kinds of non-formal training programs. As pointed out by Carron & Hill-Carr (1991:55), various groups that offer such program in a given country can generally divided in to two major sectors: the public sector (government ministries and institutions) and the private or non-governmental sector (enterprises and profit making/non-profit making organizations).

In Africa, during the 1960s and 1970s, formal education systems underwent a period of rapid expansion (Bishop, 1989:80). Within the last decade, the limits of expansion begun to emerge first as the education component of national budgets reached and exceeded feasible limits, and second as the problem of unemployed school leavers. In this setting, the interest in non-formal system of education and training arose from a sense of urgent needs to provide access of education for large rural populations with little or no chance for formal schooling (Adekanmbi & Modise, 2000:160).

The result is a diversity of pragmatic schemes on non-formal training programs which involved independently in different African countries (Belle, 1986:232). In rural areas, the emphasis has been on agricultural skills, functional literacy, local crafts and other life related skills. For instance, the Botswana Brigades and the Kenya Village Polytechnics were designed to provide productive ways of integrating primary school leavers in to the process of rural development. As Wana (1999:70) indicated, these two non-formal training program models evolved from small projects at the local level, and they grew on the process for the purpose of solving the problems of the local people.

In Botswana Brigades, combined productive works used as a learning process and as a source of revenue. A small core of developmental courses supplemented the training and practical experience in building, farming tanning and other rural crafts. The program was designed not only to provide trainees with useful practical skills, but also to help them bridge the difficult gap between training and productive employment after training. The Kenya Village Polytechnics provide a parallel example grounded in the Kenya philosophy of self-help. Skill training courses were run in trades known to be in demand in a particular area. Although the training programs of both Kenya and Botswana were non-governmental, gradually they grew to the point where there was some support and co-ordination from the government (Adekanmbi & Modise, 2000:158).

In most African countries, there are a wide variety of vocational and skill training programs. Most of these programs are very small, and are typically found in a capital city or in a large provincial town and often have trouble placing their graduates. Such efforts are usually supported by a ministry or a private organization, and are not part of a coordinated national effort to train skilled workers (Habtamu, H/Giorgis & Wanna, 1999:10).

Another approach to non-formal education programs is found predominantly in Latin America. In this continent, there has been a relatively long history of development of non-school educational activities, often in the non-governmental sector as stated by Bock & Papagiannis (1983:96). Two models of non-formal education are notable in this context: the development of network of national skills training centers for modern industrial skills, and a widespread diffusion of radio schools for educational purposes. The skills training centers are exemplified by the early approaches in Brazil in an organization known as SENAL, and are now found in many countries in Andean Latin America. These programs are characterized by residential skills training courses of varying length, are financed by payroll or other taxes on industries, and are run by institutions which are completely separate from the formal school system (Belle, 1986:228).

However, in developing countries, most of the rural non-formal skills training centers face many difficulties in the training of youth and adults. Some of the many challenges which were pointed out by World Bank (1996:200) include inadequate financing and other resources, weak training systems, low coordinators' qualifications and untrained trainers, weak information linkage with employment opportunities and marketing, lack of credit services and incentives, weak management and organization system, and others.

In sum, from the many causes of low effectiveness of NFST programs, Coombs and Ahmed (1974: 145) mentioned three points such as the inhibiting effects of traditionalism uniformity, failure to investigate sufficiently the training needs and circumstances of the intended clientele, and lack of follow-up support to trainees.

Inline with the above problems, Burckhardt (1999:19) gave some solutions as recommendations which include necessary and need-based training contents, and better organization and management practices should be exercised in the skills training centers in order to achieve the objectives of the programs effectively and efficiently.

2.5 The Development of NFST Programs in Ethiopia

As Mamo and Teshome (in Agidew et al, 1995:4) observed that Ethiopia is one of the unique countries in the continent of Africa with its own alphabet dating back to 325 AD. These writers also mentioned that such situation enabled the Ethiopia Orthodox Church to established one of the oldest school system in the world.

Until recent decades, many churches and monasteries were important training/learning centers since the introduction of Christianity. Accordingly, in 1893, Emperor Menelik II issued a proclamation emphasizing that religious institutions should teach the art of reading and writing to all children whose age is above 6 years. In 1955, Emperor Hile Sellassie also issued a government notice to the effect that all citizens between age 18-50 years should learn the skills of 3Rs (reading, writing and numeracy) (MOE, 1972:44). As a result of the issuance of these and other procedural proclamations, adult literacy and non-formal basic skill training programs were encourage and supported by the government.

Adult Education, literacy, and basic skill training programs in Ethiopia were started in an organized way in 1960s by the government, non-government agencies and religious bodies (Agidew et al, 1995:5). In an attempt to coordinate those programs, the government established Adult Education and Literacy Division in 1967 within the department of formal education in the Ministry of Education.

In relation to adult and non-formal education, the program was regarded to be an important component of integrated strategy of educational development. Hence, it envisaged to fulfill for the educational needs of the people and to serve coordinating education with other rural development (MOE, 1972: 8). The program content was intended to address functional literacy, occupational skills, social and cultural development. In general, it was an encouraging approach in successful non-formal education and training activities.

After the 1974 Ethiopian Revolution, the new regime was decided to launch a massive nation wide literacy campaign and the Department of Adult Education was established in 1979. Along with the campaign, many NFST centers like Adult Training Centers (currently called CSTCs) in rural areas were established for the purpose of giving and developing appropriate technologies by the provision of non-formal skill training programs. In Ethiopia, CSTCs were officially started in 1975/76. According to the official documents (MOE, 1988:2), the main objectives of these training centers were to provide the rural population with knowledge, skills and attitudes for an effective participation in the over-all developmental affairs of the country.

The current government of Ethiopia (i.e FDRE) of ETP as approved in 1994 also emphasized that the non-formal education should focus on literacy, numeracy, environment, agriculture, health, handicraft skills, and others (MOE, 1994:12). To this, the Ethiopian ESDP III gives a better emphasis to adult and non-formal education programs which create fertile ground for NFST programs to adults and youth for the purpose of self-employment and introduction of appropriate technology throughout the country (MOE, 2005:18).

As part of non-formal training programs, rural NFST centers like CSTCs can promote rural development in a number of ways. More specifically, as stated by (Mulate & Wolday, 2000: 104-105), the non-formal training centers (i.e CSTCs) can contribute to the utilization of locally available resources as a basis for self-reliant development of villages, the production and testing of the adaptability of simple agricultural tools and home furnishing equipment and energy-saving devices, instruction of basic and functional literacy programs, formation of cooperatives like MSEs, and establishment of communal workshops for production purposes as well as establishment of repair and maintenance services in some rural areas. In addition, the training centers can also help for social and economic awareness of the rural workers as well as MSEs operators/practitioners.

However, as stated by Burckhardt (1999:20), the major problems of the CSTCs to offer non-formal skills training programs include: not demand-oriented training rather offer-oriented, lack of market analysis, absence of additional necessary skills like commercial skills, social skills not well considered during trainees selection, not facilitated credit schemes, poor linkages between centers and Woreda concerned bodies, lack of transparency during trainees selection, and so on. On the contrary, a standard CSTC has to follow certain steps in organizing and managing market oriented NFST programs. The 10 steps stated are orderly include situational analysis, market analysis, training needs assessment, institutional analysis, annual training program, criteria and procedures of trainees selection, trainers recruitment, training curriculum, management and training program, and monitoring and evaluation (IIZ/DVV, 2008:48).

2.5.1 Organization and Management of NFST Programs in Ethiopia

Many countries such as Botswana and Thailand have the Department of Adult and Non-formal Education which is under the Ministry of Education to organize and manage those programs at the central level. Likewise, Ethiopia had been set-up the Department of Adult Education under the Ministry of Education, but now it exists as a Panel level in the name of Adult and Non-forma Education Panel under the Department of Gender and Development to undertake the NFET programs at the central level. In line with this,

several countries including Ethiopia have attempted to establish a structure of Coordinating Committee at various Administrative levels so that the beneficiary communities may involve in the organization and management activities of non-formal training programs (OESPO, 1999:25).

Moreover, in the provision of NFET programs, an intimate collaboration and coordination among various stakeholders is very essential since partnership can mobilize more resources for the program. With this regard, by realizing the importance and significance of coordination on the program, a National Adult and Non-formal Education Management Body was established in Ethiopia at the National/Federal level with members of relevant ministries which include MOE, MOARD, MOH, MOWA, MOYS, and MOLSA (IIZ/DVV, 2007: 37).

As noted by Bhola (1988:213), the organization and management of NFST programs become more effective and efficient if most activities to be delegated to the Regional or District level in favor of the active participation of the efforts of various training program providers, beneficiaries and the community. In Ethiopia, the governance of CSTCs that offer non-formal skills training programs varies from region to region. For instance, CSTCs are governed by TVET Agency in Oromia, by TVET Commission in Tigray, by MSEIP Agency in Amhara, and by REBs in the rest Regional States of the country (MOE, 2008:24).

2.5.2 An Overview of the Organization and Management of NFST Programs in Amhara National Regional State

Under the Federal System of the Government of Ethiopia, education and training is a shared responsibility of the Federal Government, Regional States and Woreda Administrative Councils. The MOE gives technical and policy support to Regional States and manages University Education. Regional States and Woreda Councils have the mandate to run formal and NFE programs (MOE, 2008:27). ANRS is one of the nine regions in the country, which has considerable authority and responsibility to exercise

and discharge the activities through its councils at Regional, Zonal, Wroeda and Kebele levels. As a result, implementing NFET program is one of the activities of the Region.

Since the formulation of PASDEP in the country, eradicating the problems of illiteracy, hunger and malnutrition and thereby maintain sustainable development of the society is given due concern. As a part of this huge task, provision of basic education which is the priority area of the education and training policy and a key issue in poverty reduction strategy has also obtained major attention in ANRS. As result, NFE programs which include NFST for youth and adults have to be made available in order to reverse the situation of illiteracy and help youth and adults to be equipped with problem solving skills. The programs that have been provided under REB include adult literacy and handicraft skills and basic/appropriate technological skills training. The target groups of the training programs include the people those whose age were above 15 years (i.e. adults and youth) (ANRS, 1997:3).

Until 2003, there were a total 410 CSTCs in the country, and out of which 113 training centers were in ANRS. In between 1985-1997 E.C, 46,133 adults and youth have taken training by 300 trainers from 73 CSTCs in the Region. The types of skills that the training given were sewing, knitting, weaving, metal work, carpentry and pottery in order to enable the target groups to improve their skills, to increase their social participation and to benefit themselves from appropriate technological innovations (IIZ/DVV, 2007:39).

Before 2006, CSTCs that deliver NFST programs for the rural community were under the supervision of REB in ANRS. On October 2006, through the directives of Regional Government Cabinet, the community skills training centers (CSTCs) were transferred to MSEIP Agency, which is under the ARBTI. After taking the management responsibility of CSTCs, the MSEIP Agency has taken some remarkable actions which include the structure of CSTCs, revitalizing their objectives, and redesigning the manpower of the centers. In addition, the Agency aims to make the CSTCs as “the incubation centers of resources and technology”. It was also announced that the Agency has developed new

training guidelines which could be revitalized by the participants. (IIZ/DVV, 2007:50). Meanwhile, the woreda CSTCs are directly responsible to woreda MSEIPOs.

From this structural set-up, it is possible to understand that the possible roles of CSTCs, which are called NFST program centers (in this study), in expanding self-employment opportunities and sources of income through marketable skill products and improved agricultural practices for the entrepreneurs who are engaged in MSEs. In this regard, the target groups or beneficiaries of those training centers are school dropouts, deployed soldiers, orphans, as well as working people who look for in developing their existed skills and enhance their chances in the labor market. In short, the beneficiaries are unemployed and/or underemployed youth and adults.

CHAPTER THREE

RESEARCH METHDODOLOGY AND PROCEDURE OF THE STUDY

3.1. Research Method

The descriptive survey method was selected as appropriate for this study. As explained by Best and Kahn (2003), a descriptive survey method is concerned with conditions that exist, opinions that are held, processes that are going on and effects that are evident or trends that are developing. In addition, this method helps to gather data from a relatively large number of cases within a limited period of time. And this also helps the researcher to have data collected from a relatively wide area of the Zone.

The researcher of this study followed a mixed research design to collect, analyze and interpret different but complementary data. To do this, the quantitative and qualitative approaches were used. For the purpose of quantitative aspect, closed-ended questionnaires were used by the application of cross-sectional survey method to collect relevant data from the selected sample groups. In the case of qualitative method, semi-structured interview, direct observations and document assessment were employed to get in-depth information about the existed situation of the studied problems.

3.2. Sources of Data

The data used for this study can be classified into two (primary and secondary) sources.

Primary Data Sources: The NFST program trainees and trainers, coordinators of CSTCs and their deputies, experts and heads of Zonal and Woreda MSEIPOs were used as sources of primary data. In addition, the data were collected through checklists by observing the actual situations of CSTCs to offer NFST programs were taken as primary data sources. Former graduates of CSTCs were also included as primary sources. All these are the most important agents who have better information about the skills training programs provided at CSTCs in the Zone.

Secondary Data Sources: The secondary data were obtained from documents, work plans, reports, letters and others of Regional MSEIP Agency and Zonal and Woreda MSEIPOs. In addition, the documents of the former administrators (responsible bodies) of CSTCs such as ZED and WEOs were also considered as sources of secondary data. Moreover, the relevant reviews of literatures (books, journals, research papers, published and unpublished materials) were examined as secondary sources to help the study could be meaningful.

3.3 Sample Size and Sampling Techniques

In the study area (SGAZ), there are about eleven Woreda from which nine of them have CSTCs offering NFST programs. Out of the nine Woredas with CSTCs offer NFST programs, five Woredas (namely Fogera, Lay-Gaint, Dera, Libo-kemkem and Ebinat) were selected using random sampling that is by lottery method. This technique helps to give equal chance for each Woreda of the selected Zone to be included in the sample. The sample Woreda CSTCs from the total CSTCs in the Zone is 55.56%.

With regard to sample subjects, the study included trainees (target beneficiaries), trainers, CSTCs coordinators including deputies, and experts of MSEIPOs (in Zone and Woreda). The total sample size of the respondents was about 122 (from Zone & Woreda MSEIPOs 12 experts, 10 CSTCs coordinators including deputies, 10 trainers, and 90 trainees). Purposive sampling technique was employed to experts and coordinators since they are the key informants of the study. In addition, available and simple random sampling techniques were applied for trainers and trainees respectively. This is because the sub-population of trainers is relatively low and all members were not accessible during data collection. And, the sub-population of the trainees was relatively high. The total sample size of the trainees was determined based on the explanation of Best and Kahn (2003), "an ideal sample size of a target population should be large enough to serve as an adequate representative but small enough to manage in terms of time, money, manpower and complexity of data analysis". Accordingly, the target populations of trainees (beneficiaries) in this study were one hundred seventy (170). From this, ninety (90) trainee respondents were selected which is about 52.94% of their total population.

Besides, the heads (six in number) of Zone and Woreda MSEIPOs were also included in the sample for this study by using purposive sampling technique since they are the responsible bodies for CSTCs. The following table shows how the total sample respondents were drawn from each Woreda CSTC.

Table 1: Sample Distribution of Respondents

Sample Groups (Subjects)	Sample Size in Woreda CSTCs					Total Sample
	Lay- Gaint	Dera	Fogera	Libo- kemkem	Ebinat	
Trainees	25	15	20	15	15	90
Trainers	2	2	2	2	2	10
CSTCs Coordinators & Deputies	2	2	2	2	2	10
Experts of Woreda MSEIPOs	2	2	2	2	2	10+2*
Sub Total	31	21	26	21	21	122
Heads of MSEIPOs (Zone&Woreda)	1	1	1	1	1	5+1*
Total	32	22	27	22	22	128

* 2 Experts and 1 Head from Zone MSEIPOs

3.4. Instruments of Data Collection

Questionnaire:- The questionnaire is preferred in enabling to gather data about the practices and problems of the skills training programs for a large number of respondents at a time. With regard to this, three sets of questionnaires were prepared to collect data from three groups of respondents (coordinators & experts, trainers and trainees). One set for each group. With regard to the contents of each questionnaire's questions for each group of respondents, most of them were similar with some differences. To gain all the possible information from the respondents, the questionnaire included both open-ended and close-ended items. In the questionnaire, such key contents were presented: trainees and training issues, governments and other stakeholders' role, management and organizational functions, CSTCs capacities and others which were related with the problem.

Interviews:- An interview guide is a list of questions or issues that are to be used in the process of interviewing. It provides topic/subject areas on which the interviewer is free to explore, probe, and ask questions about the issue. Thus, semi-structured interview was employed to collect factual and detail information from the heads of MSEIPOs at Zonal and Woreda levels. The key issues of the interview questions include the current

condition of NFST programs provided in CSTCs related with organization and management aspects, the role of different stakeholders, the contributions of CSTCs for multi-dimensional development and the like. To sum up, since the main purpose of interview is to get additional information from the higher responsible bodies, the key contents of the questionnaire were also included in the interview questions briefly in order to supplement questionnaires' responses.

Observation:- This was made at each of the selected CSTCs by using a checklist. Mainly, the observation was focused on the availability and quality of resources (human and non-human) that could reflect the overall institutional capacity of CSTCs to offer the NFST programs.

Document Analysis:- Different available documents (published or unpublished) which are related with the subject were used to attain the purpose of this study.

3.5. Pilot Study

To increase its validity, the questionnaire was also administered to some of the researcher's friends and he obtained important feedbacks from them. Before the final distribution of the questionnaires, a pilot study was carried-out in one Woreda CSTC (i.e Farta Woreda) which was not included in the sample of the study in order to test and made corrections. Thus, the questionnaires were distributed to the sample respondents of the pilot study Woreda. After the return of the questionnaires, vague and ambiguous statements (i.e way of rating the levels of problems in all tables' questions) were corrected, and the necessary adjustments were made. During the pilot study, the researcher has also received constructive comments from the respondents. After the instrument of questionnaires were improved and designed based on the suggestions and recommendations gathered, the final distribution was made and administered.

3.6. Procedures of Data Collection

Data were collected simultaneously by using the above four data collection instruments as indicated in the above. To collect and administer the data from the field, the first task

of the researcher was to inform the responsible bodies in order to conduct the data collection process and to get the necessary supports. Then, five assistant data collectors were selected and oriented from each selected Woreda.

Next, the questionnaires were distributed and then collected them from each woreda respondents by the assistance of data collectors. Then, the student researcher of this study collected those questionnaires from his assistance data collectors. Besides, the researcher conducted an interview with the heads of Zone and Woreda MSEIPOs, by assuming these key informants have knowledge and relevant data with regard to the research problem. Besides, the entire sample training centers (5 in number) were also observed by the researcher and the necessary information has been gathered based on the checklists. Finally, the collected quantitative and qualitative data were tabulated for analyze and interpretation based on the basic questions of the study.

3.7. Methods of Data Analysis

Depending on the nature of the collected data through questionnaires and interviews (for the heads of Zonal and Woreda MSEIPOs), different statistical techniques were employed in the study. Those data were organized, summarized, analyzed and interpreted both quantitatively and qualitatively. To analyze the quantitative data, percentages and frequencies, mean values, independent sample t-test, and chi-square test were used by the help of SPSS of Version 15. These statistical tests were used for the purpose of testing different variables in order to identify and understand the significant differences between the respondent groups. In all cases, the differences obtained were tested for statistical significance at alpha level (σ) of 0.05 in 2-tailed direction and the statistic books tables. Besides, the analytical process of the qualitative data was narrated qualitatively using words, phrases, statements and paragraphs obtained from interviewees and open-ended questions. Hence, the qualitative data was used as the complement of the quantitative data.

In the procedure of the analysis of the study, each item was evaluated on the bases of how well the levels of the problems were rated by the respondents. According to Krishnaswami & Ranganatham (2007: 242), the most popular scale using this approach is Likert Scale of Serrated rating, which was produced by the person's name called Reinis Likert. This scale is designed to measure the level with which a problem is expressed by the respondents. In cases where the Likert scale was applied, the mean values for each statement has been computed by converting the categorical responses to numerical scales, where values "1,2,3,4 and 5" represented for "very low", "low", "medium", "high", and "very high" respectively. For analysis purpose, the respondents' responses were rated as 1.49 and below (very low), 1.50-2.49 (low), 2.50-3.49 (medium), 3.50-4.49 (high), and 4.50 and above (very high) in order to identify the range between in each level. Therefore, the mean values below 2.50 were taken as weak (threats) and above 2.50 were taken as strength (opportunities). Moreover, the mean values were also used for further statistical analyses for significance differences of opinions among the respondent groups.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the presentation, analysis and interpretation of data gathered through questionnaire, interview, observations and document assessments. Before analysis, the collected questionnaires' response rates and completion errors were examined. As a result, out of 90 trainees respondent questionnaires (Type III), 85(94.44%) of them were returned. From the respondents of trainers (Type II) and coordinators & experts (Type I), all of the questionnaires (100%) were returned. Then, the collected raw data have been analyzed using both quantitative and qualitative techniques. In the quantitative aspect, the analysis process uses both descriptive and inferential statistics. Where as the qualitative aspects have been employed using words, phrases and statements to strengthen the quantitative data.

4.1. Characteristics of Respondents

In this study, the sample members constitute trainees, trainers, coordinators of CSTCs and training experts who are working in MSEIPOs at Zonal and Woreda levels. The next table shows the distribution of respondents in terms of age and sex.

Table 2: Distribution of Respondents by Age and Sex

Age Category	Respondents Groups												Total Respondents (N=122)					
	Trainees (N=90)				Trainers (N=10)				Coordinators & Experts (N=22)				Male		Female		Total	
	Male		Female		Male		Female		Male		Female		Male		Female		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
16-25	29	32.2	35	38.9	2	20	1	10			4	18.2	31	25.4	40	32.8	71	58.2
26-35	11	12.2	10	11.1	3	30	3	30	7	31.8	3	13.6	21	17.2	16	13.1	37	30.3
36-45			2	2.2	1	10			7	31.8	1	4.5	8	6.6	3	2.5	11	9.0
≥46	3	3.3											3	2.5			3	2.5
Total	43	47.8	47	52.2	6	60	4	40	14	63.6	8	36.3	63	51.7	59	48.4	122	100

f(frequency))

As can be seen from Table 2, among the total number of the sample population, the female respondents account for (48.4%). This is almost proportional in comparison to the male respondents which account (51.7%). Among the total number of trainee respondents, the number of females (52.2%) is relatively higher than the male ones (47.8%). This reveals that females are more involved than males to attend different

training courses in the training centers. On the contrary, the male respondents are dominant from the group of trainers and coordinators & experts. From the table above, the proportions of females as trainers and as coordinators & experts are 40% and 36.4% respectively. From this one can observe that the participation of females in the field of NFST programs is low in comparison with males, and this might hinder the participation of female trainees (beneficiaries) in the training centers.

Regarding to the age of trainees, majorities of trainees (71.1%) are found in the age category of 16-25 years. This reveals that the trainees are youth and these are active productive age groups which shows the employment demand of young people is high. This shows that as the age increases the number of trainees involved in NFST centers decreases. In case of the respondent groups of trainers and coordinators& experts, about (50%) of them are found in the age range of 26-35 years. This indicates that half of them are young adults and who have learned a lot from life by interacting with the members of the society. Hence, the populations who are included in the sample are believed to have the maturity to realize and comment about the situation of the organization and management of skill training programs in CSTCs. Therefore, the information obtained from these groups of respondents is very significant to the study problem.

The other important factor that could be considered under the characteristics of the sample populations was the educational profiles of the respondents as stated in Table 3.

Table 3: Respondent’s Distribution by Educational Level

Educational Levels	Respondent Groups													
	Trainees (N=90)				Trainers (N=10)				Coordinators& Experts (N=22)				Total (N=122)	
	M	F	Total		M	F	Total		M	F	Total		M & F	
	<i>f</i>	<i>f</i>	<i>f</i>	%	<i>f</i>	<i>f</i>	<i>f</i>	%	<i>f</i>	<i>f</i>	<i>f</i>	%	<i>f</i>	%
Unable to read& write														
Grade 1-4	8		8	8.9									8	6.6
Grade 5-10/12	32	25	57	63.3	3		3	30					60	49.2
Grade 10/12 complete	3	22	25	27.8	2	2	4	40	1		1	4.5	30	24.6
Certificate in TTI/TVET					1	2	3	30	2		2	9.1	5	4.1
College Diploma									1	4	5	22.7	5	4.1
BA/BSc or MA/MSc									10	4	14	63.6	14	11.5
Total	43	47	90	100	6	4	10	100	14	8	22	99.9	122	100.1

f(frequency), *M*(Male), *F*(Female)

As reported in Table 3, the educational profiles of the trainees represent from Grade-1 to Grade-10/12 completed, and there was no illiterate (unable to read & write) trainees are found in attending skills training programs conducted in the training centers. This indicates that the selection criteria of the trainees have taken all those who are literate. Meanwhile, the majority of the sample trainees (63.3%) are found under the category of Grade 5-10/12 educational level as shown in Table 3. From this, one can conclude that most of the target beneficiaries (trainees) are formal school dropouts as well as unemployed youth/adults. Besides, the trainees' educational background shows that the potential of trainees to train/acquire the given skills in a short period of time seems relatively good.

As can be seen from the above table (Table 3), 40% of the trainers have completed the secondary level of education. This reveals that trainers are relatively better than their trainees in academic concepts. Thus, it is expected that their mutual relationships might be smooth and this has a positive influence for the success of the training program.

With regard to educational profile of the coordinator & expert respondents, Table 3 indicates that the educational status of coordinators and experts who are working in training positions fluctuates across different levels starting from Grade 10/12 completed. This seems to imply that the coordinating and training positions of the training centers and MSEIPOs are covered by those who have better educational backgrounds. Moreover, among the 22 respondents of CSTC coordinators & training experts in MSEIPOs, the majority (63.6%) of them are degree holders. To help adults/young people to learn/train well, coordinators and experts must require adequate skills and knowledge in the field of adult and non-formal education. The above findings reveal different reality from what Hope & Sally (1992:65) stated that NFST program is known to succeed if managed by the frontline coordinators and training experts who have appropriate educational qualifications and work experiences as much as possible the program required.

Concerning to the discussion about the work experience of respondents, the next table (Table 4) presents their service years of the two groups (trainers and coordinators & experts) serving in their current positions.

Table 4: Respondents by Work Experience (Years of Service)

Years of Service	Trainers (N=10)		Coordinators & Experts (N=22)		Total (N=32)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Less than 3 years	6	60	7	31.8	14	43.7
3-5 years	3	30	3	13.6	6	18.8
6-10 years	1	10	2	9.1	2	6.2
11-15 years			3	13.6	3	9.4
16-20 years			4	18.2	4	12.5
More than 20 years			3	13.6	3	9.4
Total	10	100	22	99.9	32	100

f(frequency)

As depicted in Table 4, most of the trainers (60%) of them have served less than 3 years in skills training program at CSTCs as trainer which may be inadequate for training young people and probably the experienced adults. On the same table, 30 % of the trainer respondents have work experience ranges from 3-5 years.

Regarding to the respondents of CSTCs' coordinators and training experts of MSEIPOs, the majority of them (68.18%) have more than 6 and above years of services in their current positions while 31.82% of them have the experience of less than 3 years. According to the indicated figure, most of the coordinators and experts have good work experiences to give information about the problem of study. Hence, their experiences in their current positions show that the data gained from these respondents have been relevant for the under investigated problem.

4.2. Analysis and Interpretation of Data on the Organization and Management of NFST Programs

In this part, the key issues that could mainly addressed include the status of NFST programs in the study area, the organization and management of NFST programs, the institutional capacities of the training centers and the problems that hindered the training programs of CSTCs in the Zone. In doing this, descriptive and inferential statistical tests were used to see the situations of the problem by the division of different tables. Hence, the collected data were analyzed using frequencies, percentages, mean values, t-test and chi-square test.

4.2.1 The Current Status of NFST Programs Offered in CSTCs in SGAZ

Under the status of NFST programs, the objectives of CSTCs, staff working interest, knowledge and training acquisition, types of target groups and the skills training, communities and beneficiaries attitude, stakeholders involvement in supporting the programs and other similar issues were addressed to analyze and interpret the collected data through quantitative and qualitative methods. Thus, the issues were indicated in different tables as shown in the following.

According to the information obtained from documents review, the general objective of NFST programs (i.e. CSTC programs) was to improve the living standard of rural people by up-grading their working methods and providing relevant knowledge and skills related to their life. With this regard, developing the level of indigenous skills and introducing new skills and intermediate technologies in rural areas was the main purpose of the establishment of CSTCs in Ethiopia. Hence, the NFST program is not intended for wage employment, but rather for self employment and community development (MOE, 1988). Accordingly, interview questions were prepared to look for information on the current status of NFST centers in the study area and the main purpose of transferring the training centers from REB to MSEIP Agency in ANRS since 2006. The questions were “what is the current status of NFST programs provided in CSTCs of SGAZ?” And, “what is the main objective of transferring CSTCs from education sector to MSEs in the Region?”

These questions were presented to the interviewees (Heads of Zone and Woreda MSEIPOs). The respondents have given their responses and summarized as follow.

“Currently, MSEs play a significant role in case of job creation employment opportunities for young adults. On the other hand, unemployed young adults can engage in different kinds of MSEs or informal sectors by creating their own jobs for the purpose of improving their livelihoods. And, the MSEIP Agency has been established with the mission to facilitate conditions by which MSEs development activities could get the necessary supports to expand them and the sector could play significant role in the development of economy as well as to coordinate and encourage institutions which are involved in similar activities. One of the mandates of the agency is providing skills training programs in order to support the existing entrepreneurs and new entrants to the sector. In order to provide the training and supporting services at Woreda level, the agency had no any training center/institution. This creates a good condition in order to select CSTCs for the specified purposes. Therefore, by considering the objectives of these centers of training, the Amhara Regional Government Council had decided to transfer CSTCs from REB to MSEIP Agency.

About the working interest of trainers who are working in CSTCs, coordinators of CSTCs and training experts in MSEIPOs in relation to skills training programs in CSTCs and their current positions, knowledge and acquisitions were discussed on the next table.

Table 5: Respondents Working Interest, knowledge in youth/adults Training, and Training Acquisitions

Items		Respondent Groups						X ²		
		Trainers (N=10)		Cord.&Exp* (N=22)		Total (N=32)				
		f	%	f	%	f	%	cv	df	p-value
i. The level of interest on their work	Medium	2	20	6	27.3	8	25.0	1.021	2	.600
	High	4	40	11	50.0	15	46.9			
	Very high	4	40	5	22.7	9	28.1			
ii. Requirement of special training to train adults	Yes	7	70	18	81.8	25	78.1	.562	1	.454
	No	3	30	4	18.2	7	21.9			
ii. Acquisition of on-job training	Yes	7	70	16	72.7	23	71.9	0.025	1	.874
	No	3	30	6	27.3	9	28.1			

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 5.99 for $df=2$, and ± 3.841 for $df=1$.

* Cord.&Exp.(Coordinators and Experts)

As indicated in the first item of Table 5, all of the respondents' interest of work of both groups have medium and above medium in their current positions. More specifically, majorities (46.9%) of the two groups have high working interest. The chi-square test also shows that there is no statistical significance difference at 0.05 between the two groups, where the calculated value 1.02 is less than the critical value ± 5.99 of 2 df (or the p-value

0.6 greater than 0.05). This implies that both groups have similar interests in their works. However, coordinators and experts have raised some reasons which might decrease the working interests of CSTCs staff that need serious attention from the concerned bodies. These include lack of clear organizational structure, poor resources in the training centers, repeatedly turnover and inappropriate human power assignment to the center.

As it is observed in item “ii” from the Table 5, about 78.1% of the total respondents have responded that the program of training and teaching adults and unemployed youth require special management training. For the same question, a very significant number of respondents (21.9%) have said that there is no need of any kind of special training to help the adult/youth trainees or learners. For this item, the chi-square test also indicates that the absence of statistical significant difference at 0.05, where the calculated X^2 value 0.562 is less than the critical value ± 3.841 (or the p-value 0.454 greater than 0.05). This implies that there is no differences between the responses of the two groups concerning to the requirement of special training to train youth/adults. This means that the respondents approved that the nature and characteristics of adults and young people to train them needs special training.

In another question as it can be observed from the above table (Table 5) of item “iii”, respondents were asked whether they have taken on-the-job training or not to the tasks they have currently performing. The data has shown that a very few percentage (28.1%) of the total respondents have got training related to their jobs. On the other side, the majority (71.9) of them have not received on-the-job training related to their current positions. Even the respondents who have received training said that the training was not enough to perform their tasks properly so that they need additional training in relation to their current tasks. In addition to percentages, the statistical chi-square test shows that there is no significant differences at 0.05, where the calculated X^2 value is less than the table value of (i.e. $0.025 < 3.841$), or the p-value 0.874 is greater than the significance level 0.05), and this implies most of the respondents have not received any form of training related to their tasks. However, the literature review argued this data as stated by Zaudneh (1994:5) about the advantages of on-job training. The writer stated that giving

additional trainings for the staff helps to increase productivity, improve quality, decrease accidents, increase job-satisfactions, and the like.

One of the main conditions for meaningful participation in the training program activities is identifying the target beneficiaries and selecting type of skills based on their needs. Besides, the situation of trainers' recruitment has been discussed in this part. In this regard, questions were prepared and asked to the respondents and their responses were summarized in the next table (Tables 6) below.

Table 6: Response on the Issues of Target Groups, Selection of Skill Types and ways of Trainers Recruitment System

Items		Respondent Groups						X ²		
		Crd, Exp&Trainers (N=32)		Trainees (N=90)		Total		cv	df	P val.
		f	%	f	%	f	%			
a. The Target beneficiaries of the training program	School dropouts	8	25			8	25	Not tested in X ² due to one group		
	House ladies(women)	3	9.4			3	9.4			
	Unemployed youth & adults	21	65.6			21	65.6			
	Total	32	100			32	100			
b. Previous occupations of trainees before the training	Farmer			3	3.3	3	3.3	>>		
	Daily laborer			9	10	9	10			
	Jobless			53	58.9	53	58.9			
	Artisan			3	3.3	3	3.3			
	Home lady (woman)			1	8.9	1	8.9			
	Street youth			14	15.6	14	15.6			
Total			90	100	90	100				
c. How trainees are selected?	By their request	16	50	34	37.8	50	41.0	1.72	2	.424
	By kebele/cooperative recommendation	16	50	55	61.1	71	58.2			
	By other cases			1	1.1	1	0.8			
	Total	32	100	90	100	122	100			
d. Bases/criteria to select the type of training skills	T/groups & community needs	15	46.9			15	46.9	Not tested in X ² due to one group		
	Availability of raw materials	8	25.0			8	25.0			
	Availability of trainers	3	9.4			3	9.4			
	Market accessibility	6	18.8			6	18.8			
	Total	32	100			32	100			
e. Trainers are recruited by	CSTCs coordinators	4	12.5			4	12.5	>>		
	Center Mgt. committee	3	9.4			3	9.4			
	Woreda MSEIPO	25	78.1			25	78.1			
	Total	32	100			32	100			
f. Trainers are recruited/hired for	Permanent	5	15.6			5	15.6	>>		
	Contract	27	84.4			27	84.4			
	Total	32	100			32	100			
g. Main trainings given in addition to skills in the centers	Basic health education	1	3.1	2	2.2	3	2.5	4.68	4	.322
	Family planning			8	8.9	8	6.6			
	Resource management	7	21.9	24	26.7	31	25.4			
	Basic Agriculture			2	2.2	2	1.6			
	Entrep.ship& Bus. Mgt	24	75.0	54	60	78	63.9			
	Total	32	100	90	100	122	100			

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical values for df 2 & 4 are ± 5.99 and ± 9.49 respectively.

* Crd, Exp & Trainers (Coordinators, Experts & Trainers in one group)

As reported from Table 6 in item “a”, majorities (65.6%) of the total respondents were answered that unemployed youth/adults are the main target groups (beneficiaries) to the skill training programs provided in CSTCs, while the remaining 34.4% (25+9.4) of respondents replied that school dropouts and house ladies (women) are the target groups of the skills training programs. In fact, the school dropouts and house ladies (women) could be included under unemployed category. This data agreed with the data indicated from item “b” which shows the previous occupations of the trainees who took as a sample. That is, most of the trainees who were enrolled in the training program were unemployed people (58.9% jobless, 15.6% street youth and 10% daily laborer) and their proportion was about (84.5%). This implies that NFST centers were mostly focused their attentions on unemployed youth and adult people in the programs. This also confirmed with the data obtained from the interview question respondents when the researcher asked the heads of MSEIPOs at Zonal and Woreda levels.

The respondents were also asked the question that “How trainees are selected from the community?” Accordingly, as indicated from the Table 6 of item “c”, most of the respondents (58.2%) have reported that trainees were selected through the recommendations of kebeles, Cooperatives and other associations. And, 41% of the respondent groups were replied that trainees were selected simply by their personal requests. The calculated value of the chi-square test also indicates there is no any significance difference between the two respondent groups at 0.05, where value of X^2 ($cv=1.72$, $df=2$, $0.424 > 0.05$). This is because the computed value 1.72 is less than the critical value ± 9.49 (or the p-value 0.424 is above the significance level 0.05).

From the same table in item “d”, information organized from the questionnaire revealed that most of the total respondents (46.9%) have agreed on the criteria/bases in selecting the types of training skills which was basically concentrated on the needs of target groups as well as the local communities. On the other hand, a few numbers (9.4%) of respondents responded that training skills were selected based on the availability of trainers found in the surrounding area.

One of the factors that the strength and success of NFST programs offered in CSTCs depends highly is the quality and experience of the trainers. In this regard, questions were presented to the first group of respondents (coordinator, expert & trainers) about trainers' recruitment for skill training programs in the centers as indicated in items "e & f" of Table 6. As a result, the majority (78.1%) of the respondents reported that trainers were selected and recruited by Woreda MSEIPOs, while a very few said that the recruitment of trainers was performed by CSTC coordinators and its management committee as indicated in item "e" of Table 6. In the same table of item "f", most of the respondents (84.4%) of them revealed that trainers were employed as contract, rather than permanent. The responses obtained from interview questions confirmed this when the researcher asked his interviewees. They said that:

"Trainers are recruited and employed by Woreda MSEIPOs through announcement in terms of announcing board and the selected trainers are employed as temporary (contract) only for the time of training".

With regard to the types of skills which were currently given in the centers, the researcher had seen such trainings: tailoring, food preparation, cotton threading (ጥጥ ፈቅል), modern weaving, modern shoe-making and modern bread baking (bakery). Previously, however, several skills training types were given at the centers in different Woredas as the information obtained from the available documents. By considering this, the researcher also asked about the types of additional trainings provided in the center for the purpose of assisting trainees (target beneficiaries) in the work areas. As can be seen from item "g" of Table 6, respondents were asked the question "What additional trainings are mainly given in the center other than skill types?" Accordingly, from both groups of respondents, the majorities (63.9%) of them reported that entrepreneurship and business management type of training was mainly given in the training centers for trainees in addition to the types of skills the centers primarily intended. The next additional training provided in the centers was resource management, which accounted for (25.4%). The chi-square test also indicates that there is no any significance difference within the two respondent groups' responses concerning to the provision of additional training types to be given in the training centers, where the calculated value of X^2 ($cv=4.68$, $df=4$, $0.322 > 0.05$) at alpha level 0.05. From this, on can conclude that the types of additional trainings provided in

training centers are directly related with the objectives of the centers established, and the importance of such training types to encourage and support self-employees in the area of MSEs activities.

As stated by Solomon (1997:13), the overall objectives of NFST centers in Ethiopia were to create sustainable conditions for social, economic and cultural progress while contributing towards the attainment of higher living standards for people. As a result, CSTCs were established at Woreda levels in rural areas to serve the local communities. In this regard, questions were presented for the sample respondents of this study in order to assess the attitudes of the local communities towards handicraft skills, centers' beneficiaries (trainees) and even to the training centers to be established there. Hence, the data obtained were organized in the next two consecutive tables (Tables 7 & 8) as presented below.

Table 7: Data on Community Awareness in handicraft skills and willingness to train in CSTCs

Items		Respondent Groups						X ²	
		Crd, Exp & Trainers* (N=32)		Trainees (N=90)		Total (N=122)			
		f	%	f	%	f	%	cv	P val.
i. Are there socially neglected skill types in your locality?	Yes	16	50	65	72.2	81	66.4	5.225	.022
	No	16	50	25	27.8	41	33.6		
	Total	32	100	90	100	122	100		
ii. Do community willing to train in the center?	Yes	28	87.5	73	81.1	101	82.8	0.676	.411
	No	4	12.5	17	18.9	21	17.2		
	Total	32	100	90	100	122	100		

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical value is ± 3.841 , and $df = 1$

*Crd., Exp & Trainers (Coordinators, Experts & Trainers in one group)

The data in Table 7 shows the responses of the two respondent groups for two related questions. As illustrated in the table of item "i", half (50%) of the respondents of the first group (coordinators, experts and trainers) responded that the presence of socially neglected types of skills in their localities, and the majority respondents of trainees (72.2%) replied similarly for that question. And, from the total respondents, most of them said "Yes" for the presence of socially undermined/neglected skill types in their localities. For those individuals said "Yes" about the skills to be neglected, they also pointed out the neglected skill types in the open-ended question such as black smith, weaving, pottery and tannery. The chi-square test also shows there was significance

difference between the two groups' responses at alpha level 0.05. This is because the calculated value (cv) 5.225 is above the critical/table value ± 3.841 (or the p-value 0.022 is less than 0.05). This implies that there was no commonly agreed response from both groups of respondents and the attitude of the local communities to undermine handicraft skills varied in terms of area. From this, one can conclude that the needs of serious attention in order to create awareness about the contributions of handicraft skills for the livelihood improvements of individuals and community development by strengthening intermediate technologies throughout the ANRS in general, and SGAZ in particular.

As indicated from the second item of Table 7, most of the respondents of the first group (coordinators, & experts and trainers) (87.5%) and the second one (trainees) (81.1%) responded positively for the willingness of the local communities to train different skills in CSTCs. The chi-square test for the item "ii" also shows there was no significance difference at 0.05, where the p-value (0.411) less than alpha level (0.05). This implies that the willingness of the communities to take skill trainings was similar in all sample training centers.

Moreover, the next table (Table 8) consists about the data with regard to the attitudes of the local communities towards trainees and the training centers by using Lickert scale. The rating scales are 1,2,3,4 and 5 which represent "very low", "low", "medium", "high" and "very high" respectively. For the purpose of analysis, the mean scores obtained from the data were interpreted as 0.05-1.49 (very low), 1.50-2.49 (low), 2.50-3.49 (medium), 3.50-4.49 (high) and ≥ 4.50 (very high).

Table 8: Rating Scales data on the Attitude of Communities and Trainees to CSTCs

Items	Respondents' Rating Scale												X	SD	X ²	
	Coordinators, Experts & Trainers (N=32)						Trainees (N=90)								cv	P value
	1	2	3	4	5	M	1	2	3	4	5	M				
a. Communities attitude to trainees and the training centers	1	4	21	7		3.03	8	4	51	16	11	3.20	3.16	.94	7.66	.105
b. Trainees awareness on skill training	1	5	10	14	2	3.34	6	2	38	18	26	3.62	3.55	1.08	18.98	.001*
c. The contribution of CSTCs to the local community	1		9	15	7	3.84	8	4	24	37	17	3.57	3.64	1.07	2.79	.593

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical value is ± 9.49 , and $df=4$.

X (Total mean value per item)

As shown from Table 8 in item “a”, the mean values of the responses of coordinators, experts & trainers, and trainees were 3.03, and 3.20 respectively. This indicates that the attitude of local communities towards the trainees and the training centers was medium. Since the calculated value (cv) 7.66 of chi-square test result is below the critical value ± 9.49 (or the p-value 0.105 is above the significance level 0.05), there was no significance difference between both respondent groups. This implies that the responses of those respondents agree with each other for the issue of community’s attitude towards CSTCs and the trainees to be trained in these centers.

The data on item “b” in Table 8 indicates that the mean values of the responses of coordinators, experts and trainers, and trainees to be 3.34 and 3.62 respectively. This indicates that the responses of the first group (coordinators, experts and trainers) and the second group imply that the awareness of trainees towards the skills training programs provided in CSTCs was medium and high respectively. The result of chi-square test also shows that there was statistically significance difference between the two groups with the value of X^2 ($18.98 > \pm 9.49$ or $0.001 < 0.05$). This implies that the level of awareness of trainees from center to center was different in the Zone.

As can be seen from the same table of item “c”, the mean values 3.84 and 3.57 were represented the responses of coordinators, experts and trainers, and trainees respectively. This implies that the contribution of CSTCs to the local community was relatively high. The chi-square test also shows that there was no statistically significance differences between the two groups with the value of X^2 (cv=2.79, and $0.593 > 0.05$). This implies that the contribution of the training centers for community development in all Woreda was high. For this question, the information obtained from interview agreed with this response. During interviewing, the interviewees stated that:

“Although the contribution of the training centers in benefiting the local communities in general and to the individuals in particular is high, they lack a lot of things to serve as by their full capacities. Thus, if they are well-equipped and furnished in different materials and equipment and appropriate human resources assignment, their contributions to the local communities in order to improve their livelihood will be very high.”

With regard to the participation of stakeholders, most of the NFST centers (i.e CSTCs) were established by the support of different stakeholders which include governmental and non-governmental organizations as well as the communities in Ethiopia. To make the CSTCs functional, different materials and the necessary equipment were donated by different international and local NGOs like UNECEF, European Economic Commission and others. The training programs were highly supported by different mass organizations such as Ethiopian Peasant Associations, Ethiopian Women's and Youth Associations (Albinson, 1985). This implies that without the participation of those organizations, the intended objectives of the programs can not be achieved. Therefore, the participation of different stakeholders such as government bodies at different levels, NGOs, private enterprises, the communities and the target beneficiaries as well is highly important for the effective functioning of the training centers.

Hence, the next table (Table 9) discussed about this issue by rating the respondents' responses on the bases of five rating scales. For this, the t-test was also employed to assess significance differences of the respondents.

Table 9: Rating Responses on Stakeholders participation in supporting the Programs of CSTCs

Items	Respondent's Rating Scale												X	SD	t-test	
	Coordinators & Experts (N=22)						Trainers (N=10)								cv	P value
	1	2	3	4	5	M	1	2	3	4	5	M				
a) Community participation in training program	2	4	12	4		2.82	10		1	6	3	3.20	2.94	.80	.217	-1.262
b) The support of NGOs to the training centers	7	8	6	1		2.05	10	3	6	1		1.80	1.97	.82	.171	0.778
c) Gov't Support for training programs	4		7	10	1	3.18	1	2	4	3		2.90	3.09	1.12	.443	0.655
d) Trainees involvement in program planning	5	7	8	2		2.32	2	3	3	2		2.50	2.38	.98	.517	-0.483
Grand mean													2.59			
Standard Deviation													.90			

Significance difference if $p < 0.05$ (2-tailed), OR the calculated t-value (cv) is greater than the critical/table value. The critical value is ± 2.042 , and $df=30$.

As illustrated in item "a" of Table 9, the mean value of the responses of coordinators & experts was 2.82, while the mean of trainers was 3.2. In the same table of item "c", similar mean result has shown like item "a" which was medium from the responses of the two groups (i.e. 3.18 for coordinators & experts and 2.9 for trainers). These data imply that the participation of the local community and different levels of government bodies in

supporting and utilizing skills training programs provided in CSTCs was medium. As the information obtained from interview, although the level of participation varied from center to center, communities participate in different aspects like labor supports to CSTCs and encouraging trainees by using their products which were produced in and out of the training centers.

As shown in items “b & d” on Table 9, the values of response means of the respondent groups were 2.05 & 1.8 (means of item “b”) and 2.32 & 2.5 (means of item “d”). These data reveal that the support of NGOs for the training centers and trainees involvement in skills training programs conducted in the training centers were low. The data gathered through interview and observation confirmed these responses with the exception of a few training centers which were obtained some financial supports during the training time from NGOs such as dvv-international (in Lay-Gaint CSTC), Safty-Net program (in Ebinat Woreda) and in some aspects the support of Food Security program have observed in all sample training centers. And also the participation of trainees varied from center to center due to different factors like internal and external institutional and other factors.

To summarize the mean results, the total mean value of the responses of the whole items found in Table 9 was 2.59 with standard deviation 0.90. This shows that the participation of different stakeholders (community, government, NGOs, and the trainees themselves) in supporting and utilizing the training centers was medium.

As the data reported from Table 9, all of the computed t- values of each item are below the critical value (± 2.042). This shows that there were no statistically significance differences between the responses of the two respondent groups concerning to the questions of all items (“a” to “e”) which are stated from the above. This implies that the data obtained from the two respondent groups to each questions focusing on the participation of stakeholders in supporting and utilizing the training programs of CSTCs was similar. That is, the responses of the two groups were agreed with each other.

4.2.2 The Organization and Management of NFST Programs

The organization and management of NFST programs and the training centers (CSTCs) in the study area was the basic issue to be researched based on the design of the study. This part addressed some points which include program planning, monitoring and evaluation, assessment practices, management bodies, organizational structure, as well as administrative contents and procedures. Therefore, questions were set through questionnaires and interviews and presented to the sample respondent groups of the study. In this regard, the summary of the responses of the questions obtained from the respondents were presented in the following consecutive tables (Table 10-15).

Table 10: Responses on Participants of Program Planning, Monitoring and Evaluation Activities

Items	Response Options	Respondent Groups						X ²	
		Coord, Experts & Trainers (N=32)		Trainees (N=90)		Total (N=122)		cv	P val.
		f	%	f	%	f	%		
i. Who are the participants of skills training program planning?	Coordinators	13	40.6	6	6.7	19	15.6	28.87*	.000*
	Trainees			22	24.4	22	18.0		
	Trainers			6	6.7	6	4.9		
	Mgt committee			4	4.4	4	3.3		
	Woreda MSEIPOs	19	59.4	52	53.1	71	58.2		
ii. Is Mon. & Evl. conducted on prm.?	Yes	26	81.3	71	78.9	97	79.5	0.81	.776
	No	6	18.8	19	21.1	25	20.5		
iii. How often monitoring & evaluation is conducted?	Monthly	1	3.1			1	0.8	7.32	.120
	Weekly	12	37.5	48	53.3	60	49.2		
	Twice a month			2	2.2	2	1.6		
	at program end	13	40.6	21	23.3	34	27.9		
	No response	6	18.8	19	21.1	25	20.5		
iv. By whom monitoring & evaluation is conducted?	Coordinators	16	50.0	29	32.2	45	36.9	9.68	.246
	Mgt Committee	2	6.3	16	17.8	18	14.8		
	Woreda MSEIPOs	14	43.8	31	34.4	45	36.9		
	Trainers			9	10	9	7.4		
	No response			5	5.6	5	4.1		
TOTAL (to each item)		22	100	90	100	122	100		

*Significance difference if $p < 0.05$ alpha level (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical value is ± 9.49 for $df=4$ (Items "i, iii & iv"), and ± 3.84 for $df=1$ (Item "ii").

As indicated in Table 10 of item "i", from the total respondents, majorities (58.2%) of them were responded that Woreda MSEIPOs were the most participants involved in the planning of skill training programs conducted in the centers. Next to this figure, trainees (18%) and coordinators (15.6%) were the second and third participants in program planning respectively. In line with this, the respondents' responses also showed that a few proportions (3.3%) replied that the training programs of CSTCs were performed by management committee members. This implies that the role of management committee to

perform the planning of skill training program at CSTCs was very minimal. The researcher was also approved this from his interview respondents. The interviewees responded that:

“The role of management committee in all aspects of CSTCs’ programs was non-functional. So, the planning of CSTCs program was mostly performed by Woreda MSEIPOs with the coordinators of the centers”.

This finding disagreed with the points stated by (Malone & Arno, 1998:85), which is the practices of planning, monitoring and evaluation of programs closely connected with development and change of the programs of NFST that can be seen as an adequately described in terms of inputs, operations, processes used and outputs obtained

In addition to percentages, the first question as indicated on Table 10 was also tested in chi-square test. The result of the test also shows that there is significance difference between the respondent groups at ($\sigma=.05$), where the calculated value of X^2 ($cv=28.87$, $df=8$, $0.000<0.05$) in their responses. And, this reveals that the kind of participants who involved in program planning were different at CSTCs.

The second item of the above table (Table 10) indicated that most of the respondents (79.5%) were responded that the practice of monitoring and evaluation was applied on the training programs, while the responses of a few respondents (20.5%) were opposite to the majorities. Besides, when the respondents were asked about the application time of monitoring and evaluation on the program in item “iii” of the same table, the majorities (49.2%) of them responded that monitoring and evaluation was conducted in weekly during the training time, and some respondents (27.9%) replied that such practice was done at the end of training program. On the other hand, 20.5% of respondents did not give their responses, and this might to imply that they may not have enough information on that issue. Program monitoring and evaluation in CSTCs was mostly conducted by coordinators and Woreda MSEIPOs which have equal proportions (36.9%) as indicated in the last item of Table 10.

For those items (items “ii-iv”) of Table 10, the chi-square test shows that there were no significance differences between the two groups at ($\sigma=.05$), where the calculated value of $X^2(cv=0.81, df=1, .776>0.05)$, $X^2(cv=7.32, df= 4, 0.12> 0.05)$ and $X^2(cv=9.68, df=4, 0.246>0.05)$ in their responses to items “ii”, “iii” and “iv” respectively. This implies that the responses of all respondent groups to the questions on items “ii-iii of the above table indicated that there were similarities about the practical levels of those issues in the training centers found in the selected Zone

With regard to the management, organization and administrative systems of NFST programs of the training centers, the summary of the responses of the questions obtained from the respondents are presented in the following four consecutive tables (Table 11, 12, 13, 14 &15).

Table 11: Management Bodies & Organizational Structure of the Skills Training Centers

Items		Respondent Groups						t- test	
		Coordinators (N=10)		Experts (N=12)		Total (N=22)		cv	P value
		f	%	f	%	f	%		
a) CSTCs are directly reported to and managed by	Woreda Council	1	10			1	4.5	1.101	.284
	WMSEIPOs	9	90	12	100	21	95.5		
	Woreda Mgt Board								
b) Are the duties & responsibilities of concerned bodies to manage CSTCs clearly stated?	Yes	3	30	4	33.3	7	31.8	-0.16	.875
	No	7	70	8	66.7	15	68.2		
c) Has the CSTC a clear organizational structure?	Yes	2	20	3	25	5	22.7	-0.27	.793
	No	8	80	9	75	17	73.3		

Significance difference if $p<0.05$ alpha level (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 2.086 , and $df= 20$.

As it can be observed from Table 11, three important questions were presented to the respondents (coordinators & experts) who are directly responsible and concerned bodies about the training programs provided in CSTCs. Accordingly, the majority of coordinators (90%) and all of the experts (100%) were replied for item “a” that CSTCs are directly reported to and managed by Woreda MSEIPOs, while only 4.5% respondents reported that Woreda Administrative Council was the direct responsible body to manage the programs of CSTCs. The other question asked to the concerned respondents was “Are the duties and responsibilities of concerned bodies to manage the programs of CSTCs

clearly stated?” In this regard, the majorities of the two groups of respondents which were 70% of coordinators and 66.7% of experts responded negatively to the specified question as indicated in item “b” of the same table. From this finding, one can understand that without clearly stated duties and responsibilities of a certain program like the programs of CSTCs, it might be difficult to run the program in an appropriate way.

As illustrated from item “c” in Table 11, out of the sample respondents, 80% of CSTCs coordinators and 75% of training experts at Zonal & Woreda MSEIPOs approved that there was no a clear organizational structure for CSTCs, while a very significant proportion of the two groups replied positively.

The t-test also indicates that there was no statistical significance difference between the two respondent groups (coordinators and experts) on their responses at 0.05 alpha level, where the p-values of the three items are above 0.05 (or the calculated values of all items are below the critical/table value ± 2.086). This implies that the responses of both respondent groups were similar from center to center concerning to the three questions presented on Table 11.

Besides, semi-structured interview questions were set and presented to the Heads of Zonal & Woreda MSEIPOs. One of the questions was about the organizational structure and management committee of CSTCs. With regard to the organizational structure, the responses obtained from them were similar to that of the questionnaire respondents. Concerning to the management committee, the interviewees stated that:

“Previously, there was a committee to manage the programs of CSTCs composed of some sectors and associations at Woreda level. However, this committee was not functional and become changed immediately to another committee which composed of only Woreda MSEIPOs and the training center (CSTC) by excluding other sector offices. Now, each CSTC was accountable and reported to and managed by Woreda MSEIPO”.

The result of the study showed that significant changes have been made on the organization and management of CSTCs after the agency of MSEIP has taken it from REB of ANRS since October 2006. After the transfer of CSTCs from REB to the Agency of MSEIP, adjustment changes were repeatedly made in many aspects like organizational

structure, members of management committee and human power assignment. With regard to this, the literature review stated that:

“After taking the management responsibility of CSTCs, the MSEIPA has taken some remarkable actions which include the structure of CSTCs, revitalizing their objectives, and redesigning the manpower of the centers. In addition, the Agency aims to make the CSTCs as “the incubation centers of resources and technology”. It was also announced that the Agency has developed new training guidelines which could be revitalized by the participants.” (IIZ/DVV, 2007:50).

However, the changes like assigning appropriate staff and selecting management committee from different sectors to play their roles were not applied in practice. The training center has been an integral part of Wored MSEIPO. Currently, the training centers have low status since they can not stand by themselves as separate institutes. The new structure of CSTCs should contain not less than thirteen (13) permanent staff members. However, this could not come in to operation due to the implementation of BPR (Business Process Re-engineering) in ANRS. Thus, the actual staff members to be assigned in the training centers were not more than three (mostly one coordinator and two guards) though it varies from center to center as different documents and working letters indicated (see Appendices G & J).

In addition to Table 11, the responses of the two critical concerned bodies on the issues of organization and management of the skills training programs offered in CSTCs were presented by using rating scale on Table 12 bellow.

Table 12: Rating Responses on Management Functions & Organizational Structure Appropriateness of CSTCs

Items	Respondent Rating Scale											X	SD	t-test		
	Coordinators (N=10)						Experts (N=12)							cv	P value	
	1	2	3	4	5	M	1	2	3	4	5					M
a)The coordination of Mgt committee on CSTCs prm.	3	4	2	1		2.10	5	3	3	1		2.00	2.05	1.00	-.228	.822
b)Gov't bodies r/ships along hierarchy to CSTCs prm		3	3	3	1	3.20		3	6	2	1	3.08	3.14	.94	-.283	.780
c)The effectiveness of Org. & Mgt practices in center	1	2	2	5		3.10	3	4		5		2.58	2.82	1.22	-.988	.335
d)Org. structure appropriateness	2	1	4	3		2.80	2	2	4	4		2.83	2.83	1.10	.069	.945

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 2.086 , and $df = 20$

X = Total mean value per item

As illustrated from the above table in item “a”, the total mean value of the responses of the two respondents was 2.05. This indicates that the coordination of management committee in order to perform the programs of skills training provided in CSTCs was low. The data obtained from interview question also confirmed with this. Concerning the issue of management committee, the interviewees replied that “it is better to say that there is no management committee on the program of CSTCs”. On the review of literature, however, it was stated that appropriate coordination on the program is very important since program coordination helps to achieve the objectives of NFST programs with no or minimum amount of determinants through the collaborative efforts of coordinators, trainers, and target groups or beneficiaries as Kassahun (1997) approved. On the same table, the result of item “b” shows that the total mean value (X) of the groups was 3.14. This result depicts that the relationships between the government concerned bodies with the respective hierarchical levels on the programs of CSTCs was medium.

Questions about the effectiveness of organization and management practices on the training programs and the appropriateness of organizational structure of CSTCs were also presented to the respondents as observed on Table 12 of items “c” & “d”. In this regard, the two respondent groups rated their responses for the stated questions. Accordingly, the

total mean values of the responses for item “c” & “d” were 2.82 and 2.83 respectively. The results of items “c” and “d” indicate that the effectiveness of organization and management practices on the training programs of the centers and the appropriateness of organizational structure of CSTCs was relatively medium. The computed p-values of the t-test to the responses of the two groups of respondents for all items (a-d) in Table 12 are above the alpha level 0.05. This shows that there was no statistically significant difference between the two respondent groups about the responses of each item. This implies that there was agreement between the responses of the two groups.

Concerning to the issue of management practices about skills training programs, questions were also set and presented to the sample respondents grouped in to two (coordinators, experts & trainers, and trainees. Table 13 discussed about the issue.

Table 13: Responses on Rating of Management Practices on NFST Programs

Items	Respondent Rating Scale												X	SD	X ²	
	Coordinators, Experts & Trainers (N=32)						Trainees (N=90)								cv	P value
	1	2	3	4	5	M	1	2	3	4	5	M				
1. Ability of resources Mgt in the center	2	10	13	6	1	2.81	16	4	21	23	26	3.43	3.27	1.33	26.98*	.000*
2. Practice of Needs assessment on prm		8	13	11		3.09	9	12	34	22	13	3.20	3.17	1.07	10.69*	.030*
3. Identification of target groups		3	14	15		3.38	9	11	32	23	15	3.27	3.30	1.07	12.56*	.014*
4. Encouragement of trainees	2	8	12	9	1	2.97	15	14	17	22	22	3.24	3.17	1.32	12.26*	.015*
5. Coordination b/n trainees, trainers and coordinators	1	4	14	10	3	3.31	16		26	30	18	3.38	3.36	1.22	18.06*	.001*
6. Admission criteria & time schedule convenience	5	6	9	9	3	2.97	12	6	22	31	19	3.43	3.31	1.27	5.81	.214

*Significance difference $p < 0.05$ alpha level (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 9.49 , and $df=4$
X(Total mean value per item)*

As illustrated on Table 13 of the whole items (1-6), the mean values of the responses of the two respondent groups for each item are found in the range of 2.50-3.49. In this study, the range of this figure (2.50-3.49) represented the rating scale of medium as previously stated in the part of methods of data analysis. Therefore, the mean value of the respondents’ responses for each item was medium. This indicates that the practical levels of resources management, needs assessment, target group’s identification, all-round encouragement of trainees, work coordination in the center and the convenience of admission criteria & training time schedule was relatively medium.

The chi-square test was also employed for the purpose of identifying the significance difference between the two groups of respondents on their responses to each item as stated on Table 13. Accordingly, the calculated values of X^2 of items 1, 2, 3, 4 and 5 are 29.98, 10.69, 12.56, 12.26 and 18.06 respectively which are above the critical value (± 9.49). This shows that there was statistically significance difference between the two groups for the responses of the questions stated in items 1, 2, 3, 4 and 5. On the other hand, the calculated value of X^2 of item 6 is 5.81, which is less than the critical value (± 9.48). This reveals that there was no statistically significance difference between the responses of the questions stated in item 6 of Table 13.

With regard to the implementation of administrative contents and procedural activities in the training centers, some questions were also set and presented to CSTCs coordinators and training experts who are worked in Woreda MSEIPOs. The summarized data are presented on the following table (Table 14).

Table 14: Response Rates on Administrative Contents & Procedures in the CSTCs

Items	Respondents (In 1 group) N=22	Responses for Rating Scale						Mean	SD		
		1	2	3	4	5	T				
a. Clearness of authority, duties & responsibilities	Coordinators & Experts	<i>f</i>	2	12	4	4		22	2.45	0.91	
		%	9.1	54.5	18.2	18.2		100			
b. Administrative Structure effectiveness	Coordinators & Experts	<i>f</i>	4	11	2	5		22	2.36	1.05	
		%	18.2	50.0	9.1	22.7		100			
c. Administrative procedures	Coordinators & Experts	<i>f</i>		9	9	4		22	2.77	0.75	
		%		40.9	40.9	18.2		100			
d. Role & Responsibility execution	Coordinators & Experts	<i>f</i>	1	10	7	4		22	2.64	0.85	
		%	4.5	45.5	31.8	18.2		100			
e. Authority delegation system	Coordinators & Experts	<i>f</i>	2	8	5	6	1	22	2.82	1.10	
		%	9.1	36.4	22.7	27.3	4.5	100			
f. Application & utilization of MIS*	Coordinators & Experts	<i>f</i>	1	14	4	3		22	2.41	0.80	
		%	4.5	63.6	18.2	13.6		100			
g. Documentation system	Coordinators & Experts	<i>f</i>		5	13	2	2	22	3.05	0.84	
		%		22.7	59.1	9.1	9.1	100			
h. R/ship in managerial hierarchy	Coordinators & Experts	<i>f</i>	1	8	5	8		22	2.91	0.97	
		%	4.5	36.4	22.7	36.4		100			
i. Availability of supportive guidelines	Coordinators & Experts	<i>f</i>	1	8	7	5	1	22	2.86	0.99	
		%	4.5	36.4	31.8	22.7	4.5	100			
Grand Mean Value									2.82		
Standard Deviation											0.96

f(frequency), *T*(Total frequency and percentage), *MIS(Management Information System)

The majorities of the respondents (63.6%), (54.5%) and almost half (50%) of them responded for the three questions stated on Table 14 in items “f”, “a” & “b” respectively was low. Similarly, the mean values of the responses of coordinators & experts for items “a”, “b” & “f” were 2.45, 2.36 and 2.41 respectively. This indicates that the clearness of authority, duties & responsibilities of the participants on the training programs; the flexibility and effectiveness of administrative structure of CSTCs; and the application and utilization of MIS (management information system) in the training centers was low.

As it can be seen from the Table 14, the mean values of the responses of coordinators and experts for questions stated on items “c, d, e, g, h and i” were 2.77, 2.64, 2.82, 3.01, 2.91 and 2.86 respectively. These mean values are found under the category of 2.50-3.49 which was previously represented as medium in this study. This shows that the administrative procedures; the execution of responsibilities; the delegation system of authority; the documentation system; the relationship in managerial hierarchy; and the availability of supportive guidelines in the training centers (CSTCs) was relatively medium. The responses of the questionnaire respondents (coordinators & experts) for the above stated questions in Table-14 relatively agreed with the information obtained from observations to the sample CSTCs. When the researcher observed the training centers, he got such points: administrative procedures, documentation systems (recording, reporting, and others) and availability of different guideline documents were found relatively good in the training centers though some differences have been seen from center to center.

In relation to organization and management of the training programs out side of the training centers, the next table (Table 15) contains the issues of policy support, follow-up and others and discussed about the data which were obtained from of the sample respondents.

Table 15: Responses on Rating of policy support and others for graduates of CSTCs

Items	Respondent Rating Scale												X	SD	X ²	
	Coordinators, Experts & Trainers (N=32)						Trainees (N=90)								cv	P value
	1	2	3	4	5	M	1	2	3	4	5	M				
i. Market & work place availability & accessibility for graduates	5	3	14	9	1	2.94	10	6	13	35	26	3.68	3.48	1.26	17.63*	.001*
ii. Level of all-round supports for graduates in work areas	6	7	11	8		2.66	22	10	23	26	9	2.89	2.83	1.27	6.28	.179
iii. The practice of trainees follow-up after graduation	5	8	8	11		2.78	11	27	24	28		2.77	2.77	1.04	0.52	.915
Grand mean													2.90			
Grand Standard Deviation														1.14		

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value (cv) is greater than the critical/table value. The critical/table value is ± 9.49 for $df=4$ (Items "i & ii") and ± 7.81 for $df=3$ (item "i")
X (Total mean per item)

As can be illustrated from Table 15 of item "i", the mean values of the first group (coordinators, experts and trainers) and trainees were 2.94 and 3.68 respectively. This indicates that the availability and accessibility of markets & work places for graduates was medium as the rating responses of the first group, and it was high as trainees. The chi-square test also shows there was significance difference between the two groups of respondents at 0.05 alpha level, where the p-value 0.001 is less than 0.05 (or the calculated value 17.63 is greater than the critical value ± 9.49) with the df of 4. This reveals that the availability levels of markets & work places for graduates varied among the responses.

From the same table of item "ii", the mean values 2.66 and 2.89 represented the rating responses of (coordinators, experts & trainers) and trainees respectively. This shows that the level of all-round supports for graduates who trained in CSTCs was relatively medium as the responses of both groups. The chi-square test results shows that there was no statistically significance difference between the two groups at ($\sigma=0.05$), where the calculated value (cv) 6.28 is less than the critical/table value ± 9.49 within the df of 4 (or, the p-value $0.179 > 0.05$). This implies that the responses of the two groups were almost similar to the second question of Table 15.

The question about the practice of trainees follow-up after they graduated from CSTCs in skill training and started their business was presented to the sample respondents. In this regard, as indicated from Table 15 of item "iii", the mean values of the first group

(coordinators, experts & trainers) and trainees were 2.78 and 2.77 respectively. This shows that the practice of the concerned bodies' follow-up to the trainees after graduation was medium. The result of chi-square test also indicates that there was no statistically significance difference between groups at .05, where the p-value 0.915 is above 0.05 (or the computed value 0.52 is less than the critical value ± 7.81 within 3 degree of freedom). This reveals that the practice of follow-up to the trainees was better and similarities have seen in Woredas.

4.2.3 The Current Institutional Capacity of CSTCS to offer NFST Programs

The availability and sufficiency of different resources and other things which have great impact on the nature and quality of the training programs are very important to strengthen the institutional capacity of CSTCs. Thus, the current institutional capacity of CSTCs to offer NFST programs was also one of the basic aspects that should be assessed in the study. In this regard, data were collected through questionnaires, interviews, observations and an assessment of important documents. Hence, those collected data on this issue were summarized in the following table (Table 16).

Table 16: Respondents' Response on Rating of Institutional Capacity of the Training Centers

Items	Coordinators, Experts & Trainers (N=32)						Trainees (N=90)						X	SD	X ²	
	1	2	3	4	5	M	1	2	3	4	5	M			cv	P value
a) Facilities availability	5	10	12	3	2	2.59	38	23	22	3	4	2.02	2.17	1.12	8.37	.079
b) Coordinators Mgt. ability	4	6	9	10	3	3.06	12	21	15	30	12	3.10	3.09	1.25	2.14	.709
c) Training Materials & Eqp.	4	9	6	10	3	2.97	26	32	18	10	4	2.27	2.45	1.19	9.83	.043*
d) Budget allocation	11	5	10	3	3	2.44	34	19	29	7	1	2.13	2.21	1.13	5.43	.246
e) Manpower assignment	9	7	12	4		2.34	19	23	31	10	7	2.59	2.47	1.14	3.23	.521
f) Raw materials	4	7	10	9	2	2.94	34	19	31	6		2.10	2.32	1.09	19.39	.001*
g) Modern training machines	9	10	4	6	3	2.50	46	21	19	4		1.79	1.98	1.09	18.61	.001*
h) Qualified & experienced trainers	9	7	13	3		2.31	9	7	37	25	12	3.27	3.02	1.16	17.09	.002*
i) Qualified & sufficient staff	2	11	10	7	2	2.88	14	23	25	21	7	2.82	2.84	1.15	2.41	.660
j) Centers' capacities	4	12	8	6	2	2.69	17	33	20	15	5	2.53	2.57	1.13	0.72	.948
Grand Mean															2.24	
Grand SD															1.14	

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 9.49 , and $df=4$

X (Total Mean per item)

As it can be seen on Table 16, regarding the institutional capacity of the internal situations of the training centers, both respondent groups have similar opinions on the

items like “a, c, d, e, f and g” which represents to the availability of facilities; training materials & equipment; levels of budget allocation; manpower assignment; presence of raw materials and modern training machines respectively. Since the total mean (\bar{X}) values of these items are found under the category of 1.50-2.49 which is represented as “low”, the institutional capacity of the training centers concerning to these factors is said to be low. This implies that the lack of these factors in the training centers was very high. This finding contradicted with the literature review which was written by Agidew et.al (1995:9). That is, without convenient site, facilities, other human and non-human resources, it might be difficult to provide well thoughtful skill training programs in CSTCs.

As can be seen from the same table, the mean values of the items like “b, h, i & j” expressed for the management ability of coordinators; qualification level of trainers and their experiences; presence of (qualified, experienced and committed) staff in the centers; and centers’ capacity to generate income and fund raising activities are grouped under the category of 2.50-3.49 which is standardized as “medium”. This shows that all respondents who gave responses for items “b, h, i & j” were medium in order to evaluate the capacity of the training centers. To sum up, the grand mean value of all items (items a-j) was 2.24. This shows the training centers in all items expressed in the above table was low.

As indicated in Table 16, the chi-square test was also employed in addition to the mean values for the purpose of knowing the statistical significance differences among the respondent groups on their responses for the expressed items with regard to the capacity of the institutions. Thus, the test result shows that there were statistical significance differences between the respondent groups on items “c, f, g & h” at alpha level 0.05, where their p-values (0.043, 0.001, 0.001, 0.002) are below 0.05 (or the calculated values of such items are greater than the critical/table value ± 9.49) as it can be observed from Table 16. This significance difference reveals that the level of problems of CSTCs in terms of the availabilities of training materials & equipment, raw materials, modern machines and trainers’ qualification to provide their programs were varies from center to center. On the other hand, there were no significance differences between the respondent

groups on items “a, b, d, e, i & j” at alpha level 0.05, where the p-values (.079, 0.709, 0.246, 0.521, 0.660 & 0.948) are above 0.05 (or the calculated values of such items are less than the critical/table value ± 9.49) as it can be observed from the same table. This also implies that the responses of both sample groups were almost similar about the capacity levels of the training centers with regard to facilities available, coordinators ability, budget allocation and manpower assignment in quality and quantity.

In addition to the above institutional factors mentioned in Table 16, questions were presented to the respondent groups concerning to the presence of training manuals in the centers and the time schedule of the training programs. The next table (Table 17) shows the summarized data obtained from the sample respondents.

Table 17: Responses on training manuals, time duration and training rounds

Items		Respondent Groups								X ²	
		Coordinators & Experts (N=22)		Trainers (N=10)		Trainees (N=90)		Total			
		f	%	f	%	f	%	f	%	cv	P val.
a) Are there training manuals for d/t skills?	Yes	6	27.3	1	10	28	31.1	35	28.7	1.987	.370
	No	16	72.7	9	90	62	68.9	87	71.3		
b) Is training duration enough to acquire the intended skill?	Yes	17	77.3	5	50	32	35.6	54	44.3	12.62*	.002*
	No	5	22.7	5	50	58	64.4	68	55.7		
Total of items 'a&b'		22	100	10	100	90	100	122	100		
c) How many rounds (times) the training programs could be given in a year?	Once	1	4.5					1	4.5	Not computed in X ² due to one group	
	Twice	3	13.6					3	13.6		
	3 times	2	9.1					2	9.1		
	It depends	16	72.7					16	72.7		
	Total	22	100					22	100		

Significance difference if $p < 0.05$ (2-tailed), OR the calculated value(cv) is greater than the critical/table value. The critical/table value is ± 5.99 , and $df=2$

As illustrated from Table 17 of item “a”, all respondent groups were asked the question that “Are there training manuals for different skill types in the centers?” For this question, most of the respondents of coordinators & experts (72.7%), of trainers (90%) and of trainees (68.9) said “No”. And, out of the total respondents, the majority (71.3%) of them approved the absence of different training manuals for different skill types in the centers.

The chi square test also shows that there is no statistically significance differences among respondent groups at ($\sigma=.05$) where the p-value 0.37 is above 0.05 (or the

calculated/computed value 1.987 is less than the critical/table value ± 5.99). This means the responses of the three groups of respondent agreed with each other for the question stated in item “a” of Table 17. This implies that the problem of distributions and availabilities of training manuals of different skill types was similar from center to center (i.e. most of them lack training manuals and this might affect the quality of the training). This also confirmed with the data obtained from direct observations in CSTCs. When the researcher made observations in the training centers, most of the skills training programs have undertaken without any training manuals. They depended on only by the efforts and abilities of the trainers.

As stated from the Table 17 in item “b”, the majorities of coordinators & experts (77.3%) and more than half of the trainers (50%) reported that the time given for the training program was enough in order to acquire the intended skills. Where as, most of the trainees (64.4%) responded negatively for the same question. And, from the total respondents, majorities (55.7%) have negative responses similar to the trainees’ response to the question of item “b” in Table 17. For this, the chi-square test also indicates that there is statistically significance differences among respondent groups at ($\sigma=.05$), where the p-value 0.002 is less than 0.05 (or the computed/calculated value 12.62 is greater than the critical/table value ± 5.99) with regard to their responses to item “b” in Table 18. This reveals that the response of trainees is directly different with that of the two respondent groups (coordinators & experts and trainers) so that the length of time given for skill training programs provided in CSTCs did not consider the nature of skill types and trainees’ needs.

Another question was also presented only to the direct responsible respondent bodies (coordinators & experts). As depicted from Table 17 in item “c”, the question was “How many rounds/times the skill training programs could be given in a year?” Accordingly, more than 72.7% of respondents were reported that the skill training program’s round/time given depends on the situations of internal and external factors of the training centers. From this, one can conclude that the implementation of annual training plan of CSTCs might be fluctuated because of different factors.

4.2.4 The Major Problems Encountered the Programs of NFST

The major problems that currently encountered the NFST programs offered in CSTCs are among the most important issues to be researched in the study. Its purpose is to identify the major problems that have strong influences on the implementation of the programs in CSTCs. Thus, data were collected through questionnaires and interviews from all groups of respondents. All groups of respondents were asked similar questions to list out major problems that influence the programs of CSTCs. Open-ended questions were presented to questionnaire respondents. Similarly, semi-structured interview questions were also presented to the interviewees concerning to the problems of NFST centers. Accordingly, the major problems of CSTC that affect the provision of NFST programs in CSTCs were mentioned by the respondents. Hence, their responses were summarized and presented on Table 18 as follow.

Table 18: Responses on the major problems of CSTCs to offer NFST Programs

No	Types of Problems	Number of Respondents							Rank
		N	N ₁	N ₂	N ₃	N ₄	T	%	
1	Lack of adequate and convenient physical facilities	128	4	10	5	76	95	14.1	1 st
2	Lack of training materials and equipment	128	5	6	7	71	89	13.2	3 rd
3	Inadequate budget allocation to the center	128	3	11	5	53	72	10.7	4 th
4	Shortage of manpower in the center	128	4	10	6	42	62	9.2	6 th
5	Lack of raw materials for the training programs	128	2	9	2	53	66	9.8	5 th
6	Absence of modern training machines in the centers	128	5	12	10	67	94	13.9	2 nd
7	Lack of qualified, experienced and committed staff in the center	128	4	9	4	37	54	8.0	7 th
8	Lack of market & work place availability for graduates	128	1	4	4	16	25	3.7	10 th
9	Low level of supports for graduates in work areas	128	2	6	7	32	47	7.0	9 th
10	Lack of community & trainees awareness on CSTCs	128	2	4	1	12	19	2.8	11 th
11	Lack of continual follow-up on trainees after graduation	128	0	9	4	38	51	7.6	8 th
	Sub Total	1408	32	90	55	497	674	100	
12	Lack of NGOs supports to the training centers	38	4	15	9	-	28	65.1	1 st
13	Lack of Gov't attention and appropriate support to CSTCs	38	2	6	7	-	15	34.9	2 nd
	Sub Total	76	6	21	16		43	100	
14	Absence of coordination on programs of CSTCs	28	5	15	-	-	20	29.4	1 st
15	Inconvenient Org. structure of CSTCs and repeatedly changing, and staff turnover	28	3	10	-	-	13	19.1	4 th
16	Lack of clearness on authority, duties & responsibilities of concerned bodies in the programs of CSTCs	28	3	14	-	-	17	25.0	3 rd
17	Inflexibility & ineffectiveness administrative structure of the training centers	28	3	15	-	-	18	26.5	2 nd
	Sub Total	112	14	54			68	100	

Note: 1. N= Total Number of Sample respondents who asked questions stated on the types and levels of problems.
 2. N₁, N₂, N₃ and N₄ are represented the number of Interviewees, Coordinators & Experts, Trainers and Trainees respectively, who listed down and rated (high & very high) the level of problems.
 3. T= Total (The sum of N₁, N₂, N₃ & N₄)

As it can be observed from Table 18, all of the items stated were the problems of CSTCs responded by the sample respondents. Based on their responses, ranks have been given to each item per the total number of respondents who gave their responses for each question in order to identify the problem levels of the training centers.

According to the respondents' responses, items number 1, 12 & 14 are the first(1st) three major problems which were replied by 14.1%, 65.1 % & 29.4 % of the total respondents 128, 38 & 28 respectively. This implies that the lack of adequate and convenient facilities, lack of supports by non-governmental organizations and an absence of coordination on the programs of CSTCs were first three major factors that affect the skill training programs provided in CSTCs.

As illustrated from the same table of item numbers (6, 13 & 17), an absence of modern training machines in the centers, the lack of government attention and appropriate support to CSTCs, and the presence of inflexible & ineffective administrative structure of the center were the second(2nd) three major problems of CSTCs which were responded by 13.9%, 34.9% and 26.5% in each total respondents 128, 38 & 28, respectively.

As indicated on Table 18 of items 2 and 16, the lack of training materials and equipment in the centers, and the lack of clearness on the authority, duties & responsibilities of concerned bodies in the programs of CSTCs were the third(3rd) major problems encountered the programs of CSTCs responded by 13.2% and 25.0% of each total respondents 128 & 28 who asked the two questions. As shown from the same table of items (3 & 15), the inadequacy of budget allocation to the centers, and the inconvenience of the organizational structure of CSTCs and its repeatedly changing were the two major problems responded by 10.7% and 19.1% of the total respondents 128 and 28, and they are found on the fourth (4th) rank order. Moreover, as both Zonal and Woreda MSEIPOs heads through interview questions revealed that the budget allocations for the training centers were not sufficient so that the skill training programs not provided in the centers regularly.

As indicated from Table 18 of items (5,4,7,11,9,8, and 10), questions like on the issues of raw materials, manpower, trainees follow-up and supports, marketability and community

awareness were presented for 128 respondents. Accordingly, from the total 128 respondents, 9.8%, 9.2%, 8.0%, 7.6%, 7.0%, 3.7% and 2.8% of them replied the lack of raw materials; shortage of manpower in the centers; lack of staff personnel (qualified, experienced & committed) in the center; lack of continual follow-up on trainees after graduation; low level of supports for graduates in work areas; lack of market & work place availability and accessibility for graduates; and the lack of awareness of communities & trainees on skill trainings provided in CSTCs were the major factors (internal & external) that affect the programs of CSTCs which constitute the ranks from 5th to 11th respectively.

Moreover, the responses of the Heads of Zonal and Woreda MSEIPOs through interview questions revealed that adequate budget allocations, the appropriate availability of human resources and other non-human resources including the presence of standardized physical facilities in the training centers are very important in order to achieve successfully the program goals and objectives of the training centers. Otherwise, it is very difficult to make the training programs to be effective and successful without such things as the information obtained from the interviewees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Based on the interpretation and analysis of the collected data, the summary of findings, conclusions and the recommendations were presented in this part. The study was designed to assess the organization and management of non-formal skills training (NFST) programs provided in CSTCs in SGAZ of ANRS. It was also intended to identify the problems by ensuring the following specific objectives.

- To assess the current status of NFST programs in SGAZ.
- To examine the organizational systems of CSTCs to offer NFST programs in the Zone
- To examine the extent of management practices of NFST programs.
- To assess the institutional capacity of CSTCs to offer NFST programs.
- To identify the major problems encountered the programs of NFST in SGAZ.

To achieve such objectives, the following basic questions were raised in the study.

1. What is the current status of NFST programs offered in CSTCs of SGAZ?
2. To what extent the NFST programs are organized and managed in the Zone?
3. What is the Institutional capacity (human, material, financial and other resources) of CSTCs to offer the programs?
4. What are the major problems encountered the programs of NFST?

For this purpose, the descriptive survey method was used because accurate information can be obtained from small groups of samples which represent the large population size. Five Woreda CSTCs that have been functional in the year 2009 were selected through simple random sampling technique in the Zone. Similarly, respondent groups who served as a source of information were drawn as samples through different sampling techniques. Hence, 128 respondents (90 trainees, 10 trainers, 10 CSTCs coordinators and deputies, 12 experts and 6 heads from Zone & Woreda MSEIPOs) were included in the study as a sample.

The instruments of questionnaires which include both closed and open-ended questions, and semi-structured interview, direct observation and document assessment were used for data gathering. Data were analyzed using both quantitative and qualitative techniques. In doing this, descriptive statistics (percentages & means) and inferential statistical tools (chi-square test & independent sample t-test) were employed to observe the differences and similarities between the responses of the respondent groups. Consequently, the major findings would be listed as follows based on the basic questions of the study.

5.1.1 Major Findings

5.1.1.1 The Current Status of Non-formal Skills Training Programs

- a) The result of the study showed that some adjustment changes were repeatedly made in many aspects like organizational structure, members of management committee and human power assignment in CSTCs after they were transferred from REB to MSEIP Agency. However, such changes were not applied in to practice. The center has been an integral part of Woreda MSEIPO. Currently, the training centers have low status since they can not stand by themselves as separate institutes. The new structure of CSTCs must contain not less than thirteen (13) permanent staff members, but this could not come in to operation. Thus, the current actual staff members to be assigned in most training centers were not more than three though it varies from center to center. The data also shown that the working interest of all of the sample groups have medium and above in their current positions. Inline with this, coordinators & experts have raised some reasons which might decrease the working interests of staff in CSTCs. These include lack of clear organizational structure, poor resources in the training centers, repeatedly staff turnover and insufficient human power assignment to the center. The finding also indicated that about 78.1% of the respondents responded that the program of teaching adults/youth require special training, while 21.9% have said negatively. The data has shown that only 28.1% of the respondents have got on-job training related to their tasks, but 71.9% of them have not received any additional training. Even the respondents who have received training said that the existed training was not enough to perform their tasks properly.

- b) About 65.6% of the respondents answered that unemployed youth/adults are the main beneficiaries of the programs. Similarly, the previous occupations of most trainees (84.5%) enrolled in skill training were jobless, street youth and daily laborer. As the reported by 58.2% respondents which was confirmed with the qualitative data, trainees were selected through the recommendations of kebeles and other associations by considering their personal requests. Concerning to the criteria/bases in selecting the types of training skills, it was basically concentrated on the needs of target groups, materials availability and market accessibility as the data indicated. In the recruitment of trainers, 78.1% of the respondents reported that trainers were selected and recruited by Woreda MSEIPOs through announcement on notice-board and employed as temporary (contract) only for training time.
- c) The data obtained through observation indicated that the type of skills which are currently given in the centers were tailoring, food preparation, cotton threading, modern weaving, modern shoe-making and modern bread baking. However, several skills types were given previously in the centers in different Woredas as the information obtained from the available documents. Inline with this, the most type of additional training provided in the centers was entrepreneurship and business management courses as reported by 63.9% of the respondents. The majorities (66.4%) respondents approved that the presence of socially neglected/undermined skills in their localities such as black smith, weaving, pottery and tannery. As the data indicated, 82.8% of the respondents responded positively about the willingness of the local communities to train in CSTCs. Besides, the total mean value (3.16) of the responses of the two groups approved that the attitude of local communities towards the trainees and the training centers was medium. And also the mean value (3.55) of the responses showed that the awareness of trainees towards the skills provided in CSTCs was above medium. As shown on the responses' mean (3.64), the contribution of CSTCs to the local community was relatively high. The interviewed information also agreed with this response by saying that "although the contribution of the training centers in benefiting the local communities in general and the individuals in particular is high, their capacities to serve the community properly were low (i.e they lack a lot of things).

d) As the grand mean (2.59) of the two groups indicated, the participation of the local community and different levels of government bodies as well as NGOs in supporting and utilizing the programs of CSTCs was medium. Specifically, the values of response means (2.05 & 1.80) of the groups also revealed that the support of NGOs for the centers and the involvement of trainees in the centers were low. The interview and observation data also showed that the support of NGOs was very low with the exception of a few training centers obtained some financial supports from a few NGOs one a time.

5.1.1.2 The Organization and Management of NFST Programs

a) The finding revealed that 58.2% of respondents responded Woreda MSEIPOs are the most participants involved in NFST program planning, while only 3.3% said to the management committee. The interviewees also approved that the role of management committee consisted different sectors was non-functional in the programs of CSTCs so that program planning was mostly performed by Woreda MSEIPOs with coordinators. Most of the respondents (79.5%) approved that monitoring and evaluation was applied on programs. As far as the responsible body of NFST programs is concerned, 95.5% of the group replied that CSTCs are directly reported to and managed by Woreda MSEIPOs. The data also indicated that 68.2% of respondents responded negatively about the clearness of duties and responsibilities of concerned bodies to manage CSTCs. Similarly, 73.3% of respondents approved that there was no clear organizational structure for CSTCs, while 22.7% of them replied positively. The data also indicate that there was no significance difference between the groups at ($p < 0.05$) concerning to the direct responsible body, vagueness of duties & responsibilities and organizational structure of CSTCs. Moreover, concerning to the management committee, interviewees' responses indicated that previously there was a committee composed of some sectors and associations at Woreda level to manage the programs of CSTCs. However, this committee was not functional and become changed immediately to another committee which composed of only Woreda MSEIPOs and CSTCs by excluding other sectors. The mean value (2.05) of the responses indicated that the coordination of management committee to perform the programs of CSTCs was low. In

this respect, the interviewees also replied that “it is better to say that there is no management committee on the programs of CSTCs so that no coordination”. Regarding the effectiveness of organization & management practices and the appropriateness of organizational structure of CSTCs, the mean results (2.82 & 2.83) indicated that the application levels of these two issues was relatively medium.

- b) According to the mean results shown, the practical levels of resources management, needs assessment, target group identification, all-round encouragement of trainees, work coordination in the center and the convenience of admission criteria & training time schedule was relatively medium. The findings also indicated that the clearness of duties & responsibilities of the participants on the programs, flexibility & effectiveness of administrative structure of CSTCs, and application & utilization of MIS in the centers was low. On the programs of CSTCs, the practical levels of such issues: the administrative & accounting procedures, execution of roles & responsibilities, authority delegation system, documentation system, managerial hierarchy relationship accessibility, and availability of supportive guidelines were relatively medium as indicated from the mean values. Significance differences have seen on the responses of resources management, needs assessment, target group’s identification, encouragement of trainees and work coordination between groups at 0.05 (with 2-tailed direction).
- c) The total mean (3.48) of the groups indicated that the availability & accessibility of markets and work places for graduates was medium, and there was significance difference between groups. The total mean value (2.83) represented the rating responses of the two groups on the level of all-round supports for graduates trained in CSTCs, so that the supports were relatively medium. The finding also indicated that the total mean value (2.77) of the respondents approved the practice of follow-up to graduates was relatively medium. And, no significance differences between responses on the issues of supports and follow-up practices to graduates.

5.1.1.3 The Current Institutional Capacity of CSTCS to offer NFST Programs

- a) The data collected through different instruments revealed that the institutional capacity of the training centers concerning to the internal situations such as availability of facilities, training materials & equipment, budget allocation, manpower assignment,

raw materials and modern training machines were found in low level. (i.e The lack of these factors in the centers was very high. The finding also indicated that the mean values of the responses regarding on the abilities coordinators, trainers' qualifications & experiences, staff availability in quality, and the centers' capacity to generate income were stated as medium. To sum up, as indicated from the grand mean value (2.24) of all the above factors, the internal situations of the institutional capacity of the training centers was low. There were significance differences between groups on the responses of facilities, training equipment, raw materials, modern machines and trainers' qualification; whereas no significance differences on coordinators ability, budget allocation and manpower assignment.

- b) Regarding to training manuals, 71.3% approved that important training manuals for different skill types were not available in the centers, which was confirmed with the data obtained from direct observations. Thus, most skill trainings have undertaken without manuals, and they depended on only by the efforts and abilities of the trainers. In time duration, 55.7% of the respondents reported that the time given for the training program was not enough to acquire the intended skills. As far as the training round in a year is concerned, 72.7% of respondents replied that it was depended on the situations.

5.1.1.4 The Major Problems Encountered the Programs of NFST in CSTCs

Regarding the problems of CSTCs, the programs of NFST affected by the following major factors which were pointed out by the respondents.

- Lack of adequate and convenient physical facilities (eg. latrine, dormitories, cafeteria, workshops and the like) in the centers
- Lack of supports from non-governmental organizations (NGOs)
- An absence of coordination on the programs of CSTCs
- Lack of training materials and equipment, raw materials and modern training machines
- Inflexible & ineffective administrative structure of the center
- Lack of clearness on the duties & responsibilities of concerned bodies in the programs of NFST provided in CSTCS.
- The inadequacy of budget allocation to the training centers,
- Shortage qualified and experienced manpower in the centers

5.2 Conclusion

The main focus of this study was to examine the organization and management of NFST programs offered in CSTCs in SGAZ. The results suggested that the programs of NFST were not found in better conditions in terms of organization and management practices. This was happened due to the influence of different things as the findings of the study indicated. However, NFST at CSTCs was intended to enable those people who do not have enough agricultural and other business earnings to acquire an income. Currently, the principles of both local developmental activities and NFET programs emphasizes at the local levels (grass-roots) participation. In all phases of the program, target beneficiaries' involvement is considered to be the most important to the program success. Hence, through proper organization and management, NFST program is believed to serve as a tool of progress, self-improvement and social transformation.

Helping adults/young people to learn well, coordinators and training experts must require adequate skills and knowledge in the field of adult and non-formal education and their educational backgrounds have great implications on programs success. Working interests and on-job training acquisitions of the staff are important points for the effectiveness of skills training programs. Some of the reasons that might decrease working interest which need serious attention include poor management, lack of clear organizational structure, poor resources in the training centers, repeatedly turnover and insufficient human power assignment to the center. However, the CSTCs offering NFST programs found in the study area were poorly structured, organized, managed and facilitated (in human and non-human resources) as the study results shown. This implies that the organization and management of NFST programs provided in the CSTCs of SGAZ with regard to management functions (i.e planning, organizing, directing and controlling), provision of relevant and appropriate skills training as well as resource allocation and utilization tends to be inadequate. As a result, the training centers played a limited actual roles to meet the local community in general and unemployed youth/adults in particular.

5.3 Recommendations

1. To achieve the objectives of CSTCs in offering NFST programs properly, the trainers, coordinators and training experts of MSEIPOs should have minimum educational qualifications as the standard and the requirement of the training centers. And, these people should received additional on-the-job training related to adult and non-formal education and training programs because the nature and characteristics to train unemployed youth/adults and managing NFST programs need special training.
2. The Woreda MSEIPOs should give better emphasis about the quality of skill training programs in order to enhance the performance of CSTCs and to increase their status. The centers need to be equipped and fulfilled with at least the basic physical facilities (land, training workshops, multi-purpose hall, toilet, and the like). Moreover, since the land of CSTCs is the main resource for their future expansion and income generating activity, the necessary legal protections should be made CSTCs to retain land ownershipness as standard.
3. It is essential to enable NFST programs training centers (i.e CSTCs) in all aspects for increasing the effectiveness of their programs. They must be furnished with appropriate resources (human, financial and materials) in quality and quantity. And strong emphasis should be given from the part MSEIP agents at all levels (Regional, Zonal, Woreda and even Kebele) for the training centers by considering the role played them for the development of individuals and communities for the country in general and the region in particular.
4. For effective organization and management functions of the skills training programs, the appropriate structure of CSTCs should be designed and the duties & responsibilities of the program participants should be clearly stated. Thus, the ANRS MSEIPA in collaboration with its respective Zonal and Woreda MSEIP Branches/Offices has to prioritize and look for a more feasible organizational structure of CSTCs by including the appropriate job titles with clear duties & responsibilities at all levels.

5. The participation of different stakeholders (communities, trainees, trainers, government, NGOs and others) in the process of skill training programs provided in CSTCs is among the deciding factors for effectiveness and successes of the programs. Thus, it should be considered and applied to strengthen the training programs more. There should be a need of serious attention in order to create awareness about the contributions of handicraft skills provided in CSTCs for the livelihood improvements of individuals and community development in general. One of the ways of awareness creation could be through exhibition preparation to show handicraft skill products made by trainees and graduates of CSTCs.
6. In order to keep the hopes of the target beneficiaries (trainees) on skills training programs given in CSTCs for changing their livelihoods, creating all-round supporting conditions for self-employment opportunities is necessary. In this case, there must be a strong linkage among MSEIP Agencies/Offices, municipalities, business cooperatives, credit & saving associations, and other governmental and non-governmental organizations to organize CSTC graduates in cooperatives, to facilitate credit services, to provide working and marketing places and other supports.
7. In overcoming the existing multi-dimensional problems of the programs of CSTCs, many efforts have to be made by all levels of government in the Region. Some of the problems include lack of adequate and convenient physical facilities, training materials and equipment, budget allocation, inflexible and ineffective administrative structure, absence of program coordination, lack of clearness on the duties & responsibilities of concerned bodies of the programs, shortage qualified and experienced staff in the centers. Moreover, the current situations of NFST programs provided in the SGAZ CSTCs demand great attention from the MSEIP Agents at all government levels.

BIBLIOGRAPHY

- Adekanmbi, G. (1998). "The University of Botswana's Outreach Response to Promoting Flexible Learning Opportunities." **Adult Education and Development, No. 51**, Pg. 155-177. Bonn: IIZ/DVV.
- Adekanmbi, Gbolagade & Modise, Oitshpile (2000). "The State of Adult and Continuing Education in Botswana". **The State of Adult and Continuing Education in Africa**. Windhoek: John Meinert Printing
- Agidew, Redie, et.al (1995). **An Assessment of Literacy and Post Literacy Programs in Region 3**. Addis Ababa: IER/AAU.
- Albinson, F. et al (1985). "Strengthening of Community Skills Training Centers and Related Institutions in Ethiopia". Addis Ababa, Unpublished.
- Aniley A. (2006). "Situational, Institutional, Training Needs and Market Analysis of Machakel Woreda CSTCs." Addis Ababa, Unpublished.
- ANRS-Amhara National Regional State (1997). Non-formal Education and Training Program Strategy and Structure. Bahir Dar: Bahir Dar Printing Press.
- Belle, T. (1986). **Non-formal Education in Latin America and the Caribbean: Stability Reform or Revolution?** New York: McGraw.
- Best, J. W. and Kahn, J. V. (2003). **Research in Education (7th ed)**. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Bhola, H.B. (1988). **World Trends and Issues in Adult Education**. Paris: UNESCO.
- Biruk Mitiku (2006). "The Provision and Organization of Adult and Non-formal Education by Government and NGOs in Addis Ababa City Administration: A Comparative Approach." Unpublished MA Thesis: AAU.
- Bishop, G. (1989). **Alternative Strategies for Education**. London: Macmillan.
- Bock, J. & Papagiannis, G.(1983). **Non-formal Education and National Development: A Critical Assessment of Policy, Research and Practice**. New York: Praeger.
- BOFED- Bureau of Finance and Economic Development (2004). "Development Indicators of Amhara Region." Bahir Dar (unpublished).
- Boone, E.J. (1985). **Developing Programs in Adult Education**. New Jersey: Prentice-Hall Inc.

- Brace, N., Kemp, R. & Snelgar, R. (2006). **SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows - Versions 12 and 13 (3rd ed)**. New York: Palgrave Macmillan.
- Burckhardt, G. (1999). **Community Skills Training Centers-Ideas for New Concept**. Addis Ababa: IIZ/DVV.
- Byars, L. & Rue, W. (1987). **Human Resource Management, 2nd edition**. Iralin: Homewood.
- Carron, G. & Bordia, J. (1985). **Issues on Planning and Managing Basic Literacy Program**. Paris: UNESCO.
- Carron, G. & Hill-Carr, R. (1991). **Non-formal Education: Information and Planning Issues**. Paris: UNESCO.
- Coombs, P. & Ahmed, M. (1974). **Attacking Rural Poverty: How Non-formal Education can Help**. Baltimore: The Johns Hopkins University Press.
- Couch, V. Jams (1982). **Fundamentals of Statistics for the Behavioral Sciences**. New York: St. Martin's Press.
- CSA (2008). Federal Democratic Republic of Ethiopia (FDRE): **Annual Statistical Abstract**. Addis Ababa: CSA
- Derbessa Dufera (2004). **Fundamentals of Curriculum Development**. Addis Ababa: AAU Press.
- Duke, C. (1995). **Adult and Non-formal Education (2nd Ed)**. Oxford, New York: Pregmanon Press
- Evans, R.D. (1981). **The Planning of Non-formal Education**. Paris: IIEP.
- Fikru Wole (1996). **Policies, Practices and Problems of TVET in Ethiopia: Research Paper on situation of Children and Adolescents in Ethiopia**. Addis Ababa: AAU Printing Press.
- Firkre B., et.al (1999). **A Study on the Status of Non-formal Education in Some Regions of Ethiopia: ICDR**. Addis Ababa: Ourael Printing Press.
- Fluitman, F. (1989). **Training for Work in the Informal Sector**. Geneva: ILO.
- Gajanayakee, S. (1993). **Community Empowerment: A Participatory Training Manual on Community Project Development**. Deklab: Office of International.

- Gboku, M., Lekoko, N. R. (2007). **African Perspectives on Adult Learning: Developing Programs for Adult Learners in Africa**. Cape Town: UNESCO Institute for Lifelong Learning.
- Graham, H.T. (1983). **Human Resources Development**. Plymouth: Macdonald and Evans Ltd.
- Guluma Balcha (2002). "Organizational Management of CSTCs in Oromia Region." Unpublished MA Thesis: AAU, College of Education.
- Guruage, D. (1977). **General Principles of Management for Educational Planners and Administrators**. Paris: UNESCO.
- Habtamu W., H/Giorgis & Wanna L. (eds)(1999). **Non-formal Education in Ethiopia: An Overview of the Current Situation-EERA**. Addis Ababa: AAU Printing Press.
- Hallak, J. (1990). **Investing in the Future: Setting Educational Priorities in the Developing World**. Paris: Pergamon Press.
- Hildebrand, H. (1994). "Development-oriented Adult Education: Balancing between Impoverishment and Emancipatory Learning Process." **Adult Education and Development, No. 43**. Bonn: IIZ/DVV.
- Hope, A. & Sally, T. (1992). **Training for Transformation: A Handbook for Community Workers**. Harare: Mambo Press.
- IIZ/DVV (2001). **Focus on Adult and Non-formal Education in Ethiopia: NEWSLETTER, NO. 9**. Addis Ababa: IIZ/DVV.
- _____. (2005). **Adult Education and Development: The Symposium on Adult Education and Development, No. 22**. Addis Ababa: IIZ/DVV.
- _____. (2007). **Focus on Adult and Non-formal Education in Ethiopia: NEWSLETTER, NO. 20/21**. Addis Ababa: IIZ/DVV.
- _____. (2008). **Focus on Adult and Non-formal Education in Ethiopia: NEWSLETTER, NO. 22/23**. Addis Ababa: IIZ/DVV.
- ILO (2008). **Skills Development Through Community Based Rehabilitation (CBR)**. Geneva: ILO.

- Indabawa, S. & Mpofu, S. (2006). African Perspective Adults Learning: **The Social Context of Adult Learning in Africa**. Cape Town: UNESCO Institute for Education.
- Jarvis, P. (1990). **An International Dictionary of Adult and Continuing Education**. London: Routledge.
- Jemallu Jember (2009). "The Roles, Problems and Opportunities of CSTCs Programs in South Nations, Nationalities and People's Regional State (SNNPRS)." Unpublished MA Thesis: AAU, College of Education.
- Jember W/M., Adane T. & Tsehay J. (1996). **An Assessment of Training Needs in Adult Education**. Bahir Dar: Bahir Dar Teachers College in Collaboration with IIZ/DVV
- Kassahun Assefa (1997). **Managing Non-formal Education by NGOs in Ethiopia**. Addis Ababa: Alpha Printers.
- Knowles, M.S. (1980). **Applying Modern Principles of Adult Learning**. San Francisco: Jossey-Bass Publishers.
- _____. (1987). **The Modern Practice of Adult Education: From Pedagogy to Andragody**. New York: Association Press.
- Knowles, M.S. and Others (1998). **The Adult Learners: The Definitive Classic in Adult Education and Human Resource Development**. Texas: Gulf Publishing C.
- Knox, A.B. (1993). **Strengthening Adult and Continuing Education: A Global Perspective on Synergistic Leadership**. San Francisco: Jossey-Bass Publishers.
- Krishnaswami, R.O. & Ranganatham, M. (2007). **Methodology of Research in Social Sciences**. Delhi: Himalaya Publishing House.
- Lukiya, K., Kennth, O. & Godfrey, M. (2001). **Gender and Adult Education**. MPIGI – Uganda: Nsamizi Institute for Social Development.
- Maclachlan, L. (1996). **Making Project Management Work for You**. London: Library Association Publishing.
- Magnen, A. (1991). **Education Projects: Elaborations, Financing and Management**. Paris: UNESCO.

- Malone, S.E.& Arnove, R.F. (1998). **Planning Learner-centered Adult Literacy Programs**. Paris: IIEP, UNESCO.
- Mamo Kebede (1996). **Manpower Training in Adult and Non-formal Education: An International Perspective**. Addis Ababa: IIZ/DVV Project Office-Ethiopia.
- Mamo Kebede, et.al (1998). **Provision of Non-formal Alternatives for the Expansion of Educational Services**. Addis Ababa: Berhanena Selam Printing Press.
- McCollum, J. (1962). "Labor Education: Education, Training or Information". **Adult Education, Vol. XII, No. 1**. Pg 42-48. Illinois: Adult Education Association of U.S.A.
- Meleko, P. & Betz, R. (1995). **Training Manual for Non-formal and Adult Trainers**. Lesotho: Lesotho Distance Teaching Center.
- Merriam, Sharan (1977). **Adult Education: A Journal of Research and Theory, Vol. 27, No-4**. "Philosophical Perspectives on Adult Education: A Critical Review of Literature". New York: USA.
- Million Eshete (2006). "The management Problems of Community Skills Training Centers (CSTCs) in Amhara Region." Unpublished MA Thesis: AAU, College of Education.
- MOE (1972). "Education Sector Review: Summary Notes on Community Practicum." Addis Ababa: MOE (Unpublished).
- _____(1988). "Summarized Notes on CSTCs and Basic Development Education Programs." Addis Ababa: MOE, (Unpublished).
- _____(1994). **Transitional Government of Ethiopia (TGE): Education and Training Policy**. Addis Ababa: EMPDA
- _____(2004). **Non-formal Education: Flexible Schooling or Participatory Education**. University of Hong Kong: Kluwer Academic Publisher.
- _____(2005). **Education Sector Development Program (ESDP III): Program Action Plan**. Addis Ababa: Berhanena Selam Printing Enterprise.
- _____(2006). "National Adult Education Strategy". Unpublished Materials, Addis Ababa.
- _____(2007). Federal Democratic Republic of Ethiopia - Ministry of Education: **Annual Educational Statistical Abstract**. MOE: Addis Ababa.

- _____ (2008). Federal Democratic Republic of Ethiopia: National Report on the Development and State of the Art of Adult Learning and Education (ALE). Addis Ababa: MOE, FDRE: Addis Ababa – Ethiopia.
<http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTE/UIIL/confintea/pdf/National Reports/Africa/Africa/Ethiopia.pdf> Retrieved from Internet on Nov. 2/2009.
- MOTI (1997). **Micro & Small Enterprises Development Strategy**. Addis Ababa: MOTI
- Mulate D. & Wolday A. (2000). “An Overview of Training Programs and Approaches for the Informal Sector in sub-Saharan Africa.” **Easter Africa Social Science Research Review, Vol. XVI, No. 2**. Addis Ababa. OSSREA.
- Müller, J. (1997). “Literacy and Non-formal Basic Education - Still a Donors’ Priority.” **Adult Education and Development, No. 48**, Pg.37-60. Bonn: IIZ/DVV.
- Nanayan, D. (1995). **The Contribution of People’s Participation: Evidence from 121 Rural Water Supply Projects**. Washington D.C.: The World Bank.
- Oakley, P. (1991). **Projects with People: The Practice of Participation in Rural Development**. Geneva: ILO.
- OESPO (1999). “Oromia Comprehensive Education Study: Non-formal Education.” Addis Ababa: Oromia Economic Study Project Office (OESPO), (Unpublished).
- Omoruyi, F.E.C. (2004). Evaluating the Effectiveness of National Youth Employment and Vocational Skill Acquisition Program in Mid-Western Nigeria. **Adult Education and Development, Vol. 62**. Bonn: IIZ/DVV.
- Onyishi, C.J. (2004). “Eradication of Poverty Through Women’s Participation in Adult and Non-formal Education: A Study of Nsukka in Enugu State of Nigeria.” **Adult Education and Development, NO, 62**, Pg. 33-42. Bonn: IIZ/DVV.
- Reizen, K.V. (1996). “Non Formal Education and Community Development: Improving the Quality”. **Convergence IJAE, Vol. 29, No. 1**. Toronto: ICAE
- Rogers, A. (1992). **Adults Learning for Development**. London: Cassel Educational Ltd.
- _____. (2004). **Non-formal Education: Flexible Schooling or Participatory Education**. Hong Kong: Kluwer Academic Publisher

- Samuel Asnake (1998). "Some Determinants of Rural Adults' Voluntary Participation Towards Non-formal Education Programs Planning: The Case of West Oromiya." Unpublished MA Thesis: AAU.
- _____ (2005). "Training of Adult Educators". **Adult Education and Development**, No. 22, Pg. 264-283. Addis Ababa: IIZ/DVV.
- Sessay, B.S. (1997). "NGOs and Rural Development in Sierra Leone." **Adult Education and Development, No. 48**, pg.245-254. Bonn: IIZ/DVV.
- Solomon Inquai (1997). **Adult Education in Ethiopia: A historical Sketch**. Addis Ababa: IIZ/DVV Project Office –Ethiopia.
- Sork, T. & Caffarellas, S. (1989). **Handbook of Adult and Continuing Education: Planning Programs for Adults**. London: Jossey-Bass Publishers.
- Ssereo, F. (2007). "UNESCO Programs to Promote Literacy and Skills Training for Youth and Adults". **Adult Education: Skills Training, Literacy and Education for Youth and Adults in Ethiopia**, No.21, Page 10-22. Addis Ababa: IIZ/DVV.
- Tebikew Yenet (2009). "The Management of Alternative Basic Education Program in Amhara Region." Unpublished MA Thesis: A.A.U.
- Tekeste Negash (1996). **Rethinking Education of Ethiopia**. Uppsala: Nordisk Africa Institution.
- Temesgen D. (2009). Major Factors Influencing Women's Participation in Adult and NFE Program Planning in East and West Gojam Zones. MA Thesis (Unpublished), AAU.
- Tilahun Workneh (1994). "Training of Adult Educators in Ethiopia: Retrospective and Prospective." In Marcus, G. (ed), **New Trends in Ethiopian Studies: Papers of the 12th International Conference of Ethiopian Studies, Vol. I**, Pg. 239-253. Lawrenceville: The Red Sear Press Inc.
- Tsegaye Tiruneh (2009). "The Relevance, Performance and Problems of CSTCs in West Gojam Administrative Zone of Amhara National Regional State: The Case of Burie and Jabitehinan Woredas." Unpublished MEd Thesis: A.A.U, College of Education.

- Vollmann, W. (2001). **Literacy and Non-Formal Education in E-9 Countries**. Paris: UNESCO.
- Wanna Laka (1999). "Experiences of Other Developing Countries and Lessons to Learn about Non-formal Education". **Non-formal Education in Ethiopia: An Overview of the Current Situation-EERA..** Addis Ababa: AAU Printing Press.
- Wellings, J. (1987). "Planning a Major Program of Continuing Education." **Bulletin of UNESCO Principal Regional Office for Asia and the Pacific, No. 28**. Paris: UNESCO.
- World Bank (1988). **Education in Sub-Saharan Africa : Policies for Adjustment, Revitalization and Expansion**. Washington: World Bank.
- _____ (1994). **Making Development Sustainable: From Concepts to Action**. Washington D.C.: The World Bank.
- _____ (1996). "Skills for Development." **Adult Education and Development, No. 46**, Pg. 197-204. Bonn: IIZ/DVV.
- Zaudneh, Y. (1994). **Non-formal Training in Secondary School Leavers for Self-Employment in Small-scale Industries**. Addis Ababa: EMPDA.
- Zewdie Getahun (2009). "Factors Affecting the Implementation of CSTCs Program: The Case of Awi Zone in Amhara Region." Unpublished MA Thesis": AAU.
- በአማራ ብሄራዊ ክልላዊ መንግስት፣ የደቡብ ጎንደር አስተዳደር ዞን አቅም ግንባ መምሪያ የ5 ዓመት ስትራቴጂክ ዕቅድ (ከ2003-2007 ዓ.ም)፡፡ ደብረ ቦር (ያል ተመ)፣ ሐምሌ 2002 ዓ/ም፡፡
- በአማራ ብሄራዊ ክልላዊ መንግስት የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ኤጀንሲ. "የንግድ ሥራ ማበልፀጊያ ማዕከላት አስተዳደር ማኅቀል"፡፡ ባህር ዳር (ያል ተመ)፣ ህዳር 2000 ዓ/ም፡፡

Appendix-A

Addis Ababa University
School of graduate Studies
Department of Curriculum and Teachers professional Development Studies
Program: Adult Education and Lifelong Learning

A questionnaire to be filled by the skills training programs **Coordinators & Deputies** of CSTCs and Training **Experts** in Micro and Small Enterprises and Industries Promotion (MSEIP) Offices at Zone and Woreda levels.

This questionnaire is designed for the study entitled “**The Organization and Management of Non-formal Skills Training Programs in South Gonder Administrative Zone**”

The main purpose of this questionnaire is to collect relevant and appropriate data concerning on the above title at CSTCs and to provide some possible recommendations for the encountered problems if there are any. Thus your **genuine, frank and timely response** is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it **honestly and responsibly**.

Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your responses by **circling** the letter, or by putting the mark “**X**” in the given table, or by giving a short responses where necessary.
4. Please be as brief as possible in responding the open-ended question

Thank You in Advance for your heartfelt collaboration!

Part I: Personal Information of the Respondents

1. Woreda _____ Sex _____ Age _____
2. Marital status
A. Married B. Unmarried C. Divorced/Widowed
3. Educational Level
A. Grade 8 and Below D. TTI or TVET Graduate
B. Grade 9-10/12 E. Diploma
C. Grade 10/12 Complete F. BA/BSc or MA/MSc
4. Field of specialization (Subject Area) _____
5. Current Position (Work Responsibility) _____
6. Work Experience (Service years): In total _____, in current position _____

Part II: Issues Related to Training Program

1. How much is your working interest in the area related with the training programs of CSTC?
A. Very high B. High C. Medium D. Low E. Very low

- 5 Is there continuous assessment conducted on the training programs?
 A. Yes B. No
6. If your response to Qn. No. 5 is “Yes” how do you evaluate the level of continuous assessment?
 A. Very low B. Low C. Medium D. High E. Very high
7. How do you evaluate the situation of experience sharing among trainees during and after the training time?
 A. Very low B. Low C. Medium D. High E. Very high
8. In current practice, what is the body that has overall management responsibility of CSTC and to whom the center directly reported?
 A. Woreda Council C. Woreda Committee
 B. Woreda MSEIP office D. Other _____
9. Who are the member bodies (offices) of the management committee at woreda level?
 1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____
10. What is your suggestion about the organization of management committee members?

11. How often the woreda management committee meets in dealing about the issues of CSTC?
 A. Weekly D. Per six months
 B. Monthly E. Per a year
 C. Per three months F. Other _____
12. Are the duties and responsibilities of woreda MSEIP office and CSTC, other concerned bodies of skill training programs clearly stated?
 A. Yes B. No
13. Has the CSTC an organizational structure which is clear and convenient for work?
 A. Yes B. No
14. The following points in the table indicate organizational and management activities of the training programs in CSTCs. Give your Responses for each by putting “X” in the space provided in order to rate their levels.

VL=Very Low L= Low M=Medium H=High VH=Very High

Activities	Rating Levels				
	VL	L	M	H	VH
Organizations and Management Functions					
Coordination of woreda management committee to perform CSTC programs?					
Relationship among the regional, zonal and woreda levels concerned bodies and CSTC for skills training programs?					
Overall effectiveness of the organization and management of skills training programs in CSTC?					
Appropriateness of organizational structure of CSTC to perform its tasks					
Level of transparency and accountability on the activities of CSTC programs					
Resources management ability in the center					
Activity of needs assessment before training					
Existence of target groups identification					
Level of trainees encouragement					
Level of coordination between trainees, trainers and coordinators of CSTSs					

Activities	VL	L	M	H	VH
Level of flexibility in admission criteria and training time schedules					
Administrative Contents and Procedures					
Presence of clearly defined authorities, duties and responsibilities of tasks					
Effectiveness, efficiency and flexible administrative structure					
Existence of clear administrative and accounting procedures					
The execution of roles and responsibilities					
Level of clear authority delegation practices					
Establishment and application of management information system					
Documentation practices (recording, reporting, etc) in the center					
Level of relationships and accessibility in the managerial hierarchy					
Presence of supportive guidelines, rules, regulations, etc					

VL=Very Low L= Low M=Medium H=High VH=Very High

Part V: The following are issues related to internal and external factors/problems that affect the success of training programs in CSTC. Put "X" on the space provided in order to rate the levels.

Factors	Rating levels				
	VL	L	M	H	VH
Institutional Capacity					
Availability adequate facilities in the center					
Coordinator' ability to manage and organize the programs of CSTCs					
Availability of training materials and equipment					
Level of budget allocations to the center					
Man power assignment as the structure to the training center					
Availability of raw materials					
Presence of modern training machines					
Presence of qualified and experienced trainers					
Presence of sufficient, competent, committed and qualified staff					
Center's capacity to generate internal income and fund raising					
Policy Supports and other issues					
Existence of markets for trainees' products					
The all-round support of CSTC graduates in work areas					
Level of trainees follow-up after the completion of training					

Open –ended questions to support the responses of closed-ended ones

A. Explain shortly about the situations of skill training programs provided in CSTCs based on the following areas.

1. Organizations and Management Functions _____

2. Institutional Capacity _____

3. Policy supports and other issues _____

B. General opinions of respondents about the problems and recommended solutions of skill training programs

1. What are the major organizational and management problems in encountering the success of the skills training programs in CSTC? _____

2. What do you recommend (strategies and solutions) in tackling the problems that you have identified on the above Qn No 1? _____

3. Any suggestions and comments if you have _____

Appendix-B

Addis Ababa University
School of graduate Studies
Department of Curriculum and Teachers professional Development Studies
Program: Adult Education and Lifelong Learning

A questionnaire to be filled by the skills training programs **Trainers** in CSTCs.

This questionnaire is designed for the study entitled **“The Organization and Management of Non-formal Skills Training Programs in South Gonder Administrative Zone”**

The main purpose of this questionnaire is to collect relevant and appropriate data concerning on the above title at CSTCs and to provide some possible recommendations for the encountered problems if there are any. Thus your **genuine, frank and timely response** is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it **honestly and responsibly**.

Note:- Dear participant, please read carefully the instructions below before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your responses by **circling** the letter, by putting the mark **“X”** in the given table, or by giving a short responses where necessary.
4. Please be as brief as possible in responding the open-ended questions.

Thank You in Advance for your heartfelt collaboration

Part I: Personal Information of the Respondents

1. Woreda _____ Sex _____ Age _____
2. Marital status
A. Married B. Unmarried C. Divorced/Widowed
3. What is your current educational level?
A. Grade 4 and Below D. TVET Graduate
B. Grade 5-10 E. Other _____
C. Grade 10/12 Complete
4. If you are TVET graduated, your field of specialization (subject area) _____
5. Previous occupation _____
6. Work Experience (Service years) in CSTC as a trainer _____

Part II: Issues Related to Training Program

1. How much you are interested to work in CSTC?
A. Very high B. High C. Medium D. Low E. Very low

14. In addition to skills training, what training programs are provided in CSTC? *(If you select more than one answer, give ranks to them)*
- A. Basic health education
 - B. Family planning
 - C. Resources management
 - D. Basic agriculture education
 - E. Entrepreneurship and business management
 - F. If any other, please specify _____
15. Do you think that the duration of training program is sufficient to acquire the intended skills?
- A. Yes B. No
16. In your locality, are there socially neglected/undermined artisans or handicraft skills?
- A. Yes B. No
17. If your response to Qn No 16 is “Yes”, please mention the main neglected types of skills.
- _____
- _____
18. In your local area, do communities willing to be trained in handicraft skills at CSTC?
- A. Yes B. No
19. If your response to Qn No 18 is “No”, what are the main reasons? _____
- _____
20. Are there training manuals for different skill types in the center?
- A. Yes B. No.

Activities	Rating Levels				
	VL	L	M	H	VH
21. The attitude communities towards trainees and the training centers (CSTCS					
22. The awareness of trainees towards the skill training programs in CSTCs					
23. The overall contribution of skills training programs of CSTC to facilitate and improve community development in general, and individual’s life in particular					

VL=Very Low L= Low M=Medium H=High VH=Very High

Part III: Involvement of stakeholders (Communities, Government, NGOs, Trainees, Trainers, and others).
Give your response *by marking one “X” in each box to indicate their level of participation.*

Participation Areas	Level of Participation				
	VL	L	M	H	VH
1. The participation of local community in the training programs of CSTC					
2. The involvement of NGOs to support the training programs in CSTC					
3. The support of the government (Regional, Zonal, and Woreda levels) for skill training programs in CSTC					
4. Trainees’ involvement in the planning of skills training programs					

VL=Very Low L= Low M=Medium H=High VH=Very High

Part IV: Organization and Management practices in the Training Centers

1. Who are the participants in the planning skills training programs in CSTC? *(If you select more than one answer, give ranks for them)*
- A. Coordinators of CSTC B. Trainees C. Trainers D. Management committee
 - E. Woreda MSEIP office F. If any other _____

2. Is monitoring and evaluation conducted on the programs of CSTCs? A. Yes B. No

3. If your response to Qn No 2 is “Yes”, how often it is conducted?
 A. Monthly B. Weekly C. Twice a month D. At the end of the program
4. By whom the activity of monitoring and evaluation of the training program is conducted on CSTCs? (If you select more than one answer, give their ranks)
 A. CSTC Coordinators B. Committee members
 C. Woreda Micro & Small Enterprises and Industries Promotion office
 D. Trainers E. Trainees F. If any other _____

Functions	Rating levels				
	VL	L	M	H	VH
5. Level of identifying the specific target groups to be helped most in skill training					
6. Practices of needs assessment before the training					
7. Situation of resources management in the center					
8. Situation of trainees encouragement					
9. Practices of coordination among trainees, trainers and coordinators					
10. Situation of admission criteria and training schedule					

Part VI: The following factors can affect the success of the training programs provided in CSTC. By marking “X”, please indicate the level of problems in affecting skills training programs. Put only one “X” for each option.

VH =Very High H =High M =Medium L =Low VL =Very Low

Factors	Rating levels				
	VL	L	M	H	VH
Institutional Capacity					
Availability of adequate facilities in the center					
Coordinator’ ability to manage and organize the training programs in the center					
Availability of training materials & equipment					
Level of budget allocation to the center by the government					
Man power assignment in the structure					
Availability of raw materials for training					
Presence of modern training machines					
Presence of qualified and experienced trainers					
Presence of sufficient, competent, committed and qualified staff					
Centers’ capacity to generate internal income and fund raising activities					
Policy Supports and Other Issues					
Accessibility of markets for trainees’ products					
Level of all-round supports in different aspects to graduates in work areas					
The practice of trainees follow-up after graduation					

Part V: General Opinions of the Respondents

1. According to your observation, what are the main problems of community skills training center (CSTC) to provide the skills training programs? _____
- _____
2. What solutions do you suggest in order to improve the non-formal skills training programs in CSTC for the future? _____
- _____

Appendix-C

Addis Ababa University
School of graduate Studies
Department of Curriculum and Teachers professional Development Studies
Program: Adult Education and Lifelong Learning

A questionnaire to be filled by the skills training programs **Trainees** in CSTCs.

This questionnaire is designed for the study entitled “**The Organization and Management of Non-formal Skills Training Programs in South Gonder Administrative Zone**”

The main purpose of this questionnaire is to collect relevant and appropriate data concerning on the above title at CSTCs and to provide some possible recommendations for the encountered problems if there are any. Thus your **genuine, frank and timely response** is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it **honestly and responsibly**.

Note:- Dear participant, please read carefully the instructions bellow before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your responses by **circling** the letter, by putting the mark “**X**” in the given table, or by giving a short responses where necessary.
4. Please be as brief as possible in responding the open-ended question

Thank You in Advance for your heartfelt collaboration

Part I: Personal Information of the Respondents

1. Woreda _____ Sex _____ Age _____
2. Marital status
A. Married B. Unmarried C. Divorced/Widowed
3. What is your current educational level?
A. Unable to read and write D. Grade 9-10/12
B. Grade 1-4 E. Grade 10/12 complete
C. Grade 5-8

Part II: Issues Related to Training Program

1. What is your previous occupation before the training?
A. Farmer B. Daily laborer C. Jobless
D. Artisan E. House Lady F. Other _____
2. How did you get the chance of the training (the way you were selected)?
A. By their own request/volunteer
B. By the recommendation of Kebeles/Cooperatives
C. If any other, please specify _____

VL=Very Low L= Low M=Medium H=High VH=Very High

Activities	Rating Levels				
	VL	L	M	H	VH
17. The attitude communities towards trainees and the training centers (CSTCS)					
18. The awareness of trainees towards the skill training programs in CSTCs					
19. The overall contribution of skills training programs of CSTC to facilitate and improve community development in general, and individual's life in particular					

Part III: The following questions are designed to assess trainees' involvement in relation to organization and management practices of the training programs in CSTC. Please put your response by marking "X", on the space provided in the table.

Participation Areas	Yes	No	I do not know
Planning and Decision making			
Have you discuss about the problems of community with coordinators?			
Were you asked about the skill that you want to train?			
Were you informed about the training duration?			
Are you interested more about the skill in attending now?			
Program Implementation			
Is there a trainees' committee in the center?			
Do you have a right to comment on the training program?			
Are you willing to contribute labor and/or money to the training center?			
Are you participating as multiplier upon training program completion?			
Program Evaluation			
Is there frequent discussion among trainees, trainers, and coordinators?			
Do trainers and coordinators encourage the trainees to give comments on lessons continuously?			
Do you think the training relevant for your future life and the community at all?			
Do you feel that CSTC is important to the community?			

Part IV: Organization and Management Practices in the Training Centers

- As a program beneficiary, in which activity or activities did you participate? *(If you select more than one answer, put them in order)*
 - On needs assessment
 - On the choice of training schedule (time & place)
 - On program planning and management
 - On program implementation
 - I didn't participate
 - If any other, _____
- Who are the participants in the planning of skills training programs in CSTC? *(If you select more than one answer, put them in order)*
 - Coordinators of CSTC
 - Trainees
 - Trainers
 - Management committee
 - Woreda MSEIP office
 - If any other _____
- Is monitoring and evaluation conducted in the training programs of CSTC?
 - Yes
 - No

4. If your response to Qn No 3 is “Yes”, how often is it conducted?
 A. Monthly B. Weekly C. Twice a month
 D. at the end of the program
5. By whom the activity of monitoring and evaluation of the training programs is conducted at CSTC? (*If you select more than one answer, give ranks for them*)
 A. CSTC Coordinators B. Committee members
 C. Woreda Micro & Small Enterprises and Industries Promotion office
 D. Trainers E. Trainees F. If any other _____

VL=Very Low L=Low M=Medium H=High VH=Very High

Functions	Rating levels				
	VL	L	M	H	VH
6. Level of identifying the specific target groups to be helped most in skill training					
7. Practices of needs assessment before the training					
8. Situation of resources management in the center					
9. Situation of trainees encouragement					
10. Practices of coordination among trainees, trainers and coordinators					
11. Situation of admission criteria and training schedule					

Part IV: The following factors can affect the success of the training programs which are providing in CSTC. By marking only one “X” for each option, please indicate the rating levels.

Factors	Rating Levels				
	VL	L	M	H	VH
Institutional Capacity					
Availability of adequate facilities in the center					
Coordinator` ability to manage and organize the training programs in the center					
Availability of training materials and equipment					
Level of budget allocation to the center by the government					
Man power assignment in the structure					
Availability of raw materials for training					
Presence of modern training machines					
Presence of qualified and experienced trainers					
Presence of sufficient, competent, committed and qualified staff					
Policy and Other Related Problems					
Accessibility of markets for trainees` products					
Level of all-round supports in different aspects to graduates in work areas					
The practice of trainees follow-up after graduation					

Part V: General Opinions of the Respondents

According to your observation, what are the main problems community skills training center (CSTC) to provide the skills training programs? _____

What solutions do you suggest in order to improve the non-formal skills training programs in CSTC for the future? _____

Appendix-D

**አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ጥናት ትምህርት ቤት**

በማህበረሰብ ክህሎት ሥልጠና ማዕከላት (ማክሥማ) በተለያዩ ሙያዎች በመሠልጠን ላይ በሚገኙ ሠልጣኞች የሚሞላ መጠይቅ።

ይህ መጠይቅ የተዘጋጀው « በደቡብ ጎንደር አስተዳደር ዞን መደበኛ ባልሆኑ የክህሎት ሥልጠና ፕሮግራሞች አደረጃጀትና አመራር» በሚል ርዕስ ዙሪያ ጥናት ለማድረግ ታስቦ ነው።

የዚህ መጠይቅ ዓብይ ዓላማ በወረዳ ማክሥማዎች የሚሰጡ የተለያዩ የክህሎት ሥልጠናዎች አደረጃጀትና አመራርን በሚመለከት ጥናት ለማካሄድ ጠቃሚና ትክክለኛ መረጃዎችን ለመሰብሰብና የታዩ ችግሮች ካሉ የመፍትሄ አቅጣጫ ለመጠቀም ነው። ስለሆነም የእርስዎ እውነተኛ፣ ግልፅና ወቅታዊ/ፈጣን ምላሽ ጥናቱ ሙሉና የተሳካ እንዲሆን ጉልህ አስተወፅዖ ስላለው ይህን መጠይቅ በታማኝነትና ሀላፊነት በተሞላበት ሁኔታ እንዲሞሉልኝ ከፍተኛ ትብብርዎን በአክብሮት እጠይቃለሁ።

ማሳሰቢያ፡- ክብር/ክብርት ተሳታፊ ፣ መጠይቁን መሙላት ከመጀመርዎ በፊት እባክዎ የሚከተሉትን ተዕዛዞች በጥንቃቄ ያንብቡ።

1. ለጥያቄዎቹ የሚሰጡዎቸው መልሶች ዓላማቸው ለትምህርታዊ ጥናት ብቻ የሚዉሉ መሆናቸውን እያረጋገጥኩ ሚስጥራዊነታቸውም የተጠበቀ ይሆናል።
2. ስምዎን መሳፍ አያስፈልግም
3. እያንዳንዱን ጥያቄ በቅደም ተከተል በጥንቃቄ በማንበብ መልሱ የሚሰጡት ፊደሉን በማክበብ፣ ከሠነጠረዥ ዉስጥ የ«X» ምልክት በማድረግ ወይም እንደአስፈላጊነቱ በባዶ ቦታዉ አጭር ፀሀፍ በማስቀመጥ ነው።
4. ማብራሪያ ለሚጠይቁ ክፍት ጥያቄዎች መልስዎ በተቻለ መጠን አጭርና ግልፅ ይሁኑ።

ስለተደረገልኝ ቀና ትብብር በቅድሚያ ክልብ አመሰግናለሁ።

ክፍል አንድ፡- የሠልጣን መልስ ሰጭዎች የግል ሁኔታ መረጃ

1. የሚገኙበት ወረዳ _____ ያታ _____ ዕድሜ _____
2. የጋብቻ ሁኔታ ሀ. የገባ/ች ለ. ያላገባ/ች ሐ. የፈታ/ች ወይም ጋለሞታ
3. የትምህርት ደረጃ ሀ. ማንበብና መሳፍ የማይችል ለ. ከ1-4ኛ ክፍል
ሐ. ከ5-8ኛ ክፍል መ. ከ9-10ኛ/12ኛ
ሠ. 10ኛ/12ኛን ያጠናቀቀ/ች

ክፍል ሁለት፡- የሥልጠና ፕሮግራሙን የሚመለከቱ ጉዳዮች

1. ወደ ሥልጠና ከመምጣትዎ በፊት የእርስዎ ሥራ ምን ነበር?
ሀ. ገበሬ ለ. የቀን ሠራተኛ ሐ. ሥራ አጥ
መ. የዕድ ጥበብ ባለሙያ ሠ. የቤት እመቤት ረ. ሌላ ካለ _____
2. ይህን የሥልጠና ዕድል እንዴት ሊያገኙ ቻሉ ወይም እንዴት ተመረጡ?
ሀ. በራሴ ጥያቄ ወይም ፈቃደኝነት ለ. በቀበሌ ወይም በማህበራት ድጋፍና ትብብር
ሐ. ሌላ ካለ ይገለፅ _____

16. የአካባቢው ህ/ሰብ በማክሰማ ዉስጥ ለሚሠለጥኑ/ለሠለጠኑ ሠልጣኞችና ለማዕከሉ ያለውን አመለካከት እንዴት ይገልፁታል?

ሀ. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. በጣም ከፍተኛ

17. በማክሰማ ዉስጥ በሚሰጡ የክህሎት ሥልጠና ፕሮግራሞች ላይ የሠልጣኞችን ግንዛቤ እንዴት ይገልፁታል?

ሀ. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. በጣም ከፍተኛ

18. በእርስዎ አስተያየት በማዕከሉ የሚሰጡ የሙያ ሥልጠና ፕሮግራሞች የአካባቢውን ህ/ሰብ ዕድገት በተለይ የሠልጣኝ ግለሰቦችን የኑሮ ሁኔታ ከማሻሻልና ከማፋጠን አንጻር የሚያበረክቱትን አስተዋፅዖ እንዴት ይገመግሙታል?

ሀ. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. በጣም ከፍተኛ

19. በማሠልጠኛ ተቋሙ ለሚሰጡ የሥልጠና ዓይነቶች የማሠልጠኛ ማኑዋሎች አሉ?

ሀ. አሉ ለ. የለም

ክፍል ሦስት:- በዚህ ክፍል ዉስጥ የተካተቱት ጥያቄዎች በማዕከሉ ዉስጥ እየተሰጡ ባሉ የሥልጠና ፕሮግራሞች ከአደረጃጀትን ከአመራር ጋር በተያያዘ የሠልጣኞችን ተሳትፎ ለመዳሰስ እንዲያስችሉ ታስበው የተዘጋጁ ናቸው። በጥያቄዎቹ ፊት ለፊት ባለው የሠንጠረዥ ክፍት ቦታ ዉስጥ አንድ ብቻ የ«X» ምልክት በማድረግ ይግለፁ።

የተሳትፎ ተግባራት	አሉ	የለም	አላዉቅም
ዕቅድ ዝግጅትና ዉሳኔ አሰጣጥ			
በአካባቢው ህ/ሰብ ችግሮች ዙሪያ እርስዎ ከማዕከሉ አስተባባሪዎች ጋር የሚደርጉት ዉይይት አለ?			
መሰልጠን በሚፈልጉት የሙያ ዓይነት የመጠየቅና የመወሰን ሁኔታ አለ?			
በሥልጠና የጊዜ መጠንና አጠቃቀም ዙሪያ ሠልጣኞችን የማማከር ሁኔታ አለ?			
አሁን እየሰለጠኑበት ባለው ሙያ እርስዎ ፍላጎት አለዎ?			
የሥልጠና ፕሮግራም አተገባበር			
በማዕከሉ በሠልጣኞች የተመረጠ የሠልጣኝ ኮሚቴ አለ?			
እርስዎ በሥልጠና ፕሮግራሙ ዙሪያ አስተያየት የመስጠት መብት አለዎ?			
እርስዎ በጉልበትም ሆነ በገንዘብ ለማዕከሉ የሚያበረክቱት አስተወፅዖ አለ?			
እርስዎ የሥልጠና ፕሮግራሙ አስኪጠናቀቅ ድረስ የሚደርጉት ሁለንተናዊ ተሳትፎ አለ?			
የሥልጠና ፕሮግራም ግምገማ			
በሠልጣኞች፣ በአሰልጣኞችና በማዕከሉ አስተባባሪዎች መካከል የሚደረግ ተከታታይ ዉይይትና ግምገማ አለ?			
አሰልጣኞችና የማዕከሉ አስተባባሪዎች ሠልጣኞችን ለመደገፍና ለማበረታታት የሚያደርጉት ጥረት አለ?			
ሥልጠናዉ ለእርስዎ የወደፊት ህይወትና ለአካባቢው ህ/ሰብ የሚሠጠው ጥቅም አለ?			
በእርስዎ አስተሳሰብ የማሠልጠኛ ማዕከሉ መኖር ለአካባቢው ህ/ሰብ የሚሠጠው ጥቅም አለ?			

ክፍል አራት: በማክሰማ ዉስጥ የአደረጃጀትና የአመራር ተግባራትን የሚመለከቱ ግዳዮች

1. እንደ ፕሮግራሙ ተጠቃሚነትም ከሚከተሉት ተግባራት ዉስጥ በየትኞቹ ተሳትፏዎል? (አንድ በላይ ከመለሱ በቅደም ተከተል ደረጃቸዉን ይግለፁ)

- ሀ. በፍላጎት ዳሰሳ ጥናት
- ለ. በሥልጠና ፕሮግራም የጊዜ ሰሌዳ (ቦታና ጊዜ) አመራረጥ
- ሐ. በሥልጠና ፕሮግራም ዕቅድና አመራር
- መ. በሥልጠና ፕሮግራም አተገባበር/አፈፃፀም
- ሠ. የተሳተፍኩበት ተግባር የለም
- ረ. ሌላ ካለ ይገለፅ _____

በዝ=በጣምዝቅተኛ ዝ=ዝቅተኛ መ =መካከለኛ ከ=ከፍተኛ በከ=በጣምከፍተኛ
 የችግሩ ዓይነት

የችግሩ ዓይነት	የችግሩ ደረጃ/መጠን				
	በዝ	ዝ	መ	ከ	በከ
የማሠልጠኛ ማዕከሉ አቅም					
የተለያዩ ቁሳቁሶች(facilities) በበቂ የመግለጫ ሁኔታ					
የማዕከሉ አስተባባሪ የአመራር ብቃትና ሥራን የማስተባበር አቅም					
የሥልጠና ቁሳቁሶች (Materials & Equipment) የአቅርቦት/የመግለጫ ሁኔታ					
ለማዕከሉ የሚመደቡ ዓመታዊ የበጀት መጠን					
በማዕከሉ መዋቅር መሠረት የተመደበለት የሰው ሀይል					
ለሥልጠና አገልግሎት የሚወጡ የጥሬ ዕቃ(raw materials) አቅርቦት					
ዘመናዊ የማሠልጠኛ ማሻገሮች የአቅርቦት ሁኔታ					
በቂ ክህሎትና ልምድ ያላቸውን አሰልጣኞች የመመደብ/የመቅጠር ሁኔታ					
በማዕከሉ በቂ ፣ ተወዳዳሪ ፣ ቁርጠኛና የሰለጠኑ ባለሙያዎች የመገኘት ሁኔታ					
የመንግስት ፖሊሲ ድጋፍና ተያያዥ ጉዳዮች					
ለሠልጠኞች የሥራ ወጤቶች የገበያ ጎስፍርና ምቹነት					
ከሥልጠና በኋላ በሥራ አካባቢ ለተመራቂዎች የሚደረጉ ሁለንተናዊ ድጋፎች					
ከምረቃ በኋላ በማዕከሉ የሠለጠኑን ሠልጣኞች ወጤታማነት በሚመለከታቸው አካላት የመከታተል ሁኔታ					

ክፍል ስድስት:- አጠቃላይ የሠልጣኞች አስተያየት

1. በእርስዎ እይታ በማሠልጠኛ ማዕከሉ (በማክሥማዉ) የሙያ ሥልጠና ፕሮግራሞችን ለመስጠት የማዕከሉን አደረጃጀትና አመራርን በሚመለከት የሚስተዋሉ ዋና ዋና ችግሮች ምን ምን ናቸው?

2. በማዕከሉ የሚስተወሉትን ችግሮች ለማቀለል/ለማስወገድ እርስዎ ምን ምን መፍትሄዎችን ይጠቁማሉ?

Appendix-E

Addis Ababa University
School of graduate Studies
Department of Curriculum and Teachers professional Development Studies
Program: Adult Education and Lifelong Learning

Interview questions to be answered by the **Heads** of Zonal and Woreda Micro and Small Enterprises and Industries Promotion Offices.

The purpose of this interview is to gather relevant and appropriate data concerning on the organization and management aspects of non-formal skills training (NFST) programs from the Heads of Zonal and Woreda Micro and Small Enterprises and Industries Promotion Offices in South Gonder Zone. The information collected from you will be used only for academic research purpose. Hence, you are requested to provide valuable information **honestly** and **frankly**.

Thank You in Advance for your heartfelt collaboration!

Interview Date _____ Time _____ Place _____

Background Information of the Interviewee

Sex _____ Age _____ Educational Level _____

Field of Study _____

Total Service years _____, and service years in current position _____

Questions on skill training programs of CSTCs

1. What is the current condition of skills training programs of CSTCs in the Zone/Woreda?
2. How do you explain the role of government, NGOs and communities currently in supporting CSTCs in the Zone/woreda?
3. What was the main objective for the transfer of CSTCs from REB to MSEIP Agency in the Region?
4. How do you explain the new organizational and structural arrangement concerning CSTCs in the Region?
5. How do you express the interest of the target groups to participate in the skills training programs at CSTCs?
6. How do you select trainees and trainers for community skills training centers?
7. How do you evaluate the contributions of CSTCs for the development of Micro and Small Enterprises (MSEs) to the creation of job opportunities and income generation?
8. How do you evaluate the institutional capacity of CSTCs to offer skills training programs?
9. How the Regional/Zonal/Woreda concerned bodies do conduct the activity of monitoring and evaluation about skills training programs?
10. What are the major reasons/problems that weakened the capacity of CSTCs to provide skills training programs in the Zone/Woreda?
11. What attempts were made to avoid or minimize the problems?
12. What do you recommend to improve the current conditions of skills training programs in CSTCs?
13. If you have any comment, _____

Appendix-F

Addis Ababa University
School of graduate Studies
Department of Curriculum and Teachers professional Development Studies
Program: Adult Education and Lifelong Learning

Observation Checklists and Guidelines in observing the capacity of community skills training centers.

The purpose of observing the CSTCs is to know their capacities in terms of facilities, training materials and equipment, manpower, guideline documents, etc.

Observation Date _____ Time _____

Name of Woreda _____ Center Name _____

1. Does the training center have adequate and qualified man power? _____

2. Facilities availability and quality in the center

No	Facility Type	Availability		Quantity	If Available			Remark
		Available	Not Available		Current Condition			
					Very Good	Good	Out of Service	
1	Training rooms							
2	Workshops							
3	Hand tools/machineries							
4	Multipurpose hall							
5	Store							
6	Dormitory							
7	Office							
8	Latrine							
9	Demonstration area							
10	Any other:							

3. Availability of Training Tools and Equipment

No	Tools and Equipment	Qt	Condition			Remark
			Very Good	Good	Out of Service	

4. List of available manuals and guidelines documents

በአሜሪካ ብሔራዊ ክልላዊ መንግስት

የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ
ኤጀንሲ

የንግድ ሥራ ማጠልጠያ ማከላት አስተዳደር ማኑዋል

ታህሳስ 2000

ባህር ዳር

መግቢያ

የጥቃቅንና አነስተኛ ንግድ ስራዎች ወደላቀ ደረጃ ለማሻገር ይችሉ ዘንድ የድጋፍ ሰጪ ተቋማት ማጠናከር አስፈላጊ ሆኖ በመገኘት ተቋማቱ የሚጠበቅባቸውን አስተዋፅኦ ሊያበረከረቱ እንዲችሉ የወስጥ አስተዳደር መመሪያ ሊኖራቸው ስለሚገባ የአብዛኛው ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ከዚህ በታች የተመለከተውን የሚጠበረሰብ ክህሎት ሥልጠናና የንግድ ሥራ ማጠልፀጊያ ማዕከላት አስተዳደር ማኞቀል አወጥቷል፡፡ የዚህ ማኞቀል ተፈፀሟል በክልሉና ላይኛው የንግድ ሥራ ማጠልፀጊያ ማዕከላት ላይ ነው፡፡

1. ትርጉም

የቃሉ አገላለጽ ሌላ ትርጉም የማይሰጠው ካልሆነ በስተቀር በዚህ ማኞቀል መሠረት

- የንግድ ሥራ ማጠልፀጊያ ማዕከላት የሚጠሉት አዲስ የሚቋቋሙ በትምህርት ቢሮ ስር የተዳደሩ የነበሩና ወደ ኤጀንሲው የተዛወሩ የሚጠበረሰብ ክህሎት ስልጠና ማዕከላት ናቸው፡፡
- ኤጀንሲው ማለት የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ነው፡፡
- ጽ/ቤት ማለት የወረዳ ወይም የከተሞች የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ጽ/ቤት ነው፡፡

2. የማዕከላቱ ተጠሪነት

ለጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ተጠሪ እንዲሆኑ በልዩ ሁኔታ ኤጀንሲው ካልወሰነ በስተቀር የማዕከላቱ ተጠሪነት ለከተሞች ወይም ለወረዳዎች ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ጽ/ቤቶች ይሆናል፡፡

3. የማዕከላቱ ስራ አሰራር ሁኔታ

- ማዕከላቱ እንዳንድ አስተባባሪዎች ወይም ስራ አስኪያጆች ይኖራቸዋል
- የጋራ አሰራርን ለማጠናቀቅ አስፈላጊነትን የማይካትት የስራ አሰራር ኮሚቴ የቋቋመ
- የማዕከላቱ የዕለት ክፍለ-ሰዓት ስራ በማዕከሉ አስተባባሪ እና በተቋሙ ስራ አሰራር ኮሚቴ የሚሠሩ ቢሆንም የወረዳው ወይም የከተሞች ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ጽ/ቤቶች ኃላፊዎች በበላይነት የሚሥሩት ናቸው፡፡

4. የማዕከላቱ በጀት

- ከመንግስት የሚጠየቁ ገንዘብ
- ከማዕከላቱ የወስጥ ገቢ
- ከዕርዳታ የሚገኝ ገንዘብ

5. የሂሳብና ንብረት ገቢና ወጪ

በማዕከላቱ ለሚከሰቱ ማንኛውም አስፈላጊ የሂሳብና ንብረት እንቅስቃሴዎች ለዚህ ተብሎ በሚቋቋሙ የማዕከላቱ ስራተኞች በመንግስት የሂሳብና ንብረት አስተዳደር ደንብ የሚከናወን ይሆናል፡፡ ሆኖም በማዕከላቱ መሣሪያ ተከራይተው ወይም ለተወሰነ ጊዜ የንግድ ክህሎታቸውን ለማስፈጸም የሚገኙ ተጠቃሚዎች የሚለገሱበትን ንብረት ገቢና ወጪ አይመለከትም፡፡

6. የሰው ሃይል

ማዕከላቱ ለስራቸው እንቅስቃሴ የሚያስፈልጋቸው የሰው ሃይል በዓይነትና በመጠን የተሟላ ይሆናል፡፡ ለዚህ የሚያስፈልገው መዋቅርም ይኖራቸዋል፡፡ ስራተኞቹ በክልሉ የመንግስት ስራተኞች አስተዳደር ደንብ መሠረት የሚተዳደሩ ይሆናሉ፡፡

7. ማዕከላቱ የሚከፈባቸው አገልግሎቶች

1. የስልጠናና ጠሰራ ልምምድ
2. የጥራት ዕቃ አቅርቦት
3. የመሣሪያ ክራይ /በሰዓት ክራይ እየከፈሉ ለማሰራት ለሚፈልጉ/
4. የምርት ጠጠቶች ዲስፕሌይ አገልግሎት
5. የምርት ጠጠቶች ሽያጭ
6. የኢንፎርሜሽን
 - የጥራት ዕቃ ገበያ
 - የሰው ሃይል ገበያ
 - የምርት
 - የቴክኖሎጂ
 - የህግ ጉዳዮች
 - የጨቃ ወዘተ መረጃዎች

7. ደንበኞች ገንዘብ መቆጣጠርን ከጽ/ቤቶች ጋር የሚከታተል አገልግሎት

8. የምርት ዲዛይን ጥራትና ማሻሻያ የምርት አገልግሎት ይሰጣሉ፡፡

8. የማዕከላቱ ተጠቃሚዎች

የማዕከላቱ ተጠቃሚዎች በክልሉ ከየትኛውም ዘንጥ ወረዳና ከተማ ወይም ቀበሌ የሚመለከቱ ፈቃደኛ የሆኑ የጥቃቅንና አነስተኛ ንግድ ስራ እንቅስቃሴዎች ናቸው፡፡ ለሴቶች ቅድሚያ ይሰጣል፡፡ ከቴክኒክና መቻላቸው ተመርቀው በመነበር በመደራጀት የሚቀርቡ የማዕከላቱ አገልግሎቶች ተጠቃሚ ይሆናሉ፡፡

የሚከተሉት ቦታ ስታንዳርድ ስለሚወጡት የቀረበ የወሳኔ ሃሳብ

የሚከተሉት ስልጠና ማከላለጥ ከትምህርት ቢሮ ወደ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ሲዛወሩ ያላቸው መሬትና ንብረት ሳይሸራረፍ እንዲዛወሩ የክልሉ መንግስት የሰጠው መመሪያ ቢኖርም በተለያዩ ወረዳዎችና ከተሞችና ከተሞች ቦታቸው እየተነጠቀ መሆኑን በተለያዩ ጊዜያት የደረሱን ሪፖርቶች ይጠቁማሉ፡፡ ለምሳሌ የጉባላፍቶ፣ የሰከላ፣ የደጀንና የአብናት ሚኒስቴሮችን መጥቀስ ይቻላል፡፡ ሆኖም ይህ የሆነበት ምክንያት የተወሰነ የቦታ ስፋት/ስታንዳርድ ስለሌላቸው እንደሆነ እንገምታለን፡፡

ተቋማት በንግድ ስራ ለተሰማራውና ወደፊትም ለሚሰማራው የህብረተሰብ ክፍል በቅርበት ሆነው የሚከተሉትን አገልግሎቶች እንደሚሰጡና የከህሎት ማከፈ /ኤክስፕሪት ሴንተር/ ሆነ ወይ

1. የህብረተሰብን ፍላጎት መሠረት ያደረገ የምክርና የመረጃ አገልግሎት ይሰጣሉ፤
2. በመከራይ ቦታ አጠገብ የተቸገሩ የጥቃቅንና አነስተኛ ተቋማት እና የፈጠራ ስራዎች የንግድ ስራ ቦታ ለማግኘት አቅም አስከፊጥሩ ድረስ ጊዜያዊ የስራ ቦታ/ቢዝነስ ኢንኩቤቨን ሴንተር/ ሆነ ወይ ያገለግላሉ፤
3. የንግድ ከህሎታቸውን ለማሻሻልና ለማጠልፀግ የሚፈልጉ ነባር አዲስ ጥቃቅን አነስተኛ ተቋማት ፍላጎታቸውን መሠረት ያደረገ የንግድ ስራ አመራርና የቴክኒክና መጽ ስልጠናዎችን ይሰጣሉ፤
4. ጥቃቅንና አነስተኛ ተቋማት የማምረቻ መሣሪያ ገዝተው ለመጠቀም አቅም አስከፊጥሩ ድረስ እንደወቅቱና አካባቢው ተጨማሪ ሁኔታ እየታዩ የማከላለጥ መሣሪያዎች በነፃ ከመጠቀም ጀምሮ በአነስተኛ ክፍያ እየተከራዩ ሊሰሩ እንዲችሉ አገልግሎት ይሰጣሉ፤
5. የቴክኖሎጂ ችግሮችን ለመቅረፍ ሞዴል ሆነ ወይ ያገለግላሉ፤ የመሣሪያ ሊዝ ስርዓት እንዲለመድ፣ እንዲዳብርና ልምድ እንዲቀሰምበት መንገድ ይጠርጋሉ፤
6. የምርት ማስያ ማከፈ በመሆን የገለግላሉ፤ የገበያ ትስስር የሚጠርባቸው ተቋማት ይሆናሉ፤
7. የጎልማሶች ትምህርት መከፈጥ ጣቢያ ሆነ ወይ ያገለግላሉ፡፡

በአጠቃላይ የንድፈ ህሳብና የተግባር መፍለቂያ መድረኮች በመሆን ዘርፈ ብዙ አገልግሎቶችን ይሰጣሉ፡፡ የእነዚህ ተቋማት መጠናከር በከተማም ሆነ በገጠር ላለው ህብረተሰብ አገልግሎት በመስጠት ለምንታገልለት የኢንዱስትሪው ሴክተር መከፋፈት መሠረት የሚገኙ ይሆናሉ፡፡

በመሆኑም ማከላለጥ የሚከተሉትን ሁሉን ብ ጠቀሜታ ከግምት ውስጥ በማስገባት ማከላለጥ በሁለት ደረጃዎች በመከፈል የቦታ ስታንዳርድ ለማወጣት የተሞከረ ሲሆን፤ በ1ኛ ደረጃነት 23 ከተሞች፣ በ2ኛ ደረጃነት የተመደቡት ደግሞ ከ23ቱ ከተሞች ውስጥ ያሉት ሆነ ወይ

1. ለ23ቱ ከተሞች ለአያንዳንዳቸው 13780 ካሬ ሜትር እንዲሰጣቸው፤ /ስንጠረዥ 1 ዝርዝራቸውንና ከመክሩት ስራ አንፃር የሚያስፈልጋቸው የቦታ መጠን ተያይዟል/
2. ከ23ቱ ከተሞች ወንጌ ላሉት ለአያንዳንዳቸው 8031 ካሬ ሜትር እንዲሰጣቸው፤ /ስንጠረዥ 2 ዝርዝራቸውንና ከመክሩት ስራ አንፃር የሚያስፈልጋቸው የቦታ መጠን ተያይዟል/
3. ከዚህ በታች በ1ኛ በ2ኛ ደረጃ ለተመደቡት ማከላለጥ ከተቀመጠው የቦታ ስፋት በላይ ትርፍ ያላቸው ካሉ ይህ ትርፍ ቦታ ለጥቃቅንና አነስተኛ ተቋማት የኢንዱስትሪ መንደር ሆኖ እንዲለማ ቢደረግ የሚል የወሳኔ ሃሳብ አቅርቦናል፡፡

ሰንጠረዥ 1

ተ/ቁ	የዘርፍ ስም	የሚያስፈልገው የመስሪያ ቦታ /በካሬ ሜትር/
1	በኮንስትራክሽን ዘርፍ	
	ለአንጨት ስራ ወርክሾፕ	630
	ለብረታ ብረት ስራ	720
	ለፕሪካስት ቢም	1,500
	ለብሉኬት	1,000
2	በአግሮፕሮሰሲንግ ዘርፍ	
	የጓሮ አትክልት	5,000
	የተለያዩ ምግቦች ዝግጅት	240
3	በጨቃጨቅና አልባሳት ዘርፍ	
	ለሸመና ስራ	200
	ለስጋጃ	200
	ለቆዳ ስራ	550
	ለሀር ልማት	2,540
4	ለአስተዳደራዊ ስራዎች	1,200
	ጠቅላላ ስፋት /ካሬ ሜትር/	13,780 ካ.ሜ.

ሰንጠረዥ 2

ተ/ቁ	የግንባታው ዓይነት	የቦታ ስፋት /በካሬ ሜትር/
1	Display Room	15X22 = 330
2	Management Office	35X10 = 350
3	Library	10X12 = 120
4	Design Room	10X8 = 80
5	Metal Workshop	40X18 = 720
6	Leather Workshop	25X22 = 550
7	Power House	5X8 = 40
8	Gourd Houses	2(3X2) = 12
9	Wood Workshop	35X18 = 630
10	Garment Workshop	25X16 = 416
11	Can - teen	25X18 = 450
12	Parking lot	4(3.5X8) = 112
13	Green area	5X15 = 75
14	Reserve for future expansion	27X18 = 486
15	General store	10X16 = 160
16	Internet road	140X25 = 3500
	ጠቅላላ ስፋት /ካሬ ሜትር/	8031 ካ.ሜ.

Appendix-H

Descriptions of the Study Area

The ANRS has eleven (11) Zones; composed of three (3) Nationality Zones (Awi, Oromia and Waghmira), one City Administration (Bahir Dar), and the rest seven (7) are Administrative Zones. One of the seven Administrative Zones is South Gonder that the area of this study focused. The capital City of the Zone is Debre Tabor which is found 100 kilometers far away from the Capital City of the Region (Bahir Dar) to the direction of Wortawoldia road to the East. The Zone is surrounded by different Zones of the Region such as North Wollo in the East, Lake Tana & West Gojam in the West, North Gonder in the North & North-West, West Gojam in the South, and South Wollo in the South-East part of the Region.

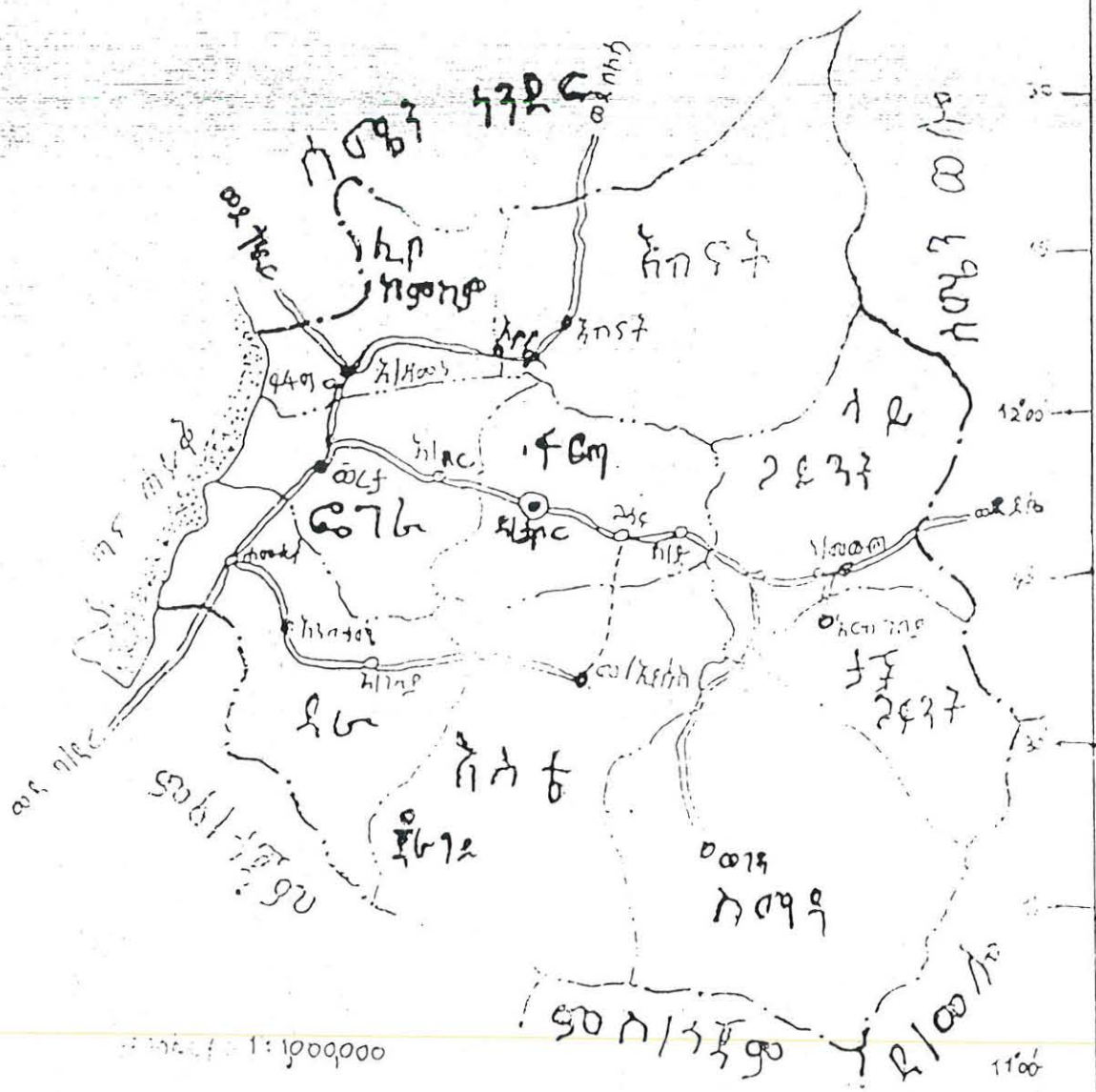
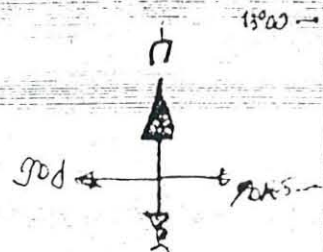
The total area of the South Gonder Zone covers 14,297.72 square kilometers. According to CSA (2008) report, its total population is 2,047,206 that shares 11.89% of the Region's total population. From this figure, 89.78% of them are living in rural areas. The Zone consists 10 woreda, 5 City Administrative, and 336 kebeles. Mostly, the livelihood of its population is based on agricultural activities. Besides, certain numbers of the population, particularly the urban young people, are involving in the activities of micro and small enterprises (MSEs).

Concerning to the education sector, the total figure that could be involved in primary and secondary levels in 2009/10 (2002 E.C) is expected about 584,726. However, the primary and secondary level students who are involving in 2002 E.C are 480,931 in total. In 2002 (E.C), there are 682 primary and 28 secondary schools, 10 preparatory schools, 5 TVET, and 3 government and 2 private colleges in the Zone. With regard to health services, the Zone has 1 hospital, 88(73% coverage) health centers, and 298(93.6% coverage) health posts.

Appendix I

የደቡብ ኅንድ ርዕሰ ከተማዎች አስተዳደራዊ ክፍያ

- ሰዓት
- የርዕሰ ከተማዎች ድንበር
 - የወረዳ ድንበር
 - ⊙ የርዕሰ ከተማዎች አካባቢ
 - የወረዳ አካባቢ
 - የሌሎች ከተሞች
 - == የባህሪ ከተማዎች መንገድ
 - - - የባህሪ መንገድ



37°15' 30' 45' 30' 15' 0' 15' 30'

Appendix J



በአማራ ብሔራዊ ክልላዊ መንግሥት
የጥቃቅንና እንስሳት ጥገናና አገልግሎት ሚኒስቴር
ሥራዎች ማስፈጸሚያ ኮሚሽን

ቁጥር ኘክ/ሀ-1/1360

ቀን 30-1-2000

ለ 20.4 ዘን ጥ/አ/ን/አ/ሥ/ማ/ቅ/ጽ/ቤት

..... ለጸሐፊት.....

ጉዳይ:- ተፈላጊ የትምህርት ዝግጅት ስለመላክ

ቀደም ሲል የወረዳ ማክሰማ መዋቅር መላካችን ይታወቃል።

ስለሆነም ለመደቦች ድልድሉ አፈፃፀም ይረዳ ዘንድ ተፈላጊ የትምህርት ዝግጅቱን 1 ገጽ ከዚህ መሸኛ ጋር የላክንላችሁ ስለሆነ በመመሪያው መሠረት እንዲፈፀም እናስታውቃለን።

29-1-2000
የአማራ ግልግጫ

ከሠላምታ ጋር

ተስፋዬ ጌታቸው ተማች
ሥራ አስኪያጅ

- ❖ ለሥራ አስኪያጅ ጽ/ቤት
 - ❖ ለም/ሥራ አስኪያጅ ጽ/ቤት
 - ❖ ለአስ/ጠቅ/አገልግሎት
 - ❖ ለሠራተኛ ማስከፍል
- ጥ/አ/ን/አ/ሥ/ማ/ቅ/ጽ/ቤት
ባህር ዳር



በጥቃቅንና አነስተኛ ንግድ ኢንዱስትሪ ማስፋፊያ ሥር ለሚገኘው ማክስማ የተደገፈ

የትምህርት ዝግጅት

ተ.ቁ	የሥራ መደቡ መጠሪያ	ተፈላጊ የትምህርት ዝግጅት
1	<p>የማዕከል ኃላፊ የጨርቃጨርቅ አልባሳት ኢንዱስትሪ አሰልጣኝ የኮንትራክቭና ዕደ ጥበባት ኢንዱስትሪ አሰልጣኝ አግሮ ንርሰሲንግና አገልግሎት ኢንዱስትሪ አሰልጣኝ</p>	<p>ቴክኒሻን ስልጠና፣ በፔትሮሎም ማክስማ፣ በአዳልት ማክስማ፣ በንግድ ሥራ አመራርና አስተዳደር፣ ቴክኒሻን ስልጠና፣ በእርሻ አኮኖሚክስ፣ ንርሰሲንግና ሰፍላይስ ማክስማ፣ ኢንዱስትሪያል ኢንጅነሪንግ፣ ቴክኒሻን ስልጠና፣ ኢንጅነሪንግ፣ ልማት አስተዳደር፣ ማክስማ፣ በገነስ ማክስማ፣ አኮኖሚክስ፣ ባልትና ማክስማ፣ ኢንዱስትሪያል ቴክኖሎጂ፣ ኢንዱስትሪያል ኪሚስትሪ፣ ማርኬቲንግና ሰፍላይስ ማክስማ፣ ህብረት ሥራ አመራር ግብይት፣ አግሪካል ትራይት በገነስ፣ በገነስ አድሚኒስትሬሽን፣ ማርኬቲንግ ማክስማ፣ አዳልት ኢንዱስትሪ፣ በገነስ ኢንዱስትሪ፣</p>
2	<p>በተራ ቁጥር 1 ለተጠቀሱት የሥራ መደቦች</p>	<p>ከላይ በተራ ቁጥር 1 የተገለጸው ተፈላጊ የትምህርት ዝግጅት ያለ በሆነም ከዚህ በፊት በስራው ላይ እያገለገሉ ላሉ ሠራተኞች ለአንድ ጊዜ ወይም ለዚህ ምደባ ብቻ ባላቸው የትምህርት ዝግጅት ተወዳድረው እንዲመደቡ ማድረግ አስፈላጊ ሆኖ ስለተገኘ በዚህ መሠረት እንዲፈጸም ሆኖ ከዚህ በኋላ ግን በደረጃ እድገት፣ በቅጥር፣ በዝውውርና ወ.ዘ.ተ. የሰው ኃይል ስምሪት ሲካሄድ በተራ ቁጥር 1 ላይ በተገለጸው ተፈላጊ የትምህርት ዝግጅት ብቻ የሚፈጸም ይሆናል።</p>

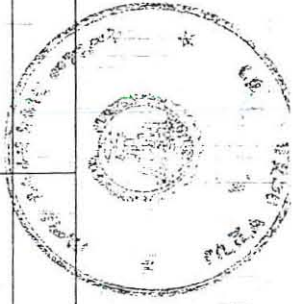
መ/ሥራያ ቤት ጥቃ/አካ/ገግ/አ.ንዱ/ማሰፋፊያ አ.ጀንራ ሆን ደቡብ ጎንደር ወረዳ ፎ.ገራ ተቋም ፎ.ገራ የማህበረሰብ ክህሎት ሥልጣና ማዕከል

የሲቪል ሰርቪስ ኮሚሽን

ተ.ቁ	የሠራተኛው ስም	ለመደቡ የተሰጠው መጠሪያ	የመ/መ/ቁጥር	የመደቡ ደረጃ	ምርመራ
	ማክሥማ ማዕከል				
	የማዕከል ኃላፊ		31/ደጎ.ፎ. ማ. 1	መኅ.12	
	ሴክሬታሪ ኃ.ዳ.ፕሮታይና ገንዘብ ያዥ		31/ደጎ.ፎ. ማ. 2	መኅ.7	
	የጨርቃ ጨርቃ አልባሳት አ.ንዱስትሪዎች አሰልጣኝ		31/ደጎ.ፎ. ማ. 3	መኅ.10	
	የኮንስትራክሽንና እደ ጥበባት አ.ንዱስትሪ አሰልጣኝ		31/ደጎ.ፎ. ማ. 4	መኅ.10	
	አግሮ ፕሮሰሲንግና አገልግሎት አ.ንዱስትሪ አሰልጣኝ		31/ደጎ.ፎ. ማ. 5	መኅ.10	
	ኒግብ ሠራተኛ		31/ደጎ.ፎ. ማ. 6	መኅ.7	
	ንብረት ሠራተኛ		31/ደጎ.ፎ. ማ. 7	መኅ.4	
	የእንስሳት ጥበቃ ሠራተኛ		31/ደጎ.ፎ. ማ. 8	ጥጉ.2	
	የእንስሳት ጥበቃ ሠራተኛ		31/ደጎ.ፎ. ማ. 9	ጥጉ.2	
	ዘበኛና አትክልተኛ		31/ደጎ.ፎ. ማ. 10	ጥጉ.3	
	ዘበኛና አትክልተኛ		31/ደጎ.ፎ. ማ. 11	ጥጉ.3	
	ዘበኛና አትክልተኛ		31/ደጎ.ፎ. ማ. 12	ጥጉ.3	
	ጽዳትና ተላላኪ		31/ደጎ.ፎ. ማ. 13	ጥጉ.3	




 የደንበኞች ተሳታፊነት
 ማህበረሰብ ጥያቄ
 ማህበረሰብ መምሪያ
 ኃላፊ



አገልግሎት አገልግሎት
 ማህበረሰብ ኮሚሽን

DECLARATION

I declare that this thesis is my original work and it has not been presented for a degree in any other universities. Hence, all sources and materials used for this thesis have been duly acknowledged.

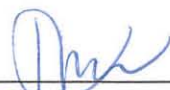
Name: Endayehu Tegegne

Signature: 

Date: 30/06/2010

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

Name: Jaish Om

Signature: 

Date: July 1 / 2010

ADDIS ABABA UNIVERSITY
LIBRARIES
P.O. BOX 117
ADDIS ABABA ETHIOPIA