

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE EFFECTIVENESS OF FORMER TRAINEES OF  
COMMUNITY SKILL TRAINING CENTERS IN  
EAST SHOA ZONE, OROMIA REGION**

**BY  
TESFAYE ADAMU**



**June, 2009  
ADDIS ABABA**

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## ABBREVIATIONS

<b>BGEB:</b>	Benishangul Gumuz Education Bureau
<b>ECA:</b>	Economic Commission for Africa
<b>EFA:</b>	Education For All
<b>EPRDF:</b>	Ethiopian Peoples' Revolutionary Democratic Front
<b>ESDP:</b>	Education Sector Development Program
<b>ESR:</b>	Education Sector Review
<b>FAO:</b>	Food and Agricultural Organization
<b>IBRD:</b>	International Bank for Reconstruction and Development
<b>IER:</b>	Institute of Educational Research
<b>ILO:</b>	International Labour Organization
<b>IZZ/DVV:</b>	Institute for International Cooperation of the German Adult Education Association
<b>LMIS:</b>	Labour Market Information System
<b>MoE:</b>	Ministry of Education
<b>NFE:</b>	Non Formal Education
<b>NGO:</b>	Non Governmental Organization
<b>NLC:</b>	National Literacy Campaign
<b>NLC:</b>	National Literacy Campaign
<b>OE/B:</b>	Oromia Education Bureau
<b>PRSP:</b>	Poverty Reduction Strategy Program
<b>REWA:</b>	Revolutionary Ethiopia Women's Association
<b>REYA:</b>	Revolutionary Ethiopia Youth Association
<b>TGE:</b>	Transitional Government of Ethiopia
<b>TTI:</b>	Teachers Training Institute
<b>TVET:</b>	Technical and Vocational Training
<b>UNDP:</b>	United Nations Development Program
<b>UNESCO:</b>	United Nation Education, Science and Cultural Organization
<b>WCEFA:</b>	World Conference on Education For All
<b>WMSSE:</b>	Woreda Micro and Small Scale Enterprise

## ***Abstract***

*The main purpose of this study was to assess the effectiveness of former trainees of Community Skill Training Centers in East Shoa Zone, Oromia Region. To this end, answers to the basic questions pertaining to the extent to which former trainees of CSTC self-employed, the relevance of the training programs provided by the CSTCs, the existing relationship between the CSTCs and the former trainees, the level of support provided by WMSSE and Town municipality offices, and the availability of inputs such as market access, credit access, premises, etc. and measures to be taken were raised. The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaires and interview questions were prepared and pilot tested and administered to a sample of 248 subjects composed of 35 CSTC coordinators, 45 trainers and 168 former graduates. A total of 239 (97.02) questionnaires were properly filled and returned. In addition to these, observation and document analysis were made to collect the necessary information. Results obtained were analyzed by using descriptive methods such as percentage and chi-square test. The findings of this study indicates that significant number of former trainees were jobless, the existing relation between the CSTCs and former trainees was weak, the level of support provided by WMSSE and Town Municipality offices to the former trainees was low, the trainings provided by the CSTCs had low relevant. Moreover, the inputs such as market access, credit access, premises, etc. were not available for the former trainees. Thus, to alleviate the above problems, recommendations were forwarded. Hence, the concerned bodies should pay attention on the relevance of the training programs of the CSTCs in line with providing the appropriate knowledge and skills. Moreover, the concerned bodies should provide the inputs (credit, premises, market access), technical support and additional training to the graduates so that they able to create their own job.*

## CHAPTER ONE: THE PROBLEM AND ITS APPROACH

This chapter deals with the background, statement of the problem, objectives, significance, delimitation, limitation, organization of the study, and definition of key terms.

### 1.1. Background of the Study

Education is one of the essential and the necessary condition for economic and social development. As several research studies have demonstrated, education contributes to socio-economic development and; thus it becomes instrument in improving health condition, acquisition of knowledge and skills and increasing productivity (IZZ/DVV, 2001:10). To improve the living standards of the society, education is believed to be a strong instrument. It can be considered as a means of transforming society and economic development, including vocational skills, independent, national and scientific thinking and preserving traditions and heritage. It has been found out that all kinds of development are facilitated when people are educated (Habtamu, 1992:4). From this, we can conclude that education is a cornerstone for the socio-economic, political, and cultural development of a given country.

However, formal education alone is not enough to bring rapid and continuous social and economic development. As indicated by educators and researchers, formal education is not the only means to satisfy educational needs of the countries with backward economy in their endeavor for development (BGEB, 1996:1). Adults who did not get the opportunity of formal education and who are the most productive section of the society should be provided with a type of education that would enhance their social and economic development. So as to meet their educational needs, there must be a well organized and strengthened adult and non formal education and training (Aster, 1978:1). Non formal education and training has particularly a fundamental role to play in a rapidly changing society by providing information, knowledge, skills, and so on that people need in order to cope with the changing conditions. Consequently, it can have a significant role to play in reducing poverty and backwardness in rural areas by providing rural people with aspects of technology and science in order to increase their productive capacity (IER, 1988: 22). Therefore, it is essential to expand the provision of non formal education and training, which is flexible in terms of time and place, in fulfilling the

educational demand of the people. In most developing countries (Coles, 1997:7), there are millions of people, who never join the formal system of education. This is due to various reasons, such as economic problems, negative social attitude, especially regarding girls, and migratory way of life. This idea stresses the need for provision of non formal education and training.

As part of non formal system, community skill training centers were established in Ethiopia since 1975. Community Skill Training Centers were established as a means of furthering the initial literacy training of the national literacy campaign, introducing and expanding appropriate technology for the rural community, providing short-term farming and vocational training and establishing a development resource center for the community (Sandhaas, 2005b:133). The name “community skill training center” is originated from the discussion between IBDR and Ministry of Education in 1974 (Albinson, 1985:23). Community skill training is the opposite of formal TVET that is school-based with a rigid curriculum, has the advantage of shorter duration, is occupation-specific and may or may not follow the standard curriculum prescribed by national educational authorities. The centers are instrumental in helping the communities develop and utilize local potential, human as well as material, to improve living conditions and to promote self-reliance and self-sufficiency (Berhanu and Deneke, 1995:149). As mentioned by Million (2006:4), the idea for the establishment of CSTCs was driven by the emergence of the concept of “development oriented adult education program”. The principle behind the establishment of CSTCs was “to help communities develop and utilize local potential, which are both human and material, to improve living conditions and promote self-reliance and self-sufficiency” (IZZ/DVV, 2001:13).

As indicated by the previous Adult Education Policy of Ethiopia, more than thirty eight skill training programs were given in the CSTCs which includes weaving, metal-work, leather-work, wood-work, bamboo-work, pottery, modern farming methods, family living education, health education, political education, bee keeping , embroidery, masonry etc. to improve the lives of the rural people (MOE, 1985:35).

Currently, there are some 450 CSTCs in the country which are providing the above skill training programs (Bernd, 2005). From these, 156 CSTCs are found in Oromia Regional State and 14 of them are found in East Shoa Zone (Samuel, 2005). However, many former trainees of CSTCs faced many problems to create their own jobs (OEB 2005). As a result the effectiveness of the CSTC graduates becomes a challenge at national and regional level in general and in east shoa zone in particular. It is, therefore, serious matter to all concerned bodies such as TVET Agency, CSTCs, MSSE, the Community, etc.

## **1.2. Statement of the problem**

The socio-economic development of a nation depends ultimately upon the productive skills and the levels of education and training of its people. A country with literate, skilled and trained society can achieve its development plans. Productivity and efficiency in the economic sector can be best achieved by training programs designed to improve both the knowledge and skills of the productive sector of the society. Skill training enables people to become skilful and reflective practitioners in the areas they are engaged (Tilahun, 1994:241).

The training systems in the formal sector alone cannot contribute enough to satisfy the training needs of the country. Therefore, adult and non-formal education should be envisaged as a component of the entire educational provision. Without non-formal education the benefits of the formal education or schooling will not be fully realized. Furthermore, in some cases non-formal education and training performs unique functions which lie completely beyond the scope and reach of formal schooling. One of these unique functions is on-job training of unskilled or semi-skilled people (Temtme, 1983:14).

In frequently poverty ridden countries, like Ethiopia, the important measures to be taken in the effort for reducing and eradicating poverty are diversifying the income generating activities based on their need and expanding the employment opportunity and making the skills training system responsive to the self-employable trainees. In this regard, the role of CSTCs is very high. They can provide livelihood skill trainings for unemployed and/or under employed poor as well

as landless people to enable them engaged in income generating and poverty reduction activities (Aniley, 2006: 43 ).

However, only providing the skill training in the country and the region in general and in east shoa zone in particular is not an end by it self unless the graduates could create their own jobs and became effective. There fore, all the concerned bodies such as TVET Agency, CSTCs, MSSE, the Community, etc. should understand the importance of self-employment for individuals and the development of the country. Thus, the general objective of this study was to assess the effectiveness of former trainees of Community Skill Training Centers in East Shoa Zone of Oromia. Therefore, the following basic questions were raised to achieve the objectives of the study.

1. Do former trainees of CSTCs acquire adequate knowledge and skills and have interest to create their own jobs?
2. To what extent are East Shoa CSTCs former trainees self –employed?
3. What is the existing relation between the CSTCs and the former trainees?
4. What feed back has the community for the products and services of CSTC former trainees.
5. To what extent do the concerned bodies support the CSTC former trainees for their self-employment?
6. To what extent is the local market conducive to absorb the product and service of self-employed former trainees.

### **1.3 Objectives of the Study**

#### **A. General Objective**

The general objective of this study was to assess the effectiveness of Community Skill Training Center former trainees in East Shoa Zone of Oromia.

#### **B. Specific Objectives**

The specific objectives of this study comprise the following.

1. To explore the extent to which CSTCs former trainees of East Shoa Zone are self-employed.
2. To assess the relevance of CSTC training programs to self-employment.
3. To analyze the accessibility of credit, premises and other inputs to self-employment of former trainees.
4. To assess the competence of CSTC former trainees to become self-employed
5. To examine the attitudes of former trainees and the community toward self-employment

### **1.4 Significance of the Study**

The finding of this study would have the following contributions.

1. The study will provide information about the current status of CSTC programs in relation to self-employment.
2. It helps to identify factors that affect self-employment of CSTC graduates.
3. It could provide some suggestions that may be used to take corrective measures to alleviate the problems by concerned bodies.
4. It may serve as a ground point for other researchers by providing informations for further research on the problem.

### **1.5. Delimitation of the Study**

The researcher believes that the problems of the effectiveness of CSTC graduates would have been studied at the regional level. However, to make the study manageable and within the capacity of the researcher's financial, material and time resources, the study was delimited to only East Shoa Zone. It was also confined to seven CSTC graduates. In addition the study was delimited to the effectiveness of CSTC graduates.

### **1.6 Limitation of the Study**

At the research site, geographically scattered distribution of participants, unavailability of office workers, unpunctuality of some CSTC graduate participants, and unwillingness of the interviewees for recording were highly threatening factors.

The problems from scattered distribution of respondents forced the researcher to try to contact the concerned bodies going on foot and available means of transportation. Unavailability of the officials and those CSTC graduate participants, limited the researcher to patiently waiting for them. The researcher also patiently waited those officials to get the necessary information. In addition, the researcher used note taking during the interview instead of recording their voice. Thus, the above mentioned limitations may affect the generalizability of the current research.

## 1.7. Operational Definition of Terms

**Adult:** is an individual who is regarded in his/her own culture as having assumed or able to assume the responsibilities, interests and rights (social or legal) of an adult citizen (Jarvis, 1990:5).

**Community:** is a group of company of people living fairly close together in a more or less compact, contiguous territory that are coming to act together in the chief concern of life (Good 1973:1/9).

**Community skill training centers:** are institutions where various types of handicraft skills and technological training have been offered to people with lower and sometimes no academic background. The training program provided here is part of the non-formal adult education program of the country.

**Coordinator:** central office positions carrying largely staff rather than line responsibility but, involving supervisory and/or administrative functions, usually encompassing more than one specific area of activity (Good 1973:139).

**Labour market:** in its natural application and the bulk of literacy treatments, refers to a market place in which supply and demand of labour interacts to determine how much shall be paid to whom in performing what tasks (Gould, 2002:20-21).

**Self-employment:** a condition in which people are working for themselves in their own enterprise (Haile, 2002:271).

**Non formal education and Training:** Educational activity, which is out side of the established formal system and is organized to serve the identifiable learning needs of specific groups (Jarvis, 1990:244).

**Rural community:** the people in a local area who live on dispersed farmsteads or in a hamlet or village of less than 2,500 populations that forms the center of their common interests (Good 1973:504).

**Skill:** any thing that the individual has learned to do with ease and precision, may be either physical or mental performance; manipulative proficiency in hand, finger, foot and eye coordination (Good 1973:536).

## **1.8. Organization of the Study**

The paper consists of five parts. In the first part, introduction which embraces background of the study, statement of the problem, objectives of the study, significance, delimitation, limitation of the study, operational definition of terms and organization of the study are included.

The review of related literature is treated under the second chapter. In the third chapter, research design and methodology which includes: research design, data sources, sampling techniques, data gathering tools, procedures of data gathering and methods of data analysis were discussed. The fourth chapter, which deals with data analysis and presentation, gives brief accounts of the observed sites, background of the respondents, interpretation and discussion of the data collected through questionnaires and interviews. The final, chapter five, presents summary of the study, conclusion and recommendations based on the findings.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. The Concept of Adult and Non formal Education**

#### **2.1.1. Adult Education**

Adult Education has no universally acceptable definition. Its definition must ultimately be based on certain assumptions and value judgments that will not be acceptable to everyone. According to Rogers, (1992,19) Adult education today is not the same as in earlier years, and the words as used in third world countries do not mean the same thing as they do in the west. These indicate that adult education represents a wide variety of concepts. Even with in one country, different writers have used the term to mean different things, and a number of different titles have been coined Continuing Education, Adult Basic Education, Lifelong Learning , Recurrent Education, NFE, etc (Fordham 1980:4, Evans, 1981:18, in Guluma, 2002:17). In addition to these, Pierre (2005) defined adult education as a transmission process of general, technical or vocational knowledge as well as skills, values and attitudes, which takes place out of the formal education system. In the same way, UNESCO publications noted that adult education is so closely related to the social, political and cultural conditions of each country that no uniform or precise definition can be arrived at (Abadiz, 1994:2).

Moreover, many writers define it in terms of age, others in terms of maturity and social responsibility. It seems that variation in the definitions given show differences of definitions in economic, social and political situation of the nations. (Mamo, 1996:12).

Furthermore, others have also defined adult education as a purposeful effort towards self-development carried on by an individual without direct, legal compulsion and without such efforts becoming a person's main activity (Dighe, 1995:81).

From these definitions, one can conclude that the adult education provided is purposeful and is geared towards self-development. Although adult education comprises all organized programs of education provided for the benefit and adapted to the needs of persons not in the regular school and university system but, any organized and sustained instruction to communicate a combination of knowledge, skill and understanding valuable for all the activities of life (Veramu, 1997:8; Rogers, 1986:2; Carr and Carron, 1991:7). In addition Aggarwal, (1997:320) strengthen

the idea that national adult education program was launched and proposed to cover the entire population in the age which is greater than fifteen.

On the top of these, the Clienteles of adult education programs whose ages are greater than fifteen years and have no access to regular schooling are the major ones, and therefore, adult education is organized and provided for the benefit of the participants and adapted to or based on their needs to communicate knowledge, skills, values and attitudes.

There are other authorities who try to indicate differences between the education of adults to that of others (children) and which they say adult education covers all forms of education provided to participants whose age is over sixteen, whether the participants are treated as adults or not, while adult education consists of all forms of education that treat the learner participants as adults-capable, experienced, responsible, mature and balanced people (Rogers, 1986:17).

Furthermore, adult education program can be provided by formal education for which learners are enrolled or registered (regardless of the mode of teaching used) and by non formal education for which none of the learners are enrolled or registered (Veramu, 1997:9). This implies that adult education is an umbrella term wide in scope that includes formal and non formal education in all its forms and magnitude. In this context adult education refers exclusively to the NFE of learning adults, and the term adult is taken as a person who is marked with both physical and mental maturity and potentially ready to undertake socially acceptable responsibilities in his or her own culture and environment.

### **2.1.2. Non-Formal Education**

Although the concept of non-formal education appeared as a mode of delivery in the late 1960s, no universal definition of it has been arrived. Moreover, the problems of definition and drawing boundaries between formal and NFE and discussions dominated arguments during the period of sixties and seventies it was suggested that sometimes still, NFE could be categorized by the degree of formalization of the learning process and degree of flexibility in client participation (Carr and Carron, 1991:5).

According to Coombs and Ahmed (1974:8) non-formal education is any organized activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community be children, youth or adults. Bishop (1988:13) augmenting the definition feels the programs to be functional, skill oriented and geared towards serving the immediate basic needs for employment and increasing productivity. It is also highly heterogeneous and applies in many fields by many audiences (Hallak, 1990:238, Evans, 1981:33).

Moreover, the process of defining non-formal education stimulates an analysis of the entire range of educational situations in attempt to dedifferentiate between formal education and non-formal education. Coombs, Prosser and Ahmed in Carrhill (1991:5), distinguished formal education as the institutionalized, chronologically graded and hierarchically structured education system, running from lower primary school to the upper reaches of the university, generally full time and sanctioned by the state. Non-formal education is taken as comprising all educational activities organized outside the formal system and designed to serve identifiable clientele and educational objectives.

In addition to the above identified differences, the rewards of formal schooling are usually generalized rather than specific in that they are not direct product of applied learning. However, the rewards of NFE are immediate, specific and directly contingent on what has been learned. That is employment, better pay, improved agricultural yield, reduced infant mortality etc. (Gorham, 1983:19, Cross, 1989:24, in Guluma, 2002). Hence, NFE refers to all forms of structured and unstructured training, organized and consciously aimed at meeting the learning needs of specific groups, which lie outside the main stream of formal schooling. It also responds to the learning needs related to improvement and enrichment of adult learning's daily life and work on meeting their immediate needs.

The criticism and analysis of formal schooling have become a part of the rationale for the increasing attention given to non-formal education in developing countries. According to Adams in Labelle et.al, (1975:164) non formal education can also succeed where formal education has

failed in part because; it provides greater and more flexible educational choices for individuals (Evans, 1981:18; Thompson, 1995:2). In addition the rationales for the attractiveness of non-formal education include: inequity, inefficiency, inaccessibility, rapid rising educational costs and scarcity of resources to the large rural populations (Adams, 1975; Tekeste, 1996; UNESCO, 1978).

On the contrary Bishop (1989:28) states that non-formal and the formal systems are not two rival, but are two branches of educational systems one supporting the other. However, planners, policy makers and other experts in the field of education, most of whom are the very products of the formal system, and generally biased towards non-formal education and hence are reluctant to give it proper attention. Accordingly Rogers, (1992:80) supports on the idea that non-formal system, marginalized or considered as less important. But, non-formal education uses diverse curricula, reaches wide and diverse target groups, utilizes instructors draws from different sources and is flexible in its use of time and place; the end result remains the same as the formal education provision of education and training.

As an economic activity, Ahmed (1975) defined as a process of using resource to produce something of value; NFE is not fundamentally different from formal education. Therefore, it is arguable that both formal and non-formal education systems are equally vital and complementary, but no balance is observed in reality.

## **2.2. Skills Training**

Skills training, as the name implies, is a phrase coined from two basic concepts that each of them have a broader meanings. Training, in simple terms, is both an education and development activity which is concerned with the transfer of the “how to do”. In line with this, Rogers (1994:5) has provided a clear description of training as a smaller part of education and education is, on the contrary, wider than training skills are similarly, parts of the major outputs that are expected from an organized education activity.

Skills training as part of education activity encompass a broader variety of components to be delivered. To mention some: life skills, literacy skills, technical skills, vocational skills, business skills, income generating skills and so on (Million, 2006). It constitutes diverse topics and magnitude of complexity from basic to highly sophisticated skills.

Therefore, it is important to use a certain type of classification in order to make a distinction among numerous kinds of skills for adequate emphasis on relevant ones. (Hallack, 1990; in Haileseilassie, 1997:2) has identified two types of skills training. The first one is highly specialized, job specific skills that are aimed at meeting new or changing skills requirements. The second one is limited to the transfer of essential aspects of the experience for the traditional and informal employment sector.

Based on these classifications, most of the skills to be acquired in literacy and basic education programs are parts of the second group which is designed to develop essential skills. In fact, skill training, like any other education activity, has diversified content, clientele, objectives and arrangements. Besides, there are also various different institutions that are responsible for its provision, based on their own functions. Accordingly, Ahmed and Coombs (1974:150) have categorized skills training programs in to four groups based on their objectives, in rural development context. These include: Ancillary skills training, Employable skills training, upgrading the skills of practicing artisans, craftsmen, and small entrepreneurs, and training to promote small industry.

From these classifications, ancillary skills training has the purposes of better farming, improved home management and income generation. Whereas, employable skills training has the objective to provide technical skills toward employment in off-farm activities. Training for artisans and craftsmen are provided to broaden and up-grade their skills which they have already acquired in various ways.

Moreover, the above four ways of classifying the broader activity of skills training have better served for identifying the concern of the study. The concern of the study is the basic (essential) aspects of skills training, contrary to, the specialized type of skills training that have been

provided to adults in a non-formal approach. So, the types of skills training, their purposes, clientele and arrangement that need to be focused are identified for the intention to make it specific.

### **2.2.1. Assessment of Skill Training Needs**

A major criticism of many non-formal training programs is that the good intentions which motivates their indications is not always accompanied by a realistic assessment of the learning needs of the local community or target groups (Guluma, 2002:38). Identification of training needs helps to market the training relevant and to avoid (or at least reduce) unnecessary expenses.

The demand for useful assessment of training needs has considerably increased from time to time. In a number of African countries, the ILO together with UNICEF and UNESCO have been actively engaged for several years in the development of methodologies for the determination of total training needs (Gajanayakee, 1993:53). A thorough assessment needs help to find out the immediate and short run demand for skills labor. Training needs are the skills that the participants lack to learn in order to perform satisfactorily. Therefore, to know what prospective trainees lack is important and investigate the learning skill needs for future prospect before organizing training program (Hildebrand, 1994:7).

On the top of these, Meleko and Betz, (1995:19) points that the determination of local learning needs must be based on much more than just the perceived training requirements of identifiable unskilled individuals and groups. Richter (186:11) also argues that the starting point for determining such requirements is the local community and its production needs, the planning process must include rather detailed micro-economic survey together with some kind of assessment of village manpower needs.

In rural areas, where a large number of people live, it is possible to find diversified needs and interests. In such situation, an attempt to assess training and assessment should be dynamic and responsive to the needs of the community in relation to the economic, social and environmental change (Okley, et.al, 1991:6; Reizen, 1996:80; Guluma, 2002:39).

Regarding the training of learning needs assessment depicts the model as a gap between mastery of all the necessary behavior to perform the job and inventory of the person who must perform the job, the later being the need to be fulfilled. Similarly, Gajanayakee, (1993:10) states that, to identify the training needs of a group of people it is necessary to know their desired skills need and their present and the required skill level is the gap which the raining should be deigned to fill.

### **2.2.2. Skill Training for the Poor**

A popular adage holds that to give people a fish is to make them a meal, but to teach them to fish is to give them a living. But adages are often half-truths. To make a living at fishing, an individual needs a hook, line, and sinker, perhaps a boat, and access to individuals who can afford to buy the fish. Skills are important in helping the poor improve their incomes, but other factors are necessary for productivity. Training alone is unlikely to improve the earnings of the poor (Middleton, Ziderman and Adams, 1993:66).

In many countries, most of the very poor live in rural areas. Agriculture is the main source of income, supplemented by income earned through episodic work as a farm laborer or through low skilled self-employment to produce goods and services for local consumption. Policies that improve agricultural productivity, such as investments in infrastructure and appropriate pricing policies, are the most direct means of improving the incomes of the rural poor. Such policies not only raise farm income, but also expand markets for the products and services of non farm self-employment. Because basic education is the fundamental prerequisite for hightened farm productivity, the most important contribution that a country's education and training system can make is to expand access to and learning achievement for out of school children, youth and adults.

### **2.2.3. Skill Training and Rural Sectors**

Agriculture is the corner stone of the economies of most developing countries. Agricultural exports are an important source of foreign exchange, and agriculture provides inputs needed for

domestic industry. Moreover, farming provides the livelihood for the largest share of the population, both directly through the subsistence and cash crop farming and indirectly through the generation of income to support other economic activities, notably self-employment and small enterprises engaged in trading, and provision of services.

Non-formal economic activities can include self-employment as well as the establishment of small enterprises that provides rural markets with goods, such as processed foods or farm implements, and services, such as equipment repair and transformation. Self employment is often a second source of income for farmers. Small enterprises can and do form a main source of income for both owners and employees, whether privately owned and operated or established as a procedure cooperatives. The viability of these enterprises depends on the income levels of the intended customers. Farmers who operate near the subsistence level have comparatively little income left over to spend on goods and services. In more profitable environments, rural incomes can support an increasingly high level of non formal economic activity. (Middleton, Ziderman and Adams, 1993: 13).

Another barrier to productive self-employment and development of small enterprises in some countries is low population density and the consequent lack of concentrated rural markets, a constraint that is intensified where rural transportation systems are weak. In addition, lack of access to credit and raw materials often limits rural(Mazmudar, 1976).

## **2.3. Self-Employment**

### **2.3.1. Meaning of self-employment**

Self-employment refers working for one self. Mostly it is found in the informal economy. However, it is also found in the formal economy that may be significantly contributes to economy of the countries. Thus, informal economy contributes higher proportions of self-employment where as formal economy involves smaller proportion of self-employment. Hence, in many countries, 60% of manpower which is found in the informal economy constitutes self-employed individuals (World Employment Report of 2004/05 in Yekunoamlak, 2006:241).

Similarly, ILO(1984: 9; 1990 b) stated that it is one of the area of employments that self-employed individuals are engaged in some kind of economic activity from which they directly receive the rewards of their labour, either in terms of output itself or profits from the sale of the output. Thus, it is a kind of an employment which is found or created by an individual or group of peoples (members of cooperatives) or family members who are the owner and at the same time employee (s) of the business (firm), and they are not wage/paid earners.

Self employment may involve in variety of jobs/business areas in which self-employed individuals can be engaged such as retail operations, provision of services, agriculture and small scale manufacturing etc (Cave in Yekunoamlak, 2006:241).

According to ILO (1985:41), in the case of Ethiopia, most of self-employed in urban areas are engaged in micro and small enterprises. In connection with this, it is to be noted that very often in Ethiopia a micro and small enterprises are informal. However, recently the government has taken measures for the formalization of informal operation and tried to create an enabling legal and institutional environment, and provided support services.

Yekunoamlak (2006:62), likewise, stated that when the productivity and capacity of self-employed who are found in the informal economy improves through different means they will be transformed in to the formal economy in a form of small, enterprises and gradually may shift to large firms.

This shows that self-employed individuals may usually found in the informal economy at the beginning of their existence and after some time they may transfer in to the formal economy and hence, even they may be able to create job opportunities to others.

Generally, self-employment is one of the alternatives for unemployed individual. Even though, it may be found in the formal sectors mostly it is found in the informal sector, this is because it is usually created by the individuals who have shortage of capital and hence they cannot perform their business in the formal sector which needs some legal requirements such as license, labour law, taxation and structure, etc.

### **2.3.2. The Role of Self-Employment**

A distinguishing characteristics of labour markets in developing countries is that a large proportion of these countries jobs is not in the wage labour market rather informal sector particularly self-employment constitute a substantial part of employment. It plays a significant economic role in the urban as well as rural areas of African countries including Ethiopia by producing goods and services in conformity with the needs of the population (ILO, 2004:247; Richard, 2001:14).

There is, therefore, a big potential that large number of peoples can join to the world of work in this sector of the economy, through which they can secure their livelihood.

Thus, it has significant role in economic development, poverty reduction and solving other social problems of developing countries since it is labour-intensive and requires low capital used in self-employment establishments to create jobs (ILO, 2004: 27, Bruch and Hiemenz, 1984:15-17).

#### **2.3.2.1. Role of Self-Employment in Economic Development**

In developing countries, where there are shortages of capital, managerial resources, and skilled labour, the promotion of self-employment may be an important approach to economic development.

It involves adapting imported equipment to meet local needs or producing entirely new capital goods which are relatively labour intensive. Moreover, it is believed to be a substantial contribution to income generation, particularly for low income population groups (Neck and Nelson, 1987:5).

In this connection, ILO (1999:21) forwarded a related idea that self-employment empowers people to make choices and promotes cohesion and stability of societies. It was indicated that in Ethiopia there is large number of self-employed that produce 50% of the total output Molla, 2008:26) Wage employment must, therefore, be supplemented by efforts to expand productive

employment opportunities in self-employment and hence growth income per capital is to be achieved.

### **2.3.2.2. Role of Self-Employment in Solving Social Problems**

Most developing countries particularly African countries face difficulties in providing adequate employment for their rapidly increasing labour force. This is because the formal sector cannot absorb all labour force which is increasing more from time to time. Moreover, the informal sector which is labour intensive and hence has a remarkable capacity to absorb large portion of the labour force was not received adequate attention by governments. As a result many social problems including unemployment are now challenging for many developing countries (UNESCO, 1983:8, Bruch and Hiemenz, 1984:12)

To reverse the situation, countries are now beginning to implement alternative development strategies which are aimed at reducing unemployment and redistributing economic opportunities and benefits more equitably among social groups within a country. A primary means of achieving this goal may be prepare people of self-employment through training programs.

Thus, because large parts of people who are poor are engaged in self-employment, it is a sector of the poor, by the poor, for the poor. In consequence, the sector caters to the needs of the poor in terms of food, clothing and housing. Moreover, most of the self-employed derived feelings of self worth and status from their business, derived feeling of moral satisfaction and independence, found interest from their business, and strengthen family cohesion and allowed the owner to provide employment for their family (Metcalf, Modood and Virdee 1996:123-124; ILO, 1984: 10, in Molla 2008:27).

### **2.3.3. Skill Training for Rural Self-Employment**

Many different training strategies have been used to prepare youth and adults for rural self-employment. Program strategies for disadvantage rural residents encounter special hurdles. The limited availability of skilled instructors may require that training by an integral part of the

activities of production cooperatives; greater use of transfer of skills among peers than with urban disadvantaged groups may also be required.

Some countries have initiated training programs for rural youth intended to develop self-employment skills pertinent to the rural non farm economy (O'Regan and Hellinger, 1981; Brigades coordinating Secretarial, 1986).

Although some of these programs have succeeded in giving young people technical skills, there have been problem in translating those skills in to jobs located in rural areas. Trainees are often exerted strong pressure to redirect training toward urban oriented trades and to formalize training so that they can improve their chances of findings work in modern sector firms. Because they generally lack the capital and technical assistance to start up rural enterprises, graduates often have no other choice than to migrate to larger towns in search for employment (Kaduru, Chage, and Ovio 1985).

#### **2.3.4. Attitude towards Self-Employment**

What people do depends to a great extent upon what people believe in words and actions stem from concepts and attitudes. Positive attitudes have powerful impacts and can change ideas, allocation of resources and order of priorities. Thus, the attitude of individual who engaged in self-employment and other supportive bodies is an important element in order to start up and be successful in business. However, there are some attitudinal problems which inhibit self-employment during the process of startup self-employment of CSTC graduates, such as lack of awareness and little attention given to self-employment, although, it has a great contribution to the development of individual graduate and to the country as a whole (UN, 2006:15). Therefore, in the following few paragraphs, this part of review literature discussed about the attitude of skill training graduates, parents and the local community.

##### **2.3.4.1. Attitude of Graduates**

Each developing country hopes for creating jobs in small firms and in self-employment. In their case, education systems are not only faced with problems of disseminating knowledge and

technical skills, but even more with the problem of developing attitudes and patterns of behavior, in particular self-confidence, willingness, interest and initiative to engage in self-employment after the training has completed (Frost in Metcalf, Modood and virdee, 1996:167 in Molla, 2008:28). In other words, acquiring only knowledge and skill is not a guarantee to graduates to be self-employed, rather having effective work habit, desirable work attitudes, initiative as well as confidence which make the individual ready and have interest to self-employment are important to start up their own business and be successful later on. However, most graduates don't have interest and psychological readiness to create their own job after the training has been completed. It is important, therefore that the skill training educators take cognizance of developing good work habit and positive attitude as an important factor in addition to psychomotor skill development in their trainees. Thus, development and success in job creation is not completed until both skill and effective work habits and positive attitude have been learned and developed effectively (Tuijnman, 1996:45 in Molla, 2008:29).

#### **2.3.4.2. Attitude of the Community**

Positive attitude of the community may enhance the motivation of individuals to be self-employed and hence boost their level of achievement and confidence and develop the right attitude and behavior towards self-employment. However, due to the attitudinal problem of our community toward self-employment that is provide more respect and appreciation to white collar rather than blue collar, the community does not encourage and provide the required moral and other support to graduates. Hence, most graduates of our skills training centers are not motivated to start up their own business. This situation calls give attention to make the community which able to appreciate and encourage self-employment (Molla, 2008).

In addition, Metcalf, Modood and Virdee (1996:145) contended that good culture and positive attitudinal orientation of the community toward self-employment is one of the pushing factors to entering self-employment.

Therefore, by taking into consider its potential contribution to the achievement of the social and economic goals of the country; it must overcome the limitation and difficulties which are arisen from the attitudinal problem of the community toward self-employment.

### **2.3.5. Pre-Requisites for Self-Employment**

Trainees may acquire the required knowledge and skills that make them graduated successfully and be self-employed. Despite these benefits, there are also many external constraints that they face to start-up their own employment. These include lack of credit access and market access, lack of access to receive business shelter and lack of required support from concerned bodies etc. Moreover, lack of interest, confidence, and limited experience of graduates in enterprise creation may also have negative consequence (Nigma 1986:88; Hoppers and Komba, 1995: 151, in Molla, 2008:30).

In general, failure to retarded development of self-employment can be related to unfavorable economic climate. Therefore, some of the required elements to make suitable environment for self employment are discussed below.

#### **2.3.5.1. Credit/Capital Access**

The provision of external finance, in particular institutional credit is generally believed to be a corner stone of any self-employment program, since most of individual who enter to self-employment are poor and hence have shortage money to start-up their own business. Most often, credit problems may well pose the single, most significant obstacle to the promotion and development of small enterprise promotion and development of small enterprises that created by self-employed, as the entrepreneurship themselves, project designers and other concerned bodies have claimed (Neck and Nelson, 1987:173).

Similarly, Harper (1984:103) and ILO (2004:102) pointed out that access to financial services through micro financial institution protects and empowers the poor by giving them choices. It is an important element of employment promotion in developing countries where there is scarcity of capital. What distinguishes microfinance from conventional finance is the aim to serve poor people and reduce poverty by making suitable economic environment.

In general, access to credit helps the economically vulnerable people particularly unemployed who want to be engaged in self-employment. It is, therefore, one of the most important elements

to start-up business especially small enterprises in which most poor and unemployed people including CSTC graduates are engaged.

### **2.3.5.2. Premises/ Business Shelter**

The place where business is being conducted may determine whether the business is successful or not. Small business enterprises that established by self-employed individuals may be realize and survive successfully, if they can receive the business shelter that enable them to undertake their business. Moreover, the place where the business shelter found is also important. Thus, the place where the business is conducted should be at the business center and where the customers are found. This is because of, first of all, it may bring interest and confidence to the individual to start the business, and in fact it has also high probability to be successful in the business (Molla, 2008:31). In this connection, Neck and Nelson (1987:40) sated that although small enterprises that established self-employed are born easily, their morality rates are high. This is because they are at a disadvantage when attempting to promote their products. Therefore, especially in the case of small enterprises, it is important to undertake a business at the right place where people frequently come for shopping.

By the same token, CSTC graduates at the national level in general and regional and local in particular have an access for work premises from town municipalities where graduates are used to live even though most of them are found at the periphery of towns.

### **2.3.5.3. Interests and Confidence of Individuals**

Graduates need to be made aware of the fact that jobs are no longer something they can get from somebody else and that it may be necessary, and profitable to create their own employment through their own effort. Thus, it is important to make graduates aware of the reality that self-employment has a potential of business as an alternative to wage employment in government and private sector (Molla, 2008:33). In order to realize this, each and every CSTC graduate has to be joined the fields and skills by which he/she had trained. moreover, effective skill training center where by graduates gone through the experience and acquire knowledge and skills of starting

their business and managing its operation may have substantial importance to create inherent interest and confidence with in graduates to be self-employed (UNESCO,1983:5, Harper,1984:41).

#### **2.3.5.4. Support of Concerned Bodies**

In order to enhance the growth and competitiveness of self-employment, and its potential to create new jobs, consideration should be given to the availability to a wide range of direct and indirect of support services related to various aspects of business start-up and operation among others preparing business plan, consultancy and information services, advisory services and support regarding technology and modernization marketing research assistance. Thus, in addition to other facilities, the support of concerned bodies and intensive follow-up is essential if self-employment is to be feasible alternative to jobs in modern sector (ILO, 2004:106).

Neck and Nelson (1987:174), likewise, stated that the extent to which jobs are created by skill training graduates is often directly linked to the level of support provided by the government and other concerned bodies in terms of different services. Thus, if they are encouraged and helped by concerned bodies, they will have more opportunity to start-up their business and indispensable contribute in to achieving the social and economic goals which are the real essence of development of the country.

Therefore, it is necessary to provide the required support to graduates from concerned bodies such as the woreda small and micro enterprise offices, municipalities and others. Hence, they may play a significant role in socio-economic development of the country.

## **2.4. The Development of Community Skill Training Centers (CSTCs) in Ethiopia**

### **2.4.1. Pre- 1974**

In Ethiopia, traditional education dates back to the period of Axumite kingdom when the Sabeen alphabet was used. The trend and development of education system in Ethiopia seems paradoxical. Ethiopia is one of the few countries in the world which has its own written script and yet with highest level of illiteracy (Solomon, 1997:2).

Education in its traditional form has a long history in Ethiopia. However, prior to the regime of Menlik II, the educational system was predominantly religious oriented to serve the manpower need of the church and the state. Available documents show that there are certain adult education programs in 1940s. For instance, literacy and extension classes were given by American Institute in 1946, Berhan Zare New Institute in 1948 and college level continuing education started since 1953 (MOE, 1988:46).

The first initiation of the government to promote adult literacy was proclaimed in 1955 and the Ministry of Education became the official organ in order to conduct and co-ordinate adult literacy programs. To this end, the ministry established community schools at Majette in 1956, at Debre Berhan in 1957 and Mobil schools in 1960/61 (Solomon, 1997:3, MOE. 1998:45).

In 1967, the Ministry of Education formally established the department of Adult Education and Literacy. In the same year, the department supported with foreign donation from UNDP, UNESCO, FAO and ILO started work oriented adult education program. Many government and non-government organizations were participated in the adult education program. Among the prominent were the National Literacy Campaign Organization, Yemisirach Dimts, Ethiopian Orthodox Church, Ethiopian Women Association, Ministry of Education, the Young Men's and Women's Christian Association, Ministry of National Community Development, the Territorial Army and many others (Solomon, 1987: 4-5; MOE, 1988: 45-46).

As viewed by Maaza (1966:228) partly due to changes in the philosophy, objectives and structures of Ethiopian educational, community skills for basic education were observed in to the

mainstream of Ethiopian education. The overall objectives were to create conditions for social, economic and cultural progress while contributing towards the attainment of higher living standards for the people. People were encouraged to attend literacy classes and were in addition given short training in sewing, handcraft, food preparation, bread baking, etc. They were also encouraged to engage in cottage industry as an income generating activity. However, in spite of the attempts made, Ethiopian's accomplishments on education were found embarrassingly low since 1961 (Fasil, 1990:10). Lack of definite policies that relate to development and unorganized Program were the basic failure (Tilahun (1991:71).

In 1969 with the help of UNESCO, work oriented adult literacy was scheduled to address the industrial areas near Addis Ababa. Mean while the Education Sector Review (ESR) of 1971/ 72 came up with proposals for what was known as "Community Practicum's". In relation to adult non formal education, the program was regarded to be an important component of integrated strategy of educational development.

#### **2.4.2. During the Dergue Regime (1974-1991)**

After the 1974 revolution, various actions to enhance the development of the country were taken of which development through co-operation launched in 1975/76. This campaign has mobilized 56,000 students, teachers and members of the Armed forces, 8000 of which were assigned for various organizations and institutes such as Drought, Relief and Rehabilitation Commission and Ministry of Education (MOE 1986:3). Furthermore, one of the objectives of the campaign was to carry out literacy program to alleviate the steadily perpetuated aspects of the wide spread ignorance in Ethiopia and the day to day accumulated unskilled manpower, unemployment, Poverty and other social disorders which in turn gave rise to the outbreak of the 1974 revolution. On the top of this, the National Literacy Campaign ( NLC) was launched in July 8,1979 with a new Department of Adult Education under the slogan " Let the literate teach and the illiterate learn" which was a pledge to mobilize people to participate in the flight against literacy.

However, it was felt that literacy alone could not improve the life of the mass of the people. To provide relevant education and other area of non formal program CSTCs were designed which is

part of the overall mass education program in the country (Agedew, 1995:7). The community skill training program in Ethiopia was started in 1975/76. This was of course the outgrowth of the experience gained from the work oriented adult literacy project (MOE, 1988:1). Though the need to provide focal points for adult education programs to meet skill training needs had been recognized much earlier and the real recruitment of instructors in the field of adult and non formal education was started with the development of community skill training centers.

The main objectives of CSTCs were to provide the rural population with knowledge, attitude and skills for an effective participation in economic, social and political affairs of the country (MOE, 1988:2). They were defined as delivery points for knowledge and skills related to productivity, Communal living and individual and family living (Albinson, 1987:6). Participants in the CSTCs were expected to complete basic literacy program (MOE 1988:3) and the courses given in the center included four major areas agriculture, handicrafts, health and cooperative education. A CSTC, on average was intended to serve around 40 peasant associations, woreda towns being the center. At each center, it was planned to train on an average 120 persons a year in different skills in 3 to 4 months and a short term training lasting 2 to 3 weeks. Accordingly, it was proposed to establish the CSTC at woreda level that is one center in each woredas, to be nearer to the rural communities to achieve its multiplier effects.

According to Tekeste (1991:74) from 1975 to 1991, about 400 CSTCs were established for the purpose of integrated rural development with a special emphasis on training change agents. By the end of 1990, the CSTCs had trained in different skills 189,313 adults whom 33,126 were women. However, the skill training courses were not need based. In addition lack of follow-up of the trainees of their effectiveness as multipliers and lack of tools for the ex-trainees to start their work once they get back to their localities were among the weakness (Tekeste, 1996:74, in Guluma, 2002:51).

#### **2.4.3. The CSTCs Since 1991**

After the overthrow of the military government in 1991, the political power has been seized by the EPRDF government. By redressing and providing much wider opportunity towards access to education, basic adult and non formal education plays a significant and perhaps a leading role in

the process of social transformation. Recognizing this, the EPRDF government formulates the current education and training policy that states the non formal education concentrates both on basic literacy and occupational skills which is to be given parallel to the formal schooling (TGE, 1994:8) . Furthermore the promulgated that non formal education and training programs will be organized by the various development and social institutions in collaboration with the Ministry of Education ( TGE, 1994:26).

In line with the prevailing federal structure, the regional states have gained certain cultural autonomy which helps them shape their own development in accordance with the development policy of the federal government (Desu, 2008:55). The principle of decentralization has enabled the regional states to shape their own educational activities as well as programs. The curriculum is need based, flexible and the context consists of agriculture, health, family education, etc. the regional adult coordinators will interpret this curriculum to regional language and to their specific situation of their localities. The strategy entails the how to go about, the role of the government and non government organization (NGOs), the time framework and cost breakdowns.

Community skill training centers (CSTCs) are strengthened with the objective of preparing adults for self-employment. Accordingly, short term development oriented courses in the area of animal husbandry, poultry, application of improved seeds and fertilizers, leather, wood and metal works, etc are provided to adult learners ( Yalew 2004).

## **2.5. Adult and Non Formal Education and CSTCs in Oromia**

### **2.5.1. Adult and Non Formal Education in Oromia**

Oromia is the largest regional state in Ethiopia having 14 administrative zones and 212 woredas. There are a total of 6000 village (Kebele) administrations with a total of about 25 million inhabitants. About 90 percent of the population lives in rural areas mainly engaged in subsistence agriculture. The agricultural activities in the region have been affected by recurrent droughts every 5 to 10 years (Teshome, 2005). Environmental degradation such as deforestation and soil erosion contributes to low productivity in agriculture. Lack of awareness about family planning among the rural population is an important cause for the high population growth rate which in

turn bears a negative effect on the environment. It goes without saying that the root cause of these and several other problems is the lack of appropriate education among the adult population. Therefore, adults, youth and out-of-school children should get opportunities for basic education and livelihood training for a better life and social functioning in their communities. This reality in turn requires the presence of trained personnel to effectively run various development oriented adult and non formal education and training programs at grass root levels (Teshome, 2005).

Cognizant of the value of having such trained personnel, the Oromia Regional Education Bureau expresses its interest in the opening of the ANFE department at the Jimma Teachers College. The ANFE Department started its first course in September 1999 with an initial intake of 20 males and 5 females selected from among ANFE unit heads or CSTC coordinators already working in the various woredas or zones of the region.

### **2.5.2. Community Skill Training Centers (CSTCs) in Oromia**

Since the declaration of the poverty reduction strategy of the country, eradicating illiteracy, hunger, malnutrition and thereby maintain sustainable development of society is given due concern in Oromia Regional State. As part of this grand task, provisions of basic education, which is the prior area of the new education and training policy and a key issue in the poverty reduction strategy, has also obtained major attention in the region. The efforts being made and the achievements of the regional state are also significant in this regard (Melkamu, 2005).

In addition to provision of basic education, conducting basic skill training for youth and adult (and/or other school dropout youth) came to be among the major issues in the region. For this reason, there were a lot of training centers which were offering non-formal skill training to adults. The 157 community skill training centers which the region has now were part of this initiative. In addition, restructuring the management of CSTCs and bringing them under the TVET branch, which has a huge responsibility in poverty alleviation of the region has taken place. Since then, the TVET branch has organized the CSTCs and incorporated the activities planned to be performed by these CSTCs in its strategic plan (Melkamu 2005). The CSTCs, according to this plan, are expected to provide training opportunities that could play a determinant role in

poverty reduction and support capacity building programs in the region to improve the livelihoods of the adults and youth whether or not these beneficiaries have gone through formal education. Now, the CSTCs have their own independent structure which is directly accountable to the woreda TVET expert and mandate to manage their budget, as one independent training institution with the responsibility and accountability give to the coordinators.

Most of the CSTCs offer training in building construction, poultry, metal work, radio and watch repair, tailoring, weaving, wood work, carpentry, etc. In 2005, a total of 4,481 (2,646 male and 1,935 female) adults of different educational backgrounds and school dropouts have been given relevant training.

## **CHAPER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Research Methods**

This study mainly uses descriptive survey method. The descriptive survey is selected because, the study was intended to make detailed description and analysis of current factors that affect effectiveness of CSTC former trainees. As explained by Best and Kahn (1999:114) 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. This method also helps to gather data from a relatively large number of cases within a limited period of time.

### **3.2 Data Sources**

The data for the study were obtained from both primary and secondary sources. Primary data were collected from respondents: zone TVET commission bureau head and experts, sample woreda TVET heads and experts, coordinators and trainers of sample CSTCs in the zone, former trainees of the sample CSTCs in the last five years (2003/4-2007/8), heads and experts of micro and small scale enterprise at zone and sample woredas, heads of town municipalities, and community leaders. Secondary data were obtained from relevant books, journals, reports, letters, documents at sample CSTCs, and others.

### **3.3 The Population, Sample and Sampling Techniques**

There are 12 Woredas, 2 Special Woredas and 14 Community Skill Training Centers in East Shoa Zone of Oromia Regional State. However, it is difficult to consider all the woredas and special woredas in the zone, because of limited time, budget and manpower. So the target sample was selected from 5 woredas (Ada'a, Bora, Fantale, Lume and Liban) and 2 special woredas (Adama and Batu) using purposive sampling methods because there are different training programs given in these centers. Purposive sampling helps researchers to intentionally select samples that have experience with the central phenomenon or the key concept being studied/explored (Creswell and Clark, 2007:113). Consequently, 7 (50%) of CSTCs were selected from the 5 woredas and 2 special woredas using purposive sampling method.

The research participants of this study were former trainees of CSTCs, trainers, coordinators, Zone TVET Commission Bureau head and experts, Sample Woreda TVET heads and experts, Zone and Woreda Micro and Small Scale Enterprise Office heads and experts, and community leaders.

The purposive sampling technique was used to select some of the respondents (Zone and Woreda TVET heads and experts, coordinators and trainers of CSTCs, Zone and Woreda Micro and Small Scale Enterprise Office heads and experts, and Town Municipalities). The other group of respondents constitutes 496 CSTC graduates of the 2003/4-2007/8 academic years. Out of these 168(34 percent) were included in the sample by random sampling technique. Since it is impossible to get all the sample graduates easily around the CSTC, where they trained, convenience sampling technique was implemented to identify those who have received skill trainings for the last five years. This sampling method is a method, which involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained (Cohen and Manion, 1980:88). The random sampling technique was also used to select community leaders.

### **3.4 Data Gathering Tools**

To gather relevant data from the respondents' two sets of questionnaires, structured and unstructured interviews and observations were used.

**3.4.1 Questionnaire:** The questionnaire was preferred for it enables to gather data about situation, practices and problems from large number of respondents at a time. Accordingly, one set of questionnaire was administered to collect data from trainers and coordinators of the CSTCs and the other was from the former trainees of the CSTCs. In order to get all the possible information from the respondents, the questionnaires included both open and closed ended items.

**3.4.2 Interview:** According to Patton, (1987:11) an interview guide is a list of questions or issues that are to be used in the course of an interview, and it provides topic or subject areas about which the interviewer is free to explore, probe, and ask questions that will elucidate and

illuminate that particular subject. Thus, interview was employed to collect data from: Zone TVET Commission Bureau head and experts, Sample woreda TVET heads and expert, heads and experts of micro and small scale enterprise office at the zone and woreda level, heads of town municipalities and community leaders

**3.4.3 Observation:** According to Patton, (1987:70) an important source of qualitative data evaluation is direct, first hand observation of the program. “The main advantage of observation is its directness...moreover data collected by observation may describe the observed phenomena as they occur in their natural setting” (Nachmias, 1992:192). Therefore, the observation for this study was planned in order to have better understanding about the activities of self-employed CSTC former trainees. The observations were focused on the availability of raw materials, machines, hand tools, and convenience of working areas for the self-employed graduates.

### **3.5 Procedure of Data Collection**

The data gathering instruments were designed on the basis of the reviewed literature and the intended data to be collected. In order to test the validity and reliability of the two types of questionnaires, a pilot test was carried out at Lume CSTC. Thus, from the first type, 15 questionnaires were distributed to CSTC graduates and from the second type 12 questionnaires were distributed to both coordinators and trainers of the same center. On the basis of the feedback of the pilot study unnecessary questions were omitted, ambiguous concepts corrected, and vague words altered and substituted. In addition, the internal consistency of the instrument was tested to be high by using SPSS. The computed result of reliability is 0.858 and 0.872 for the first and the second types questionnaires respectively. The validity of the instrument was also commented by psychology post graduate second year students of Addis Ababa University. Moreover, the questionnaires which were filled by the graduates were translated to Afan Oromo by Addis Ababa University Afan Oromo language post graduate second year students to avoid comprehension barriers.

After correcting the pilot tested questionnaires, the actual distribution was followed and close supervision was exercised to ensure the questionnaire filling process is conducted in a way to receive reliable and dependable data.

Interview responses of zone TVET commission bureau head and experts, sample woreda TVET heads and experts, heads of micro and small scale enterprise offices at the zone and sample woreda levels, and community leaders were used as additional inputs to substantiate the responses of CSTC former trainees, trainers and coordinators. The self-employed former trainees working activities and facilities were also observed by the researcher and the necessary information has been gathered based on the checklist.

Moreover, official contact was made with zone TVET commission bureau and sample woreda TVET offices, sample CSTCs, micro and small scale enterprise offices at zone and sample woreds, and town municipality offices to get permission and support for this research work.

### **3.6 Method of Data Analysis**

The responses that were obtained from questionnaires, interviews, informations generated from observations, and review of secondary data were organized, summarized and analyzed both quantitatively and qualitatively. To analyze the quantitative data, percentage was used. Moreover, the information gather by the use of observation and interview guides were transcribed and summarized using narrative. Finally, all pieces of information were combined in a supplementary approach to each other during the analysis.

## CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

This chapter constitutes the presentation and interpretation of the data gathered from sample CSTC former trainees, trainers, coordinators, Zone TVET Commission Bureau head and experts, sample Woreda TVET heads and experts, Zone and Woreda Micro and Small Scale Enterprise office heads and experts, heads of Town Municipalities, and community leaders. The data obtained through questionnaires, interviews, observation and secondary sources were analyzed and interpreted so as to treat the basic questions raised in chapter one.

A total of 248 questionnaires (168 to CSTC former trainees, 45 to CSTC trainers, and 35 to CSTC coordinators) were distributed and 239 questionnaires (163 (97.02%) from former trainees, 42 (93.33%) from trainers and 34(97.14%) from coordinators) were filled and returned respectively. Based on the responses obtained from sample respondents, the analysis and interpretation of the data is presented following each table.

### 4.1. Characteristics of the Study Population

The following three tables summarize the background of CSTC former trainees, trainers and coordinators respondents.

**Table 1: Description of Former Trainees by Sex, Age, Marital Status and Family Size**

No	Item		Response	
			No	%
1	Sex	Male	94	57.7
		Female	69	42.3
		Total	163	100
2	Age	15-20	16	9.8
		21-25	38	23.3
		26-30	52	31.9
		31-35	14	8.6
		36-40	23	14.1
		41-45	12	7.4
		46 and above	8	7.9
		Total	163	100
3	Marital status	Married	36	22.1
		single	113	69.3
		divorced	9	5.5
		widowed	5	3.1
		Total	163	100

Item number 1 in Table 1 relates to the sex of former trainee respondents. As the information obtained from respondents in this regard shows, 94(57.70%) were male and 69(42.30%) were

female. This clearly shows that the number of males exceeded that of females. From this one can deduce that female participation in CSTC is low as compared to their male counter parts.

In item number 2 of Table 1, a great portion of former trainees 52(31.90%) are grouped within the age limit of 26 to 30 years and 38(23.30%) are within 21 to 25 years age range. Others 16(9.80%), 14(8.60%), 23(14.10%), 12( 7.40%) and 8(4.90%) are within the age limit of 15 to 20 years, 31 to 35 years, 36 to 40 years, 41 to 45 years and 45 and above years respectively. This indicates that the majority of the former trainees are in early and adult hood. This age group is believed to represent active and productive part of the society. Moreover, as indicated in item 3 of Table 1, the majority (69.30%) of former trainees were single.

**Table 2: Description of Former Trainees by Educational level, Field of study and Occupation**

No	Item		Response	
			No	%
1	Educational level	Non-literate	24	14.7
		Grade 1-4	19	11.7
		Grade 5-8	29	17.8
		Grade 9-10	59	36.2
		Grade 11-12	32	19.6
		Total	163	100
2	Former Trainees field of study	Artisan	-	-
		metal work	46	28.22
		wood work	28	17.17
		leather work	3	1.84
		weaving	5	3.06
		pottery	-	-
		sewing	24	14.72
		masonry	37	22.69
		typing	14	8.59
		photography	6	3.68
		knitting	-	-
Total	163	100		
3	Current occupation	Metal worker	9	5.52
		wood worker	9	5.52
		masonry	6	3.68
		farmer	8	4.90
		tannery	-	-
		Artisan	-	-
		Typist	3	1.84
		Tailor	12	7.36
		Weaver	-	-
		Jobless	112	66.71
		Total	163	100

As indicated in item 1 of Table 2, 24(14.70%) of sample former trainees were found to be illiterate. On the other hand, 59(36.20%) have a general secondary high school (9-10) education. Others 19(11.70%), 29(17.80%) and 32(19.60%) have and elementary (1-4), junior elementary (5-8) and a high school (11-12) education respectively.

As indicated in item 2 of Table 2, majority of the former trainees (28.22%, 17.17%, 14.72% and 2.69%) were trained in metal work, wood work, sewing and masonry fields respectively. Only few numbers, 1.84%, 3.06%, 8.59% and 3.68% of the former trainees completed in leather work, weaving, typing and photography. Thus, from the above data, one could conclude that metal

work, sewing and masonry were observed to be the most preferred training programs by trainees. On the other hand, areas like pottery, leather work, and weaving are still the least preferred occupational skills. This implies the deep rooted cultural influences against handicraft skills.

In the last item of Table 2, the former trainees were asked to indicate their current occupation. Accordingly, significant majority of respondents (68.71%) replied that they were jobless. Only few respondents (7.36%, 5.52% and 5.52%) were tailors, wood workers and metal workers respectively. Thus, from the responses of majority of the respondents one could conclude that CSTC graduates did not create their own job.

**Table 3: Description of Trainers and Coordinators by Sex, Age, Educational level, and Service years**

No	Item		Respondents			
			Trainers		Coordinators	
			N	%	N	%
1	Sex	Male	36	85.70	26	76.50
		Female	6	14.30	8	23.50
		Total	42	100	34	100
2	Age	25 and below	8	19.00	8	23.50
		26-30	8	19.00	8	23.50
		31-35	10	23.80	6	17.60
		36-40	10	23.80	7	20.60
		41-45	4	9.50	2	5.90
		46 and above	2	4.80	3	8.80
		Total	42	100	34	100
3	Educational level	Grade 8 and below	4	9.52	-	-
		grade 9-12	6	14.29	7	20.58
		12 + T.T.I	20	47.61	18	52.94
		Diploma	11	26.19	7	20.58
		BA/BASC	1	2.38	2	5.88
		MA and above	-	-	-	-
		Total	42	100	34	100
4	Service years	0-5 years	24	57.14	19	55.89
		6-10 years	9	21.43	8	23.52
		11-15 yeas	6	14.28	5	14.70
		16 years and above	3	7.15	2	5.88
		Total	42	100	34	100

As can be seen from Table 3, 85.79% of trainers and 76.50% of coordinators were male respondents where as 14.30% of trainers and 23.50% coordinators were females. Thus, it is possible to infer that the participation of females in teaching and coordinating in CSTCs was low. This shows that there could be cultural influence that assumes females are not fit for skills

training and there could be lack of role model females in either teaching or coordinating in the CSTCs.

From the Table, one can also observe that a significant portion of respondents (66/60% of trainers and 61.70% coordinators) are between the ages of 26 and 40. The data shows that respondents below the age of 20 and above 41 were few. One may observe a negative correlation between age and involvement in the program beyond the age of 41. In this case the finding seem to go inline with Cross's (1989) argument that age is an important characteristics to adult learning. In the study majority of the respondents are in early and middle adult hood. This age group is believed to represent the active and productive in the society. Hence, the population included in the data is believed to have the maturity to realize and provide the necessarily information for the study.

Item number 3 of Table 3, further revealed, majority of respondent (47.61% of trainers and 52.94% of coordinators) were T.T.I graduates with little or no training in skills training. The data further indicated that, surprisingly 23.81% (i.e. 9.50 plus 14.29) of trainers and 20.58% of coordinators were below grade 12. Similarly, the information gathered from the documents at CSTCs indicates that, a very significant proportion of trainers were locally and traditionally experienced individuals without appropriate training. From the above table, only 26.19% of trainers and 20.58% of coordinators have college diploma. Furthermore very few respondents (2.38% of trainers and 5.88% of coordinators) have their first degree. Based on the above data, one could conclude that, the trainers and coordinators educational background entails the need for training in the field of skill training programs. Thus providing on the job training and organizing frequent workshops and seminars are essential.

As shown in the Table 3, 57.14% of CSTC trainers have below five years of experience in the field. As discussed earlier, on top of the trainers' inappropriate educational background, inadequate experience is likely an obstacle to provide proper training. Others, 21.43%, 14.28% and 7.15% of trainers have 6 to 10 years, 11 to 15 years and 16 years and above experience respectively. In the addition, as can be seen from the Table, 55.89% of coordinators have below five years of experience. Only, 23.52%, 14.70% and 5.88% of coordinators have 6 to 10 years, 11-15 years and above years of experience respectively.

#### 4.2. Trainees Enrollment, Selection of Training Skills and Duration of Training Programs

**Table 4: Trainees Enrollment and Selection of Training Skills.**

No	Item	Respondents		
		No	%	
1	How did you get the chance to the training program?	Invited by the Kebele	52	31.90
		Recommended by the Kebele	8	4.90
		Based on my request	103	63.20
		Other	-	-
		Total	163	100
2	Did you select the training you have participated in	Yes	110	67.50
		No	53	32.50
		Total	13	100
3	If you say "Yes" why did you select	To acquire skill	18	16.36
		To up grade skill	21	19.09
		To use the chance	37	33.64
		For income generating other	34	30.91
		Total	-	-
4	If your answer is "no" did you have an other chance of training program?	Yes	110	100
		No	53	100
		Total	53	100

Table 4, was organized to assess how CSTC former trainees enrolled to the training centers. Accordingly, majority of the respondents (63.20%) replied that the training is given on voluntary bases and they joined the training centers on their own request. On the other hand, 31.90% of former trainees confirmed that they were recommended by the kebele to join the skill training centers. Based on the response of majority of the respondents, it is possible to conclude that voluntary participation in the centers is encouraging.

In item 2 of the Table 4, a question was presented to the former trainees to check whether they select the training program based on their interest or not. Consequently 67.50% of the former trainees confirmed that they have selected the training program based on their own interest. On the other hand, there are few (32.50%) former trainees who replied that they were not given the chance to select the training program. Thus, from the majority of respondents, it is possible to say that the selection criterion was mostly according to the need of former trainees.

In item 3 of Table 4, question was presented to respondents who responded positively in item 2 with the intention to now why they selected the training program. Accordingly 33.64% of the

respondents reported that they select the training program they participated in simply to use the chance. Others group of respondents, 30.91%, 19.09% and 16/36% confirmed that they select the training program for income generating, to up grade their skills and to acquire skills respectively. Thus, from majority of the responses of respondents, it is possible to conclude that the availability of variety of training programs in CSTCs widens participants' opportunity to choose the training program based on their interest.

The last item of Table 3 was presented to the respondents who responded negatively in item number 2 with the intention to know whether they had an other chance of training program or not. Surprisingly, 100% of the respondents replied that they did not have an other chance of training program and that is why they attended the training without their interest.

**Table 5: Duration of the Skill Training Programs**

Item	Respondents					
	former trainees		Trainers		Coordinators	
	No	%	No	%	No	%
Below 1 month	12	7.40	4	9.50	3	8.80
1-2 months	4	2.50	2	4.80	2	5.90
2-6 months	119	73.00	32	76.20	29	85.30
7-10 months	28	17.20	4	9.50	-	-
More than 10 months	-	-	-	-	-	-
Total	163	100	42	100	34	100

In Table 5, the three groups of respondents were asked to indicate the duration of the skill training programs given to the CSTC former trainees. Consequently, significant majority of respondents (73.00% of the former trainees, 76.20% trainers and 85.30% of coordinators) replied that the former trainees attended the skill training programs for 2 to 6 months. As the Table further revealed, 17.20% of former trainees and 9.50% of coordinators confirmed that it stayed for 7 to 10 months. Thus, based on the responses of majority of the respondents the CSTC former trainees attended their training programs for below one year.

### 4.3. Interest of CSTC Trainers and Coordinators to help Their Former Trainees

**Table 6: Interest of Trainers and Coordinators to help Former Trainees and CSTC Target Groups**

No	Item	Respondents			
		Trainers		coordinators	
		No	%	No	%
1	How is your interest to help the CSTC former trainees ?				
	High	8	19.00	6	17.60
	Average	12	28.60	13	38.20
	Low	22	52.40	15	44.10
	Total	42	100	34	100
2	If your response to question number 1 is “average” or “low”, please indicate the reason.				
3	On which target groups the CSTC programs focus?				
	School leavers	8			
	Youth	10	19.00	7	20.60
	Adults	16	23.80	7	20.60
	Other	8	38.10	16	47.10
	Total		19.00	4	11.80
	Total	42	100	34	100
4	What makes you concentrate on the indicated group?				
	Due to their request	14	33.30	10	29.40
	Due to woreda development strategy	25	59.50	24	70.60
	Other	3	7.10	-	-
	Total	42	100	34	100

In item 1 of Table 6, the respondent were asked to rate their interest to help CSTC former trainees. Accordingly, majority of respondents (52.40% of trainers and 44.10% of coordinators) asserted that their interest to help CSTC former trainees was low. Conversely, only 19.00% of trainers and 17.60% of coordinators confirmed that they had high interest. The response of the interview conducted with zone and woreda TVET heads and experts also indicated that the trainers and coordinators of CSTC do not have the interest towards their work. The respondents interviewed pointed out that lack of job mobility, huge work load and lack of opportunity for further education in the field were the most important factors that aggravate the demotivation.

In item 3 of Table 6, respondents were asked to indicate on which target groups the CSTC programs focused. Accordingly, majority of respondents (38.10% of trainers and 47.10% of

coordinators) pointed out that the CSTC programs were focused on adults. On the other hand, 23.80% of trainers and 20.60% of coordinators confirmed that the CSTC programs were focused on youths. As the data further revealed, 19% of trainers and 20.60% of coordinators rated that the CSTC programs were focused on school leavers. Thus, based on the responses of the respondents, it is possible to infer that the CSTC programs were focused on adults, youth and school leavers.

The last item in the Table 6 was presented to respondents to know what makes the CSTC to concentrate on the indicated groups. Consequently, significant majority of respondents (59.50% of trainers and 70.60% of coordinators) indicated that the CSTC focused on the indicated target groups due to woreda Development strategy. On the other hand, 33.30% of trainers and 29.40% of coordinators replied that the CSTC focused on the indicated target groups due to their request.

#### 4.4. Self-Employment Conditions of CSTC Former Trainees and Their Relations with the Training Centers

**Table 7: Self-Employment Conditions of CSTC Former Trainees**

No	Items	Responses	
		No	%
1	What have you done after the training using the skill you have acquired?		
	Started a new occupation	38	23.31
	Expanded the prior occupation	13	7.98
	Nothing	112	68.71
	Other	-	-
	Total	163	100
2	If your answer is “started a new occupation” or “expanded the prior occupation”, what change you have you observed?		
	Additional income	2	3.92
	Respect by other	13	25.49
	Improvement of daily practice	36	70.59
	Other	-	-
	Total	51	100
3	If your answer is “nothing”, what was the problem?		
	Lack of capital	58	51.76
	Lack of market	16	14.28
	Lack of adequate skill	20	17.86
	Lack of interest	18	16.07
	Other	-	-
	Total	112	100

In item 1 of Table 7, the question was present to former trainees to check what they have done after their training using the skill they acquired in CSTC. Consequently, majority of the respondents (68.71%) confirmed that they have done nothing with the skill they acquired in CSTC. On the other hand, 23.31% and 7.98% of the respondents indicated that they started a new occupation and expanded the prior occupation respectively with the skill they acquired.

In item number 2 of Table 7, a question was further presented to respondents who said that they started a new occupation or expanded the prior occupation to check what changes they observed to their life by starting a new occupation or expanding the prior occupation. Accordingly, significant majority of respondents (70.59) pointed out that they observed a change in improvement of daily practice in their life. Whereas, 25.49% of the respondents revealed that they are respected by others either by starting a new occupation or by expanding their prior occupation. On the other hand, only 3.95% of the respondents replied that they observed a change on their life by having additional income.

The last item of Table 7 was presented to respondents who responded “nothing” in item 1 with the intention to know what problem hindered them either to start a new occupation or expand the prior occupation. Accordingly majority of respondents (57.76) replied that lack of capital (credit) was the main problem that hindered them not to start a new occupation or expanded the prior occupation similarly, 14.28%, 17.86% and 16.07% of respondents confirmed that lack of market, lack of adequate skill and lack of interest respectively were the problem that hindered them either not to start a new occupation or expand prior occupation. Along this most of former trainee respondents in the the interview confirmed that they are unemployed because they lacked capital or access to credit.

Thus, from the responses of majority of the above respondents, one can conclude that the CSTC graduates need capital (credit) either to create their own business or to expand the prior occupation. In addition, it is also possible to conclude that CSTC graduates lack adequate skill and interest to create their own work or expand the prior occupation they already had.

**Table 8: Relationship between Former Trainees and CSTCs**

No	Item	Responses					
		Former Trainees		Trainers		Coordinators	
		No	%	No	%	No	%
1	Does the CSTC follow the situation of the former trainees?						
	Yes	24	14.37	9	21.40	12	35.30
	No	139	85.27	33	78.30	22	64.70
	Total	163	100	42	100	34	100
2	Do the former trainees get any support from the CSTC after they have graduated?						
	Yes	36	22.09	13	31.00	9	26.50
	No	127	77.91	29	69.00	25	73.50
	Total	163	100	42	100	34	100
3	If you say "yes", what was the support given to the graduates?						
	Credit	4	11.11	3	23.07	1	11.11
	MLI	18	50.00	5	38.46	4	44.44
	Additional training	14	38.89	5	38.46	4	44.44
	Other	-	-	-	-	-	-
	Total	36	100	13	100	9	100

As one could see from the Table 8, there was an intention to know whether the CSTCs follow the situation of their graduates or not. Accordingly, majority of the respondents (85.27% of former trainees, 78.30% of trainers and 64.70 of coordinators) replied that the CSTCs did not follow the situation of their former trainees. Conversely, only 14.73% of former trainees, 21.40% of trainers and 35.30% of coordinators indicated that the CSTSc follow the situation of their former trainees. Hence, from the responses of majority of the above respondents, it is possible to indicate that the relationship between CSTCs and their former trainees was weak.

In item 2 of table 8, there was an intention to know whether the CSTC former trainees got any support from the training centers or not. Consequently, majority of respondents (77.90% of former trainees, 69.00 % of trainers and 73.50% of coordinators) confirmed that the CSTC former trainees did not get any support from the training centers. On the other hand, 22.09% of former trainees, 31.00% of trainers and 26.50% coordinators asserted that the CSTC former trainees got a support from the training centers. The response of few self-employed former

trainees and zone and woreda TVET heads and experts during the interview seem to strength the response of majority of respondents. Thus, the support provided by CSTCs to their former trainees was weak.

In the last item of Table 7 question was presented to respondents who responded positively in item 2 with the intention to know what support was given to the former trainees. To this end, 50.00% of graduates, 38.46% of trainers and 44.44% of coordinators reported that market labour information (MLI) was given to the graduates by the training centers. The data further revealed that, 38.89% of graduates, 38.46% of trainers and 44.44% of coordinators replied that additional training was given to the graduates by the training centers. On the other hand, only 11.11% of graduates, 23.07% of trainers and 11.11% of coordinators indicated that credit was given to the former trainees by the training centers.

#### 4.5. Commitment, Cooperation, Competence, Experience and Interest of WMSSE and Town Municipalities

**Table 9: Commitment and Cooperativeness of WMSSE and Town Municipalities**

No	Items	Respondents					
		Former Trainees		Trainers		Coordinators	
		No	%	No	%	No	%
1	How committed were the heads and employees of woreda micro and small scale enterprise and town municipalities to do their duties regarding CSTC former trainees?						
	High	30	18.40	10	23.81	6	14.65
	Average	45	27.61	13	30.95	9	26.47
	Low	88	58.97	19	45.24	19	55.88
	Total	163	100	42	100	34	100
2	How cooperative the heads and employees of woreda micro and small and town municipalities to do with CSTC former trainees						
	High	24	14.72	8	19.05	6	14.65
	Average	46	28.22	11	26.19	8	23.53
	Low	93	57.06	23	54.76	20	58.82
	Total	163	100	42	100	34	100

Table 9 was organized to assess the extent to which WMSSE and Town municipality heads and employees were committed and willing to cooperate to do their duties regarding CSTC graduates.

Accordingly, in item 1 of the table majority of the respondents (58.97% of former trainees, 45.24% of trainers and 55.88% of coordinators) confirmed that the commitment of WMSSE and town municipality heads and employees to do their duties with CSTC graduates was low. On the other hand, only 18.40% of former trainees, 23.81% of trainers and 14.64% of coordinators contended that their commitment was high. On top of this, interviewed CSTC former trainees and trainer respondents added that WMSSE and town municipality heads and employees were not committed to support these former trainees.

Thus, based on the response of majority of respondents, it is possible to indicate that the CSTC former trainees who want to receive the required service from these two offices were not given the necessary support.

In item 2 of Table 9, the question was presented to the respondents to check how the heads and employees of WMSSE and town municipality were cooperative to do with CSTC regarding the former trainees. Consequently, 57.06% of former trainees, 54.76% of trainers and 58.82% of coordinators reported that the cooperation of the heads and employees of the offices to work with the CSTC graduates was low. Conversely, 14.72% of former trainees, 19.05% of trainers and 14.65% of coordinators pointed out that their cooperation with the two offices was high. Thus, it is possible to say that the cooperation of the WMSSE and town municipality office heads and employees with the CSTC graduates was low.

**Table 10: Competence, Experience and Interest of WMSSE**

No	Items	Respondents					
		Former Trainees		Trainers		Coordinators	
		No	%	No	%	No	%
1	How do you rate the competence of WMSSE office heads and employees to provide technical support to CSTC former trainees ?						
	High	-	-	16	38.09	11	32.35
	Average	87	53.37	16	38.09	13	38.23
	Low	73	46.62	10	23.82	10	29.41
	Total	163	100	42	100	34	100
2	How do you rate the experience of WMSSE heads and employees to provide technical support to CSTC graduates? former trainees						
	High	-	-	2	4.76	5	14.71
	Average	-	-	14	33.34	12	35.29
	Low	-	-	26	61.90	17	50.00
	Total			42	100	34	100
3	How interested are the heads and employees of WMSSE offices to provide technical support to CSTC former trainees ?						
	High	38	23.31	4	9.52	7	20.58
	Average	49	30.06	15	35.71	9	26.47
	Low	87	53.34	23	54.77	18	52.95
	Total	163	100	42	100	34	100

Items of Table 10 were prepared in order to assess the competence, experience and interest of WMSSE office heads and other employees in providing technical support to CSTC former trainees. Consequently, majority of the respondents (53.37% of former trainees, 38.09% of trainers and 38.23% of coordinators) confirmed that the competence of the heads and employees of woreda micro and small scale enterprise office to provide technical support to former trainees was average. On the other hand, significant number of respondents (46.62% of former trainees, 23.80% of trainers and 29.41% of coordinators) disclosed that the competence of the heads and employees of the office to provide technical support to CSTC former trainees was low. The data further shows that there were still other groups of respondents (38.09% of trainers and 32.35% of

coordinators) who indicated that the competence of the heads and employees of the office to provide technical support to CSTC former trainees was high.

In item 2 of table 10, majority of respondents (61.90% of trainers and 50.00% of coordinators confirmed that the experience of the heads and employees of WMSSE office to provide technical support to CSTC former trainees was low. On the other hand, only 4.76% of trainers and 14.71% of coordinators responded that their experience was high. Hence, one can say that the experience of heads and employees of WMSSE offices to provide technical support to former trainees was low.

In item 3 of table 10, respondents were asked to indicate how interested are the heads and employees of WMSSE office to provide technical support to CSTC former trainees. Accordingly, 53.34% of former trainees, 54.77% of trainers and 52.95% of coordinators reported that the heads and employees of WMSSE offices to provide technical support to CSTC former trainees were low. On the other hand, only 23.31% of former trainees, 9.52% of trainers and 20.58% of coordinators disclosed that the interest to provide technical support to CSTC former trainees. Thus, one can say that the heads and employees of WMSSE office had low interest to provide technical support to CSTC former trainees.

Moreover, CSTC former trainees in the interview commented that the competence, experience and interest of the WMSSE office to provide technical support to these former trainees were very low. Therefore, it is deductable that CSTC former trainees were not obtaining necessary support from the indicated office.

#### 4.6. Relevance of Training Provided by the CSTCs

**Table 11: Relevance of Training Provided by the CSTCs**

No	Items	Respondents					
		Former Trainees		Trainers		Coordinators	
		No	%	No	%	No	%
1	How do you rate the similarity between the knowledge and skills former trainees acquired in the CSTC and the actual required knowledge and skills to run their own business after the trainings?						
	High	-	-	2	4.76	2	5.88
	Average	39	23.92	12	28.57	11	32.35
	Low	144	88.34	28	66.66	21	61.76
	Total	163	100	42	100	34	100
2	How do you rate the flexibility of the training programs of the CSTCs by taking in to consider the local business opportunity?						
	High	22	13.51	7	16.67	4	11.74
	Average	50	30.67	14	33.33	10	29.40
	Low	91	55.82	21	50.00	20	58.82
	Total	163	100	42	100	34	100
3	How do you rate the opportunity of former trainees to become self-employed by using the training they acquired in the CSTC?						
	High						
	Average	28	17.17	9	21.42	8	23.53
	Low	58	35.58	11	26.19	10	29.41
		77	47.25	22	52.39	16	76.46
	Total	163	100	42	100	34	100
4	How do you rate the value of knowledge and skills how former trainees acquired in the CSTC to produce goods and services required by the local market?						
	High	28	17.18	10	23.81	9	26.47
	Average	58	35.58	22	52.38	12	35.29
	Low	77	47.28	10	23.81	13	35.31
	Total	163	100	42	100	34	100

The training that is provided to the trainees should involve the skills required to the real world of work (Nigma, 1986:88).

Accordingly, Table 11 was organized with the intention to know the relevance of trainings which are being provided by CSTCs. In item 1 of Table 11, majority of former trainees (88.34), trainers (66.66%) and coordinators (61.76) reported that the similarity of knowledge and skills that former trainees acquired in the CSTCs and the required knowledge and skills to create their own jobs was low. On the other hand, 4.76% of trainers and 5.88% of coordinators replied that the similarity was high. Hence, it is conclude that there is a need to make the training that provides knowledge and skills relevant to trainees to create their own jobs.

In item 2 of the above Table, significant number of respondents 55.82% of former trainees, 50.00% of trainer and 58.82% of coordinators rated the flexibility of the training programs of the CSTC low. On the other hand, 13.51% of former trainees, 16.67% of trainers and 11.74% of coordinators reported that the flexibility of the training programs of the CSTC was high. Thus, from the above responses of majority of respondents it is possible to say that the flexibility of the training programs provided by CSTCs were weak in considering local market.

Similarly, AU (2007:5, 10,11) indicated that the skill training programs in many African countries are supply driven. The skill training programs are often not designed to meet observed or projected labour market demands.

Items 3 of the above Table 11 was presented with the aim to know the opportunity of CSTC former trainees to be come self employed by using the training they received from the centers. Consequently, significant majority of respondents (47.25 of former trainees, 52.39% of trainers and 76.46% of coordinators) asserted that the opportunity of former trainees to become self-employed by using the training they received in the CSTC was low. On the other hand, 17.17% of former trainees, 21.42% of trainers and 23.53% of coordinators reported that former trainees of CSTC had high opportunity to become self-employed by using the trainings they received in the CSTC. Moreover, the responses of the graduates during the interview asserted that the training they received was not sufficient enough to employ them selves.

Question no 4 in the Table11 was asked with the intention to check whether the trainings provided by the CSTCs were important to produce goods and services which were required by the local market. Accordingly, significant number of respondents (42.28% of former trainees,

23.81% of trainers and 35.29% of coordinators) rated that the importance of the knowledge and skills former trainees acquired in the training centers to produce goods and services at the local market was low. On the other hand, 17.18% of former trainees, 23.81% of trainers and 26.47% coordinators reported that importance of the knowledge and skills former trainees acquired in the training centers to produce goods and services at the local market was high.

#### 4.7. The Level of Support Provided by WMSSE and Town Municipalities to CSTC Former Trainees and Availability of LMIS

**Table 12: The Level of Support Provided by WMSSE and Town Municipalities to CSTC Former Trainees**

No	Items	Respondents					
		Former Trainees		Trainers		Coordinators	
		No	%	No	%	No	%
1	How do you rate the level of support provided by WMSSE offices and to former trainees						
	High	29	17.79	8	19.05	6	17.64
	Average	49	30.06	14	33.33	8	23.53
	Low	85	52.15	20	47.62	20	58.82
	Total	163	100	42	100	34	100
2	How do you rate the level of support provided by town municipalities to CSTC former trainees?						
	High	33	20.24	9	21.43	8	23.53
	Average	45	27.61	15	35.73	10	29.41
	Low	85	52.15	18	52.94	16	47.06
	Total	163	100	42	100	34	100

As one could see from Table 12, there was an intention to know the extent support provided by WSSE and town municipality offices to CSTC former trainees. Consequently, majority of respondents (52.15% of former trainees, 47.62% of trainers and 58.82% of coordinators) indicated that the level of support provided by WSSE offices to CSTC former trainees was low. Similarly, 30.06% of former trainees, 33.33% of trainers and 23.53% of coordinators replied that the support given to CSTC former trainees by WMSSE office was average. On the other hand, considerable number of respondents (17.79% of former trainees, 19.05% of trainers and 17.64%

of coordinators) reported that the support given to CSTC former trainees by WMSSE office was high. Hence, it is possible to say that the support provided by WMSSE office to CSTC former trainees was moderate.

As the data in item 2 of Table revealed, quiet significant majority (52.12% of former trainees 52.94% of trainers and 47.06% of coordinators) confirmed that the level of support given to CSTC former trainees from town municipality was low. In the same way, 27.61% of former trainees, 35.73% of trainers and 29.41% of coordinators indicated that the level of support given to CSTC former trainees by town municipality office was average. On the other hand, 20.24% of former trainees, 21.43% of trainers and 23.53% of coordinators replied that the support given to CSTC former trainees by town municipality was high. Thus, based on the responses of the three groups of respondents, it is easy to conclude that the level of support provided to CSTC graduates from town municipality was moderate.

**Table 13: Extent of the Relationship of WMSSE with CSTC Former Trainees**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	Did WMSSE offices have schedule to make meeting with CSTC former trainees on their problems?						
	Yes	40	24.54	11	26.19	8	23.53
	No	123	75.46	31	73.81	26	
	Total	163	100	42	100	34	100
2	If your response for no 1 is “yes”, how frequently they made meeting with former trainees?						
	Very frequently	-	-	-	-	-	-
	frequently	-	-	-	-	-	-
	Rarely	14	35.00	3	27.27	2	25.00
	Vary rarely	26	65.00	8	72.73	6	75.00
	Total	40	100	11	100	8	100

The items in Table 13 were designed to know the extent of the relationship of WMSSE with CSTC graduates. Consequently, in items 1, significant majority of respondents (75.46% of former trainees, 73.81% of trainers and 76.47% of coordinators) indicated that WMSSE office had no schedule to hold a meeting with former trainees on their problems. On the other hand,

24.54% of former trainees, 26.19% of trainers and 23.53% of coordinators pointed out that WMSSE office had a schedule to hold a meeting with former trainees on their problems. During the interview made with former trainees, trainers, coordinators and WMSSE office heads assured that the WMSSE offices had no schedule to hold a meeting with CSTC former trainees. Thus, it is easy to conclude that the WMSSE offices had no schedule to make meeting with CSTC former trainees.

In item 2 of Table 13, a question was presented to respondents who responded positively in item 1 with the intention to know how frequently the meeting was conducted. To this end, significant majority of respondents (65.00% of former trainees, 72.73% of trainers and 76.47% of coordinators) reported that the meeting was conducted very rarely. Similarly 35.00% of former trainees, 27.27% of trainers and 25% of coordinators indicated that the meeting was conducted rarely. On the other hand, none of the respondents replied that the meeting was conducted very frequently or frequently. On the basis of the above discussion, one might likely conclude that WMSSE offices had no knowledge of the problems and conditions of CSTC former trainees. Hence, former trainees have faced so many problems and are discouraged to exert their efforts to create their own jobs.

**Table 14: Availability and Proper Usage of LMIS**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	Is there a mechanism to gather labor market information (LMIS) in CSTC?						
	Yes	122	74.8	38	90.5	29	85.3
	No	41	25.20	4	9.5	5	14.7
	Total	163	100	42	100	34	100
2	If the response of item 1 is “yes” how often it was used to improve the training program of the CSTC?						
	Very frequently	20	16.39	9	23.68	6	20.67
	frequently	6	15.77	1	2.63	-	-
	Rarely	58	47.55	15	39.47	13	44.85
	Vary rarely	39	31.96	13	34.21	10	34.48
	Total	122	100	38		29	100
3	How do you rate the reliability (accuracy, continuity and up to date) of the LMITS that the CSTC employed?						
	Very high	8	6.57	2	5.26	-	-
	High	9	7.38	3	7.89	-	-
	Medium	14	11.47	11	28.94	1	3.44
	Low	89	72.95	17	44.74	18	62.07
	Very low	10	8.19	5	13.16	6	20.69
	Total	122	100	28	100	29	100
4	How dependable are the training programs of the CSTC on labour market information?						
	Very high	18	14.75	-	-	-	-
	High	16	13.11	2	5.26	-	-
	Medium	42	34.43	14	36.84	13	44.83
	Low	40	32.78	21	55.30	16	55.17
	Very low	6	4.92	-	-	-	-
	Total	122	100	38	100	29	100

Labour market information system (LMIS) is an important mechanism that provides current data for the skill training centers on the available job opportunities and the type of skills and occupations required by the economy (Yekunoamlak, 2008:18).

Hence, in the Table, questions were asked to respondents with the aim to check whether there was labour market information system (LMIS) and its proper usage in the training programs of the centers under study.

Consequently, in item 1, significant majority of respondents (74.8% of former trainees, 90.5% of trainers and 85.3% of coordinators) reported that LMIS was found in the training centers. On the other hand, 25.20% of former trainees, 9.5% of trainers and 14.7% of coordinators indicated that there was no LMIS in their training center. In supporting the response of majority of the respondents (trainers and coordinators) during the interview pointed out that the training centers were conducting tracer studies and need assessments with the aim to gather information about the labor market.

Based on the fore going finding, it is possible to conclude that CSTCs under study had LMIS with different systems. With item 2 in the Table 14, respondents who reacted positively to item number 1 were asked to indicate how often LMIS was used to improve the training programs of the centers. Accordingly, majority of respondents (47.55% of former trainees, 39.47% of trainers and 44.85% of coordinators) pointed out that LMIS was used rarely to improve the training programs of the centers. Similarly, 31.96% of graduates, 34.21% of trainers and 34.48% of coordinators asserted that it was used very rarely by the training centers on the other hand, 15.77% of former trainees and 2.63% of trainers indicated that it was frequently practiced by the training centers. From the above discussion, one could infer that even though there was the LMIS in the training centers with the intention to secure adequate information on skill demand, it was not frequently used and hence CSTCs under study are currently do not utilize LMIS techniques as it has to be.

Training policies, strategies and programs which are responsive to the labour market require accurate, regular and up date labour market information (Middleton and World Bank in Getachew, 2005:36).

In item 3 of Table 14, respondents were asked to rate the reliability of the labour market information that the CSTCs employed. To this end, significant majority (72.95% of former

trainees, 44.74% of trainers and 62.07% of coordinators) reported that the reliability (accuracy, continuity and up to datedness) was low. On the other hand, only few (7.38% of former trainees and 7.89% of trainers) contended that its reliability was high. Besides, the CSTC coordinators, trainers, TVET heads and experts in the interview pointed that the LMIS of the CSTC was weak. Thus, on the basis of the data given in the above table, it is likely to conclude that the reliability of the LMIS that the training programs of the training centers employed was low and hence it might mislead the training programs of the centers by provided wrong information.

The last item of Table 14 was asked to the respondents with the intention to check the extent to which the training programs of the CSTCs were designed and implemented based on labour market information. Accordingly, majority of respondents (32.78% of former trainees, 55.30% of trainers and 55.17% of coordinators) rated that the extent to which the training programs of the CSTCs depended on LMIS was low. On the other hand, only 13.11% of former trainees and 5.26% of trainers asserted that the training programs of the centers were highly depending on the LMI that the training centers received. Surprisingly, none of the coordinators indicated that it was high. Based on the responses of majority of the respondents, one can infer that the extent to which the training programs of the CSTCs based on the labour market information was low.

**4.8. Effort of Concerned Bodies to Develop the Interest of Former Trainees and Performance and Readiness of Former Trainees to Solve Their Problems**

**Table 15: Effort of Concerned Bodies to Develop the Interest of Former Trainees.**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	How do you rate the level of effort of the following concerned bodies to develop the interest of former trainees to become self employed 1.1. Effort of trainers						
	High	21	12.88	6	14.28	5	14.71
	Medium	45	27.60	12	28.58	9	26.47
	Low	97	59.51	24	57.14	20	58.82
	Total	163	100	42	100	34	100
2	1.2. Effort of CSTC						
	High	25	15.34	8	19.04	4	11.76
	Medium	46	28.22	11	26.19	11	32.35
	Low	92	56.44	23	54.76	19	55.89
	Total	163	100	42	100	34	100
3	1.3. Effort of woreda micro and small scale enterprise						
	High	16	9.81	4	9.52	6	7.64
	Medium	41	25.15	14	33.34	9	26.47
	Low	106	65.03	24	57.14	19	55.89
	Total	163	100	42	100	34	100
4	1.4. Effort of parents						
	High	26	15.95	2	4.76	-	-
	Medium	38	23.31	7	16.67	7	20.59
	Low	99	60.74	33	78.57	27	79.41
	Total	163	100	42	100	34	100
5	1.5. Effort of the local community						
	High	17	10.43	5	11.90	2	8.83
	Medium	48	29.45	9	21.43	10	29.4
	Low	98	60.12	28	66.67	21	61.7
	Total	163	100	42	100	34	100

The items in Table 15 were presented to the respondents with the intention to know the extent to which the effort of concerned bodies exerted to develop the interest of graduates to become self-employed. Accordingly, 59.51% of former trainees, 57.14% of trainers and 58.82% of coordinators asserted that the effort of the trainers to develop the interest of former trainees to

become self-employed was low. On the basis of the response of majority of the respondents, one can recognize that the effort of trainers to develop the interest of their former trainees to become self-employed was low.

The data presented about the effort of CSTCs, majority of respondents (56.44% of former trainees, 54.76% of trainers and 55.89% of coordinators) confirmed that the effort of CSTCs to develop the interest of graduates to become self-employed was low. Conversely, 34% of former trainees, 19.04% of trainers and 11.76% of coordinators pointed out that the effort of CSTCS was high. From the above data presented one can conclude that the effort of CSTCs to develop the interest of former trainees to become self-employed was low.

With regard to the effort of woreda micro and small scale enterprise office to develop the interest of former trainees to become self-employed, majority of respondents (65.03% of former trainees, 57.14% of trainers and 55.89% of coordinators) confirmed that the effort of woreda micro and small scale enterprise office to develop the interest of former trainees to become self-employed was low. On the other hand, 9.81% of former trainees 9.52% of trainers and 17.64% of coordinators pointed out that the effort of the office was high. Hence, in light of the response of majority of the respondents, one could conclude that the effort of woreda micro and small scale enterprise office to develop the interest of former trainees to become self-employed was low.

With the effort of former trainees' parents, significant majority of respondents (60.74% of former trainees, 78.57% of trainers and 79.41% of coordinators) indicated that the effort of graduates' parents to develop the interest of former trainees to engage in self-employment was low. Conversely, only few respondents (4.76% of trainers) responded that the effort of parents was high. In confirmation with the above discussion, interviewed CSTC former trainees indicated that the effort of concerned bodies in helping them to start their own work or business was low.

On the basis of the above discussion, one might likely conclude that the effort of most concerned bodies (trainers, woreda micro and small scale enterprise office, CSTC, former trainees' parents and the local community) to develop the interest of former trainees to become self-employed

was low. Hence, CSTC former trainees did not receive the required support that may help them to develop their interest and positive attitude towards self-employment.

**Table 16: Relevance of Training Programs to Solve Unemployment, Creativity and Income Generating Problems of Former Trainees.**

No	Items	Respondents					
		Former trainees		Trainers		coordinators	
		No	%	No	%	No	%
	Relevance of training programs to Solve:						
1	Unemployment problems of former trainees						
	Very High						
	High	25	15.33	8	19.05	4	11.76
	Medium	85	52.14	22	52.38	15	44.12
	Low	33	20.24	6	14.28	10	29.41
	Very low	14	8.59	4	9.52	3	8.82
		9	5.52	2	4.76	2	5.89
	Total	163	100	42	100	34	100
2	Creativity problems of former trainees						
	Very High	26	15.95	12	28.57	4	11.76
	High	85	52.14	19	45.24	15	29.41
	Medium	32	19.63	6	14.28	10	8.82
	Low	12	7.36	3	7.14	3	11.76
	Very low	8	4.91	2	4.76	2	5.89
	Total	163	100	42	100	34	100
3	Income generating problems of former trainees						
	Very High						
	High	19	11.65	10	23.81	7	20.59
	Medium	92	56.44	21	50.00	15	44.12
	Low	28	17.17	8	19.05	7	20.59
	Very low	16	56.44	3	7.14	3	11.76
		8	11.65	-	-	2	5.89
	Total	163	100	42	100	34	100

In items of Table16, questions were prepared in order to assess the relevance of the training programs to solve, unemployment, creativity and income generating problems of CSTC former trainees. Accordingly, majority of respondents (52.14% of former trainees, 52.38% of trainers and 44.12% of coordinators) indicated that the relevance of the training program to solve unemployment problems of CSTC former trainees was high. Conversely, only a considerable

number of respondents (8.59%) former trainees, 9.52% of trainers and 8.82% of coordinators) replied that the relevance of the training program in solving unemployment problems of CSTC graduates was low. Thus, based on the responses of majority of the respondents, one can conclude that, the training program had high relevance in solving unemployment problems of the CSTC former trainees.

In item 2 of Table 16, the respondents were asked to rate the relevance of the training programs to solve creativity problems of CSTC graduates. Consequently, 52.14% of former trainees, 45.24% of trainers and 44.12% of coordinators indicated that the relevance of the training programs to solve creativity problems of CSTC former trainees was high. On the other way, only 7.36% of former trainees, 7.14% of trainers and 8.82% of coordinators pointed out that its relevance was low. Thus, based on the response of majority of the respondents, one can conclude that the training programs had high relevance in solving the creativity problems of CSTC former trainees.

Question of item 3 in Table 16, was asked with the intention to check the relevance of the training programs in solving income generating problems of the CSTC former trainees. Accordingly, majority of the respondents (56.44% of former trainees, 50.00% trainers and 44.12% of coordinators) replied that the relevant of the training programs in solving income-generating problems of CSTC former trainees washigh. On the other hand, only 9.82% of the former trainees, 7.14% of trainers and 8.82% of coordinators replied that its relevance was low. Therefore, based on the responses of majority of the respondents, it is possible to conclude that the training program had high relevance in solving the income-generating problems of the CSTC former trainees.

**Table 17: Performance and Readiness of Former Trainees to Solve Their Problems**

No	Items	Respondents					
		Graduates		Trainers		coordinators	
		No	%	No	%	No	%
1	Performance of former trainees to solve their problems						
	Very High	4	2.45	1	2.38	4	11.76
	High	18	11.04	7	16.67	6	17.64
	Medium	42	25.77	14	33.34	12	35.29
	Low	88	53.99	16	38.09	12	35.29
	Very low	11	6.74	4	9.52	-	-
	Total	163	100	42	100	34	100
2	Readiness of former trainees to apply their skills						
	Very High	7	4.29	-	-	3	8.82
	High	20	12.26	9	21.43	5	14.10
	Medium	45	27.61	11	26.19	13	38.23
	Low	75	46.01	20	47.62	12	35.29
	Very low	16	9.81	2	4.76	1	2.94
	Total	163	100	42	100	34	100

Items of Table 18 were prepared in order to assess the performance and readiness of former trainees to solve their problems. Consequently, in item number 1, majority of respondents (53.99% of former trainees, 38.09% of trainers and 35.29% of coordinators) reported that the performance of former trainees to solve their problems was low. Similarly, 25.77% of former trainees, 33.34% of trainers and 35.29% of coordinators indicated that the performance of graduates to solve their problem was medium. On the other hand, only 11.04% of former trainees, 16.67% of trainers and 17.64% of coordinators replied that the performance of former trainees to solve their problem was high. Thus, based on the responses of majority of respondents, it is possible to conclude that the performance of former trainees to solve their problems was low.

In item 2 of table 18, respondents were asked to indicate readiness of former trainees to apply their skills. To this end, 46.01% of former trainees, 47.62% of trainers and 35.29% of coordinators replied that the readiness of former trainees to apply their skills was low. In the same way, 27.65% of former trainees, 26.19% of trainers and 38.23% of coordinators asserted that the readiness of former trainees to apply their skills was medium. On the other hand, a

considerable number of respondents (12.29% of graduates, 21.43% of trainers and 14.10% of coordinators) reported that the readiness of the former trainees to apply their skills was high. Hence, based on the responses of the majority of respondents, we can conclude that most CSTC former trainees had no readiness to apply their skills.

#### 4.9. Improvement in the Income of CSTC Former Trainees and their Social Responsibilities

**Table 18: Improvement in the Income, diversification of the Income Sources, and Social Responsibilities of Former Trainees**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	Improve in the income of former trainees						
	Very High	-	-	2	4.76	3	8.82
	High	17	10.42	9	21.43	3	8.82
	Medium	49	30.06	9	21.43	8	23.52
	Low	71	43.56	16	38.09	16	47.05
	Very low	26	15.94	6	14.28	4	11.76
	Total	163	100	42	100	34	100
2	Diversification of the income sources						
	Very High	8	4.30	4	3.52	3	8.82
	High	14	8.58	7	16.67	3	8.82
	Medium	51	31.28	6	14.28	8	23.52
	Low	69	42.33	16	38.09	16	47.05
	Very low	21	12.88	9	21.43	4	11.76
	Total	163	100	42	100	34	100
3	Increasing social responsibility						
	Very High	13	7.91	2	4.76	-	-
	High	17	10.42	9	21.43	6	17.64
	Medium	43	26.38	15	35.11	9	26.41
	Low	68	41.11	16	38.09	18	52.34
	Very low	22	13.43	-	-	1	2.34
	Total	163	100	42	100	34	100

In Item 1 of Table 18, respondents were asked to indicate the improvement in the income of CSTC former trainees. Accordingly, majority of respondents (43.56% of former trainees, 38.09% of trainers and 48.05% of coordinators) indicated that the improvement in the income of

CSTC former trainees was low. On the other hand, only 10.42% of former trainees, 21.43% of trainers and 8.82% of coordinators replied that the improvement in the income of CSTC former trainees was high. Therefore, based on responses of the majority of respondents, we can conclude that most of CSTC former trainees had no improvement in their income.

As the data in item 2 of the Table 18 revealed, quiet significant majority (42.33% of former trainees, 38.09% of trainers and 47.05% of coordinators) asserted that the diversification of the income sources of the CSTC former trainees was low. In the same way, 31.28% of former trainees, 14.28% of trainers and 23.52% of coordinators replied that the diversification of the income of the CSTC former trainees was medium. Conversely, only 8.58% of former trainees, 16.67% of trainers and 8.82% of coordinators reported that the diversification of the income of CSTC former trainees was high. Hence, based on the responses of majority of the respondents, it is possible to conclude that, most CSTC former trainees had no diversification of income sources.

In item 3 of the Table 18, the respondents were asked to indicate the increasing social responsibility of CSTC former trainees. Accordingly, significant majority of respondents (41.11% of former trainees, 38.09% of trainers and 52.34% of coordinators) replied that increasing social responsibility of CSTC former trainees was low. On the other hand, 10.42% of former trainees, 21.43% of trainers and 17.64% of coordinators pointed out that increasing social responsibility of CSTC former trainees were high. Thus, based on the responses of majority of the respondents, one could responsibly conclude that, most CSTC former trainees had no increasing social responsibility.

#### 4.10. Factors that Negatively Affect the Interest of Former Trainees and Their Market Accessibility

**Table 19: Factors that Negatively Affect the Interest of Former Trainees**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	Demand of the local community to the products of self-employed former trainees						
	High	28	17.18	10	23.81	9	26.47
	Average	58	35.58	22	52.38	12	35.29
	Low	77	47.24	10	23.81	13	38.24
	Total	163	100	42	100	34	100
2	Income that received from self-employment						
	High	30	18.40	6	14.28	6	17.64
	Average	75	46.01	24	57.14	16	47.05
	Low	58	35.59	12	28.58	12	35.31
	Total	163	100	42	100	34	100
3	Availability of inputs such as credit, premises, additional income, etc						
	High	40	24.54	16	38.09	12	35.29
	Average	39	23.92	18	42.85	18	52.94
	Low	84	51.54	8	19.06	4	11.77
	Total	163	100	42	100	34	100
4	Self-confidence of graduates						
	High	36	22.08	16	38.40	7	20.59
	Average	53	32.52	16	38.40	12	35.29
	Low	74	45.40	10	23.80	15	44.12
	Total	163	100	42	100	34	100

Trainees of CSTC may acquire the required knowledge and skills that may make them self-employed. Despite this, there are also many external constraints that affect their interest and hence discourage to start their own employment (Nigma, 1986:88; Roppers and Komba, 1995:151). Accordingly, Table 19 was organized with the intention to identify the factors that may affect negatively the interest of graduates to become self-employed. Accordingly, with regard to the first factors, majority of respondents (47.24% of former trainees, 23.81% of trainers and 38.24% of coordinators) asserted that the negative influence of low demand of the local community to the product of self employed CSTC former trainees on the interest of former

trainees to become self-employed was low. Similarly, 35.29% of coordinators pointed out that the negative influence of the factor was average. On the other hand, 17.18% of former trainees, 23.81% of trainers and 26.47% of coordinators responded that the negative influence of the factor was high. Thus, on the basis of response of majority respondents the negative influence of low demand of the local community to the product of self-employed graduates on the interest of former trainees to become self-employed was moderate.

The second factor that was presented to rate by respondents was the income that is received from self-employment. Accordingly, majority of respondents (46.01% of graduates, 57.14% of trainers and 47% of coordinators) indicated that its negative influence on the interest of former trainees to become self-employed was average. Similarly significant number (35.59% of former trainees 28.58% of trainers and 35.31% of coordinators) rated that its influence was low. On the other hand, 18.40% of former trainees, 14.28% of trainers and 17.64% of coordinators pointed out that its influence was high. Thus, on the basis of response of majority respondents low income that received from self-employment moderately affects the interest of former trainees to become self-employed.

The third factor that was presented for rating to respondents was the availability of inputs. Accordingly, majority of the respondent (23.92% of graduates, 42.85% of trainers and 52.94% of coordinators) asserted that its negative influence on the interest of former trainees to become self-employed was average. The other (51.54% of former trainees, 19.06% of trainers and 11.27% of coordinators) reported that its negative influence was low. On the other hand, a significant number of respondents (24.54% of graduates, 38.09% of trainers and 35.29% of coordinators) revealed that its negative influence on the interest of former trainees was high. In supporting this, CSTC former trainees, trainers, coordinators, key informants from the community and WMSSE office experts during the interview conducted with them indicated that inavailability of inputs was one of the major problems that affect the interest of former trainees not to create their jobs.

From the foregoing explanation, therefore, one can conclude that the in availability of inputs (credit, business's shelter, additional training etc) was the major factors that affect the interest of former trainees to become self-employed among others.

Confidence of graduates was the last factor which was rated by the respondents. Accordingly, (45.40% of former trainees, 23.80% of trainers and 44.12% of coordinators) pointed out that low confidence of former trainees has high negative influence on their own interest to become self-employed. Furthermore, quiet significant number (32.52% of former trainees, 38.40% of trainers and 35.29% of coordinators) indicated that the influence was average. On the other hand, 22.08% of former trainees, 38.40% of trainers and 20.59% of coordinators contended that the influence was high. Thus, on the basis of the response of the majority of respondents (former trainees, trainers and coordinators) one can inferred that low confidence on the part of former trainees has high negative influence on their own interest to become self-employed.

**Table 20: Accessibility of Market**

No	Items	Respondents					
		Former Trainees		Trainers		coordinators	
		No	%	No	%	No	%
1	How do you rate the local market accessibility to the product and services off CSTC former trainees						
	High	28	11.18	8	19.05	4	11.76
	Average	46	28.22	12	28.57	8	23.53
	Low	89	54.60	22	52.38	22	64.71
	Total	163	100	42	100	34	100
2	If your response to item 1 is "low" how do you rate the negative influence of the following?						
	2.1. Low quality products						
	High	44	49.44	11	50.00	12	54.54
	Average	31	34.83	7	31.82	7	31.82
	Low	14	15.73	4	18.18	3	13.64
	Total	163	100	42	100	34	100
3	2.2 High price of products						
	High	16	17.97	1	4.55	3	13.64
	Average	24	26.97	6	27.27	7	31.82
	Low	49	55.06	15	68.18	12	54.54
	Total	89	100	22	100	22	100
4	2.3. Lack of promotion						
	High	45	50.56	13	59.10	15	68.18
	Average	32	35.96	8	36.36	4	18.18
	Low	12	13.48	9	40.91	3	13.64
	Total	89	100	22	100	22	100
5	2.4 The place where firms found						
	High	42	47.19	11	50.00	12	54.54
	Average	32	35.96	10	45.45	6	27.27
	Low	15	16.87	1	4.55	4	18.19
	Total	89	100	22	100	22	100
6	2.5 Low purchasing capacity of the local community						
	High	39	43.82	11	50.00	9	40.91
	Average	32	35.96	10	45.45	8	36.36
	Low	18	20.22	1	4.55	5	22.73
	Total	89	100	22	100	22	100

According to Harper (1984:30) problem of market is not something which can be remedied by providing anything tangible, such as finance, a machine or raw materials. The nature of self employed marketing problem must be clearly understood before any attempt is made to solve the problem.

Therefore, as one could see from Table 20, there was the intention to know market accessibility to the product and service of CSTC former trainees. Accordingly, in item 1 of Table 20, majority of the respondents (54.60% of former trainees, 52.38% of trainers and 64.71% of coordinators) indicated that there was low market accessibility to the products and services of CSTC former trainees. On the other hand, 11.18% of graduates, 19.05% of trainers and 11.76% of coordinators pointed out that the market accessibility of CSTC former trainees to their products and services was high. Thus, one can conclude that the local market accessibility to the products and services of CSTC former trainees was low.

In item 2 of Table 20, list of factors which may negatively affect market accessibility of CSTC former trainees were presented to respondents who indicated that the market accessibility of CSTC former trainees was low in item 1. Consequently, regarding the first factor, significant majority of respondents (49.44% of former trainees, 50.00% of trainers and 54.54% of coordinators) asserted that low quality of products and services of CSTS former trainees had high negative influence on their market accessibility. Conversely, considerable number of respondents (15.73% of former trainees, 18.18% of trainers and 13/64% of coordinators) rated the negative influence of low quality products and services of CSTC former trainees on market accessibility were low. Thus, on the basis of the response of majority of respondents, it is possible to conclude that CSTC graduates might have lack of the required knowledge and skills to produce quality products and services and hence were not able to compete with other similar entrepreneurs.

With regard to high price of products and services, few respondents (17.97% of former trainees, 4.55% of trainers and 13.65% of coordinators) pointed out that its negative influence on market accessibility of CSTC former trainees' products and services was high. On the other hand, majority of respondents (55.06% of former trainees, 68.18% of trainers and 54.54% of coordinators) indicated that the negative influence of high price of product and services of CSTC former trainees on their market accessibility was low. Besides, 26.97% of former trainees, 27.27% of trainers and 31.82% of coordinators replied that its negative influence was average. Thus, one could infer that high price of products and services of CSTC former trainees had low negative influence on their market accessibility.

The third factor that was presented to respondents was lack of promotion. Hence, significant majority of respondents (50.56% of former trainees, 59.10% of trainers and 68.18% of coordinators) pointed out that the negative influence of lack of promotion on market accessibility of CSTC former trainees' product and service was high. Similarly, 35.96% of former trainees, 36.36% trainers and 18.18% of coordinators indicated that its negative influence was average. On the other hand 13.48% of former trainees, 40.96% of trainers and 13.64% of coordinators on their part disclosed that its negative influence was low. Thus, on the basis of responses of majority of respondents, it is inferred that lack of promotion had high influence on market accessibility of CSTC former trainees product and services.

As Neck and Nelson (1987:40) indicated, especially in the case of small enterprises, it is important to undertake business at the right place where people frequently come for shopping.

Accordingly, the fourth factor was presented to respondents with the intention to check the negative influence of the place where the firms of CSTC former trainees are found on market accessibility of their products and services. Consequently, significant majority of respondents 47.19% of former trainees, 45.45% of trainers and 27/27% of coordinators reported that its negative influence was average. On the other hand, 16.87% of former trainees 4.55% of trainers and 18.19% of coordinators asserted that its negative influence was low. In supporting this, self-employed graduates during the interview conducted with them indicated that the place where their firms found highly influences their market accessibility. Thus, based on the responses obtained from the respondents it is possible to conclude that the place where the firms of CSTC former trainees found had high negative influence on their market accessibility.

The last factor that was required to rated by the respondents was the low purchasing capacity of the local community. Subsequently, quiet majority of respondents (43.82% of former trainees, 50% of trainers and 40.91% of coordinators) asserted that low purchasing capacity of the local community had high negative influence on market accessibility of CSTC former trainees products and services. In the same manner, 35.96% of graduates, 45.45% trainers and 36.36% of coordinators indicated that its negative influence was average. On the other hand, 20.22% of

former trainees, 4.55% of trainer and 22.73% of coordinators replied that its negative influence was low. Thus, in light of the response of the majority of respondents, we can inferred that low purchasing capacity of the local community had high negative influence on the market accessibility of CSTC former trainees.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Findings

The general objective of this study was to assess the effectiveness of Community Skill Training Center former trainees in East Shoa Zone of Oromia. In order to achieve this objective, the following basic research questions were raised.

1. Do former trainees of CSTCs acquire adequate knowledge and skills and have interest to create their own jobs?
2. To what extent are East Shoa CSTCs former trainees self-employed?
3. What is the existing relation between the CSTCs and the former trainees?
4. What feed back has the community for the products and services of CSTC former trainees.
5. To what extent do the concerned bodies support the CSTC former trainees for their self-employment?
6. To what extent is the local market conducive to absorb the product and service of self-employed former trainees.

In order to answer the above basic questions questionnaires, interviews, observations and document review were used as instruments of data collection. The participants of this study were former graduates of CSTCs, trainers, coordinators, zone TVET commission bureau head and experts, sample woreda TVET heads and experts, zone and woreda micro and small scale enterprise office heads and experts, and community leaders. Purposive and simple random sampling methods were employed in selecting the participants. Among the 14 woredas of the zone, seven were selected using purposive sampling methods. Within these woredas, seven CSTCs were selected using a purposive sampling technique. The data obtained were then analyzed and interpreted using percentages. The major findings of the study were summarized below.

## **1. Respondents' Background**

- ◆ Regarding the sex of CSTC former trainees, the finding of the study indicated that, 57.70% of former trainees were male and 42.30% of former trainees were female showing that the participation of females in CSTCs was low as compared to their male counter parts.
- ◆ It was identified by this study that majority of the CSTC former trainees were trained in metal work, tailoring and wood work programs.
- ◆ The study also disclosed that a significant number of former trainees (66.71%) were jobless.
- ◆ Regarding the qualification of trainers and coordinators, the finding indicates that 47.6% of trainers and 52.94% of coordinators were T.T.I graduates with little or no training in skills training. The finding further showed that a very significant portion of trainers were locally and traditionally experienced individuals without appropriate training.

## **2. Interest of Former Trainees to Create Their Own Job**

- ◆ Regarding the effort exerted by the concerned bodies to develop the interest of graduates to become self-employed, it was ascertained in the study that most of the concerned bodies (WMSSE, CSTCs, trainers' parents and local community did not exert the required effort.
- ◆ The result of the study showed that, the inavailability of inputs such as credits, premises, additional income affectthe interest of graduates to become self-employed.

## **3. Relationship between the CSTCs and their Former Trainees**

- ◆ The result of the study revealed that the relationship between the CSTCs and their former trainees was weak. Moreover, the support (technical, LMI, additional training) provided by the CSTCs to their former trainees was also weak.

## **4. Relevance of Training Programs Provided by CSTCs for Self-Employment**

- ◆ According to the finding, 88.34% of graduates, 66.66% of trainers and 61.76% of coordinators indicated that the knowledge and skills of former trainees acquired in CSTCs were not similar to the knowledge and skills they required to create their own jobs.

- ◆ The result of the study also showed that the flexibility of the training programs of the CSTCs considering the local business opportunity was low.
- ◆ Moreover, the study also disclosed that the relevance of the CSTC training programs to solve unemployment, creativity and income-generating problems of the graduates was high.
- ◆ Most of the respondents asserted that the opportunity of CSTC former trainees to become self-employed by using the training they received was low.
- ◆ Significant majority of respondents (88.34% of former trainees, 66.66% of trainers and 61.76% of coordinators) indicated that the value of knowledge and skills former trainees acquired in the CSTCs to produce goods and services required by the local market was low.

#### **5. The Commitment, Cooperativeness, Experience, and Competence of WMSSE and Town Municipalities towards CSTC Former Trainees**

- ◆ Majority of respondents indicated that the commitment of WMSSE and Town Municipality heads and employees to do their duties with CSTC former trainees was low.
- ◆ As the finding of the study disclosed, the cooperation of WMSSE and town municipality heads and employees to do with CSTC former trainees was low.
- ◆ Regarding the competence of WMSSE, the finding depicted that the competence of the heads and employees of WMSSE office to provide technical support to CSTC former trainees was average.
- ◆ The study also disclosed that the experience and interest of heads and employees of WMSSE office to provide technical support to former trainees was low.
- ◆ According to the finding, WMSSE offices had no schedule to hold meetings with CSTC former trainees to deal with their problems. Moreover, the study indicated that the WMSSE offices had no knowledge about the problem and condition of CSTC former trainees.
- ◆ As the finding of the study disclosed, the level of support given to CSTC former trainees from both MSSE offices and town municipalities was low.

## **6. The Presence and Proper Implementation of Labour Market Information System (LMIS) to Improve Self-Employment**

- ◆ Regarding LMIS, the finding depicted that, CSTCs had LMIS. But, according to the finding, 72.95% of graduates, 44.74% of trainers and 62.07/5 of coordinators reported that the reliability (accuracy, continuity and up to datedness) of the LMIS that the CSTCs employed was low. More over, the finding of the study showed that LMIS was rarely used in the CSTCs.
- ◆ Majority of the respondents also indicated that the training programs provided in CSTCs were not based on LMIS.

## **7. Market Accessibility to the Product and Services of Self-Employed Former Trainees.**

- ◆ The result of the study showed that the local market accessibility to the products and services of few self-employed CSTC former trainees was low.
- ◆ According to the finding, low quality of products, lack of promotion, the place where firms are located and low purchasing capacity of the local community had high negative influence on market accessibility of CSTC former trainees.

## **8. Improvement in the Income and Diversification of the Income Sources of CSTC Former Trainees**

- ◆ Most of the respondents (43.56% of the former trainees, 38.09% of the trainers and 47.05% of the coordinators) indicated that most of CSTC former trainees had no improvement in their income.
- ◆ The study revealed that, most CSTC former trainees had no diversification of income sources.

## **5.2. Conclusion**

1. One of the important elements to improve employability of CSTC former trainees is that they have to be equip with the required relevant knowledge and skills and hence they will have more opportunity to create their own job. However, the findings of the study indicated that the trainings provide by CSTCs were not flexible and used labour market information system properly.
2. Regarding the self employability of former trainees, it was asserted in the findings that, significant number of CSTC former trainees was jobless. This indicated that, the former trainees could not create their own job and they were unable to use the diversification of

their income-sources. It can, then, be concluded that most of CSTC former trainees had no improvement in their income.

3. According to the findings of this study, most of CSTC former trainees had no relation with the training centers after their graduation. Hence, it is easy to say that they could not get additional training, technical support and LMI from the training centers.
4. It was found out by this study that low quality of products, lack of promotion, low purchasing capacity of the local community and the place where firms are located had high negative influence on market accessibility of CSTC former trainees. It can then be conclude that their opportunity to survive and be successful in self-employment was low.
5. According to the findings of the study, the heads and employees of WMSSE and town municipality offices were not committed and cooperative to do their duties together regarding CSTC former trainees. Moverover, the professional support provided by WMSSE to CSTC former trainees was low. It can, then, be conclude that there was low coordination among concerned bodies to help CSTC former trainees. And the situation might also negatively affect the efforts of former trainees to become self-employed and hence, they might face so many problems and be discouraged to create their own job.

### **5.3. Recommendations**

On the basis of the findings obtained and the conclusions reached, the following recommendations are forwarded to improve the effectiveness of CSTC former trainees.

- ◆ CSTC former trainees could have more opportunities to be self-employed only if they acquire the required knowledge and skills. To this end, more attention should be given to the quality of the trainings offered by the CSTCs. Moreover, it is important to make the training demand driven through conducting need assessment.
- ◆ Training could be effective and hence fulfill needs of former trainees if it is based on labour market information system (LMIS). The CSTCs understudy had the system but the information they gathered was not reliable due to many reasons. Therefore, it is recommended that CSTCs of the zone should give emphasis to accuracy, continuity and up to date ness of the labour market information by conducting awareness creation

campaign about its importance on different concerned bodies that are the source of labour market information.

- ◆ The extent to which new jobs are created by CSTC former trainees is often directly linked to the level of support provided by concerned bodies which comprise WMSSE office, town municipalities, public organizer, micro finance, rural development and CSTCs. Therefore, these bodies should form a committee at the zone and woreda levels that may help them to discuss on the problems of CSTC former trainees and evaluate and take measures on the activities of their offices and do things in coordination regarding CSTC former trainees.
- ◆ Furthermore, the committee should encourage self-employment by providing technical and professional support, credit facilities, working area (shelter), entrepreneurial training, and market accessibility to the CSTC former trainees.
- ◆ The training programs should focus on agro industries such as agricultural products (food grain, oil seeds, dairy), horticulture, bee keeping etc, as most former trainees trainees found in the rural areas.
- ◆ Different stakeholders such as NGOs, private sectors and voluntary organizations should participate in helping and encouraging the former trainees to create their own jobs.

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**Appendix6.1: Questionnaire filled by CSTC Trainers  
and Coordinators**

**Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

Questionnaire set on: Effectiveness of CSTCs Former Trainees in East Shoa Zone of Oromia Regional State.

The purpose of this questionnaire is to collect data on the Effectiveness of CSTCs Former Trainees in East Shoa Zone of Oromia Regional State and to offer solutions for the encountered problems if there are any. Thus, your efforts to provide adequate and genuine information would be great to the success of the research endeavor. Therefore, you are kindly requested to make “✓” in the small empty boxes that hold appropriate alternatives and to put your responses briefly for open ended questions.

Thank you in advance for your cooperation.

Note: Please, know that your responses will be used only for research purpose and no need of writing your name.

## 1. Personal Information

- 1.1. Zone \_\_\_\_\_
- 1.2. Woreda \_\_\_\_\_
- 1.3. Sex: A. Male  B. Female
- 1.4. Age: A. 25 and below  B. 26-30  C. 31-35
- 1.5. D. 36-40  E. 41-45  F. 46 and above
- 1.6. Marital status  
A. Single  B. Married  C. Divorced
- 1.7. Educational Background  
A. Grade 8 and below  D. 12 + T.T. I   
B. Grade 9-12  E. Diploma   
C. 12 complete  G. MA and above
- 1.8. Field of specialization (subject area) \_\_\_\_\_
- 1.9. Current position \_\_\_\_\_
- 1.10. Service year in the current position \_\_\_\_\_
- 1.11. Service year in other areas \_\_\_\_\_
- 1.12. Total service years \_\_\_\_\_

## 2. Training and Former Trainees Related issues

- 2.1. How is your interest in the area with CSTC Former Trainees?  
A. High  B. Average  C. Low
- 2.2. If your response to question 1 is "average" and "low", please indicate the reason, \_\_\_\_\_
- 2.3. On which target groups the CSTC programs focus?  
A. School leavers  C. Adults   
B. Youth  D. Others, \_\_\_\_\_
- 2.4. What makes you concentrate on indicated groups?  
A. the request of the target groups   
B. Due to Woreda development strategy   
C. Others \_\_\_\_\_

- 2.5. The duration of the training given in your CSTC is
- A. For below 1 month       D. For 6-10 months   
 B. For 1 month                       E. For 1 years   
 C. For 2-6 months                   F. Other \_\_\_\_\_.
- 2.6. Do you think the former trainees acquired enough knowledge and skills to create their own job in the given training time?
- A. Yes                                       B. No
- 2.7. Does the CSTC have any way to follow the situation of the former trainees?
- A. Yes                                       B. No
- 2.8. Do the former trainees get any support from the CSTC after they have completed?
- A. Yes                                       B. No
- 2.9. If you say "Yes" what was the support given to the former trainees?
- A. Credit/capital   
 B. Market labour information  
 C. Additional training
- 2.10. Did Micro and Small Enterprises and Association Promotion Offices have schedule to make meeting with former trainees on their problem?
- A. Yes                                       B. No
- 2.11. If your response to question number 10 is "yes", how frequently they made meeting with former trainees?
- A. Very frequently                       C. Rarely   
 B. Frequently                               D. Very rarely
- 2.12. Is there any way to gather Labor Market Information in CSTC?
- A. Yes                                       B. No
- 2.13. If you say "Yes", how often it is used to improve the training program of the CSTC?
- A. Very frequently                       C. Rarely   
 B. Frequently                               D. Very rarely
- 2.14. How dependable is the training program of the CSTC on Labour Market Information (LMI)?
- A. Very High                               C. Low   
 B. High                                       D. very low

- 2.15. How do you rate the competence of Micro and Small Enterprise and Association Promotion Offices heads and employees to provide professional support to former trainees?  
 A. High                       B. Average                       C. Low
- 2.16. How do you rate the experience of Micro and Small Enterprise Association Promotion Offices heads and employees to provide professional support to CSTC former trainees?  
 A. High                       B. Average                       C. Low
- 2.17. How do you rate the similarity of the knowledge and skills the former trainees acquired in the CSTC to the actual required knowledge and skills to run their own business?  
 A. High                       B. Average                       C. Low
- 2.18. How do you rate the opportunity of former trainees to become self-employed by using the training they acquired in CSTC?  
 A. High                       B. Average                       C. Low
- 2.19. How do you rate the flexibility of the training programs of the CSTC by taking in to consideration of the local business opportunity?  
 A. High                       B. Average                       C. Low
- 2.20. How do you rate the value of knowledge and skills the former trainees acquired in CSTC to produce goods and services required by the local community?  
 A. High                       B. Average                       C. Low
- 2.21. In your opinion, how do you rate the negative influence of the following factors on the interest of former trainees to become self-employed?

	<b>High</b>	<b>Average</b>	<b>Low</b>
1. Low demand of the local community to the products of self employed former trainees			
2. Low income that received from self-Employment			
3. In availability of inputs such as credit, premises, additional training etc			
4. It is not respected and appreciated by the local community			
5. Low self-confidence of former trainees			

2.22. In your opinion, how do you rate the local market accessibility to the product and service of CSTC former trainees?

A. High                       B. Average                       C. Low

2.23. If your response to 2.20 is low, how do you rate the negative influence of the following reasons?

Items	High	Average	Low
1. Low quality products			
2. High price of products			
3. Attitudinal problem of the local Market			
4. Lack of promotion			
5. The place where the firms found			
6. Low purchasing capacity of the local Community			

2.24. What are the major factors that affect self-employment of your CSTC former trainees?  
\_\_\_\_\_

2.25. What are the solutions to improve the opportunity of self employment of CSTC former trainees? \_\_\_\_\_

3. Please indicate the relevance of the following training related factors toward the effectiveness of the CSTC former trainees by making a tick (✓) mark in the appropriate box / grid.

Very High=5, High=4, Medium=3, Low=2, Very low=1

Factors	Rating				
	Very High	High	Medium	Low	Verylow
3.1. Relevance of the training program to solve Social problems of the former trainees					
3.2. Unemployment problems of the former trainees					
3.3. Lack of creativity problems of the former trainees					
3.4. Income generating problems of the former trainees					
3.5 The appropriateness of the training program in changing the attitude of the community towards handicrafts skill					

4. The next questions (in the table) are proposed in order to measure the effectiveness of CSTC former trainees. Please indicate your agreement by making a tick (√) mark in the appropriate box /grid.

Very High=5, High=4, Medium=3, Low=2, Very low=1

Items	Rating				
	Very High	High	Medium	Low	Very Low
1. Performance of former trainees to solve their problems					
2. Readiness of former trainees to apply their skills					
3. Improve in the income of former trainees					
4. Diversification of the income sources					
5. Increasing awareness of the community towards handicraft skills					
6. Increasing social responsibility					
7. Encouraging the community in for participating in the training programs					

5. In your opinion to what extent the following factors affect the effectiveness of the CSTC former trainees? Please indicate your opinion by making a tick (√) mark in the appropriate box /grid

Very High=5, High=4, Medium=3, Low=2, Very low=1

Factors	Rating				
	Very High	High	Medium	Low	Very Low
1. Lack of shelter /premises to start their job					
2. Low interest of former trainees to wards self employment					
3. Lack of credit /fund / to start their business					
4. Lack of labor market information system					
5. Limited market condition for their products					
6. Lack of promotion services to their products					
7. Low quality of their products					
8. Lack of raw materials in the local area					
9. Low attitude of local community for former trainees' product.					

**Appendix 6.2: Questionnaire filled by CSTC  
Graduates**

**Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

Questionnaire set on: Effectiveness of CSTCs Former Trainees of East Shoa Zone of Oromia Regional State.

The purpose of this questionnaire is to collect data on the Effectiveness of CSTC Former Trainees in East Shoa Zone of Oromia Regional State and to offer solutions for the encountered problems if there are any. Thus, your efforts to provide adequate and genuine information would be great to the success of the research endeavor. Therefore, you are kindly requested to mark “√” in the small empty boxes that hold appropriate alternatives and to put your responses briefly for open ended questions.

Thank you in advance of your cooperation!

Note: Please, know that your responses will be used only for research purpose and no need of writing your name.

## 1. Personal information

1.1. Woreda \_\_\_\_\_

1.2. Sex: A. Male  B. Female

1.3. Age: A. 15-20  B. 21-25  C. 26-30   
D. 31-35  E. 36-40  F. 41-45  G. 46 & above

1.4. Marital status

A. Married  B. Single  C. Divorced

1.5. If you are married how large is your family size?

A. 2-4  B. 5-6  C. 7-9   
D. 10 and above

1.6. Your educational background

A. Non-literate  D. Grade 9-12   
B. Grade 1-4  E. Grade 12 complete   
C. Grade 5-8

1.7. Your current occupation

A. Farmer  D. Jobless   
B. Daily labour  E. Artisan   
C. Home lady  F. Other, \_\_\_\_\_

1.8. Previous occupation (before the training), \_\_\_\_\_

## 2. Training Program and Its Relevance

2.1 When did you receive skill training in the CSTC?

2.1. What was the type of training course you have received?

A. Wood work  F. Midwifery   
B. Pottery  G. Carpentry   
C. Metal work  H. Sewing   
D. Weaving  I. Others, \_\_\_\_\_  
E. Tannery

2.2. For how long it was stayed?

A. for below 1 month

B. For 2-6 months

C. For 6-10 months

D. for 1 years

E. other , \_\_\_\_\_

2.3. How did you get the chance to the training program?

A. Based on my request

B. I was recommended by the kebele

C. I was directly invited by the CSTC

D. Other , \_\_\_\_\_

2.4. Did you select the type of training you have participated in?

A. Yes

B. No

2.6. Why did you select the type of course you have predicated in?

A. To acquire the skill

B. To upgrade the skill I have

C. Simply to use the chance

D. For income generation

E. Other , \_\_\_\_\_

2.7. If your answer for question No 2.5 is no, did you have another choice of training course?

A. Yes

B. No

2.8. What was your choice? \_\_\_\_\_

2.9. How did you evaluate the relevance of the training course you have received to your personal need?

A. High

B. Average

C. Low

2.10. What have you done after the training by using the skills you have acquired?

A. I have started a new occupation

B. I have expanded my prior occupation

C. I did nothing new

D. Other, \_\_\_\_\_

2.11. If your answer for 2.10 is "A and B", what change you observed on your life?

A. Additional income

B. Respect by others

C. Improvement of daily practice

D. Other, please specify, \_\_\_\_\_

2.12. If your answer for 2.10 is "C", what was the problem?

A. Lack of capital

D. lack of adequate skill

B. Lack of market

E. Other \_\_\_\_\_

C. Lack of interest

2.13. Have you had any relations with the CSTC after you have completed?

A. yes

B. No

### 3. Support from Concerned Bodies

3.1. Did Micro and Small Scale Enterprises have schedule to make meeting with you after you have completed?

A. Yes

B. No

3.2. If the response to question number 3.1 is "yes" how frequently they made meeting with you?

A. Very frequently

C. Rarely

B. Frequently

D. very rarely

3.3. How do you rate the competence of Micro and small Enterprise heads and employees to provide professional support to you?

A. High

B. Average

C. Low

3.4. How do you rate the level of support provided by Micro and Small Enterprise Office?

heads to you?

A. High

B. Average

C. Low

3.5. Have you had any relation wit the CSTC after you have completed?

A. yes

B. No

3.6. How do you rate your opportunity to become self-employed by using the training you acquired in CSTC?

- A. High                       B. Average                       C. Low

3.7. How do you rate the flexibility of the training programs of the CSTC by taking in to consideration of the local business Opportunity?

- A. High                       B. Average                       C. Low   
A. High                       B. Average                       C. Low

3.8. What did you get as other form of support, than the training, from the CSTC or related others?

- A. Credit                       C. Technical advice   
B. Material donation                       D. Nothing all

#### 4. Self-Reliance of the Graduates

4.1. In your opinion, how do you rate the similarity of the knowledge and skills you had acquired in the CSTC to the actual required knowledge and skills to run your own business?

- A. High                       B. Average                       C. Low

4.2. How flexible the training you acquired in the CSTC to the local business opportunity?

- A. High                       B. Average                       C. Low

4.3. How do you rate the importance of knowledge and skills you have acquired to produce goods and services required by the local market?

- A. High                       B. Average                       C. Low

4.4. Is there any way to gather Labour Market Information for you?

- A. Yes                       B. No

4.5. How dependable is the training you acquired on Labor Market Information system?

- A. High                       B. Average                       C. Low

4.6. Have you created your own business after you have completed?

- A. Yes                       B. No

4.7. What is the business you have created for your- self? \_\_\_\_\_

4.8. If your answer to question Number 4.6 is “no”, what was the problem you encountered in order to create your own business after you have completed?



4.14. If your response for question number 4.13 is low, how do you rate the negative influence of the following reasons?

Items	High	Average	Low
1. Low quality of product			
2. High price of products			
3. Attitudinal problem of the local community			
4. Lack of promotion			
5. The place where firms found			
6. Low purchasing capacity of the local community			

4.15. What are the major factors that affect self-employment of the CSTC former trainees?

\_\_\_\_\_

4.16. What do you think the solutions to improve the opportunity of self-employment of the CSTC former trainees? \_\_\_\_\_

5. Please indicate the relevance of the following training related factors toward your effectiveness by making a tick (√) mark in the appropriate box /grid.

Very High=5, High=4, Medium=3, Low=2, Very low=1

Relevance Indicator	Degree of relevance				
	Very High	High	Medium	Low	very I
5.1. Relevance of the training program to solve your :					
5.1.1 Social Problems					
5.2.1 Un employment problems					
5.2.2 Creativity Problems					
5.2.3. Income generality Problems					
5.2. The appropriateness of the training program in changing the community toward handy craft skills					

6. The next questions (in the table) are proposed in order to measure your effectiveness after you graduated from the CSTC. Please indicate your agreement by making a tick (√) mark in the appropriate box/grid.

Very High=5, High=4, Medium=3, Low=2, Very low=1

Items	Rating				
	Very Hig	High	Medium	Low	very low
1. Your performance to solve your problems					
2. Your readiness to apply the skills you acquired					
3. Your improvement in income					
4. Your diversification of income sources					
5. The increasing a awareness of the community towards handicraft skills					
6. Increasing of your social responsibility					
7. Your ability to use resources wisely					
8. Encouraging the participation of the community in the training Program					

7. In your opinion to what extent the following factors affect your effectiveness after you have completed from the CSTC? Please indicate your opinion by making a tick (√) mark in the appropriate box /grid.

Very High=5, High=4, Medium=3, Low=2, Very low=1

Factors	Rating				
	Very High	High	Medium	Low	V.Low
1. Lack of shelter /premises to start your work					
2. Your low interest towards self - employment					
3. Lack of credit /fund to start your own business					
4. Lack of labor market information system					
5. Limited market condition for your product					
6. Lack of promotion services to your products					
7. Lack of machines and hand tools					
8. Low quality of your product					
9.Low attitude of local community of your products					

## 8. General Remarks

1. What problems have you faced after your graduation from the CSTC to create your own job?

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2. What suggestions do you recommended to ward these problems?

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**Appendix 6.3: Questionnaire filled by CSTC Former Trainees using Afan  
Oromo**

**Universiitii Finfinnee  
Koollejji Barnootaa**

**Muummee Sirna Barnnotaa fi Qoranno Dagaagina Ogummaa Barsiisotaa Kutaa  
Barnoota Ga'eesotaa fi Barachuu Umuriin Qixaa.**

Tuuta Gaaffilee Milkaa'ina Eebbifamtoota Wiirtuu Leenjii Ogummaa Hawaasa Goodina Baha Shawaa

Kaayyoon gaaffilee kanaa milkaa'ina eebbifamtoota wiirtuu leenjii ogummaa oddeeffannoo fudhachuudhaan, qaaccesuufi rakkoo jiru hubachuun furmaanni akka barbaadamu gochuudhaaf.

Deebii dhugaa fi qabatamaa irrattii hunda'e kennunke qo'annon kuni akka galmaan gahu taasisa. Kanaafuu, kannan kabajaan sigaaffadhu gaaffilee dhiyaatan hunda haalaan dubbisuun deebii ifaafi qubsaa ta'e akka naaf kenitu.

Hubachiisa:

- Maqaa barressuun hin barbaachisu
- Kaayyoon gaaffilee kanaa qu'annoodhaaf waan ta'eef deebiin kennitu hunduu icitiidhan eegama.

## 1. Odeeffannoo Dhuunffaa

1.1. Aanaa: \_\_\_\_\_

1.2. Saala: A, Dhiira  B, Dhalaa

1.3. Umurii: A, 15-20  B, 21-25  C, 26-30   
D, 31-35  E, 36-40  F, 41-45   
G, 46 fi ol

1.4. Haala Gaa'elaa.

A, Fuudheera/Heerumeera  C, Hiikeera

B, Hin fuune/heerumne

1.5. Yoo fuute/heerumteetta ta'e, bayyinni maatii kee meeqa?

A, 2-4  B, 5-7  C, 6-90  D, 10 fi 01

1.6. Haala barnoota kee duraanii

A, Kan hin baranne  D, Kutaa 9-12

B, Kutaa 1-4  C, Kutaa 5-8  E, Kutaa 12 fi ol

1.7. Dalagaa Yeroo ammaa

A, Qonnaan bulaa  C, Haadha manaa

B, Dafqaan bulaa  D, Dalaga hinqabne  E, Tumtuu

1.8. Dalagake leenjii duraanii himi \_\_\_\_\_

## 2. Sagantaa Leenjiichaafi Aantummaa Isaa

2.1. Leenjii Ogummaa Yoom leenjite? \_\_\_\_\_

2.2. Akaakuun Ogumaa ati ittin leenjite maali dha?

A, Hojii mukaa  B, Deelchiisuu

C, Hojii Suphee  D, Hojii Sibiilaa

E, Arbii dhahuu  F, Hojii gogaa

G, Hojii anaaxii  H, Huccuu hodhuu

I, Kanbiroo, \_\_\_\_\_

2.3. Yeroo hangamiif leenjite?

A, Ji'aa gadi  B, Ji'a 2-6 tti

C, Ji'a 6-10 tti  D, Waggaa tokkoof

E, Kanebiroo, \_\_\_\_\_

- 2.4. Carraa leenjii akkamiin argatte?  
 A, Gaffi kootin  C, Afferra wirtuu leenjiitiin   
 B, Filanna gandaa tiin  D, Kan biro, \_\_\_\_\_
- 2.4. Akaakuun leenjite filannookee turee?  
 A, Eeyyee  B, Lakki
- 2.5. Yoo deebbiin kee gaaffii 2.5 fi “eeyyee” ta’e, gosa leenjichaa maaliif filate?  
 A, Ogummaa sana gonfachuuf   
 B, Ogummaa sna foyyessuuf   
 C, Carraa Sanatti fayyadamuuf   
 D, Galii ittiin argachuuf   
 E, Kanbiroo, \_\_\_\_\_
- 2.6. Yoo deebbiin kee gaaffii 2.5 of “lakki” ta’e carraa leenjii ogummaa biraa argatta turtee?  
 A, Eeyyee  B, Lakki
- 2.7. Yoo eeyyee jette carrichi sun maal ture? \_\_\_\_\_
- 2.8. Aantummaa Ogummicha Leenjitee fedhiikee waliin akkamiin madaalta?  
 A, Ol – adnaa  B, Giddu-galeessa  C, Gad-aanaa
- 2.9. Ogummaa leenjiteen maal dalagde?  
 A, Dalaga haaraa ittiin jalqabe   
 B, Dalaga duuraa ittin balise   
 C, Homaa ittiin hiin dalagne   
 D, Kan biraa, \_\_\_\_\_
- 2.10. Yoo deebbiin kee gaaffii 2.10 “A fi B ” ta’e, bifa maaliin jijjirama jireenya kee irratti argite?  
 A, Galii dabalataa   
 B, Kabaja hawwaasaa   
 C, Raawwii fooyyessuu   
 D, Kanbiroo, \_\_\_\_\_
- 2.11. Yoo fillannoon kee gaaffii 2.10 f “C” ta’e rakkoon jijjiirama dhabuu sababa ta’e maali?  
 A, Humna qarshii dhabuu  B, Gabaa dhabinsa   
 C, Fedhii dhabuu  D, Ogumma gahaa ta’e dhabuu

### 3. Waa'ee Haala Qaama Ilaallatun Wal-qabatan

3.1. Waldaa Liqii Xixiqqaa fi Indaatriin erga ati eebbifamteen booda walga'ii si'affee ree beekaa?

- A, Eeyyee  B, Lakkii

3.2. Yoo deebbiin kee gaaffi 3.1f "eeyyee" ta'e deddubbii akamiin si waamu?

- A, daran deddeebi'anii  B, deddeebi'anii   
C, Darbanii darbanii  D, Daran darbanii dabranii

3.3. Fedhii, si'ayina fi dandeettiin hoggantoota Waldaa Liqii Xixiqqaa fi Indaatriin sigargaaruuf qaban akkamiin madaalta ?

- A, Ol – aanaa  B, Giddu- galeessa  C, Gad aanaa

3.4. Sadarkaa gargaarsaa hogantoonni Waldaa Liqii Xixifaa fi Industirii siif kennan akkamiin madaalta?

- A, Ol- aanaa  B, Giddu-galeessa  C, Gad aanaa

3.5. Erga leenjii ogumman eebbifamtee booda, wirtuu leenjii sana waliin wal-qunnamtii qabdaa?

- A, Eeyye  B, Lakki

3.6. Yoo "eeyyee" jette wal- qunnamtii keetiin gargarsi ati isaan irraa argatte malidha?

- A, Qarshii jalqaba  B, Gargaarsa meeslaa  C, Gargaarsa tekniikaa   
D, Homaa hin arganne

### 4. Waa'ee Of- Danda'uu Eebbifamtootaa

4.1. Ogummaan ati wirtuu leenjii sana irraa argattee fi dalagaa keef nagoregaara jtte yaade walii wal- simachuu isaa akkamiin madaalta?

- A, Ol-aanaa  B, Gidduu-galeessa  C, Gad – aanaa

4.2. Leenjiin Ogumma ati fudhatte haala feedhii hawwaasaa waliin deemuuf hangam sigargaare?

- A, Ol – aanaa  B, Giddu galeessa  C, Gad-aanaa

4.3. Ogummaa fi beekumsi ati argatte oomistumaa kee waantoota hawwaasni barbaadu irratti si garaaruu isaa akkamiin madaalta?

- A, Ol – aanaa  B, Giddu qaleessa  C, Gad-aanaa

4.4. Tooftaan ati odeeffanno fedhii gabaa ittiin funaannatu jiraa?

A, Eeyye  B, Lakki

4.5. Leenjiin ati fudhate haala gabaa irratti hangamiin adeema?

A, Ol-aanaa  B, Giddu-galeessa  C, Gad – aanaa

4.6. Xumura leenjii kee booda madda galii mataakee uummateettjaa?

A, Eeyye  B, Lakki

4.7. Yoo “eeyyee” jette maddi galiikee suni maali? \_\_\_\_\_

4.8. Deebbiin kee gaaffi 4.6f “lakki” yoo ta’e, dhibeen simudate maali?

A, Qarshii dhabuu  B, Fedhii dhabuu

C, Ogummaan fudhate gaha ta’uu dhiisuu.

D, Qaama Ilaallatu irraa gargaarsa dhabuu  E, Kan Biroo, \_\_\_\_\_

4.9. Osoo leenjii ogummaa hin fudhatiin madda galii qabda turtee?

A, Eeyyee  B, Lakki

4.10. Yoo deebbinke gaaffii 4.9f “eeyyee” ta’e maddi galiikee maal ture? \_\_\_\_\_

4.11. Akka ilaalcha ketti, leenjii ogummaa atti fudhatte madda galii qabdu siif guddisuu danda’ eeraa?

A, Eeyyee  B, Lakki

4.12. Akka ilaalcha Keetti dhiibbaa faallaa waantonni armaan gadii dalagaa uumanii dalaguu irratti qaban akkamiin madaalta?

Waantota	Ol-aanaa	Giddu-gateessa	Gad-aana
A. Fedhii hawwaasni naannoo kee qabu gad aanaa ta’uu			
B. Bu’aa atii oomisha kee irra argattu xiqqaachuu			
C. Hir’ina maaallaqaa, bakka hojii, leenjii dabalataa			
D. Omishakeetiif fudhatama uummata naannoo irraa dhabuu.			
E. Ofitti amantaa dhabuu			

4.12. Akka ilaalcha keetti, oomishaa fi tajaajila kennituuf argamuu gabaa naannoo akkamiin madaalta?

A, Ol- aanaa  B, Giddu-galeessa  C, Gad- aanaa

4.13. Deebbiinke 4.13 f “gad – aanaa” yoo ta’e, dhiibaa faallaa saba boota armaan gadi akkamiin madaalta?

Sababoota	Ol-aanaa	Gidduu-gal	Gad-aanaa
A. Qulqullinni oomishaa gadaanaa ta’uu			
B. Gatiin oomishaa Ol- ka’uu isaa			
C. Jlaalchi hawwaasaa oomislaaf gad			
D. Oomisha beeksisuu dhabuu			
E. Bakk itti oomishamu			
F. Hunni bitaa uumata naannoo gad aanaa ta’uu			

4.13. Waantooni eebbifamtoota wirtuu leenjii ogummaa irraa ba’an akka hojii uumanii hin dalagne godhan I maali? \_\_\_\_\_

4.14. Carraa hojii ofii umanii dalaguu fooyyessuuf furmaatni maalidha jetteeyaada? \_\_\_\_\_

5. Barbaachisummaa waantota armaan gadii leenjii ogumaan walqabatan ga’umsa hojii keetiif akkamin madaalta?

Mul’istuu Barbachisumaa	Hanga Barbachisumma				
	Daran Ol-aa	Ol-aanaa	Giddu-gal	Gad-aanaa	Darangad aa
1. Qulqullin qabiyyee sagantaa leenjii					
➤ Barbaachisummaa qabiyyee					
➤ Gabbina qabiyyee					
2. Aantummaa sagantaa leejii rakkoo:					
➤ Hawwaasummaa furuuf qabu					
➤ Hojii dhabuu furuuf qabu					
➤ Waan haaraa uumuuf qabu					
➤ Galii maddisiisuu furuuf qabu					
3. SagAantaan leenjii ilaalcha hawwaasni hojii ogummaa irratti qabu jijjiiruuf gituu isaa					

6. Gaaffileen armaan gadii, xummura leenjii ogummaake booda, milkaa'inkee madaaluuf taa'ani akkamiin madaalta? Ilaalchakee mallattioo “√” fayyadamuun mirkaneessi.

Qabxiwwan	Hanga Barbachisumma				
	Daran Ol-aanaa	Ol-aanaa	Giddu-galee	Gad-aanaa	Daran-gad aanaa
1. Raawwiin Rakkookee furuuf raawwattu					
2. Ogummaa qabdu hojiira oolchuuf qophii ati Qabdu					
3. Fooyyee ati galiikee irrati qabdu					
4. Madda galii kee babal'iisuu					
5. Dabaluu dammaqina uummatni hojii ogummaa irrati qabu					
6. dabaluwu ittigaafata mummaa Hawwaa ati gabdu					
7. Dabaluu dandeetti itti fayyadama qabeenyaa ati qabdu.					
8. Hirmaannaa uumataa sagantaa leenjii keessatti jajjabeessuu irrati.					

7. Akka ilaalcha keetti, xumura leenjiike booda, waantonni armaan gadii hangam milkaa'inake murteessu.

Waantota	Hanga Madaallii				
	Daran Ol-aanaa	Ol-aanaa	Giddu-galeessa	Gad-aanaa	Daran-gad aanaa
➤ Dalagaa Kee jalqabuuf bakka Dhabuu					
➤ Hojii uumtee dalaguuf feedhii Dhabuu kee					
➤ Liqii yokaan gargaassa mallaqa jalqabuuf dhabuu					
➤ Tajaajila beeksisaa oomishkeefaa dhabuu					
➤ Meshaaalee ittiin oomishuu dhabuu					
➤ Qulqullinni oomishaakee gad-aanaa ta'uu					
➤ Meeshaalee dheedhii dhabuu					
➤ Ilaalchi hawwaasa naannoo gad-aanaa ta'uu					

### 8. Gaaffilee Waliigalaa

1. Xumura leenjii ogummaakee booda hojii mataa kee uumtee hojjechuf rakkoon si mudate maalidha? \_\_\_\_\_

2. Rakkoolee kanaa furuuf yaada qabdu kenni? \_\_\_\_\_

**Appendix 6.4: Interview Questions to be answered by  
Coordinators, TVET Heads, Experts and  
Trainers**

**Addis Ababa University  
School of Graduate studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

Interview set on: Effectiveness of CSTCs Former Trainees of East Shoa Zone of Oromia Regional State.

1. Do you think that the training programs of the CSTCs are relevant to make former trainees become self-employed? If no why?
2. What are the major problems that affect the Labour Market Information System (LMIS) of the CSTC?
3. Would you comment on the academic competence, experience and interest of trainers?
4. How do you explain the willingness and interest of Woreda Micro and Small Scale Enterprise Office to do cooperatively with the CSTC former trainees?
5. Would you comment the competence and interest of the CSTC former trainees to create their own job?
6. How far relevant are the programs of the CSTC to the demand of local market and the interest of former trainees?
7. How do you explain the attitude of CSTC former trainees and local community toward self-employment?
8. In your opinion, to what extent the CSTC former trainees are self-reliant?
9. In your opinion, what are the major problems that affect the effectiveness of CSTC former trainees in you locality? \_\_\_\_\_  
\_\_\_\_\_
10. What do you suggest for the solution to these problems? \_\_\_\_\_  
\_\_\_\_\_

**Appendix 6.5: Interview Questions to be answered by  
WMSSE Heads and Experts**

**Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

Interview set On: Effectiveness of CSTCs, Former Trainees of East Shoa Zone of Oromia Regional State.

1. How do you explain the competency, experience and interest of employees of your organization to provide support to CSTC former trainees?
2. Do you think that your organization provide sufficient support to CSTC former trainees?
3. What are the major services (supports) your organization provides to CSTC former trainees?
4. What do you say about the relationship between your organization and CSTC regarding former trainees?
5. Would you comment the competency and interest of CSTC former trainees to create their own job?
6. In your opinion, to what extent the CSTC former trainees improve their life by creating their own job after getting support from your organization?
7. In your opinion, what are the major problems that affect self-employment of CSTC former trainees in your locality?
8. What do you suggest for the solutions to these problems?

**Appendix 6.6: Interview Questions to be answered by  
CSTC Former Trainees**

**Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

Interview set On: Effectiveness of CSTCs, Former Trainees of East Shoa Zone of Oromia Regional State.

This interview is to be answered by: CSTC former trainees.

1. Do you think that the trainings you acquired in the CSTC are relevant and enable you to create your own job? If not why?
2. Would you comment the competence, experience and interest of Woreda Small and Micro Enterprise (WSME) heads and employees in providing professional support to you?
3. Would you comment the commitment and willingness of town municipality heads to cooperate with CSTC former trainees?
4. How do you comment the effort of concerned bodies to develop your interest to be engaged in self-employment?
5. In your opinion, what are the major factors that affect the interest of CSTC former trainees to become self-employed?
6. Are you self-employed after you have graduated from the CSTC? If yes, on what occupation?
7. How do you explain the local market accessibility to your product/service?
8. In your opinion, what are the major problems (factors) that affect self-employment of CSTC former trainees in you locality?
9. What do you suggest for the solution to these problems?

**Appendix 6.7: Interview Questions to be answered by  
Key Informants from the Community**

**Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers Professional Studies  
Adult and Lifelong Learning Unit**

**Interview set on:** Effectiveness of CSTC Former Trainees of East Swhoa Zone of Oromia.

This interview is to be answered by Key Informants of Community Leaders.

1. How do you explain the willingness and interest of Town Municipality and Woreda Micro and Small Scale Enterprise to do cooperatively with the CSTC former trainees?
2. Would you comment on the interest and competence of the CSTC former trainees to create their own jobs?
3. How do you explain the attitude of CSTC former trainees and local community toward self-employment?
4. In your opinion to what extent the CSTC former trainees are self-reliant?
5. In your opinion to what extent the CSTC former trainees improve their life by creating their own job?
6. In your opinion, what are the major problems that affect effectiveness of CSTC former trainees in your locality?
7. What do you suggest the solution to these problems?

## Appendix 6.8: Observation Checklist

### Observation Checklist

The purpose of this checklist is to collect relevant data pertaining to the condition of self-employed CSTC former trainees facilities.

1. Woreda \_\_\_\_\_
2. Kebele \_\_\_\_\_
3. Name of the center/organization \_\_\_\_\_
4. Establishment year \_\_\_\_\_

	Item	Very Hi	High	Medium	Low	Very L
<b>5</b>	<b>Adequacy of the workshop facilities</b>					
	Hand tools					
	Equipments					
	Machines					
	Spare parts/accessories					
	Raw materials					
<b>6</b>	<b>General services</b>					
	Access to power					
	Access to water supply					
	Nearest to main road					
	Access to market					
<b>7</b>	<b>Condition of the center</b>					
	Size of the workshop					
	Provision for future expansion					
	Convenience for the production					

Date \_\_\_\_\_ 2009

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**Declaration**

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the study have been dully acknowledged

Name: Tesfaye Adamu

Signature  \_\_\_\_\_

Date: 04 May 2009

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

Teshome Nekatibeb (PhD)

Signature \_\_\_\_\_

Date of approval: \_\_\_\_\_