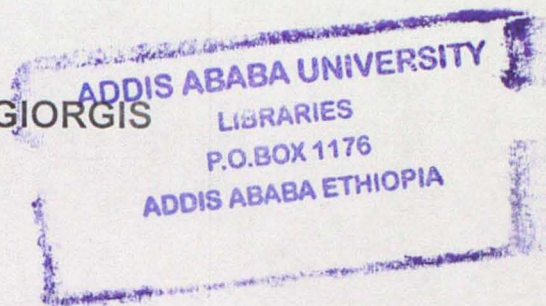


THE PRACTICE OF TRAINING PROGRAMS FINANCED BY NGO's IN GURAGE ZONE

By
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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



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JUNE, 2008

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A THESIS SUBMITTED

TO

**SCHOOL OF GRADUATE STUDIES FOR THE PARTIAL FULFILMENT OF THE
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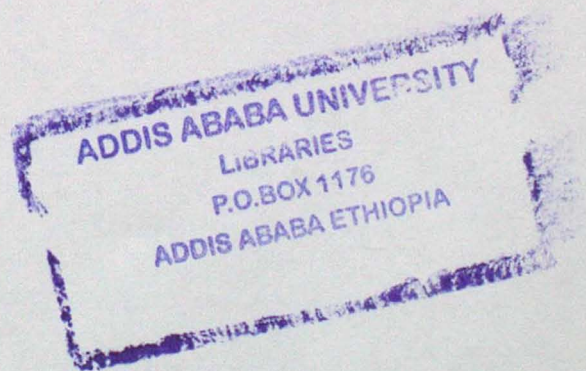
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ACRONYS AND ABBREVIATIONS

TNA = Training Need Assessment

WEO= Woreda Education Officers in Garage zone

NGO= Non Governmental Organizations.

TEACH = Transferring Education for Adults and Children in Hinterland.

SCF= Save the Children Finland.

GPSDO= Garage People Self Development Organization.

WV= World Vision Ethiopia.

ABEC= Alternative Basic Education Centers

SPA = Summary Person Analysis

DPA =Diagnostic Person Analysis

SNNPR= South Nations Nationalities and Peoples' Region.

TTI = Teacher Training Institute

SSSC= Secondary School Completers

Abstract

The purpose of this study was to examine the practices and challenges related to the training programs financed by NGO's and offered to the teachers and Woreda Education Officers in Gurage zone. The study adopted the descriptive survey method. Data were gathered using questionnaires, interviews, and observation of the training sessions. The sources of the data were trainees, trainers, education program officers and some related documents. Samples for the study were selected using simple random sampling techniques. The sample size of the study was 216(54%). Data were analyzed using the independent means, t-test, chi-square and percentages. Results of the data analysis showed that trainees have low level of education compared to the expertise needed for teaching at the level they are serving. Moreover the findings clearly indicated that trainees were attending the training programs only because they were invited to so. Additionally, low level of the practice of need analyses, incomplete system of designing the training, passive participation during the delivery of the training, non participatory nature of designing and evaluation of the training programs, and failure to properly use feed backs gathered were some of the major constraints hindering the practice of the training programs. The study suggested that to make training programs strategic, and goal oriented training need assessment, designing the training, recruitment of the trainees and trainers, delivery, evaluation and utilization of feed backs have to be carefully executed by participating responsible stake holders. Moreover, the representatives of all the stakeholders of the education programs for which the training programs have been organized should be made to involve by the unreserved efforts of the financing NGO's and Woreda Education Officers.

Chapter One

1. The Problem and Its Approaches

In this chapter the preliminary parts of the study are included. These are introduction, statement of the problem, objectives, significance, delimitation, research design and methodology, universe and samples of the data, definitions of the terms and organization of the study.

1.1 Background

Training programs are tools through which different skill deficiencies affecting the performances of a person, a group of people, or /and an organization are minimized or eradicated. Training as an important process of learning has been conceptualized indifferent ways. According to Jackson and et.al (1997:282) training is defined as “a learning process by which people acquire skills and knowledge to achieve certain goals”. For this writer, training has starting point that is gaining additional inputs (skills and knowledge) and also it has end point, which is supporting the attainment of goals through improved performances. This definition clarifies that training has dual purposes. The first is the development of the capacity of trainees to do things and the second is application of the newly developed capacity to fulfill some prescribed intentions

On the other hand, Maund, (2001:303) explains training as “a planned process that modifies attitudes, knowledge or skills through learning experiences to achieve effective performances”. For this person training differs from other activities like education and learning that it is entirely specific and planned. It is specific because it focuses on the identified accomplishments of certain (given) activities. It is planned; hence, it is systematically organized. Conversely, education and training include unplanned and broad issues.

Like learning and educational activities training is geared towards holistic changes on the personality of a trainee. These changes involve shaping the way the trainees think, feel and act. Moreover, from the former two definitions we can draw a conclusion that

training programs are aimed at bringing about changes on both the personality of the individual trainee and the effectiveness of the organization. The definitions direct a training designer and training need analyst to recognize multi directional factors within and revolving around the trainees and his/her organization

Training could be general or specific. Trainings offered in educational institutions are regarded as general, and those provided to directly improve the effective performance of the trainees are known as specific (Mitchell, 1989: 387). Hence, training programs that have been organized for the individuals like teachers and education officers are definitely regarded as specific training. Therefore, training designed for such educational experts needs to be related with specific problems affecting the effectiveness of the school system.

On the other hand, training may give vision and ability to practice the improved teaching and learning processes. Hence, training is an integral part of the process of total quality management in the education system. Moreover, training increases: confidence, motivation, commitment, satisfaction, and opportunities for career progression, recognition, and responsibilities (Mullins 1996: 634). Furthermore, gains which are expected from trainings are greater productivity, improved quality of education, reduced dropouts, improved versatility, adaptability to new methods, reduced need for close supervision, minimized accidents, increased moral and sustainability of the organization and the trainees (Graham and Bennett, 1998: 283; MOE 2002: 101; Pont, 1991:1). Therefore, every employee needs training and retraining (Myers, 1981 280). This indicates that some training programs are universal by their nature that they are given for all employees.

Therefore, new and different training programs must be created to make trainees meet their future needs (Leon, 1981: 536). This means any form of development oriented training programs must aim at solving the carefully assessed, identified, and prioritized needs (Robert, 1997: 291). Training designed to foster the development of the professional expertise of the teachers and leaders of the system, simultaneously, has

to consider the existing gap on the students, teachers, curriculum and teaching-learning process so that the training programs planned for such parties are expected to be comprehensive enough.

Importance of training programs, especially for teachers and other educators has been emphasized since the establishment of Central Personnel Agency through the proclamation forwarded by the government of Ethiopia by the year 1961(Negarit Gazeta, 1961:34 Order Number 296). However, until 1994 the school system in Ethiopia did not pay due attention to the training programs. Starting the year 1994, giving equal attention to education and training has been launched. And, by then ministry of education has set a policy named as the new education and training policy. Implication of the new policy demanded the participation of different stake holders. This is partly because the cost of providing education and training for the citizens gradually became beyond the capacity of the government so that involving other stake holders and successfully accessing education become mandatory for the government.

Currently more than 2000 NGOs are supporting various development activities in Ethiopia including education sector development programs. In the same way in Gurage zone, one of the 13 zones in Southern Nations, Nationalities and People's Region (SNNPR) 25 NGO's are involved in different development programs. 12 are directly supporting educational programs (see the document attached at the annex). Four of the latter group of NGOs, are financing training programs for Woreda Education Officers and Teachers found in the localities where the NGOs are functioning. (Data Collected from the NGOs).Therefore, NGOs, as important agents of training programs are initiated to help the training programs.

Initiation and successful provision of training programs should start by assessing the problems found in the education sectors. The root causes of the problems particularly in the school system have to be identified to ensure that training is the best solution for the problems. This is because, there could be much wastage in providing training based on the assumption that all problems are due to the existence of the gap in

knowledge, skills or attitude on the part of the parties to be trained. In line with this Simmonds (19995:154) explains that resolutions for the problems related to the poor performances of some employees may include provision of material and financial support, transferring the employees, and reengineering the system.

Hence, training programs initiated, designed and provided to teachers and education officers under the support of NGOs or any other stake-holders should be linked with the root causes of the problem influencing the achievements of the goals of the school. This means identification of different problems related to teaching learning environment, like the gap between the expected and actual results or behavior of the students, should be the starting point in designing the training programs. Thus, all efforts towards such programs are expected to integrate the objectives of the training with the skill gaps observed on the trainees. In this regard mainly supervisors and teachers of the schools have to be given the chance to be actively involved in assessing the training needs and designing the training programs to be offered to the teachers and educators managing the schools. As discussed above specification of training needs in the school requires assessment of the skill, knowledge and attitudinal gaps on both the major duty bearers (teachers, supervisors and other managers) and right holders (like students). Conducting training need assessments is very important activity that is needed not only to solve performance problems but also increase attainment of the goals of the organization.

Conversely, as it could be observed by the researcher who has been acting as a organizer of different training programs financed by four different NGOs functioning in Gurage zone that most, if not all, of training programs that have been given for teachers and woreda education officers are not improving the performance of the trainees and solving problems related to the quality of the school system. Therefore, the researcher was interested to conduct the study and find out the reasons why different training programs offered mainly by investing huge amount of money, could not be effective in bringing about the desired changes.

problem identifying different practices to be assessed in dealing with the programs become the major contents of this study.

In this particular study different practices of the training programs have been discussed. The study focused on the major four practices of the training programs. These are training need assessment, designing training, delivery of the training, and evaluation of the training programs. Regarding the training need assessment different techniques of analyses like organizational, job and person analyses were thoroughly discussed. Hence data from both the primary and secondary sources were gathered to understand the essence of the concepts related to the major practices of the training programs. Furthermore, different analytical tools were used to assess the extent to which the programs have been practiced. Additionally, the study tried to assess some criteria used to recruit, select and assign the trainees and trainers. After the literature was reviewed; data were gathered, analyzed, and interpreted, findings were drawn and finally the conclusions and recommendations were indicated at the end of the report of the total body of the study.

1.2 Statement of the Problem

Training is one of very important intervention mechanisms that different parties are using to minimize poor performances from their organization. The importance of training programs is more glorified in educational institutions like the schools than in other institutions because one of the major duties of schools is provision of knowledge and skills for the new generation. Therefore, due to the fast changes in technological, economic, political and social environment, new knowledge and skills are flourishing from time to time. Thus, continuously capacitating and updating the knowledge of the teachers and other employees working in the school system is becoming one of the major requirements for ensuring quality education. In order to use training program as an important instrument of fostering the desired changes in education sector, strong interlink among the identified skill gaps, training objectives, contents, approaches, methods, outcomes of the programs as well as their evaluation techniques should be ensured.

On the other side, different studies have revealed that education at Ethiopian school is suffering from quality education. One of the major cases for the problem is low quality of teachers. Hence, one of the solutions to be taken to solve such problems is to upgrade the capacity of teachers. Capacity of the teachers and other individuals running the school system should be built to improve effectiveness in the schools. Maintaining the improvements in the school system has becoming the assignment of not only by Ministry of education but also other stake-holders including NGOs. As per the practical experience of the researcher in Gurage Zone most of the training programs, aimed at improving the teaching learning processes in the schools, were supported by some NGOs working in the zone. These organizations are investing huge amount of resources in organizing training programs mainly for teachers and WEOs. So many training programs have been annually financed by the organizations. However, all efforts and investments devoted for the training programs are not yielding proportional effects. Some of the major problem like low morale of teachers in enthusiastically performing their job, problem of higher attrition rates, and poor disciplinary situations in the school are still continuing. The greatest question usually raised by the individuals involved in the training programs, including the researcher, was "Why training programs could not solve at least some of the problems of the school systems?"

Moreover, the organizations that have been supporting the training programs are raising the same question. Paradoxically, almost all NGOs involving in different sectors in the zone are very much interested in allocating budget for capacity building, mainly for training. Out of the total budget allotted for the projects, particularly working in the education sectors, more proportion is spent for the training purposes. However, in relative terms the amount of money used for other issues like purchasing books, building schools, and procurement of furniture are more benefiting the schools in particular and the local government and the community in general than that are spent for training. Therefore, communities as well as the local government are showing more interest for the provision of material support than getting training program.

Nonetheless, provision of support to build the capacity of schools without capacitating teachers and leaders of the system might not solve the problem of the schools. Taking actions like reduction of budget for the training or completely transferring the training budget for other purposes cannot be the solution for the problem. Rather, the most important solution is to conduct a study on causes of ineffectiveness of the training programs. Conducting a research and finding the reasons why investments on training couldn't bring the expected level of improvement in the performances of the trainees is desirable not only to make the programs effective but also increase the efficiency of utilization of other resources in the school system. Since there were no formal researches and tracer studies conducted in the area of the inefficiencies and ineffectiveness of the training programs, it is desirable to conduct a study aimed at finding out the reasons why different training programs executed by investing huge amount of resources could not bring about observable changes that create remarkable difference between the trained and untrained teachers.

Thus, this research focused on assessing overall practices of the training programs. Problems related within the ineffectiveness of the training program were examined thoroughly. To make the meaningfully comprehensive study and lead the overall processes of the study the following basic questions were raised and responded.

1. How is training need assessment practiced?
2. How are training programs designed?
3. A. What are the media/criteria used to recruit and select the trainees and trainers?
B. What are the roles that have been played by the trainers in delivering the training programs?
4. How are training programs delivered?
5. How and why are evaluations of the training programs practiced?
6. What are the major problems encountered in dealing with the training programs?

1.3 Objectives of the Study

The study was conducted to directly attain the following objectives.

1.3.1 General Objectives

The overall objectives of this research was to assess the extent to which assessment of the training needs, designing the training programs, recruitment and selection of the trainees and trainers, and delivery and evaluation of the training programs had been practiced appropriately and finally to identify problems related to the activities and recommend feasible solutions for the problems .

1.3. 2 Specific Objectives

The above general objective was achieved by attaining the following specific objectives.

1. To analyzing different means used in assessing training needs.
2. To examine the manner by which training programs are designed.
3. To verify the extent to which training programs designed comprise all-important elements of a comprehensive training program.
4. To evaluate the extent to which appropriate media / criteria had been used in:
A) recruiting, and
B) selecting and assigning trainees and trainers
5. To evaluate the roles played by the trainers in delivering the training.
6. To analyze A) Activities practiced
B). Methods used in delivering the training programs.
7. To examine the mechanisms of evaluation applied in verifying the effectiveness of the training programs.
8. To identify major problems encountered in dealing with the training programs.

1.4 Significance of the study.

The study of the practice of training programs was made to contribute the following benefits.

1. Training programs should be designed after the root causes of the performance problems of the employees/individuals are analyzed so that after any carefully designed programs are offered for the trainees like teachers, it is expected that there has to be remarkable changes on the performance of the trained teachers in particular and improvement of the indicators of the quality education in their schools in general. Conversely, it has been observed that no defined changes particularly on the level of performance of the trainees have been experienced. Therefore, the out puts of the study provided the reasons why trainings offered for the teachers and Woreda Education Officers could not bring about remarkable performance difference. Therefore, financers of the training programs and WEOs will be able to solve the aforementioned problem.
2. Designing training programs needs considering comprehensive elements to be included in the program. Therefore, the study identified elements which had not been included in the designs of the training programs and hence, recommended basic elements to be planned before the delivery of the training so that training program designers are helped to develop comprehensive training programs.
3. Not only designing but also delivering the training programs needs professional skills. Unless training programs are properly handled, the resources allocated for the issues will end up with wastage. Therefore, the programs should be carefully designed and implemented in a way that the participants in particular and their organizations in general would get maximum possible gains from the programs. Thus, the study provided recommendations for the responsible training program practitioners mainly trainers that will help them use appropriate techniques and methods like active learning in delivering the training programs efficiently and effectively.
4. Evaluation of the training programs has three purposes. The first is verification of the strength of the relation between the pre- set intentions and the actual implementation of the program. The second is checking whether the gap identified could be filled or not. The last is making decisions on how to improve

the efficiency and effectiveness of the training programs. Thus, the study provided some ideas on when, how and why for the evaluators to conduct effective evaluation.

5. Problems related to the training programs need further and extended researches. Therefore, interested researchers can use the outputs of this study as a stepping-stone in conducting further studies on the same area.
6. The intention of the study was to solve major problems related to practices of the training programs. Therefore, it is the expectation of the researcher that some of the prevailing problems affecting the achievements of the programs will be reduced if the recommendations are effectively applied. At the same time the study is assumed to help the financiers, designers and implementers practice their roles jointly and effectively so that maximum possible changes will be resulted from the training.

1.5 Delimitation of the Study

The study was delimited to South Nation Nationalities and Peoples' Region. This was because the researcher has been working in the region as coordinator of the training programs financed by different NGOs and has experience in the region and the area of the study. Moreover, out of thirteen zones in the region Gurage zone was selected as a target area for the study. As per the data gathered from the region and knowledge of the researcher is concerned the largest number of NGOs supporting education was located in this zone.

It is expected that Problems related to training could commonly be found in training programs supported by any party, however, the study focused on such programs financed by NGO's. This was because NGOs have been financing so many training

Among different types of training programs financed and provided by NGO's in the zone, those that have been offered for schoolteachers and woreda education officers were chosen for the study. This was because the researcher has practical and theoretical experiences in education.

On the other hand, out of different services rendered by NGO's for the school system in the target zone the practice of training programs was selected as a topic for the study because training and developing human beings (the most important but complex) resources need more careful program development than any other activities like purchasing and providing books or building schools.

1.6 Research Design and Methodology

Under this sub title the appropriate methods and data sources have been indicated.

1.6.1 Methodology of the Research

Descriptive survey method was used because, factors that affect the practice of training programs were multifaceted. Moreover, NGO's that were directly addressed in the study were four in number. Therefore, research on such topics requires an assessment study.

1.6.2 Data Sources

Two data sources were used. These were primary and secondary data sources.

1.6.2.1 Primary Data Sources

The primary data were gathered from the responses of the subjects of the study. Accordingly, program and project officers in the selected NGOs who were financing the training programs, trainers who have been delivering the training and teachers and woreda education officers, the trainees of the training programs, were taken as the primary sources of data for the study. Furthermore, the researcher conducted observations of the training sessions.

1.6.2.2 Secondary Data Sources

Books, journals, documents related to payment of per diems and attendance sheets that were directly related to the issues to be studied were used as sources of the secondary data.

1.7 Universe and Sample of the Study

The universe or populations of the study was all individuals who were directly involved in the practice of the training programs financed by NGOs in Gurage zone. These were 8 education program officers who have been initiating and financing the trainings, 25 Trainers, and 367 (349 teachers and 18 woreda education officers) trainees who have been continuously involving in the program.

Table 1: Number and Percentage Distribution of Population and Samples

S. No	Name of NGOs financing the training programs	Who Finances Program Officers in the NGOs		Who Deliver Trainers		Who Gets the Training Teachers		Woreda Education Officers	
		Pop	Sample	Pop	Sample	Pop	Sample	Pop	Sample
		1	World Vision	2	2(100%)	8	6(75%)	104	52(50%)
2	TEACH*	2	2(100%)	7	5(71%)	78	39(50%)	6***	4(67%)
3	Save the Children Finland	2	2(100%)	6	6(100%)	67	34(50%)	6***	4(67%)
4	GPSDO**	2	2(100%)	4	4(100%)	100	50(50%)	3	2(67%)
Total		8	8(100%)	25	21(84%)	349	175(50%)	18	12(67%)

*=Teaching Education for Adults and Children in Hinterland

= Gurage People Self Development Organization;*=From two woredas

Therefore, the total number of 400 defined population-sizes was identified from the per diem payment and attendance sheets collected from the project and program officers who have been coordinating and organizing the training programs financed by the four NGOs. 216(54%) of the population were selected as a sample for the study. The type and size of population and samples from each NGO are indicated in the table 1

1.8 Sampling Techniques

There are 25 NGOs in the zone. Out of which twelve of them are working in the education sector. Four are directly financing training programs that have been provided for the teachers and woreda education officers working in the six Woredas of the zone. Hence, all the four (100%) NGOs and all six (100%) Woredas where NGOs that have been operating and continuously financing the training programs were selected based on purposive sampling techniques. However, 21 trainers (84%) and 187(51%) trainees (teachers and woreda education officers) as respondents of the study were selected based on simple random sampling techniques using lottery methods. All 8-program officers as financers and initiators of the training programs were taken. This is because; they were few in number and key sources of the required data.

1.9 Data Gathering Tools

Two sets of questionnaires were developed to collect data. The first was used to gather data from the trainees while the second was used to collect data from the trainers. Both were used to triangulate the truthfulness of the data gathered. Questionnaire was preferred because it has advantage of providing freedom of responding to the subjects of the study. Moreover, it is helpful to address large number of respondents. Both open and close-ended items were included in the questionnaire. Open ended items were set to gather broader and deeper data while close-ended items were included to reduce boredom from the respondents. Interview was held with key individuals (program officers). This is because it helped the researcher to gather extended and deep responses from those who had been involved in the practices of training programs from the conception up to selection of the trainers of the program.

Only unstructured interviews were used to secure unbounded responses. Moreover, observation was used to gather live information while the training was delivered. Data gathered through the observation and interview was used to triangulate and compromise controversial responses collected using the questionnaire.

1.9.1 Pilot Testing and Procedures of Data Collection

Five experts with extended experiences in the field of the study were given the draft of questionnaire to verify its appropriateness. Based on the comments collected from the

experts some items of the questionnaires were reorganized. Accordingly, the numbers of items of the questionnaire were minimized. This was by omitting the repeated and irrelevant items. Then the instruments were given for two graduates from EdPM department so that comments mainly on content validity of the tools could be gathered. In accordance with the accepted suggestions given by the graduates the researcher removed some unrelated and added some other forgotten options under some items. Finally, ten copies of the questionnaire were given for the pilot test for five teachers and three woreda education officers and two trainers participating in the training programs financed by local NGO called Zema Setoch Lefitih Mahiber. Based on the accepted suggestions forwarded by the 10 individuals many ambiguous words, phrases and sentences were corrected. Moreover, the responses given by the individuals on closed items mainly on the items with the rating scale were used to test reliability of the questionnaire using Pearson's Correlation Coefficient and Spearman Brown Prophecy formulas. The result of the test has shown that the reliability of the instrument was 0.86. The researcher used this result as a premise to accept the appropriateness of the tool in gathering dependable data.

After all improvements and the reliability test were completed the tools were finalized, duplicated and organized for distribution. Then they were administered by going directly to the organizations (Schools, WEOs and NGOs) where the respondents were working and/or training. Hence, the rate of return was maximized so that 90% of the tool (169 out of the distributed 187 copies of questionnaire) could be secured with fully filled responses. Most of the questionnaires were administered while the training programs were delivered. The respondents those who could not fill and send the questionnaire were those who did not come for the training. 169 respondents who had been attending the trainings filled the questionnaires appropriately.

1.9.2 Data Analysis and Statistical Tools Used

Data were categorized; the responses of each item were tallied, tabulated and analyzed based on logical and systematic order. Based on the nature of items different statistical tools were used. For questions that required two optional responses chi-

square was used. Chi-square was used test the interdependence between/among the responses of respondents. Items with rating scales were analyzed using means and percentages of some scores, and t-test results were to measure the gap between the paired means of the scores of the responses of each item. T- Test was used because the respondents were selected based up on the simple random sampling techniques. Moreover, the ordinal scale, i.e. the five point Likert scale was converted to ratio scales of means.

1.10 Interlink Among Different Variables

Table 2: Interlink Among Specific Objectives, Basic Questions, Major Practices of the Training Programs, Data Collection Instruments and Statistical Tools

Specific objectives	Basic questions	Major practices addressed	Data gathering Instruments	Tools used to analyze the data
1. Analyzing different means used in assessing TN	- How are TNA practiced?	- Training needs assessment	Questionnaire -Interview	-Frequency, mean, -Percentage, t- test -Variance
2. Examining how training programs have been designed	- How are training programs designed?	-Designing the training program	Questionnaire - Interview - Document observation	- Percentage - Mean - t- test - Chi-square - Variance
3. Evaluating the media and criteria used to recruit and select trainers	- What are the media and criteria by which trainers have been selected and screened?	Recruitment, selection and roles of the trainers	Questionnaire - Interview - Training Session observation	- Percentage - Means - t- test - Variance
4. Evaluating the roles played by the trainers	- What are the roles played by the trainers?			
5. Analyzing activities executed and materials and methods used in delivering the training program	- How are training programs delivered?	- Delivery of the training program	Questionnaire - Interview - Observation of training	- Percentage - Means - t- test - Variance
6. Examining the content means and intention for the evaluation of the training program	- How and why are training program evaluation practiced?	-Evaluating training programs	Questionnaire - Interview - Observation of the training	- Percentage - Mean - t- test - Variance
7. Sorting out major	-What are the	Major	Questionnaire	- Percentage

problems encountered and changes perceived in dealing with the products of training programs.	major problems that have been affecting the overall practice of the training programs?	problems	Interview Observing the training	- Mean - t- test - Variance
8. Forwarding feasible solutions that might solve the major problems identified				
9. Broadening the frontiers of literature in the field of study				

As per it could be stated above this particular study has its own objectives which were attained at the end of the study. In order to lead all efforts of the study towards the attainment of the objectives some basic questions were set,. Around these basic objectives different data were gathered, reviewed and analyzed by using different data gathering instruments and data analyzing tools. Therefore, by relating all the activities executed and issues raised in conducting the study the researcher was able to arrive at the intended destination of the research.

To sum up, in order to make the study comprehensive and integrated basic questions, objectives ,statistical tools and data gathering instruments used to treat each component of the contents of the study were made to be inter-related and supporting each other as indicated in the table 2

1.11 Definition of Operational Terms

The following terms were frequently used in the study. Hence their contextual meanings in the study are given below.

Training; refers to the planned process that modifies attitudes, knowledge or skills through learning experiences to achieve effective performances. Maund, (2001:303)

Education officials; in this study refer individuals who perform the major duties of educational planning and management at Woreda level.

Training Need Assessment: - is a sequence of comprehensive analysis used to identify areas where the current skills need to be developed to achieve strategic goals (Linda, 2002).

NGO: refers nonprofit making voluntary organization which is formed by people who share common objectives and cooperative to achieve it (Prather, 1993:7)

The Practice; in this particular study refers all activities executed in assessing training needs, designing, delivering, and evaluating training programs that have been financed by NGOs and offered for teachers and woreda education officers in Gurage zone.

Officials –in this study refers to those who are working on managerial position in Woreda education officers including experts, team leaders and supervisors found in Gurage zone

Trainees; refers primary teachers and Woreda education officers who have been participating in the training programs organized by NGOs

1.12 Organization of the Study

The study was organized into four chapters. Chapter one points out the problem and its approaches. Chapter two indicates review of the related literature. Chapter three comprises data presentation, analysis and interpretations. Lastly, chapter four presents the summary of the major findings, conclusions, and recommendations.

Chapter Two

2. Review of the Related Literature

In this chapter an overview of NGOs found in Gurage Zone and practices of the training programs are indicated briefly.

2.1 Overview of NGOs in Gurage Zone

Gurage zone, as it could be stated so far is one of the zones in Southern Nation, Nationalities and Peoples Region, containing thirteen Woredas. Out of which the four targeted NGOs are working in the six Woredas. Two of these Woredas (Mesqan and Mareqo)are found in east Gurage zone. Other four Woredas (Cheha, Wosherbe, Ezha and Endegagn) are located in east Gurage (Data taken from the Gurage Zone Finance and Economic Department).

The four NGOs: World vision (WV), Transferring Education for Adults and Children in Hinterland (TEACH), Save the Children Finland (SCF), and Gurage People Self Development Organization (GPSDO)) have been financing training programs for the teachers and woreda education officers in the Woredas where they are actively operating.

WV started implementation of the current three years plan of action in the year 2006 and will continue up to 2009. The major objective for its establishment is providing support for the rural development in the targeted zone. Moreover, since the first year of the phase, the organization has been organizing training programs for more than 104 teachers and 3 woreda education officers on different topics.

On the other hand TEACH is supporting the training programs for similar groups in the aforementioned two Woredas found in east Gurage. The organization started implementing its current strategic plan since the year 2005 signing the agreement with responsible government bodies in the region and the zone. The execution of the plan will continue till 2009. The main focus of the organization is accessing education for

those who have been deprived their right to education because of different factors. Currently nine alternative basic education (ABE) centers (comprising 1 to 3 levels) are running under TEACH. The centers are legally established to access education for the disadvantaged groups through non-formal style. Children who are uneducated have been helped to cover the curriculum of 1-4 grades. Moreover, to guarantee the quality of education, TEACH has been financing different training programs for the teachers and woreda education experts and supporting the achievement of the ABE program. Accordingly, the organization has been financing training programs for 78 individuals comprising the teachers and woreda education officers. After building the schools, TEACH has been covering the cost of running ABE (including salary and overhead costs).

Save the Children Finland, has been working by supporting the provision of education for the unprivileged children and protection services for those children whose rights have been violated in one or other ways. The organization has signed its strategic plan running from 2005- 2007 and the plan was renewed for the next three (2008-2010) years. By then 73 individuals from the two categories (67teachers and 6 woreda education officers) have been getting different trainings on different topics. The training programs supported by this organization have been focusing mainly on technical aspects of teaching in alternative basic education centers. The organization had constructed two centers and hired six teachers to run the centers. Furthermore, construction of additional centers has been started. However, the organization has been financing training not only for the teachers working in the alternative basic education centers but also largely for the formal primary school teachers where the children after completing their education in the centers join.

Lastly, Gurage Self Development Organization (GSDO), which is the most giant of all the other NGOs in the zone, has been practicing its three years strategic plan extending from 2005-2007. In order to satisfy the educational demands of the children who were not taken to formal education, 15 alternative basic education centers in Endigagn woreda were established and have been providing education for the targeted groups. Moreover, the organization has employed 30 teachers and has been

continuously providing training for the teachers and woreda education officers around the operational areas.

Generally, the four NGOs chosen for the study have been financing huge amount of budget for the training programs organized for the teachers and education officers found in the aforementioned six Woredas. The major pulling factor made these financiers involve in education and support the training programs was mainly the presence of children whose right to education has not been addressed. Thus, the ultimate goal of the training is to promote both access and quality of education for the disadvantaged groups.

2.2 Overview of the Practices of Training Programs

Training is a formal process of providing skills and/or knowledge for an individual or group of individuals to make them perform their tasks more effectively. There fore, developing training programs demands analyzing the capacity of the trainees and the tasks to be performed by the doer to attain certain goals (White 1996:164; Dessler, 1997: 248). The definition shows that, before setting training programs the designer needs to conduct a tracer study on the existing situations clearly. Therefore, educational organizations could continue as institutions only when they can train and update their staff. Training the staff cannot be performed without plan. All training programs in educational institutions like in other organizations require programming the practices to be executed during the assessment of the training gaps, designing, delivery and evaluation phases of the training programs.

Furthermore, training programs do have cyclical process that holds distinct steps. There are five steps to be covered by the programs. The first is the need analysis, which involves identifying specific job performance skills that requires training. It has to be targeted to improve the productivity of the targeted parties. The second is setting clear, measurable, and achievable objectives. Third step holds the development of the programs. The fourth step is validation where by some representatives of the trainees

evaluate the validity of the program developed. The last step is, to implement and evaluate the training programs. (Dessler, 1997:251; Illgen and et. al, 1999:368).

According to Specter, (2000: 150) there are five activities practiced sequentially. These are conducting training needs, evaluating needs, setting objectives, and designing training, and evaluating the training. On the other hand, Pond (1991:3) explains some activities. He states that training program comprises need assessment, planning and designing, developing materials, delivering, and lastly evaluating the training program. The third writer, Wills (1993) lists activities involved in the program as need identification, preparation of courses, selection of trainers, determination of resources and locations, preparing session plans, budget setting, administering training, validating the transfer of training and evaluating the total program.

Therefore, if one examines the explanations of each of the author independently there are some concepts missing. Some list activities explicitly and others are only limited to some actions. For example, for Specter (2000) the crucial practice in the training, which is delivery of the training, is not included. Thus, the writer of this paper sorted out and blended the following activities to be the major practices expected in dealing with training program. These are conducting training needs assessment, selecting the trainer, designing the program, delivering, and lastly evaluating the program. Accordingly, important activities chosen as the elements of the practice of training programs are summarized and presented in the figure 1.

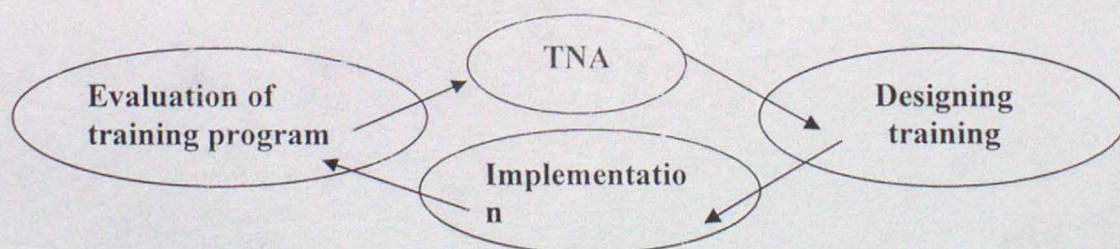


Fig. 1 Four Basic Steps of Training Program
(Source: <http://www.selfgrowth.com/articles/Infande.htm>)

2. 2.1 Training Needs Assessment

A need is a gap between the desired or expected events and the actually practiced ones. Hence, as stated by Saiyadain (1999: 222) training need identification is “a

process that involves understanding the areas where the employee lacks skills, knowledge and an attitude in effectively performing his/her works". Therefore, training needs show the gap to be filled or the problem to be solved only through training. Such assessment helps one to develop effective training programs.

Factors that potentially trigger the need for training include employing new workers, internal promotion, new procedure, need for new product, downsizing etc, (Bartram and Gibson, 1997:7). In addition to the stated factors, there are different issues that call for training. These issues can clearly be identified if one assesses both external and internal environments of the organization. There are negative and positive indicators for an organization that training is required. Examples for negative indicators include high turnover of experienced workers, and increased complain. On the other hand, some of positive indicators that show that the organization requires training are: need for new products, change of work strategies, and generation of innovative ideas. Therefore, training departments are required to use varieties of training need assessment (TNA) tools because; training programs should follow a thoughtful analysis of the major problems of the employees. Hence, training programs are expected to be the remedies or direct responses for the prioritized needs. (Wendell, 1987: 368; Luis, and et. al., 1995: 299). Some of the tools of TNA are recommendations of the supervisors, assessing job requirements, gathering employees' suggestions, referring related articles and books on new technologies, conducting case studies, and examining reports (Leon, 19881; Johnson (1967) in Saiyadain, 1999: 222).

Moreover, some professionals have conducted researches on the effectiveness of the methods TNA. For example according to Decenzo and Robbins (1988:247) the strength of the first five methods in clearly showing training needs is given in percent. Accordingly, the strength of observation and analysis of job performance is 49%, that of management and employees recommendations, consideration of current changes as well as reports and inventory are 19%, 16%, and 10% respectively. Furthermore, the gap could be seen at macro level where all employees need trainings. Such needs include general organizational issues like training on policy, and procedure. Other gaps

are related to the micro issues where specific training is offered for the specified workers. A clear and participatory TNA is shown in the figure 2.

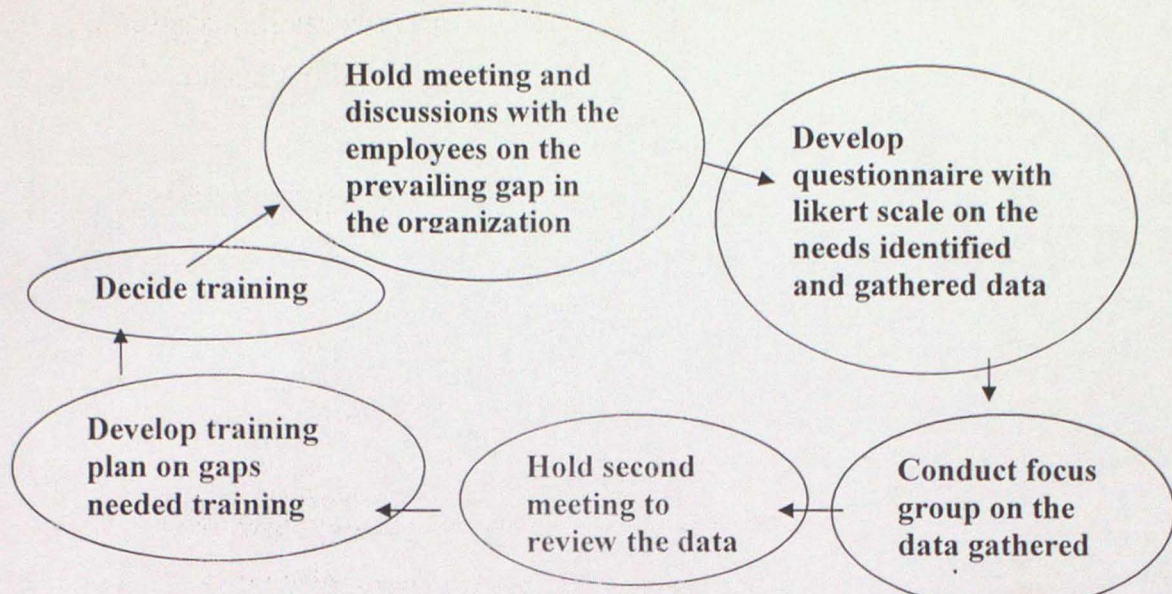


Fig.2 Steps of TNA (Adopted from <http://www.twc.state.tx.us/sucs/oitcust.ht>)

On the other hand, training needs might arise at one or more than one of the three levels. These are at organizational, subgroup, and individual. Moreover, most writers agree that training needs can appropriately be assessed by accomplishing analysis at three levels: organizational, job, and person analysis. (Robert and et. al., 1997: 291; Illgen and et. al, 1999: 375; Rae, 1986: 18; Boyd ell (1983) in Wilson (2005; 139)). The researcher preferred the techniques of needs assessment stated by Robert and others. This is because it holds the three clear and interrelated components and the summarized review of these three levels of analyses is discussed in detail as indicated below.

2.2.1.1 Organizational Analysis

Training as a systematic and strategic means of developing knowledge, skills and attitudes of employees should be aimed at achieving goals of organization. An organization could be effective when it can clearly identify its weakness and strength. Thus, training must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Ultimately, training programs are expected to positively change and modify the climate and culture of an organization. Moreover,

according to Rain bird (2000:19) the activities of training have to be linked with the general policies, and strategic directions of an organization.

Analysis of organization starts by asking broader questions about the general work environments and manpower needs to meet the present and future demands of the organization. Hence, training needs assessment should consider objective analysis of changes in and outside environments of the organization (Cowling and Mailer, 1981:55; Mullins, 1996: 637). There are different components of need analysis at organizational level. These involve analysis of: goals, resources, climates and constraints in the organization. And methods of organizational analysis include manpower inventory, skill inventory, assessing the climate, and efficiency index (Gold Stein in Desimore, 1994:97)

In addition to the methods indicated above Margaret and Barrington (1997: 299) explain that organizational analysis can be carried out by the methods like observation by analyst, self observation, questionnaire, fact finding interview and do-it-yourself. Kubr and Prokoponko (1989) also identified other techniques of assessing organizational needs. These are analysis of records and reports, analysis of future trends and opportunities, inter organizational comparison, management diagnostic survey, management development, attitude survey, and management climate surveys.

2.2.1.2 Job Analysis

Especially, in educational institutions where the quality of the outputs is becoming poor, assessing the tasks to be performed mainly in the schools is unquestionably desired. In institutes like schools there are different tasks and jobs which are regularly performed. Most of these tasks are planned and some others are unplanned. The planned tasks have to be interrelated to the ongoing needs of the students as well as external factors in socioeconomic dimensions. Therefore, a thorough assessment and checking mechanism have to be taken place to make the out puts of educational institutions more efficient and effective as well as marketable.

According to Margeret and Barrington (1997:1) the three intervention mechanisms that modify activities of the workers with the current and future demands of the organization are education, training and learning and thus training has to be strongly linked with the skill gaps identified in performing a task. Job analysis is simply identifying specific skills needed to improve the performance and productivity of the trainees. (Dessler, 1997: 251-253). According to Specter (2000:153) job analysis includes analysis of different factors and types of jobs as well as identification of knowledge, skills and attitudes needed to perform the jobs. Moore and Datton (1978) in Desimone and Harris (1994: 99) explain that job analysis can be equated with operation analysis whereby data are systematically gathered about a specific job or group of jobs to determine what should be taught to achieve optimal performances. On the other hand Desimone and Harris (1994:99) list three results of task or Job analysis. These are standards of performances, techniques of performance standards, and lastly the knowledge and skills needed to meet these standards.

Different individuals state methods of task analysis differently. Dessler (1997:253) identifies techniques of task analysis. For him the common ones are supervision, analysis of reports, observations, survey, and test of knowledge of jobs. Desimone and Harris (1994) explain common methods of executing task or operation analysis. These are describing jobs, identifying tasks in each job, describing knowledge and skills needed, identifying and prioritizing areas that needs training

2.2.1.3. Person Analysis

Organizational and job analysis give information about the gap within the organization. However, person analysis gives data about who needs training. In line with this idea, McGhee and Thayer (1961) in Desimone and Harris(1994: 10) describe that person analysis comprises two duties. The first is a summary person analysis (SPA) whereby overall performances of a person are summarized. The second is Diagnostic Person Analysis (DPA) in which reasons are forwarded for each performance of the person.

The quality of education depends largely on the quality of teachers. Teachers will be efficient and effective when ever their knowledge and skills as well as attitudes and morals are progressively improved. Assessing the capabilities of these vital elements of educational sector should be the major task of an effective and successful educational manager. This is because, as stated by Thomson (1997:130), the success of a manager depends up on the level of the performance of his/ her employees. This in turn relies on the ability of the worker in carrying out his/her duties. Capacities of a worker can be identified by the analysis conducted by oneself or his or her coworker. According to Wueste and Manuel (1992:121) individual analyses include self-analysis whereby data about oneself are systematically generated and analyzed to produce a guidance for career decision.

Other mechanisms for establishing employees training needs for job effectiveness include skill matrices, employee's attitude surveys, and performance appraisals (Rainbird, 2000:270). In addition to these, Kubr and Prokoponko (1989) list job analysis, job descriptions, tests and examinations, interviews, dairy method, assessment centers and critical incidences as common techniques of person analysis. Therefore, as indicated by Dessler, (1997: 251) a person should be given training by comparing his/her performances with that of others or with the volume and quality of the work he/she should do.

Thus it should be through identification of the problems around the knowledge and skills of educators, mainly teachers and school managers, that training programs for the system has to be organized. The content of the program need to be related with and relevant to the skill gap analyzed. Such manpower analysis requires examination of human resources in the school system. This involves assessment of efficiency, age mix, versatility, rate of labor turn over, and quality of supervisors.

2.2.2 Recruitment and Selection of the Trainees and Trainers

It is advisable to select the correct trainees and trainers. This makes training programs most achievable. Moreover, according to Tracey (1984) in Eshatu information to be used to screen trainees can be gathered from either of the following sources.

- **Nominations** – by gathering information about the Individuals from all possible sources
- **Application** – letting employees to apply for the training.
- **Records** –referring the former records of the employees
- **Tests**- Providing and examining test results.
- **Self reports** – examining bio-graphy of the employees
- **Interview** – conducting interview

On the other hand there are six steps of screening and identifying the right trainees.

Step 1- Describing prescriptions for the training

Step 2- Recruiting and screening applicants

Step 3- Administering, scoring and recording test results.

Step4- Analyze the test result

Step5- Conduct interview

Step6- Synthesize, review, and evaluate all the data and finally identify the trainees (Clark 2000: 99 in Eshetu 2004)

Therefore, both the above individuals agree that in screening trainees, like teachers, for certain training programs especially the financiers of the program have to make sure that the right trainees are selected based up on the objective criteria set as soon as the programs are initiated. However as to the researcher, trainees should be identified during the survey conducted to find out training needs. Nominating trainees after the training programs have been decided might not be correct.

After the organization decided to give training to its employees, the next step is to search for the individual who would develop and implement the training program (Desimone, and Harris 1994). Therefore, a trainer has to be specialist who understands both the content and techniques of setting, running and evaluating training programs. Trainer is a facilitator who stimulates, and guides trainees learn by and for them selves. Trainer cannot pour knowledge and skills required directly to the mind of the trainees to fill the gaps identified. He can only let them gain the needed substances and make them resourceful employees. Hence, individuals who are given the responsibilities of delivering training require the knowledge of theories of learning. Trainer is selected to

play two roles. The first is acting as a subject specialist who develops the material and selects best method. And the second is to act as group manager in delivering the training (Pont, 1991:4). Therefore, a good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills. Individuals who are with best qualification, experience and technical knowledge should be given priority (Tracey, 1984:345). Moreover, according to Chaddoek (1979:3-10) the criteria by which trainers are selected should include organizational knowledge and personal motivation. In addition to this, Watson (1979:127) states that trainers can be selected from organizational leaders of the trainees, senior employees, instructors in schools and consultants.

One of the roles of a trainer should be to let trainees learn by them selves. Hence, trainers must have the ability to understand individual differences and learning difficulties among the trainees. Training largely has to be managed, guided and controlled by the trainees. Hence session plans prepared by the trainer should only be used to direct the process towards the desired goals. Because session plans can include not all activities expected in the training and thus it should not dictate both the trainer and trainees to go along with only prescribed artificial maps. Hence, both the lesson session and the trainees have to be given sufficient room to independently feel, think, do and learn by their own pace. It is only the mind of the learners that knows best about how much as well as what to learn. Generally, a trainer is an important resource person in achieving the goal of the training program. Training needs not only knowledge of the content and techniques of the process of training but also artistic personality and motivation in inspiring the trainees to learn best. Therefore, trainers should be recruited and selected based not only on their documents and qualification but also on their motive (drive), commitment and ability to motivate trainees.

2.2.3 Designing Training Programs

After needs for training are identified, prioritized, and the decision to offer trainings is made, the next possible step is to plan or design the training program. A design of training program is a bridge that links the identified gaps or the problems with their solutions. The solutions are tangible objectives and out puts. Designed activities are

all the planned practices that should be executed by individuals who directly take part in the training program. Training programs related to the required skills and knowledge of educators, mainly teachers, has to be set through participatory method. What is to be done by some one should not be dreamed and decided by another with out involving the actor.

Furthermore the design and choice of activities related to the selection of learning methods deemed most appreciate to meet the list of learning objectives. However, the trainees should undertake the detailed mix of activities (Story and Sisson, 1993: 15). And, hence, a designer should not fully limit the activities of the trainees. A design of the training programs like the action plan has to only show the direction along which the activities have to be done. But if the training programs designed play a rigid role in which no activity would be practiced outside the prescribed tracks, it is true that the learning will not take place. Hence, in designing the training greatest chance should be given neither for the designer nor for the trainers but for the trainees. The trainees are the ones whose behavior in the work place has to be modified. There are various activities taken as standards for a comprehensive training program. Moreover, the corporate cycle of design of training. The designing cycle holds the following steps (<http://www.ce.esucastho.edu/bus.htm>).

Step1: Briefing: -refers reviewing critical knowledge and skills needed to be developed to attain the specific performance based outcomes.

Step2: Approval:- refers verifying the customized training contents and learning models in collaboration with the stakeholders.

Step3: Implementation: - implies drafting the design of training.

Step4: Evaluation:- refers gathering feedbacks and validating the quality and appropriateness of the designed training programs.

Step5: Redesign:- customize and improve the material that will yield the measurable results as a return of the investment for the training and that will fill the Gap identified .

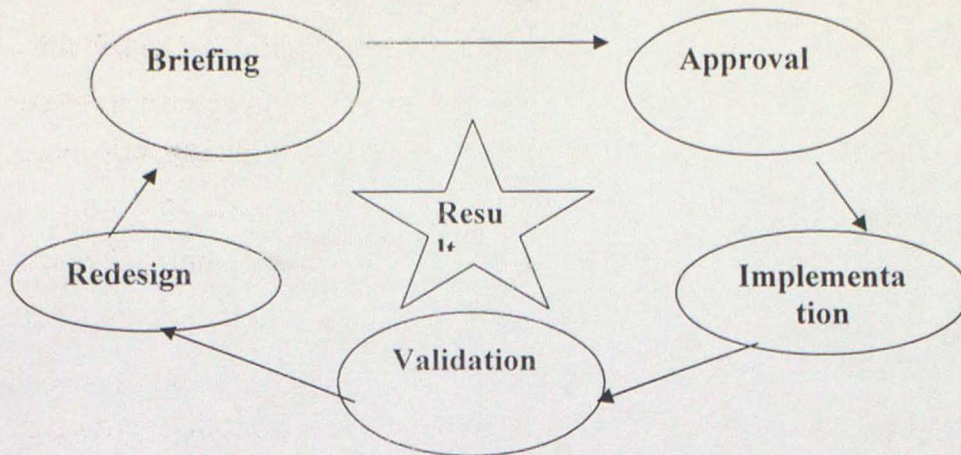


Fig.3 Corporate Training Program Development Cycle
 (Source: <http://www.ce.esucastho.edu/bus.html>)

According to Desimone and Harris (1994:125) overall activities in designing training programs involve setting objectives, selecting trainer, preparing materials, scheduling and developing lesson plans. Moreover, Pond (1991:4) adds that designing programs include identifying: methods, staff, media, contents, and evaluation tools as well as organizing and sequencing the training.

The design or plan of a training program should also indicate contents, sequences of activities and design of media, selection and/or development of experiential exercises, timing and planning for each activity, selection of methods, and number and type of evaluation items (Desimone and Harris 1994:132).

Hence, inferring from the above activities it can be concluded that designing a training program can be defined as a task that holds, the process of setting objectives, developing the materials, identifying methods and media, determining facilities and premises. Each of these elements of the design of a training program is discussed below.

2.2.3.1 Setting Objectives

Objectives are the expected out comes that are expressed in measurable or quantify able terms. They bridge learning activities with the identified training needs. Therefore, they should be feasible, realistic, and relevant. Objectives have been defined differently by different writers. Mager (1984:3) in Desimane and Harris (1994: 126)

defines objectives as "description of a performance that one wants learners to be able to exhibit before they are considered to be competent". According to the writer, training objectives describe the types of performance that the trainees should be able to do, the conditions under which they must do it, and the criteria how well they must do it. Hence, these are some of the qualities of good objective. Thus, the primary role of a training designer is to identify and set objectives.

The objective of training is to produce relatively permanent change in people so that they can perform the present and future jobs more effectively. Training is one of a number of strategies to reach people and organizational goals simultaneously. (Cowling and Mailer 1981:50). On the other hand, objectives clearly show the type of capabilities that a trainee will be able to demonstrate following the completion of the training. Here, successful listing of learning outcomes is critical, because it is the objective that guides one toward the relevant content of the program (Storey and Sisson, 1993: 157)

2.2.3.2 Develop Training Materials

When one plans to design a training program for educational institutions, he/she is required to identify what of the training. The knowledge and skill that the worker has to gain is the central issue to be given due attention. The contents of the training must be selected based on the preset criteria. Some of these include, the profile of the learner, the duration of the program, and the appropriateness of the content to the gaps identified. The substances to be acquired by the trainees have to be related to training specification. For training specification, according to Margaret and Barrington (1997:283), holds detailed statement of what a trainee need to learn based on comparison between the job specification and their level of competencies. Moreover, to make the substances understandable and retainable they must be systematically grouped, interrelated and sequentially organized.

There are two aspects of sequencing training sessions. Part versus whole and massed versus spaced. Part training refers breaking a task into components and teaching each

one after the other. Whole training occurs when the entire task is taught at one time rather than breaking it into individual components. Part training is useful when tasks are too complex to handle at one time. On the other hand, massed training is the process of providing training in a long and extended session. While spaced training refers to the provision of training when sessions are short. Spaced training could be more effective than massive and massed could be more efficient than spaced (Specter: 2000: 159 - 60).

To choose a training course one needs to write down clearly the gap assessed and having this in mind he/she is required to find optional courses. The choice of contents of the training programs depends on the level of the participants. Employees at lower level need more of technical skills while at higher level need training on theories, principles and conceptual skills (Salyadain, 1999:227). After the material is produced and training is designed it should be tested before the real delivery. This is to link the belief and need of the trainees with that of the designed material (Carr, 1992: 49)

Therefore, developing materials for professionals like teachers require careful planned activities. Teachers by themselves are trainers who have sufficient knowledge and skills on how to convey message. Moreover, individuals who develop material for such trainees should be competent enough to satisfy the needs and interests of subjects of the training in line with the current demands of the school.

2.2.3.3 Determining Training Methods and Media.

As water moves through a tube, the content of the training could pass through the medium of instruction. Hence, training programs organized to support educational sectors need selection of appropriate methods and media of the training. Preparing excellent content could be effective only when this subject matter passes to the receiver with deficiencies of the issue. A trainee can acquire the desired content when the methods and media selected and used are quite relevant with and meaningful to his or her background. The selection of methods and media should be at the hands or under consultation of the learners. There are different methods of training. The choice

of a method or mix of methods depends upon different consideration. Some of these are: the purpose, content, level of trainees and cost of the training. Further more methods depend on the culture of the trainees and trainer as well as the size of the trainees and the training room. For example, a study conducted by Basha (1971) in Saiyadan (1999: 226) revealed that due to cultural factors business games, T-groups, case study, and workshops are not as effective in India as in Europe or America. In India the most preferable methods are lecture and discussion.

At it is explained by Spector (2000: 12) there are eight training methods. These are audiovisual instruction, auto instruction, conference, lecture, modeling, on the job training, role-play and simulation. Based on their advantages and disadvantages they can be selected for a particular training program. According to Robert and et.al, (1997:294) the common methods of training are simulation; cooperative training and behaviorally experienced training (like role play, business games, etc.) Some other writers list common methods training. The methods include: experiential learning (self-leaning), programmed instruction, apphenticanship, incident method, assignment, projects, exercise, seminars, group discussion, coaching, Job instruction, job rotation, delegation, and provision of courses (Millins, 1996: 637; Saiyadain, 1999:223; Decenzo and Robblnes, 1988: 248). Moreover, research results have shown that on job training was the most frequently used method to upgrade job skills. However, for occupational entry apphenticanship training had the highest percentage followed by the classroom training. The result of the research by Dessler (1997:256) shows that the first most important types of training methods applied for upgrading the skills are on the job (42.4%), Classroom instruction (36.2%), and apphenticanship (21.4%).

Each method has its own particular situation where it is more effective. For Example videoconference is used to train different groups separated geographically. While programmed instruction could be appropriate when different questions and facts are given for the trainees to respond and feedbacks are immediately needed for the accuracy of the responses. Generally, training methods can be grouped in two broader categories. These are On Job Training (OJT) and Off the Job Training. The common

techniques of OJT are: Job instruction- where trainees learn while training, Coaching- observing and correcting the employees, job rotation- assigning the employees to different posts and mentoring-pairing with the senior. While off the job training methods include: lecture, discussion, audiovisual, experiential and computer base training.

2.2.3.4 Training Facilities and Premises

Training as an intentional activity needs the required facilities (materials and equipments) and premises. Proper planning and utilization of the required facilities and premises play greater role in the achievement of the training programs. Teaching aids are facilities that not only aid but also can serve as a medium of communication. They could be source of more and additional substances for the trainees. Moreover, carefully selected and utilized facilities can make the content of training more understandable and physical environment more comfortable.

Bell (1997:374) adds that well-chosen facilities increase varieties of learning processes. Therefore, for this writer facilities play significant role in promoting motivation and involvement of the trainees. In relation to this Rae (1997: 21) adds that training facilities increases the rate of retention. Training environment (rooms and seating conditions) should carefully be planned. In line with this, Watson (1979:131) explains that seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training. Seating capacity and configuration are major factors in determining the room size to be chosen. Generally a 20 X 22 square feet room could be comfortable for 49 people in a theater style, 24 people in a classroom style, 18 people in U-shaped and 15 people in a conference style. Therefore, the size of rooms needed depends on the size of the participants, the style of seating arrangements and the nature of the training programs (Watson, 1979:133; Tracey, 1984:333 & 335)

By and large, properly designed facilities and premises not only increase the retention rate of the trainees but also used as disciplining instruments. They promote both the efficiency and effectiveness of the training. They bring about efficiency because they

reduce duration of learning. They enhance effectiveness because they increase the rate of retention and transfer of training.

2.2.4 Delivering the Training Programs

Delivery of training is simply the process by which the planned knowledge and skill come to the ground so as to fill the gap analyzed at the early stage of the conception of the training program. Delivery of the training programs usually starts with introductory remarks followed by certain icebreakers and icebreakers are important for two reasons. The first is to understand each other. The second is to build up unity among the trainees, and between the trainees and the trainer. Furthermore, delivery training involves background reading, facilitating, modulating, inspiring, leading, and evaluation as major roles of a trainer. Furthermore there are explicitly identified steps in delivering training (see the following figure 4)

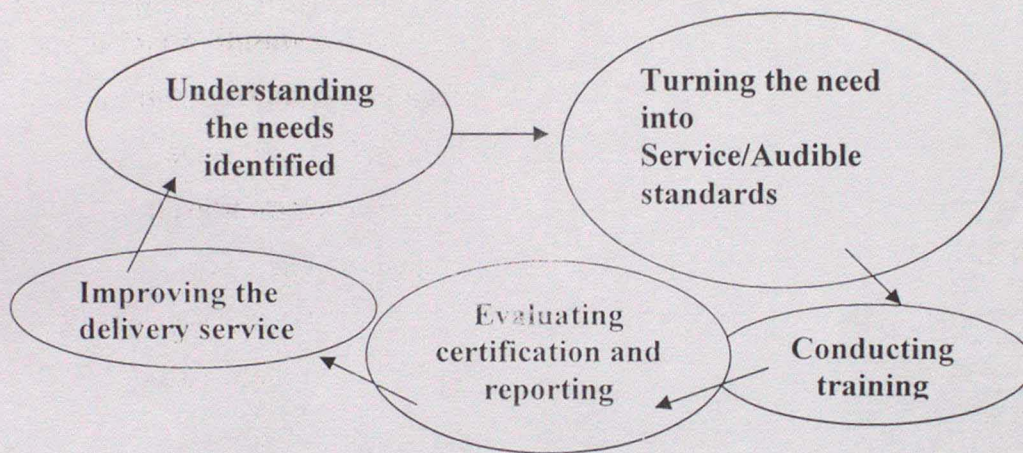


Fig.4 Steps of Delivery of Training Programs (Source: <http://www.service-excellence.sgs.com>)

The trainer who is delivering the training needs to select appropriate seating arrangements. This depends up on the number of participants, the method to be applied, the size and shape of classrooms and time factors. According to Pont (1991) the common types of room layouts are table layouts, horseshoe, Classroom, working conference, theater shaped, and circular. However, trainers as facilitator have to predict some potential problems that might appear during in the training and must be mentally ready to solve them. The facilitators create some of these problems by them selves. According Steimmety and Raiph (1986: 270):

“..trying to teach too much or too fast, lack of communication with the plans, failing to recognize individual differences, failing to provide practice of exercises, failing to manage individual differences, failing to provide practice time, failing to respect employees, failing to give reinforcement, intimidating trainees, and lack of using common languages are common problems during facilitation.”

Delivery of training is an important stage of training program that needs closed interaction between the trainer and the trainees as well as among the trainees. Friendly training atmosphere has to be build under the responsive facilitation of the trainers so that before the beginning of every training session there must be ground rules that would be applied to moderate and discipline the training programs,

2.2.5 Evaluating the Training Program

This part, evaluation of the training program has two sections. The first is about the concept of evaluation. The second is about major elements of evaluation.

2.2.5.1 The Essence of Evaluation

Evaluation is the process of establishing the worth of something. The worth means the values, merit or excellence of the thing. (Brausle 1996:5). Extending this idea Stern (1990) in Rainbird (2000:266) defines also evaluation as activity that runs from planning to delivery of innovative programs which enables those involved in the process of learning and making decisions about the starting assumptions, implementation processes, and outcomes of the processes concerned.

According to Stern's definition, evaluation is a tool through which we gather information in the form of feedback and get inputs to make certain judgments. Thus evaluation has both passive and active role. It has passive role that it can be used as starting point to make some decisions up on issues and situations outside the evaluator. It also plays active role in changing the mental and physical orientation of the evaluator him/her self.

Evaluation is a tool that can not only change the behavior of both the evaluator and individuals to be evaluated but also shape all the unpleasant situations affecting the effectiveness of the programs under considerations. It has also retroactive effect on the individuals involving in the process and added value on evaluators and trainees in particular and the organization in general.

Evaluation is a part and parcel of training program. It is used to provide feedbacks that will be considered in modifying training programs. Hence, evaluation improves the color and content for the training programs. It is crucial element in a learning organization like education sectors where the learning and continuous transfer of educators are highly important. Hence, there should be an effective system of review and evaluation including the progress, and maintenance of suitable training records. Evaluation should involve participatory assessment conducted jointly by trainers, school system managers, supervisors and trainees. Nevertheless, there are common errors occurring during evaluations these include focusing on secondary issues, gathering irrelevant feedbacks, failure to control extraneous factors, distortion of responses, and failure to randomly select the responding group and utilization of inappropriate statistical tools (Decenza and Rubbins, 1988: 267; Leon, 1981: 223)

On the other hand, evaluation should be comprehensive that it needs to be associated with cost of the training like cost of instruction, and cost of materials (Pettman, 1985:113). Hence, the purpose of evaluation of training includes getting feed backs on the effectiveness of the activities to have control over provision of training and use intervention mechanisms to influence the training (Brausle, 1996:5) This means training evaluation is conducted to provide: inputs on which decisions will be made: feed backs to trainers, trainees and designers; and data to a market other organization or future trainees (Illgen and et. al, 1999: 381).

Therefore, evaluation is an important tool, which should be run before, during, and after the training session. Pre evaluation is used to verify the validity of the content and appropriateness of the training program to be offered. It is also important to test the

relationship between the training program developed with the analyzed needs on one hand and the contingent situations of the training programs on the other side. Formative evaluation is mostly used to monitor and modify the process of training. It is used to minimize or alleviate inefficiency and ineffectiveness of the training program. Furthermore, summative evaluation has to be conducted to gather data to be used as premises for making certain judgments.

2.2.5.2 Elements of Evaluation

Methods of evaluating the effectiveness of training programs include meeting, evaluation sheets, appraisal interview, and bench marking (using preset standards). Evaluation can be used to run both the internal and external validations. Internal validation is evaluating effectiveness of the program in achieving behavioral objectives set for each stages of the training session or not. While external validation is process of verifying whether the needs identified are satisfied. (Dimmonch, 1995;Wills, 1993). Moreover, there are two categories of evaluation; qualitative and quantitative evaluation. Qualitative evaluation includes observation, and interview. While quantitative evaluation includes, tests. Thus, all these have to be mixed up. Moreover, as it could be indicated below evaluation of training programs has a series of activities.

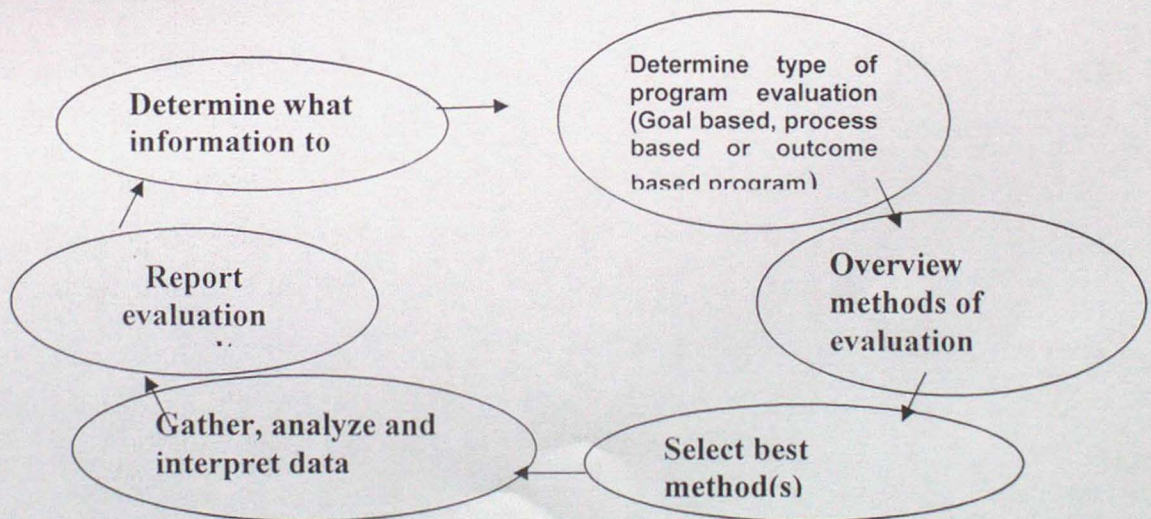


Fig. 5. Steps of Training Program Evaluation (Source: <http://www.managementhelp.org/eva/fn.html>)

On the other hand, there are four levels and phases of evaluation that must not be missed. These are reaction, learning, behavior and result evaluation. Reaction

evaluation refers getting inputs on how much each trainee liked the program. Mostly it is assessed through questionnaire at the end of training session. The second is learning evaluation, which refers to qualitative and quantitative assessment to gather information regarding what the person learned in the training or what the learners can behaviorally demonstrate in terms of knowledge and skills required. Both the two are evaluated at training level. The third is behavioral evaluation it is concerned with training behaviors on the job. It looks at whether or not the person is doing things he/she was taught. The last phase is result evaluation, which deals with whether or not the training affected what it was intended to do on the overall performance of the organization like increasing effectiveness, quality and reducing cost (Spector, 2000: 165; Sacyadain 1999: 230. Dessler 1997)

There are two modes of evaluating training effectiveness. The first is matching the post training achievements with the pre training expectations of individuals. Hence, it is called achievement – expectation model. The second is experiential control group model, where by a group of employees who have gone through training is compared in terms of their performance with those who have not trained (Sikk, 1985 in Saiyadan, 1999 232; Dessler 1997, 271; Leon, 223). Moreover, according to Decenzo and Rubbins (1988; 265) there are three methods or models of training. These are test retest method, pre-post performance, and the experimental controlled methods. Of the three the third is the most valid and complex.

Different people have developed different models of evaluation. For example, Kirkpatrick (1967) argues that training program evaluation has four levels, reaction, learning, behavior, and results. Galvin (1983) also identifies four levels of evaluation. These are context, input, process and product. War et. al (1970) explain other four levels of evaluation these are named as context, input, reaction and outcome evaluations. Bushnell (1990) proposes systematic approach to evaluation and explains input process, out puts and out comes (Desimone and Harrls, 1997: 170) However, of the above models of evaluation the researcher prefers the four-leveled model proposed by Kirkpatrick (1967) as an appropriate tool to assess training programs financed to

support education sectors. This is because it is more meaningful and feasible to evaluate such programs.

Moreover, designer of training programs have to preset the major techniques of evaluating that program. Evaluation is a visionary process that enables one to examine the correlation between the training need identified and the practices done during the training session, in one part and the relation between the activities taking place during the training session and the predetermined objectives of the training program, on the other side. The effectiveness of evaluation equally depends up on the ability of the evaluator and the appropriateness of the method of evaluation selected and applied.

Chapter Three

3. Data Presentation, Analysis and Interpretation

In this chapter data gathered through three tools were analyzed using different techniques. The tools used together data were questionnaire, interview and observation. To make the analysis more clear, the data were categorized into eight parts based on the leading questions and major components of the practices of the training programs. These are: Characteristics of the Respondents, Training Needs Assessments (TNA), Designing Training Programs, Recruitment and Selection of the Trainers, Delivery of the training, Evaluation of the Training Programs ,Cross Tabulation Analyses and lastly Major Changes Perceived and Problems Encountered were included in the chapter. The data were presented by using tables, charts, and graphs. They were analyzed using percentages, chi-square, mean and t-test. Descriptive method of study was used. After the data were presented and analyzed the implications of the results of the analysis have been elaborated as it is shown below.

3.1 Characteristics of the Respondents

The subjects of the study were grouped into three parts based on the type of their involvement in the practice of the training programs. These were financiers (project officers), the trainers, and trainees. Two sets of questionnaire were prepared. The first was distributed for 187 trainees (175 teachers and 12 WEOs). The second set was distributed for 21 trainers. However, 169 (160 teachers and 9 WEOs) i.e. 90% of trainees, and 18(85%) of trainers had completely filled and returned the tools. Similarly, out of 8 program /project officers that were planned to involve in the interview; the researcher met and conducted the interview with only 6(75%) of them. Hence, a total of 23(11%) subjects could not give their responses. Thus out of the total number of 216-sample size 193(89%) provided the required data and supported the achievement of the study.

Table 3 Frequency and Percentage Distribution by Characteristics of the Respondents

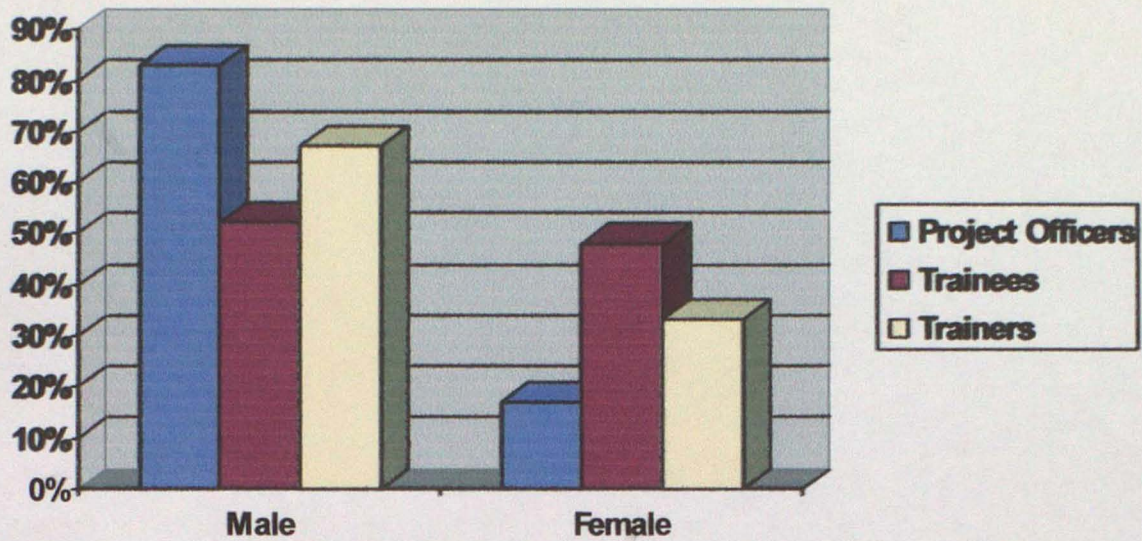
Category	Levels	Program/project officers (N=6)		Trainees (N=169)		Trainers (N=18)		Total	
		F	%	F	%	F	%	F	%
Sex	M	5	83	12	67	88	52	105	54
	F	1	17	6	33	81	48	88	46
Age	20-30	4	67	9	50	107	63	120	62
	31-40	2	33	6	33	40	24	48	25
	41-50	-	-	3	17	22	13	25	13
Educational Back ground	SSC and TTI	-	-	-	-	146	86	146	76
	Diploma	2	33	2	11	23	14	27	14
	B.A/BSC	4	67	16	89	0	0	20	10
Work Experience	1-5 years	5	83	7	39	104	62	116	60
	6-10 years	1	17	10	55	53	31	64	33
	11-15 years	-	-	1	6	12	7	13	7
Work Experience in current post	1-5 years	6	100	15	83	134	79	155	80
	6-10 years	-	-	3	17	28	17	31	16
	11-15 years	-	-	-	-	7	4	7	4

The largest group of the respondents comprised teachers (160 of 216, 74%) because they were direct beneficiaries of the training programs, it is strongly believed that they were more concerned for the improvement of the quality of the program. The data collected on the characteristics of the respondents are shown in the table 3.

3.1.1 Sex and Age Profile of the Respondent

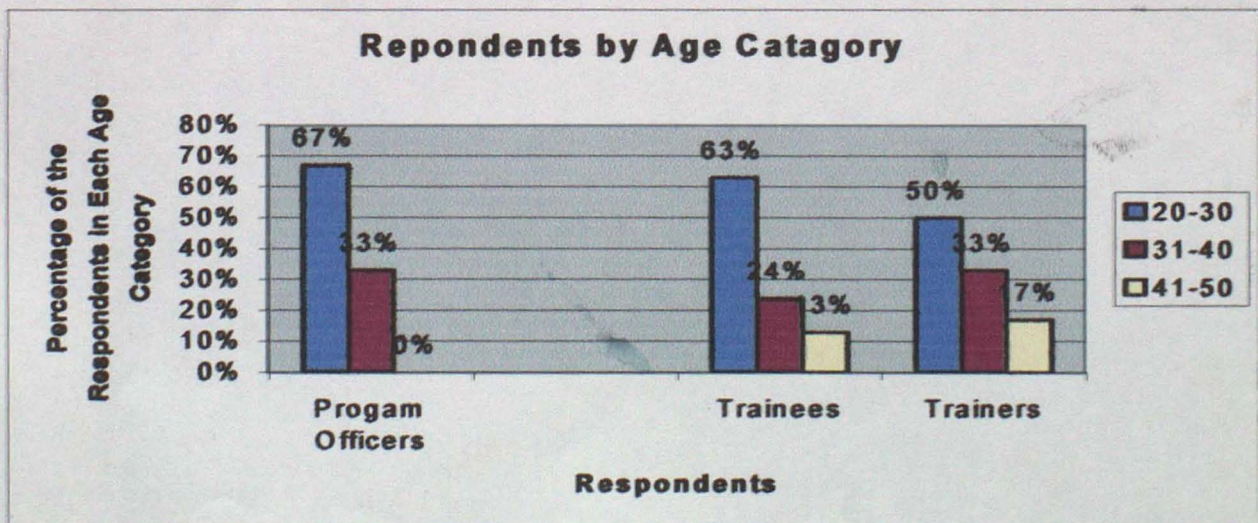
Sex combination of the respondents has implication on gender sensitivity of the training programs. As it can easily be seen from the graph 1 the proportion of female respondents was maximum in the group of the trainees and medium and least in the groups of the trainers and project officers respectively.

Graph.1 Respondents by Sex



However, as responded by the interviewees, NGOS financing the training programs were humanitarian and gender sensitive so that females have been given due attention to involve in the training process. Thus their proportion became almost equal to that of the males. On the other hand the participation of the females as a trainer and project officers was very low. Nonetheless the proportion of female respondents was 46%. Therefore, data were collected from the respondents with almost one to one sex ratio. This gave the chance for the researcher to get gender-balanced responses. This means the gaps that might be created in the way females' rate and look at things could be maintained by the corresponding data supplied by males and vice versa.

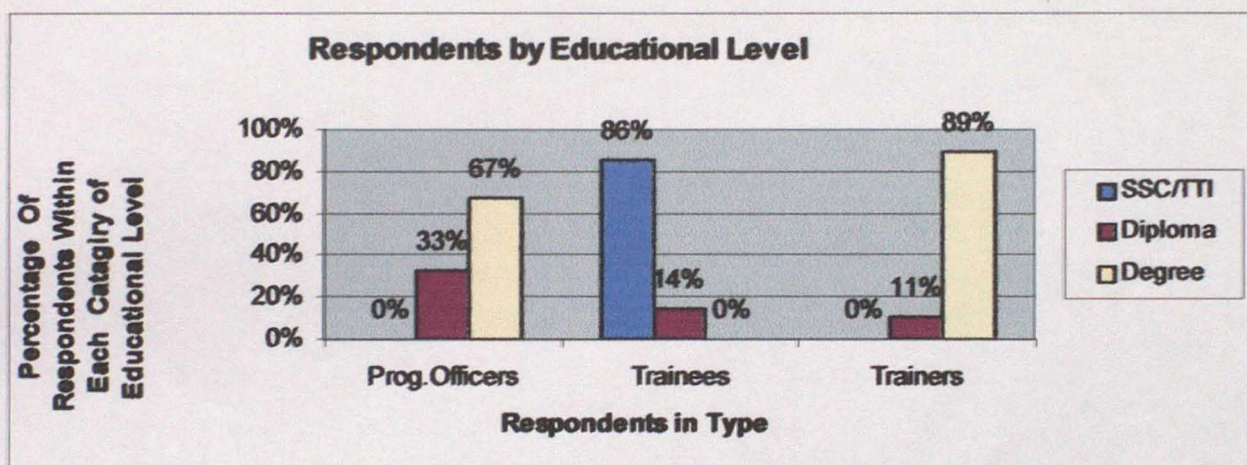
Graph.2 Respondents by Age Category



Physical and mental maturity of the individuals involving in the study is very important in gathering the required data. As per the data indicated in the graph 7 the youngest group of the respondents was found to be program officers with 67% in between 20-30. On the other side trainers holds the least proportion (50%) of the age group of 20-30. This implies that most of the respondents had not served very much.

But almost all of the respondents were at their earlier age that they have greater opportunity to retain and transfer the knowledge and skills they acquired. Additionally, it could be seen from the graph that the number of respondents was inversely related with the magnitude of the age categories. This implies that they were youth dominated.

3.1.2 Educational Level and Work Experience of the Respondent

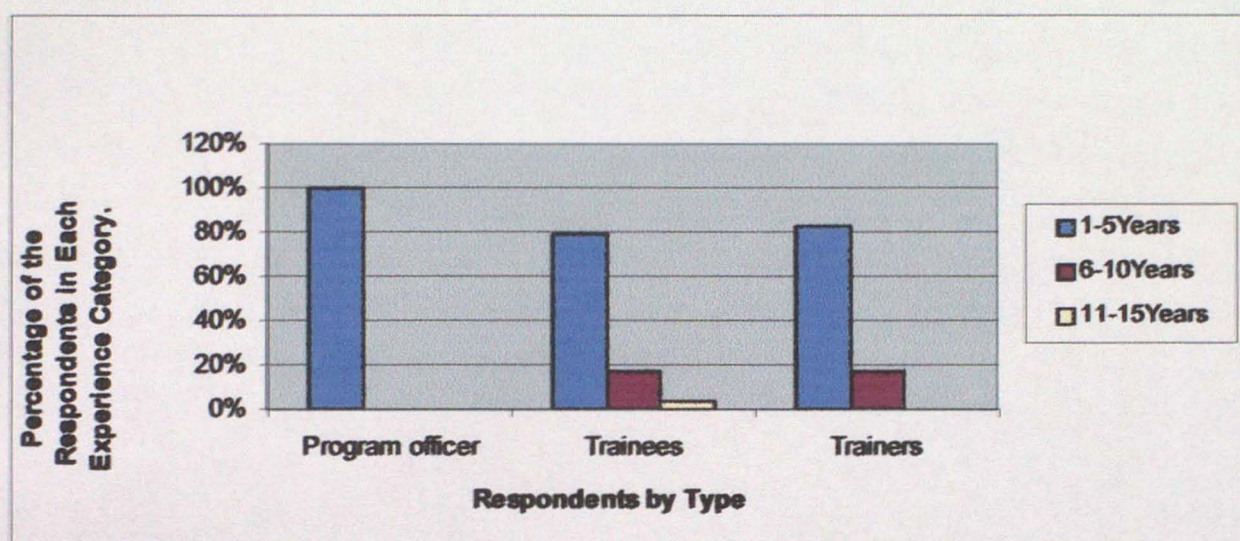


Graph 3 Respondents by Educational Levels (SSC= Senior Secondary School Completer)

The third variable in the personal characteristics that may affect the practice of training programs was the educational level of the participants. The quality and appropriateness of the training programs on one hand and that of the data gathered on the other hand depend largely on the educational background of the participants. With regard to this, all the program officers and trainer were diploma or above. Contrary to this 86% of the trainees was found to be secondary school or TTI completers. From this, one can say that the trainees need to be capacitated more and more to reduce effects of poor quality education that has been generating from the assignment of under qualified teachers.

Work is one of the learning environment whereby workers do learn and train by themselves or/and with others through experiential learning processes. Moreover; relevant work experiences have direct correlation with the achievement of the training program. Inline with this the data in the fig 9 revealed that all subjects have at least one year of experience.

Graph4 Respondents by Work Experiences in Their Current Position



This resulted because one of the sampling criteria was the frequency of the involvement subjects in the training programs financed by NGOs in the zone.

3.2 The Practice of Training Need Assessment

This step identifies activities that justify the reason for an investment for the training. Generally, training need assessment is a sequence of comprehensive analysis used to identify the situations where current skills need to be developed to achieve future organizational strategy (Maun, 2000: 172). Hence, before training is designed and put in to practice, it is preferable to observe some indicators of poor achievements and other factors that are negatively influencing the work atmosphere of an organization. In the same way training need analysis has to be seriously run to primarily divide the gaps in two cases. The gaps that need training and that do not need new knowledge and skills. Therefore, important techniques have to be carefully applied in assessing the situation that needs training.

3.2.1 Techniques of Training Need Assessment ✓

Table 4: Mean Distribution of the Techniques of TNA

Techniques of analyses of TNs		Trainees (N= 169)	Trainers (N=18)	t _o	W.M.
Analyzing school system	X	1.30	1.50	0.78	1.30
	S ²	0.14	1.18		
Analyzing teaching learning process.	X	2.00	2.30	1.6	2.00
	S ²	0.098	0.66		
Analyzing the capacity of the trainees	X	3.40	3.00	2.22*	3.35
	S ²	0.06	0.55		
X=1.0-1.50 Not at all; X=1.6-2.50 Rarely done; X= 2.60-3.50 Some times done; X=3.60- 4.50 Mostly done, W.M= Weighed Mean; t _o = test value Obtained; Critical value of T - test= 1.96 (at .05, two tail) ; *= Showed significant difference					

There are three types of techniques of analyses that are commonly used. These are Organizational, Person and Job analyses. To say that training needs are practiced at least all the three components of the needs analyses have to be executed. Data were gathered on the issues as indicated in the table 4

3.2.1.1 Organizational Analysis

Training demands have to be clearly identified before going to provide training. One of the techniques that enable one to search for the current training needs is to assess the broader elements organization where the trainees are working. Analysis of the organization has to be the primary step to taken to solve the performance problems of the employees. In the same way training programs organized for the teachers and woreda education officers is expected to start its process by over viewing the broader issues of the school system. If training programs are offered relating with organizational issues like policy, regulations, vision, mission and broader objectives, it is true that the training will have greater possibility of effectiveness. Moreover, training programs offered based the needs identified at organizational level can have sustainable and practicable out puts.

The researcher has collected data by posing different questions for the respondent to check whether different techniques of training need assessment were conduct before

the training was designed and offered for the trainees. . Accordingly, since the calculated t-value (0.74) is less than the critical value (1.96), both the trainees (mean=1.30) and trainers (mean=1.50) with no significant deference assured that no organizational analysis has been conducted. On the other hand as it is stated by Luis et.al (1995:297) that organizational assessment is analysis of broader elements of organization including culture, mission, climate, long and short-term goals, and structure. Hence, failure to practice the assessment of the broader elements of the organization directly implies that no planned attempt was made to link the training contents and their objectives to problems related with the aforementioned and other organizational units like, goals and policies. Moreover, the complete absence of organizational analyses indicates that the training programs were not intentionally made to be the means for the realization of the education sector development that has been implemented in the zone and Woreda education system where the study has been conducted.

3.2.1.2 Person Analysis

Table 5: Frequency and Percentage Distribution of Means of Person Analyses

	Means	Trainees (N=169)		Trainers (N=18)	
		F	%	F	%
1	Tests	4	2	1	5
2	Interview	85	50	10	55
3	Assessment centers	2	1	2	11
4	Identifying and summarizing what an employee can and should do	12	7	2	11
5	Giving reasons for poor performances	63	37	5	28
6	Manpower inventory	17	10	4	22
Total		183		24	

Training is an investment in a person, where financier invests mainly money, and trainer and trainees invest the knowledge, skill, and time. The investment is to overcome deficiencies on an employee (Robert and Jackson, 1994: 282).The value of

training is measured by the extent of the reduction or complete abolition of the poor performances that have been observed on the employees.

So that as far as training programs are practiced by using remarkable amount of resources their benefits should be calculated and sorted out clearly. To this end accessing the capacity of the trainees and making sure that the skill to be acquired is what the trainees lacks to do his/here jobs effectively has to be carefully done.. Therefore, person analysis is an important tool to maximize the cost effectiveness of the trainings.

As per the data indicated in the table 5 on the techniques of person analyses the responses provided by trainees (mean 3.4) and trainers (mean 3.00) showed significant difference ($t_0 = 2.27$). But the data gathered through the interview from the program officers clearly showed that the capacity of trainees has been some times assessed mainly though supervision. Thus, even though the significant difference was observed between the responses given by the two groups of respondents on the practice of person analysis, they tend to respond to support what has been replied by the interviewees. Since person analysis determines which employees need training and examines how well employees are carrying out the tasks that make up their jobs, it should have been practiced thoroughly. However, the finding showed that some training programs have been offered without deeply assessing the desired type of knowledge and skill that the trainees are lacking.

On the other hand, 50% of the trainees and 55% of the trainers confirmed that an interview has been used to execute person analysis. Nonetheless, application of assessment centers, administration of tests, and identifying and summarizing the gap between what teachers can and should do were least indicated by the respondents. Similarly, the study conducted on the topic of assessment of training programs offered by federal civil services commission showed that TNA did not base itself on performance evaluation of the employees (Eshetu,2004). This in the same manner

indicated that person analyses had not been conducted properly before the training program was implemented.

This implies training programs have been organized without executively assessing different variables related with the capacity of the trainees. Furthermore, shortage of holistic and compressive application of varied instruments of person analyses might have directly caused inability to sort out skill and knowledge deficiency sufficiently.

3.2.1.3 Job Analysis

In addition to organizational and person analyses assessing the content of the work has to be guaranteed before going for the training. Analyzing job is very crucial to find out problems mainly in the content and process of the job it self. Thus, it is important to verify the match between the demand of the work and the capacity of the worker. In analyzing jobs one might use supervision. Supervising the manner by which jobs are performed as well as the quality of the job performed gives live information for the observer.

Table 6: Frequency and Percentage Distribution of Means of Job analyses

	Means	Trainees (N=169)		Trainers (N=18)	
		F*	%	F*	%
1	Supervision	88	52	11	61
2	Observation	99	58	10	56
3	Evaluation the practice of curriculum	41	24	2	11
4	Action Researches	-	-	-	-
5	Describing Knowledge and Skills needed	-	-	-	-
	Total	228		23	

*= Multiple Responses ✓

However, at it is depicted in the table 4 the trainees (with means 2.00) and trainers (with means 2.30) confirmed that analysis of jobs was rarely conducted. As per the data gathered on the practice of job analysis, both the trainees and trainers explained

that relatively supervision and observation have been used as instruments for the analysis. But analysis of the curriculum was not given due attention. Additionally, from the responses it was found that important techniques like action researches and describing the knowledge and skills needed were not completely applied to conduct job analysis. This implies that comprehensive and varied techniques of assessment were not used to identify the causes and effects of gaps created on the jobs and capacity of employees in the school system.

Even though, it is explained by Tyson and Alfred (2000) that, analysis of job holds job description and specification in order to determine the objectives and contents of tasks of a job, and knowledge and skills required for effective performances; none of these two were sufficiently attempted before the training was launched. Therefore, it was found that training programs have been loosely related with the gaps in contents and methods of the jobs of the trainees.

3.2.2 Prioritization of Training Needs

After, existing training needs were identified, it is expected that prioritization of needs would follow, because resources are generally scarce while needs are too much. Therefore, in order to match these contradicting realities the most vital measure is to prioritize the needs. This means, after training needs are explicitly listed, the next step is to identify the area of training that will fill the gaps.

3.2.2.1 Criteria of Prioritization

The criteria that will be used to judge the gap to be prioritized have to include and balance the interests of both the organization and the employees in the organization. The criteria should also maintain the current and future demands of the organization and without forgetting the availability of the required resources. On the other side the interest of Individuals working at higher management posts can negatively or positively affect the effective transfer of the knowledge and skills. This is mainly because most of the procedures, rules, directives and regulations are set by the concert of those people. They even have considerable role in the determination of the how and what of the work

to be done. Therefore, if higher officials are involved in prioritization process of the training needs, the feasibility and sustainability of the practice and output of training programs will be guaranteed.

Table 7: Frequency and Percentage Distribution of Criteria of Prioritization

	Criteria of Prioritization	Trainees (N=169)		Trainers (N=18)	
		F*	%	F*	%
1	Resource availability	81	48	11	61
2	Interest of top management	23	14	8	44
3	Importance to goals of schooling	19	11	7	39
4	Interest of trainees	13	8	2	11
5	Interest of the donors	94	56	13	72
6	Policy direction	11	7	5	28
7	Seriousness of the problem	75	44	9	50
8	Contribution to strategic plan	8	5	3	17
	Total	324		58	

*= Multiple Responses

On the other side the interest of the trainees and the donors should be understood in determining the right training programs. Therefore, the researcher tried to assess the practice of training needs' prioritization in the targeted setting.

Accordingly, as per the data in the table 7 56% of the trainees and 72% of the trainers responded that interest of the donors was the leading criteria to decide the type of training. Similarly, 48% of trainees and 61% of the trainers indicated the resource availability was taken as criteria of prioritization. However, considerations like interest of the top management, policy directions, and importance of the training in attaining the goals of the school system, strategic issues of the system and the interest of the learners were not given due consideration. This indicates that the current demands of both the school system and the trainees (workers in the system) were not assessed and related with the criteria of the prioritization. This implies that the contents of training programs were highly dominated by external pressures than internal factors found within in the school system.

3.2.2.2 Contents that were offered Versus Preferred

It is expected that contents on which the training programs have been offered match with the preferences of the direct beneficiaries of the training programs. If the topics for which the training programs organized are linked with the best interest of both the trainees as well as their organizations, not only the morale of the trainees to be trained but also the effectiveness of the program will be enhanced.

So that attempts were made to analyze the correspondence between topics for which training programs have been organized and the best preferences of the trainees and the school system where the trainees are serving.

Table 8: Mean Distribution of Contents Preferred by the Trainees

Contents that have been given priority		Trainees (N=169)	Trainers (N=18)	t_0	WM
Continuous assessment	X	3.7	3.5	1.0	3.7
	S ²	0.07	0.625		
Class management	X	2.9	3.00	0.55	2.9
	S ²	0.06	0.55		
Producing teaching aids	X	1.8	1.9	0.45	1.8
	S ²	0.11	0.89		
Supporting children with disabilities	X	3.2	3.2	0.00	3.2
	S ²	0.06	0.57		
Teacher – parental relationships	X	2.8	2.9	0.55	2.8
	S ²	0.06	0.55		
Test construction	X	3.1	3.0	0.55	3.1
	S ²	0.06	0.55		
Automatic promotion	X	4.7	4.6	0.37	4.7
	S ²	0.07	1.27		
Handling self contained classes	X	3.4	3.2	1.1	3.38
	S ²	0.06	0.57		

X= 1.00- 1.5 very low; X= 1.6 -2.5 low; x= 2.6-3.5 medium; x= 3.6 – 4.5 high, 4.6-5.0 very high WM=Weighed Mean; t_0 - test value Obtained; Critical value of T – test= 1.96 (at .05, two tail)

The data in the table 8 clearly show that both the trainees and trainers agreed with no significant difference they rated that they had very high interest to get training on Automatic Promotion (W.M.=4.7). Similarly, they had higher interest to be trained on Continuous Assessment (W.M.=3.70), and moderately preferred training on Handling Self-Contained Classrooms (W.M.=3.4), Class Room Management(WM=2.9), Supporting Children with Disabilities(WM=3.2), Teacher-Parental Relations (WM=2.8)and Test Construction(WM=3.1). Respondents indicated least interest

(W.mean=1.8) for the training on the content of producing teaching aids. The respondents have greater interest to be training on automatic promotion and continuous assessment. This might be because the greatest challenges of quality of education at lower primary schools are problems related to the implementation of self-contained classes and automatic promotion within larger class size. These seem paradoxical issues because in a situation where there are large class-size enabling all students successfully promote to the next grade level is quite difficult.

Table 9: Mean Distribution of the Contents Offered

Contents that have been given priority		Trainees (N=169)	Trainers (N=18)	t_o	WM
Continuous assessment	X	4.0	4.1	0.45	4.0
	S ²	0.09	0.89		
Class management	X	3.5	3.40	0.53	3.5
	S ²	0.06	0.66		
Producing teaching aids	X	1.8	1.9	0.45	1.8
	S ²	0.11	0.89		
Supporting children with disabilities	X	4.4	4.5	0.38	4.4
	S ²	0.12	1.18		
Teacher – parental relationships	X	2.5	2.7*	1.10	2.5
	S ²	0.06	0.58		
Test construction	X	4.7	4.6	0.59	4.7
	S ²	0.06	0.55		
Automatic promotion	X	3.1	3.0	0.37	3.1
	S ²	0.07	1.27		
Handling self contained classes	X	3.0	3.0	0.00	3.00
	S ²	0.057	0.55		
X= 1.00-1.50 Not at all; X= 1.6-2.5 Rarely used; X=2.6-3.5 Some times used; X= 3.6-4.5 Mostly used ; * = the value is above the critical point $x = 1.96$ at $p=0.05$ with two tailed.					

Contrary to the above findings the data presented in the table 9 clearly indicated titles on which the training programs were commonly offered. The first was test construction (with means 4.7 and 4.6) on basis of which training was the most commonly organized. Special needs education (means 4.00 and 4.10) and Continuous assessment (means 4.0.) were topics on which training was usually given. This means roughly it was found that two third of training programs have been offered without application of serious assessment of internal factor. Therefore, larger parts of the training portions were found to be outside the references of the trainers.

3.3 Designing the Training Programs

Designing training is a comprehensive process that includes material development. The content of the training is mostly drawn from the job descriptions. Therefore, designing training material is the process of developing current job descriptions, standards and procedures (<http://www.selfgrowth.com/articles/infande.htm>). Moreover, before any training program are implemented it is useful to plan on what, when, how, and where to conduct the program. Carefully designed training programs guide the utilization of the resources allotted for the issue in more efficient and effective manner. However, the design of the program should not be used as restrict and rigid order of all of the actions to be done with in the training sessions. But they have to be used only as a map or compass to direct the activities along the desired means and towards the intended ends of the process of the program.

Table 10: Frequency and Percentage Distribution of the Practice of Designing

Items	Trainees (N=169)						Trainers (N=18)						df	X ² (obtained)	X ² (Critical)
	Accepted		Not Accepted		No Information		Accepted		Not Accepted		No Information				
	F	%	F	%	F	%	F	%	F	%	F	%			
1. Training Programs are mostly designed	17	10	72	43	80	47	4	22	8	45	6	33	2	2.76	5.9
2. Training Programs are related to strategic plan	2	1.2	6	3.5	9	5.3	1	5	1	5	2	11	2	0.42	5.9

Regarding the practice of designing training programs financed by NGOs in the zone, the researcher had set some questions and collected responses. Accordingly, the data of item one in the table 10 reveal that the calculated value of Chi square value, 2.76 was less than the critical value 5.9 at the degree of freedom of 2. This implies the responses given by the trainees and trainers were supporting each other.

According to the responses gathered through the questionnaire (as indicated in the table 10) 43% of trainees and 45% of the trainers, responded that the training programs have not been designed mostly. Moreover all the six program officers

who were the interviewees supporting this finding claimed that training had not been designed thoroughly. However, as to the data gathered through the interview only the contents (handouts) had been developed before the training programs were delivered. Hence, from this it was known that the training programs did not comprise of all the other important elements of a training program like objectives, methods, approaches, and duration to be used in the preplanned manner. This means, the trainers have been given or told to prepare only the contents and facilitate the training accordingly. Hence, it is known that the activities done during the training programs were more of the content but not need driven.

Extending the activities to be executed during designing, Desimore and Harris (1994:132) explains that objectives, contents, sequences of activities, required of media, exercises, time, methods, number and type of evaluation item are important elements to be designed. Therefore, the absence of the predetermined important component of the design of training programs strongly affects the efficiency and effectiveness of the program. For example failure to prescribe objectives might bring about the difference between the acquired and required knowledge and skills. In the same way lack of preplanned approaches, methods, and time schedule have direct effect on the quality of the delivery of the training programs. The researcher tried to gather data on the reason(s) why the training programs could not be designed comprehensively. Accordingly, 36% of the trainees and 8% of the trainers have no information to give the reason why the training programs were not designed. On the other side in order to link the training with the current and future directions of school systems and minimize or alleviate skill gaps causing poor performances, the training programs should be designed connecting with short and strategic plans of the school system.

As per the data in first item of the table 10 majorities of the trainees (5%) and trainers (10%) responded that they did not have information on the efforts made to relate the training with the strategic plans. This implies that no official attempt was made to clearly relate the training programs with the expected current and future performances of the trainees or the designing process was a hidden agenda.

Table 11: Frequency and Percentage Distribution of the Practice of Designing

1. Possible reason(s) why training programs have not been related with the strategic plans.	Trainers (N=18)		Trainees (N=1690)	
	F*	%	F	%
Lack of Knowledge	1	6	-	-
Undermining the importance to relate	1	6	-	-
Shortage of time	2	11	-	-
Unknown	4	22	1	0.6
Total	8		1	
2. Possible reasons why training programs were not designed				
Lack of Knowledge	10	6	1	6
Undermining the importance to design	11	7	3	17
Shortage of budget	7	4	2	11
Lack of cooperation from concerned bodies	9	5	3	17
Shortage of relevant data	8	5	3	17
Unknown reasons	60	36	5	28
Total	105*		17*	

**=Multiple Responses by those who indicated "No" for the two items in the table 11

Furthermore, as it is depicted in the item 1 of table 11 that 6%,6%,11%,and 22% of the trainees indicated that lack of knowledge, undermining the importance to relate with the strategic plans, shortage of time on the part of the responsible bodies, and unknown reasons respectively were the possible reasons for the failure in integrating the training with strategic plans. From this data it was found that majority of the trainees did not have information on why the training could not be related with plans set in the school system. On the other hand, the trainer who replied that training programs were not related with the strategic plan further claimed the s/he could not indicate the reason for absence of properly designed training program. In order to examine the issues data were gathered from the program officers through the interview. Program officers indicated that when a need for the training was initiated, they search trainers who will prepare session plan and the materials (hand –out) to be delivered. Therefore, from the data it was found that individuals who were responsible to do the program design were not working participating important stake holders. In the same manner, regarding the participation of major stakeholder in designing the training program, the finding identified by Eshetu (2004:98) had clearly showed similar result that designing training programs was not practiced involving partners of the training program.

3.4 Objectives of the Training Programs

Outcomes of training could be improving efficiency, developing employees' competency, improving effectiveness, increasing satisfaction and reducing retention. Thus objectives are important elements of a program. Quality objectives are not only indicators of course of action but also energizers of the trainees so that they must be specific, measurable, achievable, realistic, and time bounded. Hence, objectives must be spelled out in easily observable behavioral terms. Moreover, since objectives of training programs are set to provide solutions for the problems or gaps identified so far, they should be strongly connected with skill gaps analyzed and prioritized

Table 12: Frequencies, Percentage and Mean Distribution on Objective of the Training

Item	Trainees (N=169)				Trainers (N=18)				df	χ^2_0	χ^2_c
	Clear		Not clear		Clear		Not Clear				
	F	%	F	%	F	%	F	%			
1. Clarity of objectives stated during the delivery of the training	162	96	7	4	18	100	-	-	1	1.52	3.8
2. Quality indicators of the objectives of the training					Trainees (N=169)		Trainers (N=18)		t_0	WM	
Clarity					X	4.1	4.2	0.45	4.1		
					S^2	0.09	0.9				
Attainability					X	3.5	3.4	0.56	3.5		
					S^2	0.06	0.6				
Measurability					X	4.4	4.5	0.38	4.4		
					S^2	0.12	1.18				
Realistic ness					X	2.5	2.7	1.1	2.5		
					S^2	0.06	0.77				
Specificity					X	4.0	4.1	0.45	4.0		
					S^2	0.09	0.89				
X= 1.00-1.50 Not at all; X= 1.6-2.5 Rarely used; X=2.6-3.5 Some times used; X= 3.6-4.5 Mostly used ; * = the value is above the critical point $\chi = 1.96$ at $p=0.05$ with two tailed.											

Regarding the clarity of the objectives, it can be seen in the table 12 that almost all of the trainees (96%) and all of the trainers affirmed that objectives were clearly explained during the delivery of the training because, the computed value of chi-square (χ^2_0), 1.52, was less than its corresponding critical value, which was 3.8. As per the

responses of the item 2 of the table 12 it was found that both the two groups of respondents with no significant difference indicated that objectives stated before the beginning of the training program were mostly measurable (with means 4.4 and 4.5), clear (means 4.1 and 4.2) and specific (means 4.00 and 4.10) as well as sometimes attainable (means 3.5 and 3.4). However, they still agreed on the fact that objectives of the training programs have no strong linkage with the causes of the existing problems of poor performances manifested by the trainees. Similarly, a finding by Eshetu (2004:98) clearly indicated that training offered by Federal civil service commission had not considered objective realities of the trainees and their organization. Therefore, such findings directly indicate that the outputs of training programs were not the best solutions for the prevailing performance problems of the trainees. This also means that the cost effectiveness of training programs had not been given due attention.

3.5 Recruitment and Selection of Trainees and Trainers.

3.5.1 Selection of Trainees

Trainees can be recruited and selected by using different mechanisms. Trainees can be recruited by their bosses. However, recruitment by bosses has a disadvantage that the choice of getting training could be based on the subjective interest of the boss. Different literatures explain that nominating employees through their boss has the advantage that capacity of the trainees can easily be identified or stated by the bosses without wasting time to conduct a research, however this needs genuine leader. Some time analyses of the contents of application might show why the applicant is striving to get training and from this roughly the intention of the applicant could be guessed. Another mechanism that can be used to screen trainees is analyses of the recorded information. The problem of using this method is twofold. One is the required data may not be found qualitatively and quantitatively. The second is the information might not show the current status of the employees. Therefore, it might be preferable to depend on need assessment survey. Or provision of carefully prepared tests might have greater advantages over the other methods of screening trainees.

Regarding the mechanisms of screening trainees a question item was set and the respondents were asked to respond. Accordingly, identifying the trainees through their bosses (means 4.1 and 4.2) , and based up on the demand topics of the training program (means 4.2 and 4.4) were the two criteria that have been mostly used

Table 13: Mean Distributions of Mechanisms of Screening Trainees.

Criteria of selection		Trainees N=169	Trainers N=18	t_o
Identifying through their bosses	X	4.1	4.2	0.45
	S ²	0.09	0.9	
Analyzing their application	X	1.3	1.5	0.8
	S ²	0.06	1.8	
Referring recorded files	X	1.6	1.5	0.39
	S ²	0.12	1.8	
Providing tests	X	1.6	1.4	0.74
	S ²	0.12	1.27	
Conducting interview	X	1.73	1.61	0.40
	S ²	1.11	1.3	
By good will of top managers	X	2.52	2.71	1.11
	S ²	0.06	0.58	
Based demand of the training program	X	4.2	4.4	0.79
	S ²	0.10	1.13	

Analyzing the content of applications (mean 1.3 and 1.5) was not used at all as criteria. Referring records of the employees, and conducting interview were sometimes used. Screening the trainees based on the good will of the top managers was rarely applied. This implies trainees were not identified by conducting person and job analysis appropriately. In the same way it was found that no remarkable efforts were made to relate the contents and objectives of the training programs with the specific skill and performance gaps observed on the employees.

3.5.2 Trainer

Trainer needs to have communication skills, and management of resources (Tyson and Alfred 2000: 169). Trainers are important resource persons who are required not only to convey message that are included in the training manual but also expected to share the knowledge and experience that they have. Moreover, they are required to take larger part of the training session to facilitate the learners learn each other in proactive

manner. Therefore, trainers have to consider trainees as both receivers and providers of important skills and knowledge that will fill the gap causing poor performances.

3.5.2.1 Recruitment and Selection of Trainers

Identifying trainers appropriately has to one of the duty of the training program organizer. Here application of different media is required to attract vast majority of the trainers. Regarding the means of recruitment, as shown in the table 14, it was found that different media have been applied. 19%,35%,56%, and 67% of the trainees showed that notice boards, news papers, other organizations and people respectively have been used as a means to attract potential trainers. On the other side 28%,33%, 56%, and 61% of the trainers indicated that news paper, notice board, people and organizations respectively were the media applied to recruit trainers with the relevant skills and knowledge. Thus, majority of trainees and trainers responded that trainers had been recruited through people and organizations. This implies there have been attempts made in applying various media to recruit trainers. Moreover, the result of the interview on the same case indicated that individuals who know the trainers with the required qualification and level of education inform them to apply for training. Then the trainers were selected based on the document they submitted.

The program officers (interviewees) further explained that some time professionalism (commitment and competence) did not match with what the documents (C.V.) declared. This implies valid recruitment methods have not been used. However, the trainers should have been recruited and selected based on carefully set media and criteria. It is important to develop criteria that attract the required trainers from a wide range of market.

Recruitment and selection should not be handled by single person, because the decision could be based on the subjective personal views. Rather as it is explained by different writer the representatives of different parties like the trainees , financers , designers and even needs analysts have to be given a room to participate in decision making process.

Table 14: Frequency and Percentage Distribution on Recruitment and Selection of Trainers

1. Means of Recruitment	Trainees (N=169)		Trainers (N=18)	
	F*	%	F*	%
Through notice board	32	19	6	33
Through news paper	59	35	5	28
Through people	113	67	10	56
Through organization	94	56	11	61
Total	298		32	
2. Who do the selection				
Education program officers (finances)	40	24	18	100
Woreda Education office	19	11	-	-
A committee formed	16	9	-	-
Unknown	128	76	-	-
Total	203		18	
3. Criteria of selection				
Educational level	26	15	15	83
Experience	30	18	14	78
Qualification	33	20	16	89
Competency	18	11	8	44
Personal proximity	27	16	5	28
Unknown	136	80	-	-
Total	270		58	

*= Multiple Responses

With respect to the individuals who select the trainers more than two third of the trainees do not have information. However, all of the trainers and program officers responded that the financer (program officers) almost always do the task on their own. This refers that screening trainers has not been participatory. This finding has been supported by that of Alemayehu (2000) that the planning, implementation and evaluation process of most of the activities initiated and/or supported by NGOs have shortcomings of participating stakeholders.

One of the major factors that influence the effectiveness of the training programs is the profile of the trainers. Especially, competency, which is affected by educational level, experience and qualification, is very important variable that strongly affects the proper implementations of the training programs. The responses of the trainees on Item 3 of the table 14 show that education level (15%), experience (18%), qualification (20%), competency (11%) and personal proximities (16%) and unknown criteria (80%) were used to sort out the trainers. On the other side trainers responded that educational level (83%), experience (78%), qualification (89%), competency (44%) and personal proximities (28%) were used as criteria for selecting trainers. This implies the responses given by the two groups of respondents were not similar. More than three fourth of the trainees replied that they did not have information on how trainers had been screened while similar proportion of the trainers identified the three major criteria used by the program officers in screening the trainers. These are educational level, experience and qualification. This discrepancy in responding the same question was made because trainers know clearly the type of criteria used because they have passed through the process. Trainees had not been invited to involve in the process of screening so that majority of them had no information on the mechanisms by which trainers had been screened. Contrary to this Eshetu (2004) had identified that experiences and status of the trainers in their organization had been more acceptable criteria than educational level and qualification of the trainers. Altaye (2004), on other hand, identified that trainees and trainers had been selected based on good will of the top managers. Therefore, the screening criteria set by NGOs in the Gurage zone were relatively more important to ensure the quality of the training delivery than those were used by both the Civil service commission and Gomogofa Woreda education office,

3.5.2.2 Quality of Trainers

Trainers are very important resource persons. The responsibility of the individuals play greater role in attaining the goals of the training programs. They have to find means by which the trainees will be motivated. On top of this they are expected to have the quality of good communication skill. Training process demands establishing friendly atmosphere between the trainers and their trainees as well as among the trainees. This

enables the participants to actively and freely involve in the training. Additionally appropriate utilization of multimedia and making trainees learn from the training with hot interest is the other quality needed from the trainers. Application of varied media not only motivates the trainees but also increases the rate of retention.

Table 15: Mean Distribution of the Quality of Trainers

Quality of the Trainers		Trainees (N=169)	Trainers (N=18)	t _o	WM
Ability to inspire trainees	X	2.7	2.5	1.00	2.7
	S ²	0.06	0.63		
Clarify in introducing the objective	X	4.2	4.00	1.00	4.2
	S ²	0.1	0.83		
Interpersonal skill	X	2.6	2.5	0.53	2.6
	S ²	0.06	0.63		
Utilization of multimedia	X	1.8	2.00	1.00	1.8
	S ²	0.10	0.83		
Application of combined methods	X	2.9	3.00	0.57	2.9
	S ²	0.06	0.55		
Ability summarize main points	X	3.7	3.5	0.45	3.7
	S ²	0.07	0.62		

X= 1.00- 1.5 very low; X= 1.6 -2.5 low; X= 2.6-3.5 medium; X= 3.6 – 4.5 high, WM=Weighed Mean; t_o = t . test value Obtained; Critical value of T – test= 1.96 (at .05, two tail)

Concerning the quality of trainers, as it can be seen in the table 15 that both respondents agreed that the trainers have higher quality in clearly introducing the objectives (means = 4.2 and 4.00) and summarizing main points (mean 3.7 and 3.5) of the training programs. However, utilization of multimedia and application of combined methods were found to be very low (means = 1.8 and 2.0) and medium (means 2.9 and 3.0) respectively. This implies that training programs have been offered in a less motivating manner as well as in a way that might cause lower rate of retention and transfer of out puts of the training.

3.5.2.3 The Role of the Trainers

Trainers are expected to play greater role if delivering the training program. They are expected to introduce the objectives of the training. Even though objectives of the training depend up on different factors like the skill gaps identified, the intention on the financers, and the content of the training material; objectives of a particular training program have to be clearly stated. The motivational status of the trainees is partly influenced by the objectives of the training. Therefore, trainers in introducing the

objectives of the training should glorify the attractiveness of the objectives. Regarding the role of the trainers in introducing the objectives of the training 61% of trainees and 44.5% of the trainers affirmed that trainers do discharge this responsibility.

Table 16: Frequency and Percentage Distribution of the Roles of Trainers

Roles of the Trainers	Trainees (N=169)		Trainers (N=18)	
	F*	%	F*	%
Introducing the objectives	61	36	8	44
Presenting subject matter	149	88	14	78
Facilitating trainees learn each other	75	44	10	56
Evaluating the program	89	53	13	72
Organizing facilities	83	49	11	61
Total	457		56	

*=Multiple Responses

In delivering the training programs specially trainers are also responsible to assemble the resources allotted and presented in the training session. One of the resources that need to be strongly corresponded with the objectives of the training is time itself. With respect to utilization of the time more than half of the trainees and trainers responded that presenting the subject matter and evaluating the training had been taking largest part of training time. However, relatively lesser time and attention was given for helping trainees learn each other. The trainers are responsible to lead, guide, motivate and coach trainees learn each other. Conversely, from the data it was found that active learning has not been widely applied in the training session. This implies teachers and WEOs were not actively participating during the training

3.6 The Practice of Delivery of the Training Programs

Delivery of training is a direct response to the needs or problems identified (Luis et.al 1995: 315). Moreover, it requires expenditure of energy, knowledge and time to put the plan of action in to practices. Similarly, during the delivery of training programs the three elements, trainees, trainers, and the curriculum prepared for the training interact each other toward the attainment of the objectives.

3.6.1 Activities Done During the Delivery

As the number of training sessions increases for a particular group of trainees, especially on the integrated subject matter, the rate of retention and transfer of the training improves. Moreover, participants who have attended different training programs have much to say about the programs. Even though the roles of trainers were discussed earlier under 3.5.2.3, and some activities that have been done were identified, in this sub unit the activities particularly performed within the training session by the trainees and trainers were raised. The outcome of the training is the cumulative effects of all the activities performed during the delivery of the training. Therefore, activities executed within the training session should be the instruments for the achievement of the objectives of the training programs.

Table 17: Frequency and Percentage Distribution of the Activities during Delivery

1. Frequency Participation	of Trainees (N=169)		Trainers(N=18)	
	F	%	F	%
Twice	19	11	3	17
Three times	35	21	5	28
Four times	46	27	7	39
Five times	51	30	2	11
More than five times	18	11	1	5
Total	169	100	18	100
2. Activities done mostly before the training started				
Clarification of objectives	136	80	16	88
Introduction of the participants	156	92	14	77
Setting ground rules	74	44	7	39
Collecting expectations	80	47	5	28
Electing daily managers	65	38	7	39
Electing daily reporter	99	59	12	67
Total	657		61	

In relation to this, the data in item 1 of the table 17 indicated that, 89% of the trainees and 83% of the trainers have been participating at least three times in the training programs financed by NGOs in Gurage zone. Majority of the respondent responded that the three major activities that have been executed before the training begins were explanations about the objectives, introduction of the participants each other and electing the daily reporter.

However, it could be noticed from the same table that setting ground rules, electing daily managers and gathering the expectations of the trainees were not given due attention. This implies the discipline for both parties (the trainees and the trainers) has not been guaranteed. Moreover, utilization of time and other resources for the achievement of the objectives of the training might not be effective and efficient.

3.6.2 Methods of Delivery of the Training Programs

Table18: Frequency, Percentage and Mean Distribution of the Methods of Delivery

1. Methods of delivery used		Trainees (N=169)	Trainers (N=18)	t_0	WM
Group discussion	X	4.3	4.48	1.36	4.3
	S ²	0.10	0.83		
Team work	X	4.5	4.6	0.57	4.5
	S ²	0.12	0.54		
Project work	X	1.3	1.5	0.63	1.3
	S ²	0.06	1.8		
Presentation by trainees	X	4.5	4.4	0.40	4.5
	S ²	0.12	1.1		
Lecture by trainer	X	4.4	4.5	0.31	4.4
	S ²	0.12	1.8		
Observation	X	1.6	1.5	0.31	1.6
	S ²	0.12	1.8		
Role play	X	3.3	3.0	2.27*	3.2
	S ²	0.06	0.55		
Demonstration	X	1.6	1.4	0.74	1.6
	S ²	0.12	1.27		
X= 1.00-1.50 Not at all; X= 1.6-2.5 Rarely used; x=2.6-3.5Some times used; x= 3.6-4.5 Mostly used					
2. Appropriateness of the methods related to		Trainees	Trainers	t_0	WM
Trainees need	X	3.4	3.2	1.11	3.4
	S ²	0.06	0.57		
Ability of the trainers	X	3.3	3.4	0.56	3.3
	S ²	0.06	0.6		
The content of the training	X	2.9	3.3	2.2*	2.94
	S ²	0.06	0.58		
Objectives of the training	X	2.8	26	1.11	2.8
	S ²	0.06	0.56		
Size of the trainees	X	3.5	3.00	2.8*	3.45
	S ²	0.06	0.55		
Seating arrangement	X	3.3	2.9	2.22*	3.2
	S ²	0.06	0.55		
Time	X	1.6	1.4	0.7	1.6
	S ²	0.12	1.27		
Size and shape of the training room	X	3.1	3.0	0.56	3.1
	S ²	0.06	0.55		
X= 1.0-1.50 Very low; X= 1.6-2.50 Low; X= 2.6-3.5 Moderate; X= 3.6-4.5 High, Critical Point for t- test is 1.96; * = With Significant Difference,					

Application of variety of training methods is desirable. This is because the shortcomings of one method could be compensated by the advantages of another. Group discussion is preferable when the level of the knowledge of the participants is almost equal. However this method might be time consuming. On the other hand, project work is desirable in developing innovative capacity of the participants. Other methods like lecture by the trainers and training through observation could more passive methods; however, such methods are preferable when time allotted for training is very short.

It can be seen from the first item in the table 18 that among different methods that have been applied to run the training programs team teamwork, lecture, and group dissection were applied mostly. Role play was used sometimes, while observation and demonstration have been used rarely. But project work was not used at all. From this it was found that the combinations of different methods have been applied during the training. Not only utilization of varied methods but also their appropriateness is required. Methods and approaches of training programs should go with the content of the training, the interest and abilities of the trainers, objectives and time of the training, as well as other related physical facilities and arrangements. Mismatch between the methods and context of the training might make the training process inefficient and ineffective

Concerning the appropriateness of the methods used, both the trainees and trainers agreed with no significant differences that the training methods were moderately appropriate (means 2.60-3.50) with respect to the needs of the trainees, the abilities of the trainers, objectives of the training, and shape and size of the rooms. This implies training methods were not commonly selected and applied based on the preferences and abilities of the trainees. This implies that most probably the training programs were boring and disappointing. Moreover, the methods of the training that had been used were not strongly appropriate with the objectives of the training.

However, it was found that there was significant difference among the responses of the trainees and the trainers in responding the questions on the appropriateness of the methods in relation to the content of the training ($t_o=2.2$), the size of the trainees ($t_o=2.8$), and seating arrangements ($t_o=2.27$). As per the data gathered from the frequent observations conducted by the researcher, the photographs collected, and interview conducted the seating arrangements, size of the room and the trainees were moderately appropriate with the methods that have been applied.

3.6.3 Training Materials

Training materials are helpful in supporting the training processes. They support the trainees grasp the required skills and knowledge and aid trainers easily convey the message. Moreover, the training materials increase the rate of retention of the learnt materials and transfer of the out puts of a particular training program. Therefore, the type and extent of utilization of training materials and facilities have positive correlation with the efficiency and effectualness of the training programs.

Table 19 :Mean Distribution of the Delivery Materials

Materials used		Trainees (N=169)	Trainers (N=18)	t_o	WM
Overhead projectors	X	1.6	1.5	0.39	1.6
	S ²	0.12	1.18		
Flip chart	X	4.3	4.2	0.45	4.3
	S ²	0.11	0.90		
Projector screen	X	1.8	1.4	1.49	1.7
	S ²	0.1	1.27		
Flipchart stand	X	4.3	4.1	0.90	4.3
	S ²	1.11	0.89		
Cards	X	2.5	2.8	3.12*	2.4
	S ²	0.06	0.90		
LCD	X	1.6	1.9	0.90	1.63
	S ²	1.12	1.89		
Balls	X	1.3	1.6	1.11	1.3
	S ²	1.4	1.13		

X=1.0-1.50 Not at all; X=1.6-2.50 Rarely done; X= 2.60-3.50 Sometimes done; X=3.60- 4.50 Mostly done, W.M= Weighed Mean; t_o - T - test value Obtained; Critical value of T - test= 1.96 (at .05, two tail); *= Showed significant difference

From the data gathered and displayed in the table 19 it was found that flip charts with their stands were mostly used. However, other crucial materials like overhead projectors and LCD were rarely used. This implies audiovisual training materials were not much used to strengthen retention and transfer of the skills and knowledge acquired.

3, 6.4 Seating Styles

Seating styles are important to foster communication among the trainees and between the trainees and the trainers. Properly selecting seating styles improves the comprehensiveness and free flow of information and acquisition of new skills and knowledge through more than one channels of communication. Freely flowing ideas, in applying seating styles with no or less physical barriers, increase both the width and depth of skills and knowledge gained.

Table 20: Mean Distribution of Seating Styles

Seating styles used		Trainees (N=169)	Trainers (N=18)	t_o	WM
Circular	X	3.5	3.4	0.55	3.5
	S ²	0.06	0.60		
Rectangular	X	3.1	3.3	1.11	3.1
	S ²	0.06	0.58		
These tree/Classroom/style	X	4.00	4.4	1.6	4.0
	S ²	0.09	1.13		
Curved	X	2.8	3.0	1.14	2.8
	S ²	0.06	0.55		
Grouped	X	3.0	3.1	0.56	3.0
	S ²	0.59	0.55		

X=1.0-1.50 Not at all; X=1.6-2.50 Rarely done; X= 2.60-3.50 Sometimes done; X=3.60- 4.50 Mostly done, W.M= Weighed Mean; t_o =T. test value Obtained; Critical value of T – test= 1.96 (at .05, two tail); *= Showed significant difference

However, the responses given by the trainees and trainers and the data gathered through the observation by the researcher and the interview conducted showed that classroom styles were mostly used in the training programs. Other seating styles like circular, rectangular, and curved seating were sometimes used. This indicates that the most commonly used seating styles were not helpful in strengthening training by forming free and effective interactions among the trainees as well as between the trainers and the trainees.

3.6.5 Values of the Training

Analysis of effects of a program has to be carefully calculated to weight the value of the program. The value of the output should at least be weighted in terms of the resources consumed to practice the program from conception up to evaluation. The expected benefits of the training programs involve improving the efficiency of the organization, reduced wastage of the resources, and increased productivity. Additionally, the increased effectiveness of the organization for example improved rate of promotion has

to be weighted after the training programs are offered and the outputs of the training are transferred and applied upon the daily jobs of the trainees. Training programs are also expected to improve the moral and solve some technical problem affecting the performances of the trainees. In the same manner training organized for the teachers and woreda education officers should bring about positive changes on the trainees as well as the school system. In order to test changes resulted from the training the respondents were asked to respond some questions and provided their responses.

Table 21: Mean Distribution of the Values of the Training

Values		Trainees (N=169)	Trainers (N=18)	t_o	WM
Improved efficiency and /or effectiveness in school system	X	2.6	2.6	0.00	2.6
	S^2	0.06	0.56		
New technologies are adopted in the system	X	3.0	2.8	1.12	3.0
	S^2	0.059	0.57		
Increased moral of the teachers	X	2.9	3.3	2.2*	3.0
	S^2	0.06	0.58		
Solved some of the problems of schooling	X	3.4	3.3	0.56	3.4
	S^2	0.06	0.60		
Improved competencies of teachers.	X	3.1	3.4	1.53	3.1
	S^2	0.06	0.68		

X=1.0-1.50 Strongly Disagree; X=1.6-2.50 Disagree; X= 2.60-3.50 cannot Decide; X=3.60- 4.50 Agree, W.M= Weighed Mean; t_o =T - test value Obtained; Critical value of T - test= 1.96 (at .05, two tail); *= Showed significant difference

Regarding, as it is indicated in the table 21 that the value of the training programs with exception of responses on the improvement of the moral of the trainees, in all options with no any significant difference the trainees and the trainers indicated that they could not decide to judge whether the training programs had brought measurable changes on the efficiency, effectiveness, technology, reduction of problems and competency of the trainees or not. This implies the effect of the training programs was not independently and explicitly identified.

3.7 The Practice of Evaluation of Training Programs

The most complex and difficult practice among activities executed in the process of training is evaluation. This is partly because, effectiveness of a program has multifaceted factor other than specific training (Tyson and Alfred, 2000: 172). One of different practices that should be done after planning, designing and, implementing a training program is evaluation. Moreover, evaluation can be used, as special source of

knowledge that will help one to have a comprehensive view on the issue to be evaluated. Hence, it must not be seen as a supplementary but as compulsory process of acquisition of knowledge and skills.

Moreover, evaluation has to be planned. What, who, when, why and how to evaluate have to be clearly sorted out before the training program are put in to practice, and evaluation should be holistic that they must include different type of evaluation.

3.7.1 The Who and When of Evaluation

Evaluation is very important practice. It is useful not only to gather information or feed backs about the already completed and make decision for the next training program but also to learn more about the content and the methods of effective programs. To maximize the benefits expected from the training programs it is desirable to involve the required individuals. Accordingly, participating trainees, and financers is very useful because more information about the practice of the training programs could be gathered from these parties.

Regarding the evaluation of training programs that have been provided for the teachers and Woreda Education Officers in Gurage zone, both the trainees (mean = 4.10) and trainers (mean = 4.0) confirmed with no significant difference that evaluation had been practiced mostly. This implies that some sort of feed backs have been gathered

As per the data indicated in the table 22 both the trainers and trainees agreed that evaluation of the training programs had been practiced by only trainees and trainers. The finding clearly showed that responsible stakeholders of the training programs including training need analysts, designers, trainer, trainees and financing NGOs have not been involving in evaluating the efficiency and effectiveness of the training programs. Therefore, it is possible to say that limited and incomplete information has been raised during the evaluation because the evaluators were those who could explain only about the practice of delivery of the training.

Table 22: Mean Distribution of the Who and When of the Evaluation

Item		Trainees (N=169)	Trainers (N=18)	t_o	WM
1. Frequency of the practice of evaluation	X	4.10	4.0	0.45	4.10
	S ²	0.09	0.83		
2.The one who do the evaluation					
Trainers	X	4.2	4.4	0.80	4.2
	S ²	0.10	1.10		
Trainees	X	4.1	4.3	0.88	4.1
	S ²	0.09	0.93		
Financers	X	1.5	1.36	0.51	1.5
	S ²	0.13	1.36		
3.Duration of the evaluation					
		Trainees	Trainers	t_o	WM
AT the beginning of the training	X	3.00	3.25	0.57	3.0
	S ²	0.05	1.6		
At the middle of the training	X	1.3	1.13	0.33	1.3
	S ²	0.14	1.36		
At the end of the training program	X	4.6	4.7	0.36	4.6
	S ²	0.14	0.8		
At the end of every day	X	1.6	1.8	0.89	1.6
	S ²	0.12	0.9		
At the beginning of every day	X	3.5	3.3	1.11	3.5
	S ²	0.06	0.58		
X= 1.00 -1.50 Not at all; X= 1.60 – 2.50 Rarely done; X=2.60 – 3.50 Sometimes; X=3.60 – 4.50 Mostly W.M= Weighed Mean; $t_o = T$. test value Obtained; Critical value of T – test= 1.96 (at p= .05, two tail); *= Show significant difference					

As shown in the item 3 of the table 22 both the trainees (mean=4.6) and trainers (mean=4.7) have responded with agreement that evaluation of the training programs had been practiced mostly at the end of the training programs. This means summative evaluations were given due attention. On the other hand evaluations were rarely practiced at the beginning of the day as well as end of every training day. However, as indicated in the same item and table by the trainees (mean=1.30) and trainers (mean

1.13) that no evaluation had been formally practiced in the middle of the days of the training program.

3.7.2 The Intention and Instruments of Evaluation

A study conducted by Altaye (2005) showed the finding that the intention of evaluation of training programs organized by Woreda Education Offices in Gomugofa Zone was to introduce new methods and procedures. However, the respondents in this particular study agreed that the intention of the evaluation was mostly (WM= 4.4) aimed at verification of the extent to which the portions were covered. This refers in both cases the supply side of the training program has been mostly evaluated.

Table 23 : Mean Distribution of the Intention and Instruments of Evaluation

1.The intention of the evaluation		Trainees (N=169)	Trainers (N=18)	t_o	WM
To verify that expectations are into or not	X	2.7	2.8	0.56	2.7
	S ²	0.06	0.57		
Check that the expected behaviors are met or not	X	1.9	2.0	0.46	1.9
	S ²	0.09	0.83		
Check that the portions are covered or not	X	4.4	4.1	1.33	4.4
	S ²	0.12	0.9		
Identify Skill gaps are covered or not	X	1.8	1.7	0.44	1.8
	S ²	0.10	0.93		
2.Instruments of Evaluation		Trainees	Trainers	t_o	WM
Observation	X	3.3	3.4	0.56	3.3
	S ²	0.06	0.60		
Questionnaire	X	4.7	4.5	0.78	4.7
	S ²	0.14	1.18		
Interview	X	2.00	1.9	0.45	2.00
	S ²	0.09	0.89		
Discussion	X	4.00	4.2	0.89	4.00
	S ²	0.09	0.9		
Check list	X	4.6	4.5	0.39	4.6
	S ²	0.13	1.18		
X=1.0-1.50 Not at all; X=1.6-2.50 Rarely done; X= 2.60-3.50 Some times done; X=3.60- 4.50 Mostly done, W.M= Weighed Mean; t_o =T. test value Obtained; Critical value of T – test= 1.96 (at .05, two tail); *= Show significant difference					

Additionally, as table 3 item 1 depicts both the trainees (mean =2.7) and trainers (mean=2.8) responded with no significant difference that evaluation of the training programs sometimes had been checking the effectiveness of the training in satisfying the expectation of the trainees. However, the trainees and trainers replied with no significant difference that the verifying the effectiveness of the training programs in bringing about the desired behavioral changes, and filling the skill or knowledge gaps identified were rarely taken as the attention for the evaluation. This shows that the

practice of evaluation was not strongly linked with the immediate outputs of the training

Concerning means of evaluation, as it is revealed in the table 23 questionnaire (means= 4.7 and 4.5), Checklist (means= 4.6 and 4.5) , Discussion (means= 4.00 and 4.20) were mostly used: It was also found that interview and observation were rarely and sometimes applied to gather feedbacks, respectively. Supporting this finding the study conducted on Human Resource Development in Woreda Education Offices in Gamogofa Zone by Altaye (2005:102) revealed that the instruments that had been used to gather feedbacks were questionnaire and check lists. Therefore, the findings imply that if responsible stakeholders had given chance to involve application of different methods of evaluation would have brought best improvements in the prospects of the practice of the training programs

3.7.3 Modes and Feedbacks of the Evaluation

Training programs should be evaluated by applying different modes of evaluation. In some cases test are set and given before and after the training. Verification of the effectiveness of the training programs by applying test-retest method has advantage that it might not take too much time for construction and administering. Moreover, planning what to evaluate is more tangible if this mode of evaluation is used. On the other hand, some expert use expectation achievement mode. This mode might be useful to measure the effectiveness of training from the perspectives of the trainees. According to some writers predicting the expectations of the trainees accurately is difficult. Therefore, application of this mode falls on complex and ever changing mental set ups of the trainees.

Evaluation is practiced to gather feedbacks that will be used as a premise for the decisions to be made to improve the effectiveness of the training programs. Therefore, it is expected that feedbacks should concentrate on the main points of the program. Not only gathering feedbacks but also sending the feedbacks to or communicating with the responsibly parties is equally important.

Regarding modes of the evaluation, the trainees (mean=1.3) and trainers (mean=1.5) indicated that test retest was not used at all. But expectation- achievement mode of evaluation has been used rarely. The researcher tried to test the manner by which feedbacks have been gathered and made used.

Table 24: Mean Distribution of Modes and Feedbacks of the Evaluation

1. Modes of evaluation		Trainees	Trainers	t_o	WM
Test Retest	X	1.3	1.5	0.78	1.3
	S ²	0.14	1.18		
Expectation Achievement	X	1.7	1.6	0.36	1.7
	S ²	1.11	1.3		
X=1.0-1.50 Not at all; X=1.6-2.50 Rarely done; X= 2.60-3.50 Some times done; X=3.60- 4.50 Mostly done, W.M= Weighed Mean; t_{o-T} . test value Obtained; Critical value of T – test= 1.96 (at .05, two tail); *= Show significant difference					
2.Feed backs gathered and used					
Gathered as much as possible	X	4.2	4.4	0.79	4.2
	S ²	0.10	1.13		
Used to correct next training	X	2.7	3.00	1.70	2.7
	S ²	0.06	0.55		
Focuses on major issues	X	3.4	3.1	1.70	3.4
	S ²	0.06	0.55		
Send to the concerned bodied	X	1.6	1.4	1.74	1.6
	S ²	0.12	1.27		
Used to reorganize the one going issues	X	2.5	2.7	1.11	2.5
	S ²	0.06	0.58		
Covers all the relevant points	X	1.8	1.7	0.44	1.8
	S ²	0.10	0.93		
X= 1.0 – 1.50 Strongly disagree; X= 1.6-2.5 Disagree; X= 2.6-3.5 Cannot decide; X= 3.6-4.5 agree W.M= Weighed Mean; t_{o-T} . test value Obtained; Critical value of T – test= 1.96 (at p= .05, two tail); *= Show significant difference					

Accordingly, as table 24, item 2 depicts trainees (mean value 4.2) and trainers (mean value 4.4) with no significant difference confirmed that feedbacks have been collected mostly as much as possible. Moreover, the two groups of the respondents could not decide whether feedbacks were made to focus on the main points and used to correct next training programs. While according to the respondents sending the report of the feed backs to the concerned bodies and evaluating all the relevant issues were not practiced . This implies failure to inform concerned bodies to be aware of the results of evaluation might have negatively affected the quality of the training programs by giving the room for the existing problems to perpetuate.

3.8 Major Changes and Challenges Observed

The two concepts of these sub topics were analyzed separately as indicated follow

3.8.1 Major Changes Perceived

Training programs are organized to bring about pre determined changes from which the trainees and their organizations are benefited. Not all changes are visible. However, in order to measure the achievements of the training programs quantifiable objectives are usually set. Therefore, some observable indicators or elements of knowledge, skills and attitudes can lead a person to estimate the type of changes perceived as a result of the training. The out puts of training programs have to be observed starting the completion of the training programs. There are different changes expected from the trainees. These include changes in the knowledge, skills, attitudes, performances, and behavior. After the training programs have been offered some of the change could immediately be seen like changes in the knowledge of the trainees while others might take relatively longer time. Different types of training programs yield different types of changes up the individuals involving in the training. If no changes are perceived it means that no training has taken place. Data were gathered and analyzed on the issues as indicated below.

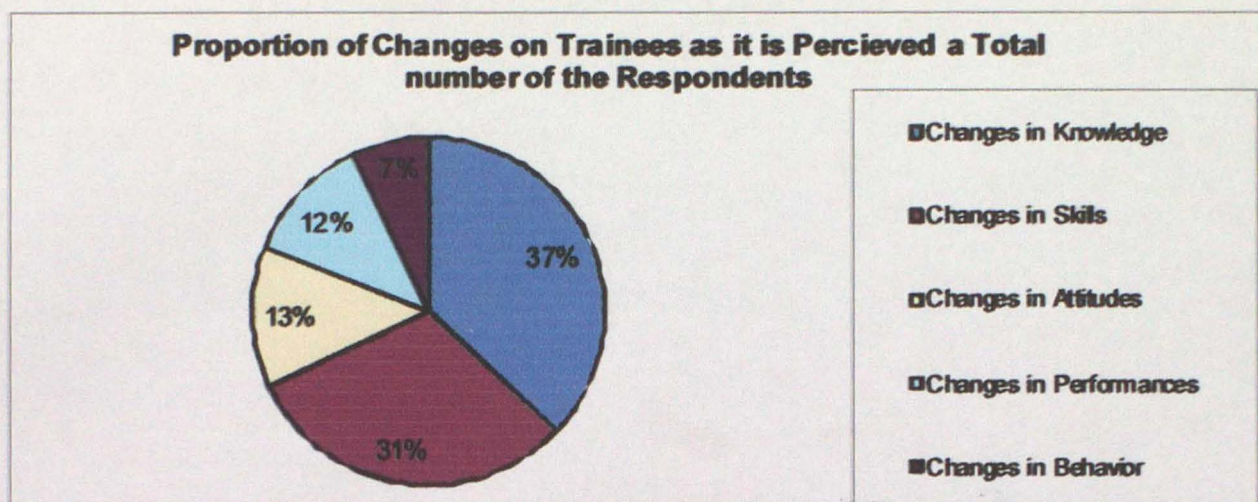
Table 25 Frequency and Percentage Distribution of Major Changes

	Major Changes Resulted on the Trainees	Trainees (N=169)		Trainers (N=18)		TR (N=187)	
		F*	%	F*	%	F	%**
1	Changes in Knowledge	153	91	15	83	168	37
2	Changes in Skill	124	73	18	100	142	31
3	Changes in Performance	52	31	5	28	57	13
4	Changes in Attitude	46	27	6	33	52	12
5	Changes in Behavior	31	18	4	22	35	7

*= Multiple Responses **=% of the Total Responses (TR= 454)

Table 25 reveals different changes resulted from the training programs that have been offered for the teachers and WEOs. As per the data more than two third of the trainees indicated that the training programs have brought changes in the knowledge and skills of the trainees. Similarly, 83% and 100% of the trainers responded that the programs resulted changes in the knowledge and skills of the trainees. Responses of the two groups show that the trainees have been acquiring new concepts, ideas, as well as skills.

Fig 5 Proportion of Changes Resulted from the Training



This implies that the trainees might have added values on what and how to be effective in the education sectors. Conversely, it was found that the performances, attitudes and behaviors of the trainees could not be changed with equal proportion to that of knowledge and skills. From the data analyzed is possible to say that the knowledge and skill that have been acquired from the training program were not the direct solutions for the performance gap of the trainees

3.8.2 Major Problems Encountered ✓

It is clearly known that there are different problems affecting the practice of training programs. Some of these problems could be related to shortage of resources. The influence of training materials, shortage of time and budget, unavailability of qualified trainers, lack of motivation and interest on the part of trainees; trainers and/or financers can strongly constrain the effectiveness of the training programs. Therefore, it is the expectation of every person that different problems could be experienced in dealing with training programs. In this particular study the researcher collected data on major problems encountered in practicing the training programs.

Table 26: Mean and Variance Distributions of Major Problem

Major Problem		Trainees (N=169)	Trainers (N=18)	to	WM
Lack of interest of the trainees on the topic	X	3.1	3.3	1.11	3.1
	S ²	0.06	0.58		
Shortage of competent trainers	X	4.2	4.0	0.90	4.2
	S ²	0.10	0.83		
Shortage of motivation on the trainers	X	3.4	3.1	1.67	3.4
	S ²	0.06	0.55		
Shortage of training material	X	4.7	4.5	0.77	4.7
	S ²	0.14	1.18		
Over domination of passive learning	X	4.6	4.7	0.36	4.6
	S ²	0.135	1.36		
Giving more chance of participation for few participants	X	3.2	3.0	1.11	3.2
	S ²	0.06	0.55		
Low punctually of the partial pants	X	1.6	1.8	0.88	1.6
	S ²	0.12	0.90		
Shortage of time	X	4.7	4.5	0.78	4.7
	S ²	0.14	1.18		
Low application transfer of the skills and knowledge gained	X	4.0	4.2	0.231	4.0
	S ²	0.09	0.09		
Poor administrative treatment	X	3.3	3.5	1.069	3.3
	S ²	0.06	0.625		
Not certifying the trainees	X	4.6	4.4	0.79	4.6
	S ²	0.135	1.13		
Shortage of budget	X	4.7	4.5	0.78	4.7
	S ²	0.14	1.18		
Narrowness of the training hall	X	1.9	1.7	0.234	1.9
	S ²	0.09	0.93		
Long distances between the training centers and working places	X	1.6	1.8	0.88	1.6
	S ²	0.12	0.90		
Voices disturbing from the environment	X	2.5	2.3	1.05	25
	S ²	0.006	0.66		
Problem of providing materials	X	4.6	4.3	1.31	4.6
	S ²	0.135	0.93		

X=1.0-1.50 Not at all; X=1.6-2.50 Rarely observed; X= 2.60-3.50 Sometimes observed ; X=3.60- 4.50 Mostly observed , W.M= Weighed Mean; t_{0-T}. test value Obtained; Critical value of T -- test= 1.96 (at p= .05, two tail); *= Show significant difference

As to the responses given by the respondents it was found that there were different problems hindering the performance of training programs. The response of the trainees (mean=3.1) and the trainers (mean=3.3) with no significant difference showed that sometimes trainees lack interest on the training. The interviewees extending their response explained that most of the trainees were attending the training programs not to solve their skill deficiencies and reduce their poor performances but as a means of gaining leisure time and finance. With respect to the competency of the trainers the

trainees (mean=4.2) and trainers (mean=4.0) replied that mostly trainers did not have competency on the subject matter.

Both the trainees (mean 3.4) and trainers (mean 3.1) with no significant difference responded that the trainers sometimes show motivation. Concerning the motivation of trainees the researcher has attended some of the training program and observed that some trainers seem working for the payment.

In line with this the responses provided by the project officers through the interview have shown that some trainers were not very much motivated by the training itself. The interviewees extending their views, explained that some of the trainers largely money and time bounded. Therefore, all the respondents, the trainees, trainers and program /project officers tend to claim that trainers have sometimes shortage of motivation. Referring the problems related to the training materials trainees (mean = 4.7), the trainers (mean = 4.5) and the interviewees with no significant difference confirmed that always shortage of training materials happen.

The data in the same table indicated that the process of training has always been dominated by passive learning methods. The program officers and observation by the researchers clearly revealed that the training session was highly dominated by the trainers, where by the trainers convey the material verbally to the trainees and trainees were occupied largely by hearing what has been told. Furthermore, equal chance of participation was not seen in most of the training sessions visited by the researcher. Supporting this trainees (mean=3.2) and trainers (mean=3.0) with no significant differences responded that the problem of giving more chances for some participants has been some times observed.

Utilization of resources mainly time is very important for the efficient and effective practice of training programs. The data displayed in the table 26 showed that problem of punctuality has rarely been observed. This implies punctuality was not a serious

problem. However, the time allotted for the training was found to be always lower than the desired one.

On the other hand both the trainees (mean = 4) and trainers (mean = 4.2) have pointed out that the skills and knowledge acquired were not sometimes transferred. This shows that the substances gained from the training have not fully applied to improve the performance of the trainees. Furthermore, the trainees and trainers agreed that shortage of budget (WM = 4.7) and not certifying that trainees (WM = 4.6) have been always affecting the training process.

Additionally it was found from the responses given by the trainees and the trainers that narrowness of the training halls and traveling long distance to participate in the training program has been rarely and sometimes occurred respectively. Similarly, training programs that have been organized in other organizations encounter many problems. For example, major problems influencing training as to the study conducted by Altaye (2005) were lack of budgets and exclusion of training programs from the strategic plans of the organization.

3.9 Cross Tabulation Analysis

The cross tabulation analysis was made taking three variables as indicated below. The null hypothesis for the analysis was stated as "the responses among different groups are independent of personal characteristics of the respondents" and the opposite was true for the alternative hypothesis.

3.9.1 Motivational Status of the Trainers

Motivation increases interests on the individuals. It is also an important element of action that energizes a person to act up to her or his maximum potential. It is a means of efficiency and effectiveness. Motivated person utilizes the resources including time in relatively more economic manner to achieve the goals of the action. In the same fashion trainers must show motivation as a precondition for commitment. Motivations, commitment, knowledge, and skills are the most important issues that justify

professionalism on an individual. The researcher wanted to test the status of motivation on the trainers. The data on the issue were analyzed and summarized in the table 27

Table 27: Frequency and Chi-square Distribution on the Motivational Status of Trainers

Characteristics			Motivated	Not Motivated	Sum	X ² (Calculated)	df	X ² (critical)
Sex	M	F	65	40	105	5.42*	1	3.8
		%	62	38	100			
	F	F	39	48	88			
		%	44	56	100			
Age	20-30	F	54	66	120	12.4*	2	5.6
		%	45	55	100			
	31-40	F	30	18	48			
		%	63	37	100			
	41-50	F	20	5	25			
		%	80	20	100			
Educational Level	SSC/TTI	F	86	60	146	17.8*	2	5.9
		%	59	41	100			
	Diploma	F	16	11	27			
		%	59	41	100			
	B.A/BSc	F	2	18	20			
		%	10	90	100			
Experience	1-5	F	66	50	116	1.07	2	5.9
		%	57	43	100			
	6-10	F	33	31	64			
		%	52	48	100			
	11-15	F	5	8	13			
		%	38	62	100			

*= Points above the critical values; significant level is at P=0.05, Two tail.

The test of fitness of the responses of the respondents within each category of personal characteristics viewed that respondents with different groups (sex, age and educational level categories) provided independent or unrelated responses, because the values of $X^2 = 5.42, 12.4$ and 17.8 are greater than their critical values $3.8, 5.9$ and 5.9 respectively. This means that null hypothesis was not accepted. This implies trainees and trainers within two categories of sex, three categories of age and educational levels responded the same question on the motivational status of trainers during the training in different ways. On the other hand, X^2 analysis of the responses of the respondents within the three groups under the category of experience resulted Chi square value, which was less than the critical point. This implies that the null hypothesis was accepted and the alternative hypothesis was rejected. The result indicated that the respondents with different experience viewed the motivational status of the trainers almost in the same manner.

Concerning the motivational status of trainers 62% of males, 63% of the respondents within age category of 31-40 years, 80% of individuals laying within age group of 41-50, 59% of secondary school completers, 59% of diploma graduates, 66% of individuals who served from 6 to 11 years have responded that trainers were motivated by the training programs. Conversely 56% of females, 55% of respondents with age category between 20 and 30, 90% of degree holders and 62% of respondents with work experiences between 11 and 15 reported that the trainers were not motivated. This implies it was found that respondents who were females, younger, more experienced and higher educational level expected more motivational values from their trainers than those who were males, with less experience, and lower education. Therefore, from the result found it might be possible to infer that trainers who are training females, younger, highly experienced and educated need to use energizers frequently.

3.9.2 Benefits of Outputs of the Training Programs.

Table 28 : Frequency and Chi-square Distribution on Benefits Gained From the Training

Characteristics			Benefited	Not Benefited	Sum	X ² (Calculated)	df	X ² (critical)
Sex	M	F	62	43	105	7.7*	1	3.8
		%	59	41	100			
	F	F	69	19	88			
		%	78	22	100			
Age	20-30	F	108	12	120	72.2*	2	5.9
		%	90	10	100			
	31-40	F	17	31	48			
		%	35	65	100			
	41-50	F	6	19	25			
		%	4	76	100			
Educational Level	SSC/TTI	F	102	44	146	2.83	2	5.9
		%	70	30	100			
	Diploma	F	19	8	27			
		%	70	30	100			
	B.A/BSc	F	10	10	20			
		%	50	50	100			
Experience	1-5	F	98	18	116	42.15*	2	5.9
		%	84	16	100			
	6-10	F	31	33	64			
		%	48	52	100			
	11-15	F	2	11	13			
		%	15	85	100			

Training programs should not be organized for their own sake. There must be clearly stated observable outputs, which are the immediate objectives of the training program. The effectiveness of training should not only be measured by the volume of knowledge and skills acquired, but also by the extent to which benefits are obtained. Benefits

expected from the trainings are some of the results that recover and compensate the costs of the program. Thus, the benefits of the training programs have to be sensed. Table 28 shows the sensitization of benefits of training by the respondents categorized by their personal characteristics

As per the data presented in the table 18 the results of chi-square test of the responses of respondents grouped under sex, age and experiences have shown values greater than their corresponding critical points.

Thus the results of the analysis have indicated that null hypothesis was not accepted. This is because the computed value of X^2 , 7.7, 72.2 and 42.15 were obviously greater than their corresponding critical points, 3.8, 5.9 and 5.9, respectively. This means the responses of the respondents in weighting the benefit they gained from the training varied with variation in their age, sex and experience. However, the responses of respondents grouped under educational level showed fitness. The value of chi-square 2.83 was less than the critical point 5.9. Furthermore, the data in the table have shown that majority of females (78%), males (59%), 90% of the respondents with in age group between 20-30, 70% of Senior Secondary Schools and IT I graduates, half of diploma graduates, 84% of respondents whose service year was between 0-5 Years responded that they were benefited from the training. Contrary to this, 65% and 76% of respondents whose ages fall within age group of 31-40 Years and 41-50 Years, 52% and 85% whose experiences were between 6 -10 and 11-15 years respectively indicated that they did not get much benefits from the training programs. This implies more experienced and older participants were less benefited from the training than those who are less experienced and younger.

3.9.3 Readiness of the Trainees

The degree of readiness to learn varies from individual to individual because factors influencing the readiness of one individual are different from those affecting that of another. Table 29 clearly indicated that the data on the preparedness of the trainees to be trained

Table 29 Frequency and Chi-square Distribution on Readiness of the Trainees

Characteristics			Ready	Not Ready	Sum	X ² (Calculated)	df	X ² (critical)
Sex	M	F	8	97	105	0.00	1	3.8
		%	8	92	100			
	F	F	7	81	88			
		%	8	92	100			
Age	20-30	F	7	113	10	0.79	2	5.6
		%	6	94	100			
	31-40	F	3	45	48			
		%	7	93	100			
	41-50	F	5	20	25			
		%	20	80	100			
Educational Level	SSC/TTI	F	8	138	146	5.11	2	5.9
		%	6	94	100			
	Diploma	F	7	20	27			
		%	26	74	100			
	B.A/BSc	F	20	0	20			
		%	100	0	0			
Experience	1-5	F	8	108	116	4.67	2	5.9
		%	7	93	100			
	6-10	F	4	60	64			
		%	6	94	100			
	11-15	F	3	10	13			
		%	23	77	100			

As per the data in the table the chi square test results of the analysis of the responses of group of the respondents under each category of personal characteristics showed that null hypothesis was accepted. This was because; the results 0.00, 0.79, 5.11, and 4.67 were all less than their corresponding critical values. Moreover, more than three fourth of the trainees, trainers and financiers grouped under each category of personal characteristics indicated that trainees had not have substantial readiness to learn. This implies that trainees did not have intrinsic motivation and they might have been attending training programs searching for benefits other than professional gain

Chapter Four

4. Summary of the Findings, Conclusions, and Recommendations

In this chapter major findings of the study were indicated. Moreover, facts that can be generalized based on the findings were presented. Finally, feasible and specific recommendations were suggested. The chapter was divided into four parts. These were the summary of the approaches used, major finding of the study, Conclusions drawn for the findings and lastly the recommendations forwarded.

4.1 Summary of the Approaches of the Study

Descriptive survey method was employed whereby response of the subjects collected through the questionnaire and interviews as well as direct observation by the researcher himself were presented, analyzed, and their implications were described.

The analysis was intentionally tried to arrive at the realization of the following pre set specific objectives.

1. Analyzing different means used in assessing training needs.
2. Examining the manner by which training programs were designed.
3. Verifying the extent to which training programs designed comprise all-important elements of a comprehensive training program.
4. Evaluating the extent to which appropriate media/ criteria have been used in recruiting and screening the trainees and trainers.
5. Evaluating the roles played by the trainers.
6. Analyzing activities practiced and methods used in delivering the training programs.
7. Examining the mechanisms and intentions of evaluation applied.
8. Sorting out major problems encountered in dealing with the training programs and forwarding feasible recommendations that will help the need analysts, the designers, trainers and the participants (Woreda

Education Officers and Teachers) and/or financiers jointly and actively design and practice the training programs in more efficient and effective manner.

9. Finally, adding some concepts on the literature and broadening the boundaries of the subject matter in the area of the study.

To arrive at these ends the following six leading questions were responded directly by finding of the study.

1. How is training need assessment practiced?
2. How are training programs designed?
3. A. What are the media/ criteria used to recruit and select trainees and trainers?
B. What are different roles that have been played by the trainers?
4. How are training programs delivered?
5. How and why are evaluations of the training programs practiced?
6. What are the major changes perceived and problems encountered in dealing with the training programs?

To respond the basic questions and lay a ground for the analysis, primary data were gathered mainly from the respondents by using the questionnaire and conducting interview and observation. Secondary data related to the issues to be studied were gathered from the books, journals, and Internet. There were three groups of respondents. These were the trainees, the trainers and financiers. The trainees were teachers and Woreda Education Officers who have been repeatedly taking the training programs financed by NGOs in Gurage zone. The trainers were individuals those who have been delivering the training where as the financiers were the project and program officers who have been allocating funds and hosting the training programs. Out of a total of 216-sample size 193 (89%) respondents gave their responses through the questionnaire and interview.

Frequency, percentage, and mean distributions were used to describe the data and then t-test and chi square were employed to test whether the difference between the

responses of trainees and trainers was due to sampling error (significant) or due to difference in perception.

Since the degree of freedom was 191(193-2) critical t- value with two tailed (non directional test) at $p=0.05$ was $t = 1.96$. For all mean differences less than the indicated critical value the means of the responses of each item were directly taken for the analyses. Independent means instead of weighted means were mostly used for the analyses because the variation between the sample sizes of the two groups of the respondents was assumed to be high. Where the two sample means became significantly different data gathered through the observation and interview were used to support the analysis. Moreover, Chi- Square was employed to test the fitness of the interdependence between and among responses given by different respondents for the same item.

4.2 Major Findings of the Study

In this section ONLY major findings that were used as basis to respond the leading questions, draw conclusions, and forward applicable recommendations were presented. For the sake of clarity the findings were categorized into eight parts as indicated below.

4.2.1 Characteristics of the Respondents

1. Generally, it was found that 54% and 46% of the respondents were males and females, respectively. Thus both sexes provided their responses with almost equal proportion. However, the proportion of female trainers and program officers involved in the study was lower that of the males. Only 17% of the program officers and 33% of the trainers were females.
2. The largest age category of the respondents was found to be within a range of 20-30 years. It covers 62% of the respondents. All the respondents were 20 years or above. Additionally, 87% of the respondents fall in between 20 and 40 years.

3. 85% of trainees were secondary school completers or TTI graduates. Therefore, more than three fourth of the trainees strongly needs further training.
4. 60% of the respondents have work experiences from 1-5 years and 93% of them served for 10 years or less. 80% of them have been working in the zone for 1-5 years

4.2.2 The Practice of Training Need Assessment

1. Training need assessment has not been strongly practiced before the delivery of training. The respondents affirmed that organizational assessment (WM = 1.30) has not been executed at all. Job analysis has been practiced rarely (MM = 2.0), and personal analyses has been performed some times when needs were initiated.
2. Regarding the mechanisms used to conduct job analysis it was found that observation of the situations, supervision of the school and ABC centers, and evaluation of curriculum have been practiced. However, more than half of the trainees and trainers responded that observation and supervision were relatively the most frequently used methods related to job analysis.
3. Concerning the practice of person analysis almost half of the respondents replied that interview has been used to find out skill gaps. However, important means like manpower inventory, identifying what employees can and should do, and conducting and brainstorming on the reasons for poor performances were given very low attention or forgotten at all.
4. The topics of training have been decided and prioritized mainly based on the interest of the financers and the availability of the resources. Important criteria like the contribution of the training for short and long term plans (goals) of the school, interest of the trainees' seriousness of the problems, and governments policy directions have not been considered as yard sticks of screening the training needs. Moreover, it was found that two third of the training programs were most

probably offered outside the preferences of the trainees and hence a great gap was found between what have been offered and should have been offered.

4.2.3 Designing the Training Program

The training programs offered for the teachers and WEOs have not been meaningfully designed. Moreover, almost half of the trainees and one third of the trainers have no information about the design of the training program. It was found that designing training has been equated with developing training materials or manuals. Therefore, most of the important elements that should have been carefully planned before the delivery were forgotten or undermined. The objectives of the training programs were mostly told orally during the training. This means trainer might have been drawing objectives not from the gaps or problems found in the school system but from the topic of the training. However, the objectives stated for the trainees during the delivery were mostly clear (WM = 4.1) and they were loosely related to the existing realities in the school system.

4, 2, 4 Recruitment and Selection of Trainees and Trainers

1. It was found that trainees were mostly screened based on external demands of the of the program initiators and/or the comments given by their bosses. Therefore, it is possible to say that no close attachment has been made between the training programs and the skill deficiencies that had been negatively affecting the performance of the trainees.
2. Trainers were recruited mainly through people and organizations. Notice boards and newspaper were used rarely to attract trainers and it was identified that the trainers were recruited and selected by only the program/project officers who were financing the training.
3. The prominent screening criteria were qualification, educational level, and experience. However **76%** and **80%** of trainees did not know **who** and **how** trainers have been recruited and selected, respectively.

4. Major roles of the trainers were presenting the subject matters (78%), facilitating trainees learn each other (73%), organizing facilities (61%), and evaluating the program (56%)

4.2.5 Delivery of the Training Programs

1. It was found that 83% of the trainees and trainers have been involved in the training programs more than twice. Major activities that have been done during the delivery include clarification of the objectives, introduction of the participants among each other, clarification of the objectives and electing daily reporter. However, the execution of other activities like setting ground rules, electing daily managers and gathering expectations of the participants were rarely practiced.

2. Regarding the mix of methods used for the delivery of the training it was identified that teamwork, presentation by trainees, lecture by the trainers, and group discussion were mostly used. On the other hand, role-play has been applied some time while observation and demonstration were rarely practiced. However, project work (WM = 1.3) has not been employed at all.

3. Flip charts with their stands were used mostly. Other important materials like overhead projectors; and LCD computers were used rarely. Furthermore, theater or classroom seating style was most commonly used. Nonetheless, some other seating styles that facilitate active learning like circular, grouped, and curved styles were not usually applied.

4.2.6 The Practice of Evaluation of Training Program.

1. It is known that only the trainers and trainees have been mostly practicing training evaluation. Other stakeholders like financiers were not involved in it at all.
2. Evaluation has always been conducted (WM = 4.6) at the end of the program, and sometimes practiced both at the beginning of the training and at the end of every day. Hence, it was found that summative evaluation has been given due attention.

3. Evaluation has been mostly practiced to verify whether or not the content of the training was covered. But it was tightly linked with the verification of neither fulfillment of skill gaps nor the satisfaction of expectations.
4. With reference to the utilization of tools in gathering feedbacks, the respondents replied that questionnaire and checklists were used always and observation was used sometimes; while interview has been used rarely. Furthermore, even though feedbacks have been mostly gathered, the results of the feedbacks were neither compiled nor used as premises for next training programs. Above this feedbacks were not sent to the concerned decision makers.

4.2.7 Major Changes and Problems Related to the Practice of Training Programs

- 1 It was found that changes in Knowledge, skills, performances, attitudes, and behaviors of the trainees have been perceived by 37%, 31%, 13%, 12% and 7% of the respondents, respectively. However, changes resulted on the knowledge and skill were greater than those observed on the performance level and work behavior of the trainees.
2. Major problems identified were sorted out and summarized as indicated in the following table 30.

Table 30 : Major Problems

Major Problems Encountered			
Always	Mostly	Some times	Rarely
-Shortage of training materials.	-Shortage of competent teachers	-Low motivation of trainers	-Disturbing voices
-Shortage of time	-Less relevance of the substance gained	-Low interest of trainees on the topics	-Narrowness of training hall
-Shortage of budget		-Lack of equity in participation	-Long distance travel
-Shortage of hand outs		-Poor administrative treatment	-Low punctuality of the participants
-Not certifying the trainees			
-Domination of passive leaning			

4.3. Conclusions

Based on the major findings identified the following conclusions were drawn.

1. The sex compositions of the trainees have indicated that the females have to be more encouraged to take part in the training as trainees. Age and experience of most of the trainees as well as the trainers clearly have shown that the individuals were young dominated and with lower experiences. Hence, they might lack rich experiential knowledge and skills to run the system where they were working within as effectively as those who are older and more experienced. Therefore, it is possible to conclude that most of the respondents need more support from both the government mainly from the WEOs and the NGOs. Educational level of most of the teachers and WEOs were found to be low. This might lead us to infer that they were not well equipped with the professional knowledge and skills.
2. The study has shown that there was complete absence of organizational assessment and very weak practice of job and person analyses. Therefore, training programs were not made to be related with the broader elements of the education system like structure, policy, and sector development programs. From this it is possible to infer that the programs, like Education Sector Development Programs, set to foster human and organizational development in education system were not made to be linked with the training programs provided for the teacher's and WEOs. Moreover, majority of the training programs were organized based on the interest of the financiers and availability of the resource. As the result more than two third of training programs organized were outside the boundaries of the major preferences and demands in the school. Thus, we can generalize that more than 66% of all the resources invested for the training programs have not been directly linked with the major skill and knowledge gaps realistically seen in the school system and also it is possible to infer that the same proportion of inefficiency and ineffectiveness in the practice of the

program has been caused by the problem related to the incomplete practices of training need assessments. On the Other hand, lack of participation of the stakeholders in the practice of job and person analysis has been known. Supporting this one of the findings identified by Alemayehu (2000) stated that "NGO's working in south Nations, Nationalities and people region were executing their programs with weak or no active participation of the concerned bodies". Therefore, it is possible to say that training programs were not systematically and comprehensively networked and mainstreamed through formal tracks.

3. It was found that only contents (handouts) of the program were prepared before the training was offered. Other important elements like objectives, methods, approaches, and materials to be used were not planned before the delivery. Thus, it is possible arrive at the conclusion that there was no practice of designing training programs. This might have resulted that all decisions on what, why, when, how and where to train have been exposed for subjective preferences either by the trainer or the financier. Furthermore, the absence of carefully designed training program has creating significant gap between the topics preferred to be addressed and that for which the training programs have been organized. Therefore, can be concluded that training objectives were drawn not from the real need but from personal interest of the initiator, or untested perception of the trainer and/or directly from the contents developed.
4. The effectiveness of the training is directly proportional to the strength of the relationships existing between the reasons for the poor performance of the trainees and the skill acquired from the training. Therefore, it is possible to conclude that the right trainees were not selected applying relevant and valid screening mechanisms.. From this fact it can be also inferred that one of the factors that had been negatively affecting the effectiveness of the training was weak of application of tools of assessment of the jobs and the job holder as a premise for the decision on who to take the training programs. On the other

been clearly observed. This implies that changes in knowledge and skill could not bring about proportional changes in the performance and behavior of the trainees. However, changes in knowledge and skills should have been premises for the changes in attitudes, performances and behavior. Thus, the absence of direct correlation among changes in knowledge, skills, performance and behavior strongly indicated the existence of the gap between the immediate out puts of the training and the major or serious problems of performance gaps existing within the school system.

4.4 Recommendations

After the researcher has identified major findings and inferred some conclusions, the following suggestions were forwarded.

1. The sex proportion of female trainees has been more or less encouraging but only one-third of the trainers were found to be females. Hence the researcher recommends that education program officers in NGO have to broaden their span of recruitment and at least make 50% of the selected trainers to be females. On the other hand, since 60% of the trainees have at most 5 years of experience and 76% of them were only completers of secondary school or TTI they need more and more help. Therefore, the four NGO's are recommended to merge minor training programs and help the teacher who are completers of secondary schools upgrade their level of education to at least 10+1 (TTI). Or help them attend government TTI.
2. It was possible to arrive at the conclusion that no analysis of school system was conducted at all and only minor analysis of the jobs and employees in the system were run. Moreover, greater gap has been observed in participating major stakeholders of school system in the process of what , who and how of the training programs. Therefore, contributions of NGOS, particularly in capacity building, have been less effective. In order to make the efforts of NGO's more visible, effective, and sustainable the researcher proposes that network among,

NGOS, government (mainly education sectors) and community representatives should be established and strengthened. To this effect, it is recommended that the financiers of the training programs and Woreda education officers have to jointly review the reasons found by this research on why the trainings could not effectively reduce major performance problems of the trainees at grass root level and conduct consultative and participatory meetings on how to link training programs with education sector development (strategic) plan and other broader issues of the schools 'system. Thus, the identification and prioritization of training needs have to be handled by joint efforts of the representatives of the three partners (WEDs, NGOs, and Teachers).

3. Activities expected in designing training have been limited to only developing the content of training. Other elements of the design of training programs like objectives; methodologies, duration and approaches of the training were kept silent or forgotten. Especially, the absence of predetermined objectives might have brought about the difference between the knowledge and skill that have been acquired from the training and that were required to fill the gaps. In the same way, lack of preplanned approaches, methods, and time schedule have direct effect on the quality of the practice of delivery of the training program. Therefore, the researcher strongly recommends that the program and project officers should summarize major components of a program design and lead the design of trainings for the proceeding training programs. The researcher would like to extend his recommendation here that the program officers have to make need analysis and then design training forming cooperation with the required professionals and representatives of government and teachers. Furthermore, it is recommended that the need analysts and program designers need work together in collaboration. The relevance and feasibility of the objectives of training programs have to be maximized by mainstreaming the out puts of the training programs with the planned performances of the trainees in the school system.

4. Identifying the right persons for the right training not only protects training programs from unwanted cost and wastage of resources but also makes the program an appropriate instrument of ensuring the efficiency of the trainees and effective realization of the goal of the organization. Moreover, trainers are both means and sources of substances. As means or catalysts they stimulate trainees learn by interacting with one another and with the available learning atmosphere. As resource persons they are helpful in supplying substances to be learnt by the trainees. Therefore, the researcher without reservation would like to recommend those trainers who have sufficient potential on both what and how of the training have to be recruited and objectively screened using other means in addition to written evidences. Moreover, program officers involving teachers and WEOs have to make use of the alternative means like assessment centers to screen the best trainers. Furthermore, the researcher wants to forward his recommendation particularly for the financers that they need to follow up the training program and verify whether trainers are playing their roles sufficiently or not.
5. Different literature and results of this study indicated that trainees are assumed to be recruited, selected and assigned for the training after the decisions on what to train have been made. However, this trend, as to the researcher, is wrong. The training need analyses have be done to provide sufficient premises by which the profile of the trainees has to be identified. Job analyses should be done not only to identify the existing gap in the content and means of job but also to decide the content, approaches and methods to be designed. Similarly, person analyses should clearly indicate for whom, when, and where the training should be provided. Therefore, the researcher strongly forwards his suggestion for the funding NGOs and WEOs that they should prescribe criteria officially during the training need analyses and make use of it to screen trainees and trainers.
- 6 Regarding the delivery of the training the finding has shown that passive learning was the prevailing problem. Therefore, since no one can accurately

know how much and in what way that one can learn best, except the learner, the training sessions have to be at least under control of the trainees or equal mandate for both the trainer and the trainees. Trainees under the guidance of their trainers have to decide what, who much, why, where and how to train within the training session while the trainers have to act as facilitators, and motivators. The trainers are recommended to play two main roles. The first is to minimize or alleviate any obstacles and the second is to boost up the stimulators of the training process. The second might include providing additional ideas, concepts, approaches and principles. Additionally, barriers like inappropriate seating arrangements that have been mostly affecting the training should be reduced if cannot be eliminated. Here, the researcher would like to suggest that both the financing NGOs and WEOs should form a joint effort in finding larger training halls where effective seating styles like circular, rectangular, and ox-bow could be almost always used in place of the theatrical arrangements. This is because; trainees will learn better when the seating arrangements let everyone see the face of all others in the training session.

7. The study has clearly revealed that evaluation has been practiced for its own sake. Therefore, the researcher suggests that evaluations have to be used as means and not as an end. The feedbacks gathered have to be automatically screened, organized and sent for the major decision makers. Therefore, the researcher would like to recommend that the evaluators mainly the trainers should summarize the feedbacks and report to the financers, woreda education officers and the subsystems-of the education from which the trainees have come from. For this reason, this responsibility has to be included in the terms of the reference to be considered or agreements to be signed between the trainers and the organizers of the training programs. Alternatively, it is most preferable, if both the WEOs and heads of the NGO can jointly evaluate the training officially in the presence of the trainees and the trainers.

By and large, if the problems identified in the practice of TNA, designing of the training, recruitment and selection of the trainees and trainers, delivery and evaluation as well as ineffective utilizations of feedbacks are solved by flexible application of the recommended measures, the dilemma between the observed changes in knowledge and skills, and invisible performance and behavioral changes of the trainees will be solved soon.

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Appendices

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

**Research Topic: The Practice of Training Programs Finance by
NGOs and Offered for Teachers and Woreda Education
Officers in Gurage Zone**

The intention of the research is to assess different activities done in identifying training needs; designing, delivering, and evaluating training programs organized by NGOs for Teachers and Woreda Education Officers in Gurage zone. Moreover effort will be made to identify major problems related with the issues, and ultimately provide feasible recommendations that will be used to improve the effectiveness and efficiency of the training programs financed by NGOs working in the zone. So that, this questionnaire is developed to gather data related to the current practice of the training programs. Therefore, the questionnaire is to be filled by TRAINERS who have been delivering the training.

The data will be used confidentially for only the aforementioned purpose and thus you are kindly requested to contribute your part by providing the required information.

Thank you in advance for your genuine cooperation.

General Direction

- ▶ you are not required to write your name.
- ▶ Mark “√” signs in the boxes given to indicate your best response(s).
- ▶ If it is needed supply additional information in a space provided at the end of alternatives of some items.

PART ONE: PERSONAL INFORMATION.

1.1 Your Sex A Female B Male

1.2 Your Age

- A. Below 20 years
- B. 20 - 30 years
- C. 31 - 40 years
- D. 41- 50 years
- E. Above 50 years

1.3 Your Educational Background

- A. Below grade 10
- B. Completer of secondary school
- C. TTI graduate
- D. 12+ 1 year
- E. Diploma (10 +3 or 12+2)
- F. B.A./ B.Sc
- G. MA. / MSc
- H. If any other please specify _____

1.4 Your Overall Work Experience

- A. Below one year
- B. 1-5 years
- C. 6- 10 years
- D. 11- 15 years
- E. 15 years
- F. Above 20 years

1.5 Your Current Position

- A. Teacher
- B. Supervisor

- C. Director
- D. Expert
- E. Education Office Head
- F. Education Program Head
- G. If any other, please specify _____

1.6 Work Experience in Your Current Post.

- A. Below one year
- B. 1-5 years
- C. 6- 10 years
- D. 11- 15 Years
- E. 16- 20 Years
- F. 21- 25 Years
- G. Above 25 Years

PART TWO: THE PRATICE OF TRAINING NEED ANALYSIS

2.1 How often are different techniques applied to find out the skill gap?

	Techniques of Identifying The Skill gap	Frequency of the application of the techniques in identifying the Skill gap				
		Always	Mostly	Some Times	Rarely	Not At all
1	Analyzing School System					
2	Analyzing Teaching Learning Process					
3	Analyzing the Capacity of Trainees					

2.2 If organizational assessment is applied to identify training needs which of the following elements of the organizations are assessed?

- A. Policies
- B. Structure
- C. Rules and procedures
- D. Human resource
- E. Records / reports
- F. Inter-organizational Comparisons.

Please list if other are assessed _____

2.3 If job or task analysis is conducted which of the following method(s) is/are used to identify the skill needed to perform the specific job or task effectively?

- A. Supervision
- B. Analysis of reports
- C. Observation
- D. Conducting Action Research
- E. Describing knowledge and skills needed for the specific job or task
- F. Evaluating the practice of the curriculum

Please indicate if other techniques that have been used _____

2.4 If individual analysis is conducted which method(s) was/were used to specify the skill needed for the employees? (You can indicate more than one choice)

- A. Tests and examinations on the Knowledge and skills of employees.
- B. Interview with responsible bodies
- C. Using assessment centers.
- D. Identifying and summarizing what each employee can and should perform.
- E. Listing the reasons why employees are Poorly performing
- F. Using manpower inventory.

Please specify if other techniques are applied _____

2.5 If different needs have been identified how are they prioritized?

- A. Based on the available resources like budget and manpower
- B. Based on the interest of top management
- C. Based on their importance for the goal and vision of the organization

- D. Based on the interest of trainees
- E. Based on the interest of the donors
- F. With reference to the current policy direction
-
- G. Based on the urgency or seriousness of the problem
- H. Based on its contribution to strategic plans

Please specify if there are any other methods/criteria are consider

2.6 Which of the following issues are taken as topics for the training programs that have been organized (you can choose more than one.

S.n	The topics for which training programs have been provided	Frequency of the of the organization of the training				
		Always	Mostly	Sometimes	Rarely	Not at all
1	Continuous Assessment					
2	Class Room Management					
3	Production of teaching aids					
4	Supporting children with disabilities					
5	Teachers- parental relationship					
6	Test construction					
7	Automatic promotion					
8	Handling self contained classes					
9						

2.7 Which of the following issues are you best interest /needs/ for the training programs should that have been organized (you can choose more than one.

S.n	Skill Gap you suggest	How much is the extent of the gap				
		Very High	High	Medium	Low	Very low
1	Continuous Assessment					
2	Class Room Management					
3	Production of teaching aids					
4	Supporting children with disabilities					
5	Teachers- parental relationship					
6	Test construction					
7	Automatic promotion					
8	Handling self contained classes					
9						

2.8 If training analyses have not been practiced what would be the reason?
(You can indicate more than one choice)

- A. Lack of knowledge to run the analysis
- B. Undermining the need to do the analysis
- C. Unaware of the importance of assessing the needs.
- D. Lack of financial resource
- E. Lack of time
- F. Lack of interest on the part of donors
- G. Lack of cooperation on part of the concerned Individuals in the school system
- G. Shortage of data to run the analyses
- H. Lack of related data

Please specify if you think there are other reasons _____

PART THREE: THE DESIGN OF TRAINING PROGRAMS

3.1 Are training programs ever designed?

- A. Yes B. No C. I don't know

3.2 If training programs have been designed are they mostly related with the strategic plans or goals of your organization?

- A. Yes B. No c. I do not know

3.3 If the training designed are not related with the strategic plans what would be the reason (s)?

- I. Lack of knowledge to run the analysis
- J. Undermining the need to do the design
- K. Unaware of the importance of relating the training.
- L. Lack of financial resource
- M. Lack of time
- N. Lack of interest on the part of donors
- P. Lack of cooperation on part of the concerned Individuals in the school system

Q. Unknown

Others, please Specify _____

3.4 If training programs have not been designed in advance which of the following could be the possible reason(s)?

- R. Lack of knowledge to run the analysis
- S. Undermining the need to do the design
- T. Unaware of the importance of designing the training.
- U. Lack of financial resource
- V. Lack of time
- W. Lack of interest on the part of donors
- P. Lack of cooperation on part of the concerned Individuals in the school system
- H. Shortage of data to run the design

Please specify if you think there are other reasons _____

3.5 Are objectives explained for the trainees before training programs start?

- A. Yes B. No C. I don not Know

3.6 If objectives have been explained before the delivery of the training, how do you rate their quality?

S N o	Indicators of the quality of the objectives	Always	Mostly	Sometim es	Rare ly	Not at all
1	It is clearly Stated					
2	It is attainable at the end of the training session					
3	It is measurable					
4	Realistic ness that their relation with prioritized need					
5	Specificity					
6						
7						

PART FOUR: SELECTION OF THE TRAINEES AND TRAINER

4.1 How are trainees screened?

Criteria of selecting trainees	Used				
	Always	Mostly	Some Times	Rarely	Not at all
Identifying through their bosses					
Making them apply					
Referring different records					
Providing tests					
Conducting Interview					
By good will of top mangers					
Based on the demand of the training program					
Others					

4.2 How are the trainers recruited?

- A. Through Notice Board C. Through People E. Through Radio
 B. Through News Paper D. Through Organization F. Through T.V.

Please list if any other _____

4.3 Who selects the trainers? (You can choose more than one choice)

- A. Education program officers of NGOs
 B. Funding agencies (Donors)
 C. Trainees
 D. Education officers in the Woredas
 E. A committee formed
 F. Unknown

Specify if there are others _____

4.4 What were the criteria of recruiting and selecting the trainer? (You can choose more than one choice)

- A. Educational level of the resource persons.
- B. The experiences.
- C. Knowledge and skills of the resource persons.
- C. The Proximity of the resource persons to the organizers.
- D. Qualification
- E. Competency
- F. Unknown

Please indicate if there are other criteria _____

4.5 How do you rate the resourcefulness of most of the trainers? Please specify if any other in the space given.

S	Quality indicators of the trainers	Very High	High	Medium	Low	Very Low
No						
1	Ability to inspire and motivate the trainees					
2	Ability to introduce the objectives of training programs.					
3	Interpersonal skill in interacting with the trainees.					
4	Utilization of multi media in offering the training.					
5	The ability to lead trainees to apply different methods like group discussion, presentations, and dramas and learn lively					
6	The ability to summarize major points of the training.					
7						

4.6 What is/are the major role(s) of the trainers that has/have been taking the largest part of the time of the training?

- A. Introducing the objective(s) of the training
- B. Presenting the subject matter(s) of the training
- C. Facilitating the trainees learn each other
- D. Evaluating the training programs
- E. Prepare Session Plan
- F. Organize Facilities

Please specify if there is/are an/other role(s) _____

PART FIVE: DELIVERY OF TRAINING PROGRAMS

5.1 How many times have you ever participated in trainings organized by NGOs working with in your localities?

- A. Only one time C. Three times E. Five times
 B. Two times D. Four times F. More than Five times

5.2 What are the activities done before the beginning of the training?

- A. Clarification of Objectives D. Gathering the Expectations
 B. Introduction of the trainers E. Electing Daily Manager
 C. Setting Ground Rules F. Electing The daily Reporter

Please specify if there is/are an/other role(s) _____

5.3 How do you rate the application of different methods in delivering the training?

S.No	Training Methods used	Always Used	Mostly Used	Sometimes used	Rarely Used	Not Used at all
1	Group Discussion					
2	Team Work					
3	Project Work					
4	Presentation by the trainees					
5	Lecture					
6	Observation					
7	Role play					
8	Demonstration					
9						

5.4 How do you rate the appropriateness of the training methods commonly used?

S.No	Based on	Very High	High	Moderate	Low	Very Low
1	Needs of the trainees					
2	Ability of the trainers					
3	The content					
4	Objectives					
5	Size of the trainees					
6	Seating Arrangements					
7	Time					
8	Size/shape of the room					
9						

5.6 How do you rate the utilization of the following materials during the delivery of the training?

S.No	List of Training Materials	The Frequency of their utilization during the training program				
		Always	Mostly	Sometimes	Rarely	Not at All
1	Over head projectors					
2	Flip Chart					
3	Marker					
4	Projector Screen					
5	Flip Chart Stand					
6	Different Cards					
7	LCD					
8	Balls					
9						
10						

5.7 Which style(s) of seating has/have been used during the training?

S.No	Seating Arrangements	The Frequency of their utilization during the training program				
		Always	Mostly	Sometimes	Rarely	Not at All
1	Circular					
2	Rectangular					
3	Class room					
4	Curved					
5	Grouped Pattern					
6						
7						

5.8 How do you rate the Value/benefit of the training programs you have attended so far?

S.No	The subject matter acquired from the training programs generally	Strongly Agree	Agree	I can not Decide	Disagree	Strongly Disagree
1	Brought improvement in the efficiency and effectiveness of teaching learning process.					
2	Enabled the trainees adopt new technologies and findings					
3	Increased the moral of the trainees.					
4	Provided solutions for the major and prioritized problems					
5	Improved competency of the teachers who took the training.					

Please list any other benefits you got from the training _____

PART SIX: EVALUATION OF THE TRAINING PRGRAMS

6.1 How often are the training programs evaluated?

- A. Always C. Some Times
 B. Mostly D. Rarely E. Not at All

6.2 If your response for the item "6.1" is "yes", how often is the evaluation conducted by the responsible body/ies?

	Evaluating Body	Frequency of his/her/their involvement in the evaluation process				
		Always	Mostly	Sometimes	Not at All	I do not know
1	Trainer					
2	Trainees					
4	Donors					
5						
7						

6.2 At what time are the training evaluations take place?

S.No	Duration of the evaluation	Frequency of the Evaluation				
		Always	Mostly	Some Times	Rarely	Not at all
1	At the beginning of the training					
2	In the middle of the training					
3	At the end of training program					
4	At the end of every day					
5	At the beginning of every day					

Please specify if you have other responses _____

6.4 If you agree that evaluation has been conducted what is the intention of the evaluation?

	Focal Points of the Evaluation	Frequency of the Evaluation				
		Always	Mostly	Some Times	Rarely	Not at all
1	Verifying the extent to which the expectations of the trainees have been achieved.					
2	Checking whether the expected behaviors of the trainees have been achieved or not.					
3	Checking whether the training Portions are covered or not					
4	Identifying whether the skills acquired are sufficient enough to satisfy the training needs at work places or not.					

Please specify if there are other intentions _____

6.3 If training evaluation is conducted which of the following tools is/are used to gather feedbacks? (Please, list other Techniques used and the frequency of their application)

S.N	Techniques/Tools of Evaluation	Frequency of Its/Their Application				
		Always	Mostly	Some Times	Rarely	Not at all
1	Observation					
2	Questionnaire					
3	Interview					
4	Discussion					
5	Test					
6	Check list					
7						

6.4 If evaluation is conducted" which mode(s) of evaluation is/are applied?

S. N	The Mode of evaluation	Frequency of Its/Their Application				
		Always	Mostly	Some Times	Rarely	Not at all
1	Test –rest mode whereby performance test is given twice, before and after the training					
2	Expectation-achievement mode whereby the expectations of the trainees are evaluated against the skills acquired.					
3	Experiential-control groups mode whereby the performance of the trained will be evaluated against that of the untrained groups.					

Please specify if other modes are ever-used _____

6.7 If evaluation of the training are not properly conducted what would be the reason(s)

- A. Lack of time
- B. Lack of interest both on the trainees and trainer
- C. Undermining the value evaluation
- D. Lack of knowledge on the importance of the evaluation

Please indicate if there are other reasons _____

6.8 If evaluation is conducted how do you rate the collection and utilization of feedbacks?

S.No	Feed Backs Gathered are:	Strongly Agree	Agree	Can not decide	Disagree	Strongly Disagree
1	Gathered as soon as the training is closed					
2	Used to correct the next training Programs					
4	Focuses of the major issues					
3	Send to the Responsible Bodies					
4	Used to reorganize the on going program					
5	Covers all relevant issues					

Please, indicate if you have any other comment on the feedbacks gathered through evaluation _____

PART 7. Major changes achieved and problems encountered

7.1 What are the major changes perceived on the trainees who have been attending the training program for relatively longer time?

- A) Change in knowledge
- B) skill
- C) Change in attitude
- D) Change in behavior
- D) Change in performance

7.2 What is/ are the major challenges of the training programs

	Major Problems	Frequency of their Occurrence				
		Always	Mostly	Sometimes	Rarely	Not all
1	Lack of interest of the trainees on the topic					
2	Shortage of the competent trainers					
3	Shortage of motivation from the trainers					
4	Shortage of training materials					
5	Over domination of passive learning					
6	Giving chance of participation for few individuals					
7	Low punctuality by the participants					
8	Shortage of time					

9	Low transfer of the skill acquired				
10	Poor administrative treatment during the training				
11	Not certifying the trainees				
12	Shortage of budget				
13	Narrow ness of the training hall				
14	Long distance travel				
16	Disturbing Voices				
17	Not providing Materials for the trainees for the reference				

PART 8 General Questions for the analysis of the Cross Tabulation

8.1 Do trainees show readiness to learn?

A. Yes B. No

8.2 Are trainers intrinsically motivated to run the training?

A. Yes B. No

8.3 Do you think that you have been getting benefits from the trainings you have involved?

A. Yes B. No

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**Research Topic: The Practice of Training Programs Financed
by
NGOs and Offered for Teachers and Woreda Education
Officers in Gurage Zone**

The intention of the research is to assess different activities done in identifying training needs; designing, delivering, and evaluating training programs organized by NGOs for Teachers and Woreda Education Officers in Gurage zone. Moreover effort will be made to identify major problems related with the issues, and ultimately provide feasible recommendations that will be used to improve the effectiveness and efficiency of the training programs financed by NGOs working in the zone. So that, this questionnaire is developed to gather data related to the current practice of the training programs. Therefore, the questionnaire is to be filled by teachers and woreda education officers for whom the training programs have been offered.

The data will be used confidentially for only the aforementioned purpose and thus you are kindly requested to contribute your part by providing the required information.

Thank you in advance for your genuine cooperation.

General Direction

- ▶ you are not required to write your name.
- ▶ Mark "✓" signs in the boxes given to indicate your best response(s).
- ▶ If it is needed supply additional information in a space provided at the end of alternatives of some items.

PART ONE: PERSONAL INFORMATION.

1.1 Your Sex A. Female B. Male

1.2 Your Age

A. Below 20 years

B. 20 - 30 years

C. 31 - 40 years

D. 41- 50 years

E. Above 50 years

1.3 Your Educational Background

A. Below grade 10

B. Completer of secondary school

C. TTI graduate

D. 12+ 1 year

E. Diploma (10 +3 or 12+2)

F. B.A./ B.Sc.

G. MA. / MSC

H. If any other please specify _____

1.4 Your Overall Work Experience

A. Below one year

B. 1-5 years

C. 6- 10 years

D. 11- 15 years

E. 15 years

F. Above 20 years

1.5 Your Current Position

A. Teacher

B. Supervisor

- C. Director
- D. Expert
- E. Education Office Head
- F. Education Program Head
- G. If any other, please specify _____

1.6 Work Experience in Your Current Post.

- A. Below one year
- B. 1-5 years
- C. 6- 10 years
- D. 11- 15 Years
- E. 16- 20 Years
- F. 21- 25 Years
- G. Above 25 Years

PART TWO: THE PRATICE OF TRAINING NEED ANALYSIS

2.1 How often are different techniques applied to find out the skill gap?

	Techniques of Identifying The Skill gap	Frequency of the application of the techniques in identifying the Skill gap				
		Always	Mostly	Some Times	Rarely	Not At all
1	Analyzing School System					
2	Analyzing Teaching Learning Process					
3	Analyzing the Capacity of Trainees					

2.2 If organizational assessment is applied to identify training needs which of the following elements of the organizations are assessed?

- A. Policies
- B. Structure
- C. Rules and procedures
- D. Human resource
- E. Records / reports
- F. Inter-organizational Comparisons.

Please list if other are assessed

2.3 If job or task analysis is conducted which of the following method(s) is/are used to identify the skill needed to perform the specific job or task effectively?

- A. Supervision
- B. Analysis of reports
- C. Observation
- D. Conducting Action Research
- E. Describing knowledge and skills needed for the specific job or task
- F. Evaluating the practice of the curriculum

Please indicate if other techniques that have been used _____

2.4 If individual analysis is conducted which method(s) was/were used to specify the skill needed for the employees? (You can indicate more than one choice)

- A. Tests and examinations on the Knowledge and skills of employees.
- B. Interview with responsible bodies
- C. Using assessment centers.
- D. Identifying and summarizing what each employee can and should perform.
- E. Listing the reasons why employees are Poorly performing
- F. Using manpower inventory.

Please specify if other techniques are applied _____

2.5 If different needs have been identified how are they prioritized?

- A. Based on the available resources like budget and manpower
- B. Based on the interest of top management
- C. Based on their importance for the goal and vision of the organization

- D. Based on the interest of trainees
- E. Based on the interest of the donors
- F. With reference to the current policy direction
- G. Based on the urgency or seriousness of the problem
- H. Based on its contribution to strategic plans

Please specify if there are any other methods/criteria are consider

2.6 Which of the following issues are taken as topics for the training programs that have been organized (you can choose more than one.

S . n	The topics for which training programs have been provided	Frequency of the of the organization of the training				
		Always	Mostly	Sometimes	Rarely	Not at all
1	Continuous Assessment					
2	Class Room Management					
3	Production of teaching aids					
4	Supporting children with disabilities					
5	Teachers- parental relationship					
6	Test construction					
7	Automatic promotion					
8	Handling self contained classes					
9						

2.7 Which of the following issues are you best interest /needs/ for the training programs should that have been organized (you can choose more than one.

S.n	Skill Gap you suggest	How much is the extent of the gap				
		Very High	High	Medium	Low	Very low
1	Continuous Assessment					
2	Class Room Management					
3	Production of teaching aids					
4	Supporting children with disabilities					
5	Teachers- parental relationship					
6	Test construction					
7	Automatic promotion					
8	Handling self contained classes					
9						

2.8 If training analyses have not been practiced what would be the reason?
(You can indicate more than one choice)

- A. Lack of knowledge to run the analysis
- B. Undermining the need to do the analysis
- C. Unaware of the importance of assessing the needs.
- D. Lack of financial resource
- E. Lack of time
- F. Lack of interest on the part of donors
- G. Lack of cooperation on part of the concerned Individuals in the school system
- G. Shortage of data to run the analyses
- H. Lack of related data

Please specify if you think there are other reasons _____

PART THREE: THE DESIGN OF TRAINING PROGRAMS

3.1 Are training programs ever designed?

- A. Yes B. No C. I don't know

3.2 If training programs have been designed are they mostly related with the strategic plans or goals of your organization?

- A. Yes B. No c. I do not know

3.3 If the training designed are not related with the strategic plans what would be the reason (s)?

- I. Lack of knowledge to run the analysis
- J. Undermining the need to do the design
- K. Unaware of the importance of relating the training.
- L. Lack of financial resource
- M. Lack of time
- N. Lack of interest on the part of donors
- P. Lack of cooperation on part of the concerned Individuals in the school system

Q. Unknown

Others, please Specify _____

3.4 If training programs have not been designed in advance which of the following could be the possible reason(s)?

R. Lack of knowledge to run the analysis

S. Undermining the need to do the design

T. Unaware of the importance of designing the training.

U. Lack of financial resource

V. Lack of time

W. Lack of interest on the part of donors

P. Lack of cooperation on part of the concerned Individuals in the school system

H. Shortage of data to run the design

Please specify if you think there are other reasons _____

3.5 Are objectives explained for the trainees before training programs start?

A. Yes

B. No

C. I don not Know

3.6 If objectives have been explained before the delivery of the training, how do you rate their quality?

S N o	Indicators of the quality of the objectives	Alway s	Mostly	Sometim es	Rare ly	Not at all
1	It is clearly Stated					
2	It is attainable at the end of the training session					
3	It is measurable					
4	Realistic ness that their relation with prioritized need					
5	Specificity					
6						
7						

PART FOUR: SELECTION OF THE TRAINEES AND TRAINER

4.1 How are trainees screened?

Criteria of selecting trainees	Used				
	Always	Mostly	Some Times	Rarely	Not at all
Identifying through their bosses					
Making them apply					
Referring different records					
Providing tests					
Conducting Interview					
By good will of top mangers					
Based on the demand of the training program					
Others					

4.2 How are the trainers recruited?

- A. Through Notice Board C. Through People E. Through Radio
 B. Through News Paper D. Through Organization F. Through T.V.

Please list if any other _____

4.3 Who selects the trainers? (You can choose more than one choice)

- A. Education program officers of NGOs
 B. Funding agencies (Donors)
 C. Trainees
 D. Education officers in the Woredas
 E. A committee formed
 F. Unknown

Specify if there are others _____

4.4 What were the criteria of recruiting and selecting the trainer? (You can choose more than one choice)

- A. Educational level of the resource persons.
- B. The experiences,
- C. Knowledge and skills of the resource persons.
- C. The Proximity of the resource persons to the organizers.
- D. Qualification
- E. Competency
- F. Unknown

Please indicate if there are other criteria _____

4.5 How do you rate the resourcefulness of most of the trainers? Please specify if any other in the space given.

S · N o	Quality indicators of the trainers	Very High	High	Medium	Low	Very Low
1	Ability to inspire and motivate the trainees					
2	Ability to introduce the objectives of training programs.					
3	Interpersonal skill in interacting with the trainees.					
4	Utilization of multi media in offering the training.					
5	The ability to lead trainees to apply different methods like group discussion, presentations, and dramas and learn lively					
6	The ability to summarize major points of the training.					
7						

4.6 What is/are the major role(s) of the trainers that has/have been taking the largest part of the time of the training?

- A. Introducing the objective(s) of the training
- B. Presenting the subject matter(s) of the training
- C. Facilitating the trainees learn each other
- D. Evaluating the training programs
- E. Prepare Session Plan
- F. Organize Facilities

Please specify if there is/are an/other role(s) _____

PART FIVE: DELIVERY OF TRAINING PROGRAMS

5.1 How many times have you ever participated in trainings organized by NGOs working with in your localities?

- A. Only one time C. Three times E. Five times
 B. Two times D. Four times F. More than Five times

5.2 What are the activities done before the beginning of the training?

- A. Clarification of Objectives D. Gathering the Expectations
 B. Introduction of the trainers E. Electing Daily Manager
 C. Setting Ground Rules F. Electing The daily Reporter

Please specify if there is/are an/other role(s) _____

5.3 How do you rate the application of different methods in delivering the training?

S.No	Training Methods used	Always Used	Mostly Used	Sometimes used	Rarely Used	Not Used at all
1	Group Discussion					
2	Team Work					
3	Project Work					
4	Presentation by the trainees					
5	Lecture					
6	Observation					
7	Role play					
8	Demonstration					
9						

5.4 How do you rate the appropriateness of the training methods commonly used?

S.No	Based on	Very High	High	Moderate	Low	Very Low
1	Needs of the trainees					
2	Ability of the trainers					
3	The content					
4	Objectives					
5	Size of the trainees					
6	Seating Arrangements					
7	Time					
8	Size/shape of the room					
9						

5.6 How do you rate the utilization of the following materials during the delivery of the training?

S.No	List of Training Materials	The Frequency of their utilization during the training program				
		Always	Mostly	Sometimes	Rarely	Not at All
1	Over head projectors					
2	Flip Chart					
3	Marker					
4	Projector Screen					
5	Flip Chart Stand					
6	Different Cards					
7	LCD					
8	Balls					
9						
10						

5.7 Which style(s) of seating has/have been used during the training?

S.No	Seating Arrangements	The Frequency of their utilization during the training program				
		Always	Mostly	Sometimes	Rarely	Not at All
1	Circular					
2	Rectangular					
3	Class room					
4	Curved					
5	Grouped Pattern					
6						
7						

5.8 How do you rate the Value/benefit of the training programs you have attended so far?

S.No	The subject matter acquired from the training programs generally	Strongly Agree	Agree	I can not Decide	Disagree	Strongly Disagree
1	Brought improvement in the efficiency and effectiveness of teaching learning process.					
2	Enabled the trainees adopt new technologies and findings					
3	Increased the moral of the trainees.					
4	Provided solutions for the major and prioritized problems					
5	Improved competency of the teachers who took the training.					

Please list any other benefits you got from the training _____

PART SIX: EVALUATION OF THE TRAINING PRGRAMS

6.1 How often are the training programs evaluated?

- A. Always C. Some Times
 B. Mostly D. Rarely E. Not at All

6.2 If your response for the item "6.1" is "yes", how often is the evaluation conducted by the responsible body/ies?

	Evaluating Body	Frequency of his/her/their involvement in the evaluation process				
		Always	Mostly	Sometimes	Not at All	I do not know
1	Trainer					
2	Trainees					
4	Donors					
5						
7						

6.2 At what time are the training evaluations take place?

S.No	Duration of the evaluation	Frequency of the Evaluation				
		Always	Mostly	Some Times	Rarely	Not at all
1	At the beginning of the training					
2	In the middle of the training					
3	At the end of training program					
4	At the end of every day					
5	At the beginning of every day					

Please specify if you have other responses _____

6.4 If you agree that evaluation has been conducted what is the intention of the evaluation?

	Focal Points of the Evaluation	Frequency of the Evaluation				
		Always	Mostly	Some Times	Rarely	Not at all
1	Verifying the extent to which the expectations of the trainees have been achieved.					
2	Checking whether the expected behaviors of the trainees have been achieved or not.					
3	Checking whether the training Portions are covered or not					
4	Identifying whether the skills acquired are sufficient enough to satisfy the training needs at work places or not.					

Please specify if there are other intentions _____

6.3 If training evaluation is conducted which of the following tools is/are used to gather feedbacks? (Please, list other Techniques used and the frequency of their application)

S.N	Techniques/Tools of Evaluation	Frequency of Its/Their Application				
		Always	Mostly	Some Times	Rarely	Not at all
1	Observation					
2	Questionnaire					
3	Interview					
4	Discussion					
5	Test					
6	Check list					
7						

6.4 If evaluation is conducted" which mode(s) of evaluation is/are applied?

S. N	The Mode of evaluation	Frequency of Its/Their Application				
		Always	Mostly	Some Times	Rarely	Not at all
1	Test –rest mode whereby performance test is given twice, before and after the training					
2	Expectation-achievement mode whereby the expectations of the trainees are evaluated against the skills acquired.					
3	Experiential-control groups mode whereby the performance of the trained will be evaluated against that of the untrained groups.					

Please specify if other modes are ever-used _____

6.7 If evaluation of the training are not properly conducted what would be the reason(s)

- A. Lack of time
- B. Lack of interest both on the trainees and trainer
- C. Undermining the value evaluation
- D. Lack of knowledge on the importance of the evaluation

Please indicate if there are other reasons _____

6.8 If evaluation is conducted how do you rate the collection and utilization of feedbacks?

S.No	Feed Backs Gathered are:	Strongly Agree	Agree	Can not decide	Disagree	Strongly Disagree
1	Gathered as soon as the training is closed					
2	Used to correct the next training Programs					
4	Focuses of the major issues					
3	Send to the Responsible Bodies					
4	Used to reorganize the on going program					
5	Covers all relevant issues					

Please, indicate if you have any other comment on the feedbacks gathered through evaluation _____

PART 7. Major changes achieved and problems encountered

7.1 What are the major changes perceived on the trainees who have been attending the training program for relatively longer time?

- A) Change in knowledge
- B) skill
- C) Change in attitude
- D) Change in behavior
- D) Change in performance

7.2 What is/ are the major challenges of the training programs

	Major Problems	Frequency of their Occurrence				
		Always	Mostly	Sometimes	Rarely	Not all
1	Lack of interest of the trainees on the topic					
2	Shortage of the competent trainers					
3	Shortage of motivation from the trainers					
4	Shortage of training materials					
5	Over domination of passive learning					
6	Giving chance of participation for few individuals					
7	Low punctuality by the participants					
8	Shortage of time					

**Interview items to be conducted with Training Financers
(Project / Program Officers)**

Sex----- Age-----
Educational Level & Qualification-----
Total Number of Experiences-----
Experience in the Current Position-----

A. Questions regarding the practice of training need analysis

1. Are training need assessment ever practiced before the training have been offered? If so How? If not why?
2. How are needs prioritized? Who do/does the prioritization?

B. Questions regarding the design of the training programs

1. How often are the training programs designed?
2. If the training programs were designed in advance:
 - a. What are the major components included in the designed training programs?
 - b. Who develop(s) the program?
3. If objectives are set before the delivery of the training, how do you rate their quality?
4. How much are the contents of the training programs developed linked with training needs?

C. Questions regarding Selection of the trainers

1. How are trainers recruited, and selected?
2. What are the expected roles of the trainers?
3. How do you comment or suggest the overall quality of the trainers?

D Question Related to the Delivery of the Training Programs

1. Are combined methods ever used to deliver the training? If yes what are they?
2. What are the benefits gained from the training?
3. What are the seating arrangements that have been mostly used in delivering the training? Why?
4. How do you explain the readiness and interest of the trainees for the training?
5. Are trainers motivated in training?
6. How do you explain the appropriateness of the training methods?

E. Questions Related to the Evaluation of the Training Programs

Is evaluation of training programs ever practiced? If so who do it? When? Why? How?

አዲስ አበባ ዩኒቨርሲቲ
በድህረ ምረቃ ትምህርት ኘርግራም
የትምህርት እቅድና አመራር ትምህርት ክፍል

በጉራጌ ዞን በሚንቀሳቀሱ መንግስታዊ ባልሆኑ ድርጅቶች /መያድ/ የገንዘብ ድጋፍ በተዘጋጀ ስልጠና በተለያዩ ግዝያት በተሳተፉ አሰልጣኞች የሚሞላ መጠይቅ።

የዚህ ጥናት አላማ መንግስታዊ ባልሆኑ ድርጅቶች በጉራጌ ዞን ለመምህራንና ለወረዳ ትምህርት ጽ/ቤት ባለሙያዎች የሚሰጡትን ስልጠናዎች በሚመለከት የስልጠና ፍላጎት ዳሰሳ የስልጠና ማኑዋል አዘገጃጀት የስልጠና አሰጣጥና አገግገም ብሎም የስልጠና ግምገማ ግብረ መልስ አሰባሰብ አጠናቃቀርና አጠቃቀም ምን እንደምመስል ለመዳሰስና ዋና ዋና ችግሮችን በመለየት ተግባራዊ ሊሆኑ የሚችሉ የመፍትሄ ሃሳቦችን ለማስቀመጥ ነው።

ስለዚህ እርሶ ይህንን መጠይቅ በመሙላት የሚሰጡት ግልፅና እውነተኛ መረጃ ለጥናቱ አላማ መሳካት ተቀዳሚ ሚና አለው ። በመሆኑም የሚሰጡኝ መረጃ ለጥናቱ ብቻ የሚውልና በምስጥር የሚያዝ ስለሆነ በቅንነትና በታማኝነት መጠይቁን እንዲሞሉልኝ በማክበር እጠይቅዎታለሁ።

ወድ ጊዜዎን ስውተው መጠይቁን በመሙላት ስላበረከቱት በጎ አስተዋጽኦ ከልብ አመሰግንዎታለሁ።

ማሳሰቢያ

- ስም መፃፍ አያስፈልግም
- የ« J » ምልክት በሳጥን ውስጥ በማስቀመጥ ምርጫዎን ያሳውቁ
- ተጨማሪ አስተያየት ወይም ማብራሪያ ካልዎት በአብዛኛዎቹ ጥያቄዎች ስር በተሰጠዎት ክፍል ቦታ ላይ ይግለፁልኝ

ክፍል አንድ

1. የግል ሁኔታ መረጃን በሚመለከት

- 1.1 ያታ ሀ. ወንድ ለ. ሴት
- 1.2 ዕድሜ ሀ. ከ 20 ዓመት በታች ሐ. ከ31-40 ዓመት
- ለ. ከ20-30 ዓመት መ. ከ41-50 ዓመት ሠ. ከ50 በላይ
- 1.3 የትምህርት ደረጃ
- | | |
|--|---|
| ሀ. <input type="checkbox"/> ሁለተኛ ደረጃ ት/ቤት ያላጠናቀቀ/ች | መ. <input type="checkbox"/> በዲፕሎማ የተመረቀ/ች |
| ለ. <input type="checkbox"/> 2ኛ ደረጃ ት/ቤት ያጠናቀቀ/ች | ሠ. <input type="checkbox"/> የመጀመሪያ ድግሪ |
| ሐ. <input type="checkbox"/> በስርተፍኬት የተመረቀ/ች | ረ. <input type="checkbox"/> በሁለተኛ ድግሪ የተመረቀ/ች |

ሌላ ከሆነ እባክዎ ይግለፁልኝ -----

1.4 የሥራ ልምድዎ / በትምህርት ሥራ/ (አጠጋግተው ይሙሉ።)

- ሀ. ከ1 ዓመት በታች መ. ከ11 -15 ዓመት
- ለ. ከ1 -5 ዓመት ሠ. ከ16-20 ዓመት

ለ. ቃለ መጠይቅ ማድረግን

ሠ. ለአፈፃፀም ችግሮች ምክንያት መዘርዘር

ሐ. የምትሰሩትን ተከታትሎ መመዝገብ

ሌላ ስልት ካለ በአጭሩ ቢገልፁልኝ -----

2.5 በአብዛኛው ስልጠና የሚሰጥባቸው ርእሶች የትኞቹ ናቸው ? /ከአንድ በላይ መምረጥ ይቻላል። ሌሎች ከሌሎች ስልጠናው ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ።

1= ተሰጥቶ አይታወቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጠና የሚሰጥባቸው ርእሶች	5	4	3	2	1
1	የተከታታይ ምዘና ምንነትና አፈፃፀም					
2	የክፍል ተማሪዎች አመራር ስልት					
3	የትም/ መረጃ ማሳሪያዎች አመራረት					
4	ልዩ ድጋፍ የሚሰጡ ህፃናትን ስለመደገፍ					
5	ስለ መምህርና ወላጅ ግኑኝነት					
6	ስለ የምዘናና ፈተና አወጣጥ					
7	ስለተማሪዎች ከክፍል ክፍል ዝውውር					
8	ስለ አገዳዊ የማስተማሪያ ስልት አተገባበር					
9						

2.6 በእርስዎ ግምት የአብዛኛዎቹ ሰልጣኞች የስልጠና ፍላጎት የትኛው ነው? /ከአንድ በላይ መምረጥ ይቻላል። ሌሎች ከሌሎች ስልጠናው ለቁጥሩን ስለዩ ከስር ያለውን ይመልከቱ።/ ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ። 1= በጣም ዝቅተኛ 2= ዝቅተኛ 3= መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ

ተ. ቁ	የአብዛኛዎቹ ሰልጣኞች የስልጠና ፍላጎት	የፍላጎት መጠን				
		5	4	3	2	1
1	የተከታታይ ምዘና ምንነትና አፈፃፀም					
2	የክፍል ተማሪዎች አመራር ስልት					
3	የትም/ መረጃ ማሳሪያዎች አመራረት					
4	ልዩ ድጋፍ የሚሰጡ ህፃናትን ስለመደገፍ					
5	ስለ መምህርና ወላጅ ግኑኝነት					
6	ስለ የምዘናና ፈተና አወጣጥ					
7	ስለተማሪዎች ከክፍል ክፍል ዝውውር					
8	ስለ አገዳዊ የማስተማሪያ ስልት አተገባበር					
9						

2.7 ከታወቁ የስልጠና ፍላጎቶች መካከል ቅድሚያ የተሰጣቸውን ለመለየት የተጠቀሙት መስፈርት የቱን ወይም የትኞችን ነው /ናቸው/ ?

ሀ. የገንዘብና የሰው ሃይል መጠን

ሠ. የፖሊሲ አቅጣጫዎች

ለ. የበላይ አካላት ፍላጎት

ረ. የጉዳዩ አሳሳቢነት

2	የስልጠናውን አላማ በግልጽ የማስጨበጥ ሁኔታ					
3	ክሰልጣኞች ጋር ያለው መግባባት ሁኔታ					
4	የተለያዩ የስልጠና ስልቶችን ቀላቅሎ የመጠቀም ሁኔታ					
5	ስልጣኞችን ወደ ተፈላጊ አላማ ለመምራት የሚያሳየው ጥረት					
6	ዋና ዋና ነጥቦችን በክለሳ መልክ የማቅረብ ሁኔታ					
7						

ክፍል አምስት

5. የስልጠና አሰጣጥና አቀራረብን በሚመለከት

5.1 በወረዳዎ የሚንቀሳቀስ መያድ ባዘጋጀው ስልጠና ስንት ጊዜ ተሳትፏል?

- ሀ. አንድ ጊዜ ብቻ ሐ. ሶስት ጊዜ ብቻ ሠ. ከአራት ጊዜ በላይ
 ለ. ሁለት ጊዜ ብቻ መ. አራት ጊዜ ሠቻ ረ. ከአምስት ጊዜ በላይ

5.2 ወደ ስልጠና ከመግባቱ በፊት የሚከወኑ ተግባራት የትኞቹ ናቸው?

- ሀ. የስልጠና አላማ ማስረዳት ሠ. መሪ ደንብ ማወጣት
 ለ. አሰልጣኝን ማስተዋወቅ ረ. የየአሰቱን መሪ ደንብ መምረጥ
 ሐ. የስልጣኝ እርስ በእርስና ክሰልጣኝ ጋር መተዋወቅ ሰ. የየአሰቱን ስልጠና ክልሶ ሪፖርት የሚደርግ ሰው መምረጥ
 መ. ቡድን መመስረት

ከተጠቀሱት ውጪ ሌሎች ካሉ ይጥቀሱ-----

5.3 የሚከተሉት የስልጠና ስልቶችን በስልጠና ወቅት ምን ያህል ትጠቀማላችሁ? ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን እናውቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተቁ	የስልጠና ስልቶች	ምን ያህል ትጠቀማላችሁ				
		5	4	3	2	1
1	የቡድን ውይይት					
2	የቡድን ስራ					
3	ፕሮጀክት ስራ					
4	በቃል የማቅረብ(የማስተማር)					
5	በድራማ መልክ የማቅረብ					
6						

5.4 አብዛኛውን ጊዜ ለስልጠና የምትጠቀሙባቸው ስልቶች ተገቢነታቸውን በሚመለከት የሚከተለውን ሰንጠረዥ በመንተራስ አስተያየትዎን ይግለፁ:: ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= በጣም ዝቅተኛ 2= ዝቅተኛ 3= መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ

ተቁ	ተገቢነታቸው ከ..... አንጻር	5	4	3	2	1
1	ክሰልጣኞች ፍላጎትና ምርጫ					
2	ክሰልጣኝ ፍላጎት					
3	ክስልጠና ይዘት					
4	ክስልጠና አላማ					
5	ክሰልጣኞች ቁጥር					
6	ክሰልጣኞች ባህል					

7	ከስልጠና ክፍል ስፋትና ቅርጽ					
8	ከአስልጣኞች አቀማመጥ					
9	ከስልጠና ጊዜ					
10						

5.5 በስልጠና ወቅት የሚከተሉትን የትምህርት ድጋፍ ሰጪ ቁሳቁሶችን ምን ያህል ትጠቀማላችሁ? ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን አናውቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጠና ቁሳቁሶች	5	4	3	2	1
1	አቨርሄድ ፕሮጀክተር					
2	ፊሊፕ ቻርት					
3	ማርኬር					
4	የፕሮጀክተር ስክሪን					
5	የተለያዩ ካርዶች					
6	ኪሶች					
7	ገመድ					
8	ኤል ሲዲ					
9						

5.6 አብዛኛውን ጊዜ በስልጠና ክፍል ውስጥ የስልጣኞች አቀማመጥ ምን ይመስላል?

ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን አናውቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጣኞች አቀማመጥ	5	4	3	2	1
1	ክብ					
2	አራት ማዕዘን					
3	ኅባጣ /ከፊል ክብ/					
4	የክፍል ውስጥ ተማሪዎች አቀማመጥ					
5	በቡድን					
6						

5.7 በአጠቃላይ በመያድ ቢዘጋጅሎት ስልጠና በመሳተፍዎ የመጣ/የመጡት/ ለውጥ ምን ይመስላል? (የሚከተሉትን ነጥቦችን በመንተራስ ሃሳብዎን በሰንጠረዥ ውስጥ ያነጋግሩ:: ሌሎች ክስ ቢጠሉ::) ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= በጣም አልስማማም 2= አልስማማም 3= ለመወሰን ያስቸግረኛል 4= አስማማለሁ 5= በጣም አስማማለሁ

ተ	የተገኙትን ውጤቶች/ፋይዳዎች	5	4	3	2	1
1	የትምህርት-ብክነት ቀንሷል					
2	የትምህርት-ስኬት ጨምሯል					
3	አዳዲስ ቴክኖሎጂዎችን ወደ ት/ቤት ገብቷል					
4	የመምህራንና የት/ባለ ሙያዎችን የስራ ሞራል ተነሳስቷል					

ቃለ መጠይቅ

ይህ ቃለ መጠይቅ በጉራጌ ዞን በመያድ ድጋፍ እየተቀነባበረ ለዞኑ ለሚገኙ መምህራንና የወረዳ ት/ጽ/ቤት ባለሙያዎች የሚሰጡ ልዩ ልዩ ስልጠናዎችን የማደራጀት፣ የማቅረብና የመገምገም ተግባር ከፈፀሙ ባለሙያዎች ማለትም ከመያድ የትምህርት ፕሮግራምና ፕሮጀክት ሃላፊዎች፣ እና አሰልጣኝ ጋር ለማደራጀት የቃለ-ምልልስ የተዘጋጁ መሪ ጥያቄዎችን የያዙ ነው።

የቃለ ምልልሱ ዋና አላማ በመያድ ድጋፍና አደራጅነት ለዞኑ መምህራንና የወረዳ ት/ጽ/ቤት ባለሙያዎች ከሚሰጠው ስልጠና ጋር በተገናኘ መልኩ የተሰሩ የስልጠና ፍላጎት ዳሰሳ፣ የስልጠና ፕሮግራም አነዳጅና የስልጠና አሰጣጥ አገማገምና የግብረ መልስ አሰባሰብና አጠቃቀምን በሚመለከት መረጃ ማሰባሰብ ነው። በቃለ ምልልሱ ከአደራጃችና አሰልጣኞች የሚሰበሰበው መረጃ ከሰልጣኞች የሚሰበሰበውን መረጃ ለማሳልወት እና በሌላ መልኩ የሁለቱን (የአስተናገጃና የተስተናጋጅ) መረጃ ሚዛን (ምሳኔ) ለመስራትም ታስቦ የተዘጋጀ ነው።

በቃለ መጠይቁ የሚጠበቀውን መረጃ በበቂ ሁኔታ ለማግኘት ሲባል መጠይቁ ለተጠያቂው ከቃለ ምልልሱ ቀን ቀደም ተብሎ ከመሰጠቱ ሌላ እንደ እንደ ጥያቄዎች በምርጫ መልክም በመቅረባቸው የጥያቄዎቹ መልሶች ከጥናቱ አላማዎች ጋር እንደመጋገቡ ተደርጎ የቀረቡ ናቸው።

በመጨረሻም የቃለ መጠይቁ ጥያቄ በመቀበል ሃሳባቸውን በማደራጀት ለጥናቱ መሳካት የበኩላቸውን አተዋጽኦ ያበረከቱልኝን ሁሉ ከልብ አመሰግናቸዋለሁና ጌ ይባርካቸው

በቃለ- መጠይቁ የተካተቱ ጥያቄዎች

- 1. የመምህራንና ባለሙያዎችን የስልጠና ፍላጎት ዳሰሳን በሚመለከት
 - የስልጠና ፍላጎት ዳሰሳ ጥናት ምን ያህል፣ መቼ፣ በማንና እንዴት እንደተከናወነ ቢያብራሩልኝ።
 - የዳሰሳ ስልቶች የትኞቹ ናቸው
 - ሀ) የትም/ስርዓት አደራጃጀትን መፈተሽ
 - ለ) የመምህርነት መ.ያ/ስራን/ መዳሰስ
 - ሐ) የመምህራን የትምህርት ባለ ሙያን ብቃት ማሰብ
 - መ) ሌ. ላ ካለ

1.3 የስልጠና ፍላጎት ዳሰሳ አሳታፊ ነበር? ከዞን ምን ያህልና እንዴት?

5.4 የሌሎች ሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት አገልግሎት

ገንዘብ አገልግሎት (መ)

የሌሎች አገልግሎት (ሀ)

የሌሎች አገልግሎት (ለ)

የሌሎች አገልግሎት (ሀ)

5.3 የሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት

5.2 የሌሎች አገልግሎት አገልግሎት አገልግሎት

5.1 የሌሎች አገልግሎት አገልግሎት አገልግሎት

5. የሌሎች አገልግሎት አገልግሎት አገልግሎት

4.5 የሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት

4.4 የሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት

4.3 የሌሎች አገልግሎት አገልግሎት አገልግሎት

4.2 የሌሎች አገልግሎት አገልግሎት አገልግሎት

4.1 የሌሎች አገልግሎት አገልግሎት አገልግሎት

4.1 የሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት

4. የሌሎች አገልግሎት አገልግሎት አገልግሎት

(7) የሌሎች አገልግሎት አገልግሎት አገልግሎት

(መ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

(ሀ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

(ለ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

(ሀ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

3.1 የሌሎች አገልግሎት አገልግሎት

3. የሌሎች አገልግሎት አገልግሎት አገልግሎት

የሌሎች አገልግሎት አገልግሎት

2.3 የሌሎች አገልግሎት አገልግሎት አገልግሎት አገልግሎት

(ሀ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

የሌሎች አገልግሎት አገልግሎት

(ለ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

(ሀ) የሌሎች አገልግሎት አገልግሎት አገልግሎት

2.2 የሌሎች አገልግሎት አገልግሎት አገልግሎት

2.1 የሌሎች አገልግሎት አገልግሎት አገልግሎት

2. የሌሎች አገልግሎት አገልግሎት አገልግሎት

አዲስ አበባ ዩኒቨርሲቲ
በድህረ ምረቃ ትምህርት ንግግራም
የትምህርት እቅድና አመራር ትምህርት ክፍል

በጉራጌ ዞን በሚንቀሳቀሱ መንግስታዊ ባልሆኑ ድርጅቶች /መያድ/ የገንዘብ ድጋፍ በተዘጋጀ ስልጠና በተለያዩ ግዝያት በተሳተፉ መምህራንና የወረዳ ት/ዕ/ቤ/ት ባለሙያዎች የሚሞላ መጠይቅ።

የዚህ ጥናት አላማ መንግስታዊ ባልሆኑ ድርጅቶች በጉራጌ ዞን ለመምህራንና ለወረዳ ትምህርት ጽ/ቤት ባለሙያዎች የሚሰጡትን ስልጠናዎች በሚመለከት የስልጠና ፍላጎት ዳሰሳ የስልጠና ማኑዋል አዘገጃጀት የስልጠና አሰጣጥና አገማገም ብሎም የስልጠና ግምገማ ግብረ መልስ አሰባሰብ አጠናቃቀርና አጠቃቀም ምን እንደሚመስል ለመዳሰስና ዋና ዋና ችግሮችን በመለየት ተግባራዊ ሊሆኑ የሚችሉ የመፍትሄ ሃሳቦችን ለማስቀመጥ ነው።

ስለዚህ እርሶ ይህንን መጠይቅ በመሙላት የሚሰጡት ግልፅና እውነተኛ መረጃ ለጥናቱ አላማ መሳካት ተቀዳሚ ሚና አለው ። በመሆኑም የሚሰጡኝ መረጃ ለጥናቱ ብቻ የሚውልና በምስጢር የሚያዝ ስለሆነ በቅንነትና በታማኝነት መጠይቁን እንዲሞሉልኝ በማክበር እጠይቅዎታለሁ።

ወደ ጊዜዎን ስውተው መጠይቁን በመሙላት ስላበረከቱት በጎ አስተዋጽኦ ከልብ አመሰግንዎታለሁ።

ማሳሰቢያ

- ስም መጻፍ አያስፈልግም
- የ« » ምልክት በሰጥን ውስጥ በማስቀመጥ ምርጫዎን ያሳውቁ
- ተጨማሪ አስተያየት ወይም ማብራሪያ ካልዎት በአብዛኛዎቹ ጥያቄዎች ስር በተሰጠዎት ክፍል ቦታ ላይ ይግለፁልኝ

ክፍል አንድ

1. የግል ሁኔታ መረጃን በሚመለከት

- 1.1 ስም ሀ. ወንድ ለ. ሴት
- 1.2 ዕድሜ ሀ. ከ 20 ዓመት በታች ሐ. ከ31-40 ዓመት
 ለ. ከ20-30 ዓመት መ. ከ41-50 ዓመት ሠ. ከ50 በላይ
- 1.3 የትምህርት ደረጃ
- | | |
|---|---|
| ሀ. <input type="checkbox"/> ሁለተኛ ደረጃ ትምህርት ያላጠናቀቀ/ች | መ. <input type="checkbox"/> በዲፕሎማ የተመረቀ/ች |
| ለ. <input type="checkbox"/> 2ኛ ደረጃ ት/ቤት ያጠናቀቀ/ች | ሠ. <input type="checkbox"/> የመጀመሪያ ድግሪ |
| ሐ. <input type="checkbox"/> በስርተፍኬት የተመረቀ/ች | <input type="checkbox"/> |

- ሐ. ከ6 -10 ዓመት
- ረ. ከ20 ዓመት በላይ

1.5 አሁን ያለብዎት የሥራ መደብ

- ሀ. መምህርነት
- መ. በኢክስፐርትነት
- ለ. በሱፐርቫይዘር
- ሠ. ወረዳ ት/ጽ ሃላፊነት
- ሐ. በዳይሬክቲቮርነት
- ረ. ት/ፕሮግራም ሃላፊነት

ሌላ ከሆነ እባክዎ ይግለጹልኝ -----

1.6 አሁን በአለብዎት የሥራ ቦታና መደብ ምን ያህል አመትዎ ነው? (አጠጋግተው ይሙሱ::)

- ሀ. ከአመት በታች
- መ. ከ11- 15ዓመት
- ለ. ከ1-5 አመት
- ሠ. ከ11- 15ዓመት
- ሐ. ከ6- 10 ዓመት
- ረ. ከ16 -20 ዓመት
- ሰ. ከ20 ዓመት በላይ

ክፍል ሁለት

2. የስልጠና ፍላጎት ዳሰሳን በሚመለከት

2.1 የስልጠና ፍላጎት የሚያደርጉ አካላት የሚከተሉትን ስለቶች ምን ያህል ይጠቀማሉ? /ከአንድ በላይ ስልት መምረጥና ተጨማሪ ስልቶችም ካሉ በመጥቀስ ምልክት ማኖር ይቻላል::/ ለቁፕሮቹ የተሰጠ ፊች ይመልከቱ::

1= ተጠቅሞ አይታወቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጠና ፍላጎት መለያ ስልቶች	ምን ያህል ይጠቀማሉ?				
		5	4	3	2	1
1	የትም/ ቤቶችን አደረጃጀት መዳሰስ					
2	የትም/ስርዓት ሥራዎችን ማሰስ					
3	የመምህራንና የት/ባለሙያዎችን ችሎታ ማሰስ					
4						

2.2 የትም/ ስርዓት አደረጃጀት አሰሳ ተስርቶ ከሆነ ከሚከተሉት በየትኛው ላይ ተካህዷል /ከአንድ በላይ መምረጥ ይቻላል/

- ሀ. ፓሊሲዎች /መመሪያዎች
- መ. መዛግብት / ሪፖርቶች
- ለ. በትም/ ስርዓት መዋቅር
- ሠ. ከአቻ የትም/ ስርዓቶች ጋር ያለ ንዕስርን
- ሐ. የሰው ኃይል ስብጥር

ሌላ ካለ ቢጠቅሱልኝ -----

2.3 የትም/ ባለሙያዎችና መምህራ በምስራት ሥራ ላይ ዳሰሳ ተካህዶ ከሆነ የተጠቀሙባቸው ስልቶች የትኞቻች ናቸው?/ ከአንድ በላይ መምረጥ ይቻላል::/

- ሀ. የስራ አፈፃፀምን መመልከት
- መ. ለስራው የሚፈልገውን መስፈርት መመርመር
- ለ. ሪፖርቶችን መመርመር
- ሠ. የተማሪ ውጤቶችን መመርመር
- ሐ. ተግባራዊ ጥናት ማድረግ
- ረ. ስርዓተ ትምህርትን መፈተሽ

ሌላ ካለ ቢጠቅሱልኝ -----

2.4 በትም/ባለሙያዎችና በመምህራን ብቃት ላይ ደሰሳ ተካህዶ ከሆነ የትኞቹን ስልት ነው የተጠቀሙት ? /ከአንድ በላይ መምረጥ ይቻላል/

- ሀ. ሙከራ ወይም ፈተና መስጠትን
- መ. ያላችሁን ልምድና የት/ ደረጃ

ለ. ቃለ መጠይቅ ማድረግን

ሠ. ለአረብኛ ትምህርት ምክንያት መዘርዘር

ሐ. የምትሰሩትን ተከታትሎ መመዘገብ

ሌላ ስልት ካለ በአጭሩ ቢገልፁልኝ -----

2.5 በአብዛኛው ስልጠና የሚሰጥባቸው ርእሶች የትኞቹ ናቸው ? /ከአንድ በላይ መምረጥ ይቻላል። ሌሎች ከሌሎች ሲጠቅሱ።/ ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ።

1= ተሰጥቶ አይታወቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጠና የሚሰጥባቸው ርእሶች	5	4	3	2	1
1	የተከታታይ ምዘና ምንነትና አረብኛ					
2	የክፍል ተማሪዎች አመራር ስልት					
3	የትም/ መረጃ ማሳሪያዎች አመራረት					
4	ልዩ ድጋፍ የሚሰጡ ህፃናትን ስለመደገፍ					
5	ስለ መምህርና ወላጅ ግኑኝነት					
6	ስለ የምዘናና ፈተና አወጣጥ					
7	ስለተማሪዎች ከክፍል ክፍል ዝውውር					
8	ስለ አገዳዊ የማስተማሪያ ስልት አተገባበር					
9						

2.6 በእርስዎ ግምት የአብዛኛዎቹ ሰልጣኞች የስልጠና ፍላጎት የትኛው ነው? /ከአንድ በላይ መምረጥ ይቻላል። ሌሎች ካሉ ቢጠቅሱ። ቁጥሩን ስለይ ከስር ያለውን ይመልከቱ።/ ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ። 1= በጣም ዝቅተኛ 2= ዝቅተኛ 3= መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ

ተ.ቁ	የአብዛኛዎቹ ሰልጣኞች የስልጠና ፍላጎት	የፍላጎት መጠን				
		5	4	3	2	1
1	የተከታታይ ምዘና ምንነትና አረብኛ					
2	የክፍል ተማሪዎች አመራር ስልት					
3	የትም/ መረጃ ማሳሪያዎች አመራረት					
4	ልዩ ድጋፍ የሚሰጡ ህፃናትን ስለመደገፍ					
5	ስለ መምህርና ወላጅ ግኑኝነት					
6	ስለ የምዘናና ፈተና አወጣጥ					
7	ስለተማሪዎች ከክፍል ክፍል ዝውውር					
8	ስለ አገዳዊ የማስተማሪያ ስልት አተገባበር					
9						

2.7 ከታወቁ የስልጠና ፍላጎቶች መካከል ቅድሚያ የተሰጣቸውን ለመለየት የተጠቀሙት መስፈርት የቱን ወይም የትኞችን ነው /ናቸው/ ?

ሀ. የገንዘብና የሰው ሃይል መጠን

ሠ. የፖሊሲ አቅጣጫዎች

ለ. የበላይ አካላት ፍላጎት

ረ. የጉዳይ አሳሳቢነት

ክፍል አራት

4. ሠልጣኞች እና አሰልጣኞችን በሚመለከት

4.1 ሰልጣኞች የሚመለከቱት ከሚከተሉት በየትኛው እንደሆነ ምልክት ያኑሩበት

ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተደርጎ አይታወቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

	የምልመላ መስፈርት	5	4	3	2	1
1	በክፍል ኃላፊ መምህር					
2	በሚያቀርቡት ማመልከቻ መመሪያ					
3	መዘግብቶችን በማገልገል					
4	ምዘና በመስጠት					
5	ቃል መጠይቅ በማድረግ					
6	በበላይ ኃላፊ በጎ ፈቃደኝነት					
7	በስልጠና ፍላጎት መሰረት					
8						

4.2 አመቻችን ወይም አሰልጣኞች ለስልጠና የሚጋበዙት እንዴት ነው?

- ሀ. በማስወጃ ሰለጻ
- ለ. በጋዜጣ
- ሐ. በሬዲዮ (ቴሌቪዥን)
- መ. በግለሰብ በኩል (በጥቆማ)
- ሠ. በመስሪያ ቤቶች በኩል
- ረ. አላውቅም

በሌላ ስልት ከሆነ እባክዎ ባጭሩ ይጥቀሱ

4.3 አሰልጣኞችን የሚመርጠው ማን ነው? (ከአንድ በላይ መምረጥ ይቻላል::)

- ሀ. የመያድ ትምህርት ፕሮግራም ሀላፊ
- ለ. የገንዘብ እርዳታ ሰጪ መያድ
- ሐ. የወረዳ ት/ጽ/ቤት ባለሙያዎች
- መ. መምህራን

ከተገለፁት ውጪ በሌሎች ካሉ ቢገልጹ

4.4 አመቻችን የሚመለከቱት መስፈርቶችን የትኞቹ ናቸው?

- ሀ. በትምህርት ደረጃቸው
- ለ. በአላቸው የስራ-ልምድ
- ሐ. ባላዩት ብቃት (ችሎታ)
- መ. ከመልማቶቹ ጋር ባላቸው ቅርበት (ዝምድና)

ሌላ ካለ ቢጠቅሱ

4.5 በስልጠና ወቅትም ሆነ ከዚያ በፊት አመቻችን (ሰልጣኞች) የሚያከናውኑት ተግባር ምንድን ነው?

- ሀ. አቅድ መንደፍ (ለስልጠና)
- ለ. የስልጠናውን አላማ በግልጽ የማሰጨበጥ
- ሐ. የስልጠና አላማ ለሰልጣኞች ማስተዋወቅ
- መ. የስልጠና ጽንሰ ሃሳብ ማስጨበጥ
- ሠ. ሰልጣኞች እርስበርስ እንዲማማሩ
- ረ. የስልጠናውን አፈጻጸም መገምገም

ሌላ ካለ ቢጠቅሱ

4.6 የአብዛኛዎቹ አመቻች ወይም አሰልጣኝ ብቃትን በሚመለከት የሚከተለውን መለኪያዎችን በመንተራስ አስተያየቱን ቢሰጡ :: ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= በጣም ዝቅተኛ 2= ዝቅተኛ 3= መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ

	የአመቻችንት ሃላፊነት ከመወጣት አንጻር	5	4	3	2	1
1	ሰልጣኞችን የማንቃትና ማበረታታት ሁኔታ					

2	የስልጠናውን አላማ በግልጽ የማሰጨበጥ ሁኔታ					
3	ከስልጠናዎች ጋር ያለው መግባባት ሁኔታ					
4	የተለያዩ የስልጠና ስልቶችን ቀላቅሎ የመጠቀም ሁኔታ					
5	ስልጠናዎችን ወደ ተፈላጊ አላማ ለመምራት የሚያሳየው ጥረት					
6	ዋና ዋና ነጥቦችን በክልላዊ መልክ የማቅረብ ሁኔታ					
7						

ክፍል አምስት

5. የስልጠና አሰጣጥና አቀራረብን በሚመለከት

5.1 በወረዳዎ የሚንቀሳቀስ መያድ ባዘጋጀው ስልጠና ስንት ጊዜ ተሳትፏል?

- ሀ. አንድ ጊዜ ብቻ ሐ. ሶስት ጊዜ ብቻ ሠ. ከአራት ጊዜ በላይ
 ለ. ሁለት ጊዜ ብቻ መ. አራት ጊዜ ሠቻ ረ. ከአምስት ጊዜ በላይ

5.2 ወደ ስልጠና ከመገባቱ በፊት የሚከወኑ ተግባራት የትኞቹ ናቸው?

- ሀ. የስልጠና አላማ ማስረዳት ሠ. መሪ ደንብ ማወጣት
 ለ. አስልጣኝን ማስተዋወቅ ረ. የየአሰቱን መሪ ደንብ መምረጥ
 ሐ. የስልጣኝ እርስ በእርስና ከአስልጣኝ ጋር መተዋወቅ ሰ. የየአሰቱን ስልጠና ክልሶ ሪፖርት የሚደርግ ሰው መምረጥ
 መ. ቡድን መመስረት

ከተጠቀሱት ውጪ ሌሎች ካሉ ይጥቀሱ.....

5.3 የሚከተሉት የስልጠና ስልቶችን በስልጠና ወቅት ምን ያህል ትጠቀማላችሁ? ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን አናውቅም 2= አንድ ጊዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተቁ	የስልጠና ስልቶች	ምን ያህል ትጠቀማላችሁ				
		5	4	3	2	1
1	የቡድን ውይይት					
2	የቡድን ስራ					
3	ፕሮጀክት ስራ					
4	በቃል የማቅረብ(የማስተማር)					
5	በድራማ መልክ የማቅረብ					
6						

5.4 አብዛኛውን ጊዜ ለስልጠና የምትጠቀሙባቸው ስልቶች ተገቢነታቸውን በሚመለከት የሚከተለውን ሰንጠረዥ በመንተራስ አስተያየትዎን ይግለጹ:: ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= በጣምገብተኛ 2= ገብተኛ 3= መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ

ተቁ	ተገቢነታቸው ከ..... አንጻር	5	4	3	2	1
1	ከስልጣኞች ፍላጎትና ምርጫ					
2	ከስልጣኝ ፍላጎት					
3	ከስልጠና ይዘት					
4	ከስልጠና አላማ					
5	ከአስልጣኞች ቁጥር					
6	ከአስልጣኞች ባህል					

7	ከስልጠና ክፍል ስፋትና ቅርጽ					
8	ከአስልጣኞች አቀማመጥ					
9	ከስልጠና ጊዜ					
10						

5.5 በስልጠና ወቅት የሚከተሉትን የትምህርት ድጋፍ ሰጪ ቁሳቁሶችን ምን ያህል ተጠቀማላችሁ? ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን አናውቅም 2= አንድ ግዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጠና ቁሳቁሶች	5	4	3	2	1
1	አቭርሄድ ፕሮጀክተር					
2	ፊሊፕ ቻርት					
3	ማርኬር					
4	የፕሮጀክተር ስክሪን					
5	የተለያዩ ካርዶች					
6	ኪሶች					
7	ገመድ					
8	ኤል ሲዲ					
9						

5.6 አብዛኛውን ጊዜ በስልጠና ክፍል ውስጥ የስልጣኞች አቀማመጥ ምን ይመስላል?

ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= ተጠቅመን አናውቅም 2= አንድ ግዜ ብቻ 3= አልፎ አልፎ 4= አብዛኛውን ጊዜ 5= ሁል ጊዜ

ተ.ቁ	የስልጣኞች አቀማመጥ	5	4	3	2	1
1	ክብ					
2	አራት ማዕዘን					
3	ጎባጣ /ከፊል ክብ/					
4	የክፍል ውስጥ ተማሪዎች አቀማመጥ					
5	በቡድን					
6						

5.7 በአጠቃላይ በመያድ ቢዘጋጅሎት ስልጠና በመሳተፍዎ የመጣ/የመጡት/ ሰው ምን ይመስላል? (የሚከተሉትን ነጥቦችን በመንተራስ ሃሳብዎን በሰንጠረዥ ውስጥ ያነጋግሩ:: ሌሎች ክስ ቢጠሉ::) ለቁጥሮቹ የተሰጠ ፊች ይመልከቱ:: 1= በጣም አልስማማም 2= አልስማማም 3= ለመወሰን ያስቸግረኛል 4= አስማማለሁ 5= በጣም አስማማለሁ

ተ	የተገኙትን ውጤቶች/ፋይዳዎች	5	4	3	2	1
1	የትምህርት-በክነት ቀንሷል					
2	የትምህርት-ስኬት ጨምሯል					
3	አዳዲስ ቴክኖሎጂዎችን ወደ ተ/ቤት ገብቷል					
4	የመምህራንና የተ/ባለ ሙያዎችን የስራ ሞራል ተነሳስቷል					

14.	የስልጠና ዐታ እሩቅ መሆን					
15.	የፀጥታ አስመስሪያ					
16.	ደጋፊ ማብራሪያዎችን አስመስጠት					
17.						
18.						

ክፍል ስምንት

8. አጠቃላይ ጥያቄዎች

8.1 ሰልጣኞች ለስልጠና ዘግጅነትን ያሳያሉ ?

ሀ. አዎ

ለ. አያሳይም

8.2 አሰልጣኞች ለማሰልጠን ያላቸው ፍላጎት ከፍተኛ ነውን?

ሀ. አዎ

ለ. አይደለም

8.3 ከስልጠናው ያገኘው ጥቅም አለን

ሀ. አዎ

ለ. የለም

List of NGOs That are Currently Activating in Gurage Zone

Project	Name of NGOs	Project name	Types of projects	Total budget of the	Budget of 2007 in birr	Remark
1		Child Rights Promotion in three woredas of Gurage zone	Children Affairs	2647488	883580	Dec. 2005-Nov. 2008
		Prevention and reducing transmission of HIV/AIDS	Health	220000	26000	April 2006-March 2007
		Women/girls empowerment through income generating activities and advocacy against HTPs, HIV/AIDS and RH	Gender	531,567	531,567	Oct 2006- June 2007
2	Meserete Kirstos Church Child Sponsorship Projects	Wolkite Meserete Kirstos Church Child Sponsorship Project	Children focused education support	1978000	418100	2006-2009
3	Gurage Zone Development Association (GZDA)	Sustainable community Participated HIV/AIDS Vulnerability Reduction and Impact Mitigation	Health	338824.9	194563	Aug 2006 July 2008
		Project on provision of furniture for six primary schools in six woredas of the zone	Education	804107	238000	2006-2007
4	The Brooke Ethiopia	The Brooke Integrated Equine Welfare Partnership in SNNPR	Animal Health (Agriculture)	835750	240000	Aug. 2006-Aug. 2009
5	World vision Ethiopia (WVE)	Increasing access to education through mitigating the impact of HIV/AIDS and exploitative Child labor	Children Affairs	1847484.6	na	2006-2009
		Enemorena Ener Ara Development program	Integrated	22152498	2406250	2007-2011
6	World Vision Ethiopia Gurage Area Development	Darcha Health Center Construction, Furnishing and Equipping	Health	3658454	3158458	2007-2008
		Yasinawira Primary School Renovation	Education	74552	687225	2007-2008
		Dengez Vet Post Construction, furnishing and Equipping	Agriculture	260687	260687	2007
7	Self Help Development International (SHDI)	Sodo II Integrated Rural Development Project	Integrated	13,010,780	4,767,037	2007-2011

8	Eth.Evangelical Church Mekane-Yesus Development and Social service Commission (EECMY- DASSC)	Butajira Integrated Rural Development Project	Integrated	2,178,198	725,255	2006-2008
9	The Hunger Project Ethiopia	Ending Hunger and Poverty in Meskan Woreda	Integrated	4,000,000	1,182,538	2007-2011
10	AL-BIRR Development and Cooperation Association in SNNPR	ADCA Wolkite Social Development Center	Integrated	4,759,598	1,334,910	2007-2009
11	The International Rescue committee (IRC)	Rural Water Rehabilitation Project Phase II	Water and Sanitation a	490,000	490,000	2007
12	CHF International Ethiopia	LIVE WATER PROGRAM	Water and Sanitation a	277,737	13,800	2006-2007
13	Action Contre LA FAIM (ACF)- Ethiopia Mission	Nutrition, Water and Sanitation Project in Gurge and Sidama Zones	Water and Sanitation a	143300	143300	2007
14	ECS-EMCS /Atat Hospital	Food security project for Yefereziye and Girar Yeferema Zigba Pas	Agriculture	866025.6	265207	2006-2008
		Atat Hospital Integrated Health and development program	Health	26,675,000	4,766,000	2007-2011
		Geche Clinic Extension project	Health		106,770	2007-2011
		Extension of Gura Clinic	Health	1,737,927	386,555	2004-2008
		Extension of Burat Clinic Service	Health	2,249,586	325,229	2006-2010
		Yegobeche Gravity flow Water Supply, and Sanitation and Hygiene Promotion Project	Water	1,937,157	968,000	July 2006-June 2007
		Kindergarten Construction at Getche in Edja woreda	School Construction	776,000	776,000	2007
15	Girar bet Tehadiso	Medical and Rehabilitation Project	Health	11,658,800	1,729,170	2004-2006

	Mahber	Water and Sanitation Project	Health	7,692,023	1,210,536	2007-2011
16	Orbis International	Comprehensive Rural Eye Care-West Gurage	Health	7,980,824	1,868,184	2006-2009
17	GPSDO	Health/RH/Education	Health/Rh/Education	4,282,608	1,750,189	2005-2007
18	IMPACT – Organization for Social service and Development	Integrated RH/FP, HTPs and HIV/AIDS Project in Gedebano Gutazer Wolena woreda	Health/HIV/AIDS	718,019	376,636	2005-2008
19	Eth. Kale Hiwot Church Dev. Organization	Water Supply and Sanitation project	Health	1,819,188	606,396	2005-2008
		Ongoing Child Development Projects	Health/RH	2,439,314	483,711	2006-2010
20	Eth. Muluwongel Dev. Organization	Child Sponsorship Program At Wolkite Town	Children focused education support	2,439,314	483,711	2006-2010
		Child Sponsorship Program At Wolkite Town	Children focused education support	1,935,645	386,529	2005-2009
21	Eth. Evangelical Church Mekane-Yesus Central Eth. Synod (EECMY-CES)	Wolkite Mekaneyesus Child Development Project	Children focused education support	1,920,489	368,650.6	2004-2009
22	Ethiopian Guenet Church EGC	Buee Guenet Child Sponsorship project	Children focused education support	2,514,000	502,800	2007-20011
23	Christian Children Fund (CCF)	Sodo II Integrated Development Project (One year cost Extension Request)	Children Focused Integrated project	4,398,481	4,398,481	2007
24	Save the Children Finland Through Zema Sef	Alternative Education for the Disadvantaged Children	Education and protection	-	-	2005-2007 and Currently Renewed 2008-2010

25	USAID/TEACH Through Zema Sef	Alternative Education for the Disadvantaged Children	Basic Education for Children and Literacy for the Adults	-	-	2005-2009
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Source: Gurage Zone Finance and Economic Department

Declaration

I confirm that this thesis is my original work.

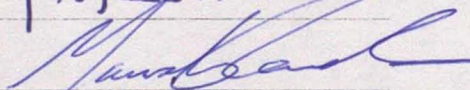
Name Kifle Haile

Signature 

Date June 09/2000

This thesis has been submitted for the examination by my approval as a university advisor.

Name Professor Manish Pandey (Ph.D)

Signature 

Date June 09/2000

