

**IMPLEMENTATION OF NON-FORMAL TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING CURRICULUM IN
AWI ZONE:**

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OF MASTER OF EDUCATION IN ADULT AND LIFE LONG
LEARNING**

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ACRONYMS

| | |
|---------------|--|
| ESR | Education Sector Review |
| ETP | Education and Training Policy |
| ECA | European Commission for Africa |
| ESDP | Education Sector Development Program |
| IER | Institute of Educational Research |
| MOE | Ministry of Education |
| MOEFA | Ministry of Education and Fin Arts |
| NFET | Non-formal Education and Training |
| NFTVET | Non-formal Technical and Vocational Education and Training |
| TGE | Transitional Government of Ethiopia |
| UNESCO | United Nation Education, Science and Culture Organization |
| WEO | Woreda Education Office |
| ZED | Zone Education Department |

Abstract

The study has aimed at the implementation of non-formal technical and vocational education and training curriculum in Awi zone. Therefore, in the study, a descriptive survey design was used. Methodologically, purposive and availability sampling techniques were used in selecting subjects of the study. The subjects of the study were 60 trainees, 12 NFTVET instructors and 4 woreda and zone education office experts. The data gathered were analyzed, summarized and interpreted by using such statistical tools like percentage and mean. The findings of the study revealed that trainees were not provided training courses in accordance with their choice and voluntary bases. They were not consulted on what training courses they want to attend. As a result, the relevance of the training program to solve the existing problems of adult trainees was found to be low. There were also little attention from the experts of woreda, zonal and even at the regional level given to the program and also lack of trained man power in the fields related to non-formal technical and vocational education and training program were major factors challenging for the proper implementation of NFTVET curriculum in the zone. To minimize some of the problems identified; it is recommended that zonal and woreda education officials need to consider training areas, experiences and skills of the instructors so as to follow the proper implementation of NFTVET curriculum. Again the concerned government officials and other related academician at all level need to show their administrative and professional commitment for the training program in order to achieve the felt needs of adult trainees. Finally, non-formal technical and vocational education and training instructors need to follow major principles of adult learning so as to implement the curriculum properly in order for accomplishing the objectives of the training program in general.

CHAPTER ONE

Introduction

This chapter deals with the problem and its approach. It includes the background of the study, Objectives of the study, statements of the problem, significance of the study, delimitations of the study and organizations of the study. Finally, it presents the operational definition of core terms used in the study.

1.1 Background of the Study

There is general awareness that education and training plays a pivotal role in socio-economic and cultural development of a country, because it is a basis for overall development endeavors. Without the presence of basic knowledge and skills among the majority of the people, one cannot think of bringing changes in development. Thus, basic knowledge and skill is a demand and necessity for every member of a society (Fikre et al, 1999:1).

Education and training may not cause social changes if countries entirely depend on the formal system; this is because of inability to provide an access to a greatest majority of people, especially in developing countries. Non formal education and training system is more accessible, adaptable and flexible than the formal system. It also enhances ability and capacity of local talents (Coombs and Ahmed, 1974:145).

There are a number of educational and training tasks that cannot be effectively carried out through the formal system alone especially those programs which are life oriented and those which can be used immediately. Mostly adults want education and training programs that give them immediate responses for their problems/needs. Non-formal education and training is, therefore, offered to adults and out of school youths in order to equip them with the necessary knowledge, attitudes and occupational skills. It is believed that NFET helps these people to actively participate in social affairs and enables them to be efficient and productive in their works (Mamo, 1999:21).

Non-formal education and training has become the concern of almost all countries with varied purposes and approaches. In line with this, Hunbet (1974) states that non- formal adult education embraces literary work, education for personal and communal well being such as health, food and

nutrition, cultural and recreational activities, increasing productivity in agriculture (agricultural extension), provision of skills training and other useful social activities that can help to increase income and consequently can help to the improvement of living condition of the masses.

It has also been globally acknowledged that, training adults with different skills and knowledge is a major tool for development. Non-formal technical and vocational education and training is a key for alleviation of poverty, conservation of environment, improve the quality of human life and promote sustainable development. (UNESCO, 2005:54).

NFTVET has particularly a fundamental role to play in a rapidly changing society by providing information, knowledge and skills that people need in order to cope with the changing conditions. Consequently, it can have a significant role in reducing poverty and backwardness by providing people with aspects of technology and science in order to increase adults' indigenous knowledge and productive capacity.

To identify adults' particular interest and to appreciate the motives which bring them to adult studies, non-formal technical and vocational education and training instructors must not only create in the class a common group loyalty but must also be aware of the separate interests and problems of the individual members by following adult learning principles as a general guideline. It is also believed that, in order to achieve the predetermined goal of NFTVET program effectively, adult instructors need to implement the NFTVET curriculum properly.

1.2 Statement of the Problem

In modern economic thought, nations have no options except enhancing human resource for community development, as development can not take place in a vacuum. In this respect, developing countries like Ethiopia could not invest much on education system due to lack of financial and material resources and have a large number of population whose learning needs are unmet. In doing so, an attempt is being made to make education production oriented and to establish technical and vocational schools in various parts of the country. One of the specific objectives of the Education and Training Policy of Ethiopia (TGE, 1994:9) is "to satisfy the country's need for skilled manpower by providing training in various skills and at different

levels.” It is hardly possible to satisfy the felt education and training needs of dropped out youths and adults.

Non formal education and training program in Ethiopia has policy ground, the New Education and Training Policy (TGE, 1994:15) has given emphasis for NFET program, that it is integrated and provided with basic education at all levels of formal system. It has also been stated in ESDP II and III (MOE, 2002, 2005) that NFET program creates education and training accesses to out of school children, adults and young people.

It is believed that, the prime objective of the establishment of non-formal technical and vocational education and training institutes was to improve the knowledge, skills and attitudes of the local community so that they can participate actively in social, economic, cultural and politically sound development issues. In specific terms, these institutions were established to:

- Upgrade traditional skills and knowledge that are essential for community development.
- Help self employment and community development.
- Provide community and family living knowledge and skills.

Therefore, assessing the extent to which these objectives are met by technical and vocational education and training institutes will have a paramount importance.

The socio-economic development of a nation depends up on the productive skills and the levels of education and training of its people. A country with literate, skilled and trained society can achieve its development plans with less difficulty. It is also believed that productivity and efficiency in the economic sector can be achieved by NFTVET programs which are designed to improve both the knowledge and skills of adults which are assumed to be the productive sectors of the society. Skill training enables people to become skillful and reflective practitioners in the areas they are engaged (Tilahun, 1994:241).

Accordingly, by following basic principles of adult learning, non-formal technical and vocational education and training instructors contribute a lot for adult trainees in order to achieve their training needs and to ameliorate the existing problems of their day to day life through implementing NFTVET curriculum properly. Hence, during the implementation of non- formal

technical and vocational education and training curriculum, it is important to acquaint non-formal TVET instructors as how to train, handle and manage adults during the training process.

Implementation of non- formal technical and vocational education and training curriculum requires appropriate preparation and good mental set on the part of non-formal TVET instructor which will focus on the psychological, social and cultural make up and behavioral needs of adult trainees. Besides, to implement the curriculum properly, there must have been good relationship and smooth training learning atmosphere between non-formal TVET instructors and adult trainees.

Therefore, in Awi zone of the Amhara region, there are four non-formal technical and vocational education and training institutes. Except Injibara NFTVET institute, which were established in 2002 at zonal level, the rest three of the institutions were established around 2006. The training institutions are providing different types of skill training courses like metal work, wood work, electricity, construction, ICT, bakery, etc. Each NFTVET institutions are accountable for Woreda education offices and at the some time can get additional technical and professional support from woreda micro and small trade and industry promotion agency. Therefore, the study will attempt to assess the implementation of non-formal technical and vocational education and training curriculum.

Thus, NFTVET institutions in Awi zone carryout different skill training programs but there is absence of information regarding as to what extent NFTVET instructors implement non-formal technical and vocational education and training curriculum and what factors currently influence the implementation of the curriculum. Besides, the student researcher observed some gaps in the implementation of the curriculum in the study area and intended to show the effectiveness of implementing NFTVET curriculum properly by creating awareness to instructors of those institutions. Apart from this, the student researcher believes that the training program in the zone needs to be assessed and given feedback for the necessary improvements of the future.

1.3 Objectives of the study

The general objective of the research is to assess the proper implementation of NFTVET curriculum by non formal technical and vocational education and training instructors. Based on the above general objective, the study has the following specific objectives.

- To assess non-formal technical and vocational education and training instructors in the implementation of NFTVET curriculum.
- To identify those factors that affect effective implementation of NFTVET curriculum by NFTVET instructors.
- To assess the roles played by woreda education offices and other stakeholders in the planning and implementation of NFTVET curriculum.

Therefore, the main purpose of this study is to assess the implementation of non-formal technical and vocational education and training curriculum in Awi zone. To this end, the study will try to answer the following basic research questions:

1. To what extent non-formal technical and vocational education and training instructors implement the curriculum?
2. What are the roles played by woreda education offices and other stakeholders in the planning and implementation of NFTVET curriculum?
3. What are the major factors that affect the effective implementation of non-formal TVET curriculum?

1.4 Significance of the study

Assessing the implementation of the curriculum by NFTVET instructors helps to look for clear and applicable practice that lead to the ease of crucial factors identified in the training institutes. This condition may bring NFTVET instructors forwarded to fulfill their responsibilities and to address the actual practice and implementation of NFTVET curriculum in Awi zone of Amhara Region.

As a result, the study in the final analysis has showed the roles of NFTVET instructors in the implementation of the curriculum by following adult learning principles in the process of training of adults in different types of skills and knowledge. Hence, according to the student researcher's belief, this study may have the following significances:

1. To assess the existing practice of NFTVET instructors in the implementation of the curriculum.
2. It might create awareness to NFTVET instructors in the area of implementing NFTVET curriculum.
3. It might serve as a stepping- stone for those who are interested in it for further investigation in the field.

1.5 Delimitation of the study

The scope of the study is confined to the implementation of NFTVET curriculum appraisal based on principles of adult learning in Awi zone of Amhara region. As a major focus of the study, it is delimited only to three woredas (Ankesha, Banja and Dangila).

1.7 Organization of the Study

This study is organized into five chapters. The first chapter deals with the problem and its approach, the second chapter treats review of related literature, the third chapter deals with the methodology and the fourth chapter deals analysis and interpretation of the data. The fifth chapter contains summary, conclusion and recommendations of the study. Finally it includes references and appendices.

1.8 Operational Terms

Adult Learning: Is the practice of teaching and educating adults by transforming the experience into knowledge, skill, attitudes, values and beliefs. This often happens in the work places through extension or continuing education courses at certain levels of schools.

Curriculum: Is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

Implementation: It is the realization of an application, or execution of a plan, idea, model, design, specification, standard etc.

Non-formal Technical and Vocational Education and Training: Designed to teach skills and knowledge in basic and junior level of technical and Vocational education and training program. These training programs give more practical work than other forms of learning.

Principles of Adult Learning: Are principles and conditions that stimulate the sense of an adult to learn any experience and understand for his /her integrated development.

Skill: Any thing that the individual has learned to do with ease and precision may be either physical, mental performance or manipulative proficiency.

CHAPTER TWO

Review of Related Literature

2.1 Theory of NFTVET Curriculum

The focus of NFTVET curriculum is preparing the trainees for self-employment. Therefore, considering the needs of the trainees and the whole society is pertinent. Accordingly, curriculum planners should obtain information and data from various relevant sources. More over, the curriculum of NFTVET should be more flexible, outcome based, dynamic, adaptive and quickly changing according to market conditions and demands of the society. UNESCO (2002:27) underlines that NFTVET program should be based on curricula designed around core knowledge, competencies and skills. It includes studies of the social and economic aspects of the occupational field and flexible opportunities.

In addition to this, in order to respond to the requirements and accommodate the different circumstances and preconditions of the various target groups of the technical and vocational education and training system, flexibility and dynamic development of the training program is a crucial matter(MOE 2002:11). In other words there is a need to make the training system flexible, demand driven and respond to the needs of the trainees, the community and the nation at large.

In line with this idea, it is necessary to adjust the curriculum of NFTVET program with the felt needs of the trainees. Besides, curriculum and program administration of NFTVET must be flexible in order to enhance a smooth passage through lifelong learning and it provides continuous entry, exit and re-entry (UNESCO, 1999:21). Apart from this, there should be strong participation of stakeholders at different hierarchical levels in planning and implementation of the curriculum.

Therefore, NFTVET curriculum is more need-related, practical and development oriented than the formal system of education. It provides a wider range of training services which lie beyond the scope of formal educational provision. In its very nature, it is flexible and adoptable and hence often provides a greater opportunity for innovation than the centralized formal education system. To this end, the focus of NFTVET curriculum is applicable to real life situations, problem solving, exchange of experience etc. which can lead to improvement of the quality of

life. As a result, the curriculum of NFTVET program is usually intended to fit new manpower for employment and provide continuing training for those already qualified, so that they can keep up with modern working methods and be equal to the new task created by constantly changing technology.

2.2 Objectives of NFTVET Curriculum

The sub-sector of any education program has its own objectives that emanate from the national education policy of the country. According to the new education and training policy of Ethiopia (MOE 1994), the need for creative and productive potential of citizens be practical by stating the needs and cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and social needs.

The objectives of non-formal technical and vocational education and training are focused on the task of equipping unemployed youth and adults on need based activities. Those who may finish from high school with little hope for employment, drop-out students, and any literate people who desire earning income through self-employment (UNIVOC 1998:7).

As it is indicated by Gillie (1973), the aim of non-formal technical and vocational education and training is to address the human resource requirement of a society and also to prepare people for entry in to the world of work.

Thus, NFTVET is aimed at in providing relevant and demand-driven skill training courses that correspond to the needs of economic and social sectors for employment and self-employment through labor market assessment. UNESCO and ILO (2002:10) explain the role and purpose of technical and vocational education in relation to the educational process. Some of the objectives identified by UNESCO and ILO are:

- Give the necessity for new relationships between education and the world of work.
- It begins with broad base which facilitates articulation with in the training system between the institutions and the world of work.
- In terms of the needs and aspiration of individuals, technical and vocational education should permit the development of personality, the capacity for understanding and critical thinking.
- Propose training and employment opportunities to a variety of target groups to those who have no access in the formal TVET system.

- Promote and strengthen the culture of self-employment, development and innovation.
- Furthermore, in TVET strategy (2006-4) <http://www.ecbp.biz>, the objective of the reformed non-formal TVET system is to provide adequate and skilled technical and vocational human resources at different levels for the economy, and thus contribute to the development of the industrialization process.

Concerning this, Henner (1999:127) explains:

Skill training programs aim at importing new knowledge and new skills in order to help adults and youth in improving life coping capacities, among of them, productive ones. These new productive skills are supposed to have employment generating efforts by relating to locally appropriate technologies to the traditional and local skills and to locally accessible mater as well to local markets.

In sum, the objectives of non-formal technical and vocational education and training programs are emanated from the desire to create employment opportunity and to embrace youth and adults; to give opportunity to those who enable to avail people by creating self-employed and wage employed citizens.

2.3 Adult Learning Principles

No matter what kind of training we are developing, all adult training curriculum need to be based on proven principles of instruction. Since adults bring different attitudes, expectations, life experiences, and goal to the training experience than children do.

Although a few lists of adult learning principles exist in the literature, there is a great deal of agreement about what constitutes good practice in adult training. Stressing this idea, Brookfield (1986) point out that, learning principles involve adult learners in planning and implementing learning activities. This includes adult learners in the planning and implementing of their learning principles is considered to be a hallmark of adult training. Their participation can begin with the need assessment process where members of adult learners help establish the program goals and objectives and continue throughout the learning activity to the evaluation phase.

Another often-cited principle of adult learning revolves around the idea of using the experiences of participants as a learning resource. Not only do adult trainers have experiences that can be used as a foundation of learning new things but also in adult hood, readiness to learn frequently

stem from life tasks and problems. The particular life situations and perspectives that adults bring to the classroom can provide a rich reservoir for learning.

Therefore, adult learning principles create a climate that encourages and supports adults during the process of learning. The classroom environment should be characterized by trust and of mutual respect between adult trainer and trainees. It should enhance trainees' self-esteem. Supporting this idea, Draper (1992:75) stated that adult learning principles foster a spirit of collaboration in the learning setting. Collaboration in the adult classroom is frequently founded on the idea that the roles of adult trainers and trainees can be interchangeable. Although adult trainers have the overall responsibility for leading a learning activity in any adult learning settings, each person has something to teach and to learn from the other. Therefore, adult learning is a cooperative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

Adult learners resist learning when they feel others are imposing information, ideas or actions on them. In this regard, the role of an adult trainer is to facilitate learner's movement towards more self-directed and responsive learning as well as to foster the learner's internal motivation to learn.

In line with this concept, Russell (1979:2) stated that, adults bring life experiences and knowledge to learning experiences. They like to be given opportunity to use their existing foundation of knowledge and experience gained from life experience, and apply it to their new learning experiences. Based on this principle, the teacher is there to assist them to draw on those experiences during the process of problem solving, reflecting and applying the newly learned skill and knowledge. The trainer also tries to facilitate reflective learning opportunities that can assist the learners to examine existing habits based on life experiences and move them towards a new understanding of information.

Referring to this idea, Knowles (1999:87) addressed that, by implementing adult learning principles, adult learners apply immediately what they have retained longer and is more subject to immediate use.

Adult learners want to know the relevance of what they are learning and what they want to achieve one way to help learners to see the value of their observations and practical experiences throughout their placement, is to ask learners to do some reflection on for example, what they expect to learn prior to the experience, on what they learnt or how it will help them to meet their learning goals (Knowles1999:95).

According to UNESCO's general conference on adult learning (1976:11), recommended that adult learning should be based on the need of the participants and make use of their different experiences in the development of adult learning. It should also attempt and achieve the ability and determination of all human beings to make progress throughout their lives. To this end, principles of adult learning should stimulate and sustain interest of adult learners, social and continuing education by adopting the actual condition of every day life and work.

Emphasizing this point, Knowles(1999:120) also stated that implementing adult learning principles should seek the participation of individual adults groups and communities in decision making at all levels of the learning process. These principles of adult learning program should also contribute to the economic and social development of the entire community. It should recognize that every adult, by virtue of his/her experience of life is the vehicle of a culture which enables him/her to play the role of both learners and adult trainers in the educational process in which he/she participates.

Regarding principles of adult learning, Knowles (1999:64) further stressed, that adults need to know why they are learning .Adults need to know why they should learn something, meaning the reason they need to learn something or how it will benefit them.

Based on the above facts and principles, adult learners become ready to learn when they experience a need to learn it in order to cope more satisfyingly with real life-tasks or problems. The role of an adult trainer in this condition is to facilitate learner's readiness for problem-based learning and increase learners awareness of the need for the knowledge or skill presented. The trainer further provides meaningful learning experiences that are clearly linked to personal and field work goals as well as assessment and future life goals. Adults also want to know their self-concept; they fight against others imposing their wills on them, they are responsible for their own learning and the direction it takes.

Besides, they assert that the role of experience should be used in their new learning and the technique should include ways to use the knowledge as a tool that they can draw upon and also provide engagement for their experiences.

In sum, implementing NFTVET curriculum could lead an adult trainer to focus on adult learning principles which should be problem-centered, self-concept of the learner, orientation to learn, motivation to learn and experience centered i.e. experience must be meaningful to the learner which ultimately make the learner free to look at the experience and to give feedback about progress towards the attainment of the pre-determined goal.

2.4 The Relationship between Adult Learning Principles and Non-Formal TVET Curriculum

A country's non-formal technical and vocational training and education system is decisive factor in determining the competitive strength and level of development of its economy. Technological progress changes the needs of industry and commerce; economic development influences the resources needed to maintain and improve the training programs; social development changes the climate of the labor market at local, national and regional level and demographic changes influence the supply of skilled manpower on labor market and the rate of recruitment of trainees in the technical and vocational training education system.

As a result, NFTVET curriculum is designed and implemented largely to adults and youth in the community for the betterment of their day-to day-lives. It is also a type of training system which is provided for those who do not have access to further education and training, but need the training for self-employment, and for those who need to upgrade the existing skill they have already acquired. Such training system operates with greater flexibility and adaptability out of the formal system (UNESCO, 1972:180).

On the other hand, adult learning principles develop an understanding of learner's experiences and engaging in participatory training approach by respecting learners' culture, knowledge, and their experiences (Auerbach 1992:21). Within adult learning, a great deal of attention has been focused on individualizing instruction to meet individual needs. A growing number of adult

learning trainers are advocating for understanding learners both as individual as member of their particular communities or groups (Nonesuch 1996:399).

Additionally, adult learning principles incorporate small groups into learning activities which can help to achieve a learning environment that is more learners centered and collaborative than either large group or one-on-one, individualized approaches to instruction. In addition, learning in small groups more accurately reflect the contexts in which adults generally use skills. Therefore, small groups have a number of advantages including providing peer support for learning and easing the distinction between adult teachers and learners by creating a cooperative, participative environment that is less hierarchical than environments produced by traditional approaches.

Hence, adult learning principles involve those groups of individuals to participate in the curriculum planning and implementation and to develop their experiences so as to make use of instructional resources very effectively.

On top of this, adult learning is all planned and purposeful learning opportunities offered to those who are recognized and who recognize themselves as adults in their own society and who have left the formal initial educational system. Such learning opportunities will include a wide spectrum of activities-vocational program, career and professional development, leisure and hobby pursuits, personal and social growth programs, specific learning and general interest courses. (Jarvis, 1992:11).

Thus, principles of adult learning are principles or guiding practice to an adult teacher as how to teach, treat, and approach adults during the process of training them in any desired and applicable skill training activities. As a result, teachers of adult learning should implement such principles so as to satisfy the needs and general interests of adult learners mainly in the non-formal technical and vocational education and training programs.

According to Alan Rogers (1992:33) adult learning has the following purpose:

- It has a technical function; i.e. it provides a trained labor force and promote the skills and knowledge required by a modern industrialized society acquire greater prosperity which finally make them capable in different skills and knowledge.
- It establishes status; i.e. an individual achieves a role and there by set a position which he/she occupies for the rest of life.

- It reproduces social structure and cultures preventing change taking place so that the individual is adapted to the dominant social and cultural norms.
- It is a revolutionary force for both individual (providing mobility) and society (promoting development). It also enables the learner to reflect critically on the reality around and to cooperate with others to change that reality.

On the same manner, non-formal technical and vocational education and training curriculum is aimed at providing basic skill and knowledge for adults and youth in the community to encourage them to be self-reliant by using the indigenous knowledge and new technological findings. It is the provision of different skills to improve the working method and to introduce appropriate new skills for better level of productivity and development of the community. It is directed to the needs and interests of communities (Coombs and Ahmed, 1974:23).

As indicated in the previous section, the non-formal technical and vocational education and training curriculum prepare skilled human resources with appropriate and practical knowledge. Then linkage between implementation of NFTVET curriculum and adult learning principles play a key role in driving the productivity and competitiveness of the country's economy and contribute to the creation of employment opportunity. Therefore, the principal goal of technical and vocational education and training curriculum is to prepare proficient and competent human resource in the various field of training by applying basic principles of adult learning.

To this end, NFTVET mainly focuses on the learning of specific, detailed and routine skills and techniques. It involves more of exercising and repetition, and at the same time it deals with preparing persons for some occupation. It is hoped to enable individuals to the world of work to be employed or self-employed. (Zewdneh, 1994:2-3).

Therefore, in order to achieve the purposes of the curriculum, non-formal technical and vocational education and training instructors should implement principles of adult learning. If these principles are implemented in accordance with the needs and interests of adults, it is possible to say that there is close relationship between principles of adult learning and non-formal technical and vocational education and training curriculum implementation.

This shows that NFTVET curriculum implementation is fruitfully be achieved through implementing principles of adult learning during the process of training. Based on the above facts, NFTVET adult instructors need to use principles of adult learning in order to achieve the pre-determined goals of the curriculum with the fullest use of resources.

2.4.1 Learning Situations for Adults

In the process of training of adults, the curriculum implementation has to follow predetermined principles of adult learning as a whole. Therefore, adults prefer learning situations which fulfill basic conditions. Referring to this idea, Barry Sweeny (2008:26) pointed out that adults prefer learning situations which are practical and problem centered, so learning situations give overviews, examples and use stories to link theory to practice. This practical approach use collaborative , authentic problem solving activities , anticipate problems applying the new ideas to their setting and they also guard against becoming too theoretical.

On top of this, adults prefer learning situations which promote their positive self-esteem that can provide low risk activities in small group settings. It also plan for building individual success increasingly and help them become more effective and confident through guided practice and establishing experiences through self esteem. To this end, adults prefer learning situations which integrate new ideas with existing knowledge that can help them recall what they already know from prior experience that relates to the topic of learning.

In addition to training of adults, the teacher/ trainer should show respect for the individual learners. Therefore, an adult trainer should provide a quality, well organized, differentiated experience that uses time effectively and efficiently. Moreover, adults prefer learning situations which capitalize on their experience, so an adult trainer must not ignore what learners already know because it is a resource for the whole training process. Generally, adults prefer learning situations which allow choice and self direction that build the learning plans around their needs.

2.4.2 Reasons for the Use of Adult Learning Principles

A growing number of adult learning programs base their practices up on many of the principles described, and recent resources that are more learner- centered and participatory in nature. In connection to this point, Stein (1995:384) stressed that, the reasons for practices that reflect adult learning principles are based on several resources. As a result, these principles involve adults in

the planning and implementation of NFTVET curriculum. Adult educators frequently give directions to the importance of learner involvement; they do not always follow through. As a result, adult trainers must listen to what adults say about their previous experiences and their current learning goals and use this information in program development.

Auerbach (1992:14) provides a rationale for using participatory approach that is based partly on the idea that “adult education is most effective when it is experience -centered, related to trainees real needs and directed by learners themselves.”

Therefore, based on the idea stated above , in participatory adult training program, activities reflect learners lives and should involve learners in curriculum planning and implementation in any number of ways , including asking them to assist with orientation for new learners , appointing them to serve an advisory boards , and soliciting their suggestions for training activities.

According to Auerbach (1992:16) adult learning principles develop and /or use instructional materials that are based on learners’ lives. An important part of the participatory approach is using instruction that reflect the context of trainees lives. Sometimes referred to as contextual training which draw on the actual experiences and problems of the learner is the center of the curriculum and it is directly relevant to their lives.

Therefore, adult learning principles have the advantage of integrating academic skills; rather than focusing on learning academic subjects separately, this type of approach focuses on their commonalities and promotes training them in ways that are meaningful to the learner. By using this approach, the classroom becomes more authentic because adults learn to skills in real-life situations.

2.4.3 Characteristics of Effective Adult Learning Curriculum

Whatever mixture of reasons may motivate someone to pursue education and training, effective adult learning curriculum must be directed at adults in a manner that will be useful to their needs and interests. If they are disappointed, they will stop attending. In relation to this point, Stephen Lieb (1991:20) stated that an effective adult learning program has the following characteristics:

- Seek the participation of individual adults, groups and communities in decision making at all levels of the training process ; including determination of needs, curriculum development, program implementation and evaluation.
- Use course activities that are practical and problem-centered.
- Are based on the needs of the participants and make use of their different experiences.
- Engage participants in the training process through an interactive approach.
- Incorporate learners' goals in the activities.
- Use discussion and group activities to create a supportive training environment.
- Demonstrate practical applications of the skills and knowledge gained.
- Allow for self- appraisal opportunities.

Therefore, in order to address the needs and interests of adult trainees, the NFTVET instructor must assess major characteristics of effective adult training curriculum and shall use adult learning principles as guiding during the training process.

2.4.4 Major Characteristics of Adult Trainees

Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult training is a relatively new area of study. Regarding this idea, Malcom Knowles (1990:27) pointed out that adults are autonomous and self-directed. They need to be free to direct them selves. Their teacher must actively involve adult participants in the training process and serve as facilitators for them.

Specifically, adult trainees must get an opportunity about what topics to cover and let them work on projects that reflect their interests. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts.

In connection to this point, they also have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and other experiences. They need to connect the training to this knowledge /experience. To help them to do so, they should draw out their experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in the training.

Hence, according to Knowles (1990:28), adults are goal oriented and they usually know what goal they want to attain. They, therefore, appreciate the training program that is organized and has clearly defined elements. Besides, they are relevancy oriented people in general. They must see a reason for learning something. Training has to be applicable to their work or other responsibilities to be of value to them. This means that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose lessons that reflect their own interests.

Adults are practically focusing on the aspects of a training lesson most useful to them in their work. As a result, adult teachers must tell participants explicitly how the lesson will be useful to them on the job. They need to be shown respect, so adult teachers must acknowledge the wealth of experiences that adult participants bring to the learning setting. These adults should be treated as equal as their experience and knowledge and allow to voice their opinions freely in class (Knowles 1990:28).

Therefore, adult learner's concept moves from one of being a dependent personality towards one of being a self directing human being. They accumulate a growing reservoir of experience that becomes an increasing resource for training. Their readiness to train becomes increasingly oriented to the developmental tasks of their social roles. The time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation towards training shifts from one of subject-centeredness to one of problem-centeredness.

Based on the above facts and major characteristic features of adult trainees, the approach emphasizes that adults learn when they feel the need to learn and when they have a sense of responsibility for what, why and how they learn.

In sum, adults tend to have a problem-centered orientation to learning. They emphasize how training can be applied in a practical setting and use problem solving groups and participatory activities to enhance the proper implementation of NFTVET curriculum. So, adults generally want to apply immediately new skills to current problems or situations.

Therefore, new information and skills must be relevant and meaningful to the concerns and desires of adult trainees. On top of these, adult trainees do not wish to learn what they will never

use in their day-to-day life. To this end, the training environment must be physically and psychologically comfortable.

2.5 The Roles of Stakeholders in Implementing NFTVET Curriculum

2.5.1 The Role of the Government

In developing countries, development of human labor for the society is possible in a short period of time by applying non-formal technical and vocational education and training system. In any society, the more skilled population is, the more productive it will be. As a result, NFTVET in developing countries is designed and implemented as a tool to improve the living conditions of the people. As a matter of fact, the provision of NFTVET curriculum is essential in order to penetrate and improve areas of human lives. Hence, NFTVET curriculum has been given major attention not only in developing nations, but also accepted by all governments that are making efforts to provide their people with basic skill training (McGivney and Murry,1992:2; Samlowski,1993:288).

The success and effectiveness of the skill training programs largely depends on high level of accountability on the part of the administrative staff charged with the responsibility of managing and coordinating the programs and adequate funding and provision of materials in sufficient quantity. A successful implementation of NFTVET curriculum demands the active involvement of government bodies at different level and different sectors. The involvement of various government bodies which are directly connected with the components of the program is crucial (Tekeste, 1996:47).

Government bodies must work hard in motivating staff of the NFTVET institutes. Trainees must believe that the idea which they absorb, the skill they acquire, the practices they adopt will help them to solve the problem of survival, improve their living conditions and increase their production. Furthermore, the changes in their life style must be within their competence. As a result, policy makers and local authorities must reasonably believe that motivated persons are productive. Thus, paying attention to motivational tasks by the responsible government bodies should be one of their agendas (Bernd, 2005:50).

2.5.2 The Role of Non-formal TVET Expert

The quality of the management and leadership support is another critical element in training process, both for adult trainees and adult instructors in the NFTVET institutions. The non-formal technical and vocational education and training goals and objectives represent the desired outcomes of vocational education in training institutes. These desired outcomes of training institutes may not be realized without the support of technical and professional experts in the area.

The responsibility of coordinating the various activities of NFTVET program must be placed on the experts of the program. These NFTVET experts in collaboration with other professionals were made responsible for planning and execution of the training curriculum.

Despite the existence of the responsible person for NFTVET at various echelons, their duties and responsibilities with regard to NFTVET are not well elaborated and clear. A study conducted by Dr. Tassew and his colleagues(1995) revealed that mainly non-formal education and training institutions left the work for the coordinator being the only person working at the center(office). After thoroughly investigating the issue, these scholars concluded that the existing organizational structure and management system of NFTVET is one of the most serious problems that might have brought about the ineffectiveness of curriculum implementation.

2.5.3 The Role of the Training Staff

Though learning is an individual matter and adults may learn in spite of or without the instructors, the condition should not be drawn that instructors and other training staff are not important in the training process. These bodies can and should have much influence up on what is learned in and outside of the training environment. Therefore, the training staff's job is to encourage and guide training by every worthwhile means.

The instructors and other supportive staff members must understand something about adult trainees' interests, abilities, and present knowledge in order to encourage and guide them in the training activities. In addition, the instructor must identify objectives for training and decide what kind of training activities will help adults to reach the objectives set for them.

According to UNESCO (1994), in non-formal technical and vocational education and training program, an adult trainer can have the following major functions:

- Helping the trainees diagnose their needs for particular earnings within the scope of the given situation (the diagnostic function).
- Planning with the trainees a sequence of experiences that will produce the desired earnings (the planning function).
- Creating conditions that will cause the trainees to want to learn. (the motivational function)
- Helping the trainees measure the outcomes of the training experiences (the evaluative function).
- Providing the human and material resources necessary to produce the desired training (the resource function)

On any educational level, the teacher and the supportive staff are the main spring board of the training activities (Crow and others 1961:271). It is true that due attention should be given to the NFTVET instructors at the grass root level who are directly engaged in actualizing the intended training curriculum implementation. Adult NFTVET instructors need to be equipped with appropriate skills, knowledge and attitudes so as to effectively carry out their duties as trainers of adults. Inadequately trained non-formal TVET instructors will lack the ability to identify the background and felt needs of each participant where training of individuals should stem from and to provide guidance accordingly before participants' pursue any training program. They will also fail to understand the objectives of the program and even the purpose of training that they are supposed to provide.

Under such circumstances, it will hardly be possible to introduce better ways of performing the traditional skills and/or to introduce new and modern technologies that are suitable to the local psychological and material conditions without the proper utilization of adult non-formal TVET instructors.

The above statement shows that, for achieving the objectives of any training program, the role played by the training staff is great. Besides, the participation of the staff as a whole in administrative activities is greatly expected from the staff members for smooth implementation of technical and vocational education and training curriculum implementation.

2.6 Policy Support to Establish NFTVET Institutions

High rate of population growth and declining economic growth that causes large number of unemployment in rural and urban areas of the developing countries including Ethiopia are the

major challenges that need urgent response. To tackle these problems, these countries should formulate and implement growth oriented policies that focus on available resources such as human resource and land. Hence, the education and training policy of Ethiopia designed a policy in order to address the above mentioned socio-economic problems.

To this end, Atchoarena and Delluc (2002:54) state” in many counties of sub-Saharan Africa, particularly in French speaking countries, government has placed NFTVET as a means of supporting the economic and social development of their country.

Therefore, NFTVET program as an integral part of education and training policy, it plays a significant role in training and retraining the labor force and equip them with skills, knowledge and attitudes that can help them to respond to economic development of the country.

The government’s national development endeavor demands the supply of skilled human power at different levels. The realization of this endeavor requires the entry of young people into skilled related job opportunities, including small scale industries and strategies that encourage young people to become self-employed based on a firm education and training background, including training in a wide variety of work related skills through TVET programs.

In 1994, the government promulgated the Education and Training Policy. The policy envisages to:

Bring up citizens endowed with human out look, country wide responsibility and democratic value having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large. (TGE, 1994:7).

In relation to the NFTVET, the ETP (1994:17) states that technical and vocational training in agriculture, industrial arts, construction, commerce and home science will be provided after primary education for those who may not continue general education.

In doing so, the implementation of NFTVET curriculum is more likely to be successful within the national policy framework with clear implementation guidelines and policy rules for the various actors as well as action plans for resource mobilization and allocation. Referring to this idea, the education and training policy manual of (1994), indicated that parallel to general education,

diversified technical and vocational training will be provided for those who leave school from any level of education.

In addition to this, the House of People Representative declared a proclamation number 391/2004 providing for the organization of technical and vocational education and training system. Accordingly, the objective of the proclamation includes:

- To enable the country's production, trade and service rendering establishments have a competitive and enduring organizational setup through the employment of trained manpower.
- To organize a technical and vocational education and training system that would assist the people to prepare psychologically, have discipline and the potential to work as competent employees and creator of work.
- To ensure that a TVET program produces capable man power and to establish a system under which trainees undergo apprenticeship training in the productive and service rendering enterprises.
- To establish a uniform system for the determination of levels of competence and accreditation of training institutions and for the certification of trainees.
- To establish a mechanism providing for the participation of governmental and non-governmental organizations in the preparation of training programs and curricula as well as in their evaluation and management.

Therefore, NFTVET program as an integral part of education and training policy, it plays a significant role in training and retraining the labor force and equip them with the skills, knowledge and attitudes that can help them to respond to economic development of the country. Therefore, the program of non-formal technical and vocational education and training in Ethiopia has a policy support which can be implemented across the country.

2.7 The Practice of NFTVET Curriculum Implementation in Some Selected Countries

There are important and exemplary cases of NFTVET activities that have been successful in achieving valuable changes in knowledge, skills, attitudes, and practices in different skill training areas. Regarding the use of NFTVET systems for achieving developmental goals, there are counties in Africa and Asia that are well known currently (Doni; 1995:40).

In order to be equipped with new skills and so as to be productive in their occupation, farmers in Swaziland train in agricultural practices such as vegetable producing, animal rearing and others. As a result, training programs have been found to be important for creating and developing synergy and working together between participants (Kornilova, 1999:261).

Kornilova further explains that the high illiteracy rate and absence of basic skills for livelihood in Seraleon are among the main causes for conflicts, misunderstanding, and differences in development, fatalism, wealth and power bias and gender in balance. To combat these backward grounds in the country, measures were taken. The implementation of adult functional literacy including technical and vocational training was among the measures.

In Seraleon adult citizens participate in basic skill training programs such as wood and metal works, auto mechanics, tailoring, pottery, petty trades with the expectation of the skills to be practiced in their communities for income generation purposes (Kornilova, 1999:226-227).

In Botswana, in rural areas and in small towns, a special emphasis has been given to agricultural practices, local crafts, home making tasks, etc. Brigades were designed and organized to provide productive ways of integrating primary school leavers in to the process of rural development endeavors by providing them with training in different skills based on their choices. The Botswana models gradually develop small projects at the local level. Each project grows by the process of trial and error, solving problems as they arise. The Botswana organized brigades exchange experiences and combine productive works as a learning process and a source of revenue. Developmental courses to supplement the training and practical experiences, building, farming and other rural crafts are provided. The training was designed not only to provide target groups with useful practical skills, but also to help trainees to bridge the difficult gap between training and productive employment after training. Most of these rural development programs in Botswana are non-governmental (Wanna, 1999:66-69).

In Asia, there are abundant community development efforts, some of which have been models for the rest of other counties all over the world. In Bangladish, there is a project known for its integrated approach to local development, which works by combining components such as land reform, agricultural extension, basic education, indigenously found local crafts and health practices (Wanna, 1999:69). Bangladish has been successful in its rural development efforts such as education, agriculture, health and economic development. The success is due to that the

NFTVET curriculum implementation were based on locally identified problems and solutions, the facilitators and coordinators of the programs have been trained in advance. The curriculum has been holistic and participatory in its approach based on the need of the target groups, and NFTVET curriculum have been used as a link to all programs of the project (Mc Giveney and Murray, 1992:79-80).

In India, the experience is much important. Craft skills such as making mat, soap, leather, silk, pottery, black Smith, metal and wood works have a considerable contribution in generating income for the rural population. The government has designed an organized program to expand and to improve technical and vocational training of the rural population for the sake of self-employment. To this end, there has been established an agency called “District Rural Development Society,” which is responsible for carrying out basic artisan skill training programs at the grass root level (Samuel, 1998:38).

Mostly, Asia is exemplary in the extent to which NFTVET has progressed from small local activities to nationally coordinated and supported programs. Population education, community development, and adult education and training efforts in most Asian countries are carried out under the national direction by well- developed administrative structures (Wanna, 1999:69-71).

In Nigeria, emphases have been laid on NFTVET programs for youth and adults who had no opportunity to attend the formal situation. To make this effective, a responsible government body named, “Directorate of unemployment” under the ministry of labor and productivity was established in 1987. The body was responsible to get the idle hands of unemployed youths and adults from a stage of helplessness to a state of hope, by training in vocations that would make them self- employed or engaged in gainful employment. Various lower level of trainings (technical skills) like mat making, building of houses, leather works, blacksmithing, gold smith, pottery making etc. were given to adults and young people by skilled master crafts men/women at the expense of the government (Egbet, 1996:20022.1

2.8 Technical and Vocational Education and Training in Ethiopia

Ethiopian Education has a long history that dates back to the 6th century B.C since then it has gone through different levels of changes ranging from traditional to modern education MOE (1972:1). Church education in Ethiopia, although contributed a lot, its purpose was mainly focused on propagating religion but not to link education with production and work.

Regarding this, Tekelehaimanot (2002:5) noted that the Axum, Lalibela church and Gonder palaces which are products of arts and technology have their own places in world history. In support of this idea, Tadesse (1972:49) noted that, the Axumite artisans demonstrated a high level of technological development in the field of jewelry, minting of coins, pottery.

It is not only Axum, Lalibela church and Gonder palaces, but there are also many other churches which were built years back during the time when technology reached the highest stage in the Axumite kingdom. Still it is not clear why technological development has ceased in Ethiopia. It is not clearly known that what type of instruments they were using to construct the Axum obelisk and other amazing churches made of rock in different parts of the country. However, it is worth mentioning the attempts made to develop vocational education and training in the broadest sense of the term.

During the Italian occupation (1935-1941) it is said that some TVET schools were established. The schools were established in line with the Italian colonialist ambitions. In 1941; soon after the restoration of the Ethiopian government, schools continued to increase in number (Girma, etal 1994:9).

In Ethiopia, traditional vocations like artisans and craftsmen, potters, weavers, blacksmiths and tanners, were having a long history (Nahom 2006:23). In 1934, the Ethiopian ministry of education has established Wondrad School, which was offering the courses like blacksmithing, machining, automotive, electrical engineering, carpentry, waving and driving. As soon as the Italian war of occupation was over, since 1941, modernized and systematized vocational education established throughout the country (Bonatus and wim, 1995:131).

The government was faced with the need to reconstruct what was ruined during the war. For these reasons, it needed to educate people in many areas, including skill subjects. To fulfill the skilled man power requirements for industrial and commercial sectors, vocational and technical schools were established. According to Wanna, (1996:298) Addis Ababa Technical School in 1942, Addis Ababa commercial school in 1943, Ambo Agricultural School in 1946, Jimma Agricultural School in 1944, w/ro Sihin comprehensive secondary school in 1963 and Bihar Dar poly technique school in 1964 were established.

The country had come through main problems. The main problem of that time was that the program was not organized, machinery did not exist, no unified policy and standards in conducting programs of technical education, there was no direct responsible body for a definite training program, inadequate equipment and machinery, shortage of staff, inadequate budget, inadequate level of education.(Ross,1964).

As a result, NFET has started in Ethiopia in 1940s. Literacy and extension programs have begun to be given by American institute in 1946. Non-formal education institution named “Berhaneh Zare New” was established in 1948 (MOE, 1988:46). The first initiation of the government of Ethiopia to acknowledge non- formal adult education and training was officially proclaimed in the country in 1955 and Ministry of Education and Fine Arts (MOEFA) becomes responsible organ to conduct and to coordinate the program. To this and, Ministry established community schools of different places such as, Majette and Debre Berhan (MOE, 1988:45). To adapt the education plan of the country, reviewing the education sector was made in the beginning of 1970s. The government has endorsed the review and laid down foundation for non-formal basic education for all. Special emphasis was given to knowledge and skills having immediate benefits to the participants and societies (Richard and Bernard, 1972:35).

In 1972, historic Education Sector Review (ESR) came up with alternative strategies for education. One of the alternative strategies was community practicum, which is described shortly as integrated strategy of development through coordination of education and other development areas by working on functional literacy such as occupational skill, scientific, social, cultural and spiritual development in rural communities. Community practicum was contemplated to be a significant part of integrated strategy of educational development, to meet the training needs of adult and youth (Richard and Bernard, 1972:89-93).

The ESR has recommended the establishment of community practicum to enable graduates or/and drop outs from formal academic schools and institutions to go through skill training programs of a non-formal nature so as to become self-employed in their respective communities. However, due to political unrest in the country, the recommendations were not immediately implemented (Abebe, 1997:272).

In the mean time, in 1974, the Ethiopian popular revolution broke out. The military government came to power in 1974, and abolished the community schools like Majette and Debre Berhan founded during the reign of emperor (Samuel, 1998:44).

Following the proposal of community practicum by ESR, there had been discussion about the possibilities of providing NF education between Ministry of Education and International Bank for Rural Development in October 1974. Based on the decision of the government, in 1975-76 the term community skill training program emerged (MoE, 1988:1-2). Since the end of 1991, changes in education sector have modified the structures of adult education from the Ministry of Education to wereda level.

In line with the education and training policy issued in 1994, some skill development institutes were opened at different regions. Based on the 1995 regulation, many private institutions in Addis Ababa and in the regions started giving training in non-formal, 10+1, 10+2 and 10+3 following the curriculum prepared by the ministry of education, later the duty of controlling and supervision was given to regional education bureaus (Teklehaimanot, 2002:7).

According to the Ethiopian Education and Training Policy, the TVET program is delivered through formal and non-formal ways. The Non-formal Education and Training were established in 1976, which was known as Adult Education and Training Centers. In Ethiopia the area of vocational training has been moved into a ministry separate from general education. However, in 2006, the ministry developed a non-formal technical and vocational training implementation framework that systematically integrates non-formal education as part of further skill training and livelihoods. The framework links vocational training and education more directly with poverty reduction and delineates implementation steps and guidelines for delivery. This strategy targets youth ages 14 and above, school dropouts and those with grade 8 education or lower including illiterate people, small and micro entrepreneurs with few informal employees, self-employed persons, wage workers in small and micro enterprise, commercial sex workers, vulnerable youth, unemployed persons, subsistence farming families, disadvantaged groups, and people with special needs. [http://unesdoc.unesco.org/image 10](http://unesdoc.unesco.org/image10) (2006:8).

Further more, MOE (2006:7-8) indicated that the beneficiaries of non-formal technical and vocational education and training include the various target groups, including school leavers,

dropout students, unemployed, people in employment, and marginalized groups in the labor market. The training programs are to prepare trainees for the alleviation of poverty and unemployment through appropriate skill, which may lead to self-employment and self-reliance.

Hence, in Ethiopia, IIZ/DVV had taken exemplary initiatives in the area of community based non-formal livelihood skills training for youth and adult; promotion of model institution such as community skill training centers and vocational training centers to become officially recognized providers of non-formal demand and need oriented skill training programs for poor and educationally disadvantaged youth and adults.

As opposed to formal TVET that is school based with a rigid curriculum, has the advantage of shorter duration and is occupation specific and may or may not follow the standard curriculum prescribed by national educational authorities. In addition to the entry, qualifications of trainees can be extremely variable. To this end, non-formal technical and vocational education and training is considered as important element in the nation's economic, social and cultural development.

2.9 Problems Hindering the Implementation of NFTVET Curriculum in Ethiopia

Implementation of NFTVET curriculum is very important for adults and young people in raising their production capacities during the training program so as to improve their living standards. However, according to Henner explanation, what is to be taken into account among the others is the use of obtained skill for the individuals' livelihoods in particular and development of the community in general.

In the implementation of NFTVET curriculum in most developing countries including Ethiopia, the main challenging problem among others, is not only that training is not preceded by local need assessment , but also needs do not corresponded to the needs of the trainees and the existing market. Due to this and other problems, adults and young people after acquired skills could not set up their own small scale enterprises (Jonathan, 2004:24).

It is also believed that, there are abundant problems facing in the implementation of NFTVET curriculum in Ethiopia .Some of the major ones are lack of qualified trainers, absence of

diversified training courses ,absence of intentionally prepared training guidelines, lack of adequate training material and budget constraints, lack of commitment from local authorities, loose relationship between NFTVET institutes and the non-formal education experts at top level, absence of regular monitoring and evaluation system ,deficiencies in planning and organization capacities with in institutions (Fikre et al,1999:130).

2.10 Profile of Non-Formal TVET Curriculum Implementation in Awi Zone

Soon after the establishment of the new federal political system, due attention was given to education, and particularly to vocational education. A resolute action was taken to increase the participation at all levels of technical and vocational training.

In the zone where the majority of the population is poor, unskilled and which as a result lives in the informal sector development, it would be necessary to provide its society with pertinent knowledge and skills. Moreover providing skill training to all school drop-outs and unemployed individual is a matter of immediate priority.

However, until recently, the non-formal TVET curriculum implementation in Awi zone had the following drawbacks:

- The problem of planning and implementation of need- based curriculum for the trainees.
- Low involvement of government officials and other concerned bodies to the program.
- Lack of co-ordination and collaboration among different development offices and organizations.
- Lack of budget allocation on training basis and not well organized management structure and curriculum implementation strategy.
- Not involving communities at all levels of the training program etc.

Because of the above mentioned reasons, it can be observed that the number of participants in the non-formal TVET program in the past five years was insignificant when compared with the problems related to the training needs of the local community.

Therefore, in order to accommodate a large number of unemployed target groups and to effectively and efficiently use the available resources, it is very important to create a coordination mechanism in the TVET system to implement non-formal technical and vocational education and training curriculum using principles of adult learning as a guide based on demand-driven training needs.

CHAPTER THREE

The Research Design and Methodology

3.1 The Research Design

This study has focused on assessing NFTVET curriculum implementation in Awi zone and to forward some applicable solutions that need to be put into practice. Thus, to arrive at this goal, descriptive survey design was employed. Descriptive survey design is appropriate to gather several types of data on conditions that exists opinions that are held, processes that are going on or trends that are developing. The design is used to investigate the conditions at their natural setting (Best and James 2005:114). Hence, this method was preferred on the ground that an assessment of the implementation of NFTVET curriculum is better perceived from the opinion survey of NFTVET institute instructors, trainees and NFTVET experts of WEOs and ZED.

3.2 The Sources of Data

The data were collected from two sources: primary and secondary sources. Primary sources in this study include NFTVET instructors, trainees and NFTVET experts of the WEOs and ZED. In addition to this, the actual situations of NFTVET institutes were taken as sources of primary data. Secondary sources include federal training policies, strategies, programs, documents of NFTVET institutes as well as zonal and woreda education offices were taken as secondary sources.

3.3 Sample Population, Sample Size and Sampling Techniques

3.3.1 Sample Population

To get appropriate information for the problem, the study took three NFTVET institutions as samples out of six NFTVET institutions (50%). This is because these institutions were established at the end of 2004 that they have been established some years back from now. Due to this, they have served the interest of the local community by providing different vocational skill training and education. Their previous and present experiences were considered advantageous because the knowledge and skills they have gained through their engagement in training adults and young people might enable them to provide relevant information to the study. Regarding the sample of the respondents, trainees 60(86%), NFTVET instructors 12(73%) and NFTVET

experts 4(100%) at woreda and zonal level were selected on the basis of availability sampling techniques.

3.3.2. Sample Size

The sample size of the study comprises a total of 76 respondents: 60 trainees, 12 NFTVET instructors, four experts of WEOs and ZED.

3.3.3. Sampling Techniques

The sampling techniques adapted were purposive sampling method. The rationale behind using purposive sampling technique in determining sample NFTVET institution was first trainees and NFTVET instructors in those sample NFTVET institutions are relatively representative of all NFTVET institutions in the zone. Second, this technique is appropriate to select sample NFTVET institutions based on the type of training programs. In line with these conditions, NFTVET institutions found in Awi zone were purposefully selected as a sample of the study. For the purpose of this study, three NFTVET institutes out of the six in the zone, and three WEOs out of seven(6 rural woredas and one town administration) and ZED were selected for the study. In this regard, it was assumed that the sample NFTVET institutes and WEOs can significantly represent the other institutes and offices in the zone.

3.3.4. Pilot Testing

The draft questionnaires were first prepared and administered to eight NFTVET instructors and twenty trainees of Chagni NFTVET institute (which was not part of the sample NFTVET institutes) in Awi zone of Amhara region. After it has been filled out by those respondents, each questionnaire was examined item by item to sort out ambiguous and unclear statements.

Table3.1: Population and Sample of the Study

| No | Sample NFTVET Institutes | NFTVET Instructors | | | | | | Trainees | | | | | |
|--------------------|--------------------------------|--------------------|----------|-----------|----------|----------|----------|------------|-----------|-----------|----------|-----------|----------|
| | | Population | | Sample | | | | Population | | Sample | | | |
| | | M | F | M | % | F | % | M | F | M | % | F | % |
| | | No. | No. | No. | % | No. | % | No. | No. | No. | % | No. | % |
| 1 | Ankesha | 5 | - | 4 | 80 | - | - | 16 | 6 | 11 | 50 | 5 | 22.7 |
| 2 | Banja | 5 | 1 | 3 | 50 | 1 | 16.7 | 20 | 11 | 17 | 55 | 8 | 26 |
| 3 | Dangila | 5 | - | 4 | 80 | - | - | 16 | 9 | 12 | 48 | 7 | 28 |
| | Total | 15 | 1 | 11 | - | 1 | - | 52 | 26 | 40 | - | 20 | - |
| Total Grand | | 16 | | 12 | | | | 78 | | 60 | | | |

3.4. Instruments and Procedures for Data Collection

3.4.1 Instruments for Data Collection

The major instruments used for data gathering in this study were questionnaires, interviews, and review of documents.

3.4.1.1 Questionnaires: In order to gather a better and relevant data, the questionnaires included both close-ended and open-ended questions consisting of issues related to basic questions of the research. The need for questionnaires was demanded because it is better and appropriate instrument to obtain a variety of factual information and opinions from a large size of population within short period of time (Wellington, 1996:54). Questionnaires were implemented to collect information from respondents in a generalized way. The closed-ended questions were prepared to help respondents in giving responses quickly. The open-ended questions were prepared in such a way that they were possible for respondents to use their own feelings, ideas and words in responding questions being free from any predetermination

3.4.1.2 Interviews: In this study, structured interviews were largely used. Structured interviews were used to obtain data by asking predetermined set of questions. It is advantageous because it

provides uniform information which assures the comparability of data (Kumar, 1996:109). As a result, structured interviews were prepared to gather data from zonal and woreda education office experts in the area of NFTVET program.

3.4.1.3 Document Review: Different documents like training guide, trainees training profile and other related issues under study were referred in order to gather secondary information from each NFTVET institutions.

3.4.2 Procedures of Data Collection and Administration

After getting corrected all items, official contacts were made with zonal and woreda education authorities as well as officials of the sample institutes, to get permission and support for the research work. And then the NFTVET institutions were informed about the objective of the study. Convenient time and place were selected for all groups of respondents and the purpose of the study was explained in a clear and understandable manner in order to avoid any sort of confusion. Most questionnaires were distributed and collected on time.

3.4.3. Methods of Data Analysis

The method of the research covers a complete task of the tabulation, organization, analyzing and interpretation of the raw data gathered through the use of various instruments from selected samples. The data obtained through questionnaires were computed using percentage and mean value. Where as the data gathered through interview and review of documents were used to support the data obtained through questionnaires. Quantitative data computed by percentages and mean scores were gathered using the five point scale. The interpretations were made for all five point scale measurements based on the following mean score results:

1.1.00-1.49 -very low

2.1.50-2.49 -low

3.2.50-3.49 -medium

4.50-4.49 -high

5.4.50-5.00 -very high. Hence, using the above statistical tools, the next chapter treated the data collected from the field.

CHAPTER FOUR

Data Analysis and Interpretation

This chapter deals with the presentation and analysis of the data gathered from the respondents through questionnaires and structured interview. The relevant data and information collected through questionnaires, interviews and documents were analyzed and interpreted in view of basic questions raised in chapter one. Accordingly, out of the 60 questionnaires distributed to the trainees, almost all (100%) were filled out and returned. In addition, 12 of the questionnaires distributed to NFTVET instructors, all (100%) were also filled out and returned. As an additional input for the study, 4 experts of zonal and woreda education offices were involved only in the interview.

Table 4.1: Profile of the Respondents

| | | Trainees | Instructors | Experts | Total |
|---|------------------------|-----------------|--------------------|----------------|--------------|
| Sex | M | 41 | 12 | 4 | 57 |
| | F | 19 | - | - | 19 |
| | T | 60 | 12 | 4 | 76 |
| Age | 18-20 | 48 | 1 | - | 49 |
| | 21-30 | 10 | 11 | - | 21 |
| | Over 30 | 2 | - | 4 | 6 |
| Educational level | Reading & writing | 1 | - | - | 1 |
| | Grade 8 complete | 1 | - | - | 1 |
| | Grade 10 complete | 39 | - | - | 39 |
| | Grade 12 complete | 19 | 4 | - | 23 |
| | 10+3 TVET | - | 8 | - | 8 |
| | 1 st degree | - | - | 4 | 4 |
| Area of qualification(field of study for trainees only) | Drafting | 4 | 1 | - | 5 |
| | Electricity | 10 | 1 | - | 11 |
| | IT | 11 | 1 | - | 12 |
| | Construction | 15 | 2 | - | 17 |
| | Teaching | - | 3 | 4 | 7 |
| | Auto mechanics | 1 | 2 | - | 3 |
| | Metal work | 18 | 1 | - | 19 |
| | Vocational counselor | - | 1 | - | 1 |
| | Tailoring | 1 | - | - | 1 |

4.1. Implementation of NFTVET Curriculum

Table 4.2: Current Status of Implementation of NFTVET Curriculum

| No | Existing situation | ZED | Sample woredas | | |
|----|---|-----|----------------|---------|---------|
| | | | Dangila | Injibar | Ankesha |
| 1 | Availability of training guide | No | No | No | No |
| 2 | Training schedule for instructors | yes | Yes | Yes | Yes |
| 3 | Experience sharing program between and group trainees | No | No | No | No |
| 4 | Motivation and reward system for instructors | No | No | No | No |

Source: Awi Zone Education Dept.

Table 4.2 above shows that almost in all training institutions and at the woreda education offices, there are no training guides. Besides, all the training institutions have training schedule for instructors. And it shows that monitoring and evaluation program, experience sharing and reward system were almost absent in all sampled institutes. Hence, this indicates that the availability of training materials and other guidelines for implementing NFTVET curriculum is zero (unrepresentative).

4.2 Current Status of Implementing NFTVET Curriculum

The focus of this part of analysis is to assess the current status of implementing NFTVET curriculum by instructors of NFTVET institutes in Awi Zone. To do so, some items have been identified in the study and the responses of the respondents were presented, analyzed and interpreted below.

Table 4.3. Current Status of Implementing NFTVET Curriculum.

| No. | Items | Respondents | Rating scale | | | | | Mean |
|-----|--|-------------|--------------|----|----|----|----|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | To what extent do instructors identify training interests of trainees The experience of instructors in providing training | Trainees | - | 5 | 37 | 18 | - | 2.83 |
| | | Instructors | - | - | 9 | 3 | - | 2.75 |
| 2 | The experience of instructors in providing training | Trainees | 9 | 40 | 11 | - | - | 3.96 |
| | | Instructors | - | 4 | 6 | 2 | - | 3.13 |
| 3 | The commitment of instructors in providing the training | Trainees | - | 8 | 13 | 39 | - | 2.53 |
| | | Instructors | - | 5 | 7 | - | - | 3.41 |
| 4 | The ability of instructors in providing the training | Trainees | - | 11 | 49 | - | - | 3.23 |
| | | Instructors | - | 4 | 8 | - | - | 3.33 |
| 5 | To what extent o the training program consider the needs of participants | Trainees | - | - | 13 | 38 | 9 | 2.16 |
| | | Instructors | - | - | 1 | 10 | 1 | 2 |
| 6 | To what extent does the training program consider the experience of trainees | Trainees | - | 5 | 11 | 34 | 10 | 2.23 |
| | | Instructors | - | - | - | 9 | 3 | 1.75 |
| 7 | The extent of using problem-centered training approach | Trainees | - | 8 | 40 | 12 | - | 2.93 |
| | | Instructors | - | 2 | 8 | 2 | - | 3 |
| 8 | To what extent do trainees accept the field of training they are attending | Trainees | 10 | 41 | 9 | - | - | 4.7 |
| | | Instructors | 6 | 6 | - | - | - | 4.5 |
| 9 | The extent of the training institutions in participating individual trainees in decision making activities at all levels of the training process | Trainees | - | - | 2 | 14 | 44 | 1.3 |
| | | Instructors | - | - | 1 | 4 | 7 | 1.5 |
| 10 | The extent of adult trainees in getting opportunity for practical skills gained through training | Trainees | - | - | - | 50 | 10 | 1.83 |
| | | Instructors | - | - | - | 8 | 4 | 1.66 |

Table 4.3 presents adult trainees and instructors view on the current status of implementing NFTVET curriculum. In doing so, as indicated in item 1 of table 5, adult trainees and NFTVET instructors were asked to rate the extent of instructors in identifying trainees interest for the training program. As a result, according to the mean value of the response (2.83) of trainees and (2.75) of instructors responses’ and based on the mean value of the responses given by the

respondents, it can be suggested that the extent of instructors in identifying training interests of trainees were medium.

In item 2 of the same table, the experience of instructors in providing training to adult trainees was confirmed by the respective respondents. So, according to the mean value of the responses (3.96) of trainees and (3.13) of instructors' responses, it can possible to say that the experience of instructors in providing training to adult trainees was high.

In item 3 of table 4.3, adult trainees and instructors were asked to rate the commitment of instructors in providing the training activity to adult trainees. In doing so, according to the mean value of the responses of trainees (2.53) and (3.41) of instructors responses, it can be suggested that the commitment of instructors in providing the training to adult trainees was medium.

In Item 4 of table 4.3, the same respondents were asked to rate about the ability of instructors in providing the training program to adult trainees. As a result, the mean value of trainees (3.23) and the mean value of NFTVET instructors (3.33) showed the results during the analysis. Accordingly, based on these figures it can be suggested that the ability of instructors in providing the training program to adult trainees was found to be medium.

In item 5 of table 4.3, the same respondents were asked to rate about the extent of the training program in considering the needs of the participants. Accordingly, based on the mean value of trainees (2.16) and the mean value of NFTVET instructors (2.00) responses were obtained by the respondents. In doing so, according to the respondents' response, the extent of the training program in considering the needs of the participants was found to be low.

Likewise, in item 6 of table 4.3, respondents were supposed to rate about the extent of the training program in considering the experience of the trainees, As a result, based on the mean value of trainees (2.23) and the mean value of NFTVET instructors (1.75) responses we re obtained.

Hence, depending on the mean value of the data gathered from the respondents, it is possible to say that the extent of the training program of the sampled NFTVET institutions in considering the experience of the trainees was found to be low.

This shows that the purpose of the training program did not consider the experience of adult trainees during the training program. Similarly, on item 7 of the same table, the respective respondents were asked to answer about the extent of using problem-centered training approach to adult trainees. Therefore, the mean value of adult trainees and NFTVET instructors were found to be (2.93) and (3.00) respectively.

Based on the results obtained from the analysis, it can be suggested that the extent of using problem centered training approach for the trainees during the process of adult training program was found to be medium.

In item 8 of the same table, respondents were asked to rate about the extent of trainees in accepting the field of training they are attending. As a result, according to the mean value of the response (4.7) of trainees and (4.5) of instructors responded the question. Hence, based on the mean value of the responses given by the respondents, it can be suggested that the extent of adult trainees in accepting the field of training they are attending was found to be very high.

In relation to item 9 of the same table, respondents were also asked to rate about the extent of the training institutions in participating individual trainees in some decision making activities at all levels of the training process. As a result, the mean value of the responses (1.3) given by adult trainees and the mean value of the responses of NFTVET instructors (1.5) were the general responses of the respondents.

Due to this fact, it can suggest that the extent of the training institutions in participating individual trainees in some decision making activities was found to be very low.

Referring to item 10 of table 4.3, the same respondents were finally asked to answer about the extent of adult trainees in getting opportunity for practicing skills gained through the process of the training process. Hence, the mean value of adult trainees (1.83) and the mean value of NFTVET instructors (1.66) were the results obtained from the same respondents.

In doing so, according to the result of the analysis it can be suggested that the extent of adult trainees in getting opportunity for practicing skills gained through the process of the training program was found to be low. In general, analysis of the responses reveals that the current status of implementation NFTVET curriculum were low as viewed by the majority of the respondents.

4.3 Selection of Trainees

To maintain the quality of the training program in NFTEVT institutes, it requires appropriate selection of trainees using accepted criteria. Concerning this issue, question items were set and presented to adult trainees of the institutes. The responses for the questions are stated below in Table 4.4.

Table 4.4. Criteria which are used in selecting NFTVET Trainees

| No | Items | Respondents | | | | | | | | | | | |
|----|--------------------------------------|-------------|------|-----|------|----------------|------|-----|------|-------|------|-----|------|
| | | Trainees=60 | | | | Instructors=12 | | | | Total | | | |
| | | Yes | | No | | Yes | | No | | Yes | | No | |
| | | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % |
| 1 | Background Experience | 12 | 20 | 48 | 80 | 2 | 16.7 | 10 | 83.3 | 14 | 19.4 | 58 | 80.5 |
| 2 | Personal relationship | 35 | 58.3 | 25 | 41.7 | 10 | 83.3 | 2 | 16.7 | 45 | 62.5 | 27 | 37.5 |
| 3 | Marketability of the training course | 17 | 28.3 | 43 | 71.1 | 3 | 25 | 9 | 75 | 20 | 27.8 | 52 | 72.2 |
| 4 | Pressure from the government body | 26 | 43.3 | 34 | 56.7 | 7 | 58.3 | 5 | 41.7 | 33 | 45.8 | 39 | 54.2 |

Information in table 4.4 revealed that 12 of the 60 trainees (20%) and 2 of the 12 instructors (16.7%) said that background experience was used as a selection criteria in admitting trainees into the institutes. Regarding item 2 of the same table, 35 of (58.3%) of the trainees and 10 (83.3%) of instructors agreed that personal relationship was used as a selection criteria of adult trainees.

Concerning item 3, 17 (28.3%) of the trainees and 3(25%) of instructors responded that marketability of the training course was used as a selection criteria to adult trainees. On item 4, 26 (43.3%) of the trainees and 7 (58.3%) of instructors depicted that pressure from the government body was used as a selection criteria of trainees in the NFTEVET institutes.

In order to obtain additional information regarding the selection of adult trainees into the institutes, NFTVET experts at the woreda level were asked. As a result, these experts in each

sampled woredas said that woreda education offices did not select adult trainees. They were asked to give reasons. All experts of woreda education offices said that little attention from federal and regional offices and non-implementation of the structure were found to be the reasons why the selection process was not exercised by the woreda education office experts.

As a whole, results of the study showed that woreda and zonal education offices did not give much attention to adult training program in general. They seem not only lack experiences on the selection of adult trainees, but also give little attention to the program as a whole.

4.4 Factors which Affect Implementation of NFTVET Curriculum

There are various factors possibly affecting the implementation of NFTVET curriculum in the training institutions. In this respect, table 6 tries to deal with the implementation NFTVET curriculum related issues that can affect views and perceptions of NFTVET instructors.

Such issues to mention few may include instructor related, resource related, administrative support related and awareness related factors affecting instructors towards the implementation of NFTVET curriculum.

4.4.1 Instructor Related Factors

Table 4.5. Rating Factors Which Affect Implementation of Curriculum by Instructors

| No. | Items | Respondents | Rating scale | | | | | Mean |
|-----|---|-------------|--------------|----|----|----|---|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | Ability of NFTVET instructors in identifying trainees need | Trainees | 6 | 11 | 6 | 36 | 2 | 2.75 |
| | | Instructors | 1 | 3 | 2 | 5 | 1 | 2.83 |
| 2 | The extent of instructors in encouraging trainees to apply their experience during the training process | Trainees | 7 | 9 | 38 | 6 | - | 3.28 |
| | | Instructors | - | 5 | 6 | 1 | - | 3.33 |
| 3 | The extent of NFTVET instructors in creating favorable conditions to trainees to learn effectively | Trainees | 5 | 12 | 17 | 26 | - | 2.93 |
| | | Instructors | 1 | 5 | 2 | 4 | - | 3.25 |

Item 1 of table 4.5 describes about the ability of NFTVET instructors in identifying trainees need. The respondents then needed to express their idea on the issue under consideration. Accordingly, the mean value of adult trainees (2.75) and the mean value of NFTVET instructors (2.89) were the results analyzed from the question items. Therefore, based on the mean value of the responses, it can be suggested that that ability of instructors in identifying trainees need was medium.

Item 2 of the same table states the extent of instructors in encouraging trainees to apply their experience during the training process. Accordingly, 3.28 and 3.33 were results of the mean value responded by adult trainees and NFTVET instructors of the institutions respectively. In doing so based on the information obtained from the respondents, it can be suggested that the extent of instructors in encouraging trainees to apply their experience was medium.

Hence it is possible to suggest that during the process of training of adults, NFTVET instructors of those institutions do not as such encourage trainees to apply their experience while training of young and adult people.

Item 3 of table 4.5 describes about the extent of NFTVET instructors in creating favorable conditions to trainees to learn effectively during the process of adult training program. In this respect, 2.93 and 3.25 were results of the mean value responded by adult trainees and NFTVET instructors of the institutions respectively. In doing so based on the information obtained from the respondents, it can be suggested that the extent that the extent of instructors in creating conducive condition to trainees was found to be medium.

Hence, it is possible to conclude that instructors of NFTVET institutes do not exert much effort in creating favorable conditions to trainees in order for attending the training program effectively.

4.4.2 Resource Related Factors

In order to provide the training program effectively and efficiently, the training institutions need to be well equipped with the necessary training resources. These resources should be available in the training institutions abundantly.

Table 4.6: Rating on Resource Related Factors

| No | Items | Respondents | Rating scale | | | | | Mean |
|----|---|-------------|--------------|---|----|----|----|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | Allocation of the required budget for the training activity | Trainees | - | 6 | 16 | 31 | 7 | 2.25 |
| | | Instructors | - | 2 | - | 5 | 5 | 1.91 |
| 2 | Adequacy of training materials in the institute | Trainees | - | 5 | 11 | 33 | 11 | 2.16 |
| | | Instructors | 1 | 1 | 5 | 3 | 2 | 2.66 |

Item 1 of table 4.6 states about allocation of the required budget for the training activity in the NFTVET institutes. Accordingly, 2.25 and 1.91 were mean value results obtained from respondents of adult trainees and NFTVET instructors respectively. Based on these results, it is possible to infer that allocation of the required budget for the training purpose was found to be low.

Item 2 of table 4.6 presented to the respondents about the adequacy of training materials in the institutes. The respondents then, expected to explain their position about the issue. Accordingly, the obtained mean value of adult trainees (2.16) and the mean value of the NFTVET instructors (2.66) were given as a response for the item. Referring to this point it is possible to suggest that adequacy of training materials in the institutes was found to be medium. As to the results mentioned above, the existence and adequacy of training materials were scarce in NFTVET institutes which resulted in ineffectiveness of the implementation of NFTVET curriculum.

According to the findings, there were resource scarcities in NFTVET institutes of Awi zone that caused them not to carry out their programs effectively and sufficiently. Due to scarce resource of all necessary inputs, it was not possible to provide demand-oriented training courses. Besides, the quality of the training out comes was poor and the provision of the program has also no continuity. As a result, adult trainees tend to withdraw the training program due to the shortage of resources related to their training needs.

Many literatures reveal the necessity of resources for NFTVET institutes; Bekuretsion (2005) resources like training materials and financial allocation are required to attain the desired goals of the institution. World Bank (1996) education as well as training, whether formal or non- formal system has influence on the social economic betterments. Thus, it should be supported by the adequate resources.

4.4.3 Administrative Support Related Factors.

Table 4.7: Rating on Administrative Support Related Factors.

| No. | Items | Respondents | Rating scale | | | | | Mean |
|-----|--|-------------|--------------|----|----|----|---|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | Provision of human and material resources to the training purpose | Trainees | - | 9 | 21 | 25 | 5 | 2.56 |
| | | Instructors | - | 2 | 5 | 5 | - | 2.75 |
| 2 | Provision of support (technical and professional) to trainees to choose training needs. | Trainees | 1 | 17 | 34 | 5 | 3 | 3.13 |
| | | Instructors | - | 4 | 4 | 3 | 1 | 2.91 |
| 3 | Capability of the institute to provide demand-oriented training program | Trainees | 2 | 13 | 35 | 6 | 4 | 3.05 |
| | | Instructors | 1 | 6 | 1 | 2 | 2 | 3.16 |
| 4 | Provision of planned training program | Trainees | - | - | - | - | - | - |
| | | Instructors | 2 | 1 | 4 | 4 | 1 | 2.91 |
| 5 | Utilization of available resources | Trainees | - | 11 | 31 | 18 | - | 2.88 |
| | | Instructors | - | 4 | 4 | 2 | 2 | 2.83 |
| 6 | The coordination of training activities in the institute | Trainees | - | 20 | 34 | 3 | 3 | 3.23 |
| | | Instructors | - | 4 | 3 | 3 | 2 | 2.75 |
| 7 | Participating all staff members of the institute in the planning process of the training activities. | Trainees | - | - | - | - | - | - |
| | | Instructors | 1 | 3 | 4 | 1 | 3 | 2.83 |

Item 1 of table 4.7 indicates about the provision of human and material resources to the training purpose by the administrative bodies. Hence, the mean value of trainees (2.56) and the mean value of NFTVET instructors (2.75) showed the results during the analysis. Accordingly, based on these figures it can be suggested that the provision of human and material resources for training purpose was medium. This could be because of less attention given to the training program.

Item 2 of table 4.7 reveals about the provision of technical and professional support to trainees to choose training needs before they start the actual training program. In this regard, (3.13) and (2.91) were the mean values obtained both from trainees and NFTVET instructors respectively

using questionnaires. In doing so, based on the mean value of the data, it can be suggested that the provision of technical and professional support to adult trainees so as to choose their training needs was not satisfactory.

Item 3 of table 4.7 depicts about the capability of the institute in providing demand-oriented training program to adult trainees. Hence, (3.05) and (3.16) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that the capability of the institute in providing demand-oriented training program was found to be medium.

Item 4 of the same table, presupposes about the provision of planned training program. Accordingly, only few of the respondents i.e. NFTVET instructors responded for the question item and obtained results with the mean value of (2.91). Therefore, from the information obtained, it can be suggested that the provision of planned training program for adult trainees seems low. This could be because of less regard given to the program.

In order to obtain additional information about the type of support provided by the administrative bodies, the experts of NFTVET program at the Woreda and Zonal level were interviewed. Responses given are summarized separately as follows.

Responses provided by Woreda NFTVET program experts include: just giving information what has been said by regional education office, visiting of the institutions with out giving any kind of support, some times giving a chance for NFTVET instructors training when ever there is training session for academicians and other woreda education officials.

The expert of zonal education department of NFTVET program has given responses for the interview as follows: in collaboration with the zone and woreda micro and small trade and industry promotion agency creating credit facilities for graduates with the integration of other sectors and institutions

Item 5 of table 4.7, shows about utilization of available resources in the training institute. Hence, (2.88) and (2.83) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that utilization of available resources in the training institutions seems to be low

Regarding item 6 of the same table, the respective respondents were asked to rate about the extent of administrative support in coordinating the training activities in the institutes.

As a result, (3.23) and (2.75) were the mean values obtained both from trainees and NFTVET instructors respectively. Based on the results of the mean value, it can be suggested that the extent of coordinating the training activities was found to be medium.

Item 7 of table 4.7, stresses about the participation of all staff members of the institute in the planning process of the training activities. In doing so, (2.83) of the mean value was obtained from NFTVET instructors. Based on the results of the mean value, it is possible to say that participation of all staff members in the planning process of the training activities was assumed to be low.

4.4.4 Awareness Related Factors.

Creating awareness about the proper implementation of NFTVET curriculum for those instructors and other concerned bodies has a paramount importance. As a result, factors related to awareness creation are analyzed and interpreted here under.

Table 4.8 Rating on Awareness Related Factors

| No | Items | Respondents | Rating scale | | | | | Mean |
|----|--|-------------|--------------|----|----|---|---|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | To what extent do trainees understand the objective of the training program? | Trainees | 8 | 32 | 17 | - | 3 | 3.7 |
| | | Instructors | 1 | 5 | 4 | 1 | 1 | 3.33 |
| 2 | The extent to which trainees understand the benefits of the training. | Trainees | 8 | 34 | 11 | 7 | - | 3.71 |
| | | Instructors | 1 | 5 | 3 | 2 | 1 | 3.25 |
| 3 | To what extent do training methodologies used by instructors satisfy the training needs of adults? | Trainees | 6 | 17 | 32 | 5 | - | 3.6 |
| | | Instructors | 4 | 3 | 3 | 1 | 1 | 3.66 |
| 4 | Clarity of the training schedule to adult trainees. | Trainees | 10 | 35 | 11 | 4 | - | 3.85 |
| | | Instructors | - | 7 | 2 | 1 | 2 | 3.16 |

Item 1 of table 4.8, states about the extent of trainees in understanding the objective of the training program. Accordingly, (3.7) and (3.33) were the mean values obtained both from trainees and NFTVET instructors respectively. Based on the results of the mean value, it can be suggested that adult and young people in the NFTVET institutes of Awi zone partially understand the objectives of the training program.

Item 2 of table 4.8 tried to assess the extent of trainees in understanding the benefits of the training program. Hence, (3.71) and (3.25) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the analysis made on this issue is therefore, it can be suggested that trainees of Awi zone in NFTVET institutes know the benefits of the training program.

Item 3 of the same table tried to assess the extent of the training methodology used by NFTVET instructors in satisfying the training needs of adult and young people. In this regard, (3.6) and (3.66) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that the methodology used by instructors in satisfying trainees need was found to be very high.

Item 4 of the same table reveals about the clarity of the training schedule to adult trainees. Accordingly, the obtained mean value of adult trainees (3.85) and the mean value of the NFTVET instructors (3.16) were the results given as a response for the item. Referring to this point it is possible to suggest that the clarity of training schedule to adult trainees in the sampled institutions was found to be as good as possible.

4.5. The Roles Played by Stakeholders of NFTVET Institutions.

The roles of stakeholders in NFTVET are among the external factors that affect the implementation of adult learning principles of NFTVET program. They were one of the issues to be assessed in this study. Because commitment of stakeholders at different level is the foundation for the achievement of the training program. Based on the review of the related literature, a successful implementation of NFTVET program demands the active involvement of stakeholders at different levels. Accordingly, attempts were made to find out the extent to which those stakeholders like government bodies play roles in order to realize the effective implementation of adult learning principles in NFTVET institutions. To this effect, questionnaires were set and

presented to the respective respondents. So, the responses of the questionnaire have been illustrated below in table 4.9.

Table 4.9. Involvement of Stakeholders in the Work of NFTVET Institutions

| No | Items | Respondents | Rating scale | | | | | Mean |
|----|---|-------------|--------------|-----|----|----|----|------|
| | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | The extent of stakeholders in orienting trainees to identify their training need | Trainees | 2 | 13 | 33 | 9 | 3 | 3.03 |
| | | Instructors | 1 | 3 | 3 | 4 | 1 | 2.91 |
| 2 | Provision of relevant training materials for instructors | Trainees | 1 | 14 | 36 | 6 | 3 | 3.81 |
| | | Instructors | 1 | 3 | 2 | 2 | 4 | 2.58 |
| 3 | Participation of individual trainees in decision making at all levels of the training process | Trainees | 2 | 9 | 18 | 31 | - | 2.7 |
| | | Instructors | - | - | 7 | 1 | 4 | 2.25 |
| 4 | Providing support (technical or professional) for instructors. | Trainees | 2 | 9 | 9 | 30 | 10 | 2.4 |
| | | Instructors | 1 | 2 | 2 | 2 | 5 | 2.33 |
| 5 | Provision of experience sharing among instructors | Trainees | - | 8 | 17 | 31 | 4 | 2.53 |
| | | Instructors | - | 3 | 6 | 2 | 1 | 2.91 |
| 6 | Provision of planned training program for trainees. | Trainees | 2 | 11 | 19 | 26 | 2 | 2.75 |
| | | Instructors | 1 | 2 | 3 | 5 | 1 | 2.75 |
| 7 | Coordination of training activities | Trainees | 7 | 123 | 31 | 9 | - | 3.3 |
| | | Instructors | 3 | 5 | 4 | - | - | 3.91 |
| 8 | Participation of all staff members in the planning process of the training activity. | Trainees | - | 6 | 12 | 30 | 12 | 2.2 |
| | | Instructors | - | 2 | 4 | 6 | - | 2.66 |

Item 1 of the table 4.9 reveals about that the extent of stakeholders in orienting trainees in identifying their training needs. Hence, the obtained mean value of adult trainees (3.03) and the mean value of the NFTVET instructors (2.91) were the results given as a response for the item. Referring to this point it is possible to suggest that the extent of stakeholders in orienting trainees in identifying their training needs was found to be low.

Item 2 of table 4.9 tried to assess the provision of relevant training materials for NFTVET instructors. Accordingly, the obtained mean value of adult trainees (3.82) and the mean value of the NFTVET instructors (2.58) were the results given as a response for the item. Hence, one can easily suggest that the provision of relevant training materials for NFTVET instructors was not as sufficient as the expected.

Item 3 of table 4.9 reveals about the participation of individual trainees in some decision making activities of the training program. In this regard, the obtained mean value of adult trainees (2.7) and the mean value of the NFTVET instructors (2.25) were the results observed as a response for an item. Referring to this point it is possible to suggest that the participation of individual trainees in some decision making activities of the training program was found to be low.

Item 4 of table 4.9 indicates about the provision of technical and professional support for the training program of NFTVET institutes. Hence, (2.4) and (2.33) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that the provision of technical and professional support for the training program of NFTVET institutes was also found to be low.

Item 5 of table 4.9 reveals about the existence of experience sharing among instructors of NFTVET institutes. So, (2.53) and (2.91) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that the practice of sharing experiences between and among instructors of NFTVET institutes of Awi Zone was low.

In relation to item 6 of table 4.9, it states about the provision of planned training program for trainees. In doing so, (2.75) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value, it can be suggested that the provision of planned training program for adult trainees in NFTVET institutes of Awi

zone was low. This could be because the expected stakeholders did not give due attention to the program as a whole.

Consequently, item 7 of table 4.9 reveals about coordination of training activities by the responsible stakeholders. As a result, (3.3) and (3.91) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value which were obtained from the respective respondents, it can be suggested that the roles of stakeholders in coordinating the training activities in NFTVET institutes of Awi Zone was found to be good.

In relation to item 8 of the same table, respondents were given question about the participation of all staff members in the planning process of the training activity. As a result, (2.2) and (2.66) were the mean values obtained both from trainees and NFTVET instructors respectively. In doing so, based on the results of the mean value which were obtained from the respective respondents, In doing so, by referring the responses given by the majority of the respondents' mean value, the extent of participating all staff members in the planning process of the training activities in the NFTVET institutions of Awi Zone was found to be low. The reason for the low participation of all staff members could be giving less regard to the roles of other staff members.

4.6 Major Problems that Currently Encountered NFTVET Instructors in the Implementation of NFTVET Curriculum

The major problems that encountered NFTVET instructors in the implementation of adult learning principles are one of the most important issues to be researched in the study. The purpose is to identify major problems that have strong influence on the implementation of adult learning principles in NFTVET institutes. The data were, therefore, gathered through questionnaires and interviews from all groups of respondent such as trainees, instructors, and experts of the zone and woreda education offices. All groups of respondents were asked open ended type questions and then to list down the major problems that challenge the implementation of adult learning principles in NFTVET institutes of Awi zone.

The question was about what major problems encounter NFTVET instructors. Accordingly, all the respondents enumerated major problems that challenge the training program of NFTVET in general and implementation of adult learning principles by instructors in particular. The responses provided for the questions are therefore summarized and presented below in table 4.10.

Table 4.10: Major Problems Facing NFTVET Instructors in Implementing NFTVET Curriculum.

| No | Problems | Respondents | |
|----|--|-----------------------|------------|
| | | Number of Respondents | Percentage |
| 1 | Lack of skilled man power, such as trainers and experts who have trained in fields related to NFTVET programs. | 61 | 82.2 |
| 2 | Lack of training materials | 59 | 77.6 |
| 3 | Incapability of NFTVET institutes to meet the needs and interests of the target population | 67 | 88 |
| 4 | Lack of commitment from the side of trainees | 34 | 44.7 |
| 5 | Non-diversity of training courses | 29 | 38.2 |
| 6 | Absence of an attempt from the side of the government in organizing graduates into cooperatives and enabling them to be engaged in self-employment activities so as to apply skills they have acquired from the training | 54 | 71.1 |
| 7 | Lack of technical and professional support from higher officials for the training program | 48 | 63.2 |

N.B There were multiple responses

As could be seen in table 4.10, 61 (82.2 %) of the respondents indicated that lack of skilled man power such as trainers and experts who have trained in fields related to NFTVET programs were major problems facing NFTVET institutions. In addition to this, 59 (77.6%) of the respondents pointed out that lack of training materials for the training program were also one of the problems encountered the instructor. On the same manner, 67 (88%) of the respondents stressed that incapability of NFTVET institutes to meet the needs and interests of the target population were also one of the major problems encountered the training program.

On top of these problems, respondents of the study were also asked to list additional problems encountered the program. As a result, 34 (44.7%) of respondents listed out that lack of commitment from the side of trainees was one of problems challenged the adult learning program. Consequently, 29 (38.2%) of the same respondents pointed out that non-diversity of training courses in the institutions was also one among the problems encountered NFTVET instructors.

In addition to those problems listed above, the same respondents were also identified other training-related problems. Hence, 54 (71.1%) of respondents and also 48 (63.2%) of the same respondents pointed out that absence of an attempt from the government side to organize graduates in to cooperatives and enabling them to be engaged in self-employment activities so as to apply skills they have acquired from the training and lack of technical and professional support from higher officials for the training program were the major problems listed by the respective respondents respectively.

Respondents also indicated that NFTVET institutes were found inadequately furnished with the desired training materials. Similarly, it is indicated that attempts were not made by the responsible bodies to follow up the graduates about the use of their knowledge and skills they have acquired from the training program.

Based on the responses obtained, provision of training materials and the provision of technical and professional support from higher officials to NFTVET instructors were inadequate and even it was given less attention from the recognized bodies and stakeholders.

In short, the implementation of NFTVET curriculum by instructors was characterized by not only lack of resources related to the training program but also less attention given from the stakeholders at all. Besides, the training courses were not available in diverse so that adult trainees have no more choices to select types of skills best beneficial for them.

The ideas forwarded by respondents with regard to the major problems facing NFTVET institutions were confirmed by Agidew (1995) that lack of training materials, provision of training by untrained and inexperienced trainers, frequent structural changes, financial constraints were found to be major problems of NFTVET institutions in Amhara region, including those in Awi zone.

On the other hand, respondent were asked to comment for the problems they identified earlier in table 4.10. As a result, respondents justified that NFTVET need to have trainers, coordinators and experts who are trained in vocational skill training fields at different levels. In relation to the improvement of training materials, the respondents also suggested that improved training materials for the whole training program should be available.

Certain member of respondents suggested the need for organizing graduates into cooperatives and supply them with working places and few respondents also suggested that watching graduates of NFTVET institutions whether or not they use skills they acquired from the training was necessary. Moreover, the respondents justified the availability of more types of skill training courses rather than being restricted to one or two types of skills.

In addition to this, respondents forwarded ideas for the indispensability of capacitating NFTVET institutions to meet the interests and needs of the communities and the need of the government's due attention to the NFTVET institutions should be given. Further more, provision of short-term training for NFTVET instructors as how to train adult trainees was also indicated by the respondents.

Besides, respondents forwarded different suggestions based on ideas they have for solving the current major problems of NFTVET instructors in implementing NFTVET curriculum. These suggestions should be taken as essential inputs in order to change the present situation of the training program.

Based on the results given, fulfilling qualified man power, improved training materials, paying due attention for adult learning program by the concerned government bodies and educational experts, creating awareness about the proper implementation of NFTVET curriculum and provision of short term training courses for NFTVET instructors were pointed to be decisive factors for the effective implementation of the curriculum in NFTVET institutions. Some issues such as providing training materials, introducing credit services and working places and other technical and professional supports were recommended to be fulfilled by woreda government officials and educational experts in general. Hence, the constructive suggestions forwarded by respondents should be considered by all woreda, zone and regional government officials. It is understood that the decentralized system of administration has given full power for regions and woredas to decide and implement their own internal affairs including education and training program.

As In connection with importance of NFTVET institutions, Aniley (1999) has justified that NFTVET institutions are important to revitalize locally ignored, but important indigenous skills that are found at the rudimental stages.

Chapter Five

Summary of Findings, Conclusions and Recommendations

5.1. Summary of Major Findings

The main purpose of this study was to assess the implementation of adult learning principles by NFTVET instructors of Awi zone. Thus, the study has formulated the following basic questions.

- 1 To what extent non-formal technical and vocational education and training instructors implement the curriculum?
- 2 What are the major factors that affect the effective implementation of non-formal TVET curriculum?
- 3 What are the roles played by woreda education offices and other stakeholders in the planning and implementation of NFTVET curriculum?

To deal with these basic questions a descriptive survey design was employed and the necessary related literatures were reviewed.

Data gathering instruments (questionnaire, interview and review of documents) were employed to generate information from 76 subjects, which were managed by grouping into three (trainees, NFTVET instructors and experts of zonal and woreda education offices). Since the activity of the study has given great emphasis for the proper implementation of NFTVET curriculum and developed generalizations in the final analysis, it has employed the descriptive research design. Moreover, to analyze the data gathered, the mean scores were used.

Therefore, based on the aforesaid instruments and statistical computations, the following results were obtained from the study.

1. Regarding the description of the respondents information, the results of the study have indicated that the composition of trainees who were attending the skill training courses were found to be 41 male and 19 female trainees. On the other hand, all of the respondents regarding NFTVET instructors were male. Of all respondents, 57 (75%) were male and 19(25%) were female. There were no female representatives as NFTVET experts or as instructors. In all cases, (in the groups included in the study) female participation was minimal.

2. With respect to the educational background of respondents, none of the trainees were unable to read and write. Two of trainees have attended primary education and 58 of the trainees and 4 of the NFTVET instructors have attended secondary education. Besides, 8 of the NFTVET instructors have attended diploma program. All of the experts of NFTVET at the woreda and zonal level were graduates of university level.

In relation to area of qualification, none of the experts at the woreda and zonal level were qualified in the fields related to the NFTVET programs. This indicates the fact that the functions of non-formal technical and vocational education and training programs were carried out by persons who are incompetent.

3. The majority of trainees' i.e, (75%) agreed that they were not provided training courses in accordance with their choices and on voluntary base. They were not consulted on what training courses they want to attend. In the same manner, 73.3% of them have indicated that their participation in the process of planning and other decision-making activities of their training programs were very limited.

As to the information obtained on the types of training fields, skill training courses were not diversified, only few types were provided (ICT, Electricity, and Construction, metal work, auto-mechanics). Economically supportive skill training areas, like bamboo work (highly demanded and marketable in the zone), horn work, and the like that help adult and young people to create their own income were not included.

The intake of each NFTVET institutions was not determined by the availability of training tools, budget and other facilities and even without considering the essential facilities and qualified manpower in the area, the institutes simply admit trainees who ever comes to the institute to be registered.

4. Regarding awareness of the target groups (trainees) on the importance of NFTVET program was seen to be high according to the majority of the respondents' responses. The relevance of the training program to solve the existing problems of the target groups was reported to be low. On top of this, the existence of training materials and qualified NFTVET instructors were also found to be low.
5. Regarding the support system of the training program given by the responsible bodies in the zone, it lacks all the necessary training skills and knowledge. And also these training

institutions in the zone were incapable in terms of qualified man power and other necessary inputs in order to provide need-based training courses which can ultimately solve personal and social problems of the community. As a result, NFTVET instructors in Awi zone were characterized by providing training courses which can not solve the local problems of adult and young trainees.

6. With regard to the roles played by stakeholders in the training of adults, majority of respondents revealed that zonal and woreda education offices have failed to allocate the necessary training guidelines, and also technical and professional supports were not given to the instructors. Zonal and woreda education offices and other concerned government officials were poor in supplying with training materials. Similarly, zonal and woreda education offices neither conducted the follow-up on the former graduates of NFTVET institutes nor assisted them professionally. As to opinion of the majority of respondents view, (35.3%) answered that the roles of zonal and woreda education offices for the training process in general and for the proper implementation of NFTVET curriculum in particular in Awi zone was low.
7. Results of observation have given the actual view of the current situation of NFTVET institutions in terms of availability of training materials. As to the results of direct observation, the types and number of materials available in each NFTVET institutions were not only limited but also their distribution was uneven. Some NFTVET institutions a little bit were equipped in a better condition in terms of availability of training materials compared to others. While some others were experiencing sever problems. In short, the available training materials in NFTVET institutions in order for implementing the NFTVET curriculum properly were inadequate compared with the number of adult and young trainees.
8. Training in fields related to the NFTVET programs as well as interests of the trainees during the process of adult training were one area of the study. Hence, the information has shown that (63.3%) of trainees revealed that the training program provided by NFTVET instructors did not coincide with interests and current problems of adult trainees. (60%) of adult trainees revealed that NFTVET instructors lack ability to train adult trainees. All respondents (trainees, NFTVET instructors and NF experts) had agreed that being involved in the work of NFTVET program requires special training session related to the nature of the program. According to the respondents view, NFTVET instructors were not implementing adult learning principles during the implementation of NFTVET curriculum. In addition to the

instructors' low performance of adult learning principle implementation, the whole program in the zone were carried out by persons without adequate training in the fields related to the programs. Due to lack of awareness in the area, the whole activities especially at the woreda and zone level were left for individuals who had no background in the field.

9. Majority of the respondents (37.5%) told that assessing the needs of the trainees in the process of the training was not conducted by the people who are qualified in the area. Zonal and woreda education offices even did not follow up the training program. Results of this showed that implementation of NFTVET curriculum in addressing the needs and local problems of adult trainees were poor.

5.2 Conclusions

Attempts were made to present and analyze the data gathered from the view of the sample respondents and review of documents. Accordingly, based on the major findings, the following conclusions are drawn.

1. Based on the findings, awareness of the NFTVET instructors of Awi zone as how to select, acquaint and train adult trainees was not strong. As a result, the training courses were not provided in accordance with adult trainees' choices and voluntary bases, Trainees' participation in the process of planning was very limited. There was no participatory planning in NFTVET institutes of Awi zone.
2. The findings of the study revealed that, diversity of training course in the institutes was few. It was only courses like electricity, information communication technology, construction, metal work etc were provided to adult and young trainees. Other skill training areas like bamboo work, horn work, and mat work etc, which were highly demanded in respect with marketability were not given due consideration .
3. According to the results of the study, NFTVET instructors in Awi zone lack the necessary experience so as to implement properly the NFTVET curriculum to adult trainees. Besides, NETVET institutions were incapable in terms of training materials, qualified manpower and other necessary inputs in order to implement the training curriculum to adult and young trainees depending on their needs and current problems. In general, the resources available in

NFTVET institutions were found to be inadequate. As a result, NFTVET instructors were forced to provide courses which were not applicable in the local community.

4. From the findings, it seems clear that graduates of NFTVET institutions were not provided with technical support as well as no follow up was conducted up on them to identify whether they have used their skills and knowledge gained during the training program or not.
5. The functions of NFTVET institutions in Awi zone were carried out by individuals who have no training skills relevant to the program and who have no adequate knowledge about the essence of adult non-formal education and training program.
6. To realize effective implementation of NFTVET curriculum, assessing and conducting continuous follow-up of the training process periodically helps not only to find out defects against the plan action but also to make the training process need based as a whole. However, the training process of NFTVET institutions in Awi Zone were not supported by regular follow up which will make the instructors proficient in implementing NFTVET curriculum.
7. The efforts of the zone and woreda education office experts to fulfill their responsibilities in enabling the roles of NFTVET instructors of Awi zone was practically low. In general, attempts of zonal and woreda education offices and other concerned bodies in the proper implementation of NFTVET curriculum to the training program of Awi zone were found to be very limited. On top of this, most problems facing NFTVET instructors have got their origin in the lower level of attention and less commitment from the part of zonal and woreda education officials and other government bodies regarding the proper implementation of NFTVET curriculum.

5.3 Recommendations

Based on the summary of the findings and conclusions drawn, the following recommendations were forwarded.

1. The participation of trainees in the process of planning, training and evaluating the training program is among deciding factors for the effective implementation of NFTVET curriculum.
 - 1.1 Training activities in NFTVET institutions need to be participatory.
 - 1.1.1 Trainee's decision making role is likely to be encouraged. They possibly be asked what, how, where and when to attend the training program.

1.1.2 They have to involve in the processes of training course selection, planning and implementation of the training programs. Because it is a foundation for developing confidence, it makes them designers and implementers of their own programs and it enables them to find out defects against planned actions.

2. Different types of training courses should be given for adults and young people to enable them to alleviate individual and community problems created in the zone. To this end, zonal and woreda education offices in general and NFTVET program experts in particular need to be committed and do their best in supporting instructors so as to implement the NFTVET curriculum properly based on the needs and actual problems of adult trainees.

3. In order to increase the effectiveness of the training program, it is essential to enable NFTVET instructors and institutions in all aspects. To this end, NFTVET institutions need to be equipped and furnished with at least trained manpower and sufficient training materials, as well as adequate budget allocation and due attention from the part of woreda and zonal education officials should be given all the time. The authorities of NFTVET institutions at all levels should recognize the roles played by NFTVET instructors in order to implement NFTVET curriculum properly during the training program. Therefore, giving due attention to the training program through implementing the NFTVET curriculum properly is advisable.

4. To keep up the efforts of NFTVET instructors in the effective implementation of the curriculum, creating favorable conditions for those instructors is necessary. In addition to this, there should be strong linkage among trainees, NFTVET instructors, woreda and zonal education offices, officials of the training institutions, and other concerned government bodies. These sectors or institutions have to integrate their visions and development efforts for the betterment and actualization of the curriculum. As a result, it is advisable for NFTVET instructors to use adult learning principles for the proper implementation of NFTVET curriculum.

5. The NFTVET programs were carried out by persons who have no experience to the detail issues of the training program. Training courses were given by individuals (NFTVET instructors) who have no sufficient skills and knowledge. Experts who have been assigned to manage and support the work of NFTVET institutions were found to be professionally incompetent. Therefore enabling instructors of NFTVET institutions and experts of adult training program at the zone and woreda level as how to train and train adults through frequent training is paramount importance. NFTVET instructors, woreda and zonal experts have to be periodically be given awareness program as how to

implement the curriculum of the non-formal technical and vocational education and training program.

6. To achieve the proper implementation of the NFTVET curriculum, instructors need to have special training in fields related to the programs. This is because better planning and implementing the training program demands skilled and qualified persons. The training programs need not be carried out by individuals who have no knowledge of the training program. Thus, experts of NFTVET program at certain levels, instructors and other concerned bodies need training related to their work. For this to happen, it is advisable to organize and implement short-term and long-term training programs to those instructors as how to implement the NFTVET curriculum, and also how to manage and train adults.
7. Finally, concrete efforts have to be made by zonal and woreda education offices to overcome the existing diverse problems of NFTVET curriculum implementation. Experts and other concerned bodies in the zone have to make regular follow ups on graduates of NFTVET institutions to identify whether they have exploited their skills and knowledge acquired from the training or not. Generally, the current situation in NFTVET institutes of Awi zone demands due attention from the part of the government bodies.

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Appendices

Appendix A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher Professional
Development Studies:
Adult and Lifelong Learning Unit.

Questionnaire to be filled by NFTVET Instructors.

This questionnaire has been prepared to collect data concerning the implementation of NFTVET curriculum in Awi zone. The result of the study is to be used for academic research only. To this end, your genuine input is very essential for the success of the study. Therefore, you are requested to respond to each question and identify major issues according to their respective instructions.

N.B Your response is consumed only to academic purpose and any information you give will be kept confidential.

General Direction:

- You are not required to write your name
- Indicate your response by marking “x”
- Give precise and short responses to open-ended questions and also follow instructions provided for each part.

Thank you very much in advance for your unreserved cooperation.

Part I

Personal Information

1.1 Woreda/Zone _____

1.2 Sex a) male b) Female

1.3 Age a) 18-20 b) 21-30 c) above 30

1.4 Education level a) 10+1 TVET

b) 10+2 TVET

c) Grade 12 completed

d) 10+3 TVET

1.5 If you are a graduate of NETVET, what is your field of specialization?

1.6 Current occupations _____

1.7 Employment status as an instructor in NFTVET

a) Permanent b/contract

1.8 Service year in NFTVET _____

Part II

2.1 Question items related to the current status of implementing NFTVET curriculum.

For the following question items, indicate your response by saying very high (5), high (4), medium (3), low (2), very low (1)

| No | Items | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1 | To what extent do instructors identify training interests of trainees | | | | | |
| 2 | The experience of instructors in providing training | | | | | |
| 3 | The commitment of instructors in providing the training | | | | | |
| 4 | The ability of instructors in providing the training | | | | | |
| 5 | To what extent do the training program consider the needs of participants | | | | | |
| 6 | To what extent does the training program consider the experience of trainees | | | | | |
| 7 | The extent of using problem-centered training approach | | | | | |
| 8 | To what extent do trainees accept the field of training they are attending | | | | | |
| 9 | The extent of the training institutions in participating individual trainees in decision making activities at all levels of the raining process | | | | | |
| 10 | The extent of adult trainees in getting opportunity for practical skills gained through training | | | | | |

2.2 For the following question items indicate your response by putting "x" mark in the box provided.

- 1.1 Have you provided any training course related to adult training process? A) Yes b)No

- 1.2 If your answer to question no.2.1 is “yes”, what kind of training you have been provided in training of adults?
- a) Short term training
 - b) Experience sharing session between institutes
 - c) Experience sharing session with in the training institutes
 - d) Other, specify_____
- 1.3 If your answer to question no. is still “yes”, to what extent do the training is related to your actual performance?
- a) Very high b)high c)medium d)low e)very low
- 1.4 To what extent do skills and knowledge gained be demonstrated practically in the training process?
- a) Very high b)high c)medium d)low e)very low
- 1.5 What are the most common mechanisms that are employed by the institute to identify the trainees need?
- a) Through asking trainees themselves
 - b) By scanning the environment
 - c) From the experience of the institute
 - d) By asking the former graduates
 - e) Other, specify_____

Part III

Factors which are likely to affect the implementation of NFTVET curriculum. Indicate your response by saying Very high (5), high (4), medium (3), low (2), very low (1).

| No | Items | NFTVET Instructors | | | | |
|-----------|--|--------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1. | NFTVET Instructors Related Factors | | | | | |
| 1.1 | The extent to which diagnosing the needs of the trainees | | | | | |
| 1.2 | To what extent do trainees apply their experience during the training process? | | | | | |
| 1.3 | The extent of creating favorable conditions for trainees to learn. | | | | | |
| 2 | Awareness Related Factors | | | | | |
| 2.1 | Knowledge of the trainee about the objective of the training. | | | | | |
| 2.2 | Expectation of the trainee about the benefits of the training. | | | | | |
| 2.3 | The methodology used by the instructor in satisfying the training needs of adults | | | | | |
| 2.4 | Clarity of the training schedule to adult trainee | | | | | |
| 3 | Resource Related Factors | | | | | |
| 3.1 | Adequacy of training materials in the NFTVET institute | | | | | |
| 3.2 | Allocation of the required budget for the training activity. | | | | | |
| 3.3 | The provision of guidelines for instructors to train adults. | | | | | |
| 4. | Administrative Support Related Factors | | | | | |
| 4.1 | Capability of the institute to provide training program | | | | | |
| 4.2 | Provision of planned training program | | | | | |
| 4.3 | Utilization of the available resources | | | | | |
| 4.4 | The coordination of training activities in the institute. | | | | | |
| 4.5 | The provision of training guidelines about the training process. | | | | | |
| 4.6 | Provision of human and material resources to the training process. | | | | | |
| 4.7 | Participating all staff members of the institute in the planning process of the training activity. | | | | | |

Part IV

Question items related to the roles played by stakeholders of NFTVET institutes. Indicate your response by saying Very high (5), high (4), medium (3), low (2), very low (1).

| No. | Items | NFTVET Instructors | | | | |
|-----|---|--------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The extent of stakeholders in orienting trainees to identify their training needs | | | | | |
| 2 | Provision of relevant training materials for instructors | | | | | |
| 3 | Participation of individual trainees in decision making at all levels of the training process | | | | | |
| 4 | Providing support (technical or professional) for instructors. | | | | | |
| 5 | Experience sharing among instructors about | | | | | |
| 6 | Provision of planned training program for trainees. | | | | | |
| 7 | Coordination of training activities | | | | | |
| 8 | Participation of all staff members in the planning process of the training activity. | | | | | |

Part V

Open -ended questions

1. What are the main problems of NFTVET instructors for implementing the curriculum?

2. What do you think are the causes of these problems?

3. What possible solution do you suggest in order to overcome the problems you have motioned?

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher Professional
Development Studies:
Adult and Lifelong Learning Unit.

Questionnaire to be filled by NFTVET Trainees

This questionnaire has been prepared to collect data concerning the implementation of NFTVET curriculum in Awi zone. The result of the study is to be used for academic research only. To this end, your genuine input is very essential for the success of the study. Therefore, you are requested to respond to each question and identify major issues according to their respective instructions.

N.B Your response is consumed only to academic purpose and any information you give will be kept confidential.

General Direction:

- You are not required to write your name
- Indicate your response by marking “x”
- Give precise and short responses to open-ended questions and also follow instructions provided for each part.

Thanks you very much in advance for your unreserved cooperation

Part I

Personal Information

- 1.1 Woreda/Zone _____
- 1.2 Sex a) male b) Female
- 1.3 Age a) 18-20 b) 21-30 c) above 30
- 1.4 Your educational level
- a) Can not read and write b) can only read and write
- c) 1-4 elementary education complete
- d) 1-8 primary education complete
- e) Grade 10 complete
- f) Grade 12 complete
- g) Other _____
- 1.5 Do you have a job? a) Yes b) No
- 1.6 If your answer to question no. 1.5 is yes, what is your occupation?
- a) Farmer b) daily laborer c) handicrafts
- d) Other _____
- 1.7 What training course are you attending? _____

Part II

Check list items used to identify the current status of implementation of NFTVET curriculum.

2.1 Which of the following criteria are used in selecting trainees? Indicate your response by putting “x” mark in the appropriate place.

| No. | Items | yes | no |
|-----|--------------------------------------|-----|----|
| 1 | Background experience | | |
| 2 | Level of education | | |
| 3 | Trainees personal interest | | |
| 4 | Personal relation ship | | |
| 5 | Marketability of the training course | | |
| 6 | Pressure from the government body | | |

2.2 Question items related to the current status of implementing NFTVET curriculum. Indicate your response by saying Very high (5), high (4), medium (3), low (2), very low (1).

| No. | Items | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1 | To what extent do instructors identify training interests of trainees? | | | | | |
| 2 | The experience of the instructor s in providing training | | | | | |
| 3 | The commitment of the instructors in providing the training | | | | | |
| 4 | The ability of instructors in providing the training | | | | | |
| 5 | The extent of the training institutions in participating individual trainees in decision making activities at all levels of the raining process | | | | | |
| 6 | The extent of adult trainees in getting opportunity for practical skills gained through training | | | | | |

Part III

Factors which are likely to affect the implementation of NFTVET curriculum. Indicate your response by saying Very high (5), high (4), medium (3), low (2), very low (1).

| No. | Items | 5 | 4 | 3 | 2 | 1 |
|-----------|--|---|---|---|---|---|
| 1 | NFTVET instructors Related Factors | | | | | |
| 1.1 | Ability of NFTVET instructors in identifying trainees need | | | | | |
| 1.2 | The extent of instructors in encouraging trainees to apply their experience during the training process. | | | | | |
| 1.3 | The extent of NFTVET instructors in creating favorable conditions to trainees to learn effectively. | | | | | |
| 2. | Resource Related Factors | | | | | |
| 2.1 | Allocation of the required budget for the training activity. | | | | | |
| 2.2 | Adequacy of training materials in the institute. | | | | | |
| 3 | Administrative support Related Factors | | | | | |
| 3.1 | Provision of human and material resources to the training purpose. | | | | | |
| 3.2 | Provision of support (technical and professional) to trainees to choose training needs. | | | | | |
| 3.3 | Capability of the institute to provide demand oriented training program | | | | | |
| 4 | Awareness Related Factors | | | | | |
| 4.1 | To what extent do trainees understand the objective of the training program? | | | | | |
| 4.2 | The extent to which trainees understand the benefits of the training | | | | | |
| 4.3 | To what extent do training methodologies used by instructors to satisfy the training needs of adults? | | | | | |
| 4.4 | Clarity of the training schedule to adult trainees | | | | | |

Part IV

Question items related to the roles played by stakeholders of NFTVET institutes. Indicate your response by saying Very high (5), high (4), medium (3), low (2), very low (1).

| No. | Items | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1 | Provision of relevant training materials for instructors. | | | | | |
| 2 | The extent of stakeholders in orienting trainees to identify their training needs | | | | | |
| 3 | Participation of individual trainees in decision making at all levels of the training process. | | | | | |
| 4 | Provision of planned training program for trainees. | | | | | |
| 5 | Coordination of training activities | | | | | |
| 6 | Participation of all staff members in the planning process of the training activity. | | | | | |

Part V

Open -ended questions

4.1 What are the major problems you have encountered during the process of training?

4.2 What do you think are the causes of these problems? _____

4.3 What possible solution do you suggest in order to solve the problems that exist during the training process? _____

Appendix C

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teachers Professional

Development Studies

Interview questions for Woreda and Zone NFTVET expert

Introduction

The researcher is carrying out a study for the master's thesis of adult and life long learning in the title "The Implementation of NFTVET curriculum in Awi zone, Amhara Region, Hence, you are among those chosen to be included in the survey. The researcher seeks your opinion about the experience of implementing adult learning principles in your Woreda or Zone. The information you provide will greatly contribute to the efforts made by different groups to promote the implementation of NFTVET curriculum during the process of training of adults.

All information provided by you will be kept confidential and your name will not be printed or used in any document unless you allowed it.

N.B Your response is consumed only to academic purpose and any information you give will be kept confidential.

Thank you in Advance!

Name of interviewer

Date of interview

Interview Questions Developed to be presented to NFTVET Expert at the Woreda or Zone Level

1. What is the current status or situation of implementation of NFTVET curriculum?
2. Are there any guidelines that are used for NFTVET instructors to implement the curriculum?
3. Is there any training program provided for NFTVET instructors regarding the implementation of NFTVET curriculum? If no, what do you think is the problem?
4. What role do your office /department play in supporting NFTVET instructors?
5. What are the main objectives of NFTVET to day?
6. What do you think are the main problems of implementing NFTVET curriculum?
7. To alleviate the problem of implementing this curriculum, what measures do you believe should be taken?

DECLARATION

I confirmed that this thesis is my original work and has not been Presented for a degree in any other university and that all sources of materials for the thesis have been dully acknowledged.

Name Zewdu Admass

Signature 

Date of submission 15/07/2010

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

Name _____

Signature _____

Date of submission _____