ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

SURVEY OF THE PRACTICES AND PROBLEMS OF TRAINING PROGRAMS OFFERED BY LOCAL NGOS ON HIV/AIDS AND REPRODUCTIVE HEALTH FOR SECONDARY SCHOOL TEACHERS AND STUDENTS IN ADDIS ABABA

BY

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Survey of the Practices and Problems of Training Programs Offered by Local NGOs on HIV/AIDS and Reproductive Health for Secondary School Teachers and Students in Addis Ababa

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ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immuno Deficiency Syndrome
ANOVA:	Analysis of Variance
BCC:	Behavior Change Communication
CORHA:	Consortium of Reproductive Health Associations
FHI:	Family Heath International
HIV:	Human Immuno Deficiency Virus
HRD:	Human Resource Development
ISAPSO:	Integrated Service for AIDS Preventions and Support Organization
KSA:	Knowledge, Skills and Attitude
NGOs:	Non-Governmental Organizations
OJT:	On-the-Job–Training
RH:	Reproductive Health
SME:	Subject Matter Expertise
TNA:	Training Needs Assessment

ABSTRACT

The main objective of this study is to investigate the practices and problems of training programs offered by local NGOs on HIV/AIDS and RH for secondary school teachers and students and then to conclude by giving recommendations. The study was conducted in three sub cites of Addis Ababa (Arada, Gulele and Yeka) that were selected using cluster sampling technique taking sub-cities as clusters. Then, from these subs cites 4 local NGOs working on HIV/AIDS and reproductive health and 6 secondary schools were selected using purposive sampling techniques. Besides, availability sampling technique was used in selecting trainees from all the selected secondary schools, trainers and training officers from the sample local NGOs. Based on this, 92 trainees, 13 trainers and 4 training officers were taken as actual sources of information. Questionnaires, interview and document analysis were used to collect the necessary data. Results obtained were analyzed using percentage, frequency and Chi-square. The results of the study reveal that the sample organizations didn't assess the training needs to the satisfactory degree due to lack of formal TNA methods. As indicated by trainer respondents (91.7% and 83.3%), the main sources of training needs were found to be knowledge, skills and attitude gaps of individuals and organizational objectives respectively. Objective setting, content and method selection did not involve trainees and other stakeholders rather it were dictated by the trainers and training officers by considering the level of trainees, the time given for the training and the availability of resources. Moreover the selection of the trainers was not based on competition. The training place was appropriate for the training in terms of facilities, arrangement and size and was far from unwanted noises. Training evaluations, reaction level (by 88% trainees and 92.3% trainers) and learning level (by 69.6% trainees and 69.2% trainers) were found to be made in the organizations, χ^2 (2,n=105)=4.046, p>0.05 and χ^2 (n=105)=0.119, p>0.05 respectively. Training programs were constrained by lack of resources. Therefore, it is recommended that local NGOs should allow the participation of stakeholders in training activities through their representatives. The responsible bodies have to develop the financial, manpower and material capacity of local NGOs through training, supervision, and providing resources. The local NGOs have to exert an effort to develop their capacity through searching funds by preparing and arranging music, films, and theatres for the society and by sharing experiences from other benchmarked organizations in training activities.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Healthy society is one of the most important aspects of economic and social development of a country. To develop a healthy society and protect the country from economic, social and health problems different governmental and non-governmental organizations tries to educate the society in different ways.

Training is one of the ways used by these organizations to aware the people about the different issues. According to Armstrong (2003: 549), training is the carrying out of systematic and defined instruction and development tasks to assist learning.

This implies that training is a planned program containing different activities that give opportunities to alert the entire group.

Training does not only develop the knowledge and attitude of the individual, it is also important to develop the skill that an individual have to run his/her day-to-day life (Graham and Bennett, 1998: 297).

Training attempts to fill the gap by transforming people to the desired behaviour (Bratton and Gold, 1994: 228). As to Armstrong (2003: 563), planning training program is to mean selecting training activities based on trainees needs, deciding the required resources and availability of funds in the training budget, selecting the right training techniques, deciding on how to provide the training and finally evaluation of the effectiveness of training to be employed.

Today the Ethiopian government gave great attention to aware the society on the two critical issues: HIV/AIDS and Reproductive Health through the ministry of health. It is not only the government but also local and international non-governmental organizations participate in the process of awaking the societies on these and other related problems like social and economic development of the country. The country formally designs rules and regulations to the establishment of non-governmental organizations in 1966 (Negarit Gazeta: 321/66). This rules and regulations include the principles of association, registration and meaning of the Civil Code of the Empire of the Ethiopia of the 1960 for the non-governmental and non-profitable organizations.

Association is a set of two or more peoples established to obtain results but not to make or share profits (Civil Code to the Empire of Ethiopia, 1960: 86, No. 404). On the bases of this, the government gave accreditations to the non-profitable and non-governmental organizations in the fulfilment of the criteria sated after the civil code.

Among the NGOs registered and accredited to participate in different aspects of Ethiopia: some are engaged to work on HIV/AIDS and reproductive health. It is because HIV/AIDS and reproductive health related problems are serious and critical in Ethiopia. The organizations involve in the development of behavioural change in the society by creating awareness on how to prevent and control. For this purpose, they plan and use training as an alternative mechanism to realize the behavioural change.

In light of the above mentioned facts, training of the society plays a role in achieving the expected change. Thus the main objective of this study is to investigate the practices and problems of training programs offered by local NGOs for secondary school teachers and students on HIV/AIDS and reproductive health in terms of training needs assessment, training objectives, contents, methods, facilities, selection of trainers and trainees and training evaluation.

1.2 Statement of the Problem

Training is the designing of activities and systematic improvement of behaviour of individuals via different learning activities, program and instructions which help the individual to attain the expected knowledge and skill needed to carry out their life activity effectively (Armstrong, 2003: 527).

An effective training starts with assessment of needs and at this stage evaluation is also started (Rae, 1986: 11). One can understand that before providing training, it is important to identify training needs. Besides, evaluation is done not only at the end but also starts at the initial stage. But according to Altaye (2005: 57) and Melaku (2004: 91), the practice of designing and implementing training programs undertaking need assessment is low. In some organizations the attempt is there, but it is highly influenced by supervisors while the request of trainees is not given due attention.

On the other hand, the training objectives are inadequately stated or do not have specific objectives. Besides, the training content selections do not consider the interest of the stakeholders (Eshetu, 2004: 103).

As research results indicate the selection of the trainees and trainers are based on personal relationship and organizations do not have clear selection criteria (Altaye, 2005: 58) and (Melaku, 2004: 92). In some situations the trainers are selected after assuring that they posses good background knowledge and skills. But they lack pedagogical knowledge, which is assumed to be a strong tool for enhancing training activity (Yoseph, 2005: 68).

Further more, organizations do not have evaluation plan by which outcomes of training programs are evaluated (Altaye, 2005: 58), (Melaku, and 2004: 92) and (Yoseph, 2005: 69). In addition, in some organizations training programs are evaluated at the end of the program rather than in each of the stages (Eshetu, 2004: 105).

coordinators. After the training, the trainees are not willing enough to share the knowledge and skills attain from the training and even they are not on the way of utilizing it. In addition, the materials addressed from the trainer organizations are not offered to the clubs rather they own it. These and other related problems pose questions: "to what extent do the training programs offered by the local NGOs for teachers and students on HIV/AIDS and Reproductive Health are effective?"

Therefore, making these problems in consideration, the objective of the study is to investigate the practices and problems of training programs offered by local NGOs for secondary schools teachers and students on HIV/AIDS and Reproductive Health in Addis Ababa.

Thus, this study attempts to answer the following basic question:

1. How do training needs assessment done?
2. What are the criteria used for selecting trainees and trainers?
3. How do training objectives, content, methods and facilities determined?
4. What are the mechanisms to use for evaluating training programs? What benefits are drawn from evaluation of the training programs?
5. What problems do the local NGOs encounter in preparing the training programs?
6. What problems do the local NGOs encounter in implementing the training programs?

1.3 Objectives of the Study

The general objective of this study is to assess the practices and problems of training programs offered by local NGOs for secondary school teachers and students on HIV/AIDS and Reproductive Health in Addis Ababa. Besides, it tries to identify problems faced in preparing and implementing the training programmes.

The specific objectives of the study

- To check weather training needs are identified or not and
- To assess the ways of identifying training needs
- To investigate the criteria's which are used to select trainees and trainers
- To evaluate the ways which determine the training objectives, content, methods and facilities
- To find out the mechanism which is used to evaluate the training programs and
- To identify the problems that hinder the preparation and implementation of training programmes, which are offered by local NGOs on HIV/AIDS and Reproductive Health?

1.4 Significance of the Study

Effective training program is one of the most important factors that positively affect the successful implementation of the training activities, which are planned by local NGOs. On the other hand poor training programs leads to the wastage of resources. Hence any attempt that contributes to the effectiveness of training programs that are given by local NGOs on HIV/AIDS and reproductive health can have a significant role in the development of societal knowledge, skill and attitude on HIV/AIDS and reproductive health.

Therefore, this study has the following benefits:

1. It will help to understand the practices and problems of training programs which are prepared and implemented by local NGOs on HIV/AIDS and reproductive health.
2. The result of the study may serve as a background for other governmental or non governmental training organizations.
3. It will help the local NGOs offering training on HIV/AIDS and reproductive health to reveal their strength and weakness in training and make the benefit from the study.

4. The study may also encourage and help as initial reference for those who are interested for further research in this area.

1.5 Delimitation of the Study

To make the study manageable, the research is delimited on local NGOs that are found in Addis Ababa, providing training on HIV/AIDS and reproductive health for teachers and students of secondary schools. Also the study does not include international NGOs operating on HIV/AIDS and reproductive health. In addition NGOs, with non-HIV/AIDS and reproductive health concerns are not included in this study.

1.6 Methodology

1.6.1 Design of the Study

According to Seyoum and Ayalew (1989:16-17) descriptive survey research method is used to describe the current picture of the situation. This means the primary concern of descriptive survey method is to explain the present condition. Therefore, descriptive survey was selected to asses the current status of training programs offered by local NGOs on HIV/AIDS and Reproductive Health in Addis Ababa.

1.6.2 Source of Data and Data Gathering Instruments

Source of Data

The primary sources of data for this study were training officers, trainers and trainees. Published and unpublished materials, journals and newspapers were used as secondary data sources.

Instruments

To acquire adequate data for the study three types of data gathering tools were used counting: questionnaires, interview and document analysis.

A. Questionnaires

Questionnaires were prepared based on the review of literature and were used to collect data from relatively large number of respondents including trainees and trainers. Two types of questionnaires were used to gather data from trainers and trainees. The first type of the questionnaire (Amharic version) was prepared to trainees (students and teachers) that are found in the sample secondary schools and the second type was designed for trainers of the sample training organizations.

B. Interview

Since the numbers of training officers were relatively small (four), the data was collected by unstructured interview. The interview was focused on training needs assessment, objectives, contents, selection of trainers and trainees, methods, facilities and premises, evaluation and constraints of training programs. The information obtained using interview was used to substantiate the trainees and trainers responses.

C. Document analysis

To reinforce data obtained from primary sources and to provide additional information, document analysis was also done. The document analysis was focused on reports, training manuals, formats and letters which were prepared and used by the sample organizations.

1.6.3 Procedures of Data Collection

Before questionnaires were administered to the respondents, a pilot study was carried out to check the validity and reliability of the questionnaires. The pre-test study was conducted by using other groups who have similar background with the sample respondents. Based on the information obtained, corrections were made to improve the questionnaires.

programs offered by these local NGOs, which were 110 trainees, 18 trainers and 4 training officers. Finally the total number of respondents has been 132.

1.6.5 Procedures of Data Analysis

Appropriate data analysis tools were employed based on the data gathering tools. To analyze the data from the questionnaires; first the raw data was coded and tabulated. Percentages were used to identify the frequency of observations that fall into various categories of a variable. Chi-square test has been utilized to test statistical proportional difference in responses.

When the score of a dependant variable, which consists of a numerical value, falls in an interval and ratio scale, the relationship between the dependent and independent variable is examined by the statistical procedures called independent t-test and ANOVA. But when the independent variable is quasi-independent (non-manipulated) variable, consisting of distinct subject groups and when the dependent variable involves classifying individuals in to nominal or ordinal categories, the chi-square test for independence is used as a substitute for independent t-test and ANOVA (Gravetter and Wallnau, 2000: 607). The chi-square goodness of fit also was used to test the presence of equal proportionality between frequencies of observations that fall into various categories (agree, undecided and disagree and /or yes or no) of a sample. The information obtained using interview and document analysis were utilized to validate the responses of trainers and trainees. The existing response differences were tested at 0.05 level of statistical significance in order to tolerate errors that come due to chance.

1.7 Definition of Terms

Eshet Ethiopia, ISAPSO, Save Your Generation Ethiopia and Adult and Non-formal Education Association Ethiopia: are legally constituted indigenous organizations created by private persons or groups with common interests and objectives that are not profit oriented and independent of government.

Trainer: an individual who conducts training on HIV/AIDS and reproductive Health.

Trainee: student or teacher who is being trained on HIV/AIDS and Reproductive Health.

Sub-city: is an administrative hierarchy next to city administration consists of certain number of Kebeles under it.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Training

2.1.1. The Concept of Training

Training is learning experiences that seek relatively permanent change in person that will modify her/his ability to perform the task. It can consist the changing of knowledge, skills and attitude or social behavior. This may mean changing what peoples know, how they do, their attitudes toward their tasks, or their interaction with others (Decenzo and Robbins, 1998: 240-241).

When training is compared to education and development it is the narrowest, because the focus of training is on specific issues that the individual needs for their present tasks. In supplementing of this, Cartwright and others (1993: 84) states that, training is the narrowest of the terms and most of the time focuses to group of specific skills that the individual needs for their task. It can occur on the job, in company training premises, or via outsider training organizations.

Training is designed and delivered on the bases of wisely use of resources for getting its benefits. These benefits are not only for organizational development, but also contribute for the development of individual. In agreement to this, Sah (1991: 38) stated that, Training is investment: it requires huge expedition of resources in the anticipation of specific result after the program is over. Training is self-development: the person involving in training modifies his/her knowledge, skill and attitude, which are related to his/her task at the first instance. Self-development is achieved when the individual training need, in addition to the organizational need is considered in training programs.

Training is helpful for organizational development in different directions as economic, social, technological, etc. by brining change of behavior. In relation to this, Leon (1981: 225) describes that, the objective of training is to help organizations adapt to technological development, fulfill social expectation and provide peoples with higher job satisfaction.

Training programs require resources for its preparation and implementation. As a result of well prepared and implemented training program, organizations and individuals attain different benefits from the program in terms of social, economical, and technological development. Besides, Carr (1992: 26) mentioned the following important points about training.

1. The initial goal of training is learning rather than training. Specifically, it is the most with the least resources.
2. The performance of individual depends on what makes sense to them: this is based on what people know and know how to work what they have a motive to work and the quality of the feedback they receive
3. The goal of training or learning is modifying performance: the capacity to do something fruitful. Some one learns to perform something by doing it.

The purpose of training is to develop the ability of the trainee to perform their task effectively. But ability of the individual could be affected by knowledge, skills and attitude that the individual has and the feedback given for the trainee.

According to Graham and Bennett (1998: 286) and Simmonds (1995: 152) training activity may consider the following training requirements.
Those are:

- The development and acquisition of knowledge
- The development of skills
- The changing of attitude

One can understand that, in designing a training program different activities have to be performed under each of the activities: Knowledge, skill, and attitude (KSA), which are essential for performing a task in a better way, have to be considered.

2.1.2. Training Principles

As Pigors and Myers (1981: 287), a well - designed training programs are likely not to be producing the required result, if the trainers are poorly qualified. A trainer needs to have both subject matter knowledge and knowledge of training principles and techniques used. The principles, which can be applied in training, are summarized below.

1. The trainee must want to learn and has motivation to enhance performance or the need to learn a new skill must be high.
2. Some rewards at the conclusion of learning process dig out motivation
3. Learning result need to be corrected by the trainer to explain in what extent learning has occurred.
4. Such feedback is best accomplished via learning by doing than by listening.
5. The material to be learned should follow a sequence of stages and if it is necessary, feed back correction may be done at each of the stage.
6. When the trainee has made the right responses to learning process, it is assumed that learning has occurred.

In addition to the above listed principles, Haileselassie (1999: 74-75) discussed some learning principles, which are important in training.

1. Practice: carrying out the training activities after learning for the sake of enhancing ability
2. Feed back: thought feed back results obtained can be positive or negative; anyhow trainees know where they stand. It can be got via tests, programmed learning, evaluation of trainees by trainer, and by observing individuals performance.

3. Reinforcement: one can perform a new behavior in the right way and these results in verbal praise from the trainer, which may promote desirable outcomes expected in the future.
4. Shaping behavior: it is a successful approximation of the behavior of the individual towards the pleasant outcome. The task can be broken in to components. For each small task the trainer reinforce the trainees when it is observed as the trainee come closer towards the final until they are accomplished the whole tasks.

Beside, the above two authors, Bramham (1994: 39) lists some additional points about principles of training success.

- Training must be specifically directed to purpose
- Assessment off or on the job ensures standards
- Reinforce pleasant not unpleasant practices
- Criteria for success should be set and controlled

In general, the effectiveness of training program depends on not only the designing but also the delivering process. The delivering is highly influenced by the qualification of the trainer. The trainer need to have both subject matter knowledge and knows how to train people. The later involves different training principles and techniques to be applied. These principles are important to achieve the training objectives by facilitating learning.

Different authors wrote about the process of training. But the numbers of stage or phases or steps are somewhat different to various authors, however, the components, which are included in the process are almost the same.
For instance, Hunt (1992: 22) and Spector (2000: 152) identified five steps required for effective training programs:

1. Assessing the need of training for the sake of deciding who needs training and what types of training is needed
2. Defining the training objective. So that the objective should be in a clear manner by using behavioral terms.

3. Designing the training programs
4. Conducting the training to those people identified by the first step (need assessment)
5. Evaluating the effectiveness of the training program against the objectives defined in the second step.

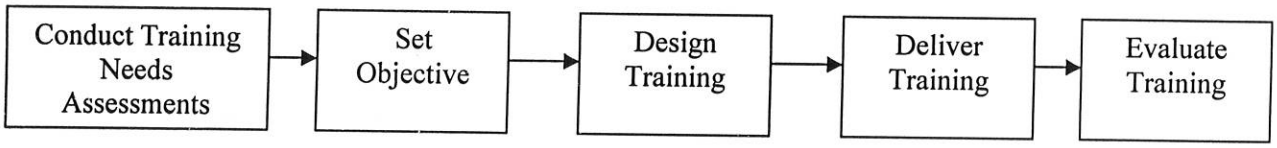


Figure1. Five steps to develop an effective training program
Source: Spector (2000: 153)

From this figure one can understand that training is a process with five main steps. Training needs assessment (TNA) is the base for training objective as well as for the selection of the content, methods, and facilities. The program is conducted accordingly and the result is evaluated. Generally TNA is the base for the process of training programs.

2.2. Training Needs Assessment (TNA)

Training programs that are planned and implemented with out need assessment cannot be effective. Training should be based on training needs. Most of the time, the cause of failure of training programs is designing the program without considering real needs (Ethiopian Management Institute, 1998: 7 (Part III)). There is no question that training is important, but what training and to what level of depth? The answer of these questions lies in the main role that TNA plays (Wilson, 2005: 137).

Training needs assessment shows the gap between the existing situation and the desired one. According to Harris and Desimone (1994: 91-92), the concept of training needs indicates the discrepancy between the desire that the

When training should be designed initially it must match with organizational plans and policies and then, it must fit the needs and aptitudes of those receiving the training (Cartwright and others, 1993: 87).

2.2.1. Level of Needs Assessment

Goldstein in Spector (2000: 153), Ilgne and Pulaks (1999: 376) and Harris and Desimone (1994: 94-95), have described that needs assessment should considering three levels, the organization, the tasks (job) and the person.

The organization level: is related with the objectives of the organization and how the objectives are accomplished by the performance of people. At this level the situation in which training will be delivered and where training is essential is identified.

The task (job) level: can be used to identify the necessary KSA and other personal behaviors essential for good performance.

The person level: analysis of KSA level of people than the task (job) and it is important to determine who need training and what kind of training is needed.

Analyzing the needs by considering three levels is important because each level contribute for identifying the real need of the training. But, there is danger of identifying training needs only from the perspective of the organization (Wilson, 2005: 152).

From the above levels, one can understand that, the organization assesses the task and individuals for identifying KSA and behaviour that are required to perform the activities. In addition to this, the objective and the conditions of the organization have to be considered. Although, assessing a need is a source of information, deciding the needs only by recognizing the need of the organization may lead to the wrong way as it may not match with the need of the individual.

Needs of training can be analyzed using formal or informal methods. The formal method consists of survey, questionnaires, test and their collation (Reddy, 1990: 68).

Besides the formal methods different written materials are used as a clue for training needs. Johnson (in Saiyadain, 1999: 222) identifies the following sources, which provide clues of training needs.

- Articles
- Books
- Case studies
- Complaints
- Crisis
- Factual data (absenteeism, turnover)
- Grievances
- Report
- Rumors and grapevine, and
- Suggestions

But even if the clues are there, it is difficult to identify the training needs easily, because most of the time they combined with other problems that face the organization (Johnson in Saiyadain, 1999: 222).

From the above points, one can summarize that various materials in or out of the organization help to identify training needs. The clues from these materials are not the only sources rather they are considered to one of the indicators of needs from other formal and informal sources.

Who assess the training needs?

According to Ethiopian Management Institute (1998: 13-14 (Part II)), organizations have more intimate knowledge of the individual at work and

professional trainers and training organizations have the skills, they are able to contact the right people, and they can interview and make surveys for the sake of identifying training needs. Thus, the combined effort of the organization and the trainer can bring better result.

Who needs results of TNA?

The trainer: based on the result, the trainer

- Set training objectives
- Select training methods
- Prepare lesson plans
- Design evaluation tools
- Prepare training materials, equipment and facilities

The organization

- Choose trainees
- Decide place, time and cost of training
- Quantify and qualify training activities
- Prepare plans, budgets, programs
- Avoid wastages of resources (Ethiopian Management Institute,1998: 13-14 (Part II))

Both the organization, who send the individual for training and the trainer participate in the assessment of training needs. The result of TNA is used as initial points for the trainer to prepare and select objectives, methods, contents, evaluation tools and facilities. On the other hand, the organization selects the trainee and designs the resources and facilities by observing assessment result.

2.2.2. Determining Training Priorities

The assessment may result in a number of training needs which cannot be met by current resources. Therefore, it is necessary to prioritizing the needs. As

From the above points one can understand that organizational training need, resources that are needed for training, the capability and inspiration of the trainer and the possibility that could be resulted from training were the considerable factors in prioritizing the training need. But, usually organizations don't perform training need assessment and they assume it as a complex activity. The main reasons not to perform TNA for these organizations were TNA assumed to be wastage of limited resources by carrying out an activity shown as a pilot study, and be short of support of from responsible and capable body.

2.3. Setting Training Objectives

Training objectives are statements that show the behavior expected from the trainees because of participating in the training grogram. Designing training objectives is the next process after the needs have been identified and prioritized.

As to Rae (1986: 240), objectives are clear and concrete statement of intent with concrete measures of terminal behaviors. By supplementing this point, Reddy (1990: 69) asserts that the next stage is being the selection of training objectives. This is interrelated to the needs identified, the priorities decided, and trainees' choice. These training objectives are precise and skills oriented, and are appropriate to check and evaluate very simply. In addition accessibility of the training techniques and methods determine the goals.

With out prior objective established, the purpose of the training is not clear and it is difficult to design training programs to accomplish. Part of this stage is to plan the criteria for good training success. The objective of the training is also defined on the basis of the criteria and should consist of the statement that refers what the trainees should be able to know or do after the training (Sepctor, 2000: 154).

According to Harris and Desimone (1994: 128), and Tayson and York (1996: 147), the following points used as guidelines for developing useful objectives.

1. An objective is a set of words, symbols, and /or pictures to express one of your useful needs.
2. Stating the objective in trainee oriented terms
3. Write a separate statement for each important out come and write as many as you need to communicate your desire.
4. Making it as precise as possible about terminal performance, standards required and attendant conditions
5. Making it as measurable as possible and capable of achieving in the time given for the training
6. If you provide your written objectives to your trainees, you may not have to do much. Because trainees are already able to do what you are asking them and will be happy to demonstrate their performance and they know what is expected from them.

As Sah (1991: 26) presented, training organizations currently states their training objectives, but in broad terms. These objectives do not match the criteria of absorbability, measurability and transferability. It makes a problem on the process of evaluation.

Who sets training objectives?

The training mangers and the trainers prepare training objectives. They perform other activities of training (training need assessment, delivering and evaluating training) based on organizational training policy and goals (Ethiopian Management Institute, 1998: 10 (Part I)).

When the training organization set the objective of the training, the result of the TNA and the availability of the resources to achieve the objective have to be considered. Besides the objective should be specific, clear and achievable as well as it should consist of three things (performance, situation and standard).

The designer is also expected to rewrite the objective until the three points are achieved. This objective derived in such a way makes the evaluation easier. Moreover, before the training is started, to aware the trainees about the training and provide information for what is expected from them, the trainer may gave the written objective to the trainees.

2.4. Determining Training Content

2.4.1. Selecting Training Content

After setting the training objectives the next task is selecting training contents, which are useful for achieving the objectives. According to Saiyadain (1999: 226-227), the selection of the contents is highly influenced by the training needs, objectives and the level of the trainees. At higher level, conceptual abilities are more important and the content of the training should emphasis on theories, frameworks and concepts. But on the lower levels attention has to be given on the techniques, methods and applications. It means that the focus is "how to do" types of contents.

After the training contents are selected, the content should be arranged in some sequenced manner and presented by considering the trainees pace. For sequencing contents and selection of training contents, a number of methods are used. According to Ethiopian Management Institute (1998: 1(Part VI)) the sources for selection of contents could be:

- Outputs of the functional analysis
- Training objectives
- Evaluation instruments
- Reference materials

2.4.2. Sequencing Training Contents

There are various approaches for sequencing contents, which are

- From easy to difficult (skills)
- From simple to complex (knowledge and understanding)

- From known to unknown
- From general to specific (deductive)
- From specific to general (inductive)
- Related sequence (chronological), etc. (Ethiopian Management Institute, 1998: 1-3 (Part VI)).

The background of the trainees influences the determination of the training content. According to the above points the contents are selected using the objectives, assessment tools and different printed resources that are related to the planned training. Finally the selected content should be arranged in sequential manner using different techniques. The designer may use one or more of the techniques depending on the nature of the subject.

2.5. Selecting the Trainer and Trainees

2.5.1. Selecting Trainer

As sated in Harris and Desimone (1994: 130-132), selecting a trainer can be easy process when an organization has large multifaceted trainers with competences and subject matter knowledge to train in needed areas. Training competency included the knowledge and different skills important to plan and deliver a training program. Effective trainers must present their knowledge clearly, used different training techniques, have good interpersonal skills and the ability to create conducive learning environment. Subject Matter Expertise (SME) implies to the knowledge of the subject matter. But only subject matter knowledge does not make the trainer to be considered effective. Trainers who lack subject matter knowledge can be improve via:

1. Teaming skilled trainers with SME to create an instructional team
2. Training techniques that does not need human trainer, for instance programmed instruction or computer aided instruction
3. Train-the-trainer programs, the aim of this program is to provide SME with necessary competencies. Train-the-trainer programs should include many activities as developing trainees' objectives and lesson plans,

choosing and designing training materials, training aids, methods and techniques.

SMEs are used at the planning process to decide or verify the required performance standard, set major activities for training and review the content of the training (Ilgen and Pulaks, 1999: 379).

According to Wilson (2005: 344), the role of the trainer can be participating in the defining and preparation of training techniques, objectives, materials, and implementing and evaluating the training programs. Moreover, the trainer should be open-minded, encourage participants to explore, analyze and question with in healthy learning environment and also has to be a good observer, questioner and listener.

To select the trainer, organizations must set and use criteria's, which are helpful to obtain the right trainer according to the training program. Chaddock in Eshetu (2004: 45) list the following criteria used to select the trainer:

- Organizational knowledge
- Professional knowledge
- Personal qualification
- Education and Training
- Skills and ability, and
- Personal goals and motivation

In addition, Tracey in Yoseph (2005: 29) adds the following points in selecting trainers. Those are capability via education and experience, technical knowledge and skill, and knowledge of how to train.

A trainer with appropriate subject matter knowledge and competency to train people may be chosen from the organization or out of the organization. The subject matter knowledge is the knowledge of the trainer about the content of the training whereas the competency is related to the methodological aspect

including the capacity to facilitate learning by using appropriate training methods and techniques and the way he/she communicates with people.

2.5.2. Selecting Trainees

There is no clear criteria to select the trainees except to follow logic and must have a technique. As training needs are enormous and potential trainees are consistent, the entire organization must give priority to the individual who are important and close related to the issue identified by training need assessment (Reddy, 1990: 68).

In addition, the selection of the trainees is by defining and analyzing their characteristics in terms of age, knowledge, skill, attitudes and educational qualification. So, the training organization set clear criteria for screening of right trainees (Sah, 1991: 36).

Tracey (in Yoseph, 2005: 31) identifies some other criteria for the selection of the trainees including the following points:

1. Nomination
   - The degree to which the individual need to train
   - Individuals ability for empowerment
   - Efforts the individual has made to self-improvement
   - Degree of individual willing to use the new skill when he/she returns back from the training
   - The degree to which the individual's knowledge, skills and attitudes to be enhanced by the training
   - The extents to which the organization gain benefits from the individuals modified knowledge, skill and attitudes.
2. Application: the question asked by the individual to be assigned to a training program based on the information provided.

3. Records: the right screening and selection of individuals for training program based on the documented information.
4. Testes: to measure knowledge and skills
5. Self-Reports: this is a biographic data and a good source of information with in which to predict effectiveness.
6. Interviews: used when training is costly and consist high risk training programs.

Because of restrictions in resource the organization may not train all peoples who needs training. Hence, the organization select the participants based on the criteria's like personal characteristic, qualification, ability, motivation to learn and apply, assessment results and recorded document.

2.6. Selecting Training Methods

Training methods are training actions, activities and designs that are planned and implemented in order to facilitate learning (Ethiopian Management Institute, 1998: 5 (Part VII)).

Before the training programs are delivered the training objectives have to be stated; the contents have to also been determined and the methods should be selected (Halileselassie, 1999: 73). This means that, the selection of training methods is an activity, which is conducted at the designing phases of the training programs. In addition, the training objectives and contents are used as a guideline for the choice of appropriate methods.

2.6.1. How Methods are Selected?

According to Wilson (2005: 344), the selection and appropriate use of training methods are clearly affected and determined by the trainer ability. Considering the theoretical thoughts (learning cycle, learning styles and etc.) will help to choose, prepare and use of different methods.

Besides, a number of authors state a number of points that are concerned on the selection, modification and designing of training methods. The influential factors that are taken into consideration on the selection, improvement and creation of methods stated by Ethiopian Management Institute (1998: 5-6 (part VI)), Sah (1991: 103), Griffin (1990: 363-364), Maitland (1995: 32), Snape and others (1997: 73), Dessler (1991: 262), and Saiyadain (1999: 223) are summarized as follows: Using the identified needs, recognizing the situation that the organization have (opportunities and threats) and plan for contingencies, type, number and qualification of trainees, the availability of resources, the content of the training or the purpose of the training, the place where the training is delivered, the ability of the trainer and the suitability of the method to increase the transfer of learning has to be considered. In addition the value of learning methods could be evaluated by using the criteria listed below.

- Does it allow feedback to trainees and trainers?
- Does the method provide trainees to achieve meaningful task?
- Does the method concerned to the real situation that the trainees needed?
- Does the method motivate?
- Does the method motivate individualization?
- Does it give opportunity for repetition and exercise?
- Is the method flexible?

According to the above points one can understand that the trainer is the responsible body to select the appropriate training methods to the designed program. In choosing, improving or creating the methods the information gained from need assessment, the theoretical aspects of different learning related issues, the type, number and qualification of the trainees, the positive and negative effects of different techniques, the focus of the content, the purpose of the training, the duration and place of the training and the availability of resources have to be considered. Besides, the trainer has to select

3. The trainees can learn the activities in planned stages, using good activities to support the trainee to overcome specific and difficult conditions.
4. For future, off-job training may be less costly to reach higher behavioral changes
5. It is free from disturbances which are causes for stressfulness in OJT
6. The trainee will learn right techniques from the training
7. The trainee do not destroy valuable materials (aids)
8. It is self-contained when compared to OJT, because of this; it is simpler to calculate the cost of off-job training.

Disadvantages of off-the-job Training Methods

1. The higher costs of separate premises, aids and trainers can only justified, if there is a regular, fairly large intake of trainees
2. Some times there are difficulties of transfer of learning
3. No training can be all in all off-job, some parts of the activities can only be learned in the real life situation
4. Some techniques of training (like programmed learning, skill analysis and discovery learning), which are essential in now a days can only be off-the-job.

As both on the job and off the job training methods have their on strength and limitations, the training organization have to choose the appropriate methods depending on the situation in hand.

Bramham (1994: 40), claim that OJT and off-the-job training are not alternative methods rather they are complementary. Each of them has their own contribution to develop competence. In order to develop competence, it is essential that there is proper designing to answer the following questions.

- What are the needs of training?
- How will it change?
- How can training be implemented?

Reddy (1990: 7), grouped different training techniques under two broad divisions (OJT and off-the Job). The following are the typical training techniques or methods, which are used to provide different training programs.

OJT

- Coaching /guiding
- Mentoring
- Induction
- Orientation
- Job instruction
- Apprenticeship
- Job rotation

Off -the Job

- Case Study
- Role playing
- T-groups
- Skill analysis
- Discovery method
- Simulation
- Lecture
- Programmed Learning
- Computer -based training
- Interactive Video
- Film/TV
- Conferences
- Demonstration
- Workshops

From the above classification one can understand that techniques under the first category are used to train an individual in the working place whereas

techniques in the second category are used out of the working situation. But some of the techniques (computer-based trainings, interactive video, video, etc.) have not distinct category and are used in both on-the–job and off-the-job training methods.

2.7 Selecting Appropriate Facilities and Premises

2.7.1 Selecting Training Aids

After the training methods are selected, some training materials and equipment are required for the application of those methods and to achieve the learning objectives. In relation to this Sah (1991: 133) stated that, training methods motivate the trainees to accomplish the learning objectives and it need some training aids, which are the interconnected part of training process and training methods for its application. These aids can be divided into three by including material and equipments.

Audio Aids: The most frequently used training aids with comparatively less effect on the trainees. They facilitate learning via sound, talks, dialogues, lectures, etc.

Visual Aids: Widely used training aids, because they are more effective than audio aids. They facilitate the learning process through vision and trainees learn by seeing pictures, posters, exhibits, etc. Chalkboard, flipchart, video tape and the like are examples of visual aids.

Audio-Visual Aids: Used to facilitate learning through sound and vision. Because of this, Harris and Desimone (1994: 142) stated that, these aids are used to bring and show complex thing that are difficult to express using other ways.

Beside, Sah (1991: 134) describes that the accessibility of a large number of training materials and equipments impose a problem of selection of appropriate

training materials and equipments. Thus, in selecting training materials and equipments we have to consider:

- The objectives of the training
- Training techniques
- The nature of training contents
- Level of trainees
- Ability of the trainer to use materials and equipments
- Facilities to get ready aids
- Financial capacity of the training organization, etc

To finalize this part, the training organization should select appropriate aids or use in combination by considering the advantage and disadvantages of each type of aids. The type of training methods and techniques selected, the availability of resources, and the capacity of the trainer and trainees are some of the influential factors that affect the selection of training aids.

2.7.2 Selecting Training Environment

Beside the selection of training aids, training environment has to be considered with the consideration of available cost, the facilities you need and the type of instruction (Wills, 1993: 115).

Different types of trainings need various kinds of environment to achieve their objectives. In a view of experienced trainer flexibility, isolation, lighting arrangement and ventilation are the criteria used for selecting appropriate training environment (Laird, 1985: 186).

Generally, appropriate training aids (materials and equipment) are important aspects in the training process. It is because training aids facilitate learning and required for the application of the selected training techniques. Therefore, training organizations have to select the right aids and environment with respect to the designed training by considering various influential factors.

2.8. Evaluating the Training Programs

After the designed program has been implemented, the program must be evaluated to decide whether the training program is effective or not. Evaluation is a process of collecting data, analyzing and interpreting the information to judge the effectiveness of training. By supporting this, Basarab and Root (1992: 2-4), write as evaluation is a process that relevant data are gathered and changed into information to measure the result of training, helping to take decision and recording results to be used in training program modification. This process shows the way to assess the effectiveness of knowledge obtained from the training program and the way to assess the trainees enhanced performance.

The training evaluation is depending on the training objectives and it measures the extent to which the training objectives are accomplished. In supplementing this, the manual of Ethiopian Management Institute (1998: 1 (Part x)), define evaluation, as it is the process via which one decides the degree and successfulness of training. The results are helpful to modify the instructional system. It is always connected to the objectives of the training.

According to Harris and Desimone (1994: 199), training evaluation is the systematic gathering of descriptive and judgmental data, essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities.

The effectiveness of training programs can be measured for different angles. In this process the value or the result of various training tasks are assessed in terms of financial and social benefits of training (Simmonds, 1995: 163).

Evaluation activities are done not only at the end of the program but also at every stage of the training process and it is useful to obtain information, which helps for future program improvement. In relation to this, evaluation gives

feedback, which can help to improve training programs going to be done in the future (Cowling and Mailer, 1981: 66).

The data gained at each step of the training process, in addition to the end results of the program helps the trainer to identify the faults in program preparation and implementation and to modify the future training programs.

As evaluation is a final process of training program, until the training evaluation has been conducted and the decision has been made about the training effectiveness, the training program is not finalized and it could not reach in decision about the program successfulness. Decenzo and Robbins (1988: 263), agreed that, it is not appropriate to simply conclude that any training program delivered in an organization is successful, with out any obtained data.

Beside, to evaluate the training program, the evaluator must ask the following questions: what do I do now? I want to find out how well the training was performed; how do I do? I must evaluate the trainees to how well they achieve the objectives (Broadwell, 1989: 156).

Evaluation is a systematic process; it follows some procedures or stages to measure the provided training programs. For Spector (2000: 163), evaluation is a piece of research done to assess the program, had its needed results attained or not and it requires five steps: setting criteria, selecting design, selecting measures, gathering data and analyzing and interpreting results. The criteria are divided into training level and performance level. Training level criteria's focus on what trainees are able to do at the end of the program in the training setting. Performance level criteria's are concerned with the trainee's performance on the real life situations (out of the training setting) rather than in the training environment. In addition performance level criteria's focus on transfer of learning, but training level criteria's focuses on what the trainee learned from the training.

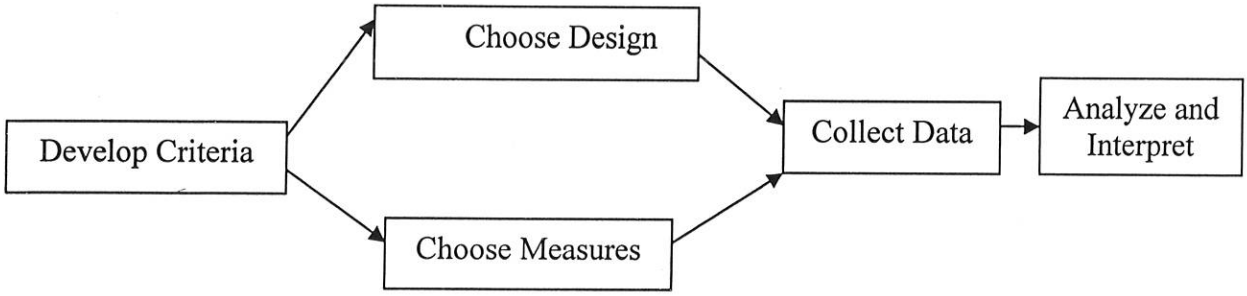


Figure: 2. The five steps in evaluating training programs
Source: Spector (2000: 163)

As can be seen from the figure, training evaluation follows some sequential steps of which the first focuses on the behavior expected from the trainees in and out of the training setting. The second and the third steps show the formulation and selection of devices that serve to evaluate the program. The fourth step is used to gather information and then analyze and figure out the results obtained.

2.8.1. Purpose of Training Evaluation

Ilgen and Pulaks (1999: 380), Basarab and Root (1992: 6-7) and Ethiopian Management Institute (1998: 1(Part x)), describe the following uses of training evaluation. The aim of training evaluation is to get sufficient information which indicates the status of the training, the advantages of the training, the strength and weaknesses of the training and their causes, to promote the program to other organizations or future trainees and to check the achievement of the objective to identify learning which are applicable or not applicable out of the training setting. It is also used to give feedback for trainers or training designers and trainees to check themselves that they have really learned, to differentiate the trainees who are used more and who are used less and to determine who should train in the future.

The above points indicate as training evaluation is a useful process to obtain information for the overall training process, strength and weakness of the training and the reasons for the weakness, to differentiated learning applied out of the training environment, to identify the trainees who gain more and who gain less and to decide who should participate in the future training programs. Training evaluation also provides information for the stakeholders about the effectiveness of the program, gave opportunities for the trainees to check their own learning, and to decide the behavioural change on the trainees if it is because of the training

2.8.2. Types of Training Evaluation

Basarab and Root (1992: 7) state two types of evaluations: formative and summative evaluation.

Formative Evaluation

Formative evaluation is a type of evaluation, which is done in the life of the training to modify the program. It gives information on about the progress of the training programs and the information use to improve the program during the process.

Summative Evaluation

Summative evaluation is done after the trainees have completed the training program and provides information to make decision about the training success. It shows the success or the failure of the training.

Both types of evaluations are important for evaluating the effectiveness of the training program. As formative evaluation is used to identify the strength and weakness of each activity during the process, summative evaluation is used to decide the success or failure of the training after the program is over. Therefore the training organization has to use both of the training evaluations.

2.8.3. Levels of Training Evaluation

Different authors describe different types of training evaluation levels. For Reddy (1990: 71-72), evaluation levels are grouped into three. The first is reaction evaluation, which measures the feeling and perception of trainees towards the training. Second level measures the impact of the program when the trainees immediately back to the training. The third level assesses the outcome of the training.

Harris and Desimone (1994: 170) summarize the work of different authors about models of training evaluation as follows:

1. Model suggested by Galvin (1983) is called CIPP (**C**ontext, **I**nput, **P**rocess, **P**roduct).
2. Model suggested by Warr and others (1970) is called CIRO (**C**ontext, **I**nput, **R**eaction, **O**utcome).
3. Brinkerhoff (1987) expands training evaluation to six steps (Goal setting, Program Design, Program Implementation, Immediate Outcomes, Intermediate or Usage outcomes, and Impact and Worth).
4. Bushnell (1990) suggested a model is called System Approach. The basis of this model is system model and it includes four steps (Input, Process, Output, Outcomes).
5. Kirkpatrick's (1967, 1987) evaluation models: it consists of four levels (Reaction, Learning, Behavior and Results).

Although, each of the models has their own features in terms of their focus or steps to be followed, it consists of common things like training impact (outcome).

As Wilson (2005: 412), from other training evaluation models Kirkpatrick's model is still now widely used in research in the area of training programs effectiveness and HRD activities, and state in recent texts. In addition, this model is the earliest and most influential, it provides a possible way of looking

on the consequences of training, is include in the various evaluation models in one way or another way, either as explicit steps or as information collected with in the steps, is critical to make informed decisions about all aspects of HRD programs. Moreover, some of the alternatives of Kirkpatrick's model are more or less identical and this approach is still useful to categorize the criteria's that an effective HRD program must satisfy (Harris and Desimone, 1994: 170-173).

From the above points one can understand that Kirkpatrick's model is an initial and the most powerful one over the others. It is used to evaluate the consequences of the program; it gives information about all components of the training program and is useful to evaluate the program by classifying the criteria's which realizes an effective training. For these reasons, in this study, Kirkpatrick's model of training evaluation was used.

Basarab and Root (1992: 9-12), Dessler (1991: 274), Bramley (1996: 133) and Harris and Desimone (1994: 174) states that, training evaluation is used to measure the effects or the results of training programs. The following levels can assess these effects or results:

Level 1 Reaction

It is a level of evaluation that assess the feeling and perception of trainees about the over all program (materials, facilities, methods, content, trainer, etc.). This level of evaluation is the most widely used but it does not provide any information about the knowledge the trainees gained from the training and the degree of transfer.

Level 2 Learning

This level of training evaluation gives information to how well the trainees mastered the knowledge and skills that are provided with the training in the training content.

Level 3 Behavior

Evaluate the transfer of learning or trainees' use of knowledge and skills, gained from training in real life. The information obtained from this level used for training improvement or identification of training needs and contents for future.

Level 4 Results

Evaluate the impact of training on the society that the trainees come back after training. It can be used to measure the result of training with social improvement as the result of training program. This level is the most difficult level to evaluate, because many things beyond trainees performance can influence the desired result.

The four levels in connection provide information about the training program including the feeling, obtained knowledge and skill, level of utilization of the knowledge and skill gained by the individual and the outcome of the training in the society that the trainees live.

2.9 Constraints of Training Programs

As Ethiopia Management Institute (1998: 17(Part I)), the knowledge and attitude of the management about training can affect the training program. If the administration has less belief in training, the plan for training may be ambiguous. Beside least priority has been given to training management in organization activities and do not considered training has one way of development (Sah, 1991: 13-14).

In addition, Saiyadian (1999: 229), point out the following problems in the delivering of training programs connected to trainees, training organization and training facilities.

- Trainees hope from training
- Unsuitable situation to apply the learned lesson after training

- Class size
- Unfavorable seating arrangement
- Unwisely utilization of time

There are various factors which are determinant to the failure or success of the training program like capacity and perception of managers towards the training, problems related to training organization, the mismatch between training and trainees' expectation and resources.

Beside, Sah (1991: 10-16) describe many points that generate problems in the preparation and implementation of training programs, which are presented below.

Beneficiary organizations who send people for training, perceives that the trained peoples do not have much involvement to their organization. The reason is that

1. The trainer
   - Lack of knowledge of the training content
   - Lack of dedication
   - Lack of interpersonal skill
2. The training Program
   - Mismatch between the organized training program and the learner objectives
   - Do not take into account trainees background (problems, knowledge, age, etc)
   - Because of large number of varied trainees, short duration of the course and different subjects, the trainers do not give attention to each trainee. So the trainees could be frustrated.
   - Difficult tasks to change attitude: it required appropriate trainer, training techniques, trainee's motivation, etc. than knowledge and skill.
   - Do not provide enough time to plan and prepare lesson, training techniques and aids.

Therefore, knowledge, skill and competency of the trainer, his/her commitment for the training has an influence on the program. Besides, poor treatment of trainees by the trainer and incongruence between the program and the objective affects the designing and implementation of the program.

On the other hand, Sah (1991: 13-16) stated that the trainers, training organization and supporter of the training programs blame the beneficiary organization and the trainees for the failure of the training programs. Because

- Beneficiary organization give least priority to training
- Lack of assignment of authority to trained individuals
- Selection of trainees with out any criteria
- Do not actively collaborate with training institution: they do not participate in designing, implementing and evaluating the training programs.

On the side of the trainees, the nature and psychology of them can have influence on the effectiveness of the training programs. Those are

- Negative attitude of trainees
- Lack of motivation and responsibility of trainees to related knowledge that gain from training with real life.
- Trainees do not actively participate and take the training as an enjoyment (Sah, 1991: 15-16).

Generally, the causes of the failures of the training programs are trainees, trainer, training organizations and organization who are benefited from training. But to eliminate the above mentioned problems and to design and deliver effective training programs the whole parties should be participate in the training process in a collaborative manner.

2.10 Practice of HIV/AIDS and RH Training Activities in Ethiopia

Human beings pass different developmental stages through their life span of which one is stage of youth. In this stage, various physical and mental changes are observed and also there is an increase in the sexual feelings of the youth. But youths have not enough knowledge and experience on reproductive health related issues, and because of this they exposed to different Reproductive Health (RH) related problems. Although, it is essential to support the youth to develop healthy sexual behaviour, the lack of free discussion about RH issues among families and educational institutions make the Ethiopian youth not to obtain the right information. To alleviate this problem, it is better to support youth to youth learning on the basis of organized and scientific information. And currently youth organizations are established to provide organized and scientific information which is believed to be essential. Most of the organizations are on a process in different parts of the country to create conducive situations to develop RH knowledge and skill of the youth to attain behavioural change (German Foundation for World Population, 1998: 3).

According to Family Health International (FHI) (1999: 3), Ethiopian government and non-governmental organization carried out different activities and designed policies and strategies to control and prevent HIV/AIDS. Authorized bodies are also assigned by the government at each level to control each of the activities in controlling and preventing HIV/AIDS.

As it is described by FHI (1999: 3), the Ministry of Health has developed a curriculum for governmental and non-governmental organizations working on RH to provide quality RH services in a continuous and standardized basis. The curriculum is significant: to give similar training content and develop similar KSA; to control quality of training provided by the trainer and integrate it with the practice; to save the preparation time of the trainer; to provide sustainable and reliable training in case the trainer will be changed; and to develop the ability and confidence of trainers.

As it is indicated form the assessment results of CORHA (2007: 9), among the 53 member organizations working on RH and HIV/AIDS, which have received an assessment questionnaire, the majority (59.4%) are working in Addis Ababa. The finding also reveals that, the organizations undertake training for both in and out-of-school youth through youth clubs which are main gateways for giving RH services.

CORHA also carried out an assessment to identify gaps in RH and HIV/AIDS service delivery of its member organization and examine how training materials are developed by these organizations for designing further interventions. According to the result of the assessment: the development of materials is still very low; the source of the problems for identifying strategies of material development, audience analysis, procedure of pretesting materials and methods of assessing audience reaction are all from lack of knowledge, skill, experts and finance; shortage of training materials and trained and committed personnel is the other problem hindering the organizations services; most organizations did not use multimedia rather than printed materials. Only some used audio-visual and audio materials. Using multimedia is essentially important and especially for interpersonal communication, which is assumed to be useful for sensitive topics that can not be openly discussed like RH and HIV/AIDS are vital to this end (CORHA, 2007: 11-12).

The purpose of establishing organizations which are working on HIV/AIDS and RH is to create awareness and achieve expected behavioral change. The governmental bodies also control and support organizations which carry out controlling and preventing activities. The Ministry of Health has designed curriculum for these organizations to give uniform and standardized training. These organizations provide training for both in and out of school youth. But, as indicated in the above finding, lack of resources (skilled manpower, money and materials) is the main problems that face the organization during training activities. Regarding training aids used by the organization, printed materials are mostly used rather than audio and audio-visual aids.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the presentation and analysis of the data gathered from the groups (trainees, trainers and training officers). The data were gathered through questionnaire from the trainees and trainers and through interview from the training officers. Moreover, information is gathered through document analysis. The data collected from questionnaires were organized in tabular form and interpreted using different statistical tools. The information collected through interview and document analyses is also presented in relation to the responses. So, the basic questions which are raised in this study have given relevant answers.

The first part of this chapter deals with the characteristic of respondents with regard to age, sex, educational qualification and work experience. The second part deals with analysis of the findings of the study on the basis of data which were collected through questionnaire, interview and document analysis.

3.1 Demographic Characteristics of Respondents

The first type of the questionnaire (Amharic version) was distributed to 110 trainees (students and teachers) that are found in the sample secondary schools. Out of these questionnaires 95 (86.4) were filled and returned. But, from those retuned questionnaires, 3 were discarded because they were incomplete. The second type of questionnaires were distributed to 18 trainers those who are working in the samples organizations. From this questionnaires, 13(72.2) were filled in out and returned. On the bases of the responses that are obtained, presentations and analysis of data are presented following each table.

Table 1: Age and Sex of Trainee Respondents

Division of Respondent	Age of Trainees	Sex of the Trainees				Total	
		Male		Female			
		No	%	No	%	No	%
Student	15-24	33	71.7	31	67.4	64	69.6
	Total	33	71.7	31	67.4	64	69.6
Teacher	15-24	2	4.3	2	4.3	4	4.3
	25-34	5	10.9	4	8.7	9	9.8
	35-44	0	0	3	6.5	3	3.3
	45-54	5	10.9	3	6.5	8	8.7
	Greater than or equal to 55	1	2.2	3	6.5	4	4.3
	Total	13	28.3	15	32.6	28	30.4
Total		**46**	**100**	**46**	**100**	**92**	**100**

As can be seen from the Table above, the student respondents have covered the majority (69.57%) of trainees in the age ranges of 15-24. This data is also supported by the information obtained from interviews. The local NGOs, which are included in this study, all focuses on the youth (15-24) age because these groups are highly exposed to HIV/AIDS and RH related problems relatively than others. On the other hand 30.43% of the respondents were teachers. Of these teacher respondents 4 were between age 15-24, 9 teachers between ages 25-34, 3 teachers between 35-44, 8 teachers between 45-54 and the rest were above 55 years of age. Concerning sex of trainees, equal proportion of males (46) and females' (46) were found. This indicates that males and females have equal chance to participate in training programs that are offered by local NGOs.

Table 2: Description of Trainers by Age, Sex, Educational qualification and Experience

Sex of Trainers	Work Experience in Organization Working on HIV/AIDS and RH	Current work Experience	Educational Qualification of Trainers	Age of Trainers				
				<20	21-30	31-40	41-50	Total
Male	<5	<5	diploma		1			1
			first degree		1			1
	5-10	<5	diploma		1			1
		5-10	first degree		2	1		3
			master degree		0	1		1
			Total		5	2		7
Female	<5	<5	first degree	0	2			2
			ten plus one or two	1	0			1
	5-10	5-10	diploma		1			1
			twelve plus TTI		1			1
	>15	16-20	first degree				1	1
			Total	**1**	**4**		**1**	**6**

Concerning trainers, one trainer was less than 20 years old with 10+1(2) educational qualification While 9 trainers were in the age range of 21-30, from which 3 of them have diploma, 5 have first degree and one has twelve plus certificate. Beside, two of the trainers were in the age range of 31-40 and they were qualified, one with first degree and the other with master's degree. The remaining one trainer was found in the age range of 41-50 and he has first degree. The above finding suggests that most of the trainers (69.2%) were in the age range of 21-30, it may help student trainees (age range of 15-24) so as to feel free to discuss on different issues related to HIV/AIDS and RH with trainers by assuming the trainers as their own peers. Majorities (84.6%) of trainers have diploma and above in different fields which could imply that the trainers are qualified. Alike the trainees, nearly equal proportion of male and female trainers (7 and 6 which were 53.8% males and 46.2% females) were participated in training programs as a trainer. This indicates the involvement of both sexes in the provision of training, which may contribute for the better

learning of trainees from the experience of males and female trainers with out frustration.

As it is indicated in Table 2 above, 6(46.2%) trainers have less than 5 years work experience on the current position, from which 5 of them have the same experience in organizations working on HIV /AIDS and RH. Whereas one of the trainer lies in the range of 5-10 years work experience in organization working on HIV/AIDS and RH. The other 6 (46.2%) trainers have been worked for 5-10 years on the current position and on organizations working on HIV/AIDS and RH. The other one has work experience above 15 years in both cases.

3.2 Analysis of the Findings of the Study

Regarding the training needs assessment, objectives, contents, selection of trainers and trainees, training methods, training facilities and premises, and the training evaluation activities of the study organizations, the responses of the respondents were presented and analyzed below.

From the total of 13 trainer respondents (no table), 12(92.3%) trainers indicated that their organizations have been assessed training needs, but one trainer showed the absence of training needs assessment in his organization.

Table 3: Training Needs Assessment

No	Item		Trainee	
			No	%
1	Before I was sent for training my training needs were identified	disagree	28	30.4
		undecided	12	13.0
		agree	52	56.5
		Total	92	100
2	The trainings I received were not based on my interest rather I was selected by club coordinators and school administrators	disagree	42	45.7
		undecided	5	5.4
		agree	45	48.9
		Total	92	100
3	The training I received was used to improve my knowledge and skill deficiency on HIV/AIDS and RH	disagree	3	3.3
		undecided	2	2.2
		agree	87	94.6
		Total	92	100

As shown in Table 3, 28(30.4%) trainees did not believed that their training needs were identified before the selection and 12(13%) respondents has commented nothing while the other 52(56.5%) trainees have shown an agreement on conduction of TNA before the selection process.

From this both the trainees and trainers (as indicated before) confirmed that organization has undergone TNA before the training has been taken place. But the information gained from interview and document analysis showed that the organization did not perform TNA formally due to inadequate budget for training generally and for TNA specifically.

From the above contradiction, the reality is expected to be observed on the data obtained from interview and document analysis as trainees and trainers may be less cognizant regarding the issue raised. Hence, the organization does not undertake formal training need assessment.

Besides, 42(45.7%) trainees believed that the training they received was based on their interest, while 45(48.9%) respondents replied that the training they received was not based on their interest, the rest 5(5.4%) of respondents have not commented on it. From this one can perceive that the trainees are not aware of training needs assessment and the how to of training needs assessment as well.

As can be observed from item 3 of the Table 3 (page 51), three (3.3%) respondents disagreed that the training they received were used to improve their knowledge and attitude deficiencies on HIV/AIDS and RH. However, 87 (94.6%) trainees were in favor of it, while the remaining two (2.2%) were not commented nothing. This reveals that the training which is given by the organizations is used to improve the knowledge and attitude of the trainees.

Table 4: TNA (continued)

No	Item		Trainer	
			No	%
1	Individual has been given the opportunity to identify his/her own training need.	disagree	1	8.3
		undecided	-	-
		agree	11	91.6
		Total	12	100
2	Training needs of individuals has been identified by trainers	disagree	4	33.3
		undecided	-	-
		agree	8	66.7
		Total	12	100
3	Training needs had been identified through analysis of the objectives of the organization	disagree	2	16.6
		undecided	-	-
		agree	10	83.3
		Total	12	100
4	Training needs have been determined by top level managers of the organizations	disagree	3	25
		undecided	2	16.7
		agree	6	50
		no response	1	8.3
		Total	12	100
5	Training needs had been identified through analysis of the knowledge, skills and attitude of individuals	disagree	1	8.3
		undecided	-	-
		agree	11	91.7
		Total	12	100

As indicated in Table 4 above, out of 12 trainers who indicated that their organizations have been assessed training needs, 11(91.6%) trainers agreed that individual has been given the opportunity to identify their training needs. However one trainer disagreed on the above opinion. On the other hand, the information obtained from interviews and document analysis showed that the organizations did not give opportunity for each individual to identify their training needs. This reveals that this practice was not performed by the organizations. It is because the trainers may be in favor of the organization but the absence of concrete evidence from documents makes the training officers to show the reality and this leads to the above conclusion.

As can be seen in item 2 of Table 4 above 8(66.7%) respondents agreed that the training needs of individuals was identified by trainers, but 4(33.3%) of the respondents did not agree with the above opinion where as the information

gained from interviews reveals that the training needs has been identified by trainers.

With regard to item 3 of Table 4 (page 53), 10(83.3%) trainers believed that training needs has been identified through analysis of the objectives of the organizations. However, 2(16.6%) respondents opposed the majorities. In addition to the 10 trainers, training officers also agreed that the main source of training needs was the objectives of the organizations. This is consistent to the idea of Cartwright and others (1993: 87) which states that, when training is designed initially it must match with organizational plans and policies.

As far as item 4 of Table 4 is concerned, 6(54.5%) trainers replied that the training needs were determined by the top level managers of the training organizations. Whereas three (27.3%) respondents opposed the issue and the rest refused to comment.

As indicated in item 5 of Table 4, the majority of respondents (91.7%) agreed that training needs were identified through analysis of the individuals KSA but one trainer did not agree about the opinion shared by the majority.

The information from the above TNA related items reveals that, the training organizations identify training needs through the analysis of the organizations objective and KSA of individuals. Besides, the trainers have the main role in the process of training needs assessment.

Concerning prioritization of training needs (no table), 12 trainers, who indicated that their organizations have been assessed training needs gave their responses for each choice out of which 75% trainers indicated availability of budget being the factor that their organizations used for prioritizing the identified needs, 66.7%, 33.3% and 41.7% trainer respondents showed that importance and urgency of the needs, trainers' capability and level of motivation and time needed for training respectively were the considerable

As can be observed from Table 6, 13(100%) trainers showed that the training objectives were derived from the general objective of the organization plan, program or policies. Similar comments were also obtained from training officers. So, the general objectives of the organizations are used as a source for training objectives.

Regarding trainees participation, 8(61.5%) trainers agreed that trainees were participated in stating training objectives. However, 4(30.8%) respondents indicated that there was no trainees' participation in the process of determining training objectives and one trainer did not decide on the issue. The information gained form training officers revealed that there was no participation of trainees in determining training objectives.

Although, most trainers are on the positive side of trainees' participation in stating training objectives, the interview response from training officers, who are more familiar to the training objective of the organization, leads to the conclusion that the trainees did not participate in setting the training objective.

According to item 3 of Table 6 (page 56), 11 (84.6%) trainers showed that they were familiar with the need of the trainees before the training was begun. However two of the respondents were refused. This implies that the trainers were familiar with what the trainees needed to learn.

Table 7: Training Objectives (continued)

No	Item		Trainer	
			No	%
1	The bases of training objectives were the identified training needs	disagree	-	-
		undecided	1	7.7
		agree	12	92.3
		Total	13	100
2	Training objectives were stated behaviorally in clear and unambiguous language	disagree	1	7.7
		undecided	-	-
		agree	12	92.3
		Total	13	100
3	By considering available training techniques or methods, training objectives were stated	disagree	1	7.7
		undecided	1	7.7
		agree	11	84.6
		Total	13	100
4	Training objectives were achievable in the time given for training	disagree	-	-
		undecided	-	-
		agree	13	100
		Total	13	100

Reddy (1990:69) indicated that, the selection of training objectives is interrelated to the needs identified and the priorities decided.

In relation to this, on item 1 of Table 7 above, 12 (92.3%) trainers indicated that the identified training needs were the basis for training objectives, whereas one trainer did not forward his idea concerning this issue. This indicates that the training objectives stated by the organization were based on the identified needs.

As cited in the literature of this thesis, training organizations currently states their training objectives, but in broad terms. These objectives do not match the criteria of absorbability, measurability and transferability. It makes a problem on the process of evaluation.

Concerning the clarity of the objectives, 12 (92.3%) trainers agreed that the stated objectives were indicated behaviorally in clear and unambiguous language. on the other hand, one trainer was not sure about the clarity. This reveals that the training objectives stated by the organizations were indicators of the expected behaviors in clear terms and this insures the absorbability,

measurability and transferability of the training and eases the process of evaluation.

As can be observed from item 3 of Table 7 (page 58), 11 (84.6%) trainers believed that training objectives were stated by considering available training techniques or methods. Although, one of the trainers was refused to respond, only one trainer was on the opposite side of the majority.

Regarding the achievability of training objectives in the time given for training, all trainers confirmed that the training objectives were achievable in the time given for training.

Table 8: Selection of Training Content

No	Item		Trainee	
			No	%
1	The contents of the courses I have taken were directly related to my age, need and educational level	disagree	7	7.6
		undecided	3	3.3
		agree	82	89.1
		Total	92	100
2	The contents of the training were designed carefully	disagree	8	8.7
		undecided	7	7.6
		agree	77	83.7
		Total	92	100
3	There were redundancy of training contents	agree	26	28.3
		undecided	6	6.5
		disagree	60	65.2
		Total	92	100

The selection of the contents is highly influenced by the training need, objectives and the level of the trainees (Saiyadain, 1999: 226-227).

Similarly, the majority (89.1%) trainees agreed that the contents of the trainings were directly related to their age, need and level of education, where as 7 (7.6%) respondents showed opposition and the rest were not sure about it. From this it is fair to deduce that the selected training contents were related to the ages, needs and educational level of trainees.

As far as item 2 of Table 8 (page 59) is concerned, 77 (83.7%) trainees confirmed that the contents of the training were designed carefully. However, 8 (8.7%) respondents were opposing the idea of the majority and only 7 (7.6%) trainees were commented nothing. This pointed out that the selected contents are equipped carefully.

As it could be seen on item 3 of Table 8, 26 (28.3%) trainees were obtained to support the belief that the training content of the organization were redundant. However, majority 60 (65.2%) of respondents replied that there was no redundancy of training content and 6 (6.5%) trainees did not want to comment on the issue which was asked. From this it is fair to deduce that the content of the training were not redundant.

Table 9: Selection of Training Content (continued)

No	Item		Trainer	
			No	%
1	The trainer and the training officer selected the content of the training program	disagree	1	7.7
		undecided	-	-
		agree	11	84.7
		no response	1	7.7
		Total	13	100
2	There was an input of trainees through their representatives regarding the selection of the content of the training program	disagree	2	15.4
		undecided	5	38.5
		agree	5	38.5
		no response	1	7.7
		Total	13	100
3	When the training content was selected, the identified needs and the objectives stated are taken in to consideration	disagree	-	-
		undecided	-	-
		agree	13	100
		Total	13	100
4	The type of trainees was one of the influential factor in the selection of training content	disagree	1	7.7
		undecided	1	7.7
		agree	11	84.6
		Total	13	100.0

According to Table 9 above, 11 (84.7%) of the trainer respondents replied that the trainers and the training officers were those to involve in the selection of the training content. Only one trainer did not agree in that, the training content is selected by trainers and training officers. Similarly, the information from

Concerning content sequencing, 81 (88.1%) trainees and 12 (92.3%) trainers agreed that the selected contents were sequenced by appropriate sequencing approaches. When 8 (8.7%) of trainees were opposing, the remaining three (3.3%) trainees and one trainer were refused.

The chi-square result at 95% confidence interval and 2 degrees of freedom is 1.741. This indicated the agreement of both the trainees and trainers on the organizations practice to sequence the selected training contents based on the nature of the contents. It would be then fair to conclude that the organizations had sequenced the selected training contents by using appropriate techniques based on the nature of the content, χ^2 (2,n= 105)=1.741, p>0.05.

Table 11: Selection of Trainees and Trainers

No	Item		Trainee		χ^2 test	P-value
			No	%		
1	Does your school (club) have convincing and transparent selection criteria to select trainees?	No	33	35.9	-	-
		Yes	58	63		
		no response	1	1.1		
		Total	92	100		
2	Did the selection criteria know by the school community?	No	31	53.4	0.439	0.508
		Yes	26	44.8		
		no response	1	1.7		
		Total	58	100		
			Trainer			
			No	%		
3	Does your organization have convincing and transparent selection criteria to select the trainers?	No	2	15.4	-	-
		Yes	11	84.6		
		Total	13	100		

As far as item 1 of Table 11 is concerned, 63% of trainees replied the selection criteria practiced in their schools were convincing and transparent. Among these respondents, who were agreed on the presence of convincing and transparent criteria, 31 (53. 4%) trainees showed that the criteria which were used by the schools (clubs) were not known by school communities. While 26 (44.8%) trainees positively supported the issue, one trainee was commented

nothing. As it can be seen from these, there is closely related percentage in item 2; for this reason the chi-square test is used to test if there is a real statistical proportional difference between values (yes and no) of these item. The result of the chi-square for item 2 indicates that there is no statistical difference between the responses (yes and no), χ^2 (1, n= 58) = 0.439, p> 0.05. This indicates that the trainee respondents were not sure on whether the selection criteria were known by school communities or not.

As can be seen on the Table, majority (84.6%) of the trainers believed that their organizations have convincing and transparent criteria for selecting trainers. Of the total respondents, 15.4% of them were in opposition to this issue. As it was obtained from interviews and document analysis, organizations didn't have formally stated criteria.

Although, the majority, 84.6% of the respondents are in favor of the criteria, the absence of formally stated criteria leads to the conclusion that organizations do not posses convincing and transparent criteria for selecting trainers. It is because, from document analysis, it was not found that the organization has clearly stated criteria for selecting trainers and therefore, the positive response of the trainers may be from the idea of securing the weakness of the organization.

Based on this result it could be concluded that organizations checked the trainers skill of "how to train" during the selection process, χ^2 (2, n=103) =3.145, p>0.05.

As far as item 3 of Table 12 (page 64) concerned, 79 (85.9%) trainees and 10 (76.9%) trainers agreed that trainers were selected after their subject matter knowledge was checked. In the presence of 8 (8.7%) trainees to oppose, 5 (5.4%) trainees and one trainer were commented nothing. The information gained from training officers also revealed the subject matter knowledge of the trainer to be one of the factor considered in the process of trainer selection. The chi -square result calculated at 95% confidence interval and 2 degrees of freedom is 1.211. This shows the agreement of both groups on that the trainers were selected after their subject matter knowledge was measured, χ^2 (2, n= 103) = 1.211, p>0.05.

Table 13: Selection of Trainers (continued)

No	Item		Trainer		χ^2 test	P-value
			No	%		
1	Trainers were appointed when it is assumed that they have knowledge about the organization.	disagree	2	15.4	4.545	0.103
		undecided	2	15.4		
		agree	7	53.8		
		no response	2	15.4		
		Total	13	100		
2	Trainers were appointed after their professional knowledge, skills and attitude are measured	strongly disagree	-	-	-	-
		disagree	1	7.7		
		undecided	-	-		
		agree	2	15.4		
		strongly agree	8	61.5		
		no response	2	15.4		
		Total	13	100		
3	I was selected after applying and competing with other trainers.	strongly disagree	-	-	-	-
		disagree	3	23.1		
		undecided	1	7.7		
		agree	7	53.8		
		strongly agree	-	-		
		no response	2	15.4		
		Total	13	100		

Concerning organizational knowledge of trainers, two (15.4%) respondents disagreed on the assignment of trainers based on their knowledge of the

organization while the other two (15.4%) trainers did not comment on this issue. On the other hand, 7(53.8%) trainer respondents believed that the trainers were selected based on their knowledge of the organization. As it can be seen from this, there is relatively close related percentage in the item; hence the chi-square test is used to test if there is a real statistical proportional difference between values.

As a result, a chi-square result of 4.545 and 0.103 P-value, which is less than the chi-square table value (5.99), the absence of statistical proportional difference between the values is indicated, χ^2 (2, n=11) =4.545, p> 0.05. This implies that the trainers were not sure whether the selection of the trainers is based on the knowledge of the organization or not.

As to Chaddock cited in Eshetu (2004: 45), organizational knowledge, personal qualification, education and training, professional knowledge, and skills and ability are used to select the trainer.

In consistent to this, 10 (76.9%) trainers believed that trainers were assigned after their professional knowledge, skills and attitude were measured. This was also supported by the information obtained from interviews.

As it observed in item 3 of Table13, among the total trainer respondents, majority, 7 (53.8%) agreed that trainers were selected after they are competed with other trainers. And the other three (23.1%) trainer respondents were opponents while one was not willing to comment on. But, findings from interviews of training officers indicated that organizations did not undergo computation to select trainers. Rather training officers selected the trainers informally. From this finding it could be deduced that the organization did not undertake and apply computation in the selection of trainers.

Table14: Selection of Trainees

No	Item		Trainee	
			No	%
1	Training opportunities were offered based on personal relationships	agree	22	23.9
		undecided	8	8.7
		disagree	61	66.3
		no response	1	1.1
		Total	92	100
2	Training opportunities were offered based on good will of club coordinators or school Administrators	agree	55	59.7
		undecided	9	9.8
		disagree	26	28.3
		no response	2	2.2
		Total	92	100

Concerning the offering of training opportunities, 22 (23.9%) trainee respondents agreed that training opportunities were offered based on personal relationship. However, the majority, 61 (66.3%) trainees disagreed on the issue and the remaining 8 (8.7%) trainees did not want to comment. This reveals that the club coordinators as well as school administrators did not give training opportunity for trainees based on personal relationship.

Although, as can be observed from item 2 of the above Table, 55 (59.7%) trainee respondents were believed that training opportunities are offered for individuals based on the good will of club coordinators or school administrators. But 26(28.3%) respondents opposed the above comment and 9(9.8%) did not decide on the issue. Based on this finding it could be concluded that training opportunities are provided for individuals on the good will of the club coordinators or school administrators.

Table 15: Selection of Trainees (continued)

No	Item		Trainer	
			No	%
1	In my view, most of the trainees were not selected properly to training programs	agree	-	-
		undecided	2	15.4
		disagree	9	69.2
		no response	2	15.4
		Total	13	100
2	Trainers were participated in the selection process of trainees	disagree	5	38.5
		undecided	2	15.4
		agree	4	30.8
		no response	2	15.4
		Total	13	100
3	The selection of the trainees was done by their organization (school)	disagree	-	-
		undecided	-	-
		agree	11	84.6
		no response	2	15.4
		Total	13	100

Concerning with the selection of trainees, two (15.4%) of respondents were not sure about the selection criteria used, while 9 (69.2%) of trainers agreed on the appropriateness of the trainees selection. For the training officers, schools are believed to send trainees who fulfill the predetermined criteria.

Regarding the participations of trainers in the process of trainees selection, 5 (38.5%) of trainers supported the absence of participation while 4 (30.8%) trainers were supporting the participation and only two (15.4%) were not willing to comment on it. Besides, the interview result showed the lack of trainer participation in selecting trainees. This finding revealed that the trainers are not fully participatory in selecting trainees in an organization.

The response of 11 (84.6%) trainers indicated that the school is responsible in the process of trainee's selection. The information discovered from interviews and document analysis also supports the responsibility of the school in selecting trainees based on predetermined criteria.

Table 16: Selection of Training Methods

No	Item		Trainer	
			No	%
1	Methods were selected based on training objectives.	disagree	-	-
		undecided	1	7.7
		agree	12	92.3
		Total	13	100
2	Training methods were selected by considering the required knowledge, skills and attitude	disagree	-	-
		undecided	-	-
		agree	13	100
		Total	13	100
3	The selected methods were matched with the trainer capability.	disagree	-	-
		undecided	2	15.4
		agree	11	84.6
		Total	13	100

As indicated in item 1 of Table 16, most respondents (92.3%) believed that the training objectives were the basis of selected training methods. Only one of the respondents was not sure about this phenomenon. Training officers like most trainers also believed in that, the stated objectives being the bases for the selection of the methods.

For item 2 of Table16, all trainers agreed on the consideration of required knowledge, skills and attitude during selection of training methods. Besides, the information from interviews supported the trainer's idea.

According to item 3 of Table 16, although, there were two (15.4%) respondents who didn't share their ideas, most (84.6%) respondents were fully confidential in the compatibility of selected training methods with the trainer's capability. As it was also seen form the interview responses, the training officers and the trainers were responsible bodies in setting training methods.

This finding is matched with the idea of Wilson (2005: 344); the selection and appropriate use of training methods are clearly affected and underpinned by the trainer ability.

This data leads to the inference that the trainers are in a position to prepare and adjust the training methods based on their capabilities in accordance with training objectives and contents.

Table 17: Selection of Training Methods (continued)

No	Item		Trainer	
			No	%
1	Methods were selected by considering the level of trainees	disagree	-	-
		undecided	1	7.7
		agree	12	92.3
		Total	13	100
2	The length of the training was considered in the selection of training methods.	disagree	2	15.4
		undecided	-	-
		agree	10	77
		no response	1	7.7
		Total	13	100
3	The purpose of training was determined by the methods	disagree	4	30.8
		undecided	3	23.1
		agree	5	38.5
		no response	1	7.7
		Total	13	100

As shown in Table 17 above, 12 (92.3%) trainer respondents agreed that training officers and trainers considered the level of trainees in selecting training methods. One trainer was refused to respond to this item. The information from training officers was also parallel to the majority of the trainers.

As cited in the literature of this thesis, the selected training methods must match with the situation like the type, number and qualification of the trainees, the length of the training and the development need.

In relation to this, ten (77%) respondents have agreed on the considerations given for the training time in selection of training methods while, the other two respondents were opponents.

As it could be seen on item 3 of Table 17, 4 (30.8%) trainers did not agreed whether the purpose of the training was determinant factor in selection of the

methods. Of the total trainer respondents, three (23.1%) of trainers were refused to respond while the remaining, 5 (38.5%) believed that the purpose of the training was one of the determinant factor in selecting training methods.

Of the 13 trainers providing a response for each of different training techniques (no table), 46.2% of trainers chose case study, 61.5% trainers opted for role playing and 69.2% trainers, 15.4% trainers, 76.9% trainers, 15.4% trainers and other 23.1% of trainers indicated lecture, conference, work shop, T-group discussion and Film/TV respectively as techniques used in their organizations. None of the trainers included interactive video as a technique of training in their organization. From this evidence, in relative terms, work shop, lecture and role playing are the most widely used training techniques while interactive video was the least.

Table 18: Training Facilities and Premises

No	Item		Trainee	
			No	%
1	The selected training environment was appropriate for trainees to learn each other	disagree	17	18.4
		undecided	2	2.2
		agree	73	79.3
		Total	92	100
2	The arrangement of the training room was appropriate to achieve training objectives	disagree	28	30.4
		undecided	4	4.3
		agree	60	65.2
		Total	92	100

Regarding the training environment, 73(79.3%) trainees agreed that the selected training room were appropriate for trainees to learn from one another. However, 17(18.4%) respondents opposed the above opinion and 2(2.2%) respondents were not said nothing. This indicates that the room which was selected for training was conducive to the trainees to learn not only from trainers but also from their associates.

As can be seen from item 2 of Table 18, 60(65.2%) trainees indicated that the arrangement of the training room was appropriate to achieve training objectives. But 28(30.4%) respondents showed that the room arrangement was

not appropriate and the rest did not comment on the issue. This reveals that the training room was conducive to achieve the objectives of the training.

Table 19: Training Facilities and Premises (continued)

No	Item		Trainee		Trainer		χ^2 test	P-value
			No	%	No	%		
1	Regarding the available training aids, they were not relevant to the course offered.	agree	15	16.3	2	15.4	0.025	0.988
		undecided	8	8.7	1	7.7		
		disagree	69	75	10	76.9		
		Total	92	100	13	100		
2	As compared to the number of trainees, the size of the training room was good	disagree	18	19.6	0	0	9.816	0.007
		undecided	0	0	1	7.7		
		agree	74	80.4	12	92.3		
		Total	92	100	13	100		
3	The place selected for training was relatively far from distraction and external noise.	disagree	16	17.4	1	7.7	1.288	0.525
		undecided	3	3.3	1	7.7		
		agree	73	79.3	11	84.6		
		Total	92	100	13	100		

As far as training aids is concerned, 69 (75%) trainees and 10 (76.9%) trainers respectively showed that the selected training aids were relevant to the training offered. On the other hand 15(16.3%) trainees and two (15.4%) trainers were not agreed with the relevance of the aids while the rest were not sure of it. This result shows that the available training aids were relevant to the training contents. The calculated chi-square result at 95% confidence interval and 2 degrees of freedom is 0.025. This implies that both the trainees and the trainers believed on the relevance of the training aids, which were used for the training offered, χ^2 (2, n=105) = 0.025, p> 0.05.

In relation to the size of the training room, 74 (80.4%) trainees and 12 (92.3%) trainers depicted that the size of the training room was good in terms of the number of trainees. However, 18 (19.6%) trainees believed that the size of the training room was not good when it was compared to the number of trainees and one trainer did not said nothing concerning this issue. The majority of the respondent's response was also supported by the training officers. In comparing

the responses of trainees and trainers, almost all trainers (except one) supported the issue raised by the item. This has an implication that trainers have relatively better agreement on the appropriateness of the size of the training room in terms of the number of trainees. Beside, the chi-square result (9.816), indicate the presence of response difference among the trainees and trainers, χ^2 (2, n= 105) = 9.816, p< 0.05. This also has an implication on that the trainers have relatively better agreement proportion than trainees on the appropriateness of the size of the training room.

As it could be seen on item 3 of Table 19, 73 (79. 3%) trainees and 11(84.6%) trainers suggested that the place where the training was undertaken was relatively far from distraction and external noise. On the other, 16 (17.3%) trainees and one trainer were in opposition to this while three (3.3%) trainees and one (7.7%) trainer did not comment. The chi-square result (1.288) indicated the absence of response difference between trainees and trainers. That means both respondents agreed on the issue raised, χ^2 (2, n= 105) = 1.288, p> 0.05.

Table 20: Training Facilities and Premises (continued)

No	Item		Trainer	
			No	%
1	The training aids were matched with the selected training techniques.	disagree	-	-
		undecided	-	-
		agree	13	100
		Total	13	100
2	The training room and its arrangement were matched with the selected training techniques	disagree	-	-
		undecided	-	-
		agree	13	100
		Total	13	100
3	I was used more audio aids than visual training aids.	disagree	8	61.5
		undecided	2	15.4
		agree	3	23.1
		Total	13	100

On the subject of training facilities and premises, the entire trainers agreed that the selected training aids were well matched with the techniques used. This was also supported by the information gained from training officers.

In the same manner, according to item 2 of Table 20 (page 73), all trainers believed that the training room selected and its arrangement was appropriately matched with the selected training techniques. This was also true for training officers interviewed. That is, in selection of the training rooms and its arrangements, the facilities expected to be used in the training and selected techniques were considered. It was consistence with the idea of Laird (1985: 186) which states that, different types of trainings need various kinds of environment to achieve their objectives. Flexibility, isolation, lighting arrangement and ventilation are the criteria used for selecting appropriate training room. Beside, the objectives, contents, training techniques to be used and the nature of training also considered in selection of training facilities and premises (Sah, 1991: 134).

As it can be seen from item 3 of Table 20, 8 (61.5%) trainers did not agree on the utilization of more audio aids than the visual ones. Two (15.4) respondents being refused to respond, the remaining three (23.1%) of the trainers were in favor of using more audio training aids. The information from interviewing of training officers asserted more utilization of audio training aids. As it is known, visual aids are more effective than audio aids and the failure to utilize this aid may be the main cause that makes them to hide the reality by assuming it as their own weakness.

Concerning the factors considered in selecting training rooms (no table), 13 of the trainees gave their own responses for each feature. Of the listed factors, 11 (84.6%) trainers chose the cost factor, 10 (76.9%) the facilities needed for training, 4 (30.8%) type of training and 9 (69.2%) trainers chose number of trainees is considerable factor in the selection of training rooms. This finding reflects that the factors considered by the organizations in selecting the training rooms were costs paid for the room, facilities needed for delivering training, and the number of trainees participated.

organizations have not formal evaluation mechanisms which were used to evaluate their training programs.

As shown in Table 21 (page 75), three (23.1%) of the respondents confirmed that the trainers were not the only participants in evaluation of the program. While 7 (53.9%) trainer respondents disclosed that the only participants were the trainers, three (23.1%) trainers were refused to say nothing. The information discovered from interviews and document analysis dictates that the trainers and trainees were responsible in evaluating the training program.

Trainers were asked whether other stakeholders are participants in the training evaluation. Among the total respondents, 53.9% of which 23.1% did not agreed on participation of other stakeholders while 30.8% has commented nothing. The remaining (46.2%) of them believed that all stakeholders are participants, which is not enough to conclude that other stakeholders are participants. It is difficult to conclude based on this data and therefore it is necessary to use the information from interviews and document analysis.

The information from interviews and document analysis confirms the absence of other stakeholder involvements except trainers and trainees. Therefore, it is advisable to conclude that other stakeholders are not participants of the training evaluation process.

Table 22: Training Evaluation (continued)

No	Item		Trainee		Trainer		χ^2 test	P-value
			No	%	No	%		
1	There was a training evaluation done at the end of the training.	disagree	20	22	1	7.7	2.457	0.293
		undecided	5	5.5	0	0		
		agree	66	72.5	12	92.3		
		Total	91	100	13	100		
2	There was a training evaluation done during the training	disagree	27	29.4	2	16.7	0.855	0.652
		undecided	7	7.6	1	8.3		
		agree	58	63	9	75		
		Total	92	100	12	100		
3	At the end of the training trainees feeling and perception were assessed.	disagree	10	10.9	0	0	4.046	0.132
		undecided	1	1.1	1	7.7		
		agree	81	88	12	92.3		
		Total	92	100	13	100		
4	At the end of the training test was given for trainees to evaluated knowledge, skills and attitude, which are gained from the training.	disagree	23	25	3	23.1	0.119	.942
		undecided	5	5.4	1	7.7		
		agree	64	69.6	9	69.2		
		Total	92	100	13	100		

Concerning the training evaluation done at the end of the program, 66 (72.5%) trainees and 12 (92.3%) trainers agreed that the organizations have undertaken training evaluation at the end. However 20 (22%) trainees and one trainer disagreed on the issue and 5 (5.5%) trainees were not sure. Beside, the training officers also indicated that the organizations undertake evaluation at the end of the training. This indicates that, evaluating the training program is usual for all organizations. The calculated chi-square result (2.457) showed that there was no response difference between groups, χ^2 (2, n=104) = 2.457, p>0.05. This means, both the trainees and trainers believed that the organizations perform training evaluation activities at the end of the training.

Regarding the training evaluation done during the training, 58 (63%) trainees and 9 (69.3%) trainers replied that there was evaluation during the training. In addition to this, similar opinion was given by training officers. On the other hand, 27 (29.4%) and two (15.4%) trainees and trainers respectively asserted

that there was no training evaluation during the training. The remaining few trainees and trainer were refused.

From this result it is possible to suggest that the organizations undertake evaluation during the training, χ^2 (2, n= 104) = 0.855, p>0.05. This chi-square result is also an indicator for the presence of similar opinion between the trainees and the trainers. That means, both groups of respondents were agreed. From the above findings, it is possible to conclude that the training organizations have been used both formative and summative types of evaluations.

As can be seen from item 3 of Table 22 (page 77), most of the respondents, 81(88%) trainees and 12 (92.3%) trainers replied that there was a practice of evaluating the feeling and perception of trainees. The information obtained from interviews was also similar to the response of most trainers and trainees. However, 6 (6.5%) trainees opposed the issue, and one trainee and one trainer were not sure. From this result, it is possible to conclude that assessing feelings and perceptions of trainees is usual for training organizations, χ^2 (2, n=105) = 4.046, p>0.05.

In addition to item 4, 64 (69.6%) trainees and 9 (69.3%) trainers respectively asserted that the trainers evaluate the KSA of trainees at the end of the training which are gained from the training. Besides, the majority of respondents, the training officers also agreed with the above opinion. While 23 (25%) trainees and three (23.9%) trainers disagreed, 5 (5.4) trainees and one trainer did not comment on this issue.

This indicates the presence of training evaluation at the end of the training to evaluate the knowledge, skills and attitude of the trainees, which are gained from the training. The calculated chi-square result also showed that there is no opinion difference between trainees and trainers on the practice of knowledge,

skills and attitude evaluation done by the organization, χ^2 (2, n=105) = 0.119, p>0.05.

Table 23: Training Evaluation (continued)

No	Item		Trainer	
			No	%
1	After the trainees come back to their organization, your organization assessed the trainees to check the level of transfer of training.	disagree	2	15.4
		undecided	3	23.1
		agree	8	61.6
		Total	13	100
2	After the trainees come back to the training, your organization evaluated the impact of the training on the organization and society	disagree	3	23.1
		undecided	2	15.4
		agree	8	61.6
		Total	13	100

As can be seen from item 1 of Table 23, two of the trainers didn't show an agreement for assessment of training transfer. While 8 (61.6%) respondents agreed up on, the rest commented nothing. Based on the information discovered from interviewing of training officers, except rare and informal assessments, organizations didn't assess the transfer of training formally.

As indicated on item 2 of Table 23 above, 8 (61.6%) trainers agreed on impact assessment of training programs by their organizations. Only three (23.1%) trainers disagreed while two (15.4%) trainers commented nothing. However, the information discovered from interviews revealed that organizations did not perform impact level evaluation. Therefore, it is fair to conclude that impact assessment of training was not practiced by any of the organizations.

For the above items (item 1 and 2) equal number of trainers (61.8%) agreed that their organization has assessed the transfer and impact of training. It may be because the trainers have not enough knowledge about these levels of training evaluation.

Regarding the benefits from training evaluation (no table), 12 respondents (who stated that their organization have carried out training evaluation) gave their

responses for each choice. Consequently, the benefit of training evaluation for the organization was obtained to be: obtaining information in order to reach decisions about the training effectiveness by 9 (69.2%) of respondents, obtaining feedback for trainers, trainees or training designers by 8 (61.5%) of respondents, gaining information about the strength and weaknesses of training process and the causes of the weaknesses by 9 (69.2%) of respondents and obtaining information to determine who should train in the future by 6 (46.2%) of the respondents.

Here, it could be concluded that organizations are benefited by acquiring information: to make decisions about effectiveness of the training, to know strengths and weaknesses as well as the causes of their weaknesses and by gaining feedbacks about the trainees, trainers and training designers.

Table 24: Benefits Obtained from Training Evaluation

No	Item		Trainee	
			No	%
1	The training evaluation done at the end of the training makes me to evaluate myself	disagree	16	17.4
		undecided	4	4.3
		agree	71	77.2
		no response	1	1.1
		Total	92	100

As it can be observed in the above Table, 16 (17.4%) trainees opted that the training evaluation done at the end did not used for trainees to evaluate themselves and 4 (4.3%) trainees did not decide on the issue. But majority (77.2%) respondents showed their agreement. This is clear that the training evaluation done at the end of the training were used for trainees to evaluate themselves.

Table 25: Sharing Information Obtained from the Training

No	Item		Trainee		χ^2 test	P-value
			No	%		
1	Do trainees share the information that they obtain from the training	no	18	19.6	-	-
		yes	72	78.3		
		no response	2	2.2		
		Total	92	100		
2	By discussing with the school society who has direct relations about the issue	no	39	54.2	0.5	0.480
		yes	33	45.8		
		Total	72	100		
3	Making briefs for club coordinators and school administrators	no	62	86.1	-	-
		yes	10	13.9		
		Total	72	100		
4	By holding discussions with the whole school community	no	39	54.2	0.5	0.480
		yes	33	45.8		
		Total	72	100		

Regarding the information sharing, 72 (78.3%) of respondents indicated that the trainees share the information they obtained from training. However, 18(19.6%) respondents showed their opposition. This implies that the trainees are accustomed to share the information they obtain from training after their return back to their organizations.

For 72 (78.3%) respondents who addressed that the trainees share the information, the techniques used in sharing of the information gained from the training were found to be discussions with the school society who has direct relations about the issue, holding discussions with the whole school community and making briefs for club coordinators and school administrators accounting 33 (45.8%) trainees, 10 (13.9%) trainees and 33 (44.6) trainees respectively. In contrary to this, 39 (54.2%) trainees, 62 (86.1%) trainees, and 39 (54.2%) trainees disagreed irrespective of the above techniques. As it can be seen from these, there is closely related percentage in item 2 and 4 of Table 25; hence the chi-square test is used to test if there is a real statistical proportional difference between values (yes and no) of these items.

Consequently, the calculated chi-square result indicated that there is no proportionality difference between the two values of each variable (discussing with the school society who has direct relations about the issues and holding discussions with the whole school community), χ^2 (1, n= 72) = 0.5, p>0.05. But after the trainees have returned back from the training, sharing of information for club coordinators or school administrators is unusual.

Concerning problems faced in preparing and delivering training program (no table), 4 (30.8%) of trainers argued that their organization has not faced problems during the designing and implementation process of training programs. However 9 (69.2%) of trainers showed the presence of problems in the designing and implementation phase of a training program.

Among the 9 respondents who argued that their organization has faced problems during the designing and implementation of training programs, the majorities (88.9%) put scarcity of a resource as a determinant problem facing organization, whereas lack of pedagogical skills of trainers (44.4%) and negative attitude of the trainees (33.3%) take the 2nd and 3rd place respectively. From this it could be deduced that the main problem facing organizations in preparing and delivering trainings is scarcity of resources.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study deals with the summary, conclusions and recommendations.

4.1 Summary

The major purpose of this study was to investigate the practice and the problems of the training programs offered by local NGOs for secondary school teachers and students on HIV/AIDS and reproductive health and forward the possible recommendations. To this purpose, the descriptive survey method was employed and the following basic questions were raised.

1. How do training needs assessment done?
2. What are the criteria used for selecting trainees and trainers?
3. How do training objectives, content, methods and facilities determined?
4. What are the mechanisms to use for evaluating training programs? What benefits are drawn from evaluation of the training programs?
5. What problems do the local NGOs encounter in preparing the training programs?
6. What problems do the local NGOs encounter in implementing the training programs?

Besides, the sample sub-cities were selected on the basis of cluster sampling technique. As a result, 3 sub-cities were selected. The sample schools and organizations were selected on the basis of purposive sampling technique. Then, the respondents (trainees, trainers, training officers) were selected by using availability sampling technique. The respondents of the study were 92 trainees, 13 trainers and 4 training officers. The data were collected through questionnaires, interview and document analysis. The data that were gathered

were analyzed on the basis of the basic questions. Accordingly the following major findings are drawn.

4.1.1. Issues Related to TNA

It was found that the main source of training needs were informally assessed KSA of the individuals and the organizations objectives, policies or programs. Besides, the trainers had the main role in the process of TNA. Availability of budget and importance and urgency of the need were the considered factors, when the organizations prioritized the identified needs. Observation and focus group discussion were the most used methods for gathering training needs information.

4.1.2. Issues Related to Setting Training Objectives

According to the majority of the respondents the training programs had written general objectives and these were communicated before trainings. The objectives were written on the basis of organizational objectives in relation with the identified needs. But, the trainees did not participate in the process of stating objectives. The training objectives were stated clearly by considering the identified needs and available resources.

4.1.3. Issues Related to Selecting Training Content

The content of the training were selected based on the consideration of trainees' level, the identified needs and objectives. In the same manner as the process of setting objectives, the selection of contents were designed and sequenced by the trainer and the training officers and trainees did not involved in the process.

4.1.4. Issues Related to selection of Trainers and Trainees

The selection of trainers was done on the basis of trainers' education and training background, pedagogies of trainers, subject matter knowledge, and

professional knowledge, skill and attitude of the trainers. But the organizations did not undergo competition to select trainers rather the training officer selected the trainers informally. The selection of trainees was done by schools through predetermined criteria that were stated by trainer organizations.

4.1.5. Selection of Training Method

It was found out that the training organizations (the trainer and training officers) selected the training method by considering, the objectives of the training, the required KSA of the trainees, the level of the trainees, the given time and purpose of the training. Besides, the trainer organizations were typically used workshop, lecture and role playing rather than other training techniques.

4.1.6. Selection of Facilities and premises

The organizations selected appropriate training facilities and premises in terms of the number of trainees, the techniques that was used, the training objectives and contents. In addition, the training environment was relatively far from distraction and external noises. However, during the training, the trainers were used more audio aids than visual training aids. Regarding factors considered in the selection of the training rooms, the majority of respondents agreed that costs paid for the training room, facilities needed for delivering training and the number of trainees participated were the main points to be that focused during training room selection.

4.1.7. Evaluation of Training Programs

The finding reveals that the organizations have been evaluated the training programs that offered. The participants of this process were only trainers and trainees and other stakeholders did not participated in evaluating the training. Besides, the organizations, which were included in this study, had not formal evaluation format and schedules that is used to evaluate their programs during

and at the end. Moreover the evaluation of training focused on reaction and learning level evaluation, but result or behavior level evaluations were not carried out.

Most of respondents believe that the training evaluation benefits organizations by accessing information to make decisions about successfulness of the training, to know strengths and weaknesses as well as the causes of the weaknesses, and giving feedbacks about the trainees, trainers and training officers.

4.1.8 Constraints of Training Programs

It was found that scarcity of resources is the main problems facing organizations in preparing and delivering training.

4.2 Conclusions

The following conclusions were drawn based on the findings

1. To some extent the training activities are planned in accordance to the identified needs based on individual KSA as well as organizational objectives.

2. The training objectives, contents, methods and facilities and premises are selected by trainer and training officer on the bases of the identified needs and available resources.

3. Organizations have not formal procedure followed to select the trainers. But, subject matter knowledge, pedagogical skill, education and training background, and professional KSA are informally considered by the training officers. On the other hand the selection of trainees is done by schools based on predetermined criteria stated by the trainer organization.

4. Concerning training evaluation, the organizations did not have formal evaluation format and schedule used to evaluate the training programs. Only trainers and trainees participated in the evaluation of the training program. The evaluation activity also focuses on assessing the feeling and perception of the trainees about the over all process of the training program. Besides, the KSA of the trainees that gained from training are assessed. But, the transfer and impact of the training have not been evaluated. From this it can be concluded that, without evaluating the behavior and result level evaluation it is difficult to realize the position of the progress of the training programs.

5. Even if the transfer and impact assessment has not been done, the reaction and learning level evaluation have provided benefit for the organizations by accessing information to make decisions about the training activities, to know their strengths and weakness as well as the causes of these strengths and weakness.

6. Finally, lack of resources was the main problem that faced the organizations to prepare and implement the training program in an appropriate manner.

4.3 Recommendations

i. Training programs achieve their objectivities if they are planned and implemented on the basis of organized training need assessment. Unless the training need assessment is considered the training practice will become a simple wastage of resources. Therefore, training need assessment should be formally carried out by designing and using different methods like survey, questionnaires which are assessed the knowledge, skills and attitude gap of the individuals on HIV/AIDS and RH, tests and etc. in addition to observation and focus group discussion.

ii. The preparation (objectives setting, content, and method selection, evaluation, etc.) should incorporate the participation of all stakeholders through their representatives.

iii. According to the results of this study, the training organizations select the trainers informally. But, the selection of trainer should be based on convincing and transparent criteria which is known by all trainers.

iv. Different types of training aids (visual, audio, and audio-visual) are used to learn by seeing, hearing, and reading. Sah (1991: 133) indicated that visual aids are more powerful than audio training aids. But, the finding of this study identifies that training organization used more audio training aids than visual aids. To increases the realization of the training objectives, it is better for organization to use more visual training aids than audio aids.

v. Evaluation has different levels. A training program is said to be evaluated if it has passed through the whole levels of evaluation. But, the finding of this study indicates that the local organizations perform reaction and learning level evaluation. Hence, it is suggested that evaluation of training program has to be one of the major activities which have to be carefully carried out in the process of training. Organizations should prepare and use formal evaluation format to evaluate different levels of training programs.

vi. According to the findings of the study, training programs could be constrained by lack of resources (financial, material or manpower). Therefore, it is recommended that, the concerned governmental and non-governmental bodies have to provide resources for local NGOs which are working on HIV/AIDS and RH. The local NGOs should also design different project and search various ways (requesting funds and other materials from international NGOs working on HIV/AIDS as well as RH related activities, preparing and serving music, films, theatres and etc) to develop their financial capacity for their training programs.

vii. The results of this study indicated that the local organizations did not undergo competition to select trainers. Besides, the organizations, which were included in this study, had not formal evaluation format and schedules that is used to evaluate their programs during and at the end. So, the Ministry of Health, the Federal and Addis Ababa HIV/AIDS Prevention and Control Offices, Sub-cities Health Offices and HIV/AIDS Desks and the like should develop a continuous controlling mechanism to supervise the training activities of local NGOs.

viii. Local NGOs should arrange programs to share experience with other international and local NGOs, which are benchmarked in training activities to develop the capability of providing better training activities in an appropriate manner.

ix. From the findings of this study, it was found that the trainers were used more audio aids than visual training aids. Moreover, the evaluation of trainings focused on reaction and learning level while result and behavior level evaluations were not carried out. It may be because of lack of knowledge and skills. Hence, the responsible bodies (Ministry of Health, Federal and Addis Ababa HIV/AIDS Prevention and Control Offices, etc.) should provide training for local NGOs personnel to build the capacity of preparing and using visual aids, and to carry out result and behavior level evaluations.

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የኢትዮጵያ ንጉሰ-ነገስት መንግስት (1952)፡፡ የፍትሐ-ብሔር ህግ፡፡ አዲስ አበባ፣ በብርሃንና ሰላም በቀዳማዊ ኃይለሥላሴ ማተሚያ ቤት ታታተመ፡፡

የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፑብሊክ የጤና ጥበቃ ሚኒስቴር (1995)፡፡ የህብረተሰብ አቀፍ የስነ-ተዋልዶ ጤና አገልግሎት ተጠሪዎች የስልጠና ሥርዐተ-ትምህርት፡፡ አዲስ አበባ ፣ ብራና ሠላም ማተሚያ ቤት፡፡

የጀርመን ዓለም አቀፍ ሥነ-ሕዝብ ድርጅት (1998)፡፡ የአፍላ ዕድሜ ወጣቶች የፅታታ አዘል ሥነ-ተዋልዶ ጤና መመሪያ፡፡ አዲስ አበባ፣ ማስተር ማተሚያ ቤት፡፡

ፋሚሊ ኸልዝ ኢንተርናሽናል ኢትዮጵያ አይዲያ የልማት ኘሮሞሽን፣ ስልጠናና ማማከር ኃ/የተ/የግል/ ማህበር (1999)፣ “የማህበረሰብ አቅም ማጎልበቻ ውይይትና ተግባራዊ ምላሽ፣” ያልታተመ ያመቻቾች ስልጠና መመሪያ፡፡

Appendix A

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

A study on "Survey of the Practices and Problems of Training Programs on HIV/AIDS and Reproductive Health for Secondary School Teachers and Students in Addis Ababa."

A Questionnaire to be filled out by Trainers

The main purpose of this study is to investigate the practices and problems of training programs offered by local NGOs for secondary school teachers and students on HIV/AIDS and Reproductive Health.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated. The success of this study fully depends up on your honest and genuine responses to the questions. In case you have any fears, the data collected from individual respondents will be kept secret and whenever needed will be reported in aggregate. Therefore, you are kindly requested to respond all questions with great consideration.

Thank you in advance for filling out this questionnaire in time.

N. B. No need to write your name.

General Instruction

- Indicate your opinion by making a tick mark (✓) for questions or circle your answers wherever necessary.
- If it is needed, you can give more than one answer.

Part I Personal Information

1. Sex _____

2. Age

Below 20 ☐ 20-30 ☐ 31-40 ☐ 41-5 0 ☐ above 50 ☐

3. Educational Background

Below grade 10	☐	12+T.T.I	☐
10th complete	☐	Diploma	☐
10+1(2)	☐	First Degree	☐
Below grade 12	☐	Second Degree and above	☐

If other please specify _____

4. Field of specialization (if you have) _____

5. Work Experience on the current position.

Below 5 years ☐ 5-10 Years ☐ 11-15 Years ☐

16-20 Years ☐ 21-25 Years ☐

6. How long have you totally worked in organization, which are working on HIV/ AIDS and Reproductive Health?

Below 5 Years ☐ 5-10 Years ☐ 10-15 Years ☐

Above 15 Years ☐

Part II Training Needs Assessment

1. Has your organization conducted training needs assessment for the past 3 years?

Yes ☐ No ☐

If your response for item No.1 is 'Yes', indicate your answer to the following items by making tick " ✓ " mark in the box which indicates the extent to which your agreement or disagreement.

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2	Each individual has been given the opportunity to identify his/her own training need.					
3	Training needs of individuals has been identified by trainers					
4	Training needs had been identified through analysis of the objectives of the organization					

5	Training needs have been determined by top level managers of the organizations					
6	Training needs had been identified through analysis of the knowledge, skills and attitude of individuals					

8. Mention please, if there are other methods used to identify training needs

_____

_____

9. After the training needs are identified, they have to be prioritised. Which of the following factors your organization considered in prioritising needs? (More than one response can be chosen)

A. Availability of budget
B. Importance and urgency of the need
C. Trainers' capability and level of motivation
D. Time needed for training
E. All the identified needs are equally treated

Mention if there are other factors _____

_____

10. Which methods are used by your organization in gathering needs assessment information? (More than one response can be chosen)

A. Interviews
B. Surveys/ questionnaires
C. Observation
D. Focus group discussion
E. Person analysis
F. Job analysis

Mention please, if their are other methods_____

_____

11. If your organization does not have conducted training need assessment, what is (are) the reason (s)? (More than one response can be chosen)

A. Training needs assessment has been difficult and time-consuming process

3	The selected methods were matched with the trainer capability.					
4	Methods were selected by considering the level of trainees					
5	The length of the training was considered in the selection of training methods.					
6	The purpose of training was determined the methods					

Please specify, if other considerations are made_____

_____

7. Which of the following off the job training techniques is used in your organization most of the time? (More than one response can be chosen)

A. Case -study
B. Role -playing
C. Lecture
D. Conference
E. Work shop
F. T-groups
G. Film/TV
H. Interactive video

If any other please specify_____

Part VII Selecting Facilities and Premises

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The training aids were matched with the selected training techniques.					
2	The training room and its arrangement were matched with the selected training techniques					
3	Regarding the available training aids, they were not relevant to the course offered.					
4	As compared to the number of trainees, the size of the training room was good.					

5	I was used more audio aids than visual training aids.					
6	The place selected for training was relatively far from distraction and external noise.					

7. Which of the following factors your organization was considered in the selection of training rooms (environments)?

   A. Cost

   B. Facilities needed for training

   C. The type of training

   D. The number of the trainees

   If there are other criteria please mention _____

Part VIII Evaluating the Training programs

1. Did your organization evaluate the training programs offered?

   Yes ☐ No ☐

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2	The organization has a formal evaluation format and schedules.					
3	There was a training evaluation done at the end of the training.					
4	There was a training evaluation done during the training					
5	Only the trainer was participated in evaluating training programs					
6	All stakeholders were participated in the evaluation process					
7	At the end of the training trainees feeling and perception were assessed.					
8	At the end of the training test was given for trainees to evaluated knowledge, skill and attitudes, which are gained from the training.					

9	After the trainees come back to their organization, your organization assessed the trainees to check the level of transfer of training.					
10	After the trainees come back to the training, your organization evaluated the impact of the training on the organization and society					

11. Which of the following benefits your organization gained from training evaluation? (More than one response can be chosen)

A. Information in order to reach decision about the effectiveness of training

B. Feedback from trainees, trainers or training designer

C. Information in order to market the training to other organizations.

D. Information about the strengths and weaknesses in training process and the causes of these.

E. Information in order to determine who should train in the future.

F. Information to determine whether the training has an advantage.

If their are others, please specify _____

Part IX Constraints to Training Programs

1. Has your organization faced any problem in preparing and delivering training programs?

Yes ☐ No ☐

2. If your response for item No 1 is "Yes", what kind of problem (s) has it faced? (More than one response can be chosen)

A. Lack of resources

B. Less faith of top management for the training

C. Lack of skill in identifying training needs.

D. Lack of knowledge of the training content of trainers

E. Lack of commitment of trainers

F. Lack of pedagogical skills of trainers

G. Negative attitude of the trainees

H. Lack of motivation and responsibility of the trainees.

If any others(s) please specify _____

Appendix B

አዲስ አበባ ዩኒቨርስቲ
የድህረ ምረቃ ፕሮግራም
የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል

የጥናቱ ርዕስ፡- በአገር በቀል መንግስትዊ ያልሆኑ ድርጅቶች በኤች. አይ. ቪ/ ኤድስና በስነ-ተዋልዶ ጤና ላይ ለመምህራንና ለተማሪዎች የተሰጡ የስልጠና ፕሮግራሞች ግምገማ

በሰልጣኞች የሚሞላ መጠይቅ

የዚህ ጥናት ዋና አላማ በአገር በቀል መንግስትዊ ያልሆኑ ድርጅቶች በኤች.አይ.ቪ/ኤድስና በስነ-ተዋልዶ ጤና ላይ ለመምህራንና ለተማሪዎች የተሰጡ የስልጠና ፕሮግራሞችን ውጤታማነት መገምገም ነው፡፡ ይህንን አላማ ከግብ ለማድረስም የእርስዎ ይህንን መጠይቅ በጥንቃቄ መመላት ትልቅ አስተዋጽኦ ይኖረዋል፡፡ ስለዚህ ለጥናቱ መሳካት የእርስዎ ግብአት ወሳኝነት እንዳለው በመገንዘብ ትክክለኛ መረጃ በመስጠት እገዛ እንደሚያደርጉ ተስፋ አደርጋለሁ፡፡

ለዚህም ትብብርዎ በቅድሚያ ከፍ ያለ ምስጋና አቀርባለሁ፡፡

አጠቃላይ መመሪያ

- ⇨ በመጠይቁ ላይ ስም መፃፍ አያስፈልግም፡፡
- ⇨ አማራጭ ላላቸው ጥያቄዎች የራይት ምልክት «✓» በመጠቀም መልስዎን ያመልክቱ ወይም አስፈላጊ ሲሆን በአማራጭነት ከቀረቡት መልስዎን ፊደላትን በመክበብ ያመልክቱ፡፡
- ⇨ አስፈላጊ ሆኖ ሲገኝ በመልስነት ከአንድ በላይ አማራጮችን መምረጥ ይቻላል፡፡

I. የግላዊ መረጃ

1.ያታ ----------

2. ዕድሜ

ከ 15-24 ☐ ከ25-34 ☐ ከ35-44 ☐

ከ 45-54 ☐ 55 ዓመት ወይም ከዚያ በላይ ☐

3.የስራ ድርሻ

ተማሪ ☐ መምህር ☐

ከዚህ በታች ያሉትን አረፍተ ነገሮች በማንበብ ከአረፍተ ነገሮቹ ትይዩ ባሉት ሳጥኖች ውስጥ በቀረበው አረፍተ ነገር ሃሳብ ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ የራይት (✓) ምልክት በመጠቀም ያመልክቱ::

	II. የሥልጠና ፍላጎት ዳሰሳ					
1	ለስልጠና ከመላኬ በፊት የምፈልገው የስልጠና አይነት ተለይቶ ነበር::					
2	የወሰድኩት ስልጠና የኔን ፍላጎት ያገናዘበ ሳይሆን በአሰልጣኝ ድርጅቶች ስልጠናው ለት/ቤቱ ያስፈልገዋል በመባሉ ብቻ ነበር::					
3	የወሰድኩት ስልጠና ከዚህ በፊት በኤችአይቪ /ኤድስና በስነ-ተዋልዶ ጤና ላይ የነበረብኝን የእውቀትና የአመለካከት ችግር ለመፍታት አስችሎኛል::					
	III.የሥልጠና አላማ ዝግጅት					
4	ሥልጠናው ከመጀመሩ በፊት በዕሁፍ የተቀመጠ አጠቃላይ አላማዎች (general objectives) ነበሩት::					
5	እእያንዳንዳቸው የሥልጠናው አካል የሆኑ ኮርሶች ወይም ንዑሳን ክፍሎች መጀመሪያ ላይ በዕሁፍ የተቀመጡ አላማዎች ስለነበራቸው በእኔ በኩል ምን እእንደምማር ከመጀመሪያው ጀምሬ አውቄ እእራሴን አዘጋጅቼ ነበር ::					

	IV.የስልጠና ይዘት (content) መረጣ					
6	የተማርኳቸው ኮርሶች ይዘት ከእድሜዬ፣ ከትምህርት ደረጃዬና ከፍላጎቴ ጋር አብረው የሚሄዱ ወይም የሚዛመዱ ነበሩ።					
7	የተማርኳቸውን ኮርሶች ይዘት ስመለከት በጥንቃቄ የተመረጡ ነበሩ።					
8	የኮርሶቹ ይዘት ቅደም ተከተል የተዘበራረቀ ከመሆኑም በላይ ለመረዳት አስቸጋሪ ነበር።					
9	የኮርሶቹ ይዘት ድግግሞሽ የበዛበት ነበር።					
	V.የአሰልጣኞችና የሰልጣኞች መረጣ					
10	ስልጠናውን ሲሰጡ የነበሩት አሰልጣኞች በሚያሰለጥኑበት ጉዳይ ላይ ጥሩ እእውቀት አላቸው።					
11	አሰልጣኞቹ እውቀት ብቻ ሳይሆን የማሰልጠን ብቃትም ነበራቸው።					
12	በአጠቃላይ ሲታይ አሰልጣኞቹ በሚያሰለጥኑበት ጉዳይ ላይ ሰፊ ልምድ እንዳላቸው ከአሰለጣጠን ልምዳቸው መረዳት ተችሏል።					
13	የስልጠናው ይዘት ካለኝ የትምህርት ደረጃ ጋር የሚጣጣም አልነበረም።					
14	የሥልጠና እእድል ብዙውን ጊዜ ለግለሰቦች እንደውለታ ተቆጥሮ ይሰጣል።					
15	ለግለሰቦች የሥልጠና እእድል የሚሰጠው በክበባት ተጠሪዎች (በትምህርት ቤቱ አስተዳደር) በጎ ፍላጎት ነው።					

16. በትምህርት ቤታችሁ (በክበባችሁ) ግልፅና አሳማኝ የሆነ ግለሰቦችን ለስልጠና መመልመያ መስፈርት አለ?

አዎ አለ ☐ የለም ☐

17. በተራ ቁጥር 16 ላይ ለቀረበው አረፍተ ነገር መልስዎ አዎ አለ ከሆነ የመመልመያ መስፈርቱ በሁሉም የትምህርት ቤቱ ማህበረሰብ ይታወቃል?

አዎ ይታወቃል ☐ አይታወቅም ☐

	VI. የሥልጠና መርጃ መሳሪያና ቦታ መረጣ					
18	ለስልጠና የተዘጋጀው ቦታ ሰልጣኞች እርስ በእርሳችን እንድንማማር የተመቻቸ ሁኔታ የሚፈጥር ነበር።					
19	ሥልጠናውን የወሰድኩበት መማሪያ ክፍል ከነበሩት ሰልጣኞች ብዛት ጋር ሲነፃፀር በቂ በመሆኑ ዘና ብዬ ሥልጠናውን እንደከታተል እረድቶኛል።					
20	የስልጠናው ቦታ ከጩኸትና አንዳንድ ሰልጣኙንም ሆነ አሰልጣኙን ከሚያውኩ ነገሮች የራቀ ነበር።					
21	በስልጠናው ላይ ስልጠናውን ለማገዝ አሰልጣኞች የተጠቀሙባቸው አጋዥ መሳሪያዎች እንደ ፊልም፣ ቪዲዮ፣ ኘሮጀክተር፣ ስእሎች ... ወዘተ. በትክክል ሰልጣኞችን ከመጥቀም ይልቅ የስልጠናውን ውጤታማነት የሚጎዱ ነበሩ።					
22	የማሰልጠኛ ክፍል አቀማመጥ የስልጠናውን አላማ ለማሳካት አመቺ ነበር።					
23	አሰልጣኞች በስልጠናው ሂደት የተጠቀሙባቸው የመርጃ መሳሪያዎች ከስልጠናው ይዘት ጋር ብዙም ግንኙነት የሌላቸው ነበሩ።					
	VII.የስልጠና ኘሮግራም ግምገማ ስልጠናው ካበቃ በኋላ					
24	በሥልጠናው ዙሪያ በሰልጣኞች የተደረገ ግምገማ ነበር።					
25	ስልጠናው እየተካሄደ በሥልጠናው ዙሪያ በሰልጣኞች የተደረገ ግምገማ ነበር።					
26	ከስልጠናው በኋላ ሰልጣኞች በስልጠናው ላይ ያለንን አመለካከትና ስሜት እንድንገልፅ ተደርጎ ነበር።					
27	ከስልጠና በኋላ የተደረገው ግምገማ ከስልጠናው ያገኘነውን እእውቀት (knowledge) ወይም ክሂል (skill) ለመገምገም ተሞክሯል።					
28	ከስልጠና በኋላ የተደረገው ግምገማ ከስልጠናው ምን እንደተማርኩ እራሴን እንድመዝን አድርጎኛል።					

29. ሰልጣኞች ከስልጠና ከተመለሱ በኋላ ከስልጠናው ያገኙትን ትምህርት ለሌሎች ያካፍላሉ?

አዎ ያካፍላሉ ☐ አያካፍሉም ☐

30. በተራ ቁጥር 29 ለቀረበው አረፍተ ነገር መልስዎ «አዎን ያካፍላሉ» ከሆነ እንዴት?

ሀ. ከስልጠናው ርእስ ጋር ግንኙነት ካላቸው የትምህርት ቤቱ ማህበረሰብ ጋር በመወያየት

ለ. ስለስልጠናው ለላካቸው የክበብ ተጠሪ ወይም የትምህርት ቤት አስተዳደር በመግለፅ

ሐ. ከአጠቃላይ ከት/ቤቱ ማህበረሰብ ጋር በመወያየት

31. በተራ ቁጥር 29 ለቀረበው አረፍተ ነገር መልስዎ «አያካፍሉም» ከሆነ ምክንያቶቹ ምንድን ነበሩ?

ሀ. የሰልጣኞች ፍቃደኛ አለመሆን

ለ. የሚመለከታቸው የበላይ አካላት ትኩረት ባለመስጠታቸው

ሐ. ከስልጠና ያገኙትን ትምህርት ማካፈል የተለመደ ስላልሆነ

በመጨረሻም ከስልጠናው ጋር በተያያዘ ቀረ የሚሉት አስተያየት ካለዎት ቢገልፁ፡

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Appendix C

Interview for Training Officers

I. TNA

1. Does your organization conduct training programs based on TNA? If the answer is "NO" what are the reasons?
2. At which stage of training programs your organization conduct TNA?
3. What are the methods used for conducting TNA?
4. Who are the main sources of data in conducting TNA?
5. What are the criteria your organization used in prioritizing training needs?

II. Setting Training Objectives

1. Does your organization set general and specific objectives for training programs?
2. Who are involved in setting training objectives?
3. What are the bases of training objectives?
4. How does the process of setting objectives carried out in your organization?

III. Selecting Training Content

1. What are the bases your organization used for selecting contents?
2. Who are participating in selecting contents to the training programs?
3. What sources does your office use to select contents for training programs?
4. After the selection of contents, does your organization sequence them? How?

IV. Selection of Trainers and Trainees

1. What are the criteria in selecting and assigning trainers?
2. Who are involved in selecting trainees?
3. On what basis your organization selects trainees?
4. How does your organization approach the respective organizations to select appropriate trainees?

V. Selecting Training Methods

1. Who are involved in selecting training methods?
2. On what basis does your organization select training methods?

VI. Selecting Facilities and premises

1. Where do you conduct your training programs most of the time? Why?
2. What are the criteria used for selecting training environment?
3. How does your organization select training aids for training programs?
4. Which training aids are more popular? Why?

VII. Evaluating training Programs

1. Does your organization have a formal evaluation format and schedules?
2. When does your organization do the evaluation process of each training programs?
3. What are the procedures for training programs evaluation?
4. Who are involved in the evaluation process?
5. What are the benefits gained from evaluation?

VIII. Constraints to Training programs

1. Has your organization faced any problem in preparing and implementing the training program?
2. What were the problems?

Declaration

I, the undersigned, declared that this is my original work and has not been presented for a degree in any of other universities.

Name: Tigist Ayalew
Signature----------
Date----------22/07/08----------

The thesis has been submitted for examination with my approval as a university advisor.

Name: Yekunoamlak Alemu (PhD)
Signature----------
Date----22/07/08----------