

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE RELEVANCE AND PERFORMANCE OF COMMUNITY  
SKILL TRAINING CENTERS IN WEST GOJJAM  
ADMINISTRATIVE ZONE**

**BY  
TSEGAYE TIRUNEH**



**JUNE 2009  
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**DEPARTMENT OF CURRICULUM AND TEACHERS  
PROFESSIONAL DEVELOPMENT STUDIES  
ADULT AND LIFE LONG LEARNING UNIT**

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LEARNING**

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## ABBREVIATIONS/ACRONYMS

ACSI	Amahara Credit and Saving Institution
ANFE	Adult and Non-Formal Education
AMSEIPA	Amhara Micro and Small Enterprises Industry Promotion Agency
ANRS	Amhara National Regional State
AU	Africa Union
BDS	Business Development Service
BoE	Bureau of Education
BoFED	Bureau of Finance and Economic Development
BSA	British Sociological Associations
CEFE	Competence based Economies through Formation of Enterprise
CSA	Central Statistics Authority
CSTCs	Community Skill Training Centers Education Association
DET	Department of Education and Training
EBDSN	Ethiopian Business Development Service Network
EEC	Education Expert Center
ESDP	Education Sector Development Program
EXPRO	Poverty Reduction and Capacity Building through Livelihood Skill
FDRE	Federal Democratic Republic of Ethiopia
FeMSEDA	Federal Micro and Small Enterprise Development Agency
GDP	Gross Domestic Product
GTZ	German Technical Cooperation
IDA	International Development Association
IER	Institute of Educational Research
IIZ/DVV	Institute for International Co-operation of German Adult Education
ILO	International Labour Organization
IME	Informal Micro Enterprise

IWEP	Integrated Women's Empowerment Program
MoCD	Ministry of Community Development
MoARD	Ministry of Agriculture and Rural Development
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MoTI	Ministry of Trade and Industry
WMSEDPO	Woreda Micro and Small Enterprises Industry Promotion Office
MSEIPO	Micro and Small Enterprises Industry Promotion office
MSEs	Micro and Small Enterprises
NFAE	Non-Formal Adult Education
NGOs	Non-Government Organizations
NLC	National Literacy Campaign
PMAC	Provisional Military Administrative Council
REBs	Regional Education Bureaus
RGDP	Regional Gross Domestic Product
SDPRP	Sustainable Development and Poverty Reduction Program
SIDA	Swedish International Development Agency
SIL	Society of International Limlogy
SSA	Sub Sahara African countries
TGE	Transitional Government of Ethiopia
TTI	Teachers Training Institute
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WOAE	Work Oriented Adult Education
WOALP	Work Oriented Adult Literacy Program

## ABSTRACT

*The purpose of this study was to assess the relevance, performance and problems of CSTCs in two study area weredas. The study was conducted in Burie and Jabi Tehnan weredas of West Gojjam Administrative Zone of the ANRS. To collect data and information, descriptive survey methods and purposive, opportunity/available sampling techniques were employed. The methodology involved the use of questionnaires, interviews, observation and review of documents. A total of 56 respondents were involved during collection of data and information. These included 48 trainees, eight staff from regional, zonal and wereda offices of MSEIPO. The data and information so collected were analyzed using percentage and frequency distribution statistical tools. Even though AMSEIPA in general and the selected Woreda WMSEIPO and CSTCs in particular were striving to play significant roles in providing the livelihood skill training, results of the study indicated that the two CSTCs are not performing well. The centers are poorly equipped and are faced with shortage of basic facilities, training manuals, materials, qualified manpower and budget. Currently, they practice weak monitoring and evaluation and the degree of stakeholder's participation was very weak. Because of the combined effects mentioned above, the centers are having inadequate institutional capabilities, and trainings provided in the two centers are of low relevance. Despite the above, the centers have some potential opportunities that could be exploited in the future. The commitment showed by AMSEIPA to make the centers as a business incubation center, the formulation of National Adult Education Strategy, Micro and Small Enterprise strategy, Industry Development Strategy and a Plan for Accelerated and Sustained Development to End Poverty are some of such potential opportunities. Therefore, it is recommended that decision makers, planners, and other authorities at the Woreda and at Regional level should recognize the role of CSTCs and the expansion of MSEs to play its part for the creation of job and employment opportunity as an effective means of eradicating poverty and improving the livelihood of the community at large. Planners and local government officials should give due attention in order to revitalize and rehabilitate the Community Skill Training Centers and allocate sufficient budget and qualified manpower. It is further stressed that, in order to achieve sustainability of the training and its relevance, WMSEIPO should adopt the trainee's selection criteria of AMSEIPA based on skill training needs of their respective localities.*

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1 Background of the Study**

Education and training form perhaps the most important precondition for development. When a large part of the population is illiterate, this hinders economic and social development. Education is thus a key priority. This was clearly articulated in the Dakar Framework:

Education, starting with the care and education of young children and continuing through lifelong learning, is central to individual empowerment, the elimination of poverty at the household and community level, and broader social and economic development. At the same time, the reduction of poverty facilitates progress towards basic education goals. There are evident synergies between strategies for promoting education and those for reducing poverty. A multi-sectored approach to poverty elimination requires that education strategies complement those of the productive sectors as well as those of health, population, social welfare, labour, the environment and finance, and be closely linked to civil society as cited in UNESCO (2005:1).

Educators and researchers have repeatedly indicated that formal education is not the only means to satisfy the educational thirst of the nations of backward countries in their endeavor for development. In line with this, one of the alternatives envisaged is the development and implementation of non-formal education. Thus, the provision of non-formal education or functional adult literacy has become a priority. Because it is one of the ways to reduce the barriers that some people experience in accessing education and training to gain work related skills and credentials. So the program of adult education is a good option for adults who want more informal kinds of education (DET, 2008).

Ethiopia is rich in history and diversity of human and natural resources, and yet it is one of the poorest countries in the world, suffering from food insecurity

and chronic famine. To change this situation and ensure that the rich natural resources translate into a decent and comfortable livelihood for the people, there is a need to strengthen the human resource base to implement effectively the strategy for accelerating development and ending poverty. One important way to strengthen the human resource base is through adult education which helps to provide the people the powerful tools of literacy and livelihood skills (MoE, 2006).

Moreover, the country is undergoing a new climate of change, has now adopted a new direction of development that focuses on agriculture and the rural sector. To get through with such a new direction of economic, social, cultural and political transformation, a new education and training policy has been formulated. One of the specific objectives of the educational policy is "To promote relevant and appropriate education and training through formal and non-formal programs"(TGE, 1994).

By realizing this situation the Federal Democratic Republic of (FDRE) Ethiopia Ministry of Education (MoE) developed a National Adult Education Strategy in 2006. According to the strategy, Adult Education and work related training programs boost skills and smooth the path to work by creating opportunities to gain valuable on the job experience (MOE:2006). The strategy also recognizes the significance and distinctiveness of adult education program and aims to harness its potential contribution to social, cultural and economic development of the country.

The Education Sector Development Program (ESDP-III) of Ethiopia also explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives. It further explains that the program has three components: a program for out of school children aged 7-14,

literacy program for youth and adults aged over 15, and basic skill training to youth and adults in the Community Skill Training Centers (CSTCs) (MoE, 2006).

The first component of the Adult and Non Formal Education (ANFE) program serves as an alternative approach to complement the formal education program in the effort to increase access to basic primary education. The second component, functional adult literacy will enhance the participation of communities in the national development and poverty reduction strategies. Moreover, the realization of this component will make adults more productive and self-reliant. The Adult and NFE program, through its functional adult literacy component, will reach 5.2 Million adults in the program period that is 2006-2011. Moreover 143,500 adults will be trained in different skills in the existing CSTCs (MoE, 2005).

The acquisition of relevant vocational, technical and business skills is generally regarded as one of the critical factors for success in small enterprises. In addition, literacy and entrepreneurial awareness are seen as particularly important requirements to enable people to advance lower level activities into large and better earning enterprises (MoTI, 1997).

In Ethiopia, Community Skills Training Centers, as part of the Non-Formal Education, started operating in 1976. According to the document, "*Survey of Community Skills Training Centers* (MoE,1987)", these centers have targeted to deliver knowledge and skills related to productivity, communal, individual and family living, and bringing necessary changes in attitude. The centers were also supposed to be instrumental in helping the communities develop and utilize local potentials-human as well as material to improve living conditions and to promote self-reliance and self-sufficiency.

Until 2003, there were a total of 410 Community Skill Training Centers in the country, out of which 107 were in Amhara National Regional State (MoE, 1987). In ANRS Before 2006 CSTCs were under the supervision of Bureau of Education (BOE) that deliver knowledge and skill trainings for the community. But on October 2006 through the directives of the regional government Cabinet, CSTCs were transferred to the Amhara Micro and Small Enterprise Industry Promotion Agency (AMSEIPA). At present in the regional state 106 CSTCs are found at Woreda level under the Woreda Micro and Small Enterprise Industry Promotion Office (WMSEIPO). Under this new structural set up the centers had also been providing adults and youths, with lower academic background and limited opportunity, with basic skills, despite the question of effectiveness of the center. One can therefore, understand the possible roles of these centers in expanding opportunities and sources of income through marketable skill products and improved agricultural practices for the entrepreneurs who are engaged in Micro and Small Enterprises (MSEs).

Micro and Small Enterprises are generally considered, both in developed and developing countries, as economic agents mainly responsible for employment creation and income generation. The Ethiopian government has also recognized and paid due attention to the promotion and development of MSEs for they are important vehicles to address the challenges of unemployment, economic growth and equity in the country. To this effect, the government has formulated a National MSEs Development and Promotion Strategy, which enlightens a systematic approach to alleviate the problems and promotes the growth of MSEs (MoTI, 1997).

While Small and Micro Enterprise activities have absorbed a large number of unemployed people, they are not always in a position to generate remunerating long-term jobs, and incomes for livelihood improvement. There are many constraints that limit the growth of MSEs, the most pressing of which are

shortage of resources and lack of skills. Therefore, support for MSEs has to include skill upgrading programs for MSEs operators and strengthening the use of appropriate modern technologies that boost their capacity to create long-term jobs, (MoTI, 1997).

Responsibility for education, training and experience transfer of MSEs rests on a wide range of institutions, of which this CSTCs, were the one that provide relevant functional, technical and business skill trainings. However, it is when the capacity of CSTCs, need to be developed that the provision of effective skill training for the community could be a reality.

This study will try to analyze the relevance and performance of the two selected Woreda Community Skill Training Centers in West Gojjam Administrative Zone of Amhara National Regional State.

## **1.2 Statement of the Problem**

According to the Ethiopian Sustainable Development and Poverty Reduction Programme (ESDPRP), 70% of the adult population is illiterate, (MoFED, 2002). Other studies show that only half a million of the labour force of the population have access to or are enrolled in education and training, and that about 25 million adults working in agriculture, clearly the main sector of employment are lacking basic education, skills and technical knowledge (IIZ/DVV, 2006).

The Government attaches high importance to the development of Adult and Non-Formal Education, especially to combat the present high rate of illiteracy. The Adult and NFE program includes a range of basic education and training components for out-of-school children and adults. The program focuses on

literacy, numeracy and the environment to enable learners to develop problem-solving abilities and change their mode of life (MoE, 2005).

Responsibility for education, training and experience transfer rests on a wide range of institutions, including the federal and regional governments, NGOs and the private sector. This also applies to the sphere of entrepreneurship sensitizing, training in skills relevant to Micro and Small Enterprises in different sectors and industries, and the acquisition of management experience by small-business owners and staff. During the past years, the range of relevant training programs made available to micro and small business have been very minimal. In fact, a general lack of awareness about the spread of already existing facilities and what they offer to the small enterprises sector or to those interested in a business career constitutes one of the short comings of the whole training program. Thus, training has to become far more sector specific, focusing on the particular needs and practical problems of Micro and Small Enterprises, (MoTI, 1997).

Depending on the socio-economic facts and the roles and expectations from non-formal education one can simply understand the gaps existing in the region as well as the study area despite the efforts made so far. It becomes apparently questionable how non-formal education program has been effective in meeting its objectives as a supplementary and alternative education. The establishment of more than 107 CSTCs and the provision of skill training in non-formal program since 1976 was part of the efforts.

Based on the findings from various studies conducted on different aspects of non-formal education in Ethiopia, there were limitations in their performances. For example, inefficient utilization of resources, little institutional support, lack of effectiveness, lack of appropriate administrative structure, inadequate budget and training facilities, weakness in monitoring and evaluation of the

program were some of the problems identified by research findings (Zelleke, 2001, Tesfaye, 2002, and Sahelemariam, 2004). As part of non-formal education Community Skill Training Centers in West Gojjam Administrative Zone of the Amhara National Regional State have also been affected by these problems.

There were also very few studies conducted mainly on Community Skill Training Centers, (IER/AAU, 1994), (Zelleke, 2001). The findings from such studies have revealed that CSTCs were under utilized; they lack effectiveness for various reasons.

Generally, some of the problems related to the ineffectiveness of CSTCs identified by studies include the following:

- ❖ There was shortage of resources and facilities
- ❖ Lack of trained coordinators who could design need based and life skill-oriented training programmes.
- ❖ Lack of need assessment and comprehensive study to base planning and implementation of training programs.

This study attempts to examine the relevance and performance of CSTCs at Woreda level. As Woredas are, where CSTCs are located, the study provides grassroots level assessment of the centers. Based on the above background the study has attempted to answer the following question.

1. What is the current status of CSTCs in the selected Woredas?
2. What is the relevance of CSTCs in relation to the creation of job opportunity and improve the livelihood of the community?
3. What major inputs are needed to start-up demand-driven skill training?

4. What are the major problems encountered by the CSTCs in the Provision of livelihood skill training?

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

The general objective of the study is to analyze the roles, contributions, status and problems of CSTCs in improving and developing the technical skills of existing and new entrepreneurs in West Gojjam Administrative Zone of ANRS: in selected Woredas. More specifically, the study will address the following specific objectives.

1. To examine the current status and conditions of the selected Woreda CSTCs.
2. To identify the major problems that encounters the CSTCs in the provision of skill training
3. To assess how the CSTCs have relevance to the creation of job opportunity and improve the livelihood of the community.
4. To identify major inputs that are needed to start demand-driven skill training.
5. To suggest possible solutions that will be used as an input to corrective measures by the local authorities and by the regional MSEIPA.

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

Nowadays, in addition to the agricultural sector, Micro and Small Enterprises (MSEs) are considered as one of the core development strategies that create job opportunities for the young and adult through which the government believes to achieve social and economical development. To this end, the Amhara National Regional State Micro and Small Enterprises Industry Promotion

Agency (ANRS-MSEIPA) has carried out new structural set-up in order to utilize the CSTCs effectively.

Thus, investigating the relevance and performance of Community Skill Training Centers of the selected Woredas, will contribute by ways of:

1. Providing information about the current practice and status of the selected CSTCs.
2. Throwing light on the relevance of CSTCs for the creation of job and employment opportunity by analyzing data/information from review of literature.
3. Enabling policy makers all levels to see what is actually going on in the CSTCs in relation to their expectations; and awakes them up for making the necessary adjustments.
4. Forwarding possible solutions that can influence decision making for improved performance of CSTCs, for the effectiveness of MSEs operators in terms of job creation and livelihood improvement.
5. Serving as spring board for those who would like to undertake further study in the area.

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

This study is geographically limited to the two study Woredas, namely Jabi Tehinan and Burie found in West Gojjam Administrative Zone of ANRS. Its focus is also on the two CSTCs found in the two study Woredas.

The study has also focused on assessing the roles and contributions of CSTCs towards the creation of jobs and employment opportunity for youth and adults.

## **1.6 Limitations of the Study**

Efforts were made in order to get representative and reliable data as much as possible. In most cases, research works that are undertaken on the area of Community Skill Training Centers and Micro and Small Enterprises suffer greatly from data shortage. It is also hardly difficult to get reliable data.

In this study, as well, it has been difficult to obtain information about the exact number of graduates of CSTCs who were operating their business or employed in other business undertaking. It was also difficult to obtain information about the graduates who have not started their business and who were not found in the area. Coordinators as well as MSEs experts did not provide full information about the trainees who have not started their business. Therefore, the findings of this study may or may not apply to all CSTCs which were found in West Gojjam Administrative Zone except the target Woreda CSTCs that has been thoroughly investigated from different perspectives using two groups of respondents.

## **1.7 Definition of Operational Terms**

**Adult Basic Education:** - Broadly defined as involving reading, writing and mathematical skills necessary for adults to be literate.

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

**Informal Education:-** Spontaneous learning acquired through a person's day-to-day interaction with their social, physical and natural environment.

**Micro and Small Enterprises:** - Micro enterprises are small business enterprises which have a capital not exceeding ETB 20,000 and excluding high tech. firms and consultancy services. Small enterprises are those enterprises with a paid-up capital above ETB 20,000 and not exceeding 500,000 excluding the same.

**Need Assessment:-** A problem-driven process of finding out the most processes faces potential adult learners in order to establish genuine teaching and learning activities that address these challenges.

**Non-Formal Adult Education:-** Is a systematically organized program for the provision of adult basic education and skills training courses.

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

The study report organized in five chapters and it has also included the preliminary pages, list of references and appendices. Chapter one deals with the back ground of the study and its approach. Chapter two concerned with the review of the relevant literature to the problem under investigation. The third chapter deals with the research design and the method employed. The fourth chapter presents the description of the sample population, analysis and interpretation of data. In this chapter the responses provided by respondents were raised and discussed. Finally the last chapter comprises summary of major findings, conclusions and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter is devoted to the review of literature that is closely related to the problem under study. Accordingly, the underlined issues that deserve critical discussion in this chapter include the concept of functional literacy, skill training program and community development and overview of skill training program and MSEs in Ethiopia and ANRS.

#### 2.1 Functional Literacy and Basic Education

Initially, literacy had been considered as encompassing two basic skills, such as recording and decoding information, of some kind in some forms that can be understood by the person who made the records. Whereas, the skill of using and recording numbers and doing numerical operations were considered as numeracy. The concept in the early periods, in other words, consisted of basic technical skills in reading, writing and arithmetic which is commonly called the "3rs". However, the way literacy was defined has changed in the courses of time, due to changes in the spheres of social, political and economic arena. The emergence of "*functional literacy*" was part of the progress made so far, in order to link literacy with socio-economic development. In this connection, programs for functional literacy were designed to increase productivity through promoting the basic skills in literacy and numeracy to be integrated with livelihoods skills, as well as vocational skills (Million, 2006).

UNESCO's General Conference in 1978 adopted a definition of functional literacy which is still in use today:

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to

continue to use reading, writing and calculation for his or her own and the community development(UNESCO,1978:4).

A functional literacy approach is a method used to teach people how to read well enough to function in a complex society. According to UNESCO functional literacy incorporates reading materials that relate directly to community development and to teaching applicable or useful life skills (SIL, 1999).

In the same way basic education also consists of a minimum learning package that can meet the basic learning needs of children, adults and youth, in different forms. These needs comprises essential learning tools such as literacy, oral expression, numberacy and problem solving and the basic learning contents, such as knowledge, skills, and attitudes required by human beings to be able to survive and develop their full capacities and to participate fully in development. More specifically, the components of basic education include the following:-

- ❖ Adult Literacy program
- ❖ Youth Development and skill Training
- ❖ Agricultural extension and Farmers Training
- ❖ Out of school (Basic Education) for children
- ❖ Adult Non-formal Education and Community Development
- ❖ Early childhood Education (Hitland and Ishumi, 1987 Cited in Million 2006).

Basic life skills, such as numeracy and literacy, problem-solving and management, communication and negotiation skills, improve confidence and capacity to explore and try new income-earning opportunities (ILO, 2000). In addition, better-educated entrepreneurs are generally more responsive to policy measures, which is important for the sector's development.

From this notion it was possible to conclude that entrepreneurs who have the minimum basic education can acquire technical skills easily.

## **2.2 The Concept of Skill Training Program**

Generally, training is directed towards the act of increasing the knowledge and skill of employees for doing a particular job. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. It is also a short term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for definite purpose (Rao and Rao 2000).

To have productive and satisfying working life, all people need to acquire and use a range of skills. While we often associate the word "*skill*" with a person's ability to perform specific physical or mental tasks, this is only part of the story. As important as such skills are, there are other, broader skill elements which need attention. If a training programme neglects these broader skill needs it is unlikely to succeed in enabling its graduates to find sustainable work and employment (ILO, 2008).

Skills training, as the name implies, is a phrase coined from two basic concepts that each of them have a broader meanings. Training, in simple terms, is both an education and development activity which is concerned with the transfer of the "*how to do*". In line with this, (Rogers, 1994 cited in Million, 2006) has provided a clear description of training as a smaller part of education and education is, on the contrary, wider than training. Skills are, similarly, parts of the major outputs that are expected from an organized education activity. In other words, skills are what the individual has learnt to do with coordination of hands, fingers and eyes, which is identified as a psycho-motor activity.

According to (ILO, 2008) Skill training as part of education activity encompasses a broader variety of components to be delivered. Skills can be grouped and categorized in many different ways-there is no universal standard and people use a variety of terms, sometimes in overlapping or contradictory ways. According to the ILO document the key types of skills are listed here in the following four headings:

- ❖ Foundation skills
- ❖ Core skills for work
- ❖ Technical skills
- ❖ Entrepreneurial and business management skills.

### **2.2.1 Foundation Skills**

Foundation skill is the ability to read, understand, and use written material and basic numerical information is an important basic skill for our daily lives, as is the ability to understand social rights and obligations. Low literacy and numeracy skills adversely affect individuals' capacity to develop other skills, find decent jobs, improve their standard of living and fully participate in society. What is more globalization, technological advancement and the emergence of what has been called the knowledge economy are creating a demand for workers who can "flexibly acquire, adopt, apply and transfer their knowledge to different contexts and under varying technological conditions as well as respond independently and creatively" (ILO, 2008). Foundation skill is, therefore, very important prerequisite in order to impart technical skills to youth and adult learners.

### **2.2.2 Core Skills for Work**

Core skills for work are sometimes called "generic skills", "employability skills", or even "key skills". Core skills for work are defined as "the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle"(ILO, 2008:19). These kinds of skills are also considered as an instrument to increase the recognition and importance of operator's labour, or the intellectual flexibility of the labour force, to work in accordance with the market situation of the given locality.

### **2.2.3 Technical Skills:**

Technical skills are those which equip someone to undertake a particular task. Examples are carpentry, tailoring, weaving, metalwork, lather operation, basket making, tin-smithing, shoe making and so forth. Technical skills can be specific to a particular enterprise or job (for example, operating a machine or carrying out a process unique to a workplace) or can be transferable to number of different work context, jobs or industries (for example, using basic hand tools or a computer). The development of transferable technical skills (and other transferable skills) creates more flexible and adoptable workers (ILO, 2008). Therefore, the provision of technical skills for young and adults can enhance their productivity in any of the work they are engaged and have also the contribution to create additional income.

### **2.2.4 Entrepreneurial and Business Management Skills**

Entrepreneurial and business management skills are those required to succeed in a small business. They include book keeping, risk assessment, market

analysis, planning, goal setting, problem solving, how to obtain information and other related skills. These skills can require basic numeracy and literacy, but may be acquired by people with no education at all if the training is appropriate and if the training materials are designed for people below literacy. The extent to which they might be coupled with technical skills varies. For example, managing a small shop requires entrepreneurial skills but technical skills might not be so important. Running a business as a tailor requires both highly developed technical and entrepreneurial skills (ILO, 2008).

So based on this classification one can plan, organize, and provide skill training for the existing and new entrants of entrepreneur's in terms of their locality. This types of skill trainings helps the entrepreneur's to acquired essential skills. These are the concern of this study, which is focusing on non-formal adult education program, which has been designed and implemented mostly to target youths and adults. In fact, skill training, like any other education activity, has diversified content, clientele, objectives and arrangements. Besides, there are also various different institutions that are responsible for its provision, based on their own functions. Accordingly, (Ahmed and Coombs, 1974, cited in Million, 2006) have categorized skills training programs in to four groups based on their objectives, in rural development context. These include:-

1. Ancillary skills training
2. Employable skills training
3. Upgrading the skills of practicing artisans, craftsmen and small entrepreneurs
4. Training to promote small industry.

According to the classification, ancillary skills training has the purpose of better farming, improved home management and income generation. Whereas,

employable skills training has the objective to provide technical skills towards employment in off-farm activities. Training for artisans and craftsmen are provided to broaden and upgrade their skills which they have already acquired in various ways. This training program for practicing artisans and craftsmen is perceived to have immediate pay off to its participants, in income, since they have employed and have the idea of what to learn and how to apply it (Million, 2006).

Generally, the above ways of classifying the broader activity of skills training have better served our purpose of identifying the concern of the study. The concern of the study is the basic (essential) aspects of skills training, contrary to, the specialized type of skills training that have been provided to adults in a non-formal approach. So, the types of skills training, their purposes, clientele and arrangements that need to be focused are identified for the intention to make it specific.

### **2.3 Skill Training Program and Community Development**

The primary output of the education system is a skilled and educated manpower. These skilled and educated people are supposed to enhance productivity and contribute to overall socio economic development of society, such development is reflected in or closely associated with the improvement of general quality of life of a given society. Hence development, improved way of living, and education may be seen as interdependent entities (Alemayehu, 2000).

Community Development is about developing the power skills, knowledge and experience of people as individuals and in groups, thus enabling them to undertake initiatives of their own to combat social, economic, political and

environmental problems and enabling them to fully participate in a truly democratic process (CDF, 2009).

Flo and Anne,(1999) also elaborate community development, is a "*grassroots*" process by which communities: a) become more responsible, b) organize and plan together, c) develop healthy options, d) empower themselves, e) reduce ignorance, poverty and suffering, f) create employment and economic opportunities, g) achieve social, economic, cultural and environmental goals.

The perception of the community has also contribution for the development of CSTPs and MSEs development. For instance in Ethiopia the public and even parents consider the vocational education and skill training track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. There is the need to make TVET less dead-end (AU, 2007).

Long ago discriminating and isolating the craftsmen and artisans from community interactions was common in the rural parts of Ethiopia. This negative attitude has a clear impact on the change and development of the community which handicapped the community skill training programs. Because these sentiments restricted the participation of the community (MoE, 2006).

As viewed by Guluma, 2002, (ECA, 1984 and Slim, 1995) asserted that, Community development is understood as the development of people in social, economic, and cultural circumstances. To develop the community it is essential to train and educate them so that they could change their way of doing things and their behaviors to participate in development activities. This means the improvement of life in a community depends on the proper training of people

for the purpose and is motivated for work and indigenous creativity in income generating is increased, so as to enable them to develop.

### **2.3.1 The Role of Skill Training Program for Livelihood Improvement.**

Regarding the role of education and training for the contribution of economic growth, Richard and Arvil, (2004), asserted that, improving the knowledge and skills of workers is expected to increase an economy's output of goods and services and contribute to economic development. Education and training are a form of investment. For the individual, the economic returns on this investment accrue in the form of increased earnings. For companies, the economic returns are found in the expanded output of goods and services and economic growth.

The interconnection between education or skill training, development, and improved standard of living can easily be identified by looking into the relationship among them. For instance, as viewed by Alemayehu, 2000 (Rahman and Hossain 1992 in Prather 1993), underline that literacy and numeracy promote workers productivity as a result of which one's earnings will be improved so that the quality of life that an individual might enjoy would improve.

This perception of education or skill training as a cornerstone of development seems to be most shared among authorities in the field who believe that education is foundation up on which much of the economic and social well-being is built. In addition to fostering economic productivity and social cohesiveness, education is also taken as an instrument that increases value and efficiency of the workers' labor, intellectual flexibility of the labour force, contributes to nation-building and interpersonal tolerance, and reduces poverty (World Bank, 1998). Moreover, efficiency and effectiveness require

acquisition of the necessary skills, knowledge and attitude that are obtained through education. Thus education remains a prerequisite to development.

In the poverty reduction strategy of Ethiopia, which clearly states that, the importance of improving the living condition of the people, urges the necessity of looking into all possible options, which may bring about sustainable economic growth. To realize this non-formal skill training is one such means. ESDPII, also gives better emphasis to adult and non-formal education, creates fertile ground for adult non-formal skills training (DVV/IIZ, 2005).

In general, it is imperative to say that education contributes both for economic and social development. It enhances economic development by increasing earnings and raising workers' productivity. Social development is also achieved by behavioral change emanating from learning.

### **2.3.2 The Purpose of Community Skill Training Centers**

The development of relevant skills and knowledge is a major instrument for improved productivity, better working conditions, and the promotion of decent work in the informal economy. Effective training can help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need in order to adjust to new situations. It can improve individual, team and corporate performance in terms of output, quality, speed and overall productivity, and increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization (Richard and Arvil, 2004).

Basically, the community skill training center aims at giving varied training or relevant skills to members of the communities with an ultimate objective of improving their livelihood.

According to (MoTI, 1997), all suppliers of training have to reconsider the nature, content and effectiveness of their programs, taking in to account the small business environment in the different sectors of the economy and working closely with the business sector. Thus, training has to become far more sector specific, focusing on the particular needs and practical problems of small enterprises. Such as:-

- ❖ Micro enterprises in rural areas
- ❖ Women entrepreneurs
- ❖ Construction, manufacturing, small-scale agriculture, tourism
- ❖ Youth seeking self employment

Moreover, the Ministry of Education had set objectives before the establishment of the CSTCs in the 1970s. The general objective of the CSTC programme was to continually improve the standard of living of the rural people through upgrading their methods of working and by providing relevant knowledge and skills related to community and family life. The specific objectives were to:

- ❖ Provide the rural population with the knowledge and skills that are needed for its effective participation in the political, economic and social development of the country.
- ❖ Improve existing traditional skills and knowledge in order to increase production.
- ❖ Provide community and family life knowledge and skills in order to achieve higher standards of living and improved ways of life.

As a whole, the main objective of CSTC is to raise the level of indigenous skills and introduce new skills for the development of the area. Hence, the training program is not intended for hired employment but rather for self-employment and community development work (MoE, 1988).

Training should meet some basic characteristics. Obviously the first is relevance: the training must be relevant in that it satisfies identified and appropriate training needs. This includes that the focus should be on problems and appropriate action. The training should be problem-based in the sense that it should be planned to fill the gaps between what people can do and what they need to do, now and in the future. The training philosophy should stress that training exists to make things happen, to get people in to action, and to ensure that they can acquire new skills or improve old skills. The objectives of any training event or program should be defined in terms of 'deliverables'-this is what people will be able to do after training, and this is what they will achieve last but not least, learning is a continuous process. Training should not be regarded as simply the provision of short, isolated courses at various points in a person's career, but form a part of a policy of continuous development (Richard and Arvil, 2004).

To sum up all the above discussions, the acquisition of relevant vocational, technical and business skills is generally regarded as one of the critical factors for success in small enterprises. In addition, literacy and entrepreneurial awareness are seen as particularly important requirements to enable people to advance lower level activities into larger and better earning enterprises. In this context relevance refers to whether the objectives and outputs of a training system meet a country's economic and social requirements. More narrowly, this is referred to as the external effectiveness of a training system.

In these context the relevance and performance of the two selected CSTCs should be assessed whether it was enhanced the effectiveness of the program in retaining their learners and improving their attainments.

#### **2.4. Training Needs Assessment and Market Analysis**

The selection of trainees to the training program should consider their interest, and the selection of training courses also should be in line with the interest of the trainees, the employment, and market opportunity of the locality. Assuring the employability of trainees begins with effective guidance and counseling of potential trainees in the choice of training programmes in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Tracer studies which track the destination of graduates in the job market can provide useful feedback for the revision of training programmes so as to enhance the employability of trainees (AU, 2007).

Regarding the interconnection of training needs of trainees and training program as cited in Guluma 2002, (Thompson 1995) asserted that, the target groups learn better and faster when the learning and training is immediate and relevant to their life. Under this condition, the target groups are less motivated to participate in programs, which they feel do not respond to their felt needs.

According to Ethiopia Business Development Service Network (EBDSN), during the design phase of training, a choice has to be made concerning the specific target group to be addressed. The segments may break down as follows for existing or start-up businesses by: sex, age, ethnic group, education background, enterprise sector, location, size, ownership structure, technology, raw materials, former occupation or any other variables that are considered to be important to that particular application of Competence based Economies through Formation of Enterprise(CEFE). Prior to the conducting of any course for entrepreneurs a needs assessment of the target group should be conducted which takes into consideration: cultural stereotypes associated with the enterprising behavior and the running of a business, this may evoke the

adaptation of training materials or methods to be more sensitive to these issues; an assessment of the target group's resource endowments such as experience, education, natural resources, institutional resources such as finance, counseling or technology; and a rapid assessment of the potential opportunities to assist in the preparation of more appropriate content and methods for this part of the course. The result of the needs assessment is a modified course and more sensitized trainers capable of providing more informed guidance of the entrepreneur's micro climate throughout the course (Assegedech, 2004).

The community skill training program must offer skills which can be applied at the household level or used to produce something marketable and in demand, first of all within the environment of the trainees, but not necessarily restricted to local use or consumption. It is of paramount importance to carry out a market analysis combined with a training needs assessment prior to starting any training. The decision on the skill area of the training programme must be based on the demands of the surrounding markets, and the livelihood and training needs of the target groups, taking into account, of course, not only economic and organizational considerations but also ecological integrity (Bernd, 2003a).

## **2.5 Competence of Trainers in the Coordination and Provision of Training Program**

The delivery of quality technical and vocational training is dependent on the competence of the teacher; competence measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace. In the program of skill training, trainers must be professionals who can provide the relevant skill and knowledge to the trainees. Trainers involved in the training on income generation activities should be

aware of planning, organization and management of small business in order to provide advice to newcomers on practical production exercises as well as on business planning for self-employment (AU, 2007)

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. Competency Based Training (CBT) can also enhance quality. The delivery of quality TVET is also closely linked to the building of strong, professional management and leadership capacity as well as a suitable qualifications framework and monitoring mechanism to drive the entire system.

Regarding the coordinators experience and skills gained through work ILO, (2000), as cited in AU (2007:20) states the following. "Every person shall have the opportunity to have his or her experiences and skills gained through work, through society or through formal and non-formal training assessed, recognized and certified. Programmes to compensate for skill deficits by individuals through increased access to education and training should be made available as part of the recognition of prior learning programmes".

The office heads and CSTCs coordinator's knowledge about the nature of adult training and the management of MSEs, should also be based on up-to-date training programs which should assist a newcomer to enter the business environment. Besides knowing about the production technologies, an individual business person needs to be familiar with occupational safety rules, environmental protection methods, and certification of goods and services etc. The difficulty is that the beneficiaries are of different ages and educational background and their previous experiences and motivation differ. That is why trainers have to customize the training (ILO, 2000). Moreover, as viewed by Guluma, 2002, (Hope, and others, 1992) also suggest that the training of adult

education program is known to succeed if managed by well qualified and experienced coordinators and NFE experts.

## **2.6 The Institutional Capacity of the CSTCs**

The adequacy and availability of institutional capacity in CSTCs in terms of physical plants, equipments, human resource and other facilities were important factors that have strong impact on the nature and quality of skill training provided. This issue was also one of the basic aspects that should be assessed. Without a convenient site, building and the necessary instructional equipment and facilities, it would be difficult, to administer a well thoughtful training program like that of CSTCs (IER/AAU, 1995).

In order to provide skill training CSTCs were designed to have at least all of the following basic facilities. This includes:

- ❖ An office for a coordinator,
- ❖ A hall for about 200 persons which can serve for teaching and meeting purposes,
- ❖ A workshop for wood and metal work,
- ❖ A workshop for weaving, pottery, horn work, store etc
- ❖ Dormitories for instructors, trainees and guests,
- ❖ Kitchen and dry latrine with showers/washing ponds,
- ❖ House of the coordinators etc (MoE, 1988, IER/ AAU, 1995).

The institutional capacity of the CSTCs also can be evaluated by the absence, presence and shortage of training materials and equipments. The success and effectiveness of the CSTCs programs were largely dependent on the quality of skills developed on the extent to which the skills are used for the improvement of the livelihood of the community at large. But skill development, by its nature, requires practicing the skills using appropriate equipment and

materials. Therefore, equipping the CSTCs with appropriate and adequate facilities would be a necessity that should not be disregarded (IER/AAU, 1995).

In addition with the other facilities the center also should be equipped with the required number of manpower. Regarding personnel administration and staffing, long ago the over all activity of CSTCs was led by the Woreda Development Committee which had 10 members. For long period of time the centers were working with in insufficient number of manpower. The center had one coordinator and guards only. In addition depending on the situation there might be training assistance. Two or three persons were employed in most of the centers (MoE, 1988; IER/AAU, 1995; Million, 2006).

## **2.7 Problems of Community Skill Training Centers**

Our country's efforts to leap from an agrarian economy to an industrialized one require skilled labor force. So, in-order to provide relevant livelihood skill training for the existing and new entrepreneurs in particular and for the community in general there is a need of well organized and equipped CSTCs in all necessary facilities. Basically, CSTCs were established in Ethiopia in 1970s and 80s to initiate and to multiply appropriate technology and promote income generation skills for local communities. After the downfall of the Derg regime in 1991 most of them became in effective and non-functional, and it needed a lot of effort to revitalize them.

According to Albinson (1988) a training program should be organized from the very beginning by collect necessary data of the target group training needs; analysis of training priorities, availability of resources and budget program planning and implementation of the actual operation and follow up the training program.

Similarly, Department of Adult Education DEA, (1988) in MoE identified important factors to be considered in the design of training strategy which includes; analysis of training needs identification of target groups, the duration, suitable time for the trainees to attend the program, organize the training place, monitoring and evaluating the training program and achievement of the training objective.

According to a preliminary survey made by the Adult and Non-Formal Education Division of Oromia (1996) the relatively active CSTCs had been and still are operating under strains. The lack of appropriate administrative structure or lack of ownership, shortage of trainers or technicians on the field of cultural crafts, shortage of administrative manpower, low awareness of the community on the benefits and objectives of the centers, inadequate budget and training facilities, weakness in monitoring and evaluation of the program, the absence of demand oriented training are some of the major problems faced by the centers, as cited in the report. As it is discussed by (Alemayehu, 2006 and Million 2007), similarly these problems are common for CSTCs which are found in the ANRS. Some the problems identified include:

- ❖ Lack of adequate budget
- ❖ Poor maintenance of the CSTCs
- ❖ Inadequate supply of tools and equipments.
- ❖ Not assigning capable coordinators and trainers
- ❖ Not giving need and market based training
- ❖ Low attention given to the CSTCs by the government (IIZ/DVV, 2007).

Moreover, efforts have made by the regional, AMSEIPA and Woreda WMSEIPO community skill training centers in the region,` steal facing many challenges mainly problems related to the inadequate supply of tools and equipments was steal exist.

## **2.8. Skill Training Program in Ethiopia**

Even though, literacy has a long history in Ethiopia it might be difficult to precisely pinpoint the beginning of non-formal adult education specifically skill training within the education system and policy of Ethiopia. It is only with the coming of modern education that one sees movements towards adult education (Jember, and others. 1996). Leaving aside the effort made before the 1960s, sometimes sporadic, some other times concerted efforts were made to provide literacy and adult education in Ethiopia in the last 30-35 years (Mamo, 2005). Community skill training centers in Ethiopia were established with the objective of improving the livelihood of the community. Its historical development discussed as follows under three historical periods

### **2.8.1 Skill Training Program during the Imperial Era (before 1975)**

About the inception of literacy and basic education, in his background paper for the education for All Global Monitoring Report, Mamo(2005) asserted that, it was only in the 1890s that literacy and basic education were realized as a means of development and modernity. Emperor Minilik II issued a declaration under the title "*Let every one learn*" in 1886 E.C. (1893/4) to the effect that every child, male or female, should get education after the age of 6. This effort was eventually strengthened by the establishment of modern school in 1908 and other proclamation issued by subsequent government leaders. More and more schools were opened as time went by and more children joined school.

On the other hand, Tilahun, (1991) stated that "*Birhane Zare New Institute (BZNI)*" was the first government established adult education institute in Ethiopia. He further elaborated that the institute had provided service during 1948-1978. These included provisions of evening classes for adults, center for

discussion of teachers, reading place (library) and rooms for workshops, seminars and meetings (Million, 2000).

In 1962, Ministry of Community Development (MoCD) also established to guide, organize and coordinate rural development activities including provision of basic education. One of the priority programs of MoCD was basic education as a component of community development literacy being an integral part (Mamo, 2005)

The other large scale literacy program was " *Work-Oriented Adult Literacy Program*" (WOALP) (1968-1973), which was an outcome of the 1965 Teheran World Conference. This program was noted for its contribution in developing good and relevant learning materials for basic education. As viewed by Maaza 1966, cited in (Guluma, 2002) partly due to changes in the philosophy, objectives and structures of Ethiopian education, community skills for basic education were absorbed into the mainstream of Ethiopian education.

Meanwhile, as viewed by (Guluma, 2002), the Education Sector Review (ESR) of 1971/72 came up with proposals for what was known as "*Community practicum*". In relation to adult non formal education, the program was regarded to be an important component of integrated strategy of educational development. Hence, it envisaged to fulfill for the educational needs of adults, youth and children and to serve coordinating education with other rural development. The program of the content was intended to address functional literacy, occupational skills, social and cultural development. In addition, the need for a separate body to work on the organization, administration, control and evaluation of non formal education was noted to be critical. In general it was an encouraging approach in supporting successful non formal education activities. However, due to unsuitable political, economic and social conditions

the plan was left too much to be desired and was immediately followed by the 1974 Ethiopian Revolution MoE, 1972.

### **2.8.2 Skill Training Program during the Derg Regime (1975 - 1991)**

As noted by Mamo, 2005, (MOE, 1989) elaborated that the pro-socialist government (Derg) took government power in February, 1974 and soon issued a proclamation known as "*Development in Cooperation-Campaign for knowledge and work*". This campaign had literacy as one of its nine programs for nationwide implementation with heavy emphasis on the rural areas including those that were very remote and neglected. A total of 60,000 campaigners participated in the program for two years and were able to make 160,000 people literate. Following this, the most extensive and large scale program that is, the National Literacy Campaign (NLC) was launched in July 8, 1979 with a new Department of Adult Education.

Moreover, the Provisional Military Administrative Council (PMAC) announced a program of "National Democratic Revolution of Ethiopia" (NDR) in April 1976 in which it expressed its commitment to eradicate illiteracy in Ethiopia. PMAC stated in the NDR that "*All necessary measures to eliminate illiteracy will be under taken*" (NLC, 1989). The PMAC confirmed its commitment with the formation of the National Literacy Campaign Coordinating Committee in May 1979, (NLC, 1980, cited in Mamo, 2005)

The provision of relevant non formal basic skill training program at CSTCs were designed which is part of the overall mass education programs in the country by MOE. Aiming that it helps for upgrading the traditional skills of rural adults and introducing new basic technologies, and following the outgrowth of the experience gained from the work oriented adult literacy project the community skill training centers were established in Ethiopia, started in 1975/76(MoE,

1988). CSTCs, on average were intended to serve around 40 peasant associations, woreda towns being the center. At each center, it was planned to train on an average 120 persons a year in different skills in 3 to 4 months and a short term training lasting 2 to 3 weeks. Participants in the CSTCs were expected to complete basic literacy program (MoE 1988).

Starting from 1975 to 1991, about 400 CSTCs were established for the purpose of integrated rural development with a special emphasis on training change agents. By the end of 1990, the CSTCs had trained in different skills 189,313 adults of whom 33,126 were women. During this period Ethiopia won a prize from UNESCO for its literacy effort (Tekeste, 1991).

Due to its massive nature, National Literacy Campaign had encountered several problems and its overall outcome was minimal. The skill training courses were not need based, forced recruitment, weak intersectoral linkages in the provision of the program were prevalent. In addition lack of follow-up of the trainees on their effectiveness as multipliers and lack of tools for the ex-trainees to start their work once they get back to their localities were among the weaknesses. Towards the end of the 1980's many of the CSTCs were converted into the military training camps and during the change of government, in 1991 nearly half of the CSTCs were vandalized, looted or destroyed Tekeste, 1996, cited in (Guluma, 2002).

### **2.8.3 The Current Status of Skill Training Program (Since 1991)**

The Ethiopian Federal Government developed a Sustainable Development and Poverty Reduction Program (SDPRP) in 2001. As viewed by Dessu, in IIZ/DVV(2007) this program was built on four pillars (MOFED, 2003), namely: (1) agriculture development led industrialization, (2) reform of the justice system and the civil service, (3) decentralization and empowerment, and (4)

capacity building in the public and private sector. The objective of the SDPRP is stated to be the reduction of poverty to 40% by 2015, and the increase of the gross domestic product by 7% annually. The SDPRP regards of adult and non-formal education as one of the keys to achieve its set goals. This is why it considers non-formal education for out-of-school children at primary school age, literacy programs for youth and adults above 15 years of age and provision of skills training for youth and adults.

The Federal Democratic Republic Government of Ethiopia formulates the new Education and Training Policy that states the non formal Education emphasizing both on basic literacy and occupational skills which is to be given parallel to the formal schooling (TGE,1994). The government recently also formulates National Adult Education Strategy in 2006. According to the strategy Adult Education and work related training programs boost skills and smooth the path to work by creating opportunities to gain valuable on the job experience (MoE, 2006). The strategy also recognizes the significance and distinctiveness of adult education program and aims to harness its potential contribution to social, cultural and economic development of the country.

The Education Sector Development Program (ESDP-III) of Ethiopia also explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives. It further explains that the program has three components: a program for out of school children aged 7-14, literacy program for youth and adults aged over 15, and basic skill training to youth and adults in the Community Skill Training Centers (CSTCs) (MoE, 2006).

The first component of the Adult and NFE program serves as an alternative approach to complement the formal education program in the effort to increase

access to basic primary education. The second component, functional adult literacy will enhance the participation of communities in the national development and poverty reduction strategies. Moreover, the realization of this component will make adults more productive and self-reliant. The Adult and NFE program, through its functional adult literacy component, will reach 5.2 Million adults in the program period that is 2006-2011. Moreover 143,500 adults will be trained in different skills in the existing CSTCs (MoE, 2005).

The new education and training policy gives special attention to TVET by providing broad and multi level foundations. Presently TVET is divided into training for agriculture, health and teacher training. Serious attention is given to industrial, commercial and skill training's as well as training man power for the development program that the country needs. In 2001-2002 54,026 trainees took part in newly designed TVET program (10+1 and 10+2 level in 24 non-agricultural fields) at 123 public and 19 non-public training centers. Other than the establishment of new TVET centers in all regional states, at present the former CSTCs also revitalize and operating in a new system (MoE, 2005).

In Ethiopia, different kinds of skill training programs are being carried out by a number of government and non-governmental organizations as well as by various private institutions. In accordance with the development policy of the federal government, the regional states have also the mandate to shape their own development programs. Based on this, the management of CSTCs in Ethiopia varies from one regional state to the other. For instance, CSTCs in Tigray and South Nations and Nationalities People Regional State fall under the structural set-up of Regional Education Bureau. In Oromia Regional State, however, they are managed under the TVET commission. In the ANRS, the centers are under the structural set up of AMSEIPA. Despite these differences in the structural set-ups of the centers, they are revitalized to provide livelihood

skill training for youth and adults that would enable them to generate their own income and improve their livelihood.

#### **2.8.4 An Overview of Community Skill Training Program in the ANRS**

The Amhara National Regional state is one of the regional states in the Federal Democratic Republic of Ethiopia. It is the second largest regional state in the country, both in area and population. The region has shown a high proportion of population growth that reached about 17.2 million and accounts about 25% of the national population. Subsistence agriculture is the main stay of the economy that accounts for more than 85% of employment. The region is notable for its young population, 47% are under 18, and only 3.9% of the population is aged 65 or over. Further more, illiteracy has been one of the social problems that existed for long period of time. Only 23% of adults are literate, the rate of illiteracy was estimated to be 76.9% of the total population of the region. In 2007 just over 85% of all eligible children were enrolled in primary school/although that is improving, and only 4 in to 10 people live within 10km of a healthy facility CSA (2007). As viewed by Million, 2007, (BoE 2002) Most of the illiterate people of the region were adults and youth, that were estimated to be 6.3 million. Despite this very fact, more emphasis should be given for the non-formal adult education program in order to reverse the situation of illiteracy and help adults to be equipped with problem solving skills that enables them to improve their livelihood.

Various types of handcraft skills and basic technological training have been offered to adults in order to enable them improve their skills, increase their social participations and to benefit them selves from technological findings. Participants of the training program at the CSTCs are rural adults and youth and those adults and youth (living in the small towns of woredas (ANRs, 1997, cited in Million 2007). Before 2007 there were a total of 107 community skill

Training centers, however, some of them have not been functional for various reasons. According to available sources, 46,133 adults and youth have obtained skills training in various fields such as sewing, embroidery, weaving, woodwork, metal work, carpet making and pottery (BoE, 2005, as cited in million 2007). In between 1985-1997 Eth.C 46,133 farmers (male 31,464, female 14669) have taken training by 3000 trainers in 73 CSTCs. The different areas in which training was given include sewing, knitting, weaving, metalwork, carpet work and pottery (IIZ/DVV, 2007). However, there is no information about the relevance of the training, and how many of them have realized the outcomes of the training in their real life situations and what has been changed in their life.

Currently the overall responsibility of community skill training program in the Amhara region was transferred from the regional education bureau to AMSEIPA. Based on the mandate of the regional government cabinet; the agency officially received the CSTCs in October 2006. Furthermore, AMSEIPA aims to make the CSTCs “the business incubation center” through the Woreda Micro and Small Enterprise Industry Promotion Office (WMSEIPO). For the last 3 years providing skill training courses focusing on crafts and few other vocational skill are provided to the new and existing entrepreneurs. However, the relevance and performance of the selected Woredas CSTCs should be investigated in this paper.

## **2.9 Contributions and Significance of MSEs**

MSEs have a number of potential advantages to the economies of least developed countries. MSEs are suitable to the factor endowments of least developed countries as they utilize domestic resources and use labor-intensive technology. They create considerable supply and demand side multiplier effects, which would contribute to enhance national output and income and

would help reducing the level of poverty. In addition, MSEs are favorable to the vast majority of the population whose income is very low. Given this lower income level and the associated low effective demand, MSEs become ideal to satisfy the demands of narrow domestic markets. Furthermore, lesser capital (particularly foreign exchange) and skill requirement of MSEs, implies that they can be easily established and operated by the nationals of least developed countries (FeMSEDA, 2004).

As a result of unavailability of jobs, large proportions of the work force in all sub Saharan countries have turned to the Informal Micro Enterprise Sector (IME) for the generation of employment and incomes. The concept of IMEs refers to (non-agricultural) self-employment and '*enterprises*' characterized by a very small scale (both in terms of workforce and capital investment), use of outdated technologies and traditional forms of work organization and management, and reliance on local and regional markets. IMEs are engaged in (almost) all types of economic activities, ranging from street vending and simple personal services, to small scale manufacturing and a range of repair services, recent additions to the sector are: tiny kiosks providing Internet services and informal computer repair services (Hans, 2006).

Emphasizing this the ILO document also asserted that, dating back to the 1970s, the concept of informal economy is usually associated with the income-generating activities of people not engaged in the formal sector of the economy—those employed by commercial companies or government services. Those who work in the informal economy use the resources available to them—such as knowledge, skills savings and contact—to scrape together an income for themselves and their families. They include wage workers, self-employed, contributing family members and those moving from one situation to another (ILO, 2007).

Ever since its emergence in the 1970s the IME sector has grown rapidly, providing (additional) incomes and opportunities for (incipient) entrepreneurs to set up a business. It is estimated that in recent years informal enterprises have absorbed up to 80-90% of all new entrants to the labor market in sub-Saharan countries (Ibid).

As cited in Aseggedech 2007, Tegengen and Helmising (2005) asserted that, the urban areas of sub-Sahara Africa (SSA) including Ethiopia, on account of the absence (existence of very few numbers) of large-scale industries, emphasis is naturally given to MSEs as a potentially sustainable means of combining equity with efficiency in aggregate demand and allow for greater investment in the long run. Recently, the views on MSEs sectors have changed since large scale industrialization schemes have been participated in many parts of Africa and the developing countries resulted in a poorly integrated or enclave economy. Under this type of industrialization most of the expertise, know-how, equipment and inputs were imported from abroad similarly, most of the profits also left the country in different forms and left hardly a sustainable effect on indigenous MSEs organizations. This created a space for the development of MSEs to fill in the development process. Thus the development of MSE is not a temporary process but part of a process of development from below in which small enterprises could grow into large size categories as long as the growth is needed and justified.

In most fast developing countries, MSEs by virtue of their size, location capital investment and their capacity to generate greater employment have proved their powerful propellant effect for rapid economic growth. The sector is also known as an instrument in bringing about economic transition by effectively using the skill and talent of the people without requesting high-level training, much capital and sophisticated technology (MoTI, 1997).

The world development report also confirms that MSEs play a prominent role in creating employment (absorbing one-third of economically active population). In many SSA countries the informal sector has been estimated to account for more than 75% of urban employment. This sector hosts 70% of employment in Accra, 61% in Addis Ababa, 56% in Dar-es-Salam, and 46% in Kampala, indicating the relative importance of the sector in LDS cities and urban areas (Asegedech, 2007).

As highlighted above, the MSF sector is characterized by highly diversified activities which can create job opportunities for substantial segment of the population. This indicates that the sector is a quick remedy for unemployment problem. To curb unemployment and facilitate the environment for new job seekers and self-employment a direct intervention and support of the government is crucial.

Other than job creation and employment opportunity MSEs are characterized by: (i) small scale operation (ii) labour intensive production, (iii) frequently operating without proper business licenses and in contravention of labour laws and tax regulations, and (iv) law barriers to entry in terms of required capital and skills, (Richard and Arvil, 2004).

### **2.9.1 The MSEs Sector in Ethiopia**

Like any other countries, the MSEs sector in Ethiopia is also expected to be an '*engine*' for economic and social development, through its vital roles in producing economic diversification, in creating job opportunities for citizens, equitable distribution of resources and reducing poverty. As it is indicated in the (ILO, 2000) document many Africans are engaged in several small-scale businesses at any one time.

In the African continent, economic development initiatives can not afford ignoring MSEs role in the Web of partnership for development. Today, in Ethiopia towns and cities, MSEs and the informal sectors in general are not only the predominant income generating activities but also the basic means of survival (Asegedech, 2007).

Creating employment for Ethiopians is a major challenge; there are insufficient opportunities in the formal sector to absorb rural people and new entrants into the labour force. Consequently, many people have been forced into marginal activities in the informal sector as subsistence farmers, petty trades, and tiny handicraft producers with limited market scope. This conglomeration of Ethiopia is to be successful in its efforts to eradicate poverty and to strengthen the private sector as a creator of employment and economic growth. Part of this challenge will be changing attitudes about work in the MSE sector, and revitalization of the "*entrepreneurial spirit*" in the country. Micro and small enterprises are special focus of the government, given that they comprise the largest share of total enterprises and employment in the non-agricultural sectors (Lois and Annet, 2005 and FeMSEDA, 2004).

According to the strategy of MOTI, (1997) MSEs are defined and categorized in the context of the country. Micro Enterprises are those small business enterprises with a paid-up capital of not exceeding birr, 20,000 and excluding high tech. Consultancy firms and other high tech. establishments. Small Enterprises are those business enterprises with a paid-up capital above 20,000 and not exceeding birr 500,000 and excluding high technology consultancy firms and other high technology establishments.

According to the CSA survey (2003) there are, the existence 799,358 MSEs in the country absorbing 997,392 labor forces. The survey revealed that a micro enterprise on an average engages one person, and the average annual

operating surplus is about birr 1300. Regarding the diversity of informal sector activity (Micro Enterprises), the survey indicated that a large number of informal sector operators are concentrated in a limited area of activities, i.e. 47% in manufacturing, 42% in Trade, Hotel and Restaurant activities, about 6% in community and personal services and the rest 5% are involved in Agriculture, hunting, Forestry and Fishing, Mining and Quarrying, Construction and Transport activities.

MSEs in Ethiopia play significant role in terms of accommodating a number of operators and creating gainful employment to the labor force. They provide livelihood to the vast majority of the population next only to agriculture. Thus, MSEs are said to be the seedling grounds of domestic entrepreneurship and promoting them will spur economic development. This is very much true in the case of Ethiopia, whose level of economic development is amongst the lowest in the world (FeMSEDA, 1997).

### **2.9.2 The Situation of MSEs in the ANRS.**

MSEs in the regional state play a crucial role in the economic improvement, because they utilize relatively less capital, it's a home of entrepreneurship, can create substantial job opportunity, utilize cheap and local raw materials, and produce goods and services.

The sample survey which was conducted in the major towns of ANRS i.e. Gonder, Dessie, Bahir Dar and other Urban areas of the region by CSA in 2003 indicated that 202,397 informal sector activity operators exist in the region absorbing 259,676 labor force. Which is 28.9% of the total labor force engaged in the informal sector in the country of the total operators are engaged in manufacturing activities and the rest in agriculture, forestry, fishing mining,

quarrying manufacturing, construction, trade, hotel, restaurant, transport, personal services.

The CSA report also reveals that in the Regional state the number of people employed in those enterprises is nearly 1000 and gross value of production of these enterprises is estimated to be Birr 158 million 2003. The MSEs sector in the region are characterized by highly diversified activities, which can create job opportunity for a substantial segment of the population.

According to the study conducted by the Regional Government BOTIUD, (2004) for the formulation of private sector capacity building programme in the ANRS, the private sector in general and the micro and small sale enterprises sector in particular has not been performing well because of many problems and constraints facing them. Taking the advantage of encouraging policy and designing training measures, however, the sector is now growing progressively towards the right path (Walelign and Wondimu, 2002).

Moreover, the regional government through the proclamation No 42/1999 has formulated a strategy for MSEs development in the region knowing the enormous importance that this sector can bring for the society of the region in such as, create employment opportunity, bring rapid economic growth, produce wide range of goods and services which are accessible and cheaper for huge number of persons of the region. One of the initiatives of regional government is the establishment of AMSEIPA aimed to be engaged with the search out of the problems of MSEs and work towards their improvements.

MSEs are still facing severe constraints in their activities and their promotion and development are, therefore, hampered. These Micro and Small Enterprises are unable to address the problems they faced on their own, even in an effectively functioning market economies, training services of MSEs is fairly

young and weak. In order to fulfill the gap AMSEIPA designing a new training guidelines that enables to provide need based skill training through the community skill training centers. This is the major focus of this study that should be investigated.

### **2.9.3 Problems of MSEs Related to Technical and Managerial Skills**

Industrialization is one of the packages in the economic development process of any country that could be used to accelerate economic growth. In this respect, the role played by micro enterprises and small scale industries is very crucial by many standards. The sector, besides accelerating the competitive strength of a national economy and creating job opportunities for the mass of the people, adds flexibility and industrial diversification and more use of resources that they may not otherwise be drawn into the development process (Sileshi, 2001).

In most developing countries, small businesses face a wide range of constraints and problems and they are unable to address the problems they face on their own, even in effectively functioning market economies. The constraints relate among others, to the legal and regulatory environments, access to market, finance, business information, business premises (at affordable rent), the acquisition of technical skills and managerial expertise, access to appropriate technology, access to quality business infrastructure, and, in some cases discriminatory regulatory practices(MOTI,1997).

Many of the MSEs in the country are commonly constrained by the above mentioned factors. But some attempts were made to alleviate them by the government. Even though, the degree of severity of each problem varies from enterprise to enterprise. However the lack of adequate managerial and technical skills was one of the major problems confronted by entrepreneurs at

the starting of operation as revealed by the result of the national survey on small scale manufacturing industries undertaken by CSA in 2003.

As cited in ANRS, (2004) the data compiled by Tim Rudkins *et al*, (1994) also indicates that, most micro enterprise owners in Ethiopia (more than 88% of them) acquire their skills outside the formal school and hence lack of modern business management, entrepreneurial, and other technical skills resulted from formal school 12%, apprentice 6%, family 18%, and 65% from other means of acquiring skill.

Report by CSA (2003) on small scale manufacturing industries in Ethiopia indicated the absence of adequate managerial and technical skills accounting for 5.33% of the major problems facing MSE operators. This problem holds 5.84% of its share among the many problems of the cottage/handicrafts manufacturing industries.

In present day Ethiopia, although significant measures have been taken, MSEs still faces serious obstacles both at the operation and start-up level. Some of the most critical constraint raised at different forums include, among others, access to finance, lack of access to premises and land, lack of infrastructure, lack of training in entrepreneurial and management skills, lack of incentives, lack of information on business opportunities, and social and cultural factors particularly deficient entrepreneurial culture, excessive and trivial corruption, in fact the degree of severity of constraints varies from business to business (FeMSEDA, 2004).

The survey made by ReMSEDA (2002) strengthens this argument in the educational level of MSEs operators is low and hence unable to get into competition and even after they started business 86% did not take any training that can improve their performance(BoTIUD,2002).

Even though many of MSEs in the country as well as in the ANRS are commonly constrained by several factors investigating the problem related to technical skill is the major concerns of this study.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Method**

As it has been discussed earlier that this study aim at looking into the contribution of skill training provided by the selected Woredas CSTCs, for the creation of job and employment opportunity. In order to conduct any type of research the method employed has strong relationships with the objectives, problems and other factors. In this regard, descriptive survey method has been employed in this study with the qualitative and quantitative approach. This method was discussed by many researchers (Best and Khan, 1999). A descriptive survey method is concerned with conditions that exist, opinions that are held, processes that are going on and effects that are evident or trends that are developing. Furthermore, this method was appropriate to see the variables and practices with relatively minimum resources.

#### **3.2 Data Sources**

Both primary and secondary sources of data have been used. The secondary data include information that are obtained mainly from formal sources i.e. from the Regional Micro and Small Enterprises Industry Promotion Agency (MSEIPA) training and promotion department, Zonal Micro and Small Enterprises Promotion Office (Zonal MSEIPO), Woreda Micro and Small Enterprises Industry Promotion Offices (WMSEIPO) training and business development service team, target CSTCs. In addition strategies, strategic plans, manuals, guidelines, different annual reports, bulletins and literature which are relevant to the theme of the study, were gathered from various sources to complement the descriptive survey-based analysis took internet sources.

The primary data sources were the selected respondents who were found in the Regional, Zonal and Woreda MSEIPA offices, CSTCs coordinators and trainees/operators who have got skill training during the past two budget years. In the survey each and every respondent was approached through interview and questionnaire.

Before the survey has been conducting, respondents, especially the list of trainees/operators who were graduated in the last two years were identified and those available were located.

### **3.3 Sampling Techniques and Sample Size**

The target population of the study incorporates two different groups. The first group consists of personnel who were MSEIPA, WMSEIPO and CSTCs coordinators; the second group includes trainees/operators who have got training from the two CSTCs during the last two budget years.

The first group incorporates eight persons of which two were CSTCs coordinators, one Regional, one Zonal and four WMSEIPO heads. So, these respondents were chosen using purposive sampling techniques.

People in second group of respondents are members of the community who have graduated during the last two budget years from the two CSTCs. In order to get the target population or sample, available or opportunity sampling techniques were employed. Out of the total number of 520 graduates in the two budget years from the two CSTCs, 52 respondents were identified. Out of these, 32 were owners/managers of their own business, while others were working in cooperative and other forms of MSEs. Totally, there were 236 graduates working in the study area. During the selection the types of enterprises they

are trained or engaged, their level of education, age, gender and their previous occupation has been taken in to consideration.

Moreover, from the total 15 Woredas which are found in the Zone the research was conducted in the two woredas only. The names of the Woredas were Bure and JabiTehinan. The researcher had to consider only the two Woredas because to time and resource limitations. And also Bure and JabiTehinan Woredas were selected simply because the researcher has the exposure to the area that facilitates or eases his work. Hence, the two Woredas were selected purposefully.

### **3.4 Methods of Data Collection**

Different types of data gathering instruments were employed for this study, to combine the strengths and compensate for some of the inadequacies found in any one of the sources of the data. Accordingly four complementary techniques of data collection namely, questionnaire, interview, observation and document analysis were used to acquire relevant data for the study.

**A. Questionnaire:-** Two sets of questionnaire containing both open-ended and closed-ended types have been administered to collect data from the trainees or graduates. Out of 52 questionnaires distributed, 48 (92%) responded to the questionnaire.

**B. Interview:-** This technique were employed to acquire qualitative data about various components of the skill training program and the situation of enterprises/trainees to complement and obtain relevant data that could not be handled by questionnaire.

**C. Observation:-** Observation was made at each of the target CSTCs using a checklist. It mainly focused on facilities and basic instruments that could reflect the overall institutional capacity of the target CSTCs.

**E. Review of Documents:-** Different types of available important documents both published and unpublished, electronically or printed, were reviewed.

Using the above stated complementary data gathering tools the researcher tried to acquire more valid, relevant and quantitative and qualitative data to attain the purpose of the study.

### **3.5. Procedures of the Study**

The study incorporates different stages. At the initial stage, a review of literature was made to develop theoretical background and instruments of data collection. In this regard, documents, statistical abstracts and reports have been reviewed to collect relevant information. Then, the Amhara National Regional State Micro and Small Enterprises Industry Promotion Agency, and selected Zonal and Wereda Offices were visited to secure relevant documents and information as a preliminary survey. This enabled to select the research Woreda and potential sources of data.

Then, the research questionnaire has been administered, interviews have taken place, observations were conducted and documents were collected. Then after, the questionnaires were collected, and analyzed both qualitatively and quantitatively using percentage and frequency distribution statistical tools, and the findings were drawn. Based on the on the findings, conclusion and possible solutions were recommended.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This part of the study deals with the presentation, analysis and interpretation of data gathered through questionnaires, interviews of key informants, review of documents and observation.

#### **4.1 Characteristics of the Target Population**

For the study 48 trainees (graduates), eight personnel of which two coordinators of CSTCs one Regional, one Zonal and four WMSEIPO offices heads were the primary sources of data. Questionnaires were distributed to collect data from the trainees. Out of 52 questionnaires distributed, 48 (92%) were returned.

The information obtained from trainees (graduates) was analyzed quantitatively. The information obtained from key informants of (8 personnel) and the data obtained through structured observation of the target CSTCs were analyzed qualitatively. In addition document analysis was also used for triangulation of the quantitative data.

Out of the total number of 520 trainees or graduates who received training during the last two budget years only 48 of them were included. These were either owner operators of their own firms or employees and shareholders of other MSEs. Out of the total 520 trainees 236 (45.38%) were working in those MSEs where the 48 respondents were identified. But out of the 520 graduates 284 (54.61%) of them were not available in the area. This was the main reason why 48 enterprises or operators were taken. Regarding the 284 graduates who were not found in the area, there was no any organized document that shows

their situation. From the available 48 enterprises or firms 16 of them were owned by cooperatives having 195 member workers/operators. The other 32 which have 41 workers/operators were privately owned.

Totally there were 56 respondents who provided their responses during data collection. These respondents were from different gender and age groups besides other differences. The profile of respondents is presented in the table below

.

**Table-1: Respondent Demographic Profile by Age and Sex**

Age Groups	Respondents																	
	Trainees						Coordinators/heads						Total					
	males		females		total		males		females		Total		Males		females		total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
< 17 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17--21	12	25	16	33.3	28	58.3	-	-	-	-	-	-	12	21.42	16	28.57	28	50
22--26	6	12.5	2	4.16	8	16.6	-	-	-	-	-	-	6	10.71	2	3.57	8	14.28
27--31	-	-	2	4.16	2	4.16	2	25	-	-	2	25	2	3.57	2	3.57	4	7.14
32--36	2	4.16	2	4.16	4	8.3	1	12.5	-	-	1	12.5	3	5.35	2	3.57	5	8.92
37--41	2	4.16	-	-	2	4.16	2	25	-	-	2	25	4	7.14	-	-	4	7.14
42 & above	-	-	4	8.3	4	8.3	3	37.5	-	-	3	37.5	3	5.35	4	7.14	7	12.5
Total	22	45.8	26	54.1	48	100	8	100	-	-	8	100	30	53.57	26	46.42	56	100

As it can be seen from Table 1, among the total number of respondents of trainee's female respondents were greater than that of male counterparts and accounts for 26 (54.1%). This shows that the participation of females in skill training and MSEs sector as operator is higher.

On the contrary, all respondent coordinators of CSTCs, MSEs office heads and personnel were males. The absence of female respondents in these subgroups was the manifestation of the gender disparity in the civil service system of the two Woreda MSEIP offices.

Regarding the age distribution, among the respondents of trainees, 28 (58.3%) of them have ages that range between 17-21 years, and 8 (16.6%) of them between 22-26 years ages, two of them were between 27-31 years, four of them were between 32-36 years, two of them were between 37-41 years and four of them were above 42 years. Almost 42 (87.5%) of them have age that ranges between 17-36 years. In fact the upper limit was 57 years old while the lower limit was 18 years old. This shows that the majority of the trainees were youth and these are active and productive age groups which show high employment demand. Most of them explained that the main reason for entering to MSEs at an early age was due to lack of formal employment and lack of other alternative sources of income. As can be observed from Table – 1, again as the age increases from 36 years, the number of trainees involved in CSTCs decreases. So this indicates that MSEs as a sector accommodate the most active and productive young adults who have no other employment opportunity.

From the other group of respondents, who are coordinators of CSTCs, WMSEIPO office heads and experts, 5 (62.5%) of them were between the age range of 27-41years. The rest 3 (37.5%) of them were at or above the age of 42. The upper limit was 45 years old while the lower limit was 27 years old. Therefore, the two groups of respondents included in the study were believed to

working in cooperatives that were illiterate. But in order to practice profitable and sustainable business, MSE operators should have some hint and knowledge about entrepreneurship skill. They need to have some basic level of education. Basic life skills, such as numeracy and literacy, problem-solving and management, communication and negotiation skills, improve confidence and capacity to explore and try new income-earning opportunities (ILO, 2000). In addition, better-educated entrepreneurs are generally more responsive to policy measures, which is important for the sector's development.

In addition to the level of education of respondents, the types of enterprises included in the study were presented in the Table below.

**Table-3: Number of Graduates and Enterprises Addressed in the Study**

Training courses given at the CSTCs	Number of graduates						Total No-of Grad.	No of enterprises/ respondents Vs types of training attended	
	2007/8			2008/9				No	%
	Burie	Jabi	Total	Burie	Jabi	Total			
Hair dressing	-	10	10	-	-	-	10	4	8.3
Tailoring	47	9	56	13	-	13	69	16	33.3
Weaving	18	27	45	-	20	20	65	4	8.3
Masonry	16	103	119	11	115	126	245	10	20.8
Embroidery	-	-	-	6	15	21	21	4	8.3
Food processing	-	-	-	-	25	25	25	4	8.3
Carpentry	-	11	11	-	-	-	11		
Metal Work	-	23	23	-	-	-	23	4	8.3
Fuel saving stove	-	-	-	-	30	30	30		
Hand craft and lather	11	-	11	10	-	10	21	2	4.6
Total	92	183	275	40	205	245	520	48	100

As it is depicted on the Table-3 above, during the two budget year 10 skill training courses were provided in the two targeted CSTCs. A total of 520 trainees were also graduated. Out of these 48 entrepreneurs or firms who have 236 (45.38%) worker operators were addressed in the study as informants. The majority of trainees 245 (47.1%) were trained in masonry. Next to masonry tailoring 69 (13.26%) and weaving 65 (12.5%) were second and third training courses which have the highest market in the study area.

The main objective of training for self-employment is to help the trainees obtain competencies that will facilitate a new production activity or service. So trainers also must be professionals who can manage the training program and provide the relevant skills and knowledge to the trainees. The field of study and the qualification of the personnel were indicated in Table 4 below.

**Table- 4: Respondents by Field of Study for Regional, Zonal and Woreda Office Heads and CSTC Coordinators.**

Field of study	Respondent			
	M	F	T	%
Social study Diploma	4	-	4	50
Industrial chemistry Diploma	2	-	2	25
Management BA	2	-	2	25
<b>Total</b>	8	-	8	100

The other group of respondents was professionals and semi professionals at Regional, Zonal and Woreda levels. As indicated in Table 2 and 4, 4(50 %) of them had diploma in social studies, two of them had advanced diploma in industrial chemistry and two of them had BA in management who were in the Regional and Zone offices.

It was found out that the two CSTCs coordinators had diploma in social studies which is far from the field of Adult and Non-formal education. This situation revealed different reality from what Hope and others, (1992) suggest that the training of adult education program is known to succeed if managed by well qualified and experienced coordinators and NFE experts.

The experience acquired and service in the field has some sort of contribution for the frontline coordinators to their performance. The personnel experiences and service year were indicated in the table below.

**Table-5: Respondents of Regional, Zonal and Woreda Office Heads by Current Position and Work Experience**

Respondents	Total		Experience in years					Total
	Number	%	2	3	4	5	6	
Current Position								
CSTC coordinators	2	25	1	3	1	1	2	8
MSEs office Heads	4	50	-	-	-	-	-	-
Regional	1	12.5						
Zone Experts	1	12.5						
Total	8	100	1	3	1	1	2	8
Percent			12.5	37.5	12.5	12.5	25	100

As indicated in Table 5 above, 7 (87.5%) MSEs office heads and CSTC coordinators served more than 2 years directly in their present position. Especially the two CSTCs coordinators had different past experiences in teaching in primary level, but at present they have been serving more than four years as CSTC coordinator.

Even if their field of study was not directly related to their current positions, the coordinators have acquired experience. Regarding the experience and skills gained through work ILO, (2000), as cited in AU (2007:20) asserts the following. "Every person shall have the opportunity to have his or her experiences and skills gained through work, through society or through formal and non-formal training assessed, recognized and certified. Programmes to compensate for skill deficits by individuals through increased access to education and training should be made available as part of the recognition of prior learning programmes". Thus, their experiences in the field indicate that it has some relevant for the problem under investigation.

**Table-6: Previous Occupation of the Trainees**

Previous occupation of the trainees (before the training) in MSEs	Respondents			
	Male	Female	Total	%
A. I don't have any kind of job or business before the training	18	20	38	79.16
B. I was engaged in another informal sector before the training	4	6	10	20.83
Total	22	26	48	100

As indicated in Table 6 above, concerning the previous occupation, most of the trainees 38 (79.16%) of them indicated that they did not have any kind of job or business before they received training from CSTCs. The rest 10 (20.83%) of them indicated that they were engaged in different informal sectors before the training.

According to Table-6, even if 20% of the respondents were previously engaged in the informal sectors, the majority of them (79%) were engaged as new entrants to the business world. This shows that the potential contribution of the MSEs and CSTCs for the creation of job and employment opportunity. So this group of respondents has their own observations on the level of relevance of training courses to the actual local situations. Therefore, the information obtained from this group of respondents on the training provision, its relevance and institutional capacity of CSTCs was highly relevant to triangulate the information generated from CSTCs coordinators and WMSEIP office heads.

#### **4.2. Analysis and Interpretation of Data**

This section of the study is devoted to the analysis and interpretation of data collected from various sources. The information gathered in this study contains qualitative and quantitative data. Some of this data collected from the two groups of respondents have been analyzed together. Separate analysis was also done on some data that could not be done together.

#### **4.2.1 Objectives of CSTCs in ANRS**

One of the most critical analyses of the data was on the objectives of CSTCs. Because objectives indicate the main reason for which these institutions were established. It was identified that the Ministry of Education had set objectives before the establishment of the CSTCs in the 1970s. Based on the information obtained from the review of documents, the general objective of the CSTC programme was to continually improve the standard of living of the rural people through upgrading their methods of working and by providing relevant knowledge and skills related to community and family life. The specific objectives are to:

- ❖ Provide the rural population with the knowledge and skills that are needed for its effective participation in the political, economic and social development of the country.
- ❖ Improve existing traditional skills and knowledge in order to increase production.
- ❖ Provide community and family life knowledge and skills in order to achieve higher standards of living and improved ways of life.

As a whole, the main objective of CSTC is to raise the level of indigenous skills and introduce new skills for the development of the area. Hence, the training program is not intended for hired employment but rather for self-employment and community development work (MoE, 1988:2). According to review of documents available, objectives of CSTCs were presented in different forms but their central themes were similar. Accordingly, questions were set in the form of interview to look for information on the current status of CSTCs in the region and the present assumptions about the objective of their transfer from BoE to AMSEIPA since October, 2006.

Does AMSEIPA set different objectives for CSTCs from the initial objectives set by MoE or BoE? What was the main objective for the transfer of CSTCs in the region from BoE to AMSEIPA? These were the questions presented during the interview for a senior expert in textile and garment. The respondent had raised the following.

"As you know now a days MSEs play significant role in the job creation and employment opportunity. Young adults who are unemployed can engage in any kind of MSEs or informal sectors to create their own job in order to improve their livelihood. So the agency has been established with the aim to facilitate the conditions by which Micro and Small Enterprise and Industry Development activities can get the necessary support and assistance to grow, expand and play their part in the development of the economy as well as coordinate and encourage supporting institutions. So according to the mandate of the agency one of the major area of support that should be provided to the existing entrepreneurs and new entrants to the sector was the provision of skill training. In order to provide these services at the Woreda level the agency had no any training institutions. The government also becomes committed to solve the problem of un-employment through its poverty reduction program. To achieve this objective one area of emphasis was providing skill training for unemployed youths and adults to enable them create their own jobs in one of the MSEs sector. This situation creates good occasion for transfer the CSTCs to AMSEIPA."

The Amhara National Regional State BoE has been making efforts to train farmers and other community members in basic skills that enable them to increase their productiveness and create additional income generating activities in its CSTCs which are found at the woreda. The center was under the BoE for long period of time. But at present the over all responsibility for CSTCs in Amhara Region had been transferred from the BoE to AMSEIPA. The reason

was to use the center as instrument for the development of entrepreneurs to fight poverty and youth unemployment both in urban and rural areas. Based on the mandate of the regional cabinet, the agency officially received the CSTCs in October 2006 (IIZ/DVV December, 2007).

Moreover, more than that of the objectives of CSTCs set by MoE, AMSEIPA aims to make the CSTCs as “the incubation center of resources and technology”. The target groups of the CSTCs are unemployed youth and adults. In addition recently AMSEIPA has developed new training guidelines which could be reviewed or enriched by the participants. AMSEIPA has also set new objectives, plans and activities (IIZ/DVV, 2007).

However, AMSEIPA was practicing various skill-training courses, which was different from that of the previous one with the assumption of upgrading the CSTCs as a business incubation center. This practice was the symptom of stimulating the objectives in relation to the current poverty reduction strategy of the government and socio economics of the community as well as the specific locality.

The findings from the interview, observation and documentary analysis showed that even if AMSEIPA has taken some remarkable actions which include the structural set up and designing of objectives of CSTCs, there was no significant change. When it comes to the reality it was a paradox, because there was nothing new in the two CSTCs. As to observation of the researcher the two CSTCs were not adjusted according to the new thinking that was making the center as “*a business incubation center.*” The centers were not equipped with the necessary human resources, machineries and equipments. Even though, AMSEIPA set novel objective, the present status of the two CSTCs was not in a condition to meet the objectives and expected outcome.

#### **4.2.2 Staff and Coordinators Knowledge about the Nature of Adult Learning and the Promotion of MSEs**

According to the ILO, 2000 and AU, 2007 training was necessary for each beneficiary. It should also be based on up-to-date training programs which should assist a newcomer to enter the business environment. Besides knowing about the production technologies, an individual business person needs to be familiar with occupational safety rules, environmental protection methods, and certification of goods and services etc. The difficulty is that the beneficiaries are of different ages and educational background and their previous experiences and motivation differ. That is why trainers have to customize the training (ILO, 2000). In order to manage the over all training activity which was run in the CSTCs, the coordinator has to have the knowledge of the teaching of adults and the management of training. The next discussion is about Regional, zonal and Woreda office heads and CSTCs coordinator's knowledge about the nature of adult training and the management of MSEs.

During the interview made with the office heads and CSTC coordinators, except one respondent, seven of them agree that teaching of adults requires special training. In addition for the other question, seven of them responded that as they have received different kinds of short term training by different bodies with the assumption that training could help them to facilitate their regular work especially in the coordination of skill training and for the promotion of MSEs. But in reality, as it was observed from Table-4, the respondents' field of study was different from that of teaching adults or skill training and the management of MSEs. The interview result of coordinators in the two CSTCs revealed that they lack the necessary knowledge of coordinating the skill training and management of MSEs.

Moreover, this group of respondents also indicated that they had not been exposed to a formal training in teaching adults and coordinating CSTC. Besides, for the knowledge of management and the coordination of the centers of CSTC programs, coordinators were expected to be qualified in one of the skill training course that was provided in the center.

This indicates that all of the respondents agree training and teaching adults require a special training. The opinions of the trainees also showed that the duration of the training was short; there were also lack of machineries and raw materials, and lack of practices. The training programs were not managed properly. This was due to the fact that the coordinators had inadequate experience and knowledge to coordinate and manage the skill training programs.

The delivery of quality technical and vocational training is dependent on the competence of the teacher; competence measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace. In the program of skill training, trainers must be professionals who can provide the relevant skill and knowledge to the trainees. Trainers involved in the training on income generation activities should be aware of planning, organization and management of small business in order to provide advice to newcomers on practical production exercises as well as on business planning for self-employment (AU, 2007)

To summarize, even though the regional agency and zonal offices tried to make the CSTCs coordinators and office heads develop their awareness through different short term training and workshops, these exposures were not enough to equip the coordinators with the necessary knowledge and skills. Lack of on the job or in-service training for the coordinators results in low performance.

### 4.2.3 The Selection of Trainees for the Training Program and Training Courses

The selection of trainees to the training program should consider their interest, and the selection of training courses also should be in line with the interest of the trainees, the employment, and market opportunity of the locality. Assuring the employability of trainees begins with effective guidance and counseling of potential trainees in the choice of training programmes in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Tracer studies which track the destination of graduates in the job market can provide useful feedback for the revision of training programmes so as to enhance the employability of trainees (AU, 2007).

These are the most important conditions that should be considered for the efficiency of the skills training program. The following two tables (Table 7 and 8) present such issues.

**Table-7: Methods of Trainees Recruitment**

Methods of recruitment	Respondents	
	Number	%
A. Selected by the BDS and training experts of the MSEs along with the kebele administration	30	62.5
B. Recommended by the Woreda youth and sport office	6	12.5
C. By the trainees request	12	25
<b>Total</b>	<b>48</b>	<b>100</b>

**Table-8: Assignments of Trainees to the Types of Skill Training Courses.**

<b>Trainees select the types of skill training on the basis of:</b>	<b>Respondents</b>	
	No.	%
A. The trainees interest	42	87.5
B. Without considering the trainees interest	6	12.5
<b>Total</b>	<b>48</b>	<b>100</b>

According to Table 7, the information obtained from the respondents showed that among the trainees, 30 (62.5%) of the respondents replied that they were selected to the training program by BDS and training experts of CSTC and MSE offices along with the kebele administration, whereas 6 (12.5%) of them responded that they were selected by the Woreda sport and youth office. The rest 12 (25%) of the trainees revealed that they joined the training program based on their request. During the selection of the trainees to the training in the CSTC, coordinators and MSEs office heads also responded in the interview after they have collected the unemployed youth and adults from their surrounding provided them some sort of awareness about the role of MSEs and skill training for the creation of job opportunity and types of courses that could be create market opportunity easily in their locality

As noted by the respondents (Table 8 above), 42 (87.5%) of the respondents agreed as they selected the type of training based on their interest. This shows the advantage of voluntary participation in the training course as well as to be entrepreneurs in the future.

The respondent office heads and CSTCs coordinators revealed that the types of training courses were selected according to the market and labour needs of the locality. They conduct a survey. In fact the type of need assessment and labour market survey they did were not done in a formal way. They used simple situation analysis and select the types of visible sub sectors like that of

masonry, tailoring and the like. In 2003, the two Woredas market analyses and training needs assessment were studied by the German Adult Education Association (IIZ/DVV). Based on the results, the types of courses and the trainees were selected with the help of kebele administration and the community leaders. Then orientation was given about the way how they chose and created jobs in one of the MSEs sub sectors. After the orientation, they were provided with skill training related to the types of sub sectors which they were interested to engage in the future. As a whole the findings of this study indicate that the training programs in the CSTCs were based on the needs of the trainees and the market opportunity of the product or the service in the locality.

Moreover the findings are compatible with the idea of Thompson (1995) that the target groups learn better and faster when the learning and training is immediate and relevant to their life. Under this condition, the target groups are less motivated to participate in programs, which they feel do not respond to their felt needs.

Regarding this, an assessment was also made whether the present enrollment of the adult learners in the training program of the center or MSE offices conforms to their learning preference. The trainees were asked about the types of training courses they have taken and their area of preference. The data are summarized in Table-9 below.

**Table-9: Types of Skill Training Given at the CSTCS and Trainees Preference**

Training courses given at the CSTCs	Budget year						Total	No of respondent in the types of skills training attended	
	2007/8			2008/9					
	Burie	Jabi	Total	Burie	Jabi	Total		No	%
Hair dressing	-	10	10	-	-	-	10	4	8.3
Tailoring	47	9	56	13	-	13	69	16	33.3
Weaving	18	27	45	-	20	20	65	4	8.3
Masonry	16	103	119	11	115	126	245	10	20.8
Embroidery	-	-	-	6	15	21	21	4	8.3
Food processing	-	-	-	-	25	25	25	4	8.3
Carpentry	-	11	11	-	-	-	11		
Metal Work	-	23	23	-	-	-	23	4	8.3
Fuel saving stove	-	-	-	-	30	30	30		
Hand craft and lather	11	-	11	10	-	10	21	2	4.6
<b>Total</b>	<b>92</b>	<b>183</b>	<b>275</b>	<b>40</b>	<b>205</b>	<b>245</b>	<b>520</b>	<b>48</b>	<b>100</b>

As can be observed in Table 9 above, ten areas of skill training were provided in the two CSTCs during the two budget years. Basically, the number and kind of training courses given vary from one training center to another.

The majority of the 16 (33.3%) of trainees as well as respondents were trained in tailoring. The researcher also observed that very few sewing machines were available in the two CSTCs. In addition, the data obtained from interview and the eye witnesses of the researcher show that market demand for tailoring in Burie was very high. After the completion of the training it seems easy to enter business activities for the trainees. There was also credit access from credit institutions to get loans in order to buy the sewing machine. For those who are orphans and HIV positive, the Woreda HIV Secretariat has given support and donated sewing machines.

There was also a high market demand for masonry in Jabi Teninan Woreda because of the expansion of different investments. According to the observation of the researcher and the interview made with MSEs office heads, construction could be one of the potential sub sectors to create job opportunity in the area. There was a high demand of blokes, bricks; pre-cast beams, gravels and other masonry products. However, due to the inadequacy of the centers, the training was provided out of the CSTCs, in collaboration with TVET, which were found in the area. Moreover due to the lack of necessary materials and machineries, the two centers are incapable of providing the skill training in the area of masonry.

In this regard, after the completion of the training the sector has a risk to start the businesses because of the machineries are costly to purchase. To do this the trainees must have access to credit facility. Therefore, an arrangement was made by the MSEs offices with credit institutions.

According to the information obtained from office heads, ACSI (Amhara Credit and Saving Institution) was the most organized and capable micro finance institution in the regional state, establishing its branch in each rural Woreda. The institute does not only provide the loan, but also supports the entrepreneurs by giving some kinds of business development services. It also gives advices for youth on how they can start their own business and about saving. The institute follows strictly the progress of the loaners/ operators or customers.

In Jabi Tehinan Woreda, the WMSEIPO office organizes the trainees in groups with that of the Housing Development Agency. The youth and adults also organize themselves to establish cooperatives. The city Administration also provides the land and 60,000 Birr loans from credit institution in order to buy mixer and miles for brocket production.

Basically the respondents in the two groups confirmed that the interest of the trainees and the market demand for the area of training course should be considered before the provision of the training.

#### **4.2.4 Relevance of Training Program/Courses**

The other most important subject of concern under this study was the relevance of training courses or programs that were provided in the last two years. Training should meet some basic characteristics. Obviously the first is relevance: the training must be relevant in that it satisfies identified and appropriate training needs. This includes that the focus should be on problems and appropriate action. The training should be problem-based in the sense that it should be planned to fill the gaps between what people can do and what they need to do, now and in the future (Richard and Arvil, 2007). In order to gather information about the relevance of the course and the training program, a number of questions and interviews were set for the adult trainees as well as office heads and CSTCs coordinators.

The questions set in the questionnaire, concerning issues of relevance of training courses were, “How do you evaluate the relevance of training course you received to your personal life? And how do you evaluate the kind of advice and support provided to you by the training coordinators and MSEs experts? The responses provided by adult trainees, were summarized below.

**Table-10: Training Courses and their Level of Relevance**

Response categories	Respondent and Items			
	How do you evaluate the relevance of training courses		How do you evaluate the advice and support provided	
	No	%	No	%
Very high	12	25	10	20.8
High	6	12.5	8	16.66
Average	22	45.83	18	37.5
Low	4	8.3	4	8.3
Very low	4	8.3	8	16.66
<b>Total</b>	<b>48</b>	<b>100</b>	<b>48</b>	<b>100</b>

As depicted in the above Table 10, about the level of relevance of the training course, 22 (45.83%) of respondents reported as average level of relevance to change their personal life. While 12 (25%) of them revealed as it has very high level of relevance, 4 (8.3%) of them indicated it has low level of relevance, and the other 4 (8.3%) said that it has very low level of relevance. If one looks at the responses again in the Table 10, 40 (83%) of the respondents revealed that it has relevance above the average. Another question was also formulated to the trainees in order to gather information about the relevance of training program. This was focusing on the kind of support and advice they received from BDS and training experts, whether it is based on their individual needs and expectations or not

Based on the information obtained in Table 10, 18 (37.5%) of the respondents agreed that the support and advice they received was average, 10 (20.8%) of them revealed that they have received very high support and advice, 8 (16.66%) of them revealed that they received high support and advice, 4 (8.3%) and 8 (16.66%) of them respectively indicated that they received low and very low support and advice. The responses obtained from these two questions generally indicate that trainees received average level of support and advice.

Pertaining to the objectives and relevance of a training program as, Richard and Arvil,(2004) asserted that, the objectives and relevance of any training event or program should be defined in terms of 'deliverables'-this is what people will be able to do after training, and this is what they will achieve last but not least, learning is a continuous process. Training should not be regarded as simply the provision of short, isolated courses at various points in a person's career, but form a part of a policy of continuous development. The trainees further explained that, even if the training courses provided by the CSTCs have some sort of relevance for their personal needs they have some constraints and drawbacks. The following table presents such issues.

**Table-11: Drawbacks of the Training Program**

Response	Response	
	No.	%
A. Lack of local relevance	-	-
B. Inadequate in materials and training time table	32	66.66
C. The training program was short	4	8.3
D. The training was more theoretical	12	25
<b>Total</b>	<b>48</b>	<b>100</b>

As it was shown in the Table-11 above, out of the total respondents of the trainees, 32 (66.66%) explained that the program has inadequate training time table. The other 4 (8.3%) noted that the duration of the training program was short. The rest 12 (25%) explained that training program was more theoretical.

On the other hand the interview made with the other group of respondents helped to cross check the information. This group of respondents revealed that as there was market survey analysis which is done by IIZ/DVV and the MSE office, they were trying to provide the training courses on the basis of such study. They assumed that the skill training program was relevant to the trainee's personal life and to the locality.

The trainees also confirmed that even if the skill training provided by the CSTC has some sort of weakness in its efficiency the exposure and the skill what they acquired has some contribution to change their enterprise and their life. But they explained that they were not sure about the sustainability of their enterprise. For the time being they have got some supports from MSEs offices and other government and non-government organizations. They have got: credit facility, raw materials, market linkage and other services. But in the future when these opportunities would discontinue their enterprises would be in a condition to collapse. Especially those who were engaged in masonry were afraid of the sustainability of their business/enterprise.

#### **4.2.5 The Role of CSTCs in Job Creation and MSEs Development**

The other important issue about the relevance of the training courses was their role to create job and employment opportunity. The number of unemployed or trainees engaged in MSEs as an operator or the owner of the enterprise or as an employee seems to reflect the employment opportunity and the job created as a result of the training programs. As it was indicated in the literature the ultimate aim of vocational and skill training is employment and income generation. Vocational and skill training programmes therefore have to be linked to the job market. As a sector MSEs also contribute a lot in providing jobs for large number of people and are one of the means in solving the problem of unemployment. In this way, the socio-economic relevance of skill training can be enhanced. The following table reveals this situation.

**Table-12: Contribution of Training for Creation of Job Opportunity**

Response category	Respondents	
	Number	%
Very high	28	58.33
High	8	16.66
Average	10	20.8
Low	-	-
Very low	2	4.6
<b>Total</b>	<b>48</b>	<b>100</b>

As indicated in Table 12 above, about the skill training they acquired and the role to create a job, 28 (58.33%) of the graduates responded that, as it has very high contribution, 8 (16.66%) noted high, 10 (20.8%) noted average and 2 (4.6%) revealed that has very low contribution. All operators addressed in the study was graduates from the two centers. Majority of the respondent noted that as they were acquiring employable skill training from the centers. Moreover in the following table indicated that the number of job opportunity created.

**Table:-13. Number of Workers per Enterprise**

Ownership of the enterprises	Enterprises		Total number of workers in the enterprise		
	No	%	Range	No.	%
Owned by cooperatives	16	33.33	8-----20	195	82.62
Privately owned	32	66.66	1-----5	41	17.37
<b>Total</b>	<b>48</b>	<b>100</b>		<b>236</b>	<b>100</b>

As shown in the Table 13 above, totally there were 48 enterprises, visited by the researcher, which had a total number of 236 workers. The number of

workers per enterprise seems to be a sign of how well established or how ambitious the operators are. In the Table 13, 32 (66.66%) of the enterprises who had a total number of 41 workers, were operating privately, i.e. there were 9 additional employed workers. On the other hand, 16 (33.33%) of the enterprises were owned by cooperatives and on the average they had about 12 workers each, and totally 195 number of workers. From the Table-13 above, it is possible to conclude that most of the enterprises 32 (66.66%) operate at the own account level. The Woreda MSEs office heads responded that there are many enterprises owned privately. There are also a number of informal sectors which create employment and job opportunity, like grain trade, fattening, dairy farming, black smith, horn art and others, that receive only business management skill training. As a whole 236 jobs were created on the visited enterprises. According to the performance report of the two Woreda during 2000 E.C. budget year 1177, and during 2001 up to the third quarter 1057 number of job opportunity were created in the MSEs and including others operators engaged in the informal sector by providing them business management skill training. According to a the report 2008/9 performance report of FeMSEDA so far 2.5 million job opportunity were created at a national level. This shows the potential of MSEs sector for the creation of job and employment opportunity.

#### **4.2.6 Monitoring and Evaluation of the Training Program**

Time and again we find the enterprises with the best of intentions fail to focus on review-the process of evaluating and measuring the efficacy of training at individual, group and business levels. Monitoring and evaluation should be carried out during the training and post-training in order to determine the effectiveness of training delivery and technical support. It is also important at the performance level. In order to assess whether monitoring and evaluation is conducted in the CSTCs while the training was under operation and after the training, all groups of respondents were asked these opinions (Table 14).

**Table-14: Trends of Monitoring & Evaluation of the Training Program**

Level of monitoring and	Respondents	
	Number	%
Very high	20	41.66
High	10	20.8
Average	16	33.3
Low	-	-
Very low	2	4.6
Total	48	100

As indicated in Table 14 from the respondents who are trainees 16 (33.3%) of them indicated that, during the training, monitoring and evaluation was done by the MSEs experts and training coordinators at an average level. Two respondents (4.6%) also revealed that the frequency of supervision was very low. But the majority of them 20 (41.66%) revealed that there was very high supervision and 10 (20.8%) of them reported that they were supervised and monitored highly, during the training by experts and training coordinators, after the training while they were operating their business/enterprises by extension agents.

On the other hand, respondent MSEs office heads and CSTCs coordinators pointed out during the interview that the AMSEIPA and the Zone expert had visited the Woreda MSEIPO occasionally. But they replied that they met frequently in planning and reporting. In addition they explained that because they are found at the Woreda level good performance has been expected from them. They further explained that, in order to achieve the expected outcomes they would try to do all their best. In principle during the training program experts have to use frequent observation and supervision. After the training they have to monitor and supervise while operators were in their enterprise. They had to use continuous follow up starting from the very beginning. The existing enterprises and the new entrants have to be visited continuously up to

five months by extension agents. But these trends are not working practically. The training centers fall short of this process. The activities were not followed up frequently as expected. The major reasons given by the coordinators and office heads were lack of budget, manpower, transport, and lack of coordination with stakeholders.

A good training design should include a follow up of the trainees to see how they apply, what has been taught during the training, on their job, or context for which the training was done. Post training follow up is also important to determine and provide continuous business support services to graduates who go into self-employment or establish a kind of micro-enterprises. According to the information gathered by and observation made on the trainees who had got training in the last two years, little number of operators was found in their business. This shows that the trends of monitoring and evaluation system of the two Woreda CSTCs and WMSEIPOs were very weak, especially at the post-training level.

#### **4.2.7 The Participation of Stakeholders in Planning and Supporting CSTCs and MSEs.**

The participation of Government Organizations, Non-government Organizations and local community in planning and supporting CSTCs for the development of MSEs was very important. Almost all CSTCs in the country as well as in the ANRS were established by the government but their fund was obtained from NGOs and donors. Materials, machineries and other necessary equipments were donated from different international organizations like IDA, UNICEF, and SIDA, (MoE, 1988). IIZ/DVV has been working at large recently.

GTZ, SIDA Amhara Rural Development and other NGOs and welfare associations are also other international and local organizations which have

given supports to the development of MSEs in the ANRS (Albinson, 1985). These organizations and other government organization like that of MoE, MoARD, FeMSEDA ACSI have also played important roles for the effective functioning of CSTC and for the development of MSEs.

Regarding these issue respondents of CSTCs coordinators and MSEs office heads revealed that different NGOs, GOVs and civic institutions, were showing their willingness to participate in the activities of CSTC and MSEs in their locality. From government organizations, Women's Affaire Office, Youth and Sport Office, Education office, Housing Development Agency and Municipalities were the major ones participating in planning and monitoring activities. EEC, UNICEF, SIDA, IIZ/DVV, World Vision were some of the NGOs, which were also participating in such activities. Furthermore, the respondents also revealed that even if it is not organized and not satisfactory majority of these organizations were also supporting the skill training programs by donating different kinds of machines for the new skilled entrepreneurs to start their business.

The adult trainees who were found in Burie Woreda also confirmed to the researcher that after they had finished the training World Vision and HIV secretariats have provided them sewing machines. As it was indicated in the Internal Document of IIZ/DVV international, through its livelihood skills training for poor youth and Adults (EXPRO) program runs it its national program in the country aimed at the establishment of model CSTC. IIZ/DVV in the EXPRO program has provided skill training for geographically and socio-economically disadvantaged people particularly in rural areas. From the two CSTCs, included in the study the shembekuma CSTC was selected as a model CSTC in the EXPRO program of IIZ/DVV supported centers. So IIZ/DVV was the leading NGO which was committed to work in collaboration with AMSEIPA for the development of CSTCs and the promotion of MSEs. So NGOs, GOVs and

other institutions have to work in collaboration with the over all development of CSTCs and MSEs. However, the degree of coordination to work in collaboration with the CSTCs was found to be week.

#### **4.2.8 The Perception of the Community towards MSEs Sector and Skill Training Program.**

The perception of the community has also contribution for the development of CSTPs and MSEs development. The public and even parents consider the vocational education and skill training track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. There is the need to make TVET less dead-end (AU, 2007). The following table shows the opinion of trainees regarding the perception of the community towards the role of CSTC and MSEs.

**Table-15: Perceptions of the Community about the Role of CSTCs and MSEs.**

<b>Responses</b>	<b>Respondents</b>	
	<b>Number</b>	<b>%</b>
High demand and interest	18	37.5
Lack the commitment	14	29.16
Having poor perception	8	16.66
Their feeling was not encouraging	4	8.3
Having negative attitude	4	8.3
<b>Total</b>	<b>48</b>	<b>100</b>

As depicted in Table 15 above, majority of respondents 18 (37.5%) revealed that the community shows high demand and interest, the other 14 (29.16%) of the respondents indicated that they lack the commitment to join the sector, the other 8 (16.66%) have poor perception about the sector, the rest respondents 4

(8.3%) reveals as their feeling was not encouraging, and the other 4 (8.3%) revealed as they have negative attitude. So, according to the response given, one can understand that the awareness and perception of the community about the role of skill training program and MSEs was low.

As it was indicated in MoE, (2006) the participation and interest of the community couldn't be raised as expected due to the low awareness and backwardness of the community. For example craftsmen and artisans have been discriminated and isolated in the community. Peoples, who are engaged in blacksmith, weaving, pottery and the like have been underestimated and discriminated.

Other than this bad culture, such a kind of informal or MSE sectors are also given less emphasis regarding their contribution for economic development. So this backward attitude has negative impact on the development of MSEs and CSTCs. CSTCs coordinators and MSEs Office heads also confirmed during the interviews, as the community has low level of awareness about the roles and contribution of MSEs for income generation and livelihood improvement.

#### **4.2.9 The Institutional Capacity of the two CSTCs**

The adequacy and availability of institutional capacity in CSTCs in terms of physical plants, equipments, human resource and other facilities were important factors that have strong impact on the nature and quality of skill training provided. This issue was also one of the basic aspects that should be assessed. Without a convenient site, building and the necessary instructional equipment and facilities, it would be difficult, if not impossible, to administer a well thoughtful training program like that of CSTCs (IER/AAU, 1995). Having this in mind this study has attempted to assess the conditions, of physical plants, equipments and human resources in the two CSTCs. In order to get

information, questionnaire and interview were delivered to the former trainees and coordinators respectively. Observation and documentary analysis were also done by the researcher. Accordingly, general question presented to the former trainees was “How do you rate the condition of facilities in the CSTC during the training program?” The responses obtained to the question were presented below.

**Table-16 Availability and Conditions of Facilities in the CSTC**

<b>Responses</b>	<b>Respondents</b>	
	<b>No</b>	<b>%</b>
Very good	4	8.3
Good	10	20.8
Fair	24	50
Poor	6	12.5
Very Poor	4	8.3
<b>Total</b>	<b>48</b>	<b>100</b>

As it was noted by the respondents in the Table-16 above, 4 (8.3%) of them revealed that the availability and the conditions of facilities in the CSTC were very good and 10 (20%) of them revealed as in a good condition. On the other hand, the rest 24 (50%), 12 (12.5%) and 4 (8.3%) of the respondents revealed that the conditions were fair, poor and very poor respectively. Totally, if one looks through Table-16, (70%) of the respondents revealed that the conditions of the facilities in the CSTCs were not conducive for the training program provided. This discomfort has some sort of negative influence up on the training program run by the CSTCs.

CSTCs were designed to have at least all of the following basic facilities. This includes:

- ❖ An office for a coordinator,
- ❖ A hall for about 200 persons which can serve for teaching and meeting purposes,
- ❖ A workshop for wood and metal work,
- ❖ A Workshop for weaving, pottery, horn work, etc.
- ❖ Store
- ❖ Dormitories for instructors, trainees and guests,
- ❖ Kitchen and dry latrine with showers/washing ponds,
- ❖ House of the coordinators etc (MoE, 1988, IER/ AAU, 1995).

Hence, all the above mentioned and other facilities were expected to be available in the targeted CSTCs.

In order to cross tabulate the response given by the trainees, an attempt has been made to critically evaluate, through structured observation on the conditions and availability of facilities. The researcher assessed critically the profile of the two CSTCs in terms of the availability and conditions of physical facilities, training materials and equipments and manpower.

It was observed that the two CSTCs have their own workshops, dormitories, offices, hall, store and the like but their size vary from small to a large one. All the buildings in the two CSTCs were constructed from corrugated iron sheet, wood and mud. The quality, size and conditions of the building were not attractive and conducive for the provision of skill training. The floor of most rooms was not cemented, it was full of dust. In Burie CSTC there was no Electricity. The smallness and the low size of the capacity of the rooms, and absence of the facilities within the CSTC have negative impact on the achievement of training outcomes.

The institutional capacity of the CSTCs also can be evaluated by the absence, presence and shortage of training materials and equipments. The success and effectiveness of the CSTCs programs were largely dependent on the quality of skills developed on the extent to which the skills are used for the improvement of the livelihood of the community at large. But skill development, by its nature, requires practicing the skills using appropriate equipment and materials. Therefore, equipping the CSTCs with appropriate and adequate facilities would be a necessity that should not be disregarded (IER/AAU, 1995).

Regarding the shortage of training materials and equipments, as a major problem the former trainees indicated that they faced shortage of training materials during the training program. They also complained that due to this problem they haven't got enough opportunity to demonstrate the theory in practice.

During the interview made with the Burie CSTC coordinator it was found that the majority of machineries and training materials were looted during the change of government in 1990. Other materials like that of pottery making machines were not totally functional. Machineries for woodwork, Metalwork, Hairdressing, Weaving, and Masonry are not totally available. In his response the coordinator additionally explained that, majority of the trainees in the center were trained in tailoring but the number of sewing machines in the center were very few. The trainees were practicing one by one. The Shembekuma CSTC coordinator also noted that the number of training materials available in the center were very few in number. The center has only one hair dressing machines, and one welding machine. Most of the training materials are also old and not functioning.

The researcher also observed the two CSTCs workshops, training rooms, stores, and training materials. From the observation one can realize that there

was shortage of training materials for the provision of skill training. In Burie CSTC there were no recent training manuals. Because the Shenbekuma CSTC is one of the models of CSTC which was supported by IIZ/DVV international, relatively it was better than Burie CSTC. Recent training manuals were found in the center. It was also better organized than that of the Burie CSTC.

The information obtained from coordinators, trainees and from observation showed that the two CSTCs were running with inadequate supply of equipment and materials, Sewing machines, Hair dressing machines Welding machines, hand tools and other materials .

Regarding personnel administration and staffing, long ago the over all activity of CSTCs was led by the Woreda Development Committee which had 10 members. It was also under the Woreda Education Office within non-formal education unit. The center had one coordinator and guards only. In addition depending on the situation there might be training assistance. Two or three persons were employed in most of the centers (MoE, 1988, IER/AAU, 1996 Million, 2006).

But at present the document obtained from the Zone and Woreda MSEIPO revealed that after the CSTCs become amalgamate with that of AMSEIPA accordingly, new structural setup is designed. Like that of the previous experience the over all activities of the CSTCs were led by the board which has 8 members, in which the CSTC coordinator was member and secretary. Based on this new structural set up 7 positions were allowed for the center. But practically there are only two persons in Burie CSTC, one coordinator and one guard. There were also three persons in shembekuma CSTC, one coordinator, and two guards. All the activities and burdens were expected to be performed by the coordinator. It was clearly observed that the coordinator was a store man, purchaser, cashier and training expert in the center.

Regarding the trainers, during the study, there were no trainers who provide skill training in the two centers. The MSEIPO office head and the coordinator explained that, trainers who are certified in one area of skills would be employed temporarily on contractual basis. An interview was also conducted with that of the former Shembekuma CSTC coordinator who has served for the last 23 years starting from 1981 up to 2004. During the interview this resource person said that the center coordinator was a permanent employee as a full time with a monthly salary of 347 Birr. About the trainers he explained that, the trainers were employed on contractual basis temporarily with limited amount of monthly salary that was about 72 Birr. This trainer was mostly hand crafts man from the community or they might be the former graduates from the center. Additionally the center also obtained the trainers from different sectors for special courses through some sort of arrangement.

Generally in the two CSTCs physical facilities were not in a good condition, most of the buildings and rooms were old and not conducive for work. The quality of the rooms was very low and it was below the standard. Unfortunately the qualification of the two coordinators was diploma in social science in a distance program. Their background was teaching in first cycle primary school with certificate (TTI). Their field of study was also different than that of adult learning. There fore, as a result of under- staffing in terms of qualification and the required number, the centers had weak administrative capacity. So, because there was inadequate facility, shortage of training materials and human power, the two centers were not capable to provide full package of skill training that could help to create job and employment opportunity. In other way round without acquiring basic skills and knowledge in the provided training it was very difficult to have competitive entrepreneurs who were operating in the MSEs sector.

#### **4.2.10 Major Problems that Hindered the Implementation of Skill Training Program in the two CSTCs**

In the study the researcher assessed the major problems that have been hindering the effectiveness of the two CSTCs. The respondents were asked to list down the major problems that hinder the efficiency of skill training programs and to suggest possible solutions to improve the implementation of the training program. The information obtained from the CSTCs coordinators and office heads through interview has been organized in Table -17 below.

According to the view of the respondents summarized in Table 17, the inadequacy of facilities, shortage or absence of training materials and equipments and the lack of personnel were mentioned. Furthermore the respondents indicated shortage of budget as a main constraint. They link all the problems with that of the deficit of budget and the lack of internal revenue. So as a solution they suggested that in order to provide effective skill training the necessary budget should be allocated by the Woreda government. If the budget was allowed all the problems could be solved.

**Table- 17: Major Problems that Hindered the Proper Implementation of the Skill Training Programs and their Possible Solutions.**

<b>Important Areas</b>	<b>Major shortcomings</b>	<b>Suggested possible solutions by the Respondents</b>
<b>Facilities and equipments</b>	<ul style="list-style-type: none"> <li>❖ Shortage of machineries and equipments</li> <li>❖ The workshops are poorly equipped with training tools and materials.</li> <li>❖ Lack of Motorbike or vehicle for transport</li> <li>❖ Lack of Electricity</li> <li>❖ Lack of trainees daily allowance during the training</li> <li>❖ Lack of suitable dormitories and toilet</li> <li>❖ Lack of up to date training manuals</li> </ul>	<ul style="list-style-type: none"> <li>❖ Machineries and equipments should be available in sufficient number</li> <li>❖ Motorbike or vehicle should be bought for the coordinator</li> <li>❖ Per dime should be allowed for the new trainees</li> <li>❖ Building suitable dormitories and toilet</li> <li>❖ Trying to equip the CSTC with the necessary training materials by the government budget and from donors by preparing project plan</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>❖ Shortage of budget</li> <li>❖ Inadequate supply of finance</li> <li>❖ Lack of land and any other source for internal revenue</li> </ul>	<ul style="list-style-type: none"> <li>❖ The Woreda government should be assigned enough budgets.</li> <li>❖ Requires strong government support</li> <li>❖ Identify different sources</li> <li>❖ Enhance the attitude of the Woreda administration</li> </ul>
<b>Human resource</b>	<ul style="list-style-type: none"> <li>❖ The two CSTC were poorly staffed in terms of number of workers and their qualifications.</li> <li>❖ There is no on the job or in-service training for coordinators</li> <li>❖ The low awareness of the community as well as the Woreda government about the role of MSEs and CSTC.</li> <li>❖ Lack of supervision and monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Capacity building program should be arranged</li> <li>❖ Assigned the experts by employing and transferring</li> <li>❖ Building the awareness of the community as well as the government authorities.</li> <li>❖ Making continuous supervision and monitoring and evaluation</li> </ul>

Moreover, the respondents explain that the low awareness of the Woreda administration and the community, absence of on the job or in-service training program for upgrading the personnel's were the other problems that hinder the skill training program. As a solution they forwarded that, enhancing the level of attention or awareness of the Woreda administration and the community. In the case of the lack of personnel they suggested that the Woreda

administration should be allowed to transfer or to hire employees from the market.

In order to up-grade the educational status of the personnel there should be the arrangement of refreshment courses, in-service trainings and on the job training. The CSTCs were the potential institutions in the Woreda that are currently utilized for various purposes including promotion of MSEs and entrepreneurship through the provision of skill training. Therefore, the ideas provided by the respondents should be taken in to consideration for the improvement of existing condition.

## 5. CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the presentation, analysis and interpretation of data that were generated from the study, summary of the findings, conclusions and recommendations have been presented in this chapter.

The research has investigated the relevance, performance and constraints of CSTCs programs in Jabi Tehinan and Burie Woredas of ANRS. It also has come up with possible solutions to the specific constraints the CSTCs of the Woredas have faced. The investigation was based on the following basic research questions.

1. What is the current status of CSTCs in the selected Woredas?
2. What is the relevance of CSTCs in relation to the creation of job opportunity and improve the livelihood of the community?
3. What major inputs are needed to start-up demand-driven skill training?
4. What are the major problems encountered by the CSTCs in the Provision of livelihood skill training?

Data relevant to the research questions were collected using questionnaires, interviews, observations. Moreover, relevant documents and literature were reviewed. Target or sample respondents of the study, that served as a source of data and information, were drawn by purposive and available or opportunity sampling techniques. Hence, 48 entrepreneurs (trainees) that were graduated from the two CSTCs during the last two years, two coordinators (a coordinator from each wereda) of CSTCs, four MSEIPO heads, one zonal MSEIPO process coordinator and one AMSEIPA training officer were included in the study.

Percentage and frequency distribution statistical tools were used to analyze the data.

### **5. 1. Summary of the Findings**

1. It is very important to identify the objectives of the CSTCs in the ANRS and analyze their importance. Actually, it has been identified that the MoE has set objectives during the establishment of CSTCs in the 1970s. According to its non-formal education strategy (1997), the BoE has introduced few changes by emphasizing the target groups of school dropouts and those who have completed grade 12, but not joined higher educations. In fact it was some sort of improvement that gives attention for the creation of job opportunity. The intention here was to explore whether the CSTC in the regional state had different objectives. The findings of the present study indicated, however, that there was no significant change. The findings from documentary analysis and interview indicate the reason why the regional government has transferred the CSTC from BoE to AMSEIPA. As the result of the decision, the overall responsibility of CSTCs in Amhara region had been transferred from the regional Education Bureau to AMSEIPA. Following the transfer, the agency had taken some remarkable actions which include the restructure of the CSTCs, revitalizing the objectives of the CSTCs and redesigning the manpower's of the MSE staffs. Moreover, AMSEIPA aims to make the CSTCs **“the incubation centers of the resources and technology” or “business incubation center”**.

The target groups of the CSTCs are unemployed youth and adults. This was a new chance which introduced change that gives due attention to fight unemployment and reduce poverty through the promotion of MSEs in providing livelihood skill training using CSTC as incubation center. Moreover, AMSEIPA sets new objectives and plans, and training guidelines. It also has enabled AMSEIPA to establish new board which is different from that of the initial one.

The objectives of CSTSs were set in accordance with the current socio-economic conditions that were to promote the development of skill training program and entrepreneurship skill, which was aimed at making the center not only the provision of skill training but also the creation of entrepreneurs. Besides, objectives that have been set up recently have revealed high level of relevance. Because of the inadequacy of the CSTCs in materials, facilities, manpower and other situations, however, the objectives of the AMSEIPA of the two CSTCs of the study weredas were not fully achieved.

2. The assessment on the competence of coordinators indicated that the coordinators are faced with lack of the required skill and knowledge to facilitate participatory training program planning, monitoring and evaluation. Some of the factors that caused shortage of skill of coordinators were lack of pertinent training related to adults training program and management of MSEs operators. The findings of the study indicated that only 25% of regional and zonal experts have adequate experience and qualification. 50% of the heads were diploma holders in other unrelated fields and 25% CSTCs coordinators were diploma holders in fields of social sciences that were obtained in distance learning programs with the background of TTI certificate and were teaching in primary schools. This shows that coordinators are faced with inadequate knowledge about the procedure of adult learning and the management of MSEs. The coordinators have not received any kind of in-service or on-the job training to building their capacity and to enable them manages and supervises the training.

3. Creating employment opportunities for youth and adults with limited education is a major development issue. One of the key elements to help people find jobs is development of their technical and vocational skills. In this regard, CSTCs were the available institutions providing livelihood skill training for unemployed youths and adults. In order to impart the necessary skills and

knowledge the center should be equipped with necessary facilities and trained manpower. The findings of the study indicated that the target CSTCs had very limited institutional capacity. The centers had very limited capacity in physical facilities, training materials, trained manpower and budget. The availability of all necessary resources was inadequate compared to the number of trainees and the types of services expected from the centers. The status of the former trainee's interms of acquired skills showed that the training was inadequate. The finding indicated that major problems of the two CSTCs of the study areas were:

- ❖ Inadequacy of training rooms, workshops and offices,
- ❖ Lack of convenient accommodation,
- ❖ Lack of training manuals and equipment,
- ❖ Lack of training machines for woodwork, metalwork, masonry, etc.  
and
- ❖ Shortage of qualified manpower/trainers
- ❖ Shortage of budgets/financial resources
- ❖ Weak monitoring and evaluation

4. The relevance of training courses was another most important point that has been investigated in the study. According to the information obtained from the former trainees, 22 (45.83%) of the respondents indicated that the course provided had average level of relevance. Other four trainees (8.3% of the respondents) indicated that the course had low level, while the other four of the trainees (8.3% of the respondents) indicated that the relevance of the training course was very low. On the other hand, six of the respondents (12.5%) indicated that the training course was of high relevance. Similarly, twelve (25%) of the respondents indicated that the training course was of high relevance.

In order to become relevant and of high quality, a training program requires appropriate training equipment and tools, adequate supply of training materials and constant practice. Other requirements include qualified instructors with experience in enterprises. By taking into consideration, two of the training centers did not fulfill the requirement, and hence were inefficient. Therefore, findings of the present study indicated that the relevance of the training program and the courses provided by the two CSTCs were generally low.

5. Monitoring and evaluation were conducted during the training program and after the training at the enterprises where the trainees were on the jobs. Majority of the respondents assured that continuous evaluation and supervision was not practiced recurrently by both of the CTCS centers. The coordinators and WMSEIPO head also confirmed that there was no any organized type of monitoring and evaluation program in order to supervise the effectiveness of the trainees graduated from the centers. The major reasons for the latter were lack of budget, manpower, transport and lack of coordination with the other stakeholders.

Monitoring and evaluation are essential parts of any program to identify defects, if any, and take immediate corrective measures. In this regard, the training centers fall short of these processes. Their activities were not followed up frequently as expected.

6. As much as the roles played by the CSTCs were concerned, the findings of the study assured that they have played remarkable roles in order to improving the livelihood of the unemployed youth and adults in particular and the community in general, but it has to be improved further. Moreover, the centers are contributing towards the creation of jobs and employment opportunity, and resulting in poverty alleviation.

In the study, both the trainees and the coordinators confirmed that the trainees were enrolled to the training program on the voluntary bases. It was also confirmed that the types of skills provided by the CSTCs were demand driven. All the trainees were expected to be operating their own business. Attributed to different reasons, however, most of the former graduates have not yet started their own business, and this might have resulted from the poor performance of the training centers.

7. The training programs run by the community skill training centers were cross sectoral. Therefore, involvement of governmental and non governmental organizations and other stakeholders was crucial for the success of both the centers and the trainees. They were expected to participate in planning, monitoring, and supporting of the skill training program and the promotion of MSEs. These entities, have been participating at various levels, but the degree of their involvement and collaboration was found to be weak.

## **5.2. Conclusions**

Data gathered from the target respondents using questionnaires, interviews, observation and review of documents have been analyzed on the relevance, performance and problems of the target Woreda CSTCs. Presented below are major conclusion that have been drawn from the study.

Micro and Small Enterprises have been playing important role in speeding up the economic development of the country and creating additional jobs. MSEs sector is one of the effective tools of fighting against unemployment and poverty alleviation. As the result, expanding the sector has been one of the major objectives of the government development policies and strategies. The achievement of the objective is based on the provision of short term skill training program for youth and adults. It is also based on the development of

technical skills and productivity of the operators of new and existing MSEs through a well organized skill training program. As has been stated in the preceding sections, CSTCs are alternative sources of skills training institutes for the community at the grass-root levels that the operators could easily acquire technical and entrepreneurship skills.

CSTCs are concerned with the management and supervision of skill training for unemployed young and adults in general and for the development of small business and entrepreneurship in particular. To that end, the centers deal with pre-service and job-entry training, upgrading and enlarging broad base of skills which can be used in a variety of ways or providing skills specific to a new particular production process. The centers are, generally, meant to prepare people for employment and income generation in order to improve their livelihoods and communities.

The MoE of the Federal Government of Ethiopia gives due attention for the program of adult education and has devised a National Adult Education Strategy in 2006. Accordingly, the ANRS and AMSEIPA also have given special attention for the development of community skill training center in order to use it as a business incubation center. At present, AMSEIPA is making some efforts to strengthen CSTCs. Such efforts include designing new structural set-up and new training guidelines that will be used for the centers. Moreover, the agency has signed the memorandum of understanding with IIZ/DVV, an NGO, in 2006 that would help both to work together in areas of improving the objective of the agency. Likewise, the study area CSTCs are striving for the achievements of these objectives. This suggests that conducive environments are gradually being created for the better implementation of community skill training programs.

Despite the above, the centers are not yet in a position to provide full-fledged skill training. Some of the most important factors that constrain full operation of the centers in the study area are shortage of critically required physical facilities, training materials, skilled manpower and necessary budget. However, the above problems are believed to gradually be solved by the efforts being exerted by AMSEIPA and its stakeholders.

### **5.3. Recommendation**

The MoE of the government of Ethiopia has developed National Adult Education Strategy that urges to mobilize unemployed youths and adults so as to create conducive environment that promotes sustainable growth of enterprises and stimulates the national economic growth through development skill training. The AMSEIPA and CSTCs are some of the major entities that have been created to realize the strategies. In order for the community skill training programs to be sustainable, it should be need based, relevant, effective, and of high quality.

Before 2006, CSTCs in the ANRS were working at a minimal level. Since 2006, however, the ambition to exploit these institutes has been rising gradually and AMSEIPA is working towards making the centers as “**Business Incubation Centers**”. Accordingly, the Micro and Small Enterprise and Industry Promotion Offices of the two study Woredas are working in line with AMSEIPA so as to achieve their objectives. However, the successes of the objectives of the CSTC of the study weredas are hindered by different constraints that have been outlined in the preceding sections. Some of such constraints include shortage of critically required physical facilities, training materials, skilled manpower and necessary budget. Therefore, AMSEIPA and WMSEIPO should work together with other stakeholders in order to improve the situation and achieve the new objective, namely of becoming Business Incubation Centers, and the

overall vision. To this end, recommendations that have been outlined below are believed to help overcome the constraints and achieve the objectives of the centers.

1. Prior to redefining the objectives of CSTCs, AMSEIPA should have reviewed the existing situations of CSTCs found in the region. Major problems such as lack of basic facilities should have been critically identified and corresponding solutions should have then been provided.

2. To enhance the performance of CSTCs major emphasis should be given to the quality of skill training. In order to provide quality training, all the required facilities should be available in every center. The agency should set a minimum standard for the facilities that CSTCs should fulfill. These include availing of basic training materials, manuals and workshops.

3. The study Wereda WMSEIPOs should continuously monitor and evaluate the performance of skill training program in their respective weredas. WMSEIPOs and CSTCs should set schedules for monitoring and evaluation. It should be conducted during the training and post-training periods as basic methods of identifying the level of relevance of the skill training program, and should get continuous feedback. The feedback should help to evaluate the level of the relevance of the training and analyze whether the trainees have started their business in a sustainable manner in the field they have been trained.

4. Decision makers, planners and other authorities at the Woreda and at Regional levels should recognize the role of CSTCs and the expansion of MSEs in creating jobs and employment opportunities as an effective means of eradicating poverty, and improving the livelihood of the communities at large. Taking the above into account, planners should allocate sufficient budget and qualified manpower.

5. The main objective of training for self-employment is to help the trainees obtain competencies that will facilitate a new production activity or service. To attain this, the trainers and coordinators should be endowed with minimum qualification required for the training and management of the centers. The AMSEIPA and the WMSEIPO should devise strategy for short term training. In the long run AMSEIPA should concentrate in employing trainers and other personnel that are well trained in their respective fields.

6. WMSEIPOs should adopt the trainee's selection criteria of AMSEIPA according to skill training programs of their respective locality.

7. Each WMSEIPO should be responsible for the overall activities of CSTCs. The two centers are equipped with low facilities. Therefore, training materials and manuals, workshops, qualified personnel, physical facilities with necessary accommodations should be provided by WMSEIPO. Equipping the training centers should be based on outcomes of the market analysis and training need assessment of the particular locality.

8. After the provision of skill training, the WMSEIPO is trying to provide credit, land and other working premises to trainees in collaboration with stakeholders so as enable trainees to kick off their business. This attempt should be strengthened further.

9. Each wereda administration should create conducive environment that will promote the development of CSTCs and the growth of enterprises. These, *inter alia*, can be realized through creating of awareness of the planners and the communities.

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# APPENDICES

## Appendix-1

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHER'S  
PROFESSIONAL DEVELOPMENT STUDIES**

### *Adult and Lifelong Learning Unit*

#### **Questionnaire set on to be filled by trainees**

The purpose of this questionnaire is to collect data so as to identify the Relevance of Community Skill Training Program for the Promotion of Micro and Small Enterprises in Woredas of Jabi Tehinan and Bure.

Your appropriate response is very important for the success of the research endeavor. Hence, you are cordially requested to render data earnestly and genuinely.

**Thank you in advance for your unreserved cooperation!**

**Note:** Writing your name is not necessary

Please indicate your responses by using "✓" or writing short responses where necessary.

#### **PART I PERSONAL INFORMATION**

- 1.1 Name of the woreda: \_\_\_\_\_
- 1.2 Sex: Male  Female
- 1.3 Age: \_\_\_\_\_
- 1.4 Educational Background:
- A, Illiterate  D, Grade 9-10
- B, Read and write only  E, 10<sup>th</sup> or 12<sup>th</sup> complete
- C, Below grade 8
- F, If any, specify \_\_\_\_\_
- 1.5 Previous occupation (before the training) \_\_\_\_\_
- \_\_\_\_\_
- 1.6 Your current position in the enterprise:
- A, Employee  B, Owner  C, Owner operator
- D, Other please specify \_\_\_\_\_

## PART II. THE TRAINING PROGRAM AND ITS RELEVANCE

- 2.1 How did you get the chance to the training program?  
A, I was selected by the BDS and training experts of the MSEs along with the kebele administration   
B, I was recommended by the woreda youth, culture and tourism office   
C, I am selected based on my request   
D, Other, \_\_\_\_\_
- 2.2 What types of training course have you received?  
A, Wood/Bamboo work  B, Metal work   
C, Weaving  D, Pottery   
E, Masonry  F, Tailoring   
G, Carpet work  H, Electricity   
I, Commerce and retail  J, Beauty works   
K Other, \_\_\_\_\_
- 2.3 For how long have you received skill training in the CSTP?  
A, Below one month  B, For one month   
C, For two months  D, For more than two months   
E, If any, specify \_\_\_\_\_
- 2.4 Have you been selecting the training areas according to your interest?  
A, Yes  B, No
- 2.5 If your answer for question number '2.4' is 'yes' why did you select the type of course you participated in?  
A, To acquire skill   
B, To upgrade skill I had   
C, To start my business as a beginner   
D, To create own job and for income generation   
E, To simply use the chance
- 2.6 How did you evaluate the relevance of the training course you received to your personal life?  
A, Very high  B, High  C, Average  D, Low  E, Very low
- 2.7 What did you do after the training, by using the skills you have acquired?  
A, Started a new occupation as employee   
B, Started my own new business   
C, Expanded my prior experience and enterprise   
D, It helped me for nothing   
E, Other, \_\_\_\_\_

- 2.8 If you are the owner of a business (enterprise) and if you have employees, how many people worked in the enterprise?\_\_\_\_\_
- From these how many of them are:
- A, Permanent\_\_\_\_\_ B, Temporary \_\_\_\_\_
- C, Unpaid apprentices\_\_\_\_\_ D, Contract \_\_\_\_\_
- E, Unpaid family members\_\_\_\_\_
- 2.9 In what dimension does the experience and skills acquired through the training contributed to change your enterprise and your life?
- A, Improve quality of production
- B, Increment of sales
- C, Improve income
- D, A, B, and C
- E, I haven't got any advantage
- F, Other, please specify\_\_\_\_\_
- 2.10 What were the shortcomings or drawbacks of the training?
- A, Lack of local relevance
- B, Inadequate training time table
- C, Inadequate in resource
- D, Theory dominated
- E, Other, please specify\_\_\_\_\_
- 2.11 The support or the advice you received from BDS and training experts after the training has been:
- A, Very high  B, High  C, Average  D, Low  E, Very low
- 2.12 How have you evaluated the perception of the community about the role of CSTP for the promotion of MSEs?
- A, High demand and interest
- B, Lack the commitment
- C, Having poor perception
- D, Their feeling was not encouraging
- E, Having negative attitude

### **PART III INSTITUTIONAL CAPACITY OF THE CSTP**

- 3.1 How have you evaluated the over all effectiveness of the CSTP in the provision of training it was?
- A, Very good  C, Fair  E, Very poor
- B, Good  D, Poor

- 3.2 How did you rate the condition of facilities in the CSTP?  
 A, Very good  C, Fair  E, Very poor   
 B, Good  D, Poor
- 3.3 The opportunities to demonstrate theory into practice during the training program were:  
 A, Very high  B, High  C, Average  D, Low  E, Very low
- 3.4 How do you rate the competence of the trainers?  
 A, Very high  B, High  C, Average  D, Low  E, Very low
- 3.5 How helpful have areas of training been in creating job opportunity in the MSEs sector?  
 A, Very high  B, High  C, Average  D, Low  E, Very low
- 3.6 Monitoring and evaluation was done by Woreda coordinators during the training were:  
 A, Very high  B, High  C, Average  D, Low  E, Very low

**PART IV, SUGGESTIONS FOR CHANGE**

- 4.1 What are the major problems that hinder the implementation of skill training program in terms of the promotion and expansion of MSEs for the creation of job opportunity?

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- 4.2 Please suggest possible solutions that help to improve skill training that enable the operators to create their own job and business?

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- 4.3 Additional comments (if any) \_\_\_\_\_

**Appendix-2**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHER'S  
PROFESSIONAL DEVELOPMENT STUDIES  
*Adult and Lifelong Learning Unit***

**Semi structured interview guide to be answered by Regional, Zonal Woreda training coordinators/experts.**

The purpose of this interview is to collect data and information on the Relevance of Community Skill Training Program for the Promotion of Micro and Small Enterprises in the selected woredas, which would be analyzed to look for possible solutions. Thus, your efforts to give adequate and genuine information would be of great help to the success of the research endeavor. Please, note that there is no need of telling your name. So, feel free and make sure that if you have understood the question exactly before trying to answer it.

**Thank you in advance for your unreserved cooperation!**

**I PERSONAL INFORMATION**

- 1.1 Name of the Region \_\_\_\_\_  
Name of the Zone \_\_\_\_\_  
Name of the Woreda \_\_\_\_\_
- 1.2 Sex: A) Male  B) Female
- 1.3 Age: \_\_\_\_\_
- 1.4 Educational Background  
A) Grade 8 and below  B) grade 9-12   
C) 12 complete  D) diploma   
E) 12+3  F) BA /BSC   
G) Other, please specify \_\_\_\_\_
- 1.5 Your field of specialization (subject area)? \_\_\_\_\_  
\_\_\_\_\_
- 1.6 Current position? \_\_\_\_\_
- 1.7 Service in years in the position? \_\_\_\_\_

**PART II TRAINING IN THE AREA OF CSTP**

- 2.1 Have you ever had any training related to the task you are performing now especially in training and teaching adults? \_\_\_\_\_  
\_\_\_\_\_

2.2 What was the duration of the training and types of certification?  
\_\_\_\_\_

2.3 How do you evaluate the relevance of the training to your current position? \_\_\_\_\_

2.4 Do you think you have got adequate training in the field? Please elaborate it? \_\_\_\_\_  
\_\_\_\_\_

**2.6** Do you have the knowledge about MSEs and their determinant factors for their growth? \_\_\_\_\_  
\_\_\_\_\_

### **PART III RELEVANCE OF TRAINING AND RELATED ISSUES**

3.1 Does AMSEIPA set different objectives for CSTCs from the initial objectives set by MoE or BoE? \_\_\_\_\_  
\_\_\_\_\_

3.2 What was the main objective for the transfer of CSTCs in the region from BoE to AMSEIPA? \_\_\_\_\_  
\_\_\_\_\_

3.3 Before training has been conducted, has there been need assessment and labour market survey? How often? \_\_\_\_\_  
\_\_\_\_\_

3.4 How do you select the trainees to the training program? \_\_\_\_\_  
\_\_\_\_\_

3.5 Please, would you specify the types of training course that has been provided? \_\_\_\_\_  
\_\_\_\_\_

3.6 What are the basis for selecting the type of skills or courses provided in the training ? \_\_\_\_\_  
\_\_\_\_\_

3.7 On what ground has the center select and assigned trainees to different areas of training? \_\_\_\_\_  
\_\_\_\_\_

3.8 In your opinion on which target groups should the CSTP focus? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.9 What are the follow up mechanisms to encourage the ex-trainees?

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3.10 How do you evaluate the contribution of CSTP for the development of MSEs to the creation of job opportunity and income generation?

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3.11 What kind of support did you provide for the operators who are engaged in MSEs

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#### **PART IV SITUATION OF THE CSTP**

4.1 What is your opinion on the institutional capacity of CSTP interims of human and material resources?

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4.2 Have the trainees been staff members or part timers? What has been the occupational status of the trainees?

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4.3 How do you evaluate the participation of government and NGOs in planning and monitoring the activities which are carried out by the community skill training program?

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4.4 How often the Regional and Zonal experts have monitored and supervised the woereda program?

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4.5 Does the woreda MSEs office have a monitoring and evaluation mechanism? Please would you give some instance?

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**Appendix-3**

**አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ኘሮግራም  
በሥነ-ትምህርት ኮሌጅ**

**የመምህራን ትምህርትና ሥርዓተ ትምህርት ጥናት ክፍል  
የጉልማሶች ትምህርት ንዑስ ክፍል**

ከማህበረሰብ ክህሎት ማሰልጠኛ ኘሮግራሙ ሥልጠና በወሰዱ ሠልጣኞች የሚሞላ መጠይቅ።

የዚህ መጠይቅ ዋና ዓላማ በማህበረሰብ ክህሎት ማሰልጠኛ ኘሮግራሙ የሚሰጠው ሥልጠና ለጥቃቅንና አነስተኛ ንግድ ተቋማት መስፋፋት የሚያበረክተውን አስተዋፅኦ ለማጥናት የሚያስችሉ ተገቢ መረጃዎችን ለማሰባሰብ ነው። በመሆኑም ከጥናቱ የሚገኘው ውጤት፣ ማጠቃለያና ጥናቱን ተመርኩዞ የሚሰጠው አስተያየት ለማህበረሰብ ክህሎት ሥልጠና ኘሮግራሙ ጠቃሚ የሆኑ ግብዓቶችን ሊያበረክት እንደሚችል ይታመናል።

እርስዎም በማዕከሉ በተካሄደው የሥልጠና ኘሮግራም ተሳታፊ የነበሩ በመሆንዎ የሚሰጡት መረጃ ለጥናት ዓላማ መሳካት ወሳኝ ስለሆነ በቅንነት ትክክለኛ የሆነ መልስ በመስጠት እንዲተባበሩኝ በአክብሮት እጠይቃለሁ።

ይህ ጥናት ለሁለተኛ ዲግሪ ማሟያ የሚያበቃ ስለሆነ ዓላማው ፍጹም አካዳሚያዊ መሆኑን ልገልጽልዎ እወዳለሁ።

አስተያየትዎን በነፃ መንፈስ ለመስጠት እንዲያመችዎት መጠይቁን በሚሞሉበት ጊዜ ስምዎን መፃፍ አይጠበቅብዎትም።

መጠይቁን ለመሙላት ለሚያደርጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ!

ማሳሰቢያ፣ እንደጥያቄዎቹ ዓይነት በተዘጋጀው የመልስ መስጫ ሳጥን የ"√" ምልክት በማስቀመጥ እና ማብራሪያ ለሚፈልጉ ጥያቄዎችም አጭር ማብራሪያ በመስጠት ተገቢውን መልስ እንዲሰጡ ይጠየቃሉ።



2.3 ከማሰልጠኛ ኘሮማራሙ የወሰዱት የክህሎት ሥልጠና ምን ያህል ጊዜ ወሰደ ?

ሀ. ከአንድ ወር በታች  ለ. አንድ ወር

ሐ. ሁለት ወር  መ. ከሁለት ወር በላይ

ሠ. ሌላ ካለ ይግለጹ -----

2.4 የተሳተፉበትን የሥልጠና ዘርፍ የመረጡት በጥቃቅንና አነስተኛ ንግድ ዘርፍ ለመሰማራት ካለዎት ፍላጎት አንፃር ነው?

ሀ. አዎ  ለ. አይደለም

2.5 በጥያቄ ተራ ቁጥር “2.4” መሰረት የሥልጠናውን ዘርፍ ራስዎ የመረጡት ከሆነ የመረጡበት ምክንያት?

ሀ. የክህሎት ሥልጠናውን ለማግኘት ነው

ለ. ከአሁን በፊት የነበረዎትን ክህሎት ለማሳደግ ነው

ሐ. የራስዎን የንግድ ሥራ ለመጀመር ስለሚያስችልዎት ነው

መ. የራስዎን ሥራ በመፍጠር ተጨማሪ የገቢ ምንጭ ለመፈለግ ነው

ሠ. የሥልጠና ዕድሉን ለመጠቀም ብቻ ነው

2.6 ከእርስዎ ፍላጎት አንፃር፣ ከማዕከሉ ያገኙት ሥልጠና በጥቃቅንና አነስተኛ ተቋማት ንግድ ሥራ ለመሰማራት ያስገኛልዎትን ጠቀሜታ ሲገመገሙት

ሀ. በጣም ከፍተኛ ነው  ለ. ከፍተኛ ነው

ሐ. መካከለኛ ነው  መ. ዝቅተኛ ነው

ሠ. በጣም ዝቅተኛ ነው

2.7 ከሥልጠናው በኋላ ባገኙት ክህሎት መሠረት ምን የተለየ ነገር አከናውነዋል ?

ሀ. ገቢ በሚያስገኝ ሥራ እንዲቀጠሩ አግዞዎታል

ለ. የራስዎን ጥቃቅንና አነስተኛ ንግድ ሥራ ለማቋቋም አግዞዎታል

ሐ. ቀደም ሲል ያቋቋሙትን ድርጅት ለማስፋፋትና የነበረዎትንም ልምድ ለማዳበር አግዞዎታል

መ. ምንም የተለየ እና አዲስ ነገር አልሰሩም

ሠ. ሌላ ካለ ይግለጹ

2.8 የድርጅት ባለቤት ከሆኑ፣ በድርጅትዎ ምን ያህል ሰዎች ተቀጥረው ይሰራሉ?-----

ከነዚህም መካከል:-ሀ. ቋሚ ሠራተኞች ----- ለ. ጊዜያዊ ሠራተኞች -----

ሐ. የማይከፈላቸው ልምድ ለማግኘት የሚሰሩ -----

መ. የማይከፈላቸው የቤተሰብ አባላት -----

2.9 ከሥልጠና ኘርግራሙ ያገኙት ክህሎት ድርጅታችንም ሆነ ራስዎን በመለወጥ ረገድ ያስገኘ ልዎት ልዩ ጠቀሜታ ምንድን ነው ?

ሀ. የሚያመርቱትን ምርት ጥራት ለማሻሻል አስችሎታል

ለ. የሽያጭ መጠን እንዲጨምር አስችሎታል

ሐ. ገቢዎ እንዲጨምር አስችሎታል

መ.ሀ፣ለ እና ሐ

ሠ. ምንም ያስገኘልዎት ጠቀሜታ የለም

ረ. ሌላ ካለ ይግለጹ -----

2.10. በእርስዎ አስተያየት የሥልጠናው ደካማ ነገሮች ምንድናቸው ይላሉ?

ሀ. የስልጠናው ዓይነት የአካባቢውን ተጨባጭ ሁኔታ ያላገናዘበ ነው

ለ. ስልጠናው የጊዜ እጥረት ይታይበታል

ሐ. በሥልጠናው የቁሳቁስና የመሳሰሉት እጥረቶች ተስተውለዋል

መ. ሥልጠናው በንድፈ ሐሳብ ላይ ብቻ ያተኮረ ነው

ሠ. ሌላ ካለ ይግለጹ -----

2.11 ከሥልጠናው በኋላ በጥቃቅንና አነስተኛ ንግድ ሥራ ለመስማራትም ሆነ ሥራዎን ለማስፋፋት እንዲችሉ ከንግድ ልማት አገልግሎትና ከሥልጠና ባለሙያዎች የተደረገልዎት እገዛና ክትትል:

ሀ. በጣም ከፍተኛ ነው

ለ. ከፍተኛ ነው

ሐ. መካከለኛ ነው

መ. ዝቅተኛ ነው

ሠ. በጣም ዝቅተኛ ነው

2.12. የማህበረሰብ ክህሎት ሥልጠና ኘርግራሙ ለጥቃቅንና አነስተኛ ንግድ ተቋማት መስፋፋት የሚያበረክተውን አስተዋፅኦ አስመልክቶ በእርስዎ አመለካከት የአካባቢው ነዋሪ ያለው ግንዛቤ:

ሀ. ከፍተኛ ፍላጎትና ዝንባሌ አለው ነው  ለ. ተነሳሽነት ይጎለጻል

ሐ. ዝቅተኛ ግንዛቤ አለው  መ. አመለካከታቸው አያበረታታም

ሠ. ለዘርፉ ዝቅተኛ አመለካከት አላቸው

ክፍል ሦስት፡- የሥልጠና ማዕከሉ ሥልጠናውን ከመስጠት አኳያ ያለው ተቋማዊ ብቃት

3.1. ሥልጠናውን በመስጠት ረገድ የተቋሙን አጠቃላይ ብቃት ሲገመገሙት፡

- ሀ. በጣም ጥሩ ነው  ለ. ጥሩ ነው
- ሐ. ደህና ነው  መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3.2. የሥልጠና ማዕከሉ ማሟላት ከሚገባቸው ፋሲሊቲዎች አንጻር ሲታይ

- ሀ. በጣም ጥሩ ነው  ለ. ጥሩ ነው
- ሐ. ደህና ነው  መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3.3. በሥልጠናው ወቅት በንድፈ ሀሳብ የሚያገኙትን ዕውቀት በተግባራዊ ልምምድ ለመደገፍ የነበረው እድል ሲታይ፡

- ሀ. በጣም ክፍተኛ ነው  ለ. ክፍተኛ ነው
- ሐ. መካከለኛ ነው  መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3.4. በእርስዎ አስተያየት ሥልጠናውን የሰጡት አሰልጣኞች የሚጠበቀውን ክህሎት በማስጨበጥ በኩል ያላቸው ብቃት፡

- ሀ. በጣም ክፍተኛ ነው  ለ. ክፍተኛ ነው
- ሐ. መካከለኛ ነው  መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3.5. በማዕከሉ ሥልጠና የሚሰጥባቸው አጠቃላይ ኮርሶች የአካባቢውን ነባራዊ ሁኔታ በማገናዘብ፣ በጥንቃቄና አነስተኛ ንግድ ሥራዎች በመሰማራት የሥራ ዕድል ለመፍጠር ያላቸው አስተዋጽኦ

- ሀ. በጣም ክፍተኛ ነው  ለ. ክፍተኛ ነው
- ሐ. መካከለኛ ነው  መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3.6. የስልጠናውን ዓላማ ከማሳካት አንጻር በአስተባባሪዎቹ የተደረገው ክትትልና ግምገማ

ሀ. በጣም ከፍተኛ ነው  ለ. ከፍተኛ ነው

ሐ. መካከለኛ ነው  መ. ዝቅተኛ ነው

ሠ. በጣም ዝቅተኛ ነው

ክፍል አራት:- ለውጥ ለማምጣት የሚያስችል አስተያየት

4.1. ለሰልጣኞች ተጨማሪ የሥራ ዕድልና ገቢ የሚያስገኝ ሁኔታ ለመፍጠር፣ የክህሎት ስልጠና በመስጠትና የጥቃቅንና አነስተኛ ንግድ ሥራዎችን ከማጠናከር አንጻር እንቅፋት ይሆናሉ የሚሏቸውን ዋና ዋና ችግሮች ቢዘረዘሯቸው?

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4.2. ችግሮችን በመፍታትና የክህሎት ስልጠና በመስጠት የተሻለ የሥራ ዕድል ለመፍጠር ያስችላሉ የሚሏቸውን የመፍትሄ ሐሳቦች ባጭሩ ቢጠቅሱልን ?-----

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4.3 ተጨማሪ አስተያየት ካለዎት -----

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## Appendix-4

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHER'S  
PROFESSIONAL DEVELOPMENT STUDIES  
*Adult and Lifelong Learning Unit***

### Guideline for observation and checklist to observe the availability of CSTC

1. Identification of the CSTC

1.1 Name of the Woreda \_\_\_\_\_

1.2 Name of the center (Department) \_\_\_\_\_

2. The performance of the CSTCs

2.1. Does the center has qualified and adequate manpower?

2.2. How are the overall achievements of the center?

3. List of physical facilities available in the community skill training department.

3.1. Availabilities and qualities of facilities

	Facility	Avail able	Not Av ail abl e	Capacit y	Condition			
					V.Good	Old/ Outd ated	Semi- functined	Not function ed
1	Training rooms							
2	Workshops							
3	Machineries and (hand tools)							
4	Assembly hall							
5	Store							
6	Dormitory							
7	Office							
8	Latrine							
9	Any Other							

3 .2.List of tools and Tools and Equipment Available for Training

No	Kinds of tools and equipments available for training	Quantity	Condition of tools and equipment		
			Good	Fair	Out of service
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

4. Technical guidelines/Manuals

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Appendices-5: Business incubation center manual (Amharic version)**

**በአማራ ብሔራዊ ክልላዊ መንግሥት  
የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ**

**የንግድ ሥራ ማበልፀጊያ ማዕከላት አስተዳደር ማንዋል**

**ታህሳስ 2000  
ባህርዳር**

## መግቢያ

የጥቃቅንና አነስተኛ ንግድ ሥራዎች ወደላቀ ደረጃ ለመሸጋገር ይችሉ ዘንድ የድጋፍ ሰጪ ተቋማት መጠናከር አስፈላጊ ሆኖ በመገኘቱና ተቋማቱ የሚጠበቅባቸውን አስተዋጽኦ ሊያበረክቱ እንዲችሉ የውስጥ አስተዳደር መመሪያ ሊኖራቸው ስለሚገባ የአብዛኛው ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ከዚህ በታች የተመለከተውን የማጎበረሰብ ክህሎት ስልጠናና የንግድ ሥራ ማበልፀጊያ ማዕከላት አስተዳደር ማንዋል አውጥቷል። የዚህ ማንዋል ተፈጻሚነት በክልሉ ነባርና አዲስ የሚቋቋሙ የንግድ ሥራ ክህሎት ማበልፀጊያ ማዕከላት ላይ ነው።

### 1. ትርጉም

የቃሉ አግባብ ሌላ ትርጉም የሚያስጠው ካልሆነ በስተቀር በዚህ ማንዋል መሠረት

- የንግድ ሥራ ማበልፀጊያ ማዕከላት የሚባሉት አዲስ የሚቋቋሙና በትምህርት ቢሮ ስር ይተዳደሩ የነበሩና ወደ ኤጀንሲው የተዛወሩ የማጎበረሰብ ክህሎት ስልጠና ማዕከላት ናቸው።
- ኤጀንሲው ማለት የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ነው።
- ጽ/ቤት ማለት የወረዳ ወይም የከተሞች የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ጽ/ቤት ነው።

### 2. የማዕከላቱ ተጠሪነት

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

### 3. የማዕከላቱ ሥራ አመራር ሁኔታ

- ማዕከላቱ አንዳንድ አስተባባሪዎች/ሥራ አስኪያጆች ይኖራቸዋል
- የጋራ አመራርን ለማበረታታት አሰልጣኞችን የሚያካትት የሥራ አመራር ኮሚቴ ይቋቋማል
- የማዕከላቱ የእለት ከእለት ሥራ በማዕከሉ አስተባባሪ እና በተቋሙ ሥራ አመራር ኮሚቴ የሚመራ ቢሆንም የወረዳው ወይም የከተሞች ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ጽ/ቤቶች ኃላፊዎች በበላይነት ይመሩታል።

### 4. የማዕከላቱ በጀት

- ከመንግሥት የሚመደብ ገንዘብ
- ከማዕከላቱ የውስጥ ገቢ
- ከእርዳታ የሚገኝ ገንዘብ

### 5. የሂሳብና ንብረት ገቢና ወጪ

በማዕከላቱ ለሚካሄደው ማንኛውም አስፈላጊ የሂሳብና ንብረት እንቅስቃሴዎች ለዚህ ተብሎ በሚቀጠሩ የማዕከላቱ ሠራተኞች በመንግሥት የሂሳብና ንብረት አስተዳደር ደንብ

የሚከናወን ይሆናል። ሆኖም በማዕከላቱ መሣሪያ ተከራይተው ወይም ለተወሰነ ጊዜ የንግድ ክህሎታቸውን ለማሳደግ የሚሰሩ ተጠቃሚዎች የሚገለገሉበትን ንብረት ገቢና ወጪ አይመለከትም።

6. የሰው ኃይል

ማዕከላቱ ለሥራቸው እንቅስቃሴ የሚያስፈልጋቸው የሰው ኃይል በአይነትና በመጠን የተሟላ ይሆናል። ለዚህ የሚያስፈልገው መዋቅርም ይኖራቸዋል። ሠራተኞቹ በክልሉ የመንግሥት ሠራተኞች አስተዳደር ደንብ መሠረት የሚተዳደሩ ይሆናሉ።

7. ማዕከላቱ የሚሰጧቸው አገልግሎቶች

1. የሥልጠናና የሥራ ላይ ልምምድ
2. የጥሬ እቃ አቅርቦት
3. የመሣሪያዎች ኪራይ/በሰዓት ኪራይ እየከፈሉ ለመሥራት ለሚፈልጉ
4. የምርት ውጤቶች ዲስፕሌይ አገልግሎት
5. የምርት ወጤቶች ሽያጭ
6. የኢንፎርሜሽን

- |               |                   |
|---------------|-------------------|
| 1. የጥሬ ዕቃ ገበያ | 2. የሰው ኃይል ገበያ    |
| 3. የምርት       | 4. የቴክኖሎጂ         |
| 5. የህግ ጉዳዮች   | 5. የጨረታ ወዘተ መረጃዎች |

7. ደንበኞች ገንዘብ መቆጣጠራቸውን ከጽ/ቤቶች ጋር በመተባበር የመከታተል አገልግሎት
8. የምርት ዲዛይን ጥራትና ማሻሻያ የምክር አገልግሎት ይሰጣሉ።

8. የማዕከላቱ ተጠቃሚዎች

የማዕከላቱ ተጠቃሚዎች በክልሉ በየትኛውም ዞን፣ ወረዳና ከተማ ወይም ቀበሌ የሚመለመሉ ፈቃደኛ የሆኑ የጥቃቅንና አነስተኛ ንግድ ሥራ አንቀሳቃሾች ናቸው። ለሴቶች ቅድሚያ ይሰጣል።

ከቴክኒክና ሙያ ተቋማት ተመርቀው በማጎበር በመደራጀት የሚቀርቡ የማዕከላቱ አገልግሎቶች ተጠቃሚ ይሆናሉ።

9. የተጠቃሚዎች መመልመያ መስፈርቶች

1. በማዕከላቱ የአሠራር መመሪያ መሠረት ለመስራት ፈቃደኛ የሆኑ
2. በብድር ለመስራት የሚፈልጉ
3. በማዕከላቱ መሣሪያዎች በአግባቡ ለመጠቀም ፈቃደኛ የሆኑ
4. ከሽያጭ ገቢው ላይ ግማሹን ወይም 50 በመቶ ለመቆጠብ ፈቃደኛ የሆኑ
5. ከማዕከላቱ ለመውጣት በተወሰነው ጊዜ ለመውጣት ፈቃደኛ የሆኑ
6. የሚሰጠውን የሥራ ላይ ሥልጠና ለመቀበል ፈቃደኛ የሆኑ
7. ሰርቶ ለማደግ ሙሉ ፍላጎት ያለው
8. ከሽያጭ ከሚያገኙት ገንዘብ አንድ በመቶ ለማዕከላቱ አገልግሎት ክፍያ ለመክፈል ፈቃደኛ የሆኑ

10. የሰልጣኞች ከማዕከላቱ መውጫ ጊዜ

- የሠልጣኞች ከማዕከሉ የመውጫ ጊዜ የሚወሰነው በክህሎት ደረጃቸው መሆን አለበት። በመሆኑም የማዕከላቱ ሥራ አስኪያጆች ለሚሰለጥኑበት ዘርፍ በቂ ክህሎት አግኝተዋል ብሎ ሲወሰን ሰልጣኞች ከማዕከላቸው ይወጣሉ። ሆኖም በስልጠና ላይ የመቆያ ጊዜአቸው ከስድስት ወራት መብለጥ የለበትም።
- የመውጫው ጊዜ ከመድረሱ በፊት በቂ ካፒታል ሳይኖረው ለመውጣት የፈለገ ሰርቶ ያጠራቀመው ገንዘብ በቆይታው የተጠቀመበትን ወጪ የማይሸፍንለት ከሆነ ከሌላ ምንጭ ክፍሎ መውጣት ይችላል። ነገር ግን እዳውን ሸፍኖ የሚተርፍ ቢኖር 50 በመቶ ይመለስለታል። በወጣው አባል ምትክ ሌላ ሰልጣኝ ሊገባ ይችላል።
- ደንበኛው በሞት ቢለይ እዳው ተሸፍኖ የተረፈ ካለ ለሕጋዊ ወራሽ ይከፈላል። ሕጋዊ ወራሹ ቀደም ብሎ በማዕከላቱ ሰነድ ላይ የሰፈረ መሆን አለበት። እዳውን የሚሸፍን ገንዘብ ከሌለው የሚተካው ደንበኛ ያለውን በመረከብ ሥራውን ይቀጥላል።

11. ተጠያቂነት

በማዕከላቱ በሚሰለጥኑበት ወቅት በቸልተኛነት ወይም ሆን ብለው በመሣሪያ ላይ ጉዳት የሚያደርሱ ሰዎች ለተበላሸው መሣሪያ መሉ በመሉ ተጠያቂ ይሆናሉ።

የማዕከላቱን መሣሪያ ተከራይተው የሚሰሩ የተረከቡትን መሣሪያ በነበረበት ሁኔታ ለማዕከላት ያስረክባሉ። በኪራዩ ወቅት ለሚደርስ የመሣሪያ ብልሽት በባለሙያ ተገምቶ በጥፋቱ ልክ ተጠያቂና ኃላፊ ናቸው። የማዕከሉ ሥራ አመራርና አስተባባሪ በዚህ ምክንያት ለሚደርሰው ጥፋት ተጠያቂ ነው።

12. ማንዋሉን ስለማሻሻል

ማንዋሉን ተግባራዊ ለማድረግ የሚያጋጥሙ ችግሮች በማዕከላቱ ለኤጀንሲው እየቀረቡና አስፈላጊነታቸው ሲታመንበት ወይም በሌላ ምክንያት ኤጀንሲው ማንዋሉን ሊያሻሽል ይችላል።

13. ማንዋሉ በስራ ላይ የሚውልበት ጊዜ

ይህ ማንዋል በክልሉ ጥቃቅንና አነስተኛንግድና ኢንዱስትሪ ስራዎች ማስፋፊያ ኤጀንሲ ስራ አስኪያጅ ወይም ምክትል ሥራ አስኪያጅ ጸድቆ ከወጣበት ጊዜ ጀምሮ የፀና ይኖናል።

**Appendices: 6. AMSEIPA CSTCs objective plan and mandates  
(Amharic version)**

የንግድ ሥራ ማበልፀጊያ ማዕከላት አስተዳደር መመሪያ ቁጥር 002/99

መግቢያ

የጥቃቅንና አነስተኛ ንግድ ሥራዎች ወደላቀ ደረጃ ለመሸጋገር ይችሉ ዘንድ የድጋፍ ሰጪ ተቋማት መጠናከር አስፈላጊ ሆኖ በመገኘቱና ተቋማቱ የሚጠበቅባቸውን አስተዋጽኦ ሊያበረክቱ እንዲችሉ የውስጥ አስተዳደር መመሪያ ሊኖራቸው ስለሚገባ፣ የአብክመ ንግድና ኢንዱስትሪ ቢሮ በአዋጅ ቁጥር 122/1998 አንቀጽ 14 በተሰጠው ስልጣን መሠረት ከዚህ በታች የተመለከተውን መመሪያ አውጥቷል።

**1. አጭር ርዕስ**

ይህ መመሪያ የንግድ ሥራ ማበልፀጊያ ማዕከላት አስተዳደር መመሪያ ቁጥር 002/99 ተብሎ ሊጠቀስ ይችላል።

**2. የተፈጻሚነት ወሰን**

የዚህ መመሪያ ተፈጻሚነት በክልሉ ነባርና አዲስ የሚቋቋሙ የንግድ ሥራ ክህሎት ማዕከላት ላይ ነው።

**3. ትርጉም**

- የቃሉ አገባብ ሌላ ትርጉም የሚያሰጠው ካልሆነ በስተቀር በዚህ መመሪያ መሠረት የንግድ ሥራ ማበልፀጊያ ማዕከላት የሚባሉት አዲስ የሚቋቋሙና በትምህርት ቢሮ ስር ይተዳደሩ የነበሩና ወደ ኤጀንሲው የተዛወሩ የማህበረሰብ ክህሎት ሥልጠና ማዕከላት ናቸው።
- ቢሮው ማለት የንግድና ኢንዱስትሪ ቢሮ ነው።
- ኤጀንሲው ማለት የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ኤጀንሲ ነው።
- ጽ/ቤት ማለት የወረዳ ወይም የከተሞች የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ጽ/ቤት ነው።

**4. የማዕከላቱ ተጠሪነት**

ለጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ኤጀንሲ ተጠሪ እንዲሆኑ በልዩ ሁኔታ ኤጀንሲው ካልወሰነ በስተቀር የማዕከላቱ ተጠሪነት ለከተሞች ወይም ለወረዳ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ጽ/ቤቶች ይሆናል።

**5. የሥራ አመራር ቦርድ ስለማቋቋም**

ማዕከላቱ በሥራ አመራር ቦርድ ይተዳደራሉ። የሥራ አመራር ቦርድ በከተሞች እና በወረዳ ደረጃ ይቋቋማል። የቦርዱ ተጠሪነት ለተቋቋመበት ወረዳ ወይም ከተማ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ሥራዎች ማስፋፊያ ጽ/ቤቶች ይሆናል።

**6. የቦርዱ አባላት**

ለክልሉ ኤጀንሲ፣ የከተማና ለወረዳ ጥ/አ/ን/ኢ/ማ/ጽ/ቤት ተጠሪ የሆኑ ማዕከላት የሚከተሉት የቦርድ አባላት ይኖራቸዋል።

**ሀ. ለክልሉ ኤጀንሲ ተጠሪ የሚሆኑ ማዕከላት**

1.	የንግድና ኢንዱስትሪ ልማት ቢሮ	ሰብሳቢ
2.	የጥ/አ/ን/ኢ/ማ/ጽ/ቤት ኤጀንሲ	አባል
3.	ትምህርት ቢሮ	አባል
4.	የቴክኒክና መያ ስልጠና ኤጀንሲ	አባል
5.	የወጣቶች ማኅበር	አባል
6.	የሴቶች ማኅበር	አባል
7.	የማዕከሉ ሥራ አስኪያጅ	ፀሐፊ

**ለ. ከተሞች**

1.	የንግድ ኢንዱስትሪና ኢንቨስትመንት ማ/ማ/ት/ቤት	ሰብሳቢ
2.	የቴክኒክና መያ ተቋማት ርዕሰ መምህራን	አባል
3.	የትምህርት ጽ/ቤት	አባል
4.	የወጣቶች ማኅበር	አባል
5.	የሴቶች ማኅበር	አባል
6.	የከተማው አስተዳደር ጽ/ቤት	አባል
7.	የከተማው ጥ/አ/ን/ኢ/ስ/ማ/ጽ/ቤት	አባል
8.	የማዕከሉ ሥራ አስኪያጅ	ፀሐፊ

**ሐ. በወረዳ**

1.	የንግድ ኢንዱስትሪና ኢንቨስትመንት ማ/ማ/ት/ቤት	ሰብሳቢ
2.	የቴክኒክና መያ ተቋማት ርዕሰ መምህራን/ባሉበት/	አባል
3.	የትምህርት ጽ/ቤት	አባል
4.	የወጣቶች ማኅበር	አባል
5.	የሴቶች ማኅበር	አባል
6.	የወረዳው አስተዳደር ጽ/ቤት	አባል
7.	የከተማው ጥ/አ/ን/ኢ/ስ/ማ/ጽ/ቤት	አባል
8.	የማዕከሉ ሥራ አስኪያጅ	ፀሐፊ

**7. የቦርድ ተግባርና ኃላፊነት**

- የማዕከላቱን ዓመታዊ በጀትና እቅድ ያፀድቃል
- ማዕከላቱ የእርዳታ በጀት የሚያገኙበትን መንገድ ያፈላልጋል
- ማዕከላቱ የሚገጥሟቸውን ችግሮች ከወረዳው አስተዳደር ጋር በመሆን ይፈታል
- ከአቅሙ በላይ የሆነ ጉዳይ ሲያጋጥም ለኤጀንሲው ወይም ለጽ/ቤቶቹ ያቀርባል
- አስቸኳይና መደበኛ የሰብሰባ ጊዜ ይኖረዋል
- ማዕከላቱ ደረጃ /ስታንዳርድ/ እንዲወጣላቸው ያደርጋል

8. የቦርዱ ስብሰባ የሥራ ድርሻ

- የጋራ መፍትሔ የሚያስፈልገው ችግር ሲያጋጥም አባላቱን አስቸኳይና መደበኛ ስብሰባ ይጠራል
- ስብሰባውን ይመራል
- የስብሰባውን ውጤቶች ቃለጉባኤ አሰርቶ ለአባላቱ ያሰራጫል
- በውሳኔው መሠረት እንዲፈጸም ይከታተላል
- ለቦርድ ስብሰባ የአፈጻጸም ሪፖርት ያቀርባል

9. የቦርዱ ፀሐፊ የሥራ ድርሻ

- ቃለ ጉባኤ ይይዛል፣ ያደራጃል፣ ያሰራጫል
- የቦርዱ ስብሰባ በሌለበት ጊዜ ስብሰባውን ተክቶ ይሰራል
- ከስብሰባው በሚሰጠው መሠረት የስብሰባ ቅድመ ዝግጅቶችን ያከናውናል
- የስብሰባ ጥሪዎችን ለሚመለከታቸው ያስተላልፋል።

10. ማዕከላቱ የሚሰጧቸው አገልግሎቶች

- የጥሬ እቃ አቅርቦት
- የመሣሪያዎች ኪራይ/በሰዓት ኪራይ እየከፈሉ ለመሥራት ለሚፈልጉ አባላት
- የዲስፕሌይ አገልግሎት
- የምርት ወጤቶች ሽያጭ
- ኢንፎርሜሽን
 

- የጥሬ እቃ ገበያ	- የሰው ኃይል ገበያ
- የምርት	- የቴክኖሎጂ
- የህግ ጉዳዮች	- የጨረታ ወዘተ መረጃዎች
- ደንበኞች ገንዘብ መቆጠባቸውን ከጽ/ቤቶች ጋር በመተባበር የመከታተል አገልግሎት
- የምርት ዲዛይን ጥራትና ማሻሻያ የምክር አገልግሎት መስጠት ይችላሉ።

11. የማዕከላቱ ተጠቃሚዎች

የማዕከላቱ ተጠቃሚዎች በክልሉ ከየትኛውም ዞን፣ ወረዳና ከተማ ወይም ቀበሌ የሚመለመሱ ፈቃደኛ የሆኑ አንቀሳቃሾች ናቸው። ለሴቶች ቅድሚያ ይሰጣሉ። ከቴክኒክና ሙያ ተቋማት ተመርቀው በማጎበር በመደራጀት ለሚቀርቡ አገልግሎት ይሰጣሉ።

12. የተጠቃሚዎች መመልመያ መስፈርቶች

- በማዕከሉ የአሰራር መመሪያ መሠረት ለመሥራት ፈቃደኛ የሆኑ
- በብድር ለመሥራት የሚፈልጉ
- በማዕከሉ መሣሪያዎች በአግባቡ ለመጠቀም ፈቃደኛ የሆኑ
- ከሽያጩ ገቢው ላይ ግማሹን ወይም 50 በመቶ ለመቆጠብ ፈቃደኛ የሆኑ
- ከማዕከላቱ ለመውጣት በተወሰነው ጊዜ ለመውጣት ፈቃደኛ የሆኑ

- የሚሰጠውን የሥራ ላይ ሥልጠና ለመቀበል ፈቃደኛ የሆነ
- ሰርቶ ለማደግ ሙሉ ፍላጎት ያለው
- ከሽያጭ ከሚያገኙት ገንዘብ አንድ በመቶ ለማዕከላቱ አገልግሎት ክፍያ ለመክፈል ፈቃደኛ የሆኑ

**13. የማዕከሉ በጀት**

- ከመንግሥት የሚመደብ ገንዘብ
- ከማዕከላቱ የውስጥ ገቢ
- ከእርዳታ የሚገኝ ገንዘብ

**14. የሂሳብና ንብረት ገቢና ወጪ**

በማዕከሉ ለሚካሄደው ማንኛውም አስፈላጊ የሂሳብና ንብረት እንቅስቃሴዎች ለዚህ ተብሎ የሚቀጠሩ የማዕከሉ ሠራተኞች በመንግሥት የሂሳብና ንብረት አስተዳደር ደንብ የሚከናወን ይሆናል። ሆኖም በማዕከሉ መሣሪያ ተከራይተው ወይም ለተወሰነ ጊዜ የንግድ ክህሎታቸውን ለማሳደግ የሚሰሩ ተጠቃሚዎች የሚገለገሉበትን ንብረት ገቢና ወጪ አይመለከትም።

**15. የሰው ኃይል**

ማዕከላቱ ለስራቸው እንቅስቃሴ የሚያስፈልጋቸው የሰው ኃይል በአይነትና በመጠን የተሟላ ይሆናል። ለዚህ የሚያስፈልገው መቀቅርም ይኖራቸዋል። ሰራተኞቹ በመንግሥት ሰራተኞች አስተዳደር ደንብ መሠረት የሚተዳደሩ ይሆናሉ።

**16. የማዕከላቱ ሰልጣኞች ከማዕከላቱ የመውጫ ጊዜ**

- የሰልጣኞች ከማዕከሉ የመውጫ ጊዜ የሚወሰነው በክህሎት ደረጃቸው መሆን አለበት። በመሆኑም የማዕከሉ ሥራ አስኪያጅ ለሚሰለጥኑበት ዘርፍ በቂ ክህሎት አግኝተዋል ብሎ ሲወሰነ ከማዕከሉ ይወጣሉ። ሆኖም የመቆያ ጊዜአቸው ከስድስት ወራት መብለጥ የለበትም።
- የመውጫ ጊዜ ከመድረሱ በፊት በቂ ካፒታል ሳይኖረው ለመውጣት የፈለገ ሰርቶ ያጠራቀመው ገንዘብ ብድሩን የማይሸፍንለት ከሆነ ከሌላ ምንጭ ከፍሎ መውጣት ይችላል። ነገር ግን እዳውን ሸፍኖ የሚተርፍ ቢኖር 50 በመቶ ይመለስለታል።
- በወጣው አባል ምትክ ሌላ አባል ሊገባ ይችላል።
- ደንበኛው በሞት ቢለይ እዳው ተሸፍኖ የተረፈ ካለ ለሕጋዊ ወራሽ ይከፈላል። ሕጋዊ ወራሹ ቀደም ብሎ በሰነድ የሰፈረ መሆን አለበት።
- እዳውን የሚሸፍን ገንዘብ ከሌለው ከማእከሉ የሚተካው ደንበኛ ያለውን በመረከብ ሥራውን ይቀጥላል።

**17. ተጠያቂነት**

- በማዕከሉ በሚሰለጥኑበት ወቅት በቸልተኝነት ወይም ሆን ብለው በማዕከሉ መሣሪያ ላይ ጉዳት የሚያደርሱ ሰዎች ለተበላሸው መሣሪያ መሉ በሙሉ ተጠያቂ ይሆናሉ።

- የማዕከሉን መሣሪያ ተከራይተው የሚሰሩ የተረከቡትን መሣሪያ በነበረበት ሁኔታ ለማዕከሉ ያስረክባሉ በኪራዩ ወቅት ለሚደርስ የመሣሪያ ብልሽት በባለሙያ ተገምቶ በጥፋቱ ልክ ተጠያቂና ኃላፊ ናቸው።
- ቦርዱ በሥራው ምክንያት ለሚደርሰው ጥፋት ተጠያቂ ነው።

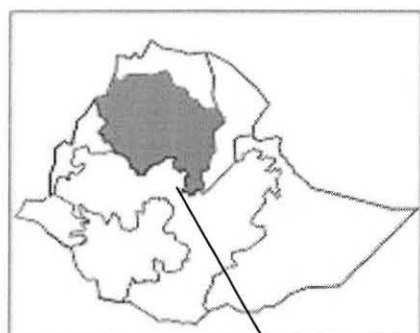
**18. መመሪያውን ስለማሻሻል**

መመሪያው ተግባራዊ ለማድረግ የሚያጋጥሙ ችግሮች ሲኖሩ ወይም በሌላ ምክንያት ቢሮው መመሪያውን ሊያሻሽል ይችላል።

**19. መመሪያው በስራ ላይ የሚውልበት ጊዜ**

ይህ መመሪያ በክልሉ ንግድና ኢንዱስትሪ ቢሮ ፀድቆ ከወጣበት ጊዜ ጀምሮ የፀና ይሆናል።

Appendix -7.Amhara National Regional state Administrative Map









# ETHIOPIA

## Amhara National Regional State Administrative Map



**LEGEND**

- International boundaries 
- Regional boundaries 
- Zonal boundaries 
- Roads 
- Regional capital 
- Zonal capital 

Scale: 1:100,000  
 Date: 1995

The designations used do not imply the expression of any opinion of the UN, regarding the legal status and obligations of regional and zonal boundaries.

## **Appendix-8**

### **The situation analysis of Mirab Gojam or “West Gojam” Administrative Zone**

Mirab Gojam or “West Gojam” is one of the 11 administrative zones of the ANRS. The Zone is bordered in the north by South Gonder and North Gonder, by the west Awi administrative zone and to the east by Misrak Gojam administrative zone- The total area of the zone is 1317.28 cares. The zone was organized in 13 rural woredas and 2 city administrations which have 354 rural and 32 urban kebeles. Based on figures from CSA in 2007, this zone has the population of 2107723 of whom 1058775 were males and 1048948 were females. 183499 of its population are urban dwellers and 1924224 are rural dwellers. The zone has an estimated population density of 174, 47 people per square kilometer. The topography of the zone was 48 percent plain, 22 percent mountainous, 19.8 percent rugged (trench) and 9.4 per cent was covers valley.

Out of the total area of the zone there are 721817 hectare lands that could be used or developed for agricultural purpose. From these it is only 519228.68 Hectare lands was still exploited or developed. There was also 142021 hectare land that was used for forage, 243835 hectare was covered by forest shrubs and bush, and the rest 183837 hectare land was simply and not used for any purpose. The zone has four climate zones woina dega 72 per cent, Dega 16.6 percent, kola 12.2 per cent, wurch 0.2 percent. The temperature ranges 14<sup>o</sup>c – 30<sup>o</sup>c. The annual rain fall ranges 700-2300 mm. The zone is fund 750-3535 m. above sea level.

There is also 81241 hectare land that could be developed for irrigation. Out of this 47241 hectare land only used for different purpose. Different kinds of crops, oil seeds, spices were produced. The zone is conducive for the development of horticultures like coffee, sugar cane, sweat potato and the like.

## **Appendix-9 The situation analysis of Burie woreda**

Burie is one of the 15 woredas of West Gojam administrative zone in the ANRS. Burie is bordered in the south by the river Abay which separates it from Oromia Region. To the west by Awizone, to the north by sekela woreda on the north east by Jabi Tehinan woreda, on the east by Dembecha Woreda, Based on the figures published by CSA 2007, the Woreda has a total population of 143099, of whom 75189 were males and 71910 were females. The topography of the woreda is more or less plain with some mountainous areas and valleys. 76 per cent of the total area is plain, 10 percent is mountainous 7 per cent trench and 7 percent covers the valley area. The total area of the woreda was 727.93 C.K. In the woreda 5 urban and 22 rural, totally 27 kebele administrative were found.

The climate of the woreda 1 percent Dega, 77.2 percent woina Dega (temperate) and 21.8 percent was kola (hot). Its annual rain fall ranges 1000 – 1500 mm. The woreda is found 700-2350 m above sea level. The temperature varies from 17-25 degree Celsius.

The Woreda capital is found 419 K.m. from Addis Ababa, 155 k.m. from the regional capital (Bahir- Dar) and 250 k.m from Nekempte. This road network creates favorable condition for business. The main stay of the people was agriculture. There are three types of soils in the woreda. 63 percent red soil, 20 percent brown soil and the rest 17 percent is black brown soil. From the total area of the woreda 27692 hectare used for Forage, 9330 hectares covered with forest, 13648 hector covered with shrubs, 850 hectare covered with perennial plants, 186 hectare was swampy area. In addition out of the total land of the woreda there is also 4435.25 hectare of land that could be developed in irrigation, 4850 hectares could be used for construction and there are also 11385 hectare lands which is idle that could be developed. In the Woreda Maize, Teff, check beans, bean, wheat, paper, oil seeds, Sorghum and Horticulture are the main crops produced.

### **Educational Institutions in the Woreda.**

1. 1<sup>st</sup> cycle primary school(1-4)=5
- 2 2<sup>nd</sup> cycle primary school (1-6) = 14
3. 1<sup>st</sup> 3.cycle and 2<sup>nd</sup> cycle primary school (1-8) = 3
4. 1<sup>st</sup> cycle senior secondary school (9-10)
5. Preparatory school (11-12) = 1
6. TVET = 1
7. Agricultural college = 1
8. Alternative Basic Education center = 12
9. CSTC=1

## **Appendix-10 The situation analysis of JabiTehinan Woreda.**

Jabi Tehinan is one of the 15 Woredas in the west Gojam administrative zone. It is bordered on the south by Dembecha, on the west by Burie, on the north by sekela and kuarit, and on the east by kuarit and Dega Damot Woredas. The woreda organized by 37 rural and 2 urban kebeles. The Woreda capital Finote selam is found 375 km from Addis Ababa 180 km from the regional capital (Bahir Dar).

Based on the figures published by the CSA 2007, the Woreda has a total population of 178649 of whom 89184 were males and 89465 were females, 11963 of its population are urban dwellers, which is greater than the zone average of 7.6 per cent. The topography of the Woreda is more or less plain with some mountainous areas and valleys. 65 percent of land is plain, the mountainous and the valley area cover 15 percent and 5 percent respectively. The climate is 88 percent temperate (Woina Dega) and 12 percent was hot (Kolla). The Soil is categorized in to three groups. The clay type of soil covers 60 percent brown and black soil covered 20 percent and 15 percent of the land respectively. 37335.5 hectares of the land in the Woreda are used for farming there is 11174 hectare of arable land. 3276.6 hectares of land are covered with forest. The temperature in the district varies from 14-32 degree Celsius.

The majority of the Woreda earn their living from subsistence farming. The main crops produced include teff, maize, barely, sorghum, peas beans, paper and different spices. The elevation of the Woreda is 1500-2300 m above sea level. The annual rain fall was 12500 mm

### **Educational Institutions in the Woreda**

1. 21 Adult Education Center
2. 9 Kinder gardens
3. 34 1<sup>st</sup> cycle primary schools (1-4)
4. 5 2<sup>nd</sup> cycle primary schools (1-6)
5. 22 = 1<sup>st</sup> and 2<sup>nd</sup> cycle primary schools (1-8)
6. 3 = 1<sup>st</sup> cycle secondary school (9-10)
7. 1 = preparatory school (11-12)
8. 15 = Alternative Basic education center
9. 1 = community skill Training center
10. 1 = private college

Population growths, unemployment, prostitutions shortage of clean water are some of the social problems of the woreda.

## Appendix-11. The profile of Jabi Tehinan Woreda CSTC

Jabi Tehinan Woreda CSTC was established in 1974. The center called as shenbekuma CSTC taken the name from the near by kebele that was shenbekuma kebele. The center was located to the North east of Finoteselam town in kebele 02 near the river Lah on the main high way of Addis Ababa to Bahir Dar.

During the Dergu regime the center provide basic literacy program and different kinds of livelihood skill training in order to improve the livelihood of rural people. The center was the only alternative center which provides skill training in addition with that of basic literacy. At present the center provides the training for youths and adults who do not have the required educational background from formal institutions.

### Facilities of Shenbekuma CSTC.

The center has 9 different buildings made of corrugated iron sheet with wooden and muddy wall. The physical conditions of the buildings were old and needs maintenance.

### Lists and status of the buildings

	Building	NO.of rooms	Purpose of the building	Conditions of building
1	Dormitory	2	For trainees residence	It is old and needed maintenance
2	Office	1	Office of the coordinator	Relatively in good condition
3	Work shop	4	For training	It is old and needed maintenance
4	Hall	1	For assembly	It is old and needed maintenance
5	Guard room	1	House or room for watch man	It is old and needed maintenance
6	Store	1	Store for equipments and tools	It need some maintenance and shelves not available
7	Be hives room	1	Rooms served as a store for be hives	
8	Reading room	1	Served as library	In fact it was new and Yet not finished and it is not standardized.
9	Toilet	1	Toilet room	It is old and needs maintenance
	9 buildings	13		

The center has tap water, electricity and Telephone line. Indigenous trees and Horticulture plants were planted in the compound. The center has an area of 2.28 hectare lands for agriculture in fact some of its lands were taken by the city administration for residence purpose.

### **Partners of the CSTC**

#### **A, from government organizations**

- ❖ the Woreda capacity building office
- ❖ the Woreda Education office
- ❖ the Woreda Agricultural and Rural Development office
- ❖ the Woreda health office
- ❖ the woreda public Mobilization office
- ❖ the Woreda Youth and sport office
- ❖ the woreda women's affairs office
- ❖ the city administration
- ❖ the municipalities are the main one

#### **B, from associations and NGOs**

- ❖ Women's association
- ❖ Teachers association
- ❖ IDA
- ❖ UNICEF
- ❖ SIDA
- ❖ IIZ/DVV
- ❖ GTZ

### **Human resources**

Currently there are three personnel working at the center. One coordinator, two guards,

## Appendix-12. The profile of Burie Woreda CSTC

The center was established in 1975 in kebele 03 in the place where the Burie Mineral water factory was established. During 1992 because the land was need for the above mentioned investment, the center was transfer to the present cite. The center was located in the eastern part of the town in kebele 03, 200m distance from the main high way from Addis to Bahir Dar. Like that of the Other CSTC the Center was provided different kinds of skill training with basic literacy. The center builds its campus on 2.2 hectare of lands. It has also 3 hectare of lands used for agriculture, in-order to strength its internal revenue. The center was looted during the decline of the dergu regime. At present the center has 5 buildings in its campus.

### List and status of buildings

No	Buildings	NO of Rooms	Purposes of the buildings	Conditions of the buildings
1	1 Block served for workshop and Hall	3	Training rooms and for assembly	Moderate
2	Dormitory	4	For trainees residence	Needs maintenance
3	Office	3	Office for coordinator, store	Needs maintenance
4	Reading room	1	Served as a library	Needs maintenance
5	Dinning room	1	Served for trainees as a dining room	Needs maintenance
6	Tea room	1	Served as a tea room and recreation	It is new building constructed by trainees
7	Toilet	1		

At present the center has only three personnel, one center coordinator and two guards.

**Appendix -13. Sample pictures of operators from Burie and Jabi Tehnan CSTCs**

**a) Jabi Tehnan werda CSTC**



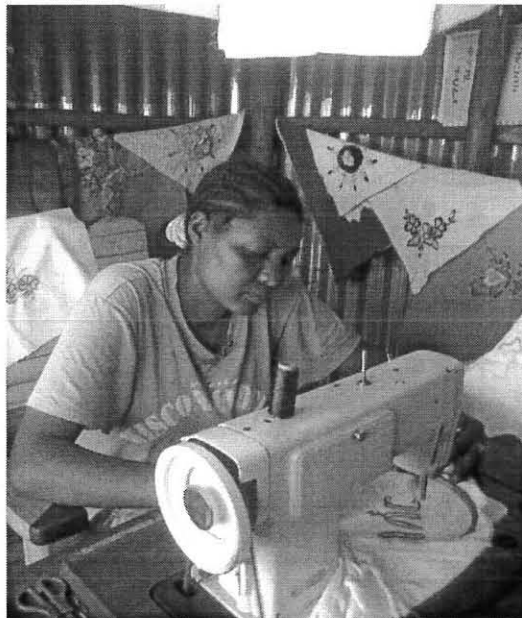
**b) Metalwork operators**



**c) Food possessing**



**d) Embroidery**



**e) Tailoring**



**f) Masonry**




**g) Embroidery**



DECLARATION

I hereby declare that the thesis is my original work, has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged

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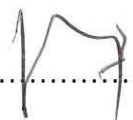
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APPROVAL

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

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