

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING IMPLEMENTATION OF COMMUNITY
SKILL TRAINING CENTERS PROGRAM: THE CASE OF AWI
ZONE.**

BY
ZEWDIE GETAHUNE TESSEMA



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Acronyms

1. ACSI Amhara Credit and Saving Institute
2. ANRS Amhara National Regional State
3. BPR Business Processing Re-engineering
4. C.S.A Central Statistical Agency
5. CSTC Community Skill Training Center
6. DFPAZ Department of Finance and Planning of Zwi Zone.
7. EERA Ethiopian Educational Researcher's Association
8. ESDP Education Sector Development Program
9. ESR Education Sector Review
10. FDREPCC Federal Republic of Ethiopia Population Census Commission
11. ICAE = International Commission for Adult Education
12. IIEP = International Institute for Educational Planning
13. IIZ/DVV = Institute for International Cooperation of the German Adult Education Association
14. MoE Ministry of Education
15. MOEFA Ministry of Education and Fine Arts.
16. MSTIPA Micro and Small Trade and Industry Promotion Agency
17. NFE Non-Formal Education
18. NFET Non-Formal Education and Training
19. REB Regional Educational Bureau
20. T.T.I Teachers' Training Institute
21. TGE Transitional Government of Ethiopia
22. UNESCO United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The study has aimed at assessing factors affecting implementation of Community skill Training Centers (CSTCs) program in Awi Zone. In the study, a descriptive survey method was used. Four Community Skill Training Centers were selected by purposive sampling method. All the four CSTCs trainees, (N=104), trainers (N=6) and coordinators of CSTCs (N=4) were employed in the study, and 5 heads and 9 experts of woreda and zonal Micro and Small Trade and Industry Promotion Agency (MSTIPA) were selected by purposive sampling techniques. Questionnaires, interviews, observation and document review were used to gather data. Data analysis was made by using percentage and mean scores.

The study identified specific problems related to trainees, trainers, CSTCs and management. Inadequacy of resources and little attention from MSTIPA office were major factors challenging implementation of CSTCs programs. From these the study concludes that the training program of CSTCs in Awi zone was entangled with problems which most of them stemmed from lack of emphasis and shortage of resource.

CSTCs seem to be incapable of meeting the interests of their communities. There fore, it may require MSTIPA offices to make maximum efforts to reverse the current situation.

CHAPTER ONE

1.1 Background of the Study

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

World Bank (1996) forwarded its views that education and training has automatic impacts on economic development. The Bank argues that investing in education and training is believed to be necessary for sustainable and dynamic socio-economic development. Education and Training is considered the most effective means of bringing about total change that would ensure economic growth and national development (Omoruyi, 2004:34). Omoruyi further explains that basic education and skills in developing countries particularly at a community level would help to reduce the high rate of unemployment and bring economic and social development.

Education and Training may not cause social changes if countries entirely depend on the formal system. This is because of its inability to provide an access to a greatest majority of people, specially in developing countries. Non-formal Education and Training (NFET) system is more accessible, adaptable and flexible than the formal system. Moreover, it is convenient to the beneficiaries. It also enhances ability and capacity of local talents (Coombs and Ahemed, 1974:145). Coombs and Ahemed further explained that Non-formal Education and Training (NFET) Program has a number of potential cost advantages over formal programs.

There are a number of educational and training tasks that cannot be effectively carried out through the formal system alone specially those programs which are life oriented and those which can be used immediately. Mostly adults want education and training programs that give them immediate responses for their problems. NFET is, therefore, offered to adults and out of school youths in order to equip them with the necessary knowledge, attitudes, occupational skills and experiences. It is believed that NFET helps these people to actively participate in social

affairs and enables them to be efficient and productive in their works (Mamo, 1999:21). NFET originated from inefficiency of the formal education and training system in terms of its access and failure to provide the necessary knowledge and skills to the people (Hallak, 1990:107).

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

Following the recommendations of ESR the government adopted Community Skill Training Program in 1975. To implement the program, about 408 Community Skill Training Centers (CSTCs) were established at woreda level in 1975-1976 (MoE, 1988:3). CSTCs were created to ascertain the full participation of the people in the development process. The main objective of CSTCs was to raise the level of indigenous skills and introduce new skills to the development of the area. The training programs were intended for self-employment and community development work. Accordingly, CSTCs offered literacy and basic vocational skill training courses to adults and young people to enable them to be economically self reliant. Special emphasis was given to the rural areas and small towns (MOEFA 1972:5).

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

There is a strategy for NFET program in Amhara region known as “Non-formal Education and Training Program strategy and structure.” In the strategy two main programs of NFET were stated. They are:- Alternative Basic Education (ABE) and Community Skill Training Program (ANRS, 1998:4). As a component of NFET program of the region, 107 CSTCs were established to provide basic skill trainings for adults and young people (Aniley,2006:5). CSTCs of the Amhara region were found out to be ineffective and inefficient, that they were challenged by several problems (Fikre, 1999, Aniley, 2006, Abebe, 1997, Agidew, 1994). All the CSTCs in Amhara region were given to the regional Micro and Small Trade and Industry Promotion Agency (MSTIPA) at the end of 2006.

Out of 107 CSTCs in Amhara region, 5 are in Awi zone. Four out of the five CSTCs in Awi Zone were established in 1978 at woreda level. Starting from their emergence as institution, CSTCs in the zone have been providing different types of skill training courses, agricultural, health and civic educations for many adults and young people. From 1978-1990 CSTCs in Awi zone were managed by the woreda development committee chaired by the respective woreda administrators. Each CSTC was accountable to woreda administration office. Through times 1991-1997 each CSTC in Awi zone was managed by a committee chaired by the representative of the woreda administrative council. From 1998-2006 woreda education offices managed CSTCs. To day, each CSTC is accountable to worda MSTIPA office. In the light of this, there fore, the study attempts to assess factors affecting implementation of CSTCs programs in Awi zone.

1.2. Objectives of the Study.

This study has the following objectives:

1. To identify factors affecting implementation of community skill Training Centers (CSTCs) programs.
2. to assess the roles played by zonal and woreda Micro and small Trade and Industry promotion Agency (MSTIPA) in the implementation of Community Skill Training Centers Programs.

3. To investigate the capability of community skill Trainign centers to carryout their programs.
4. To look for solutions for the problems encountered CSTCS.

1.3. Statement of the Problem

Several studies revealed the positive contribution of CSTCs to the improvement of living standards of the individuals in particular and development of communities in general, if they work in the correct way being equipped with necessary resources. Hinzen (1991) revealed that CSTCs enable adults as well as young people to transfer themselves from state of non-productive to productive citizens. As coombs and Ahemed (1974) stated it, CSTCs programs for adults and young people tend to be better adapted to realistic needs, have lower costs and better benefits than most formal training programs. European commission (1996) has acknowledged the program of CSTCs that it is used to overcome unemployment problem.

According to the research findings of Aniley (2006) the predominant agricultural economic sector in Amhara region, including Awi zone, has appeared to be over burdened to accommodate unemployed adults and youngsters, and these people lack basic skills that can enable them to engage in better production activities. ✓

CSTCs were established in Amhara region decades ago to provide adults and young people with different occupational skills, developmental educations and to develop problem-solving abilities. However, there were limitations in their performances (Fikre, 1999). As their performances were ineffective and inefficient, the CSTCs did not reverse the situations as they were expected. In the mean time, they were transferred to Micro and Small Trade and Industry Promotion Agency (MSTIPA) at the end of 2006.

Among 11 zones of Amhara region, the one is Awi. Awi zone has population of 981 491 which accounts about 5.7% of the total population of the region. There is abvious mismatch between the size of the population and its economic situation. Awi zone experiences high rate of adult illiteracy (not less than 70%), high dependency (48.5%), 123 per 1000 infant mortality, low ✓

potable water (42.69%) and low health facility, one health station for 140693 persons and one health custody for 6582 persons. The per capita income is Birr 118.00 (ANRS,2007, AAZ, 2008)

Awi zone has five CSTCs, Four of the five were established in 1970s to train target groups in crafts skills to enable them to establish income generating activities by their own efforts, and to provide developmental educations that could develop problem solving abilities. The fifth CSTC was established in 2003. According to documents available in CSTCs (Appendice N-Q) through times 1994-2008, 6420 adults and young people out of whom 1055 females have received basic skills trainings in CSTCs.

Research findings of Abebe (1997) indicated that CSTCs in Amhara region, including those in Awi zone were poorly staffed, less equipped with training materials and working with inadequate budget. Agidew (1994) has also found out that training courses were given by untrained and inexperienced trainers and the training centers were suffering from frequent changes of their organizational structure.

CSTCs in Awi zone carry out skill training programs but there is absence of information regarding as to what extent they function and what factors currently influence implementation of their programs. The student-researcher believes that training program of CSTCs in the zone needs to be assessed and given feedback for the necessary improvements of the future.

There fore, the main purpose of this study is to assess factors affecting implementation of CSTCs programs of Awi zone. To this end, the study tries to look for answers for the following research questions.

1. What are the major factors that affect the implementation of Community Skills Training Centers Programs?
2. What is the role played by woreda and zonal Micro and Small Trade and Industry Promotion Agency Offices in the planning and implementation of Community Skill Training Programs?
3. How is the capability of Community Skills Training Centers (CSTCs) to carry out their programs?

4. What are the solutions for the problems of community skill Training centers (CSTCs)?

1.4. Significance of the Study

Community skill Training Centers (CSTCs) have been supplying various basic vocational skill training programs and basic technologies for adults and young people whose academic backgrounds were elementary level or with no academic at all and who lacked other opportunities to proceed with regular education. The types of community skill training areas are crafts skills and other development educations. The purpose of training is to bring improvements in the techniques of production and sources of income.

In general, CSTCs in Ethiopia were initially, established to serve particularly the farming population who has no other chances to get means of training and education services. CSTCs as a training institutions could play a significant role in raising individuals' productivity and income earnings in particular and economic development in regional and national levels as a whole.

In this respect, identifying major factors that might hinder the implementation of CSTCs programs helps to look for clear and applicable solutions that lead to the ease of crucial factors identified in the CSTCs. This condition may bring CSTCs forward to fulfill their responsibilities. This is because CSTCs in Amhara region, including those in Awi zone have been less effective in their activities due to different major problems. As such, according to the student-researchers' belief this study may have the following significances.

1. The result of the study might help target groups, trainers, coordinators, experts, MSTIPA officials, policy makers in giving insight about the total situation of the CSTCs program.
2. In these days the skill training programs in CSTCs were demanded by community members to use them for income generating activities. But providing CSTCs with adequate resources to strengthen them and supporting graduates with working places and credit services were not given attention. Furthermore, proper follow up and evaluation was not conducted. Therefore, this research may alert MSTIPA officials and decision makers to take the necessary measures regarding the training program.
3. Serves as a stepping-stone for those who are interested in it for further investigation in the field.

1.5. Delimitation of the Study

The problem of CSTCs program can be studied at different levels and from different aspects. This study however, was limited to Awi zone. Awi zone has five CSTCs. The study was limited to four CSTCs. The study attempted to assess factors affecting implementation CSTCs program. The study also looked in to adults and young people who have received skills training courses in 2008 in four CSTCs, trainers, coordinators of CSTCs, the concerned experts and heads of zonal and woreda MSTIPA offices. The conclusion of the study was drawn based on the nature of factors influenced the implementation of CSTCs programs.

1.6. Limitation of the Study

Problems encountered during the study include absence of a research made on CSTCs, specially focusing in Awi zone. Another major problem was that some of the questionnaires were not returned on time and few were never returned at all. As the result, the student-researcher ought to go to the places from 3 to 4 times to collect questionnaires.

1.7. Organization of the Study

The report of the study is organized in five parts and it has also included the preliminary pages, list of references and appendices.

Part One: is the introduction part that includes background and statement of the problem, significance, delimitation and limitation of the study.

Part Two: is a review of related literature, which includes some of the ideas related to the problem under study.

Part Three: Methodology of the study and definition of key terms.

Part Four: Description of sample population, analysis and interpretation of data.

Part Five: Presents summary of major findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concepts and Characteristics of Non-formal Education

2.1.1. The Concept of Non-formal Education

In the strategy of economic development, education is at the center of all development plans. On this conviction, most developing countries used to invest a considerable amount of their resources in the formal education. Because they had expected two things, economic development and the eradicate illiteracy through the expansion of primary formal education (Mamo 1999: 25; Kassahun 1997:9). Accordingly, demand for more and more education increased. Even though most of the developing countries invested considerable money on their formal education, it did not meet their initial high expectations. Illiteracy, diseases, hunger, unemployment, political instability and poverty continued prevailed as usual occurrences (Mamo, 1999:26). Many state that promoting only regular institution programs did not bring the desired changes (Zelege, 2001:4). This was realized among developing countries because they could not cope with requirements of providing enough school buildings and offer trained man power to the increasing demand of formal education. It was this realization that created the idea and initiated the turning point to search for alternative options for the provision of basic education (Mamo, 1999:36).

Non-formal education (NFE) is education for the people who were for various reasons not accessible to formal education during their childhood and those who are not attending formal schools. It is envisaged as a substitute for formal education including all forms of education serving a variety of learning needs. NFE then was considered as a tool with which societies could alleviate some of their problems in providing education and training to its members. (Fikre et al 1999:6; Berhanu, 1999:290).

Formal education cannot alone bring a dynamic process of development. Thus, NFE is understood and used as the profound strategic alternation to spread basic education (literacy) and

basic training. It is cheap and favorable ways of spreading and expanding basic education and training. In addition, it creates conducive environment for further involvement by government and outside government (Tekeste, 1996:28). The concept of NFE is broad. Its definition varies from person to person and from culture to culture, i.e. different scholars define it according to their views and ways of implementation and utilization. Among different definitions, some of them are cited as follow. Hailsillasie (1997:51) citing Coombs and Ahmed (1974), for example, stated “any organized and systematic education activity carried on outside the frame work of formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.” On the other hand, Tekeste (1996:28) defined Non-formal Education as “any education activity organized outside the established formal system designed to serve identifiable groups and with identifiable educational objectives.” According to the above ideas, NFE is not a system of interrelated parts like formal education system. It lacks a defined institutional structure; and it is not bound by age restrictions, time schedules, sequences, curriculum boundaries and others. Apart from the aforementioned definitions, Bishop (1989:25) defined non-formal education as:

... all organized and semi-organized education and training activities that operate outside the regular structure and routines of formal educational and training systems, serving a great variety of learning needs or different subgroups of population both young and old.

Bishop’s definition is some what broad that includes various programs such as training given outside the formal system, on-job training and literacy programs, community programs like health, nutrition, agricultural production, family planning, cooperative education and others. Blunt (1988:39), Thompson (1995:1) and Kassahune (1997:11) ascertain that NFE emerged from inability of the formal education system to provide access to education for the majority of population and to make education and training relevant to the lives of the majority.

In most cases NFE is useful for adult population, particularly for those who have no access to education and training. In this regard, currently almost all developing countries including Ethiopia use Non-formal Education and training (NFET) to provide knowledge and skills to their citizens for different purposes such as employment and self-employment, literacy, agricultural

extension, health and family life education, income generation, social development awareness and the like (Kasahune, 1997:12).

2.1.2. Basic Characteristics of Non-formal Education

NFE was believed to be a remedy for inequalities in educational provision. It distinguishes itself from formal education system in content, objective, organization and structure, target, and needs of social groups. It is designed for identifiable groups to achieve a specific set of learning outcomes (UNESCO, 1991: 133).

NFE has adaptability and flexibility characteristics, in accordance with the ever changing and increasing immediate needs of the community. The adaptability and flexibility of NFE encompasses duration and coverage of content, grade structure within a group, methodology and modes of evaluation (Mamo, 1999:36)

NFE usually takes place within a context of what is learned can be immediately applied and becomes useful and meaningful to the learner. Learning and training grows out of the need of the participants themselves and what is learned is applicable to the learners' immediate use (Brand, 1996:3). In other words, NFE is planned to meet their immediate needs which a formal system cannot address. He further states that NFE is designed to provide specific learning for specific groups. According to Thompson (1995:3) NFE is directed towards immediate needs in development, employment, and increased productivity, being characterized by its beneficiaries, time, trainer, content and methodology. Thompson, further explains the adaptability and flexibility nature of NFE. Its flexibility nature implies that it has no centralized curriculum as it is governed by the needs of target groups. At the same condition, its adaptability indicates that it can be provided according to the situation, time and needs of beneficiaries. It is due to these characteristics that it is believed to be very conducive to provide knowledge and skills for immediate use.

The success of NFE depends on the presence of two conditions. Firstly, NFE requires the use of knowledge systems which are prevalent in the communities. Taking the traditions and cultures of

the beneficiaries into account is therefore, important in the process of making efforts to implement NFE in communities. The second precondition is that NFE must be considered as an equal partner of formal education in the supply of necessary inputs, especially in terms of financing. It has to be given an equal share of public financing as formal education (Tekeste, 1996:29). Tekeste (1996:42) argues that NFE is naturally expected to increase and deepen the indigenous knowledge and skill. He more explains that NFE is useful for the success of self-trust in the human basic needs and necessities.

2.2. Non-formal Education and Development

In the course of its development, the human race has devised a diversity of mechanisms for survival. One of the mechanisms has been the educational system which was designed to prepare citizens to effectively fit and become productive members of the society (Nunetsi, 1996:217).

At present in the world, education is highly believed to be a major input for the attainment of development goals. That is why it has been taken as a fundamental millennium goal of the world. It is considered as the vital instrument to improve the socio-economic and political situations of the societies. Today, in developing countries, there has been a general consensus of accepting education and training as a potential means for promoting development. Through education, skills and capabilities of the people can be promoted. And knowledges, attitudes, skills and capabilities are in turn used as the main inputs for development (Kassahune, 1997:22). Tekeste (1996:11-12) states the role of education for development as, "essential in the physical and mental capacity of a person to fulfill his/her basic needs for food, shelter and clothing." This idea ascertains the fact that education is necessary for survival. Furthermore, Tekeste (1996:12) reveals that education is a base to create new system as well as to increase production and productivity.

Others argued that (Doni, 1995:40-42 and Narayan, 1993:48) NFE encourages people, particularly, the rural people to attain their immediate needs, and it deals with those rural inhabitants who are already involved in the production activities. Since the majority of rural

adults have no chance to attend formal school system, NFE system makes them access to education and training.

Riezen (1996:83) stresses that NFE assists the rural population to be conscious enough concerning the resources they have and the problems that challenge their development effort. Further, he adds that NFET in rural areas in developing countries has to be integrated into all development plans because rural adults can learn better and faster when their learning and training is connected to their very needs and interests, and it is applicable in their daily life and helps them to overcome their daily facing problems. Thus, NFE is an effective and efficient means to mobilize the rural adult population by raising their awareness of the development constraints and their capabilities to overcome them. (David, 1981:24)

NFE in developing world is intended and accounted as an instrument to bring better living conditions for citizens in general, and for rural population in particular. In this regard, NFE integrates and penetrates all sectors and areas of life in societies, such as nutrition and family life education, crafts skills training, agricultural extension, environmental protection, literacy, income generation, women's education, credit programs, health extension programs etc. (Roger, 1992:29; Samlowski, 1993:288; Richard and Bernard, 1972:112).

Coombs and Ahmed (1974:9) stated the importance of NFE in developmental goals. According to them, if significantly organized, treated and given proper attention, no doubt that NFET would enhance the process of socio-economic and political development of the society. NFET develops skills, knowledge, and attitudes of people which can help them to carry out their daily activities as effectively and efficiently and so as to enhance production of goods and services.

Fikre et al (1999:10), Kassahune, (1997:10) and David, (1981: 12) have mentioned the contribution of NFE to the well being and development of the societies. According to them, NFE helps citizens to understand themselves, socio-economic and political situations of their societies, and it encourages beneficiaries to liberate themselves from the shackles of ignorance, inferiority, conflicts and distress. It creates and expands horizons of knowledge, updates and satisfies intellectual curiosity. As they further explain, NFE serves as an assistant component to

basic skill training for adults and youth whose education was incomplete. It contributes great in striving for a just and a good society for the betterment of individuals' life and for societal well being for a better future.

Regarding its connection with development Amare (1989:42) presents two different perspectives. Firstly, literacy for those who do not have acquisition of basic knowledge such as skills of reading, writing and numerating. Secondly, for those who are able to read, write and numerate to develop problem solving abilities. Here, what is common in both perspectives is that the learner is able to read, write and deals with simple arithmetic. The major difference is that the first one is limited to a literacy view point, and the latter one treats an integral part of development process.

As far as the contribution of NFE to the social progress is concerned, its premise has been perceived. Many years have passed since educators, developmentally oriented scholars and practitioners have turned to NFE as a possible solution to social problems. The same thing is true in Ethiopia, that an acute recognition of the high costs, excessive attrition rate, dysfunctional cultural and other defects of the formal school system are difficulties to reach the rural population (Richard and Bernard, 1972:29).

In Ethiopia, the Education Sector Development Program II (ESDP II, 2002:43) has given emphasis for NFE. Because it has potential to satisfy basic learning needs of out-of-school children, youth and adults. According to the ESDP II, the NFE includes agriculture, family life education, health, civic education, and crafts skills to enable participants to develop problem solving attitudes and abilities which are key factors for individual and social development (MOE: ESDP II, 2002:43).

Today, one can say that, in developing countries including Ethiopia, NFE has been an important mode of delivery to educate citizens. In countries where adults have not been provided with knowledge and skills necessary for the very survival, the provision of NFET Programs are fundamental. In addition, it helps them to compete with the rapidly changing technological society.

NFE has been found to be an effective strategy to local development endeavors because it is cost effective, flexible and adaptable and it gives good opportunity to deal with various contents and methods following the needs and capacities of different social groups (Kassahun, 1997:18). NFET, according to Abebe (1997:278), is pivot in the development of human resource in rural areas, along with the introduction of modern agricultural technologies such as selected seeds, fertilizer, pesticides and the like.

Klesing (2004:111-144) explains the contributions of NFET in the poverty reduction and overall social development. According to this scholar, NFET is a key input in achieving a long term structural change in regions with high poverty indicators. To tackle poverty problems, it is necessary to take a comprehensive action and to rely on effective cooperation between different sorts. Because it is necessary to promote indigenous development processes and the possibility of full participating in the all-inclusive and democratic development of the nation. He further adds that the concept of poverty doesn't only take into account the absence of minimum basic necessities, but it also includes denial of other opportunities and choices. It implies utilizing resources, choices, capabilities and the power necessary to enjoy adequate standard of living and other rights such as civil, cultural, political and social. Adults who lack at least minimum basic education and skills do not have strength to break the wall of poverty and realize sustainable social development. Regarding the instrumentality of NFE for development, Hailsellassie (1997:51) stated that "NFE has been found to be an appropriate alternative to address important issues of development." Many authors indicated above stated the fact that NFE for development is not questionable.

2.3. The Concept of Community Skill Training ✓

Community skill training is providing basic skills training for adults in the community to encourage them to be self-reliant in using the indigenous knowledge and new technological findings. It is the provision of skills training to the community members to improve the working method of the already existing occupations or to introduce appropriate new skills for better level of productivity and development of the community. It is directed to the needs and interests of communities (Coombs and Ahemed, 1974:9).

Community skill training when seen in its broad sense, is a transfer of knowledge, skills and attitudes aimed at altering existing work styles. Besides, skills training is an instruction in job related skills to prepare individuals for direct entry into occupation. The instruction can happen in training centers of formal or non-formal type (Zewdneh, 1994:1-2). Community skills training is a part of educational activity which encompasses many components such as literacy skills, technical skills, vocational skills, income generating skills, etc. (Million, 2006: 24).

Skills training comprises diverse types from basic to highly complicated skills. Amare (1989) in Hailesilassie (1997:52) has identified the two types of skills training. The first one is a highly specialized job-specific skill which aims at meeting new or the changing of the existing skills. The second one is the transfer of important aspects of the experiences for the traditional and informal employment. According to the above classification, most of the skills acquired in basic education and training programs are parts of the second type which are designed deliberately to develop basic skills.

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

Non-formal community skill training programs are designed and implemented largely to target adults and youth in rural communities. Non-formal community skills Training is a training system which is provided for those who do not have access to vocational training schools, but need the training for self-employment, and for those who need to upgrade the existing skill they have already acquired. Such training system operates with greater flexibility and adaptability out of the formal system (UNESCO, 1972:180).

2.4. Emergence and Development of Community Skill Training Centers in Ethiopia (CSTC)

2.4.1. Its Emergence, Past and Current Situations

In countries like Ethiopia where the majority of productive population was lacking basic education and basic skills training: with few technical/vocational schools promoting national development was found hard to bear. Because the majority labor force was out of education and skills necessary for producing wealth. Hence, to overcome this situation, the government has designed an alternative way to equip adults and youths with basic education and basic vocational skills (Girma et al, 1994:10-11).

In 1972, historic Education Sector Review (ESR) came up with alternative strategies for education. One of the alternative strategies was “Community Practicum”, which is described shortly as integrated strategy of development through coordination of education and other development facets by working on functional literacy such as occupational skill, scientific, social, cultural and spiritual development in rural communities. Community practicum was contemplated to be a significant part of integrated strategy of educational development, to meet educational needs of adults, youth and children. Moreover, it aimed at coordinating education with other facets of integrated rural development. The contents were intended to work at functional literacy components mentioned above (Richard and Bernard, 1972:89-93; MOEFA, 1972:13-14)

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

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

Following the proposal of “Community practicum” by ESR, there had been discussions about the possibilities of providing NFET between Ministry of Education and International Bank for Rural Development (IBRD) in October-November 1974. Based on the decision of the government, in 1975-76 the term “community skill Training program” emerged (MOE, 1988: 1-2).

In July 1979, the Military Government proclaimed the National Literacy Campaign (NLC) lasted up to 1990. Its result was that the rate of illiteracy was declined from about 93% in 1975 to 37% in 1983. Ethiopia has been internationally acclaimed for its successful campaign against illiteracy, although more intractable difficulties such as the impact of literacy on national development have not yet been seriously looked into (Tekeste, 1990:12).

When National Literacy Campaign was on process, it was realized that literary education program (reading, writing and numerating) alone could not improve the livelihoods of the participants in particular and socio-economic conditions of the country in general. Thus, in addition to literacy and post-literacy education, skills training programs started to be in action. Accordingly, between 1975 and 1976, not less than 408 community skill training centers (CSTCs) were set up as institutes at each sub-district center (woreda) all over the country having clear specific objectives (MOE, 1980:10).

CSTCs were established for the purpose of promoting integrated rural development with a special emphasis on training change agents. However, it had dual purposes: one is political and the other one is skill training. Politically, it was to equip community members to fight against feudalism, imperialism, bureaucratic capitalism and so as to establish a progressive socialist culture. In skill training wise, it was to improve the existing occupational skills such as training in wood and black smith works, weaving, tailoring, pottery, leather works, embroidery etc (MOE, 1980:10, Abebe 1997: 273 and III/DVV, 2005:12).

According to Hailesilassie (1997:67), basically the CSTCs were established and targeted at “..... giving varied training on relevant skills to members of communities with an ultimate objective of improving their occupational practices and subsequently improving their conditions of living.” This statement openly clears that the main purpose of CSTCs is to improve the living conditions of individuals in particular and enhancing the development of the country in general.

Initially, CSTCs were intended to initiate integrated rural community development through a joint effort of all development sectors, particularly those working at woreda level. In doing so, the general program was meant to supply further education and basic skill training for youths and adults after their literacy education. To run, rural community development program, “joint committee” composed of all development sectors was formed. A woreda administrator was to act as the chairman, coordinator of CSTC who was appointed by the then Awraja Education Office who was to serve as the secretary. Moreover, other development sectors like agriculture, finance, administration heads and mass organizations were members of the committee (IIZ/DVV, 2005:13).

At the Ministry of Education, there was Department of Adult Education (DAE) which was responsible for the implementation of literacy and CSTCs. At the woreda level, the woreda Development Committee shouldered literacy and CSTCs responsibilities. The woreda committee had the mandate of mobilizing local human as well as material resources and preparing requirements for the recruitment of the trainers and approving selection of trainees (MOE, 1988:45). Youths and adults who completed basic literacy program had opportunity to acquire functional and occupational skills training. The training program was intended for self-employment and community development work, not for wage employment. Trainees of CSTCs were selected by urban dwellers and peasant associations. They were demanded to reproduce what they have obtained in large number in the course of training, in satellite centers established at the villages. Each center was intended to train, 120 adults on average in a year in different fields for 3 to 4 months and a short term training for 10 to 20 days (MoE, 1988:3-5).

Each CSTC was having a coordinator and an assistant. The coordinator was not only a permanent staff member who shouldered a responsibility to achieve all the tasks, moreover,

he/she was not qualified to do so. To overcome problem of qualification of coordinators, Bahirdar Teachers college and the Burayo basic technology center have played an important role (Jember et al, 1996:20).

Since their establishment and operation time, CSTCs in Ethiopia had trained 189,313 adults and youths out of whom 33,126 were women (Tekeste, 1996:74).

The idea and the plan development through integration, cooperation and joint effort was highly encouraging. But, integration works and human resources from a number of sectors and a budget provision to the CSTCs had not been practical since the beginning. As a result, those sectors were planning their own programs in isolation outside the CSTCs. The Awraja Education offices were forced to directly manage the CSTCs by appointing a coordinator and by allocating an annual salary budget. After 1991, Woreda Education Offices were to allocate budget both for salary and for training purposes (IIZ/DVV, 2005:13).

The CSTCs programs were less effective. They were neither need-based nor market-oriented. The farmers who were sent to training centers (CSTCs) were neither properly enabled to begin off-farm income generating activities to support themselves nor serve the communities (IIZ/DVV, 2005:14). The factors that had adversely affected the effectiveness of CSTCs programs, according to Tekeste (1996:80), were that the training courses were not in accordance with the needs of target groups, weak inter sectoral linkages, non-existence of promotional service to upgrade or provide refreshment courses, financial and material inadequacy, absence of skilled staff. Because of ineffectiveness and inefficient training activities, trained adults were not seen improving their living standards.

Although, CSTC have trained thousands of adults in varied training areas, they remained unpopular and unaccepted on the part of stakeholders, mainly the society, The main reason for their less acceptance was that the people of the woredas in which the centers located were obliged to supply food provisions to trainees and to cover other expenses of the centers (Tekeste, 1996:29).

The existing government (EPRDF leading government) came to power in the aftermath of the collapse of the Derg regime in 1991. After advent of the new government, drastic changes in the

socio-economic and political systems were taken. Accordingly, changes in education sector have taken place. The New Education and Training Policy was developed in 1994. The policy (1994:16) regarding Non-formal education states:

Basic Education deals with literacy, environment, agriculture, crafts skills, home science, health and civic education. Non-formal Education programs will be organized by various institutions in coordination with the Ministry of Education.

Changes in Education Sector since the end of 1991 have modified the structures of adult education from the Ministry of Education to woreda level. Department of Adult education (DAF) at Ministry of Education which had 142 staff and a functional library was dismantled. At present, there is a panel for NFE with a staff of 4 under the Department of Education programs and Supervision (Tekeste, 1996:42; MOE, 2006:12). In addition, other institutions which were concerned with training Adult Educators were affected by the processes of changing structures in education sector. The Department of Adult Education at Bahir Dar Teachers College, which used to training adult educators at a diploma level, was dissolved (Jember et al, 1996:20).

As research findings reveal, the current status of CSTCs program is death-like. Programs such as purely skills training at woreda level are provided to less extent. But functional literacy of other fields of adult education such as civic, cultural or environmental education are not given currently in Ethiopia, only a very small number of NGOs, are operating. CSTCs are not carefully used not only due to inadequacy of budget but also due to lack of trained coordinators who can design need based and life skill-oriented training programs. Staff members are largely unmotivated, not sufficiently trained. Skills training fields are all the same in most centers. The skill training concentrates only on technical know how and it does not prepare trainees for economic activities to enable them to undertake their own business. Moreover, training materials such as tools, working instruments and raw materials are available in an insufficient quantities only. The training programs are neither demand-oriented and linked to credit schemes nor fully possessed by the community. Choosing skill areas, the decision is based on what has been offered habitually in the past or is arbitrarily known by the coordinators. The coordinators lack knowledge and skill of the field. Most of them have been trained as primary school teachers, whose training does not match to the methods like those that were used to train in livelihood skills training (Bernd, 2005:49-64, Fikre et al, 1999:13).

Research of Aniley (2006:7) revealed that CSTCs in Amhara Region were characterized by poor staffing, budget inadequacy, poor quality training and poor management. Moreover, shifting of ownership of CSTCs has been completed in Amhara Region. All CSTCs have been transferred from Education Sector to a Sector known as Micro and Small Trade and Industry Promotion Agency (MSTIPA) since the end of 2006.

2.4.2. The Prospects of CSTCs

Regarding the prospects of community skill training program and institutional aspects, the Education Sector Development Program (ESDP, III 2005:9) recognizes three components of Adult and Non-formal Education and Training. Basic Education program for out of school children who are 7-14 years of age; literacy program for Youths and Adults for 15 years of age; and Basic skill training program for youth and Adults in the CSTCs (MOE:, ESDP, 2005:9).

It is explained in the ESDP II (2002:) that in the future, CSTCs are to offer skills training related to specific needs and interests of the target groups to prepare them to take part efficiently in the development activities of their respective communities by upgrading and improving the traditional skills. It is also indicated that efforts will be made to expand the provision of Adult NEFT activities taking the experiences of other developing countries into consideration. According to the New National Adult Educations strategy (MOE, 2006:9), functional adult literacy programs shall be stretched: each region shall organize adult literacy programs in order to enable the population as a whole to participate in the development process. In addition, the basic skills training programs in CSTCs, the functional adult literacy components such as primary health care, prevention of diseases like malaria, HIV/AIDS etc; family planning, environment, agriculture, marketing, banking and gender issues will be provided.

ESDP III (2005) in National Adult Education Strategy, (MOE, 2006:35) notes that government alone cannot provide adequate financial and material support to the programs. Therefore, assistance from other stakeholders such as multilateral and bilateral development partners, NGOs, regional governments and communities as a whole is needed.

The Ministry of Education works in collaboration with Ministries like the Ministry of Agriculture and Rural Development, Health, Labor and Social Affairs and women's affairs in the provision of adult education including skill training. Agreement was signed with a Memorandum understanding by these Ministries. The ESDP III, (2005:9) ascertains that CSTCs serve complementing training programs to create access to basic skill training to enhance the rural agricultural led Industrial Development Strategy and contribute to poverty reduction, making adults and young people more productive and self-reliant.

2.5. Importance of CSTCs Programs in Ethiopia

Vocational skill training in general is viewed as a process of discovering knowledge for acquiring skills, values and behavior patterns essential for initiating participatory development. Vocational skill training makes people effective in their activities. The acquisition of skills serves as a bridge to cross or transfer from non-productive to a productive human experience (Hinzen, 1991:12).

Economic growth and social development depend on what youth and adults accomplish. The Participation of youth and adults in developmental activities is determined by the acquisition of knowledge and skill of the participants. NFET system plays a significant role in imparting knowledge and skills to youth and adults, particularly in rural areas. With this regard, in developing countries like Ethiopia, without application of NFET programs in rural areas, there will be no progress (Gebeyehu et al, 2005:116).

Non-formal Training system like CSTCs programs is expected to solve the problems of employment crises and the social marginality. It helps the society to overcome its present difficulties (European Commission, 1996:185). In Ethiopia, people living in rural areas tend to resist new changes which are necessary for their better lives. To alleviate such problems, CSTCs were established at each woreda with the general objectives to introduce and expand appropriate technology for the rural communities, promote literacy programs and continuing education and training community members in basic vocational skills (MOE, 1980:10).

CSTCs in Ethiopia are paramount to equip adults and young people in rural areas with knowledge and skills basic for improving their living standards (Mengistu 1996:10). Community Skill Training Programs in CSTCs shall make a specific contribution to gender equity since the programs' approaches are well suited to tackle some of the problems hinder women's participation such as the location of CSTCs is close to homes of communities (Henrr, 1999:121).

Programs of CSTCs in Ethiopia focus on rural areas where the majority of the population lives and poverty is wide spread and deepened. This is because CSTCs are important to revitalize locally ignored, but important indigenous skills that are found at the rudimentary stages (Aniley, 1999:237). When its general objectives and actual works are seen, CSTCs in Ethiopia are paramount to meet developmental goals of the country. If they are treated properly, the contribution of CSTCs to the struggle of Ethiopia to extricate itself from the shackles of poverty is meaningful (Guluma, 2002:4).

2.6. The Need for Resources in Community Skill Training Centers

Investing in education and training programs is strongly believed to be a determinant tool for sustainable and dynamic socio-economic development. Hence, it is clear that education and training has a magnitude influence on economic betterment. But it should not be denied the fact that education and training by itself is not the remedy of the problems of development, unless it is well organized, and supported by essential resources and carried on in a coordinated manner, with the existing social, cultural, economic and political realities (The World Bank, 1996:197).

The work of education and training, whether formal or non formal system, requires a huge capital because the investment lasts long time and there are requirements to build diverse and various skills, capabilities and institutions (Million, 2006:2).

A provision of varied resources is required to attain the desired goals, for NFET programs. The resources include human resource, material and financial resources and time resource. In addition, management, relevant curriculum and related supplementary materials, political support, infrastructure, information, active participation of target groups are also resources of NFET programs (Bekuretsion 2005: 12; Molla, 2001:16). On the other hand, planning,

coordinating and implementing NFET programs need supply of the necessary inputs. Availing instructional materials, tools, assigning of well qualified instructors/trainers, establishing and facilitation of training centers and the generation and compilation of information are key factors for the success of NFET programs (Anbesu, 1999:149).

In order to achieve training objectives, the availability and effective utilization of resources are unquestionable. In light of this account, in community skill training process allocation and utilization of material, man power, financial, time, information, curriculum, and management resources are must. But due attention is to be given to selection, organizing, distributing, controlling and evaluating to minimize wastage. Thus, carefully identification of resources and organizing them based on usage of maximum results is essential (Bekuretsion, 2005:3).

Material resources are equipment and tools (machinery, handtools), consumable goods, curriculum, physical facilities (buildings, workshops). Material resources are used within and along with the pattern of training. They can be chosen cleverly and used effectively only if users are closely connected with the correct method of using them (Bekuretsion, 2005:12).

In CSTCs, training tools and equipment should not be highly complicated but appropriate to the locality (Abebe, 1997:284). Among three basic resources necessary for economic development (finance, physical and human resource), man power appears to be the most fundamental one. A country with rich natural resources and ample financial resources could not necessarily achieve a steady economic development if it does not have enough labor to utilize and develop them. On the other hand, a country with well educated labor force has a chance to obtain economic success even if it has scarcity of natural resources. This is because human beings are source of ideas, innovations and opportunities. For example, Japan possesses very few natural resources so that it has to import large quantities of major raw materials such as oil, coal, iron ore, cotton and wool as well as wheat and other food staffs to survive. Indeed, its only major resource is the talent of its people. The talent of the people is acquired from education and training (Leonard, 1989:1).

Since 1960s education and training has been considered as an investment in human capital. Human capital has been the most important economic resource in the world. Human capital

consists of acquired abilities of the people, their knowledge, experiences, skills, health and fitness. This human capital is decisive in improving the life of the people. The quality of human capital can be obtained through education, training, work experience and improvement in health (Wanna, 1992:44).

The CSTCs should have well-skilled and capable staff members consisting of center coordinators, vocational course instructors with the necessary qualification and experiences and other supporting staff including store keepers, typists and guards. The instructional staff members have to periodically be given technical trainings to upgrade their knowledge and skills (Abebe, 1997:283).

Management plays a vital role in the effective utilization of resources in CSTCs. It deals with organizing and controlling of resources necessary for the achievement of corporate training objectives. Management in CSTCs has a great influence on the proper use of time. Skillful management makes efforts for the allocation of sufficient budget from government treasuries and it also searches for funds from NGOs and donors. In addition, the management section mobilizes and coordinates the communities to contribute labor or money to strengthen the training centers (Bekuretsion, 2005:2).

Information is an important resource for planning, facilitating and implementing any activity of an organization. It is conceived in CSTCs as significant as human power, finance and material resources. Throughout the whole process of training program, appropriate consideration must be given to records, documentation, methods of securing feedback from participants, program analysis and research in order to know what is going on and for formulating changes in programs and implementation methods (Richard and Bernard, 1997:27). The importance of information in community skill training program is admitted as a real resource for several reasons, i.e. to identify the needs of target groups, to plan and implement training programs, to facilitate the training activities, differentiate merits and demerits of training centers, to conduct monitoring and evaluating and to make decisions.

Information, thus, has to be collected and compiled and made available for utilization at all levels. The collection and use of information in NFET programs is weak in Ethiopia. Information

is more than recommendation. In CSTCs, it would be difficult to facilitate training programs in the absence of information (Anbessu, 1999:167-168).

Curriculum is one of the important resources for the efficiency of community skill training programs. Curriculum relevance is critical to the problem-solving capacity of adults. The question of curriculum relevance for the target groups is the question of needs and interest of adults because adults want to get real benefit (Brand, 1999:127). The core issue of curriculum design and development in NFET programs is relevancy. The key to relevance is the identification of needs. (Fikre et al, 1999:7).

There is no blue print universal method of designing and implementing curriculum of NFET programs. But each country has its own needs, aspirations, resources and possibilities. In this perspective, curriculum and programs of NFET systems, will have to be designed appropriately to a particular society at a particular time (Fikre et al, 1999:8-9).

Training manual or handbooks are curriculum materials used by CSTCs and similar vocational training centers. As CSTCs aim at providing demand oriented livelihood skills training for educationally and economically disadvantaged groups, training manuals help the coordinators and trainers to effectively and efficiently plan and design, implement and evaluate training programs at their centers (Aniley et al, 2003:1).

2.7. The Need for Monitoring and Evaluating in Community Skill Training Centers (CSTCs) Activities

Monitoring is observing, supervising or testing at intervals of activities of an organization for the purpose of regulation or controlling. To evaluate is to judge the value of something for the purpose one needs to have information. The purpose of evaluation is to determine the program whether success or failure (Hegeus, 1995:61).

Monitoring and evaluation is a systematic way of controlling, checking and assuring the effective implementation of a program in an organization. In any organization, monitoring and evaluation

should be well designed and systematically executed to achieve the goals and objectives of an organization (Fikre et al, 1999: 65).

Monitoring and evaluation are closely interrelated checking mechanism, and sequentially monitoring creates a condition for evaluation and timely decision. Monitoring and evaluation both go hand-in-hand which monitoring creates a condition by collecting information to conduct evaluation. Both of them are utilized as tools to keep the progress of NFET programs. To approve the quality of education and training, there should be close follow up and stressing on internal and external efficiency manner by employing continuous monitoring and by evaluating the impact of education and training in the personal level through the right ways of analysis (world conference on education for all, 1990:30).

In Adult Basic Education and Basic Skill Training processes, the approach of monitoring and evaluation is to be participatory. Because it results in involvement of the target groups in the overall life of the training program, through day-to-day activity (choudhary 1988:10). Beneficiaries have to be encouraged to find out defects against the planned action. They have to examine whether the intended training programs are in line with the objectives. Monitoring and evaluation has to focus on methods of activities, resources and time utilization, relevance and effectiveness of the existing training programs and their future fate. Such defined follow-up enables the participants to design alternative plans and make corrections on time with less wastage of resources and time (Narayan, 1993:19-20; Burkey, 1996:42).

Participatory evaluation makes the target groups able to learn from their activities to develop their confidence and to transform their lives to a better standard. What is expected of the trainer is to assist trainees in deciding what to evaluate and when to evaluate. Besides, he/she can serve as a resource person in disseminating information for sustained involvement (Samuel, 1998:36 and Hope and Sally 1992:49). Participatory monitoring and evaluation in NFET programs helps to establish links between the learning and the improvements in the life of the learners themselves. It is the basis for ensuring the effectiveness of NFET itself. The purpose of both participatory evaluation and community skill training programs is to support trainees to transform their own life (Rajesh, 1995:27 and Henner 1995:13). Participatory monitoring and evaluation makes participants implementers of their own programs. It is the process of gathering,

analyzing and using information to judge the progress of programs. It is a tool for reflection, training/learning and planning. Participatory monitoring and evaluation in NFET programs can only be promoted and practiced if concrete efforts such as creating conditions for learners/trainees and their educators to integrate evaluation as an ongoing part of the NFET programs (Rajesh, 1995:27-28 and Kassahune 1997:18).

2.8. The Role of Government in Implementing of Community Skill Training Programs

In developing countries, development of the human labor power for rural societies is possible in a short time through Non formal systems. In any society, the more skilled population is, the more productive it will be. NFET in developing countries is designed and implemented as a tool to improve peoples' living conditions. The provision of NFET is essential in order to penetrate and improve areas of human lives. NFET systems have been given major attention not only in developing nations but also acceptance by all governments that are making efforts to provide their people with basic education and basic skill training (McGivney and Murrey, 1991:2; Samlowski, 1993:288).

The success and effectiveness of the community skill training programs largely depends on high level of accountability on the part of the administrative staff charged with the responsibility of managing and coordinating the programs and adequate funding and provision of materials in sufficient quantity (Omoruy: 2004:36). A successful implementation of CSTCs program demands the active involvement of government bodies at different levels and different sectors. The involvement of various ministries which are directly connected with the components of the program is crucial (Tekeste, 1996:47). Education and Training can be more effective and efficient if they are integrated not only at implementation spot, but also at regional, zonal and woreda levels. Government representatives at woreda level and NGOs have to work in collaboration. (David, 1981:60).

Particularly, CSTCs and Farmers Training Centers (FTC) have to work in union in order to meet the needs and interests of the rural population. Problems of CSTCs and other NFET activities can be tackled and minimized if advisory bodies having the role of giving professional advices are

established. This can be realized by the direct participation of pertinent government representatives. Advisory bodies can be made up of from government sectors, non-government and civic society organizations. Advisory body of each CSTC can identify the needs of the target groups, review goals and objectives of training as necessary, encourage local sectors to work together, prepare plan for training and for budget allocation, select appropriate trainees and trainers and conduct monitoring and evaluation at an exact time. (Bernd, 2005: 26-27, Abebe, 1997:284).

In the history of NFET programs, the role of the government bodies was significantly high in Ethiopia. From the beginning of 1970s, the Ministry of Education of Ethiopia was responsible to the implementation and coordination of the whole adult education including CSTCs. After government change (1991), the country started practicing Federal System of Government. Structure of administration has promoted from centralized to decentralized form. This decentralized form of administration has given full power for regions to decide and implement their own internal affairs including education. Thus, program designing and implementation of CSTCs have been in the hands of regional governments.

Using empowerment obtained because of the decentralization administration system, the woredas have to encourage the community members to plan, learn, train, monitor and evaluate NFET programs (Zelege, 1999:125).

Therefore, through decentralization, empowerments at woreda level are expected to be practiced to realize non-formal skill training program. The government bodies are expected to create favorable conditions for training experts on need assessment, provision of tools and materials, access to credit facilities, place or land to work.

Government bodies must work hard in motivating staff of the CSTCs. Trainees must believe that the ideas which they absorb, the skills they acquire and the practices they adopt will help them solve their problems of survival, improve their living conditions and increase their production. Furthermore, the changes in their life styles must be within their competence. Equally important is that those who are involved in training and coordinating must understandably be motivated to achieve rewards in the form of salary increment and promotions. Policy makers and local

authorities must reasonably believe that motivated persons are productive. Thus, paying attention to motivational tasks should be one of their agendas (Bernd, 2005:50 and Srinivasan, 1992:32).

2.9. Problems Hindering the Implementation of Community Skill Training Programs (CSTCs) In Ethiopia.

Under Adult and Non-formal Education, as ESDP III (2005:9) indicates, one of its objectives is strengthening of CSTCs. Concerning CSTCs in Ethiopia, Henner (1999:127) explains:

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

According to this statement, CSTCs programs are very important for adults and young people in raising their production capacities so as to improve their living standards. However, according to Henner's explanation, what is to be taken into account, among the others is the use of the obtained skill for the individuals' livelihoods in particular and development of the community in general. What is important for both individuals and social progress is the availability of local markets that can take in the products of training or employ them. This is because training in different areas of crafts has no value if its skills are not applicable in the market.

Training programs of CSTCs must offer skills which can be applied at the household level or used to produce something marketable within the environment of the trainees. It is of paramount importance to make assessment prior to starting any training. The decision must be on the skills that have surrounding markets, the livelihood and training needs of the target groups (Bernd, 2005:51).

The translation of the skills into productive and beneficial work practices needs additional competences such as accounting, marketing, creating and organizing of work, cooperative works. These competences could be provided during the training programs or in short term courses (Henner, 1999:128).

Community skill training programs in Ethiopia were not fulfilling the requirements mentioned above. European Commission (1996:191) and World Bank (1996:202) stated that community skill training (CSTCs) programs in Ethiopia were not demand-oriented and linked to market. Participatory methods of need assessment and analysis were unknown, and therefore not practiced. Most of the experts responsible are not fully aware of the necessity of communities and the woreda councils are not aware of the potential of the community skill training programs and thus they generally allocate insufficient budget.

In Community Skill Training Programs, the implementation in developing countries including Ethiopia, the main challenging problem among others, is not only that training is not preceded by local need assessment asking prospective trainees for their most wanted skills training choices, but also needs do not correspond to market capacity of skills. Due to this and other problems, adults and young people after acquired skills could not set up their own small scale enterprises (Jonathan, 2004:26).

According to research findings, there are abundant problems facing CSTCs in developing countries including Ethiopia. Some of the major ones in Ethiopia are lack of qualified trainers absence of intentionally prepared training guidelines lack of adequate training materials and budget constraints, lack of commitment from local authorities, loose relationship between CSTCs and the communities, absence of participatory methods and evaluation systems, deficiencies in planning and organizational capacities within centers and absence of short-term upgrading and acquainting the training programs with trainers coordinators and Woreda and Zone experts. (Fikre et al, 1999:13; Asheber, 2007:37).

Although, the gender equity has got recognition in policy, in skills training given by CSTCs, women's participation is less not greater than 37%. A similar discrepancy occurs in the management functions of CSTCs at different levels. The issue of women's participation in CSTCs programs deserves special and more attention (Henner, 199:127)

2.10. Experiences of Other Developing Countries in Implementation of Community Skill Training Programs

There are important and exemplary cases of NFET activities that have been successful in achieving valuable changes in knowledge, skills, attitudes, and practices in health, nutrition and in economic progress. Regarding the use of NFET systems for achieving developmental goals, there are countries in Africa and Asia that are well known currently (Doni, 1995:40).

Africans have traditional skills on which their lives had been made up of since ancient times. Currently, Africans are improving their indigenous skills through training (Okaka, 1996:123). Africans train adults and youngsters basic skills to enhance their occupational skills and make them productive in their communities. In Africa, it has been recognized that community basic skill is must for self-employment of adults (Klesing, 2004:113; Sheffield and Diejmaoh, 1981:ix).

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

Kornilova, (1999:226) has proved the fact that the lack of education and training at the grassroot level could be a barrier to peaceful living, and social and political stability. He further explains that the high illiteracy rate and absence of basic skills for livelihood in Seraleon are among the main causes for conflicts, misunderstanding, differences in development, fatalism, wealth and power bias and gender imbalance. To combat these backward grounds in the country, measures were taken. The implementation of adult functional literacy including basic vocational training was among the measures. Accordingly, functional literacy in the country was put into practice which has become successful. In Seraleon adult citizens participate in basic skills training programs such as wood and metal works, masonry, auto mechanics, tailoring, pottery, petty trades with the expectation of the skills to be practiced in their communities for income generation purposes (Kornilova, 1999:226-227).

In Botswana, in rural areas and in small towns, a special emphasis has been given to agricultural practices, literacy, local crafts, home making task, etc. Brigades were designed and organized to provide productive ways of integrating primary school leavers into the process of rural development endeavors by providing them with training in different skills based on their choices. The Botswana model is to gradually develop small projects at the local level. Each project grows by the process of trial and error, solving problems as they arise. The Botswana organized brigades exchange experiences and combine productive works as a learning process and a source of revenue. Developmental courses to supplement the training and practical experiences, building, farming and other rural crafts are provided. The training was designed not only to provide target groups with useful practical skills, but also to help trainees to bridge the difficult gap between training and productive employment after training. Most of these rural development programs in Botswana, are non governmental (Wanna, 1999:66-69 Sheffield and Diejomaoh, 1972:62).

In Uganda, the aim of community Skill Training program is to improve the life of the local community through building up a reserve of basic skills for local enterprises and for self-employment.

In Uganda, skill training is provided with literacy to enable poor people to develop better and sustainable livelihoods. For this, a course of three stages is offered. The first stage, which is obligatory, involves learning to read, write and calculate, with a particular emphasis on calculating accurately. Standard literacy texts and exercises are provided to help learners to understand more thoroughly the process of buying and selling as a business. The second stage, is instructing the participants in the technical know how to assess the feasibility of a project, convince them save small amount of money and without financial assistance, start a modest income generating activities with a short business training courses. The final stage requires trainees to form a “solidarity groups” of five members each, who trust each other enough to open a joint bank account into which they pool their savings and from which they will manage any loans (World Bank, 2002:15, Sheffield and Diejmaoh, 1981).

In Asia, there are abundant community development efforts, some of which have been models for the rest of the world countries. In Bangladesh, there is a project known for its integrated approach to local development, which works by combining components such as land reform, agricultural extension, basic education, indigenously found local crafts and health practices (Wanna, 1999:69). Bangladesh has been successful in its rural development efforts such as education, agriculture, health and economic development. The success is due to that the NFET Programs were based on locally identified problems and solutions, the facilitators and coordinators of the programs have been trained in advance. The program has been holistic and participatory in its approach based on the needs of the target groups, and NFET programs have been used as a link to all programs of the project (McGiveney and Murray, 1992:79-80).

The experience of India in CSTC is worthful. In India, crafts skills such as making mat, soap, leather, silk, pottery, black smith, metal and woodworks have a considerable contribution in generating income for the rural population. The government has designed an organized program to expand and to improve basic skills training of the rural population for the sake of self employment. For this end, there has been established an agency called "District Rural Develop Society" (DRDS) which is responsible for carrying out basic artisan skills training programs at the grassroot level (Samuel, 1998:35).

In India, community development activities include basic skill training and promotion of similar package services such as credit, happen at the same time. At the local level, basic education and basic skill training in non-formal system are given simultaneously in a project form. Both basic education and basic skills training are provided through adequately skilled persons and learning/training resources. In general, in India the agency (DRDS) is autonomous to plan and to organize particular programs suitable to different communities. It operates in cooperation with other developmental institutions (Gajanayakees, 1993:96).

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

In Nigeria, emphasis has been laid on NFET programs for youths and adults who had no opportunity to attend the formal situation. To make this effective, a responsible government body named “Directorate of unemployment” under the Ministry of Labor and productivity was established in 1987. The body was responsible to get the idle hands of unemployed youths and adults from a state of helplessness to a state of hope, by training in vocations that would make them self-employed or engaged in gainful employment. The “Directorate of unemployment” has for the effect developed different training programs to be provided. Various lower level of trainings (Basic skills) mat making, carving of doors, building of houses, leather work, blacksmithing, gold smith, weakling pottery making etc. were given to adults and young people by skilled master crafts men/women at the expense of the Federal Government and Services (Egbet, 1996:202-203 Sheffield and Diejmaoh, 1981:13 and Coomb and Ahemed, 1974:140).

2.11. Experiences of Awi Zone in Community Skill Training (CSTC) Program

2.11.1. Experience of the Past

For the sake of giving some information about CSTCs in Awi Zone, official documents have been referred. Awi Zone is one of the 11 zones of Amhara Regional State and one of the 3 Nationality Zones found in the Region. It is located in the south-western part of the Region. Its capital, Injibara, is located at the Addis Ababa-Debermarkos-Bahirdar high way road 450kms away from Addis Ababa (Melaku, 2004:5).

Awi Zone consists of 10 woredas (7 rural and 3 towns). As the 2007 nationally conducted census, the population size of the zone is estimated to be about 981491, which accounts about 5.7% of the total population of the region. Among the total population of the Zone, 50.01% are males and 49.99% are females, and among these, 12.5% are urban and 87.5% are rural dwellers (FDREPCC, 2007:45 and DFPAZ, 2008:3).

The mainstay of economy of Awi Zone is agriculture, both crop cultivation and animal rearing. Accordingly, the majority of people of the zone are engaged in agricultural activities. It is vividly observed that due to shortage of plot of land for cultivation and grazing, young people and adults (on highland areas) leave their origin for different places searching for means of livelihoods.

Considerable number of young people and adults flow into Addis Ababa and work as daily laborers in construction projects, carrying goods from place to place and some of them serve as lottery ticket vendors.

According to the research finding of Aniley (2006:7), the predominant agricultural economic system in Amhara Region, including Awi Zone, seems to be overburdened to accommodate unemployed younger and adult population. The majority of the labor force (young and adults) lacks basic skills that can enable them to engage in better production activities in both rural and urban areas.

In Zones and woredas of Amhara Region, adult illiteracy and lack of basic skills training are the major social problems that existed for a long period of time (Million, 2006:36). Due to such problems and other reasons, many illiterate adults and youngsters migrate to different directions of the country. Problems resulted from illiteracy and absence of basic skills training have deepened their roots in Awi Zone, specially in densely populated highland areas where the fertility of the soil for agriculture has been exhausted. Attempts have been made since decades to alleviate problems. One of the attempts, among others, was NFET program. Accordingly, NFET which included adult literacy and basic skills training programs was undertaken in the zone in 1978. The newly established program was expected to reverse the situation by helping adults to be literate and to be equipped with problem solving abilities. Thus, 4 CSTCs were established in the zone at the woreda towns at Dangila, Injibara, Chagni and Ankasha. The fifth CSTC of the zone was established in 2003. A number of handicraft skills training programs such as weaving, tailoring, wood and metal works, pottery and embroidery have been offered to adults and youngsters who were living in rural areas and in small towns of Woredas (ANRS, 1998:6-10).

Each CSTC was accountable to the woreda administration office and managed by the woreda development committee (WDC) composed of woreda government representatives and mass organizations. The woreda administrator was a chairman and coordinator of CSTC, appointed by Awraja Education Office was a secretary of the development committee. The committee carried great responsibilities to implement the literacy campaign and CSTCs programs by mobilizing local resources needed for accomplishing both programs. Their focuses were setting criteria for

recruitment of trainers in contract as well as for selecting trainees and establishing sub-committees wherever and whenever necessary. There was a structure of development committee in each Kebele of urban dwellers and peasant associations. Trainers were selected by the kebele development committee and had to be approved by the woreda administrator. The trainees were at “boarding school” until they finished training. Food and other expenses of trainees were covered by the kebele people where the trainees came from. Until 1991, financial sources of the CSTCs in the zone were products obtained from their compounds and money contributed from the people of the woreda. However, the salary of coordinators and guards was to be covered by the government. As mentioned above, CSTCs in Awi zone, as other centers in the country, were established to accomplish two main tasks: literacy and basic skills training programs. Training adults in various program areas was for 2 to 3 months and for short term training 10 to 20 days. On average 30 to 80 trainees were admitted in each center at once.

Individuals who had worked as a coordinator of CSTCs and who have participated in training witness to say that, despite poor quality of training, the CSTCs were considered as great institutions rendering services to meet needs and interests of occupational skills and literacy education at the grassroot level.

2.11.2. The current situation

When the change of government took place in 1991, structures of NFET including CSTCs over nation wide were abolished and replaced by other ones.

The new government adopted Federal State Structure in the country which resulted in the formation of regional governments in which each regional government has got the mandate to decide its own internal affairs independently, including the education and training system upto college level. As a result, CSTCs in regions were run by the regional governments.

The ANRS has taken the responsibility to manage the CSTCs. To this effect, the regional government issued a strategy known as “Non-formal Education and Training program strategy and structure” (NFETPSS) to improve the individuals’ traditional way of production and increase productivity, to assist individuals in self-creation of work, to assess local skill needs and to

produce professionals at low level training through basic technology and varied handicrafts (ANRS, 1998:3).

CSTC is one of the focal points of the region. Thus, for its success the regional education bureau (REB) has made structural adjustment on NFET including CSTCs. Accordingly, CSTCs were led by the woreda council, that is from 1991-1995 by the head of social affairs of the council; and from 1996-1997 by the head of woreda capacity building which was member of the woreda cabinet. Seven years (from 1991-1997) the capital budget used for trainers, training materials and other expenses was allocated from the gross budget of the woreda, but the salary of the coordinators, assistant coordinators and guards was paid from the woreda Education office. Since 1991, literacy program has been alienated from the CSTCs. (Abebe, 1999:197-200).

From 1998 to the end of 2006, CSTCs in the zone were managed by the respective Woreda Education Office. Under the woreda Education Office, there was one expert that was responsible for following up and rendering technical assistance to the work of CSTCs, although, he/she lacks the basic Knowledge of the field. Still now, there is also one expert at Zonal Education Department that works the same task as the woreda expert (Aniley, 2006:7).

Since 1991, CSTCs in the zone have been managed by woreda managing body composed of some of the heads of the woreda sectors such as Education, Health and Agriculture and Rural Development, Teachers' Associations, Women's representatives. It was chaired by head woreda social affairs section in woreda council and head woreda capacity building office from 1991-1995 and 1996-1997 respectively.

The previous staffs express that the management committee members gave less attention to the work of CSTCs and non-formal education in general. The management committee was not able to overcome the problems encountered CSTCs.

In connection with the problems created within the CSTC in Amhara Region as a whole, it is ascertained by the study that CSTCs are inefficient and in effective in their performances and impacts. This was due to various reasons such as less salary of staff members than Woreda Education Office experts, lack of proper management, inadequate necessary resources, lack of skilled staff and weakness of the management body (Aniley, 2006:9).

On the other hand, according to the situational analysis of Abebe (1997:278) on the general status of CSTCs in Amhara Region, in 1990s and 2000s, CSTCs in Awi Zone were poorly staffed (both quantitatively and qualitatively). They were less equipped with training materials, equipment and other consumable materials necessary for the training purposes. They were forced to operate with an insufficient budget. Moreover, other basic courses such as health, family life, environmental education, civic education which were given in 1970s-1980s, are not provided at the time of 1990s-2000s. In addition, the products of trainees were found to be low standard, not better than traditional (without training) products.

Agidew (1994:201) found out problems within the CSTCs in Amhara Region (including Awi Zone). They assigned untrained and inexperienced trainers, Provide training programs without the need of beneficiaries, and they face lack of training materials and tools, financial constraints, low community participation, repeated structural and organizational changes on CSTCs and inefficiency of training.

According to official documents available from 1994-2008; 6420 adults and youths out of whom 1055 women have received skill training in different areas in Awi Zone. However, no clear information was obtained on how many of them have used what they have gained from the training to change their real life situations, and what changes were observed in their living standards.

Agidew's finding (1994:202) reveals that CSTCs in Amhara Region are underutilized, and they are internally ineffective and externally inefficient. It is clear that CSTCs in Awi Zone are equally ineffective. It seems because of the ineffectiveness and inefficiency of their continuum performance that Regional Council has decided on the prospect of CSTCs to be managed by Micro and Small Trade and Industry promotion Agency (MSTIPA) around the end of 2006. Accordingly, all CSTCs in the region were handed over from Education Bureau and respective Woreda Education Offices to Regional Micro and Small Trade Industry promotion Agency (MSTIPA) and its respective woreda.

The Regional MSTIP Bureau has developed various training fields to offer adults and young people. Training fields designed by the MSTIPA Bureau include the former programs which were provided in CSTC and other newly created ones (Index). It is with this understanding that investigating the current status of CSTCs in the zone has been found timely important.

CHAPTER THREE

Research Design

This study has focused on assessing factors affecting implementation of Community Skill Training Centers (CSTCs) program in Awi zone and to forward some applicable solutions that need to be put into practices. Thus, to arrive at this goal, descriptive survey design was employed. Descriptive survey design is appropriate to gather several types of data on conditions that exist, opinions that are held, processes that are going on or trends that are developing. The design is used to investigate the conditions at their natural setting (Best and James 2005:114). Descriptive survey design was believed to be appropriate to gather enough information on the issue under study.

3.1. Population and Source of Data

3.1.1. Population

Awi zone has total population of 981,491 and 10 woredas, 7 rural and 3 town. Out of 10 woredas, 5 woredas have community skill Training center (CSTC) each. In 5 CSTCs, 113 male and 11 female, total 124 adults and young people have received training in weaving and tailoring skills in 2008 by 10 trainers. Besides, there was one coordinator at each CSTC assigned to coordinate the process of the training program. There were also experts of MSTIPA office, 2 at zonal and 9 at woreda level whose works were supporting the work of CSTCs. The other parts of the population were heads of zonal and woreda MSTIPA offices.

3.1.2. Source of Data

The data used in this study could be classified in to primary and secondary data. Trainees, trainers, coordinators of CSTCs, experts and heads of zonal and woreda MSTIPA offices were used as sources of primary data. In addition, the data collected through checklists by observing the actual situations of CSTCs were taken as sources of primary data. The secondary data was obtained from documents of zonal and woreda MSTIPA offices as well as from zonal and

woreda Education Offices (The former administrators of CSTCs). Moreover, the review of related literatures was made to enrich the study.

The selection of trainers and coordinators of CSTCs as source of data was based on the expectation that they have close connection with and better experience on the training program. The need for the selection of the heads and the concerning experts of zonal and Woreda MSTIPA offices was not only to identify their awareness and opinions to the problems but also the efforts to solve the problems are entangled by them.

3.2. Instruments and Procedures of Data Gathering

3.2.1. Instruments of Data Gathering

The major instruments used for data gathering in this study were questionnaires, interviews, observations and relevant review of documents from different sources.

A. Questionnaires: In order to gather a better relevant data the questionnaires included both close-ended and open ended questions consisting of issues related to basic questions of the research were prepared. The need for questionnaires was demanded because it is better and appropriate instrument to obtain a variety of factual information and opinions from a large size of population within short period of time (Wellington, 1996:54). Questionnaires were implemented to collect information from all respondents except from those zonal and Woreda heads of MSTIPA offices. Some types of questionnaires were used for all groups of respondents and there were also some other different types that were prepared to suit the four different types of subjects, namely trainees, trainers, coordinators and experts. The close-ended questions were prepared to help respondents in giving responses quickly. The open-ended questions were prepared in such a way that they were possible for respondents to use their own, feelings, ideas and words in responding questions being free from any predetermination.

B. Interviews: Both structured and unstructured questions are used. Unstructured interviews are used to gather more information about the issue under investigation by formulating questions during interview. Structured interviews are used to obtain data by asking predetermined set of questions. It is advantageous because it provides uniform information, which assures the comparability of data (Kumar, 1996:105-109). Unstructured and structured interviews were prepared to gather data from heads of zonal and woreda MSTIPA offices.

C. Observation: Would help to cross check the responses provided by the respondents through questionnaires and interviewees. In this study observation check list was prepared to learn the actual situation of how CSTCs programs, were carried out. Observation was made at each CSTC using checklists focusing on availability of instruments used for training purposes.

D. Document Review: Different documents related to the issue under study were referred in order to gather secondary information from zonal and Woreda Education and MSTIPA offices (Education offices were the former managing sectors of CSTCs).

3.2.2. Pilot Test

The appropriateness of the questionnaire items was commented by the advisor, and by 10 trainees, 2 experts and 1 coordinator of CSTCs from Addis Kidame CSTC, which is one of the 5 CSTCs in Awi Zone that was not included in the study.

The comments obtained from the aforementioned persons were used to improve the items in the questionnaires. Therefore, (1) questions that appeared repeated were avoided. For example two questions were prepared for trainers, the one was "have you ever received any form of training that is related to basic skill training program"; and the second question was, "have you taken another type of training which is related to the non-formal education and training program? The second question was commented repeated. Accordingly, it was avoided. (2) Certain close-ended questions were converted into open-ended ones, the reverse was also made. The question prepared for trainers, what do you suggest about the adequacy of your knowledge and skill to instruct adults was converted to open ended item, i.e. what do you suggest about the adequacy of your experience to train adults? (3) some questions that had ambiguity were amended. Question which was prepared for trainers "Do coordinators and trainers respect the ideas forwarded by trainees was commented ambiguous and divided in to two questions, like, does coordinator /trainer respect the comments forwarded by trainees? So that respondents could have understood the questions and responded as easily as possible.

On the personal information the question prepared for trainees to reveal distance from their homes to the training center on foot "was commented unnecessary and deleted.

New question "have the trainees recognized the benefits they get after training?" was constructed for coordinators.

New question “have the trainees recognized the benefits they get after training?” was constructed for coordinators.

3.2.3. Data Gathering Procedure

Questionnaires for trainees, trainers, coordinators of CSTCs and experts from zonal and woreda MSTIPA offices and interview questions for heads of zonal and woreda MSTIPA were prepared first in English and then translated in to Amharic language carefully, as more respondents are not able to express their views in English and to avoid some or more comprehension barriers. The translation was made following a word-for-word translation by a person who has completed graduate study in English language in Addis Ababa University .

Official contacts were made with zonal and woreda MSTIPA office authorities to get permission and support for the research work. And then the CSTCs were informed about the objective of the study.

Convenient times were selected, for all groups of respondents, and the purpose of the study was explained in a clear and understandable manner in order to avoid any sort of confusion. Most questionnaires were distributed, and collected on time according to the schedule by the student-researcher.

Observation of CSTCs and document reviewing tasks were made by the student-researcher. The data gathered through questionnaires, interviews, observations and review of documents were coded and tabulated in tables based on their similarities and then were made ready for analysis.

3.3. Selection of Samples

3.3.1. Sample Population

To get appropriate information for the problem the study took 4 CSTCs as samples out of 5 CSTCs (80%). This is because these centers were established at the end of 1970s that they have been existing long time. As their long time existence they have served the interests of the communities by providing with different vocational skill training and educations. They have accumulated experiences in the field of providing training programs. Their previous and present experiences were considered advantageous because the knowledge and skills that they have gained through their engagement in training adults and young people for a long period of time might enable them to provide relevant information to the study.

On the other hand, the remaining CSTC (Addis Kidamie CSTC) was infact established about 5 years ago (2003) but it trained adults and young people in weaving and tailoring for the first time in 2008. So that its mere presence as CSTC was not enough to provide as such valuable information to the study. It may lack experience. In 4 CSTCs, all trainees, trainers and coordinators were taken as subjects of the study. They were 104 trainees, 6 trainers and 4 coordinators of the CSTCs.

From the zonal and Woreda MSTIPA offices, the selection of samples was made by following purposive sampling method. That is in the staff members of the zonal and Woreda MSTIPA offices, only who are directly or indirectly related to the work of CSTCs were selected. These included textile industry training expert, construction and crafts industry training expert and agro-processing and service industry training expert. In this respect, there were only 9 experts, they are 2 from zonal level and 7 from the 4 sample Woredas.

4 heads of sample Woreda Micro and Small Trade and Industry promotion Agency (MSTIPA) offices and head of zonal office in sum 5 heads were taken as subjects to be involved in the interview.

In general, 128 respondents (among which 5 heads of zonal and Woreda MSTIPA offices were involved only in the interview) were drawn for this study using purposive sampling methods that were considered to be appropriate for the study. Out of 123 respondents who were given questionnaires 119 have filled out and returned the questionnaires on time, but 4 respondents that were trainees did not return. Table 1 below shows the details of respondents of the study.

Table 1: Sample of CSTCs and subjects of the study

Type of Subjects in the study		CSTC and Number of Subjects				
		Dangila	Injibara	Chagni	Ankasha	Total
Trainees	Respondents to questionnaires	23	43	12	26	104
Trainers	Respondents to questionnaire	2	2	1	1	6
Coordinators of CSTCs	Respondents to questionnaire	1	1	1	1	4
Experts of MSTIPA at zonal and woreda level	Respondents to questionnaire	2	3	1	1	7+2*
Heads of MSTIPA at zonal and woreda level	Respondents to interview	1	1	1	1	4+1*
Total		29	50	16	30	128

* 1 Head of zonal MSTIPA

* Zonal MSTIPA office experts to

3.4. Methods of Data Analysis

This method of the research covers a complete task of the tabulation, organization, analyzing and interpretation of the raw data gathered through the use of various instruments from selected samples. The data obtained through questionnaires were computed using percentage and frequency distribution and using mean scores, where as the data gathered through interview and review of documents and observation were used to support the data obtained thorough questionnaires. Quantitative data computed by mean scores were gathered using the five points likert scale of 1 = very low, 2 = low, 3 = medium, 4 = good and 5 = very good. For the purpose of analysis the mean scores obtained from the data were interpreted as 0.05 – 1.49 = very low, 1.5 - 2.49 = low, 2.50 – 3.49 = medium, 3.50 – 4.49 good and above 4.50 = very good.

3.5. Contextual Definition of Key Terms

Adult Education: Any organized form of learning provided to matured men and women who have missed learning opportunities in their childhood or young hood. It is carried on outside the formal system.

Adults: Men and women whose full physical and intellectual maturities have been attained.

Basic skill Training: is the learning of specific, detailed and routines skills and techniques to prepare persons for some employment or self-employment.

Community Skill Training Centers: Institutions established at Woreda level to provide crafts skills and some basic technologies for those who are with lower and sometimes no academic background. CSTCs were established in Ethiopia at the end of 1970s in most Woreda of the country.

Community: People with common interests living in a particular area. It is an interacting people in a common location with common characteristics and interests. Community in the study, therefore, includes all people living in the Woreda where CSTCs have been established.

Factors: In the research it is used for indicating causes for the ineffectiveness of the implementation of CSTCs programs, inadequate quantity or inappropriate quality of inputs.

Non-Formal Education and Training: Systematically organized program aimed at providing adults with basic education and basic vocational skill training outside the formal system. Currently NFET programs are also provided for young people.

Problems: It is used in the research to indicate challenges encountered in the process of implementation of CSTCs programs.

Young People: Group of persons in the communities with low average age not mentally and physically as matured as adults. In the study it indicates the people whose age is between 15-30 years living in each sample woreda.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION ✓

This chapter deals with the results of the study on factors affecting implementation of Community Skill Training Centers program in Awi Zone. To these end, data collected based on the basic questions were presented, analyzed and interpreted by using tables and textual discussions. As such it forms the essential ground to make conclusions and recommendations of the study. This chapter included the following main issues. (1) the necessary impressions of all respondents (2) competency and involvement of trainees, trainers, coordinators of CSTCs, experts and heads of MSTIPA offices in the implementation of training programs in CSTCs. (3) level of consciousness of the communities on the importance of participating in the training programs of CSTCs; (4) opinions and preferences of respondents to the current state of CSTCs and the measures to be taken in order to promote the process of implementation of the training programs in CSTCs in the future. .

4.1. Characteristics of the Sample Population ✓

The primary sources of data for the study were different groups of samples. These sample key informants were 104 adults and young people who have received training courses in 4 community skill training centers (CSTCs) in 2008, 4 coordinators of CSTCs, 6 trainers for 4 CSTCs, 9 experts who were working for zone and Woreda Micro and Small Trade and Industry Promotion Agency (MSTIPA) offices and 5 heads of zonal and Woreda MSTIPA offices.

There were a total of 124 respondents who provided their responses during data gathering. These respondents were from different CSTCs, educational level and work experience. The profile of the groups of respondents is presented below.

Table 2. General Characteristics of Respondents ✓

Characteristics		Number of respondents					
General	Specific	Heads of Z & W MSTIPA	Experts of Z&W MSTIPA	Coordinators	Trainers	Trainee	Total
Sex	Male	5	9	4	5	91	114
	Female				1	9	10
	Total	5	9	4	6	100	124
Age	15-20					30	30
	21-30	3	3		2	23	31
	Over 30	2	6	4	4	47	63
Marital status	Single	1	-		-	22	23
	Married	4	9	4	6	78	101
	Total	5	9	4	6	100	124
Educational level	Non-literate					5	5
	1-4 grade				2	52	54
	5-8 grade				2	18	20
	9-10 grade					25	25
	11-12 grade				2		2
	12+TTI			4			4
	Diploma	3	6				9
	1 st degree	1	3				4
	2 nd degree	1					1
Job	Have	5	9	4	6	81	105
	Have not					19	19
Occupation	Farmer					3	3
	Artisan (weaver, tailor)				6	76	82
	Instructor						
	Coordinator of CSTC			4			4
	Expert		9				9
	Head of office	5					5
	Other					2	2
Service in current position	2-5	5	8	2	6		21
	6-10						
	11-15		1	1			2
	Over 15			1			1
Area of qualification	Management	1	2				3
	Accounting	2	2				4
	Manufacturing technology	1	1				2
	Language		2				2
	Geography		1				1
	Adult education		1				1
	Teaching			4			4
	Agriculture	1					1

According to the information in Table 2, most of the respondents 114 (92%) were males where as 10 (8%) were females. There was no, a single female respondent from the heads and experts of zonal and Woreda MSTIPA offices as well as coordinators of CSTCs. There was only one female trainer out of 6 trainers. Of the total respondents who received skill training courses 9 were females where as the remaining 91% were males. The female participation in CSTCs programs was lower. There was no a fair male-female composition which is much less than the wide spread gender disparity that has existed in education and training institutions in the country.

In terms of age, 30%, 23% and 47% of trainees were found in the age groups of 15-20, 21-30 and over 30 years respectively. As observed in table 2, 30 (24.2%) of the total respondents were between 15 and 20 years, 31 (25 %) of them were in 21-30 years old and 63 (50.8%) of the total respondents were over 30 years old.


As seen in Table 2, respondents were from different levels of education that were distributed in primary, secondary and college/university, with of course few non-literates. Most of the respondents who have received skill training courses which accounted 81% of all the respondents have lower levels of education. Among adults and young people who have received two types of skill trainee courses, 70% and 25% have attended primary and secondary schools respectively.

On the other hand, of all respondents 74 (59.68%) have attended primary education and 27 of them (21.77%) have also attended secondary education level. 4(3.23%) have TTI certificates. More over 9 respondents (7.26%) have college diploma and 4 first degree (3.23%) and 1 (0.80%) second degree.

Trainees to acquire knowledge and skills as the desired level, the trainers should have better knowledge and skill than trainees should have. Never the less, as shown in the table 2, the levels of education of most trainers were not above the levels of education of trainees. This indicates that the trainers were locally and traditionally experienced individuals without appropriate knowledge, skill and attitude. In the same token, the CSTCs were coordinated by individuals outside the field of non-formal education and training. All coordinators included in the study

were TTI graduates with little or no training in community skill training program. This agrees with the idea of Bernd (2005) that says incompetence of coordinators to do tasks in CSTCs lack knowledge and skill of the field, that most of them have been trained as primary school teachers, whose training does not match to the CSTCs programs. Again the same thing is true with MSTIPA experts that 7 out of 9 experts (77.78%) included in the study have a background of fields not related to the programs of CSTCs.

To help trainees acquire knowledge and skills as well as to develop attitudes practitioners such as coordinators, trainers and experts at different levels should have adequate knowledge and skill related to the training program of CSTCs.

Respondents have different years of services in the CSTCs. According to the information shown in the table 2, 81% of the trainees have got jobs while 19% of them were jobless. Among those who have jobs 76 (95%) have occupied in activities (tailoring and weaving), 3 in farming, 2 persons in daily labour. Some trainees who were not having jobs participated in training programs. Through their stay in the training they could have got knowledge which made them cognizant of situations in the CSTCs. 

Trainers, coordinators of CSTCs experts and heads of MSTIPA offices gave the following data about their service years at current position. Only 1 of the respondents was found to have the maximum experience of working in CSTCs that totally accounts to 15 years and above. The other 2 respondents and 21 have 11-15 years and 2-5 years of experience respectively. When we see the area of qualification, out of 24 respondents 3 were certified in fields related the CSTCs program. The rest (87.5%) were qualified in areas of non related to the program of CSTCs.

4.2. Objectives of CSTCs ✓

The objectives of the CSTCs were among the issues to be assessed in the study because they are the bases on which CSTCs were established. According to official documents, the Ministry of Education (MOE) set objectives for CSTCs in 1970s. As the review of documents reveal, the overall objective of CSTCs was to provide the rural population with knowledge, skills and

attitudes that could enable them to participate in the economic, social, political and cultural development of the country (Million, 2006:45). This general objective of CSTCs lasted upto 2006 when CSTCs in Amhara region were in education sector. Since the end of 2006, CSTCs in Amhara region have been handed over to Micro and Small Trade and Industry Promotion Agency (MSTIPA) Bureau and its respective Woredas.

In order to obtain information about what objectives CSTCs have currently, an open-ended questionnaire for zonal and woreda MSTIPA experts and unstructured interviews for zonal head of MSTIPA office was set and presented. The question was, what are the objectives of CSTCs today? The responses provided to the question, were the same and summarized as follows: Train adults and young people in different basic skills to be able to help themselves and contribute to the local, regional and national development, to provide basic skills for completes or dropouts of secondary schools to enable them to open job opportunities by themselves, to train jobless young people in different skills for self-employment activities, to assist traditional crafts people to promote their skills and raise their living standards sustainably and to assist the graduates of CSTCs in the use of skills for livelihoods.

To crosscheck the responses made by head of zonal MSTIPA office as well as experts and to identify whether or not there are significant differences between the former and current objectives of CSTCs, an open-ended questionnaire was set and presented to the coordinators of CSTCs. All coordinators mentioned that there were differences between the former and the current objectives of CSTCs. They indicated that new objectives were set by MSTIPA and certain components of former objectives reformed and integrated into the new ones to form the general current objectives of CSTCs.

The head of zonal MSTIPA office agreed with the ideas of coordinators regarding the presence of changes between the former and current objectives of CSTCs. The head in interview said that MSTIPA has formulated new objectives for CSTCs different from the initial ones. That means MSTIPA has improved or changed objectives which were set by the Ministry of Education (MoE). The review of a document in MSTIPA office confirmed the opinions of head of zonal MSTIPA office and coordinators of CSTCs. The document, for example, showed the presence of

new training programs which were not common previously (Appendix X). At the same time training programs like providing agricultural, health and civic educations which were in the previous times of CSTCs are not included into the current objectives.

In sum, changes were made on the objectives of CSTCs. The previous objectives set by Ministry of Education have been either amended or changed by modifying, adding new ones and by missing some of the former ones in the current objectives of CSTCs. Contents of objectives set by MOE in the 1970s such as, training adults and young people in agricultural practices, family planning, health and civic educations were missed in the current objective. On the other hand, new training courses like pottery, dairy farming, horticulture, bee-rearing, forestry etc have been included in the current objective (Appendix X). In addition, CSTCs focus on the adult rural population in the previous time has diverted to day to the young people who either completed or dropped out from secondary schools. Based on the results of the study, the current objectives of CSTCs focus on the young generation that need jobs.

Based on the objectives, to get information about the purpose of training in CSTCs, unstructured interview question was supposed to reveal what the intended outcomes of trainees at zonal level were. As the responses elaborate, the purposes of training was to equip participants with skills that could enable them to create their own self-employment activities either privately or cooperatively. In addition, graduates of CSTCs are expected to be competent participants in the developmental activities of their respective localities.

4.3. Structure and Management of CSTCs ✕

The organizational structure and management of CSTCs were among the issues to be investigated in the study. Therefore, interview questions were set and presented to heads of zonal and woreda MSTIPA offices. The question was about the structure of CSTCs.

According to the responses, CSTCs have new organizational structure and there have been significant differences between structures of CSTCs under MOE and under MSTIPA. The differences between the previous and current structures of CSTCs were in accountability, managing body and in the number of staff members.

Responses indicated that there was a committee for each CSTC composed of woreda sectors and associations such as, capacity building, education, a agriculture and rural development, health, finance, teachers association and women's representative. Even though, these committees were not officially suspended, they did not participate in the work of CSTCs. Each CSTC was accountable to the woreda MSTIPA office and it was also managed by management body of the respective worda MSTIPA.

The results of the study showed that significant changes have been made on organizational structure of CSTCs after MSTIPA has taken it. Changes were made in many aspects. Each CSTC was managed by woreda MSTIPA offices. Each CSTC has been an integral part of woreda MSTIPA office. Since the present CSTCs has a low status, it can not stand by itself as separate institute unlike it was under the MOE. The new structure of CSTC contained not less than 8 staff members. How ever, this structure could not come into operation because of delay of Business Processing Re-engineering (BPR) implementation. The heads of zonal and woreda MSTIPA offices revealed that putting the structure under the principles of BPR would enable CSTCs to commence functioning.

The result is in contrast with the idea in the review of literature which states that CSTCs in Awi Zone were managed by committee composed of Woreda sectors such as Education, Health, Agriculture and Rural Development, teachers' and women's associations. The committee of each CSTC was responsible for guiding the process of the training programs. However, from 1998 – 2006 the daily activity of each CSTC was left to Woreda Education Office with the participation of committees in limited in specific tasks such as approving the annual budget and the provision of the training program (duration, number of trainees and trainers).

4.4. Planning of the Training Program in CSTCs ✓

4.4.1. Training Areas, Duration of Training, Number and Involvement of Trainees in the Planning Process

To keep CSTCs responsive to the needs of the people by planning and carryingout the programs sustainably, planning is paramount importance. The process of planning includes many tasks

such as selection of target groups and beneficial training courses, deciding the number of trainees, resources, etc. On the other hand, participation of stakeholders in the process of planning is indeed great input for CSTCs to succeed in doing duties. Thus, respondents were asked about the type of target groups and training courses, number of trainees and criteria for selecting trainees, duration of the training, involvement of trainees in the process of planning and participants in the process of planning as a whole. Accordingly, in the next Tables (Tables 3 and 4), all these and related issues were discussed.

Table 3: Duration of Training, Involvement of Trainees in the Planning Process and Choosing the Type of Training.

Items	Respondents																			
	Trainees =100				Trainers=6				Coordinators =4				Experts =9				Total			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1 Duration of training is enough	60	60	40	40	2	33.33	4	66.67	2	50	2	50	5	55.56	4	44.44	69	58	50	42.0
2 Involvement of trainees in the process of planning	49	49	51	51	-	-	-	-	-	-	-	-	-	-	-	-	49	49	51	51
3 Before admission trainees were asked the type of training they want to attend	55	55	45	45	-	-	-	4	4	100	-	-	-	-	-	-	59	56.73	45	43.27

Fre = Frequency

As illustrated in Table 3, most of the respondents 69 (58%) agreed with the duration of training. In item "2" of the same table, 51% of the trainees responded that they do not participate in the process of planning of training programs of CSTCs while the rest 49% of them said that they took part in the process of planning.

Those respondents (trainees) who said that they participated in the process of planning were asked to specify the types of activities they participated. The responses provided were summarized as that (30.6%) mentioned that they conducted discussions with trainers and coordinators on the training schedule. Others (69.4%) said that there was a meeting with trainers and coordinators 2 or 3 days ahead of the commencement of training and by that meeting they fixed time when training ought to start as well as when it would come to an end. In addition, the

length of the training hours per a day was announced. The ideas given by the respondents imply that they were not quite clear about what meant by participating in the work of planning in the CSTCs.

The majority of the respondents 59 out of 104 (56.73 %) agreed that the training courses in CSTCs were given in accordance with their choices. Trainees were asked about what type of training courses they want to attend. Quite a significant (43.27 %) of the respondents said that they were not asked what type of skill training they want to take.

To look for information regarding number of trainees admitted at a time, admission times in a year, types of training courses, duration of training, open-ended questionnaires and unstructured interview were set and presented to the respondents.

The first question, was about what training courses were provided in CSTCs. This question was asked to the heads of zonal and woreda MSTIPA offices. The responses provided by these heads revealed that CSTCs currently provide only two skill training courses in the zone. These are weaving and tailoring. Another question was presented to the coordinators of CSTCs and heads of MSTIPA office. The question was about the criteria or bases for the selection of weaving and tailoring. Trainees gave similar responses. According to these respondents, both weaving and tailoring were selected on the bases of market. These two skills are marketable occupations in the Zone woredas. In addition, the relative availability of training machinery in CSTCs was another ground for the selection. As the student researcher has observed, the availability of tailoring and weaving machinery in CSTCs was greater in number when compared with other skills like metal work, wood work, tannery, etc though their numbers were not equivalent to the number of trainees.

The second question was presented to coordinators. The question was about the number of trainees admitted at a time and about the frequency of admission in a year. They revealed that CSTCs depending on the availabilities of budget, trainers, training materials accept from 12 to 43 trainees at a time and each CSTC provides training once a year.

The third question was presented to trainers, coordinators and experts of zonal and woreda MSTIPA offices regarding duration of training time. All the respondents gave similar responses that one batch of trainees have to receive skill training for 3 months. As to the results of the study, the types of training courses provided, in 2008 by CSTCs were insufficient. On the other hand, other skills like bamboo work (which is highly demanded and marketable occupation in all woredas), pottery, horn work, tannery are widely practiced and they are occupational skills for a large number of people in Awi Zone. But they are least preferred training courses in CSTCs. These handicraft skills have been economically supportive for a long time in the zone. This result does not conform with the ANRS (1998) strategy which describes the fact that besides, weaving and tailoring skills, pottery, embroidery, wood and metal works, skin work, etc. have been offered to adults and youngsters who were living in rural and urban areas of the Amhara Region. Furthermore, official documents at the CSTCs have shown that more types of handicraft skills training programs such as wood and metal works, embroidery, skin work, horn work, baboo work and metal work were given in Awi zone in addition to the presently provided training areas. This indicates that the provision of many types of training courses was reduced to two types of training areas.

The results showed that the number of trainees admitted at a time was less. According to the documents available at each CSTC, presently, number of trainees admitted at a time was 12 to 43. But in previous times in Awi Zone, on average 30 to 80 trainees were enrolled in each center at once. Furthermore, a document available in MoE (1988) states that each CSTC was intended to train 120 adults on average in a year in different fields for 3 to 4 month. This reveals that there is a discrepancy in size of intake between CSTCs previously and currently. On the other hand, there are a large number of adults in both rural and urban areas of the zone who are engaged in traditional crafts activities.

4.4.2. Participants in the Planning of Training Program and the Focus of CSTCs

Among issues to be investigated in this study were participants in the planning of training program and target groups who were in focus of CSTCs. In order to obtain information regarding

these issues, both open ended and close-ended questionnaires were set and presented to trainers, coordinators of CSTCs and zonal and woreda MSTIPA experts. Accordingly, the responses for the questions are presented below in Table 4.

Table 4: Participants in the Planning of Training Programs and the Target Groups of CSTCs.

No	Items	Respondents							
		Trainers No =6		Coordinators N =4		Experts No =9		Total	
		No	%	No	%	No	%	No	%
1	1. Who plans the training programs currently?								
	a) coordinators of the CSTCs	3	50	2	50			5	50
	b) Coordinators and trainees jointly								
	c) Committee members of CSTCs	1	16.67					1	10
	d) Woreda MSTIPA office	1	16.67					1	10
	e) All of the above participate	1	16.67	2	50			3	30
	f) Others								
2	2. Who should plan the training program of CSTC?								
	a) Coordinators of CSTCs	2	33.33			1	11.11	3	15.8
	b) Coordinators and trainees jointly								
	c) Committee members of CSTCs			3	75	1	11.11	4	21.04
	d) Woreda MSTIPA offices			1	25			1	5.26
	e) All of them should participate in the planning	4	66.67			7	77.78	11	57.9
	f) Others								
3	3. Target groups of CSTCs								
	a) Secondary school completers			1	25			1	25
	b) Dropouts of secondary schools			1	25			1	25
	c) Young farmers								
	d) Family heads from								
	e) Adults from rural areas								
	f) Any person whose age is above 15 and who is interested in receiving training in CSTCs.			2	50			2	50
4	4. The reason for focusing on the indicated target groups								
	a) By target groups application			1	25			1	25
	b) To match the Woreda development strategy			2	50			2	50
	c) The plan given from the top hierarchy			1	25			1	25
	5. How are trainees selected?								
	a) By trainees application			3	75			3	75
	b) Quota from kebeles			1	25			1	25

N.B: others = Zonal or Regional MSTIPA

= Woreda or Zone Administrative Councils

As it is seen in Table 4, for items "1", half of the respondents responded that the training programs in CSTCs were planned by coordinators of the CSTCs. Three out of 10 respondents responded that training programs in CSTCs were planned by the participation of all individuals like coordinators, committee members of CSTCs and Woreda MSTIPA offices in collaboration. One respondent said that it was planned by the committee members, and the other 1 indicated that the training programs were planned by the Woreda MSTIPA offices.

On the other hand in item "2", the majority of respondents 11 out of 19 (57.9%) indicated that the training programs in CSTCs must be planned by the joint participation of coordinators, trainees, committee members and the Woreda MSTIPA offices. Four of the respondents (21.04%) said the committee members should plan the training program, and 3 of them (15.8%) said that coordinators should plan the training programs. 1 individual responded that the training program in CSTCs should be planned by Woreda MSTIPA offices.

The coordinators of CSTCs were asked to give their judgments concerning the reasons and criteria for the selection of target groups (trainees). Accordingly, 2 coordinators said that any person whose age was above 15 years and who was interested in receiving training was the center of interest of CSTCs. One coordinator responded that secondary school completers were target groups of CSTCs and 1 coordinator said dropouts of secondary schools were the focus of CSTCs.

The coordinators of CSTCs justified the reasons for focusing on the indicated target groups. Two participants indicated one of the reasons for the focus was to match the Woreda development program. And 1 coordinator indicated the target group's -request as a reason for the selection and the other coordinator pointed out that the plan given from the top hierarchy is one of the reasons and criteria for selecting these.

For the question about how trainees were selected, 3 coordinators depicted that trainees in CSTCs were selected by their own request and 1 respondent said trainees were admitted by quota from kebeles.

The results showed that the process of planning of the training program in CSTCs was made by coordinators. It is noted that no respondent indicated the involvement of trainees in the participation of the planning program. In other words, trainees who are beneficiaries of the program are not likely to be involved in program planning. Planning of the training program in CSTCs has to be participatory. Target groups (trainees) should take part in the process of planning of training program because it gives them a chance to be involved in the decision making activities, enables them to decide the process of training rather than accepting what others decided. The training program should be planned and arranged by the involvement of trainees because it would be effective since they work to implement what they have planned and arranged. The participation of trainees in the process of planning makes them develop their feeling of being worthy, self-confident, responsible and develop their skills in problem solving activities and decision making abilities.

But due to lack of awareness, the works of planning are most likely done by coordinators alone without inviting the trainees who are beneficiaries of the program and who can play an important role in the implementation and evaluation of activities of CSTCs. It might be non-involvement of trainees in the process of planning that left CSTCs without ownership and created poor relationship between the communities and CSTCs. If trainees do not take part in the planning of training program, there cannot exist smooth training process. The tradition of not including the target groups in the works of planning and evaluating training programs in CSTCs has been a wide gap between the beneficiaries and CSTCs. The gap has existed long time without being bridged throughout history of CSTCs in the country. In connection with this point, Fikre et al (1999) states that some of the major problems facing CSTCs in Ethiopia, among other is absence of participatory methods in planning and evaluation processes. Therefore, in order to ensure the effectiveness of the training programs of CSTCs, the involvement of the target groups in the process of planning activities is very important.

With regard to the target groups of CSTCs at present, the issue invites debating because in review of documents, directives, guiding principles of MSTIPA tend to embrace young people who are jobless. Based on the review of documents in MSTIPA office the central mission of MSTIPA, among others, is to give job-starting training for young people to enable them to be

engaged in self-employment activities. From this perspective and ideas obtained from heads during interview as well as from informal discussion conducted between the student-researcher and MSTIPA experts the present CSTCs focus is on the young people, specially who have completed secondary education.

As to this direction, most of the traditional craftsmen who have low level of educational background and some of them who are illiterate were forgotten, which on its part may endanger the promotion of the indigenous technologies existing in the society. Thus, arranging skill training programs that can upgrade and expand local crafts technologies should be taken into account. As to responses, target groups of CSTCs are those whose ages are above 15 years and who are willing to receive training in CSTCs: As indicated above, the reasons for this are to match to the Woreda development strategy and the requests of the participants. This may mean that the government was not selective. Although, giving equal opportunities for all aforementioned age groups and interested ones is encouraging, there is a need for being selective in nominating trainees. Because, selecting those individuals or groups of people who can appropriately use the training program would be preferable. Therefore, before nominating, assessing and considering the rate of return should be done. And, identifying the best beneficiaries may be more advantageous.

On the other hand, the development policy of the country is agricultural led, targeting at the rural population. In this regard, the indigenous crafts technologies (mostly found in rural areas) should not be deprived of attention.

4.5. Provision of Training for Trainers, Coordinators and Experts ✓

To maintain the quality of skill training in CSTCs, it requires the fulfillment of different factors. Among others, CSTCs should empower staff members like center coordinators, trainers and experts. Human capability can be achieved through training. Thus, provision of upgrading or refreshing courses for practitioners is one of the important issues to be assessed in this study. Concerning this issue, number of questions were set in the questionnaires and presented to trainers, coordinators of CSTCs and experts of MSTIPA offices. The responses for the questions are stated below in Table 5.

Table 5: Provision of training for trainers, coordinators and experts.

Items	Respondents															
	Trainers =6				Coordinators =4				Experts =9				Total =19			
	Yes		No		Yes		No		Yes		No		Yes		No	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
a) I took training related to CSTC program	2	33.33	4	66.67	2	50	2	50	1	11.11	8	88.88	5	26.32	14	73.68
b) I took training related to adult education	-	-	-	-	2	50	2	50	1	11.11	8	88.88	3	23.1	10	76.92
c) Training, coordinating and supporting the implementation of CSTCs programs requires special training	6	100	-	-	4	100	-	-	-	-	-	-	10	100	-	-
	8		4		8		4		2		16		18		24	

Fre = Frequency

Information in Table 5, revealed that only 2 of the 6 trainers have taken training that is directly related to CSTCs program. The rest 4 trainers did not get a chance to attend training related to the CSTCs program. Out of 4 coordinators of CSTCs 2 have taken a form of training for fifteen days related to CSTC program when CSTCs were under the MoE. Two coordinators did not get the chance for training. The majority of MSTIPA experts (88.89%) have not taken any training related to their current work, only one expert has taken five days training directly related to the present position. Totally 14 (73.68%) of the respondents did not take training related to CSTCs programs and 10 (76.9%) respondents did not take training relevant to the adult education. All respondents agreed that training or coordinating CSTCs programs requires its own special training.

Furthermore, other open-ended questions were asked to collect additional information from these respondents. The first question was presented to trainers, about the adequacy of their experience and ability to train adults and young people. Accordingly, 2 of the 6 trainers said that they have good ability that enables them to train others because they have taken a short training (for 10 days) to upgrade themselves in the skill and to train others. These 2 trainers also pointed out that

they have a high acceptance by trainees. On the other hand, 4 out of 6 trainers responded that they lack ability to train others because they have not taken training of trainers and their acceptance from trainees was less. The second open-ended question was presented to coordinators of CSTCs regarding their experiences to coordinate the work of CSTCs and their interest in working in the current position. Accordingly, 2 of the 4 coordinators said that they have a certain degree of experience in the work of CSTCs, although, they have not taken training or orientation in the field even for a short period of time. In addition, one coordinator said that he has an average interest in work in the present position and the other 1 indicated that he is not interested in coordinating CSTCs.

The third open-ended question was for the zonal and Woreda MSTIPA experts about their ability to work as an expert supporting the implementation of CSTCs programs. Accordingly, 5 experts said that although, they were not trained in the field and did not take acquainting training, they have obtained experiences that could enable them to work as experts of CSTCs. Two experts revealed that they were inadequate to assist CSTCs, and the other 2 experts indicated that they could partly assist CSTCs, but not properly.

The results generally showed that training, coordinating and assisting the work of CSTCs require special training related to the program. But in actual situations the CSTCs Programs were carried out by persons who have no exposure to the training relevant to their programs. Skill trainings were provided by simple traditional craftsmen and women who have no sufficient skill as well as the ability. As the data indicated, Zonal and Woreda MSTIPA offices seem that they have not committed to the successful implementation of the training programs in CSTCs. Because they did not make efforts to support CSTCs programs with training the practitioners.

On the whole, the findings in Table 5, are agreeable to the idea of Fikre et al (1999:13) in that CSTCs in Ethiopia have deficiencies. The absence of short term upgrading and acquainting training programs for coordinators of CSTCs and experts at different levels is one of the obstacles encountering CSTCs.

Most of the time due to lack of awareness on the importance of CSTCs and less attention to them, implementation of their programs were left to individuals who have no background knowledge in the field, and acquaintance with the methods of program implementation. The result that revealed the professionally incompetence of practitioners to do tasks in CSTCs, is ratified by Berned (2005) saying that the coordinators of CSTCs lack knowledge and skill of the field, that most of them have been trained as primary school teachers, whose training does not match to the CSTCs programs. It is obvious that support from Woreda and zonal MSTIPA offices has great importance for the effectiveness of the training program of CSTCs, but this does not happen in all CSTCs.

The provision of skill training programs in CSTCs requires varied resources. The resources include among others human resources and government support. In this respect, one of the works of MSTIPA offices for the CSTCs should be enabling the staff members of CSTCs through frequent training is impassable task. Because, for any organization man power appears to be the most important of all. Many authors agree with this concept. Leonard (1989), the only major resource of any country to develop is the talent of its people. The talent of the people is acquired from education and training. For Wanna (1992) human capital is decisive in improving the life the people. According to him, human capability can be obtained through education, training and work experience. Abebe (1997) professional staff members of CSTCs have to periodically be given technical trainings to upgrade their knowledge and skills. What is to be learned from these authors is the fact that zonal and Woreda MSTIPA offices have to think more about the provision of technical trainings for trainers, coordinators and experts who work for CSTCs.

4.6. Monitoring and Evaluating the Training Program of CSTCs ✓

In order to judge whether the training program in CSTCs is supported, monitored and evaluated in the process of training. All respondents (excluding the 5 interviewees) were asked regarding the practice of monitoring and evaluation in the CSTCs. The discussions of the questionnaires are illustrated below in Table 6.

Table 6: Monitoring and Evaluation in the CSTCs.

Items	Respondents												Total									
	Trainees =100				Trainers =6				Coordinators =4				Experts =9				Yes Fre	No Fre	%			
	Yes Fre	No Fre	%	Yes Fre	No Fre	%	Yes Fre	No Fre	%	Yes Fre	No Fre	%										
1	Monitoring and evaluation is conducted in CSTC	54	46	46	60	60	2	33.33	4	66.67	2	50	2	50	8	88.89	1	11.11	13	86.62	2	13.33
2	Evaluation between trainees and trainers is conducted	54	46	46	60	60	6	100	4	100	4	100	-	-	-	-	-	-	64	58.2	46	41.8
3	Evaluation between coordinator and MSTIPA offices is conducted	46	54	54	60	60	3	50	3	50	-	-	-	-	-	-	-	-	49	46.23	57	53.77
4	Woreda MSTIPA office evaluates the work of CSTC	40	60	60	60	60	2	33.33	4	66.67	2	50	2	50	-	-	-	-	44	40	66	60
5	Coordinator of CSTC evaluates the work of CSTCS	42	58	58	58	58	6	100	3	75	1	25	-	-	-	-	-	-	51	46.4	59	53.6
6	Trainers encourage trainees to give comments on the training process	61	39	39	39	39	6	100	4	100	4	100	-	-	-	-	-	-	71	64.55	39	35.45
7	Trainers respect comments given by trainees	55	45	45	45	45	6	100	4	100	4	100	-	-	-	-	-	-	65	59.1	45	40.9
8	Coordinator encourages trainees to give comments on the training process	58	42	42	42	42	6	100	4	100	4	100	-	-	-	-	-	-	68	61.8	42	38.2
9	Coordinator respects comments given by trainees	-	-	-	-	-	6	100	3	75	1	25	-	-	-	-	-	-	9	90	1	100
10	Frequent discussion between coordinator, trainers and trainees were conducted	-	-	-	-	-	-	-	4	100	-	-	-	-	-	-	-	-	4	100	-	-

Fre = Frequency distribution

On item "1" five of the trainers and 8 of experts, totally 13 (86.62%) said that monitoring and evaluation was conducted in the CSTCs training programs. Fifty four trainees, all trainers and experts agreed that evaluation between trainees and trainers was conducted. Fifty four trainees and 3 trainers, total 57 (53.77%) of them responded that evaluation between coordinators and MSTIPA offices was not conducted. Sixty trainees, 4 trainers and 2 coordinators in total 66% of respondents revealed that woreda MSTIPA offices did not evaluate the work of CSTCs. By the same token, 42 trainees, all trainers and 3 coordinators said that CSTCs were evaluated by their coordinators while 58 of the trainees said coordinators did not evaluate CSTCs. Concerning item "6" 61 of the trainees, all trainers and all coordinators, totally 71 (64.55%) of them agreed that trainees were encouraged to give comments on training process by their trainers. Similarly, 55 of the trainees, 6 trainers and 4 coordinators of CSTCs indicated that comments forwarded by trainees were accepted by the trainers. On item "8" 58 of trainees, 6 trainers and 4 coordinators depicted that coordinators encouraged trainees to give comments on the process of training. All trainers and 3 coordinators mentioned that comments of trainees were respected by coordinators of CSTCs. All coordinators revealed that discussions among trainees, trainers and coordinators were frequently conducted.

In order to find out how often monitoring and evaluation was conducted and who participated in it, open-ended questionnaires were set and presented to trainers, coordinators and zonal and Woreda MSTIPA experts. The first question was about how often monitoring and evaluation was conducted. Eleven out of 19 respondents (58.9%) said, twice a month, while the other 8 respondents (42.1%) said it was conducted weekly. The second question was presented to trainers and experts, about who participated in the process of monitoring and evaluation on the training program of CSTCs. Respondents gave dispersed responses in this regard. 7 respondents said coordinators, 3 of them indicated that evaluating and monitoring was conducted by committee members of CSTCs and 4 respondents said that it was conducted jointly by coordinators, trainers, trainees, committee members and Woreda MSTIPA offices. And 1 individual said Woreda MSTIPA office take part in the evaluation and monitoring.

In order to obtain additional information regarding monitoring and evaluation issues, coordinators of CSTCs were asked. The first question was presented to those coordinators who

have said Woreda MSTIPA offices did not evaluate CSTCs. They were asked to give reasons. The lack of acquaintance with the work of CSTCs was found to be the reason why the woreda MSTIPA offices did not evaluate CSTCs. Three Coordinators who said that they have evaluated CSTCs were asked to reveal the performances of CSTCs they evaluated. Accordingly, they revealed that the performances of CSTCs were poor. Factors for the ineffectiveness of the CSTCs performances were listed by the coordinators as follows: Inadequacy of training materials, and trained trainers, little attention from zonal and worda MSTIPA offices, budget constraints and non-implementation of the structure.

As a whole, results of the study showed that Woreda and zonal MSTIPA offices did not follow-up the work of CSTCs in general. MSTIPA offices seem not only lack experiences on the work of CSTCs and acquaintance with it but they also give little attention to the implementation of training programs in CSTCs. According to Tekeste (1996) successful implementation of CSTCs program demands active participation of government bodies at different levels. In this respect, among other works of MSTIPA offices for the CSTCs one should be periodically monitoring and evaluating the process of training programs provided by CSTCs.

Based on the results, monitoring and evaluating the process of training program in CSTCs is conducted only twice in a month which is less than the regular evaluation program of government sectors (civil service improvement program) effective in the region as a whole.

4.7. Choice of Training program by trainees

Decision of the target groups on the types of training courses they want to attend and their recognition on the benefits they get after training are fundamental instruments for the successful implementation of CSTCs programs. Based on this major premise, questionnaires were set and presented to coordinators of CSTCs and trainees. The questions are discussed below in Table 7.

Table 7: Choice of Training program by trainees.

	Items	Respondents =104											
		Trainees = 100				Coordinators = 4				Total			
		Yes		No		Yes		No		Yes		No	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Trainees attend skill training courses that they want to attend	87	87	13	13	4	100	-	-	91	87.5	13	12.5
2	People are willing to receive training provided by CSTCs	89	89	11	11	-	-	-	-	89	89	11	11
3	Trainees hope to get enough skill in the training program	60	60	40	40	-	-	-	-	60	60	40	40

As it is illustrated in Table 7, the majority of respondents 91 (87%) said that trainees attended the type of skill training courses by their choice, and 89% of them agreed that community members were willing to participate in the training programs provided by CSTCs. The majority of trainees (60%) expected skills appropriate to their life would be obtained from the training given by CSTCs, while the rest (40%) of them did not expect any skills that help them to change their living standard.

All coordinators agreed that trainees were aware of the benefits after completing the training program. Trainees who said that people in the communities were willing to participate skill training courses given by CSTCs were asked in open-ended question to give information about what benefits were expected out of the training. Accordingly, 89 trainees forwarded suggestions about why people want to receive skill training courses in CSTCs. Suggestions are presented below in Table 8.

Table 8: Suggestions Given by Trainees about the Benefits Obtained from Training in CSTCs.

	Suggestions	Respondents	
		Number	%
1	Helps to adapt modern system of production, accomplish much work relatively within a short period of time	43	30.49
2	It extricates individuals from poverty	32	22.7
3	Helps to overcome unemployment problems because with the skills obtained one can create self-employment or can get employment opportunity	25	17.73
4	It enables an individual to have at least one type of skill	20	14.18
5	It upgrades the existing indigenous skills	16	11.35
6	It enables individuals to be economically self-dependent that is an instrument to improve production	5	3.55
		141	100

NB There Were Multiple Responses

As shown in the Table 8, trainees have enumerated more benefits that could be obtained out of the training programs of CSTCs. This may indicate the fact that community members were aware of the importances of attending skill training courses, and at the same time the services rendered by CSTCs were recognized by the respective communities.

On the other hand, those trainees (60 in number) who were hopeful in table 7 to get adequate skills from training given by CSTCs were asked open - ended question to give their opinions about whether training can bring change on their real lives. Concerning this, 26 respondents (43.33%) said the training would provide them with enough skill that can enable them to be productive in their daily works. Other respondents (56.67%) indicated that training would help them to improve their living standards.

Those respondents who said that they did not hope to get enough skills from the training programs in Table 7 were requested by open-ended question to mention their reason for their expectations. Accordingly, 26 respondents (65%) said that there is a lack of adequate training

materials (both machinery and non-machinery), 14 respondents (35%) indicated that there was absence of qualified trainers.

Based on the findings of the study, it seems possible to say that there was a good hope on the side of target groups about skills training courses provided by CSTCs. The target groups agree that training courses are instruments to bring change in their lives. Hope of the target groups is not limited only to individual changes but also to social changes in general. On the other hand, the availability of inputs in CSTCs seems to be going by contraries at present. The limitations in the CSTCs like absence of trained trainers, lack of training instruments have been causing a great fear. Limitation of resources in CSTCs in nation wide has been confirmed by Fikre et al (1999) and Asheber (2007) that major problems facing CSTCs in Ethiopia are lack of qualified trainers and adequate training materials, budget constraints and lack of commitment from local authorities. As to responses given by the respondents and view of the different authors, it is the aforementioned resource limitations in CSTCs that have created loose relationship between CSTCs and the community members.

4.8. Severe Problems in the Localities and Best Beneficial Skills ✓

In order to identify severe problems in sample Woredas and types of skills best beneficial and influential in changing the lives of participants in particular and progress of the communities in general, questions were set and presented to trainees alone. Because trainees have more access to the problems and they are aware of the types of skills used for alleviating the problems facing the people at the grassroots level. Accordingly, responses given are demonstrated below in Table 9.

Table 9: Severe Problems Encountered the Communities and Beneficial Skills.

		Respondents							
		1 st rank		2 nd rank		3 rd rank		4 th rank	
		Fre	%	Fre	%	Fre	%	Fre	%
1	What skill is most beneficial to the communities?	-	-	-	-	-	-	-	-
	a) wood work	-	-	-	-	-	-	5	-
	b) black smith	-	-	-	-	-	-	-	-
	c) Pottery	-	-	-	-	-	-	-	-
	d) Tannery	-	-	-	-	-	-	-	-
	e) Bamboo work	-	-	-	-	-	-	-	-
	f) Tailoring/sewing	40	40	-	-	-	-	-	-
	g) weaving	-	-	-	-	25	25	-	-
	h) trade activities	-	-	30	30	-	-	-	-
2	Severe problems in the localities	-	-	-	-	-	-	-	-
	a) shortage of food crops	-	57	-	57	-	-	-	-
	b) epidemic diseases	-	-	-	-	-	-	-	-
	c) lack of plot of land for cultivation	-	-	-	-	55	55	-	-
	d) lack of skill training opportunities	-	-	-	-	-	-	54	54

As indicated in Table 9, 40% of the trainees considered tailoring as the best beneficial skill, 30% of them indicated trade as most beneficial of economic activity in the communities and 25% said weaving is the most helpful skill in Awi zone and 5% of them agreed that woodwork is useful skill.

With respect to the severe problems facing communities in Awi zone, trainees revealed problems ranking from 1st to 3rd in order. Accordingly, shortage of food crops, lack of plot of land and lack of skill training opportunities are ranked 1st, 2nd and 3rd respectively as severe problems by 57, 55 and 54 trainees.

The results of the study indicated that tailoring, trade activities, weaving and woodworks were selected as beneficial skills in the communities. This could indicate the fact that if different types of skill training courses were provided by CSTCs, a great number of adults and young people would benefit out of them and able to be engaged in self-employment activities which help to

alleviate severe problems (e.g. lack of land for cultivation) encountered communities in the zone. This result is in conformity with Aniley (2006) that the majority of adults and young people in Amhara region including Awi zone lack basic skills that can enable them to engage in better production activities. The problem of shortage of land for cultivation is another finding which has conformity with the literature review. It is obviously observed that problems originate from lack of plot of lands for cultivation and grazing has been compelling adults and young people in Awi zone to leave their origins for other areas in searching for means of livelihoods.

4.9. Internal and External Situations of CSTCs

Many factors affect implementation of community skill training programs. Factors could be categorized into internal and external. Awareness and participation of the Community members in CSTCs and political commitment to effective implementation of training programs of CSTCs are some of the external factors. Similarly capability of CSTCs to carryout out their programs, relevance of the training programs, availability of qualified man power and training materials in the center etc are internal factors. Concerning these issues, questionnaires and interviews were set on external factors (in Table 10 and 11) and internal factors (in table 12) and were given to trainees, trainers, coordinators and woreda and zonal experts in order to gather data. The data demonstrated in (Table 10 and 11) were gathered using the five points likert scale.

Table 10: Rating Scale of the Community participation in the program of CSTCs.

	Conditions	Respondents Rating Scale															Mean Value								
		Trainee N=100					Trainers No=6					Coordinators No = 4				Experts No =9									
		1	2	3	4	x	1	2	3	4	5	x	1	2	3	4		5	x						
Community participation	1. Awareness of the target groups on the importance of CSTCs	10	17	12	11	-	3.74	1	2	1	2	-	2.67	1	2	1	-	1.83	2	5	2	-	-	2.0	2.56
	2. Participation of community members in the training programs of CSTCs	7	15	6	10	2.0	4.06	1	1	2	2	3.17	2	1	1	2.7	2.75	5	2	1	1	-	-	1.89	2.73
Mean Value							3.9					2.92					2.28								1.78
Standard Deviation						1.89	1.45					1.4					1.6								0.84

Grand Mean = 1.31

As indicated in Table 10 there are differences among groups of respondents in their responses regarding the awareness of the community members on the importances of CSTCs. Trainees and trainers responded that the awareness of the target groups about the importances of CSTCs was good and medium by mean 3.74 and 2.67 respectively, while coordinators and experts of zonal and Woreda MSTIPA offices agreed that the community members' awareness on the services of CSTCs is low by showing mean (1.83) and (2.0). Participation of community members in CSTCs was indicated good by trainees by mean (4.06), medium by trainers and coordinators by mean (3.17) and (2.75) respectively while experts revealed low by mean (1.78).

As it is vividly seen in the above Table 10, the responses of the majority of the respondents have shown that target groups have awareness on the importances of the training programs provided by CSTCs. Similarly the participation of communities in training programs given by CSTCs has been confirmed by the majority of the respondents. The result of the study agrees with the ideas of Bekuretsion (2005) and Molla (2001) that active participation of the target groups is important input for the effective implementation of Non-formal Education and Training (NFET) programs.

Table 11: Rating Scale of the Center Related Factors and Capability of CSTCs.

Center related factors	Conditions	Respondents Rating Scale																				Mean Value						
		Trainee N=100					Trainers No=6					Coordinators No = 4					Experts No=9											
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5							
Center related factors	1. Relevance of the training program	17	10	20	21	32	3.41	1	2	3	4	5	x	2.83	1	2	3	4	5	x	3.75	2	2	2	2	1	2.78	3.2
	2. Availability of training materials in the center	60	25	7	3	5	1.68	4	2	-	-	-	1.33	1	1	2	-	-	-	2.25	2	5	1	1	-	2.11	1.84	
	3. Presence of qualified trainers in the center	56	18	7	7	12	2.01	5	1	-	-	-	1.17	3	-	1	-	-	-	1.75	6	2	1	-	-	1.44	1.6	
	4. Matching of the training schedule to the convenience of trainees	49	17	15	10	9	2.13	1	2	3	-	-	2.33	1	1	1	1	-	2.5	3	2	3	-	1	2.33	2.3		
Capability of CSTCs to carry out their programs	Mean Value	-	-	-	-	-	2.3	-	-	-	-	-	1.9	-	-	-	-	-	2.6	-	-	-	-	-	2.2	2.2		
	1. Properly utilizing the available resource	45	18	4	11	22	2.47	2	-	1	2	1	3.0	-	1	1	2	4.0	3	-	3	2	1	2.78	3.1			
	2. Providing demand oriented training courses	45	20	15	10	10	2.2	3	2	1	-	-	1.67	-	-	4	4.0	1	4	2	2	-	-	2.56	2.6			
	3. Maintaining quality of training	44	10	22	9	15	2.41	3	1	2	-	-	1.83	-	-	1	2	1	4.0	1	2	5	1	-	2.67	2.7		
	4. Providing training continuously	61	10	9	5	15	2.03	3	3	-	-	-	1.5	-	-	1	2	1	4.0	2	1	5	1	-	2.56	2.5		
	5. Having qualified staff members	48	27	6	12	7	2.03	4	2	-	-	-	1.33	1	2	1	-	-	2.0	4	5	-	-	-	1.56	1.7		
	6. Having workshops used for training purposes	67	12	12	2	7	1.7	3	1	1	1	1	2.0	3	1	1	-	-	1.5	1	3	5	-	-	2.44	1.9		
7. Contribution of CSTCs to the Woreda development program	27	9	10	5	49	3.4	1	1	1	1	2	3.33	-	-	2	1	1	3.75	1	3	-	4	1	3.11	3.4			
Mean value	-	-	-	-	-	1.89	-	-	-	-	-	2.09	-	-	-	-	-	3.32	-	-	-	-	-	2.53	2.56			
Standard deviation	-	-	-	-	-	1.43	-	-	-	-	-	0.84	-	-	-	-	-	0.93	-	-	-	-	-	0.96	-			

As it is seen in Table 11, the relevance of the training program of CSTCs to the problems of target groups was reported to be medium by mean 3.4, 2.83, 3.75 and 2.78 trainees, trainers, coordinators and experts respectively.

Trainees, trainers, coordinators and experts by mean 1.68, 1.33, 2.25 and 2.11 respectively expressed that the availability of training materials in CSTCs was low. The same thing was true with the presence of trained trainers in CSTCs that trainees, trainers, coordinators and experts by mean 2.01, 1.17, 1.75 and 1.44 respectively indicated it was low.

The training schedules of CSTCs were reported by trainees, trainers and experts not to have been prepared matching the convenience of participants. But coordinators of CSTCs (2.5) indicated that the training schedules were prepared suitable to the time of trainees.

As to the results mentioned above, training materials and trained trainers were scarce in CSTCs which resulted in ineffectiveness of the implementation of training programs. The results have conformity to the Agidw's (1994) findings states that in CSTCs in Amhara region (including Awi zone), skill training courses were given by untrained and inexperienced trainers due to absence of qualified trainers, and CSTCs in the region were also suffering from lack of training materials.

The interest of target groups in respect to the training time has to be kept in such a way that training schedules need to be prepared in accordance with the participants' free time. Because they economically have to support themselves during the training programs. Thus, the time should be arranged with their consent. Regarding the capability of CSTCs, as it is shown in the same table 11, properly utilizing the resources available in CSTCs trainers and experts believed it to be medium while it was good for coordinators and for trainees it was low. On the other hand, item two in the same table investigates the extent to which the demand oriented training courses were provided. To this point, trainees and trainers responded it was low while for coordinators it was good and for experts it was medium. Concerning the quality of training in CSTCs in item three, trainees and trainers by mean 2.41 and 1.83 respectively said it was low and for coordinators (4.00) it was good while for experts (2.67) it was medium. Regarding the continuity

of the provision of the training program, trainees and trainers agreed to be low while coordinators and experts asserted good and medium respectively.

For item five which was about the presence of training places for practices in the CSTCs, all respondents employed in the study have responded it was low. Similarly, item seven in the same table 11 was to obtain information with regard to the contribution of CSTCs to the enhancement of the Woreda development. Accordingly, trainees, trainers and experts 3.4, 3.33 and 3.11 respectively have said it was medium while for coordinators (4.0) it was good.

To substantiate how far the information regarding capability of CSTCs obtained from the trainees, trainers, coordinators and experts of MSTIPA was similar to the other informants. The student-researcher also tried to conduct interviews with heads of zonal and Woreda MSTIPA offices. The same question was presented to all officials. Are the CSTCs well equipped and able to train adults and youths? The responses were not found different from the above responses. The heads of MSTIPA offices told during interviews that currently CSTCs lack not only trained man power and training materials but they also have budget constraints. With regard to the availability of training materials within CSTCs, the information obtained through observing each CSTC has showed that the types and number of materials in each CSTC were limited and their distribution among CSTCs was also uneven. In addition, inexperience in the work of CSTCs from the part of MSTIPA offices and the non-implementation of the structural unit were problems facing CSTCs. Because of these shortcomings CSTCs in the zone were not capable of providing training programs for the communities as to the extent to which they were expected to do so.

According to the findings, there were resource scarcities in CSTCs of Awi zone that caused them not to carryout their programs effectively and sufficiently. Due to scarce of all necessary inputs mentioned above not all demanded training courses were provided, the quality of the training outcomes was poor and the provision of the program has also no continuity.

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

by the adequate resources. It was also revealed in the literature review that CSTCs in Amhara region (including those in Awi zone) were inefficient and ineffective in their performances and impacts, because of inadequate resources allocated for them (Anilly, 2006). Although, their contributions to their respective Woreda development programs were agreed, capacity of CSTCs to do so has been found limited.

4.9.1. The Role of Government in the work of CSTCs ✓

The role of government in CSTCs is among the external factors that affect implementation of CSTCs program. It was one of the issues to be assessed in this study. Because commitments of government bodies at different levels are the foundations of the activities of CSTCs. Based on the review of literature, a successful implementation of CSTCs program demands the active involvement of government bodies at different levels. Accordingly, attempts were made to find out the extent to which the government bodies play roles in order to realize the effective implementation of training programs of CSTCs. To this effect, questions in both questionnaires and interviews were set and presented to the heads and experts of zonal and Woreda MSTIPA offices, trainer and coordinators of CSTCs. The interview was presented to heads of zonal and Woreda MSTIPA offices while the questionnaires were to trainers, coordinators and experts. The responses of the questionnaire have been illustrated below in Table 12.

Table 12: Involvement of the Government Bodies in the Work of CSTCs. ✓

No	Statements	Respondents									
		High		Average		Low		Total		No response	
		No	%	No	%	No	%	No	%	No	%
1.	Providing training materials			4	21.1	15	78.9	19	100		
2.	Allocating budget needed for training programs					19		19	100		
3.	Conducting monitoring and evaluation periodically			6	31.6	13	68.4	19	100		
4.	Motivating staff members with material and moral incentives			1	5.3	18	94.7	19	100		
5.	Providing staff members with updating courses					19	100	19	100		
6.	Convincing target groups in the importance of CSTCs			7	36.8	12	63.2	19	100		
7.	Mobilizing communities to support CSTCs			3	13.8	16	84.2	19	100		
8.	Linking CSTCs with the Woreda development programs			7	36.8	12	63.2	19	100		
9.	Introducing structure to CSTCs that suits the training program			4	21.1	15	78.9	19	100		
10.	Encouraging female trainees			5	26.3	14	73.7	19	100		
11.	Conducting follow-up on graduates of CSTCs			3	15.8	16	84.2	19	100		
12.	Managing the use of the available resources of CSTCs	3	15.8	8	42.1	8	42.1	19	100		
13.	Creating markets for products of graduates	2	10.5	4	21.1	13	68.4	19	100		
14.	Providing credit services for graduates of CSTCs			5	26.3	12	63.2	19	100		
15.	Assisting graduates of CSTCs in profession			7	36.8	12	63.2	19	100		
16.	Encouraging experience sharing among graduates of CSTCs					19	100	19	100		

NB. There Were Multiple Responses

As shown in Table 12, the all respondents agreed that the support of government in allocating budget for training purposes, providing staff members with updating training and in creating forums for graduates of CSTCs to exchange experiences among themselves were all found out to be poor performances. The other 15 respondents indicated that the supply of training materials by the government for the implementation of training programs in CSTCs was low while the rest 4 respondents said the supply of training materials by the government was medium.

With regard to conducting monitoring and evaluating on the process of training programs, 13 respondents indicated low. On the other hand, 6 of them said medium. The majority of respondents 18 agreed that staff members of CSTCs were not motivated either with material or moral incentives by the government. A large number of respondents, i.e. 12, 16 and 14 indicated that convincing the community members about the importance of training programs in CSTCs, mobilizing them to support CSTCs and encouraging women to take part in training program were all poor performances respectively. Twelve of the respondents revealed that the government fails to link the CSTCs programs with the Woreda development programs.

In addition, 15 respondents indicated that the government did not implement the new organizational structure of CSTCs. The other 16 respondents said that there was no a follow-up by the government bodies on graduates of CSTCs with regard to the application of skills obtained from training. Some 12 respondents said that there was no professional assistance provided for CSTCs graduates from the pertinent government body (bodies).

In fact, it was revealed by 15 respondents that the government's attempt to create markets for products of graduates was low. Similarly, 12 of the respondents said that the government's attempt to arrange situations for the provision of credit services for graduates was low.

Concerning the role of government in proper utilization of the available resources in CSTCs, 8 of the respondents said medium and other 8 said low. On the other hand, 3 respondents revealed that the government's management on the use of available resources in CSTCs was high.

②
In order to obtain information about the role played by the government bodies in CSTCs, the heads of zonal and Woreda MSTIPA offices were interviewed. The same question was presented to them. The question raised was about what roles their offices have in the work of CSTCs. Responses given are summarized separately as follows.

Responses provided by the heads of Woreda MSTIPA offices include: Controlling and checking the contents of training programs, providing resources necessary for training and managing the process of training, and the use of resources.

The head of zonal MSTIPA office has given responses for the interview as follows: Producing training systems for Woreda offices/CSTCs, assist in profession and material, create credit facilities for graduates with the integration of other sectors and institutions.

The results of the interview revealed that the amount of budget allocation was low and it did not enable CSTCs to implement the training programs according to the plan. It was not even enough for the work of planning which requires relatively less expenditure.

Based on the findings of the study one could conclude that the performances were poor. The result of the study also pointed out that staff members were not motivated. And this is against the literature reviewed. Bernd (2005), for example, says that those who are involved in training and coordinating must be motivated. Policy makers and local authorities have to believe that motivated persons are productive. Therefore, motivational works should be one of their agendas. This idea matches with the concept of "the stronger the motivation, the more is in return".

Participation of women in skill training programs was found to be less. Out of 104 trainees and 6 trainers employed in the study, women participants accounted 8.7% and 16.67% respectively. This may be mostly due to the absence of efforts to convince and encourage women to take part in the training programs and to attend equally with men. Awareness creation works should be made to bring women to the training arena and to enable them to be beneficiary of the program. At present, efforts are being made for the realization of women's empowerment. Accordingly, the participation of women in all fields has been increasing progressively. If they are encouraged, women could receive different skill training courses in CSTCs. The training history of CSTCs in Awi zone is an evidence. As the documents indicated, 1055 women took training in CSTCs in

this zone in the previous years. In addition, diversifying types of training courses such as pottery and embroidery would increase the number of female participations since these skills traditionally belong to the female's skills.

As the findings revealed, CSTCs were not regarded as such institutions that could contribute to the economic and social development significantly to the individual's benefits in particular and to enhance the socio-economic programs of the zone in general. As the results of the study depict, following-up of graduates does not seem the concern of government body/bodies. Unavailability of market facilities for products, credit services and working places were found to be the major problems for the graduates of CSTCs in Awi zone.

The final goal of CSTCs program is not only providing skill training but also enhancing opportunity for graduates to generate their own income by their activities and to improve their living standard after completion of training. In connection with this, Shiffield and Diejomaoh (1972) suggest that training was designed not only to provide useful practical skills, but also to help trainees to bridge the difficult gap between training and productive employment after completion of training. Similar to this idea, Henner (1999) the use of skills obtained for the individual livelihoods in particular and for the development of the community in general has to be taken in to account. Further more, Bernd (2005) says that CSTCs in Ethiopia concentrate only on skill training or technical know how but they do not make preparations for economic activities by enabling the graduates to under take their own business.

To enable graduates to utilize skills, organizing them into cooperatives is needed. Because cooperatives are comfortable for the provision of services like working places, credit services, and other courses about accounting and managing small enterprises. Concerning this statement Henner (1999) says that the translation of skills into productive and beneficial work practices needs additional competences such as accounting, marketing, creating and organizing of works etc.

The findings of the study generally showed that promises of the zonal and woreda MSTIPA offices to strengthen the training programs of CSTCs were not performed. In brief, the roles of

government in CSTCs programs are relevant inputs that could promote training programs. But they were not translated into practice. The role could not go beyond their theoretical stage.

4.10. Major Problems that Currently Encountered the CSTCs ✓

The major problems that encountered the CSTCs are among the most important issues to be researched in the study. The purpose is to identify the major problems that have strong influences on the implementation of training programs provided in CSTCs. The data were, therefore, gathered through questionnaires and interviews from all groups of respondents such as the heads and experts of the zonal and Woreda MSTIPA offices, coordinators of CSTCs, trainers and the target groups (trainees) themselves. All groups of respondents were asked the same question to list down the major problems that challenge the implementation of CSTCs programs. For trainees, trainers, coordinators of CSTCs, and experts of zonal and Woreda MSTIPA offices, open-ended questionnaires were presented and the same question was also presented to the heads of zonal and Woreda MSTIPA offices during an interview. The question was about what major problems encounter CSTCs. Accordingly, all the respondents enumerated major problems that they thought challenge the training programs of CSTCs. The responses provided for the question are therefore summarized and presented below in Table 13.

Table 13: Major Problems Facing CSTCs Currently as indicated by respondents.

No	Problems	Respondents	
		Number	Percentage
1.	Budget constraints	20	5.26
2.	Lack of skilled man power, such as trainers, coordinators and experts who have trained in fields related to CSTCs programs	37	9.73
3.	Lack of training materials (machines, non-machines)	61	16.1
4.	Not implemented of organizational structure of CSTCs in to deeds	13	3.42
5.	Non-diversity of training courses	20	5.26
6.	Poor quality of training	17	4.47
7.	Less intake of trainees at a time and discountuity of the training program	18	4.73
8.	Absence of monitoring and evaluation of the process of training programs	16	4.21
9.	Absence of following up of graduates of CSTCs about the application of skills they have acquired from training	21	5.52
10.	Absence of an attempt to organize graduates into cooperatives and enabling them to be engaged in self-employment activities	55	14.47
11.	Inadequacy of women's participation in training programs of CSTCs	21	5.52
12.	Suffer of graduates from not having working place, markets and credit facilities	45	11.84
13.	Incapability of CSTCs to meet the needs and interests of the target population	20	5.26
14.	Less attention from the government sectors to the CSTCs	16	4.21
		380	100

NB. There Were Multiple Responses



Budget constraints, non-diversity of training courses and incapability of CSTCs to meet the needs and interests of the target population were indicated as problems facing CSTCs by 20 (5.26%) respondents, similarly, 16(4.21%) of the respondents revealed the government's little attention to CSTCs and the absence of monitoring and evaluating the CSTCs. Number of respondents 21(5.52%) said that inadequacy of women's participation in training program given by CSTCs and absence of follow ups of graduates were problems of CSTCs. More over, non-implementation of organizational structure, poor quality of training and less intake of trainees were reported to be problems encountering CSTCs in Awi by 13 (3.42%), 17 (4.47%) and 18 (4.73%) of the respondents respectively. As to ideas of respondents, CSTCs in Awi Zone were not adequately furnished with desired training materials and skilled manpower. The budget allocations to CSTCs also inadequate to run the training programs.

The findings indicated that CSTCs were found not adequately furnished with the desired training materials (machines and non-machine), appropriate human power such as trainers, coordinators and experts who have trained in the areas related to the training program of CSTCs. As a result, graduates of CSTCs do not seem to attain the final goal of their training i.e. they are not engaged in self-employed activities, although the main objective of training in CSTCs is for self-employment. Self-employment could be possible by organizing the target groups in to cooperatives and by providing them with financial, material and infrastructure supports. Similarly, it is indicated that attempts were not made to follow-up the graduates about the use of their knowledge and skills they have acquired from the training programs to generate their own incomes.

Based on the responses obtained, the budget allocation to CSTCs was inadequate to run the training programs. As the heads of Woreda MSTIPA offices mentioned during interview, the training budget was insufficient from the government side. The training expenses were covered by the internal incomes of CSTCs except Injibara CSTC that has no income generating means like crop production and tree sale.

The results of the study showed that women's involvement in the training is less due to the lack of awareness of the importances of receiving skill training courses in CSTCs.

In short, the provision of skill training program in CSTCs was characterized not only by less intake of trainees but also by its poor quality. By the same token, the training courses were not available in diverse so that the target groups have no more choices to select types of skills best beneficial for them. In addition, the training program was not a continual phenomenon. CSTCs in Awi zone are found to be incapable of satisfying the community members in supplying with the demanded skill training courses.

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

4.11. Solutions Suggested by Respondents to the Problems of CSTCs

Respondents were asked to indicate remedies for the problems they identified earlier in Table 13. It was the same question that was presented to all groups of respondents. The question was about what solutions they suggest in order to overcome the problems they have mentioned. The responses for the question were summarized as follows in Table 14.

Table 14: Solutions Suggested to the Problems of CSTCs.

No	Suggestions	Respondents	
		Number	Percentage
1.	Improved training materials (machines-non machine) should be furnished to CSTCs ✓	42	10.82
2.	Assigning persons for training, coordinating and supporting CSTCs has to be on the bases of having training in fields related to CSTCs programs ✓	39	10.05
3.	Enough budget should be allocated for carrying out the training programs effectively	36	9.28
4.	Providing diverse of training courses instead of being limited to one or two types ✓	29	7.47
5.	Women must be encouraged to participate in training programs of CSTCs	28	7.22
6.	Increasing number of trainees admitted at a time	28	7.22
7.	Measures must be taken to maintain quality of the training outcomes ✓	28	7.22
8.	Capacitate CSTCs in such a way that they meet the interest of the communities ✓	25	6.44
9.	Land ownership of CSTCs should be respected	24	6.19
10.	Graduates of CSTCs must be organized into cooperatives and be provided with working places and credit services; and marketing conditions must be available for them to be able to engage in self-help activities ✓	22	5.67
11.	Organizational structure of CSTCs should be in operation and frequent change of it must be abandoned	21	5.41
12.	The concerned government bodies (zonal and Woreda MSTIPA) should pay proper attention to the effectiveness of CSTCs programs ✓	19	4.9
13.	Wooden houses of CSTCs which are found on the verge of falling have to get maintained or replaced by the new ones	17	4.38
14.	Conducting close follow-ups on graduates in order to identify whether or not they exploit skills they have obtained from training in CSTCs ✓	19	4.9
15.	Regular monitoring and evaluating the training process of CSTCs should be conducted ✓	16	4.12
			100

NB. There Were Multiple Responses

As could be seen in Table 14, 42 (10.82%) of the respondents justified that CSTCs should be supplied with adequate training materials (machines and non-machines) while 39 (10.05%) of them suggested that CSTCs need to have trainers, coordinators and experts who are trained in vocational skill training fields at different levels. Allocation of adequate budget to the CSTCs was suggested by 36 (9.28%) of respondents.

Certain number of respondents (5.67%) suggested the need for organizing graduates into cooperatives and supply them with working places and credit services including marketing facilities, and 16 (4.12%) suggested that watching graduates of CSTCs whether or not they use skills they acquired from the training was necessary. Moreover, 29 (7.47%) of the respondents justified the availability of more types of skill training courses rather than being restricted to one or two types of skills.

The courage of women to participate in training programs, the necessity of increasing the number of trainees admitted at a time and maintaining quality of training were suggested by 28 (7.22%) respondents. Operating the new organizational structure of CSTCs and avoidance of its frequent change was indicated by 21 (5.41%) respondents. In addition, 24 (6.19%) of respondents justified the need for respecting land ownership of CSTCs by law. This is because more lands of each CSTC were taken and given for private businessmen. The necessity of conducting monitoring and evaluation periodically in the processes of training programs of CSTCs was indicated by 14 (3.61%) of the respondents. The other 25(6.44%) and 19 (4.9%) of the respondents forwarded ideas for the indispensability of capacitating CSTCs to meet the interests and needs of the communities and the need of the government's due attention to the CSTCs respectively.

Respondents forwarded different suggestions based on ideas they have for solving the current major problems of the CSTCs. These suggestions should be taken as essential inputs in order to change the present situation of CSTCs.

Based on the results, fulfilling of appropriate man power quantitatively and qualitatively, improved training instruments, adequate budget and paying due attention by the concerned government bodies (zonal and Woreda MSTIPA) were pointed to be decisive factors for the effective implementation of CSTCs programs. Some issues such as allocation of regular budget, providing training instruments, introducing credit services and working places and other internal technical activities were recommended to be fulfilled by Woreda government bodies. The issues concerning the organizational structure and policy of land ownership are parts of the regional strategy which are beyond the authority and technical capacity of the Woreda government bodies. Hence, the constructive suggestions forwarded by respondents should be considered by both

Woreda, Zone and Regional governments. It is understood that the decentralized system of administration has given full power for regions and Woreda to decide and implement their own internal affairs including education and training.

CSTCs currently are not only basic vocational skill training centers in the zone but also they are highly demanded by their respective communities. The services provided by them could not be denied. For example, as the review document indicates, 6420 citizens (5385 males and 1035 females) were trained in different skills from 1994-2008. However, concrete evidence has not yet been discovered about how many of them have used skills they obtained for income generating activities. In connection with importance of CSTCs, the European commission (1996) pointed out that the non-formal training system like CSTC is expected to solve the problems of unemployment crisis and social marginality. Similarly, Aniley (1999) has justified that CSTCs are important to revitalize locally ignored, but important indigenous skills that are found at the rudimentary stages.

As to other countries experiences, basic skills training in Africa is must for self employment (Klesing, 2004). In India crafts skills are used for income generating activities for rural population (Samuel, 1998). In this regard, one can conclude that vitalizing CSTCs is unquestionable.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 The Summary of Major Findings

The main purpose of this study was to investigate the factors affecting the implementation of programs of CSTCs in Awi zone. Thus the study has formulated the following basic questions? (1) What are the major factors that affect the implementation of training programs of CSTCs? (2) What is the role of zonal and Woreda MSTIPA offices in the implementation of training programs of CSTCs? (3) How is the capability of CSTCs to carryout their training programs? (4) What are the remedies to the problems of CSTCs? To deal with these basic questions a descriptive survey design was employed and the necessary related literature were adequately reviewed.

Data gathering instruments (questionnaire, interview, structured observation, and review of relevant documents) were employed to generate information from 128 subjects, which were managed by grouping into five (trainees, trainers, coordinators, heads and experts of zonal and Woreda MSTIPA offices). Since the activity of the study has given a great emphasis for major factors that influence the process of implementation of training programs in CSTCs and developed generalizations in the final analysis, it has employed the descriptive research design. Moreover, to analyze the data gathered the percentage and mean scores were used.

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

1. Regarding the description of respondents' information, the results of the study have indicated that the composition of trainees who have attended the skill training courses were found to be 91% male and 9% female trainees. On the other hand 1 out of 6 trainers was female. Of all respondents, 10 (8.06%) were female and 114 (91.94%) were male. There were no female representatives in the management area of CSTCs such as, coordinators, experts and heads of zonal and Woreda MSTIPA offices. In all cases, (in the groups included in the study) the female's participation was minimal.

The study, indicated that 53% of the trainees were in the age category of 15-30 years. This shows that as age increases the number of trainees decreases. Out of the total 124 respondents 63 (50.81%) were over 30 years old. 78% of the trainees have families and 101 (81.45%) of the total respondents have formed family life.

With respect to the educational background of respondents, 5 of the trainees were illiterates. Seventy of trainees and 4 of trainers have attended primary school education and 25 of the trainees and 2 of the trainers have secondary education. All of the coordinators of CSTCs were graduates of T.T.I, and all experts and heads of zonal and Woreda MSTIPA offices were graduates of college and university levels.

With regard to the livelihood, 76% of the trainees were artisans, 3% farmers and 2% daily laborers. Nineteen of the trainees were jobless. According to the data, out of the total number of trainers, coordinators of CSTCs, experts and heads of zonal and Woreda MSTIPA offices, 21 (87.5 %) have served at least not for less than 2 years in their current positions.

In relation to area of qualification, only 4 (16.67%) of the total practitioners and managers of CSTCs were qualified in fields related to the CSTCs training programs. This indicates the fact that the functions of CSTCs programs were carried out by persons who are incompetent.

2. As to information obtained, CSTCs had their own objectives that were set in the 1970s. The current objectives of CSTCs in Awi zone, were mixed. Part of the former objectives and other new were formulated since 2007, by Bureau of MSTIPA. There have been significant differences between the previous and current objectives of CSTCs. Documents in MSTIPA office showed that the new training programs which were not existent in the previous program have been included. In this respect, changes were made on objectives for CSTCs.

Most likely contents of objectives of CSTCs currently tended to focus on the dropouts and completers of secondary schools. Thus, CSTCs seem to address themselves to work at young people who need jobs. The target of CSTCs at the dropouts of secondary schools and those who have completed secondary education but failed to join higher education level was the reason for the change of objectives. Responses obtained from the head of zonal MSTIPA

office have revealed that graduates of CSTCs should create livelihoods using their skills and were also expected to be competent participants in the developmental activities of their respective localities.

3. All coordinators of CSTCs have indicated that CSTCs in Awi Zone have new organizational structure. But the structure was not implemented. The non-operation of structure has resulted in negative effects on the process of implementation of CSTCs programs. Coordinators of CSTCs (75%) have indicated that the organizational structure of CSTCs was changed after they were handed over to Regional MSTIPA Bureau and its respective Woreda offices. As to the information obtained each CSTC was accountable to woreda MSTIPA office and managed by the management body of that office. As to the documents in MSTIPA office, the current structure has contained not less than 8 staff members. It is noted that in the former structure the size of staff of each CSTC was not more than 4.
- √ 4. The majority of the trainees (55%) agreed that they were provided training courses in accordance with their choices and on voluntary bases. They were consulted on what training courses they want to attend. However, 51% of them have indicated that their participation in the process of planning of their training programs was very limited.

As to the information obtained on the types of training fields, skill training courses were not diversified, only two types were provided (tailoring and weaving). Economically supportive different basic skill training areas like bamboo work (highly demanded and marketable in the zone), pottery, horn work etc that help adults and young people to create income were not included. As to the responses, tailoring and weaving were preferred because these occupations were marketable in all Woredas of the zone. In addition, the availability of training tools for these fields was better as compared with other training areas.

The intake of each CSTC was determined by the availability of budget, trainers and training tools. Depending on such conditions each CSTC admits 12 to 43 trainees at a time and the training program was conducted only once in a year.

5. Awareness of the target groups on the importance of CSTCs was seen to be strong by majority of the respondents. The relevance of the training programs to solve problems of the target

groups was reported to be strong. Yet, training materials and qualified trainers as well as the relationship between training schedule and trainee's free time were responded by majority of the respondents as low.

6. Regarding the capability of CSTCs to carryout the training programs, as the information obtained CSTCs in Awi zone lack all necessary inputs. Based on the information provided, CSTCs, in the zone were incapable in terms of training materials, qualified man power and budget allocation in order to provide skill training courses. As a result, CSTCs in Awi zone were characterized by providing limited courses to few trainees and intermittent programs.
7. With regard to the role played of government bodies in the training program of CSTCs, majority of respondents have revealed that zonal and Woreda MSTIPA offices have failed to allocate adequate budget for CSTCs, providing practitioners with updating courses. Zonal and Woreda MSTIPA offices were poor in supplying with training materials, conducting monitoring and evaluation on the process of training programs and motivating staff members either with materials or with moral incentives and their efforts made to link CSTCs program with Woreda development program was low. Government bodies from regional to Woreda level did not attempt to make the organizational structure of CSTC effective. Zonal as well as Woreda MSTIPA office neither conducted the follow-up on the former graduates of CSTC nor assisted them professionally. Based on the available information on roles and responsibilities of the MSTIPA offices in the implementation of CSTCs programs, although, the roles were mentioned by heads most of them were not put into action. As to opinion of the majority of respondents (77.3 %), the function of zonal and Woreda MSTIPA offices for the training process of CSTCs in Awi zone in general was low.
8. Results of observation have given the actual view of the current situation of CSTCs in terms of availability of training materials. As to the results of direct observation, the types and number of materials available in each CSTC were not only limited but also their distribution was uneven. Some CSTCs were found in a better condition interms of availability of training material while some others were experiencing severe problems. In short the available training materials in CSTCs were inadequate compared with the number of trainees.

9. Training in fields related to the CSTCs programs as well as interest are measures for working in CSTCs. In this respect, the information has shown that (66.67%) of trainers, (50%) of coordinators and (88.89%) of the experts of MSTIPA have no background in the field of CSTC programs. Trainers (66.67%) revealed that they lack ability to train others. Two of the coordinators of CSTCs had average competence to coordinate CSTCs and they were interested to coordinate CSTC. One coordinator had average interest to work in CSTC and another coordinator said that he was not interested to work in the present position. All coordinators and trainers had agreed that being involved in the work of CSTCs requires special training related to the nature of the program. According to the respondents, CSTCs programs were carried out by persons with out adequate training in the fields related to the program. Due to lack of awareness the implementation of CSTCs programs in Awi zone was left for individuals who had no background in the field.
10. Majority of the respondents (86.67%) told that monitoring and evaluation on the process of training programs was conducted by only coordinators of CSTCs. Woreda MSTIPA did not evaluate the training program. Results of the evaluation of coordinators showed that performances of CSTCs were poor because of shortage of inputs.
11. Trainees (89%) have revealed the willingness of the community members to participate in the training programs. Trainees (60%) have hoped that they would get enough skills out of the training programs that could help them to change their living standards. As to suggestions given by trainees, skill trainings help the people to raise production and productivity, overcome unemployment problems, reduce poverty and upgrade indigenous skills.
12. Skills such as, tailoring, trade activities, weaving and woodwork were chosen by the trainees as the best beneficial occupations. On the other hand, shortage of food crops, lack of plot of land for cultivation and lack of skill training opportunities were ranked 1st, 2nd and 3rd severest problems in the zone.

5.2. Conclusions

Attempts were made to present and analyze the data gathered from the sample respondents, observations and review of documents. Accordingly, the following conclusions were drawn.

1. CSTCs in Awi zone had mixed objectives of the former ones that were set in 1970s by the MOE and the newly formulated ones after the CSTCs were handed over to MSTIPA since the end of 2006. Contents of the current objectives of the CSTCs tend to dropouts and completes of secondary schools. Accordingly, CSTCs have addressed themselves to work more at young people who need jobs. The focus of CSTCs on dropouts or secondary education completed but failed to join higher education institution was the reason for the change of the objectives.
2. CSTCs in Awi zone have structure different from the previous structure that was during they were under MOE. The new organizational structure did not come into operation and this had an adverse effect on the implementation of the training programs. Each CSTC in Awi zone was accountable to the Woreda MSTIPA office. In this respect, CSTCs have lost their status as separate institutions which has created inappropriateness to the smooth functioning of the CSTCs.
3. Although, awareness and recognition of the target groups on the services of CSTCs was strong and the training courses were provided in accordance with their choices and on voluntary bases, the trainees' participation in the process of planning was very limited. There was no participatory planning in CSTCs. ✓
4. Both diversity of training courses and number of trainees admitted in a year were few. It was only 12 to 43 trainees that were enrolled by each sample CSTC in a year and only two types of skill training courses were given. Other skill training areas which were highly demanded in respect with marketability were not given due consideration. ✓
5. CSTCs in Awi zone lack inputs necessary for the implementation of the training programs. CSTCs were incapable in terms of training materials, qualified manpower, and budget in order to provide training courses. In general, the resources available in CSTCs were found to be inadequate. As a result, CSTCs were forced to provide few training courses for less number of trainees.

6. The land holding of CSTCs have been taken and given to the private business men and this has resulted in reduction in amount of income of CSTCs. By the same token, houses of CSTCs made from wood and mud have got old age and currently found on falling.
7. Tailoring, trade activities, weaving and woodwork were the best beneficial occupations next to farming in Awi zone. On the other hand, shortage of food crops, lack of land for cultivation and grazing and lack of skill training opportunities have been the severest problems in the zone. Due to lack of plot of lands for crop growth and animal grazing in the highland areas of the zone many adults and youngsters have left their origins for other areas searching for livelihoods.
8. Graduates of CSTCs were not provided with working places and credit services as well as no follow up was conducted upon them to identify whether they have used their skills for income generating activities or not.
9. The functions of CSTCs in Awi zone were carried out by individuals who have no training relevant to the nature of the program, and who are with inadequate knowledge about the essence of adult non-formal education and training program. ✓
10. To realize effective implementation of CSTCs programs, monitoring and evaluating the training process periodically helps not only to find out defects against the plan action but also to make corrections on time with minimum wastage of resources as well as time. However, processes of training programs of CSTCs in Awi zone were not supported by monitoring and evaluation mechanisms. ✓
11. The efforts of regional, zonal and Woreda MSTIPA offices to fulfill their responsibilities in enabling role of CSTCs was practically low. Attempts of zonal and Woreda MSTIPA offices to strengthen CSTCs were found to be insignificant. Most problems facing CSTCs have got their origin in the lower level of attention and commitment from the part of MSTIPA offices. ✓

5.3. Recommendations

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

1. Different types of training courses in CSTCs should be given for adults and young people to enable them to alleviate individual and community problems created in the zone. To this end, regional, zonal and Woreda MSTIPA offices need to be committed and do their best in providing training to all adults and youngsters who are in need of skill raining. Indigenous craftsmen should not be deprived of training opportunities in CSTCs. Because, these people, especially living in rural areas need to improve their crafts skills by taking training. Hence, training programs have to be organized and implemented. ✓
2. For effective planning, coordination, implementation and evaluation of the training programs, the organizational structure of CSTC should operate effectively. Appropriate staff members should be assigned to each structural unit. ✗
3. The participation of trainees in the process of planning and evaluating the training programs is among deciding factors for the effective implementation of CSTC programs.
 - 3.1. Training activities in CSTC need to be participatory
 - 3.1.1 Trainee's decision making role is likely to be encouraged. They possibly be asked what, how, where and when to attend the training program
 - 3.1.2. They have to involve in the processes of planning and evaluation of their training programs. Because it is foundation for developing a confidence spirit, it makes them designers and implementers of their own programs, enables to find-out defects against planned actions. ✓
4. Land holding of CSTCs need to be protected by law. Because land is the main source of income for CSTCs. Municipalities of sample CSTCs have taken lands in CSTCs campuses and given to the private investors, as the result the amount of internal income of each CSTC has been affected. ✗
5. For increasing the effectiveness of the training programs, it is essential to enable CSTCs in all aspects. CSTCs need to be furnished with at least trained manpower and training materials ✓

quantitatively and qualitatively, adequate budget allocation and attention emphasis from the part of MSTIPA Offices. The authorities of MSTIPA at all levels should recognize the role played by CSTCs for the development of individuals and communities in particular and for the region and the country in general. Therefore, giving due emphasis and allocating sufficient resources is advisable. ✓

6. To keep up with the hopes of the target groups on the instrumentality of skill training programs given in CSTCs for changing their living standard, creating conditions for self-job opportunities is necessary. To this end, there must be strong linkages among Woreda MSTIPA, Woreda Cooperatives Organization Office, Agriculture and Rural Development, Municipalities and Amhara Credit and Saving Institute (ACSI) to organize graduates of CSTCs in to cooperatives, to facilitate for them the provision of working places, credit and saving services and local markets. These government sectors or institutions have to integrate their visions and development efforts for the activities of CSTCs, since CSTCs contribute to the poverty reduction endeavours of the country. ✓
7. Certain occupational skills like tailoring, trade activities, weaving and wood are marketable and well known fields in the woredas of Awi zone. Thus, it is advisable to expand the provision of these best beneficial training areas for adults and young people.
8. Coordinators of CSTCs and Woreda MSTIPA experts need to prepare and use monitoring and evaluating mechanisms ✓
 - 8.1. Monitoring and evaluation on the process of training programs should be carried out regularly for continuous feedback.
 - 8.2. Coordinators and experts have to do regular follow ups on graduates of CSTC to identify whether they have exploited their skills acquired from the training for income generating activities or not.
9. The CSTCs training programs were carried out by persons who have no exposure to their programs. Skill training courses were given by individuals (trainers) who have no sufficient skill as well as the ability. Coordinators and experts who have been assigned to manage and support the work of CSTCs were found to be professionally incompetent. Therefore, enabling practitioners of CSTCs through frequent training is paramount importance. Trainers, ✓

coordinators of CSTCs and woreda and zonal experts have to periodically be given training courses related to their works to upgrade them in knowledge and skill.

10. To work in CSTC requires special training in fields related to the programs. This is because better planning, implementing, monitoring and evaluating the training programs demand skilled and qualified persons. The training programs need not to be carried out by individuals who have no knowledge of the nature of the target groups and the essence of the program. Thus, coordinators of CSTCs, trainers and experts, work for CSTCs need training. For this to happen, it is advisable to organizing and implementing short-term and long-term programs. ✓

11. Finally, concerted efforts have to be made by zonal and Woreda MSTIPA Offices to overcome the existing diverse problems of the CSTCs. The current situation in CSTCs in Awi zone demands due attention from part of government bodies. ✓

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Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher Professional Development
Studies: Adult and Life-Long Learning Unit

A Questionnaire Set on Factors Affecting Community Skills Training Centers (CSTCs) in Awi Zone.

This questionnaire is developed to be filled by **trainees** of CSTCs in Awi Zone.

The main purpose of this questionnaire is to gather necessary information concerning the factors that currently affect the CSTCs in Awi zone, and it also intends to look for solutions for the problems CSTCs have encountered. Therefore, you are kindly requested to fill in the questionnaire to identify major issues related to the study. The success of this study depends on your willingness to give real information.

Please mark "x" on the spaces provided and put your responses for open-ended questions

Thank you very much in advance for your unreserved cooperation

Part I: Personal Information

1.1 Woreda _____

1.2 Sex a) Male b) Female

1.3 Age a) 15-20 b) 21-30 c) above 30

1.4 Marital status a) Married b) Unmarried c) Divorced

1.5 Your educational level a) illiterate b) Literate

 c) 1-4 Elementary education complete

 d) 1-8 primary education complete e) Grade 10 Complete

1.6 Do you have a job a) Yes b) No

1.7 If your answer to question number "1.6" is yes, what is your occupation?

- a) Farmer b) Daily Laborer c) Handicrafts
d) Others _____

1.8 What training course you are attending _____

Part II Please indicate your responses by marking "x" or by writing short answers when ever necessary

2.1 Related to trainees and locality

2.1.1. The type of training course you have attended is it as your best choice

- a) Yes b) No

2.1.2 In your opinion, what skill is most beneficial to the community?

- A) Woodwork B) Blacksmith C) Pottery D) Tannery
E) Bamboo Work F) Tailoring G) Weaving
H) Trade Activities I) Others _____

2.1.3 In your locality, which of the following do you think are severe problems? Give a rank order on the space provided?

- a) Shortage of food crops b) Epidemic diseases
c) Lack of plot of land for cultivation
d) Lack of skill training opportunities e) High population density f) Others

2.1.4 In your community, are people willing to take training in CSTC?

- a) Yes b) No

2.1.5 If your answer to question number 2.1.4 is "No", what is the reason? _____

2.1.6 If your answer to question number 2.1.4 is "Yes", what benefit is obtained out of the training? _____

2.1.7. Do you hope to get enough skill during training period?

- a) Yes b) No

2.1.8. If you say No, to question number 2.1.7 what problems do you account?

2.1.9. If you say yes, to question number 2.1.7 do you expect it can change your life?

a) Yes b) No

2.1.10. If your answer to question number 2.1.9 is yes, how can it change your life. _____

2.2. Planning

2.2.1 Before the admission, were you asked about the type of training you want to attend?

a) Yes b) No

2.2.2 Do you think that the duration of training is enough to acquire the desired skill?

a) Yes b) No

2.2.3 Do you participate in the work plan of CSTC?

a) Yes b) No

2.2.4 If your answer to question number 2.3.3 is Yes, in what activities do you participate? _____

Part III. Please indicate your answer by marking "x" to each of the following areas of evaluation.

	Contents	Yes	No	NRS
3.1	Evaluation			
3.1.1	Is evaluation between trainees and trainers conducted?			
3.1.2	Is evaluation between coordinator and woreda MSTIPA experts conducted?			
3.1.3	Does coordinator of the CSTC encourage trainees to give comments on the training processes?			
3.1.4	Does your trainer encourage trainees to give comments on the training process?			
3.1.5	Does coordinator respect the comments forwarded by trainees?			
3.1.6	Does your trainer respect the comments forwarded by trainees?			
3.1.7	Does wreda MSTIPA Evaluates CSTC?			
3.1.8	Does the coordinator evaluate the training process?			

Key: NR = No Response

Part IV- Please Mark “X” on the spaces provided for each item. The items are related to the CSTCs programs. Use the following rating scales = very high = 5, high = 4, average = 3, low =2, very low =1

		5	4	3	2	1
4.1	Training Center Related Factors					
4.1.1	The extent of matching between training programs and the major problems of the target groups.					
4.1.2	Adequacy of training materials in CSTC					
4.1.3	The presence of qualified trainers in CSTC.					
4.1.4	The match between the schedule of training programs and the trainees’ free time.					
4.2	Awareness Related Factors					
4.2.1	Awareness of the community members about the importance of CSTC.					
4.2.2	The participation of adults and young people in attending training programs given in CSTC.					
4.3	Capability of CSTC					
4.3.1	Capability of CSTC to utilize the available resources.					
4.3.2	Capability of CSTC to provide demand-oriented training programs					
4.3.3	Capability of CSTC to maintain quality of the training programs					
4.3.4	Capability of CSTC to provide training continuously					
4.3.5	Availability of advisory service (e.g. workshops) in CSTC					
4.3.6	The contribution of CSTC to promote the woreda development programs.					

Part V. Major Problems

5.1 According to your observation, what are the main problems of CSTC?

5.2 What solutions do you suggest in order to overcome the problems you have mentioned?

1.9 Service year in CSTC _____

1.10 Salary _____

Part II. Please indicate your answer by marking "x" or give short answers when ever necessary.

2.1 Concerning the current work experience

2.1.1 Have you ever received any forms of training that is related to basic skill training program given in CSTC?

a) Yes b) No

2.1.2 Does training adults require experience?

a) Yes b) No

2.1.3 What do you suggest about the adequacy of your experience to train adults? _____

2.1.4 How do you conclude your acceptance from trainees during the training time?

a) High b) Average c) Low

2.1.5 If your answer to question number 2.1.4.is Low, what reason do you expect?

2.2 Planning and evaluation

2.2.1 Who are planning the training programs of CSTC?

- a) Coordinator of CSTC b) trainees and coordinator
c) Committee members of CSTC d) Woreda MESSIPA office
e) All of the above participate in the work of planning
f) Others _____

2.2.2 In your opinion, who should plan the training program in CSTC?

- a) Coordinator of CSTC itself b) trainees and the trainer
c) Committee members of CSTC d) Woreda MESSIPA office
e) All the above mentioned bodies should take part in planning.
f) Others _____

2.2.3 How long does the training last? _____

- 2.2.4 Do you think the duration is enough to acquire the intended skills?
 a) Yes b) No
- 2.2.5 Is monitoring and evaluation conducted in the training program given in CSTC?
 a) Yes b) No
- 2.2.6 If your answer to question number "2.2.5" is yes, how often is it conducted?
 a) Monthly b) Weekly c) Twice a month
 d) At the end of the training only
- 2.2.7 In your opinion, who should conduct monitoring and evaluation of the training programs in CSTC?
 a) Coordinator of CSTC
 b) Trainees, trainers and coordinators jointly
 c) Committee members of CSTC
 d) Woreda MSTIPA office
 e) All the above mentioned bodies should participate.
 f) Others _____
- 2.2.8 Is evaluation between trainees and trainers conducted?
 a) Yes b) No
- 2.2.9 Is evaluation between coordinator and woreda MSTIPA office
 Conducted? a) Yes b) No
- 2.2.10 Do you encourage the trainees to give comments on the training
 process? a) Yes b) No
- 2.2.11 Do you respect the comments forwarded by trainees?
 a) Yes b) No
- 2.2.12 Does the coordinator encourage trainees to give comments on the
 training process? a) Yes b) No
- 2.2.13 Does the coordinator respect the comments forwarded by
 trainees? a) Yes b) No
- 2.2.14 Does woreda MSTIPA office evaluate CSTC.
 a) Yes b) No
- 2.2.15 Does the coordinator evaluate the CSTC?
 a) Yes b) No

2.3. Decision Making in Trainees

2.3.1 Have trainees accepted the field of training they are attending?

a) Yes

b) No

2.3.2 If your answer to question number 2.3.1 is No, what is the main reason? _____

2.3.3 In your judgment, are the trainees willing enough to support the CSTC?

a) Yes

b) No

2.3.4 If your answer to question number 2.3.3 is Yes, in terms of what do they support? Please mention the main ones _____

2.3.5 If your answer to question number 2.3.3 is No, what is the reason?

2.4. Role of Government in CSTC.

		High	Average	Low	NR
2.4.1	Providing Training Materials				
2.4.2	Allocation of budget needed for training purposes				
2.4.3	Conducting monitoring and evaluation of the training programs periodically				
2.4.4	Motivating staff members in materials and moral incentives				
2.4.5	Providing staff members with updating courses				
2.4.6	Convincing target groups in the importance of CSTC				
2.4.7	Convincing communities to support CSTC				
2.4.8	Linking CSTC with woreda development program.				
2.4.9	Introducing organizational structure of CSTC which suits to the training programs				
2.4.10	Encouraging female trainees				
2.4.11	Close follow up of graduates about the application of skills they obtained in CSTC				
2.4.12	Appropriate management of the available resources of CSTC				
2.4.13	Creating markets for products of graduates				
2.4.14	Providing credit service for graduates of CSTC.				
2.4.15	Providing professional assistance for graduates.				
2.4.16	Encouraging the sharing of experiences among graduates about the application of skills they acquired from CSTC.				

Part III. Please Mark “X” on the spaces provided for each item. The items are related to the CSTCs programs. Use the following rating scales = very high, 5, high, high =4, average =3, low = 2, very low =1

3.1	Training Center Related Factors	5	4	3	2	1
3.1.1	Relevance of training programs to the needs and interests of the target groups					
3.1.2	Availability of training materials in the CSTC.					
3.1.3	The presence of qualified trainers.					
3.1.4	The match between the schedule of training programs and the trainees’ free time.					
3.2	Awareness Related Factors					
3.2.1	Expectation of the target groups about the importance of CSTC					
3.2.2	Participation of the community members in CSTC programs in receiving training.					
3.3	Capability of CSTC					
3.3.1	Capability of CSTC to utilize the available resources					
3.3.2	Capability of CSTC to provide demand-oriented programs.					
3.3.3	Capability of the CSTC to maintain quality of the training programs					
3.3.4	Ability of CSTC to provide training continuously.					
3.3.5	The presence of qualified staff members in CSTC					
3.3.6	Availability of advisory services (eg. Workshops) for CSTC.					
3.3.7	The contribution of CSTC to promote the woreda development programs					

Part V. Major problems

5.1 What are the main problems of the CSTC? _____

5.2 What possible solutions do you suggest? _____

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A Questionnaire Set on Major Factors Affecting Community Skills Training Centers (CSTCs) in Awi zone.

This questionnaire is developed to be filled by **coordinators** of CSTCs in Awi Zone.

The main purpose of this questionnaire is to gather necessary information concerning the major factors that currently affect the CSTCs in Awi Zone, and it also intends to look for solutions for the problems CSTCs have encountered. Therefore, you are kindly requested to fill in the questionnaire to identify major issues related to the study. The success of this study depends on your willingness to give real information.

Please mark "x" on the spaces provided and put your responses for open-ended questions

Thank you very much in advance for your unreserved cooperation.

Part I: Personal Information

1.1 Woreda _____

1.2 Sex a) Male b) Female

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

1.4 Level of education

A) 10+1 TVET B) 10+2 TVET C) 12+1 in non-vocation

D) 12+TTI E) 10+3 TVET

F) Diploma in non-vocation fields

1.5 Area of qualification, if any _____

1.6 Current occupation _____

1.7 Monthly salary _____

1.8 Service of the current occupation _____

1.9 Total service _____

Part II. Please indicate your answer by marking "x" or by giving short answers when ever necessary.

2.1. Items related to current work experience

2.1.1 Have you ever received any form of training that is related to community basic skill training program?

a) Yes b) No

2.1.2 If your answer to question number 2.1.1 is Yes, how long was the training period.

2.1.3 If your answer to question number 2.1.1 is Yes, how is the training relevant to your current work?

a) Directly relevant b) Partially-relevant c) Irrelevant

2.1.4 Have you taken training which is related to the adult education and training program

a) Yes b) No

2.1.5 If your answer to question number 2.1.4 is Yes, how long was the training period.

2.1.6 If your answer to question number 2.1.4 is Yes, how is the training relevant to your current work?

a) Relevant b) Partially-relevant c) Irrelevant

2.1.7 Do you agree that coordinating CSTC program requires special training?

a) Yes b) No

2.1.8 If your answer to question number 2.1.7. is No, what is the reason?

2.1.9 What do you say about your experience to coordinate the work of CSTC?

a) I am skilled to do so

b) I am to some extent competent to coordinate the CSTC

c) Although I am not trained in the field, I am well experienced in the work of CSTC

d) I am inadequate to coordinate the CSTC

2.1.10 How is your interest in working in the current position?

a) High b) Average c) Low

2.1.11 If your answer to question number 2.1.10. is low, what are the reasons?

2.2. Planning

2.2.1 Before admission, do you ask the target groups about the type of training program they want to train?

- a) Yes b) No

2.2.2 How many trainees do you admit at a time? _____

2.2.3 How many times do you admit in a year? _____

2.2.4 Duration of training is _____

2.2.5 Do you agree that the duration is enough to acquire the intended skills?

- a) Yes b) No

2.2.6 Who plans the training programs?

a) Coordinator of the CSTC

b) Coordinator and Trainees jointly

c) Committee members of CSTC d) Woreda MSTIPA Office

e) All of the above are participating in the work of planning

f) Others _____

2.2.7 As to your knowledge, who should plan the training program of CSTC?

a) Coordinator of the CSTC

b) Coordinator and Trainees jointly

c) Committee members of CSTC d) Woreda MSTIPA office

e) All of them should take part in the planning of training programs

f) Others _____

2.2.8 On which target groups does the CSTC focus?

a) Secondary school completes

b) Dropouts of primary or secondary schools

c) Young farmers

d) Family heads from rural areas

e) Adult men and women from rural areas,

f) Any person whose age is above 15 years and who is interested in receiving training

2.2.9 What is the reason behind to focus on the indicated target groups?

a) The request of the target groups

b) To match to the woreda development strategy

c) The plan given from the top hierarchy

d) Others _____

2.2.10 What training courses are provided in CSTC?

2.2.11 What are the bases for selecting the indicated training courses?

2.2.12 How are trainees selected?

- a) By their own request b) Quota from kebeles
 c) By lot d) Others _____

2.3. Concerning the role of government in CSTCs

	Roles	Scores			
		High	Average	Low	NR
2.3.1	Providing training materials necessary for CSTC				
2.3.2	Allocation of budget needed for training purposes				
2.3.3	Conducting monitoring and evaluation on the training programs periodically				
2.3.4	Motivating staff members in material and moral incentives				
2.3.5	Providing staff members with updating courses				
2.3.6	Convincing trainees in the importance of CSTC				
2.3.7	Mobilizing communities to support the CSTC				
2.3.8	Linking CSTC with the woreda development programs				
2.3.9	Introducing organizational structure of CSTC which suits to the training program				
2.3.10	Encouraging female trainees				
2.3.11	Close follow up on graduates of CSTC about the application of skills they obtained in CSTC.				
2.3.12	Appropriate management of the available resources of CSTC.				
2.3.13	Creating markets for products of graduates.				
2.3.14	Providing credit service for graduates.				
2.3.15	Providing professional assistance for graduates of CSTC.				
2.3.16	Encouraging the sharing of experiences among graduates about the application of skills they acquired in CSTC.				

NR = No Response

2.4. Decision Making in Trainees

2.4.1 Have the trainees accepted the field of training they are attending?

a) Yes b) No

2.4.2 If your answer to question number 2.4.1 is No, what are the reasons? _____

2.4.3 Have the trainees recognized the benefits they get after training?

a) Yes b) No

2.4.4 If you say No, to the question number 2.4.3, what factors limit them? _____

2.5. Evaluation

2.5.1 Are there frequent discussions between **trainees** and **trainers** about the activities of the training?

a) Yes b) No

2.5.2 Are the discussions among coordinator, trainers and trainees conducted?

a) Yes b) No

2.5.3 Who conducts monitoring and evaluation in CSTC?

- a) Coordinator b) trainers and trainees
c) Committee members of CSTC d) Woreda MSTIPA office
e) all of the above mentioned participate f) others _____

2.5.4 If your answer to question number 2.5.1 is No, what is the reason?

2.5.5 If your answer to question number 2.5.2 is No, what is the reason?

2.5.6 Do you encourage the trainees to give comments on the training process? a) Yes b) No

2.5.7 Do you respect the comments forwarded by trainees?

a) Yes b) No

2.5.8 Does the trainers encourage trainees to give comments on the training process? a) Yes b) No

2.5.9 Does the trainer respect the comments forwarded by trainees?

a) Yes

b) No

2.5.10 Does Woreda MSTIPA office evaluate CSTC?

a) Yes

b) No

2.5.11 If your answer to question number 2.5.10 is Yes, how often does it evaluate

a) Weekly

b) Twice a month

c) monthly

d) At the end of the training period only

2.5.12 If your answer to question number 2.5.10 is No, what is the reason behind? _____

2.5.13 Do you evaluate the effectiveness of the training program?

a) Yes

b) No

2.5.14 If your answer to question number 2.5.13 is Yes, how is the performance?

a) Effective

b) Ineffective

2.5.15 If it is ineffective, what reasons do you account?

2.5.16 If your answer to question number 2.5.13 is No, what are the hindrances?

Part III. Please Mark "X" on the spaces provided for each item. The items are related to the CSTCs programs. Use the following rating scales = Very high = 5, High = 4, Average = 3, Low= 2, very low =1

		5	4	3	2	1
3.1.	Training Centers Related Factors					
3.1.1	Relevance of the training programs to the needs and interests of the target groups.					
3.1.2	Adequacy of training materials.					
3.1.3	The presence of qualified trainers.					
3.1.4	The match between the schedule of training programs and the trainees' free time.					
3.2.	Awareness Related Factors					
3.2.1	Awareness of the community about the importance of CSTC.					
3.2.2	contribution of the community members to CSTC in participating in training programs given in CSTC.					
3.3	Capability of CSTC					
3.3.1	Capability of CSTC to utilize the available resources					
3.3.2	Capability of CSTC to provide demand-oriented training programs.					
3.3.3	Capability of the CSTC to maintain quality of the training programs.					
3.3.4	Capability of CSTC to provide training continuously.					
3.3.5	The presence of qualified staff members in CSTC.					
3.3.6	Availability of advisory services (e.g. workshops) for CSTC.					
3.3.7	The contribution of CSTC to promote the woreda development.					

Part IV. Major Problems

4.1 What are the major problems that are currently affecting the training programs in CSTC?

4.2 What measures do you recommend to be taken to overcome the problems you have mentioned?

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher Professional Development
Studies: Adult and Life-Long Learning Unit

A Questionnaire Set on Major Factors Affecting Community Skills Training Centers (CSTCs) in Awi Zone.

This questionnaire is developed to be filled by **Woreda and Zone MSTIPA Experts** in Awi Zone.

The main purpose of this questionnaire is to gather necessary information concerning the factors that currently affect the CSTCs in Awi Zone, and it also intends to look for solutions for the encountered problems. Therefore, you are kindly requested to fill in the questionnaire to identify the major issues related to the study. The success of this study depends on your willingness to give real information.

Please mark "x" on the spaces provided and put your responses for open-ended questions

Thank you very much in advance for your unreserved cooperation

Part I: Personal Information

1.1 Woreda _____

1.2 Sex a) Male b) Female

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

1.4 Level of education a) 10+1 TVET b) 10+2 TVET

c) Diploma in non-vocation d) 10+3 TVET e) 12+4

1.5. Marital status a) Married b) Single

1.6 Area of qualification _____

1.6 Current occupation _____

1.7 Service in current occupation _____

1.8 Total service year _____

Part II. Please indicate your answer by marking "x" or by giving short answers when ever necessary

2.1. Related to current work experience

2.1.1 Have you ever received any form of training that is related to community basic skill training program?

a) Yes b) No

2.1.2 If your answer to question number 2.1.1 is Yes, how long was the training period? _____

2.1.3 If your answer to question number 2.1.1 is Yes, how is the training relevant to your current work?

a) Directly-relevant b) Partially-relevant c) Irrelevant

2.1.4 Have you taken another type of training which is related to the Adult Education and Training?

a) Yes b) No

2.1.5 If your answer to question number 2.1.4 is Yes, how long was the training period?

2.1.6 If your answer to question number 2.1.4 is Yes, how do you relate the training you have received to your current work?

a) Relevant b) Partially-relevant c) Irrelevant

2.1.7 What do you think about your experience to work as an expert supporting CSTC?

a) I am skilled to support CSTC

b) I have to some extent, skill but not sufficient to support CSTC

c) Although I am not trained in the field, I have experiences to work as an expert supporting CSTC

d) I am inadequate to assist CSTC

2.2. Objectives of CSTC

2.2.1 What are the objectives of CSTCs?

2.3 Planning

2.3.1 In your opinion, who should plan training programs in CSTC?

- a) Coordinator of CSTC itself b) Trainers and target groups
c) Committee members of CSTC d) Woreda MESSIPA office
e) All should participate f) Others _____

2.3.2 Duration of training is _____

2.3.3 Do you agree the duration is sufficient to acquire the intended skills?

- a) Yes b) No

2.4 Evaluation

2.4.1 Is monitoring and evaluation conducted in CSTC?

- a) Yes b) No

2.4.2 If your answer to question number "2.4.1" is Yes, how often is it conducted?

- a) Weekly b) Twice a month c) Monthly
d) At the end of the training only

2.4.3 If your answer to question number "2.4.1" is No, what are the reasons?

2.4.4 If your answer to question number 2.4.1. is Yes, who conducts it?

- a) Coordinator of CSTC b) Trainers and target groups
c) Committee members of CSTC
d) Woreda MSTIPA office
e) All the above mentioned participate
d) Others _____

2.5. Concerning the role of government in CSTCs

	Roles	Scores			
		High	Average	Low	NR
2.5.1	Providing training materials necessary for CSTC				
2.5.2	Allocation of budget needed for training purposes				
2.5.3	Conducting monitoring and evaluation on the training programs periodically				
2.5.4	Motivating staff members in material and moral incentives				
2.5.5	Providing staff members with updating courses				
2.5.6	Convincing trainees in the importance of CSTC				
2.5.7	Mobilizing communities to support the CSTC				
2.5.8	Linking CSTC with the woreda development programs				
2.5.9	Introducing organizational structure of CSTC which suits to the training program				
2.5.10	Encouraging female trainees				
2.5.11	Close follow up on graduates of CSTC about the application of skills they obtained in CSTC.				
2.5.12	Appropriate management of the available resources of CSTC.				
2.5.13	Creating markets for products of graduates.				
2.5.14	Providing credit service for graduates.				
2.5.15	Providing professional assistance for graduates of CSTC.				
2.5.16	Encouraging the sharing of experiences among graduates about the application of skills they acquired in CSTC.				

NR = No Response

Part III. Please Mark “X” on the spaces provided for each item. The items are related to the CSTCs programs. Use the following grating scales. Very High = 5, High = 4, Average = 3, Low = 2, Very Low = 1.

		5	4	3	2	1
3.1.	Training Centers Related Factors					
3.1.1	Relevance of the training programs to the needs and interests of the target groups.					
3.1.2	Adequacy of training materials.					
3.1.3	The presence of qualified trainers.					
3.1.4	The match between the schedule of training programs and the trainees’ free time.					
3.2.	Awareness Related Factors					
3.2.1	Awareness of the community about the importance of CSTC.					
3.2.2	Participation of the community members in CSTC in receiving training programs given in CSTC.					
3.3	Capability of CSTC					
3.3.1	Capability of CSTC to utilize the available resources					
3.3.2	Capability of CSTC to provide demand-oriented training programs.					
3.3.3	Capability of the CSTC to maintain quality of the training programs.					
3.3.4	Capability of CSTC to provide training continuously.					
3.3.5	The presence of qualified staff members in CSTC.					
3.3.6	Availability of advisory services (e.g. workshops) for CSTC.					
3.3.7	The contribution of CSTC to promote the worda development.					

Part IV- Major Problems

4.1 What are the major problems that currently affect the CSTCs?

4.2 What possible measures do you recommend to be taken in order to overcome the problems you have mentioned?

Interview Questions Developed to be presented to the Head of Zonal Department of MSTIPA

1. What are the objectives of CSTCs today?
2. Are the CSTCs separate institutions or incorporated in to other sections in the zone?
3. Are the CSTCs in the zone providing training for Adults and young people? If so in what fields?
4. What are the intended outcomes of trainees at zonal level? ✓
5. What roles does your Department play in the work of CSTCs in the zone?
6. In your evaluation, are the CSTCs well equipped and able to provide various training programs?
7. Are there any problems in CSTCs in the zone? If there are any, what are the major problems?
8. To alleviate the problems of CSTCs in the zone, what measures do you believe should be taken?

Interview questions are developed to be presented to the heads of woreda MSTIPA offices.

1. Is CSTC a separate institute? or it has been incorporated with other sections of woreda MSTIPA.
2. What type of training does CSTC give at present?
3. What roles does your office have in the work of CSTC?
4. In your evaluation, is CSTC well equipped and able to train adults and young people?
5. Are there any problems in CSTC? If yes, what problems do you identify?
6. To alleviate the problems in CSTCs, what measures do you suggest to be taken?

Observation Checklist

The purpose of observing each CSTC is to know its capability in terms of availability of tools, guidelines, manpower

1. Location

1.1 Name of the center _____

1.2 Name of woreda _____

2. Number of trainees that are accommodated at once _____

3. Availability of tools/used for training purposes

3.1 What type of tools are available?

No	Tool	Capacity of tools to serve trainees at a time				Condition			
		2 to 5 trainees	6-8 trainees	11-9 trainees	10-15 trainees	Very good	good	fair	out of use
1									
2									
3									
4									
5									
6									
7									
8									
9									

4. Availability of guidelines in the CSTC?

No	Guidelines	Condition
1		
2		
3		
4		
5		
6		
7		

Appendix H

**አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም**

የሥርዓተ ትምህርትና የመምህራን ሙያ ልማት ክፍል የጎልማሶችና ዕድሜ ልክ ትምህርት ዩኒቲ

መጠይቅ:- ይህ መጠይቅ በአዊ ዞን የሚገኙ የማህበረሰብ ክህሎት ሥልጠና ማዕከላትን (ማክስማ) በተመለከተ የተዘጋጀ ነው። መጠይቁ በማህበረሰብ ክህሎት ሥልጠና ማዕከላት (ማክስማ) ልዩ ልዩ ሥልጠና በመውሰድ ላይ ያሉ ወይም በቅርቡ ሥልጠናውን በወሰዱት ሠልጣኞች የሚሞላ ነው።

የመጠይቁ ዓላማ:- በዚህ ውስጥ ያሉ የማህበረሰብ ክህሎት ሥልጠና ማዕከላት (ማክስማ) በአሁኑ ወቅት ያሉበትን ሁኔታ በተመለከተ ተገቢ መረጃ ለመስጠትና ብሎም ለወደፊት እንቅስቃሴያቸው መሳካት በግብአትነት ሊያገለግሉ የሚችሉ የመፍትሄ ሃሳቦችን ለመጠቀም ነው። በመሆኑም መጠየቁን በጥንቃቄ በአግባቡ ሞልተው በመመለስ እንዲተባበሩ በትህትና እጠይቃለሁ። የዚህ ጥናት መሳካት እርስዎ በሙሉ ፈቃደኝነት ላይ ተመስርተው በሚሰጡት ትክክለኛ መረጃ ላይ ይወስናል።

ምርጫ ላላቸው ጥያቄዎች ለመልስ መስጫነት በተዘጋጁ ባዶ ቦታዎች ጻፎ የ " X " ምልክት በማድረግና እንዲሁም ለክፍት መጠይቆች አጫጭር መልሶችን በመስጠት እንዲተባበሩ በድጋሜ አሳስበዎታለሁ።

ስ ለ ት ብ ብ ር ዎ በ ቅ ድ ሚ ያ አ መ ሰ ግ ና ለ ሁ።

ክፍል አንድ:- የግል ሁኔታን በተመለከተ

- 1.1. ወረዳ-----
- 1.2. ያታ (ሀ) ወንድ----- (ለ) ሴት-----
- 1.3. ዕድሜ (ሀ) 15-20----- (ለ) 21-30----- (ሐ) ከ30 በላይ
- 1.4. የጋብቻ ሁኔታ (ሀ) ያገባ (ኝ) ----- (ለ) ያላገባ (ኝ) -----
- 1.5. የትምህርት ደረጃ (ሀ) መሀይም----- (ለ) መሠረተ ትምህርት----- (ሐ) 4ኛ ክፍል
ያጠናቀቀ----- (መ) 8ኛ ክፍል ያጠናቀቀ ----- (ሰ) 10ኛ ክፍል ያጠናቀቀ-----
- 1.6. ሥራ (ሀ) አለኝ----- (ለ) የለኝም-----
- 1.7. ለተራ ቁጥር 1-6 ጥያቄ መልስዎ ፣ አለኝ ከሆነ ሥራዎ ምንድን ነው ?
(ሀ) ግብርና ----- (ለ) የቀን ሠራተኛ ----- (ሐ) የዕድ ጥበብ ሠራተኛ----- (መ) ሌላ-----
- 1.8. በማክስማ የሠለጠነች (እየሠለጠነ ያሉት) ሙያ ምንድን ነው-----

ክፍል ሁለት:- የጥናቱ ጥያቄዎች፣ ምርጫ ላላቸው ጥያቄዎች በክፍት ቦታዎች ላይ የ "X" ምልክት በማድረግ ምርጫ ለሌላቸው ክፍት መጠይቆች ደግሞ አጭር መልስ በመስጠት ይመልሱ

2.1. ሠልጣኞችንና አካባቢውን በተመለከተ

2.1.1. የሠለጠኑት የሥልጠና ዓይነት በእርስዎ ምርጫ ነው?

(ሀ) አዎ ----- (ለ) የለም -----

2.1.2. በእርስዎ አስተያየት ለአጠቃላይ ለህብረተሰቡ ይበልጥ የሚጠቅመው የሥልጠና

ዓይነት የትኛው ነው? (ሀ) የእንጨት ሥራ ----- (ለ) የአንጠረኝነት ሥራ -----

(ሐ) የሸክላ ሥራ ----- (መ) የቆዳ ሥራ -----

(ሠ) የቅርቃሃ ሥራ ----- (ረ) የልብስ ስፌት -----

(ሰ) ሺመና ----- (ሸ) የንግድ ሥራ -----

2.2.3. በሚኖሩበት አካባቢ የህዝቡ ክፍተኛ ችግር የሆነው ከሚከተሉት የትኛው ነው?

በቅደም ተከተል ደረጃ ሰጥተው ያስቀምጡ

(ሀ) የምግብ እህል እጥረት ----- (ለ) ወረርሽኝ በሽታ -----

(ሐ) የእርሻ ቦታ እጥረት ----- (መ) የሙያ ስልጠና ዕድል አለማግኘት---

(ሠ) የህዝብ ብዛት ----- (ረ) ሌላ ካለ ይጥቀሱ -----

2.1.4. እርስዎ በሚኖርበት ማህበረሰብ ሰዎች በማክሰማ ውስጥ በሚሰጡ ሥልጠናዎች ላይ መሳተፍ ይፈልጋሉ? (ሀ) አዎ ----- (ለ) የለም -----

2.1.5. ለተራ ቁጥር 2.1.4. ጥያቄ መልስዎ የለም ከሆነ ምክንያቱ ምንድን ነው ብለው ይገምታሉ?-----

2.1.6. ለተራ ቁጥር 2.1.4. ጥያቄ መልስዎ አዎ ከሆነ ሰዎች ከሥልጠናው ምን ጥቅም ይገኛል ብለው ያምናሉ?-----

2.1.7. እርስዎ ከሥልጠናው በቂ የሙያ ሥልጠና አገኛለሁ ብለው ተስፋ ያደርጋሉ?

(ሀ) አዎ ----- (ለ) የለም -----

2.1.8. ለተራ ቁጥር 2.1.7. ጥያቄ መልስዎ የለም ከሆነ ምክንያቱ ምን የሆነ ብለው ይገምታሉ?-----

2.1.9. ለተራ ቁጥር 2.1.7. ጥያቄ መልስዎ አዎ ከሆነ ሥልጠናው ህይወቴን ይቀይረዋል ብለው ያስባሉ? (ሀ) አዎ ----- (ለ) የለም -----

2.1.10. ለተራ ቁጥር 2.1.9. ጥያቄ መልስዎ አዎ የሚለው ከሆነ ሥልጠናው በምን ዓይነት ሁኔታ ህይወትዎን ይቀይረዋል ብለው ያምናሉ? -----

2.2. የሥልጠና ዕቅድን በተመለከተ

2.2.1. ወደ ሥልጠናው ማዕከል መጥተው ሥልጠና ከመጀመርዎ በፊት የትኛውን የሥልጠና ዓይነት እንደሚፈልጉ ተጠይቀዋል?
(ሀ) አዎ ----- (ለ) የለም -----

2.2.2. የተሰጠው የሥልጠና ጊዜ በቂ ሥልጠና ለማግኘት በቂ ነው ብለው ያምናሉ?
(ሀ) አዎ ----- (ለ) የለም -----

2.2.3. በሥልጠናው ዕቅድ ዝግጅት ላይ ተሳትፈዋል?
(ሀ) አዎ ----- (ለ) የለም -----

2.2.4. ለተራ ቁጥር 2.2.3. ጥያቄ መልስዎ አዎ ከሆነ በየትኛው ዕቅድ ሥራ ላይ ተሳትፏ?-----

ክፍል ሦስት

		አዎ	የለም	መልስ የለም
3.1	ግምገማን በተመለከተ			
3.1.1	በሠልጣኞችና በአሠልጣኞች መካከል ሥልጠናውን በተመለከተ ግምገማ ይካሄዳል ?			
3.1.2	በወረዳ ጥቃቅን ጽ/ቤትና በማክሰማ አስተባባሪው መካከል ሥልጠናውን በተመለከተ ግምገማ ይካሄዳል			
3.1.3	ሠልጣኞች ሥልጠናውን በተመለከተ አስተያየት እንዲሰጡ የማክሰማው አስተባባሪ ያበረታታል ? ያነሳሳል።			
3.1.4	የሥልጠናውን ሂደት በተመለከተ ሠልጣኞች አስተያየት እንዲሰጡ አሠልጣኞች ያነሳሳሉ			
3.1.5	ሠልጣኞች ሥልጠናውን በሚመለከት የሚሰጡትን አስተያየት የማክሰማው አስተባባሪ ተቀብሎ ሥራ ላይ ያውላል ?			
3.1.6	ሠልጣኞች ሥልጠናውን በሚመለከት የሚሰጡትን አስተያየት አሰልጣኞች ተቀብለው ሥራ ላይ ያውላሉ ?			
3.1.7	ወረዳ ጥቃቅን ጽ/ቤት ማክሰማን ይገመግማል ?			
3.1.8	የማክሰማው አስተባባሪ የሥልጠናውን ሂደት ይገመግማል ?			

ክፍል አራት፡- ቀጥለው የተመለከቱ ዝርዝር ሁኔታዎች በዚህ ውስጥ የሚገኙ ማክላዎችን የሥራ እንቅስቃሴ ካይ በአዎንታዊም ሆነ በአሉታዊነት ተፅዕኖ ያሳርፋሉ። እርስዎ የተፅዕኖውን ደረጃ በሚያሳዩ ከ5 እስከ 1 ቁጥሮች ሥር ባሉ ኮሎሞች የ " X " ምልክት በማድረግ አስተያየትዎን ይስጡ።

ደረጃዎችም 5 = በጣም ክፍተኛ ፣ 4 = ክፍተኛ ፣ 3 = መካከለኛ ፣ 2 = ዝቅተኛ ፣ 1 = በጣም ዝቅተኛ-

4.1	የማክስማን ሁኔታ በተመለከተ	5	4	3	2	1
4.1.1.	በሥልጠናው ፕሮግራምና በህብረተሰብ ፍላጎት መካከል ያለው ግንኙነት (መጣጣም)					
4.1.2	በማክስማ ውስጥ የሥልጠና መሣሪያዎች በበቂ ደረጃ መኖር					
4.1.3	ማክስማው የሠለጠኑ አሰልጣኞች ያሉት ስለመሆኑ					
4.1.4	ሥልጠናው በሰልጣኞች ትርፍ ጊዜ ወቅት የሚሰጥ ስለመሆኑ					
4.2	የግንዛቤ ሁኔታዎችን በተመለከተ					
4.2.1	ማክስማው በሚሰጠው ጥቅም ላይ ህብረተሰቡ ያለው ግንዛቤ ምን ያህል እንደሆነ					
4.2.2	በወረዳው ውስጥ የሚኖሩ ጎልማሶችና ወጣቶች በማክስማ በሚሰጡ ልዩ ልዩ ሥልጠናዎች ላይ ለመሳተፍ ያላቸው ዝንባሌ ወይም ፍላጎት					
4.3	የማክስማን አቅም በተመለከተ					
4.3.1	ያለውን ሀብት በአግባቡ ሥራ ላይ በማዋል ረገድ					
4.3.2	ህብረተሰቡ የሚፈልጋቸውን የሥልጠና ዓየነቶች በመስጠት ረገድ ማክስማው ያለው አቅም					
4.3.3	ሥልጠናውን በጥራት ከመስጠት አኳያ የማክስማው አቅምና ችሎታ					
4.3.4	ሥልጠናውን ሳይቋረጥ በተከታታይ በመስጠት በኩል ማክስማው ያለው አቅም					
4.3.5	ብቃት ያላቸው ሠራተኞች በማክስማው ውስጥ ስለመኖራቸው					
4.3.6	ሥልጠናውን ለማካሄድ የሚያስችሉ ደጋፊ ነገሮች ለምሳሌ የሥልጠና መስጫ ክፍሎች በማክስማው ውስጥ ስለመኖራቸው					
4.3.7	ለወረዳው ልማት መሳካት ማክስማው ያለው አስተዋፅኦ					

Appendix I

**አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም
የሥርዓተ ትምህርትና የመምህራን ሙያ ልማት ክፍል
የጎልማሶችና ዕድሜ ልክ ትምህርት ዩኒቲ**

መጠይቅ፣ ይህ መጠይቅ በአዋ ዞን የሚገኙ የማህበረሰብ ክህሎት ሥልጠና ማዕከላትን (ማክሰማ) በተመለከተ የተዘጋጀ ነው። መጠይቁ በማህበረሰብ ክህሎት ሥልጠና ማዕከላት (ማክሰማ) ውስጥ የሚሠለጥኑ ሠልጣኞችን በሚያሰለጥኑ አሠልጣኞች የሚሞላ ነው።

የመጠይቁ ዓላማ:- በዜጎች ውስጥ የሚገኙ የማህበረሰብ ክህሎት ሥልጠና ማዕከላት (ማክሰማ) በአሁኑ ወቅት የሚገኙበትን ሁኔታ በተመለከተ ተገቢ መረጃ ለመስጠትና ብሎም ለወደፊት እንቅስቃሴያቸው መሳካት በግብአትነት ሲያገለግሉ የሚችሉ የመፍትሄ ሃሳቦችን ለመጠቀም ነው። በመሆኑም መጠይቁን በጥሞና እንብዘው በመሙላትና በመመለስ እንዲተባበሩ በትህትና እጠይቅውታለሁ። የዚህ ጥናት መሳካት እርስዎ ሙሉ ፈቃደኛ ሆነው በሚሰጡት መረጃ ትክክለኛነት ላይ የተወሰነ ነው።

ምርጫ ላላቸው ጥያቄዎች ለመልስ መስጫነት በተዘጋጁ ባዶ ቦታዎች ላይ የ " X " ምልክት በማድረግና እንዲሁም ለክፍት መጠይቆች ደግሞ አጫጭር መልሶችን በመስጠት መጠይቁን ሞልተው እንዲመልሱ በድጋሜ አሳስበዎታለሁ።

ስ ለ ት ብ ብ ር ዎ በ ቅ ድ ሚ ያ አ መ ሰ ግ ና ለ ሁ

ክፍል አንድ:- የግል ሁኔታን በተመለከተ :-

- 1.1 ወረዳ-----
- 1.2 ያታ (ሀ) ወንድ----- (ለ) ሴት-----
- 1.3 ዕድሜ (ሀ) 18-20------(ለ) 21-30------(ሐ) ከ30 በላይ
- 1.4 የጋብቻ ሁኔታ (ሀ) ያገባ(ች) ------(ለ) ያላገባ (ች)-----
- 1.5 የትምህርት ደረጃ (ሀ) ከ1-4ኛ ክፍል ያጠናቀቀ------(ለ)8ኛን ክፍል ያጠናቀቀ ------(ሐ) 10ኛን ክፍል ያጠናቀቀ ----- (መ) 10+1 ቴክኒክና ሙያ-----
(ሰ) 12ኛን ክፍል ያጠናቀቀ------(ሸ) 10+2 ቴክኒክና ሙያ
(ቀ) 10+3 ቴክኒክና ሙያ-----
- 1.6 ከቴክኒክና ሙያ የተመረቁ ከሆነ ፣ የሠለጠነበት ሙያ-----
- 1.7 ቋሚ ሥራዎ-----
- 1.8 በማክሰማ ውስጥ በአሠልጣኝነት የተቀጠሩ (ሀ) በቋሚነት----- (ለ) በኮንትራት-----
- 1.9 በማክሰማ የሰጡት አገልግሎት-----
- 1.10 በማክሰማ የሚከፈልዎ ደግሞ ማን ማን መጠን-----

ክፍል ሁለት :- ምርጫ ላላቸው ጥያቄዎች ትክክለኛ ነው የሚሉትን መልስ ፊት ለፊት ባለው ባይ ቦታ ላይ የ " X " ምልክት በማድረግና እንዲሁም ለክፍት መጠይቆች ደግሞ አጫጭር መልሶችን በመስጠት ይመልሱ::

2.1. የሥራ ልምድን በተመለከተ

2.2.1. ከማህበረሰብ ክህሎት ሥልጠና ማዕከል (ማክስማ) ፕሮግራም ጋር ግንኙነት ያለው ሥልጠና ወስደው ያውቃሉ ?

(ሀ) አዎ----- (ለ) የለም-----

2.1.2. ጎልማሶችን በሙያ ማሰልጠን ልምድን የሚጠይቅ ሥራ ነው ይላሉ ?

(ሀ) አዎ----- (ለ) የለም-----

2.1.3. ጎልማሶችን በሙያ ለማሰልጠን ያለዎትን ልምድና ችሎታ በተመለከተ ራስዎን

እንዴት ይገልፁታል ?-----

2.2.4 በሠልጣኞች ዘንድ ያለዎት ተቀባይነት ምን ያህል ነው ?

(ሀ) ክፍተኛ ----- (ለ) መካከለኛ----- (ሐ) ዝቅተኛ-----

2.2.5. ለተራ ቁጥር 2.1.4 ጥያቄ መልስዎ ዝቅተኛ የሚለው ከሆነ ምክንያቱ ምን ይሆን ? -----

2.2. ዕቅድንና ግምገማን በተመለከተ ፣

2.2.1. የማክስማን የሥልጠና ዕቅድ ማን ነው የሚያቅደው ? (ሀ) የማክስማው አስተባባሪ -----(ለ) ሠልጣኞችና አስተባባሪው----- (ሐ) የማክስማ ኮሚቴ አባላት ----- (መ) ወረዳ ጥቃቅን ጽ/ቤት ----- (ሰ) ሁሉም ከላይ የተጠቀሱት አካላት በማቀዱ ሥራ ላይ ይሳተፋሉ ----- (ሸ) ሌሎች-----

2.2.2. በእርስዎ አስተያየት የማክስማን ዕቅድ ማን ነው ማቀድ ያለበት ?

(ሀ) የማክስማው አስተባባሪ ----- (ለ) ሠልጣኞችና አሰልጣኞች በጋራ -----

(ሐ) የማክስማ ኮሚቴ አባላት --- (መ) ወረዳ ጥቃቅን ጽ/ቤት -----

(ሰ) ሁሉም ከላይ የተጠቀሱ አካላት በማቀዱ ሥራ ላይ መሳተፍ አለባቸው-----

(ሸ) ሌሎች-----

2.2.3. የሥልጠናው ጊዜ ምን ያህል ነው ?-----

2.2.4. በእርስዎ አስተያየት የሥልጠናው ጊዜ በቂ ነው ይላሉ ?-----

ሀ) አዎ----- (ለ) የለም-----

2.2.5 በማክስማ ውስጥ ግምገማ ይካሄዳል ሀ) አዎ ----- (ለ) የለም-----

2.2.6. ለተራ ቁጥር 2.2.5 ጥያቄ መልስዎ አዎ ከሆነ በየስንት ጊዜው ይካሄዳል ?

2.4 በማክስማ ሥራ ላይ የመንግስት ሚና

		ከግብር	መዘገብ	ዝቅተኛ	መልስ የለም
2.4.1	የሥልጠና መግቢያዎችን ያቀርባል				
2.4.2	ለሥልጠና ተግባር የሚያስፈልገውን በጀት በተሟላ መልኩ ይበጅታል				
2.4.3.	ወቅቱን የጠበቀ የግምገማና ክትትል ሥራ በሥልጠናው ላይ ላይ ማካሄድ				
2.4.4	የማክስማን ሠራተኞች በማቲሪያልና በሞራል የማበረታታት ሥራ መስራት				
2.4.5	ለማክስማው ሠራተኞች አዳዲስና ወቅታዊ የሆኑ የአቅም ማሳልበቻ ኮርሶችን መስጠት				
2.4.6	ማክስማው ስለሚሰጠው ጥቅም ለህብረተሰቡ ማስረዳት ፣ ማሰዎን				
2.4.7	ህብረተሰቡ ማክስማ የራሱ ተቋም መሆኑን አውቆ ተገቢውን ሁሉ ድጋፍ እንዲያደርግ የማሳመን ሥራ መሥራት				
2.4.8	ማክስማን ከወረዳው የልማት ስትራቴጂ ጋር ማቀናጀት				
2.4.9	ተስማሚ የሆነ የማክስማን መዋቅር ሠርቶ ሥራ ላይ ማዋል				
2.4.10	ሴት ሠልጣኞችን ማበረታታት				
2.4.11	ከማክስማ ሠልጥነው የወጡ ሰዎች በሠልጠኑት ሙያ መጠቀም አለመጠቀማቸውን የቅርብ ክትትል ማድረግ				
2.4.12	የማክስማ ህብት በአግባቡ ሥራ ላይ እንዲውል ተገቢ አስተዳደራዊ ሥራ መሥራት				
2.4.13	ከማክስማ ሠልጥነው የወጡ ሰዎች በሥልጠናው ያገኙትን ሙያ ተጠቅመው ለሚያመርቷቸው ምርቶች ገባያ የመፍጠር ሥራ መሥራት				
2.4.14	ከማክስማ ሠልጥነው የወጡ ሰዎች የብድር አገልግሎት የሚያገኙበትን ሁኔታ መፍጠር				
2.4.15	ከማክስማ ሥልጠና አግኝተው የወጡ ሰዎች ሙያቸውን በአግባቡ ይጠቀሙ ዘንድ ሙያዊ ድጋፍ ማስጠን				
2.4.16	ከማክስማ ሠልጥነው የወጡ ሰዎች በሥልጠና ያገኙትን ሙያ አጠቃቀም በተመለከተ የልምድ ልውውጥ እንዲያደርጉ ሁኔታዎችን ማመቻቸት				

ክፍል ሦስት:- ቀጥለው የተመለከቱ ዝርዝር ሁኔታዎች በዞኑ ውስጥ በሚገኙ ማክሰማዎች የሥራ እንቅስቃሴ ላይ በአዎንታዊነትም ሆነ በአሉታዊነት ተፅዕኖ ያሳርፋሉ። እርስዎ የተፅዕኖውን ደረጃ በሚያሳዩ ከ5-1 ቁጥሮች ሥር ባሉ ኮሎሞች የ “X” ምልክት በማድረግ አስተያየትዎን ይስጡ። ደረጃዎችም 5 = በጣም ክፍተኛ 4 = ክፍተኛ 3 = መካከለኛ 2 = ዝቅተኛ 1 = በጣም ዝቅተኛ

3.1. የማክሰማን ሁኔታ በተመለከተ

		5	4	3	2	1
3.1.1.	ማክሰማ የሚሰጣቸው መሠረታዊ ሥልጠናዎች ከህብረተሰቡ ፍላጎት ጋር የተጣጣሙ ናቸው።					
3.1.2.	በማክሰማ ውስጥ የሥልጠና መሣሪያዎች ተሟልተው ስለመገኘታቸው					
3.1.3.	የሠለጠኑ አሰልጣኞች ስለመኖራቸው					
3.1.4.	ሥልጠናው በሰልጣኞች ትርፍ ጊዜ ወቅት የሚሰጥ ስለመሆኑ					
3.2.	ህብረተሰቡ በማክሰማ ላይ ስለአለው ግንዛቤ					
3.2.1.	ህብረተሰቡ ማክሰማ በሚሰጠው ጥቅም ላይ ያለው ግንዛቤ ምን ያህል እንደሆነ					
3.2.2.	ህብረተሰቡ በማክሰማ የሚሰጡ ሰልጣኞችን በመሰልጠን ረገድ የሚያደርገው ተሳትፎ					
3.3.	የማክሰማን አቅም በተመለከተ					
3.3.1.	ያለውን ሀብት በአግባቡ ሥራ ላይ በማዋል ረገድ					
3.3.2.	ህብረተሰቡ የሚፈልጋቸውን የሥልጠና ዓይነቶች በመስጠት ረገድ ማክሰማው ያለው አቅም					
3.3.3.	ሥልጠናውን በጥራት ከመስጠት አኳያ የማክሰማው አቅምና ችሎታ					
3.3.4.	ሥልጠናው ሳይቋርጥ በተከታታይ ለመስጠት ማክሰማው ያለው አቅም					
3.3.5.	ብቃት ያላቸው ሠራተኞች በማክሰማው ውስጥ ስለመኖራቸው					
3.3.6.	ሥልጠናውን ለማካሄድ የሚያስችሉ ደጋፊ ነገሮች ለምሳሌ የሥልጠና መስጫ ክፍሎች በማክሰማው ውስጥ ስለመኖራቸው					
3.3.7.	ለወረዳው ልማት መሳካት ማክሰማው ያለው አስተዋፅኦ					

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ክፍል አራት፡- የማክሰማን አበይት ችግሮችና መፍትሄዎቻቸውን በተመለከተ ፡-

4.1 በአሁኑ ወቅት በማክሰማው ላይ ያሉ ዋና ዋና የሚባሉ ችግሮች ምን ምን ናቸው ?

4.2 አሁን ያሉ የማክሰማን ገዥ ችግሮች ለመቅረፍ ምን ምን እርምጃዎች መወሰድ አለባቸው ይላሉ ?

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አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ፕሮግራም

የሥርዓተ ትምህርትና የመምህራን ሙያ ልማት ጥናት ክፍል የጎልማሶችና ዕድሜልክ ትምህርት ዩኒት

መጠይቅ:- ይህ መጠይቅ በአዊ ዞን የሚገኙ የማህበረሰብ ክህሎት ስልጠና ማዕከላትን /ማክሰማ/ በተመለከተ የተዘጋጀ ነው። መጠይቁ በማክሰማ አስተባባሪዎች የሚሞላ ነው።

የመጠይቁ ዓላማ:- በዚህ ውስጥ የሚገኙ የማህበረሰብ ክህሎት ስልጠና ማዕከላት / ማክሰማ/ በአሁኑ ወቅት ያሉበትን ሁኔታ በተመለከተ ተገቢ መረጃ ለመሰብሰብና ብሎም ለወደፊት እንቅስቃሴያቸው መሳካት ለሚመለከታቸው አካላት በግብአትነት ሊያገለግሉ የሚችሉ መፍትሄ ጠቋሚ ሀሳቦችን ለማመላከት ነው። በመሆኑም መጠይቁን በጥሞና አንብበው በመሙላትና በመመለስ እንዲተባበሩኝ በትህትና እጠይቅዎታለሁ። የዚህ ጥናት መሳካት እርስዎ ሙሉ ፈቃደኛ ሆነው በሚሰጡት መረጃ ትክክለኝነት ላይ የተወሰነ ነው።

ምርጫ ላላቸው ጥያቄዎች ለመልስ መስጫነት በተዘጋጁ ባዶ ቦታዎች ላይ የ “ x ” ምልክት በማድረግና እንዲሁም ለክፍት መጠይቆች ደግሞ አጫጭር መልሶችን በመስጠት መጠይቁን ሞልተው እንዲመልሱ ከአደራ ጭምር አሳስበዎታለሁ።

ክፍል አንድ:- የግል ሁኔታን በተመለከተ

- 1.1. ወረዳ -----
- 1.2. ያታ (U) ወንድ ----- (ለ) ሴት -----
- 1.3. ዕድሜ (U) 18-20---- (ለ) 21-30 ----- (ሐ) ከ30 በላይ -----
- 1.4. የትምህርት ደረጃ (U) 10+1 ቴክኒክና ሙያ ----- (ለ) 10+2 ቴክኒክና ሙያ----- (ሐ) 12+1 ከቴክኒክና ሙያ ውጭ (መ) 12+TTI ----- (ሠ) 10+3 ቴክኒክና ሙያ ----- (ረ) ዲፕሎማ ከቴክኒክና ሙያ ውጭ -----
- 1.5. የሠለጠነበት የሙያ ዘርፍ ካለ ይጠቀስ -----
- 1.6. የአሁኑ ሥራዎ -----
- 1.7. የወር ደመዎዝ -----
- 1.8. አሁን ባሉበት ሥራ የአገልግሎት ዘመን -----
- 1.9. አጠቃላይ የአገልግሎት ዘመን -----

[Handwritten mark]

ክፍል ሁለት:- ቀጥለው የተመለከቱ ጥያቄዎችን የ " x " ምልክት በማድረግ ወይም አጫጭር መልሶችን በመስጠት ይመልሱ

2.1. የሥራ ልምድን በተመለከተ

2.1.1. ከማህበረሰብ መሠረታዊ ክህሎት ስልጠና ጋር ግንኙነት ያለው ሥልጠና ወስደው ያውቃሉ? (U) አዎ ----- (ለ) የለም -----

2.1.2. ለተራ ቁጥር 2.1.1 ጥያቄ መልስዎ አዎ ከሆነ የሥልጠናው ጊዜ ምን ያህል ነበር ? -----

2.1.3. ለተራቁጥር 2.1.1. ጥያቄ መልስዎ አዎ ከሆነ የወሰዱት ስልጠና ከአሁኑ ስራዎ ጋር ምን ያህል ግንኙነት አለው (U) ቀጥተኛ ግንኙነት አለው ----- (ለ) በተወሰነ ደረጃ ግንኙነት አለው ----- (ሐ) ምንም ግንኙነት የለውም -----

2.1.4. መደበኛ ካልሆነ ትምህርትና ስልጠና ፕሮግራም ጋር ግንኙነት ያለው ማንኛውንም ስልጠና ወስደው ያውቃሉ? (U) አዎ ----- (ለ) የለም -----

2.1.5. ለተራቁጥር 2.1.4 ጥያቄ መልስዎ አዎ ከሆነ የሥልጠናው ጊዜ ምን ያህል ነበር? -----

2.1.6. ለተራቁጥር 2.1.4 ጥያቄ መልስዎ አዎ ከሆነ የወሰዱት ስልጠና ከአሁኑ ሥራዎ ጋር ምን ያህል ግንኙነት አለው? (U) አዎ አለው (ለ) የተወሰነ ደረጃ አለው ----- (ሐ) ምንም ግንኙነት የለውም: -----

2.1.7. የማክስማን ሥራ ማስተባበር የተለየ ከሥራው ጋር ግንኙነት ያለው ስልጠና ያስፈልጋል ይላሉ? (U) አዎ ----- (ለ) የለም -----

2.1.8. ለተራቁጥር 2.1.7 ጥያቄ መልስዎ የለም ከሆነ ምክንያቱን ይጥቀሱ -----

2.1.9. የማክስማን ሥራ ለማስተባበር ያለዎት የሥራ ልምድና ችሎታ ምን ያህል ነው ይላሉ? (U) ማስተባበር የሚያስችል በቂ ችሎታና ልምድ አለኝ ----- (ለ) በቂ ባይሆንም የተወሰነ ችሎታ አለኝ ----- (ሐ) ምንም እንኳን በሙያው የሠለጠንኩ ባልሆንም በሥራ ሂደት ያካበትኩት ልምድና ችሎታ አለኝ ----- (መ) ማስተባበር የሚያስችል ልምድም ችሎታም የለኝም -----

2.1.10. በአሁኑ ሥራዎ ላይ ፍላጎት አለዎት ? (U) አዎ ከፍተኛ ፍላጎት አለኝ ----- (ለ) መካከል የሚባል ፍላጎት አለኝ -----

(ሐ) ፍላጎቴ ዝቅተኛ ነው። -----

2.1.11. ለተራቁጥር 2.1.10 ጥያቄ መልስዎ ዝቅተኛ የሚለው ከሆነ ዝቅተኛ የሆነበት ምክንያት ምንድን ነው?-----

2.2. ዕቅድን በተመለከተ

2.2.1 ሠልጣኞች ወደ ሥልጠና ከመምጣታቸው በፊት ስለሚፈልጉት የሥልጠና ዓይነት ይጠየቃሉ? (ሀ) አዎ ----- (ለ) የለም -----

2.2.2 በአንድ ጊዜ ስንት ሠልጣኞችን ትቀበላላችሁ? -----

2.2.3. በአንድ ዓመት ውስጥ ስንት ጊዜ ታሠለጥናላችሁ? -----

2.2.4. የሥልጠናው ጊዜ ርዝመት ምን ያህል ነው? -----

2.2.5. የስልጠናው ጊዜ በቂ ነው ይላሉ? (ሀ) አዎ ----- (ለ) የለም -----

2.2.6. የሥልጠና ፕሮግራሞችን ማን ነው የሚያቅደው? (ሀ) የማክስማው አስተባባሪ ----- (ለ) የማክስማው አስተባባሪና ሠልጣኞች በቅንጅት -----

----- (ሐ) የማክስማ ኮሚቴ አባላት ----- (መ) ወረዳ

ጥቃቅን ጽ/ቤት ----- (ሠ) ሁሉም ከላይ የተገለፁት

በዕቅዱ ሥራ ላይ ይሳተፋሉ ----- (ረ) ሌሎች -----

2.2.7. በእርስዎ አስተያየት የማክስማን የሥልጠና ፕሮግራም ማን ነው ማቀድ ያለበት? (ሀ) የማክስማው አስተባባሪ ----- (ለ) የማክስማው

አስተባባሪና ሠልጣኞች በቅንጅት ----- (ሐ) የማክስማ ኮሚቴ

አባላት ----- (መ) ወረዳ ጥቃቅን ጽ/ቤት (ሠ) ከላይ

የተጠቀሱት ሁሉም በማቀዱ ሥራ ላይ ሊሳተፉ ይገባል

(ረ) ሌሎች -----

2.2.8. የትኛውን የህብረተሰብ ክፍል ነው ማክስማ የሚያሠለጥነው?

(ሀ) ሁለተኛ ደረጃ ትምህርታቸውን ያጠናቀቁ ወጣቶችን -----

(ለ) ሁለተኛ ደረጃ ትምህርታቸውን ያቋረጡ ወጣቶችን -----

(ሐ) ወጣት አርሶ አደሮችን ----- (መ) የገጠር ነዋሪ

የቤተሰብ ሀላፊዎችን ----- (ሠ) ገጠር የሚኖሩ

ጎልማሶችን ----- (ረ) ፈቃደኛ የሆነ /ች/ ማንኛውም

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እድሜው /ዋ/ ከ15 ዓመት በላይ የሆነና ፍላጎት ያለውን /ያላትን/

2.2.9. ለእነኚህ የህብረተሰብ ክፍሎች ትኩረት የተሰጠበት ምክንያት ለምንድን ነው?

(U) ሠልጣኞች ራሳቸው ጥያቄ ስለሚያቀርቡ -----

(ለ) ከወረዳው የልማት ፕሮግራም ጋር ለማቀናጀት -----

(ሐ) ከበላይ አካል የተሰጠ አቅጣጫ በመሆኑ -----

(መ) ሌሎች ምክንያቶች ካሉ ይጠቀሱ -----

2.2.10. ማክስማው የሚሰጣቸው የስልጠና ዓይነቶች ምንምን ናቸው? -----

2.2.11. የሥልጠና ዓይነቶችን ለመምረጥ መስፈርቶቹ ምን ምን ናቸው? -----

2.2.12. ሠልጣኞች እንዴት ነው የሚመረጡት? (U) በራሳቸው ጥያቄ -----

(ለ) ለቀበሌዎች በሚሰጥ ኮታ ----- (ሐ) በዕጣ -----

(መ) ሌሎች ካሉ ይጠቀሱ -----

2.3. የማክስማውን መዋቅርና ዓላማዎች በተመለከተ

2.3.1. ማክስማው ጥርት ያለ ድርጅታዊ መዋቅር አለው?

(U) አዎ ----- (ለ) የለም -----

2.3.2. ለተራቁጥር 2.4.1 ጥያቄ መልስዎ አዎ የሚለው ከሆነ ድርጅታዊ መዋቅሩ

የማክስማ ግቦችና ዓላማዎችን ሊያሳካ የሚችል አመች ነው ይላሉ ?

(U) አዎ ----- (ለ) የለም -----

2.3.3. ለተራቁጥር 2.3.2 ጥያቄ መልስዎ የለም የሚለው ከሆነ ምክንያቶችን ይጥቀሱ

2.3.4. ማክስማ በትምህርት ሴክተር በነበረበት ጊዜ እርስዎ በአሁኑ ሥራዎ

/አስተባባሪ/ ላይ ነበሩ?

(U) አዎ ----- (ለ) የለም -----

2.3.5. ለተራቁጥር 2.3.4. ጥያቄ መልስዎ አዎ የሚለው ከሆነ የመዋቅርና

የዓላማ ለውጥ አለ? (U) አዎ ----- (ለ) የለም -----

2.3.6. ለተራ ቁጥር 2.3.5. ጥያቄ መልስዎ አዎ የሚለው ከሆነ በአሁኑና በበፊቱ

መዋቅርና ዓላማ መካከል ያሉትን ልዩነቶች ይጥቀሱ::



2.5 በማክስማ ሥራ የመንግስትን ተሳትፎ በተመለከተ

		ከፍተኛ	መካከለኛ	ዝቅተኛ	መልስ የለም
2.5.1	ለስልጠና የሚያስፈልጉ መሳሪያዎችን ለማክስማው በማቅረብ				
2.5.2	በቂ በጀት ለማክስማው መመደብ				
2.5.3	ክትትልና ግምገማን በየወቅቱ ማካሄድ				
2.5.4	የማክስማውን ሠራተኞች በሞራልና በማቴሪያል በማበረታታት				
2.5.5	ለማክስማው ሠራተኞች የሙያ ማሻሻያ ስልጠና በመስጠት				
2.5.6	ማክስማ የሚሰጠውን ጥቅም ለሠልጣኞች ማስገንዘብ				
2.5.7	ሀብረተሰቡ ማክስማን እንዲደግፍ ማነሳሳት				
2.5.8	ማክስማን ከወረዳው የልማት ፕሮግራም ጋር ማቀናጀት				
2.5.9	የስልጠናውን ፕሮግራሞች የሚያጠናክር አመች የሆነ መዋቅርን መፍጠርና ሥራ ላይ ማዋል				
2.5.10	ሴት ሠልጣኞችን ማበረታታት				
2.5.11	ከማክስማ ሠልጥነው የወጡ ሰዎች ያገኙትን ስልጠና ስለመጠቀማቸው የቅርብ ክትትል ማድረግ				
2.5.12	ያለውን የማክስማ ሀብት በአግባቡ መጠቀምና ማስተዳደር				
2.5.13	ከማክስማ ሠልጥነው የወጡ ሰዎች ለሚያመርቷቸው ምርቶች ገበያ መፍጠር				
2.5.14	ከማክስማ ሠልጥነው የወጡ ሰዎች የብድር አገልግሎት የሚያገኙበትን ሁኔታ መፍጠር				
2.5.15	ከማክስማ ሠልጥነው ለወጡ ሰዎች ሙያዊ ድጋፍ ማድረግ				
2.5.16	ከማክስማ ሠልጥነው የወጡ ሰዎች ከስልጠና ያገኙትን ሙያ ሥራ ላይ ማዋልን በተመለከተ የእርስ በርስ የልምድ ልውውጥ የሚያደርጉበትን ሁኔታ ማመቻቸት				

2.6. የሠልጣኞችን ውሳኔ በተመለከተ

2.6.1. በሚሰለጥኑት የሥልጠና መስክ ላይ ሠልጣኞች ተስማምተውበታል?

(ሀ) አዎ ----- (ለ) የለም -----

2.6.2. ለተራ ቁጥር 2.6.1 ጥያቄ መልስዎ የለም ከሆነ ምክንያቱ ምንድን ነው?

2.6.3. ከሥልጠና ስለሚገኘው ጥቅም ሠልጣኞች በቂ ግንዛቤ አላቸው?

(ሀ) አዎ ----- (ለ) የለም -----

2.6.4. ለተራ ቁጥር 2.6.3. ጥያቄ መልስዎ የለም የሚለው ከሆነ መልስዎ ለምን ግንዛቤ እንደሌላቸው ምክንያቶችን ይጥቀሱ::-----

2.7. ግምገማን በተመለከተ

2.7.1. በሠልጣኞችና በአሠልጣኞች መካከል ስልጠናውን በተመለከተ ውይይት ይካሄዳል?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.2. በማክሰማው አስተባባሪ፣ በሠልጣኞችና በአሠልጣኞች መካከል ስልጠናውን በተመለከተ የጋራ ውይይት ይካሄዳል?

2.7.3. የማክሰማን ሥራ የሚከታተልና የሚገመግም አካል ማን ነው?

(ሀ) አስተባባሪው----- (ለ) አሠልጣኞችና ሠልጣኞች-----
(ሐ) የማክሰማ ኮሚቴ አባላት----- (መ) ወረዳ ጥቃቅን ጽ/ቤት-----
(ሠ) ሁሉም ከላይ የተገለፁት ----- (ረ) ሌላ ካለ ይገለፅ-----

2.7.4. በተራ ቁጥር 2.7.1. ጥያቄ መልስዎ የለም ከሆነ ምክንያቱን ይጥቀሱ::-----

2.7.5. በተራ ቁጥር 2.7.2. ጥያቄ መልስዎ የለም ከሆነ ምክንያቱን ይጥቀሱ -----

2.7.6. የሥልጠናውን ሂደት በተመለከተ ሠልጣኞች የራሳቸውን አስተያየት እንዲሰጡ እርስዎ ያበረታቷቸዋል?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.7 ሠልጣኞች የሥልጠናውን ሂደት በተመለከተ የሚሰጡት አስተያየት በእርስዎ በኩል ተቀባይነት ያገኛል?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.8. የሥልጠናውን ሂደት በተመለከተ ሠልጣኞች የራሳቸውን አስተያየት እንዲሰጡ አሠልጣኞች ያበረታቷቸዋል?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.9. ሠልጣኞች የሥልጠናውን ሂደት በተመለከተ የሚሰጡት አስተያየት በአሠልጣኞች ዘንድ ተቀባይነት አለው?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.10. ወረዳ ጥቃቅን ጽ/ቤት ማክስማን ይገመግማል?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.11. በተራ ቁጥር 2.7.10 ጥያቄ መልስዎ አዎ ከሆነ በየሰንት ጊዜው ይገመግማል?

(ሀ) በየሣምንቱ ----- (ለ) በየአሥራ አምስት ቀን -----

(ሐ) በየወሩ ----- (መ) በየሥልጠናው መጨረሻ ላይ ብቻ---

2.7.12. በተራ ቁጥር 2.7.10. ጥያቄ መልስዎ የለም ከሆነ የማይገመግምበትን ምክንያት ይገለጹ?-----

2.7.13. የማክስማው ሥራ እንቅስቃሴ ስኬታማ መሆን አለመሆኑን ይገመግማሉ?

(ሀ) አዎ ----- (ለ) የለም -----

2.7.14. ለተራ ቁጥር 2.7.13. ጥያቄ መልስዎ አዎ ከሆነ ውጤቱ እንዴት ነው?

(ሀ) ስኬታማ ነው ----- (ለ) ስኬታማ አይደለም -----

2.7.15. ለተራ ቁጥር 2.7.13. ጥያቄ መልስዎ ስኬታማ አይደለም የሚል ከሆነ በምን ምክንያት ይመስልዎታል ውጤታማ ያልሆነው? -----

2.7.16. ለተራ ቁጥር 2.7.13. ጥያቄ መልስዎ የለም ከሆነ ለምን እንዳልገመገሙ ምክንያቱን ይጥቀሱ -----

2.8. ማኔጅመንትን በተመለከተ

2.8.1. የማክስማ ማኔጅመንት አካል ማን ነው? -----

2.8.2. ማክስሚ ተጠሪነቱ ለማን ነው? -----

2.8.3. በአሁኑ ጊዜ የማክስሚ ኮሚቴ አለ?

(ሀ) አዎ -----

(ለ) የለም -----

2.8.4. ለተራ ቁጥር 2.8.3. ጥያቄ መልስዎ አዎ ከሆነ የኮሚቴ አባላት እንማን ናቸው?

ክፍል ሦስት:- ቀጥለው የተመለከቱ ዝርዝር ሁኔታዎች በዞኑ ውስጥ በሚገኙ ማክስሚዎች የሥራ እንቅስቃሴ ላይ በአዎንታዊነትም ሆነ በአሉታዊነት ተፅዕኖ ያሳርፋሉ። እርስዎ የተፅዕኖውን ደረጃ በሚያሳዩ ከ5-1 ቁጥሮች ሥር ባሉ ኮሎሞች የ "X" ምልክት በማድረግ አስተያየትዎን ይስጡ። ደረጃዎችም 5 = በጣም ክፍተኛ 4 = ክፍተኛ 3 = መካከለኛ 2 = ዝቅተኛ 1 = በጣም ዝቅተኛ

3.1. የማክስሚን ሁኔታ በተመለከተ

ተ.ቁ.		5	4	3	2	1
3.1.1.	ማክስሚ የሚሰጣቸው መሠረታዊ ሥልጠናዎች ከህብረተሰቡ ፍላጎት ጋር የተጣጣሙ ናቸው።					
3.1.2.	በማክስሚ ውስጥ የሥልጠና መሣሪያዎች ተሟልተው ስለመገኘታቸው					
3.1.3.	የሠለጠኑ አሠልጣኞች ስለመኖራቸው					
3.1.4.	ሥልጠናው በሠልጣኞች ትርፍ ጊዜ ወቅት የሚሰጥ ስለመሆኑ					
3.2.	ህብረተሰቡ በማክስሚ ላይ ስለአለው ግንዛቤ					
3.2.1.	ህብረተሰቡ ማክስሚ በሚሰጠው ጥቅም ላይ ያለው ግንዛቤ ምን ያህል እንደሆነ					
3.2.2.	ህብረተሰቡ በማክስሚ የሚሰጡ ሠልጣኞችን በመስልጠን ረገድ የሚያደርገው ተሳትፎ					
3.3.	የማክስሚን አቅም በተመለከተ					
3.3.1.	ያለውን ሀብት በአግባቡ ሥራ ላይ በማዋል ረገድ					
3.3.2.	ህብረተሰቡ የሚፈልጋቸውን የሥልጠና ዓይነቶች በመስጠት ረገድ ማክስሚው ያለው አቅም					
3.3.3.	ሥልጠናውን በጥራት ከመስጠት አኳያ የማክስሚው አቅምና ችሎታ					
3.3.4.	ሥልጠናው ሳይቋርጥ በተከታታይ ለመስጠት ማክስሚው ያለው አቅም					
3.3.5.	ብቃት ያላቸው ሠራተኞች በማክስሚው ውስጥ ስለመኖራቸው					
3.3.6.	ሥልጠናውን ለማካሄድ የሚያስችሉ ደጋፊ ነገሮች ለምሳሌ የሥልጠና መስጫ ክፍሎች በማክስሚው ውስጥ ስለመኖራቸው					
3.3.7.	ለወረዳው ልማት መሳካት ማክስሚው ያለው አስተዋፅኦ					

ክፍል አራት፡- የማክሰማ ችግሮችንና መፍትሄዎቻቸውን በተመለከተ

4.1 በአሁኑ ወቅት በማክሰማው ላይ የሚታዩ ዋና ዋና ችግሮች ምን ምን ናቸው?

4.2 አሁን ያሉ እርስዎ የጠቀሷቸው የማክሰማን ገዥ ችግሮች ለመቅረፍ ምን ምን እርምጃዎች መወሰድ አለባቸው ይላሉ?

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አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ፕሮግራም

የሥርዓተ ትምህርትና የመምህራን ሙያ ልማት ጥናት ክፍል የጎልማሶችና ዕድሜልክ ትምህርት ዩኒት

መጠይቅ:- ይህ መጠይቅ በአዋ ሆኖ የሚገኙ የማህበረሰብ ክህሎት ስልጠና ማዕከላትን /ማክሰማ/ በተመለከተ የተዘጋጀ ነው። መጠይቁ በወረዳና ሆኖ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ ኤክስፐርቶች የሚሞላ ነው።

የመጠይቁ ዓላማ:- በሆኑ ውስጥ የሚገኙ የማህበረሰብ ክህሎት ስልጠና ማዕከላት /ማክሰማ/ በአሁኑ ወቅት ያሉበትን ሁኔታ በተመለከተ ተገቢ መረጃ ለመሰብሰብና ብሎም ለወደፊት እንቅስቃሴያቸው መሳካት ለሚመለከታቸው አካላት በግብአትነት ሊያገለግሉ የሚችሉ መፍትሄ ጠቋሚ ሀሳቦችን ለማመላከት ነው። በመሆኑም መጠይቁን በጥሞና አንብበው በመሙላትና በመመለስ እንዲተባበሩኝ በትህትና እጠይቅዎታለሁ። የዚህ ጥናት መሳካት እርስዎ ሙሉ ፈቃደኛ ሆነው በሚሰጡት መረጃ ትክክለኛነት ላይ የተወሰነ ነው።

ምርጫ ላላቸው ጥያቄዎች ለመልስ መስጫነት በተዘጋጁ ባዶ ቦታዎች ላይ የ "X" ምልክት በማድረግና እንዲሁም ለክፍት መጠይቆች ደግሞ አጫጭር መልሶችን በመስጠት መጠይቁን ሞልተው እንዲመልሱ ከአደራ ጭምር አሳስበዎታለሁ።

ክፍል አንድ:- የጎል ሁኔታን በተመለከተ

- 1.1. ወረዳ -----
1.2. ያታ (ሀ) ወንድ ----- (ለ) ሴት -----
1.3. ዕድሜ (ሀ) 18-20 -----(ለ) 21-30 -----(ሐ) ከ30 ሰላይ -----
1.4. የትምህርት ደረጃ (ሀ) 10+1 ቴክኒክና ሙያ ----- (ለ) 10+2 ቴክኒክና ሙያ ----- (ሐ) 12+1 ከቴክኒክና ሙያ ውጭ (መ) 12+TII----- (ሠ) 10+3 ቴክኒክና ሙያ ----- (ረ) ዲፕሎማ ከቴክኒክና ሙያ ውጭ --
1.5. የሠለጠኑበት የሙያ ዘርፍ ካለ ይጠቀስ -----
1.6. የአሁኑ ሥራዎ -----
1.7. የወር ደመዎዝ -----
1.8. አሁን ባሉበት ሥራ የአገልግሎት ዘመን -----
1.9. አጠቃላይ የአገልግሎት ዘመን -----

ክፍል ሁለት፡- ቀጥለው የተመለከቱ ጥያቄዎችን የፊደሉን በመክበብ ወይም አጫጭር መልሶችን በመስጠት ይመልሱ

2.1. የሥራ ልምድን በተመለከተ

2.1.1. ከማህበረሰብ መሠረታዊ ክህሎት ሥልጠና ጋር ግንኙነት ያለው ሥልጠና ወስደው ያውቃሉ? (ሀ) አዎ ----- (ለ) የለም -----

2.1.2. ለተራ ቁጥር 2.1.1. ጥያቄ መልስዎ አዎ ከሆነ የሥልጠናው ጊዜ ምን ያህል ነበር?

2.1.3. ለተራ ቁጥር 2.1.1. ጥያቄ መልስዎ አዎ ከሆነ የወሰዱት ሥልጠና ከአሁኑ ሥራዎ ጋር ምን ያህል ግንኙነት አለው? (ሀ) ቀጥተኛ ግንኙነት አለው (ለ) በተወሰነ ደረጃ ግንኙነት አለው (ሐ) ምንም ግንኙነት የለውም

2.1.4. መደበኛ ካልሆነ ትምህርትና ሥልጠና ፕሮግራም ጋር ግንኙነት ያለው ማንኛውንም ሥልጠና ወስደው ያውቃሉ? (ሀ) አዎ (ለ) የለም

2.1.5. ለተራ ቁጥር 2.1.4. ጥያቄ መልስዎ አዎ ከሆነ የሥልጠናው ጊዜ ምን ያህል ነበር?

2.1.6. ለተራ ቁጥር 2.1.4. መልስዎ አዎ ከሆነ የወሰዱት ሥልጠና ከአሁኑ ሥራዎ ጋር ምን ያህል ግንኙነት አለው? (ሀ) አዎ አለው (ለ) በተወሰነ ደረጃ አለው (ሐ) ምንም ግንኙነት የለውም

2.1.7. የማክሰማን ሥራ በሙያ ለመደገፍ ያለዎት የሥራ ልምድና ችሎታ ምን ያህል ነው? (ሀ) መደገፍ የሚያሥችል በቂ ችሎታ አለኝ (ለ) በቂ ባይሆንም የተወሰነ ችሎታ አለኝ (ሐ) ምንም እንኳ በሙያው የሠለጠንኩ ባልሆንም በሥራ ሂደት ያካባትኩት ልምድና ችሎታ አለኝ (መ) ማክሰማን በሙያ ለመደገፍ ብቃት የለኝም

2.2. የማክሰማ ዓላማዎች

2.2.1. የማክሰማ ዓላማዎች ምን ምን ናቸው?

2.3. ዕቅድን በተመለከተ

2.3.1. በእርስዎ አስተያየት የማክስማን የሥልጠና ፕሮግራም ማንነው ማቀድ ያለበት?

- (ሀ) የማክስማው አስተባባሪ
- (ለ) የማክስማው አስተባባሪና ሠልጣኞች በቅንጅት
- (ሐ) የማክስማ ኮሚቴ አባላት (መ) ወረዳ ጥቃቅን ጽ/ቤት
- (ሠ) ከላይ የተጠቀሱት ሁሉም በማቀዱ ሥራ ላይ ሊሳተፉ ይገባል
- (ረ) ሌሎች -----

2.3.2. የሥልጠናው ጊዜ ምን ያህል ነው? -----

2.3.3. የሥልጠናው ጊዜ በቂ ነው ይላሉ? (ሀ) አዎ----- (ለ) የለም -----

2.4. ግምገማን በተመለከተ

2.4.1. የማክስማ የሥራ እንቅስቃሴ ይገመገማል (ሀ) አዎ----- (ለ) የለም -----

2.4.2. ለተራ ቁጥር 2.4.1. ጥያቄ መልስዎ አዎ ከሆነ በየስንት ጊዜ ይገመገማል?

- (ሀ) በየሳምንቱ (ለ) በወር ሁለት ጊዜ
- (ሐ) በየወሩ (መ) በሥልጠናው መጨረሻ ብቻ

2.4.3. ለተራ ቁጥር 2.4.1. ጥያቄ መልስዎ የለም ከሆነ ምክንያቱ ምንድነው?-----

2.4.4. ለተራ ቁጥር 2.4.1 ጥያቄ መልስዎ አዎ ከሆነ ማን ነው የሚገመገመው?

- (ሀ) የማክስማው አስተባባሪ----- (ለ) አሠልጣኞችና ሠልጣኞች በጋራ-----
- (ሐ) የማክስማ ኮሚቴ አባላት----- (መ) ወረዳ ጥቃቅን ጽ/ቤት-----

2.5. ማኔጅመንትን በተመለከተ

2.5.1. የማክስማ ማኔጅመንት አካል ማን ነው?-----

2.5.2. ማክስማ ተጠሪነቱ ለማን ነው? -----

2.5.3. በአሁኑ ጊዜ የማክስማ ኮሚቴ አለ? (ሀ) አዎ ----- (ለ) የለም -----

2.5.4. ለተራ ቁጥር 2.5.3. ጥያቄ መልስዎ አዎ ከሆነ የኮሚቴ አባላት እነማን ናቸው?

2.6. በማክሰማ ሥራ የመንግሥትን ተሳትፎ በተመለከተ

ተ.ቁ.	የተሳትፎ ዓይነቶች	ከፍተኛ	መካከለኛ	ዝቅተኛ
2.6.1.	ለሥልጠና የሚሰፈሩት መሳሪያዎችን ለማክሰማው በማቅረብ			
2.6.2.	በቂ በጀት በማክሰማው በመበጀት			
2.6.3.	ክትትልና ግምገማን በየወቅቱ በማካሄድ			
2.6.4.	የማክሰማውን ሠራተኞች በሞራልና በማቴሪያል በማበረታታት			
2.6.5.	ለማክሰማው ሠራተኞች የሙያ ማሻሻያ ሥልጠና በመስጠት			
2.6.6.	ማክሰማ የሚሰጠውን ጥቅም ለሠልጣኞች በማስገንዘብ			
2.6.7.	ሀብረተሰቡ ማክሰማን እንዲደግፍ ማነሳሳት			
2.6.8.	ማክሰማን ከወረዳው የልማት ፕሮግራም ጋር ማቅናጀት			
2.6.9.	የሥልጠናውን ፕሮግራሞች የሚያጠናክርና አመች የሆነ መዋቅር መፍጠርና ሥራ ላይ እንዲውል ማድረግ			
2.6.10	ሴት ሠልጣኞችን ማበረታታት			
2.6.11	ከማክሰማ ሠልጥነው የወጡ ሰዎች ያገኙትን ሥልጠና ስለመጠቀማቸው የቅርብ ክትትል ማድረግ			
2.6.12	ያለው የማክሰማ ሀብት በአግባቡ ሥራ ላይ እንዲውል ማድረግና ማስተዳደር			
2.6.13	ከማክሰማ ሰልጥነው የወጡ ሰዎች ለሚያመርቷቸው ምርቶች ገበያ መፍጠር			
2.6.14	ከማክሰማ ሠልጥነው የወጡ ሰዎች የብድር አገልግሎት የሚያገኙበትን ሁኔታ መፍጠር			
2.6.15	ከማክሰማ ሠልጥነው ለወጡ ሰዎች ሙያዊ ድጋፍ መስጠት			
2.6.16	ከማክሰማ ሠልጥነው የወጡ ሰዎች ከሥልጠና ያገኙትን ሙያ ሥራ ላይ ማዋልን በተመለከተ የእርስ በርስ የልምድ ልውውጥ የሚያደርጉበትን ሁኔታ ማመቻቸት			

ክፍል ሦስት:- ቀጥለው የተመለከቱ ዝርዝር ሁኔታዎች በማክሰማ እንቅስቃሴ ላይ በአዎንታዊነትም ሆነ በአሉታዊነት ተፅዕኖ ያደርጋሉ። ስለሆነም እያንዳንዱ ሁኔታ ከ5 እስከ 1 በተፃፉ ቁጥሮች ሥር በሚመጥነው ቦታ የ "X" ምልክት በማድረግ ይመልሱ። ደረጃዎች 5 = በጣም ከፍተኛ፣ 4 = ከፍተኛ፣ 3 = መካከለኛ፣ 2 = ዝቅተኛ 1 = በጣም ዝቅተኛ

3.1. የማክሰማን ሁኔታ በተመለከተ

ተ.ቁ.	ሁኔታዎች	5	4	3	2	1
3.1.1.	ማክሰማ የሚሰጣቸው መሠረታዊ ሥልጠናዎች ከህብረተሰቡ ፍላጎት ጋር የተጣጣሙ ናቸው።					
3.1.2.	በማክሰማ ውስጥ የሥልጠና መሣሪያዎች ተሟልተው ስለመገኘታቸው					
3.1.3.	የሠለጠኑ አሠልጣኞች ስለመኖራቸው					
3.1.4.	ሥልጠናው በሠልጣኞች ትርፍ ጊዜ ወቅት የሚሰጥ ስለመሆኑ					
3.2.	ህብረተሰቡ በማክሰማ ላይ ስለአለው ግንዛቤ					
3.2.1.	ህብረተሰቡ ማክሰማ በሚሰጠው ጥቅም ላይ ያለው ግንዛቤ ምን ያህል እንደሆነ					
3.2.2.	ህብረተሰቡ በማክሰማ የሚሰጠው ሠልጣኞችን በመሰልጠን ረገድ የሚያደርገው ተሳትፎ					
3.3.	የማክሰማን አቅም በተመለከተ					
3.3.1.	ያለውን ሀብት በአግባቡ ሥራ ላይ በማዋል ረገድ					
3.3.2.	ህብረተሰቡ የሚፈልጋቸውን የሥልጠና ዓይነቶች በመስጠት ረገድ ማክሰማው ያለው አቅም					
3.3.3.	ሥልጠናውን በጥራት ከመስጠት አኳያ የማክሰማው አቅምና ችሎታ					
3.3.4.	ሥልጠናው ሳይቋርጥ በተከታታይ ለመስጠት ማክሰማው ያለው አቅም					
3.3.5.	ብቃት ያላቸው ሠራተኞች በማክሰማው ውስጥ ስለመኖራቸው					
3.3.6.	ሥልጠናውን ለማካሄድ የሚያስችሉ ደጋፊ ነገሮች ለምሳሌ የሥልጠና መስጫ ክፍሎች በማክሰማው ውስጥ ስለመኖራቸው					
3.3.7.	ለወረዳው ልማት መሳካት ማክሰማው ያለው አስተዋፅኦ					

ክፍል አራት:- የማክሰማን አበይት ችግሮችና መፍትሄዎቻቸውን በተመለከተ

4.1. በአሁኑ ወቅት በማክሰማው ላይ ያሉ ዋና ዋና የሚባሉ ችግሮች ምን ምን ናቸው?

4.2. አሁን ያሉ የማክሰማን ገዥ ችግሮች ለመቅረፍ ምን ምን እርምጃዎች መውሰድ አለባቸው ይላሉ?-----

Appendix L

ቃለ መጠይቅ ለወረዳ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ ኃላፊዎች

1. ማክስሚ ራሱን የቻለ ተቋም ነው ወይስ ከወረዳ ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ ክፍሎች አንዱ ነው?
2. ማክስሚ በየትኞቹ መ.ያዎች ነው ሥልጠና የሚሰጠው?
3. በማክስሚ የሥራ እንቅስቃሴ ውስጥ የወረዳው ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ጽ/ቤት ሚና ምንድን ነው?
4. በእርስዎ አስተያየት የወረዳው ማክስሚ ለጎልማሶችና ለወጣቶች ልዩ ልዩ የመ.ያ ሥልጠናዎችን ለመስጠት ብቃት አለው ይላሉ?
5. በእርስዎ እምነት የወረዳው ማክስሚ ያሉት ችግሮች ምን ምን ናቸው?
6. ችግሮችን ለመቅረፍ ሊወሰዱ የሚገቡ እርምጃዎች ምን መሆን አለባቸው ይላሉ?

Appendix M

ቃለ መጠይቅ ለዞን ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ ሀላፊ

1. የማክስማ ዓላማዎች ምን ምን ናቸው?
2. በዞኑ ውስጥ የሚገኙ ማክስማዎች ራሳቸውን የቻሉ ተቋማት ናቸው?
3. በዞኑ ውስጥ ያሉ ማክስማዎች ለወጣቶችና ለጎልማሶች ልዩ ልዩ የሙያ ስልጠናዎችን ይሰጣሉ? ከሰጡስ የትኞችን የስልጠና ዓይነቶች ይሰጣሉ?
4. ከማክስማ ሠልጥነው የሚወጡ ሠልጣኞች ምን ክህሎት ይዘው እንዲወጡ ይፈለጋል / their intended outcomes /
5. በማክስማ የሥራ እንቅስቃሴ ውስጥ የመምሪያው ሚና ምንድን ነው?
6. በእርስዎ አስተያየት በዞኑ ውስጥ ያሉ ማክስማዎች ለወጣቶችና ጎልማሶች ልዩ ልዩ የሙያ ስልጠናዎችን ለመስጠት ብቃት አላቸው ይላሉ?
7. በእርስዎ እምነት በዞኑ ውስጥ ያሉ ማክስማዎች ያሉባቸው ችግሮች ምን ምን ናቸው ይላሉ?
8. ችግሮችን ለመቅረፍ ሊወሰዱ የሚገቡ እርምጃዎች ምን መሆን አለባቸው ይላሉ?

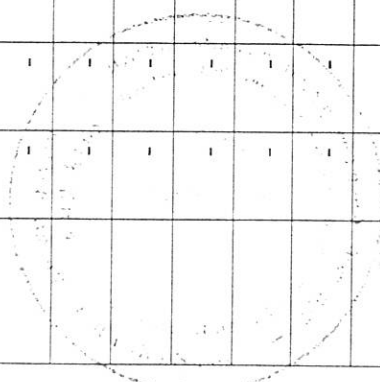
Appendix N

እንደባራ ማክሰማ

የሠልጣኞች መረጃ መመዝገቢያ ቅጽ

የክልሉ ግድብ

ዓመት	ልብስ ስራ			ሽማ ስራ			ቀርቃሣ ሥራ			ቀንድ ስራ			ጥልፍ ስራ			ብረታ ብረታ ስራ			ምርመራ
	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
1986	31	2	33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1987	12	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1988	182	17	199	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1989	74	1	75	38	-	38	23	-	23	-	-	-	-	-	-	15	15	-	
1990	28	-	28	50	1	51	-	-	-	-	-	-	-	-	-	-	-	32	32
1991	86	11	97	22	-	22	-	-	-	15	-	15	12	7	19	-	-	-	
1992	127	9	136	43	-	43	-	-	-	-	-	13	1	14	-	-	-	-	
1993	35	2	37	36	-	36	-	-	-	-	-	13	2	15	-	-	-	-	
1994	51	2	53	16	-	16	13	-	13	-	-	8	-	8	-	-	-	-	
1995	15	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1996	27	-	27	31	-	31	-	-	-	-	-	13	4	17	-	-	-	-	
1997	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1998	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1999	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2000	5	-	5	33	5	38	-	-	-	-	-	-	-	-	-	-	-	-	



Appendix O

ዳንግል ማከሰማ።

የሠልጣኞች መረጃ መመዝገቢያ ቅፅ

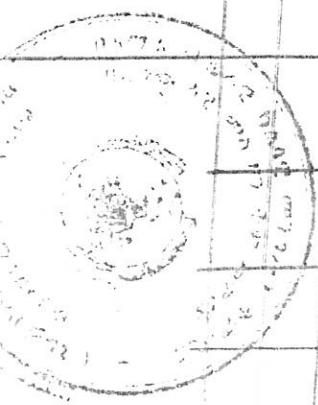
የስልጠና ዓይነት

ዓመት	ልብስ ስፍራ			ሺማ ሥራ			ኑሮ ዘዴ			ቀንድ ሥራ			ሞልፍ ሥራ			ግዢ መረጃ
	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
1986	24	9	33	-	-	-	-	-	-	-	-	-	-	-	-	-
1987	38	23	61	-	-	-	22	22	-	-	-	-	-	-	-	-
1988	47	11	58	9	-	9	36	36	-	-	-	-	-	36	36	-
1989	73	30	103	25	-	25	9	9	-	-	-	-	-	-	-	-
1990	62	7	69	17	-	17	-	-	-	-	-	-	-	-	-	-
1991	29	8	37	23	-	23	10	10	-	-	-	-	-	-	-	-
1992	42	3	45	43	-	43	-	-	-	-	-	-	-	-	7	7
1993	18	-	18	45	-	45	-	-	-	-	-	39	39	-	-	-
1994	85	4	89	29	-	29	-	-	-	-	-	-	-	-	-	-
1995	20	-	20	30	-	30	-	-	-	-	-	-	-	-	-	-
1996	14	6	20	24	-	24	-	-	-	-	-	-	-	54	-	54
1997	50	-	50	32	-	32	-	-	-	-	-	-	-	-	-	-
1998	45	5	50	68	14	82	-	-	-	-	-	-	-	-	-	-
1999	36	-	36	-	-	-	-	-	-	-	-	-	-	-	-	-
2000	12	2	14	9	-	9	-	-	-	-	-	-	-	-	-	-

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Appendix P

Year	Synthesis		Roads		Fertilizer		Irrigation		District		Other	
	a	b	a	b	a	b	a	b	a	b	a	b
1986	84	85			7	7	11	10	21			
1987	145	70	15	15								
1988	79	112	35	35								
1989	94	98			15	15	13	8	19			
1990	55	74	24	24			9	23	39			
1991	121	110										
1992	74	88										
1993	61	73	38	38								
1994	102	107					9	23	28			
1995												
1996	99	39	33	33								
1997	98	83	29	29			11	10	21			
1998	76	88	46	40								
1999			46	46								
2000	11	12										





Appendix Q

አንድኛ ማከሰማ

ዓመት	ልብስ ስፈራት			ሽማ ሥራ			ሸክላ ሥራ			ጥልቁ ሥራ			9 ^ኛ ምዕራፍ		
	ወ	ሰ	ፍ	ወ	ሰ	ፍ	ወ	ሰ	ፍ	ወ	ሰ	ፍ	ወ	ሰ	ፍ
1986	-	-	-	19	-	19	-	14	14	-	-	-	-	-	-
1987	41	9	50	-	-	-	-	-	-	-	-	-	-	-	-
1988	56	17	73	-	-	-	-	-	-	-	-	-	-	-	-
1989	183	48	231	-	-	-	19	19	-	-	-	-	-	-	-
1990	-	-	-	-	-	-	-	68	68	24	102	126	-	-	-
1991	101	16	117	-	-	-	-	-	-	-	-	-	-	-	-
1992	149	14	163	27	2	29	-	-	9	4	16	20	-	-	-
1993	183	24	-	8	3	11	-	-	12	6	18	24	-	-	-
1994	199	19	-	34	-	34	-	-	-	-	-	-	-	-	-
1995	179	17	196	-	-	-	-	-	-	-	-	-	-	-	-
1996	239	23	262	-	-	-	-	-	-	-	-	-	-	-	-
1997	220	4	234	-	-	-	-	-	-	-	-	-	-	-	-
1998	282	26	308	-	-	-	-	-	-	-	-	-	-	-	-
1999	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2000	25	1	26	-	-	-	-	-	-	-	-	-	-	-	-



16X



በአማራ ብሔራዊ ክልላዊ መንግሥት የትምህርት ቢሮ

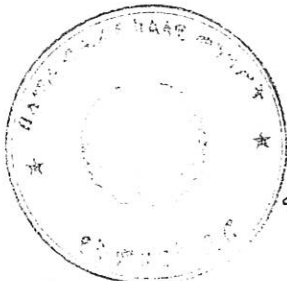
ቁጥር 703/3052/ከገ/1
ቀን 13 ታላቅ 1999

ለ ኾሮ ዞን ትምህርት መምሪያ

ኔንጅግራ

ጉዳይ፡- የማክሰማ ርክክብ በአስቸኳይ እንዲፈጸም ስለመግለጽ

ቀደም ሲል በክልሉ የሚገኙ የማህበረሰብ ክህሎት ስልጠና ማዕከላት (ማክሰማ) ወደ አነስተኛና ጥቃቅን ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ እንዲዛወሩ በተወሰነው መሠረት ለተረካቢው አካል ምቹ ሁኔታ ለመፍጠር ያመች ዘንድ ስለማክሰማዎቹ አመሠራረት፣ አደረጃጀትና አመራር እንዲሁም ስለርክክቡ አፈፃፀም 6 ገጽ ማብራሪያ በቁጥር ትቦ3/747/ተሰ8/1 በ17/12/98 በተጻፈ ሸኝ ደብዳቤ አማካኝነት ለአብክመ ንግድና ኢንዱስትሪ ቢሮ መላካችን ይታወሳል። በዚህም መሠረት ርክክቡን በመፈፀም ወደ ሥራ ለመግባት የጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ኤጀንሲ ዝግጅቱን ያጠናቀቀ በመሆኑ በዚህ ውስጥ የሚገኙ የወረዳ ትምህርት ጽ/ቤቶች የማህበረሰብ ክህሎት ስልጠና ማዕከላትን ለወረዳው ጥቃቅንና አነስተኛ ንግድና ኢንዱስትሪ ማስፋፊያ ኤጀንሲ እንዲያስረክቡ እንድታደርጉና አፈፃፀሙን እንድትገልጹልን እናሳስባለን።



ከሠላምታ ጋር

ፋንታ ሞገስ ቢሆነኝ
ምክትል ቢሮ ኃላፊ

ግልባጭ

- ለቢሮ ኃላፊ ጽ/ቤት
 - ለም/ቢሮ ኃላፊ (-----ዘርፍ)
 - ለትምህርት/መምሪያ ትም/ቢሮ
 - ለንግድና ኢንዱስትሪ ቢሮ (አቶ አድማሱ)
 - ለጥ/አ/ን/ኢ/ስራዎች ማስፋፊያ ኤጀንሲ
 - ለሴቶች ማህበር ጽ/ቤት
- ባህር ዳር

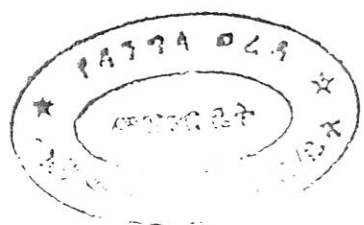
165

Appendix S

በሰው ኃይል ያለ ተሾፊ ነ ከፍተኛ የሥራ ወይን ጥሰታዎች ለገንዘብ

ተ. ቁ	ከፍተኛ የሥራ ወይን ወጪዎች	የወ/ወ/ተ	ደረጃ	ወጪ
1.	አክቲቪቲ ታላቅ ስጦታ ስጦታ	31/አዲ.3.09.2	007.7	928
2.	የመሪዎች ስልጠና ለገንዘብ ስጦታ	31/አዲ.3.09.3	007.10	1410
3.	የመሪዎች ስልጠና	31/አዲ.3.09.4	007.12	1852
4.	የገንዘብ ስጦታ ስልጠና ለገንዘብ ስጦታ	31/አዲ.3.09.4	007.10	1410
5.	የገንዘብ ስጦታ ስልጠና ለገንዘብ ስጦታ	31/አዲ.3.09.5	007.10	1410
6.	ህዝብ ስጦታ	31/አዲ.3.09.6	007.7	928
7.	ንግድ ስጦታ	31/አዲ.3.09.7	007.4	595
8.	የገንዘብ ስጦታ	31/አዲ.3.09.8	37.2	357
9.	የገንዘብ ስጦታ	31/አዲ.3.09.9	37.2	357
10.	የገንዘብ ስጦታ	31/አዲ.3.09.10	37.3	397
11.	የገንዘብ ስጦታ	31/አዲ.3.09.11	37.3	397
12.	የገንዘብ ስጦታ	31/አዲ.3.09.12	37.3	397
13.	የገንዘብ ስጦታ	31/አዲ.3.09.13	37.3	397

ገንዘብ ስጦታ ስጦታ ስጦታ
 28-02-2002



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Appendix T

	20,001	12,120	11,000			20,001	12,120	11,000	
Zone Total				Awi - Zone					
Dangila- Woreda	981,491	490,849	490,542	122,717	69,809	61,903	858,774	430,140	428,634
Banja Shikurdal - Woreda	157,300	79,416	77,974	26,738	13,128	13,610	130,652	66,288	64,364
Ankasha Guagusa - Woreda	111,954	55,595	53,359	22,466	11,226	11,240	89,488	44,369	45,119
Guangua - Woreda	199,784	99,204	100,523	16,372	8,438	7,934	183,412	90,823	92,589
Fagita Lekoma - Woreda	223,024	111,149	111,875	31,478	15,368	16,110	191,546	95,781	95,765
Jawi - Woreda	126,357	62,720	63,637	8,905	4,362	4,543	117,452	58,358	59,094
Guagusa Shikurdal - Woreda	79,076	41,397	37,679	7,719	3,861	3,858	71,357	37,536	33,821
	83,906	41,411	42,495	9,039	4,426	4,613	74,867	36,985	37,882
Zone Total				Oromia - Zone					
Chafe Gola - Woreda	453,847	228,450	231,397	51,799	25,088	26,621	403,138	203,362	204,776
Bali - Woreda	133,350	66,730	66,629	2,876	1,327	1,549	130,483	65,403	65,080
Jile Timuga- Woreda	107,343	53,705	53,638	16,701	7,737	8,964	90,642	45,968	44,674
Artuma Farsi- Woreda	72,864	35,690	37,174	5,074	2,477	2,597	67,790	33,213	34,577
Dawe Harewa - Woreda	85,512	42,119	43,393	5,940	2,944	2,996	79,572	39,175	40,397
Kemisie/Town/- Woreda	41,354	20,428	20,926	1,703	825	878	39,651	19,603	20,048
	19,415	9,778	9,637	19,415	9,778	9,637	-	-	-
Bahir Dar Special-Zone Total	229,344	107,570	112,766	130,094	87,089	93,005	40,250	20,489	19,761
Argoba Special-Woreda Total	35,444	17,894	17,550	-	-	-	35,444	17,894	17,550

16.3

Appendix U

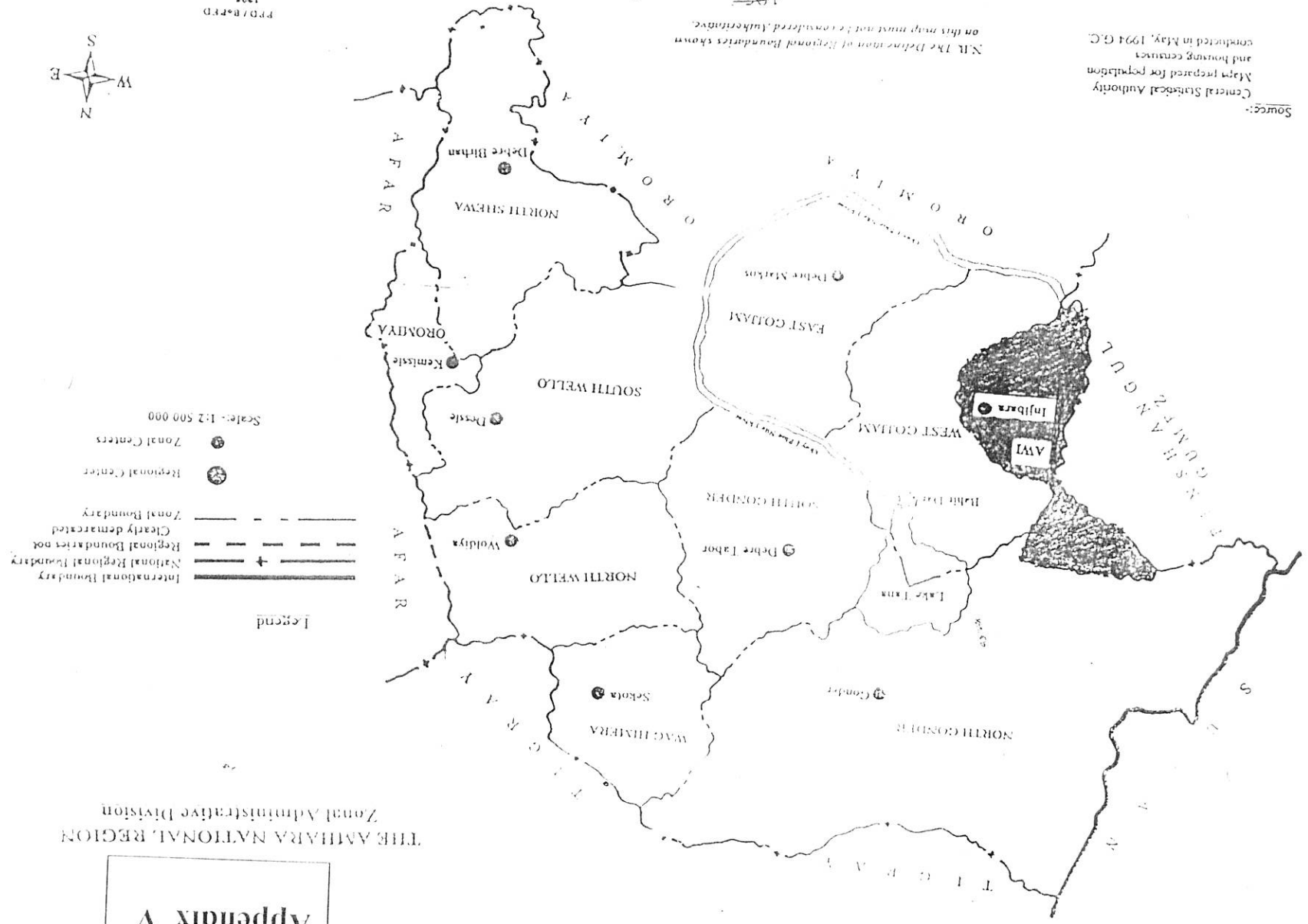
14

Region Total	17,214,056	8,836,875	AMHARA Region		1,024,136	1,033,084	15,101,836	7,612,739	7,439,097
			8,577,181	2,442,220					
			North Gondar-Zone						
Zone Total	2,821,470	1,481,726	1,439,744	463,825	218,444	245,381	2,457,645	1,263,282	1,194,363
Adi Arkay-Wereda	89,049	45,502	43,547	10,337	4,731	5,606	78,712	40,771	37,941
Beyeda-Wereda	96,953	47,845	49,303	2,785	1,161	1,627	94,165	46,484	47,681
Janamora-Wereda	167,710	84,419	83,291	5,054	2,219	2,835	162,656	82,200	80,456
Debarq-Wereda	160,130	80,746	79,384	20,830	9,412	11,418	139,300	71,334	67,966
Dabat-Wereda	145,458	73,825	71,633	15,818	7,087	8,731	129,640	66,738	62,902
Merab Armachoho-Wereda	32,618	17,912	14,706	15,071	8,077	6,994	17,547	9,835	7,712
Tegede-Wereda	69,028	35,226	33,802	5,357	2,537	2,820	63,671	32,689	30,982
Lay Armachoho-Wereda	157,797	79,513	78,284	12,546	5,458	7,088	145,251	74,055	71,196
Wegera-Wereda	222,557	113,427	109,130	19,299	8,707	10,592	203,258	104,720	98,538
Gondar Zuria-Wereda	191,351	97,363	93,988	18,370	8,642	9,728	172,981	88,721	84,260
Dembia-Wereda	270,994	138,085	132,909	23,351	10,724	12,627	247,643	127,361	120,282
Chilga-Wereda	221,361	111,997	109,364	20,739	9,373	11,366	200,622	102,624	97,998
Metema-Wereda	110,231	58,734	51,497	29,685	15,119	14,566	90,546	43,615	36,931
Quara-Wereda	93,629	49,750	43,879	5,275	2,625	2,650	88,354	47,125	41,229
Alefa-Wereda	170,421	86,309	84,112	12,268	5,540	6,728	158,153	80,769	77,384
Merab Belsa-Wereda	142,056	72,341	69,715	7,661	3,685	3,976	134,395	68,656	65,739
Misrak Belesa-Wereda	97,816	50,567	47,249	13,055	6,293	6,762	84,761	44,274	40,487
Gondar/Town/ Wereda	206,987	98,085	108,902	206,987	98,085	108,902	-	-	-
Tseleniet-Wereda	57,189	28,674	28,515	-	-	-	57,189	28,674	28,515
Tach Armachoho-Wereda	69,079	45,848	43,231	12,253	5,701	6,552	76,826	40,147	36,679
Takusa-Wereda	129,056	68,718	63,298	7,081	3,268	3,813	121,975	62,490	59,485
Zone Total	2,047,206	1,038,943	1,008,293	124,474	95,282	99,482	1,952,732	943,621	909,111
Ebikat-Wereda	210,955	112,352	108,463	11,996	5,562	6,424	202,959	106,990	101,969
Libokemena-Wereda	198,374	100,951	97,823	21,050	10,948	11,102	176,324	90,003	86,321

16-90

Appendix V

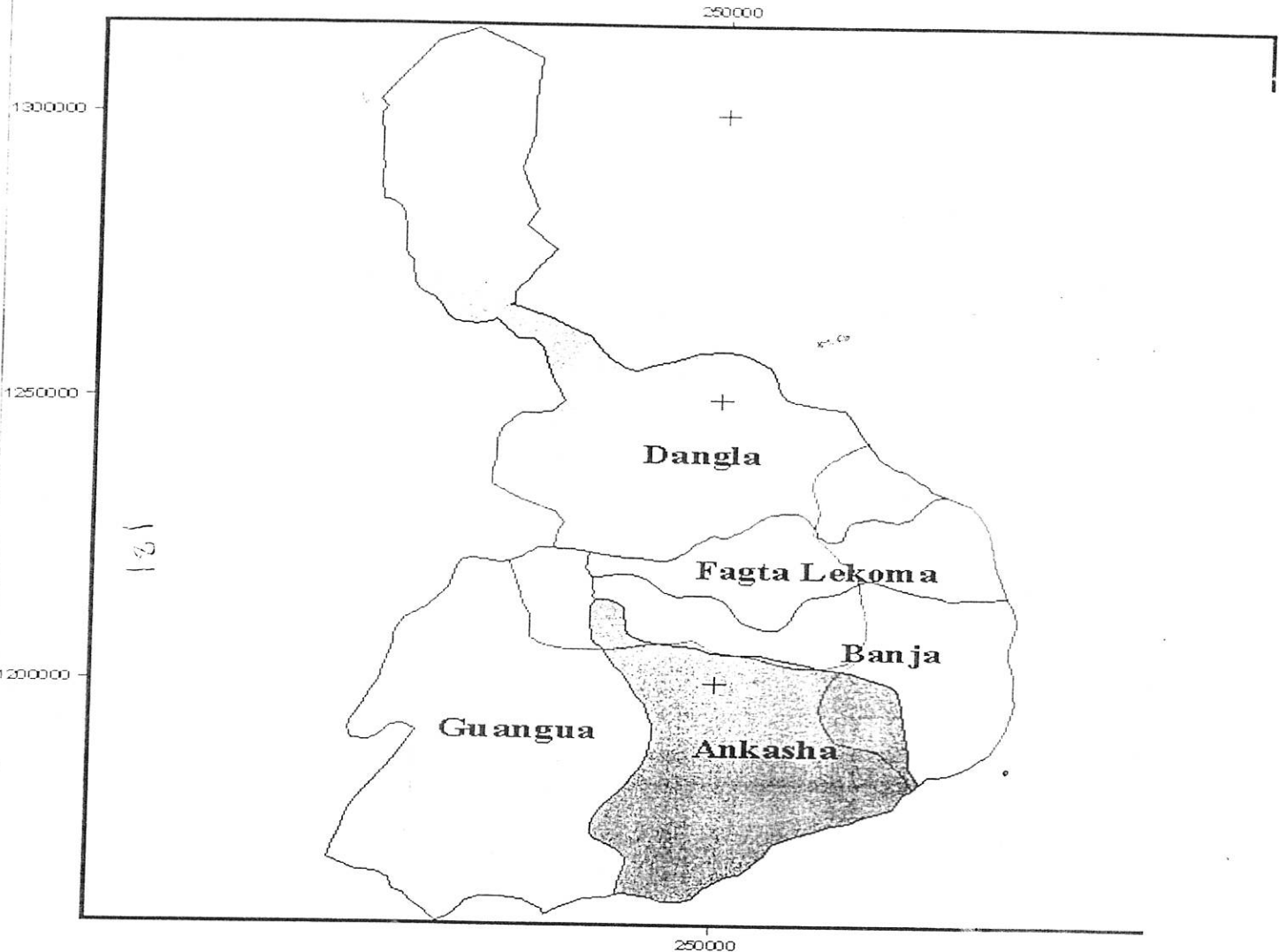
THE AMHARA NATIONAL REGION Zonal Administrative Division



PPD/R-PPD
1994

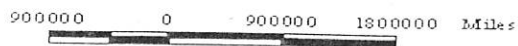
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MAP OF AWI ZONE



Legend

- Road
- Woredas**
- Ankasha
- Banja
- Dangla
- Fagta Lekoma
- Guangua



Source: AKRS, EPLUA
Land Use S. O. B. Dep.
Bahir Dar
2005

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አማራ ብሔራዊ ክልላዊ መንግሥት ጥቃቅንና አነስተኛ ንግድና
 አንዳ-ስትሪ ማስፋፊያ ኤጀንሲ

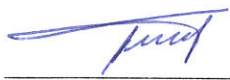
Appendix X

የሥልጠና ዓይነቶች

1	አግሮ ንግድ አገልግሎቶች
1.1	የምግብ ንፍቀ ስርዓት <ul style="list-style-type: none"> የባልትና ወጠቶች ደረት እንደራ መጋገር ማር አጣርቶና አሸቶ መሸጥ የወተትና ወተት ተጥጊኦ ዳቦ፣ ደፎና አግባብ መጋገር
1.2	የከተማ ግብርና <ul style="list-style-type: none"> አነስተኛ አትክልት ልማት ደር እርባታ የወተት ክብት እርባታ ንብ ማንባት ማድለብ የደን ልማት
1.3	የተለያዩ አገልግሎቶችና ሸተጣ ሸተጥ ማዘጋጃ አገልግሎቶች <ul style="list-style-type: none"> ደረት ቆሻሻ ተልዘ ሌሎች አገልግሎቶችና ሸተጣ ሸተጥ
1.4	ሌሎች
2	ጨርቃጨርቅና አልባጭት <ul style="list-style-type: none"> የሽማ ሥራ ቆዳና የቆዳ ወጠቶች ሥራ የልብስ ስራት ስራ የሀር ልማት
3	ኮንስትራክሽንና አደ ጥበባት
3.1	ኮንስትራክሽን <ul style="list-style-type: none"> ሀንጻ ግንባታ ሥራዎች ንግድ ስራ ስም ብሎክት ጠጠር ማምረት አሌክትሪክ አገልግሎት ግድግዳ አገልግሎት የግጥና ተይዞ ሥራ የውስጥ ለውስጥ መንገድና መፋለሻ የአንጨትና ብረት ብረት ሥራዎች
3.2	አደ ጥበባት ሥራዎች <ul style="list-style-type: none"> የሸክላ ሥራዎች የተንድ ሥራዎች ባህላዊ የብረት ብረት ሥራዎች ተርተፕ
3.3	ሌሎች
	ኖምር

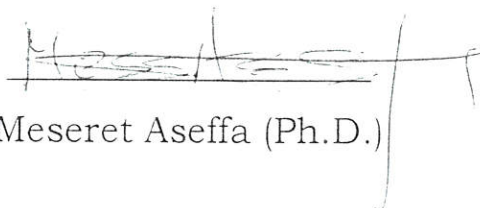
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This thesis is my original work and has not been presented in any other university and all source materials used for the thesis have been acknowledged.



Zewdi Getahune Tessema

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



Meseret Aseffa (Ph.D.)