

**PRACTICE, PROBLEMS AND PROSPECTS OF NON-
FORMAL TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING: THE CASE OF SELECTED
GOVERNMENT TVET COLLEGES IN SNNPR**

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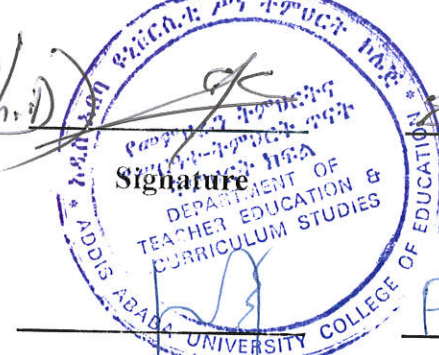


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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ACRONYMS AND ABBREVIATIONS

- AAU: Addis Ababa University.
- CBO: Community Based Organization
- CSO: Civic Society Organization
- CSTC: Community Skill Training Center
- ESDP: Education Sector Development Program
- ETP: Education and Training Policy
- GO: Government Organization
- IIZ/DVV: Institute for International Cooperation of the German Adult Education Association
- ILO: International Labour Organization
- MoE: Ministry of Education
- MSEDA: Micro and Small Enterprises Development Agency
- NFE: Non Formal Education
- NF-TVET: Non Formal-Technical and Vocational Education and Training
- NGO: Non Governmental Organization
- NLCCC: National Literacy Campaign Coordinating Committee
- RBO: Religion Based Organization
- SDC: Skill Development Centers
- SNNPR: Southern Nations Nationalities Peoples Region.
- TGE: Transitional Government of Ethiopia
- TVET: Technical Vocational Education and Training
- TVETDP: Technical and Vocation Education and Training Development Program
- UNESCO: United Nations, Educational, Scientific and Cultural Organization.
- USSR: Union of Soviet Socialist Republic
- VTT: Vocational and Technical Training

ABSTRACT

The main purpose of this study was to identify and assess the practice, problems and prospects of Non-formal (basic and junior level) TVET program in TVET Colleges of SNNPR. The TVET Colleges included in this study were Hawassa and Arbaminch TVET colleges randomly selected from four TVET colleges implementing the NF-TVET program integrating with the formal TVET program. In this study descriptive survey method was employed to conduct the study. Thus, 156 trainees, 90 trainers and 5 TVET officials (2 deans, 2 vocational counselors and 1 regional TVET agency official) were selected by using stratified random sampling and purposive sampling techniques respectively. The instruments used in this study to gather data were research questionnaire, interview, observation and document review. Questionnaires were distributed to 156 trainees and 90 trainers while interview was conducted with two TVET college deans, two TVET college vocational counselors and one regional TVET agency official. The data collected was analyzed using statistical tools such as percentage, mean and rank order. The finding of the study revealed that the level of awareness and readiness of trainers, trainees and leaders towards the NF-TVET program was low. The study also revealed that the participation of stakeholders in the implementation of the NF-TVET program in the TVET Colleges was low. The finding further revealed that the adequacy of the resource (human, material and financial) to implement the program in the TVET Colleges was low. Furthermore, lack of awareness and readiness towards the NF-TVET program, low stakeholders participation in the implementation of the program, shortage of training budget, inadequacy of relevant training materials, lack of proper conducting of labor market and training assessment, low management competence of leaders, lack of documentation and information database system of the program and low follow-up of trainees at pre-, during and post-training were identified as major problems of the program implementation process encountered which need serious improvement. Moreover, high demand of youth and adults for training, establishment of MSEDAs, availability of stakeholders supporting the program, introduction of credit services for trained youth and adults, availability of policy and strategy documents supporting the program, high demand of investors for semi-skilled manpower and capacity of TVET Colleges to provide training (during day, evening, weekend, holidays and summer time) were identified as prospective grounds to implement the program in the TVET Colleges as well as in the region. Finally, in light of these findings, several recommendations related to awareness, participation, capacity building, and others are forwarded.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Education is the cornerstone to alleviate poverty and to enable people to improve their lives. It is a tool for acquiring knowledge and basic skill necessary to get better standard of life. It is with this view, that Abinur (2002) considered education as a tool to develop knowledge, identify source of problems and solve them, appreciate nature, improve society's living standards, develop and transmit society's culture to the next generation. Similarly, Sisay (2002) also states that education is one of the basic tools for human development and it is a precondition for individuals to understand their potential and contribute to social and economic change.

It is clear that developing human resource is one of the major factors that determine the social, cultural and economic growth of a nation, which is possible by education and training. Supporting this, Wieringen and Attwell (1999) states that more than three fourth of all economic growth between 1973 and 1984 was due to the rising level of education in the working population (1999:3).

Education and training contribute to an individual's personal development by increasing productivity and income at work and facilitates strong participation in socio-economic life. According to UNESCO (2002), education and training can help individuals fight poverty by providing them with the skill and knowledge to raise their input and generate income. As a result of this an economic growth and social development is achieved through knowledge and skills of citizens in a country.

Unless the education and training needs of all young people and adults are met through equitable access to appropriate learning and life skill programs, it is clear that the difference among individuals as well as among groups of people and societies will continue. But it is impossible to ensure the education and training needs of all individuals only with a formal system. People who have not been able to benefit from formal education and training system must be given opportunities to acquire skills and knowledge within the non-formal system.

(cited in Yekunoamlak, 2001) stated that the main purpose of TVET is to satisfy the nations' needs for skilled man power in diverse skills and at different levels. TVET is also vital to make education supportive for developing traditional technologies.

Above all after the education and training policy was put in to effect, The Federal Democratic Republic of Ethiopia has given emphasis on the TVET program development and made the Ministry of Education to design and implement new TVET strategy. The new TVET strategy again put the state level TVET authorities should develop relevant non-formal TVET programs as a priority, in particular with the aim of increasing TVET offers for target groups in urban and rural areas leading to (self-) employment and to provide skill upgrading for workers in the micro and small business sector.

Basically the new TVET strategy (2006) was developed to ease the implementation of the education policy. According to this strategy, TVET was structured as basic, junior and middle level training programs which have been diversified containing their own entry requirements.

Moreover, to improve the relevance and efficiency of the TVET program, its management has been decentralized to the respective regions (Negarit Gazeta, 2004). In light of this, in SNNPR, there are twenty one government TVET institutions (SNNPREB, 2007)

SNNPR is the homeland of numerous people. It contains over 45 ethnic groups. Based on figures from Central Statistics Agency of Ethiopia (CSA), SNNPR has an estimated total population of 14,901,990 consisting of 7,408,993 male and 7,492,997 female (CSA,2005). Most of the TVET institutions in SNNPR were established in 1998 as parts of 25 SDCs established all over the country. As of 2001, three of the SDCs in the region were upgraded to college level and one new college was added recently. The colleges as well as the institutions have made great contribution to the region since their establishment.

However, a lot of issues have been raised about the non-formal TVET program in the Education and Training Policy and New TVET Strategy; it seems that much emphasis is not given for the program implementation in the TVET Colleges and TVET Agency in SNNPR. In addition, as far as the knowledge of the researcher of this study is concerned there was no study made on these colleges and institutions to asses the status of NF

Many educators agreed that non-formal education and training emerged from the inability of the formal education system to provide an access to a great majority of the people. It is originated as a result of the inefficiency of the formal education system in terms of access and failures to provide the necessary skills and to enable the learner to participate in socio-economic development of society. According to Ahmed (1975) and Coombs (1985) the pressure on resources and the inadequacy of present formal educational structures lead to a growing interest in new way of educational alternative that is non-formal.

Since then, non-formal education got popular and began to be treated as a separate and expanding area of educational development (Sheffield, 1974, in Gibbon, 1998).

In Ethiopia, after 1991 based on the political philosophy of federalism, the education and training policy which was launched in 1994 is being implemented. The policy stated that the non-formal education concentrates both on basic literacy and occupation skills, which is to be given parallel to the formal schooling (TGE, 1994). The policy's sub-article 3.2.5 states that "non-formal education can be provided beginning and integrated with basic education and at all levels of formal education" and sub article 3.2.6 states that "non-formal deals with literacy, numeracy, environment, agriculture, crafts, home science, health and civic education".

Regarding the organization of the non-formal education it is emphasized that the program should be given in a coordinated way. In the education and training policy, Article 3, sub-article 3.6.6 states that "non-formal education and training programs will be organized by various development and social institutions in coordination with the Ministry of Education." (TGE, 1994: 26)

In recent years, there is a growing recognition that TVET contributes to the economic and social development of individuals with the required skills, knowledge and attitudes to enable them to generate their own income to be the fully accepted members of the society, and to cope up with present and future demands of the society (MOE, 2002; Atchoarena and Andre, 2002:37; UNESCO, 2001).

TVET program in Ethiopia is vital in providing human resources that are required to realize the national and regional economic and social development goals. It is a part of educational system that is designed to endow trainees with necessary knowledge, skill and attitude to make them ready for the world of work (MoE, 2006). Regarding this, ILO

TVET implementation integrating with formal TVET provision in order to address the demand of the school dropouts, school leavers and illiterates as per the Education policy and TVET strategy stated it.

Therefore, there exists a need to examine how the existing non-formal TVET program is implemented in the TVET Colleges.

1.2 Statement of the Problem

TVET is the vital aspect of the education process which contributes to the social, cultural, and economic development of the society. It is training for work and “It is learning for the sake of earning” (Adler, 1988: 105), which has to be done as preparation for work.

To this effect, the Ethiopian government has put in place the comprehensive TVET program to satisfy the economic and social demand for trained man power at all levels. Moreover, attempts have been made to comprehend the actual situation under serving the economy as a whole through vocational training. The Education and Training Policy gives priority for the development of TVET on the Ethiopian education system in order to provide options for the increasing number of school leavers and dropouts. As a result, the Ethiopian government has embarked on a massive expansion of formal TVET. Between 1996/7 and 2004/5, the number of public TVET institutions increased from 17 to 108, and enrolment at public and non-public TVET institutions raised from 3,000 to more than 106,000 (Education Statistic Annual Abstract 2004-5).

Despite this enormous expansion, formal TVET still only caters for less than 3% of the relevant age group (TVET strategy, 2006). In addition, about 25 million adults are lacking basic education, skills and technical knowledge (IIZ/DVV, 2006). This obviously shows that the majority of the labor force population does not get sufficient education and training opportunities.

Hence, at present the majority of the Ethiopian population has not reached to what TVET offers. In particular, the accessibility of TVET for school dropouts, unemployed workers in industry, the informal sector and micro and small enterprise (MSE), prospective entrepreneurs, people living in urban and rural areas and women is limited (TVET Strategy, 2006). Even the quality of training was also poor because of inadequate

funding, insufficient number of qualified trainers and inflexible and outdated curricula and insufficient management (MoE, 2002).

Similarly, the Education and Training Policy of Ethiopia (TGE, 1994) in its article 3.2.8 states that "parallel to general education diversified technical and vocational training will be provided for those who leave school from any level of education"(TGE, 1994:16).

Among these diversified training areas, the one which is offered for those who completed grade ten for the development of middle level man power was formally launched in 2001 in all regions of the country.

The TVET proclamation No. 391/2004 part two, section one; article 4 states that; "The purpose of basic vocational training program is to provide citizens basic training which prepares them for gainful employment". Article 8 also states that; "The purpose of Junior Technical and Vocational Training Program is to train the Youth who have completed primary education" and article 12, sub-article 3 further states that the two training programs may be carried out through formal and non-formal programs.

Based up on the above stated Education and Training policy and TVET strategy various TVET Colleges of SNNPR are implementing basic and junior level TVET in non-formal/short term training way.

But to the researcher's knowledge, despite the importance and high demand from school leavers and school dropouts of youth and adults, it is not implemented in large, effective and efficient way. As a result, the study will identify and assess the practice, problems and prospective grounds of the NF-TVET program in the TVET Colleges of SNNPR.

1.3 Objectives of the Study

The general objective of this study is to identify and assess the practice, problems and prospects of non-formal TVET in some selected government TVET Colleges of SNNPR as to forward some achievable recommendations regarding the problem. Besides, the study was guided by the following specific objectives:

1. To assess the level of awareness and readiness of trainees, trainers, and TVET College leaders towards NF TVET program implementation in the TVET Colleges.

2. To distinguish the level of stakeholders participation in the management of NF TVET program in the TVET Colleges.
3. To identify the extent of human, material and financial resources used to implement NF TVET program in the TVET Colleges.
4. To identify major problems and to suggest possible solutions in order to improve the implementation of NF TVET program in the TVET Colleges.
5. To identify the prospective grounds to implement NF TVET program in the region.
6. To give suggestions and recommendations necessary for the improvement of the program in the future.

To meet the objectives of the study, the following basic questions were questioned as guide in treating the problem.

Basic Research Questions

1. To what extent is the awareness and readiness of trainees, trainers and TVET institution leaders towards NF-TVET program implementation in the TVET Colleges?
2. To what extent do the stakeholders participate in the management of NF-TVET program in the TVET Colleges?
3. To what extent is the adequacy of human, material and financial resources to implement NF-TVET program in the TVET Colleges?
4. What major problems are encountered in the implementation of NF-TVET program in the TVET Colleges?
5. What are the prospective grounds to implement the NF-TVET program in the region?

1.4. Significance of the Study

TVET is one of the components of educational organization required to respond to the social and economic demand of the country. The policy and new TVET strategy demand effective and efficient utilization of all the alternative means of TVET through implementing integrated formal and non-formal TVET in the TVET institutions. Thus the findings of the study may help the selected TVET institutions in particular and the entire TVET Institutions and TVET Agency in the regional state of SNNP in general for the

effective implementation of the program by indicating the drawbacks and forwarding solutions. In this regard the study is said to be significant for the following reasons.

- 1) The study may help to examine the state of NF TVET program implementation in order to determine the efficiency and effectiveness of the program in the TVET Colleges.
- 2) The study may show the prospective grounds to implement the non-formal TVET program in the TVET Colleges.
- 3) The study could enable the policy makers, development planners, educational officers and authorities to get valuable information so that they could improve the program and/or its implementation.
- 4) The study may serve as a stepping stone for further and in-depth studies.

1.5 Delimitation of the study

The issues associated with TVET program in general and NF-TVET program in particular are deep and wide in their very nature and studying all these in this paper is very difficult. Therefore, this study was delimited to the implementation problems and prospects of NF-TVET in TVET institutions of SNNPR, in order to make the study manageable and to conduct it within the resource capacity of the student researcher. The study was conducted in TVET Colleges in SNNPR, since as far as the knowledge of the student researcher no study has so far been conducted in these TVET Colleges on the issue.

Currently there are twenty one government TVET institutions in SNNPR. The research study was conducted in government TVET institutions because most of the non- formal training trainees were trained in government institutions. At the time of field work all the TVET Institutions were implementing NF-TVET beginning from five days to six months duration of training with the name of short-term training. However, the basic and junior level non-formal training program was implemented in only four TVET colleges fully. Thus, the study was conducted in two TVET colleges which are selected from the rest four TVET colleges. Besides, the problems of these colleges are nearly similar.

The scope of the study was also delimited to only basic (four months training) and junior (six months training) level TVET program implementation because of relatively long staying compared to other short-term training durations in the TVET colleges.

Furthermore, the scope of the study was also delimited to four major fields of study: Construction Technology, Industrial Technology, Home Economics and Business and I.T. which are implemented in the two TVET colleges. The others such as health science, agriculture and water are excluded because they are not organized in non-formal way in the TVET colleges.

1.6 Limitation of The study

TVET is relatively new phenomena in Ethiopia. Therefore, locally written literature particularly on non-formal technical and vocational education is scarcely available. Hence the researcher feels that sufficient evidence was not presented to supplement the study in Ethiopian context.

Another major limitation is only two colleges in the SNNPR are used as sample for the study. This poses a threat to generalize the study to other institutions in the country because, it is not certain that similar results would be obtained if a study is conducted on a large scale.

1.7 Definition of Operational Terms

To have all readers get clear perception, it is necessary to define all key terms and concepts that could be mis-interpreted. Hence, technical terms and phrases with special meaning were given operational definition according, to authorities and context used in the study.

Basic level TVET program: is a training program set to provide citizens basic training which prepares them for gainful employment (Negarit Gazeta, No. 391/2004 section 2, Article 4).

Formal-TVET program: is a training which includes 10+1/2/3 programs provided by TVET schools accredited by state education bureau/TVET commission (MoE, 2006: 47).

Government Training Institutions: Training institutions established with the fund of government and operated under the guidance and control of government (Negarit Gazeta, 391/2004) .

Implementation: is putting policies into practice, it is often a complex process of planning, organization, coordination and promotion that is necessary in order to achieve policy objective (Lewis,1984).

Junior level TVET program: is a training program set to prepare the junior level skilled labor force (Negarit Gazeta, 391/ 2004).

Non-formal training: is a training that does not meet recognized standards relating to content and the necessary length of training in order to obtain certification. It focuses primarily on helping people obtain employment. It aimed at school leavers, school dropouts, young and adult workers and groups excluded from the labor market (MoE, 2006)

Non-formal TVET program: is a training including all structured short-term and long-term TVET programs that are not registered as formal TVET by the Ministry of Education(MoE, 2006: 48).

Program: all the courses in one field of study such as business, industrial trades organized to fulfill the same general objectives and conducted under similar lines (Good ,1973).

Practice: putting the new policy on the implementation in order to bring significant positive changes to country and society as a whole (MoE, 2002).

Regional Government: Regional state with autonomy provided by proclamation No 7/1992.

Technical and vocational education and training: A comprehensive term referring to the educational process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge related to occupations in various sector economic and social life (UNESCO, 1984).

Trainee: a person who participates in technical and vocational education and training program provided by training institutions with a view of acquiring or upgrading his/her technical and vocational skill (UNESCO, 1978:42).

Trainers: Refers to a person who is training in the TVET Institutions.

TVET institution: is an organizational set-up where TVET is supplied (MoE, 2006: 50)

Stakeholders: all role-players in the TVET system, including TVET providers, teachers/trainers, students/trainees, employers, parents, policy makers, NGOs, donors, etc.(MoE, 2006: 50).

1.8 Organization of the Study

The research report is organized in five chapters. Chapter one focuses on the problem and its settings, which describe the background of the study, the statement of the problem, basic research questions, objectives of the study, delimitations and limitations of the study along with definitions of key terms. The review of related literature is outlined in chapter two. Chapter three presents methodology and procedure of the study; this chapter describes instrumentation, population, sampling technique and method of data statistical analysis. The description and statistical data along with their possible interpretation are presented in chapter four. The final chapter recapitulates the study in terms of summary, conclusions and recommendations. The report also contains relevant information that is used in the study process as appendices.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The principal objective of this chapter is to provide review of related literature to set parameters for the study and establish foundation for methodology to be utilized. Hence, the chapter comprises the explanation of literature related to the topic.

2.1 Concept, Characteristics, Types, Roles and Challenges of Non- formal Education

Education is a continuous process by which peoples' abilities and talents are developed. In a broader sense everything that is learnt and acquired in a lifetime including habits, knowledge, skills, interest, attitudes and personality can be brought under the field of education. People became educated not merely by attending schools and colleges but also by the total experience of life. In this regard, education is a process by which the abilities and talents of people are developed so as to enable them to lead a peaceful, meaningful and happier life.

Authorities in this field claim that the concept of education contains three elements in it. These are content, process and strategy. Education when seen in terms of content indicates health, agriculture, vocational skills, pure and applied sciences etc. education in terms of process indicates that education of children, adult education, lifelong education etc. education in terms of strategy indicates that informal education, formal education, non-formal education, etc. (IIZ/DVV: 2002).

Life long learning is activated today as the key organizing principles for education and training systems, and for the building of the "Knowledge society" of the 21st century (IIZ/DVV, 2003). Accordingly, every member of the society is expected to acquire ample knowledge and skills of the most recent and up-to-date technological innovations that are to be used.

Evans (1981) suggested the spectrum of learning settings into three types of categories: informal, formal and non-formal education. Similarly, Coombs & Ahmed (1974:8) and Coombs (1985) grouped education in to three forms: informal, formal and non-formal.

Informal Education

Coombs (1985) defined informal education as ‘unorganized, unsystematic and even unintentional at times it accounts for the great bulk of any person’s total life time learning-including that of even in highly ‘schooled’ person’. It is a life long process by which every person acquires and accumulates knowledge, skills, attitudes and insight from his daily experiences in his/her environment- at home, at work, at play (Bishop, 1994).

Moreover, informal education refers to learning which results from conscious efforts either on the part of the learner to learn from the environment or the part of the individual or organization with the intent to create a learning situation, but without a specific set of individual learner in mind. It provides as important avenue for self-improvement on the part the learners who do not have the opportunity to attend school (Evans; 1981).

Formal Education

Formal education refers to hierarchically structured, chronologically graded education system, running from primary school through the university and including in addition to general academic studies, a variety of specialized programs and institutions for full time technical and professional training (Coombs, 1973). On the part of Evans (1981) formal education by its location is called schools, which are characterized by the use of graded classes with a fixed curriculum by certified teachers using standard pedagogical method.

2.1.1 Concept of Non-formal Education

Non-formal education

The concept of non-formal education is wide complex, which reflects various and many forms to respond for different demands and needs of individuals or groups (Hamadache, 1994:4132). However, the concept of non-formal education is broad; Phillip Coombs was historically the first to suggest the concept of non-formal education in his Analysis of World Education Crisis. He emphasized that the well designed non-formal education has high potential for rapid and significant contribution to all human being in general and to nation wide development in particular (Befekadu, 2006; Bock and Papagianis, 1983, and Mamo, 1999). Non-formal education was suggested to local level programs for poor adults; however, the program got the attention of the third world. Its term was chosen by

international development agencies (Labelle, 1986: 1). Even though the concept of non-formal appeared as one mode of delivery starting from 1960s, no universal definition has been forwarded until now. The problem of the absence of universally accepted definition has not got solution for the last many years. The problem of defining non-formal education in single term arises from lack of appropriate definition for all non-formal activity in terms of its function. Carron and Carr-Hill (1991:5) also states, "The definition of non-formal Education has been a source of running controversy over the last 30 years. It was obvious that the concept on non-formal education has been evolving and expanding and so were their definitions being expanded and revised". Furthermore, Hamadache (1994:4132), states the definition of non-formal education is not consistent. Thus, it rather requires frequent improvement and adjustment because many programs which have diversified and flexible nature in their organization and teaching learning methods fall under non-formal education.

Coombs and Ahmed (1974:8) defined NFE as any organized, systematic educational activity carried on outside the framework of the formal system to provide selective type of learning to particular subgroups in the population, youth, adults as well as children.

In the above definition, non-formal education differs from informal education in that it is deliberate, structural and programmatic. On the other hand, it differs from formal education because the latter is chronologically graded and hierarchically structured. Apart from Coombs and Ahmed definition, G. Bishop has given another definition as follows:

Non-formal education refers to all organized and semi organized education and training activities that operate outside the regular structure and routines of the formal educational system serving a great variety of learning needs of different sub- groups of the population both young and old. (Bishop, 1989:131)

Bishop's definition is rather broad enough to include school equivalency program for those who dropped out or missed school, professional skill training giving outside the normal system, on job training youth and adults, community training programs of health, nutrition, family planning, cooperative and the like.

Basically, NFE (non-formal education) constitutes a wide variety of educational activities. Literacy program trade training, management training, political education, alternative school programs, community development education etc, to mention a few.

Non formal education is defined as a form of planned and organized educational provision outside the formal system, whatever its purposes, target and providers (Cassara, 1995).

2.1.2 Characteristics of Non-formal Education

Non-formal Education as an alternative approach has its own characteristics, which makes it different from other modes of delivery. According to Prakasha et al. (1998), Mamo (1999) and Girma (2004) the most important characteristics attributed to non-formal education programs are expected to

- ❖ Have better relevance to the educational needs and aspirations of the target groups;
- ❖ Have better capacity to be adjusted to the time constraint and related circumstances of the participants particularly the disadvantaged groups of population;
- ❖ Have better flexibility of organization;
- ❖ Take place within the context of innovation and meaningful action, work and use;
- ❖ Have potential to offer opportunities for life long learning in conjunction with formal education;
- ❖ Provide experience that can be of value for immediate practical use;
- ❖ Have greater and more intense applications of the local resources of the community;

Furthermore, Ahmed (1975) states the comparative resemblance and variation of Non-formal and Formal Education as follows: Both Non-formal and Formal education are similar in the resources consumed such as time, physical space and structures, equipment and books, skills of instructors and learners and they yield similar results that increase skills and knowledge. However, there are important differences in the way they are usually organized, operated and the specific aims they serve.

Non-formal education differs from formal education in that it has no

- ❖ Strict formality of formal education;
- ❖ Conventional and hierarchical structure;
- ❖ Specified age-range of learners;
- ❖ Predetermined place and time of learning;
- ❖ Pre-identified and limited budget and material resources (Mamo, 1999:38).

Moreover, NFE is not designed to qualification but is seek to provide for a clear client specific and immediate need which formal approaches can not. Tekeste (1996) states “NFE falls outside designed institutional structure and is not bound by age restriction, time schedule and sequences, curriculum boundaries, exams, degrees and so forth”

In addition, Mamo (1996) stated main features characterizing NFE as:

- a) NFE is an organized and structured learning activity.
- b) NFE is need centered and is outside the formal education system
- c) NFE deals with selected courses for immediate outcome.
- d) NFE is targeted to sub groups (children, youth or adults) whether they be literate or illiterate. (Mamo, 1999:32-33)

Above all, Lewaravu and Kaye (1992), claim that the mission of NFE is aimed at liberating target population, especially the rural and urban poor and the disadvantaged. In addition, NFE is believed to have the potential of here and now effect enabling people for a better living (Cassara, 1995).

2.1.3 Types of Non- Formal Education

Basically, NFE constitutes a wide variety of educational activities: Literacy programs, trade training, management training, political education, alternative school programs, community development; etc to mention a few (Mamo, 1996).

MoE (1994, in Hailesillessie 1999) points out that there are a number of non-formal educations, non-formal primary education for children, community skill training centers, vocational training programs and continuing education programs, are some of the non-formal education programs that are being run in Ethiopia.

Moreover, NFE will have three sub components; the program for out of school children with 7-14 years of age, literacy program for those youth and adults whose age are above 15 and offering basic skills training to youth and adults in the community skills training centers (MoE, 2002).

2.1.4 The Role of Non- Formal Education

Non- formal Education a found highly effective not only complementing the inadequacies of formal school in terms of preventing dropout and repetition rates but also providing learning opportunities to different target groups such as children who cannot or don't get enrolled in primary schools, those who dropout from school, youths and adults who relapse into illiteracy and those who have never benefited from any schooling.

In the context of development strategies, NFE is being viewed as a more relevant to the needs of the population. Because of this it is likely to make more effective contribution than the formal education in alleviating the real problem of the poor (Fordham: 1989)

According to UNESCO (2001), since education is the main instrument of poverty alleviation strategies, NFE is particularly helpful in that it enables the rural, urban and other marginalized groups to acquire useful knowledge, attitudes and skills.

Tilahun (1995:40) also indicates the importance of non-formal education in relation to the developing countries as: Interest in non-formal education is grounded in pedagogic (NFE is pragmatic, versatile, adaptable and diversified) and in non-pedagogic (inequality of educational opportunity, mass illiteracy and sinking economic) considerations and non-formal Education is seen as a means by which

- 1) Education and training can be provided to those for whom basic education is not realistic alternative. Non-formal program are generally intended to serve the deprived section of the society, e.g., women or girls (urban and rural), disabled youth and adults, rural poor, etc;
- 2) Scarce educational resources would be more efficiently used;
- 3) Paraprofessionals can be used from the local community;
- 4) Relevant, diversified, flexible, development oriented and functional programs are delivered.

In addition to the above listed role, researchers like Brembeck (1971), Carnoy (1974), La Belle and Verhin (1975) in Bock & Papagiannis(1983) have listed the importance of non-formal education in the development of nations as follows ;

- 1) Provides education to those for whom schooling is not realistic alternative;
- 2) Make new skills and attitudes available to rural poor;

- 3) Avoid cultural obstacles that prevent some people from utilizing school effectively;
- 4) Use scarce educational resources more effectively and
- 5) Modify schooling system itself.

In the above sense, non-formal education is seen as having the potential to diminishing schooling's stratified power; that is, it is believed to have considerable potential for providing an alternative channel of upward social and economic mobility to low status social groups.

2.1.5. Challenges to Non-formal Education

Currently the issue of Non-formal Education is getting increasing attention since there is a consensus that the formal education is not coping with the increasing demand for education. However, the challenges that confront non-formal education emanate from its characteristics as it does not strictly follow the rigorous procedures and requirements of the formal education. Education for both the concerned government officials and the recipients (beneficiaries) is what one gets through the formal school system only. To be educated, one has to enroll in a formal school, attend full-time and go through the rigidly and hierarchically structured system which finally culminates with certification.

Generally, according to Mamo (1999) the following are the major challenges of NFE.

- Because of the characteristics that NFE follows a different approach of delivery, government bodies are usually skeptical and reluctant to support it and allocate human, financial and material resources for it. As a result, NFE suffers from shortage of manpower, lack of official support and resources at all levels.
- The coordination and integration of the essential elements of the various sectors working in NFE. NFE is development-oriented, learner-centered and need-responsive mainly geared towards the needs and interests of the potential clientele emphasizing learning rather than teaching and making the learning as relevant as possible. Moreover, it prepares the clientele for living a better life now rather than in the future. However, these virtues are not immediately understandable to many people (Mamo, 1999:44-45).

2.1.6 Historical Development of Non-Formal Education in Ethiopia

Ethiopia, despite a long history of a developed written language, introduction of Christianity as far back as 330 A.D, the visit of Western Missionaries as early as the 16th century is described as the land of 'Scribe and the thumb print' (Rwantabagu, 1994; Ayalew, 1989). The religious institutions that have been established since long ago have not only concentrated on spiritual learning but also they have been inaccessible to the rural population. Furthermore, crafts like tannery, black smiting and pottery were among the highly neglected skills until the days of Emperor Menilik II (Teshome, 1979).

Ethiopia, having its own script since ages, introduced modern education only a century ago (Seyoum 1996). Similarly, it is only after this period that movements towards modern adult and non-formal education could be perceived (Solomon, 1997; MOE, 1972). It was the missionaries who first launched literacy classes. The aim was to enable the converts to read the Bible. Yet, no clear information is found about the date, the agents and target population. Furthermore, until 1948, there was no movement on the part of the government (Solomon; 1997).

In the Ethiopian adult and non-formal education history, the year 1948 is marked by two important events: proclamation of universal basic education and establishment of Berhanih Zarenew Institute for adult working groups (MoE, 1989). The proclamation of Universal basic education was mainly concerned with literacy programs. The target population was illiterate adults with the ages between 18 and 50. The contents of the program included the 3RS (reading, writing and arithmetic), civics and health education. The goal was to create a literate citizen.

Although there was no formal department, provincial literacy officers were also appointed. They had to coordinate the program and train literacy teachers (Solomon, 1997). To facilitate learning, community schools and mobile literacy units were initiated. In urban areas attempts were also made to promote evening classes. Furthermore, an experimental station, including a clinic was established at Tebasse, near Debrebrehan (Fasil, 1990). However, human resource for the community school was scarce.

To meet the manpower need, the Majete and Debrebrehan adult training centers were found (MOE, 1989). The first one was organized by USAID and the second by UNESCO. Both centers were running short-term training of 'fundamental educators'. The

Majete training center (1956-1960) was used to admit adults with formal education between grades four to eight. The Debrebrhan training center (1957-1963) was recruiting adults having grade 8 formal education and above.

Although the community schools were attractive, it seems they were not carried out as planned.

Due to this reason, in 1964, the Debrebrehan Training Center was changed into TTI to train elementary school teaches. In the continued years attention for adult and non-formal education was marginalized (Fasil 1990). Meanwhile, in 1961 the historic conference of African states on development of education was held in Addis Ababa. On the conference, in spite of all the attempts made, Ethiopia's accomplishment on educational was found embarrassingly low (UNESCO, 1973). By then, among other things, Ethiopia, when compared to the rest of African countries, was second from the last with 3.8 percent of enrollment in first level education. According to Fasil (1990), lack of definite policies that relate education to development was the basic failure. Besides, Tilahun (1991) also comments that the programs were unorganized and piecemeal.

After the Addis Ababa conference, the need to revise the education system became imminent. Thus in 1976, Ethiopia joined the UNESCO sponsored functional adult education program (FAEP) (Solomon, 1997). In the same year, a standard examination was designed and national certificate was prepared. Furthermore, a national advisory committee was set up. The committee later developed into a Formal Adult Education and Literacy Department (MoE; 1979). In 1969 with the help of UNESCO, work oriented adult literacy was scheduled to address the industrial areas near Addis Ababa and coffee growing areas of western Ethiopia. The schedule, however, did not extend beyond preliminary studies.

In 1972, there came the historic Education Sector Review (ESR). It was the most critical and comprehensive review which sought practical solution for educational problems of the country. Accordingly, the review, in relation to adult non-formal education, in one of the alternative strategies for education, came with the proposal of community practicums. The statements of the review read as "Alternative strategy II would place a strong emphasis on non-formal education, which would be institutionalized and programmed under the inclusive term, community practicums" (MOE, 1972).

Community practicum was regarded to be an important component of integrated strategy of educational development. Hence, it envisaged to fulfill two essential functions:

- a. To cater for the educational needs of adults, youth and children;
- b. To serve as the mechanism for coordinating education with other facets of integrated rural development (MoE, 1972)

The program of the content was intended to address functional literacy, occupational skills, and scientific, social, cultural and spiritual development. Multiple instructional techniques, language, media and supplementary reading materials were also given due attention. Utilizing all the available agents and institutional resources, formally or informally, were also emphasized. Furthermore, the need for a separate body to work on the organization, administration, control and evaluation of non-formal education was also noted to be critical. On the whole, it was claimed to be a novel approach marking successful non-formal education activity. However, due to unsuitable political, economic and social conditions, one may hardly say the plan was pragmatic. And hence it was immediately followed by the 1974 Ethiopian Revolution that resulted in its abolishment.

2.1.6.1 Non-formal Education from 1975 to 1991

After the revolution, in mid 1975, the Dergue launched National Work Campaign for Work and Development through Cooperation. Though the objectives were mainly ideological, there was also the education of the rural mass. Through the campaign some 60,000 secondary school and university students went to rural Ethiopia. Although the campaign was costly, the results in founding peasant association and literacy program was reported to have been notable (MoE, 1988).

Following this, in July 1979 the National Literacy Campaign was launched. A national literacy committee was also established under the auspices of the Ministry of Education. The campaign was initiated with a view of achieving universal literacy by 1989 (MoE, 1979).

The urban and peasant associations were regarded responsible for the implementation of the campaign. Basically, the literacy program had two main phases. That is, the basic literacy and post literacy program (MOE, 1979). The basic literacy included acquisition of numeric and literacy skills. It was given in 15 vernacular language including Amharic.

2.1.6.2 Non-formal Education Since 1991

Since the new government came to power in 1991, Ethiopia has been undergoing extensive changes. Based on the underlying political philosophy of federalism, the new Education and Training Policy is in a change process. The policy indicates that Non-formal Education concentrates both on basic literacy and occupational skills, which is to be given parallel to the formal schooling (TGE, 1994). The policy's sub-article 3.2.6 states that non-formal education deals with literacy, numeracy, environment, agriculture, crafts, home science, health and civics education. In addition, with regard to the organization of the NFE, it is emphasized that the programs should be given in a coordinated way. Article 3, sub-article 3.6.6 reads as: "Non-formal education and training programs will be organized by various development and social institutions in coordination with the Ministry of Education" (TGE, 1994).

The decentralization of the political system has made serious implications on the educational system. Apparently, following the federal structure of the country, all regional states are empowered to administer their regions including education. Hence, they have the power to implement non-formal education on their areas (MoE, 1996).

2.2 Background of Technical and Vocational Education and Training

2.2.1 The Concept and Development of TVET

Education is an instrument to the society to develop and meet the cultural, social and economic demands. Its being practical plays significant role to bring an all round development of a nation "education and training is concerned with means to be employed or devised for the achievement of an end" (Adler, 1988: 94). Education in its broadest sense is a process which aims at the improvement or betterment of humans among themselves and in relation to their society as well as their environment. The betterment and improvement of humans in their life is the result of the school curriculum which reflects, the definition of knowledge accepted in a given society. As cited by Maliamkono, (1982:4) and Jack et. al (1993:140) schools are expected to supply either technically and vocationally competent man power or knowledgeable theoretician in the society, which is however the result of the relationship between education and

productivity that is dependant up on the type of training offered so as to increase productivity.

Scholars define technical and vocational education and training as form and mode of deliver of skills for trainees, which is beneficial for both individual and the society to cope up with life changes and to address economic demands. The All the skills demand substantial amounts of education and training in accelerating job and upgrading process of entry to jobs and retention. Therefore, better education and training become a way forward for better status and identify of an individual in the society (Eblers, 1969: 20 and Chakrapani, 1996:28).

Generally, scholars tend to up clear demarcation between TVET and the general education. According to Eblers (1969:196), Adler (1988:96), Agarwal (1982:199) and Corson (1991:117) technical and vocational education and training is a process of preparing trainees “to work in specific occupation” which is job oriented, directed to employable skills in the world of work or labor and advancement of skill and work habits that give priority for self employment.

Though mankind has had a long history of involvement in work to respond for basic necessities, it was not as such well organized. It was a time where “the son inherited the trade after the father” (Robert, 1975:103). From prehistoric time, work has been a crucial factor in social organization. As cited by Isaacson (1977:4) as time went on, a change in the whole system of the work force emerged as an outcome of the changing relationship between Man and work.

Thus an organized form of TVET in a relative sense is a recent phenomenon. Until the 19thc, such an education and training was delivered in manufacturing centers other than schools (Zywiec, 1993:414). With the growth of industrialization in Europe in the 19thc, several countries in Europe, notably Germany, introduce vocational education. Then, the need for technical and vocational education and training gained momentum and flourished else where in Europe and America. Following its gradual development, TVET became the agenda of all countries after the II world war, because economic development can not be achieved with out having of well trained skilled workers. Due to the social and economic development of society, the need to transmit the required skill purposefully emerged, first in the form of apprenticeship and then in the training institutions.

Apprenticeship is training in the work place with its all conditions. It contributes to produce most capable and competent labor force that meet the current and the future needs of the labor market (Isaacson, 1977: 296). However, as industries and commercial activities grew at a faster rate, providing training in manufacturing centers become impossible. As a result, it necessitated the provision of TVET in an organized school separately or parallel with the general education as our case.

2.2 .2 Purposes and Merits of TVET

Technical and vocational education and training is training for work. “It is learning for the sake of earning” (Adler, 1988:105), which has to be done as preparation for work, “work is a means to an end” (Corson, 1991:13) which is a purposeful activity performed by humans in producing goods and services of value. Its very purposes is to train and supply skilled human power for the labor market. Training is therefore, the transmission of both knowledge and skills which will enable the learner to engage in certain occupation or group of occupations more successfully, which have implications for attitudes, commitments and habitual responses to certain situations Peters (1966) in Corson, (1991:41).

The purpose of technical and vocational education and training in Ethiopia is not so far different from that of the global trend. In our context, its purpose, as stated by MoE (2004:4) is “to supply individuals with required skills, Knowledge and attitudes, to enable them to be a fully accepted member of society, to generate their own income and to cope up with present and future man power demands of the society”. It is also seen as a means and methods of resolving the problem of unemployment to those who are in the system and the dropouts as well. Providing alternative opportunity to trainees’ need, with an objective of enabling graduates trained with skills for occupation and improved employability is among the means and methods of TVET. Employment for an eligible individual is a symbol of identity and status and the state of an employment affects the perception of social statues of an individual (Chakrapani, 1996:28)

Moreover TVET has an opportunity of providing equitable sharing of benefits of the economic development. It will help to develop a healthy attitude amongst of trainees towards work and life and self employment so as to balance the gap between demand and supply, through ensuring alternative route to ones interest (Agarwal, 1982: 202). In

addition in a country where agriculture is the dominant economy with flourishing industries having a limited potential to absorb graduates, it is demanding to make technical and vocational education and training focusing on agricultural economy, rural environment and the informal sectors. Emphasis has to be given to raising the facilities and qualities of life in rural areas through effective utilization of rural resources for the common benefits.

Thus, as mentioned by Agarwal (1982:201) technical and vocational education and training is a mode of delivery of training with the benefit of relating training to productivity, helping individual to realize his/her own potential and contribute to the whole economy, enabling individuals be masters of their own skill which ensure government, group or self employment, a shift in attitude and work habit and optimum utilization of available scarce resources.

2.2.3 An Over view of TVET in Ethiopia

2.2.3.1 General Background

Formerly, the traditional society in Ethiopia had a negative out look towards skilled workers. Those who benefited others of their skills didn't get concern, outcaste and not allowed to own property. These attitudes persisted until the revolution of the 1974, which marked the collapse of feudalism and feudal sentiments and the flourishing of equalities among peoples of different class base. The fascist invasion in 1935 had made attempts to change the old economic and social infrastructure by establishing fascist modernization rule. Furthermore, the 1940's, practically marked the foundations of VTT institutes aimed to meet the need for middle level man power. The very objectives of establishing VTT Institute

“Was to prepare as quickly as possible, young men and women who could man a modern administration system side by side with those who educated earlier, had survived the war and the years of occupation.....and to train technicians for new industries for the professions, and for such services as transport and commerce, as well as officers for the armed force and police (Teshome, 1979:50)”

The graduates of this VTT schools furnished skilled personnel for government and private enterprises, and replaced expatriates who had been the only trained technicians in the country. 1974 on wards, the new military government in the country came up with old

problems and new challenges in the education sector. In order to readdress the ever growing unemployment, MoE designed a plan aiming to deliver an eight years poly technical education and curriculum which will strengthen cooperation in the world of work (Tekeste, 1990:12). However, though attempts made to provide both academic and technical and vocational education and training in the same compound in the name of 'comprehensive' secondary school, it did little to address the objectives it had promulgated at beginning.

Thus the period after the fall of the military regime, the transitional government gave emphasis for TVET in the new context. As it was stated in MoE (1991:8) "VTT programs have not served well the needs of employers in the past" As a result, attempts made to improve the relevance of training to jobs that will ensure trainees employability in the labor market and the involvement of the privates sector to take part as stakeholders. Generally speaking, the development of TVET sector of education in Ethiopia is still in its infancy and remained a neglected sub-sector of education until recently. It is from 1991 on words, that technical and vocational education and training become the very focus and concern of the government and it marked a great stride in number, which the number of TVET instituted increase from 17to 125 in 2001/2002 academic year (MOE, 2002:15).

Eventually, for better and clear understanding of the growth and development of TVET the preceding pages gives an idea as how TVET has been evolved in Ethiopia. For the sake of simplicity and based on a relative similarity it has, its growth and development is classified in to pre and post 1991 periods for this research work.

2.2.3.2 TVET in Ethiopia Before 1991

From the very out set, the old history the nation exercise marked its civilization in all sphere. The country had remarkable advancement in building, Trade, exchange, defense and administration. "There was a time back in history when Ethiopians valued the skill of people and..... the country was relatively important center of technology and arts of that time (Teklehanimant, 2002:2) But, as time went on, the old trend towards various skills the member of the society possessed begun to decline. The condition marked the degeneration of skill and referring artisans as inferior, and marginalizing them become the order of the day. In addition, others with valuable trades like pottery , leather works,

weaving and metal works were looked down (Teklehaimanot, 2002): Until the coming to power of Tewodros II, who was ambitious to copy European success in the field of military, industry and transport and recognition to various skills, crafts men were among the marginalized one.

It was during emperor Hailesillase I time that the first technical school, Addis Ababa technical school was established in 1943 (Teshome, 1979:60) the objectives for the establishment of technical school were to address the growing demands for skilled technicians who provide services in the whole state machinery. The Addis Ababa commercial school was also part of the expansion of technical and vocational school in the country just after the Italian occupation that was established in 1946. Jimma agricultural school of 1955 and Bahir Dar polytechnic institute of 1963 were among some which established through the emperors concern.

In addition with an endeavor of expanding TVET, 'comprehensive' education program was introduced in the school system of the country Fasil (1990) in Wana (1992:44), with the potential purposes of preparation of huge number of skilled labor force. Accordingly w/ro Sihen school of Dessie being the first and many other schools were converted to 'Comprehensive' school, which was however entangled with the problems of relevance and quality.

As far as the practice of expansion of TVET of the military government is seen, there was a shift both in goals and objectives which emanates from the ideology the system follows. Hence, contrary to the previous policy, the new program was geared towards the development of all round human personality. Therefore, a concept of preparing work related subjects place in a polytechnic frame work of education which was introduced first in some pilot schools. As stated by Evans (1971:64), "...the purpose of polytechnic education is to help students to develop creative technical abilities and to inculcate a love and respect for physical labor and work"

However, towards the end of the military regime, it as observed that the existing training program has failed to fulfill its objectives and the program become ineffective. As a result, it was followed by a decline in enrollment and dissatisfaction by the training, which became unresolved homework for the new government system which came to power since 1991 and to think of the formulation of new education and training policy.

2.2.3.3 TVET in Ethiopia After 1991

Because of the Ethiopian government's inception of new economic policy since 1992 it has been believed that trained and trainable citizen is necessary to socio-economic development. Thus, attempts have been made to comprehend the actual situation under servicing the economy as a whole through vocational training. With this condition precedence, the economic policy laid foundation for private entrepreneurs to participate and invest in the field of TVET and give ample opportunity through encouraging them by creating conducive environment for investment. With the introduction of the new Education and Training Policy, the issue of TVET development came to be one of the priority areas in the Ethiopian education system. In compliance with this, in 1997 twenty-five skill development centers have been opened in four regional states with the ultimate aim of training the larger number of secondary school leavers with various technical skills, mainly for self-employment in private sector.

However, since the scope and access to TVET was limited, no more than 6% of school leavers had the opportunity to attend the training. The participation of girls in TVET was less than 15% and nearly all girls choose the traditionally female occupations such as secretarial and home economics. The quality of training was also poor because of inadequate funding, lack of appropriate and adequate equipment and facilities, insufficient number of qualified trainers and inflexible and outdated curricula and inefficient management (MoE: 2002).

However the demand of employers for appropriately trained skilled labor is high. Therefore, reform and reorganization and expansion of the TVET system are found to be necessary. Among the aims of such measures the major ones are: to increase the relevance of the TVET system improve the access in general, and that of girls in particular to TVET, improve the efficiency of the system and, in general, promote vocational skill training in collaboration with private and public employers in order to foster economic development. In line with this, the Education and Training Policy of the Transitional Government Ethiopia (1994) states that parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education.

An effort has been made by the Ministry of Education to design and implement new TVET strategy in the following years after the policy was put into effect. And, due emphasis was also given by the Federal Democratic Republic of Ethiopia for the TVET program and different measures have been taken for its implementation. Some of the measures taken were:

- The proclamation of TVET;
- The Establishment of National TVET Council
- The establishment of the office of TVET in the Ministry of Education, which is responsible for the TVET sector and which has powers to provide superior leadership and to prescribe standards as regards TVET carried out in the country (FDRE, 2004).

Moreover, the TVET Proclamation No. 391/2004 states that there are three TVET programs to be offered. They are:

- Basic vocational training program for those who completed 1st level (grade 4) or dropouts from the 2nd level (grade 5-8) of the primary school with an appropriate age.
- Junior level TVET program those who may not continue general education after completing primary education or dropouts from grade (9-11) of the secondary school and
- Middle level TVET program of the three levels (10+1, 10+2 and 10+3) for those who successfully completed general secondary education.

Furthermore, in line with the above idea, the new TVET strategy (2006) stated that the above described TVET programs could be implemented in TVET institutions in an integrated way.

Among these diversified training areas the one which is offered for those who completed grade ten for the development of middle level manpower was formally launched in 2001 in all regions of the country.

But the rest two programs: the basic and the junior level are left to the regional states including the selection of the trades.

Therefore, since the focus of this study is the basic and junior level TVET program, it is better to see how it is conducted in SNNPR.

2.2.3.3.1 The Basic and Junior Level TVET program in South

National Nationalities and Peoples Regional State

According to the TVET proclamation (2004) the purpose of Basic and Junior TVET program is to train the youth who have completed primary education.

Areas of training provided under basic and junior TVET program shall be selected by the regional state taking into account the country's development strategy, occupational standards and the local needs for trained manpower. It is also stated that, the training may be carried out through formal and non-formal programs. Moreover, the purpose of basic vocational Training program is to provide citizens basic training which prepares them for gainful employment. Citizens who leave school before completing primary education and whose age is appropriate for the training may participate in the program.

Based on these, some TVET institutions found in South Nation Nationalities and Peoples Regional State are implementing the Basic and Junior level TVET programs in non-formal (Short-term training) way integrating with the formal program.

2.3 Conditions to Implement TVET

2.3.1 Teachers' Preparation

Technical and vocational teachers/ trainers are the key elements in implementing training programs. The quality of any TVET program depends largely on the professional competence, personal quality and attitudes of teachers (UNESCO, 2001:16)

Supporting this UNESCO (1973:11) technical and vocational teachers are "...responsible not only for imparting knowledge and skills, but also and most important is for preparing workers and technicians capable of contributing to a society which uses technology to serve the case of humanity". In this regard, it is possible to say that TVET teachers are the linking device between industry, the real world and the education system.

In order to play this role, the technical and vocational teachers must possess knowledge of their field and have had some experience in the real world of work for which they are

preparing the students. They also must have knowledge and skills in pedagogical and practical teaching (UNESCO, 1973:23).

2.3.2. Facilities

Training facilities are the major and fundamental resources to run technical and vocational training programs effectively and efficiently. The major components of training facilities in TVET institutions are buildings, machines, equipment, playing ground, sanitary and safety facilities.

In order to make the training program more effective and the training environment more conducive, the location, orientation and size of the school building should be planned and standardized based on the types of the training program. Similarly, the libraries, laboratories, workshops, classrooms, computer centers, demonstration classes and offices of different purposes should be well established and equipped with appropriate materials (MoE, 2003:31-43).

Furthermore, health and safety facilities are among the most required facilities in the training institutions. Health facilities encompass facilities such as toilets and sewage disposal, washing and drinking water, and medical and treatment facilities (UNESCO, 1985:14).

The safety and sanitation facilities are related mainly with four physical risks that are fire, laboratory and workshop accidents, and falls in or from multi-storied buildings. The main concern with fire in the training institution is warning systems and means of escaping in case of fire. This means, TVET institutions' construction designs should consider the way of preventing the spread of fire. Likewise, fire hoses or fire extinguishers should be made available in multi-stored buildings and where laboratories are located. Construction of laboratories should also consider the way of escaping during accident. All stores and offices opening into the laboratories should have more than one exit door opening to a corridor (UNESCO, 1985:44).

In most cases, a danger in workshops arises from the improper and overuse of electrically powered machines and tools. So, it should be made possible for the trainers to cut-off all the powers at once to prevent or to minimize the risks that could be occurred otherwise. In order to maintain the sanitation, all the time the rooms should be clean and dry and it

should get sufficient air and light easily. In addition, the training institutions should have clean and safe out-door space where the trainees could be engaged in a variety of games and sports.

Besides to the physical facilities TVET institutions should be furnished with the necessary and adequate machines, equipment, tools, furniture, books etc in order to attain the intended training objectives. Failure to supply these facilities in time will hinder the over all training activities. In addition, proper utilization of the existing facilities, proper storage of materials, maintenance of machines and equipment require due attention in training institutions (Skinner, 1998:67; Birhanu and Others, 1992:53).

2.3.3. Finance

One of the major factors that determine the quality of TVET program implementation is availability of sufficient financial resource. This means technical and vocational and training programs are expensive to run as compared to the general education. According to UNESCO (1998:27) the cost of one TVET school is equivalent to two or three schools offering general secondary education. For instance, in Ethiopia, the average recurrent training cost per trainee for a year is estimated to Birr 2250 (MOE, 2003:3).

The high cost of TVET is mainly due to a smaller class size and expensive machines, equipment, facilities and training raw materials. Expenditure on machines, infrastructure, equipment and facilities make up a very high percentage while the non-teaching and operating expenditure represent the medium share in TVET institutions as compared to the general education.

In contrast, the share of expenditure devoted to the teachers' salaries is lower in TVET institutions than in general education. With in the TVET system also those institutions providing industrial and construction skills have required more investment, than those institutions oriented towards the service rendering sectors (Atchoarena and Andrew, 2002; Ziderman, 2003:16).

In general, TVET institutions require huge financial resources in order to meet the skills need of the society. Failure to supply sufficient capital and operating finance for TVET institutions results in poor quality of training and inability of the graduates to find jobs relevant to their field of study Maura (In Atchoarena and Andre, 2002:46).

Traditionally, the financial burden of TVET has fallen on the government in most countries of Africa; especially Sub Saharan Africa where Ethiopia is not an exception (Ziderman, 2003:1; MOE, 2003). However, although the government budget is the major source of finance for public training institutions, it would hardly be sufficient to satisfy the ever-growing demand for technical and vocational training (MoE, 2002:19).

Therefore, since education and training generate benefits both for society and individual, financing of TVET program should be shared amongst government, local community, beneficiaries (mainly employers and trainees), religious and private organizations, donors and private persons (UNESCO, 1998:22).

Furthermore, TVET institutions required to be engaged in various income generating activities like selling products produced by trainees, providing evening courses, providing tailor made courses, renting out underused machines, and provision of consultancy services to business and industries, and also, TVET institutions should increase their saving capacity through effective utilization of the existing resources (MoE, 2003).

2.3.4. Apprenticeship

Apprenticeship is the work-based training in any commercial, industrial or service giving organization based on agreement between a training institute and an employer. It connects vocational schools/training institutions with the companies (MOE, 2002; 2001; 2002; Yekunoamlak, 2001:5).

Historically, in many parts of the world, small enterprises sold training as well as products. For instructional in a trade, apprentices paid masters a fee in a form of cash or labor. Specially, when the demand for their products decreased training was their major source or income. Through apprenticeship, apprentice can acquire a broad range of practical and business skills necessary for self-employment. However, even though the apprentice learned enough for commercial survival, it was not enough to improve productivity. Also, it was not supported by trade theory (World Bank, 1991:40).

In the modern apprenticeship, the owners of the enterprises pay some allowances for the apprentices and the training offered is supplemented by theory. In addition, at the end of the training programs, trade testing is administered and the certificate of accomplishment will be awarded. Moreover, the employers prefer to employ their apprentice rather than

employing an individual who is not familiar with the nature of the work (Laugo in MOE, 2001:22).

Apprenticeship is a win-win situation for trainees, training institution and employer for mutual advantage. It equips trainees with appropriate skills and increases their employability. It also builds up the work discipline and self-confidence among the trainees. Regarding the training institutions and enterprises both will utilize their resources (trained manpower, materials, machines and time) efficiently by cooperating in apprenticeship. Furthermore, the training institutions can facilitate job opportunity for the trainees, while the employers also get a better condition to employee staff with required competence (MOE, 2002:6).

According to the apprenticeship guideline of Ministry of Education (MOE, 2002:12) each TVET institution should assign a coordinator for apprenticeship coordinator is responsible for the identification of companies for training, preparation of schedules, communication with enterprises and evaluation of the apprenticeship program.

2.3.5. Vocational Guidance

Many students usually face a great problem in choosing appropriate fields of study that fit them best. They are uncertain what courses they should study, and there is always the temptation to take courses that are believed to be easy and an enjoyable. They do not understand the relationship between course selection now, and future options based upon these selections.

This problem is highly serious in high schools and technical and vocational training centers. Students who are attending high schools are not informed about their future education and training, and the existence of different fields of study before completing grade ten. Like wise the students in technical and vocational schools are not aware of job opportunity of courses given in their schools (Befekadu, 1993:18).

Vocational guidance helps the learners to plan their education, training and careers or prepare to become more employable. It helps to identify their own talents, strengths and weaknesses, family expectations and national requirements. Also, it helps to understand the available education and training options to select relevant and appropriate field of study

2.4. Stakeholders Participation in TVET Implementation and Management

Quality Management has always been and should be the main concern of the TVET institutions. This is because the management is making decision whether to change or to maintain the status of TVET activities to attain the predetermined goal/goals. In short, management is the accomplishment of objectives with and through the people (Rao and Narayana, 1996:2).

Management activities mainly consist of making decision regarding planning, organizing, staffing, directing, budgeting and monitoring the performance of the groups and individuals in the training institutions. To be effective in the TVET management, both human and non-human resources must be coordinated to accomplish the objectives of the TVET institutions. This means, the disorganized human, materials and financial resources must be converted in to useful outputs. In order to obtain the require outputs, the management should emphasizes on creating healthy working environment where the workers of the training institutions and other stakeholders can generate new and creative ideas to the betterment of the training activities (Gasskov, 2000:25).

The manageability of the TVET system is determined by its capacity to use and change its structure, commitment of staff, technologies and available resources to the betterment of the training system. Among other things, technological and management uncertainties are the main constraints of the vocational education and training system (Gasskov, 2000:27). High technological changes bring change on an input and operational conditions which require new skills of teaching and it is difficult to control. Likewise, management uncertainty may result if the system is not transparent, if sources of fund and other resources are vulnerable, if demands for service are changing rapidly, if the government's guidelines and procedures are unclear. These uncertainties affect the managers' ability to set and review new targets to control the problems. In these conditions, the system requires to follow participatory approach, flexibility and sound managerial skills to made appropriate decisions.

Since, TVET operates at the interface of different sectors like education trade industry, agriculture, administration etc. it needs the involvement of these sectors to improve quality, relevance and effectiveness of the TVET system. Stakeholders are required to play a major role in policy development, generation of financial and other resources,

assuring quality of training through supervision and monitoring, in setting occupational standard, providing apprenticeship training and the like. Generally, stakeholders should play a key role in managing the TVET system by participating in council's boards and committee established at all level from Federal to the institution level (MOE, 2006).

2.5 Planning TEVT

Planning is prior for any program implementation. It is forecasting for accomplishment, it is a predetermined course of action, and it is a today's projection for tomorrow's activity (Rao and Narayana, 1996:109). Similarly, Forojolla (1993) defined educational planning as the process, by which analysis of the existing situation (institutional, financial, human and material resources and training system) is made by aiming at coordinating and directing different parts of an education system to achieve the pre-determined goal.

Accordingly, the major subjects in TVET planning are the over all training places, total enrolment, and enrolment per-programs, targeted populations, out puts (number and type of qualification) to be produced, resources required and ways of producing them. In any case, planning should depend on the national training and development objectives of the country (Gasskov, 2000).

2.6 Major Problems in implementing TVET

There may be a number of problems occurred in implementing all forms of TVET program in integrated way in TVET institutions. The problems may differ from one institution to the other but all has a negative impact in producing effective and efficient trained manpower at all levels that acquire the necessary skills for the demanding world of work. To mention some ; lack of awareness and readiness, rigidity of the TVET institutions, inadequate follow up trainees, inadequacy of resource support, lack of need assessment in commencing a program, lack of organized information database and documentation, and low participation of stakeholders etc. are the problems affecting the implementation of the programs.

Similarly, stating the core problems in the TVET systems of Asian countries Wallenborn, (1996: 102), have identified the following main problems:

- ❖ Management and implementation problems of education measures;

- ❖ financing problems;
- ❖ Labor market and employment assessment problems;
- ❖ Lack of cooperation among possible training providers and;
- ❖ The absence of an adequate infrastructure

Moreover, according to Wana (1998, 62) the factors affecting quality of training programs in TVET institutions are:

- ❖ Inadequate trained instructors
- ❖ Poor training materials
- ❖ Inadequate supplies
- ❖ High dropout rates
- ❖ Inadequate financing
- ❖ Inadequate staffing

Furthermore, in most developing countries like Ethiopia there is imbalance between the skills provided by the training institutions and the requirement of labor market. Based on this, ILO (1988:21) in Yukunoamlak, (2001:224) the reasons for lack of relevant skills or absence of need based training programs are:

- ❖ Need assessment, which is inadequate or based on incorrect assumptions about labor market opportunities;
- ❖ An undue reliance on foreign training models;
- ❖ Inability or unwillingness of training centers or their staff to adapt to changing needs and circumstances;
- ❖ Wrong reasons for training;
- ❖ Inadequate feedback mechanism.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the description of procedural steps of the study which include method of research, data sources, sample population, sampling technique, data collection instruments, data collection procedure and data analysis methods.

3.1 Method of Research

According to Seyoum and Ayalew (1989); Koul (2006) the research method employed is determined by the research topic. Moreover, Best and Khan (2005) stated that descriptive survey method is effective to investigate and assess a phenomena performance in its natural setting. Hence, in this study descriptive survey method was employed with the assumption that it could help to reveal the status and extent of the practice, problems and prospects of NF-TVET program implementation in TVET Colleges of SNNPR.

3.2 Data Sources

The data gathered were both from primary and secondary source. Accordingly, the primary data were collected from regional TVET agency official, colleges; deans, vocational counselors, trainers and trainees of NF-TVET program from selected TVET Colleges on the basis of the questionnaire and interview forwarded. Secondary data were obtained from journals, books, reports, policies and strategies, proclamations, charts and other relevant documents.

3.3 Population and Sample Size

Concerning respondent population, out of the total 260 NF-TVET trainees, 156(60%) were selected. From 150 trainers, 90 (60%) were chosen for the sample study. Similarly, the sample study includes an official from regional TVET agency, two deans (one from each TVET college), and two vocational counselors (one from each TVET college). Therefore, the total sample size of the study was 251.

Table 1: Respondents category by TVET College

No	Respondents category	Sample TEVT College		Total
		Hawassa	Arbaminch	
1	Trainers	50	40	90
2	Trainees	96	60	156
	Total	146	100	246

As indicated in Table 1 a total of 246 (90 trainers and 156 trainees) were included in the study.

3.4 Sampling Techniques

In SNNPR there are 21 government TVET institutions. From these institutions four TVET colleges were chosen through purposive sampling technique because these colleges were implementing the NF-TVET (Basic and Junior level) program integrating with formal TVET program. Furthermore, in order to manage the study two TVET colleges were selected by simple random sampling technique. Respondents were selected based on availability sampling and stratified random sampling techniques. Purposive sampling technique was used to secure information from the regional TVET agency official, college deans and college vocational counselors. This sampling technique was used because of its relative advantage to collect relevant and detailed information from respondents who can share their experiences and insight to the study due to their position and involvement in issuing instructions and facilitation of the training program implementation.

Stratified random sampling technique was used to seek relevant and reliable information from trainers and trainees of different fields of study. This sampling technique was used because of its potential advantages to maintain the involvement of all occupations in the study.

3.5 Instruments for Data Collection

In order to obtain information pertaining to the subject of the study, different instruments were employed in the process of data collection. These were questionnaires, interviews, observation, and document analysis.

3.5.1 Questionnaires

Two types of questionnaires that comprise issues related to basic questions were prepared for two groups of respondents in order to obtain the required information. These questionnaires included close- and open- ended items prepared in English and Amharic languages to prevent possible misunderstanding and misinterpretation on the part of the respondents (trainers and trainees). In the close-ended questionnaires the likert scale was employed so that the respondents can answer the question quickly in short period of time. The open ended questionnaires were provided assuming that respondents will fill in freely their own ideas with their own words.

In general, the questionnaires were used because of their appropriateness to obtain relevant information, opinions, and attitudes from large population within short period of time. Depending on the type of question items, choices and rating scales were used to secure information from trainers and trainees.

3.5.2 Interview

Interview was one of the major tools employed in this study. Structured interview was used to secure information from deans and vocational counselors, and non-structured interview was used to secure information from a regional TVET agency official.

3.5.3 Observation

Observation was employed to gain first hand information on the extent of facilities available to implement the NF-TVET program in the TVET institutions integrated with the Formal TVET program as per the TVET strategy.

3.5.4 Document Review

Available relevant documents in the regional TVET agency and TVET colleges were reviewed to increase the reliability of the information.

3.6 Procedure of Data Collection

The data gathering tools were designed on the basis of review of related literature. The questionnaires, interview guideline and observation checklist were developed in view of the basic research questions raised in chapter one of the paper. Before it was administered

to respondents a pilot test was carried out in Hossana TVET College. The pilot test helped the researcher to check the validity and appropriateness of the instruments and questionnaire items conducted in the study before the final form was delivered to respondents. Moreover, the pilot-test gave enough time to identify ambiguities and errors. In the pilot test 40 trainees and 25 trainers were involved and appropriate change was made depending on comments collected.

During the initial stage of the questionnaire administration, the respondents were given the necessary explanation on how to complete it. Finally, the questionnaires were collected.

3.7 Methods of Data Analysis

The data collected from the study representative sample was processed and subjected to a variety of analysis techniques. Different methods of data analysis relevant to each variable were employed to analyze the data gathered through document analysis, close-ended and open-ended questionnaires, observation and interviews. The raw data collected from the field were tallied, organized and systematically framed with tables according to the similarities of issues raised in the questionnaires. The data analysis and interpretation were carried out using percentage, frequency count, mean and rank order as appropriate.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This part of the paper contains two parts. The first part presents the characteristics of the study population. The second part deals with presentation, analysis and interpretation of data gathered through questionnaires, observation, and interview and document analysis. The study was described both quantitatively and qualitatively to answer the basic questions. The main sources of information were the trainers and trainees in two government TVET colleges in SNNPR. In this regard, a total of 237 respondents were involved in filling out the questionnaires. These were 152 trainees and 85 trainers from Hawassa and Arbaminch TVET colleges. Accordingly, out of 156 and 90 questionnaires distributed to trainees and trainers, 152(97.4%) and 85 (94.4%) were filled in and returned by trainees and trainers respectively. A total of 9(4 trainees and 5 trainers) questionnaires were not returned.

In addition, to raise the quality of the information collected interview was conducted with one regional TVET agency official, two deans (one from each TVET college) and two vocational counselors (one from each TVET college), which make up the interviewees to be five.

4.1 Characteristics of Respondents

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. Hence, this part contains general characteristics of the respondents. On the basis of the responses obtained, the data regarding personality characteristics of the respondents including sex and age, level of education, trainers' work experience, trainers' area of specialization and trainees' area of study were summarized in the following tables.

Table 2: Respondents by Sex and Age

NO.	Item	Respondents (Trainers and Trainees)			
		Trainers		Trainees	
		No.	%	No.	%
1	Sex				
	a) Male	71	83.5	53	34.9
	b) Female	14	16.5	99	65.1
	Total	85	100.00	152	100.0
2	Age				
	a. 14 years and below	-	0.0	-	0.0
	b. 15-19 years	-	0.0	-	0.0
	c. 20-24 years	18	21.2	12	7.9
	d. 25-29 years	13	15.3	30	19.7
	e. 30-34 years	16	18.8	67	44.1
	f. 35-39 years	13	15.3	35	23.0
	g. 40-44 years	25	29.4	8	5.3
	h. 45 years and above	-	0.0	-	0.0
	Total	85	100.0	152	100.0

As shown in Table 2 item 1, majority of the trainers 71(83.5%) were male. This indicates that the participation of female trainers in the TVET colleges was low. The possible reason behind this could be the society's perception that vocational occupations are regarded as male's profession.

Regarding trainees shown in the same table and item 1, 99 (65.1%) were female. This finding shows that, irrespective of the low involvement of female trainers the technical and vocational education and training, the female trainees participation in the NF-TVET program is high. As a result, it indicates that the female involvement in vocational training is growing to enter the labor work force in the perspective of getting livelihood skill through (self-) employment.

Concerning the age composition of trainers, about 31 (36.5%) of the trainers were in the age range of 21-29 years. The other 54 (63.5%) of the trainers were in the age range of 30-44 years. This indicates that the majority of trainers are adults.

Regarding the age composition of trainees, about 42 (27.6%) of trainees were in the age range of 20-29 years. The other 110 (72.4%) of trainees were in the age range of 30-44 years. This shows that the majority of trainees are also adults. As a result the training program is expected to be following an adult training approach.

Table 3: Trainer Respondents by Field of Study, Qualification and Service Years

No	Items	Respondents (Trainers)	
		Trainers	
		No.	%
1	Field of study		
	a) Construction Technology	17	20.0
	b) Industrial Technology	28	33.0
	c) Home Economics	15	17.6
	d) Business and I.T	25	29.4
	Total	85	100.0
2	Qualification		
	a) Diploma 10+3	6	7.1
	b) Diploma 12+2	20	23.5
	c) Diploma 12+3	8	9.4
	d) B. Ed /B.A/ B.SC	49	57.6
	e) M.Ed / M.A/ M.SC	2	2.4
	Total	85	100.0
3	Service Years		
	a) 1-5 years	25	29.4
	b) 6-10 years	6	7.1
	c) 11-15 years	16	18.8
	d) 16-20 years	12	14.1
	e) 21 and above years	26	30.6
	Total	85	100.0

As shown in Table 3 item 1, 28 (33.0%) of the trainer respondents were from industrial technology field of study. The other 25 (29.4%), 17 (20.0%) and 15 (17.6%) were graduates of business and I.T, construction technology and Home economics respectively. This indicates that the TVET colleges are providing trainings largely in industrial technology field of study. However, the information from observation revealed that the NF-TVET program concentrates mainly on construction technology following home economics field of studies.

Regarding qualification of trainer respondents, 34 (40%) are diploma holders, 49(57.6%) are first degree holders and 2 (2.4%) are second degree or masters holders. This shows that 51 (60%) of the trainer respondents are first degree and above holders. In addition, the regional TVET agency has master's degree and the deans and vocational counselors are first degree holders respectively. Furthermore, the document analysis held at the institutions asserted that from 34 (40%) diploma holders 28 (33%) of them have started summer course to upgrade their qualification. This implies better future prospect in fulfilling the standard set for the level concerning trainer's qualification.

Concerning service years of trainers, as stated in item 2 in the same table, 31 (36.5%) of the trainer respondents have served from 1-10 years and 54 (63.5%) of the trainer respondents have served for 11 and above years. This shows that the majority of the trainer respondents have sufficient training experience in their respective field of study and this can enhance the quality of training being offered in the institutions. However, from the answer to open- ended questions in questionnaire for trainers, none of the sampled trainers had work experience outside the teaching fields. This could hinder the relation of training provided in the institution to the real world of work. As a result, this in turn can adversely affect the relevance and quality of training.

Table 4: Trainees by Level and Field of Study

No	Items	Respondents (Trainers)	
		Trainers	
		No.	%
1	Level of training		
	a. Basic level	95	62.5
	b. Junior level	57	37.5
	Total	152	100.0
2	Field of study		
	a. construction technology	68	44.7
	b. industrial technology	30	19.7
	c. home economics	39	25.7
	d. business and I.T	15	9.9
	Total	152	100.0

As depicted in Table 4 item 1, 95 (62.5%) and 57 (37.5%) of the trainee respondents were trained in basic and junior levels of training respectively. This indicates that most of the NF.TVET program participants are in basic level than junior level.

As can be observed in Table 4 item 2, 68 (44.7%) of the trainee respondents were from construction technology field of study. The remaining 39 (25.7%), 30 (19.7%) and 15 (9.9%) of the trainee respondents were from home economics, industrial technology and business and I.T field of studies respectively. This indicates that most of the trainees were trained in construction technology, home economics and industrial technology in their order.

4.2 Analyses and Interpretation of the Data

This part of the chapter treats the presentation, analysis and interpretation of the data which are pertinent to the problem.

4.2.1 Trainees, Trainers and TVET Institution Leaders Awareness and Readiness towards Non-formal TVET Program Implementation in the TVET Colleges

This part attempts to analyze the extent to which trainers and TVET College leaders have got any type of training courses concerning NF TVET program implementation in the TVET Colleges which enable them perform the program better, reorient trainees towards Non-formal TVET program and help trainees make appropriate choices in training field and cope with training programs.

4.2.1.1 Extent of Provision of Training Concerning NF-TVET Program.

In-service training and orientation program for trainers, leaders and other personnel acquainting them with the new program and its practice aspects can be a necessary support activity to raise awareness and readiness. Moreover, frequent discussion about a new program among trainers, leaders is a key to successful implementation.

Hence, this part of the study, therefore, looks how trainers got a refresher courses and orientation towards the implementation of the NF-TVET program.

To this end, trainer respondents were asked to agree or disagree to the statement in the following table 5.

Table5: Extent of Provision of Training towards NF-TVET Program Implementation for Trainers.

No	Items	Trainer Respondents	
		No.	%
1	Have you attended any type training which provides to increase your awareness towards NF TVET program recently?		
	a) Yes	9	11.0
	b) No	76	89.0
	Total	85	100.0

As portrayed in Table 5, item 1, a great number of respondents of trainers 76 (89%) had not attended any type of training to develop their awareness towards NF TVET program implementation. But few, 9 (11%) agreed that training of awareness was given.

Regarding this item at the time of interview, the regional TVET official confirmed that trainers as well as TVET College leaders did not get training concerning NF TVET program implementation in the TVET Colleges. Moreover, the information obtained from interview with the TVET College leaders confirms that any type of training concerning NF TVET was not provided for trainers.

Moreover, the interview, observation result and open-ended question answers concerning the awareness level of trainers and leaders was summarized as follows:

- Low level understanding of trainers and leaders about the purpose of NF-TVET program
- Low level understanding of trainers and leaders that NF-TVET program is part and parcel of the TVET program scheme which will be implemented in the TVET Colleges as per the TVET strategy.
- Enquiry of an incentive for involving in the program implementation

Hence, the finding points out that there was low level of awareness and readiness of trainers and TVET College leaders towards the Non-formal training program. As a result the NF TVET program was not implemented in a better way integrating with formal TVET program as per the new TVET strategy.

4.2.1.2 Trainees' Awareness towards the NF-TVET Program

Orientation and guidance on technical and vocational education and training helps trainees to plan their education, training and careers to become more employable. Furthermore, it helps to identify their talents, strengths and weaknesses, family expectations and national requirements. Also, it helps to understand the available education and training options to select relevant and appropriate field of study. As a result, a good orientation raises awareness and readiness to follow training during as well as post training.

Hence, this part of study focuses on how trainees get orientation, who provided the orientation, whether the orientation given was sufficient to follow training program effectively and how trainees chose their field of training. To this end, trainee and trainer respondents were asked to respond to the given statements in table 6, items 1, 2, 3 and 4 accordingly.

Table 6: Extent of Status of Trainees' Awareness about NF-TVET Program

No	Items	Respondents			
		Trainers		Trainees	
		No.	%	No	%
1	Do trainees get orientation about NF TVET?				
	a) Yes	60	70.6	94	61.8
	b) No	25	29.4	58	38.2
	Total	85	100.0	152	100.0
2	If your response for question number 1 is yes, who gave them orientation?				
	a) Vocational counselors	4	7.0	5	5.0
	b) Administrator of the training institution	3	5.0	3	3.0
	c) Department heads	6	10.0	9	10.0
	d) Vocational trainers	8	13.0	11	12.0
	e) Local MSEDAs and sponsoring organizations	39	65.0	66	70.0
	Total	60	100.0	94	100.0
3	Do you think that the orientation was enough for trainees to follow the training program effectively?				
	a) Yes	37	44.0	18	12.0
	b) No	48	56.0	134	88.0
	Total	85	100.0	152	100.0
4	How did most of the trainees choose their current field of study among others?				
	a) Based on their interest	17	20.0	30	20.0
	b) Based on job opportunity	54	64.0	99	65.0
	c) Based on their friends choice	3	3.0	5	3.0
	d) Based on their parents choice	2	2.0	3	2.0
	e) Based on primary school grade point	5	6.0	9	6.0
	f) Based on the availability of field of study	4	5.0	6	4.0
Total	85	100.0	152	100.0	

As indicated on item 1 of table 6, respondents were asked to rate whether the trainees get orientation about technical and vocational training. In this regard, the majority 60 (70.6%) of trainer respondents asserted that the trainees get orientation about technical and vocational training. Also, 94 (61.9%) of the trainee respondents confirmed the above idea. This shows that the majority of trainees get orientation about NF TVET program.

In item 2 of the same table, the trainers and trainees from both TVET colleges were questioned to rate the body provided orientation for the trainees. In relation to this, the majority, 39 (65%) of the trainers and 66 (70%) of the trainees were rated the local MSEDAs and sponsoring organizations.

As regards to item 3 of table 6, the majority of respondents i.e., 48(56%) of the trainers and 134(88%) of the trainees asserted that the orientation given for the trainees was not enough to follow the training program effectively according to the job opportunity and their interest.

In the last item of the same table most of the respondents 54(64%) trainers and 99(65%) trainees agreed that most of the trainees chose their field of study based on the job opportunity. Moreover, 17(20%) of trainers and 30(20%) of trainees asserted that field of study choice was based on the trainees' interest.

Moreover, the interview responses of the deans, vocational counselors of the two TVET colleges and regional TVET agency official were the NF-TVET trainees joining the training program came with low awareness and readiness towards the program and only focus on the daily allowance afforded to them than the main training.

4.2.2 Stakeholders' Participation in the Implementation and Management of NF-TVET

In order to make the TVET system employment oriented, demand-driven and responsive to the economic development of the country, concerned stakeholders should be participated in planning, resource allocation, plan implementation, program management and monitoring and evaluation of the TEVT activities carried out in the training institutions. Those stakeholders' who participate in TVET management are expected to make decisions, to coordinate financial, material and technical support from different

donors and organizations, and to provide advice for TVET council, boards and committees established at regional and institutional levels respectively.

The stakeholders who take part in boards and committees organized at training institutions level will be drawn from government, non-government and private organizations, parents, trainees and trainers (MOE, 2002).

Table 7: Extent of Stakeholders Participation in TVET Colleges' Management Functions.

To assess the practices of participation level of the stakeholders in planning, resource allocation, plan implementation, program management and monitoring and evaluation in the TVET colleges, likert type scale (very low =1, low=2, medium =3, good = 4 and very good = 5) was used to gather data from respondents. Based on this, the analysis was carried out using weighted mean values which were interpreted as 0.5-1.49 very low, 1.50-2.49= low, 2.50-3.49 = medium, 3.50-4.49 = high and above 4.50 = very high.

In this regard, the extent of stakeholders' participation in planning, resource allocation, plan implementation, program management and monitoring and evaluation is shown in the following table 7.

No	Items	Respondents (Trainers and Trainees)					Mean
		Rating					
		Very low	low	Moderate	Good	Very good	
1	Planning	110	47	36	22	22	2.15
2	Resource allocation	115	50	38	21	13	2.02
3	Plan implementation	109	52	34	26	16	2.16
4	Program management	105	52	36	28	16	2.15
5	Monitoring and Evolution	111	53	36	23	14	2.05

Key: Mean=Weighted mean=

$$\frac{W_1f_1+W_2f_2+W_3f_3+W_4f_4+W_5f_5}{F_1+f_2+f_3+f_4+f_5}$$

$$F_1+f_2+f_3+f_4+f_5$$

Where, f_1, f_2, f_3, f_4 and f_5 are observed frequencies and w_1, w_2, w_3, w_4 and w_5 are weights given

In table 7, the extent of stakeholders' participation in planning, resource allocation, plan implementation, program management and monitoring and evaluation was rated low with mean values of 2.15, 2.02, 2.16, 2.15 and 2.05.

Therefore, from the above table, it can be inferred that the level of participation of stakeholders in management functions of TVET Colleges is weak.

Moreover, the responses to the interview and questionnaires open-ended questions showed the following:

- Existence of various stakeholders (GOs, NGOs, CBOs, RBOs, CSOs and National and International donors) supporting the program in the perspective of poverty reduction through livelihood skill training scheme;
- Low participation of the existing stakeholders in the implementation and management of the NF-TVET program;
- Low involvement of trainers and trainees in management of the TVET system of the TVET institutions.

Hence, from the above information it could be concluded that the program had a better opportunity of getting various stakeholders to involve in the provision of the program. However, the TVET Colleges were not expanded a participatory approach scheme to get various resources and consultancies from the stakeholders. As a result, there was a coordination and team work problem among the TVET institutions and the stakeholders.

4.2.3 Adequacy of Resources for NF TVET Program Implementation

As literatures revealed, the resource support is necessary to make a training to have quality and relevance. Hence, proper fulfillment of resources to training leads to achieve the goal of the TVET program. This activity includes the extent of adequacy of support in terms of human, material and financial resources. Likert type scale (very inadequate =1, inadequate=2, moderate =3, adequate = 4 and very adequate= 5) was used to gather data from respondents. Based on this, the analysis was carried out using weighted mean values which were interpreted as 0.5-1.49= very inadequate, 1.50-2.49= inadequate, 2.50-3.49 = moderate, 3.50-4.49 =adequate and above 4.50 = very adequate.

Thus, it is in light of the aforementioned issues that the under presented tables, (table 8, table 9, table 10) designed.

Table 8: Extent of adequacy of Human Resources

No	Items	Respondents (Trainers and Trainees) Rating					Mean
		Very inadequate	Inadequate	Moderate	Adequate	Very adequate	
1	Number of trainers	31	55	74	49	28	2.95
2	Qualification of Trainers	16	33	65	80	43	3.43
3	Adequacy of workshop assistants or tool men	77	76	41	28	15	2.27
4	Adequacy of vocational counselor	86	65	41	36	9	2.23
5	Adequacy of supportive staff with the required level of education	28	52	63	67	27	3.05
6	Adequacy of librarian	66	57	50	45	19	2.55

Key: Mean=Weighted mean=

$$\frac{W_1f_1+W_2f_2+W_3f_3+W_4f_4+W_5f_5}{F_1+f_2+f_3+f_4+f_5}$$

Where, f_1, f_2, f_3, f_4 and f_5 are observed frequencies and w_1, w_2, w_3, w_4 and w_5 are weights given

As can be seen from table 8, items 3 and 4 revealed about adequacy of workshop assistants or tool men and vocational counselor were rated inadequate with mean values 2.27 and 2.23. Furthermore, the remaining items 1, 2, 5 and 6 stating about the adequacy of trainers, supportive staffs and librarian were rated moderate with mean values 2.95, 3.43, 3.05 and 2.55 respectively.

In addition, the interview, observation, document analysis and questionnaire open-ended responses indicated that there was inadequacy of trainers, workshop assistants or tool men, vocational counselor, supportive staff with the required level of education and librarian. Moreover, the vocational guidance and counseling unit in the two TVET colleges is not strengthened with material, human and financial resources to function its duties and responsibilities.

Hence, from the above findings we can conclude that the NF-TVET program was affected by inadequacy of human resources.

4.2.3.2 Extent of Adequacy of Physical Facilities

Training facilities are the key components in any technical and vocational education and training program implementation. The quality and effectiveness of the training program is reflected by the availability, adequacy and relevance of the training facilities and the environment in which it is conducted.

Therefore, the following table 9 presents the responses of trainers and trainees on the extent of adequacy the physical facilities

Table 9: Extent of Adequacy of Physical Facilities in the TVET Colleges to Implement N.F TVET program.

No	Items	Respondents (Trainers and Trainees) Rating					Mean
		Very inadequate	inadequate	Moderate	Adequate	Very adequate	
1	Size of school compound	22	22	43	74	76	3.68
2	No noise disturbance in the school compound	23	34	53	80	47	3.40
3	Size of classrooms as compared to the number of trainees	31	36	35	81	54	3.38
4	Adequacy of workshop	24	48	36	57	67	3.36
5	Availability of computer room with good natural light	45	49	56	57	30	2.91
6	Library with required chairs, Tables and shelves	42	41	59	55	40	3.04
7	Adequacy of store	60	63	43	48	23	2.62
8	Adequacy of health care service	119	59	20	20	19	1.99
9	Adequacy of separate latrine for boys and girls	26	29	42	66	74	3.56
10	Adequacy of first aid kit in the workshop	25	60	34	68	50	3.24
11	Fire extinguisher in the buildings	53	56	24	48	56	2.99
12	Adequacy of playing ground in the training compound	24	55	43	53	62	3.31
13	Adequacy of electric supply	24	43	25	72	73	3.54
14	Adequacy of water supply	25	28	40	67	77	3.60
15	Adequacy of internet	110	45	35	27	19	2.14
16	Road accessibility	23	16	47	77	74	3.69

Items 1, 9, 13, 14 and 16 of Table 9 were rated adequate with average mean values 3.68, 3.56, 3.54, 3.60 and 3.69 that was above average.

As regards to items 2, 3, 4, 5, 6, 7, 10, 11 and 12, they were rated moderate with average mean values between 2.62 – 3.38.

But on the contrary, the information obtained through observation and interview showed that the physical facilities were inadequate.

Concerning items 8 and 15 of the same table, respondents were rated inadequate with mean values of 1.99 and 2.14. These show that health and internet services were hardly available in both TVET-colleges.

4.3.2.3 Extent of Adequacy of Training Materials

The sufficient existence and appropriateness of training materials in TVET Colleges could make to attain the intended training objectives.

Hence, the following table, 10 revealed responses of trainers and trainees on the extent of adequacy and appropriateness of training materials available in the TVET Colleges.

Table 10: Extent of Adequacy of Training Materials in the TVET Colleges to Implement the NF-TVET Program.

No	Items	Respondents (Trainers and Trainees),					Mean
		Very inadequate	inadequate	Moderate	Adequate	Very adequate	
1	Adequacy of machines for training	54	59	67	71	16	2.44
2	Adequacy of tools and equipment	54	56	66	41	20	2.65
3	Appropriateness of machines for training program	42	50	78	59	8	2.75
4	Appropriateness of tools and equipments for training program	34	65	63	58	17	2.83
5	Adequacy of computers as compared to the number of trainees	77	55	41	47	17	2.46
6	Adequacy of relevant books in the library	53	68	51	45	20	2.62
7	Adequacy of relevant training modules in the library	37	31	39	66	44	3.38
8	Relevant factory or service giving organization for apprenticeship training	37	78	78	41	26	2.85
9	Adequacy of raw materials for training	89	49	56	25	18	2.30

Table 10, depicts respondents' answer on the adequacy and appropriateness of training machines, tools, relevant books, raw materials and computers. In this regard, items 1, 5 and 9 were rated inadequate with average mean values 2.44, 2.46 and 2.30.

Regarding items 2, 3, 4, 5, 6 and 7 in the same table, respondents rated moderate with average mean values between 2.65 – 3.38.

However, the information obtained from interview, observation, document analysis, questionnaires open-ended questions ascertained that the material support practiced were low.

Hence, based on the above findings it could be inferred that the access and appropriateness of training materials was low and in turn this condition hurt the quality of training.

4.2.3.4 Extent of Adequacy of Financial Resource.

One of the major factors that determine the quality of TVET program implementation is availability of sufficient financial resource.

Therefore, the following table, 11 showed the rated respondents' answer concerning the adequacy of allocation of budget for materials, machines and tools, project work and field visit.

Table 11: Extent of Adequacy of Financial Resource Support to NF TVET Program in the TVET Colleges

No	Items	Respondents (Trainers and Trainees) Rating					Mean
		Very inadequate	inadequate	Moderate	Adequate	Very adequate	
1	Adequacy of recurrent budget for raw materials	57	79	51	34	16	2.46
2	Adequacy of capital budget for machines and equipments	62	90	43	28	14	2.33
3	Adequacy of budget for project work	70	66	49	35	17	2.42
4	Adequacy of budget for field visit	119	49	36	22	11	1.97

As can be seen in Table 11, all items, 1-4, the extent adequacy of financial resources were rated inadequate with average mean values 2.46, 2.33, 2.42 and 1.97 respectively. This may be due to low budget allocation for the training program.

Furthermore, the responses obtained from interview and questionnaire open-ended questions indicated that there was inadequacy of budget allocation to run the program.

4.2.3.5 Extent of Adequacy of Conditions of NF-TVET Provision in the TVET Colleges.

The quality and relevance of training could be achieved through fulfillment of recognized curricula, concentration of practical training than theoretical teaching, preparation of relevant curriculum to the world of work and evaluation of training based on practical performance than theoretical examination.

Hence, the following table, Table 12 reveals the trainees' and trainers' rated responses on the conditions of training provided.

Table 12: Extent of Adequacy of NF-TVET Provision in the TVET Colleges.

No	Items	Respondents (Trainers and Trainees) Rating					Mean
		Very inadequate	inadequate	Moderate	Adequate	Very adequate	
1	Adequacy of recognized curricula for training	43	39	77	62	16	2.89
2	Emphasis of training to practice than theoretical teaching	27	56	66	59	29	3.01
3	Provision of training based on the time allotted to the curriculum	32	48	65	56	36	3.08
4	Relevance of curriculum to the world of work	33	45	70	60	29	3.03
5	Evaluation of trainees based on practical performance than theoretical exam	36	46	71	49	35	3.00

As depicted in Table 12, the respondents asserted that all items, 1, 2, 3, 4 and 5 concerning conditions of non-formal training in the TVET Colleges rated moderate with average mean values of 2.89, 3.01, 3.08, 3.03 and 3.00 respectively. However, the information obtained from interview showed that the extent of adequacy of training provision were inadequate.

4.2.4 Problems Encountered in Implementing NF-TVET Program in the TVET Colleges.

Like the implementation of any other program, the implementation of NF-TVET program in the TVET Colleges is not without a problem. Hence, studies revealed that, among others, problems related to trainees', trainers' and leaders' awareness and readiness, low participation of stakeholders' during implementation of the program and managerial problem within the TVET institutions to implement all the three forms (formal, non-formal and informal) of TVET programs in integrated way can be cited as a major problems. Hence, identifying and addressing the major problems is the objective of this paper.

Therefore, in table 13 different issues were mentioned as problems and the respondents showed their rate on extent of seriousness of the problems.

Table 13: Problems Requiring Serious Improvement to Implement NF TVET Program in the TVET Colleges.

No	Items	Respondents (Trainers and Trainees) Ranking					Mean	Rank
		No need improvement	Need minor improvement	Need moderate improvement	Need serious improvement	Need very serious improvement		
1	Low awareness & readiness towards NF TVET program	10	20	31	52	124	4.10	1
2	Low stakeholders participation in NF TVET program management	14	19	33	73	98	3.93	2
3	Lack of trainers practical training skills	14	26	67	71	59	3.57	9
4	Less relevance of curriculum to the world of work	18	21	75	66	57	3.52	10
5	Low supply of relevant training machines and equipment	5	31	57	73	71	3.73	4
6	Shortage of training budget (for raw material, project work etc)	10	28	40	55	104	3.91	3
7	Lack of apprenticeship training	17	30	54	69	67	3.59	8
8	Low trainees awareness on selecting relevant field of study	19	29	47	68	74	3.63	7
9	Absence of training need assessment	5	29	63	79	61	3.68	6
10	Absence of labor market survey	14	26	50	76	71	3.69	5
11	Training focus on theoretical aspect than practical	27	25	56	64	65	3.50	11

Table 13 revealed the major problems that need serious improvement in the implementation of the Non-formal TVET program in the TVET Colleges.

As indicated in the table, trainer and trainee respondents agreed that all the items are considered as serious problems that need improvement with mean values between 3.57 - 4.10.

In this regard, respondents ranked the following six items which had severe challenges to the implementation of the program as:

1. Low awareness and readiness towards NF TVET program;
2. Low stakeholders' participation in management and implementation of NF-TVET program;
3. Shortage of training budget (for raw materials, project work etc);
4. Low supply of relevant training machines and equipment;
5. Low conducting of labor market survey and
6. Low performing of training need assessment by the TVET Colleges with mean values 4.10, 3.93, 3.91, 3.73, 3.69 and 3.68. Moreover, according to the responses of interview with deans, vocational counselors and regional TVET agency official, observation, document analysis and questionnaires open-ended questions the forwarded major problems that affected the NF TVET program implementation were:
 - Low management competence of TVET College leaders to utilize the college resources effectively and efficiently;
 - Low information database and documentation system of the program;
 - Lack of follow up of trainees at pre, on and post training stages;
 - Lack of experience sharing among TVET Colleges;
 - Lack of evaluate and certification of the training;
 - Expectation of additional incentive from the program implementation by the TVET community.

Therefore, from the above findings it could be inferred that the NF-TVET program implementation in the TVET Colleges integrated with other TVET programs as per the TVET strategy was seriously affected by the various capacity building seeking problems in the region.

4.2.5 Prospective Grounds to Implement NF-TVET Program in the TVET Colleges.

This part focuses on the prospective grounds/opportunities suggested by respondents to implement the NF-TVET program in the TVET Colleges. The prospective grounds of a program are opportunities to implement the program in future. Accordingly, open-ended questionnaires were prepared to be filled by respondents about the prospective grounds of the NF-TVET program in the region in general and in the TVET Colleges in particular.

Therefore the following table 14 indicated the respondents' suggestion about the prospect in terms of percentage.

Table 14: Prospective Grounds to Implement NF TVET Program

No	Items	Respondents (Trainers and trainees) (N=237)	
		No.	%
1	Availability of supporting policy and strategy documents	26	11.0
2	Availability of stakeholders supporting NF-TEVT program implementation	43	18.0
3	Establishment of MSEDAs	47	20.0
4	High demand of youth and adults for getting training	52	22.0
5	Institutional resources if used efficiently and effectively	31	13.0
6	Introduction of credit services for trained youth and adults	38	16.0
	Total	237	100.0

N.B. There were multiple responses.

For data presented in table 14, respondents had shown different suggestions on the information that they have on the prospective grounds of NF TVET implementation in TVET Colleges in the region. Accordingly, the respondents asserted that:

1. High demand of youth and adults for training with (22%)
2. Establishment of MSEDAs with (20%)
3. Availability of stakeholders supporting the program with (18%)
4. Introduction of credit services for trained youth and adults with (16%)

5. Availability of supporting policy and strategy documents (13%)
6. Availability of institutional resources if used efficiently and effectively with (11%) are respectively.

Similarly, information obtained from interview, observation and review of relevant document summarized as follows:

- ❖ High commitment from the government in supporting the program;
- ❖ Existence of government documents and packages supporting the program
 - Poverty reduction strategy;
 - Urban development package;
 - Youth (self-) employment package;
 - Women's empowerment package.
- ❖ Investors high demand for semi-skilled manpower;
- ❖ Capacity of TVET institutions to provide training during day, evening, weekend, holidays and summer time.

Hence, from the above findings and suggestions presented by respondents it could be inferred that the NF-TVET program has various opportunities to expand in large by considering the listed issues seriously.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMENDATION

This final chapter comprises the summary of major findings, conclusions and the recommendations forwarded based on the conclusions.

5.1 Summary

The main purpose of this study was to identify and assess the status and extent of practice, problems and prospects of NF-TVET program implementation in government TVET Colleges of SNNPR. Besides, the study was guided by the following specific objectives:

- 1 To assess the level of awareness and readiness of trainees, trainers, and TVET institution leaders towards NF-TVET program implementation in the TVET Colleges.
- 2 To distinguish the level of stakeholders participation in the management of NF-TVET program in the TVET Colleges.
- 3 To identify the extent of human, material and financial resources used to implement NF-TVET program in the TVET Colleges.
- 4 To identify major problems and to suggest possible solutions in order to improve the implementation of NF-TVET program in the TVET Colleges.
- 5 To identify the prospective grounds to implement NF-TVET program in the region.

To achieve the objectives of the study the following basic questions were raised:

- 1 To what extent is the awareness and readiness of trainees, trainers and TVET institution leaders towards NF-TVET program implementation in the TVET Colleges?
- 2 To what extent do the stakeholders participate in the management of NF-TVET program in the TVET Colleges?
- 3 To what extent is the adequacy of human, material and financial resources to implement NF-TVET program in the TVET Colleges?

- 4 What major problems are encountered in the implementation of NF-TVET program in the TVET Colleges?
- 5 What are the prospective grounds to implement the NF-TVET program in the region?

The study employed descriptive survey method for its appropriateness to the research topic. The sampling techniques employed to select the subjects of the study were purposive, simple and stratified random sampling techniques. From 21 TVET institutions in SNNPR, 4 TVET colleges were identified using purposive sampling technique. From the 4 TVET colleges 2 TVET colleges (Hawassa and Arbaminch) were selected through simple random sampling technique. The respondents of the study (85 trainers and 152 trainees) were selected through stratified random sampling methods from each occupation of the sampled two TVET colleges. In addition, one regional TVET official, two deans (one from each TVET college), two vocational counselors (one from each TVET college) a total of 5 interviewees were selected based on purposive sampling.

Information was obtained from respondents through questionnaire, interview, observation and document analysis. The data obtained were analyzed using percentage, frequency count, weighted mean values and rank order. In addition, the information obtained through interview and observations were presented to supplement the data obtained by means of questionnaires.

Based on the data analysis, the following major findings were obtained

1. Extent of TVET College Trainers' and Leaders' Awareness and Readiness to Implement the NF-TVET Program.

Concerning refresher training courses and orientations provided to trainers, a great number of respondents of trainers 89% had not attended any type of training to develop their awareness towards NF TVET program implementation in the TVET Institutions. But few, 11% respectively agreed that training of awareness was given.

Moreover, the interview, observation result and open-ended question answers concerning the awareness level of trainers and leaders was summarized as follows:

- Lack of organized orientation and training program about importance and implementation direction of the NF-TVET program to trainers and leaders;

- Low level understanding of trainers and leaders that the program is part and parcel of the TVET program system which will be implemented in the TVET Colleges as per the TVET strategy;
- Expecting an incentive to involve in the NF-TVET program implementation; Hence, the finding points out that there was low level of awareness and readiness of trainers and TVET college leaders towards the Non-formal training program. As a result the NF TVET program was not implemented in a better way being integrating with formal TVET program as per the new TVET strategy.

2. Extent of Trainees' Awareness and Readiness towards the NF-TVET program.

Regarding trainees' awareness and readiness about NF-TVET program, the majority 70.6% of trainer and 61.9% of trainee respondents asserted that the trainees get orientation about technical and vocational education and training program. This shows that the majority of trainees get orientation about NF TVET program.

Concerning the body which provided orientation for the trainees, the majority 65% of trainers and 70% of trainees asserted that orientation was given by local MSEDA and sponsoring organizations. This implies that the role of TVET colleges community; vocational counselors, vocational trainers, department heads and administration in providing orientation was low.

Regarding sufficiency of orientation provided to trainees, the majority of respondents i.e., 56% of the trainers and 88% of the trainees asserted that the orientation given for the trainees was not enough to follow the training program effectively in the College.

Concerning field of study choice, most of the respondents: 64% trainers and 65% trainees agreed that it was conducted based on the job opportunity. In addition, 20% of trainers and 20% of trainees asserted that it was performed based on the trainees' interest.

3. Extent of Stakeholders Participation in the Management and Implementation of NF TVET program in the TVET Colleges

The findings revealed that the stakeholders' participation in the managerial activities of TVET colleges i.e., planning, resources allocation, plan implementation, program management and monitoring and evaluation practiced was low.

4. Extent of Adequacy of Human, Material and Financial Resources to Implement NF-TVET Program in the TVET Colleges.

Adequacy of trainers in number, qualification and practical training was rated medium. However, the information obtained through interview shows that there is shortage of qualified trainers and administrative staff in the TVET colleges.

The finding also showed that the number of workshop assistants, vocational counselors and librarians was inadequate. Similarly the information obtained through the interview indicated that there is a shortage of workshop assistants and vocational counselors.

Regarding the extent of training facilities such as size of college compound, absence of noise disturbance, size of classrooms, workshops, libraries, stores and separate latrine for boys and girls were moderate. However, the information obtained through interview observation revealed that there is shortage of the above listed facilities.

The majority of respondents indicated that there is adequate electric and water supply. Similarly the information obtained through the interview and observation indicated that there is an adequate supply of water and electric.

The finding also revealed that the adequacy of health care and internet services was rated inadequate. Similarly the information obtained through the interview, observation and document analysis indicated that there is a shortage of health care and internet service.

As the findings revealed, first aid kits and fire extinguishers were moderate.

Regarding the extent of training materials; machines, tools, equipment, computers, books, modules and raw materials for training there were found to be low.

The finding revealed that the budget allocated for raw materials, machines, equipment and project work was inadequate.

Concerning the adequacy of condition of NF-TVET provision, the respondents rated moderate for having relevant curriculum, practical training, maintain time allotted for training and evaluating trainees based on practical activities than theoretical examination. However, the information obtained from interview revealed that the condition of training provision was inadequate.

5. Major Problems Encountered the Implementation of NF TVET Program in the TVET Colleges.

Regarding the problems that demand serious improvement respondents ranked the following six items which had severe challenges to the implementation of the program as: low level of awareness and readiness towards NF TVET program, low level of stakeholders' participation in management and implementation of NF-TVET program, shortage of training budget (for raw materials, project work etc), low supply of relevant training machines and equipment, low conducting of labor market survey and training need assessment by the TVET Colleges.

Moreover, according to the responses forwarded by respondents from interview (with deans, vocational counselors and regional TVET agency official), observation, document analysis and questionnaires open-ended questions result the major problems that affected the NF-TVET program implementation were : low management competence of TVET institution leaders to utilize the institutional resources effectively and efficiently, low information database and documentation system of the program, lack of follow up of trainees at pre-, during- and post- training stages, lack of experience sharing among TVET institutions, lack of proper evaluation and certification of the training, lack of vertical and horizontal mobility of training within the TVET programs and a link with general education and expectation of additional incentive from the program implementation by the TVET community.

Therefore, from the above findings it could be inferred that the NF-TVET program implementation in the TVET institutions integrated with other TVET programs as per the TVET strategy was seriously affected by the various problems seeking capacity building in the TVET institutions in the region.

6. Prospective Grounds of NF-TVET Implementation.

Regarding the prospective grounds of NF-TVET program implementation in the TVET institutions as well as in the region respondents stated the following: high demand of youth and adults for training, establishment of MSEDAs, availability of stakeholders supporting the program, introduction of credit services for trained youth and adults, availability of supporting policy and strategy documents, capacity of TVET Colleges to provide training during day, evening, weekend, holidays and summer time and high

demand of investors for semi-skilled manpower were the potential opportunities respectively.

5.2 Conclusions

The quality of any education and training program implementation largely depends on the awareness and readiness of trainees, trainers and TVET college leaders; participation of stakeholders in management; availability of resource and appropriateness of curriculum to the world of work. Hence, based on the major findings of the study it can be concluded that the NF (basic and junior level) TVET program was not implemented as properly as it was intended by the TVET strategy policy document of MoE.

It was evident that the low extent of the actual awareness and readiness of trainees, trainers and leaders towards the NF-TVET program with the absence of orientation and continuous training scheme concerning non-formal TVET contributed to the ineffective implementation of the program in the TVET Colleges.

The low extent of participation practice of stakeholders hampers the expansion of the program and limited from implementing in collaborative way as per the TVET strategy.

The inadequacies of resources (human, material and financial) support to implement the program were not in line with the guidelines to sustain the relevance and quality of training.

Moreover, the process of implementation of the program was largely affected by various additional major problems which need serious improvement such as low conducting of labor market survey and training need assessment by the TVET Colleges, low management competence of TVET College leaders to utilize the institutional resources effectively and efficiently, low information database and documentation system of the program, lack of follow up of trainees at pre, during and post training stages, lack of experience sharing among TVET Colleges, lack of proper evaluation and certification of the training, lack of vertical and horizontal link of the training within the TVET programs and general education and expectation of additional incentives from the program implementation by the TVET Colleges community .

In addition, the program has various prospective grounds which should be considered seriously in order to expand the training largely to address the demand of the youth and adults who need training in non-formal way.

5.3 Recommendations

In light of the major findings obtained and conclusions drawn, the following recommendations are forwarded.

1. Organizing Orientation and Continuous Training Programs Concerning NF TVET program.

To be successful in NF-TVET program implementation, trainees should be given sufficient orientation which enables them to select appropriate field of training that fit their interest and capability and to follow the training effectively. To do this, TVET Colleges should arrange program before the training starts. Furthermore, vocational guidance and counseling service should be provided in large extent through strengthening the vocational guidance and counseling unit with adequate human, material and financial resources in the TVET Colleges.

Moreover, to implement the NF-TVET program in the TVET Colleges largely an awareness and readiness creation orientation and continuous training programs must be organized and provided to trainers and leaders of the TVET Colleges community. Here attempts should be done on breaking the thinking that an education and training provision is only through formal system.

2. Strengthening Stakeholders' Participation

The concerned role players at different level in the TVET system include trainers, trainees, employers, chambers of commerce, trade unions, parents, policymakers, governmental organizations(GOs), non governmental organizations (NGOs), private organizations, donors, and training providers should take part in planning, resource allocation, program implementation and monitoring and evaluation of the NF-TVET program. The participation of stakeholders in different managerial function enables the TVET Colleges and the overall TVET system to secure the required material, financial and technical support from different donors and other organizations, and also enhance job

opportunity for the trainees. Furthermore, different stakeholders can impart special expertise and experiences that help to improve the relevance and effectiveness of the TVET program. Thus, to strengthen the participation of stakeholders in the TVET system, the TVET managing body at regional and training institution level should create discussion forums with concerned stakeholders to create awareness and to strengthen collaboration on the TVET programs.

3. Building the Capacity of TVET Colleges with Required Human, Material and Financial Resources.

The quality of the NF TVET program mainly depends on the quality and adequacy of the required resources in the TVET institutions. Moreover, in order to provide the NF-TVET program integrating with the other forms of TVET programs as per the TVET strategy the institutions should be furnished with adequate training resources.

Thus, to enhance the professional competence and the attitude of the existing trainers, the regional TVET Agency should improve qualification of the trainers by organizing in-service courses. Furthermore, in order to improve the practical skill of trainers, the TVET Colleges should establish strong relationships with relevant companies to enable trainers and workshop assistants obtain practical skill and experiences from the real world of work. In order to realize this, officials at the region's TVET agency and TVET Colleges should facilitate relationship between the training institutions and industries by providing guidelines and monitoring the implementation.

- Apart from building capacity of TVET trainers, the administrative staff and the stakeholders who participated in the management of TVET should get necessary training on planning, participatory management, effective utilization of resources to provide non-formal training in the TVET Colleges. In this regard, the TVET officials at the regional TVET Agency and training institution level should facilitate the training program based on the training need of the aforementioned stakeholders.
- In order to equip TVET Colleges with required machines, tools and equipment the regional TVET agency should purchase and supply machines and equipment required for the training purpose. The TVET institutions should also coordinate financial and material support from the government organizations (GOs), non

government organizations (NGOs), private organizations and other internal and external donors. Moreover, before claiming for additional machines, tools and equipment, the existing machines and equipment should be repaired on time. For this purpose, the TVET Colleges should establish strong maintenance system at the College level.

- Since the NF-TVET program is expensive to run as compared to general education, the regional government should allocate sufficient budget for the training based on the expenditure required for each field of study. On top of this, in order to strengthen the financial capacity of the training institutions, there should be income generation scheme from sales of products produced by trainees, providing evening and tailor-made courses, renting machines, providing consultancy services, establishing production units and increasing saving capacity through effective utilization of resources.
- Training modules and relevant books for basic and junior level training program should be prepared in enough copies by the regional TVET agency or the TVET Colleges.

Furthermore, the TVET institutions should establish relation with other training providing institutions to share experiences concerning the program implementation.

4. Conducting Market and Need Assessment

The ultimate aim of vocational training is employment. Therefore, the training program provided in the TVET institutions should be demand and market driven. Hence, in launching training program an appropriate labor market survey and need assessment should be conducted in the different occupations in order to enhance their socio-economic relevance.

5. Establishing Documentation and Information Database System of the Program

Non-formal TVET program documentation and information database system must be established through developing an effective system of gathering, analyzing and utilizing information. Moreover, abstract of NF TVET program must be produced to introduce all stakeholders about the program.

6. Establishing Trainees' Follow-up Scheme

Follow-up of trainees during training and post training makes to solve problems facing beginning from selection of field of study to securing job opportunity through (self-) employment. Hence, establishing trainees' follow-up scheme in the TVET Colleges in collaborating with stakeholders helps to provide various assistances for trainees to improve their livelihood through skill training.

7. Expanding Vertical and Horizontal Link Within the TVET Programs and With General Education

There should be a vertical permeability or link of training from basic level to junior level and from junior level to middle level programs. Moreover, there should be a horizontal link and mobility within the training fields of study as well as the link of TVET programs with general education at all levels.

8. Establishing a recognized Evaluation and Certification Scheme of the program

The program should have a recognized evaluation and certification scheme to make prospective graduates to have large job opportunity in the formal and informal employment.

9. Considering the Existing Prospective Grounds

The NF TVET program implementation in the region has various prospective grounds. Thus, these opportunities should be considered to expand the program to youth and adults requiring training in non-formal way.

10. Undertaking Further Studies

The NF-TVET program implementation is a new phenomenon in the education system of the country with the aim of producing the semi-skilled manpower requirement of the economy and reducing unemployment. Moreover, this study is the first of its kind on NF-TVET program implementation on the formal TVET Colleges in SNNPR. On these grounds, the researcher recommends undertaking further study to examine the issue in more detailed and comprehensive manner.

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APPENDICES

Addis Ababa University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be Filled by Non-Formal Technical and Vocational Teachers

The purpose of this questionnaire is to investigate the status of Non-formal TVET program implementation in government TVET Colleges in South Nation Nationalities and peoples Region.

In addition, it also intends to forward possible solutions for the problems encountered in the course of Non-formal TVET program implementation.

Accordingly, your genuine, frank and timely responses are quite vital to determine the success of the study. So; I kindly request your contribution in filling in the questionnaire honestly.

Instruction:-

1. No need of writing your name
2. For alternative answers, fill in the box by using “x” mark.
3. For any additional opinion or explanation use the space provided. Thank you in advance for your cooperation

Section one: Personal Profile

1. Name of your training College _____

2. Sex: A. Male B. Female

3. Age: A. 20-24 years

B. 25-29 years

C. 30-34 years

D. 35-39 years

E. 40-44 years

F. 45 years and above

4. Major field of study _____

5. What are your educational status and your respective years of service?

	Qualification	Years of service				
		1-5	6-10	11-15	16-20	Above 20
A	Diploma (10+3)					
B	Diploma (12+2)					
C	B.A/B.Ed/B.Sc					
D	M.A/M.Sc/					
E	Ph.D.					
F	If others, specify					

6. Have you attended any refresher courses concerning NF-TVET program implementation in the TVET Colleges recently?

A. Yes

B. No

7. If your answer for question No. "7" is yes, for how long have you attended?

A. _____ days

B. _____ weeks

C. _____ Months

Section Two:

1. In your institution, the extent of stakeholders' participation in planning, resource allocation, management, and monitoring and evaluation of the Non-Formal TVET program implementation in the TVET College is? May you rate the degree of participation as:

1. Very low 2. Low 3. Medium 4. Good 5. Very good

N.B. Please put the respective number of your rating

		1	2	3	4	5
1.1	Planning					
1.2	Plan implementation					
1.3	Program management					
1.4	Resource allocation					
1.5	Monitoring and evaluation					

2. Given bellow are a number of points indicating about extent of human, material and financial resources to deliver quality training, Rate these items in 5-points scale according to your view of their appropriateness as:

- 1= Very inadequate 2= Inadequate 3= Moderate
 4= Adequate 5= Very adequate

2.1	Extent of Human resources	1	2	3	4	5
A	Number of teachers/trainers					
B	Qualification of teachers					
C	Teachers ability in practical teaching/training					
D	Adequacy of workshop assistance/laboratory technicians or tool men					
E	Provision of counseling service					
F	Adequacy of supportive staff with the required level of education					
G	Adequacy of librarian					
H	Others, if any.....					

2.2	Extent of training facilities and material resources								
A	Size of school compound								
B	The training building is free from noise disturbance								
C	Size of classrooms as compared to the number of trainees								
D	Adequacy of workshops/laboratories								
E	Adequacy of machines for training								
F	Adequacy of tools and equipments								
G	Appropriateness of machines for training program								
H	Appropriateness of tools and equipments for training program								
I	Availability of computer room with good natural light								
J	Adequacy of computers as compared to the number of trainees								
K	Library with required chairs, tables and shelves								
L	Adequacy of relevant books in the library								
M	Adequacy of relevant training modules in the library								
N	Adequacy of store								
O	Adequacy of health care service								
P	Adequacy of separate latrine for boys and girls								
Q	Adequacy of first aid kit in the workshops								
R	Fire extinguisher in the buildings								
S	Adequacy of playing ground in the training compound								
T	Adequacy of electric supply								
U	Adequacy of water supply								
V	Adequacy of internet								
W	Adequacy of E-mail								
X	Road accessibility								
Y	Relevant factories or service rendering organizations for apprenticeship training								
Z	Adequacy of raw-material for training								
2.3	Extent of financial resources								
A	Adequacy of recurrent budget for raw-materials								
B	Adequacy of capital budget for machines and equipments								
C	Adequacy of budget for project work								

D	Adequacy of budge for field visit						
2.4	Extent of Training provision						
A	Adequacy of recognized curricula for training						
B	Emphasis of training to practice than theoretical teaching						
C	Provision of training based on the time allotted in the curriculum						
D	Relevance of curriculum to the world of work						
E	Evaluation of trainees based on practical performance than theoretical exam.						

3. In your opinion, do the trainees get sufficient orientation about technical and vocational training?

A. Yes

B. No

4. If your answer for question No. 6 is "A" who gave them orientation?

A. Vocational guidance officer

B. Administrator of the training institution

C. Department heads

D. Vocational Teachers

E. Others, if any _____

5. In your opinion, do you think that the orientation provided for students was enough to select appropriate field of study of their interest?

A. Yes

B. No

6. In your opinion, how most or one students choose their current field of study among others?

A. Based on their interest

B. Based on available job opportunity

C. Based on their friends choice

D. Based on their parents choice

E. Other, if any _____

7. Where do you think that serious improvement should be made to increase the training program implementation? Please rate your answer as:

- 1= No need improvement 2=Need minor improvement
 3= Need some improvement 4= Need serious improvement
 5= Need very serious improvement

		1	2	3	4	5
7.1	Low management capacity to implement TVET program					
7.2	Low public awareness towards technical and vocational training					
7.3	Low stakeholders participation in management functions of implementation of NF-TVET program in the TVET Colleges					
7.4	Low trainers practical training skill					
7.5	Less relevance of curriculum to the world of work					
7.6	Low supply of relevant training machines and equipments					
7.7	Shortage of training budget (for raw material, project work etc)					
7.8	Lack of apprenticeship training					
7.9	Low students awareness on selecting relevant field of study					
7.10	Absence training need assessment					
7.11	Absence of labor market survey					
7.12	Absence of tracer study					
7.13	Absence of information database of the program					
7.14	Low level of using different models of training					
7.15	Training focuses on theoretical than practical aspect					
7.16	Others, if any.....					

Section Two: Questions Concerning Training

1. In your institution, the extent of stakeholders' participation in planning, resource allocation, management, and monitoring and evaluation of the Non-Formal TVET program implementation in the TVET College is? May you rate the degree of participation as:

1. Very low 2. Low 3. Medium 4. Good 5. Very good

N.B. Please put the respective number of your rating

		1	2	3	4	5
1.1	Planning					
1.2	Plan implementation					
1.3	Program management					
1.4	Resource allocation					
1.5	Monitoring and evaluation					

2. Given bellow are a number of points indicating about extent of human, material and financial resources to deliver quality training, Rate these items in 5-points scale according to your view of their appropriateness as:

- 1= Very inadequate 2= Inadequate 3= Moderate
 4= Adequate 5= Very adequate

2.1	Extent of Human resources	1	2	3	4	5
A	Number of teachers/trainers					
B	Qualification of teachers					
C	Teachers ability in practical teaching/training					
D	Adequacy of workshop assistance/laboratory technicians or tool men					
E	Provision of counseling service					
F	Adequacy of supportive staff with the required level of education					
G	Adequacy of librarian					
H	Others, if any.....					

2.4	Extent of Training provision					
A	Adequacy of recognized curricula for training					
B	Emphasis of training to practice than theoretical teaching					
C	Provision of training based on the time allotted in the curriculum					
D	Relevance of curriculum to the world of work					
E	Evaluation of trainees based on practical performance than theoretical exam.					

3. Did you get sufficient orientation about non-formal technical and vocational training before you joined the College?

- A. Yes I got
- B. Yes to some extent I got
- C. No I didn't get

4. If your answer for question No "3" is "A" or "B" who gave you orientation?

- A. Vocational guidance officer
- B. Administrator of the training College
- C. Department head
- D. Vocational Trainers
- E. Others; if any _____

5. How did you choose your current field of study?

- A. Based on my interest
- B. Based on available job opportunity
- C. Based on my friend choice
- D. Based on my parents choice
- E. Others, if any _____

6. What are the major problems that hindered the proper implementation of the N.F. training program?

7. What do you suggest to improve the implementation of the N.F. training program?

8. What are the prospects of the N.F. TVET program?

Appendix-C

በአዲስ አበባ ዩኒቨርሲቲ

በሥነ-ትምህርት ኮሌጅ

የሥርዓተ ትምህርት እና የመምህራን ሙያ ልማት ጥናት ዲፓርትመንት

በቴክኒክና ሙያ መደበኛ ባልሆነው መርሃ ግብር በመሰልጠን ላይ ባሉ ሰልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በደቡብ ብሄር ብሄረሰቦችና ህዝቦች ክልል ውስጥ በሚገኙ መንግስታዊ የሆኑ የቴክኒክና ሙያ ማሰልጠኛ ኮሌጆች ውስጥ መደበኛ ያልሆነው ስልጠና ፕሮግራም አተገባበር ያለበትን ሁኔታ በማጥናት ጠንካራ አሠራሮችን እንዲሁም የገጠሙ ችግሮችን በመለየት፣ የመፍትሄ ሐሳቦችን ለመጠቀም ነው።

የመልሱ ትክክለኛነትና በጥንቃቄ ተሞልቶ መመለስ ለጥናቱ ውጤታማነት ከፍተኛ አስተዋጽኦ አለው።

ማሳሰቢያ፡-

1. ስምህን/ሽን መጻፍ አያስፈልግም
2. ትክክለኛ መልስ በምትሰጥበት/ጭበት ጊዜ
 - ሀ. ትክክል ነው ባልከው/ሽው ሳጥን ውስጥ የ ናሣን ምልክት አድርግ/ጊ
 - ለ. ለክፍት ቦታዎች ተገቢውን መልስ በመጻፍ መልስ/ሽ
3. መጠይቁን ሞልተህ/ሽ እንደጨረሰህ/ሽ ወዲያውኑ ለሰጠህ/ሽ ሰው መልስ/ሽ

ክፍል አንድ፡- የመላሹ የግል ሁኔታ

1. የኮሌጁ ስም _____
2. ጾታ ሀ. ወንድ ለ. ሴት
3. ዕድሜ ሀ. 14 ዓመትና ከዚያ በታች ለ. 15-19
- ሐ. 20-24 መ. 25-29
- ሠ. 30-34 ረ. 35-39
- ሰ. 40-44 ሸ. 45 ዓመትና ከዚያ በላይ
4. አሁን በመሰልጠን ላይ ያለኸው/ሽው ሙያ
 - ደረጃ: መሰረታዊ
 - መለስተኛ

ክፍል ሁለት

ባንተ/ቺ አስተያየት ኮሌጃችሁ በመደበኛ ያልሆነ ትምህርትና ሥልጠና ፕሮግራም ክንውንና ማኔጅመንት የባለድርጃ አካላት ተሳትፎ ምን ያህል ነው?

- 1. በጣም ዝቅተኛ 2. ዝቅተኛ
- 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

		1	2	3	4	5
1	በዕቅድ ዝግጅት					
2	ሪሶርስ (ሐብት) እገዛና ድልድል					
3	በዕቅድ ክንውን					
4	በፕሮግራም ማኔጅመንት					
5	ክትትልና ግምገማ					

2. በአንተ/ቺ አስተያየት ኮሌጃችሁ ውስጥ የሚገኙት የሰው ሃይል፣ የማሰልጠኛ ቁሳቁሶች እና ፋይናንስ ምን ያህል ለስልጠና በቂ እንደሆኑ ከተሰጡት የማወዳደሪያ ነጥቦች መሃል አንዱን ብቻ በመምረጥ ቁጥሮቹን ክብብ/ቢ

1. በጣም በቂ አይደለም 2. በቂ አይደለም 3. በመጠኑ በቂ ነው
 4. በቂ ነው 5. በጣም በቂ ነው

2. 1	የሰው ሃይል ሁኔታ ከሚሰጠው የስልጠና ፕሮግራም ጋር ሲታይ	1	2	3	4	5
1.1	የመምህራን ብዛት					
1.2	የመምህራን የትምህርት ደረጃ					
1.3	የመምህራን በተግባር የመሰልጠን ችሎታ					
1.4	የወርክሽፕ/የላቦራቶሪ/ ቱልሜን ሠራተኞች ብዛትና የትምህርት ደረጃ					
1.5	የሾኪሽናል ካውንስለር መኖርና ተገቢ የምክር አገልግሎት መስጠት					
1.6	የአስተዳደር ሠራተኞች ብዛትና የትምህርት ደረጃ					
1.7	የቤተመጽሐፍት ባለሙያ መኖር					
2.2	የማሰልጠኛ ፋሲሊቲዎችና መሣሪያዎች ሁኔታ ከሚሰጠው የስልጠና ፕሮግራሞች ጋር ሲታይ					
2.1	ለስልጠና ብቻ የሚውል ሕንፃና ግቢ መኖር					
2.2	የህንፃው ከመጥፎ ሽታና ድምፅ የነፃ መሆን					
2.3	የመማሪያ ክፍሎች ብዛትና ስፋት ከስልጣኞች ጋር የተመጣጠነ መሆን					
2.4	ምእንድ ክፍል የሚቀጥኑ ስልጣኞች ብዛት ከአስታንዳርዱ ጋር ሲታይ					
2.5	የወርክሽፕ/ላቦራቶሪዎች መኖር					
2.6	የወርክሽፕ/ላቦራቶሪዎች በበቂ መሽኖችና መሣሪያዎች መደራጀት					
2.7	የወርክሽፕ/ላቦራቶሪዎች መሣሪያዎችና ማሺኖች ለሚሰጠው ስልጠና ተገቢ መሆን					
2.8	የኮምፕዩተር ክፍሎች መኖርና በቂ አየርና ብርሃን እንዲኖራቸው ተደርጎ መደራጀት					
2.9	የኮምፕዩተር በተገቢ ሁኔታ መደራጀትና ከስልጣኞቹ ብዛት ጋር መመጣጠን					
2.10	የቤተመጽሐፍት መኖርና በተገቢ ወንበሮች፣ ጠረጴዛዎችና መደርደሪያዎች መደራጀት					
2.11	የቤተመጽሐፍት ስልጠና ተገቢ በሆኑ መጽሐፍት መደራጀት					
2.12	ለተለያዩ ዕቃዎች የግምጃ ቤቶች መኖር					
2.13	የክሊኒክ መኖርና ተገቢ አገልግሎት መስጠት					
2.14	የመጻጃ ክፍሎች ለወንዶችና ለሴቶች ተለይቶ መኖር					
2.15	ምወርክሽፕ ውስጥ የመጀመሪያ ህክምና እርዳታ መስጫ መኖር					
2.16	ምወርክሽፕና በህንፃዎች ውስጥ የእሳት አደጋ መከላከያ መኖር					
2.17	የስፖርት መዘውተሪያ ቦታዎች በበቂ ሁኔታ መኖር					
2.18	ለስልጠና የሚሆን ስርዓተ ትምህርት መኖር					
2.19	የስልጠናው ከቲዮሪ ይልቅ በተግባር ላይ ያተኮረ መሆን					
2.20	የስልጠናው በስርዓተ ትምህርቱ በተሰጠው ጊዜ መሠረት መካሄድ					
2.21	የስልጣኞች ግምገማ በተግባር ላይ ያተኮረ መሆን					
2.22	የማርክ አሰጣጥ ከሙስና የፀዳ መሆን					
2.23	የመብራት በበቂ ሁኔታ መኖር					
2.24	የውሃ በበቂ ሁኔታ መኖር					
2.25	የኢንተርኔትና ኢሜል መኖር					
2.26	ለመኪና አመቺ መሆን					
2.3	የፋይናንስና ጥሬ ዕቃዎች አቅርቦት ከሚሰጠው የስልጠና ፕሮግራም ጋር ሲታይ					
3.1	የስልጠና ጥሬ ዕቃዎች በበቂ ሁኔታ መኖር					
3.2	የበጀት ለፕሮጀክትና ተግባራዊ ልምምድ በበቂ ሁኔታ መኖር					
3.3	የበጀት ለትምህርታዊ ጉብኝት መኖር					

3. ለስልጠና ኮሌጅ ከመግባትህ/ሽ/ በፊት ስለ ቴክኒክና ሙያ ስልጠና ዓላማ ስለ አዲስ የሥራ እድልና ስለሚሰጡ ኮርሶች በቂ ግንዛቤ አግኝተሃል/ሻል?

- ሀ. አዎን
 ለ. መጠነኛ ግንዛቤ አግኝቻለሁ
 ሐ. ምንም ግንዛቤ የለኝም

4. ስፕያቱ «3» መልስህ/ሽ «ሀ» ወይም «ለ» ከሆነ ግንዛቤውን ያገኘህው/ሽው ከማን ነው?

ሀ. ከጋይዳንስና ካውንስልንግ ባለሙያ

ለ. ከማሰልጠኛ ተቋሙ አስተዳደር

ሐ. ከዲፓርትሜንት ተጠሪዎች

መ. ከመምህራን

ሠ. ሌላ ካለ _____

5. በቁጥር «3» መሠረት ያገኘህው/ሽው ግንዛቤ የምትፈልገውን/ጊውን ሙያ በሚገባ ለመምረጥ ረድቶሃል/ሻል ትላለህ/ሽ?

ሀ. አዎን

ለ. በመጠኑ ረድቶኛል

ሐ. ምንም አልረዳኝም

6. አሁን እየሰለጠንክበት/ሽበት ያለውን ሙያ የመረጥክው/ሽው ለምንድነው? (ከአንድ በላይ መመለስ ይቻላል)

ሀ. ሙያውን ስለምወደው

ለ. ሰፊ የስራ እድል ስለአለው

ሐ. ጓደኞቼ ስለመረጡት

መ. ሌላ ለመምረጥ ዕድል ስላላገኘሁኝ

ሠ. ወላጆቼ በሱ እንድሰለጥን ስለፈለጉ

ረ. ሌላ ካለ _____

7. አንተ/አንቺ እየሰለጠንክ/ሽ/ ባለህበት/ሽበት ሙያ ስልጥነው የወጡ በብዛት ሥራ ላይ ተሰማርተው ይገኛሉ?

ሀ. አዎን

ለ. ሥራ ላይ አይደሉም

ሐ. አላውቅም

8. ከላይ በቁጥር «7» ስር ለቀረበው መልስ/ሽ «ሀ» ከሆነ በብዛት በምን አይነት ስራ ላይ ነው ተሰማርተው የሚገኙት?

ሀ. በመንግስት

ለ. የራሳቸውን ሥራ ፈጥረው

ሐ. በግልና መንግስታዊ ባልሆኑ ድርጅቶች

መ. ከሰለጠኑበት ሙያ ውጪ በሆኑ ሥራዎች

9. በኮሌጃችሁ ውስጥ የሰልጠና ፕሮግራም በአግባቡ እንዳይካሄድ የሚያደርጉ ዋና ዋና ችግሮች ናቸው የምትላቸውን/ይላቸውን ጥቀስ/ሽ

1. _____

2. _____

3. _____

4. _____

10. በቁጥር «9» የተሰጡትን ችግሮች ለመቅረፍ ምን መደረግ አለበት ትላለህ/ሽ?

1. _____

2. _____

3. _____

4. _____

11. በኮሌጃችሁ ውስጥ መደበኛ ያልሆነ የትምህርትና ሥልጠና ፕሮግራም ለወደፊቱ በአግባቡ ለማከናወን ምን አጋዥ ነገሮች አሉ ትላለህ/ሽ?

1. _____

2. _____

3. _____

4. _____

አመሰግናለሁ

Addis Ababa University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Interview guides made with vocational counselors of TVET College

I. Personal profile

1. Sex A. Male B. Female
2. Age _____
3. Academic qualification _____
4. Field of specialization _____
5. Year of Service:
A. As a teacher _____ Year/s B. As Vocational Counselor _____ Year/s
C. Others, specify _____

I. Training based questions

1. Are you a professional counselor?
2. Have you even attended refresher courses concerning the non-formal training program implementation in the TVET College, recently?
A. Yes B. No
3. In your opinion, do the trainees get sufficient orientation about NF- TVET?
4. In your opinion, do you think that the orientation provided for the trainees was enough to select appropriate field of study of their interest?
5. How do most of the students placed in their current field of study?
6. Does your College undertake any training need assessment prior to conducting the training?
7. Does your College made any labor market assessment/survey prior to conducting the training? If no, why?
8. Does your College made any tracer study concerning the NF-TVET program?
9. Does your College have a link with relevant stakeholders? If yes, please list...?
10. What do you think are the major problems that hindered the implementation of the NF-TVET program in the TVET College?
11. What would you suggest the solutions for the problems encountered the implementation of NF-TVET program?
12. What do you think are the prospective grounds of implementing the NF-TVET program?

Addis Ababa University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Observation Check-List Form

The purpose of this Check-list is to collect relevant data about Non-Formal TVET program implementation in Government TVET Colleges in SNNPR.

1. Name of the College _____

2. Establishment year _____

1= Very poor 2= poor 3= moderate 4= Good 5= Very good


		1	2	3	4	5
3	Adequacy of training facilities and other materials					
3.1	Separate compound used only for training purpose					
3.2	Freeness of building from noise					
3.3	Class room size and its facilities					
3.4	Adequacy of workshop/laboratories					
3.5	Availability of machines and tools and equipments					
3.6	Appropriates of machines, tools and equipments for training					
3.7	Computer room					
3.8	Adequacy of computer					
3.9	Library					
3.10	Relevant books					
3.11	Training modules					
3.12	Manuals/guidelines					
3.13	Store for raw materials					
3.14	Hall					
3.15	Clinic					
3.16	Separate latrine for boys and girls					
3.17	First aid kit in the workshop					

3.18	Fire extinguisher						
3.19	Water supply						
3.20	Electric supply						
3.21	Road						
3.22	Teachers' file						
3.23	Students' file						
3.24	Supporting staff file						
3.26	Annual plan						
3.27	Budget allocated for raw materials and other activities						
3.28	Students attendance sheet						
3.29	Training schedule						

STUDENT DECLARATION

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

Name: Solomon Negus

Signature: 

Place and Date of submission: Addis Ababa University

February 10, 2009

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

Name: Dr. Temesgen Fereja

Signature: 

Date of Approval: Feb. 10, 2009