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**AN ASSESSMENT OF THE IMPLEMENTATION OF NON-FORMAL JUNIOR LEVEL
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAM IN
ADDIS ABABA CITY ADMINISTRATION**

By

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List of Abbreviations

- ESDP** – Education Sector Development Program
- FNG** – Federal Negarit Gazeta
- FDRE** – Federal Republic of Ethiopia
- GTZ** – German Agency for Technical Cooperation
- IER** – Institute of Educational Research
- JRM** – Joint Review Mission
- LMIS** – Labor Market Information System
- LMM**- Labor Market Monitory
- MOE**- Ministry of Education
- MSE** – Micro Scale Enterprise
- NGO** – Non-Government Organization
- NFTVET** - Non-Formal Technical and Vocational Education and Training.
- PPET** – Post Primary Education Training
- TNA**- Training Need Assessment
- TVET** – Technical and Vocational and Education Training
- UNESCO** - United Nations Educational Social and Cultural Organization

Abstract

The main purpose of the study was to investigate the implementation process that arises in non formal junior level TVET-program towards demand driven training in some selected Non-Format TVET Institutions in Addis Ababa City administration. In order to address the objective of the study descriptive survey method was employed. The sample consists of 30 trainers, 205 trainees, 20 sub-City experts and 5 principals. The study was conducted in 5 TVET Non-Formal institutions, and simple random sampling was used to select these intuitions. Simple random sampling method was used to select trainees and trainers and availability sampling approach was employed in selecting the sub city TVET experts and principals of the non-formal TVET Institutions. Two officials are also selected using purposive approach from the TVET Agency. Questionnaire and interview were employed to gather the required data. Analysis was made using percentages. The findings of the study depict that, the efforts made towards labor market assessment to make the training demand driven were not satisfactory. The reason thought for these factor were, lack of support and coordination of regional and sub-city TVET departments and financial constraints to run the program. Furthermore training need assessment and tracer study was not conducted as expected in the training institutes. As to knowledge and skill of NFTVET instructors, they know how to deliver practical trainings but lack the idea of transferring entrepreneurship and micro business skills in linking the training with the world of work to trainees. Findings also indicated that, sufficient offices are available for administrations staffs whereas availability of workshops, educational teaching materials and budget allocation to the training program was not adequate. In light of these training, because of lack of labor market study and shortage of educational materials and workshops with constraints of budget, NF TVET institutes would be in difficult situation to provide demand driven training, unless these conditions are improved.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

The basic challenge of the globalized economy is the requirement to adjust and compete in a rapidly changing environment. Central to the effort to compete in the twenty-first century is the creation of productive and flexible workforce (UNESCO, 1999:30).

To tackle this challenge, TVET is one of the programs that play vital role in creating workforce to the labor market of the economy. In view of this, Ethiopia gives due attention to expand Technical and Vocational Education and Training (TVET) program in the country.

Technical and Vocational Education and Training was the most neglected area in the history of the Ethiopian education system. However, since 2000/01 a massive expansion of this sub-sector has been operational (MOE, 2005:8). To maintain and increase the development progress, Ethiopia has adapted the national TVET strategy in 2002. The MOE (2008:12), issued the national TVET strategy with an overall objectives to create a competent, motivated, adaptable and innovative workforce in the country contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education training relevant to all sectors of the economy at all levels and to all people.

Currently, the new TVET strategy integrates different formal, non-formal and informal way of TVET programs as one coordinated system and accord equal attention to their recognition and development. This will be achieved through the definition of nationally recognized occupational standards and corresponding testing and certification mechanism which is open to everybody who has developed the required competence through any means of formal, non-formal or informal training (MOE, 2006:10).

According to the TVET strategy of Addis Ababa City Administration as cited by Fasica (2007), formal TVET is to assist the young generation to have discipline, good potential for work, competence including creation of work. The Non-formal TVET delivery is aimed at the

acquisition of practical skills for self-employment. Furthermore, this program has the potential capacity to improve skilled artisans, with demand driven training in indigenous crafts and modern technology.

However, the strategies and structure for formal and non-formal TVET delivery are similar in many respects. In particular, it is important that TVET system is piloted by a single national coordinating body in order to facilitate articulation between the two systems and enhance coherence and better management of the entire TVET system. (African Union, 2007)

Currently apparent from the formal TVET, the favorable policy environment has helped to promote and expand Non-formal TVET Programs in two, basic and junior level skill training in all sub cities of Addis Ababa. According to Sandhaas (2009), a two level non-formal TVET training was launched in Vocational Training Institutions in Addis Ababa:

- Basic level skill training in construction, metal, wood, pipe, electricity, etc. for youth of a certain minimum age, (no less than 12 – 13 years), with schooling ranging from grade 5 – 8; training was for six months and trainers were graduates of 10+1 TVET program.
- Junior level skill training is conducted in the same trades but advanced and trade/professional focused with 80% practical and 20% theoretical work. Secondary schools (grade 9 – 12) drop outs and school leavers are the beneficiaries of this level of training, and trainers are graduates of 10+3 TVET colleges. The initial duration of training has three to six months which is now extended to 10 months.

The Addis Ababa City Administration Education Bureau is considering non- formal TVET training as the major training program since the emergence of the national TVET strategy and is subsequently trying to take various measures to integrate and strengthen the program as a means of reducing un-employment through demand-driven and outcome based training. Therefore, the implementation of non-formal TVET program has to be assessed in relation to its contribution in producing workforce to the economy through demand driven, labor market analysis and occupational testing and certification to all target groups by deploying institutional capacity

building. With this notion, this study is intended to investigate to how the Non-formal TVET program is exercised and implemented in Addis Ababa City Administration.

1.2 Statement of the Problem

The contribution of Technical and Vocational Education and Training Program to the economic development of a country is of paramount importance. In support to this, MOE (2005) has indicated that Technical and Vocational Education and Training is to provide relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment through labor market assessments by developing demand-oriented curricula based on occupational training standard for non-formal and formal education and training.

In line with this, Ethiopia has given due attention to promote the TVET programs. Among these, the short term non-formal technical and vocational training has been provided for decades to different groups of youth and adults. As part of the non-formal TVET program, basic and junior skill training was initiated in Addis Ababa with a total of 19 training institutions (Addis Ababa Education Bureau, 2006/07). Since then it is enormously taking place in all sub-cities of Addis Ababa.

Next to organizing the institutions, one of the important key elements of the successful delivery of non-formal TVET is the availability of qualified and experienced trainers/instructors as indicated in the MOE Non-Formal TVET Implementation Frame Work (2006:27). The Implementation Framework states that TVET trainers have to be trained in:

- Occupational knowledge, attitudes;
- Teaching and learning methodologies, in particular on how to teach/train adults;
- Entrepreneurship and micro/small business skills;
- Assessment of training needs in the labor market including self-employment opportunities;
- Development/adaptation of curricula and teaching/learning materials.

Furthermore, labor market and training need assessment is a prerequisite for the development of training programs for different target groups which develop the skills, knowledge and attitudes required. Labor market information comprises information on supply side of the labor market such as population growth, number of school leavers at different levels, number of unemployed population by region and qualification profile etc. And information from the demand side, therefore shows, which skills and TVET qualification are demanded currently and in the future in the labor market. Therefore, the implementation of non-formal TVET program has to compromise these two issues to meet its goals.

However, practice indicates that there exist a number of untrained and trained labor forces without job in Ethiopia. According to Edukans Foundation (2009), the growth in population and higher unemployment rate puts constant pressure on urban economies for creation of new and additional employment opportunities and for effective service delivery systems to accommodate the growing urban needs. The distribution of urban unemployment rate as percentage of total by educational level, cited by the Central Statistics Authority (2006) in the Edukans Foundation (2009) was 10.5% for grade one to eight, 16.9% for general education , 17.1% for general education complete , and 19.5% for certificate . To alleviate problems of out-of school youth, the government of Ethiopia has committed itself to facilitate provision of TVET at basic and junior levels, but has focused its investments far on the provision and expansion of middle level formal TVET (Franz, 2006:32). Furthermore, Yihune (2007) identified that trainers in the non-formal TVET make use of inadequate practical work in training their students. Therefore, all these multifaceted problems call for investigation of the on-going Non-Formal TVET program.

Therefore, the purpose of this study is to assess the current practice of Non-Formal TVET Program and the constraints that may affect the implementation of the program in the Addis Ababa City Administration. The study, therefore, attempts to answer the following research questions.

1. To what extent is the implementation of Non-Formal TVET Program demand-driven in addressing the societies need?

2. Do the Non-Formal TVET Institutions have encouraging situation with respect to staff development, financial support and material fulfillment for the implementations of the program?
3. Do trainers have the necessary occupational knowledge and skills and to provide the training effectively?
4. What are the main constraints encountered in implementing the Non-Formal TVET program?

1.3 Objectives of the Study

The general objective of the study was to assess the implementation of non-formal Junior level TVET program in addressing demand-driven training in government junior training institutions in Addis Ababa city Administration. In light of this, the specific objectives of the study are:

1. To assess whether the regional non-formal TVET offices are conducting labor market and training need assessment for the proper implementation of the program.
2. To assess whether tracer studies are undertaken by TVET offices to assure the effectiveness of TVET program.
3. To evaluate whether trainers have adequate practical knowledge, skills and attitude to give the training.
4. To evaluate the adequacy of instructional materials in use to translate the occupational standards into appropriate modular and out-come based curricula.

1.4 Significance of the Study

The implementation of non-formal TVET on a broader scale and in more diversified ways is of vital importance to increase the enrollment of the labor force population in need of training in the TVET system. This will help to create self-employment opportunities, improve the livelihood of target groups, increase competitiveness and finally contribute to the overall poverty reduction and sustainable development in Ethiopia (MOE, 2006:12). To this end, assessing the current practice of implementation program of non-formal TVET is of paramount importance to bring

some input to that particular education and training system. In this regard, this study will have the following significances.

1. It creates awareness to the concerned bodies regarding the effectiveness of the training program.
2. It gives direction for the training institutions in taking corrective measures.
3. Based on the problems identified, the study provides suggestions that would help in the alleviation of the problems encountered in the implementation of Non-formal TVET program.
4. It helps as a background by widening the frontier of knowledge for other researchers who need to carry out their studies in depth in the areas of non-formal TVET implementations.

1.5 Delimitation of the Study

TVET institutions are found in all regions of the country. However, for a number of reasons the scope of this study is geographically delimited to Addis Ababa city administration. The main reason is that because of shortage of finance it cannot be manageable to conduct the research in a specific period of time. The study is also delimited to five governments junior level institutions out of the ten found in Addis Ababa city Administration.

1.6 Limitation of the Study

In studying this research the constraints which appear on the part of the researcher were limited literature concerning the topic. Another limitation was time constraint due to full time office work to get target groups to distribute the questionnaires. Nevertheless the researcher managed to complete the study.

1.7 Definitions of key Terms

Demand – driven: - TVET based on, and oriented to meet, identified training and competency needs of the labor market. The identification of the demand can be through labor market monitoring methods. (Addis Ababa city Government, 2005: III)

Non-formal TVET: - Refers to all kind of structured TVET that is not organized as post Secondary long-term TVET leading to officially recognized certification. (Franz, 2006:32)

Self-employment:- Being in business on one's own account, either on a freelance basis, or reason of owning a business, and not being engaged as an employee under a contract of employment. (<http://dictionary.bent.com>, Bent Business Dictionary.)

Skills: – Aspect/part of competence that describes all methods and techniques that are related to activities (Addis Ababa city government, 2005: VI)

Tracer Study: - It is a method used to obtain feedback that helps TVET institutions to evaluate the outcome of training courses.

Training need assessment: - is a tool used to identify knowledge, skill, and attitudes that are needed but lacking. (MOE, 2006:23)

Technical & Vocational Education and Training: - Any education and training activity which leads to the acquisition of Knowledge, understanding and skills which are relevant to access of employment and/or to perform in the workplace. (Ababa City Government, 2005: VII)

Junior Level Non-Formal TVET: - Junior Technical and Vocational Training program is to train youth who have completed primary education through formal or non formal programs. The training program shall be 80 % based on practice and 20 % on theory. (FNG, Proclamation No391/2004)

1.8 Organization of the study

The study has five chapters. The first chapter contains the background of the problem and its approach. The second deals with the review of related literature, the third chapter focuses on the

research design and methodology, and chapter four includes presentation and analysis of findings. The final chapter contains summary, conclusions and recommendations of the study. Relevant papers that contain information and which were used in the study are annexed in the appendices.

CHAPTER TWO

Review of Related Literature

2.1 Conceptual Frame Work of Non-Formal TVET Implementation

The primary objective of all technical and vocational education and training (TVET) programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological changes. Skill needs are widespread in most developing countries. TVET is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. ([www.Technical and Vocational Education and Training \(TVET\) - Lessons learned.htm](http://www.Technical and Vocational Education and Training (TVET) - Lessons learned.htm))

As stated in the Ethiopian TVETs Qualifications Frameworks, the Technical and Vocational Education and Training (TVET) system in Ethiopia is currently undergoing a reform process. The reformed TVET system is to be wage and self employment-oriented, demand-driven and outcome-based, and thus appropriate to the development needs of the Ethiopian economy. Building an outcome-based TVET system is the centrepiece of the TVET reform. An outcome-based TVET system will create ways for fair recognition of the wide range of non-formal and informal training and learning existing in Ethiopia, hence opening access to qualifications for previously neglected target groups (MOE, 2006:11). In line with this, indicated in the Non-Formal TVET Implementation Framework MOE (2006:7), in Ethiopia, any training that takes place in the TVET system which requires completion of a tenth-grade education and which leads to certificates on the level 10+1, 10+2 or 10+3 and recently which is changed to level 1, level 2, level 3 and level 4 is called formal TVET. By contrast, non-formal TVET designates every other form of technical and vocational education and training which includes training for a wide range of target groups such as:

- youth and adults (e.g. age 14 and above),
- school dropouts and those with grade 8-education or lower including illiterate people,
- employed and unemployed,
- people active in the formal and the informal economic sector,
- people from urban and rural areas
- as well as disadvantaged groups

In the TVET programs, in order to enable training providers to offer appropriate training in the needed skills and occupational fields, a systematic and coordinated approach of continuous labor market monitoring (LMM) and training need assessment (TNA) should be developed to identify skills and Knowledge for individuals and to design suitable training programs(Addis Ababa City Government, (2005:19).

2.2 The Historical Development of TVET in Ethiopia

The introduction of modern education in Ethiopia dates back to 1908 E.C., when the first Government school Menlik II was founded. The primary objective was to prepare educated Ethiopians mainly to meet the various clerical and administrative personnel needs of the modern bureaucracy that was being established. (MOE, 2006:5). According to Teklehaimanot Haileselassie in his Misconception on Technical and Vocational Education and Training in Ethiopia cited by IER (2002), the first Technical Vocational School was founded 43 years later after the establishment of modern schooling. In 1951, Addis Ababa Technical School was established to meet the growing demand for skilled technicians in industry. This was followed by the Addis Ababa Commercial School and Engineering College in 1952. From the fifties up to the seventies the technical schools used incentive mechanisms that helped them to admit high achieving students from different parts of the country. However, this situation gradually deteriorated and its quality was affected.

Though, the introduction of technical and vocational training in Ethiopian education system dated back to more than 50 years, the new education and training policy gives

special attention to TVET by providing broad and multi level foundations. Presently TVET is divided into training for Agriculture, health and teacher training. Serious attention is given to industrial, commercial and skill trainings as well as training manpower for the development program that the country needs encouraged through entrepreneur education to create jobs for themselves. In 2001-2002 the newly designed TVET program took part as 10+1 and 10+2 level in 24 non agricultural fields at 123 public and 19 non-public training centers (FDRE, 2004).

Currently the Addis Ababa City government TVET Agency, depending on the proclamation number 391/1996 the previous levels 10+1, 10+2 and 10+3 levels are changed to Level 1, level 2, level 3, level 4 and level 5 which gives attention to the labor market and training need assessment than the former program. Accordingly, (Addis Ababa TVET Agency, 2009)

2.3 The current status of TVET in Ethiopia

The TVET Strategy promotes a system which is demand-driven, outcome-based, open and flexible. It includes mechanisms which provide equal access to TVET for a variety of target groups, as well as procedures for the recognition of prior learning. Thus, it endorses the integration of formal, non-formal and informal ways of TVET in one coordinated system and will accord equal attention to their recognition and development. This will be achieved through the definition of nationally recognized occupational standards and corresponding testing and certification mechanisms. Occupational testing, and hence certification, is open to everybody who has developed the required competence through any means of formal, non-formal or informal training and learning. As such, the outcome-based system is a major tool to accord equal importance to all kinds of formal, non-formal and informal TVET (MOE, 2006:9-10)

2.3.1. The current TVET System in Ethiopia

According to GTZ (2000), training programs as practiced in the country has been limited to one stage geared towards secondary high school students only. As a result, the distribution of training programs has been very restricted. Hence the emergence of the new education and training policy (2001/02), the new program is designed in a broad based manner, formal TVET which engaged students who completed grade 10 which are known as Middle Level Technical and Vocational training program, Non-Formal TVET, which comprises Basic and junior Level Vocational Training program, and the Informal TVET, in which the content and the learning aims are not defined.

Basic vocational training program as stated in the federal Negaritgazeta (2004), its purpose is to provide citizens basic training which prepares them for gainful employments through non-formal methods. Training participating in this area are citizens who leave school before completing primary education.

2.3.1.1 Basic Vocational Training Program

Basic vocational training will be offered to those students who have completed the first cycle of academic education (up to grade 4) and who have dropped out of class between grade 5-8, due to various reasons and who have the desire talent for vocational training. The vocational training to be offered at this stage is primarily designed to improve the living conditions of the rural population, focusing on agriculture, various handcrafts skill and basic book keeping as well as primary health care education. Farther more, the training shall not be given as a regular schedule. The period of time shall not be less than 4 months and shall be completed within a time frame of 347 hours. (GTZ, 2000)

2.3.1.2. Junior Level Vocational Training Program

This type of training will be given to students who have completed primary education and who have the necessary qualification and work experience for such type of training. The training will be offered on a regular and non-regular schedule. The period of training shall not be less than 6 months or it shall be covered within a time frame of 527 hours.

The trainees who have successfully completed the training program have the knowledge and skill, to be engaged as semi skilled workers by starting their own business individually or in groups or as employees. (GTZ, 2000)

The Purpose of Junior Technical and Vocational Training program is to train youth who have completed primary education through formal or non formal programs. The training program shall be 80 % based on practice and 20 % on theory. (FNG, Proclamation No391/2004)

2.3.1.3. Medium Level Technical and Vocational Training Program

The medium level training program was divided in to two categories, i.e., the 10+1 and 10+2 program, respectively. Both types of trainings are to be offered after the completion of the 10th grade and who stood for the national examination depending on their results respectively.

Currently to facilitate the TVET implementation according to the needs of the society to make it demand driven, the previous concept of 10+1, 10+2 and 10+3 training system is changed to level 1, level 2, up to level 5 training program depending on the responsibility given by Addis Ababa city Administration. (Addis Ababa TVET Agency, 2009)

The purpose of middle level Technical and vocational Education and Training program is to prepare middle level skilled manpower in various trades. Persons qualifying to be admitted

shall have completed general secondary education and who have the inclination and the will to be so trained. (FNG, Proclamation No391/2004)

2.3.2. Meaning and importance of Non-Formal TVET

Non-formal TVET, defined as the opposite of formal TVET that is school-based with a rigid curriculum, has the advantage of shorter duration, is occupation-specific and may or may not follow the standard curriculum prescribed by national educational authorities. In addition, the entry qualifications of trainees can be extremely variable. However, the strategies and structures for formal and non-formal TVET delivery are similar in many respects. In particular, it is important that the two TVET systems are piloted by a single national coordinating body in order to facilitate articulation between the two systems and enhance coherence and better management of the entire TVET system. (African Union, 2007)

According to MOE (2006:12), the expansion and implementation of non-formal TVET on a broader scale and in more diversified ways is of vital importance to increase the enrolment of the labor force population in need of training in the TVET system. This will help to create (self-) employment opportunities, improve the quality of small-scale industry products, agricultural outputs, increase income, improve the livelihood of target groups, enhance the competitiveness and finally contribute to the overall poverty reduction and sustainable development in Ethiopia. More specifically, the implementation and expansion of non-formal TVET programs will contribute to:

- Providing trainees with basic skills, knowledge and attitudes, helping them to start new businesses of their own and encouraging self-employment,
- Upgrading skills of experienced workers regarding technology and work processes to help them remain competitive in the market,
- Supporting self-employment and entrepreneurship,

- Opening pathways for future learning – either within TVET or in other educational streams,
- Improving employers’ business skills to manage their business properly and to produce quality products,
- Supporting career development and emphasizing the importance of life-long learning in order to retain marketable skills,
- Improving access to economic opportunities for the majority of Ethiopians in urban and rural areas in agricultural and non-agricultural activities, thus contributing to poverty reduction in the long term,
- Improving products and services both in farming and in industries, particularly in MSE, thus enhancing enterprises’ competitiveness through training, technology transfer and advice,
- Supporting the improvement of livelihood skills, in particular for adult illiterates,
- Making citizens self-confident, productive, creative and economically independent.

Moreover, Sandhaas (2007), has included in his presentation to the ESDP Joint Review Mission(JRM)2007, that post primary education training (PPET) is important because participants in the training and thus the target group of the program are youths and adults with incomplete primary or secondary education (less than grade 10), without access to formal vocational or higher education. The education and motivation background of the interested target groups is a major criterion for the skills or trade area to be chosen

2.4 Key Elements of Non-Formal TVET Implementation

2.4.1 Labor Market Assessment

Labor market assessment is a prerequisite for the development and offering of training for different target groups which develops the skills, knowledge and attitudes required on the labor market. According to MOE (2006:11), cited in the Ethiopian TVET Qualification

Frame Work, TVET system in Ethiopia is currently undergoing a reform process. The reformed TVET system is to be wage and self employment-oriented, demand-driven and outcome-based, and thus appropriate to the development needs of the Ethiopian economy. Thus, an outcome-based TVET system will create ways for fair recognition of the wide range of non-formal and informal training and learning existing in Ethiopia, hence opening access to qualifications for previously neglected target groups. This will increase their chances of an occupational career and create options for further education and training.

Persistent youth unemployment is a problem occurring in many countries, and youth unemployment levels frequently are much higher than those of adults according to Inwent, (2004).It therefore concluded that, providing information on vocational training possibilities like courses offered by public or private training organizations is therefore an important function of the LMIS. This type of service is usually aimed at young adults and all individuals wishing to enter the labor market for the first time. Young people and newcomers will need special information on how to enter the labor market:

- Information on schools for professional education
- information on public courses for vocational training
- information on companies offering job openings for beginners
- which professions are existent for different levels of education
- what are the requirements to be able to exercise that profession

Since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labor market. TVET must be relevant and demand-driven, rather than supply-driven and a stand-alone activity. In order to do this, data is required on the actual employability of TVET graduates, available job opportunities, and the evolving skills demands on the labor front (African Union, 2007).

According to the Addis Ababa City government (2005), a system and coordinated approach of continuous labor market monitoring will be developed in order to enable training providers to offer appropriate training programs in the needed and occupational fields, and

to avoid an unnecessary duplication in the training offers. Though, stake holders from all TVET sectors and at all levels have to be incorporated, but the responsibility of coordination and implementation will be to Addis Ababa TVET office (Agency). TVET institutions also will have their share in the assessment of the situation.

2.4.2 Training Need Assessment

Training needs assessment is a tool used to identify knowledge, skills and attitudes that are needed but lacking. It thus indicates employed skilled workers' training requirements in order to improve their productivity, to produce quality products and to encourage innovation (gap identification). Employers should understand that their productivity depends to a large extent on the appropriate and relevant skills of their workers. In order to remain competitive in the market in times of rapidly changing technology and work processes, continuous skill upgrading is essential. This important aspect has been avoided by many enterprises for the obvious reason of it being costly. Skills development for enhancing performance and improving productivity should be understood to be a shared responsibility of the employing organization and the TVET authorities. Therefore, federal and regional TVET authorities should create a mechanism to promote training needs assessment in the labor market and support its implementation by planning and creating linkages among employers and training providers. (MOE, 2006:23)

2.4.3 Tracer Study

Tracer studies in TVET are the best instrument to assure the effectiveness of TVET programs. According to MOE (2006), tracer studies are used to assess the efficiency and effectiveness of education and training programs. They constitute follow-up studies aimed at investigating the subsequent development of individuals:

- Whether they have found gainful (self-) employment;
- Whether they are working now and they are using the acquired skills;

- Whether they have gone on to further training.

Based on the above concept, the Addis Ababa city government in its Technical and vocational education and training strategy (2005), has issued tracer study as a method to obtain feedback that help TVET institutions to evaluate the outcome training courses. Accordingly, the strategy pointed out tracer study as:

- Justify investment and the quality of training, effectiveness of education and training policy and its implementation strategy.
- Help to identify areas that require research work in matching training programs with the real world of work so that enterprises from certain fields take a major role in training and internship activities.

On concluding the strategy justifies that tracer studies are to be conducted by training institutions. The data is to be collected from the graduates, employers, and others months or one year after graduation with regard to achieved performance, employment and self-employment. The Addis Ababa TVET Office (Agency) is required to devise methods of follow-up and develop measures of support to be given.

2.4.4 Target group Identification

The identification of target groups is very important in the implementation of Non-formal TVET Institutes. The MOE (2006) in the NFTVET implementation frame work has identified target groups to a varying extent in different regions of Ethiopia. Particular emphasis should be given to targeting and creating employment opportunities in the informal economy, where occupation oriented training can be suitable instrument to improve living and working conditions:

A. Self employment persons

These are owners of small production, repair, service or retailing businesses who try to create employment and generate income for themselves by setting up or leasing a one-person business. They might for example be street-side traders, road-side secretaries, copy

shops, Tele-centers and women contributing to the family income by food-stuff production or by sewing and providing other services.

B. Wage workers in small and micro-Enterprises

These are people who are unable to find employment or training due to lack of formal requirements. They normally work for extremely low salary and are employed on contract or seasonal basis.

C. Vulnerable youth

Vulnerable youth (Street children/youth, orphans) are particularly inaccessible target groups regarding training. They mainly live in urban areas. Many have no permanent home and often lack any family and primary education, thus being excluded from access to formal education or training. Specific programs should be designed for this target group with the particular aim of improving their livelihood skills and their chances for (self-) employment.

D. Commercial sex workers

In almost all major urban areas and to a lesser extent in rural towns, commercial sex is becoming a job market for young women, and is an indirect source of income for many urban families. Like street children, commercial sex workers are a target group which is difficult to access. Adequate training could, however, open up, especially for the younger women, alternative occupational opportunities. At the same time, these trained women could function as change agents in their localities to fight the further spread of HIV/AIDS.

E. Un-employed persons

This group, including people of all ages, is by definition not economically active. It is, however, an integral and significant part of the economic reality of the informal economy. Many of those who are frequently unemployed have low education and no skill training. Increasingly, this group also comprises young people who have completed formal education or technical and vocational education, but is not employed due to lack of relevant training, or having been trained in an occupation in which they have little interest. These target groups mainly need initial skills development training or retraining to support their (re-)integration into the labor market, as well as livelihood skills training

F. School dropouts

This huge group is composed of children, youngsters and adults who leave school before the completion of primary or secondary education from both urban and rural areas. They are seeking both training and employment. The majority of school dropouts are girls, whose access to training and employment opportunities through non-formal TVET provision should be increased. School dropouts need additional education and basic skill training and access to corresponding testing and certification in order to increase their chances for further employment and training

G. People with special needs

These are people with special constraints such as single mothers with children, disabled people, people from the under-developed regions where the infrastructure is poor, and other groups that have been marginalized in the labor market. Existing training programs should be made more flexible in order to grant this target group access to them, or specific training programs should be developed for them.

2.5 Management and Institutional Capacity Building in Non-Formal TVET

According to Reo and Narayana in Yihune (2007), management is one of the most important activities in the training institutions, without which the predetermined goal is not possible to attain. Management is the accomplishment of objectives with and through the people. It organizes all the necessary facilities in the training institution systematically in a way to attain the intended goal. The first management function is planning which is an activity that should be performed before the first attempt is made towards training.

To be effective in the TVET management, both human and non human resources must be coordinated to accomplish the objectives of the TVET institution. This means, the disorganized human, material and financial resources must be converted in to useful outputs. (Gasskov, 2000:25)

2.5.1 Financing Non-Formal TVET

Vocational and technical training plays important role in alleviating the economic and social problems of a country. Because of these problems, it requires a substantial expenditure. However, due to the limited financial resources of the government, and to sustainably increase the quality and quantity of non-formal TVET in Ethiopia, new funding mechanism is developed according to Moe (2006:8): That is, resource constraints in the TVET system is addressed through a combination of cost-sharing saving mechanism generation of external recourses and diversification of funding sources. Cost-saving in the provision of non-formal TVET can be achieved through increasing efficiency public TVET providers by:

- modernizing management structures and procedures,
- granting financial autonomy to institutions,
- allowing NGO TVET providers to generate their own income,
- increasing capacity utilization in institutions,
- Encouraging and strengthening alternative modes of training delivery, which are more cost-effective than the currently predominant center-based training.

2.5.2 Staff Development

The human resource of every institution needs the requirement of qualifications which enable them to perform the duties properly. Once a person is employed in a certain job it is through training one can improve a performance gap or acquainted with new technologies of working systems. Therefore training and development program is the major contributing factor to fill the performance gap and to introduce new working systems. It may be difficult to distinguish between training and development. In reality, they are only different aspects of the same idea, which is to develop human resources. According to Melku Yimam in his hand out (EdPM 618), Employee training tries to improve skills, or add to the existing level of knowledge so that the employee is better equipped to do his present job more successfully; or to prepare him for a higher position with increased responsibilities. It refers to the teaching-learning activities carried on for the primary purpose of helping members of

an organization to acquire and apply the knowledge, skills, abilities, and attitudes needed by the organization. In the same way, development is a concept that involves organizational growth needs coupled with the individual employee's needs. The concern of human resource development is for organizational viability that it should adapt to the changing environment. Wayne F. Cascio (2003:290), also mentioned employee training as planned programs designed to improve performance at the individual, group, and/or organizational levels.

According to Jalan in Girma (2008), "training is the process of assisting of a person in enhancing his efficiency and effectiveness at work by improving and updating his professional knowledge, by developing skills relevant to his work and cultivating appropriate behavior and attitude towards work in people.

2.5.3 Trainers' skill and their Qualification

According to MOE (2006) in its Non Formal implementation frame work, one of the key elements of the successful delivery of formal and non-formal TVET is the availability of suitably qualified and experienced trainers/instructors. The aim of initial and further training for trainers and instructors in non-formal TVET is to create a corps of trainers/instructors capable of helping trainees from different target groups, with different learning requirements and different prior experience to develop relevant competencies as defined by the occupational standards. TVET providers' training staff has to be trained in:

- Occupational knowledge, skills and work attitudes
- Teaching and learning methodologies, in particular on how to teach/train adults
- Entrepreneurship and micro/small business skills
- Assessment of training needs in the labor market including self-employment opportunities
- Development/adaptation of curricula and teaching/learning materials.

To this end the federal and regional TVET authorities, in cooperation with relevant stakeholders, should facilitate the training of trainers for non-formal TVET, focusing in

particular on the demands of the informal sector labor market and on (self-) employability according to the implementation.

The professional and pedagogical competence of the technical teacher is crucial to the successful implementation of any TVET strategy. Governments should therefore make conscious efforts, not only to train but also to retain technical teachers in the system. Technical teachers may be suitably motivated through equitable remuneration packages and incentive schemes that may include government loans to teacher associations and special credit facilities for teachers to acquire cars, houses, etc. TVET system managers, professionals and policy deciders will also have to be trained and their skills upgraded to enable them confidently drive the new strategy with its various implementation structures, e.g. qualifications framework, accreditation standards, assessment guidelines, quality assurance and accountability frameworks. The International Labor Office (ILO) has considerable experience and expertise in the design and implementation of such large-scale training program reforms in TVET and may be approached for technical assistance in this regard. (African Union, 2007)

Incentives should be forwarded to trainers. In this regard UNESCO (1973:27-27) indicates that, national consideration for the status and salary scales of teaching and administrative staff in technical and vocational education are a factor of primary importance not only determining variations in systems of teachers education but also their quality.

2.5.4 Curriculum and Material Development

According to MOE (2006: 32-33), only the occupational standards are nationally binding. All materials should be made available to public and non-public TVET providers through the Regional TVET Authorities and/or the respective departments for non-formal TVET. Regional TVET Authorities as well as TVET providers may develop or adapt curricula and teaching/training/learning materials according to the demand in their region. Non-formal TVET curricula should be designed and developed in collaboration with TVET

trainers/instructors, experts from the world of work, preferably from the local areas, and other related stakeholders. Entrepreneurship and business management training should be included in all training programs. Curricula should be aligned with the work environment in the local micro and small business sector. Regarding the design, structure and content of non-formal TVET curricula;

- they must be relevant to local community needs;
- there should be sufficient flexibility so as to allow for changes and innovations to meet varying community and target group needs;
- they should include entrepreneurship and basic business management skills;
- the structure should be modular so as to provide for flexibility as well as ease of lateral and vertical articulation to other programs;
- they should be gender sensitive;
- they should aim for cooperative training implementation, integrating center-based and on the job-training;
- they should facilitate environmentally sensitive practices which lead to sustainable development;
- they should include elements raising awareness about HIV/AIDS and informing about preventive measures;
- they should be revised and updated regularly for delivery to varying target groups and changing local market needs

Developing training materials has become a challenge for all TVET institutions. The government expects all training institutions to develop materials that reflect local needs.

As stated by Nebiyu in Alemseged ,(2008:13), the role of educational materials in teaching learning process is believed to be crucial and learning is to take place through the primary assistance of educational materials and equipment. This shows that the physical facilities and material resource should be sufficient to create conducive environment for effective training program.

The availability of training materials resources, both raw materials and instructional materials for the technical schools are determining factors for quality training according to UNESCO (1973). Therefore, institutions must have enough amount of machines, equipments, raw materials and other necessary training materials in their workshop for the achievement of their goal.

2.5.5 Availability of Training Materials

Training facilities are the major and fundamental resources to run technical and vocational training programs effectively and efficiently. 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 planed and standardized based on the types of the training program. (Alemseged, 2008)

According to Nebiyu (2000), the role of educational materials in teaching learning process is believed to be crucial and learning is believed to take place through the primary assistance of educational materials and equipments. This shows that the physical facilities and material resource should be sufficient to create conducive environment for affective training program.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with methodology of the study, source of data, samples and sampling techniques, data gathering tools, procedures of data collection and methods of data analysis

3.1 Methodology

The main purpose of the study was to investigate the implementation of Non-Formal TVET program in Junior Level Institution in Addis Ababa City Administration. For this reason, the research method selected for this study is descriptive survey method. Hence, this method of investigation attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, etc. (Kulbir, 1985:107)

3.2 Source of Data

Two types of data, primary and secondary data were used for this study. The primary data was gathered from officials of Addis Ababa City TVET Agencies, TVET experts of the Sub-Cities, Non-formal Junior TVET institution principals and trainers, and trainees in the program. Moreover, relevant documents such as regulations, declarations, plan documents and statistical evidences, data from websites and various books were used as the source of secondary data.

The reason for selecting officials from the TVET Agency is that they are the people who have deep knowledge and responsibility to translate the strategy and follow up the implementation of Non-Formal TVET training. The experts of the Sub-cities as well are expected to share their experience by virtue of their role, as they do have relationship with the training institutions. The principals and trainers of the institutes were selected because they are the responsible persons for the implementation of the program and are believed to

give rich information to the investigation. Moreover, beneficiaries of the training, the students, were included for the study.

3.3 Sample Population and Sampling Techniques

3.3.1 Sample Population and Sample Size

According to Addis Ababa Education Bureau Annual Abstract, (2006/2007) there are 10 non-formal Government junior level TVET Institutions in Addis Ababa City Administration, one in every sub-city. Out of these, the sample of the study includes 5 training institutions selected from five sub-cities using purposive sampling technique. These TVET institutions are Ledeta Junior TVET, Gofa Junior TVET, Sheromeda Junior TVET, Aware Junior TVET and Fiter Junior TVET. The sub-city TVET departments and Addis Ababa TVET agency are also included in the sample. From each of the selected institutions, sample population was selected using simple random sampling.

Table I: Sample Population and Sample Size

No.	Respondents	Total Population		Total Sample	
		No.	%	No.	%
1	Trainees	809	100	205	25
2	Trainers	47	100	30	64
3	Principals	5	100	5	100
4	Sub-city TVET experts	20	100	20	100
5	Regional TVET Agency Officials	2	100	2	100
	Total	893	100	262	29.3

3.3.2 Sampling Technique

With regard to the sampling technique, 20 experts from Addis Ababa sub-city TVET Agency and 5 training institution principals were selected using availability sampling, as only 20 experts and five principal are found in their respective working place. Moreover, 2

officials from the Addis Ababa TVET Agency were taken using purposive sampling technique. This is because the selected respondents have a direct relation with the issue under study and they are also the one who originate rules and regulation of TVET issues by giving support to TVET Institutions. Similarly out of the 809 trainees and 47 trainers in the five training institutions, 205 trainees and 30 trainers were randomly selected to make it manageable. Generally, the total sample size includes 262 respondents.

3.4 Data Gathering Tools

Different instruments or tools were used in the process of gathering the necessary data for the study. Questionnaires that contain both closed and open ended questions were prepared and administered to the sub-city TVET department experts, trainers and trainees of Junior Level TVET Training centers.

Questionnaire as a primary data gathering tool allow respondents to provide factual information and to express their ideas and opinions freely (Zenebe, 2002:14). In questionnaire, close-ended and some open-ended question items were included to assess opinions and comments of trainers, trainees and experts. Moreover, interviews that contain semi structured question items were prepared in English to gather data from the Addis Ababa City Agency and principals of the TVET Institutes.

3.5 Procedures of Data Collection

In conducting this study, the following procedures were considered to assess the implementation of NFTVET program in junior level in Addis Ababa city Administration. First relevant literature was assessed and reviewed to get adequate information in relation to the problem under consideration. Second, basic research questions was formulated which helped to show the direction of the study. Third, appropriate data gathering tools were prepared. Then, to see the validity of each question item in terms of their appropriateness of the instruments, pilot test was conducted in one of the selected TVET institution. As a result, some directions and questionnaire items which were unclear and repeated questions

were modified. Finally, the data from the questionnaire was collected and analyzed using appropriate tools. The data from the interview was also used as a support in the analysis

3.6 Methods of Data Analysis

The data analysis included both qualitative and quantitative approaches. The information obtained from the questionnaire were tallied, organized and tabulated to make it manageable. Then the data was analyzed using percentage for each individual item. The data from the interview are used as a support in the analysis. As indicated by Best and Kahan (2003: 247), it may be possible to report percentage responses by combining the two outside categories “strongly agree” and “agree” as agree and “disagree” and “strongly disagree” as disagree of Likert type scale . In this study, the three categories were finalized as “agree”, neutral and “disagree”. Next, interpretation and discussion was made depending on the results obtained from the analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis of the data collected from the respondents to seek appropriate answers for the basic questions which were raised at the beginning of the research.

In this regard, 255 copies of questionnaires were distributed. Out of these questionnaires 189(92.2%), 26(86.7%), and 16(80%) filled by trainees, trainers, and sub-city experts were returned respectively. The following table shows the tool used and rate of return from different groups of respondents.

Table 2: Questionnaires Distributed and Rate of Return

No.	Types of Respondents	Questionnaires			
		Distributed		Returned	
		No.	%	No.	%
1	Trainees	205	100	189	92.2
2	Trainers	30	100	26	86.7
3	Principals	-	-	-	-
4	Sub-city TVET exerts	20	100	16	80
	Total	255	100	231	91.6

In addition to this, an interview with 2 officials of the regional agency and 5 coordinators of the NFTVET institutes of junior level were conducted.

4.1 Characteristics of the Respondents

The following two tables (table 3a and 3b) describe some basic characteristics of the target population with some basic information about the sample population involved in the study.

Table 3a: Characteristics of Respondents (Regional Agency official, Sub-City Experts, Principals and Trainers)

NO	Items	Respondents							
		Agency officials		Sub-city experts		Principals		Trainers	
		No	%	No	%	No	%	No	%
1	Sex								
	• Male	1	50	13	81.3	5	100	23	85.5
	• Female	1	50	3	18.7	-	-	3	11.5
	Total	2	100	16	100	5	100	26	100
2	Age Range								
	• Below 25 years	-	-	-	-	1	20	4	15.4
	• 26 - 30 years	1	50	2	12.50	-	-	7	26.9
	• 31 - 35 years	-	-	4	25	2	40	10	36.5
	• 36 above	1	50	10	62.5	2	40	5	19.2
	Total	2	100	16	100	5	100	26	100
3	Qualification								
	• 10+1/10+2 Certificate.	-	-	-	-	-	-	3	11.5
	• 10+3 Diploma	-	-	-	-	-	-	19	73.1
	• Diploma	-	-	-	-	3	60	-	-
	• BA/BSC	1	50	14	87.5	2	40	2	7.7
	• MA	1	50	2	12.5	-	-	-	-
	• Others	-	-	-	-	-	-	2	7.7
	Total	2	100	16	100	5	100	26	100
4	Service in the current position								
	• 0 - 5 years	2	100	11	68.7	2	40	13	50
	• 6 - 10 years	-	-	5	31.3	1	20	5	19.2
	• Above 10 years	-	-	-	-	2	40	8	30.8
	Total	2	100	16	100	5	100	26	100
5	TVET Experience								
	• Below 2 years	-	-	-	-	-	-	6	23.1
	• 2 - 3 years	-	-	-	-	-	-	2	7.7
	• 3 - 5 years	-	-	-	-	-	-	3	11.5
	• Above 5 years	-	-	-	-	-	-	15	57.7
	Total	-	-	-	-	-	-	26	100

As shown in table 3a, 50% of agency officials, 83.3% of sub-city experts, 85.5% of trainers and all principals are male. Except in the agency, females' participations as experts, trainer and as principals was very low.

With respect to the age of the respondents, majority of the principals and trainers, (60%) and above are below 36 years old. This shows that the training centers have young teachers and directors, who can give service energetically if attractive work environment is created. Half of the agency officials and (62.5%) sub- city experts are above 36 years old, which indicated they could be more experienced.

With regard to qualification (73.1%) of trainers and 3 principals are diploma holders. This shows that majority of trainers and principals fulfill the minimum requirements set by the MOE. While the officials of TVET Agency and sub-city experts, (50%) and (87.5%) respectively are degree graduates, and the rest remaining are MA.

Concerning experience of trainers in skill training, 57.7% of the trainers have experience of above 5 years. This indicated that majority of trainers have relatively good experience in skill training

Table 3 b: Characteristics of Trainees

No.	Items	Respondents of trainees	
		No.	%
1	Sex		
	• Male	139	73.5
	• Female	50	26.5
	Total	189	100
2	Age Range		
	• Below 20 Years	114	60.3
	• 21-25 Years	54	28.6
	• 26-30 Years	16	8.5
	• Above 30 Years	5	2.6
	Total	189	
3	Educational Level		
	• Read and Write	-	-
	• Grade 1-4	-	-
	• Grade 5-8	8	4.2
	• Grade 9-10	10	5.3
	• Grade 10 complete and Above	171	90.5
	Total	189	100

As can be noted from the above table 3b, most of the sample trainees, 139 (73.5%) are male, where as 50(26.3%) are female. The low participation of female trainees show the low orientation given by the training institutes towards the community in agitating females to participate in TVET skill training such as plumbing, metal work, wood work and building construction which were traditionally unsupported to be practiced by females.

Age wise 114(60.3%) of the trainers are below 20 years. Under normal situation, trainees are expected to join TVET centers after completing grade 10 at the age of 16. This means, majority of the trainees are within the official age to get training in NFTVET centers.

With respect to the educational level almost 171(90.5%) of trainees are grade 10 complete. Most likely these students could be those who couldn't succeed in grade 10 national examination.

4.2 Analysis of Data Related to the Implementation of NFTVET Programs

4.2.1 The relationship between Labor Market Information and NFTVET Programs

To check whether the trainings in TVET centers are based on labor market information, respondents (experts and trainers) were asked to rate the extent to which trainings are based demand driven.

Table 4: Responses regarding the relationship between training and labor market information

No.	Items	Respondents	High		Medium		Low		Total	
			No.	%	No.	%	No.	%	No.	%
1	Training provided in the training center is based on labor market information	• Sub-city Exp	3	18.8	6	37.5	7	43.7	16	100
		• Trainers	5	19.2	9	34.6	12	46.2	26	100
		Total	8	19.0	15	35.7	19	45.3	42	100

(Exp. = Experts)

As can be seen from the table, according to 43.7% of the sub-city experts and 46.2% of the trainers, the link between the training provided in the NFTVET institutes and labour market information was low. This means the trainings were provided without considering the realities in the world of work. Those who rated the dependency of training on the labor market information as “high” are only 18.8% of the city experts and 19.2% of the trainers. Interview conducted with principals and agency officials also indicated that the practice of designing training on the basis of demand is not well practiced because of shortage of finance and trained man power. Trainings are provided with the assumptions that trainees could find job by themselves. From this one could understand that TVET institutions are not making full use of labor market in designing trainings.

Respondents who rated the link between the trainings and the labor market information as “low” were asked to indicate the reasons why this happened in NF TVET Institutions. The following table summarizes the responses given as reasons.

Table 5: Reasons for not linking the Training with Labor Market

No.	Items	Respondents	Agree		Neutral		Disagree		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Lack of support from Regional TVET agency	• Sub city exp	6	85.7	1	14.3	-	-	7	100
		• Trainers	8	66.7	4	33.3	-	-	12	100
		Total	14	73.7	5	26.3	-	-	19	100
2.	Lack of support from Sub-city TVET Department	• Sub city exp	4	57.1	3	42.9	-	-	7	100
		• Trainers	7	58.3	5	41.7	-	-	12	100
		Total	11	57.9	8	42.1	-	-	19	100
3.	Lack of adequate knowledge to labor market assessment	• Sub city exp	5	45.5	2	54.5	-	-	7	100
		• Trainers	6	50	4	33.3	2	16.7	12	100
		Total	11	57.9	6	31.6	2	10.5	19	100
4.	Financial constraints	• Sub city exp	6	100	-	-	-	-	7	100
		• Trainers	10	83.4	1	8.3	1	8.3	12	100
		Total	16	88.8	1	5.6	1	5.6	19	100
5.	Lack of awareness	• Sub city exp	3	42.9	4	57.1	-	-	7	100
		• Trainers	8	66.6	2	16.7	2	16.7	12	100
		Total	11	57.8	6	31.6	2	31.6	19	100

As indicated in table 5, the over whelming majority of sub-city experts (85.7%) and trainers (66.7%) agreed that lack of support from regional TVET agency is one reason for the failure to link labor market information and the trainings.

In a similar manner, 57.9%, 57.9%, 88.8%, and 57.8% of experts and tanneries agreed that “lack of support” from the sub-city TVET department, lack of knowledge to assess labor market, financial constraints and “lack of awareness” are reasons for not linking the NFTVET programs with labor market information respectively. In a situation where there are multiple problems it seems irrational to expect perfect demand driven trainings in the institutions.

4.2.2 Need Assessment Practice by NFTVET Institutions

Training need assessment helps to identify the skill gap between the current states of affaires and the anticipated one. In TVET Institutions, it is essential to conduct need assessments as it helps to design training programs on the basis of demand. Unless the existing gaps are identified, it is hardly possible to make one’s training program demand driven.

The following table shows the extent to which NFTVET institutions carryout need assessment to design and develop the training program

Table 6: Experts and Trainers response on Need Assessment

Items	Respondents			
	Sub-city experts		Trainers	
	No.	%	No.	%
Training need assessment carried out				
• Yes	-	-	-	-
• No	16	100	26	100
Total	16	100	26	100

As shown in the above table, all of the sub-city experts (100%) and trainers (100%) indicated that their institutions did not carry out need assessments. Interview with principals also indicated that there are no practices of need assessment on the basis of demands of training need assessment. However, data from interviewees of the regional TVET agency officials indicated that the training needs assessment was conducted by regional TVET agency officials or experts only without participations of the sub-city TVET departments and TVET Institutions and the result was yet issued. This implies that there is a gap between the regional TVET agency and the TVET centers to carry out training need assessments.

In all cases, it seems that TVET institutions have made little efforts to reflect the realities to the world of work in making their training programs demand driven. The following table summarizes the reasons for not under taking need assessment.

Table 7: the Reason for not Undertaking Need Assessment

No.	Items	Respondents	High		Medium		Low		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Support given by Regional TVET agency to NFTVET centers	• Sub city exp	2	12.5	5	31.2	9	56.3	16	100
		• Trainers	3	11.5	6	23.1	17	65.4	26	100
		Total	5	11.9	11	26.2	26	61.9	42	100
2.	Support given from Sub-city TVET Department to NFTVET centers	• Sub city exp	3	18.7	7	43.8	6	37.5	16	100
		• Trainers	3	11.6	7	29.9	16	61.5	26	100
		Total	6	14.3	14	33.3	22	53.4	42	100
3.	Availability of capable man power to conduct training need assessment	• Sub city exp	2	12.4	7	43.8	7	43.8	16	100
		• Trainers	5	19.2	12	46.2	9	34.6	26	100
		Total	7	16.7	19	45.2	16	38.1	42	100
4.	Availability of adequate budget to run the study	• Sub city exp	2	12.4	3	18.8	11	66.8	16	100
		• Trainers	3	11.6	5	19.2	18	69.2	26	100
		Total	5	11.9	8	19.0	29	69.1	42	100

As indicated in the above table, 61.9% and 53.4% of the total respondents respectively agreed that support given to training centers by the regional TVET agency and sub-city TVET department to conduct training need assessment is low.

An interview with the regional TVET agency had carried out; accordingly, the regional TVET agency officials said that training need assessment is one of the basic duties of training program to identify the skill gap of graduates which could help to adjust the current training courses. However, they noted that very recent training need assessment is conducted by the regional TVET Agency which is not yet issued. They also indicated that a kind of relationship is on being to be started between industries and TVET institutions to implement cooperative training, which on its way could help for training need assessment.

The availability of capable of manpower to conduct training need assessment was rated as “medium “by majority of the total respondents (45.2 %).of the remaining respondents 16.7% rated availability of manpower as “high” . Interview with principals also indicated that their respective institutions have experienced teachers who are capable of carrying out training need assessments.

Concerning, the availability of adequate budget to run the study of training need assessment, majority of the respondents 69.1% rated as low. In support to this, the sub-city experts and trainers mentioned budget constraints in the training centers, as a big problem while they were answering for the questions raised in the open ended.

Table 8: Opportunities of Conducting Tracer Study

No.	Items	Respondents	High		Medium		Low		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Support given by Regional TVET agency to NFTVET centers	• Sub city exp	3	18.8	4	25.0	9	56.2	16	100
		• Trainers	5	19.2	6	23.1	15	57.7	26	100
		Total	8	19.0	10	23.8	24	57.2	42	100
2.	Support given from Sub-city TVET Department to NFTVET centers	• Sub city exp	4	25.0	5	31.3	7	43.7	16	100
		• Trainers	5	19.3	7	26.9	14	53.8	26	100
		Total	9	21.4	12	28.6	21	50.0	42	100
3.	Availability of adequate Knowledge of TVET staffs to manipulate the study	• Sub city exp	2	14.4	11	66.8	3	18.8	16	100
		• Trainers	6	23.1	9	34.6	11	42.3	26	100
		Total	8	19.0	20	47.6	14	33.3	42	100
4.	Availability of budget to run the study	• Sub city exp	3	18.8	3	18.8	10	62.4	16	100
		• Trainers	2	7.7	4	15.4	20	76.9	26	100
		Total	5	11.9	7	16.7	30	71.4	42	100
5.	Registering of graduates address for the purpose of tracer study	• Sub city exp	2	12.5	6	37.5	8	50.0	16	100
		• Trainers	5	18.2	11	42.3	10	38.5	26	100
		Total	7	16.7	17	40.5	18	42.8	42	100

In respect to item 1 and 2 in Table 8 looking at the responses of sub-city experts and trainers on the support given by regional TVET Agency and sub-city TVET department to training institutes on the opportunities of conducting tracer, 57.2% and 50.0% of the respondents respectively rated as low. As indicated by the sub-city experts in their response for the open ended questions, the reason was lack of budget and shortage of man power in the regional and sub-city TVET departments.

Regarding to adequate knowledge of TVET staffs to manipulate tracer study, majority of the respondents 47.6 percent agreed as medium, where as 33.3% of them rated as low. Hence, it is possible to understand that, it is clearly showed in the characteristics of respondents of trainers in Table 3a an average amount of trainers, 57.7% have an experience above 5 years which could give them some moral to conduct tracer study to find out their graduates whether they have got a job or create a job in the labor market. An interview conducted with the principals of the institute also indicated that instructors have the ability of conducting

tracer study from the fact that they brought information as a feedback from the graduates of the previous years.

In item 4 of Table 8, (71.4%) of the respondents revealed that allocation of budget to run tracer study was low, which was already underlined by the Agency officials while answering the interview questions that allocation of budget is one of the basic problems they faced to run different activities in the training institutes.

Registering the trainees' address before they graduate is very important task to find out them later where they are for the purpose of tracer study. Therefore, in item 5 this indicates that (42.8 %) of the respondents said low while (40.5 %) of them rated as medium which can already showed that appreciable task of preparation for the study was not conducted.

Table 9: Selection and Assignment of Target Groups

No.	Items	Respondents	High		Medium		Low		No Res.		Total	
			No.	%	No.	%	No.	%	No	%	No.	%
1.	Awareness creation given to the community about skill training before selection.	• Sub city exp	2	12.5	9	56.3	5	31.2	-	-	16	100
		• Trainers	9	34.6	3	11.5	14	52.9	-	-	26	100
		• Trainees	52	27.5	52	27.5	81	42.9	4	2.1	189	100
		Total	63	23.3	64	27.7	100	43.3	4	1.7	231	100
2.	Adequate orientation on assignment or choice of different fields of training of target groups after admission.	• Sub city exp	5	31.3	7	50.0	4	25.0	-	-	16	100
		• Trainers	7	26.9	9	34.6	10	38.5	-	-	26	100
		• Trainees	88	46.6	32	16.9	67	34.4	2	1.1	189	100
		Total	100	43.3	48	20.8	81	35.1	2	0.8	231	100
3.	Trainees are assigned according to their occupational choices	• Sub city exp	4	25.0	8	50.0	3	18.8	1	6.2	16	100
		• Trainers	11	42.3	9	34.6	6	23.1	-	-	26	100
		• Trainees	59	31.2	34	18.0	93	49.2	3	1.6	189	100
		Total	78	33.8	51	22.1	107	46.3	4	1.8	231	100

(Exp. =Experts, No Res. = no response)

As indicated in Table 9 concerning the selection and assignment of target groups, many of the total respondents (43.3%) agreed that awareness creation was given to the community about skill training before selection was rated as low. But when looking separately (56.3%) of the sample sub-city experts agreed as medium, this may happen because the sub-city TVET department may have made some efforts with the kebeles concerning skill training. While the principals of the NFTEVT Institutes have approved in their responses for the interview questions, that they select target groups to the training by announcement through notices which is posted in the school gate and some other places. In this regard, it is understood that there could be many youngsters who do not have information about skill training in their surroundings.

With regard to the orientation given after admission trainees about their choice of different field, most of the total respondents (46.65%) of them agreed as high. Trainers should give orientation to the target groups after their admission specially to decide, on their occupational choice depending on their interest.

Table 10: Relevance of the skill Training

No	Items	Respondents	Agree		Neutral		Disagree		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Trainees acquire the necessary skill and attitude that fit to the world of work	• Sub city exp	4	25.0	6	37.5	6	37.5	16	100
		• Trainers	7	26.9	11	42.3	8	30.8	26	100
		• Trainees	67	35.4	55	29.1	67	35.5	189	100
		Total	78	35.8	72	31.2	81	35.0	231	100
2.	Trainees are trained with appropriate modular and outcome based curricula.	• Sub city exp	3	18.8	5	31.2	8	50.0	16	100
		• Trainers	7	26.9	10	38.5	9	34.6	26	100
		• Trainees	53	28.0	47	24.9	89	47.1	189	100
		Total	63	27.3	62	26.8	105	45.9	231	100
3.	Trainees are getting training with adequate training materials.	• Sub city exp	2	12.5	3	18.7	11	66.8	16	100
		• Trainers	4	15.4	5	19.2	17	65.4	26	100
		• Trainees	35	18.5	49	25.9	105	55.6	189	100
		Total	41	17.7	57	24.7	133	57.6	231	100

As can be noted from the above table, with regard to trainees acquiring the necessary skill and attitude that fit to the labor market, from the total respondents 78(33.8%) of them agree with the concept while 72(31.2%) said as moderate and 81(35.0%) disagree. In relation to this interview was conducted to principals to identify the problems they encountered to make the training relevant to the need of the labor market:-

- a) Lack of budget
- b) Lack of machines, equipments, and tools
- c) Shortage of training shops
- d) Shortage of skilled trainers

Regarding to training with appropriate modular and outcome based curricular in item 2 most of the total respondents (45.9%) disagreed on the appropriateness of modular and outcome based curricula. Non formal TVET curricula should be designed and developed in collaboration with TVET trainers and experts from the world of work preferably from the local areas and other related stakeholders (MOE, 2006:33). Therefore, it seems that the NFTVET institution lacks the coordination and support given by the regional TVET agency to enable them to translate the occupational standard in to appropriate modular and outcome based curricula. With respect to item 3 in table 10 most of the total respondents 57.6 percent disagree that trainees are getting training with adequate training materials.

Moreover, information from interview of principals and open ended comments of trainers and sub-city experts indicated, the major problem encountered in NFTEVT institutions was shortage of educational materials

4.3 Knowledge, Skills, Attitude and Benefits of NFTVET Trainer

Table 11 Instructors performance during Training

No.	Items	Respondents	Adequate		Moderate		Inadequate		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Instructors know how to deliver practical training to trainees	• Sub city exp	9	56.3	5	31.2	2	12.5	16	100
		• Trainers	16	61.5	7	29.9	3	11.6	26	100
		• Trainees	109	57.7	54	28.6	26	13.7	189	100
		Total	134	58.0	66	28.6	31	13.4	231	100
2.	Instructors practice of transferring ideas to trainees about self-employment opportunities in the market.	• Sub city exp	4	25.0	4	25.0	8	50.0	16	100
		• Trainers	3	11.5	12	46.2	11	42.3	26	100
		• Trainees	51	27.0	52	27.5	86	45.5	189	100
		Total	58	25.1	68	29.4	105	45.5	231	100
3.	Knowledge of transferring ideas of entrepreneurship and micro-business skills to trainees	• Sub city exp	2	12.5	7	43.7	7	43.8	16	100
		• Trainers	3	11.5	13	50.0	10	38.5	26	100
		• Trainees	48	25.4	39	20.6	102	53.9	189	100
		Total	53	22.9	59	25.6	119	51.5	231	100
4.	The practice of linking training and the world of work during training.	• Sub city exp	3	18.8	5	31.2	8	50.0	16	100
		• Trainers	7	29.9	8	30.8	11	42.3	26	100
		• Trainees	33	17.5	39	20.6	117	61.9	189	100
		Total	43	18.6	52	22.5	136	58.9	231	100

As it is revealed in the above table, majority of the respondents (58%) indicated that instructors know how to deliver practical training to trainees is adequate, this may be because, as indicated in table I most of the trainers are graduates of TVET diploma and also most of them are experienced in skill training since they have service more than 5 years in the institute.

On the other side, majority of the sample respondent in item 2 and 3, (45.5%) and (51.5%) respectively agreed that instructors practice to transfer ideas about self employment opportunities and knowledge of entrepreneurship and micro-business skills to trainee is inadequate. This can be as a result of the inadequacy of getting additional training in

Entrepreneurship and micro/small business skills that must be conducted in cooperation with regional TVET Agency and Sub-City TVET department.

With respect to trainers' practice of linking training and the world of work during training, majority of the respondents (58.9%) rated as inadequate. Linking training with the world of work needs the study of training need assessment to understand the skill gap of the previous graduates who are found at work so that to link it to the present one. In this sense it indicated that trainer's knowledge and awareness to conduct and make practice in linking training with the world of work is low.

Table 12: Attractive Work Environment of Trainers

No.	Items	Respondents	High		Medium		Low		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Opportunities given for further training to build instructors capacity.	• Sub city exp	4	25.0	7	43.7	5	31.3	16	100
		• Trainers	5	19.2	11	42.3	10	38.5	26	100
		Total	9	21.4	18	42.9	15	35.7	42	100
2.	Motivation of trainers in the institute in fringe benefits	• Sub city exp	2	12.5	5	31.3	9	56.2	16	100
		• Trainers	2	7.7	6	23.1	18	69.2	26	100
		Total	4	9.5	11	26.2	27	64.3	42	100
3.	Motivation of trainers in monetary forms	• Sub city exp	1	6.3	6	37.5	9	56.2	16	100
		• Trainers	1	3.8	4	15.4	21	80.8	26	100
		Total	2	4.8	10	23.8	30	71.4	42	100

The above table shows that most of the respondents (42.9%) agreed that opportunities of further training which is given to trainers are medium. On the other hand with respect to motivation of trainers in the training institute in fringe benefits, a large portion of the sample respondents (64.3%) rated as low on the idea. Most of the respondents (71.4%) also rated that the motivation of trainers in monetary forms is low. Hence, this may show that trainers may lose interest on their job and also may lead this condition to trainers to turn over. Some

of the trainer respondents on the open-ended questions opinion have also indicated that trainers are not encouraged in their salary and there appears also turnover of trainers.

4.4 Availability of Work Places, Resources and Manpower Development

This section is concerned with availability of sufficient offices and workshops, sufficient training materials and administration man power to run the training program

Table 13: Availability of Suitable Work Place and Sufficient Materials

No.	Items	Respondents	Adequate		Moderate		Inadequate		Total	
			No.	%	No.	%	No.	%	No.	%
1.	Sufficient offices for both administrative and teaching staff	• Sub city exp	5	31.2	7	43.8	4	25.0	16	100
		• Trainers	5	19.2	9	34.6	12	46.2	26	100
		• Trainees	96	50.8	52	27.5	41	21.7	189	100
		Total	106	45.9	68	29.4	57	24.7	231	100
2.	Workshops available to accommodate varying fields to the need of target groups in the market	• Sub city exp	4	25.0	2	12.5	10	62.5	16	100
		• Trainers	4	15.4	10	38.5	12	46.1	26	100
		• Trainees	31	16.4	62	32.8	96	50.8	189	100
		Total	39	16.9	74	32.0	118	51.1	231	100
3.	Availability of raw materials and equipments in accordance with number of trainees	• Sub city exp	1	6.2	7	43.8	8	50.0	16	100
		• Trainers	7	26.9	9	34.6	10	38.5	26	100
		• Trainees	43	22.8	39	20.6	107	56.6	189	100
		Total	51	22.1	55	23.8	125	54.1	231	100
4.	Safety equipments installed in the workshop	• Sub city exp	2	12.5	4	25.0	10	62.5	16	100
		• Trainers	4	15.4	6	23.1	16	61.5	26	100
		• Trainees	21	11.1	33	17.5	135	71.4	189	100
		Total	27	11.5	43	18.6	161	69.7	231	100
5.	Availability of references materials	• Sub city exp	4	25.0	5	31.2	7	43.8	16	100
		• Trainers	3	11.5	12	46.2	11	42.3	26	100
		• Trainees	30	15.9	48	25.4	111	58.7	189	100
		Total	37	16.0	65	28.1	129	55.8	231	100
6.	Financial allocation and support to implement the program	• Sub city exp	1	6.2	8	50.0	7	43.8	16	100
		• Trainers	4	15.4	7	26.9	15	57.7	26	100
		• Trainees	35	18.5	52	27.5	102	54.0	189	100
		Total	40	17.3	67	29.0	124	53.7	231	100

Table 13 shows the adequacy of offices, workshops and teaching materials. As can be noted from item 1 most of the total respondents (45.9%) rated that there is sufficient offices for

both administrative and teaching staffs. But when looking individually, most of the trainer respondents (46.2%) indicated the availability as inadequate. The writer also tried to identify the offices of administrative and trainers; accordingly, most of the institutes have adequate administrative offices. But when looking to the training workshops, some of the training courses such as plumbing, construction and painting are conducted on open spaces outside while trainers of metal work, electricity and wood work is conducted somehow in shops. To this view some of the trainers have common staff/offices.

With regard to workshops availabilities to accommodate varying fields and availability of raw materials and equipments in accordance with number of trainees, most of the total respondents (51.1%) and (54.1%) respectively rated as inadequate. Most of the respondents when answering their open-ended questions and from the interviews of the regional TVET Agency officials and principals pointed out that these are the series problems encountered in training institutes, Hence this may show that applying demand driven training that fits to the labor market is not encouraging.

With respect to safety equipments installed in the workshop, and availability of references that serve to training, (69.7%) and (55.8%) of the total respondents respectively have agreed as inadequate. In similar way (53.7%) of the total respondents identified that financial allocation and support given to the institute to implement the program were inadequate. In related matter, respondents of the sub-city experts and trainers for the open-ended questions have identified budget constraints as the main problem that arose in NFTEVT training institutes to implement the program in the proper way.

Table 14: Manpower development and Support

No	Items	Respondents	Adequate		Moderate		Inadequate		No Res.		Total	
			No.	%	No.	%	No.	%	No.	%	No.	%
1.	Qualified administrative and finance staff	• Sub city exp	6	37.5	7	43.8	3	18.8	-	-	16	100
		• Trainers	8	30.8	11	42.3	7	26.9	-	-	26	100
		• Trainees	57	30.2	55	29.1	74	39.2	3	1.8	189	100
		Total	71	30.7	73	31.6	84	36.4	3	1.3	231	100
2.	Qualified and experienced principals with sufficient knowledge and skill of vocational education training	• Sub city exp	4	25.0	8	50.0	4	25.0	-	-	16	100
		• Trainers	6	23.1	8	30.8	12	46.2	-	-	26	100
		• Trainees	73	38.6	50	26.5	66	34.9	-	-	189	100
		Total	83	35.9	66	28.6	82	35.5	-	-	231	100
3.	Availability of vocational counseling service in the center	• Sub city exp	-	-	4	25.0	12	75.0	-	-	16	100
		• Trainers	2	7.7	5	19.2	19	73.1	-	-	26	100
		• Trainees	35	18.5	55	29.1	98	51.9	1	0.5	189	100
		Total	37	16.0	59	25.5	127	55.0	1	0.5	231	100

Table 14 discussed on the administrative manpower of NFTVET Institutes in junior level. Item 1 and 2 presents data about the availability of qualified administrative finance staff and qualified and experienced coordinators with sufficient skill of vocational education. Accordingly, of the total respondents (30.7%) and (36.4%) respectively rated as adequate and inadequate to the qualified administrative finance staff. Similarly from the total respondents (35.9%) and (35.5%) respectively rated as adequate and inadequate. As it clearly shows from the characteristics of respondents in Table 3a, most of the principals are not graduates from TVET institutions. Therefore, it seems that the experience and qualification of the administrators to administer the program is not encouraging.

As to the availability of vocational counseling service in the center, most of the total respondents (51.9%) agreed as inadequate. In related to this concept, the trainers in responding to the open-ended questions have identified vocational counseling service as a problem in training Centers.

CHAPTER FIVE

Summary, Conclusions and Recommendations

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

5.1 Summary

The main purpose of this study was to find out the extent to which the Non-Formal TVET program in junior level was implemented and in Addis Ababa city Government. An attempt was also made to find out the main problems in implementing of NFTVET program in junior level in accordance with the statement of the problems.

In order to achieve the purpose of the study, basic questions were raised regarding the practice and challenges encountered in making TVET demand driven and outcome based training. These basic questions were:

1. To what extent is the implementation of Non-Formal TVET Program demand-driven in addressing the societies need?
2. Do the Non-Formal TVET Institutions have encouraging situation with respect to staff development, financial support and material fulfillment for the implementations of the program?
3. Do trainers have the necessary occupational knowledge, skills and work attitude to provide the training effectively?
4. What are the main constraints encountered in implementing the Non-Formal TVET program?

Five junior level NFTVET institutes from Addis Ababa region were selected for the study. To secure a relevant data, respondents of five categories, trainees, trainers, principals, sub-city experts and TVET Agency officials with a total population of 262 were used as a sample population. The data gathering instrument were questionnaire and interview. The quantitative data were analyzed using percentages while the qualitative data were narrated to

support the quantitative ones. On the basis of the analysis of the data, the following are the main findings of the study.

1. Demand driven Skill training in the TVET centers should be provided based on the study of the labor market assessment. But according to the study the effort made towards labor market assessment by the TVET agency and Sub city experts was not satisfactory. As a result this condition may lead graduates to unemployment to some extent.

Majority of the respondents indicate the following as main reason for not undertaking labor market assessment:

- a) Lack of support from regional TVET Agency and sub-city TVET department.
 - b) Lack of adequate knowledge to labor market assessment.
 - c) Lack of awareness of the concept of labor market assessment.
 - d) Financial constraints to run the program.
-
2. Training needs assessment is a tool to identify knowledge, skills and attitudes that are needed. It has to identify the details of the required training (Addis Ababa City Government, 2005). Nevertheless the study revealed that in the NFTVET centers, there was lack of expected needs assessment for each of the trades given because of the following drawbacks in the system:
 - a) Lack of technical support given to training centers by the regional and sub-city TVET Agencies.
 - b) Shortage of capable manpower in the regional and sub-city TVET departments to conduct the study.
 - c) Shortage of adequate budget in all levels of TVET concerned bodies to run the study.
 3. As there is availability of adequate knowledge of staff members in the TVET centers to a certain extent, not that much is exercised to conduct tracer study. The reason was identified because of shortage of adequate budget to run the study and

lack of support of the regional and sub-city TVET departments. Therefore condition may lead training Institutions to supply driven training.

4. Tracer study is a method to obtain feedback that helps TVET institutions to evaluate the outcome of training courses. This requires registering the addresses of graduates before they depart from the institutes. Majority of the respondents indicated that, the effort made by the training centers towards registering graduates before they leave the training center was not satisfactory.
5. Majority of the respondents indicated that the awareness creation given to the community about skill training before selection was low. But adequate orientation is given to trainees on assignment and choice of different fields of study.
6. However, it should be noted that trainees are not assigned according to their occupational choice.
7. As to the relevance of skill training, respondents are not clear on that how trainees acquire the necessary skill and attitude that fit to the world of work. The reason may be because of the new modular approach and outcome based curricula is not practiced well, and lack of adequate training materials.

As to knowledge and skill of NFTVET instructors, the findings show that:

1. Instructors of the NFTVET institution deliver practical training in the training centers.
2. Instructors lack knowledge of transferring idea of entrepreneurship and micro business skills in linking the training with world of work to trainees.
3. There is fair opportunities given for further training to build instructors capacity.
4. However, other means of motivating to trainers seems inadequate.

Responses related to the availability of work places, resources and manpower would be recapitulated as follow.

1. As the majority of the total respondents pointed out sufficient offices are available for administration staffs while trainers face shortage in this regard.
2. Workshops available to accommodate varying fields to the need of target groups are inadequate.
3. When seen against the number of trainees, educational materials and equipments in TVET seems inadequate.
4. With regard to trainers to work in safe manner in their shops, there is a problem of safety equipments installed in the shops.
5. Availability of reference materials and financial allocation to implement the training program was rated “low”.
6. Findings indicated that qualified administrative and finance staff to be inadequate.
7. Findings also indicate that principals’ of NFTVET institutes do not that much have sufficient knowledge and skill of vocational training.
8. The provision of vocational counseling service in the training center was found too low. This implies that, there was a problem of guiding trainees to follow their program in a proper way.

5.2 Conclusions

The main purpose of NFTVET in junior level is to train junior level manpower required in the labor market. In order to realize this, the program has to be linked to the labor market. Such training obviously require qualified instructors and effective administrative staffs, adequate educational materials, proper allocation of budget and adequate support from concerned bodies. With this in mind the following conclusions can be drawn from the findings of the study

- The training given in the non-formal TVET institutions are not geared to demand driven training since there are no practices of undertaking tracer studies, training need and labor market assessment. Lack of support from concerned bodies, lack of budget, shortage of adequate and skilled manpower to conduct labor market assessment are some of the challenges in the NFTVET institutions.
- From the findings one can also conclude that instructors have good capacity in delivering practical trainings. However, they lack the knowledge and practice of linking trainees with entrepreneurship and micro business skills to fit to the world of work after graduation, and this condition leads trainees to lose confidence to self employment.
- The findings indicate that, the training institutes lack sufficient training workshops, reference materials, raw materials and equipments that can accommodate the number of trainees. Hence, it is possible that these problems can affect the implementations of training programs of these TVET institutions.

5.3 Recommendations

On the basis of the findings and conclusions indicated above, the following recommendations are forwarded to solve or minimize the effect of the problems.

1. A systematic and coordinated approach of continuous labor market and training need assessment should be developed in order to enable training providers to offer appropriate program in the needed skills and occupational fields that fits to the world of work. To meet these objectives, skill, knowledge and competency of regional, sub-city and TVET provider staff members is decisive factor. However, the study reveals that there is low level of implementation in bringing demand driven training. Therefore, in order to bring the desired outcome, the regional or sub-city TVET offices and TVET providers should give attention to:

- The regional TVET Agency has to assign appropriate manpower who has the required knowledge and skill of vocational education training in all levels of TVET institutions, sub-cities TVET departments and TVET agency.
 - The regional and sub-city TVET departments should cooperate with TVET providers to study the labor market and training needs assessment to provide demand driven and outcome based training.
 - The sub-city finance department should provided adequate budget to the NFTVET institution and to the sub-city TVET departments in order to implement the tracer study, labor market and training need assessments. In addition to the budget allocation, NFTVET institutions should design plan on income generating activities.
 - TVET provider should be well trained and oriented to conduct tracer study. To this effect sub-city TVET experts have to conduct workshops and induction programs to all concerned bodies.
 - Training providers in collaboration with the Sub-city and Kebele administrative concerned bodies have to provide appropriate orientation to the community about NFTVET skill training and find the unskilled as well as unemployed persons in the community in order to provide the required skills to the target groups.
2. It is wise to give attention to the newly assigned and inexperienced trainers particularly on entrepreneurial and micro-business skills. In accordance to this:
- The regional TVET Agency has to take attention to pin point the skill gaps of trainers and to give information to training institutions of trainers.
 - The sub-city TVET departments have to arrange short term trainings and workshops to increase the knowledge and skill of trainers in liking the training with the world of work.
 - As the main purpose of TVET trainers is to provide effective training to have the moral and initiatives, TVET providers in collaboration with the sub-city TVET department have to motivate trainers through fringe and monetary form.

3. Quality services can be provided with the help of adequate resource. Hence, the NFTVET centers should be armed with adequate training material and should improve their standard. Therefore, all the sub-city, TVET providers and TVET agencies should work strongly on collaborating stakeholder and NGOs towards NFTVET capacity building.

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APPENDICES

Appendix - 1

Addis Ababa University

School of Graduate Studies

Business Education Department

A questionnaire to be responded by trainers

The purpose of this questionnaire is to collect relevant information for the research in assessing the implementation of Non-Formal TVET program in Addis Ababa. This study reveals to identify the problems in the **implementation program of government junior level TVET training centers**. As a result, the problems that exist in the implementation program and that hinders in meeting the educational objectives will be identified. Finally, solution will be forwarded for the investigated problems. In this regard you are the right person to provide relevant information for the study. Hence, your response has a great contribution to the success of the study; you are kindly requested to respond to every item in the questionnaire.

General directions:

- No need of writing your name
- Please put “✓” mark in the boxes provided corresponding to each alternatives except the open ended items that should be filled by writing.

I: Personal and General Information

1. A Name of the training institution/organization: _____

2. A Present job title: _____

3. A Field of specializations: _____

4. A Sex : a) Male b) Female

5. A Age: a) below 25 b) 26-30
 c) 31-36 d) 36 above

6. A Service years in your current position

a) 0-5 b) 6-10 c) Above 10 years

7. A Qualification

a) 12th grade complete b) TTI

c) 10+1/10+2 d) 10+3 diploma

e) Ba/BSc f) Other _____

8. A Years of TVET experience:

- a) Below 2 years b) 2-3 c) 3-5 d) above 5 years

II: Items related to relevance of the junior NFTVET implementation program to make it demand driven training.

9. A Training provided in the training center is based on the labor market information :-

- 1) A High 2) medium 3) low

10. If your answer for question No.9 is 'low', please give reasons prior to the following alternatives (1-5):

1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, 5 = strongly agree

Put a () mark in its corresponding column

No	Reasons	1	2	3	4	5
1	Lack of support and follow up the regional TVET department give to NFTVET centers to study the labor market assessment					
2	Lack of support and follow up the sub-city TVET department give to NFTVET centers to study the labor market assessment					
3	Lack of adequate knowledge of NFTVET center manpower in conducting the labor market assessment.					
4	Financial constraints to ran the labor market assessments					
5	Lack of awareness					

Practice of conducting training need assessment

10. A Training conducted in the institutes is based need assessment

- a) A Yes b) No

11. A The following items are reasons of not conducting training **needs assessment**.

Would you please rate them by using the scale given below?

1= very low, 2= low, 3= medium, 4= high 5= very high

Put a (☑) mark in its corresponding column

No	Reasons	1	2	3	4	5
1	Regional and TVET authorities are giving support to the NFTVET providers to promote training needs assessment in the institute.					
2	Sub-city TVET authorities are giving support to the NFTVET providers to promote training needs assessment in the institute.					
3	Availability of capable manpower in the training center to conduct the training need assessment, the skills, attitude, and knowledge required to a certain job in the labor market before training (skill-gap)					
4	Availability of adequate budget to run the training needs assessment.					

Opportunities of Conducting Tracer study.

12. Training courses provided in the center should be based on the feedback of tracer study. Rate each item according to your view of their appropriateness as:

1= very low 2= low 3= medium 4= high 5= very high

Put a (☑) mark in its corresponding column

No	Reasons	1	2	3	4	5
1	The regional TVET authorities make support and follow up for NFTVET provider to conduct tracer study					
2	The sub-city TVET authorities make support and follow up for NFTVET provider to conduct tracer study					
3	Availability of adequate knowledge of the TVET staff to manipulate the study					
4	Availability of budget and materials in the training center for the purpose.					
5	Undertaking of the necessary preparation to contact with graduating trainees prior to their departure from the training center.					

Selection of NFTVET Target Groups and skill training in the program

13. Proper implementation and expansion of non-formal TVET requires the identification of the target groups to be trained.

As a member of TVET provider you know more of the training situation; therefore, rate, each of the following items according to your view of their appropriateness as:

1= very low 2= low 3= medium 4= high 5= very high

Put a (☑) mark in its corresponding column.

No	Items	1	2	3	4	5
A	Selection of NFTVET Target Groups					
1	Awareness creation is in place to the community about skill training before selection.					
2	Adequate orientation on assignment or choice of different fields of training of target groups after admission.					
3	Trainees are assigned according to their occupational choice					

Put a (☑) mark in its corresponding column

B	Relevance of Training program	Agree	Neutral	Disagree
1	Trainees acquire the necessary skill and attitude that fit to the world of work			
2	Trainees are trained with appropriate modular and outcome based curricula.			
3	Trainees are getting training with adequate training materials.			

III. Items related with knowledge, skills and Attractive work environment of NFTVET trainers

14. One of the key elements of successful delivery of non-formal TVET is the availability of suitable, qualified and experienced trainers. Rate each item according to your view of their appropriateness as:

1 = v. inadequate, 2 = inadequate, 3= moderate 4 = adequate, 5 = v. adequate

Put a (☑) mark in its corresponding column

No	Questionnaire items	1	2	3	4	5
A	Instructors performance during training					
1	Instructors know how to deliver practical training to trainees					
2	Instructors practice of transferring ideas to trainees about self-employment opportunities in the market					
3	Knowledge of transferring ideas of entrepreneurship and micro-business skills to trainees					
4	The practice of linking training and the world of work during training.					

Put a (☑) mark in its corresponding column

B	Attractive work environment of trainers	High	Medium	Low
1	Opportunities given for further training to build instructors capacity.			
2	Motivation of trainers in the institute in fringe benefits			
3	Motivation of trainers in monetary forms			

IV. Capacity Building of the NFTVET Center

15. Items listed below are staff development and availability of training materials in the training center. Rate which item in 5 point scale according to your view of their appropriateness as:

1= very inadequate 2= inadequate 3= moderate

4= adequate 5= very adequate

Make a (✓) marks in its corresponding column.

No	Questionnaire items	1	2	3	4	5
A	Availability of suitable work place sufficient materials					
1	Sufficient offices for both administrative and teaching staff					
2	Workshops available to accommodate varying fields to the need of target groups in the market					
3	Availability of raw materials and equipments in accordance with number of trainees					
4	Safety equipments installed in the workshop					
5	Availability of references materials					
6	Financial support to implement the program					
B	Manpower and Support					
1	Qualified administrative and finance staff					
2	Qualified and experienced coordinators with sufficient knowledge and skill of vocational education training					
3	Availability of vocational counseling service in the center					

Open-ended questions

15. What are the major problems you have observed during supervision to implement the training program in relation to demand driven and outcome based training?

Appendix - 2

Addis Ababa University

School of Graduate Studies

Business Education Department

A questionnaire to be responded by 'Experts' of the Sub-city TVET Departments.

The purpose of this questionnaire is to collect relevant information for the research in assessing the implementation of Non-Formal TVET program in Addis Ababa. This study **training centers**. As a result, the problems that exist in the implementation program and that hinders the realization of the educational objectives will be identified. Finally, solution will be forwarded for the investigated problems. In this regard you are the right person to provide relevant information for the study. Hence, your response has a great contribution to the success of the study; you are kindly requested to respond to every item in the questionnaire. intends to identify the problems in the **implementation program of government junior level TVET**

Thank you for your cooperation.

General directions:

- 6 No need of writing your name
- 6 Please put "✓" mark in the boxes provided corresponding to each alternatives except the open ended items that should be filled by writing.

I: Personal and General Information

11. Name of the training institution/organization: _____
12. Present job title: _____
13. Field of specializations: _____
14. Sex : a) Male b) Female
15. Age: a) below 25 b) 26-30
 c) 31-36 d) 36 above
16. Service years in your current position
 a) 0-5 b) 6-10 c) 11-15 d) Above 16 years
17. Qualification
 a) 12th grade complete b) TTI c) 10+1/10+2

- d) 10+3 diploma e) Ba/BSc f) Other _____

II: Items related to relevance of the junior NFTVET implementation program to make it demand driven training.

18. Training provided in the training center is based on the labor market information :-

- 2) A High 2) medium 3) low

9. If your answer for question No.8 is 'low', please give reasons prior to the following alternatives (1-5):

1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, 5 = strongly agree

Put a (☑) mark in its corresponding column

No	Reasons	1	2	3	4	5
1	Lack of support and follow up the regional TVET department give to NFTVET centers to study the labor market assessment					
2	Lack of support and follow up the sub-city TVET department give to NFTVET centers to study the labor market assessment					
3	Lack of adequate knowledge of NFTVET center manpower in conducting the labor market assessment.					
4	Financial constraints to ran the labor market assessments					
5	Lack of awareness					

Practice of conducting training need assessment

19. Training conducted in the institutes is based need assessment

- b) Yes b) No

10. The following items are reasons of not conducting **training needs assessment**. Would you please rate them by using the scale given below?

1= very low, 2= low, 3= medium, 4= high 5= very high

Put a (☑) mark in its corresponding column

No	Reasons	1	2	3	4	5
1	Regional and TVET authorities are giving support to the NFTVET providers to promote training needs assessment in the institute.					
2	Sub-city TVET authorities are giving support to the NFTVET providers to promote training needs assessment in the institute.					
3	Availability of capable manpower in the training center to conduct the training need assessment, the skills, attitude, and knowledge required to a certain job in the labor market before training (skill-gap)					
4	Availability of adequate budget to run the training needs assessment.					

Opportunities of Conducting Tracer study.

11. Training courses provided in the center should be based on the feedback of tracer study. Rate each item according to your view of their appropriateness as:

1= very low 2= low 3= medium 4= high 5= very high

Put a (☑) mark in its corresponding column

No	Reasons	1	2	3	4	5
1	The regional TVET authorities make support and follow up for NFTVET provider to conduct tracer study					
2	The sub-city TVET authorities make support and follow up for NFTVET provider to conduct tracer study					
3	Availability of adequate knowledge of the TVET staff to manipulate the study					
4	Availability of budget and materials in the training center for the purpose.					
5	Undertaking of the necessary preparation to contact with graduating trainees prior to their departure from the training center.					

Selection of NFTVET Target Groups and skill training in the program

12. Proper implementation and expansion of non-formal TVET requires the identification of the target groups to be trained. As a member of TVET provider you know more of the training situation; therefore, rate, each of the following items according to your view of their appropriateness as:

1= very low 2= low 3= medium 4= high 5= very high

Put a (☑) mark in its corresponding column

No	Items	1	2	3	4	5
A	Selection of NFTVET Target Groups					
1	Awareness creation is in place to the community about skill training before selection.					
2	Adequate orientation on assignment or choice of different fields of training of target groups after admission.					
3	Trainees are assigned according to their occupational choice					

Put a (☑) mark in its corresponding column

B	Relevance of Training program	Agree	Neutral	Disagree
1	Trainees acquire the necessary skill and attitude that fit to the world of work			
2	Trainees are trained with appropriate modular and outcome based curricula.			
3	Trainees are getting training with adequate training materials.			

III. Items related with knowledge, skills and Attractive work environment of NFTVET trainers

13. One of the key elements of successful delivery of non-formal TVET is the availability of suitable, qualified and experienced trainers. Rate each item according to your view of their appropriateness as:

1 = v. inadequate, 2 = inadequate, 3= moderate 4 = adequate, 5 = v. adequate

Put a (☑) mark in its corresponding column

No	Questionnaire items	1	2	3	4	5
A	Instructors performance during training					
1	Instructors know how to deliver practical training to trainees					
2	Instructors practice of transferring ideas to trainees about self-employment opportunities in the market					
3	Knowledge of transferring ideas of entrepreneurship and micro-business skills to trainees					
4	The practice of linking training and the world of work during training.					

Put a (☑) mark in its corresponding column

B	Attractive work environment of trainers	High	Medium	Low
1	Opportunities given for further training to build instructors capacity.			
2	Motivation of trainers in the institute in fringe benefits			
3	Motivation of trainers in monetary forms			

IV. Capacity building of the NFTVET center

14. Items listed below are staff development and availability of training materials in the training center. Rate which item in 5 point scale according to your view of their appropriateness as:

1= very inadequate 2= inadequate 3= moderate

4= adequate 5= very adequate

Make a (☑) marks in its corresponding column.

No	Questionnaire items	1	2	3	4	5
A	Availability of suitable work place sufficient materials					
1	Sufficient offices for both administrative and teaching staff					
2	Workshops available to accommodate varying fields to the need of target groups in the market					
3	Availability of raw materials and equipments in accordance with number of trainees					
4	Safety equipments installed in the workshop					
5	Availability of references materials					
6	Financial support to implement the program					
B	Manpower and Support					
1	Qualified administrative and finance staff					
2	Qualified and experienced coordinators with sufficient knowledge and skill of vocational education training					
3	Availability of vocational counseling service in the center					

Open-ended questions

15. What are the major problems you have observed during supervision to implement the training program in relation to demand driven and outcome based training?_____

Appendix - 3

Addis Ababa University

School of Graduate Studies

Business Education Department

A questionnaire to be responded by trainees

The purpose of this questionnaire is to collect relevant information for the research in assessing the implementation of Non-Formal TVET program in Addis Ababa. This study reveals to identify the problems in the **implementation program of government junior level TVET training centers**. As a result, the problems that exist in the implementation program and that hinders in meeting the educational objectives will be identified. Finally, solution will be forwarded for the investigated problems. In this regard you are the right person to provide relevant information for the study. Hence, your response has a great contribution to the success of the study; you are kindly requested to respond to every item in the questionnaire.

Thank you for your cooperation.

General directions:

- 7 No need of writing your name
- 7 Please put “✓” mark in the boxes provided corresponding to each alternatives except the open ended items that should be filled by writing.

I: Personal and General Information

20. Name of the training institution _____

21. Field of Training _____

22. Sex : a) Male b) Female

23. Age: a) below 20 b) 21-25

 c) 26-30 d) 30 above

5. Educational level before you joined to the institution?

a) Read and write b) Grade 1-4

c) Grade 5-8 d) Grade 9-10

e) Grade 10 complete and above

I. Selection of NFTVET Target Groups and Relevance of the training program

6. Proper implementation and expansion of non-formal TVET requires the identification of the target groups and relevant modularized training.

As a trainee of the TVET institution you know more of the training situation; therefore, rate, each of the following items according to your view of their appropriateness as:

1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, 5 = strongly agree

Put a (☑) mark in its corresponding column.

Put a (☑) mark in its corresponding column

No	Items	1	2	3	4	5
A	Selection of NFTVET Target Groups					
1	Awareness creation is Provided to the community about skill training.					
2	Adequate orientation is given to target groups before entrance.					
3	Trainees are assigned according to their occupational choice					
B	Relevance Training of Trainees					
1	Trainees acquire the necessary skill and attitude that fit to the world of work					
2	Trainees are trained with appropriate modular and outcome based curricula.					
3	Trainees are getting training with adequate training materials.					

II. Items related with knowledge, skills and attitude of NFTVET trainers

7. One of the key elements of successful delivery of non-formal TVET is the availability of suitable, qualified and experienced trainers. Considering, yourself as a trainee of TVET institution rate each item according to your view of their appropriateness as:

1 = not available, 2 = inadequate, 3 = moderate

4 = adequate, 5 = v. adequate

Put a (☑) mark in its corresponding column

No	Questionnaire items	1	2	3	4	5
A	Instructors performance through training					
1	Professionally acquiring occupational knowledge to deliver practical training to trainees					
2	Instructors practice of transferring ideas to trainees about self-employment opportunities in the market					
3	Knowledge of transferring ideas of entrepreneurship and micro-business skills to trainees					
4	The practice of linking training and the world of work during training.					

III. Capacity building of the NFTVET center

8. Items listed below are staff development and availability of training materials in the training center. Rate each item in 5 point scale according to your view of their appropriateness as:

1= very inadequate , 2= inadequate , 3= moderate , 4= adequate , 5= very adequate

Make a (☑) marks in its corresponding column.

No	Questionnaire items	1	2	3	4	5
A	Availability of suitable work place sufficient materials					
1	Offices for administrative and teaching staff					
2	Workshops available to accommodate varying fields to the need of target groups in the market					
3	Availability of raw materials and equipments in accordance with number of trainees					
4	Safety equipments installed in the workshop					
5	Availability of references materials					
6	Financial support to implement the program.					
B	Staff development and Support					
1	Qualified administrative and finance staff					
2	Qualified and experienced coordinators (principals) with sufficient knowledge and skill of vocational education training					
3	Availability of vocational counseling service in the center					

Open end questions

9. What are the major problems you expect during your training related with acquiring knowledge v practical and entrepreneurial skill which will fit to the labor market?

Appendix - 4

Addis Ababa University

School of Graduate Studies

Business Education Department

An interview to be responded Junior Level Non-Formal TVET Coordinators (principals)

The purpose of this questionnaire is to collect relevant information for the research in assessing the implementation of Non-Formal TVET program in Addis Ababa. This study reveals to identify the problems in the **implementation program of government junior level TVET training centers**. As a result, the problems that exist in the implementation program and that hinders in meeting the educational objectives will be identified. Finally, solution will be forwarded for the investigated problems. In this regard you are the right person to provide relevant information for the study. Hence, your response has a great contribution to the success of the study; you are kindly requested to respond the interviews below.

Thank you for your cooperation.

General directions:

- 5 No need of writing your name

I: Personal and General Information

24. Name of the organization: _____

25. Present job title: _____

26. Field of specializations: _____

27. Sex : a) Male b) Female

28. Age: a) below 25 b) 26-30
 c) 31-36 d) 36 above

29. Service years in your current position

- a) Below 3 years b) 3-5 years
- c) 5-10 years d) above 10 years

30. **Qualification**

- a) Certificate in _____
- a) A Diploma in _____
- b) A Degree in _____
- c) A Other _____

Interview for Non-Formal TVET coordinators (principals)

- 1.A What are the efforts made on labor market and training need assessment to make the training of your institute demand driven (that fits to the labor market)?
- 2.A What Problems do you face to conduct labor market analysis and training need assessment?
- 3.A How do you identify and select the target groups to join the training?
- 4.A To what extent do the instructors of the training center have adequate knowledge to conduct tracer study?
- 5.A What would be your view on the qualification, skill and attitude of the trainers?
- 6.A What mechanisms are applied to motivate trainers of the institute?
- 7.A Would you please explain the organizational setup and availability of training material of your institute as well as to the financial support provided from the sub-city?
- 8.A Do you think the implementation of non-formal TVET program is producing graduates relevant to the world of work?
- 9.A Would you please propose your idea on the relationship between the institute and employers towards your graduates' placement in a job?
- 10.A What do you think about the budget and financial activities of the institution to implement the program?
- 11.A What major problems have you encountered during the implementation of the training program in relation of making it demand driven and outcome based?

Appendix -5

Addis Ababa University

School of Graduate Studies

Business Education Department

An interview to be responded by Agency officials

The purpose of this questionnaire is to collect relevant information for the research in assessing the implementation of Non-Formal TVET program in Addis Ababa. This study reveals to identify the problems in the **implementation program of government junior level TVET training centers**. As a result, the problems that exist in the implementation program and that hinders in meeting the educational objectives will be identified. Finally, solution will be forwarded for the investigated problems. In this regard you are the right person to provide relevant information for the study. Hence, your response has a great contribution to the success of the study; you are kindly requested to respond the interviews below.

Thank you for your cooperation.

General directions:

- 5 No need of writing your name

I: Personal and General Information

31. Name of the organization: _____

32. Present job title: _____

33. Field of specializations: _____

34. Sex : a) Male b) Female

35. Age: a) below 25 b) 26-30
 c) 31-36 d) 36 above

36. Service years in your current position

- a) Below 3 years b) 3-5 years c) 5-10 years d) above 10 years

37. **Qualification**

d) A Diploma in _____

e) A Degree in _____

f) A Other _____

Interview for TVET Agency Officials

1. A In what way do you support the Non-Formal TVET Junior Institute (training centers) to implement their programs?
2. A What supports should your agency provide to Non-Formal TVET programs to make the training of the institute demand driven?
3. A To what Extent is your follow-up and support to Non-Formal TVET providers to conduct tracer study?
4. A Do you think that the implementation of Non-Formal TVET program of the junior level is relevant to the labor market?
5. A What major problems do you encountered in follow-up and giving support to the Non-Formal TVET training centers?

Non-formal TVET Program

Training provider Number of government and non-government Junior and Basic Level TVET Institutes in Addis Ababa by sub-cities 1999

No.	Sub-City	Junior Level TVET Institutes		Basic Level TVET Institutes		Total Non- formal
		Government	Non- government	Government	Non- government	
1.	Arada	1	20	-	23	44
2.	Addis Ketema	-	-	2	9	11
3.	Akaki Kality	1	-	2	1	4
4.	Bole	1	8	2	4	15
5.	Gulelle	1	4	1	3	9
6.	Kirkos	1	8	-	38	47
7.	Kolfte Keranyo	1	-	-	4	5
8.	Lideta	1	10	-	1	12
9.	Nefasilk Lafto	1	1	-	2	4
10.	Yeka	2	1	2	9	14
	Total	10	52	9	94	165

1999(2006/7)

Addis Ababa City Government Education Bureau Non-Formal TVET Department
Government Junior Level Training Centers: Trainees - Trainer - Administration Staff

S.N.	Training Center	Trainees			Trainer			Administration Staff		
		M	F	Σ	M	F	Σ	M	F	Σ
1.	Ferensay J. TVET TC	126	10	136	7	1	8	5	6	11
2.	Kotebe J. TVET TC	88	9	97	7	1	8	4	7	11
3.	Lideta J. TVET TC	215	22	237	10	-	10	4	5	9
4.	Akaki J. TVET TC	50	8	58	5	-	5	5	5	10
5.	Gofa J. TVET TC	67	22	89	5	1	6	5	6	11
6.	Shiromeda J. TVET TC	141	23	164	9	1	10	6	5	11
7.	Aware J. TVET TC	70	74	144	7	1	8	5	4	9
8.	Kolfe J. TVET TC	92	8	100	4	2	6	6	5	11
9.	Fitber J. TVET TC	70	75	145	4	1	5	3	6	9
10.	Bole J. TVET TC	27	9	36	6	-	6	4	6	10
	Total	828	378	1206	64	8	72	47	55	102

Declaration

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

Name: Alemu Atsebeha

Signature: 

Date submission *June 11, 2010*

Submission Approach Sheet

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

Name: Abdelaziz Hussine (Ph.D)

Signature 

Date submission *June 11, 2010*

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AN ASSESSMENT OF THE MAJOR PSYCHOLOGICAL AND SOCIAL PROBLEMS OF FEMALE CHILD COMMERCIAL SEX WORKERS IN SOME SELECTED TOURIST SITES: THE CASE OF ADDIS ABABA, BAHIR DAR AND GONDAR

Ashenafi Kassahun



June, 2010
Addis Ababa