DON BOSCO TVET COLLEGE
MEKANISSA CAMPUS

TRAINING

NEEDS ASSESSMENT

SEPT.2020

ADDIS ABABA

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INTRODUCTION

1.1.   Background of the Study

Appropriate quality assurance monitoring and support will be carried out among TVET institutions to maintain the quality and implement the design of TVET systems in an organized manner. To achieve this, Don Bosco College will increase departments and cooperative training will fully implement to ensure the provision of human resource that will satisfy the community's demand for skilled human power. The TVET system will continue to serve as a potential instrument for technology transfer, through the development of occupational standards, accreditation of competencies, occupational assessment and accreditation and the establishment and strengthening of the curriculum development system. Technical and vocational education and training institutions should identify the appropriate training need of the community to serve as centers of technology accumulation for micro and small-scale enterprises.

The first stage of the training cycle is training needs assessment. Identifying the training needs is the necessary start for any program or course planning. Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. Unless such a needs assessment has been adequately performed it may be difficult to rationally justify providing training. Such a needs assessment should enable an explanation to be given on why the training activities should be done, and also show that training is, in fact, the best solution for the performance problem or development need.

A needs assessment can be an important tool for any trainer or organization planning a Program or course. Accurate needs assessment can help develop a Program or course based on the real needs of the people that it is serving. As time is often limited in training Programs, courses which take learners' needs into account can ensure that what is most useful for learners is covered (Swanepoel B. et.al, 2003).

"Training Needs Assessment" (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

Technical and Vocational Training is one of the main components of ESDP policy, Increasing the trained labor force relates to the development of the country as a whole. Improving coherence of the quantity and the quality of technical and vocational training is a challenge in Ethiopia. Education has neither shaped nor corresponded to labor force needs or the requirements of industry and trade. On all levels of the educational system, education and training has little relevance to practice and context and to preparation for the workforce and employability. The main problems facing the current TVET Programs are: the range of occupational areas, trades, skills and knowledge covered by available training Programs is very limited; girls and women are underrepresented in training Programs, which is also due to the fact that existing provision mainly addresses typical male skills and occupations; and training provision for operating micro and small entrepreneurs and people in employment hardly exists.

There for this research tries to identify training needs of the community at the individual, group or organizational level to prioritize these training needs in Nifas Silk Lafto Sub City.

1.2. TVET in Ethiopia

Ethiopia is one of the oldest nations in the world and the oldest independent country in Africa. Ethiopia is the second most populous country in Sub-Saharan Africa after Nigeria. Ethiopia is ethnically and linguistically very diverse. The transitional legislature formally recognized 64

major ethnic groups, and more than 250 distinct languages are known to be spoken in the country.

The Government of Ethiopia has developed Education Training Policy (ETP) and Education Sector Strategy in 1994 (Transitional Government of Ethiopia, 1994; Ministry of Education, 1996). The Government adopted the Education Sector Development Program (ESDP) in 1997 together with the Education Training Policy. The Education and Training Policy (ETP) has focused on expanding access to educational opportunities.

In the past, development of TVET has been supported by the aid of, among others, the United States, the Soviet Union, Italy and many national non-governmental organizations (NGOs), and recently by Japan and Germany. After the sector-wide Program in education was established, the foreign aid projects had to support the goals defined in Ethiopia.

As Tesafaye (1995) and Froyland (2001) observed, a comprehensive model of upper secondary school was introduced in Ethiopia 40 years ago with support from USAID. During the 1960s 105 practical modules were introduced in secondary schools in four areas: Industrial Arts, Home Economics, Commercial and Agricultural. The practical streams were aimed to fostering the value of all labour and the promotion of standards of efficiency and workmanship. The practical subjects covered about 20 percent of the 160 hours study Programs. The comprehensive schools, some of which still exist, have mainly offered academic Programs preparing the students for the national academic examination.

A polytechnic Program was introduced and developed in Ethiopia from the 1970ies with Russian support. Students were offered general polytechnic courses in Grades 9 and 10, after which three-year advanced technical/vocational training Programs were delivered. The Programs prepared middle level skilled manpower and staff for technical, managerial or administrative positions at paraprofessional level. Teachers assigned to the junior and senior secondary schools were expected to have college diplomas and bachelor degrees.

Some NGOs and missionary groups have also played an important role in vocational education and skills training. The variety of and even conflicting philosophies of TVET and SD Programs showed to be unsustainable due to discontinuity, poor quality and competence, and lack of resources.

To expand the coverage of TVET and higher education, during GTP I period extensive work has been undertaken. As a result, the intake rate of TVET capacity has increased. In addition, professional competence assessment has been conducted extensively and 632 occupational standards were classified. However, quality and relevance of the TVET system are still crucial issues that call for concerted efforts to bring basic improvement during the GTP II period. In addition, efforts should be made to resolve the flawed perception towards TVET and address the rent-seeking problems in the sub-sector.

1.3. Historical Background of Don Bosco

Before his priestly ordination, he is John Bosco. After his priestly ordination he is "Don" Bosco. "Don" is a contraction from the Latin Dominus (a title given to priests). In 16th August 1815, John Bosco is born at Becchi, a cluster of homesteads part of the village of Morialdo attached to the town of Castelnuovo d'Asti.

Don Bosco opens the first Salesian house outside Turin: the "Little Seminary" of Mirabello Monferrato. Director is Michael Rua, for whom Don Bosco writes a few pages of "confidential memoirs," one of the foundational documents on the Salesian educational style. March 1864 Laying of the first stone of the church of Our Lady Help of Christians at Valdocco.

Don Bosco has different activities in Ethiopia since 200X.

Don Bosco Technical and vocational education and training College Mekanisa Campus established in 2007 with two departments, such as _____ and _____.

1.4. Statement of the Problem

Because training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. If training is necessary, we need to define the objective of the training and how it will help the community become more effective.

First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be.

Therefor this research tries to identify training needs of the community at the individual, group or organizational level to prioritize these training needs in Nifas Silk Lafto Sub City.

1.5. Objectives of the Study

1.5.1. General Objective

To identify training needs of the community at the individual, group or organizational level to prioritize these training needs in Nifas Silk Lafto Sub City.

1.5.2. Specific Objectives:

The study sought to achieve the following objectives:

➢ Describe the demographic characteristics of the respondents.

➢ Identify the training needs of the individual, group or organization.

1.6. Research Questions

The following research questions were investigated:

➢ What are the demographic characteristics of the respondents?

➢ What are the training needs of the individual, group or organization?

RESEARCH METHODOLOGY

2.1. Research Design

The study is a survey research. A survey research is a research that employs the study of large and small population by selecting and studying sample chosen from the population to discover the relative incidence, which by impact can easily serve as a forecaster and predictor (Olaitan, Ali, Eyoh and Sowande, 2000). In this study, the training needs of the community around the college were examined and described.

2.2. Area of the Study

Area of the study was Nifas silk Lafto Sub City and areas around the college in Addis Ababa City Administration. Nefas Silk Lafto is one of the 10 sub cities of Addis Ababa located in the southwest suburb of Addis Ababa and has a total of 13 woreda administrative structure. It borders with Bole, Ledeta, Kirkos and Akaki Kality sub city. According to central statistical agency population projection Nefas silk sub city has population estimated to be about 401,897 which women are 53% & men account for 47% (CSA, 2018). The major socio economic activities of the population in the sub city are nonagricultural activities such as trade, manufacturing and services.

2.3. Population

We defined the source population as a person aged 15 years or more living in Nefas Silk Lafto sub-city. We also defined the study population as a person aged 15 years or more living in Nefas Silk Lafto Sub-city.

The population of the study comprises of all the community living and working around the college in Nifas Silk Lafto Sub City. Preparatory School Students around Don Bosco, those graduated from high schools but couldn't join universities due to different factors, Government and Private employees around Don Bosco, those want to change their field of study and/or want to upgrade their educational status and Government Officials, Government & Private Industries, Families of Students are population of the study.

2.4. Sample and Sampling Technique

A total of 210 respondents, those 100 Preparatory School Students, 60 Government and Private Employees around Don Bosco, 10 Government Officials, 10 Government & Private Industries

owners or managers, 30 Families of Students in Nifas Silk Lafto Sub City participated in the study. The study was aimed at identifying the training needs of the community in Nifas Silk Lafto Sub City, particularly around the college. Hence the need to employ a sampling method that would ensure a proper representation of the larger population of the respondent was necessary. The parameters that were considered for the selection of the study sample were a respondent be greater than 15 years old. He or she must have possessed at least a minimum qualification of Junior Secondary School or Senior Secondary School. Using judgmental sampling technique, a total of two hundred and ten (210) respondents were sampled around the college.

2.5.   Research Instrument

For the purpose of this research, two instruments were developed and used by the researchers. One was a Training Needs Questionnaire and the other was Interview. Due to the problem related to COVID-19, almost 50% of the respondents were communicated with phone call and Interview. The Questionnaire and Interview sought demographic information on the participants such as sex, age, and educational status. It also sought other information such as preferred training needs and the problems usually faced when receiving training. The instruments were validated by experts from Don Bosco TVET College.

2.6.   Method of Data Analysis

The data collected was analyzed using frequency and simple percentage to answer the research questions raised.

DATA ANALYSIS & DISCUSSIONS

Descriptive measures of each questions response and offices document sources results are presented in the following sections.

3.1. Demographics of the study Area

Understanding area of the study and its nature is important to identify and determine the existing and potential gaps. The needs and expectations of customers need to be understood well to have a sustainable service delivery in the area and this training need assessment included the following elements.

3.1.1. Population by Age and Gender

The total population is estimated to be 401,897 which women are 53% & men account for 47%. The woreda's population growth rate is 2.8%.

Table 1: Population by Age and Gender

Age Category	Male	Percentage	Female	Percentage	TOTAL	Percentage
0-9	38,637	10%	35,155	9%	73,792	18%
10-14	11,741	3%	14,585	4%	26,326	7%
15-19	14,992	4%	30,003	7%	44,995	11%
20-24	26,142	7%	32,444	8%	58,586	15%
25-29	30,717	8%	33,646	8%	64,363	16%
30-34	19,640	5%	19,625	5%	39,265	10%
35-39	16,994	4%	15,426	4%	32,420	8%
40-44	8,434	2%	5,587	1%	14,021	3%
45-49	6,900	2%	6,814	2%	13,714	3%
50-54	2,393	1%	4,437	1%	6,830	2%
55-59	2,779	1%	6,666	2%	9,445	2%
60-64	2,446	1%	2,266	1%	4,712	1%
65 and Above	7,301	2%	6,127	2%	13,428	3%
Total	**189,116**	**47%**	**212,781**	**53%**	**401,897**	100%

Source: CSA

As shown in the table, more than 75% percent of the population is above 15 years old. This implies that there is huge number of prospected trainees, because anyone who needs to join TVET College he or she must be greater than 15 years old.

3.1.2. Distribution of Educational Level by Age and Gender

As we can see from table 2, only 19% of the population has diploma and above educational level. The other percent of the population of the sub city have less than certificate educational level. This implies that there is huge number of prospected trainees around the college.

Table 2: Distribution of Educational Level by Age 10 years and above and Gender

Educational Level	Male	Percentage	Female	Percentage	Total	Percentage
Non Fomal	630	1%	497	1%	1,127	1%
1st Cycle Primary	5,377	6%	5,090	5%	10,467	11%
2nd Cycle Primary	15,595	17%	11,622	12%	27,217	29%
Secondary Not Completed	7,397	8%	2,651	3%	10,048	11%
Secondary Completed	16,355	17%	7,454	8%	23,809	25%
Preparatory	1,209	1%	237	0%	1,446	2%
Certificate	986	1%	444	0%	1,430	2%
Diploma or First Degree Not Completed	1,525	2%	422	0%	1,947	2%
Diploma	1,238	1%	1,897	2%	3,135	3%
First Degree	4,652	5%	4,805	5%	9,457	10%
Above First Degree	3,267	3%	747	1%	4,014	4%
Total	**58,231**	**62%**	**35,866**	**38%**	**94,097**	**100%**

Source: CSA

3.2. Finding & discussions

This section presents the analysis of data collected and discusses the findings of the study. It consists of an overview of data collected and analyzed guided by the general objective of the study which was to identify training needs of the community at the individual, group or organizational level to prioritize these training needs in Nifas Silk Lafto Sub City.

3.2.1. Background of the Respondents

This section analyzes the background information of the respondents. This section presents the descriptions of the respondents in terms of their age, gender, and level of education. Results presented in table 3.

As shown in table 3, most of the respondents were at the age of between 15 and 20, which is 42% and between 21 and 25, which is 25 %. These show that most of them are youngest.

Results reveal that in table 4, 53% of the respondents were female while 47% of the respondents were male. Hence the College will increase the opportunity of female students to learn the field of their interest and diversify their career opportunity.

Table 3: Age distribution of respondents.

Age Group	15-20	21-25	26-35	36-45	Above 45	Total
Frequency	89	53	31	28	9	210
Percentage	42%	25%	15%	13%	4%	100%

Source: Survey 2020

Table 4: Gender Distribution of Respondents

Gender	Male	Female	Total
Frequency	98	112	210
Percentage	47%	53%	100%

Source: Survey 2020

Respondents were asked to provide information regarding their educational level. This information was deemed relevant in assessing the training needs assessment of Don Bosco. As shown in table 5, 30% of the respondents completed grade tenth, 36% of the respondents completed grade twelfth, 28% of the respondents completed level one to four and 13% of the respondents have first degree and above. This implies that if they will have an access they will join TVET colleges.

Table 5: Educational Level

Educational Status	10th Grade Completed	12th Grade Completed	Level-I	Level-II	Level-III	Level-IV	First Degree	Second Degree	Total
Frequency	64	75	12	8	15	23	11	2	210
Percentage	30%	36%	6%	4%	7%	11%	5%	1%	100%

Source: Survey 2020

3.2.2. General Questions Related to the College

85% 0f the respondents agree that opening additional departments has advantages. It will address the large population there, it reduces the additional costs of the students around the college when they go to another college, Students will save their time of moving to other distant colleges, communities will get job opportunities, small trade activities around the campus will be encouraged.

Table 6: Benefits and Conduciveness

			Frequency	Percentage
i	Do you think that the opening of additional departments benefits the surrounding Community?	Yes	178	85%
		No	32	15%
		Total	**210**	**100%**
ii	Is the location of Don Bosco (Mekanisa Area) conductive for you to attend classes?	Yes	162	77%
		No	48	23%
		Total	**210**	**100%**

Source: Survey 2020

3.2.3. Training Needs

As shown in table 7, 64% and 1% of the respondents prefer Accounting at most and least respectively. Related to Marketing from the total respondents 58% showed most prefer and only 3% less prefer. 51%, 54%, 47% 44% and 49% of the respondents most prefer Human Resource Management, Secretarial Science, Purchasing, Legal Service and Information Technology respectively. On the other hand, they prefer less those departments at 11%, 9%, 6%, 19% and 6% respectively.

Table 7: Training Needs

Departments	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Accounting[1]	2	1%	5	2%	26	12%	42	20%	135	64%
Marketing[2]	6	3%	16	8%	27	13%	39	19%	122	58%
Human Resource Management	23	11%	43	20%	15	7%	21	10%	108	51%
Secretarial Science[3]	18	9%	17	8%	27	13%	35	17%	113	54%
Purchasing	12	6%	45	21%	10	5%	42	20%	98	47%
Legal Service	39	19%	39	19%	11	5%	29	14%	92	44%
Information Technology	13	6%	30	14%	34	16%	31	15%	102	49%

Source: Survey 2020

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[1] Accounts and Budget Services, Accounts and Budget Support and Basic Account Works
[2] Marketing Operation Coordination, Marketing Services and Clerical Works Support
[3] C.C and Sec. Oper. Coordination, C.C. and Sec. Operation and Customer Contact Works Support

CONCLUSION AND RECOMMENDATION

4.1. Conclusion

The main objective of the survey was to identify training needs of the community at the individual, group or organizational level to prioritize these training needs in Nifas Silk Lafto Sub City. Based on the data collected and the findings, the study concluded that most of the respondents agree opening additional department and also the location of college is conducive for teaching and learning process. 97% of the respondents prefer Accounting department, 90% of the respondents prefer Marketing department, 69% of the respondents prefer Human Resource Management department, 83% of the respondents prefer Secretarial Science department, 71% of the respondents prefer Purchasing department, 63% of the respondents prefer Legal Service department and 80% of the respondents prefer Information Technology department.

4.2. Recommendations

Based on the result and experience of the researcher, it recommended as follows:

- ➢ Don Bosco college should reconcile the survey result with the Addis Ababa and Federal TVET agency directions.
- ➢ Don Bosco college can open the first three departments such as, Accounting department, Marketing department and Secretarial Science department in the first phase, Information Technology department and Purchasing department in the second phase and the rest of the department can open in the third phase.

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ANNEX

ዉድ ተሳታፊዎች

የዚህ ጥናት አላማ ድንቦስኮ ኮሌጅ መካኒሳ ካምፓስ በቢዝነስ የስልጠና መስክ ሊከፍት ላሰበዉ ተጨማሪ የትምህርት ክፍሎች መረጃ መሰብሰብ ነዉ፡፡ከዚህ ጥናት የሚገኘዉ መረጃ አዲስ የትምህርት ክፍል መክፈትን በተመለከተ ለኮሌጁ ማኔጅመንት ዉሳኔ አጋዥ ከመሆኑም በተጨማሪ ለጥናት ዉጤታማነት ከፍተኛ አስተዋፆ አለዉ፡፡ስለሆነም ይህንን መጠየቅ በመሙላት እንድትተባበሩን በትህትና እየጠየቅኝ መጠይቁ ሶስት ክፍሎች ሲኖሩት የመጀመሪያዉ ክፍል የመላሾችን ዳራ፣ሁለተኛዉ ክፍል ከኮሌጁ ጋር የተያያዘ አጠቃላይ ጥያቄዎች እና ሶስተኛዉ ክፍል ደግሞ ሊከፈቱ የታሰቡ የትምህርት ክፍሎችን ፍላጎት የተመለከተ ነዉ፡፡

ስም መፃፍ አያስፈልግም!

መጠይቁን በመሙላት ስለተባበሩን በቅድሚያ እናመሰግናለን!!

1. የመላሾች ዳራ

እባክዎት መልሰዎን ከጥያቄዉ ፊት ለፊት በሚገኘዉ ሳጥን ዉስጥ የ "X" ምልክት በማድረግ ይመልሱ:

i) ዕድሜ

15-20 ☐   21-25 ☐

26-35 ☐   36-45 ☐   Over 45 ☐

ii) ፆታ

ወንድ ☐   ሴት ☐

iii) የትምህርት ደረጃ

$10^{ኛ}$ ክፍል ያጠናቀቀ/ች ☐ $12^{ኛ}$ ክፍል ያጠናቀቀ/ች ☐

ደረጃ 1 ያጠናቀቀ/ች ☐   የመጀመሪያ ዲግሪ ☐

ደረጃ 2 ያጠናቀቀ/ች ☐   ሁለተኛ ዲግሪ ☐

ደረጃ 3 ያጠናቀቀ/ች ☐   ሌላ ☐

ደረጃ 4 ያጠናቀቀ/ች ☐

2. ኮሌጁን የተመለከተ አጠቃላይ ጥያቄ

እባክዎት መልስዎን ከጥያቄው ፊት ለፊት በሚገኘው ሳጥን ዉስጥ የ "X" ምልክት በማድረግ ይመልሱ:

i) ተጫማሪ የትምህርት ክፍል (department) መክፈት የአካባቢውን ማህበረሰብ ይጠቅማል ብለው ያስባሉ?

አዎ ☐   አይደለም ☐

ii) ኮሌጁ የሚገኝበት አካባቢ (መካኒሳ)ለመማር ማስተማር ምቹ ነው?

አዎ ☐   አይደለም ☐

3. የስልጠና ፍላጎት

እባክዎት በትምህርት ክፍል (departments) መሰረት የስልጠና ፍላጎትዎን በደረጃ ከ 1-5 በመምረጥ የ **x** ምልክት ያድርጉ:-

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

ተ.ቁ	የትምህርት ዘርፍ	1	2	3	4	5
3.1.	አካዉንቲንግ /Accounting					
3.2.	ማርኬቲንግ/Marketing					
3.3.	የሰው ሀይል አስተዳደር/Human resource Management					
3.4.	የጽህፈት ሙያ/Secretarial Science					
3.5.	የግዥ አስተዳደር/Purchasing					
3.6.	የህግ አገልግሎት/Legal Service					
3.7.	ኢንፎርሜሽን ቴክኖሎጂ/Information Technology					

3.8. ሌላ የትምህርት ዘርፍ ካለ ይጥቀሱ _____

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