



DREAM II Conference

Adama, Ethiopia

15 -18 March 2022

**TVET vocational Training in short
term program**

on

**Basic Mason Training(BMT) ASAL
Areas**

Adadale Poly Technic College

Afar

**Adadale Poly Technic College in collaboration with GIZ-SDR
Basic Mason Training Package
2015 – 2022**

17 March, 2022

Short course/term/ training proposal

- **Introduction: Why the short term training**

Non Formal TVET Training – is defined as any form of training for which the **content and learning aims have been defined**. This usually means training is based on **well-defined curricula**, either within or without an institution.

- to overcome the problem of unemployment and underemployment, a more ***diversified TVET system*** is required.
- It is important to create one coherent, integrated TVET system which includes **formal**, **non-formal** and **informal training**, and which allows access to formal TVET for a variety of target groups through assessment and certification mechanisms.
- As stated in the TVET Strategy, **non-formal TVET** – like formal TVET – should **increasingly involve and integrate** the public and the private sector, non-governmental organizations, as well as the community.



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Non formal TVET target groups, training providers and stakeholders

- Proper implementation and expansion of non-formal TVET requires the identification of the **target groups, training providers and stakeholders.**

☐ **Target Groups**

- School leavers
- Dropouts
- People without formal education including illiterates
- Entrepreneurs and employees
- Farmers and their families
- Unemployed, youth and adults,
- People potential /active in the informal economic sector,
- People from urban and rural areas,
- Landless poor, and
- Disadvantaged groups
- People with special needs
- Adults from Integrated Functional Adult Education program
- Commercial Sex workers
- Displaced people
- Vulnerable youth
- Wage workers in Small and Micro-Enterprises
- Self-Employed Persons
- Small and Micro-Entrepreneurs with Informal Employees and etc



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❑ *Training Providers for Non-formal TVET*

- Farmer Training Center
- Public and non-public TVET institutions(including industry training centers)
 - Public TVET institutions
 - Private TVET institutions
 - NGO-run TVET providers
 - International NGOs-run institutions
 - local NGO-run institutions
- Rural technology training centers: Training in appropriate technologies
- Prison centers : short term given to prisoners
- Different Association: Different tailor-made trainings



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□ *Stakeholders in Non-formal TVET*

Stakeholders in the governance, implementation and monitoring/evaluation of non-formal TVET include

- ✓ sectorial Ministries,
- ✓ public and private enterprises and their representatives,
- ✓ Federal and Regional Micro and Small Enterprise Development Agencies,
- ✓ Non-governmental organizations (NGOs),
- ✓ Public, private and NGO TVET providers, communities, MSE's and others.



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Profile of APTC (Adadale Poly Technic College)

- Name of the college: Adadale Poly Technic College(APTC)
- The college is located in the town of Ayssaita in the Afar region. It is 65 km from the regional capital samara.
- Total numbers of the staff is 115
- Year of establishment:
1994 E.C
- Total Area of the College is covered 90,430 square meters



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➤ The college have been 11 buildings including training work-shops: these are

- ✓ Automotive work shop
- ✓ ICT shops
- ✓ Metal Technology work shop
- ✓ Construction work shop
- ✓ Electro technology shop
- ✓ Garment shop
- ✓ Class rooms
- ✓ Library
- ✓ Hall

- ✓ Cafeteria
- ✓ Toilet rooms etc....



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Revenue Stream and Costs of the College

• Revenues

Mainly the college funded from the regional government (BoFed) despite of that the college collected revenues from different ways from

1. Giving a service like Extension program at weekend and night program
2. Selling a product and a service for individuals and organization like house and office supplies, repairing and maintaining machineries
3. Renting machineries, meeting hall and class rooms
4. Provide and sell a short term training Provision
5. Registration fee etc.....



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• Cost

- Mostly the budget presented by BoFed is applying on salary for college Trainer and administrative staffs. The remaining few coins using for a core processing units like training , transforming technology and incubated MSE's plus coasted for administrated activities.
- ✓ Other revenues which is collected from different product and service selling was filled the problems may arrived through our work.



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Short course objectives, modules and co-organizers

Short course objectives, modules and co-organizers

▪ Objectives

The objective of non-formal TVET is to develop a labor force possessing the skills, knowledge and work attitudes needed on the labor market through accessible, target group-oriented, cost-effective and flexible non-formal TVET programs.

▪ Modules:

TVET training providers deliver non formal training based on this local industry demand through selecting one or clustering competencies from existing national occupational standards in order to fulfill the indicated labor market demand



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Basic Mason training(BMT) and constructing water spreading weir

S.n	Type of course (competencies)	Course code	Credit hours
1	Carry out measurement and simple calculation	EIS BBCW1 02 1118	10hrs
2	Use construction hand and power tools	EIS BBCW1 04 1118	10hrs
3	Read and interpret plans & working drawing	EIS MAS2 03 0518	35hrs
4	Setting out profile set up building work	EIS BBCW1 06 1118	50hrs
5	Shape natural stone	EIS MAS2 04 0518	40hrs
6	Laying masonry unit	EIS BBCW1 10 1118	136hrs
7	Preparing mix mortar & concrete	EIS BBCW1 09 1118	10hrs
8	Basic Afar literacy & numeracy skills	-	55hrs
Total Credit Hours			346 Hrs



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Non-formal TVET Implementation Steps

For proper implementation of the non-formal TVET program, the following implementation steps are suggested. The aims are

- ✓ to align non-formal TVET with industry needs and create link to job
- ✓ to establish and maintain training quality standards,
- ✓ to develop appropriate education and training (learning and teaching) materials which emphasize the development of
 - **entrepreneurial skills necessary for improved chances of (self-)employment**
 - **Competencies that is relevant to the labor market.**
 - **quality and productivity improvement (Kaizen)**



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Creating Job opportunity

- Non-formal TVET provider should work cooperatively with its different stakeholders like industry, MSE, micro-finance, TVED, and others in creating job opportunity for Trainees graduated from non-formal TVET. In addition to that, Non-formal TVET graduates are expected to create their own jobs in different ways. i.e self-employed, government & private employed, organize in MSE's enterprise etc.



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Delivery of the short course

- **Who:** skilled, qualified and motivated trainers/ instructors. They should be able to adjust flexibly and creatively to changing technological environments and to create suitable learning conditions for a wide range of target groups, particularly in non-formal TVET. Similarly, access to suitable facilities and equipment and efficient management are essential for the effective delivery of non-formal TVET programs.

➤ **Trainers have to be trained in:**

- Occupational knowledge, skills and work attitudes
- Concept of project based training and cooperative training
- Teaching and Training strategies
- Entrepreneurship/small business skills
- Concept of tracer study
- Development of curricula and TTLM.
- Quality and productivity improvement (Kaizen)



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-Mode of delivery

In order to be successful in the labor market, people need self-confidence, creativity, basic business management skills and the willingness to take risks. This part focuses on curriculum and teaching/training materials development and training delivery modes suitable to achieve these objectives.



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Financial proposal for the short term training

- **Costs calculation**

We split the cost of the training in two, to make it more practical

1. BMT(Theoretical training) and
2. Weir construction (practical training)



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1. BMT(Theoretical training)

Summary of BMT Training Budget Overview		
S.No	Item Description	Grand Total
1	Procurement cost	XXXXXXXXXX
2	Service contracts cost	XXXXXXXXXX
3	DSA for Adadale Poly Technic College Instructors and Admin Heads for practical fieldwork monitoring mission	XXXXXXXXXX
4	Professional payment for Adadale Poly Technic College Instructors and Admin Heads	XXXXXXXXXX
6	Administrative cost of Adadale Poly Technic College	XXXXXXXXXX
7	DSA for masonry trainees	XXXXXXXXXX
8	Transportation cost of trainees	XXXXXXXXXX
9	Trainees medical Insurance	XXXXXXXXXX
10	graduation cost	XXXXXXXXXX
11	Consultancy cost	XXXXXXXXXX
Grand Total Cost		XXXXXXXXXX



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2. Weir construction (practical training)

Depends on the weir size, the consultants/ engineers estimated the cost.

Daily Labour
General daily labour (assistance masson)
daily labour (Motorist)
Facilitator
Guards
Technical forman
Watering women
Site preparation / excavation
backfill
cement loading and unloading
Dry stone works
sub total
Procurement of construction material
cement for masonry including transport
water for construction
potable water for trainees
wooden form work
wooden sticks/pegs
wooden barilla
spray
Jerican
String
plastic sheet for water
pic axe
shovel
wooden pole for temporary store
nail (No 8)
sub total
Construction material transport Service
SINO truck stone transport including fuel
SINO truck sand transport including fuel
IZUZU truck rental including fuel
Fuel for water pump
sub total



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- Determine the minimum number of trainees (most probability in our case 35 trainees)
- Calculate the tuition fee per trainee



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Short course promotion, application and admission

- **Preparation of flier**
- **Communication of potential sponsors by email**
- **Using influential partners to use their networks**
- **Application and sponsorship forms are sent to interested organizations and individuals**



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Thank You



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