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**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**TRAINING PRACTICE IN GAMBELLA GOVERNMENT TECHNICAL  
VOCATIONAL TRAINING COLLEGE**

**BY**

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**UNDER THE SUPERVISION OF THE DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT, ADDIS ABABA UNIVERSITY, IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
MASTER'S DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT**

**JUNE, 2017**

**ADDIS ABABA, ETHIOPIA**

## **Acknowledgment**

First and foremost great thanks to Almighty God for his blessing and helping me from the beginning to the end of my long stay in this academic program and every aspects of my life. I would be glad to extent my deepest gratitude and appreciations to my advisor Yekunoamlak Alemu (PhD) for his unreserved effort in providing me all the necessary guidance and encouragements who contributed a lot to the successful completion of the study. It is also a pleasure for me to express my deepest respect and love and great indebtedness to my family for their financial, material and moral support which made me strong morally and psychologically. Finally, I would like to thank for Gambella People National Regional TVET Bureau while Trainers' who are working in Openo Poly technic college under Technology sector involved in facilitating this research undertaking for they have given a great deal in finance and time in supporting me acquiring information.

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## Abstract

*It is believed that the secret behind any national development is citizens' competence and innovativeness. Aware of this, the current Ethiopian government puts TVET as the best mechanism for transforming the country and lay down a new strategy since 2008 for well effecting its goal. To this end, the researcher was initiated to conduct the study on the current practices of TVET in Gambella Region. Therefore, the purpose of the study was to examine outcomes based training practice in Gambella government technical and vocational training college. To achieve the study objective, mixed research method was adapted and used to generate both quantitative and qualitative data. Openo polytechnic College was selected using purposive sampling. Thus, the study was mainly focused on assess the practices in training, while carried out at the moment. To realize the study successfully, a descriptive survey design was employed in the study. A total of 319 (270 trainees, 43 trainers and 2 college main deans, 1 vocational counselors regional SME and 2 college's academic deans and research participants took in this study. Relevant data for the study were collected both from primary and secondary sources. To collect the required data, standardized questionnaires, and interview were applied. The quantitative questionnaire was analyzed using frequency distribution, percentage, descriptive measure. To analyze qualitative data, thematic analysis which means description, classifications, and associations of the information was carried out. To further assist the quantitative data, SPSS (21.0) was employed. The study results revealed that more than half of the respondents were neither agreed nor disagreed for the trainers are directing by the outcome based training principles & for these same have huge experience & competency to deliver outcome based training consistently with the applied curriculum. In addition, almost half of the respondents were not certain for the college has fully provided the required resources for curriculum development and teaching learning and training materials. 36.74% to 40.82% of the respondents were not satisfied about the performance of the trainees when they practice. The study concluded that 'Openo' poly technical college is at distant prospect in being organized and prepared for outcome based training practice. So, it is better for 'Gambella' government technical vocational and educational training college to searching for mechanisms to possess proper physical and human resource and to carry out fund raising mechanisms to finance out rather than totally depend on recurrent budget and to create conductive working and training environment for the trainees can demonstrate mastery of material through practical application such as projects, products and performances as possible recommendations.*

***Key words: Outcome based Training, Competency, Government TVET College, and Gambella***

# **CHAPTER ONE**

## **INTRODUCTION**

This study is organized in five chapters. The first chapter deals with, a brief background of the study, statement of the problem including the research questions and objectives of the research questions and objectives of the study, delimitation of the study, definition of key terms and organization of the study.

### **1.1 Background of the Study**

Historically, in Ethiopia academic education continued to be provided until 1936 without the vocational curriculum. However, immediately after the liberation, there was an urgent demand for trained people to introduce modern management and launch a program of reconstruction. It needed technicians of all levels, managers, planners, engineers, and other economic-oriented labor force. The immediate response to this urgent demand was the establishment of Technical and Vocational schools to train and supply the critically needed trained people in the various areas of technology (Girma, 2009:26-27).

According to FDRE, (2005: 5) analysis, Technical and Vocational Education and Training was the most neglected area in the history of the Ethiopian Education System. As stated by Girma, (2009) it is an evident fact that in our too early academic education system a greater emphasis was not given even not only for vocational and training curriculum but also modern Education before 1936, as if were seen immediately after the liberation as well as currently existing. However, after our immediate liberty the Government had been in a positioned to respond that were urgently, critically needed trained labor demand through vocationally skilled man power and while done progressive tasks in advance. For instance, it was established vocational and technical training schools, commercial schools, building schools, agricultural and polytechnic schools at various sites to train and supply those critically needed trained people in the various area of technology starting 1940s until 1964s (Wanna 1998:57).

Besides, these all early built institutions have been contributed as an innovation centers and yet they are serving being as educational and training centers and higher institutions as a foundation. Thus, in terms of historical concern on TVET, indeed, it might be mostly neglected until 1936, mean before our liberation. But it was not mostly neglected sector throughout the history of Ethiopian Education System (FDRE, 2005:5).

Currently, the Ethiopian Government has been given a massive concern for TVET sector and while has been introduced fundamental restructuring six years ago on TVET curriculum with its strategic directions for the effective and efficient implementation of outcome based training program me at the national level by sharing good and best experiences from various countries such as Germany, Filipinos, China. Therefore, nowadays, the TVET sector has been shown an astonishing progress, in several aspects. For instance, on the expansion of TVET institutions, on the increase of enrolment, on the trainers and trainees competency, on the quality training provision and so on.

Since, 2000/01 an enormous expansion of the TVET sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector was to meet the middle level human power demand of the industry, service sector which have become very essential to the overall development of the country and while the objective, is to provide quality education and training in the TVET sub-sector. To this end, the national curriculum was revised; skill-upgrading training was given to TVET teachers, and expatriate teachers were employed to overcome the shortage of teachers in collaboration with the private sector and government enterprises an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work (FDRE, 2005:5).

In fact, it is noticeable and topical practice in the TVET sector. However, in terms of the above stated policy based issues and progress, even if they are applying the TVET sector's strategic directions, there is a vast gaps on the overall performance amongst regions. For example, according to Educational Statistics Annual Abstract 2003 E.C, profile of TVET by region, regarding enrolments, number of centers, number of trainers, Gambella regional state was the least followed Benishangul Gumuz and Afar Regional States respectively. Hence, based on this 9+statistical evidence it can possible to suggest

that the given emphasis of the participation rate and expansion of TVET centers in the region. Besides, there are 81 secondary schools (9-10) in the region. Even now, the numbers of trainees who are attending in formal TVET program at Dima *College are not more than 100 and while all the numbers of TVET trainers are not more than 60.* However, according to the TVET strategic directions and enrollment guiding principles, nowadays, TVET institutions are expecting at the national level to respond those grade ten graduates' training needs annually. Thus, regarding this TVET centers would expand by respecting the TVET policy direction in the region.

Gambella, Region 12, which is the capital city of the region Gambella itself, is 766 kilometers away from the capital city of Ethiopia, Addis Ababa. There are 13 woredas under two zones in the region. The typical weather of the region is wet desert. Agricultural and semi pastoralist activities are predominant source of livelihood in the region. The region has been one of marginalized region in Ethiopia. The state borders with the Southern Nations Nationalities and Peoples' Regional State (SNNPRS) and the Sudan Republic to the South, Oromiya and SNNPRS to the East and Benishangul-Gumuz and Oromiya region to the North the Sudan Republic to the West. TVET in Gambella region was launched around 1994 E.C, opening OPENO TVET institute. According to MoE (Statistical abstract, 2010), the number of TVET center in the region were only one.

The National TVET strategy of the Federal Democratic Republic of Ethiopia mentions, among others, creating and further developing a comprehensive, integrated, outcome-based, and decentralized TVET system for Ethiopia; strengthening TVET institutions in view of making them centers for technology capability, accumulation & transfer; improving the quality of TVET (formal and non-formal TVET ) at all levels and making it responsive to the needs of the labor market; strengthening the private training provision and encouraging enterprises to participate in the TVET system; and building the necessary human capacities to effectively manage and implement TVET MoE, (2008:12). However, nationally, there are widespread challenges that came soon following the comprehensive, integrated outcome based and decentralized TVET system. To put into practice that the above declaration, the human and non-human resources capacity was not

in a position, considered, as well as contextual environment were not treated in a reasonable manner. For example, in our region, Gambella until now there are a number of challenges to implement an integrated outcome based training program because it needs well organized industrial foundation, well organized, proactively planned and built workplace in TVET institutions and while the expected responsible local experts' background knowledge, skills and even in attitude was too fresh about the TVET outcome based training program as well as the societies at large in the region. Thus, even if the regional TVET institutions including Gambella TVET are expecting as a center of technology capability, accumulation and transfer, they are not practicing it in a satisfactory manner due to the stated and existing challenges. At this time, TVET sub sector have been given too much emphasis on hard skills rather than soft skill field of trainings. This tendency indicates that the greatest priority that it given for an industrial and technology sector three years ago. And while, following this priority the nature of training forcing to the needs of sophisticated machineries, equipment, supplies and highly trained and qualified man power, as well as to work closely with industry owners based on MoA in a collaborative manner. However, on its practical process several problems are reflecting on the overall provision of competency based training system and while highly affected by technological changes that leads to an additional cost and curriculum amendment or modification, dependent up on market demand and society needs.

Gambella region is located in South Western part of Ethiopia. According to 2008 Census projection from government of Federal, Democratic Republic of Ethiopia, (FDRE) Central Statistics Authority (CSA), and the population of the region is estimated to be 307,096. Among this population, 64.6% of them are aged below 25. It is also a region with highest annual growth rate of population for the period of 1994-2007 as compared to all other regions (CSA, 2008). In the region, TVET sector was leading in parallel with general education by the regional Education bureau under Educational program and supervision department since 1994 E.C. until 2002 E. C. However, recently, following the 2008 TVET strategic direction, the sector has got full recognition and has been established in a separate manner by setting its own organizational structure at Agency level in 2011. With that TVET sectors found in the region were organized and structured.

Regarding TVET sector overview and its introduction, the regional government was not given a huge emphasis. Since the establishment year of the TVET sector as an agency level until this time the accessibility of TVET College is not satisfactory. Due to that, several grade 10 completed students mean those who are not getting opportunity to join preparatory level are not fully benefited by the training delivery. According to the 2008 E.C.TVET strategic direction, these students have a chance to join TVET Collages. However, due to that unsuccessful growth of training centers, the provision of TVET is not satisfying as the expected level. Various, studies were conducted on TVET sector at national as well as regional level, a few of them are conducted by Tesfaye, (2010): On Females' Participation under industrial technology fields and in his study result has been shown that the girls poor participation under industrial technology fields; by Amanuel, (2014): On an Assessment of the current Vocational Leadership Practices and While in his study, the result indicates that the assigned leaders' poor performance at Openo Polly technical college in Gambella region on the on the other hand by Yeshe, (2007) On Practices, Problems and Prospects of Financing TVET program in government institutions of Addis Ababa in her study results has been confirmed that the government is the major financer of public TVET and other funding mechanism are not properly implemented, her finding also shown that the shortage of budget and material supply and institutions' lack motivation on income generation, insufficient utilization of finance and material resource, the participation and awareness of stakeholders were low, the practices of financing system has supported with only policy guidelines and strategies but regulations and directives are not in line with them here in Addis Ababa. Besides,Bezawork ,(2011) : On 'outcome based training practices and challenges' in Arsi Zone in Oromiya region and his study result has been indicated that the problems which were facing the TVET institutions to implement outcome based training effectively, at the side of training provider institutions not having in - depth understanding about outcome based training approach and lack of proper orientation, the training also affected by unqualified trainers and shortage of qualified trainers too. Amongst the above studies, my study insight is moderately differ from them in terms of scope; area and type of study at region level and while my study has intended to assess only the practices of outcome based training to depict its position at the region. Hence, I trust my study might be

portraying the existing overall realistic performance of outcome based training program in the region. Therefore, the goal of this study will be to examine the current practices of outcome based training program in the study area in an extended manner from the previous studies to recognize the overall institutional factors which are reflecting on the outcome based training program.

## **1.2. Statement of the problem**

There are several factors that are indicated in various studies and which are extremely related with human and non-human factors on the entire TVET sector at national level typically in Gambella regional state and while at present they are reflecting on the TVET outcome based training practical process. Among these the existing which are reflecting early and regularly on the outcome based training practices the poor implementation performance of cooperative training program me has conveying a huge influence on the provision of quality training delivery under outcome based training program in the region. Since, education is considered as the key to effective development strategies, technical and vocational education and training must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and helps to achieve sustainable development Africa Union (2007).

Vocational and Technical education is an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or groups of occupations or trades UNESCO, (1997). Similarly, UNESCO (1999) states that Technical and Vocational Education and Training is most directly concerned with the acquisition of knowledge and skills required for the world of work and every country must adapt its TVET program to cater to the skill requirements of its workplace.

The TVET systems endeavour for the highest quality and relevance of all TVET offers. It will develop effective means of quality management, will continuously monitor the relevance of TVET programmes and will provide support and guidance to TVET institutions to achieve defined quality standards. An important mechanism for this will be

the introduction of the system of occupational standards, assessment and certification MoE, (2008).

In the region, outcome based training was started five years ago, after the completion of fundamental TVET reform in 2003E.C. However, until now there is not given huge concern to implement outcome based training in consistent with its strategic approach due to less resource allocation, leaders', stakeholders' Poor commitment, and so on. Various studies were conducted on various topics and have shown the problems but still now the leaders and other concerned bodies **were** not committed to take action in the region. Moreover, Even though, these institutional and regional based studies were identified and shown their own gaps on specific issues until now studies were not conducting on the practices of outcome based training under TVET sector in the region. Among these studies a few of them were conducted by Tesfaye, (2010): On Females' Participation under industrial technology fields and in his study result has been shown that the girls poor participation under industrial technology fields; by Amanuel, (2014): On an Assessment of the current Vocational Leadership Practices and While in his study, the result indicates that the assigned leaders' poor performance at Openo Polly technical college in Gambella region. Therefore, my study also is moderately differing from the above mentioned previous studies in terms study topic and its size at region level.

As researcher's view, Technical and vocational education and training (TVET) system in general and particularly **outcomes** based training program and its crucial components which are implementing in corresponding with outcome based training program such as cooperative training, competency assessment and certification programs are relatively a new practice in Ethiopia context and while it is bearing in mind as the greatest challenge in Gambella regional state. Because, according to the TVET qualification framework, in any TVET institutions for quality OB training delivery should be supported by cooperative training.

Any TVET graduates after completion of each level should get competency assessment for the assurance of his/her competency to be a competent workforce in the labor market as well as to transfer the next level at both institutional and industries, center of competency level (CoC ) but to get this basic policy based preconditions all graduates are

not beneficiaries through cooperative training, competency assessment and certification program because, there was no institutional based assessment and center of competency on behalf of the region. Therefore, because of this, nowadays several TVET trainees, graduates were forced to go to Oromia and South People Nations Nationalist Regions only for competency assessment purpose. Particularly, apparent ship training provider enterprises' are not having in-depth understanding about the concepts and opportunities integrated training as well as the overall training program and lack of proper orientation that enables them to properly accomplish their mission. This exactly represent that the existence of core problems which are facing the TVET institutions' to implement outcome based training program effectively based on its strategic approach. Moreover, it can be thought that the training approach is greatly affecting by lack of stakeholders' involvement to facilitate the training; shortage of finance, the training is not performed based on the curriculum, lack of appropriate training equipment/machineries and insufficient raw materials for training. Therefore, the need for supportive and positive environment is very significant for the effective implementation processes of outcome based training. Generally, essential principles have been formulated to guide and describe additional growth and implementation of the TVET system such as demand-orientation, quality, relevance and equal access and equal opportunities are particularly central issues throughout the current TVET system and in the practical outcome based training implementation process. However, in reality, these central issues TVET outcome based training practices are not illustrating at least the expected minimum outcome in the region so that my initiation on that is to consider further and identify the problems which are reflecting on the practices of outcome based training system for the ultimate solution.

Therefore, the principal objective of this study is to evaluate the overall implementation of outcome based training program and identify the existing and/or existed problems which have to be resolved through change of strategies; planning and making careful monitoring etc. in Gambella Government TVET colleges. Thus, to enable the researcher conduct the proper investigation, the study attempts to answer the following basic questions.

1. How the Government TVET colleges are organized and structured to implement Outcome Based Training in Gambella regional state?
2. To what extent is the training program implemented in consistent with the applied training curriculum in Gambella Government TVET colleges?
3. What are the views of trainers and trainees towards the implementation of OBTVET program in Gambella Government TVET colleges?
4. What are the main challenges in Gambella Government TVET colleges?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The main objective of the study is to assess the practices of outcome based TVET program in Gambella government technical and vocational education and training (TVET) colleges.

#### **1.3.2. Specific Objectives**

The specific objectives of the study are targeted towards providing that the solutions to the basic research questions rising. Thus, the study incorporated the following specific objectives.

- To examine the operational and arrangement of TVET colleges for the outcome based training delivery.
- To assess the implementation of OBT training program inconsistent with the realistic national TVET curriculum and strategic direction.
- To identify the main challenges that encountering and/or encountered the implementation of the OB TVET program with its crucial training components.
- To evaluate the availability of facilities and training equipments in the TVET colleges' contribution of collaborators in terms of training facilities.
- To assess the achievement in competence certification assessment; to assess the extent of employability of the TVET graduate trainees.

## **1.4. Significance of the Study**

The study might have the following significances:

- It helps to create awareness for the management of TVET colleges, stake holders, trainers, trainees and concerned bodies about the outcome based training practical implementation with its all crucial training components.
- It may suggest solutions and adjustments for the problems under investigation and provide an alternative approach concerning the program.
- It may inform TVET colleges, TVET Agency and Stakeholders' about the conditions that need to be reorganizing in the TVET colleges and in the deliverance of training execution process.
- It helps as a reference for further investigation for other researches that focus on the implementation.
- It helps for all stakeholders within the TVET program mainly; researchers, educators and policy makers to know and improve the current practices of the outcome based training program at the national level typically in Gambella regional state.
- It may inform the managements of TVET institutions about their implementation gaps in providing demand driven OBT/VET right from the training need identification.

## **1.5. Delimitation of the Study**

The study was aimed at to examine the practice of outcome based training in Openo TVET College in Gambella Region. In considering the time and resource capacity the study has been delimited to Government TVET College by the researcher. Besides, In order to get comprehensive information on the required issue about the practices of outcome based training program at TVET College, it might have included all the private, NGOs TVET colleges which are found in the Gambella Regional state. However, for the sake of making the research manageable, the study has delimited to Government TVET colleges and whiles it is delimited to level I II, III trainees who are attending regular

program at Openo Polly technic college. Moreover, since there are various fields of study offered in TVET collages, the focus of this study is delimited to the regular programs.

## **1.6. Limitations of the Study**

In this study, there are some limitations that affect the scope and depth of the required information. Since, outcome based training is moderately new trend in Ethiopia as well as Gambella and thus, acquiring relevant reference materials which are related to the topic were very difficult. Absence of adequate literature in the area let the student researcher suffered that, regarding the topic sufficient evidence was not provided at the study area. Besides the complexity of getting compiled and filed at college level were particularly the main challenges that encounter the study in obtaining sufficient information as easily as needed. However, it was attempted to make the study as complete as possible.

## **1.7. Operational Definitions of Terms Used**

**Cooperative Training:** Refers to an instructional delivery of technical and vocational education and training that combines in-company and school training based on a curriculum collaboratively designed and implemented by industries and respective TVET institutions Mode of TVET provided in partnership between enterprises and TVET Institutions.( MoE, cooperative and in-company training MoE,(2010).

**Enterprise:** - It indicates a company or business that makes or sells goods or services in order to make profit. It also refers institutions which hold all forms of training jointly with TVET providers MoE, (2010).

**Formal TVET:** Programs provided by TVET schools under the education sector or by other public and non-public providers accredited by the state education bureau TVET agency MoE, (2008:12).

**Guidance & councilors :-** a school-based staff member, who monitors, assists and coordinates enterprise training and ensures that the institution based competencies are learned in accordance with the training plan MoE, (2006).

**Non-formal TVET:** Indicates all structured short and long term TVET programs (run by different public or private providers, comprising different modes of delivery and duration of training) that are not registered as formal TVET by the ministry of education MoE, (2008:12).

**Occupational Standard:** Define the outcome of all training and earning (competences) expected by the labor market, and will form the benchmark of all quality management within the TVET system MoE, (2008).

**Stakeholders:** All role players in the TVET system, including TVET providers and institutions, teachers and instructors, employers, employees(trade union), trainees, parents, policy makers(government), NGOs and other institutions involved in training and human resource development, educational institutions, donors, etc.MoE,(2006).

**Technical and Vocational Education and Training:** is a comprehensive term referring to the educational process when it involves in addition to general education the study of technologies and related science, and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life UNESCO, (1978).

**Trainees:-**people who are participate in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills MoE,( 2006).

**Trainers:** ATVET trainer is an instructor, facilitator, or supervisor who is competent, to facilitate specific occupation MoE, (2008).

## **1.8. Organization of the study**

This study is organized in to five chapters. The first chapter deals with, a brief background of the study, statement of the problem, objectives of the study, delimitation of the study, definition of key terms and organization of the study. The second chapter presents review of related literature that provides a theoretical framework for the research conducted the theories related with outcome based training program and its implementation process in terms of strategic views. The third chapter deals with the

research methodology and procedures employed to collect and analyze the data. The fourth chapter deals with the presentation, analysis of data and interpretation of the findings. Finally the last chapter includes summary of the findings, conclusion and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is devoted to the review of the related literature. It attempts to present some lessons' based details acquired so far from a variety of researches, TVET strategy documents, and other sources concerning the issue at hand.

#### **2.1. The Concept of Competency Based Training**

The terms technical and vocational education (TVE), technical and vocational education and training (TVET), vocational education and training (VET), are often used to describe the same thing and defined it as an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (World Bank, 2001). In this concept the word 'technical' is tending to give way to the term 'technological', since this type of education prepares learners for higher education and the term 'vocational education' continues to refer to the acquisition of skills for specific occupations.

UNESCO (2005), attach TVET on the 3 Hs, i.e., the head, the heart and the hand and he said that educating the head is important in order to develop a cadre of intelligent workforce; the heart, in order to mould the workforce into good citizens; and, the hand, for a highly skilled workforce in any work that they do. As Gillie (1973) states, technical and vocational education aims at meeting the manpower needs of a society and providing a sequence of educational and training experiences designed to prepare certain people for initial entry into the world of work.

Various ways of defining the term competence are found in the literature often focusing on its different aspects. Some of these definitions are presented below. According to Parry (1996:50) "A competency is a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development" According to Allen, and others (2005) considered competencies are what make people competent. They defined competencies

as prerequisites for effective action and should cover the general and specific knowledge, skills and motivations that may be needed for effective action. Competence of an individual is the knowledge, skills, abilities, or personality characteristics that meet the needs and demand of the modern world labor market. Competency Based Education Training aims at preparing learners more effectively for real workplaces, which means that the acquisition of competences takes into account the requirements of companies and industry.

## **2.2. Objectives, Features and Role of TVET in the National Development.**

The overall objective of Ethiopian National TVET is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people ( MoE, 2008).

The primary objective of all technical and vocational education and training program is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to link training to employment (either self or paid employment) is at the base of all the best practices and strategies observed world-wide. In recent years, in view of the rapid technological advances taking place in industry and the labor market in general, flexibility, adaptability, and life-long learning have become the second major objective of vocational and technical training. The third objective, which is particularly important for African countries, is to develop TVET as a vehicle for rapid industrialization, as well as economic empowerment and social mobility of the individual (NICHE, 2010).

There is an urgent awareness among policy makers in many African countries and the international donor community of the critical role that Technical and Vocational Educational and Training (TVET) can play in national development. The increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have developed in collaboration with The World Bank. One of the most important features of TVET is its orientation

towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty (AU, 2007).The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999).

### **2.3. Institution Building for Outcome-Based TVET**

According to (MoE 2008), previously, TVET delivery did not consider the competence requirements of the labor market as it should be in occupational standards; thus, it failed to appropriately address the ever changing demands of the labor market. Building an outcome based TVET system is therefore the centerpiece/attraction of the TVET reform that strives for enhanced quality and relevance of TVET. An outcome-based TVET system design will also make it easier to recognize the wide range of non-formal training and informal learning schemes available, opening access to previously neglected target groups. In the outcome based TVET system, the federal government will meet its responsibility for ensuring quality and relevance of TVET by: Facilitating the setting of National Occupational Standards which is fairly equivalent to international standards and; Organizing an occupational assessment and certification system which offers National Occupational Qualification Certificates to those who have proven, in an assessment, that they are competent in accordance with the defined occupational standards.

In the process of an outcome-based TVET system, the government has the statutory responsibility to set rules and regulations. It does so in cooperation with employers and other experts knowledgeable about the requirements in the world of work. TVET Strategy document, the technical and vocational education and training system is currently being reformed with an aim to familiarize TVET towards the demands of the labor market. The reformed TVET system will be out-come based, that is oriented towards the world of work. The establishment of an appropriate Ethiopian TVET Qualification Framework (ETQF) with its precisely defined occupational standards and assessment procedures is crucial for TVET providers and enterprises to develop and implement an outcome-based TVET system. The ETQF in particular contributes to the

achievement of several of the guiding principles of the reformed TVET system, namely demand orientation, quality and relevance, equal access, permeability, flexibility and life-long learning. Standard based assessments of technical and vocational skills of TVET graduates for certification and licensing have been introduced very recently in Ethiopia as competency based assessment. It is established as a quality assurance of their occupational competencies to the labor market.

### **2.3.1. Building Capacities and Strengthening Public TVET Institutions**

According to MoE, (2008), Effective, efficient and dedicated TVET providers capable of developing and delivering flexible, demand-driven, TVET programmes are the central features of the new TVET system. Capacitating such providers, both public and non-public, is therefore a core task of the TVET authorities. The preceding years were characterized by a massive expansion of the public TVET supply which increased the provision of formal TVET to Grade 10 school leavers. The expansion, however, was undertaken without due attention to quality. The public sectors will now concentrate on consolidating its TVET institutions, improving labor market orientation, relevance and quality, and widening the TVET supply to disadvantaged groups. In the regions, state level TVET authorities must ensure that: TVET institutions are encouraged and empowered to develop close working relationships with employers and large, medium, small and micro sized companies in their catchment's areas; TVET program of TVET institutions shall be drawn up based on local skilled human resource needs and the needs of the respective Regional Governments; Prioritization of public investment is based on established needs in the labor market; Relevant non-formal TVET program will be developed as a priority, in particular with the aim of increasing TVET offers for target groups in rural areas and to provide skills upgrading for workers in the micro and small business sector;

### **2.3.2. Building TVET Institutions Centers of Technology Capability**

#### **Accumulation & Transfer**

TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the

sector according to international standards. It's also needed that these technologies focus on creative capacity building and greatly contribute to the economic development of the country in a bid to mitigate regional problems. Their benefit will be significant since the trainees who pass through this process are endowed with outstanding and international workforce ethics. In order to replicate the technologies it is required to refer to international best practice and use it as a basis for occupational standard and curriculum development. Closing teachers' and trainers' competence gaps will be addressed by hiring foreign experts. Their role is to capacitate Ethiopian teachers and trainers so that they can implement new TVET program based on occupational standards. By doing so, teachers, trainers and trainees will be able to contribute to transfer the technology to the industry. TVET institutions having accumulated technology capabilities, and using this potential to promote technology transfer, contributes to the enhancement of productivity and the competitiveness of industries. TVET institutions are expected to revamp and supply services to the market to transfer the newly selected technologies (MoE, 2008).

### **2.3.3. Preparation of Occupational Standards and Qualification of TVET in Ethiopia**

Occupational standards define the competences of a worker according to requirements in the labor market. As outlined above, occupational standards comprehensively describe the competence a person has to achieve in order to be considered “qualified” in a certain field. Competence includes the entire range of skills, knowledge and attitudes necessary to perform a specific job. Occupational standards will be developed for all occupational fields at all relevant qualification levels attainable within the TVET system. Each occupational standard can be broken down into units that describe a set of “employable” competences. Occupational standards will be described in the same, nationally approved, format and will be publicly available. This will enhance transparency about occupational qualifications among employers, trainees and TVET providers. Responsibility for organizing, facilitating and endorsing occupational standards rests with the Federal TVET Agency. However, as occupational standards reflect the competence requirements of the world of work, stakeholders from the world of work particularly employers will be the major actors in the development of the standards, as they are in the developed and

emerging countries. The TVET Agency will, therefore, form expert panels for standard setting, comprised mainly of experts with a profound knowledge of workplace requirements. Then it shall be approved as the National Occupational Standard by the Federal TVET Agency MoE, (2008).

#### **2.3.4. Occupational Assessment and Certification**

Occupational assessment and subsequent certification is the main feature of the outcome-based TVET system to verify individual occupational competences. For all defined occupational qualifications at all levels, occupational assessment and certification will be offered. Occupational qualification certificates will be awarded upon passing the occupational assessments. Occupational assessment and certification will be accessible to all candidates who feel competent that they meet the requirements of the respective occupational standard, irrespective of how and where they were trained or learned. The Ethiopia TVET strategy maintains that TVET quality and relevance should be enhanced through making the system outcome based. By “outcome based” the strategy implies that the training received in TVET should be measurable according to the skill assessment based on the occupation standards. This “outcome-based” measure is not to be confused with the measures of the final labor market outcomes of the graduates, such as wages and employment. MoE, (2008).

According to Wolf (1995:1) Competency-based assessment is a form of assessment that is derived from the specification of a set of outcomes; that so clearly states both the outcomes general and specific that assessors, students and interested third parties can all make reasonably objective judgments with respect to student achievement or non-achievement of these outcomes; and that certifies student progress on the basis of demonstrated achievement of these outcomes. Assessments are not tied to time served in formal educational settings. It is the outcomes and not the learning processes or courses which are assessed. Outcomes have to be clearly identifiable as such in order to assure transparent and reliable assessment procedures.

## **2.4. The Current Status of TVET in Africa**

TVET systems in Africa differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training centers. In many countries, the vocational education track has the unfortunate reputation of being a dead-end, so far as academic progression is concerned and fit for those pupils who are unable to continue to higher education.

The duration of school-based technical and vocational education is between three and six years, depending on the country and the model. Some countries like Ghana, Senegal, and Swaziland in an attempt to expose young people to pre-employment skills have incorporated basic vocational skills into the lower or junior secondary school curriculum. However, this approach has met with some skepticism. The skeptics argue that technical and vocational education for employment is unlikely to be effective when delivered concurrently with general education in junior secondary schools NICHE,( 2010).

## **2.5. Outcome-Based TVET Approach in Ethiopia**

According to (MoE,2008) the goal of the TVET system as formulated in its vision and objectives ,is to create a competent and adaptable workforce (both male and female) to be the backbone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country. To this end, the national TVET system, in line with many modern TVET systems worldwide, will be re-organized into an outcome-based system. This means that identified competences are needed in the labor market will become the final benchmark of teaching, training and learning, and that all institutions, rules and regulations of the TVET system will be redefined so that they support citizens to become competent. Competence is a broad concept comprising the ownership and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labor market; to be a productive and adaptable entrepreneur, employee or self-

employed, and thus to contribute to personal empowerment in economic and social development.

As such, the National Occupational Standards define the outcome of all training and learning expected by the labor market, and will form the benchmark of all quality management within the TVET system. In the outcome-based TVET system, the goal of TVET providers is to create the necessary skills, knowledge and attitudes of trainees, so that they are able to perform according to occupational standards, and hence receive certification. Thus, TVET providers have to develop curricula that are based on the National Occupational Standards and are appropriate to the relevant learning process MoE, (2008).

### **2.5.1. Trends and Development of TVET in Ethiopia**

According to MoE, (2008) traditionally, Technical and Vocational Education and Training (TVET) has been fragmented and delivered by different providers at various qualification levels. Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level. In parallel with this, public and private companies have had their own TVET program as have NGOs and private TVET providers. Meanwhile, in non-formal TVET program , public institutions, NGOs, and private schools offer employment-oriented TVET program to various target groups, including school leavers, people in employment, school drop outs and marginalized groups in the labor market. Unlike formal TVET, these programs are not yet systematically delivered. Informal (on National the-job) training is widespread, but due to the absence of a systematic assessment and certification system there are currently no mechanisms to recognize informal occupational learning. Traditional apprenticeships in the small and micro enterprise sector constitute another presumably important, yet entirely unresearched, training environment. Public and private training schemes planned to produce administrative and health personnel to the market in sufficient quantity. Agriculture TVET program, which have been massively expanded during recent years, are disconnected structurally with non-agriculture TVET program. For example, in our region, Gambella there is one agricultural TVET college.

However, it is not governing under TVET Sub sector together with non- agricultural TVET Colleges.

An internship and cooperative training system based on profound cooperation between TVET institutions and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates. There are also indications that TVET lacks effectiveness and efficiency. Furthermore, substantial resource wastages occurred as a result of underutilization of equipment in public TVET institutions. The shortage of a sufficient unit of TVET teachers/instructors represents one of the obstacles to TVET development in Ethiopia. The quality of TVET teachers/instructors has suffered as a result of the low status of their profession. Most TVET teachers/instructors have relatively low formal qualifications, severely affecting TVET delivery at higher qualification levels. Furthermore, technical teachers, more often than not, have been unmotivated. They did not choose to become technical teachers, but were placed in technical teacher colleges because there were no other options available to them. In Ethiopia the major challenges facing the TVET program have been well documented in the TVET strategy. As stipulated in the TVET Strategy (2008), with some little modifications, the major ones are the following: Demand by far exceeds the current supply and that the majority of the population is not reached by TVET offers at the moment; Low quality and theory-driven due to resource constraints and lack of skilled TVET teachers; Lack of cooperation of the employers as they were not consulted during the planning process; Most urban public TVET program are under-funded while rural public TVET program suffered from poor facilities and shortages of training materials; The lack of adequate and appropriate quantitative and qualitative information on labor market needs and other areas has created a gap in the generation of information that could have been used for improving practice and policy; Lack of adequate place of work and running costs are the major challenges.

### **2.5.2. Developing Flexible TVET Delivery**

According to TVET national strategy (2008) Outcome-based TVET provides high flexibility in the way TVET can be delivered. In the future, individual TVET institutions

can, in principle, decide how best to organize TVET to their target groups and according to occupational requirements. The new system will also facilitate the materialization of modern teaching and learning methodologies, which are learner-centered and geared towards empowering trainees to take for granted responsibility for their own learning. The only benchmark stipulated by the TVET system will be the outcome, i.e. the desired competences defined in the occupational standards. As described in more detail in the TVET strategic document, the TVET authorities will provide all necessary assistance to TVET providers to develop curricula and TVET program in accordance with the needs of their target groups.

However, even if the assigned TVET sub sectors authorities have conceptual understanding on the TVET strategic directions, they are unable to offer practical based support on the outcome based curriculum development and its application

### **2.5.3 Modularization as a Principle of TVET-Delivery**

TVET program will be organized in a modular fashion to meet the requirements as defined in the occupational standards. In this way, each module or combination of modules describes an employable set of competences. Successful completion of each training module shall be dependent on assessment and certification in combination with the assessment specifications stipulated in the occupational standards. The modularization of TVET is a central mechanism of making TVET delivery flexible and providing for flexible entry and exit points. Different TVET modules can be combined into long-term program representing the entire teaching, training and learning necessary to achieve an occupational qualification. Through this modularization, a trainee may, for personal reasons, exit a long-term program prematurely while having acquired competences that would allow her/him to successfully perform certain jobs in the labor market. Modular TVET organization is comparatively new concept in the Ethiopian TVET background. TVET providers need new skills to develop modularized curricula and management skills for TVET institution managers to reorganize their training plans accordingly. The TVET managerial bodies will therefore render necessary support to

TVET institutes by developing curriculum guides, further training technical teachers and capacity building in the organization of modular training (MoE2008).

#### **2.5.4. Curriculum Development and Preparation of TTLM**

With the introduction of occupational standards, new outcome based curricula need accordingly be developed by the respective regions. Each TVET provider may and should develop its own curricula based on the specific needs of its target groups and in compliance with the respective occupational standard. Regional TVET authorities shall see to it and assist that the new curricula have been employed in both public and private TVET institutes operating in the region. It is acknowledged, however, that many of the existing TVET providers are not yet in a position to develop high quality curricula and TVET program on their own. Substantial capacity building and support (provided by the TVET system) will be necessary to enable TVET providers to transform the occupational standards into appropriate modular and outcome-based curricula. The same applies to the development of new training, teaching and learning materials. To capacitate TVET providers and to ensure that TVET program, curricula as well as training, teaching and learning materials are of high standards, respective manuals will be provided and the development of model curricula and of related teaching, training and learning materials be supported. Support will be made accessible to all TVET providers in Ethiopia (MoE, 2008).

In our country, a greater attention has been given for stakeholders' involvement for the effective and efficient implementation of outcome based TVET program. Therefore, nowadays, some different stakeholders are in a position and contributing their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system.

##### **2.5.4.1. Contents of the Curricula**

Desirable curriculum is one that reflects a consistent cultural point of view & attempts to achieve a mutual adjustment of cultural elements in terms of a common orientation. An undesirable curriculum, on the other hand, is one that accelerates the maladjustment of

cultural elements by stressing those traditional ideas, knowledge, sentiments, and skills no longer relevant to social realities (Smith et al, 1957).The relationship between the curriculum and the society is seen in a perspective which emphasizes that the curriculum is always in every society, a reflection of what the people think, feel, believe, and do; the curriculum needs to reflect and be based on the activities, problems, and future aspirations of the society; curriculum reflects the ideas, knowledge, and skills that are related to the common activities of the members of society; and curriculum of the school is established to serve the purposes of society (Derebssa, 1999).

The ultimate success of a vocational and technical curriculum, as Finch and Crunkilton (1979:10) put it, is not measured merely through student educational achievement but through the results of that achievement- results that take the form of performance in the work world. Thus, the vocational and technical curriculum is oriented toward process (experiences and activities within the school setting) and product (effects of these experiences and activities on former students).A curriculum should be considered as encompassing general (academic) education as well as vocational and technical education. Practically, the curriculum includes work and experiences associated with preparation for life and for earning a living. This more global definition of curriculum enables us to consider not only what might be offered in vocational and technical education, but how those learning activities and experiences should relate to the student's more general studies (Finch and Crunkilton, 1989).

#### **2.5.4.2. Curriculum development in the CBET world**

Creating a curriculum is one of the essential functions within an education or training system as it constitutes the guideline for planning, conducting and assessing learning processes. Curriculum development can be approached from three different perspectives. The first perspective is to regard it as “rational” or “linear”, i.e. it is a logical process which proceeds from objectives to the selection of learning experiences to the organization of learning material to evaluation. The second one sees curriculum development as a “cyclical” model, where the whole learning process is a cycle which continually renews itself so that evaluation leads to the reformulation of objectives. The

third perspective implies an “interactive” model assuming that curriculum development can commence at any stage and that feedback leads to constant change at any stage Smith and Keating, (2003).

### **2.5.5. Aiming at a Comprehensive and Integrated TVET System**

According to MoE, (2008) the previous TVET environment in Ethiopia was characterized by fragmentation and lack of coordination between the different delivery systems. Formal TVET was concentrated on secondary school leavers. Non-formal TVET offers were available to other selected target groups. They did not, however, reach the broader range of groups in need of TVET. No formally recognized TVET certification was available for learning outcomes achieved through non-formal and informal modes of training or learning. There was no coordination between public and private TVET supply. In order to overcome this inefficient and ineffective fragmentation in the future, the TVET system will explicitly address the occupational requirements in all segments of the labor market, target all population groups in need of TVET and thus incorporate and coordinate all aspects of TVET in Ethiopia. Therefore, TVET is seen as an overarching term to describe all modes of formal, non-formal and informal training and learning below higher education provided by all public and non-public providers and companies.

## **2.6. Creating Conducive Working Environment for TVET Staff Development**

According to MoE,(2008) For a long time it has been difficult to attract high caliber and motivated professionals to work in the TVET sector, put in the ground because the sector had a low reputation and work conditions were unattractive. Therefore, a precondition for the successful implementation of the TVET reform as envisaged in this strategy is to create a conducive, motivating and attractive work environment for TVET professionals. To this end, the TVET system will undertake all efforts to revise salary packages and other fringe benefits offered to TVET staff. Once TVET institutions are being granted financial autonomy in the course of decentralization, TVET institutions will be free to

award salary supplements and bonuses to well-performing staff in line with transparent criteria.

The existence of good interpersonal relationships leads to high level of employee motivation, eventually following higher productivity. Among the techniques that enable managers to establish good interpersonal relationships within their teams, participation and communication are worth mentioning. Communication is extremely important factor in the workplace. If employees feel comfortable with their employer, it not only creates a good atmosphere to work in, but also it facilitates the flow of ideas and information. If an employee is having a problem, a communicative manager is more appropriate to know about it. Noe and others, (2000:401).

Highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass occupational assessment. MoE, (2008).

According to AU (2007), 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 subventions and loans to teacher associations and special credit facilities for teachers to acquire cars, houses, etc. The new TVET strategy also argues TVET system managers, professionals and policy disorders 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 etc.

Technical and Vocational Education and Training system in Ethiopia is currently in a profound reform process. A ‘paradigm shift’ of the TVET system determinants are discussed at federal and regional levels aimed at creating a TVET system which is wage and self employment-oriented, demand driven and appropriate to the development needs of the Ethiopian economy. Cooperative training system in Ethiopia is derived from the “dual training system” of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency. The word “cooperative” refers to the two parties providing training: the concept “system” means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it MoE, (2010:6).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

Brief clarifications of research design, methodology, techniques, sampling, sample size, population and participants as well as data collection tools are established. Moreover, further description and illustration is given on how each data collection tool is applied.

#### **3.2 Research design**

The main purpose of this research is to examine the practices of outcome based training program in government TVET colleges of Gambella Regional State. With central objectives of the research in mind, the researcher applied descriptive research design on the basis of its relevance to the study. The descriptive survey design is appropriate because it helps in obtaining information concerning the current conditions on the practices of outcome based training program and helps the researcher to describe what he observes on the topic of the issue. Moreover, it is preferable on the assumption that it will help to gather a large variety of data and interpret the trend of events that exist now and existed in the past and that have influenced the present (Fraenkel, 2009). Research Methodology refers to how researchers go about doing research as they can select the methods to be used based on the topic under study. It is a way through which researchers crack to show problems that require investigation and how the research would proceed (Wimmer and Dominick, 2011). Given the theoretical explanation of both qualitative and quantitative research methods, the researcher adopted both of them due to its importance to the subject under study.

#### **3.3. Sources of Data**

The sources of data for the study were both primary and secondary sources. To conduct the research primary and secondary sources were utilized to obtain information about the implementation of outcome based training. Primary data were obtained from Gambella TVET College's Deans, Trainers, Trainees, Guidance and Vocational Counselors, Gambella Small and Micro Enterprise Agency's Senior Experts .Finally, observation was

carried out in the TVET colleges to further strength the information that were obtain through other means.

### **3.4. Population, Sample and Sampling Techniques**

Currently, there are two Government Technical & Vocational Training colleges in Gambella Regional State. The location of Openo poly Technical College is in the regional capital city while Dima TVET Institution far from Gambella city found at a distance of 451 kilometers at Dima woreda under zone two. Therefore, from these two Government TVET colleges Openo Polly Technical College were selected for study area using purposive sampling technique and while the number and diversity of training fields in the selected college were higher than that remaining TVET college.

The participants of this study were trainers, trainees, college's main deans, vocational counselor, Regional Small Micro Enterprise Agency expert and while College's outcomes based Deans, For this study the researcher were employed availability sampling technique to take sample trainers' from the selected study area and while systematic random sample were employed to take sample trainees from the list.

According to Cohen, L. (1995) the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been accepted. Questions of sampling take place directly out of the subject of defining the population on which the research will focus. Researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. In stratified random sampling, the proportions of the subgroups in the population are first determined, and then participants are randomly selected from each stratum according to the established proportions. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample by dividing the population into homogenous groups, each group containing subjects with similar characteristics. For example, in order to obtain a sample representative of the whole population proportionately in terms of sex, a random selection of subjects from separate groups must be taken. To categorize a stratified random sample, first, identify those characteristics which appear in the wider

population which must also appear in the sample, i.e. divide the wider population into homogeneous and, if possible, discrete groups (strata), for example males and females.

Therefore, to take the number of respondents under each stratum, the researcher was employed the modified sampling technique which is systematic random sampling. So that taking into consideration for the above researchers' theoretical sampling explanation, the researcher were categorized the intended sample trainees under each fields to take the required sample proportionally in sex too from the selected Poly Technical College. So that, the researcher were determined to take sample representative, among the 822 total trainees 270 were taken as indicated here under in Table one and while based on the above conceptual explanation, the researcher were categorized trainees (the research participants) in fields of training as well as specified at one sample area in term of sex as indicated here under in Table two. In general, target populations of this study were trainees, trainers, administrators of "Openo" poly technical college. Based on the next section sample size for this study was 270 trainees and 49 (43 trainers and 2 college deans, 1 vocational counselor and 2college's main dean& 1 MSE Coordinator) population size was tabulated below.

Table 1: population size of the study area

	population size in "Openo" poly technical		population size of partners to "Openo" poly technical college	
	Total Trainees	Total Trainers	College Deans, Academic Deans, vocational counselors &MSE	
	822	43	6	
Respondents	population	Sample	%	Sampling Technique
Trainers	43	43	100	Availability
Trainees	822	270	Using Glenn D Israel's sample size Formula	systematic random sampling
College Deans	2	2	100	purposive Sampling
Vocational Counselor	1	1	100	purposive Sampling
Academic Deans	2	2	100	purposive Sampling
MSE Coordinator	2	1	50	Purposive Sampling

### Sampled Trainees Distributions in Fields of Training and Sex

No.	Fields of occupational at study area	List of Total Trainees	Total no. of Trainees by sex	
			M	F
1	Building Electrical Installation	103	82	21
2	Electricity/Electronic	84	65	19
3	General Metal F	104	96	8
4	Information Communication Technology	121	46	75
5	Construction	109	105	4
6	Wood Work	104	98	6
7	Automotive	116	105	11
8	Drafting & Surveying	81	53	28
	Total Population	822	650	172

### 3.5 Sampling technique

According to Cohen, L. (1995) the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been accepted. Questions of sampling take place directly out of the subject of defining the population on which the research will focus. Researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. It was inevitable to design a sample survey, having a complete frame containing information on the target population (Giulio, January 12, 2016, pp.3-5). So, the researcher of this research project decided for the sample design in case of trainees to be stratified one and choose how to form strata in the population, in order to get the maximum advantage by the available auxiliary information. And the survey of the primary units (the strata) was established by paying attention to academic years the trainees long stay in poly technic and field of occupation

as traits for the sake of carrying out the survey on the eligible women. Basically, in stratified sampling the population is partitioned into groups, called strata, and sampling is performed separately within each stratum (Saifuddin Ahmed, 2009). Finally the population size - 822 as mentioned above in the table incorporates the sum total of trainees in all academic years. Then the study applied Glenn D Israel's sample Size formula.

$$n = \frac{N}{1 + N(e)^2}$$

N= Population Number (Trainees in all academic years in “*Openo*” poly technic = 822)

n = Sample size

e = Level of Precision = 0.05 this study contacted 270 sample respondents (Trainees in all academic years in “*Openo*” poly technic). Currently there are 43 trainers and 6 college dean, vocational counselors and college's main dean; so, no need of applying sampling technique. And the researcher interviewed all of them

### **3.6. Instruments and Producers of Data Collection**

The data for the study were gathered from primary and secondary sources. To gather the primary data the questionnaires were distributed for trainers and trainees while were conducted interview. The questionnaire is suitable for collecting factual information, opinion and attitudes from a large population and while appropriate to establish reports, explain the purpose of the study and the meaning of items that may not be clear (Best and Kahn, 2004). According to Wimmer and Dominick (2011), technique is a specific data collection process in accordance with the assumption of the selected methodology. Therefore, this study were applied mainly the following information gathering tool, i.e. survey and interviews.

#### **Questionnaire:**

The Questionnaires were developing on the basis of basic questions of the study, review of literature, TVET strategic direction documents and theories, principles, of

implementing outcome based training with its crucial components. The types of questionnaires were organized in closed-ended and open-ended questions. It was intended to collect data from two groups (43 TVET trainers and 270 sample trainees) and while the questionnaires were translating in to Amharic only for trainees to ensure better communication and understanding. Further, the questionnaires were detailed and help to cover many subjects or issues that can be easily and quickly analyzed once the field of data gathering work is completed (Hult, 1986). The 5-point Likert scales, (ranging from 1 indicative of “strongly disagree” and 5 which represent “strongly agree”) were utilized for close-ended items. This instrument is preferable for the reason that, it provide more flexibility to the respondents and offers greater accuracy in recording their view on a *given subjects*.

### **C .Interview:-**

Interview is a data-collection instrument in which an interviewer (the researcher) asks questions of an interviewee. That is, the interviewer collects the data.(Johnson and Christensen, 2008).Therefore, to triangulate the information gathered using self-administered questionnaires and open ended questionnaires the researcher applied Semi-structured interview guides were equipped in English for long tenured professionals that were recognized sample interviewees in Table one.

**D. Observation:** - It is important to secure additional facts through observation at the respective sites; an observation checklist comprising points regarding the staffing, equipment, facilities, services, and the training process were prepared and employed. These were used to further strengthen that the information were gathered by means of other data gathering instruments.

### **3.7 Reliability test**

For assessing outcome based training practice with respect to respondents’ knowledge and perception self-administered structure questionnaires were designed to assess 1) the arrangement and preparation of TVET for outcome based training practice; 2) to what extent the curriculum development practically applied in outcome based approach; 3) the

existing challenges on OB training practice and 4) the efforts to address challenges of OB training practice. So, there were typically many items that collectively measure the construct of the aforementioned issues. To have confidence in a measure such as this, the study was needed to test its reliability: the degree to which it is error-free. The type of reliability this study used internal consistency reliability: the degree to which multiple measures of the same thing agree with one another (Jamie, February 21, 2004, pp.10-15). And the result was with Cronbach's Alpha 0.85 which shows the likert scaling questionnaires were reliable to the theoretical construct about OBT practice.

### **3.8. Data Analysis**

The data collected through questionnaire from Openo TVET colleges' trainers and trainees were organized, and analyzed properly. In addition, the data that were obtained through interview and documents were summarized qualitatively. The data collected through questionnaire coded and enter into computer for analysis by SPSS. The arithmetical tools that were employed were percentage, frequency and simple descriptive statistics. Depending on the results of analysis, interpretation test were utilized to test data that were obtained by Likert type of questions using the number assigned as standard by Likert and it is appropriate to measure the difference between responses of two independent sample groups. With these premises, these tools were employed to measure difference of scores of response between sample group of trainers and trainees in the colleges. For better analysis the 5 rank responses of the questionnaire will be categorized in to 5 scales. This a five scale Likert scale measurement ranging from strongly agree to strongly disagree will be used and interpret accordingly.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter attempted to present, analyze and interpret the data collected and relate them to the theory discussed in the second chapter of the paper. At the same time, the data is analyzed in association with the research questions raised in chapter one. The center of focus of the presentation and analysis of data is to reveal outcome based training practice. Finally, summary of findings with respect to these same issues were analyzed and discussed in a way the researcher could grasp ideas leading to the next conclusion section.

#### 4.2 Demographic background

Table 2: Percentage and frequency distribution of the respondents ('Openo' poly technic's employees) by length of tenure

No		Frequency	Respondent percentage
1	Less than three years	11	21%
2	3-5 years	13	27%
3	>5years	25	52%
	Total	49	100%

Table3: Frequency distribution of the respondents (‘Openo’ poly technic’s employees) by level of competency and position of employment

<i>Level of competency</i>	
	<b>Frequency</b>
MA/MSC	13
Degree	36
<i>Position of employment</i>	
College dean	1
vocational counselors	4
College's main dean	1
Trainers	43

Table2 presents percentage and frequency distribution of the respondents by length of tenure of 11(21%), 13(27%) and 25(52%) with Less than three years, 3-5 years and >5years respectively.

Table 2 also shows frequency distribution of the employees by level of competency of 13 and 36 with MA/MSC and degree respectively. Moreover, table 3 shows frequency distribution of the employees by position of employment of 1, 4, 1 and 43 with OBT dean, vocational counselors, college’s main dean and trainers respectively

Based on the above information more than half of the employees in the study are with more than five year work experience. In addition most of the respondents are in high level of competency.

Moreover almost all employees are fairly considered in respect of position of employment. Really, this paves the way for the study to easily elicit reasonable information from those who have more exposure to OBT training practice as the result of their being long tenured and being found at high competency level.

### 4.3 The arrangement and preparation of TVET for outcome based training practice – from ‘Openo’ poly technic employees’ perspective

#### 4.3.1 Frequency and percentage distribution of the respondents

Table4: Percentage and frequency distribution of respondents (employees) by the degree of agreement

Sentences	No and %	Frequency/ Percentage	Level of agreement: 5 = Strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree				
			5	4	3	2	1
The college has fully provided the required resources for curriculum development and teaching learning and training materials.	No	49	-	-	39	10	-
	%	100	-	-	79.5 9	20.41	-
All trainers who are assessed and competent have been taken adequate training in curriculum development & TTLM preparation and Trainers are directing by the learning outcomes and outcome based training principles.	No	49	-	-	35	14	-
	%	100	-	-	71.4 3	28.57	-
All trainers have huge experience & competency to deliver outcome based training consistently with the applied curriculum while the training has supported through cooperative training.	No	49	-	-	32	17	-
	%	100	-	-	65.3 1	34.69	-
In our college, challenges are not reflecting frequently on flexible curriculum preparation & development not going on its practically application as well.	No	49	-	-	39	10	-
	%	100	-	-	79.5 9	20.41	-
All TVET providers are in a position in developing and implementing high quality curriculum and TVET programs in an integrated manner.	No	49	-	-	32	17	-
	%	100	-	-	65.3 1	34.69	-
TVET college trainers’ skill gaps on curriculum development and TTLM is filling on time by TVET Agency experts.	No	49	-	-	35	14	-
	%	100	-	-	71.4 3	28.57	-

The table above presents percentage and frequency distribution of the respondents by the degree of agreement. Almost more than half of the respondents are neither agreed nor disagreed to the items - likert scaling questionnaires about the arrangement and preparation of TVET for outcome based training practice in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

For instance as the table above indicates almost more than half of the respondents are neither agreed nor disagreed for the trainers are directing by the learning out comes and outcome based training principles & for these same have huge experience & competency to deliver outcome based training consistently with the applied curriculum.

In addition almost half of the respondents are not certain for the college has fully provided the required resources for curriculum development and teaching learning and training materials. More over this study can triangulate the aforementioned views of the respondents by interviewing long tenured experts & SME and TVET agency industry training coordinators.

And the following primary information source is organized from focal persons (2017, January 13) MSC, Coordinator, Industry Extension Technology Transfer Core Process, 4:00 PM, Gambella at study area. *Even though 'Openo' poly technic is a well-known TVET college in 'Gambella; meanwhile, in possessing proper physical and human resource it is at distant prospect'*. It is obvious as Bezwork (2010:73) recalled us outcomes based training implementation was largely depended on proper physical and human resource (Fikirte, 2016, pp.5-25S). So, *'Openo' poly technic is at distant prospect in being arranged and prepared for outcome based training practice.*

#### 4.4. To what extent the curriculum development practically applied in outcome based approach

##### 4.4.1 from ‘Openo’ poly technic’s employees perspective

##### 4.4.1.2 Frequency and percentage distribution of the respondents

Table5: Frequency and percentage distribution of the respondents (employees) by the rate they given

Sentences	No and %	Frequency/ Percentage	Score given = Highly not satisfactory 2 = Not Satisfactory, 3 =Undecided, 4 = Satisfactory, 5 = Very Satisfactory				
			5	4	3	2	1
How do you rate the views of trainers when they follow up the training in your college?	No	49	-	-	31	18	-
	%	100	-	-	63.26	36.74	-
How do you rate the views of trainees when they practices in your organization?	No	49	-	-	29	21	-
	%	100	-	-	59.18	40.82	-
How do you rate the performance of the trainees when they practice in your organization?	No	49	-	-	31	18	-
	%	100	-	-	63.26	36.74	-
How do you rate the implementation of institutional based assessment to ensure the trainees’ competence at college level?	No	49	-	-	29	21	-
	%	100	-	-	59.18	40.82	-
How do you rate your college graduates in ensuring their competency at CoC?	No	49	-	-	29	21	-
	%	100	-	-	59.18	40.82	-

The table above presents percentage and frequency distribution of the respondents by the rate they give. 36.74% to 40.82% of the respondents are not satisfied to the items - likert scaling questionnaires about extent the curriculum development practically applied in outcome based approach in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

For instance, as the table above indicates almost 36.74% to 40.82% of the respondents are not satisfied about the performance of the trainees when they practice. In addition almost this same percent of respondents are not satisfied about the implementation of institutional based assessment in ensuring the trainees’ competence at college level.

More over this study can triangulate the aforementioned views of the respondents by interviewing long tenured coordinator in Small Enterprise Core Process. And the following primary information source is organized from focal persons (2017, January 13) Small Micro Enterprise Experts 4:00 PM, at study area: we have gotten trainees during their stay with us in apprenticeship almost all of them have no ability to demonstrate what they have.

It is right as James (2010, pp.6-8) recalled us learners need to demonstrate mastery of material through practical application such as projects, products and performances.

#### 4.4.2 from trainees' perspective

##### 4.4.2.1 Frequency and percentage distribution of the respondents

Table6: Percentage and frequency distribution of respondents (employees) by the degree of agreement

Sentences	No and %	Frequency/ Percentage	Level of agreement: 5 = Strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree				
			5	4	3	2	1
How do you rate the views of trainers when they follow up the training in your college?	No	270	-	-	170	100	-
	%	100	-	-	63.37	36.63	-
How do you rate the views of trainees when they practices in your organization?	No	270	-	-	153	117	-
	%	100	-	-	56.04	43.96	-
How do you rate the performance of the trainees when they practice in your organization?	No	270	-	-	143	127	-
	%	100	-	-	52.38	47.62	-
How do you rate the implementation of institutional based assessment to ensure the trainees' competence at college level?	No	270	-	-	170	100	-
	%	100	-	-	63.37	36.63	-
How do you rate your college graduates in ensuring their competency at CoC?	No	273	-	-	153	117	-
	%	100	-	-	56.04	43.96	-

The table above presents percentage and frequency distribution of the respondents by the rate they give. 36.63% to 47.62% of the respondents (trainees) are not satisfied to the items - likert scaling questionnaires about extent the curriculum development practically applied in outcome based approach in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

For instance, as the table above indicates almost 36.63% to 47.62% of the respondents are not satisfied about the implementation of institutional based assessment in ensuring the trainees' competence at college level.

#### 4.5 the existing challenges on OB training practice – from ‘Openo’ poly technic’s employees perspective

##### 4.5.1 Frequency and percentage distribution of the respondents

Table7: Percentage and frequency distribution of respondents (employees) by the score given

Sentences	No and %	Frequency/ Percentage	Level of agreement: 5 = Strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree				
			5	4	3	2	1
College Leader’s Poor commitment, leadership qualities, absence of vocational knowledge and skills, quality management system are the main and unimproved challenges of our College.	No	49	31	18	-	-	-
	%	100	63.26	36.74	-	-	-
Since the launching outcome based TVET program, budget and resource based challenges are the root causes of all challenges in the colleges.	No	49	29	20	-	-	-
	%	100	59.18	40.82	-	-	-
Regional top to bottom political leaders poor commitment and performance on awareness creation of TVET sector is frequently practicing activity but it is unsuccessful.	No	49	31	18	-	-	-
	%	100	63.26	36.74	-	-	-
Poor, budget, resource utilization, maintenance on training materials are unavoidable and frequently reflecting challenges in our college.	No	49	29	20	-	-	-
	%	100	59.18	40.82	-	-	-
In my view all the assigned TVET Agency core process owners & experts are not able to give practical based technical support	No	49	29	20	-	-	-
	%	100	59.18	40.82	-	-	-

The table above presents percentage and frequency distribution of the respondents by the degree of agreement. Almost more than half of the respondents are strongly agreed to the items - likert scaling questionnaires about the existing challenges on OB training practice in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

For instance as the table above indicates almost more than half of the respondents are strongly agreed for College Leader's Poor commitment, leadership qualities, absence of vocational knowledge and skills, quality management system are the main and unimproved challenges of our College. In addition almost half of the respondents are certain for poor, budget, resource utilization, maintenance on training materials are unavoidable and frequently reflecting challenges in our college.

More over this study can triangulate the aforementioned views of the respondents by interviewing long tenured experts & SME and TVET agency industry training coordinators. All of them said in comply with the respondents.

At the same time the researcher also penned the real challenging issues according to information organized in checklist during physical observation almost the aforementioned challenging issues are found in the TVET. So, improper physical and human resources are still challenging the TVET. (Fikirte, 2016, pp.5-25)

## 4.6 The efforts to address challenges of OB training practice – from ‘Openo’ poly technic’s employees perspective

### 4.6.1 Frequency and percentage distribution of the respondents

Table8: Percentage and frequency distribution of respondents (employees) by the degree of agreement

Sentences	No and %	Frequency /Percentage	Level of agreement: 5 = Strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree				
			5	4	3	2	1
In my opinion, the assigned college leaders have given the greatest attention for quick decision making to address any happening challenges for the effective implementation of the training.	No	49	-	-	29	20	-
	%	100	-	-	59.19	40.81	-
In my belief, Trainers & Trainees have well-built and an encouragement with regarding problems solving for the daily health training delivery	No	49	-	-	26	23	-
	%	100	-	-	53.06	46.94	-
There is an encouraging practical efforts are taking places in terms of problems identification and addressing as well in the college.	No	49	-	-	29	20	-
	%	100	-	-	59.19	40.81	-
Trainers and trainees have planned based income generating activities under each department keep away from resource based challenges.	No	49	-	-	26	23	-
	%	100	-	-	53.06	46.94	-

The table above presents percentage and frequency distribution of the respondents by the degree of agreement. Almost more than half of the respondents are neither agreed nor disagreed to the items - likert scaling questionnaires about the efforts for addressing challenges of OB training practice in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

For instance as the table above indicates almost more than half of the respondents are strongly agreed for encouraging practical efforts are taking places in terms of problems identification and addressing as well in the college.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMONDATION

#### 5.1 Summary of Findings

This study was to assess the practices of outcome based TVET program in Gambella government technical and vocational education and training (TVET) colleges. To this end, the study tries to answer the following basic questions.

1. How the TVET colleges are organized and structured for implementing Outcome Based Training in Gambella regional state?
2. To what extent is the training program implemented in consistent with the applied curriculum in Gambella Government TVET colleges?
3. What are the views of trainers and trainees towards the implementation of OBTVET program in Gambella Government TVET colleges?
4. What are the main challenges in Gambella Government TVET College?

The study employed descriptive study design on the basis of its relevance to the study and it was conducted in ‘*Openo*’ poly technic’s employees. Samples were selected with simple random sampling. The information was obtained from sample respondents through questionnaires. The data were analyzed using percentage, frequency and simple descriptive statistics.

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

- More than half of the respondents are neither agreed nor disagreed for the trainers are directing by the learning out comes and outcome based training principles & for these same have huge experience & competency to deliver outcome based training consistently with the applied curriculum.
- In addition almost half of the respondents are not certain for the college has fully provided the required resources for curriculum development and teaching learning and training materials.

- 36.74% to 40.82% of the respondents are not satisfied about the performance of the trainees when they practice.
- In addition almost this same percent of respondents are not satisfied about the implementation of institutional based assessment in ensuring the trainees' competence at college level.
- More than half of the respondents are strongly agreed for College Leader's Poor commitment, leadership qualities, absence of vocational knowledge and skills, quality management system are the main and unimproved challenges of our College.
- In addition almost half of the respondents are certain for poor, budget, resource utilization, maintenance on training materials are unavoidable and frequently reflecting challenges in our college.

## **5.2 Conclusion**

Based on the above summary of findings the study concluded that ‘*Openo*’ poly technic is at distant prospect in being arranged and prepared for outcome based training practice. In addition trainees have no ability to demonstrate what they have and improper physical and human resources are still challenging in the College. Moreover, the college had no potential in implementing outcomes based training as per the 2008 TVET strategy which clearly indicated requirement. Thus, trainees were not competent, training facilities were poor, practical training was inadequate and most of the trainees were poorly performing in CoC and while there was no strong coordination between regional Government TVET colleges and the surrounding local SMEs offices.

### 5.3 Recommendation

To provide the consistent training with the applied curriculum, the necessity of trainers' competence, the provision of TTLM is unquestionable. But, as revealed in the study, the trainers' competence was not to the standard training for level they were not fully specialized to train trainees' at all levels. So, in order to ensure the competence needed, the training institution, in consulting with the concerned party, need to hire the qualified trainers or upgrade and capacitate the trainers through in-service training to cope up with the frequent change in occupational standards. In addition trainers themselves advised make efforts to improve their own competencies through available learning resources like internet, computer, experience sharing and the like

So it is better for '*Gambella*' government technical vocational and educational training college: To searching for mechanisms to possess proper physical and human resource. For instance it needs to carry out fund raising mechanisms to finance out rather than totally depend on recurrent budget

To create favorable training and working environment trainers as well as for the trainees can demonstrate mastery of material through practical application such as projects, products and performances.

The presence of institutional facility is the key component for maintaining the status of training offered. Regarding this, the study identified the serious shortage of workshop room, machines and raw materials, wearing cloth Therefore, the institution should take the initiatives to carry out training in accordance with the direction that TVET strategy (2008) promulgates which consider quality indicators in defining physical and human resource assets. The college needs to strive to maintain its capacity and to offer the training in its quality standard.





# Appendices

## Appendix A: Questionnaires

Addis Ababa University

Colleges of education and behavioral studies

Department of educational planning and management

Questionnaire to be filled by poly technic trainers and/or trainees of “*Openo*” Poly  
technic

**Researcher:** TEMESGEN

**Research Topic:** - outcome based training practice in “*Gambella*” government  
technical vocational and educational training college

**Dear Respondents:-**

I would like to show my heartily respect for your generous time and honest as well as important responses.

**Objective:**

This questionnaire is designed to collect information about outcome based training practice. The information shall be used as a primary data in my survey research which I am conducting in partial fulfillment of the requirements of the degree of master of art in educational planning and management at Addis Ababa University. Therefore, this research is to be evaluated in terms of its contribution to our understanding of outcome based training practice in your organization and in terms of its contribution in filling the knowledge gap that exists in the area.

**General Instructions**

- There is no need of writing your name.
- In all cases where answer options are available please tick (×) in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

## Confidentiality

I want to assure you that this research is only for academic purpose authorized by Addis Ababa University. No other person will have access to data collected. In any sort of report I might publish, I will not include any information that will make it possible to identify any respondent.

If you have any question, you can contact the researcher by the following address

E – Mail: \_\_\_\_\_ Telephone No: \_\_\_\_\_

Thank you again!!!

## Self-administered structure questionnaires

### I. Demographic information

1. Please indicate your level of competency

Above MA/MSC

MA/MSC

Degree

Diploma

Certificate

Without credential certificate

Other (please specify

2. How many years of services do you tenured?

Less than three years

Three to five years

> 5 years

3. Position of employment

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## II. Likert scaling questionnaires about the arrangement and preparation of TVET for outcome based training practice

Attention: 5 =strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree

S/N	Likert scaling questionnaires	Level of agreement				
		5	4	3	2	1
1	The college has fully provided the required resources for curriculum development and teaching learning and training materials.					
2	All trainers who are assessed and competent have been taken adequate training in curriculum development & TTLM preparation and Trainers are directing by the learning out comes and outcome based training principles.					
3	All trainers have huge experience & competency to deliver outcome based training consistently with the applied curriculum while the training has supported through cooperative training.					
4	In our college, challenges are not reflecting frequently on flexible curriculum preparation & development not going on its practically application as well.					
5	All TVET providers are in a position in developing and implementing high quality curriculum and TVET programs in an integrated manner.					
6	TVET college trainers' skill gaps on curriculum development and TTLM is filling on time by TVET Agency experts.					

## III. Likert scaling questionnaires about to what extent the curriculum development practically applied in outcome based TVET approach

Attention: 1 = Highly not satisfactory 2 = Not Satisfactory, 3 =Undecided, 4 = Satisfactory, 5 = Very Satisfactory

S/N	Likert scaling questionnaires	Score given				
		5	4	3	2	1
1	How do you rate the views of trainers when they follow up the training in your college?					
2	How do you rate the views of trainees when they practices in your organization?					
3	How do you rate the performance of the trainees when they practice in your organization?					
4	How do you rate the implementation of institutional based assessment to ensure the trainees' competence at college level?					
5	How do you rate your college graduates in ensuring their competency at CoC?					

#### IV. Likert scaling questionnaires about the existing challenges on OB training practice

Attention: 5 =strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree

S/N	Likert scaling questionnaires	Level of agreement				
		5	4	3	2	1
1	College Leader’s Poor commitment, leadership qualities, absence of vocational knowledge and skills, quality management system are the main and unimproved challenges of our College.					
2	Since the launching outcome based TVET program, budget and resource based challenges are the root causes of all challenges in the colleges.					
3	Regional top to bottom political leaders poor commitment and performance on awareness creation of TVET sector is frequently practicing activity but it is unsuccessful.					
4	Poor, budget, resource utilization, maintenance on training materials are unavoidable and frequently reflecting challenges in our college.					
5	In my view all the assigned TVET Agency core process owners & experts are not able to give practical based technical support					

#### V. Likert scaling questionnaires about the efforts to address challenges of OB training practice

Attention: 5 = Strongly agree, 4= Agree, 3= Undecided, 2=Disagree, 1Strongly disagree

S/N	Likert scaling questionnaires	Level of agreement				
		5	4	3	2	1
1	In my opinion, the assigned college leaders have given the greatest attention for quick decision making to address any happening challenges for the effective implementation of the training.					
2	In my belief, Trainers & Trainees have well-built and an encouragement with regarding problems solving for the daily health training delivery.					
3	There is an encouraging practical efforts are taking places in terms of problems identification and addressing as well in the college.					
4	Trainers and trainees have planned based income generating activities under each department keep away from resource based challenges.					

**Field visit– Checklist about TVET college’s facilities**

No	Existence of basic facilities in the college	Availabilities		
		present	Not present	Remarks
1	Adequate electric power flow			
2	Sufficient internet service provision			
3	Adequate water supply			
4	Library service with reference books			
5	Cafeteria service			
6	Separate toilet room			
7	Staff rooms for teachers/trainers			
8	Computer’s at each departments			
9	Safety materials for both trainees and trainers (glaves, helmet....)			
10	Demonstration materials			
11	Adequate functional machineries			
12	Adequate functional computer for ICT training			

**Open ended questionnaires**

Trainers open ended question

1. Does the TVET College equipped with the necessary facilities? If say yes, please can you state the existed conditions specifically? If say no what are the challenges to equip itself?

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2. Do you believe that, outcome based training program is implementing in consistent with the applied curriculum?

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3. In your view, to what extent college providing outcome based training following its strategic direction and principles?

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4. What are the greatest challenges which are reflecting frequently in your college? Would you state respectively?

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5. Would you suggest the possible and practically applicable solution to address these challenges?

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## Appendix B

### አዲስ አበባ ዩኒቨርሲቲ

#### የትምህርት ዕቅድና ስራ አመራር ት/ክፍል

በጋምቤላ ክልል በመንግስት ቴ/ሙ/ት/ስ/ኮሌጎች በሚሰለጥኑ ስልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በጋ/ሀ/ብ/ክ/መንግስት ስር በሚተዳደሩ የመንግስት ቴ/ሙ/ት/ስ/ኮሌጎች ውስጥ እየተተገበረ ያለውን ውጤትን መሰረት ያደረገ ስልጠና (outcomes Based training) ፕሮግራም ተግባራዊ ስልጠና ያለበትን ሁኔታ የዳሰሳ ጥናት በማድረግ ለመረዳት ብሎም ስልጠናው መቅረብ ባለበት የፖ.ሊ.ሲ.ና የስትራቴጂክ አቅጣጫ አግባብ እየተሰጠ ከሆነ ለማበረታታት፣ ያለበትንም አፈጻጸም ድክመቶች ከታየ ለመለየት፣ ቀነሱ/ይወገዱ ዘንድ መፍትሄ ሀሳቦችን ለመሰንዘር፣ አልፎም በስልጠናው አተገባበር ላይ ምቹ አጋጣሚ የሆኑትን ነገሮች ለመጠቀም የሚያስችሉ መሰረታዊ መረጃዎችን ለመሰብሰብ የታቀደ ነው። ስለዚህ እናንተ የምትሰጡት እውነተኛ መረጃ ለጥናቱ ስራ ወሳኝ ግብዓት እንደሆነ ይታምናል። የተዘጋጁት ጥያቄዎች እናንተን ለመፈተን ሳይሆን ጫናና ግፊት በሌለው መንፈስ ነጻ በሆነ አዕምሮአችሁ አስባችሁ መልስ እንድትሰጡ ብቻ ነው። የምትሰጧቸው መልሶችም ሆኑ አስተያየቶች በመላ ለዚህ ጥናት ግብዓትነት ብቻ የሚውሉና በሚስጥርም የሚጠበቁ ሲሆኑ ስማችሁን መጻፍ አይጠበቅባችሁም።

### ክፍል አንድ

#### አጠቃላይ መረጃ

1. የማሰልጠና ኮሌጅ ስም \_\_\_\_\_
2. የመላሹ ግላዊ ሁኔታ \_\_\_\_\_
3. ጾታ                      ሀ/ ወንድ                      ለ/ ሴት
4. ዕድሜ ሀ/ ከ16-20      ለ/ 21-24              ሐ/ ከ25-30      መ/ከ3-34      ሰ/ ከ35 በላይ
5. የሚሰለጥንበት የሙያ መስክ \_\_\_\_\_
6. የሥልጠናው ደረጃ \_\_\_\_\_

#### ክፍል ሁለት

1. የምትሰለጥነው መስክ በፍላጎትህ ነው የገባከው                      ሀ/አዎን  
    ለ/አይደለም

2. ለ1ኛው ጥያቄ መልስህ አዎን ከሆነ ምን ነበር እንድትገባ ያነሳሳህ ? እባክዎቸን አጠር አድርገው ቢጠቅሱልን?

3. መልስዎ አይደለም ከሆነ ለፍላጎትህ እንድትገቡ ያስገደድዎ ምን ነበር? ቢጠቅሱልን?  
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4. ስለጠናዎን ከመጀመርዎ በፊት አስቀድመው ስለ ውጤት ተኮር ስልጠና መርሃግብር ያገኙት መረጃ ነበር?

ሀ/አዎን ለ/አይደለም

5. አዎን ካሉ ከየት አገኙ? እባክዎ አጠር ያለ ማብራሪያ ቢሰጡን?  
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6. ውጤትን መሰረት አድርጎ በሚሰጣችሁ ስለጠና ምና ያህል እረክታችኋል?  
ሀ/ በጣም ረክቻለሁ ለ/ ረክቻለሁ ሐ/ አልረካሁም

7. ካልረኩ የችግሩ ምንጭ ምን እንደሆነ በአጭሩ ቢያብራሩልን  
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8. በኮሌጅ እየተሠጠህ ያለው ስልጠና በቲዎሪና በተግባር ተደገፎ በመሰጠቱ ባለሁበት ስልጠና ደረጃ ማግኘት የሚገባኝን ዕውቀትና ክህሎት አግኝቻለሁ ብለው ምናሉ

ሀ/ አዎን ለ/አይደለም

9. ለ8ኛው ጥያቄ የሰጡትን መልስ መሰረት ያደረገና በምክንያት የተደገፈ አጠር ያለ ማብራሪያ ቢሰጡን

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10. በኮሌጁ የሚሰጠን የንድፈ-ሀሳብ ተግባር ስልጠና በትብብር ስልጠና ስለሚደገፍ በስራ አለም ካለው አሰራር ስርዓት ጋር ከመግባባቴ ባለፈ በክህሎት ደረጃ መሻሻልን አምጥቻለሁ ብለው ያምናሉ ሀ/አዎን ለ/አይደለም

11. ለ10ኛው ጥያቄ የሚሰጡትን መልስ መሰረት ያደረገና በምክንያት የተደገፈ አጠር ያለ ማብራሪያ ቢሰጡን

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12. በየደረጃው ከሚሰጣችሁ ስልጠና ጎን ለጎን በኮሌጅ ደረጃ ብቃታችሁን የምትፈትሹበት የተደረጁ ማዕከል ማዕከል አለ ሀ/አዎን ለ/አይደለም

13. ለ12ኛው ጥያቄ የምትሰጡትን መልስ መሰረት በማድረግ አጠር ያለ ማብራሪያ ብትሰጡን

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14. በክልሉ አስልጠና መጠናቀቅ በኋላ የብቃት ምዘና መዕከል አለመኖሩ ያመጣባችሁ ችግር አለሀ/አዎን ለ/አይደለም

15. ለ14ኛው ጥያቄ የሰጣችሁትን ምላሽ በመከተል ምክንያት ያለው አጠር ያለ ማብራሪያ ቢሰጡን

**ክፍል 3**

በሰንጠረዥ ለተመለከቱት ዝርዝር መጠይቆች ትይዩ የተሰቱትን የመለኪያ ቁጥሮች በጥቁዎች ትይዩ የኤክስ ምልክት በማስቀመጥ መልሱ

ማሳሰቢያ:- ለጥቁዎቹ የምትሰቱት ውጤት በተመለከተ 5 እጅግ በጣም እማማለሁ፣ 4 በጣም እስማማለሁ፣ 3 አልስማማም፣ 2 በጣም አልስማማም፣ 1 እጅግ በጣም አልስማማም ሲሆን በዚህ ግንዛቤ መልሳችሁን እንድትሰጡ እንጠይቃለን

ሰንጠረዥ 1. ለውጤት ተኮር ስልጠና አቀራረብ ኮሌጆች ያላቸውን ዝግጁነትና አደረጃጀት በተመለከተ የተዘጋጁ መጠይቆች

ተ/ቁ	ዝርዝር መጠይቆች	5	4	3	2	1
1.1	ኮሌጅ ሰልጣኑን ማዕከል ያደረገውን ውጤት ተኮር ስልጠና መስጠት ከጀመረበት ጊዜ አንስቶ መሰረታዊ ጉዳዮችን አውቀድሞ በሚሟላትና በማደራጀት ዝግጁነቱን አጠናቋል።					

1.2	ኮሌጃችን በበቂ የማሰልታ ቁሳቁስና ማሽነሪዎች የተሟላና ተደራጀ ወርክ ሾፖች በሁሉም የስለጠና ክፍል ስር በመኖሩና ለስለጠና አሰጣጥ ምቹ አካባቢ በመፈጠሩ ትልቅ እርካታ አለኝ።					
1.3	ኮሌጃችን አስቀድሞ ለሚማርክ ስለጠና አካባቢ መመስረት ለሰልጣኞች ችሎታ ብቃትና ዕድገት፣ ለተሟላ ስልጠና አቅርቦትና ለትብብር ስልጠና ቀዳሚነት ትልቅ ትኩርተ ሰጥቷል።					
1.4	ኮሌጁ ለተሳካ የውጤት ተኮር ስልጠና መርሃ-ግብር አፈጻጸም በትይዩ የሚተገበሩ ቁልፍ ተግባራት አፈጻጸም በታቀደና በተሟላ ሆኖ ለመተግበር አቅሙን በሚገባ ገንብቷል					
1.5	ኮሌጃችን ሀብትን መሰረት ላደረገ እገዛና ለተቀናጀ የስልጠና አቅርቦት ከተባባሪና ባለድረሳ አካላት ጋር ጠንካራ ግንኙነት በመመስረቱ በስልተና አቅርቦት ረክተናል					

**ሰንጠረዥ 2: የውጤት ተኮ ስልጠና አተገባበር ተግባራዊ እሆነ ካለው ማሰልጠና ስረዓት ጋር ተጣትሞ መሰጠቱን ለመመልከት ተዘጋጁ መጠይቆች፤**

ተ/ቁ	ዝርዝር መጠይቆች	5	4	3	2	1
2.1	ኮሌጅ ለስርዓተ ስልጠናና ለማስተማሪያ ማሰልጣ መማሪ መሳሪያዎች ዝግጅት የሚፈለገውን ሁሉ መተሟላ መልኩ አቅርቧል።					
2.2	ብቁ የሆኑ አሰልጣኞች በስርዓተ ስልጠናና በማስተማሪ ማሰልጠኛ መማሪ መሳሪያዎች ዝግጅት በቂ ልምድና ችሎታ ስላላቸው በስርዓት ስልጠናው አግባብ ሰለጥኑኛል					
2.3	አሰልጣኞች የካበተ ልምድና ብቃት ስላላቸው ከስርዓተ ስልጠናው ጋር በተጣጣመ መልኩና የሚሰቱን ስልጠናም በትብብር ስልጠናም የተደገፈ ነው					
2.4	በስርዓተ ስልተና ዝግጅትና ማሻሻል ብሎም በመተግበር ሂደት ላይ ችግሮች በተደጋጋሚ ተንጸባርቀው አያውቁም					
2.5	የአሰልጣኞቻችን ሙያ ክፍተት በክልሉ ቴክኒክና ሙትምህርትና ስልጠና ኤጀንሲ ባለሙያዎች እየተፈተሽ ስለሚሞላ አሰልጣኞቻችን የአቅም ክፍተት የለባቸውም					

**ሠንጠረዥ 3: በኮሌጅ የማሰልጠን አቅም በችግሮች አወጋገድ ላይ በሰልጣኝ ብቃት ላይ በቴክኖሎጂ ሽግግር ስራ ላይ የተማሪውን አመለካከት ለመረዳት የተዘጋጁ የተለያዩ መጠይቆች**

ተቁ	ዝርዝር መጠይቆች	5	4	3	2	1
3.1	ኮሌጃችን ለውጤት ተኮር ስልጠና አቅርቦት ያደረገው ቅድመ ዝግጅት ስልጠናውን የስርዓተ ስልጠና አቅጣጫ በሚያዘው መሰረት ለመስጠት አስችሎታል					
32	በእኔ እምነት ኮሌጃችን ያለው የሐብት አቅምና አቅርቦቱ በቂ ልምድና ብቃት ካላቸው አሰልጣኝና መዛኝ ጭምር በማቅረቡ በምሰለጥን በትሙያ የተሟላ ብቃት አለኝ					
33	አሁን የሚገኘው የተያያዙ ችግሮችን ለመቀነስ ከመምህራኑ ጋር ገቢ የሚያስገኙ ስራዎችን እንደ ንሰራ የዘርፉ ባለሙያዎችን አመራር ትልቅ ድጋፍ ያደርጉልናል					
4.	የሚሰጠን ስልጣን በሰልጣኙ ብቃት ላይ የተከረበ መሆኑንና በትብብር ስልጠና ምኞተደ ረፈ. በመሆኑ ሙሉ በሙሉ ለብቁ አድረጎናል					
35	የውጤት ተኮር ስልጠና የስርዓተ ስልጠናውን መመሪያዎችን ተከትሎ መሰጠቱ በ ኮሌጁ ምሆነ በምዘና ማዕከል ተመዘኝ ብቁ ለመሆን ይረዳኛል ብዬ አምናለሁ					
36	ችግር ንፈችና አዎጭ ቴክኖሎጂዎችን ለይቶ ለሕብረተሰቡ የማሸጋገር ስራ ንክመም ህራኑ ጋር ተቀራርቦ ንመሰራት እንደ ንችል ኮሌጁ አስፈላጊውን ሁሉ አመቻችቷል					

**ሠንጠረዥ 4: የውጤት ተኮር ሥልጠና አተገባበር ላይ የሚንፀባረቁ ተግዳሮቶችና ችግሮችን ለማስወገድ የተደረጉ ጥረቶችን በተመለከተ ለሰልጣኞች የተዘጋጁ መጠይቆች**

ተ.ቁ	ዝርዝር መጠይቆች	5	4	3	2	1

4.1	በኮሌጁ ባለሙያዎችና አመራሮች ግሮችን በቶሎ ለመቅረፍ ከፍተኛ ትኩረት ስለሚሰጡ የስልጠና ሂደታችን ላይ ግሮች አይፈጠርም					
4.2	ከአስልጣኞቻችን ጋር ጥሩና ጠንካራ የግንኙነት መሰረት ስላለን ግሮችን በጋራ የመፍታት ባህል ላይ ማስተካከል ስለሚቻል ምን ዓይነት ጥረት ይገባል?					
4.3	የበጀትና የስልጠና ቁሳቁስ እጥረቶችን የኮሌጁ ዋና ዋና ግሮችና ናቸው?					
4.4	በኮሌጁ ግሮችን መለየት በመቅረፍ ለገደብ በረታታ ለማግኘት ጥረቶች እየተካሄዱ ይገኛሉ።					
4.5	በምን ስለጥንብት የሙያ መስጠት የሚሰጠውን ቁሳቁስ ግሮችን ለመቅረፍ ከመምህራኑ ጋር የገቢ ማስገኛ ስራዎችን በዕቅድ አግባብ እንሰራለን?					

**ክፍል አራት**

**እባክዎን በሚከተሉት ክፍት ቦታዎች የግላችሁን አስተያየት በመስጠት መልሱ**

1. የኮሌጁን ቅድመ ዝግጁነትን ስልጠናውን በመስጠት ያለውን አቅም ሐብት አቅርቦቱን /የሰውና የቁሳቁስ/ እንዴት ይገልጹታል።
2. ውጤት ተኮር ስልጠና በዋናነት ማዕከል ያደረገው ሰልጣኙን እንደሆነ ይታወቃል ስለሆነም በስልጠናው ሂደት ላይ ያላችሁን ቀጥተኛ ሚናና የሰልጣኙን ሚና በአጭሩ ብትገልጹልን?
3. ስልጠናው ስርዓተ ስልጠናውን ተከትሎ በመሰጠቱ ውጤታማ እንደሆነና? አዎንታዊ ስልጠናው ውጤታማ /Competent/ ብቁ የሆናችሁበትን ማረጋገጫ ሂደት በአጭሩ ብትገልጹልን።
4. በኮሌጁ የሚሰጣችሁ ስልጠና በተሟላ መልኩ ተሰጥቶናል ብለው ያምናሉ? በአጥጋቢ ሁኔታ ስልጠና ላይ አድርጎናል ካለ በስልጠናው ሂደት ያለፋችሁበትን ሂደት በአጭሩ ብትገልጹልን? አልተጠሰንም ካሉ ችግሩ ምን ነበር?
5. በስልጠናው ሂደት ላይ ያጋጠማችሁን ምንም እንኳን ኮሌጁ ያለበትን ችግር ብትዘረዝሩልንና መፍትሄውን ብትስቀምጡልን።