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ASSESSMENT OF IMPLEMENTATION OF TVET STRATEGY IN
ADDIS ABABA

BY
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Strategy in Addis Ababa**

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ABSTRACT

The main purpose of this study was to assess the implementation status of TVET strategy in AA. The intention was to identify strengths and weaknesses seen while implementation of the strategy. To achieve the above and other purposes and objectives of this study, a quantitative descriptive survey research method was employed. By proper application of sampling techniques, all necessary participants of this study were selected from AA city administration TVET agency, TVET department of sub cities, TVET institutes, employment organizations, and civic associations on development and from TVET graduates not able to get employment in the city. By employing closed and open ended questionnaires and semistructured interviews as appropriate data gathering instruments for this study, significant types of data were gathered from 30 TVET officials or experts, 50 principals of TVET institutes, 100 trainers, and 150 trainees of TVET in AA. Other significant data also gathered by document analysis. All these data were analyzed by the simplest statistical data analysis and expression method, which is percentage. From all these it becomes clear that, many improvements and some shortages in performance of activities while implementation of TVET strategy in AA are become clear. From these we can state that, understanding of the main implementers of TVET strategy in AA on proper implementation ways of the strategy is significantly improved. As the data analysis and interpretation made in this regard most of them have all the necessary knowledge and ideas on the proper implementation ways of the strategy. The study make all of the following activities which are performed for the proper implementation of the strategy as establishment of training institutes, making TVET training and its curriculum relevant, job opportunity for TVET graduates, extent of training on practical field works, contribution of TVET both for the society members and the nation are improved significantly in many cases. It is possible to say that in many instances implementation of the strategy in all these activity areas is in appropriate status. Apart from these appropriate implementation improvement types of the strategy, the study also makes it clear that, some forms of implementation activities of the strategy need improvement for the proper implementation of the strategy and to bring significant changes in these regard. These are the implementation system of apprenticeship training, quality and qualification levels of TVET trainers or teachers, training materials input, the potential or capability of training to able trainees create their own business, and all significant types of plan required to be made to enable all TVET graduates and trainees to create their own business require crucial type improvement to effectively and efficiently implement the strategy. Moreover the payment difference for similar training between the private and government TVET institutes and difference in admission of students at the lower levels of private and government TVET institutes are identified as the TVET strategy implementation areas or activities, those looking for proper form of improvement. The study ended up by giving most necessary recommendations which help to solve the most limitations seen while implementation of TVET strategy in AA.

CHAPTER ONE

1. The Problem and Its Approach

1.1. Background of the Study

The current structure and curriculum of our educational system is made in a way that enables learners at each level to get tangible knowledge and understanding in some skills in order to get employment or create own job to get sustainable live. Regarding this National Education and Training Policy of Ethiopia (ETP: 1994) states the following:

Primary education is structured to be from grade 1-8 to give access of an improved academic knowledge for the majority of rural and urban people that enables them to get short skills training to be lower levels technicians in any fields of work. This training which is assumed to be given after completion of primary education (grade 8) is intended to enable the youth to use an improved technologies to be productive and efficient farmers in rural areas and technicians(business men) of various economic and social activities in urban areas in order to get sustainable live.

With the intention of enabling students who able to complete general education or grade ten to get various technical and vocational training easily and to be prepared for higher education levels, general and sufficiently improved academic knowledge has been given in the first cycle of secondary education (grade 9 and 10). The training intended to be given after completion of grade ten was assumed to enable trainees get all the necessary quality technical and vocational skills training in the short period of time without giving them much more additional academic knowledge to enable them to be competent junior and middle level technicians in any fields of work, MOE policy handbook (1994 E.C, 19).

Based on the above educational structures and curriculum designed to these areas, many government and private TVET institutes have been opened in all regions mainly in last two decade years. Accordingly enrollment of trainees is also become increased from time to time and a number of them are able to get TVET in different vocational fields.

To enhance performance in TVET even though government gave more attention for this sub program of education in its Educational Sector Development Program and the five years Growth and Transformation Plan, the overall implementation quality of the program seems questionable. There are concerns that among many problems of the program the serious one is that trainees are graduating without acquiring the necessary skills and knowledge.

Although Addis Ababa comprises many government and private TVET institutes that have better technological materials and man-power to give appropriate training problems emanated from these training institutes regarding their standard, quality of training, TVET strategy implementation systems and guidance are all worsening from time to time as evidence from various sources. Especially by recognizing the worsening of these problems mainly in most private and some government TVET institutes of the city the government started taking some form of corrective measures.

A number of researchers and writers conducted research on various problems of the program in different regions as well as in Addis Ababa. But they all did not say much on training quality and occupational competency of TVET trainees. Sufficient researches have not been conducted on implementation effectiveness and efficiency of TVET strategy in AA. Therefore, this study is intended to assess the implementation effectiveness and efficiency (status) of TVET strategy by TVET institutes in Addis Ababa.

1.2. Statement of the Problem

The primary objective of TVET program is achieving goals stated for trained man power to eventually meet national development goals (ESDP II: 30). To achieve this goal although the program has shown unprecedented growth and expansion in the last decades, various evidences indicated gaps in its implementation effectiveness and efficiency. Regarding the overall problems of the program MOE TVET strategy (2006, 2-5), states:

The overall implementation of TVET program has various problems. Apprenticeship training is not effective and efficient because of most employment organizations and agencies could not able to get the necessary clarifications and understanding on the proper implementation of the program. Budget mainly allotted for government TVET institutes is not adequate. Modern and advanced training technologies are not properly applied exceptionally by government TVET institutes and others. The number of competent and qualified trainers is not adequate to produce quality manpower by properly implementing TVET strategy.

In order to solve all the above nationwide problems Ministry of Education was designed and stated out-come based TVET strategy to promote one coherent system including formal, non-formal and informal training which can give access to national occupation certificate at all levels. But still there are evidences which indicate proper implementation problems of the strategy exceptionally in AA.

Although TVET institutes in AA are assumed to be better both by their number and constitution of man-power and materials to conduct appropriate training, various evidences indicated their implementation ineffectiveness and inefficiency of TVET strategy. Concerning these Addis Ababa City Administration TVET Agency Website (www.aatvetagency.gov.et), stated the following:

However, all private and government TVET colleges and training schools in the city are expected to provide practice – oriented and need – driven training, a number of them couldn't do this. Many private and government TVET colleges and training institutes can't give practice oriented and need-driven quality training in order to produce competent technicians for the requirements of the economy.

A number of private and government TVET colleges and training schools in AA are giving social – science training fields, which are not among the main economic need of our country. Some more others can't give quality training in order to produce competent technicians. Because of these, of all private and government TVET institutes in the city, five(5) private TVET institutes or schools that couldn't able to implement TVET strategy effectively and efficiently based on basic principles and guidelines of the strategy are totally closed. In addition to these ten (10) irrelevant training fields are totally avoided to not be given in any TVET institutes in AA. Last warning is also given to 38 colleges and training schools in order advise them to give practice-oriented and need-driven quality training (www.aatvetagency.gov.et).

Out of 35,000 TVET trainees who had taken occupational competency examination since 2006, only 6000 (17.14%) of them were able to pass the exam and got occupational competency certificate. This inability to pass competency exams is also observed among TVET teachers. In the same period, out of 2280 TVET teachers who had taken occupation competency examination, only 37% of them managed to get occupation competency certificate (Addis Zemen News Paper, printed on October 17/2010).

Unless effective measures are taken there could be clear serious economic and social problems on each individual trainee, instructors, training institutes, the society and government. Thus, this study intends to assess the implementation effectiveness and efficiency of TVET strategy by TVET institutes in Addis Ababa and will try to answer the following basic questions:

1. Is TVET implementation strategy being effectively implemented at all levels of the system?
2. Do the program implementers understand the TVET implementation strategy?
3. What are the factors that influence proper implementation of TVET strategy?
4. What corrective measures could be taken to solve problems related with effective and efficient implementation of the strategy?

1.3. Objective of the Study

The general objective of this study is to know the implementation effectiveness of TVET strategy. Specifically it tries to:

Identify factors influencing implementation effectiveness of TVET strategy.

Contribute for the efforts made in order to improve the program and its system.

1.4. Significance of the Study

It is assumed that the number of different levels TVET institutes in AA, which are giving training in various fields, exceeds the number of TVET institutes in other similar regions. In the same way, it is viewed that the number of trainees of TVET exceeds trainees found in similar regions. More of these many of TVET trainees in AA are assumed as they all come from all or most regions of the country.

As we have seen earlier, many problems concerning improper implementation of TVET strategy emanates from TVET institutes in AA. If most problems of the program could be solved, the proper implementation of TVET strategy in AA can better contribute for economic and social developments of the city and the nation as a whole. Therefore, because of all these and other reasons, this research which focused on assessment of TVET strategy implementation effectiveness and efficiency in AA become significant.

1.5. Delimitation of the Study

It has already stated in the background and statements of the problem of this study that, many problems concerning improper implementation of TVET strategy emanated from implementation of the strategy in AA.

In the same ways it is stated in the statements stated concerning points that indicated conduction of the study significant in AA that, the number of TVET institutes and trainees

coming from almost all regions of the country in the city exceeds all other similar regions. More of these, if conditions are improved implementation of TVET strategy in AA can better contribute for the economic and social activities of the nation as a whole. Thus because of these points and other capacity problems, the conduction of this study is limited in AA. But the outcome of the study may be extended to other regions based on their situations.

1.6. Organization of the Study

This study has five chapters. Background, statement, objectives, significance and delimitation of the study are discussed in chapter one. All reviews of related literature are stated in chapter two. Research design and methods are discussed in chapter three. Presentation, analysis, and interpretation of data are given in chapter four. Summary, conclusion and reconditions of the study are given in chapter five.

1.7. Definitions of Terms

Effectiveness: Measures the disparity between expectation and performance or the extent to which an output accords with stated goals (Dejnozka, 1983: 58, in Adane 1993).

Efficiency: Achieving ones goals, aims and objectives with the possible minimum amount of resources.

- Refers to the relationship between input into the education system and out puts from the system (UNESCO, 1992).

Entrepreneurial: One who can create his/her own job or business after training by employing his/her knowledge, skills, money and effort.

Need driven: A program designed by focusing on the demand or interest of the community to produce well trained man – power for the labor market.

Practice – oriented: A type of training which can be practically applied on the field of work.

Strategy: Is a means by which aims, goals, and objectives of a plan are realized. It is more a rational and scientific plan to realize objectives.

Technical Vocational Education and Training (TVET): Designed to teach the skills and knowledge required for particular work (UNESCO, 1978).

CHAPTER TWO

2. Review of Related Literature

2.1. Definitions and Concepts of TVET

Scholars defined TVET as a form of vocational skills delivery mode, which has benefit for both the individual and the society to cope with demands of the economy and social activities to get sustainable life. According to (Clark et.al. 1965, Mekonnen 2005, Eblers 1969, Adler 1988, Agrawal 1982 and Corson 1991), TVET is a process of preparing trainees to work in a specific occupation requiring applicable skills in the world of work. As these writers, it is a type of skills training process intended for the improvement of the work habits of the society.

While International Labor Organization (ILO) defined TVET as training, The United Nations Education, Science and Cultural Organization (UNESCO) stated it as an education which leads to one organization referred as vocational skills training, ([http://www/](http://www/animelb) and food unimelb, 2006). TVET is a means of modifying attitude, knowledge, and skilled behaviors of individuals through training of experiences for effective performance of activities, (Critten, 1993: 10). Vocational education is about teaching people how to work effectively, (Byram, 1956: 50).

Education and training are taken as devised means for the achievements of human effort in any economic and social activities, (Adler, 1988:94). Mainly technical vocational skills training are aimed at improving sustainable life of human being. As Maliam Kono, (1982: 4), and Jack et.al, (1993: 140), schools or training centers are expected to supply technically competent manpower on vocational skills for the requirements of economic, social, and political activities.

In ever society in order to perform most forms of economic and social activities and to use and upgrade all required technologies in these regard TVET become Vital. Hence improved

educational and training systems are significant to prepare and identify individuals, who better fit for some types of economic and social activities, (Eblers 1969, and Chakrapani, 1996).

2.1.1. Purposes and Benefits of TVET

TVET is crucial to meet most requirements of work. It is training for the sake of earning, (Adier, 1988: 105). Work is a purposeful performance of activities to produce valuable goods and services that requires some form of training of skills, (Corson, 1991: 13). TVET is significant for transmission of knowledge and skills that enables trainees to engage in certain types occupations successfully that have implications for all types of attitudes, commitments and habitual responses required in certain situations of work, (Peters, 1966). As Robert, (1975: 1030), rather than academic education TVET is vital for the son to inherit the trade of work from the father. Technical vocational skills training is significant to have most appropriate forms of changes in the whole system of work force which come as a result of changes in relationship between man and work, (Isaacson, 1977).

The purpose of TVET in Ethiopia is similar to its purpose at the global level, which is to supply trained manpower in different vocational skills for demands of the economy, (MOE, 2004). It is also seen as a means and method of solving problems of unemployment in some countries. Hence in this regard conduction of significant types of training which helps most TVET graduates able to create their own business is the main purpose of TVET in Ethiopia is intended to achieve. In any society, employment is a symbol of identity and status of an individual which affects perception of the society regarding status of this person in which TVET has grater contributions, (Chakrapani, 1996).

TVET gives access to share the benefits of the economy equally. It helps to develop attitude of trainees to work and life or self employment so as to balance the gap between demand and supply to meet demand in this case, (Agarwal, 1982: 202). In countries where agriculture is dominant in the economy with flourishing industries having a limited potential

to absorb TVET graduates, it is crucial to formulate strategy of TVET mainly focusing on this sector of the economy. As Agrawal (1982: 201), TVET is significant to relate training with productivity to help individuals to realize once own potential to contribute for the economy as required.

2.1.2. TVET as a Means of Job Opportunity

It is assumed that, TVET provides most significant engagement capabilities in various types of works for individuals. It is designed mainly to provide all school children to get an opportunity of technical and vocational courses combined with work experiences, (Byram, 1956:306). From this one can assume that at the very beginning students in TVET have to learn or trained about their families' or societies' skill of work experience. Every strategy of TVET program has to be designed in order to achieve this purpose. The curriculum, teaching technologies and other financial and material inputs have to be planed based on the work and livelihood experiences of the society to solve its socioeconomic problems.

For any nation TVET becomes a means to meet the challenge of industrial, agricultural, commercial, and over all socioeconomic changes. It is assumed to be a means to meet economic competence among nations. Exceptionally developing societies need TVET to produce skilled man-power that can accelerate development through active participation in various development activities (Ronated, in Getachew, 2006, 13-14).

From the very beginning TVET program is intended to create and improve job opportunity of a society. It has to enables them to have the necessary skills, attitudes, and techniques to proceed on one's own lifelong learning. On the job training strongly motivated trainees, while its success entirely depends upon the immediate supervisors of the system, (Flippo, 1984: 200). On the job training is always haphazard, hence the new worker observes practices, learn by trial and errors, occasionally receives direct instruction, (Girma, 2006: 2). But Girma's assumption may not be taken as the main problem of on the job training,

because there are chances to make the system effective by giving the necessary guidance, counseling and supervisory services.

Apprenticeship is designed as a TVET program (system) in order to link school training with practical field work, to make the trainees qualified competent technicians, that able to undertake any form of active performs.

By this time apprentice receives training, provides productive labor as well as he is employed in an enterprise where he goes for an educational establishment, and receives a pay that is less than the wage drawn by his unskilled fellow works of the same age. (Gretler, 1972: 13-14).

The twenty – first challenges of globalization and revolution in the fields of information communication technology leads to a new orientation and guide in TVET in all over the world, (ILO, 1990). The challenges of world globalization requests every nation to give focus for science and technology in order to train technicians who able to minimize the challenges of globalization in every country's economic and social sectors.

In the world there are plenty of people who do not have even basic education to tackle the challenges of communication technologies and other various social and economic problems. (Kerealem, 2003). Globalization is influencing the socioeconomic potential of various countries, exceptionally, the poverty alleviation endeavors of developing countries, (gill, and Dar, 200). Therefore, TVET become vital to solve these challenges.

2.2. Historical Development of TVET

There is a view that the informal vocational skills training were started in the primitive society while man started to satisfy his basic needs. At this time, it is assumed that this society where used woods, stones, bones and fiber for various vocational arts as hunting, clearing of vegetables and to gather food materials and preparation. The process of learning or skills

training by this time was simple imitation of skills and knowledge which were transmitted verbal and by actions from generation to generation, (Yekunoamlak, 2000).

It is also assumed that the ancient craftsmen like Greece, Roman and most of the middle age people were contributed more for the introduction of the arts and technical skills which have significance for the sustainable life of human benign. By this time home was served as center of training while apprenticeship was used as the main means of training providing technique, (UNESCO, 1998: 18). Until 19th century such types of training was delivered in manufacturing centers rather than schools, (Zywiece, 1993: 414).

There is a view that with the growth of industrialization in European in the early 19th century, several European countries exceptionally Germany, introduced vocational skills training in this time. Then it is assumed that the need for TVET gained momentum and flourished elsewhere in all European and America.

In order to achieve economic development TVET becomes an agenda of all countries after the II World War. This was to get all the required man power in all wise as required. The expansion of printed materials in the early nineteenth century was become helpful for the society to most important knowledge and skills, (Margin, 2002). In this century both technical schools and post school training which have strong connection with industries where expanded, (Hussen, 1995). This was a period when TVET become significant to satisfy labor market requirements of mainly industries, (maginn 2002).

2.2.1. Historical Background of TVET in Ethiopia

The traditional education in our country prior to the 20 century had given more attention only for the religious oriented activities. The various arts and vocational activities which were undertaken by the society to live sustainable was not get attention. What can one remember from our history is that, some of the Ethiopian governance were divided among the society based on their arts of vocational skills, as a minor and superior society. It is

obvious that this situation where highly demoralized the society to have arts of various vocational skills. This was among the ashamed history of our previous nations regarding this issue.

In order to fulfill objective for skilled manpower requirements The Technical School of Addis Ababa was established, after the invasion of Italian in 1941 (Girma, 1990). Therefore, we can understand that technical and vocational training has got awareness and attention by our government and society after this period. Wana, (1998), categorized the previous technical and vocational education in Ethiopia in to three periods.

In the first period (1940s – 1960s), even though only 6 TVET institutes where opened within the entire of the nation, there were no clear educational policy and strategy to guide and facilitate social and economic activities of the society. Attention was not given for the labor market information. The overall goals and objectives of each level of training program where not clear.

Besides these, by this time there were not suitable strategy for TVET program, even the implementers and the society where not understood what make this program different from other programs of educational system. The curriculum and the fields of the training where not as such designed based on the social and economic activities as well as labor – market demand of the nation.

Secondly in the period between (1960s-1980s), although some more expansion of the system is made by opening more comprehensive high schools, the attentions that were given to make the training system relevant in a way that enables to produce competent man-power for the requirements of the country was too poor. In addition even though some form of education system and structure where there, relevant policy and strategy preparation where not done, to make the education sector and the TVET program relevant for the economy. For this it was not help to solve economic and social problems of the society.

In the 3rd phase after 1980s, by considering the ineffectiveness of comprehensive high schools, some form of consolidation and reorganization were made to establish more new TVET centers in order to produce more trained technicians for the requirements of the economy. In this period especially the party governing Ethiopia (EPRDF), made many changes in the overall educational system as well as on TVET system to make it relevant in order to produce competent quality technicians. Only in the period between (1996-2004/5), TVET institutes increase from 17 to 99, while enrollment increased from 300 to 106,300, and among these trainees 31% were trained in the non government TVET institutes, (MOE, 2005).

2.3. TVET Strategy

2.3.1. Meaning of Strategy

Basically strategy is a word with military origin and refers to a plan of action designed to achieve particular goals. It is concerned with how different engagements are linked together to be performed in order to achieve objectives. It consists in most cases political directions, goals and operations (tactics) that are designed to achieve the intended aim.

Strategy is the art and science of employing the political, economic psychological and military forces of a nation or group of nations to afford the maximum support in order to adopt politics in peace or in war. It requires identification of environmental factors that can affect the business as well as the values and expectations of those who have power in and around the business.

Johnson Maunard (1936) and other scholars defined strategy as the direction and scope of an organization over the long term that can help to achieve advantages of the organization through its configuration of resources within a challenging environment, to meet goals. In the game theory strategy refers to one of the options that a player can choose and it must be one of the choices of a set of strategies.

A strategy is a corporate social responsibilities concept which has four components such as economic, legal, ethical, and altruistic duties, ([en.wikipedia.org/wiki/ corporate social responsibility](http://en.wikipedia.org/wiki/corporate_social_responsibility)). It is assumed that much of the confusions and controversy over corporate social responsibility stems from a failure to distinguish among ethical altruistic and strategic form of corporate social responsibilities. A strategy must specify what actions will need to taken in each contingent state of a program or engagements.

Strategy is about where the business is trying to get to in the long term or direction, which markets should the business competes with and what kind of activities need to involved in such market. It is about how a business can perform better than the competition in those markets.

2.3. 2. Skill Formation and TVET Strategy

Skill development activities mainly help to enhance or develop social capacity for learning, innovation, and productivity, (Brown, 1999). According Brown, (1622) rather than treating skill acquisition as a purely technical issue, skill formation can draws the attention of wider social context for skill development. Therefore, TVET strategy is mainly expected to emphasis how individuals and society with in specific country understood about skill formation and able to form productive skills. Every skill formation process in TVET has to be undertaken in relation to national development priorities and the changing role of the state and private sector, (Tikly, 2003).

In this regard especially TVET strategy has to be designed in a way that helps to overcome poverty problems as well as to solve economic inequalities among the society groups. Exceptionally in our case emphasis in TVET strategy designing and implementing has to be given, for rural areas where poverty is more available.

Skills for development initiatives are also among the points of emphasis which TVET strategy is expected to focus on. Both to absorb new knowledge from the outside source and

to increase industrial productivity, a suitable TVET strategy is crucial to have appropriate societal skills development program, (Tikly, 2003).

The skills required to foster global competitiveness are the same as those required to promote social inclusion and elimination of poverty. Too much emphasis on high skills is likely to favor middle class urban elites while basic and vocational skills is crucial for poor and rural communities, (Tikly, 2003). As Tickly, strategy of TVET has to recognize and accredits specific skills that are owned by marginalized groups, but that are not traditionally recognized. All the above points tell us that, TVET strategy is expected to take in to consideration both globalization and localization conditions while designing and developing skills for training.

2.3.3. Globalization and Changing Skills Requirements

The two approaches to enhance economic development for developing countries are the evolutionary process of teaching up and that recognizes the possibilities afforded to low income countries by ICTS to “leapfrog” the stage of development in to high value added knowledge to economy.

According to World Bank (1999), foundations of literacy, numeracy, reasoning, and social skill such as teamwork, are generic today for economic activities. These are basic education to get advanced skill throughout life. But as Afenyadu et.al (1999) indicated, recently all necessary attention required for skill development is neglected in most international policy making process.

There is not sufficient evidence that indicates as basic education alone will prepare individuals for a sort of productive life implicit in currently dominant model of economic development. There is also an assumption that, universal primary education is not sufficient to help individuals engage in to productive economic activities. Workers with vocational

skills gained through formal training or on the job experience do have higher earning than those with basic education only (King, 1996, in Tickly, 2003, 79).

East Asian Countries articulated education and economic development policies by giving emphasis to high stock of literacy and basic skill formation, and their state also engaged to develop stock through male education that can help to accelerate industrialization, (Greek, 1999). As Riddell (1996), recent globalization competition requires different human resource for East Asian countries that were successful in propelling from agricultural based activities to industrial, to page industrial economy.

The option for developing countries to attract investment through the availability of low lodge labor costs in firms' total costs makes other factors more influential in decision making to locate production. Globalization increases the importance of education to enhance productivity and to attract foreign capital, (Stewart, 1996, Tukly, 2003). Therefore, from all these points one can say that preparation and designing of TVET strategy has taken in to consideration both globalization and the change in skill requirements.

2.3.4. Focus Areas in TVET Strategy

Vocational preparation can take many forms. As (Kooijmans 1997, in Lind Clark 2007, 23) stated, it can be following the same occupation as one's father and joining a family members or family friends from one's own social circle which has to be done in order to get occupational training that enables one to make a career in a branch with occupational hierarchy, such as merchant navy or the civil service.

According to the Liberals' Vocational Education Objective, Vocational preparations have to focus on producing individuals acquiring the necessary skills that can help them to earn their living by supplying them with one of the conditions for economic prosperity. But Linda Clark, (2007: 135), said that, no one want to work unless they have to. Hence, as Linda Clark

strategy of vocational training need focused on preparing people to earn a living through work.

The content and methods of training must be developed to serve the basic learning needs of individuals and society that can improve them in order to address their most pressing problems. This means it need to help in combating poverty, raising productivity, improving living conditions and protecting the environment, and need to enable them to play their rightful roles in building democratic society and enriching cultural heritages.

Successful education and training program requires complementary and convergent actions on adequate nutrition, effective health care and appropriate care and development of the young child in the context of the role of the family and community. Despite the unquestioned necessity of earmarking, increased resources towards the education of girls and women, and developing strategies to reach them, one can not underestimate the formidable barriers that stand in the way of reducing gender disparities and achieving greater social justice and equity, (Surya Venkata Duth, 2003). These points especially tell us that emphasis in TVET strategy formulation and implementation has to given to respond needs of girls and women for training.

Basically TVET strategy is expected to have flexible curriculum and administration that can help to meet the ever changing world of work especially in this globalization time. To compute with other countries, levels and qualities of skill training has to be improved in order to accommodate modern technologies and working practices (Venkataiah, 2201: 94). As this author the organization, management and provisions of TVET in most cases must be handled by local authorities.

2.4. Contributions of Entrepreneurship in Implementing TVET Strategy

Among the main aims of TVET strategy, creating suitable conditions for entrepreneurship that helps to create employment opportunity for TVET graduates is the basic one. To create successful entrepreneurship it is necessary to make favorable condition for TVET graduates to have access for materials, financial, and technical support. There must be an administration system that needs to work in collaboration with TVET agency to successfully implement TVET strategy in this and other wises.

Studies indicated that micro and small scale enterprises in the industrial sector can provide vast job opportunities for citizens in developing countries. These countries specially expected to give the maximum share of their capital for these area activities.

In Ethiopia micro enterprises are defined as those firms with less than the work force with a paid capital of not exceeding Birr twenty thousand, (Ministry of Trade and Investment, (1997). The investment development strategy of the nation indicated that, the government specially focused on creating micro and small scale enterprises to solve problems related to employment opportunities.

This strategy special has a great connection with TVET strategy and also expected to play greater role in creating job opportunities for TVET graduates. The Federal Micro and Small Scale Enterprise Development Agency's strategy is also expected to be prepared in collaboration with TVET agency. As Berhanu et al (2005, 541), The Federal Micro and Small Scale Enterprise Development Agency has to promoted micro small scale enterprises which has all necessary connection with TVET graduates by providing services on training, counseling, financial and credit facilities, organizational support, production and marketing space, marketing facilities and row material supplies.

Finance is crucial in every aspect of the economy. Credit transactions have been indispensable for economic development of the world, (Encata encyclopedia 2003). Form this it is obvious that this service has greater importance to achieve the objectives of national

and regional TVET strategy. Special in Addis Ababa where greater number of TVET trainees and graduates, are available, its contribution is greater than the others. According to Asseffa, et al (2005), micro financial programs aimed at providing financial service for individuals that are exceptional excluded from the banking system have been launched in developing countries.

In Ethiopia both in response to high need for financial services and by recognizing its critical role in alleviating poverty in a sustainable way, innovative credit delivery system have been put in place with more efficient way of improving households access to formal credit. Although several micro financial institutes have been established both in rural and urban areas, their connection especial with TVET strategy is not obvious. Hence these forms of financially institutes are expected to give all the necessary support for TVET graduates that could help them to create their own businesses.

To improve the entrepreneurship capacity of TVET graduates, the Ethio-Germen development project is on the activity of giving support by coordinating various private and government agents in AA. According to some evidences different public, private and other development agents have been involved in the pilot scheme to support the self-employment capacity of TVET graduates within the city. These forms of activity do have a greater contribution to make the strategy suitable and success full. But, from the very beginning the plan has to be formulated in collaboration with all this stake-holders.

All TVET graduate need to get training about business ideas, have to get sufficient training on business plan and enterprise formation. There must be an agency which has to give business license and legal forms of business activities for TVET graduates. It is necessary to upgrade TVET graduates technical skills timely supply them with necessary equipment and further support by giving workshop on plan and experience sharing.

2.5. The Current Status of TVET in Ethiopia

2.5.1. Policy Frame-Work of National TVET Strategy

The current Education and Training Policy of Ethiopian was formulated mainly to value the agricultural lead industrialization strategy of the national economy and other social and political policies and strategies of the nation. Formulation of the policy was made *in order to realize various development plans, rural and urban, as well as industrial development and the building of democratic society* ESDP III (2005, 5).

Producing competent trained man-power in different levels for economic, social and political activities of the nation is among the main objectives of the ETP, (MOE 1994).

Realization of the Education and Training Policy and the education sector strategy or ESDP requires integration with various development activities. Hence school based policies are expected to be connected with various development policies in the economic, social and political sectors.

Based on the above assumptions, attempts were made mainly to design our national TVET program in connection with various development programs of the nation. As MOE policy hand book of (1994, 17), specially lower and middle level technical and vocational trainings are designed to be given for those students who have completed their primary (basic), and secondary (general) education both in rural and urban areas to have competent productive human resources for various economic and social sectors activities. According to this document the technical vocational education and training intended to be given in all these levels have to enable the impart of tangible skills for trainees or learner which could enable them to improve their livelihood. Based on the above objectives and some scientific principles and guidelines for proper formulation of TVET strategy, the national TVET strategy was formulated which has mainly the following basic objectives, principles to be followed and main activities to be performed.

2.5.2. Over all and Specific Objectives of the National TVET Strategy

As MOE TVET strategy handbook of (2006), the following are the main the general and specific objectives of national TVET strategy:

Producing competent and highly motivated technicians whose creative potential is sufficiently developed who can enhance the socioeconomic development of the country, based on the labor market is the overall and general national TVET objective.

Based on the international and national scientific principles and conditions the following are stated as specific objectives of this strategy:

1. Enable most TVET institutes to be center for technological transfer
2. Improving quality of TVET training in all levels of the system to produce competent technicians
3. Make training relevant in line with the economic needs to the country.
4. Preparing and designing appropriate TVET implementation system suitable to get all the necessary stakeholders engagement and participation in all levels
5. Make the organization of TVET administration suitable in order to improve the manpower of the system.

2.5.3. Basic Principles of National TVET Strategy Implementation

As the Amharic version of the (2006) national TVET strategy, the following principles were stated for the proper implementation of the strategy:

1. Make all TVET institutes center of technological transfer. Basically all TVET institutes are expected to adopt and transfer new and improved technologies for their surrounding industries and over all the society.

2. Make TVET demand – driven: To make training demand driven even though many things are performed more improvements are expected especially to make the curriculum and content of the training relevant to produce competent technicians.
3. Designing a horizontal and vertical structure that helps to promote one coherent system formally and informally which can give access for lifelong learning opportunity.
4. Make system of TVET flexible
5. Improving participation of stakeholders
6. Decentralizing administration of TVET
7. Integrating and unifying the implementation system of TVET.

2.5.4. Main Activities Designed for Proper Implementation of National TVET Strategy

Among the main activities which were designed while formulation of TVET strategy for its proper implementation, the following are the main ones:

1. Ling down policy system of implementation
2. Establishing counsels and boards
3. Preparing and implementing quality measuring framework and accordingly implement it.
4. Preparing finance demonstration system and implement accordingly
5. Undertake evaluation and research in order to improve the program
6. Improve the research capacity of main implementers of the program
7. Much TVET with labor – market information
8. Preparing management information system
9. Preparing a system of permeation and license giving
10. Creation of awareness about TVET strategy

(Adopted from, MOE TVET strategy handbook of 2006)

2.5.5. Changes Made to Make Implementation of the Current TVET Strategy Relevant

The government of Ethiopia undertook an extensive effort to restructure the TVET program, based on its objectives and scientific implementation principles especially in recent years. By this restructuring attention is given to make fields of training relevant by adding new fields of training. New and suitable training courses are also included in to the program order to make it demand – driven.

Both establishment of new TVET institutes and vast rehabilitation of existing once have been made in order to contribute for the resolution of social and economic problems of the society. Attempt also made to avoid some irrelevant fields of training that can have advantage to improve the employment opportunity of trainees and to make the program relevant.

Especially after recent years TVET agencies are established at all level of government administration in order to improve and enhance the implementation of the program. The program and administration of TVET that were previously government by the education sector to trainee only middle level technicians after completion of grade 10, recently all its administration and institutional activities are separately undertaken by its own institutional agencies.

The middle level TVET training after completion of grade 10 where designed to complement apprenticeship program to be given in collaboration with government and various private company and agencies, (MOE, TVET strategy hand book, 2006).

2.5.6. Focus Areas of Training in the Current Junior and Middle levels of TVET

To eradicate poverty and improve socioeconomic development, there should be demand-driven lower, junior and middle level TVET program in relevant training fields that enables to produce highly motivated and competent man-power, MOE TVET strategy (2006). As The (2005) Educational Statistics Abstract of MOE currently in all these levels of TVET program

training in various fields have been conducted in all regions based on their relevance and significance for socioeconomic situation.

Although many skills training currently conducted exceptionally by private TVET institutes at lower and junior level training in beautification, food preparation, theatrical and film arts designing, in various decoration materials, hotel and tourism managements, and in various arts become relevant, still there is a question for relevance and to look for more types of skills training.

However, MOE stated that 33 fields of specialization are conducted in the middle level TVET, this number seem insufficient to consist all the necessary training fields to meet the need of socioeconomic activities of the society.

Some of the training fields currently conducted in most TVET institute in Addis Ababa are:

Business and information technology: Accounting, Banking, and insurance business type training, Marketing, Purchasing, Secretarial Science is information technology.

Construction Technology: Building, drafting, surveying, road construction, and machine technology.

Industrial Technology: Auto mechanics, general mechanics, electricity, electronics and machine technology.

Home Economic: Textile technology male garment, dress making, cooking, bakery and confectionery house.

Others: Including health training, clinical nurse, pharmacy technician, laboratory technician, health extension, water technology, electromechanical, small scale irrigation, law, and human resource management.

2.6. Factors that Can Influence Proper Implementation of TVET Strategy

Many factors can influence implementation effectiveness and efficiency of TVET strategy. But among these only the main ones are discussed below:

2.6.1. Selection of Trainees

Many trainees do not have the necessary information about the relationship between their present selection of fields for trainings and the future employment opportunities. Most of them don't understand the relationship between training and employment opportunities (Studrt, 2002). Hence counselors should discuss the occupational preferences of the trainees' and the implication of higher tentative course selection for these and others form occupational goals, (Chauham, 1982: 127).

Unsuitable selection of trainees which resulted in poor quality of training is a common problem of many countries. A training that is not based on appropriate selection of trainees could not be attractive and it resulted in less trainee's motivation (Lauglo, 1993). The selection process has to established different requirements, and also need to specify specific types of experiences required, achievements of grade from academic or vocational institutions needed, (Ecclestone, 1996).

Selection of TVET trainees should be made based on their interest, aptitude and capabilities for the requirements of particular field of training, (Biru, 2006).

The TVET program is also expected to fit the interest and achievement of the trainees, (Coe, 1973: 34). Trainees who join TVET program based on their interest, aptitude and abilities are more motivated to learn different skills than others, (Antonions, 2006).

In order to select appropriate TVET trainees it is important to give guidance and counseling services to students to help them select training fields that suit their interest, aptitude and capacity, (Antonions, 2006). As this proponent, the program of TVET also expected to be flexible to get appropriate trainees and conduct quality training.

Test, past academic achievement, and interviews are among the most frequently employed TVET trainee's selection criteria, (Evans, 1971). But there is a question that to what extent

these trainee's selection criteria are actually implemented by all TVET institutes in AA and other regions while trainees' selection.

All TVET institutes are expected to give vocational guidance for their trainees to minimize resource wastage and to produce competent technicians. The selection criteria and the system need to aim at selecting competent enough trainees to enter the program and benefit from it (UNESCO, 1977). Hence, it is better to consider interest and merits that the trainees and the training institute can get during the selection and placement process (Stuart, 2002).

2.6.2. Placement of Trainees

The placement of trainees to TVET institute has to undertaken based on the trainees' aims, capacity, aspiration, readiness, and educational background (Good, 1973: 423). Every TVET institute must evaluate students' skills, abilities and especial needs before undertaking placement to keep its appropriateness (Raddatz, 1999: 234). But things that are going on in AA and also in other regions in this regard needs assessment and evaluation to make relevant both the selection and placement process. Placement organizers need to discuss with the trainees concerning their particular placement requirement (Gill, Fluitman and Dar, 2000).

2.6.3. Vocational Choice

Consultation of psychological, educational, physical, economic and other chances are among the main factors that determine career development of an individual (Nayak and Rao, 2004). Interests in job, abilities, personality, security, stability, prestige are also mostly influence once vocational choice, (Abosetugne, 2001).

Interest, aptitude, intellectual ability, school, family, personality traits of self concept, six difference and value stereotypes are among the factors that influence vocational choice, (Ginzeberg, 1998). The choice of vocational for training as well as to give suitable occupation for the society is among factors that need concern in our case.

2. 6.4. Employment Market Information

Employment market information defined in various perspectives. Schulz and (Klember, 1998: 43) stated the following:

Any information concerning the size and composition of any set of the labor market, the way it functions, its problems, the opportunities which may be available to it and the employment related intentions or aspirations of those who are part of it.

According to Buse et al (1983: 131-132), perspective graduates of different institutes are depend on the following eight factors as their major sources of employment market information. These are parents and relatives, counseling officials, previous employment of others, peers, and career guidance, (Suain et al, 1987).

2. 6.5. Occupational Guidance Service

Many problems that inherent within our home, school, social and occupational activities and relationships pull as to some form of guidance. We usually find ourselves in such difficult to steer unaided, (Crow and crow 1960: 18).

Guidance according to Anderson, (1969: 172), is a process of helping students understand, accept and use the abilities, aptitudes, interests, and other traits. Guidance is a systematic and professional process of aiding individuals in making other choices, plans and adjustment in understanding attractive self-direction and in meeting problems of personal living related to education (Anderson, 1969, Pecku, 1991).

Placement services need to be given to job seekers in order to help them get employment and to help employers able to fulfill their vacancies under the specific prevalent individual conditions. To achieve this registration and matching procedure need to undertaken, (Microsoft Encarta Encyclopedia, 2004).

2.6.6. Human and Material Resources

To make the implementation of TVET strategy effective and efficient quality and relevant human and material resources have to be supplied to all TVET institutes. Trainers and administrators are expected to have the necessary qualification to conduct quality training.

It is expected of any TVET institute to update the capacity of its trainers and administrators timely in order to make them competent and have the necessary motivation to perform better.

Motivated and creative employee can make the system more flexible, effective and productive, (Gasskov, 2000: 54). Specially TVET trainers should have to well qualified and experienced in the fields of training. The quantity and quality of staff available in an institute influence the fate, direction, and future of the institute, (Berhane, 2000, 22). Updating the knowledge of TVET trainers by giving them timely training is a question of global competition and survival in the global economic market. Training helps trainers to implement the policies, program, rules and regulations of their organization in a better way, (Ramasamy, 2001, 261).

The effectiveness of TVET strategy implementation highly depends on financial and material resources. The success of any form of business greatly depends on the availability of sufficient finance for its short and long term purposes, (Bantie, 2001, 26). Production of capital that helps to conduct TVET training is vital for effective implementation of the TVET strategy, (Ayele, 2004, 39).

2.6.7. The Need for Decentralization of Administration

Solving problems of economic decline or inability of government to finances the education system, educational cost, cultural diversity, weakness of government's legitimate (public sector), state over load, declining performance of educational activities, as well as global and international pressure are among the main reasons for decentralization, (Holger Daun, 2007).

Decentralization needs a new type of deliberate control and steering, as well as specific bodies for steering, monitoring and assessment, (Holger Daun, 2007: 36). We can find among others the following bodies: Mechanics or processor steering (Driving educational process, (a) national curriculum, (b) national goal and national guidelines (c) accountability requirement, (d) inspection and monitoring, from the central attainment of national goals and (e) market mechanism (Hamilton, 2003 Hanna ways Woodrooffe, 2003).

There were various practical problems which would need attention in educational reform in the third world countries, to bring economic modernity. Preparation of planers, instructors, increased financial allocation to educational and the improvement of various sub systems, information management, and teacher education and so on, are among the main educational problems that need attention while educational reform is made, (David Bridger, 1997: 62).

Balance of investment in educational programs has to made among its various levels while making any form investment in education, (David Bridge, 1997: 62).

CHAPTER THREE

3. Methodology and Procedures of the Study

3.1. Research Design

The aim of this study is to assess the implementation effectiveness and efficiency of the national TVET strategy in AA in a way that helps to describe its status. All the necessary attempts were made to identify strengths and weaknesses seen while implementation of the national TVET strategy in the city. This would be done mainly by studying, reviewing and collecting data on all or more of quantitative changes seen as a result of implementation of the strategy in AA. Hence the coverage area of the study is wide.

The instruments intended to collect data for this study are mainly questionnaires and semi structured interviews that mainly help to collect a large amount of quantitative data. Words which have leaning towards quantitative research were mainly used while questionnaires for the purpose of this study were developed. Therefore, in order to achieve all the above overall objectives and activities of this study, *a quantitative descriptive survey research method* was employed at each instance of the study. This means the approach of the study and the types of data collected for the purpose of this study were quantitative, the specific objective of the study was description of the implementation status of TVET strategy in AA, and the specific method of the study employed while conduction of this research was survey method.

More of these this research method is assumed to help for gathering of reliable information from various TVET training institutes, city administration TVET agency and TVET departments, and other concerned bodies.

3.2. Sample Population and Sampling Techniques

In AA there are 284 (20 government and 264 private) different levels TVET institutes. For the sake of giving training in all significant levels, all these training institutes in the city are currently divided in to five levels or strata. In all these TVET institutes currently there are 1864 trainers.

A purposive sampling technique was applied to include all government TVET institutes in the study. But by employing a stratified simple random sampling technique thirty (30) private TVET institutes from all levels or strata of TVET institutes were selected to be participant of the study or to collect data among. Totally 50 TVET institutes were selected for the purpose of this study. This means 1 level five, 5 level four, 4 level three and 10 level two and one government TVET institutes and 10 level four, 10 level three and two 10 level one private TVET institutes were selected to be included in the study.

Both purposive and simple random sampling techniques were applied in order to select 50 principals and 100 trainers respectively to be participant of this study from all 50 sample TVET institutes. In addition to this 150 trainees also selected of all these sample institutes by using simple random sampling technique to participate in the study by giving response for questionnaires.

However it was not possible to get data on the exact number of TVET officers in AA City Administration TVET Agency and department of TVET in the sub-cities, with the help of simple random sampling technique, 30 TVET officers were selected to being among the crucial participants of this study.

In the same way although there is no data to indicate the proper number of employment organizations and civic associations on socioeconomic development in AA, by using simple random sampling technique five employment organizations and 5 civic associations which are assumed as appropriate to be include in this study were selected . But all

managers of these organizations are purposefully included in the study. Hence purposive sampling technique was employed while their selection. Even if things become difficult to mention the exact number of unemployed TVET graduates in AA, 5 unemployed TVET graduates in the city randomly selected to be included in the study.

3.3. Data Gathering Instruments

Based on the knowledge gained during the literature reviews for this study, mainly open and closed ended questionnaires and the semi structured interview were used as basic data gathering instruments to this study. This is for the reason that the most types of data required to undertake this study are quantitative types of data and the above two methods of data gathering instrument are mainly help to gather quantitative data. Document analysis and some form of observation were also employed for those quantitative data collected from documents and literature.

Generally 3 sets of more of closed and few of open ended questionnaires were prepared and distributed to be responded by TVET officials or experts both at agency and department of TVET at the sub city levels, principals, trainers and trainees of various level TVET institutes in AA.

All the closed and open ended questionnaires were requested respondents to mention and identify variables and factors regarding the national TVET strategy implementation strengthens and weakness in AA which were manifested while all strategic issues of the strategy were performed. They also required them to give more prices suggestions and opinions concerning the implementation effectiveness and efficiency of national TVET strategy implementation within the city.

Appropriate interviews and discussions were prepared and held on the implementation status of TVET strategy with managers of employment companies, civic associations on development and unemployed TVET graduates.

Moreover with sufficient preparation significant document analysis were made both on national and AA city administration TVET strategy implementations documents and on other related materials. Observation of overall implementation of TVET strategy in AA was also accompanied both with document analysis and the semi structured interview gathering instruments to in reach all required quantitative data.

All questionnaires developed in all the above cases were based on the educational level, experience, capabilities and occupational background of all respondents.

3.4. Procedures of the Study

Mainly the procedure for this study has three phases. In the first phase relevant bodies of literature and other documents regarding the implementation status of national TVET strategy in AA are reviewed. Instruments of data collection and methods are identified. Moreover in this phase policy and national TVET strategy documents are all analyzed for further engagement in to main activities of this study.

In the second phase of this study both preparation of mainly sufficient quantitative if necessary qualitative questionnaires and collection of data is undertaken. In this phase all significant data are collected from principals, teachers, and trainees of different levels TVET institutes in AA and from appropriate documents. In addition to this, proper and sufficient interviews are also held with managers of employment companies and civic associations on development as well as unemployed TVET graduates.

In the third phase of this study sufficient analysis of data was made to come up with appropriate findings. All the necessary techniques of data analysis were applied to keep the reliability and appropriateness of data analysis technique to come up with good findings, suggestions and recommendations that enables to give appropriate response for the main problems this study. Here also attempts were made to give the finding of this study for those appropriate bodies to implement the strategy.

3.5. Method of Data Analysis

Percentage which is the simplest form of statistical data analysis technique, the one mainly used to analyze quantitative data was entirely applied while data for the purpose of this study analyzed. Almost for all quantitative data collected for the purpose of this by means of open and closed ended questionnaires, semi-structured interviews and document analysis this method of data analysis was become significant both for the analysis simplification and easily understandability of the study by all levels readers or users of the study.

Chapter Four

4. Data Presentation, Analysis and Interpretation

4.1. Brief on Data Collected for the Purpose of this Study

Data for the purpose of this study were collected from document analysis, by questionnaires and with conduction of interviews. With the help of document analysis significant data were collected on proper implementation of national TVET strategy both at the national and AA City administration levels.

All the three hundred thirty (330) questionnaires which were distributed among officers of TVET, and TVET institutes' principals, trainers, and trainees, all of them are collected back which were as much as possible field properly.

Data which were intended to be collected by conduction of interview with managers of employment organizations and civic associations on development as well as with unemployed TVET graduates in AA was almost properly employed or achieved all in all.

4.2. Overview on the Current Implementation of TVET Strategy

The current TVET strategy was formulated in a way that helps to give training in different fields of skills which are significant for development activities of the country. It was designed mainly to develop and use traditional and modern scientific technologies to enhance productivity at all implementation levels of the strategy.

Based on the above assumptions in the last two decades many progresses and changes have been made by implementation of the strategy. These progresses and changes achieved as a result of TVET strategy implementation includes both quantitative and qualitative aspects.

As evidences from MOE and AA City Administration document analysis mainly the most significant quantitative changes achieved as result of national TVET strategy implementation and little aspect on important qualitative changes achieved as a result of TVET strategy implementation both at the national level and in AA city administration could be summarized by the following paragraphs.

Attempts made to promote positive cultural respect for work and workmanship show progress in all aspects and levels of TVET strategy implementation. As MOE review of Education and Training Policy of (2008), most of the significant attitudinal changes and improvements, which achieved among most of TVET strategy implementers and stakeholders as well as that of societies at all implementation levels of the strategy become favorable for its proper implementation in all implementation levels of the strategy. Thus this is among some of the TVET strategy implementation performances that show possible implementation of the strategy in all its implementation levels.

The number of TVET institutes, which were only 17 at the national level in 1994 (which were 3 in Amhara, 4 in oromia, 3 in SNNPR, 3 Addis Ababa, one in Tigray and one in Diredawa) that were only in 5 regions, increased to 388 government TVET institutes by 2006/7 excluding that of 25 agricultural TVET institutes run by ministry of agriculture (MOE, 2008). In the same time period the number of TVET trainees which were only 2, 634 (61.1% of this were female) increased to 191, 151, (43.9% of this are female trainees), excluding that of 35, 365 trainees enrolled to agricultural TVET institutes run by ministry of agriculture. But it also stated that the target sate to enroll 243, 009 students at national level could not be achieved.

As AA City Administration TVET Agency, the share of the city in most of the above changes exceeds that of other regions. The number of TVET institutes that were only three by 1994/95 which was only at middle level training increased to above 284 different levels training institutes. As evidence from document analysis of TVET agency of AA city administration government, the private sector and the non government organizations are

participated in all level of TVET and its strategy implementation by establishing and conducting significant training. It also becomes clear that the enrollment ratio of trainees in all levels of training exceeds that of other regions of the nation. Hence these are also among the points that indicate implementation possibility of TVET strategy at all its levels.

4.2.1. Changes and Improvements Made to Make TVET Curriculum Relevant

Most of the crucial changes and improvements made to make TVET curriculum relevant at all levels of training become significant to ensure the expected standard of profiles of various levels TVET trainees (MOE, 2008). But it were also indicated as there is a need to make more efforts in order to respond for timely changes in demand of the society and labor market, to make it more relevant in all level of training to respond for demand of the society. As evidence from AA TVET Agency document analysis, efforts made to improve TVET curriculum in all levels of TVET in the city able to bring more appropriate improvements to become relevant for labor market demands of the city than most regions of the nation. Diversification of training fields is improved from time to time than other areas which help to improve relevance of the curriculum. Hence even this implies that all attempts made to make TVET curriculum relevant at all levels of training show implementation possibility of the TVET strategy in this regard, it seems a need to make more efforts to respond more appropriately for demands of training in all levels.

4.2.2 Improvements Made to Enhance Participation of the Private Sectors

As MOE Education and training policy of 1994, all government and nongovernmental organizations as well as individual citizen who have the potential and capabilities have got the right to establish and run their own training programs according to their interest. Based on this only in AA over 265 different levels private TVET institutes were opened until 2008/09(AA TVET Agency). Hence this implies implementation possibility of the TVET strategic issue in this regard in all its implementation levels. Above all it indicates how the

strategic issue of TVET strategy able to bring appropriate participation of the private and nongovernmental organizations at all levels of implementation of the strategy.

All the necessary improvements and changes have been undertaken and also they are under way to get more effective and efficient participation of the private sectors in order to improve their proper implementation of TVET strategy (MOE, 2006). Hence this improved TVET strategy hand book stated all the necessary engagement activities that help to enhance appropriate participation and involvement of the private sectors and stakeholders in all implementation levels of the strategy.

The main criteria that were used to give permission and accreditation for private and government TVET institutes which were mostly run based on materialistic facilities, changed to more qualitative issues as management work processes and market demand studies, (MOE, 2006). As a result of this, since last year appropriate and necessarily improved types of permission and accreditation giving process have been applied. Hence these all important changes and improvements made to enhance the participation and involvement of the private sectors and stakeholders of TVET strategy in all its implementation levels become significant for proper implementation of the strategy.

All the above data were collected from areas which have in touch with all levels of TVET strategy implementation both at the national level and in AA. Therefore, they all are among data that indicate implementation possibility of TVET strategy in all its implementation levels in AA.

Table 1: Characteristics of respondents

No	Characteristics items to be analyzed	Overall respondents													
		Officers of TVET		Principals of TVET Institutes		Trainers of TVET institute		Trainees of TVET		Managers of employment companies and civic associations		Unemployed TVET graduates			
		N	%	N	%	N	%	N	%	N	%	N	%		
1	Sex														
	Male	22	73.5	46	92	65	65	74	49.3	8	80	2	40		
	Female	8	26.7	4	8	35	35	76	50.7	2	20	3	60		
	Total	30	100	50	100	100	100	150	100	10	100	5	100		
2	Age range														
	20 – 30	12	40	10	20	50	50	-	-	2	20	5	100		
	31-40	16	53.3	30	60	40	40	-	-	6	60	-	-		
	Above 40	2	6.7	10	20	10	10	-	-	2	20	-	-		
3	Level of Education:														
	Certificate	-	-	-	-	-	-	-	-	-	-	2	40		
	Diploma	-	-	10	20	40	40	-	-	-	-	3	60		
	BA/BSC	23	76.6	30	60	37	37	-	-	7	70	-	-		
	MA/MSc	7	23.4	10	20	23	23	-	-	3	30	-	-		
4	Service year														
	1-5	5	16.6	6	12	60	60	-	-	-	-	-	-		
	6-10	10	33.3	26	52	20	20	-	-	4	40	-	-		
	11-15	12	40	10	20	10	10	-	-	3	30	-	-		
	16-20	3	10	8	16	10	10	-	-	3	30	-	-		
5	Training level of trainees														
	Level 1 and 2	-	-	-	-	-	-	70	46.6	-	-	-	-		
	Level 3 and 4	-	-	-	-	-	-	80	53.3	-	-	-	-		

The above table indicates the characteristics of all types of respondents who participated in the study by giving their response as much as possible properly. As we can see from this table the number of male respondents in the cases officers of TVET which is 73.7%, principals of TVET training institutes which is 92% and the case of trainers of TVET that 65% exceeds the number of female respondents. This shows less participation of females in all the above mentioned post levels of the main practitioners of TVET strategy to bring proper implementation of the strategy in AA. Hence this requires a need to increase or enhance the participation extent of females in all these job position levels of TVET strategy implementers to have a proper implementation of the strategy.

53.3% of officers of TVET in AA City Administration TVET Agency and the sub cities' department of TVET are in the adult age ranges. Hence there is a chance to improve their implementation efficient and effectiveness by developing their capabilities and potentials for work. Regarding their educational levels more of these officers (76%) are BA/BSC holders. Thus this implies there is a need to improve their level of education at least to MA/MSc level for the majority of them. This is because they all are at the top level for the proper implementation of the strategy,

The proportion of trainers at youth age range (60%) is greater than the other age ranges. This shows that there is a chance to enhance more implementation of the strategy by facilitating all the necessary support for these main practitioners of the strategy.

When we see data on educational qualification of these trainers 40% of them are diploma holders. This ratio number exceeds from the ratio or percent of those are BA/BSc and MA/MSc holders. It implies less qualification level of most TVET trainers in AA. Again when we look at their service year majority (60%) of them are in the range of service year from one to five years. This indicates most of them are less experienced for their job posts areas that can limit their effectiveness and efficiency.

In the case of trainees of TVET institutes that were participated in this study by giving their response, the proportion of male to female (74% to 76%) is more or less the same. Hence this

implies that participation and involvement of female trainees in TVET institutes become equally increased as that of males in all levels of TVET. Again as one can see from the above table, the proportion of TVET trainees in the training level in 3 and 4 which is 53.3% exceeds the proportion of trainees in level one and two. From this we can see that the number of TVET trainees at the medial and higher levels of TVET institutes become increased more than the basic and junior levels training.

Table 2: Practitioners' understanding on the proper implementation of TVET Strategy

No	Items requested	Respondents					
		TVET officers		Principals of TVET institutes		Trainers of TVET	
		N	%	N	%	N	N%
1	Implementation of national TVET strategy mainly helps you to:						
	a). Identify suitable skills for training	1	4.4	8	16	25	25
	b). Prepare appropriate skills training process	—	—	—	—	—	—
	c). Improve the skills training process with change in demand	—	—	—	—	—	—
	d). It has advantage in all the above cases	29	96.6	42	84	75	75
	Total	30	100	50	100	100	100
2	The skill training program conducted in most TVET institutes helps the society or the nation to:						
	a). Foster global competitiveness	2	6.7	5	10	15	15
	b). Eliminate poverty	-	-	-	-	-	-
	c). Promote social inclusion	-	-	-	-	-	-

	d). Emphasis is given to promote all the above issues	28	93.3	45	90	85	85
	Total	30	100	50	100	100	100
3	The emphasis given for all skills in demand by TVET strategy and its implementation is:						
	a). High	29	96.6	45	90	85	85
	b). Moderate	1	3.4	5	10	15	15
	c). Poor	—	—	—	—	—	—
	d). Very poor	-	-	-	-	-	-
	Total	30	100	50	100	100	100
4	The attention given to treat cultural norms and values by TVET strategy and its implementation to give quality training is :						
	a). High	29	96.6	43	86	80	80
	b). Moderate	1	3.4	7	14	20	20
	c). Low	—	—	—	—	—	—
	Total	30	100	50	100	100	100
5	The development sector that actually favored more as a result of TVET strategy implementation in AA is:						
	a). Micro enterprises	28	93.3	45	90	80	80
	b). Large industries	2	6.7	5	10	20	20
	c). Education	—	—	—	—	—	—
	d). Health	—	—	—	—	—	—
	Total	30	100	50	100	100	100

By their response for item number one of table two 96.6% of TVET officers, and 84% of principals as well as 75% trainers of TVET institutes indicated the suitability of the TVET strategy and its implementation to help them in identifying appropriate skills for training and suitable training process that can be improved while demand is changed. Hence this shows

that most of the main practitioners or implementers of TVET strategy have appropriate understanding on proper implementation of the strategy.

This response also goes with (Brown 1999) statement regarding the need to formulate the skills development program in a way to develop social capacity for learning, productivity and innovations. Moreover this data indicating significant improvement of TVET strategy implementers understanding regarding the advantage the strategy for identification of appropriate skills for training indicates possibility of more proper implementation the strategy.

Regarding the most favorable advantages that TVET strategy actually gave for all implementers of the strategy 96.6% of TVET officers and 90% of principals as well as 85% of trainers of TVET institutes indicated that, the skill training program conducted at various levels in their institutes become helpful to foster global competitiveness, to eliminate poverty and to promote social inclusion as they indicated by their response for item number two of table two. As Tikly (2003), too much emphasis for high skills is likely to favor middle class urban elites while vocational skills are crucial for poor and rural communities. This implies that understanding of most practitioners is on the proper way to implement the strategy appropriately based on scientific principles.

Actually sufficient emphasis has been given for all skills in demand by TVET strategy and its implementation. This is become clear from the response of 96.6% of TVET officers, and 90% of principals and 85% of trainers of TVET institutes by their response for item number three of table two. Any skill formation process in TVET has to be undertaken in relation to national development priorities and with changes in role of government and private sectors, (Tikly, 2003). Thus this implies that understanding of implementers on the strategy and its implementation ways mainly regarding on the emphasis which needs to be given by TVET strategy and its implementation is on the appropriate way for proper implementation of the strategy.

As 96.6% of TVET officers, and 86% of principals and 80% of trainers of TVET institutes indicated by their response for item number four of table two, appropriate attention has been given to treat cultural norms and values both by TVET strategy and its implementation in AA. The agreement of these practitioners on the appropriateness of the practical attention given to treat cultural norms and values by the strategy and its implementation tells us that, most of the main implementers of the strategy have sufficient understanding on how to treat these issues to make implementation of the strategy effective and efficient.

The implementation of TVET strategy in AA favored more the micro and small scales enterprise as response of 93.3% officers of TVET and 90% principals and 80% of trainers of TVET institutes. From this one can say that, mainly implementers who are in the first rank for the implementation of TVET strategy have sufficient ideas on the proper implementation ways of the strategy. Hence this implies that their engagement is also expected to be on the proper way by giving more emphasis for the sector of development that has more demand from TVET. Moreover, all the above data shows more possible implementation of all strategic issues in all these regard.

The second basic question of this study was aimed or focused at assessing the understanding of the main implementers of TVET strategy in AA for the proper implementation of the strategy. Therefore all the above data presented, analyzed and interpreted from the above table two indicated as all levels implementers of TVET strategy in AA have most of the significant understanding on proper implementation ways of the strategy.

Table 3: Appropriateness of admission and placement of trainees

No	Item	Officers of TVET		Principals of TVET institutes		Trainers of TVET		Trainees of TVET	
		N	%	N	%	N	%	N	%
1	Means of information accessibility for trainees to join training are:								
	a). Parents	—	—	—	—	—	—	—	—
	b). Friends	—	—	—	—	—	—	—	—
	c). Counselors	—	—	—	—	—	—	—	—
	d). Mass media	3	30	2	4	10	—	62	42
	e). All of these	27	70	48	96	90	90	88	58
	Total	30	100	50	100	100	100	150	100
2	Interest of trainees to join different training programs and fields is:								
	a). High	3	10	10	20	—	—	—	—
	b). Moderate	27	90	40	80	96	96	142	94.6
	c). Low	—	—	—	—	4	4	8	5.4
	Total	30	100	50	100	100	100	150	100
3	Most of the actual placements made to place students in different training fields is done by:								
	a). Their interest only	27	90	38	76	75	75	132	88
	b). By choice of their parents	—	—	—	—	—	—	—	—
	c). By educational administrators	3	10	12	24	25	25	18	12
	Total	30	100	50	100	100	100	150	100

By their response for item number one of table three 70% of TVET officers, 96% of principles, 90% of trainers as well as 58% of trainees of TVET institutes indicated that parents, friends, counselors of TVET and the mass media are all currently served as means of information accessibility for TVET trainees. Thus, it implies information accessibility for students want to join and joined TVET has some what a good diversity in AA.

Most of TVET trainees were have moderate interest to join TVET institutes to be trainees of TVET as 90% of officers of TVET, 80% of principles and 96% of trainers as well as 94.6% of trainees of TVET indicated by their response to replay for item number two of table three.

Hence it implies a need to give all the necessary attentions that helps to improve the interest of all students to join TVET.

Placement of trainees both to government and private TVET institutes has been made mostly based on their interest. This become clear from 90% of TVET officers', 76% of principals', 75% of trainers' and 88% of trainees' of TVET institutes response for the question stated concerning this issue in the above table. From the response of the rest respondents who indicated the placement made by TVET administrators, one can see that, still placement of trainees could not be based all in all on interest of trainees. According to this data, even though the overall placement of TVET trainees is significantly improvement to undertake all the necessary placement of trainees based on interest, yet it looks for more appropriate efforts to made all placements of TVET trainees mainly based on scientific principles and guidelines.

The third basic question of this study were seeks to indentify some of the most factors which can influence the proper implementation of TVET strategy in AA. From all the above data presentation, analysis and interpretations made focusing on selection and placements of TVET trainees in AA one can say that, although it becomes important to see in to more scientific principles and guidelines regarding the overall selection and placements of TVET trainees in AA, it were all seen in all the above data analysis and interpretations made concerning this issues shows some form of significant improvements. Thus one can say that, rather than having some form of improvement for the proper implementation of TVET strategy in AA; factors in this regard have not much more negative influence on the proper implementations of TVET strategy within the city.

Table 4: The sufficiency and appropriateness of training imputes

No	Item	Respondents							
		TVET officers		Principals		Trainers		Trainees	
		N	%	N	%	N	%	N	%
1	How many of principals and trainers of TVET institutes have the necessary qualification for their post areas? a). All of them b).Half of them c). Only few of them	—	—	—	—	—	—	—	—
		29	96.6	45	90	95	95	-	-
		1	3.3	5	10	5	5	—	—
	Total	30	100	50	100	100	100	—	—
2	The amount and modernity of training materials and equipments in most training institutes are: a). More than sufficient and modern b). Sufficient and modern c). Less sufficient and modern	—	—	—	—	—	—	—	—
		15	46.7	20	40	25	25	6	4
		16	53.3	30	60	75	75	144	96
	Total	30	100	50	100	100	100	150	100
3	The amount of financial resource allotted to most training institutes is: a). More than sufficient b). Sufficient c). Less than requirement	—	—	—	—	—	—	—	—
		14	40	12	24	10	10	—	—
		18	60	38	76	90	90	—	—
	Total	30	100	50	100	100	100	—	—

As 96.6% of TVET officers and 90% of principals as well as 95% of trainers of TVET institutes indicated in their response for item number one of table four, only half of the principals and trainers of TVET institutes in AA have the necessary qualification for their post areas. Hence it could be said that, this is among the main factors that influence the proper implementation of TVET strategy to bring all the necessary implementation quality in most implementation aspects of the strategy. Therefore, this requires greater attention and planned performance from all concerned bodies to change this most crucial condition for the proper implementation of the strategy and to bring its implementation effectiveness and efficiency.

Presently some training materials and equipments in most TVET institutes of AA are less sufficient and modern than the required amount and modernity level. This become clear from the response of 53.3% of TVET officers, 60% principals and 75% of trainers and 96% of trainees of TVET institutes who indicated the less sufficiency and modernity of most training materials and equipments in their training institutes by their response for item number two of table four. Thus this implies a need to undertake all the necessary efforts to get the required amount and modern type of training materials and equipments for all levels of TVET institutes.

While giving their response for item number three of table four 60% of TVET officers, 76% of principals and 90% of trainers of TVET institutes pointed out the inadequacy of the present financial input allotted to most TVET training institutes of AA. Next to manpower this is also among the main factors that can influence the implementation appropriateness and quality of the strategy. Hence more necessary type of efforts is required in this area to have effective and efficient implementation of TVET strategy.

Table 5: Orientation extent of training on practical field works

No	Items requested	Respondents					
		Principals		Trainers		Trainees	
		N	%	N	%	N	%
1	The extent of training in class on technical and practical field works is : a). Very high b). High c). Medium d). Poor	2 48 — —	4 96 — —	10 90 — —	10 90 — —	70 80 — —	46.6 53.4 — —
	Total	50	100	100	100	150	100
2	How many of the courses actually conducted in class are practical field work oriented? a). All of them b). Most of them c). Half of them d). Only too few of them	5 45 — —	10 90 — —	14 86 — —	14 86 — —	50 100 — —	33.3 66.6 — —
	Total	50	100	100	100	150	100
3	As you know the current type of evaluation in your training institute is: a). 100% theoretical b). Half theory and half practical c). More practical and less of theoretical	— 2 48 —	— 4 96 —	— 10 90 —	— 10 90 —	— 40 110 —	— 26.7 73.3 —
	Total	50	100	100	100	150	100
4	By assumption the proportion of trainees currently placed to science and technology fields of training in your institute is: a). 100% b). 70% c). 50% d). 25%	— 7 43 —	— 14 86 —	— 25 75 —	— 25 75 —	— 5 105 —	— 30 70 —
	Total	50	100	100	100	150	100
5	In your assumption what percent of the actual training conducted in the class is combined with work experience of society? a). 100% b). 75% c). Less than 50%	2 48 —	4 96 —	15 85 —	15 85 —	37 113 —	25 75 —
	Total	50	100	100	100	150	100
6	The capability of the current TVET training to support the society by adopting him with technology is: a). High b). Medium c). Low	43 7 —	86 14 —	75 25 —	75 25 —	105 45 —	70 30 —
	Total	50	100	100	100	150	100

With their response for item number one of table 5, 96% of principals, and 80% of trainers as well as 53.4 % of trainees of TVET institutes indicated that the extent of the current TVET training on practical field work of the society is high. From this it is possible to say that, mainly understanding of practitioners of the strategy and their active performance become improved to make TVET training more practical field work oriented in a way to respond for demand from the society.

90% of principals and 86% of trainers as well as 66.6% of trainees of TVET institutes in AA indicated that, most of the courses conducted in different training fields in their institutes have become practical field work oriented. Thus this implies that, relevance of TVET curriculum become improved in order to respond for demand from the labor market.

While responding to item number three of table five 96% of principals and 90% of trainers as well as 73.3% of trainees of TVET institutes pointed out that the current type of evaluation in their training institutes become more of practical field work oriented. This tells us that both the attitude and practical activities of practitioners of TVET strategy are significantly changed to give more of practical field work oriented evaluation for their trainees. Therefore, it could be said that this is mainly among the most appropriate ways that helps to give quality training in all levels of training.

As per the response of 86% of principals and 75% of trainers as well as 70% of trainees of TVET institutes, currently it is assumed that only 50% of TVET trainees are placed to science and technological fields of training. Thus as this data there is a need to make most placement of trainees in the science and technological fields of training to meet the ratio set by MOE.

96% of principals and 85% of trainers as well as 75.3% of trainees of TVET institutes pointed out that 75% of the actually training conducted in the in their classes and institutes is assumed as it to become combined with work experiences of the society. Therefore this shows that, the active performance to make training demand driven in a way that helps the society in its day to day activities becomes somehow properly improved.

The conduction of training in most TVET institutes has become helpful to enable trainees of TVET to support the society by adopting them with some types of technologies invented as 86% principals and 75% of trainers as well as 70% trainees of TVET institutes indicated by their response for item number six of table five. From this one can say that, the practical conduction of training in most TVET institutes show important improvement in a way that enables to support and help the society by adopting them with new technologies invented locally and at the national level.

Table 6: Apprenticeship effectiveness and efficiency

No	Item	Respondents							
		TVET officers		Principals of TVET institutes		Trainers of TVET		Trainees of TVET	
		N	%	N	%	N	%	N	%
1	The extent of collaborate planning and implementing of apprenticeship with stakeholders is : a). High b). Medium c). Low	6	20	7	14	10	10	-	-
		24	80	43	86	90	90	-	-
	Total	30	100	50	100	100	100		
2	The amount of coordination and cooperation while apprenticeship is: a). Sufficient b). Insufficient c). No support at all	12	40	12	24	30	30	37	25
		18	60	38	76	70	70	113	75
	Total	30	100	50	100	100	100	150	150
3	The contribution extent of apprenticeship to link training with practical field works is: a). High b). Moderate c). Low	12	30	17	34	70	70	36	24
		18	60	33	66	70	70	114	76
		-	-	-	-	-	-	-	-
	Total	30	100	50	100	100	100	150	100
4	The current implementation of apprenticeship training helps more for: a).Business and information technology b).Construction and industrial technology c).Home Economic d).All	5	16.6	7	14	25	25	35	23.4
		25	83.3	43	86	75	75	115	76.6
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
	Total	30	100	50	100	100	100	150	100

Regarding collaboration in planning and implementing of apprenticeship 80% of officers of TVET, 86% principals and 90% of trainers of various levels TVET institutes indicated that the collaboration in this aspect between TVET institutes and stakeholder organizations is less than expected. As this data, this is among the main problems that influence effectiveness and efficiency of apprenticeship training implementation and the overall quality of TVET training. More of this it also shows less participation and involvement of stakeholders to effectively and efficiently implement apprenticeship program in a way that enables to bring appropriate implementations of the overall strategy. Thus this requires from all concerned bodies to make their own contribution that helps for the proper conduction of apprenticeship program to bring quality of training.

While responding for item number two of table six, 60% of TVET officers, 76% of principals and 70% of trainers as well as 75% of trainees of TVET institutes pointed out that the amount of coordination and cooperation given for trainees of TVET during apprenticeship training is not sufficient by this time. This again shows that, the current cooperation and coordination of stakeholders of TVET strategy implementation while apprenticeship training of trainees is less than requirement. Hence there is need to change this situation with the appropriate form of other alternatives which enable to bring all the necessary involvement of all stakeholders for the proper implementation of this program.

In responding for item number three of table six 60% of officers of TVET, 66% of principals and 70% of trainers as well as 76% trainees of TVET institutes indicated that, the contribution extent of the current apprenticeship program to link training with practical field works is moderate for some fields of TVET trainees. This shows there is wastage which created as a result of inappropriate apprenticeship implantation. Hence this implies a need to give apprenticeship only for those selected fields and levels of TVET training and trainees to bring the required quality and to save resources.

As the response of 83.3% of officers of TVET, 86% principals and 75% of trainers as well as 76.6% of trainees of TVET institutes, the current implementation of apprenticeship become

more effective and efficient for construction and industrial fields of trainings. Hence this implies a need to conduct apprenticeship training only for those selected fields and types of TVET training which helps to become effective and efficient to bring all the necessary quality.

Table 7: Capability of training to create job opportunity

No	Items	Respondents					
		Principals of TVET institutes		Trainers of TVET		Trainees of TVET	
		N	%	N	%	N	%
1	For how many of your trainees do you have planned and conducted training that enables them to create their own job? a). To all of them b). For half of them c). Only too few of them	15 35 —	30 70 —	25 75 —	25 75 —	— — —	— — —
	Total	50	100	100	100	—	—
2	How many of previous graduates of this institute are able to create their own job? a). All of them b). Half of them c). Only few of them	7 43 —	14 86 —	10 90 —	10 90 —	— — —	— — —
	Total	50	100	100	100	—	—
3	From the very beginning while they join training assumption of most trainees regarding employment is? a). To create their own job b). To be employed c). To jointly form once own enterprise	10 40 —	20 80 —	14 86 —	14 86 —	37 113 —	25 75 —
	Total	50	100	100	100	150	100
4	Out of the training conducted in different fields in your institute how many of them enable trainees to create their own job? a). All of them b). Most of them c). Some of them d). No one of them	20 30 —	40 60 —	35 65 —	35 65 —	8 142 —	5.4 94.6 —
	Total	50	100	100	100	150	100
5	Do all fields of trainees in your institute have got training on business plan and enterprise formation? a). Yes b). No c). I don't have idea	24 26 —	48 52 —	40 60 —	40 60 —	10 140 —	6.6 93.3 —
	Total	50	100	100	100	150	100

According to 70% principals and 75% trainers of TVET institutes' response for item number one of table seven, currently most TVET institutes have planned and conducted training that enables only half of their trainees able to create their own job with their fields of specialization. This indicates the proper plan and practical activities of some TVET institutes have limitation to conduct training that enables at least most of their trainees able to create their own job. Thus this is also seems among the main issues of TVET that has to be improved to have proper implementation of the strategy.

By their response for item number two of table seven 86% of principals and 90% of trainers of TVET institutes indicated that, only few of their previous graduates are able to create their own job. This shows impossibility of the current training to achieve the intention of TVET strategy to conduct training that enables most trainees of TVET able to create their own job. Thus this implies a need undertake practical activities to change the situation from concerned bodies.

By their response for item number three of table seven 80% of principals and 86% of trainers as well as 75% of trainees of TVET indicated that the assumption of most TVET trainees regarding employment while they join training is to be employed rather than to create their own job. But this opposes the aim of TVET strategy that targeted at giving training for most of trainees to enable them create their own job. Hence this requires an active performance exceptionally from the main implementers to change the attitude of trainees in order to amid at creation of their own business.

60% principals and 65% of trainers as well as 94.6% of trainees of various levels TVET institutes indicated that, by this time only some of the training fields in their institutes be enable trainees to create their own job. This could be an indication for lack or weaknesses of labor-make or demand study for all fields of training. Hence this could be an indication to undertake proper demand study for all fields of training.

By their response for items number five of table seven 52% of principals, 60% of trainers and 93.3% of trainees of TVET institutes indicated that, currently graduates in all fields of training in their institutes have not got training on business plan and enterprise formation. Hence this could be among the main reasons for inability of most graduates of TVET to create and run their own business. Thus this may be an indication to give proper training on business plan and enterprise formation for all type and fields of TVET trainees.

Table 8: TVET Strategy implementation effectiveness and efficiency

No	Item	Respondents					
		Officers of TVET		Principals of TVET institutes		Trainers of TVET	
		N	%	N	%	N	%
1	The number of different levels TVET institutes when compared with the demand for it is:						
	a). More than enough	12	30	—	—	—	—
	b). Sufficient	18	60	36	72	75	75
	c). Insufficient	—	—	14	28	25	25
	Total	30	100	50	100	100	100
2	How many of students who terminated their academic education after completion of primary and general secondary school are able to get TVET?						
	a). All of them	7	30	12	24	20	20
	b). most of them	21	70	38	76	80	80
	c). Half of them	—	—	—	—	—	—
	d). Below half of them	—	—	—	—	—	—
	Total	30	100	50	100	100	100
3	Among yearly graduates of TVET in the city or your sub city, how many of them are able to get employment?						
	a). All	3	30	7	14	10	10
	b). Most of them	27	90	43	86	90	90
	c). Few of them	—	—	—	—	—	—
	Total	30	100	50	100	100	100
4	Among graduates of government and private						

	TVET institutes the one employed more is:						
	a). Government	7	30	2	4	10	10
	b). Private	23	90	48	96	90	90
	c). Both are the same						
	Total	30	100	50	100	100	100
5	The actual contribution of TVET by producing skilled manpower for the vast activities of the economy is :						
	a). More than other programs of education	24	80	38	76	70	70
	b). Equal to other programs	6	20	12	24	30	30
	c). Less than others	—	—	—	—	—	—
	Total	30	100	50	100	100	100
6	The implementation of on the job TVET is:						
	a). Properly given	9	30	5	10	8	8
	b). There is plan but implement lack	21	70	45	90	92	92
	c). No plan at all	—	—	—	—	—	—
	Total	30	100	50	100	100	100
7	The integration and networking between TVET institutes to give quality training is :						
	a). Strong enough	12	40	14	38	24	24
	b). Hardly planed	18	60	36	72	76	76
	c). No obvious integration	—	—	—	—	—	—
	Total	30	100	50	100	100	100
8	Services given for TVET graduates to improve their business are:						
	a). Access to workshop	21	70	42	84	88	88
	b). Production contract	9	30	8	16	12	12
	c). Management training and insertion	—	—	—	—	—	—
	c). All of these	—	—	—	—	—	—
	Total	30	100	50	100	100	100

At present the number of different levels of TVET institutes in AA is more or less sufficient for TVET training requirements in all levels. This become clear from the response of 60% of TVET officers, 72% of principals and 75% of trainers of TVET institutes who indicated the sufficiency of the number of different levels training institutes for the demand in each

levels and types of training by their response for item number one of table eight. Thus this shows performance to expand training institutes become successful in all levels.

Most of students who terminated their academic education from primary level and after completion of grade ten are able to get TVET as 70% of TVET officers, and 76% of principals and 80% trainers of TVET institutes give their response for item number two of table eight. This implies performance made to achieve access for training in all levels shows significant progress. Furthermore this indicates additional efforts to achieve all in all.

Most of TVET graduates in AA are able to get at least any form of employment as 90% of TVET officers and 86% of principal as well as 90% of trainers of TVET institutes indicated in their response for item number three of table eight. As this data because all graduates of TVET institutes are not able to get employment this shows some type of additional effort to achieve it all in all to be effective and efficient in TVET strategy implementation.

Both government and private TVET institutes graduates are employed equally as it became clear from the response of 90% of TVET officers and 96% principals and 90% of trainers of TVET institutes in AA. This shows both government and private TVET institutes are able to qualify trainees in equal standards and qualities required. Hence as this data equal values and emphasis need to be given both for private and government TVET institutes in order to implement TVET strategy according to its main aims and objectives.

The actually contribution of TVET program for the vast and lower levels of economic activities seems more than other levels or programs of education as the response of 80% officers of TVET and 76% of principals as well as 70% trainers of TVE institutes implied for item number five of table eight. Hence this implies the significance of this program to enhance economic development of the vast and lower areas of the society.

Currently although on the job TVET training is more or less planed by TVET officials, its implementation has limitation as 70% of TVET officers and 90% f principles and 92% of trainers of TVET institutes pointed out in their response for item number six of table eight.

According to this respondents attempts made to give on the job training could not has depth and width. Thus this could influence the proper implementation of TVET strategy and requires improved performance exceptionally from the main practitioner and stakeholders.

As 60% of TVET officers and 72% of principals as well as 76% of trainers of TVET indicated in their response for item number seven of table eight, there is no obvious integration between TVET institutes in AA to give quality training. This shows experience sharing on model activities is limited to enhance implementation quality of training. Hence require an active performance that enhance integration of TVET institutes to bring implementation quality

Access to workshop is the only type of service presently given for TVET graduates in AA to improve their business performance as it become clear from the response of 70% of TVET officers and 84% of principals and 88% of trainers of TVET institute in the city. Based on this it is possible to say that there is implementation limitation to give more necessary and expected services that could help to improve business performance of TVET graduates. Therefore these also look for more active performance from all concerned.

Table 9: Participation of stakeholders in TVET strategy implementation

No	Item	Respondents					
		Officers of TVET		Principals of TVET institutes		Trainers of TVET institutes	
		N	%	N	%	N	%
1	Extent of stakeholders' participation to create employment opportunity for TVET graduates is :						
	a). More than expected	6	20	11	22	24	24
	b). Sufficient	24	80	39	78	76	76
	c). Less than expected						
	Total	30	100	50	100	100	100
2	The number of TVET graduates who able to get employment with the help of micro and small scale enterprise is ;						
	a). All of them	—	—	—	—	—	—
	b). Half of them	6	20	9	18	12	12
	c). Less than half of them	24	80	41	82	88	88
	Total	30	100	50	100	100	100
3	The main sponsors organizations for career development programs to implementing TVET strategy are:						
	a). Most government and some non government	21	70	39	78	86	86
	b). Only government	9	30	11	22	14	14
	c). Only non- government						
	Total	30	100	50	100	100	100
4	By implementation of TVET strategy which ones has more contribution:						
	a). Government sectors	21	70	36	74	78	78
	b). Private sectors and stakeholders	9	30	14	34	22	22
	c). All have equal contribution						
	Total	30	100	50	100	100	100
5	The collaboration between TVET institutes micro and small scale industrial enterprises is :						
	a). Strong enough	8	26.7	9	18	14	14
	b). Moderate	22	73.3	41	82	86	86
	c). Low						
	Total	30	100	50	100	100	100

The contribution extent of investment in AA to create employment opportunity for TVET graduates is less than expected as 80% of TVET officers and 86% of principals and 86% trainers of TVET institutes indicated in their response for item number one of table nine. This tells as that stakeholders' participation to implement TVET strategy is less than the expected plan for this.

The assumed proportion of TVET graduates who have able to get employment with the help of micro and small scale enterprise is less than half of them as 80% of TVET officers and 82% of principals as well as 88% of trainers of TVET institutes indicated by their response for item number two of table nine. Obviously in our case the strategic plan for TVET is expected to match more both with strategic plan and its implementation of micro and small scale enterprises in order to have appropriate TVET strategy and its implementation. Hence the above data indicates a need to do more in order to implement the strategy properly.

Presently only most government and some non government organizations have given sponsorship service to assist the development programs of TVET strategy proper implementation according to 70% of TVET officers and 78% of principals as well as 86% of trainers of TVET institutes' indication in their response for item number three of table eight. Hence it is clear that this situation has direct or indirect influence both on the proper implementation of the strategy and on participation extent of stakeholders.

In the current implementation of TVET strategy in AA, contribution extent of government sectors exceeds that of all other non government and private sectors as it become clear from the response of 70% of TVET officers and 74% of principals as well as 78% of trainers of TVET institutes with their response for item number four of table eight. This again capitalizes data that shows less participation and involvement extent of concerned stakeholders for proper implementation of TVET strategy.

As 73.3% of TVET officers, 82% principals and 86% of trainers of TVET institutes suggested by their response for item number five of table eight, the collaboration extent between TVET institutes and micro and small scale industrial enterprise in planning and conducting TVET training is low or not sufficient when compared with the aim in this regard which was stated while formulation of the strategy. Therefore, this shows significance of wide and grater performance to change this situation in order implement the strategy effectively and efficiently.

Implementation of TVET strategic issues regarding participation of stakeholders

To know more about implementation extent of TVET strategic issues regarding the participation of stakeholders, open ended questions which were significantly focused on these points were distributed for all sample TVET officers and TVET institutes' principals and trainers in AA.

Among these questions the first one was requested all of them to mention the main significant activities performed with the collaboration of TVET institutes and TVET administration system with various stakeholder organizations. Of all TVET officers and TVET institutes' principals and trainers who were give their response for this question 72% of TVET officers, 92% of principals and 72% of trainers were all mainly agreed on and stated the following points. As these respondents although the actual performance in this regard could not match with the requirements stated while formulation of the strategy, some TVET institutes and TVET officers mainly at sub cities and kebele levels able to hold some form of consultation exceptionally with managers of land and small scale enterprises of the sub-cities and kebeles in order to get places, some form of materials and financial supports which are significance to improve employment opportunity of various level TVET graduates. According to these respondents almost most of attempts which were made to get all forms of support from all other stakeholder organizations assumed as having significant contribution for the proper implementation of the strategy could not be achieved.

From this it is possible to say that, the types of collaborations made with stakeholder organizations by TVET officers and training institutes and the number of significant stakeholder organizations actual have made their valuable contributions is much less than requirement. As this data the involvement of both government and nongovernmental organizations on development for the proper implementation of the strategy is less than expected. This indicates less implementations of the strategic issue in this area.

All the above respondents were requested to mention some of the crucial activities performed by their office and TVET institutes with the collaboration of stakeholder organizations to give on job TVET. By their response for this question 52% of TVET officers, 78% of principals, and 82% of trainers of TVET institutes indicated that, at this time there is no clear on job TEVT which is conducted by the collaboration of stakeholder organizations both with TVET institutes and offices. As these respondents except a few types of workshops which have been given for a few workers of some industries and business organizations, there is no obvious on job TVET training which has been given for all workers in need. Hence this shows the strategic issue focusing on conduction of on job TVET training requires revision in order to effectively implement it at all levels. It is obvious if all necessary attentions could be given for on job TVET training it could have equal contribution if not greater than the regular TVET program.

The other question which were presented for all the above respondents were asked all of them to state both the appropriateness and the contribution extent of the current TVET strategy to help them to get all significant participation of all concerned stakeholders. By their response for this question 90% of TVET officers, 92% of principals and 96% of trainers of TVET institutes stated that, although all significant activities required to get the involvement of most stakeholders were clearly stated while formulation of the strategy, the practical advantage they are able gained in this regard is much less than expected. From this one can say that, there is a need to see in to more encouraging strategic issues on participation of stakeholders which able to bring more volunteer engagements.

More again these all respondents were requested to mention mainly all stakeholder organizations which have contribution by creating job opportunities for TVET graduates in their concern. As the response of 90% of TVET officers, (2% principals and 94% trainers of TVET institutes for this question, the number of stakeholder organizations which have active performance to create job opportunity for TVET graduates too few. According to their statement the current performance of stakeholder organizations could not help for the proper implementation of TVET strategy concerning this. They all were indicated that, currently in many cases only the micro and small scale enterprise has few types of performance and collaboration with TVET institutes and offices to create job opportunity for TVET trainees and by conduction of collaborative workshops for workers of their organizations.

All the above respondents were asked to state the extent and form of participation of stakeholders in training skills identification. By their response for this question above 90% of TVET officers, 88% of principals and 94% of trainers stated that, there participation in identifications of skills for training is much less than expected. As these respondents there is also no obvious structure made to encourage their participation both at TVET office and institutes levels. From these it is possible to say that, the strategic issue of TEVT on identification of skills for development priorities with the collaboration of stakeholders lack appropriateness.

Moreover, this all the above respondents indicated that, this less participation level of stakeholder is mainly becomes one of the major reasons for employment ineffectiveness and inefficiency of TVET graduates. Hence this shows less implementation of most strategic issues in this regard. Therefore, it implies a need to search alternative mechanisms that could bring improvement in all these cases.

By similar question both TVET institutes principles and trainers were asked to indicate their significant sources of information for the proper implementation of TVET strategy. While they respond this question 62% of principals and 65% of trainers were indicated their only and main source of information for the proper implementation of the strategy is TVET

agency. But around 38% of principals and 35% of trainers were stated as they have collaborations with few private and government or non government organizations to get information regarding the importance of training conducted by their institutes for other significance organizations to get both job opportunity for their trainees all significant contributions from. As these data, performance of activities to get labor-market information to make training demand drives with the participation of stakeholders lack strengthens width and uniformity.

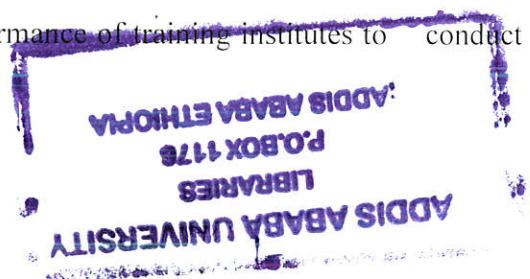
As it become clear by these respondents, the performance of both implementers of TVET strategy and the participation of all concerned stakeholders are look for more improvement.

Appropriateness of permission and accreditation giving criteria and procedures for TVET institutes

All the study participant officers of TVET were requested to mention the most significant criteria and procedures they have applied while giving permissions and accreditations both for private and government TVET institutes.

By their response to explain the main criteria and procedures they have applied and followed while giving permission and accreditation for both government and private TVET institutes 90% of these TVET officers were stated as they all give more focus to check the appropriateness of human and materials recourses as well as the physical environment of the training institute. The suitability and appropriateness of work shop and training material are all mentioned by these respondents as the points mainly analyzed to give permission and accreditation for both government and private TVET institutes.

From this it is possible to say that, even though all the above points are crucial to be analyzed while permission and accreditation giving process for TVET institutes, among others it requires to see in to the previous performance of training institutes to conduct



demand driven quality training which enables at least the majority of trainees create their own business.

Perspectives from Interview Made on Overall Implementation Status of TVET Strategy in Addis Ababa

Concerning the overall implementation status of TVET strategy in AA, interview was held with both five managers of employment companies and five managers of civic associations on development in social and economic activities as well as to get some form of supplementary ideas with 5 TVET graduates who are not able to get employment in the city.

The first and the main interview question which was extended for all this study participant managers of employment companies and civic associations was require all of them to state freely both the appropriateness of TVET strategy formulation and its current overall implementation status (effectiveness and efficiency). By their attempt to explain both how were the formulation of TVET strategy was appropriate for the economic and social activities of AA and the current overall implementation status of the strategy in the city the 5(100%) managers of employment companies and that of the 5(100%) managers of civic associations on development in social and economic affairs mainly stated the following points.

As the expression of all the above managers, the formulation of TVET strategy was appropriate to match with and enhance most of the economic and social development activities of the city. As their suggestion all the significant attempts made to met the demand from various economic and social sectors as well as that of overall society and individuals while formulation of strategy become significant and appropriate for situations in AA in these regard. Regarding the overall steps need to be followed and the participation required during the formulation of the strategy they all were commented that, sufficient information were not given for all concerned bodies and the overall societies to create awareness on the formulation ways of the strategy and what significant contributions are all

expected of all them. They all add that attempts made to create awareness in all levels on proper implementation ways of the strategy were not satisfactory.

By their explanation of the present implementation status or effectiveness and efficiency of TVET strategy in AA all the above 10(100%) managers suggested that, both the expansion and diversification of TVET institutes in AA shows significant progress from time to time. They all indicated these all expansions and diversifications of TVET institutes in the city helps to respond for most of the demands from the society in this regard. As their all explanations implementation of the strategy in the city becomes helpful to solve problems of employment in the city. As they all indicated, a number of youths in the city are able to get employment individual, by group and by being employed in employment organizations. They all further stated that, some forms of traditional and cultural activities which were somehow neglected could get recognition and become a means of income as a result of implementation of the strategy within the city. As they all were indicated more, many technologies which are locally invented and those comes from foreign countries become easily adaptable as a result of TVET strategy implementation and the proper effort from trainees of TVET.

The other sub question regarding the overall implementation effectiveness and efficiency of TVET strategy in AA which were stated for all the above managers were requested all of them to brief the level and type of the current TVET training which become vital to solve the socioeconomic problems of the city. By their response for this question all the above 10(100%) sample managers were suggested that, as a result of implementation of the strategy in AA the expansion of lower and middle level private TVET become vital to solve many socioeconomic problems of the city by creating job opportunities for many TVET graduates and by improving the overall social and economic activities of the whole society. Based on this, actually when one see in to activities performed at the basic TVET training levels, exceptional most of the lower levels trainings conducted by the private TVET institutes by the training fields as beautification, tourism and hotel management, garment, wood and metal work, coble stone and other similar trainings in these levels are all become significant to improve the job creative capacity of TVET graduates and

to solve some form of employment problems in the economic and social activities of the city. They all were indicated that, most of the basic level trainings mainly conducted by the private TVET institutes become vital to improve the entrepreneurial capacity of trainees than others. As their indication most of the private TVET graduates in all the above fields and levels of training are able to create their own job.

Regarding training fee all this study participant managers and unemployed TVET graduates in AA were requested to reflect their own view concerning the appropriateness of the current training fee in both the government and private TVET institutes for the proper implementation enhancement of the strategy. By their reflection on this question all these 10(100%) managers and the 5(100%) unemployed TVET graduates indicated as the difference in payment between the private and government TVET institutes with the same type and level of training has influence on the proper implementation of the strategy and to bring quality. As their assumptions there should be more or less similar or minimum difference in payment for similar training between government and private TVET institutes to enhance proper implementation of the strategy and to make things relevant and equivalent. All the above respondents also point out that some types of training field that have been freely given by government TVET institutes required grater amount of payment by the private ones which can led to implementation difference.

The other interview question which were stated for all the above managers select to be participant of this study, were requested all of them to reflect their view regarding the significance of identifying some types of TVET training programs and fields to be given only by government or the private TVET institutes. By their responses for this question all the 10(100%) respondent managers criticized what government has performance to differentiate some types of training fields and programs only to be given by government TVET institutes to bring proper implementation of the strategy. As their reflection, this type of performance does have influence on the proper implementation of the strategy to bring the required effectiveness and relevance. Moreover they all were indicated that, among others un involvement of the private TVET institutes in distance skills training programs

could have influences on the implementation effectiveness and efficiency of the strategy. As their suggestion difference made between the private and government TVET institutes in all the above cases could bring recognition and acceptance baize within the society mainly for private TVET institutes. As all these respondents particularly change in government policy of on distance education which were give permission and recognition only for governments TVET institutes need revision to expand more training for all those in demand.

All the above managers were asked to reflect their own view concerning the significance of bilateral activities between TVET institutes both at the national and international levels to bring proper implementations of TVET strategy. While all these 10(100%) managers reflected their views regarding this question they all were indicated that, inability of most TVET institutes exceptionally the private ones to undertake bilateral activities with similar foreign TVET institutes or organizations concerning the proper implementations of TVET strategy and for the exceptional training program conduct in their institutes minimizes some of their performance undertaken to expand more relevant trainings and to bring quality of training. As their explanation government attention to improve the bilateral activities which can improves the capacity of training institutes is also more of for government TVET institutes rather than the private one hence and this can limit implementation effectiveness and efficiency of the strategy. In connection with this and other questions they all further indicated that, frequently changes of guiding principles of TVET strategy implementation exceptionally focusing the private ones do create implementation inefficiency both concerning bilateral activities and all other forms.

An interview question which was requested all the above respondent manages to state the significance and contribution of the TVET strategy implementation for their organization and what are expected of all them for the proper implementation of the strategy stated for ali of them. While all the 10(100%) managers stated their reflection on this indicated that, however as a result of the implementation of this strategy their organizations able to get a benefit of trained technicians mainly at the junior and middle level become improved, its

quality is in question mainly to apply more productively some improved technological materials inputs of all industrial services giving organizations.

While they all suggested activities performed by their organizations to assist the proper implementations of TVET strategy they all indicated as few numbers of different level graduates of TVET are become workers of their organizations. Moreover they all added as few types of technologies invented or produced by TVET institutes also become some of the vital inputs for their organizations.

The last interview question which was extended for all this study participant managers of employment organizations and civic associations as well as for those unemployed TVET graduates were required all of them to reflect their opinion on how the current implementation of TVET strategy in AA become helpful to solve employment problems of the city. While briefing their opinion regarding the contribution of implementation of TVET strategy to create employment opportunity and to develop entrepreneurial capacity of trainees, all managers and some of the unemployment TVET graduates acted as respondent for this study stated that, actually a number of TVET graduates are able to get employment by being employed for others and in creating their own job. But they all added that from the basic objective of TVET strategy and the economic and social situations of AA, even that implementation of the strategy is expected to crate job opportunity mainly for all graduates of TVET by enabling them to create their own job and for the society as a whole it could not bring this.

What can one see from all the above interview analysis made on over all implementation status of TVET strategy in AA, although activities performed to implement some activities of the strategy become amenable for its proper implementations, others are yet looking for significant type of improvement?

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

5.1 Summary

The purpose of this study was to assess the implementation effectiveness and efficiency of TVET strategy in AA. In order to do this it was mainly attempted to answer basic questions as:

1. Is TVET strategy being implemented in all its implementation levels?
2. Do implementers of TVET program understand implementation of TVET strategy?
3. What are the factors that influence the proper implementations of TVET strategy?
4. What corrective measures could be taken in order to solve problems related with effective and efficient implementations of the strategy?

In order to respond these basic questions of the study and to solely undertake assessment of the overall implementations of TVET strategy in AA, all appropriate research methods were applied while selection of study participants, data gathering instruments, and during data presentation, analysis and interpretations. From all these performances the following are become the major findings of this study.

By attempts made to know implementation possibility of TVET strategy in all its implementation levels, the various and most data gathered, analyzed and interpreted concerning this were all indicated the implementation possibility of the strategy in AA in all its implementation levels.

As it becomes clear by Education and Training policy Review of MOE (2008), changes in number of TVET institutes from 17 to 413 and enrolment from 2,634 to 226, 526 from 1994 to 2006/7 are among the data that indicated implementation possibility of TVET strategy both at the national level in AA. This is because these all data were collected from all levels of TVET training. When we see similar data with this focusing at AA, the number of TVET institutes which were three by 1994

which were only in one(similar) level, increased to above 284 various levels TVET institutes in 2006/7 MOE (2008). As the data from review of MOE and statistical abstract of AA city Administration TVET Agency, participation of the privet sector both by establishing training institutes and in conducting training in all relevant levels shows significant radical changes.

The most significant improvements made on TVET curriculum in all levels of training both at the nation and AA city Administration levels become amenable for implementation possibility of TVET strategy at all its implementation levels. Thus these are among some of the data or evidences that show implementation possibility of TVET strategy in all its implementation levels in AA.

When we see more data that indicates implementation possibility of TVET strategy in AA at all its implementation levels we can state the following among others:

- The extent of TVET on technical and practical field works in all levels of training is high, 48(96%) principals, 90(90%) trainers and 80(53%) trainees of TVET.
- Most of the course conducted in all levels of TVET in AA are practical field work oriented, 45(90%) principals, 86(86%) trainers and 100(66.6%) trainees of TVET.
- The current type of evaluation in all training levels of AA is more of practical than theoretical, 48(96%) principals, 90(90%) trainers and 110(73.3%) trainees of TVET.
- The proportion of placement of trainees to science and technologic fields in all levels of training become significantly increased, 43 (86%) of principals, 75 (75%) of trainers and 105 (70%) of trainees of TVET.
- Most of TVET in all levels able to combine more of the work experience of the society in their conduction of training, 48(92%) principals, 85(85%) trainers and 113(75%) trainees of TVET.
- The capacity of the current conduction of TVET in all its implementation levels to adopt the society with technologies is high, 43(86%) principals, 75(75%) trainers and 105(70%) trainees of TVET.

However it is possible to mention many more data and evidences which show the implementation possibility of TVET strategy in all its implementation levels, to save things these are enough to indicate implementation possibility of TVET strategy in all its implementation levels or areas in AA. But one can find some issues which hinders the proper implementation of the strategy in all its implementation levels and areas in AA.

While replying the second basic question that seeks to know understanding of TVET strategy implementers on the proper implementation ways of the strategy to enhance the proper implementation of the strategy the following findings become clear. The understanding and over all knowledge of the main implementers of TVET strategy in AA on proper implementations ways of the strategy is significantly improved in all levels of implementation of the strategy. Based on findings concerning this, it is possible to say that all of them have the necessary understanding and knowledge which help them for the proper implementation of the strategy in all its implementation levels. These are mainly officers of TVET at agency and department of TVET at sub cities levels; TVET institutes principals and trainers as well as stakeholders of TVET strategy implementation. These all were become clear in all data analyzed and interpreted from table two.

Concerning the identification of some of the major factors that can influence the proper implementation of TVET strategy in AA at all its implementation levels the following becomes clear.

The admission and placement of trainees is significantly improved to select and place them only based on their interest, aptitude, and somehow abilities, 27(90%) of TVET officers, 38(78%) principals, 75(75%) trainers and 132(88%) trainers of TVET.

But there are other problems regarding, the overall principles and guidelines need to followed or taken in to consideration to have more proper form of admission of TVET trainees looking

for solutions. Guidelines and criteria used to admit and place trainees on different training fields in all levels of government and private TVET institutes are not the same. It lacks consistency. There seems a need to give significant counseling service that helps to have proper admission of trainees. The benefits that both the trainees and training institute are able to get have to be considered while admission.

When we deal about changes made regarding amount and modernity of TVET training materials in AA, one can see plenty of improvements. But from data analyzed for the purpose of this study, even though all improvements made are recognized, there is a need to add both the quantity and modernity of all the necessary training materials to proceed with changes in training demand and to bring all required qualities.

The current TVET training shows some form of significant changes to improve the capacity of trainees to create their own job. In many cases TVET training in AA are all become a means of job opportunity for a number of people.

But the plan to conduct training that enables all trainees able to create their own job, and the assumption of trainees to join training only by assuming creation of once own business would not able all TVET trainees to create their own job.

The number of TVET graduates who able to create their own business by their specialization is much less than the required goal for this area. The study also makes it clear that adequate training on business plan and enterprise formation could not be given for all TVET trainees in need at all levels.

Even though attempts made to conduct apprenticeship training in all levels of TVET training is taken as an important performance to have quality training, its practical implementation is not seems effective and efficient. It lacks the required form of appropriateness.

The extent of collaboration while planning and conduction of apprenticeship with all concerned stakeholders and the amount of coordination and cooperation which trainees need to get from mall concerned bodies is much less than requirement.

By this study it also become clear that the current type of apprenticeship is not helpful for all fields of TVET training. Rather the data analysis in this area it indicates that, by this apprenticeship training be helpful mostly for construction and technological fields of training.

Most of students who were completed grade ten and those terminated their academic education from primary level are able to get TVET training. Most of TVET graduates also able to get employment. Implementation of TVET strategy becomes more significant for the vast and lowers economic and social activities of the society. Therefore these are among few TVET strategy implementation activities which show some form of implementation effectiveness and efficiency of TVET strategy in AA.

There is no obvious integration between TVET institutes which helps for experience sharing among them and to bring quality of training.

Even though some research conducted at the national level indicated the significances of on job TVET training for developing countries as Ethiopia, there is no obvious performance to conduct on job training in AA.

The overall performance to get all necessary participation of stakeholders for the proper implementation of TVET strategy and its practical implementation able to show some form of improvements. But as the data analyzed in this regard, the performance of stakeholder in all wises and levels requiring their participation is much lower than what is expected of them. When we come to permission and accreditation giving procedures, although they all become improved, yet they are looking for more improvements.

However, it was not clearly indicated in the strategy, difference in payment for similar training between government and private TVET institutes and difference in types or fields of training ought to be given by government and private TVET institutes do create some form of implementation in appropriateness.

Even though it is clear that bilateral activities between TVET institutes both at the national and international levels is significant to improve training quality by enhancing experience sharing and technical as well as material supports, there is no activity performed in this direction.

Findings concerning the 4th basic question are all stated in the entire conclusion and recommendation parts this study.

5.2. Conclusion

The implementation of TVET strategy in AA has many achieved progresses and some types of limitations need to be improved. But this conclusion shortly indicates the possible advantages of the main progressive achievements seen while implementation of the strategy and the technical as well as practical meanings and implications of those limitations seen during implementations of the strategy.

1. Points on understanding of implementers of TVET strategy on proper implementation ways of the strategy

From the point that indicated as practitioners of TVET strategy in all levels have most of the significant understandings on the proper implementations ways of the strategy; it implies a chances to enhance implementation of the strategy by fulfilling all the necessary facilities and things required for more proper implementation of the strategy to all these implementers of the strategy.

2. Implications of Increased changes in TVET institutes, enrollment and diversification of training fields

It has already discussed that the number of TVET institutes, enrollments and diversification of training fields in Addis Ababa become increased from time to time. Hence these changes by increased number have their own implication on the proper implementation of the strategy. Above all they all look for more qualified trainers, principals and supervisors at each level.

Moreover, these progressive changes look for positive and equivalent changes in other social and economic sectors as well as changes in society's attitude in order give positive response for all these changes. The economic and social sectors need to plane their activities appropriately in a way that can give employment security for all TVET graduates.

From the point that most of students who are completed grade 10 and those terminated their academic education from primary level are able to get access to TVET training, it becomes significant to increase the training levels of trainees in each level to help them become competent both at national and international level.

Especially the increased participation of the private sectors both in establishing TVET institutes and by conduct training in all levels requires increasing both the number and the capacity of trainers, principals, counselors and supervisors in all levels of training.

3. Perspectives on training inputs

It was become clear that the number of qualified trainers, training institutes principals and supervisors are all less than requirement in all levels of training. Obviously this situation do have has greater influence on effectiveness and efficiency of training, on each individual trainer and over all on the economic and social activities of the society or the city. Unless the number of qualified trainers, principals, counselors and supervisors in all levels of training could be improved in all training levels, wastage becomes increased.

It becomes significant to look into alternative mechanisms that could help to qualify or train all significant manpower required for all levels of training. Here it may become necessary to improve both the policies and strategies on training the trained manpower requirements for TVET by the direct and indirect participation of the private sectors and nongovernmental organizations at nation and international levels. It is necessary to make all the situation favorable in order to involve all voluntary private and nongovernmental organizations to establish and colleges or university colleges to conduct training which enables to solve the manpower requirements of TVET.

To solve problems in training materials, technologies and financial inputs it becomes necessary to develop the capacities of each training institutes to run their own income raising activities that helps most of them to solve shortage in all the above cases. More of this, it may be necessary to formulate and enforce policies and strategic issues that enable all

TVET institutes to undertake bilateral activities mainly with international level similar TVET institutes or with other organizations which could help them to solve limitations in materials, financial imputes and other technical activities. More over it is significant to encourage most TVET institutes to help them able to supply their own valuable and quality products which were produced while training for markets to solve their shortage of imputes.

4. Perspective on implementing appropriate apprenticeship training

In order to solve the participation problems of stakeholders for conduct appropriate and quality apprenticeship training it is vital to see alternative strategies which have benefit for both TVET institutes and stakeholder organizations. This means it is necessary to see in significant strategies which able to bring collaboration of all significant stakeholder organizations and TVET institutes while both planning and conducting of apprenticeship.

In addition to the above, it become significant to improve both the material and human capacity of TVET institutes in order to help them to give all necessary practical training within their institutes. But when conditions to conduct all the necessary training within TVET institutes become difficult, it is important to conduct apprenticeship only in selected fields of training.

5. Points on conducting training which enables trainees to create once own business

To change problems related to inability of most TVET graduates of AA to create their own business, focus on all alternative strategic issues which are helpful to enable all TVET graduates able to create their own business. To do is it becomes important to identify appropriate training fields and levels of training which are helpful to enable trainees able to create their own business. More of these it is significant to give all the necessary attentions to check the capability of the training institute how they will able to conduct a training that enables most of their trainees able to create their own business. In the some ways sufficient attention need to be given for capability of training institutes to conduct training that enables

most of their trainees able to create their own job while giving them permission and accreditations.

It is also necessary to give training in business plan and enterprise formation for all TVET trainees. Improve all forms of supervision given to TVET institutes to enhance their performance on conducting quality training which could help all of their trainees able to create their own business. Finally it is necessary to look for suitable TVET strategies that have significant connection with the micro and small scale industrial enterprise to get all types of contribution for most of TVET graduates to enable them able to create their own business.

6. Perspective on implementing similar training both in government and private TVET institutes

To have similar payment for similar training both in government and private TVET institutes it become necessary to see in alternative strategies which have significant contribution for the proper implementation of TVET strategy.

Look for improved strategy which helps to give the same permission and accreditation in all training fields for both government and private TVET institutes to solve some problems seen in this regard and to have proper implementation of the strategy.

In order to solve gaps seen in between government and private TVET institutes on inability of conduct similar types of training and on having similar fee for similar training which could be helpful for the proper implementation of the strategy, it is important to give all of them full autonomy in order to decide on most of their own significant issues. While changes on some basic principles become necessary, try to look in to its appropriateness to bring all desired implementation similarity between government and private TVET institutes before undertaking any change.

7. Perspective on conducting demand driven training

To make training in TVET more of demand driven, it is significant to see in to more of TVET strategic issues which could be helpful mainly for poverty elimination and to bring gender equality. It is also necessary to identify those strategic issues which could be helpful both to make training demand driven and to bring economic competitiveness. By the present situations of AA, it is necessary to see in to more training fields especially in preparation of food consumptions, in household fuel supplying and other necessary fields connected with day to day life of the society.

7.2. Recommendations

As it is already discussed implementation of TVET strategy in Addis Ababa has many model achievements required for further enhancements of performance. Here even if it is necessary to state again all effective performance to recommend them for further activities, it become vital to focus only on most crucial ones requiring some justifications to enhance the proper implementation of TVET strategy in the city.

1. Similar admission of trainees both in government and private TVET institutes has to be enforced in all levels of training to help the proper implementation of TVET strategy. This is recommended for the reason that it were indicated in the data analysis and interpretation of this study as admission of TVET trainees lacks similarity both in government and private TVET institutes mainly at the lower levels of training.

In all level of government and private TVET institutes the necessary academic achievements, interest and experience required has to be specified to give quality training in all levels of training.

2. In order to improve the amount and the quality of training materials and equipments required, it is vital to enhance bilateral activities for each training institutes with similar foreign and local TVET institutes.

Here it is necessary to adjust all the necessary conditions for all government and private TVET institutes to undertake experience sharing on model activities regarding the required training materials and other issues both at international and national level with volunteer organizations.

3. In Order to solve limitation in financial input, it becomes necessary to help all training institutes to sell some of their productive services which could help them as financial resources. It is necessary to improve the conditions that help them to get productive service from their trainees while training.
4. To solve shortage in qualified manpower specially the requirement in qualified trainers, supervisors and managers for TVET institutes, it is significant to improve the capacity and focus areas of available universities to enable them to give training for TVET teachers, principals, supervisors and managers for all levels of TVET training institutes and administration. Here it is vital if possible to introduce nongovernmental colleges that can give quality and sufficient training to meet the manpower requirement of TVET.
5. Significant attention has to be given to meet the ratio set for science and technology fields of training by MOE.

It was indicated that although the attention given to give TVET more of in science and technologic fields of training show improvement, yet it requires more effort to meet all in all the ratio set by MOE. From this it is necessary to indicate this; all national resources and the prevailing socioeconomic status of our country as well as most of the worldwide conditions enforce us to give more practical attention for science and technologic fields of training.

6. Apprenticeship training system need to be changed.

In order to give quality training, it becomes necessary to strengthen some TVET institutes both by technological materials and with manpower requirements to enable them able to give all necessary practical training in their institutes.

- Give significant assistance for most TVET institutes in order to help them to produce some valuable productive services while they conduct practical training for

their trainees that can be supplied for market. This condition can solve both problem to conduct apprenticeship and limitation of finance.

- When and where conditions are not helpful to give all practical training within training institutes, it is necessary both to plan and implement apprenticeship by the collaboration of both TVET institutes and concerned stakeholders.
7. Give additional mandates for Center of Competency (COC) to check the capability of training in all TVET institutes to create job opportunity.

It become necessary to give all required permissions and supports mostly for those training institutes giving training in suitable fields to enable all their trainees able to create their own businesses. In order to properly implement is guiding principle, it is important to give all necessary directions for all TVET institutes to help them to conduct training that enable all of their trainees able to create their own job. Then to implement these issues properly, it is significant to give the necessary mandate for some organized groups as 'COC' to enhance the proper implementation of this guideline both in government in private TVET institutes.

- To assist their own business creation capacity of all trainees of TVET it is important to give business planning and enterprise formation training to all TVET trainees.
 - Attitude of trainees has to be changed to focus all their attention regarding employment only on creation of their own job. All trainees have to assumed and aimed at creation of their own job rather than seeking to be employed.
8. Permissions on giving training program need to have similarity both for government and private training institutes. .
- With the some type of fields of training similar permission and accreditation giving process has to be implemented both for government and private TVET institutes having the same capacity.

9. Revise the guidelines that enforce trainees of both government and private TVET institutes with similar type of training to pay more or less similar fees.
10. Enhance more the attention of both government and society to work for more proper implementation of TVET strategy. Because this program of education is mainly based on the economic and social problems of most social group at the root level both government and society has to improve their attention for its proper implementation. The society is also expected to give equal recognition for TVET if possible more than other levels of educational programs.
11. Give proper attention and practical implementation for on job and in companies TVET training for those in need. This is because of attempts made to give on job training in AA is much less than requirement.
12. Harmonies external forms of support for all TVET institutes and encourage all of them to make the necessary and appropriate collaborations with foreign similar and dissimilar organizations to help them conduct proper training.
13. Enhance networking between similarly TVET institutes that help for experience sharing to bring quality. This is recommended for the reason that activities undertaken to enhance experience sharing in between TVET institutes on model activities in AA lees effective.
14. Look for more relevant training fields. It were seen that even thought activities performed to make training fields relevant show significant improvement, yet it look for more.
15. Develop a suitable program of research and consultancy that helps the proper implementation of TVET strategy.
16. Strengthen the research and evaluation capacity of mainly TVET officials both at the agency and sub cities levels.

17. Improve the research capacity of TVET institutes on trained manpower requirements of industrial and business organizations.
18. Improve the academic levels required to entry lower level training at the minimum to admit only those complete grades ten.
19. Change the present five levels of TVET program in to three levels to give training only at the junior, middle and higher levels. This means improve all TVET training levels. The lower one to junior, junior to middle, the middle to higher.

APPENDIX

Addis Ababa University
Graduate School of Education and Behavioral Studies
Educational Planning and Management Department

***Questionnaires Prepared to be responded by Addis Ababa City Administration
TVET Agency and Sub cities' department of TVET officers***

The purpose of this questionnaire is to gather data that helps to assess the implementation effectiveness and efficiency of national TVET strategy in Addis Ababa. This study is conducted mainly to identify strengths and weaknesses seen while implementation of strategy by different implementing bodies in the city. This is done mainly in order to enhance practically effective and efficient performances and to improve those show weakness while implementation of the strategy. For the success of this study, your cooperation exceptionally by responding to questionnaires honestly is among the main determinants of the study. Hence you are politely requested to genuinely respond for all questionnaires.

General instructions:

1. Where a question is followed by alternative answers, place circle the letter that contains the best answer which fits with your choice.
2. Where you are expected to show the level of your agreement or disagreement with the written statement or questionnaire, please circle the letter that contains the best answer regarding the level of your agreement or disagreement with the statement of the question.
3. Where you are required to respond by writing for those questionnaires require writing, please answer them briefly on the space provided under the questions.

Notes: All questionnaires developed for the purpose of this study are intended only to serve for academic purpose. Information obtained and your responses are kept confidentially. Hence you are requested not to write your name, in order to help the objectively and confidentially treatment of your response.

Part one: Personal profile of the respondent:

- 1 Sex: Male Female
- 2 Age: _____
- 3 Your field of educational qualification _____
4. Level of your educational qualification:
 Diploma BA/BSc MA/MSc PhD
5. Service year:
 Less than 5 year 16-20 years
 5 -10 years above 20 years
 11-15 years

II. Over all Questions

1. Implementation of the national TVET strategy in Addis Ababa mainly helps you to:
 - a. Identify suitable skills for training program.
 - b. prepare appropriate skills training process
 - c. Improve the skills training program and process with change in demand
2. The skill training programs conducted in the city or your sub- city helps the society or nation to:
 - a. Foster global competitiveness
 - b. Eliminate poverty
 - c. Promote social inclusion.
 - d. Emphasis is given to promote all the above.
3. The emphasis given for all skills in demand by the strategy and its implementation is:
 - a. High
 - b. Moderate
 - c. poor
4. The attention given to treat cultural norms and values by TVET strategy and its implementation in Addis Ababa is
 - a. High
 - b. Moderate
 - c. Low
5. Among development sectors in the city or your sub city the one actually favored more as a result of TVET strategy implementation is:
 - a. Micro and small skill enterprise
 - b. Education
 - c. Large industries
6. Means of information accessibility for TVET trainees in the city or your sub city is:
 - a. Parents

- b. Friends
 - c. Counselors
 - d. Mass media
 - e. All of these
7. The interest of most trainees in the city your sub to join TVET program of city is
- a. High
 - b. Moderate
 - c. Low
8. The placement of TVET trainees to different training programs in Addis Ababa your sub city is done by:
- a. Interest of trainees only
 - b. Trainees parent choice
 - c. By TVET officials
9. How many of principals and trainers of TVET in Addis Ababa or your sub city have the necessary qualification for their posts
- a. All of them
 - b. Half of them
 - c. Few of them
10. The amount and modernity of training materials and technologies in most TVET institutes of Addis Ababa is:
- a. More sufficient and modern
 - b. Sufficient and modern
 - c. Not sufficient and modern
11. The amount of financial resource allotted to most training institute is
- a. More than sufficient
 - b. Sufficient
 - c. Less than requirement
12. In Addis Ababa or your sub- city the extant of TVET training an technical and practical field works is:
- a. High

- b. Medium
 - c. Poor
13. The extent of collaboration while planning and implementing apprenticeship in most TVET institute is:
- a. High
 - b. Medium
 - c. Low
14. The amount of coordination and cooperation, that most TVET institutes trainees have got while apprenticeship is:
- a. High
 - b. Moderate
 - c. Low
15. The contribution extent of apprenticeship in most TVET institutes to link training with practical field works is:
- a. High
 - b. Moderate
 - c. Low
16. The current implementation of apprenticeship training helps more for:
- a. Business and information technology
 - b. Construction and industrial technology
 - c. Home economics
 - d. All
17. The number of different levels TVET institutes in Addis Ababa when compared with the demand for it is:
- a. More than enough
 - b. Sufficient
 - c. Not sufficient
18. How many of students who terminate their academic education after completion of primary and general secondary school are able to get TVET in Addis Ababa
- a. All of them

- b. Most of them
- c. Half of them
- d. Few of them

19. Among early graduates of TVET in Addis Ababa or your sub city how many of them are able to get employment

- a. All
- b. Most of them
- c. Few of them

20. Among graduates of government and private TVET institutes of Addis Ababa, the one employed more is:

- a. Government
- b. Private
- c. Both are the same

21. The actual contribution of TVET by producing skilled manpower for the vast economic activities of Addis Ababa is:

- a. More than other programs of education
- b. Equal to other programs
- c. Less than others

22. In Addis Ababa implementation of on job TVET for this in need is:

- a. properly given
- b. There is plan but implementation lack
- c. No plan at all

23. The integration and networking between TVET institutes of Addis Ababa to give quality training is:

- a. Strong enough
- b. Hardly planed
- c. No obvious integration

24. Services given for TVET graduates of Addis Ababa in order to improve their business are:

- a. Access to workshop
- b. production contract

- c. management training and insertion
- d. All of these

25. The extent of participation of stakeholders to create employment opportunity for TVET graduate of Addis Ababa is:

- a. More than expected
- b. Sufficient
- c. Less than expected

26. Describe the main criteria and procedures you have applied while giving permission and accreditation for private and government TVET institutes:

27. State the main types of on job TVET training has been given for those in Needs with your office coordination:

28. Describe the contribution and appropriateness of TVET strategy to help you get all the necessary types of stakeholders' participation:

29. State the appropriateness of TVET strategy to get proper stakeholders participation and describe the current participation status:

30. Mention the main participation forms and types of stakeholders having significance for the proper implementation of the strategy:

Addis Ababa University
Graduate School of Education and Behavioral Studies
Educational Planning and Management Department

Questionnaires Prepared to be Responded by Principals and Trainers of TVET Institutes in AA

The purpose of this questionnaire is to gather data that helps to assess the implementation effectiveness and efficiency of national TVET strategy in Addis Ababa. This study is conducted mainly to identify strengths and weaknesses seen while implementation of the strategy by different implementing bodies in the city. This is done mainly in order to enhance practically effective and efficient performances and to improve those show weakness while implementation of the strategy. For the success of this study your cooperation exceptionally by responding to questionnaires honestly is among the main determinants of the study. Hence you are politely requested to genuinely respond for questionnaires.

General instructions

1. Where a question is followed by alternative answers, place circle the letter that contains the best answer which fits with your choice.
2. Where you are expected to show the level of your agreement or disagreement with the written statement or questionnaire, please circle the letter that contains the best answer regarding the level of your agreement or disagreement with the statement of the question.
3. Where you are required to respond by writing for those questionnaires require writing, please answer them briefly on the space provided under the questions.

Notes: All questionnaires developed for the purpose of this study are intended only to serve for academic purpose. Information obtained and your responses are kept confidentially. Hence you are requested not to write your name, in order to help the objectively and confidentially treatment of your response.

Part one: Personal profile of the respondent:

- 1 Sex: Male Female
- 2 Age: _____
- 3 Your field of educational qualification _____
4. Level of your educational qualification:
 Diploma BA/BSc MA/MSc PhD
5. Your service year:
 Less than 5 year 16-20 years
 5 -10 years above 20 years
 11-15 years

II. Over all questions

1. Implementation of the national TVET strategy in your training mainly helps you to:
 - a. Identify suitable skills for training
 - b. Prepare appropriate skills training process
 - c. Improve the skills training program and process with change in demand
2. The skills training program conducted in your institute help the society or the nation to:
 - a. Foster global competition
 - b. Eliminate poverty
 - c. promote social inclusion
 - d. it has educate in all the above
3. The emphasis given for all skills in demand by the strategy and its actual implementation in your institute is:
 - a. High
 - b. Moderate
 - c. poor
4. The attention given to treat cultural norms and values by TVET strategy and its actual implementation in your institute is:
 - a. High
 - b. Moderate
 - c. Low
5. The development sector that actual favored more as a result of TVET strategy implementation in your institute is:
 - a. Micro enterprise
 - b. Large industries
 - c. Education
 - d. Health

6. How have you distributed information for your trainees?
 - a. By parents
 - b. By friends
 - c. By counselors
 - d. By mass media
 - e. By all of the above
7. The interest of most trainees to join your training institute is:
 - a. High
 - b. Moderate
 - c. Low
8. Placement of trainees to different training fields in your institute is done by:
 - a. Their interest only
 - b. Their parents' choice
 - c. TVET officers
9. Of principals and trainers in your institute how many of them have the necessary qualification for their posts?
 - a. All officials
 - b. Half of them
 - c. Few of them
10. The amount and modernity of training materials and technologies in your training institute is:
 - a. More sufficient and modern
 - b. Sufficient and modern
 - c. Not sufficient and modern
11. The amount of financial resource allotted to your training institute is:
 - a. More than sufficient
 - b. Sufficient
 - c. Less than requirement
12. The extent of training in your institute on technical and practical field works is:
 - a. High

- b. Medium
 - c. Poor
13. How many of the courses actually conducted in your institute are practical field work oriented
- a. All of them
 - b. Most of them
 - c. Half of them
 - d. Few of them
14. Your current type of evaluation of trainees is:
- a. 100% theoretical
 - b. Half theory and half practical
 - c. More practical and less theoretical
15. The extent of trainees placed to science and technologic fields of training in your institute is:
- a. 100%
 - b. 70%
 - c. 50%
 - d. 15%
16. By your assumption what percent of the actual training you have conducted in the class is combined with work experience of the society?
- a. 100%
 - b. 75%
 - c. less than 50%
17. The capability of the current TVET training in your institute to support the society by adopting him with technologies is:
- a. High
 - b. Medium
 - c. Low
18. The extent of collaboration while your institute plan and implement apprenticeship with stakeholders is:
- a. High

b. Medium

c. Low

19. The amount of collaboration and cooperation your trainees have got while apprenticeship is:

a. Sufficient

b. In sufficient

c. No support at all

20. The contribution extant of the current apprenticeship your trainees have got to link training with practical field works is:

a. High

b. Medium

c. Low

21. The current implementation of apprenticeship in your training institute helps more for:

a. Business and information technology

b. Constitution and industrial technology

c. Home economics

d. All

22. For how many of your trainees you have planed and conducted training to enable them create their own job?

a. To all of them

b. For half of them

c. For few of them

23. How many of previous graduates of your institute able to create their own job?

a. All of them

b. Half of them

c. Few of them

24. From the very beginning while they join training assumption of most trainees regarding employment is:

a. To create their own job

- b. To be employed
 - c. To join they form once own
25. Of training conducted in different fields in your training institute how many of them able trainees to create their own job?
- a. All of them
 - b. Most of them
 - c. Some of them
 - d. No one of them
26. Do all fields of trainees in your institute have got training on business plan and enterprise formation:
- a. Yes
 - b. No
 - c. I don't have idea
27. The integration and networking between your training institute and others to give quality training is:
- a. Strong enough
 - b. Hardly planned
 - c. No obvious integration.
28. The extent of participation of stakeholders to create employment opportunity for your TVET graduates is:
- a. More than expected
 - b. Sufficient
 - c. Less than expected
29. The number of your institute TVET graduates able to get employment with the help of micro and small scale enterprise is:
- a. All of them
 - b. Half of them
 - c. Less than half of them

30. State the main types of activities performed by the collaboration of your training institute and stakeholder organizations

31. What are your bases to undertake vocational choice for your training institutes?

32. State both your source of information and mechanism of its dissemination for concerned bodies:

33. Mention the main types of stakeholder organizations for your institute:

**Interview Questions to be Responded by Managers of
Employment Organization and Civic Associations as well as un
Employed TVET**

1. How do you explain the appropriations of TVET strategy formulation to fit the demands in Addis Ababa.
2. What do you see about the present TVET implementation effectiveness and efficiency in Addis Ababa
3. What you observation regarding training fee in both government and privet TVET institutes to enhance the proper implementation of TVET strategy in Addis Ababa.
4. What do you say about the significance of identifying some TVET training fields to be conducted by government or private TVET institute to help proper implementation of the strategy
5. What is your opinion about the significance of bi lateral activities between TVET institute both at the national and international levels for the proper implementation of TVET strategy.
6. How do you perceive the contribution of TVET strategy implementation in A.A both to your organization and for the over all society in the city.
7. What do you say about the significance of TVET strategy implementation in A.A mainly to solve problems of employment in the city.

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