

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING PROVISION IN
ETHIOPIAN FEDERAL PRISON ADMINISTRATION**



BY

YESHIBELAY HAILEMESKEL

**ADDIS ABABA UNIVERSITY
LIBRARIES
P.O. BOX 1176
ADDIS ABABA ETHIOPIA**

JUNE 2014

ADDIS ABABA

**ASSESSMENT OF TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING PROVISION IN
ETHIOPIAN FEDERAL PRISON ADMINISTRATION**

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IMPARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
RESEARCH AND DEVELOPMENT**

BY

YESHIBELAY HAILEMESKEL

JUNE 2014

ADDIS ABABA

This thesis has been submitted for examination with my approval as University Advisor.

Name Wanna Leka
Signature [Handwritten Signature]
Date August/2014

ACKNOWLEDGEMENTS

The completion of this thesis was made possible with the assistance of a number of people. Listing all of them by name would be impossible but the following individuals do deserve mentioning.

I wish to express my sincere appreciation and thanks to my advisor Dr. Wanna Leka, for the close guidance, encouragement, and the consistent technical advice he had given me throughout the period of the study. My special thanks also go to Chief Super Intendent Werkneh Degef, Chief Super Intendent Enatnesh Mekonen from Ethiopian Federal Prison Administration and Ato Girma Gizaw from Addis Ababa University for their unreserved support and generosity in providing the necessary materials. My deepest gratitude also goes to Ato Legesse Negash, Rehabilitation and Development Division Deputy General of Federal Prison Administration, for facilitating the field visit to the Correctional Centers (Prisons).

Also I would like to thank head of Zeway, Showa Robit, Dire Dawa and Addis Ababa Prison.

I am also extremely grateful to Dr. Tesfaye Lemma for his unfeigned love and untiring efforts at ensuring that I enjoyed a proper and sound education.

Finally, my sincere appreciation should also go to my father in law Ato Lemma.

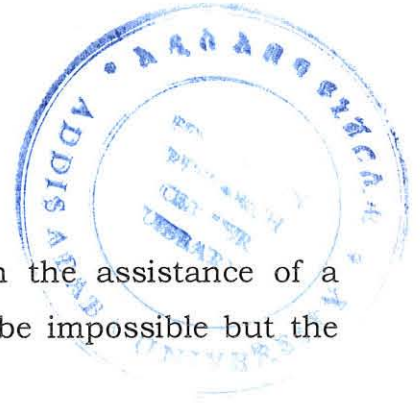


Table of contents

	Pages
Acknowledgments-----I
Table of Contents----- II
List of Tables----- III
List of Acronyms-----IV
Abstract-----	V
CHAPTER ONE -----	1
THE PROBLEM AND ITS APPROACH	
1.1 Background of the study	1
1.2 Statement of the problem	5
1.3 Objectives of the Study	7
1.3.1 General objective.....	7
1.3.2 Specific objectives.....	17
1.4 Significance of the study.....	18
1.5 Delimitation of the Study.....	18
1.6 Limitations of the study.....	19
1.7 Organization of the study.....	20
1.8 Definitions of Key terms	121
CHAPTER TWO.....	22
REVIEW OF RELATED LITERATURE.....	22
2.1 Technical Vocational Education and Training /TVET/ for –Offenders	22
2.1.2 TVET for offenders-the Right to Education	25
2.1.3 Purpose of TVET for Offenders.....	26
2.2 Target of Prison TVET	27
2.3 Prison Work Environment	27

2.4 TVET Trainers in the Correctional Centers /prisons/.....	28
2.5 Institutional Commitment	29
2.6 Cost-effectiveness of prison Education and Training	30
2.7 Eligibility to take equivalent certificates.....	31
2.8 Factors facilitating the provision of TVET in prisons.....	32
2.8.1 Correctional policy.....	32
2.8.2 Rehabilitation Instruments.....	32
2.9 Factors hindering the provision of TVET in prisons.....	23
2.10 Prison TVET and Employability	34
2.11 Scenario of Prison TVET Provision.....	34
2.12 Role of civil society.....	35
2.13 Stakeholders' participation	37
2.14 Reintegration into the community	37
2.15 Prison System in Ethiopia.....	38
2.15.1 Penitentiary System in Ethiopia.....	38
2.15.2 Organization of the FPA prison system	38
CHAPTER THREE.....	42
RESEARCH DESIGN AND METHODOLOGY.....	42
3.1 Research Design	42
3.2 Source of data.....	42
3.3 Subjects of the study	43
3.3.1 Target population.....	43
3.3.2 Sampling and sampling techniques.....	43
3.4 Data Gathering Tools/Instruments.....	44
3.4.1 Questionnaire.....	44
3.4.2 Observation	45
3.4.3 Interview and Document Analysis.....	45
3.5 Pilot Test	46
3.6 Data Analysis	46
CHAPTER FOUR.....	47

DATA PRESENTATION, ANALYSIS AND DISCUSSION	47
4.1.1 Profiles of administrative staffs' respondents	47
4.1.2 Profiles of trainees' respondents.....	49
4.2 Access of TVET provision in Federal Prison Administration.....	451
4.2.1 Types of vocational trainings offered in the correctional centers.	451
4.2.2 Enrollment trend in the federal prison administration TVET provision.....	454
4.3 Internal efficiency of TVET provision in the Federal Prison Administration.....	57
4.3.1 Drop out rates	57
4.3.2 Availability of resourced workshops.....	59
4.3.3 Adequate Availability of teaching learning materials-----	51
4.3.4 Time Proportion of theory and practice	62
4.3.5 The accrediting authority follow up and inspections.....	63
4.3.6 TVET provision in FPA with respect to creating own business...	64
4.3.7 Training opportunities.....	65
4.3.8 Preference of trainings	66
4.3.9 Criteria of trainee's selection	66
4.3.10 Budget management of TVET provision	66
4.4 Quality of TVET provision in the FPA.....	67
4.4.1. Profiles of trainers respondents.....	67
4.4.2 Adequacy of staff in Federal Prison Administration TVET provision	68
4.4.3 On the job training	68
4.5 Stakeholders participation	69
4.6 Major Challenges and Problems in implementing TVET in the FPA ...	70
4.6.1 Challenges of TVET implementation in FPA Prisons.....	70
4.6.2 Problems of TVET implementation in FPA prisons	70
CHAPTER FIVE	71
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS'.....	71

5.1	Summary of Major Findings	71
5.1.1.	Enrollment in TVET Provision of Federal Prison Administration	71
5.1.2.	Internal efficiency of TVET in Federal Prison Administration ...	72
5.1.3.	Drop out rates in TVET Provision of FPA	73
5.1.4.	Availability of resourced workshops.....	73
5.1.5.	Teaching Learning Materials (TLM) Preparation	73
5.1.6.	Proportion of theory and practice.....	73
5.1.7.	The accrediting authority follow up and inspections.....	74
5.1.8	TVET provision in FPA with respect to creating own business.....	74
5.1.8.	Training opportunities.....	74
5.1.9.	Preference of training.....	75
5.1.10.	Criteria of trainee's selection.....	75
5.1.11.	The profiles of trainers	75
5.1.12.	Adequacy of staff.....	76
5.1.13.	On job training	76
5.1.14.	Stakeholders' participation.....	76
5.2	CONCLUSIONS	77
5.3	RECOMMENDATIONS.....	80

List of Tables

	Pages
Table 1: Date of establishments and number of prisons in Ethiopia_____	3
Table 2: Target population_____	34
Table 3: Profiles of rehabilitation and development respondents_____	38
Table 4 : Profiles of trainees' respondents_____	40
Table 5 : Fields of vocational training provided in FPA_____	42
Table 6: Enrollment Trend index points of TVET provision_____	45
Table 7: The trend of TVET enrollment_____	46
Table 8: Training opportunity priority_____	47
Table 9(a): Drop out rate of trainees in TVET_____	48
Table 9 (b): Drop out rate of trainees in TVET_____	50
Table 10: Availability of resourced workshops_____	50
Table 11: Availability of teaching learning materials_____	52
Table 12: Time Proportion of theory and practice_____	53
Table 13: Accrediting authority follow up and inspections_____	54
Table 14: TVET provision in FPA with respect to creating own business_____	55
Table 15: Training opportunities_____	56
Table 16: Training preference_____	57
Table 17: profiles of trainers respondents_____	58
Table 18: Table of in-service training for trainers_____	60

LISTS OF ACRONYMS

LISTS OF ACRONYMS

ADWD- Agricultural Developmental Work Directorate

BEST-Business Entrepreneur Skill Training

BPR -Business Process Re-engineering

CRD- Correction and Rectification Directorate

ETD-Education and Training Directorate

FPA- Federal Prison Administration

IFAL-Integrated Functional Adult Learning

JC- Joint Council

KAB- Know About Business

MOE- Ministry of Education

MOFA- Ministry of Federal Affairs

PASDEP- Plan for Accelerated and Sustained Development to End Poverty.

RDD- Rehabilitation and Development Division

RTA - Regional TVET Authority

TTVTC-Tesfa Technical Vocational Training College

TVET- Technical Vocational and Educational Training

Abstract

The purpose of this study was to assess the provision of TVET for offenders in Ethiopian Federal Prison Administration/FPA/. Hence, the four Correctional Centers (Prisons): Addis Ababa Maximum Security Prison, Zeway, Showa Robit and Dire Dawa prisons TVET program availably selected as sample for the study. A descriptive survey research methodology was designed to obtain updated information about the overall picture of the prison TVET in FPA. To identify and list the current information and data regarding the TVET, the study made use of questionnaire, interview and personal observation to solicit information from trainers, trainees and coordinators of rehabilitation and development sector. Besides, five years (2009/2010- 2013/2014) documentary reviews were used to gather data. Accordingly, the following major findings were obtained: transfers between prisons was root cause of trainees drop out, training priority is not given to re-offenders, recidivists, females, juveniles and short term sentenced , due to trainers' inability to prepare their own training materials developed training manuals were lacking in the FPA Correctional Centers, there was insufficient access to resources due to lack of budget and improper usage of budget, Over the past five years (2009/2010-2013/2014) most TVET programs facilities were found the same and not satisfactory. There were no system to offer on job training for trainers, coordinators and team leaders to enable them to improve their technological, vocational and methodological knowledge and skills, finally, Stakeholders' participation and contribution in the FPA Correctional Centers TVET provision were not considerable.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the study

In Ethiopia, after the introduction of the Education and training policy in 1994, the number of formal and non-formal technical vocational educational training (TVET) provision centers has mushroomed. Therefore it has been not two decades since giving short-term non-formal technical and vocational training to different groups of youths and adults has started. One of the community skill training centers is prison. As the Plan for Accelerated and Sustained Development to End Poverty (PASDEP's) the purpose of all these community skill training centers has been to build the capacity of the workforce and to alleviate poverty by providing skill trainings of the poor and improving their livelihood.

In prison TVET provision can be seen as having three major benefits:

- ✓ *They can help to mitigate the inherent negative social effect of incarceration.*
- ✓ *They are part of a wider lifelong learning offer to those who previously had limited educational opportunities.*
- ✓ *They can assist with efforts to rehabilitate prisoners and help them desist from crime up on release. (Zimmerman & Miller, 2001)*

In Ethiopia most of the prisons were established during the Italian invasion of the country. For the most part, they only served as instruments for promoting the interests of the former feudal system and its officials who established them

for the first time. Prisons were legally established in Ethiopia by proclamation cited “whenibetoch” under the Minister of Interior (Proclamation, No.45/1944). Whenibet’ means – in Amharic dark, very cold and miserable place (Dehnenet 1982, Meskerem)

From proclamation No.45/1944, one can understand that there was no a view to helping prisoners lead crime-free lives up on their release by acknowledging education, training and prison work-that is not an afflictive nature (but that maintain or increase the prisoners, ability to earn an honest living after release) as one of the key functions of the prison system.

As mentioned in the yearly magazine of Interior Affair Ministry-‘Dehnenet’ (1982, Meskerem) entitle-‘Kwhenibetnt wede Marmiyamet’ (meaning-in English ‘Transformation from Prison to Correctional Centers’) , During the ‘derg’ regime even though the name “Whenibet” was not changed by proclamation there were calling prisons as “Maremiyabet” –meaning in English-correctional centre. Also some attempts had been made at the time to open and expand educational services, peer-training like weaving and hand crafts. By including “Agriculture and Industry” division in prison organizational structure the provision of education and work providing opportunities were started during this regime.

Following the change of government in 1991, correctional centers were established along new lines at federal and regional levels with clearly defined mandate and objectives. According to Article 5 of the Federal prisons commission establishing proclamation No. 365/2003, the objective of the commission is ‘to admit and ward detainees, and provide them with correction and rehabilitation services in order to enable them achieve attitudinal and behavioral changes and become law-abiding, peaceful and productive citizens.’

Similarly, regional correctional centers have clearly stated their objectives including with providing correction and rehabilitating services in their

establishment proclamation and directives. One of the key correction and rehabilitation services in Ethiopian prisons is the provision of TVET.

According to joint council (JC) of the Federal Prison Administration and Regional Prison heads 2014 three years strategic plan performance report held in Harar:

Table 1. Date of establishments and number of prisons in Ethiopia

Region	No. of existing prisons	1927-66	1967-83	1983 to date
Afar	5	1	--	4
Amhara	29	17	4	8
Benshangul Gumuz	3	----	1	3
Federal Prisons	6	4	----	2
Gambela	4	---	1	3
Harari	1	1	-	--
Oromia	37	28	2	7
SNNPRS	23	12	1	10
Somali	4	1	-	3
Tigray	7	6	-	1

Source: joint council (JC) 2014 three years strategic plan performance report

Ethiopian Human Rights Commission (EHRC) reported in 2013 that Ethiopia stood 139th in the world and 17th in African by the number of in-mates in correctional center counted per 100,000 of the population. There were a total of 88,610 in-mates out of whom 85,910 male and 2700 female. Male prisoners represented 96.9% of the total prisoner's population of the country while female prisoners made 3.1%. In Africa, female prisoners represented 5% of the total population.

According to projected information issued by the Central Statistics Agency in 2013, the population of Ethiopia has reached 82,101,998. The number of prisoners stands at 108 per1000, 000 of the population. Regarding the size of population of prisoners kept at both Federal and Regional level, Oromia stands

first with 26,527 prisoners followed by SNNPRS with 17,847, Amhara with 17,779, and Federal correctional centers with 11,752 prisoners. Those keeping the lowest numbers are Gambela and Harari states with 524 and 489 prisoners, respectively. The normal practice in many countries in finding out the number of prisoners is by determining the proportion of prisoners to the country's total population. It is; therefore, appropriate to determine the number of prisoners in comparison to the size of the population figures at the Federal, Regional or city administration levels. According to this procedure, i.e., the 100,000 base the prisoner population in Federal correctional centers stands at 350, followed by Harari and Benshangul Gumuz correctional centers that keep 238 and 232 prisoners, respectively. Regions with high population figures like Oromia and Amhara keep less than 100 persons per 100,000 of their populations while Afar and Somali regions keep the lowest number of prisoners of 42 and 41, respectively.

Based on International and National laws in correcting and rehabilitating prisoners different services should be offered in correctional institution focused up on achieving certain objectives.

- ✓ Offering, income generating activities –Article III of the FDRE 2005 Criminal Law and Article 31 of the Federal Prison Commission Establishment Proclamation, the UN Standard Minimum Rules for Treatment of Detainees Treatment Regulation No 138/1999 (Art 30-34).
- ✓ Giving, Parole and Pardon-Article 113 and 201 of the FDRE Criminal Law, Article 70 of the UN Standard Minimum Rules for prisoners.
- ✓ Sports and Recreation-Articles 24 (1/2) of the Treatment of Federal prisoner's No. 138/2007, Article 28 of the UN Standard Minimum Rules for prisoners.

- ✓ Offering academic and vocational training-Article 6 (4) of the Federal Prison Commission establishing proclamation No. 365/2003 and Articles 71(5) of the UN Standard Minimum Rules for prisoners.

To maximize the chances of successful re-integration into the community and reduce the risk of re-offending, education and training value is priceless. According to Ethiopian Human Rights Commission (EHRC) report in 2013 in Afar and Gambela vocational training is not started in all prisons, in Oromia 13, SNNPRS 5, Somali 2 Prisons not yet started offering vocational training to their offenders.

About dozen years passed since TVET program has begun to operate in Zeway, Showa Robit, Dire Dawa and Addis Ababa Correctional Centers/Prisons/ which are under the management of Federal Prison Administration/FPA/. At this particular point questions on the access, problems and challenges of these prisons TVET provision seems logical and indisputable. In addition, there is very little or no discussion on what prisons in Ethiopia can do to help facilitate change in the prisoners by establish vocational training to train incarcerated offenders prior to their release into community with the view to helping them lead crime-free lives. Presumably, the first in its kind, the originality of the issue under study may beckon to others a potential new area for further studies in a broader scope and wider context.

1.2 Statement of the problem

According to international conventions and recommendation that offender has the same right to education as other citizens. Offenders have a range of complex needs and reasons for their offending behavior. Many have education and skills deficits and therefore the provision of learning opportunities is considered to be an important way of increasing their re-integration and

inclusion in society. It is also anticipated that filling the gap can help in the prevention of further development of a criminal career.

Federal prison commission establishment proclamation No. 365/2003, Article 23, sub article 1-4 states that;

- ✓ *Prisoners shall be provided with the opportunity to attend academic and different vocational training classes; provided, however, that priority shall be given to illiterate prisoners.*
- ✓ *The education and training program shall be conducted in accordance with the curriculum approved by the competent body.*
- ✓ *Where prisoners attending academic or vocational training classes pass examinations acknowledged by the competent body, they shall be issued with certificates of qualification.*
- ✓ *Particular attention shall be paid to give educational opportunities to female and juvenile prisoners.*

Having this Federal Prison Administration education and Training principle, the study answered the following five basic questions:

1. What is the current provision of TVET for offenders in terms of access, internal efficiency and quality in the Federal Prisons Administration?
2. Do correctional centers enable trainees' become competent and self-employable?
3. What are the major problems and challenges in the provision of TVET for offenders in the FPA correctional centers?
4. What is the contribution and role of the stakeholders involved in the TVET program?

5. What else can be done to improve the TVET provision in the Correctional Centers /Prisons/?

1.3 Objectives of the Study

1.3.1 General objective

The main objective of this study was to examine the provision, problems and challenges of Technical vocational education and training in the Federal Prisons Administration /FPA/ Correctional Centers /Prisons/.

1.3.2 Specific objectives

Specifically, the study has the following objectives

1. Examine the current provision of technical vocational education and training /TVET/ for offenders in the Federal Prisons Administration /FPA/ correctional centers, in terms of access, internal efficiency and quality.
2. Determine whether correctional centers enable offenders become competent and self-employed and earn their livelihood with the ultimate goal of alleviating poverty.
3. Identify the major problems and challenges in the provision of TVET for offenders in the Federal Prisons Administration/ FPA/ correctional centers.
4. Examine the degree of participation, contribution and role of the stakeholders involved in the Federal Prisons Administration/ FPA/ Technical vocational education and training program.
5. Determine what else can be done to improve the provision of TVET in prison.

1.4 Significance of the study

Examining the existing TVET in correctional centers with, internal efficiency of TVET provision, quality of the trainings, and access to training opportunities is important to improve and expand it.

Therefore the student researcher assumes that the research would have the following significance

1. It helps those in charge of prisons both federal and regional, keep track of the actual performance of the TVET provision and thereby initiate practical policy decisions and operational guides for planning; organization and management that create improve and maintain efficient performance of the existing and future opening TVET programs. By indicating major areas which deserve improvement, the study also helps to establish funding agencies, government and community in the effort to meet the basic training needs of prisoners and promote training quality.
2. Disseminating and/or presenting the result of the study on various forms and forums respectively contribute to raise awareness among the public about the need, provision and role of TVET in the context of correctional centers (prisons).
3. Since, there is less discussion of TVET provision in correctional centers at thesis level, the study will beckon to others anew potential for further studies in a broader scope and wider context.

1.5 Delimitation of the Study

Education and training programs for offenders include Integrated Functional Adult learning /IFAL/ Distance Education; primary and secondary level education and Technical Vocational Education and Training /TVET/. Under

the management of FPA there are five correctional centers (prisons) and one pre-trial remand custody. This necessitated limiting the scope of the study. Therefore the student researcher has decided to delimit the study to:

1. Access of the TVET provision: major areas of training, enrollment of TVET trainees in Zeway , Showa Robit, Dire Dawa and Addis Ababa Maximum security prisons, from 2009/2010-2013/2014.
2. Internal efficiency of the TVET provision: dropout rates, workshop facilities, selection criteria, budget management, adequacy of manuals
3. The quality of training with respect to, human resource management
4. Stakeholders participation
5. Problems and Challenges of TVET implementation.

1.6 Limitations of the study

This study has its own limitations. The major factors contributed to the limitations include the following:

i) Lack of systematic and dependable population data across educational background has made it impossible to employ certain training indicators that were necessary to the study such as TVET provision coverage either in each prison or in general Federal Prison Administration level.

ii) Unable to implement Focus Group Discussion with trainers and trainees. In addition to this, the research took much time in convincing Federal Prison Administration/ FPA/ to get permit ion to conduct the study.

iii) Absence of adequate resource materials related to empirical literature on the issue under study was determinant limitation of the study. In spite of

these, student researcher tried to refer five years 2009/ 2010- 2013/ 2014 operational plans, monthly performance reports and enrolled lists.

1.7 Organization of the study

This study consists of five chapters. Chapter one deals with the problem and its approach where by, background of the problem, statement of the problem, significance of the study, limitations, delimitation and organization of the study are presented. Chapter two treats the review of the related literature and background information on the Federal Prison Administration/FPA/ Correctional Centers, Chapter three research design and methodology. In chapter four data presentation, analysis and discussion presented. Chapter five presents the summary of the findings, conclusions and recommendation of the study. Finally, lists of reference materials used for the study, sample questionnaire, interview guidelines and checklists for observation were attached to the appendix of the report.

1.8 Definitions of Key terms

Correctional Center is prison where prisoners sentenced by court serve their sentences, are reformed and rehabilitated; and where remand prisoners are held in custody until verdict.

Juvenile offenders are prisoners between 15-18 years of age.

Prevention or deterrence aims to prevent the commission or re-commission of crime through threat of the negative outcomes that may result from the commission of crime.

Provision means a stock of necessary supplies; the fact or state of being prepared beforehand.

Rehabilitation A broad definition of rehabilitation refers to social relation with others, education and vocational skills, and employment. The intervention is intended to make the offender less likely to break the law in the future, or to reduce 'recidivism'.

Reintegration is the process by which a person is reintroduced into the community with the aim of living in a law-abiding manner. Reintegration also refers to active and full community participation by ex-offenders. Preparation for reintegration can occur in prison.

It is recognized that there is some debate around appropriate terminology for the target group and that the term 'offenders' can have negative connotations as it implies a lasting conditions, whereas the terms '**prisoner**', '**inmates**' and '**detainee**' have a more temporary status. Because of currently the predominant term used in English, the term '**offenders**' is used in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Technical Vocational Education and Training /TVET/ for –Offenders

Until the middle 1800's, most theories of prison corrections were based on the Judeo-Christian ethic which stressed that, unless culturally modified, people were inclined toward short-term gain, hedonistic goals and avoidance of work, pain, and most all other non-pleasurable activities. For this reason there was less concern with rehabilitation than with the rule of just retribution, "an eye for an eye and a tooth for a tooth". This rule was given to limit excess punishment, a situation common in the ancient world. Since that time, numerous types of reform systems have been tried, including the replacement of corporal punishment by imprisonment, and, later, as a supplement to prison confinement, the addition of work programs, education, vocational training and other efforts at rehabilitation (Bayer,1981).

The current assumption in correction is that, so far, rehabilitation has been an elusive goal with, at best, extremely limited success. Now rehabilitation and reintegration of prisoners is acknowledged as one of the key functions of the prison system, even in Ethiopia (Federal Prison Administration/FPA/, establishment proclamation No. 365/2003). It is, therefore, important to understand what rehabilitation is on the successful reintegration of offenders.

The modern history of offender corrections is basically a gradual awakening of western civilization from the stagnation of the Middle Ages...between the invention and growth of the juvenile court and the invention and growth of modern science. The result, which began in the 1800's and continued to the 1960's, is called rehabilitation. Criminals, like a broken refrigerator, merely need to be repaired. Kicking the refrigerator is not an appropriate response to its malfunction ...Punishment, therefore, become less important in the correctional system. The only punishment, if it can be considered that, is confinement within the prison walls (Empy, 1982).

In view of restrictive lens of incarceration, the aim of imprisonment for society is a lot. To prevent reoffending and send a strong message about society' public disapproval of an offence are some aim of imprisonments. In addition to this, Bailey (1986) mentioned that there are several other functions that a sentence of imprisonment fulfils. These can broadly be grouped as follows:

- ✓ *Retribution, or just deserts, imposes a symbolic punishment, in this case imprisonment, on the offender for a crime that has been committed. The term of imprisonment is meant to be proportionate to the crime or extent of harm inflicted.*
- ✓ *Prevention or deterrence aims to prevent the commission or re-commission of crime through threat of the negative outcomes that may result from the commission of crime.*
- ✓ *Rehabilitation is a term that is broadly accepted to mean a planned intervention which aims to bring about change in some aspect of the offender that is thought to cause the offender's criminality, such as attitudes, cognitive processes, personality or mental health.*
- ✓ *Reintegration is the process by which a person is reintroduced into the community with the aim of living in a law-abiding manner. Reintegration also refers to active and full community participation by*

ex-offenders. Preparation for reintegration can occur in prison. Rehabilitation and reintegration are sometimes used interchangeably in literatures.

These last two objectives speak to the potential of a prison sentence to change a person's behavior or to have an impact on the factors that lead to commission or the re-commission of crime.

Human behavior is the product of antecedent causes that can be identified and that therapeutic measures can be employed to effect positive changes in the behavior of the person subjected to treatment. In terms of this approach, a prisoner is regarded as having malfunctioned, or as being 'diseased' , and capable of being 'treated' or 'cured' usually by a range of professionals within the criminal justice system, that is Rehabilitation. Rehabilitation treatment programs can include offering income generating activities, giving parole and pardon, individual and group counseling educational and vocational training (Rayan & Mauldin, 1994).

Technical Vocational Education and Training (TVET) do not only impart modern occupation-related skills and knowledge. But also cross-occupational skills such as independence, the ability for networked thinking, openness towards other cultures and the ability to deal with contradictions and conflicts. In this sense, technical vocational education and training promotes the ability to recognize and use opportunities for sustainable action at the work place. Furthermore, it enables people, as consumer and politically matures citizens that take responsibility (Empy, 1982).

The objectives of technical and vocational education according to UNESCO and ILO in 1999 are:

- a) Permit the harmonious development of personality and character and foster spiritual and human values, the capacity for understanding, judgment critical thinking and self-expression;*

- b) *Prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes;*
- c) *Develop capacities for decision-making and the qualities necessary for active and intelligent participation, team work and leadership at work and in the community as a whole.*

In 2006 as Lewis mentioned, it is generally agreed by a majority of the public and by most of those professionally involved in corrections that an [offenders] should leave prison a better person than when he entered. He should have increased his educational and vocational skills, learned to control his impulses, and developed sound values and habits as a citizen and worker (Lewis, 2006).

2.1.2 TVET for offenders-the Right to Education

Technical vocational education and training is not only a means of supporting offenders in their transition from prison to the outside world. It is an imperative in its own right and offenders should not forfeit this to access education and training while in prison.

The European Convention for the protection of Human Rights and Fundamental Freedoms (Art. 2) states that No person shall be denied the right to education. The Lisbon Treaty recognized the rights of European citizens through the enforcement of the Charter of Fundamental Rights; article 18 recognizes that every one has the right to education and to have access to vocational and continuing training.

In 1957 the Economic and Social Council set out the Standard Minimum Rules for the Treatment of prisoners, which refers to the importance of education and training for all prisoners who are able to benefit from these and stress the need for prison education and training to be integrated with the mainstream educational system. In 1990 the UN General Assembly adopted the Basic Principles for the Treatment of Prisoners, which outline the need to treat

prisoners with respect, recognizes their rights and freedoms as set out in the Universal Declaration of human rights, and include specific reference to the right of prisoners to take part in cultural activities and education and training aimed at the full development of the human personality.

2.1.3 Purpose of TVET for Offenders

The UN standard Minimum Rules for the Treatment of Prisoners (SMR) provide that vocational training should be provided to prisoners and that this should prepare prisoners for life after release, so that skills taught should be similar to those that are applicable outside of prison. The Rules also caution against vocational training for the primary purpose of making a profit for the prison out of prison labor. Although there are few opportunities for vocational training for prisoners in Africa, more prisoners are involved in this kind of training than in academic or literacy training. This is possible due to vocational training's close relationship to useful prison labor (Bailey, 1986).

Prisons are expected to provide offenders various forms of education according to their individual differences, and who attend classes should be eligible to take equivalent certificates issued by the ministry of education or the authority concerned. Also, prison should arrange for offenders to continue their education to the college level (Bailey, 1986).

In 1998 Wilson and Bryans mentioned that the purpose of vocational training in the prison is to reduce re-offending, the right to do fundamental human right, as a key factor in preventing recidivism and to up-skill and ready prisoners for self wages or employment after release (Wilson and Bryans, 1998).

Vocational training is offered in classes and workshop. These are various types of vocational training which includes: agriculture, carpentry, welding, automobile repairing, tailoring, radio repair, carpet making, wood and bamboo craft etc. A variety of programs for self-improvement, Physical fitness, weight

control, stress reduction and interpersonal skill development are offered (Goodstein and Wright, 1989).

2.2 Target of Prison TVET

Recent years have seen a massive expansion in the delivery of offender's rehabilitation programs in jurisdictions around the world. This expansion has been fueled by empirical evidence that rehabilitation programs can be effective in reducing the probability that an offender will reoffend (Abrahamson, 1994). Studies have shown that program effectiveness can be maximized when offenders are matched to programs on the basis of their personal characteristics and offending histories (Bailey, 1986). According to Bayer, (1981), these programs aim to reduce the risk of recidivism are more effective when they target those offenders who are of a medium to high risk of reoffending.

2.3 Prison Work Environment

Prison is a place delimited and declared as such by the law of the created to ensure restraint and custody of individuals, accused or convicted of violating the criminal law of the nation. Persons with deviant behavior from psychological and societal perspectives are considered as abnormal and these groups of people are sent to prison for normalcy (Abrahamson, 1994).

The aims of modern prison system any where in the world are protection of society, retribution, deterrence, reformation and rehabilitation of the convicted prisoners. To actualize these aims professionally trained personnel are saddled with the day to day running of the prison. The custodian role and control of offenders is a phenomenal task. These are basic things that must put in place for effective prisons system the world over (Williamson, 1990).

For Crawley, (2004), prison staffs carry out an important public service and their recruitment, training and conditions of work shall enable them to maintain high standards in their care of prisoners. They are keys to the development of a decent and humane prison system. Staff should manifest a clear sense of purpose of prison system. Management shall provide leadership on how the purpose shall best be achieved.

The duties of staff go beyond those required of mere guards and shall take account of the need to facilitate the reintegration of prisoners in to society after their sentence have been completed through a program of positive care and assistance (Otto, 1982).

Prison authorities shall place great emphasis on the need for integrity, humanity, professional capacity and personal suitability for the complex work that the staffs are required to do. They also are required to work on the factors that affect the staffs' job satisfaction, attitudes and relationships with each other (Bartol and Bartol, 2004). Thus, this sub section presents an overview of job satisfaction, stress, attitudes and relationships among prison staffs. It also deals with the structure and organization of operation prisons.

2.4 TVET Trainers in the Correctional Centers /prisons/.

The trainers who work with the offenders can be classified in to two main groups:

(i) prison officials who hold teaching certificates and the officers (who are in the workshops) assigned to teach at the Adult School in prison. In addition assistant teachers are selected from inmates who hold teaching certificates, and have shown themselves to be of good behavior, to help with some teaching duties.

(ii) Visiting teachers, experts and specialists from various institutions, such as vocational schools invited to teach the inmates (Rock, 1996).

2.5 Institutional Commitment

Institutional commitment has been expressed in various ways. Camps (1994) explained institutional commitment, as congruence between the goal of an individual and the institution whereby the individual identifies with and extend effort on behalf of the general goals of the institution.

Most prison staff wishes to their work well and in a professional manner. Many of them will have joined the prison system because they work in a public service. Others will have joined because of the prospect of long term secure employment. A few may have joined because they expected to have the opportunity to wield power over other human beings. In the course of their careers they may have come to the conclusion that success in the prison service is measured in negative terms. The important thing is to make sure that no prisoner escapes and that there are no major violent incidents. In the course of daily activities, the important thing is to have a quiet life: "A good day is a day when nothing happens". For these staff a good prisoner is a quiet prisoner. The most satisfying part of a prison officer's day is when all the prisoners are safely locked up. If the negative culture of the prison is to be converted into something more positive the attitude of staff to their work and to prisoners needs to be positive (Coyle, 2002).

Prison staff would argue that their role, that of keeping these convicted criminals under lock and key for many years, is a much more demanding and dangerous one. Sometimes prison staff even sense that the public identity all of those behind the walls of the prison, whether prisoners or staff case, as having exile status. They are frustrated and angry that this should be the case. There are two ways of expressing this frustration. The first is by treating the prisoners in way which emphasizes that they, the staff have a more superiority over them. The second is by making the lives of management difficult usually through obstruction of their initiatives. The only suitable response to this defensive mentality is by giving prison staff a greater sense of professional

worth and appreciation of the value of the role which they carry out on behalf of society (Lewis, 1997).

2.6 Cost-effectiveness of prison Education and Training

There are many more studies from the USA and these generally indicate that prison education and training programs are cost-effective and reduce recidivism. As Gaes (2008) cited the work of Aos, Miller and Drake (2006) who conducted a cost benefit analysis of vocational training and general education in prison and found that:

- ✓ Vocational training produced a net benefit of USD13, 738 per prisoner and reduced recidivism by 9%.

Bazos and Hausman use the Three State Recidivism Study as cited in Vacca, (2004) to provide data in their comparison of the costs of averting crime through prison education and training programs and the cost of averting crime through imprisonment. The study finds that an investment of USD1million to expand imprisonment would prevent 350 crimes, whilst the same investment in prison education and training programs would prevent 600 crimes. Bazos and Hausman estimates that investing USD1million in prison education and training programs would prevent 26 incarcerations which on average would last 2.4 years, costing the state 1.6million. Thus, the saving to the state of crimes prevented due to investment in prison education and training would be USD600, 000.

2.7 Eligibility to take equivalent certificates

Federal prison commission establishment proclamation No. 365/2003, Article 23, sub article 2 and 3 states that;

- ✓ *The education and training program shall be conducted in accordance with the curriculum approved by the competent body.*
- ✓ *Where prisoners attending academic or vocational training classes pass examinations acknowledged by the competent body, they shall be issued with certificates of qualification.*

According to CEDEFOP (European center for the development of Vocational Education) mentioned in Ethiopian TVET Accreditation directives; accreditation is a process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. Accreditation should also deal with the overall impact of TVET in the society and is used to safeguard the public from low quality TVET provision by giving a “go-ahead” at first (registration), “confirmation” (accreditation) and a “stay in business” signal (renewal of accreditation) as long as the local and national labor needs are met and that the training program are in track to meet the national development goals (outcome). It also lays ground for a competitive atmosphere by awarding the best Performing Providers (to the prescribed standard) and depriving those performing below standards and not in continuous improvement circle.

A conference attended by prison administration and NGOs in Africa held in Nairobi, Kenya, identified good practices in offender reintegration. One of these good practices is issuing certificates that are independent of the prison administration to alleviate stigma and employer discrimination.

2.8 Factors facilitating the provision of TVET in prisons

2.8.1 Correctional policy

It is important to note that correctional policy states what programs are available to certain types of prisoners. This policy gives correctional centers guidelines to assist them in determining how they will manage the considerable demands of their offending behavior, education and TVET programs, and the effective management of their waiting lists for all programs.

2.8.2 Rehabilitation Instruments

According to Lygo, (1991), several instruments deal with the rehabilitation and reintegration of prisoners. The Kampala Declaration on Prison Conditions in Africa, adopted in 1996, is the primary document outlining rights for prisoners in Africa. Instead of listing ambitious goals for offenders' rehabilitation, the declaration set a more realistic agenda for African states. The Kampala Declaration made several recommendations, which include that offenders should be given access to education and skills training in order to make it easier for them to reintegrate into society after their release.

The Ouagadougou Declaration recommended promoting the reintegration of offenders into society. In doing so, it proposed that states should make greater efforts to use the period of imprisonment, or other sanctions, to develop the potential of offenders and to empower them to lead a crime-free life in the future. This, it stipulated, should include rehabilitative programs focusing on the reintegration of offenders and contributing to their individual and social development. The Plan of Action accompanying the Ouagadougou Declaration is addressed to governments and criminal justice agencies as well as to NGOs and associations, and it is meant to serve as an inspiration for concrete action.

In particular, the Plan outlines Promoting vocational training programs certificated to national standards as one of the strategies to promote rehabilitation.

The Central, Eastern, and South African Heads of Correctional Services (CESCA) have drafted an African Charter on prisoners' Rights. The draft Charter sets out minimum standards for the treatment of prisoners. In a section dealing with the rehabilitation of prisoners (paragraph 14), the draft Charter provides that: programs for physical and social rehabilitation and reintegration of prisoners into the community shall be provided; rehabilitation programs shall involve, as far as possible, NGOs to run schemes in prisons, in cooperation with the prison administration; and approved religious bodies shall have free access to prisoners to dispense spiritual welfare to them.

2.9 Factors hindering the provision of TVET in prisons

Bearing in mind there is a saying "One changes if one wills to change". As Spangenberg, (2004) mentioned countries aspire to bring about the rehabilitation of development of prisoners; the realities facing the prison system often make any attempt extremely difficult such as, high levels of overcrowding and inadequate resources and facilities. Another problem often mentioned is that the prison systems fail to separate prisoners sentenced for serious crimes from those convicted of less serious offences. These factors have an impact on the mental and physical health of a prisoner and fail to create an environment conducive to rehabilitation.

The UK's prison chief Inspector noted in his 2001/02 Annual Report as cited in Spangenberg, (2004), Prison overcrowding is, however, undoubtedly making it more difficult to build and sustain progress [with assessing prisoners and placing them in appropriate programs]. It is more difficult to get prisoners out

of cell and into activities. Frequent prisoner movement makes the completion of courses and skilled-based qualifications much more difficult.

2.10 Prison TVET and Employability

Warner, (2005) provided empirical evidence that prisoners who participated in vocational training were afterwards able to find a job (in line with the training) and was much less likely to return to prison than other offenders (about a third in comparison to 80% of participants who were not find employment).

Saylor,(1984) found that prisoners participating in education and job programs had considerably reduced or delayed re-entry to prison, also prisoners who were granted work during their incarceration when release from prison had significantly higher employment chances.

2.11 Scenario of Prison TVET Provision

According to the report on Prison Assessment and Proposed Rehabilitation and Reintegration of Offenders in Asseyrie prison-Himmafushi conducted with the support of United Nations Development Program (UNDP), established a vocational Training Unit (VTU) to train each incarcerated prisoner in at least one vocational skill, prior to their release into the community. It is expected that at any given time 75% of the prison population would be attached to the VTU and would be undergoing one of the trainings offered by the VTU.

The methods used to set up the VTU in Asseyrie prison-Himmafushi were as follows:

Stage 1-Training of Trainers (TOT) for Offenders: In order to cater for those offenders who are interested, TOT could be conducted to run the unit in different vocational areas. Once they obtain a certificate in the specified vocational skill, from a recognized institution such as a polytechnic, they could commence running courses for their fellow offenders.

Stage 2- The Prison Rehabilitation Division would need to get a memorandum of understanding signed between the institutes willing to offer this service. These training institutions would form affiliations with the prison academy- (all trainings would be conducted from the prison academy and their certificates would be issued by the authorized government recognized agency). Each offender will go through the training and get an approved skill level certificate in at one type of skill.

Stage 3- Training for experience: Once the offender has acquired a qualification (foreigners and women included) they will be qualified to apply for a job within the prison industry.

The first 3 to 6 months after the qualification they would be required to remain as trainees and would be on voluntary employment. Once they have completed this stage they can be employed with salary in the prison industry.

2.12 Role of civil society

The Ouagadougou Declaration and Plan of Action encourage civil society groups to visit prisons, to work with offenders, and to assist with pre-release and reintegration program. According to Sims, (2008) in many African countries, it is civil society groupings that take up some of the slack in the prison service and provide services to prisoners that the system does not have the capacity or resources to fulfill. It is also often these groupings that develop, test and run the innovative approaches to rehabilitation in the prisons which sometimes find their way into mainstream practice.

The ability of NGOs and other civil society groupings to render services, however, is dependent on whether the prison services are prepared to grant them access to prisons.

In South Africa, the Division of Correction Service sees corrections as a societal responsibility, in which the involvement of other government

departments, social institutions, civil society organizations and private individuals is deemed essential (Lygo, 1991).

Some organizations form a partnership with one particular prison, while others have more extensive provincial or national program. Many of the civil society interventions are run by religious organizations. Some organizations are involved in human rights work-monitoring, educating and giving direct assistance or legal advice to prisoners. Others are involved in work directed at the rehabilitation and reintegration of offenders. However, there are still few organizations in Africa which provide services to prisoners. Zimbabwe, for instance, lists only two civil society organizations providing prison-related services as cited by (Spangenberg, 2004)

Rehabilitation services provided by NGOs include the education and training of prisoners, counseling, social services, religious care and services, awareness program, craft making, life skills and sports, art and cultural activities, as well as assistance with the resettlement of offenders after release. Services are often targeted at one sector of the prison population-often women or children and young prisoners.

As Sims (2008) described that, increasingly, NGOs are trying to strengthen the impact and effectiveness of their interventions. A conference attended by prison administration and NGOs in Africa held in Nairobi, Kenya, identified good practices in offender reintegration. These practices included:

- Better coordinating of activities between civil society service providers to avoid duplication and to encourage sharing of information;
- Providing vocational training to industry standard and issuing certificates that are independent of the prison administration;
- Encouraging restorative justice practices, including victim compensation;

- Preparing prisoners for release;
- Involving local organizations (churches, traditional leaders) in the reception of prisoners on release and so helping alleviate the stigma of imprisonment;
- Assisting offenders with work opportunities and
- Civil society organizations working to promote alternatives to imprisonment to reduce levels of overcrowding.

2.13 Stakeholders' participation

According to National and Vocational Education and Training Strategy, TVET programs operates at the interface of different of society, notably the education sector, the labor market, industry, micro-small enterprise (MSE) sector, agriculture and rural development, and public administration. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET programs, such as quality assurance through active involvement.

2.14 Reintegration into the community

Perhaps the greatest challenge for offenders lies in the period immediately after release when they attempt to reintegrate into the community and re-establish their lives. Inevitably, when people are released from prison, the socio-economic circumstances that existed prior to their arrest continue to exist, as do their lack of job-related skills and work opportunities in the community. They are also burdened with the stigma of their incarceration, and thus often find it even more difficult to find employment. Therefore there is a need for prisons to forge links with the outside world. In particular, it is suggested that

prison work and vocational education training programs should have better links with the local labor market in order to for prisoners to have a better chance of employment on release (Sims, 2008).

2.15 Prison System in Ethiopia

2.15.1 Penitentiary System in Ethiopia

According to unpublished Federal Prison Administration BPR manual, the penitentiary system in Ethiopia is made of two distinct entities: (1) A Federal Prison Administration, which is responsible for corrections operations of the two federal chartered cities of Ethiopia- Addis Ababa and Dire Dawa- as well as for the detention of federal offenders, and (2) Regional state prisons Administration Offices, which are in charge of corrections services in the nine regional states of Ethiopia.

According to Federal Prison Administration BPR manual, in the beginning of the 1991's the penitentiary started to modify its philosophy regarding the treatment of prisoners. The new principle focuses on treatment of prisoners, the essential aim of which is Reform and Rehabilitation.

In 2010, the Ministry of Federal Affairs Implemented the Business Process Re-engineering (BPR) for its institutions, including notably the Federal Prison Administration. The BPR was endorsed by the Ethiopian government as a conceptual model for transformation of the public sector, with the objective of rationalizing of the FPA structure, the redefinition of the objectives and duties of its services and enhanced capacity.

2.15.2 Organization of the FPA prison system

The Federal Prison Administration (FPA) is an institution within the Ministry of Federal Affairs (MoFA). It is headed by a Director General. Previously under the Ministry of Internal Affairs then the Ministry of Justice, it was eventually in its

current organization in 2003, following the adoption of proclamation no.365/2003 by the Ethiopian parliament.

The FPA is responsible for the management and administration of prisons and the rehabilitation of convicts. According to Federal Prison Administration BPR manual, FPA headquarters is made of 3 core process and one supportive sector, respectively which are: (1) Administration of detainees and security, (2) Basic needs, (3) Rehabilitation and Development, (4) finance, planning and Resources. Each sector is headed by a Deputy Director General and divided in specialized services. For instance in Rehabilitation and Development sector there are three Directorates that are: (1) Correction and rectification (CRD), (2) Education and Training (ETD), (3) Agriculture and Development (ADD).

The programs carried out by Correction and Rectification Directorate (CRD) is: individual and group counseling, life skills training, ethical education, sport and recreation.

Education and Training Directorate offer Functional Adult Learning (FAL), Regular education (grade 1- 10), technical vocational education and training and library services.

Agriculture and Development Directorate (ADD) carried out providing agricultural work to inmates, organizing inmates in corporative and helping inmates to save their earnings.

The FPA has authority over six federal prisons, five of which are branched of Addis Ababa correctional setup and the sixth of Dire Dawa Federal State.

The six federal prisons are Kaliti Women Prision, Kaliti Maximum Security Prison, Kilinto Remand Prison, Showa Robit prison, Zeway Prison and Dire Dawa Prison. In Dire Dawa Prison there were female and male remand and convicted prisoners.

Council of Ministers Regulations no. 138/2007 includes criteria for a general classification and separation of prisoners. Article 5 provides for a classification of prisoners according to several criteria: gender, age, judicial status health condition, first time and repeat offenders, individual similarities and difference so as to allocate to them adequate work assignments. Classification in a prison system refers to the procedure of placing detainees in one of several custody levels, to match detainee needs with correctional resources: the type of facility to which they will be assigned, the level of supervision they will receive once there, the training and work programs they will most benefit from, etc .

So far, the Federal Prison Administration has put in place a simple system of classification of prisoners according to the lengths of sentences, in addition to the separation of remand detainees from convicts.

Showa Robit Federal prison – 1 month to 5 years, Zeway Federal prison- 5 to 15 years, Kaliti Maximum Security prison-15 years and above, Kalitiy Wemen prison- Any length of sentence and remand, Dire Dawa Federal prison- Any length of sentence and remand.

Federal Prisons are led by Chief Administrators. They manage the prison police service and the civil prison administration as well as the rehabilitation services.

The mission of the Federal Prison Administration is described as receiving prisoners who come to prison or custody after a court ruling or appointed for further court hearings. It is responsible for:

- Ensuring the security of the prison and the outside society in preventing escapes and thus executing the court decisions to deprive convicted individuals of their liberty;
- Providing for the safety and basic needs of the prisoners ;

- Building the individual development of the prisoners and facilitating their re-entry into society.

The mission statement of the Federal Prison Administration emphasizes the responsibility of the institution to reform criminal behaviors', leading to genuine requests for pardon.

The Federal Prisons Administration / FPA/ uses a strategic planning approaches to management. Individual federal prisons translate the Federal strategic plan in to yearly operational plans for each prison.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design is governed by the notion of 'fitness for purpose'. The purposes of the research determine the methodology and design of the research. (Louis et.al. 2000). The study seeks to mirror the main features of the TVET provision, its weakness, strength, problems, challenges and the general environment under which the program is operating. Thus, a descriptive survey method selected as an appropriate methodology to make universal comments on the provision of TVET in Federal Prison Administration.

3.2 Source of data

Regarding sources of data both primary and secondary sources were used to collect relevant data for the study. Relatively, due to their small size the total population of 45 (100%) trainer's, 12 (100%) rehabilitation and development coordinators and team leaders who have roles within TVET provision were considered as pertinent primary sources of information. They were selected on the basis of availability sampling, because they were the appropriate and knowledgeable bodies to exactly respond to the research questions. Further more, in an effort to answer research questions 2013/2014 academic year vocational educational trainees in the four Federal Prison Administration/FPA/correctional centers /prisons/were used as key informant to increases the dependability of the responses.

On top of this, secondary source of data which include activity reports, monitoring and evaluation feed back, training centers population record (2009/2010_2013/2014) used to solicit relevant information.

3.3 Subjects of the study

3.3.1 Target population

Table 2: Target population

N.o	Correctional Centers	Numbers of TVET trainees' in 2013/2014	Numbers of trainers	Coordinators and team leaders
1	Zeway	800	8	3
2	Showa Robit	524	14	3
3	Dire Dawa	210	8	3
4	Addis Ababa Higher Security	320	15	3
Total		1854	45	12

3.3.2 Sampling and sampling techniques

There are six prisons in the Federal Prison Administration:

1. Addis Ababa Women prisons- (in Addis Ababa at kaliti).
2. Addis Ababa Maximum security prisons-(in Addis Ababa at kaliti).
3. Addis Ababa Remand prison (in Addis Ababa at kilintto).
4. Dire Dawa General prisons- (in Dire Dawa).
5. Zeway Prison-(in zeway).
6. Showa Robit prison- (in Robit).

Among these six prisons Addis Ababa Women prison and Addis Ababa Maximum security prison they share the same outdoor space and TVET

programs. On the basis of purposive and availability sampling five prisons were selected (Addis Ababa Maximum security prison, Zeway prison, Showa Robit prison and Dire Dawa prison) because TVET programs are offered to offenders only in these selected prisons. Due to their judicial status, court appointees have no access to Vocational trainings / there is no TVET program in Addis Ababa Remand Prison at- Kilintto /. Using simple calculation formula by Blalock as mentioned in Louis Cohen et.al., (2000) to be within + or-0.5 of a scale point and accurate 99 times of out of 100 a sample of 104 out of 1000, from the 1854 Federal Prisons Administration TVET trainees of 2013/2014 academic year 193 (83%) were selected. Among 193 trainees, using proportional allocation to each Correctional Center from Zeway 83(10%), Showa Robit 55 (10%), Dire Dawa 22 (10%) and 33 (10%) from Addis Ababa Maximum Security Prison were selected. In all selected prisons the level of program maturity which begun to operate before decade /except Dire Dawa-8 years ago/. By proportional allocating to each field of training a simple random sampling method (a lottery technique) were used to select particular trainees from each field of training, because a sample random sampling technique provides the best opportunity to obtain unbiased samples.

3.4 Data Gathering Tools/Instruments

Questionnaire, observation, semi-structured interview and document analyses were used as data collection tools.

3.4.1 Questionnaire

To gather the required information about the extent of actual provision of TVET, in terms of Access, Internal Efficiency, quality, problems and challenges a self- developed questionnaire consisting of both open ended and close ended questions was administrated to trainers and trainees.

The questionnaire consists of four parts which are arranged:

- I. Demographic information of respondent
- II. Three concerns have been identified as TVET provision variables for this particular study. These were:
 1. Access of training
 2. Internal efficiency of the VET programs in prisons
 3. Quality of training
- III. To identify problems and challenges that hinder TVET provision in prisons.
- IV. Questions that examine the degree of participation, contribution and role of the stakeholders involved in the Federal Prison Administration vocational education and training program.

Open ended questionnaire used because it suited to give a free response in a continuous text. It is also more appropriate to elicit sensitive information Louis Cohen (2000).

3.4.2 Observation

In order to meet the objective of the study and to consolidate the research with different techniques, the student researcher prepared a checklist and made a systematic observation of training workshops, classrooms and the training environment as a whole.

3.4.3 Interview and Document Analysis

In order to triangulate the data obtained through questionnaires, a semi structured interview and document analysis were conducted. A semi-structured interview conducted with the rehabilitation and development coordinators and team leaders of the prisons.

Thus, an interview guides (a written list of questions, open ended) prepared by the student researcher presented to the education and training administrative staff in a face to face interaction.

3.5 Pilot Test

Pilot testing the questionnaire provides information about to detect ambiguous and unclear statements. A draft questionnaire was administered to ex-trainees who were not finished their sentence found at Addis Ababa Maximum security prisons and not included in the final research. Based on the result of this test, omissions or irrelevant terms were revised.

3.6 Data Analysis

The data collected from different sources analyzed and interpreted using quantitative methods. Based on the respondents report and the nature of the basic questions raised statistical techniques such as percentage was used. Besides this the data obtained through interview and observation was interpreted qualitatively.

Besides this the data obtained through interview and observation was interpreted qualitatively.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter of the thesis deals with the presentation and analysis as well as the discussion made on the data available from the original survey of sample Correctional Centers / Prisons/ TVET provision, documentary reviews and personal observation.

4.1 Demographic characteristics of respondents

4.1.1 Profiles of administrative staffs' respondents

Table 3: Profiles of rehabilitation and development respondents

Variable	Category	Correctional centers (prisons)								Total	
		AA Maximum Security prison		Zeway Prison		Shewa Robit Prison		Dire Dawa General Prison			
		NO	%	No	%	No	%	NO	%	No	%
Sex	Female			----	-----	----		-	-	--	-----
	Male	3	100	3	100	3	100	3	100	12	100
Age	35-39	1	33.33	----	---	1	33.33	1	33.33	3	25
	40-45	2	66.66	1	33.33	2	66.66	2	66.66	7	58.33
	46-51	-	-	2	66.66	---	---	-	---	2	16.66
Educational Background	Certificate			2	66.66	2	66.66	2	66.66	6	50
	Diploma			1	33.33	1	33.33	-	---	2	16.66
	1 st Degree and above	3	100	----	---	---	----	1	33.33	4	33.33
Status	Prison police	-		3	100	3	100	3	100	9	75
	Civil	-	--	---	--	----	--	--			
	Offenders	3	100	--	--	--	--	-	-	3	25
Service year	Below 2 years			----		--					
	2-5 years	3		----		---				3	25
	Above 5			3		3		3		9	75

Regarding sex composition, all (100%) Of Administrative staffs were males. Age wise the great majority (58.33%) of rehabilitation and development coordinators and team leaders were with in the age range of 40-45. Most of education and training administrative staff (50%) of education background were certificates, Diploma (16.66%) and Degree and above were 33.33%. Among 33.33% of degree and above qualified administrative staff 25% were offenders and found in Addis Ababa Maximum Security-Tesf Technical Vocational Training College (TTVTC). Document has further testified all diploma qualified administrative staff qualification was related to neither supervision nor management of TVET provision. Regarding service year 75% of administrative staff served above five years and only 25% served below five years in the prison TVET provision.

4.1.2 Profiles of trainees' respondents

Table 4 : Profiles of trainees' respondents

Variable	Category	Correctional centers (prisons)								Total	
		A/A Max. Security		Zeway		Showa robit		Dire Dawa			
		NO	%	No.	%	No.	%	No.	%	NO.	%
Sex	Male	23	69.69	83	100	55	100	14	63.63	175	90.67
	Female	10	30.30	---	--	---	---	8	36.36	18	9.32
Age	15-18	--	---	---	---	---	---	---	---	---	---
	19-29	13	39.39	38	45.78	15	27.27	10	45.45	76	39.37
	30-39	20	60.60	45	54.21	40	72.72	12	54.54	117	60.62
	Above 40	--	--	--	---	--	---	--	---	---	--
Educational Background	Read & write /1-4/	---	---	--	---	---	---	5	27.27	5	2.59
	Grade 5-8	---	---	53	63.85	40	72.72	3	13.63	96	49.74
	Grade 9-10	27	81.18	10	12.04	10	18.18	9	40.90	56	29.01
	≥10 th completed	6	18.18	20	24.09	5	9.09	5	22.72	36	18.65
Marital Status	Married	9	27.27	10	12.04	9	16.36	4	18.18	32	16.58
	Divorced	---	---	8	9.63	8	14.54	--	---	16	8.29
	Widowed	4	12.12	14	16.86	--	---	---	---	18	9.32
	Single	20	60.60	51	61.44	38	69.09	18	81.81	127	65.8
Job before imprisonment	Employed	3	9.09	5	6.02	5	9.09	--	--	13	6.73
	Self-employed	6	18.18	8	9.63	2	3.63	4	18.18	20	10.36
	Student/ Trainees	---	---	15	18.08	8	14.54	--	--	23	11.91
	NO-job	24	72.72	55	66.26	40	72.72	18	81.81	137	70.98
Length of current sentence	< 1 year	---	---	--	---	--	---	--	---	---	--
	1 year	---	---	---	---	---	---	--	---	---	---
	B/n1&5years	20	60.60	28	33.73	16	32.72	17	77.27	81	41.96
	Above 5 years	13	39.39	55	66.26	39	70.90	5	22.72	112	58.03
Number of prison experience	First	30	90.9	83	100	53	96.36	22	100	188	97.4
	Second	---	--	--	--	--	--	---	---	---	---
	Third	---	--	--	--	--	--	---	--	--	---
	I don't want to mention it	3	0.27	--	--	2	3.63	---	--	5	2.59

As shown in the Table 4, 91% of respondent trainers were males and 9% were females. Here it is necessary to remember that the proportion of male and female offenders in Ethiopia is 97% and 3% respectively. The proportion of Age wise, in Zeway, Dire Dawa, Showa Robit and Tesfa Technical Vocational College (Addis Ababa Maximum Security Prison) 61% of respondent fall in the age range of 30-39 and the rest fall in the range of 19-29. In the entire sample prisons, in the age ranges of 15-18 (juveniles) respondents were not observed. Considering educational background, in Addis Ababa Maximum Security Prisons trainees' were above grade 8, in Dire Dawa there were respondent trainees' whose educational background range were read and write /1-4/. In the entire sample prisons, most (50%) respondent trainees' educational background was grade 5-8. Regarding marital status 66% respondents were single. Majority (71%) of respondents were having no job before imprisonment. 58% of respondent's Length of current sentence was above five years. For the majority (97%) of respondents the current imprisonment was their first time. Similarly, a review of the five years prisons TVET program documents has testified that there were no special ways of addressing re-offenders and recidivists in TVET provision.

4.1 Access of TVET provision in Federal Prison Administration

4.2.1 Types of vocational trainings offered in the correctional centers.

Table 5: Fields of vocational training provided in FPA

Types of Training	Accreditation	Names of Correctional Centers/ Prisons/ (AA Maximum Security Prison)			
		Zeway	Showa Robit	Dire Dawa	
1 Non Agricultural TVET					
• Basic Metalwork	Accredited	✓	✓	✓	✓
• Basic Woodwork	Accredited	✓	✓	✓	✓
• Home Electrical installation	Accredited	-----	✓	✓	✓
• Weaving	Accredited	✓	✓	✓	---
• Tailoring	Accredited	✓	✓	✓	✓
• Hair dressing	Accredited	✓	-----	✓	✓
• Construction	Accredited	---	-----	✓	---
• Plumber	Accredited	-----	-----	✓	---
• Basic Computer skill	Accredited	✓	-----	-----	✓
• Basic Auto mechanic	Accredited	----	✓	----	---
• Knitting	Accredited	✓	-----	-----	--
• Leather Craft	Accredited	✓	----	-----	---
• ICT	Accredited	✓	----	-----	--
• Accounting	Accredited	✓	----	-----	---
2 Agricultural TVET	Accredited				
• Vegetable and fruit	NOT ACC.	-----	✓	✓	---
• Fattening	NOT ACC	-----	----	✓	---
• Bee keeping	NOT ACC.	-----	-----	✓	---

Source: Prisons TVET provision Records

✓ ---The mark stands for fields of training offered in the prison.

The Addis Ababa Prison has been in existence for over 80 years. It is the largest prison in the country. The reviews of the five years (2009/2010-2013/2014) TVET provision documents and interview of administrative staff of Tesfa vocational technical training college revealed that the provision of TVET programs in the Addis Ababa Maximum Security Prison was started after the establishment of Tesfa Technical Vocational Training Centre (TTVTC). TTVTC found at Addis Ababa Maximum Security Prison was initiated in May, 1998 by a group of enlightened prisoners.

In May 1998 a joint committee consisting of 13 members (12 members' prisoners and 1 member from the prison administration) was established with main task to finalize the formulation of the project document.

The construction of the center started in August 1999 on 4000 square meters which is allocated by Addis Ababa Prison Administration. In October 2003, most of the construction work was completed and the buildings become ready for use by the generosity of none governmental and governmental organizations. In October 2003 Selam Village assigned a director and the center has started by three fields of training, metal work, food preparation and accounting programs with total of 33 inmates' trainees. In 2012 the center promoted to College and granted accredited status from relevant legislative-Addis Ababa Technical Vocational and Educational Training Agency Office with 10 fields of training. The teaching learning and administrative activities were run by prisoners them selves. The number of fields of training increased from three to ten. Accounting and ICT course were level IV and III respectively, the rest were basic training.

In knitting, tailoring, hair dressing and food preparation only female prisoners were participating.

Zeway Federal Correctional Center, about 160km South from Addis Abba in Zeway town, established under the monarchy was completely upgraded in 1991 by the Derg. In 2004 Zeway prison expanded by adding annexes in order to provide rehabilitation and development programs, started with five fields of vocational training that were, metalwork, woodwork, weaving, tailoring and home electric installation. 45 trainees were enrolled, and granted 'a go ahead' (registration) from relevant legislative body-Batu Vocational Education Training Office in 2004. During the conduction of this study number of fields of training increased to six, but Vegetable and fruit production training stopped before two years ago because of lack of trainers.

Showa Robit Federal Correctional Center, about 225 km from Addis Ababa in Robit town, established under the monarchy. Vocational training started in the prison in 2004. Showa Robit Prison granted 'a go ahead' (registration) in four fields of training (metalwork, woodwork, tailoring and weaving) from North Showa Zone Technical Vocational Educational Training Office in 2004. Right soon after the proclamation of Danger of Vagrancy 384/1997 the training workshops facilitated with tools, equipments, machines and safety features relatively, because, the prison has been selected for the rehabilitation and reformation of vagrancy criminals. The observation, interview and reviews of the five years (2009/2010-2013/2014) TVET provision documents revealed that Agriculture fields of training closed before two years ago because of repeatedly turnover of trainers.

Dire Dawa Federal Correctional Center, about 540 km from Addis Ababa in Dire Dawa town, established before 1975. Vocational training started in the prison in 2008 with four fields of training (metalwork, woodwork, tailoring and hair dressing-56 trainees) granted by 'a go ahead' (registration) from Dire Dawa Technical Vocational and Educational Training Office.

In Federal Prison Administration /FPA/ Correctional Centers there were 17 types of trades of training which were all accredited by relevant legislative body.

4.2.2 Enrollment trend in the federal prison administration TVET provision.

Table 6: Enrollment Trend index points of TVET provision

Prisons	Enrollment & Index Points	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
A/A Maximum Security	Enrollment	164	181	190	204	320
	Index Points	100	110.36	115.84	124.37	195.09
Zeway	Enrollment	425	430	433	470	800
	Index Points	100	101.17	101.87	110.57	188.20
Showa Robit	Enrollment	515	520	520	520	524
	Index Points	100	100.97	100.97	100.87	101.74
Dire Dawa	Enrollment	102	105	120	152	210
	Index Points	100	102.94	117.64	149.01	205.86

Source: Prisons TVET provision Records

As shown in Table 6 above, for the five years (2009/2010-2013/2014) TVET enrollment has increased in the four samples FPA Correctional Centers. It has increased in Addis Ababa Maximum Security (Tesfa Technical Vocational College) by 95 index points and Zeway by 88.20 index points and Dire Dawa Prison by 105.9 index points. The increment index point of Show Robit Prison TVET enrollment trend was 1.8, relatively that is not significant. Totally 6,905 (male 6,797 and females 108) prisoners enrolled in FPA Correctional Centers TVET programs with in the five years (2009/2010-2013/2014), that was in Addis Ababa Maximum Security-1059 (15.34%), Zeway 2,558 (37.64%), Showa Robit 2,599 (37.64%) and Dire Dawa 689 (9.98%).

With in the five years highest number of trainees enrolled in Showa Robit prison and least in Dire Dawa prison (although prisoners holding capacity of the prisons differ widely- Dire Dawa is smaller).

The increase in the enrollment trend observed in the Federal Prison Administration Correctional Centers indicates an improvement in making use of the opportunity as well as their right to education.

Beyond this increasing enrollment figures, however, the trend in the proportion of prisoners enrolled at TVET provision in relation to the corresponding training requiring prisoner population in the same academic year in each Correctional Center/ prison/ is central to determine the coverage of the TVET provision in the prisons and there by to estimate the number of prisoners who do not attend vocational training, but due to lack of appropriate data it become impossible to calculate the coverage percent of TVET provision with in the Federal Prison Administration Correctional Centers.

Table 7: The trend of TVET enrollment

Item	Response	
	NO.	%
What trend do you observe in the enrollment of TVET programs?		
A. Increasing	213	89.5
B. Constant	17	7.1
C. Decreasing	8	3.4
Total	238	100.0

As it can be observed from the Table 7, the majority (89.5%) of respondent have responded that enrollment in the TVET provision has been increasing over the five years (2009/2010-2013/2014). Similarly, interviewees revealed the same thing that enrollment of offenders in TVET provision has been increasing.

Table 8: Training opportunity priority

Item	Response	
	No.	%
To which group of prisoners that training opportunity given priority?		
A. Female offenders	---	--
B. Juveniles offenders	----	---
C. Re-offenders	----	----
D. Recidivist	-----	----
E. Short term sentenced	-----	-----
F. Middle term sentenced	59	24.8
G. Long term sentenced	-----	-----
H. No particular attention paid by considering criminal background of prisoner in selecting trainees	179	75.2
I. Other/ specify it	---	----
Total	238	100.0

Even though Federal Prison Administration establishment proclamation No. 365/2003, Article 23, sub article 4 states that Particular attention shall be paid to give educational opportunities to female and juvenile prisoners, Table 6 above depicts that about 75.21% of respondent have reported that no particular attention paid by considering criminal background of prisoners in offering training for prisoners. Also, TVET administrative staff agreed that no particular attention paid by considering criminal background of offenders in offering training opportunities.

4.3 Internal efficiency of TVET provision in the Federal Prison Administration

Internal efficiency of a TVET provision refers to the ability of a training system to train the greatest number of trainees who have entered the system in the well resourced workshops, adequate availability of training materials, using appropriate proportion of training time for theory and practice and matching the training preference of trainees.

4.3.1 Dropout rates

Table 9(a): Dropout rate of trainees in TVET

prison	Year	Enrollment at the beginning of the year	Drop out	Drop out rates
Addis Ababa Maximum Security (TTVTC)	2009/2010	164	30	18.29
	2010/2011	181	32	17.67
	2011/ 2012	190	55	28.94
	2012/2013	204	58	28.43
	2013/2014	320	59	18.43
Zeway	2009/2010	425	15	3.5
	2010/2011	430	12	2.79
	2011/ 2012	433	10	2.3
	2012/2013	470	8	1.7
	2013/2014	800	9	1.12
Showa Robit	2009/2010	515	75	14.56
	2010/2011	520	37	7.11
	2011/ 2012	520	108	20.76
	2012/2013	520	95	18.26
	2013/2014	524	39	7.44
Dire Dawa	2009/2010	102	8	7.8
	2010/2011	105	7	6.6
	2011/ 2012	120	5	4.16
	2012/2013	152	5	3.2
	2013/2014	210	7	3.33

Source: Prisons TVET provision Records

Above, Table 9(a) shows that in two prisons (Addis Ababa Maximum Security and Showa Robit prisons) TVET provision had high drop out rates. A review of TVET provision document has shown the extent of drop out rates, which was as high as 28.9% (2011/2012) and 28.4% (2012/2013) in Tesfa Technical Vocational College and in Showa Robit 20.8% (2011/2012).

In Tesfa Technical Vocational Training College (TTVTC) and Showa Robit prisons TVET provision the drop out rate was relatively higher. The root cause of trainees drop out was transfer between prisons.

More over, as it can clearly be observed from the Table 7(a) above, the majority (58.8%) of respondents have replied that drop out rates were generally moderate in all prisons TVET provision.

A close examination of the five years (2009/2010-2013/2014) TVET provision data of the sample prisons has made it possible to come up with information that granted parole and pardon in Showa Robit was the main reason of drop out the training.

Article 229(1) of the 2005 FDRE Criminal law provides that, unless prohibited by another law, prison sentenced passed by courts can be terminated, partly or fully by pardon. Article 113 and 201 of the criminal law of FDRE provides that detainees who show acceptable standard of behavior and whose release is believed to be worthwhile shall be released on parole.

Trainers and administrative staff of the sample prisons were reported that, poor backgrounds in education and lack of motivation were a factor of drop out. A key challenge to encouraging prisoners towards vocational training was negative feeling about training. As they were reported that many prisoners not view prison education and training as an opportunity to engage in second chance of education, but they consider it as if merely to pass time. Therefore there were also drop out of training due to lack of interests. Therefore, it is possible to conclude that wastage ratio of the TVET provision in Tesfa

Technical Vocational Training College (TTVTC) and Showa Robit prison were high due to drop out rate, and consequently, relatively, TTVTC and showa Robit prison had low internal efficiency.

Table 9 (b): Drop out rate of trainees in TVET

S.N.	Items	Response	
		N.O	%
1	What trend do you observe in the drop out rates of TVET programs in the correctional Centers?		
	A. Very low	---	-----
	B. Low	25	10.5
	C. Moderate	140	58.8
	D. High	73	30.7
	E. Very high		
	Total	238	100.00

As described in Table 9(b), above, generally the drop out rate of TVET trainers in Federal Prison Administration Correctional Centers was moderate (58.8%).

4.3.2 Availability of resourced workshops

Table 10: Availability of resourced workshops

S.N.	Item	Response	
		No.	%
1	How much training workshops are well resourced?		
	A. Very low	19	8.0
	B. Low	79	33.2
	C. Moderate	140	58.8
	D. High	----	-----
	E. Very high	-----	-----
	Total	238	100.00

As it is clearly depicted in the Table 10, workshops were moderately (58.8 %) resourced. More over, it was observed that workshops resourced with hand tools, equipments and machines which were supplied at opening of vocational training in the prisons. With in the five years (2009/2010- 2013/2014) no new hand tools equipments or machines were not supplied to the TVET programs of all sample prisons. There was shortage of classrooms and trainers office in Showa Robit, Dire Dawa and Zeway prisons. The problem is strong in Dire Dawa. Lack of safety features were observed in all prisons vocational training workshops. Workshops and stores are relatively facilitated in Tesfa Vocational and Technical Training College and in Dire Dawa reported that workshop are small and the problem is very strong. In Showa Robit and Zeway each types of training theoretical part given with in workshops. Class-size ranges from 12 to 40-60. Teaching load is higher in Zeway and Showa Robit, in Dire Dawa the complaint is less but there is no complaint in Tesfa Vocational and Technical Training College. All work shops facilitated in terms of fire extinguisher. In Dire Dawa workshops are ventilated. Tools, equipments and machines ratio with trainees were 1:30 (Dire Dawa) up to 4: 30 (Showa Robit).

The furniture was satisfactory, all class had desks for trainees, there were chalkboards in all corners of workshops, the surrounding of the training environment in Addis Ababa Zeway and Showa Robit fenced separately with in the prisons, there were water pipe in all prisons near to the workshops. Except in Tesfa Technical Vocational Training College in all three sample prisons a number of machines were require maintenance though stayed stand from months up to years as explained by trainers and education team leaders..

4.3.3 Adequate availability of teaching learning materials

Table 11: Availability of teaching learning materials

S.N.	Item	Response	
		No.	%
1	How do you rate the adequate availability of teaching learning materials?		
	A. Very low	90	37.8
	B. Low	98	41.2
	C. Moderate	50	21.0
	D. High	---	-----
	E. Very high	-----	----
	Total	238	100.0

As it is clearly shown in the Table 11 above, the adequate availability of teaching learning materials was low (41.2%). In Zeway, Showa Robit and Dire Daw trainees provided with enough supplies by the prisons such as exercise books and pens.

Regarding modules and manuals, Robit, Dire Dawa and Zeway prisons trainers use modules which are developed by Ministry of Education. Tesfa technical vocational training college (Addis Ababa Maximum Security prison) tried to develop its own training manuals for metal work and furniture making based on the Ministry of Education developed modules. Food preparation training is given by with collaboration of Selam Village Vocational Training College, so that the training manual was developed by the College. Generally, Developed training manuals were lacking in the FPA prison TVET provision. This is due to trainers' inability to prepare their own training materials.

More over, the TVET provision in prisons had no their own supportive staff such as finance, due to this procurement of teaching and learning materials

processed with others prison huge purchasing activities. Most of the time delaines of procurement affect the actual delivery of the training. In Tesfa Technical Vocational Training College procurement activities proceed by the College finance department.

4.3.4 Time Proportion of theory and practice

Table 12: Time Proportion of theory and practice

S.N.	Item	Response	
		No.	%
1	How much theoretical delivery of trainings enforced by practical classes?		
	A. Very low	58	24.4
	B. Low	108	45.4
	C. Moderate	72	30.2
	D. High	---	----
	E. Very high	----	----
	Total	238	100.0

The training period for all fields of training was six months. Most respondents (45.4%) reported that due to lack of practical competence of trainers and adequate teaching learning materials, theoretical classes were not enforced enough by practical classes and it was very low (not satisfactory at all).

4.3.5 The accrediting authority follow up and inspections

Table 13: Accrediting authority follow up and inspections

S.N.	Item	Response	
		No.	%
1	The Accrediting authority follow up and inspections		
	A. Very low	130	54.6
	B. Low	87	36.6
	C. Moderate	21	8.8
	D. High	---	----
	E. Very high	----	-----
	Total	238	100.0

As it is clearly shown in the Table 13, above most respondents (54.6%) reported that the accrediting authority follow up and inspection was very low (not satisfactory at all).

According to National Technical and Vocational Education and Training Strategy, TVET operates at the interface of different sectors of society notably the education sector and this improves the relevance and effectiveness of the TVET system.

The Accrediting authority follow up and inspection used to safeguard the public from low quality TVET provision by giving a “go-ahead” at first (registration), “confirmation” (accreditation) and a “stay in business” signal (renewal of accreditation) as long as the local and national labor needs are met and that the training program are in track to meet the national development goals (outcome).

4.3.6 TVET provision in FPA with respect to creating own business

Table 14: TVET provision in FPA with respect to creating own business

S.N.	Item	Response	
		No.	%
1	How do you rate the TVET programs provided in the Correctional Centers with respect to creating own business?		
	A. Very low	128	53.8
	B. Low	58	24.4
	C. Moderate	52	21.8
	D. High	----	----
	E. Very high	-----	-----
	Total	238	100.0

As it is clearly shown in the Table 14 above, most respondents (53.8%) reported that TVET programs provided in the Correctional Centers with respect to creating own business was very low. And the main reasons were lack of adequate teaching learning materials and practical competence of trainers.

Self employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Therefore, basic entrepreneurial and business management training (Know about Business -KAB) shall be incorporated in to all relevant vocational training.

4.3.7 Training opportunities

Table 15: Training opportunities

S.N.	Item	Response	
		No.	%
	Have you ever trained in vocational training in prison before?		
	A. Yes	27	16.56
	B. NO	166	86.01
	Total	193	100

On the other hand, to measure attributes of TVET provision internal efficiency in prison, the above Table 15 shows that 16.56.% of trainees participating in more than one fields of training during their stay in the prison. In Zeway prison 32.5% (27 Out of 83 in 2013/2014) Of the trainees have got the training chance more than once due to in appropriate selection criteria or process. In Addis Ababa Maximum Security prison, Showa Robit, Zeway and Dire Daw prisons repeated opportunities of vocational training was not given to the prisoners.

4.3.8 Preference of trainings

Table 16: Training preference

S.N.	Item	Response	
		No.	%
	Which fields of training do you prefer? Write three of them according to your level of preference from higher to lower.		
	1. preference which is provided in the prisons	54	27.98
	2. preference which is not provided in the prisons	139	72.02
	Total	193	100

Most trainees (72%) prefer trainings which were not offered in the prisons, such as, electronics maintenance, Auto-mechanic, Auto-electricity, driving and photographing.

4.3.9 Criteria of trainee's selection

Federal Prisons Administration (FPA) internal prison regulation no. 02/2004 provide for the setup of prisoner committees, in charge of managing the daily life of the detainees. Among these committees 'Work and Vocational Committee' is the one with the role of registration of detainees to attend vocational training, hence there is no a uniform professionally prepared selection criteria in the Federal Prison Administration (FPA) Prisons TVET provision. Only Tesfa vocational technical Training College (Addis Ababa Maximum Security Prison) yearly used the selection criteria prepared by Addis Ababa TVET Agency Office.

4.3.10 Budget management of TVET provision

Trainers, training coordinators and education and training team leaders agreed that there were improper usage of allocated budget and also mentioned that there was shortage of budget that affecting the quality of training provided. It

was learned that with in each fiscal year budget were allocated to maintenance and procurements of additional training machines but it was not practical in Showa Robit, Dire Dawa and Zeway. But, in Tesfa Vocational Technical College training machines maintenance and procurement activities proceed by the College own budget.

4.1 Quality of TVET provision in the FPA

4.4.1. Profiles of trainers respondents

Table 17: profiles of trainers respondents

Variable	Category	Correctional centers (prisons)								Total	
		A/A Max.Security		Zeway		Showa robit		Dire Dawa			
		NO	%	No	%	No	%	No	%	N O	%
Sex	Male	13	86.66	7	87.5	14	100	5	62.5	39	86.66
	Female	2	13.33	1	12.5	---	---	3	37.5	6	13.33
Age	18-28	----	---	1	12.5	----	---	2	25	3	6.66
	29-39	12	80	---	---	2	14.28	6	75	20	44.44
	40-50	3	20	7	87.5	12	85.71	---	--	22	48.88
Educational Back ground	10 th completed	----	---	---	---	----	---	----	---	---	----
	Certificates	----	----	7	87.5	13	92.85	6	75	26	57.77
	Diploma	2	13.33	1	12.5	1	7.14	2	25	6	13.33
	≥Degree	13	86.66	-	---	-	--	----	---	13	28.88
Status	Prison police	----	----	7	87.5	10	71.42	6	75	23	51.11
	Civil	---	-----	1	12.5	4	28.57	2	25	7	15.55
	Inmates	15	100	----	----	----	-----	---	---	15	33.33
Service year	< 2 years	----	----	----	---	---	-----	---	----	---	----
	2-5 years	----	----	1	12.5	2	14.28	2	25	5	11.11
	Above 5 years	15	100	7	87.5	12	85.71	6	75	40	88.88

As it can clearly be observed from the above table, the majorities (87%) of trainers were males and 13% were females. Regarding age wise the most (48.88%) fall with in the age range of 40-50 and 44.44% in 29-39. Educational background of most trainers (58%) was certificates', 29% of respondent trainers

were degree and above qualified inmates found in Tesfa Technical Vocational Training College (TTVTC) in Addis Ababa Maximum Security prison. The remaining 13 % were diploma, as per documents has further testified their qualification were not related to the fields of training they were train. Regarding trainers status, 51 % Of trainers' respondents were prison police, 15% were civil and 33% were inmates. Finally, concerning training experience (service year), the majority (89%) of respondent trainers have relatively long years of experience (above five years). Trainers working in Tesfa Vocational Technical Training College in Addis Ababa Maximum Security prison have better qualification compared to those working in the others three samples prisons.

4.4.2 Adequacy of staff in Federal Prison Administration TVET provision

Federal Prison Administration TVET provision had no adequate number of trainers and support staff according to the BPR manual of the FPA. Tesfa Vocational and Technical College which is found in Addis Ababa- kality it is established by former enlightened prisoners and still managed by prisoners has relatively well organized structure, adequate number of trainers and assistant trainers (all were offenders). Showa Robit, Dire Dawa and Zeway prisons VET programs are not arranged in a school or institutional way. In order to full the gap of lack of trainers, TVET graduated Prisoners were participated as assistant trainers to make money in zeway and Dire Dawa prisons.

4.4.3 On the job training

There is no system to offer on the job training for trainers as well as coordinators and team leaders. Also for prisoners who are graduated the training offered in prison and serving as assistant trainers, has no way to up grade their knowledge and skills.

Table 18: Table of in-service training for trainers

Item	Response	
	No	%
Have you recently attended any refresh/ in -service training, workshop(s) or courses relating to the course you are delivering?		
A. Yes	0	0
B. No	45	100
Total	45	100

The above Table 18 shows that 100% of trainers not attended any refresh or in-service training. Over the five years (2009/2010-2013/2014) the number and qualification of trainers found out the same and insufficient.

4.5 Stakeholders participation

TVET programs operate at the interface of different of society, notably the education sector, the labor market. Dire Dawa prison TVET program had co-operative training with the Vocational Training College which found in the town. Also Tesfa Vocational Technical College (Addis Ababa Maximum Security Prison) works with Selam Children Village Vocational Training College in Food Preparation training. The rest Showa Robit and Zeway prisons had no such integrated work with above mentioned stakeholders.

4.6 Major Challenges and Problems in implementing TVET in the FPA

Rehabilitation and development sector coordinators and team leaders', trainers and trainees reported that there were faced so many challenges and problems to implement TVET in the correctional centers. The challenges and problems raised were summarized as follows.

4.6.1 Challenges of TVET implementation in FPA Prisons

- Lack of using the budget allocated properly.
- An able to procured training materials according to the training schedule.
- All trainers are unable to prepare their own teaching learning material (TLM).
- Lack of on job training for trainers.
- Lack of training machinery maintenance on time.
- Transfers between prisons can severely interrupt a prisoner's training.
- Offenders negative feeling about vocational training

4.6.2 Problems of TVET implementation in FPA prisons

- Lack of seed money to start ex-graduates' of VET prisoners in micro small enterprises (MSE).
- Lack of working place for x-trainees.
- Budget limitation is affecting the quality of training given.
- Completed trainee's certificate was issued by the prison. This expose to stigma and discrimination of incarceration.
- Lack of adequate training equipments, machinery.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS'

5.1 Summary of Major Findings

The main objectives of this study were to examine the provision, problems and challenges of Technical Vocational Educational Training (TVET) in Federal Prison Administration (FPA). The Federal Prisons Administration (FPA) has authority over six federal prisons, and a main objective is the rehabilitation and development of convicted offenders, in order to reduce re-offending, and VET have been put in a place, offering genuine opportunities of self development to the offenders. Except Killinto Remand Prison, the rest five prisons (Zeway, Showa Robit, Dire Dawa and Addis Ababa Maximum Security Prisons), provide a range of vocational training to detainees.

In order to achieve the objectives of the study, employing a descriptive research methodology, the study made use of both survey and document analysis to gather the required data. Data was collected from a sample of 193 offenders and 57 prisoner workers (trainers and administrative staff) using questionnaire interviews and observation. Based on the respondents report and the nature of the basic questions raised statistical techniques such as percentage was used. Besides this the data obtained through interview and observation was interpreted qualitatively. As a result, findings of the analysis were described and discussed. Brief summary of the study are given below.

5.1.1. Enrollment in TVET Provision of Federal Prison Administration

For the last five years (2009/2010-2013/2014) TVET enrollment has increased in the four samples of Federal Prison Administration/FPA/ Correctional Centers /Prisons/. It has increased in Addis Ababa Maximum Security (Tesfa Technical Vocational College) by 95 index points, Zeway by 88.20 index points

and Dire Dawa by 105.9 index points. The increment index point of Show Robit Prison TVET enrollment trend was 1.8, relatively that is not significant.

Totally 6,905 (male 6,797 and females 108) offenders enrolled in FPA Correctional Centers TVET program with in the five years (2009/2010-2013/2014)

As a result, it was found out that TVET provision participation rate was generally low. 'It is a drop in the ocean.' In other words, the overall TVET program participation rate has not been in a position to meet the required level to ensure universal access to the inmates interested to participate in the TVET program in the respective prisons.

Even though Federal prison commission establishment proclamation No. 365/2003, Article 23, sub article 4 states that Particular attention shall be paid to give educational opportunities to female and juvenile prisoners, the fact is very far from the principle that the participation of juveniles were 0%. Also there is no system to participate short term sentenced ($x \leq 1$ year), life long sentence prisoners, re-offenders and recidivists in Vocational Education Training. The number of female prisoners participating in TVET programs is encouraging. However it is important to participate female prisoner's in all types of Vocational Training.

5.1.2. Internal efficiency of TVET in Federal Prison Administration

The trend of drop out rates, adequacy of tools and training machines, teaching learning materials preparation, financial management, and management of equipment, diversity of fields of training, selection criteria of trainees, making trainees successful entrepreneurs were used to determine the internal efficiency of the TVET program systems in Federal Prison Administration prisons.

5.1.3. Drop out rates in TVET Provision of FPA

It has been found out that in two prisons (Addis Ababa Maximum Security and Showa Robit prisons) TVET program had high drop out rates. A review of TVET program document has shown the extent of drop out rates, which was as high as 28.9% (2011/2012) and 28.4% (2012/2013) in Tesfa Technical Vocational College and in Showa Robit 20.8% (2011/2012).

5.1.4. Availability of resourced workshops

All workshops were moderately (58.8 %) resourced. More over, it was observed that workshops resourced with hand tools, equipments and machines which were supplied at opening of TVET in the prisons. With in the five years (2009/2010- 2013/2014) no new hand tools equipments or machines were not supplied to the TVET programs of all sample prisons. There were shortages of classrooms and trainers office in Showa Robit, Dire Dawa and Zeway prisons. The problem is strong in Dire Dawa prisons.

5.1.5. Teaching Learning Materials (TLM) Preparation

Robit, Dire Dawa and Zeway prisons TVET programs trainers use modules which are developed by Ministry of Education. Tesfa vocational and technical college (Addis Ababa Maximum Security prison) tried to develop its own training manuals for metal work and furniture making based on the Ministry of Education developed modules.

5.1.6. Proportion of theory and practice

The training period for all fields of training was six months. Most respondents (45.4%) reported that due to lack of practical competence of trainers and

adequate teaching learning materials, theoretical classes were not enforced enough by practical classes and it was very low.

5.1.7. The accrediting authority follow up and inspections

Most respondents (54.6%) reported that the accrediting authority follows up and inspection was very low.

The Accrediting authority follow up and inspection is beyond renewal of accreditation, that used to safeguard the public from low quality TVET provision by giving a “go-ahead” at first (registration), “confirmation” (accreditation) and a “stay in business” signal (renewal of accreditation) as long as the local and national labor needs are met and that the training program are in track to meet the national development goals (outcome).

5.1.8 TVET provision in FPA with respect to creating own business

Most respondents (53.8%) reported that TVET provided in the Correctional Centers with respect to creating own business was very low (not satisfactory at all). And the main reasons were lack of adequate teaching learning materials and practical competence of trainers.

5.1.8. Training opportunities

On the other hand, to measure attributes of TVET provision internal efficiency 9.28% of trainees participating in more than one fields of training during their stay in the prison. In Zeway prison 20% (17 Out of 83 in 2013/2014) Of the trainees have got the training chance more than once due to in appropriate selection criteria or process. In Addis Ababa Maximum Security prison, Showa Robit, Zeway and Dire Dawa prisons repeated opportunities of vocational training was not given to the offenders.

5.1.9. Preference of training

The number of types of trainings available in FPA prisons TVET program shall give the opportunity for offenders' trainees to choose the area of their interest.

Most trainees (72%) prefer trainings which were not offered in the prisons, such as, electronics maintenance, Auto-mechanic, Auto-electricity, driving and photographing.

5.1.10. Criteria of trainee's selection

Selection criteria preparation and the selection process was accomplished by 'Work and Vocational Committee' which is the one with the role of registration of offenders' to attend vocational training, hence there is no a uniform and professionally prepared selection criteria in the Federal Prison Administration (FPA) Prisons TVET provision. Only Tesfa vocational technical Training College (Addis Ababa Maximum Security Prison) used the selection criteria prepared by Addis Ababa TVET Agency Office.

5.1.11. The profiles of trainers

The majority of trainers are males and their qualification ranges from certificates to master's degree (95% certificates and 5% Degree or diploma). Degree and master degree qualified trainers are offenders. Police officers and civil trainers are all certificate. Among 45 trainers only one trainer has Coc. Also rehabilitation and development coordinators and education and training team leaders qualified from certificate to diploma (their qualification is not related to TVET programs), and 92% of trainees agreed that trainers available in FPA prisons TVET provision were lacking practical competency. Alleviating the situation requires serious practical training for existing trainers. Care has also to be taken in the recruitment of trainers.

5.1.12. Adequacy of staff

FPA Prisons TVET provision had no adequate number of trainers and support staff according to the BPR manual of the FPA. Tesfa Vocational and Technical College which is found in Addis Ababa- kality it is established by former enlightened prisoners and still managed by prisoners has relatively well organized structure, adequate number of trainers and assistant trainers (all are prisoners). Showa Robit, Dire Dawa and Zeway prisons VET programs are not arranged in a school or institutional way. Prisoners are also used as assistant trainers to make money in zeway and Dire Dawa prisons.

5.1.13. On job training

There is no system to offer on the job training for trainers as well as coordinators and team leaders. Also for prisoners who are graduated the training offered in prison and serving as assistant trainers, had no way to up grade their knowledge and skills.

5.1.14. Stakeholders' participation

Prison TVET programs operates at the interface of different of society, notably the education sector, the labor market, industry, micro-small enterprise (MSE) sector, agriculture and rural development, and public administration. Dire Dawa prison TVET program had co-operative training with the Vocational Training College which found in the town. Also Tesfa Vocational Technical College (Addis Ababa Maximum Security Prison) works with Selam Children Village Vocational Training College in Food Preparation training. The rest Showa Robit and Zeway prisons had no such integrated work with their stakeholders'.

5.2 CONCLUSIONS

On the basis of the discussion made and major findings obtained, the following concluding remarks have been drawn up.

- I. It was learnt that the number of trainers has shown substantive growth. But, Federal Prison Administration Correctional center TVET provision system has not been able to fully meet the training needs of the increasing number of youth offenders’.
- II. In all FPA prisons TVET provision, training priority is not given to re-offenders, recidivists, females, juveniles and short term sentenced ($x \leq 1$ year) offenders.
- III. There was exclusion of detainees with short sentences ($x \leq 1$ year) detainees and sentenced to life or to capital punishment from the TVET provisions.
- IV. There was difficulty of completing an unfinished course of training after release. Also the fact that transfers between prisons can severely interrupt a prisoner’s training.
- V. Developed training manuals were lacking in the FPA prison TVET program. This is due to trainers’ inability to prepare their own training materials.
- VI. There was no a uniform and professionally prepared selection criteria in the Federal Prison Administration (FPA) Prisons TVET programs. Only Tesfa vocational technical Training College (Addis Ababa Maximum Security Prison) yearly used the selection criteria prepared by Addis Ababa TVET Agency Office. The selection process did by **‘Work and Vocation Committee’** of the inmates in the sample prisons. The sources of budget for the training were only government. There was insufficient access to resources due to lack of budget and improper usage of budget. During allocation of budget unit cost per trainee were not considered. In

all prisons TVET provision workshops using too old equipment and machines that has been used for decades.

- VII. Most trainees (72%) prefer trainings which were not offered in the prisons, such as, electronics maintenance, Auto-mechanic, Auto-electricity, driving and photographing.
- VIII. The proportion of time investment on theory and practice is 20% and 80% according to trainers' explanation, but training coordinators said that they have no controlling mechanism to follow that the proportion is accordingly applicable. Most trainees (45.4%) agreed that the training tend to more theoretical, because of the trainers' lack practical skills, non-adequate raw materials and procurement delaines of training materials.
- IX. In all FPA Correctional Centers TVET provision Vocational guidance service was not given pre-training to enable future trainees to choose the right career.
- X. In order to facilitate self-employment of graduated trainee's basic entrepreneurial and business management training were not incorporated in the TVET provision.
- XI. In Zeway prisons 20% Of the trainees have got the training chance more than once due to in appropriate selection criteria or process.
- XII. Over the past five years (2009/2010-2013/2014) most TVET program facilities were found the same. In all prisons TVET program in the workshops there were too old equipment and machines that has been used for decades.

- XIII. Over the last five recent years (2009/2010-2013/2014) the number and qualification of trainers in the all FPA Correctional Centers TVET program were found out the same and insufficient except Tesfa Vocational Technical College (Addis Ababa Maximum Security).
- XIV. There were no system to offer on job training for trainers, coordinators and team leaders to enable them to improve their technological, vocational and methodological knowledge and skills.
- XV. Training coordinators, team leaders, trainers and trainees agreed that the issued certificate of completed trainee's which is stamped by prisons administrate exposed completed trainees to stigma and discrimination during employment on post-release.
- XVI. Stakeholders' participation and contribution in the FPA Correctional Centers VET provision were not considerable.

5.3 RECOMMENDATIONS

- I. The number of types of trainings available in FPA prisons TVET program shall give the opportunity for offender trainees to choose the area of their interest. To be effective and efficient, TVET provision should correspond as much as possible to individual needs and criminal backgrounds of the offenders. The number of female offenders participating in TVET program was encouraging. However it is important to give the opportunities for female offenders in all types of Vocational Training. Also short sentence easily become a stepping stone to further criminality, therefore there shall be a system of provision of TVET for short term ($x \leq 1$ year) sentenced offenders, re-offenders and recidivists'.
- II. There was difficulty of completing an unfinished course of training after release. It needs to draw up plan with cooperation of stakeholders or/and community service providers that would motivate him or her to continue in education training after release. Also it seems that some initiative should be taken to reduce the detrimental effects that prison transfer can have in terms of prisoner education and training.
- III. Trainers available in FPA prisons TVET program were lacking practical competency. Alleviating the situation requires serious practical on job training for existing trainers. Care has also to be taken in the recruitment of trainers.
- XVII. Insufficient access to resources dedicated to training exacerbates low levels of self-esteem and motivation of learners and creates major challenges for administrators, staff and trainees. FPA prisons TVET provision have to generate its' own running cost with addition to the budget allocated by government. In all workshops there were too old equipment and machines that has been used for decades. The present situation requires the use of up to date and adequate equipments. In fast

changing technology world, it is important to bring in new equipment and make trainees familiar with and use them.

- IV. In order to facilitate self-employment of graduated trainee's basic entrepreneurial and business management training shall be incorporated in TVET program. Awareness creation about prison TVET program and Vocational guidance should be started in all FPA correctional centers to rectify the misconception.
- V. Ex- graduates of TVET and who not yet finished their term of sentence shall practice, gain knowledge and skill as well as earn money and to prepare themselves for a normal working life upon their release from prison. To do this there are different possibilities such as, establishing prison industry which is owned by government, private or offenders' cooperatives. Special attention should be provided for TVET graduate destitute detainees or those with no financial assets in prisons.
- VI. Proper data management system of TVET provision needs to be established. In order to re-integrate in to societies in which they come from after release and even to study the effectiveness of prison vocational educational training needs to develop data management tools. Even, keeping re-offenders', recidivists' and educational background data shall be started. Therefore, Federal Prison Administration (FPA) should take the imitative to develop the tools.
- VII. Vocational guidance has been started pre- training to enable future trainees, to choose the right career and make full use of the initial and life long learning opportunities provided by the TVET system. Hence, TVET provision in FPA correctional centers shall be integrated with the educational training system of the country. So that after their release they may continue their education without difficulty.

VIII. Linking prison TVET program to local development and stakeholders could solve the problem of seed money, revolving fund, the problem raised with the issued certificates, linking to the labor market, self wages, employment and provision of other necessary support. Therefore creating integrated work relation by signing interface with stakeholders and community service providers/NGOs/ is recommended. Also Prison TVET provision system should be encouraged and empowered to develop close working relationships with employers and large, medium, small and micro sized companies in their local.

References

- Abrahamson, D.(1994). Crime and the human mind. New York: Columbia University press.
- Addis Ababa Education Bereu, (2005). Technical and vocational education and training strategy of Addis Ababa education bureau. Addis Ababa: APE.
- Bailey, W. (1986). Correctional outcome. Evaluation of 100 reports, journal of criminal law, criminology and police science.
- Batrol, C. (1980). Criminal behavior: A psychosocial approach. Englewood Cliffs:Prentice-Hall.
- Batrol, C.& Batrol, A. (2004).Psychology and Law, Theory, Research and Application. Wadsworth.
- Bayer, R.(1981). Crime, punishment and the decline of liberal optimism, crime and delinquency. Chichester,Wiley.
- Bureau of Justice Statistics, (2010).Education and correctional populations: Washington, DC: U.S. Department of Justice.
- Camp,S. D., (1994).Assessing the effects of organizational commitment and job satisfaction on turnover: An event history approach. The prison journal 74 (3).
- Compton, V.,(2003).Eating the ashes: Seeking rehabilitation within the US penal system. New York: Algora publishing.
- Cooper, L. and Payne, P. (1999). Cause, coping and consequences of stress at work.
- Coyle, A. (2002). Managing prisons in a time of change. London: International center for crime prevention.
- Crawley, E. (2004). Doing Prison Work. Devon, Willan Publishing.

Cropsey, L. Wexler, K. Melnick, G., Taxman, S., and Young, W. (2007). Specialized correction institutions and services: Results from a national survey. *Prison journal*, 87.

Criminal justice policy council, (2000). Impact of educational achievement of inmates, in the windham school District on Recidivism. Windham.

COMEDAF (2007) strategy of Revitalized technical and vocational Education and training in Africa retrieved from [WWW.africa-union. Org](http://WWW.africa-union.Org).

Empy, Lamar.(1982). American delinquency, its meaning and construction. Homewood: The Dorsey Press.

Federal Government of Ethiopia, (2008). Non-Formal TVET Mapping survey. The case of Amhara, Oromia and Addis Ababa, supported by Edukans Foundations.

Federal Negarit Gazeta, No 391/2004, TVET proclamation.

Federal Negarit Gazeta, No.1999/2011, The Establishment of TVET Agency.

Gaes. G.G. (2008). The impact of prison Education programs on post release Outcomes retrieved from <http://www.jjay.cuny.edu/GaesTheeffectivenessofprisonEducationPrograms.pdf>

Gerber, Jurg and Fritsch, Eric J.(1995). Adult academic and vocational correctional education programs. Review of recent research, *Journal of offender rehabilitation*,22(½).

Goodstein, L. & McKenzie, D. (1988). *The American Prison: Issues in research and Policy*, New York: Plenum Press.

Goodstein, L. & Wright, K. (1989). *Inmate Adjustment to Prison: Issues in research and Policy*, New York: Plenum Press.

Greenberg, E., Dunleavy, E., and Kutner, M. (2007). Literacy behind bars: Results from the 2003 national assessment of adult literacy prison survey

(NCES 2007). U.S. department of education, institute of education sciences, and national center for education statistics.

Harlow, caroline. (2003). Education and correctional populations, BJS Special report, Bureau of Justice Statistics, U.S. Department of Justice, office of justice programs, Washington, DC.

Haynes, J. (1996). Analysis of recidivism rates for inmates completing vocational/academic programs at Twin Rivers Corrections Center/Edmonds Community College (198-1995). Journal of Northwest Center for the study of Correctional Education, 1(1).

ILO. (1999). The Role of Evaluation for Vocational Education and Training. Geneva: ILO publications.

Lewis, D. (1997). Hidden agendas: politics, law and disorder, London: Hamish Hamilton.

Lewis, John (2006). Correctional education: Why is it only promising, journal of Correctional Education, 57(4).

Louis Cohern, Lawrence Manion and Keith Morrison, (2000). Research methods in education. London and New York.

Lygo, R. (1991). Management of the prison service. London: Home Office.

Ministry of Education. (2005). Education sector development program III (ESPP-III).

Ministry of Education. (2008) National TVET Strategy. Addis Ababa.

Ministry of Education, (2009). Assessment and certification guideline. Addis Ababa.

Ministry of Education, (2010). National technical vocational education training strategy. Addis Ababa.

Ministry of Education, (2010). National technical vocational education training qualifications framework . Addis Ababa.

Ministry of Education, (2010). National evaluation guide for technical vocational education training teachers manual. Addis Ababa.

Ministry of Education, (2010). Labor market information system for technical vocational education training providers manual. Addis Ababa.

Ministry of Education, (2010). Co-operative and in-company training handbook. Addis Ababa.

Ministry of Education, (2012). Registration and accreditation of programs in technical vocational education training directive. Addis Ababa

Otto, R. (1982). Occupational stress among teachers in post-primary education: A study of perception and attitudes of prison guards. New York: Prentice Hall.

Proclamation No. 45/1944, Relating to prisons, conquering Lion of the tribe of Judah, Haile Selassie I.

Proclamation No. 138/200, Treatment of Federal prisoners.

Proclamation No. 365/2003, The Establishment of Federal prisons commission.

Rayan, A. and Mauldin, J. (1994). Correctional and education and recidivism. An historical analysis. Columbia: University of South Carolina, College of criminal justice.

Rock, P. (1996). Reconstructing a women prison. The Holloway Redevelopment Project.

Reports of the special rapporteur on prison and conditions of detention in Africa for Benin, Gambia, Mali, Mozambique, Central Africa Republic,

Uganda, Malawi, Cameroon, Namibia, South Africa and Ethiopia, ,retrieved from <http://www.penalreform.org/>.

Saylor. (1984). Surveying prison environments. Washington, D.C: Federal bureau of prisons office of research and evaluation.

Sims, C. (2008). Education and training in prisons. City and Guilds, retrieved from <http://www.skillsdevelopment.org.uk/pdf/Education%20andtraining%20in%20prisons%2009.10.22.pdf>.

Spangenberg, G. (2004). Current issues in correctional education: A Compilation and discussion, council for advancement of adult literacy paper.

Tesfa Vocational and Technical Training Center (2004). Graduation Bulletin.

Tesfa Vocational and Technical Training Center (2012). Graduation Bulletin.

UN. (1975). UN standard minimum rules for the treatment of detainees.

United Nation Congress on prevention of crime and the treatment of offenders. (1955). Standard minimum rules for the treatment of prisoners. Geneva.

United States General Accounting Office (GAO), (2000). Federal and State Prisoners: Profiles of inmates characteristics in 1991 and 1997. Report to the Honorable Charles B. Rangel House of Representatives. Washington, D.C: United States General Accounting Office General Government Division.

Vacca, J. (2004). Education prisoners are less likely to return to prison, Journal of Correctional Education, (32)

Warner, K. (2008). A European Perspective on Nordic prison systems and prison education, retrieved from [http://www.epea.Org/imageskwa/a European Perspective on Nordic prison systems and prison education pdf](http://www.epea.Org/imageskwa/a%20European%20Perspective%20on%20Nordic%20prison%20systems%20and%20prison%20education.pdf).

Williamson. H. (1990). The Corrections Profession, London: Sage publications.

Wilson, D. and Bryans, S.(1998). The prison governance: Theory and practice. I eyhill prison.

Zimmerman & Miller, (2001). Corrections at the cross roads. Beverly Hills:
Sage publications.

አቅም ግንባታ ሚኒስቴር። (1997) ። የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ አጠቃላይ

ከወህኒ ቤት ወደ ማረሚያ ቤት ። (1982ዓ.ም ፤ መስከረም) ። ደህንነት ሥምንተኛ እትም። አገር
ውስጥ ጉዳይ ሚኒስቴር።

የአሰልጣኞችና የሰልጠና አመራር ልማት። ኤጀንሲ። (2003፤ መስከረም) ። ዝክረ ቴክኒክና ሙያ።
ቅጽ 1 ቁጥር 1 ። ልዩ ዕትም።አዲስ አበባ ከተማ ቴክኒክና ሙያ ትምህርትና ሥልጠና።

ኢትዮጵያ ሰብአዊ መብት ኮሚሽን። (2005) ። የታራማዎች የሰብአዊ መብት አጠባበቅ በኢትዮጵያ ።
ማረሚያ ቤቶች መነሻ የክትትል ሪፖርት አዲስ አበባ፣ በኢትዮጵያ የሰብአዊ መብት ኮሚሽን።

ፌዴራል ማረሚያ ቤቶች አስተዳደር ። (2005)። የዜጎች ቻርተር ።

ፍትሕ ሚኒስትር ። (1982) ። የፍትህ ሥርዓት ማሻሻያ ፕሮግራም ጥናት ሪፖርት አዲስ
አበባ፣ብርሀንና ሠላም ማተሚያቤት።

Unpublished Materials

ፌዴራል ማረሚያ ቤቶች የሦስት ዓመት (2003-2005) የእስትራቴጂክ ዕቅድ አፈጻጸም ሪፖርት።
በኢትዮጵያ ማረሚያ ቤቶች ኮምሽነሮች ጾኛው የጋራ ጉባዔ ሐረር ላይ በ2006 የቀረበ።

ፌዴራል ማረሚያ ቤቶች አስተዳደር የመሰረታዊ የሥራ ሂደት ለውጥ /BPR/። ማንዋል።

Appendix 1

Addis Ababa University
School of Graduate Students
Institute of Education Research

Interview Guide

For Rehabilitation and Development Coordinators and Team leaders /TVET program Administrative Staffs'/.

1. Personal background

- 1.1 Age_____
- 1.2 Sex_____
- 1.3 Education background _____
- 1.4 Status Prison Police _____ Civil_____ Other_____
- 1.5 Service Year in the TVET Program_____

2. Question items related with the current status of VET program provision for in-mates, in terms of quantity.

- 2.1 What are the services given to prisoners under Rehabilitation and development coordination? When was Rehabilitation in the correctional centers started? _____

- 2.1 When was TVET program started in this correctional center? By how many fields of trainings is TVET program started? Now how many fields of training are there? How many of them accredited and not accredited? What are the objectives of the TVET program? Is TVET compulsory or voluntary during imprisonment?

2.2 Do prisoners get sufficient information about each field of trainings before they set streamed?_____

2.3 To who types of prisoners is particular attention paid to give training opportunities first?

2.4 What trend do you observe in the enrollment of TVET provision?_____

3 Question items related with the internal efficiency of TVET Provison.

3.1 How do you explain the need and capacity of TVET in the prison?

3.2 How do you explain the drop out rates of TVET trainees in the Correctional Center?

3.3 What is expected from a prisoner to be registered in the TVET Program? Is it always constant or variable?

4. Question items related with Quality of TVET Program in the Correctional Centers / Prisons/.

4.1 Do you think that the trainees are getting sufficient knowledge and skills in the training?

4.2 Do you think that you are on the right track to attain the objectives of the rehabilitative role of prison- in preparing offenders to return to society through the provision of TVET program as a way of rehabilitation?_____

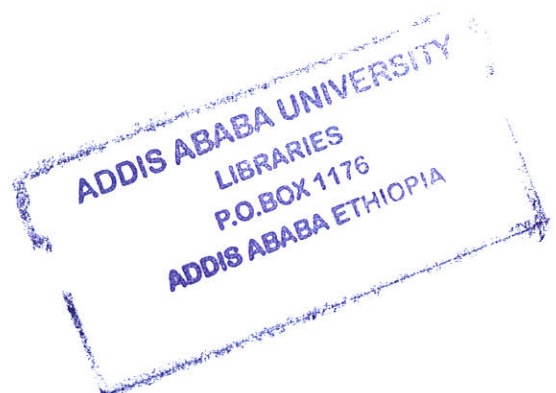
4.3 Do you think that the fields of trainings which are given in this correctional center much with the job demands of the local area?

4.4 Have you ever meet ex-prisoner who certified in TVET coming back to correctional center as re-offender?

4.5 If you have private business and want to employee and broadcast a vacancy would you prefer the candidate who has a certificate from prison TVET program? Why?

5. What major problems and challenges are you facing in implementing TVET program in the correctional centers?-

6. What do you suggest to the improvement of VET Provision?



Appendix 2

Addis Ababa University

School of Graduate Students

Institute of Education Research

Observation check list

The purpose of this check-list is to gather relevant data about VET provision in correctional centers which are under the management of Federal prison Administration (FPA)

1. Name of the correctional center _____
2. Put (√) according to observed character
 1=very low, 2=low, 3=Moderate, 4=high,
 5=Very high

NO	Character	1	2	3	4	5
1	Availability of training equipment					
2	Condition of available training equipment					
3	Preparation of instructional material Teaching and learning manuals, TTLM					
4	Class room size and its facilities					
5	Keeping relevant training data					
	• Enrollment list					
	• Drop out list					
	• Completed trainees list					
	• Keeping of trainees attendance					
	• Progress sheet					
6	Availability of training materials on time					
7	Availability of needed training material					
8	Written selection Criteria					
9	Training time management					
10	Inclusion of the course know About Business / KAB/					
11	The level of Certificates to be issued					
12	The accrediting authority frequency of follow up and progress on inspection suggestions					

Part III

Question items related with the internal efficiency of VET programs in the Correctional Centers /Prisons/.

Rate each item in 5 points scale according to your view of their appropriateness as;

- ✓ **Very low-means there is a problem regarding the issue (No satisfaction at all).**
- ✓ **Low-means the issue under evaluation is below average.**
- ✓ **Moderate-means the issue under evaluation is on average**
- ✓ **High- means the issue under evaluation is above average.**
- ✓ **Very high-means there is no problem regarding the issue under evaluation (full satisfaction)**

3.1 What trend do you observe in the drop out rates of TVET programs?

A. very low B. Low C. Moderate D. High E. Very high

3.2 How mach training workshops are well-resourced?

A. Very low B. Low C. Moderate D. High E. Very high

3.3 How do you rate the adequate availability of teaching learning materials?

A. Very low B. Low C. Moderate D. High E. very high

3.4 If your answer to the above item is A or B what do you think is the reason/s _____

3.5 How much theoretical delivery of trainings enforced by practical classes?

A. Very low B. Low C. Moderate D. High E. Very high

3.6 If your answer to the above item 3.6 is A or B what do you think is the reason/s _____

3.7 Have you ever trained in Vocational Training before?

- A. Yes B. no

3.8 On what basis are you selected and streamed in this field of study you already streamed, Is it on the basis of your:

- A. Choice
- B. Education background and choice
- C. The available space in the field of study
- D. Other specify it _____

3.9 Which fields of training do you prefer? Write three of them according to your level of preference from higher to lower.

- 1. _____
- 2. _____
- 3. _____

Part IV

4. Question items related with Quality of TVET Program in the Correctional Centers / Prisons/.

4.1 How do you explain the existing training in terms of acquiring knowledge and skills? _____

4.2 How do you explain stakeholder's participation in the provision of TVET programs in the Correctional Center?

4.2 What major problems and challenges are there in implementing TVET program in the correctional centers /prisons/? _____

4.3 What do you suggest to the improvement of TVET Provision in correctional centers /prisons/?

1. 4. Years of service in Federal Prison Administration VET programs

A. Below two years B. 2-5 Years C Above five years

1. 5 Status of terms A. Prison Police B. Civil C. Inmates

Part II

2. Question items related with Quantity of current TVET program for offenders in the correctional centers /prisons/.

2.1 What trend do you observe in the enrollment of VET Programs?

B. Increasing B. Constant C, Decreasing

2.2 To which group of prisoners that training opportunity given priority? You can choose more than one choice.

A. Female offenders B. Juveniles offenders

B. Re-offenders C. Recidivist

D. Short term sentenced E. Middle term sentenced

E. Long term sentenced

F. No particular attention paid by considering criminal background of prisoner in selecting trainees.

G. Other specify it _____

Part III

3. Question items related with the Internal Efficiency of TVET program in the Correctional Centers /Prisons/.

Rate each item in 5 points scale according to your view of their appropriateness as;

- ✓ Very low-means there is a problem regarding the issue (No satisfaction at all).
- ✓ Low-means the issue under evaluation is below average.
- ✓ Moderate-means the issue under evaluation is on average
- ✓ High- means the issue under evaluation is above average.
- ✓ Very high-means there is no problem regarding the issue under evaluation (full satisfaction)

3.1 What trend do you observe in the drop out rates of TVET program?

- A. very low B. Low C. Moderate D. High E. Very high

3.2 If your answer is **'High'** and **'Very high'** for question 3.1, what is/are the reason/s? _____

3.3 How much training workshops are well-resourced?

- A. low B. Low C. Moderate D. High E. Very high

3.4 How do you rate the adequate availability of teaching learning materials?

- A. Very low B. Low C. Moderate D. High E. very high

3.5 If your answer is **"Very low"** or **'Low'** for question 3.4, what is/are the reason/s? _____

3.6 How much theoretical delivery of trainings enforced by practical classes?

- A. Very low B. Low C. Moderate D. High E. Very high

3.7

If your answer is **"Very low"** or **'Low'** for question 3.6, what is/are the reason/s? _____

3.8 The Accrediting authority follow up and inspection.

- A. Very low B. Low C. Moderate D. High E. Very high

3.9 How do you rate the VET programs provided in the Correctional Centers with respect to creating own business?

- A. Very low B. Low C. Moderate D. High E. Very high

3.10 If your answer is **'Very low'** or **'Low'** for question 3.9, what is/are the reason/s? _____

Part IV

3 Question items related with Quality of VET Program in the Correctional Centers / Prisons/.

4.1 Have you recently attended any refresh/ in –service training, workshop(s) or courses relating to the course you are delivering?

A. Yes

B. No

4.2 If your answer for the above item 4.1 is **“yes”** what the theme/ topic of the in-service training/ workshop you attended?

4.3 If your answer is **“No”** for question 4.1, what is/are the reason/s?

4.4 How do you explain the existing training in terms of acquiring knowledge and skills

5 How do you explain stakeholder’s participation in the provision of VET programs in the Correctional Center?

6. What major problems and challenges are there in implementing VET program in the correctional centers /prisons/?

7. What do you suggest to the improvement of VET Provision in correctional centers /prisons/?

Appendix 5

በአዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ፕሮግራም የትምህርት ልማት ጥናትና ምርምር ክፍል

በፌዴራል ማረሚያ ቤቶች አስተዳደር ሥር በሚገኙ ማረሚያ ቤቶች የቴክኒክና ሙያ ትምህርት ሠልጣኝ የህግ ታራሚዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በፌዴራል ማረሚያ ቤቶች አስተዳደር ሥር በሚገኙ ማረሚያ ቤቶች የሚሰጠውን የቴክኒክና ሙያ ትምህርት ሥልጠና አቅርቦት፣ የስልጠና ሽፋን፣ የስልጠና ሂደት እና ጥራት እንዲሁም ያጋጠሙ ችግሮችና ማነቆዎች በመለየት የመፍትሄ ሃሳብ መፈለግ ነው።

መጠይቁ ለተዘጋጀለት ዓላማ ግብ መምታት ከእርሶ ግልጽና እውናታ ያለው መልስ ይጠበቃል ይህን በማድረግ ለችግሩ መፍትሄ ሃሳብ መገኘት አስተዋጽኦ ፍተኛ ነው።

በመሆኑም የሚሰጡት ምላሽ በሚሰጡ የሚያዝ መሆኑን አውቀው ጥያቄውን በጥንቃቄ፤

በትዕግስትና በታማኝነት እንዲሞሉ በትህትና እጠይቃለሁ።

አጠቃላይ መመሪያ

ሀ. ሥም መጻፍ አያስፈልግም

ለ. የምርጫ መጠይቆችን ለመመለስ መልሶን የያዘውን ፊደል ያክብቡ

ሐ. የክፍት ቦታ መጠይቆችን መልስ በተመለከተ በተዘጋጀው ክፍት ቦታ መልሶን በግልጽ ያስቀምጡ። ቦታ ካልበቃዎት የመጠይቁን ተራ ቁጥር በመጥቀስ የጀርባውን ገጽ መጠቀም ይችላሉ።

በቅድሚያ ላደረጉት ትብብር አመሰግናለሁ።

የሺባላይ ኃ/መስቀል።

2.2 የቴክኒክና ሙያ ትምህርት ሥልጠና ዕድል በቅድሚያ የሚሰጠው ለማንኛው ነው?

ሀ. ለሴት ህግ ታራሚዎች

ለ. ለወጣት የህግ ታራሚዎች

ሐ. ለ ደጋሚ የህግ ታራሚዎ

መ. ለደጋጋሚ የህግ ታራሚዎች

ሠ. ለአጫጭር ጊዜ ፍርዶች

ረ. ለመካከለኛ ጊዜ ፍርዶች

ሸ. ለረጅም ጊዜ ፍርዶች

ቀ. የቴክኒክና ሙያ ትምህርት ሥልጠና የህግ ታራሚውን ጾታ፣ዕድሜ፣ የፍርድ

ልክ ወይም የእርምት ድግግሞሽን የተንተራሰ አይደለም

በ. ሌላ ካለ ይገለጽ _____

ክፍል ሦስት

የሚከተሉትን ጥያቄዎች ከዚህ በታች በተሰጣቸው ትርጉም መሠረት ከነባራዊ ሁኔታ ጋር በማገናዘብ መልስ ::

- ✓ እጅግ ዝቅተኛ -- የያዘው ትርጉም ምንም አይነት እርካታ የማይገኝበት ማለት ነው::
- ✓ ዝቅተኛ --የያዘው ትርጉም ከአማካኝ በታች ማለት ነው::
- ✓ መካከለኛ-- የያዘው ትርጉም አማካኝ ማለት ነው::
- ✓ ከፍተኛ--የያዘው ትርጉም ከአማካኝ በላይ ሲሆን እየተገኘ ያለው እርካታ ሙሉ አይደለም ማለት ነው ::
- ✓ እጅግ ከፍተኛ---የያዘው ትርጉም ሙሉ ለሙሉ እረካታ እየተገኘበት ያለ ማለት ነው::

በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት ውስጣዊ ዝግጅት በሚመለከት የቀረቡ ጥያቄዎች::

3.1 የቴክኒክና ሙያ ትምህርት ሠልጣኝ የህግ ታራሚዎች የስልጠና ማቋራጥ ሒደት እንዴት ይገለጻል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. እጅግ ከፍተኛ

3.2 የቴክኒክና ሙያ ትምህርት ማሰልጠኛ ዎርክሾፕ ምን ያህል በእጅመሳሪያዎችና ማሻሻያ ተደራጅተዋል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. እጅግ ከፍተኛ

3.3 የቴክኒክና ሙያ ትምህርት ሥልጠና ጥሬ ዕቃ አቅርቦትን እንዴት ይገለጻል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ. እጅግ ከፍተኛ

3.4 ከላይ በ3.3 ለተገለጸው ጠያቂ መልስህ 'ሀ' ወይም 'ለ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

3.5 ለቴክኒክና ሙያ ትምህርት ሥልጠናው የሚያስፈልጉ ማንዋሎች በምን ያህል መጠን ይገኛሉ?

ሀ. በጣም ጥቂት ሐ. መካከለኛ መ. በጣም ከፍተኛ

ለ. ጥቂት መ. ከፍተኛ

3.6 የንድፍ ሃሳብ ትምህርቱ በምን ያህል መጠን በተግባር ትምህርት የተደገፈ ነው?

ሀ. በጣም ጥቂት ሐ. መካከለኛ መ. በጣም ከፍተኛ

ለ. ጥቂት መ. ከፍተኛ

3.7 ከላይ በ3.6 ለተገለጸው ጠያቂ መልስህ 'ሀ' ወይም 'ለ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

3.8 ከዚህ በፊት በቴክኒክና ሙያ ትምህርት ሠልጣኔህ ታውቃለህ?

ሀ. አልሰለጠንኩም ለ ሰልጥኛለሁ

3.9 እየሰለጠንክ ባለው የቴክኒክና ሙያ ትምህርት ሥልጠና እንዴት ልትመዘገብ ቻልክ?

ሀ. በምርጫዬ

ለ. ባለኝ የትምህርት ዝግጅት መሰረት

ሐ. ባለው ክፍት የሰልጠና ቦታ መሰረት

መ. ሌላ ካለ ይገለጹ-----

3.10 አሁን እየሰለጠንክ ካለው የቴክኒክና ሙያ ትምህርት ሥልጠና ይልቅ መሰልጠን የምትፈልጋቸው ሦስት የቴክኒክና ሙያ ትምህርት ሥልጠናዎች እንደምርጫህ ቅደም ተከተል አስቀምጣቸው ::

1. _____

2. _____

3. _____

ክፍል አራት

2 በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና ጥራትን በሚመለከት የቀረቡ ጥያቄዎች፡፡

4.1 የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና ዕውቀትና ክህሎት ከማሰጨበጥ አኳያ ያለው ደረጃ

ሀ. በጣም ዝቅተኛ

ለ. ዝቅተኛ

ሐ. መካከለኛ

መ. ከፍተኛ

ሠ. በጣም ከፍተኛ

5. በማረሚያ ቤት የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና የባለድርሻ አካላት ድጋፍና ክትትል እንዴት ይገለጻል?

ሀ. በጣም ዝቅተኛ

ለ. ዝቅተኛ

ሐ. መካከለኛ

መ. ከፍተኛ

ሠ. በጣምከፍተኛ

6. በማረሚያ ቤት የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት የሚያጋጥሙ ችግሮችና ማነቆዎች ምንድን ናቸው? _____

7. በማረሚያ ቤት የሚሰጠውን የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት ለማሻሻል በአንተ እምነት ምን መደረግ አለበት? _____

Appendix 6

በአዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ፕሮግራም የትምህርት ልማት ጥናትና ምርምር ክፍል

በፌዴራል ማረሚያቤቶች አስተዳደር ሥር በሚገኙ ማረሚያ ቤቶች የቴክኒክና
ሙያ ትምህርት አሠልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በፌዴራል ማረሚያ ቤቶች አስተዳደር ሥር በሚገኙ ማረሚያ ቤቶች
የሚሰጠውን የቴክኒክና ሙያ ትምህርት ሥልጠና አቅርቦት፣ የስልጠና ሽፋን፣ የስልጠና ሂደት
እና ጥራት እንዲሁም ያጋጠሙ ችግሮችና ማነቆዎች በመለየት የመፍትሄ ሃሳብ መፈለግ
ነው።

መጠይቁ ለተዘጋጀለት ዓላማ ግብ መምታት ከእርሶ ግልጽና እውናታ ያለው መልስ
ይጠበቃል ። ይህን በማድረግ ለችግሩ መፍትሄ ሃሳብ መገኘት አስተዋጽኦ ፍተኛ ነው።

በመሆኑም የሚሰጡት ምላሽ በሚሰጡ የሚያዝ መሆኑን አውቀው ጥያቄውን በጥንቃቄ፣ በትዕ
ግስትና በታማኝነት እንዲሞሉ በትህትና እጠይቃለሁ።

አጠቃላይ መመሪያ

ሀ. ሥም መጻፍ አያስፈልግም

ለ. የምርጫ መጠይቆችን ለመመለስ መልሱን የያዘውን ፊደል ያክብቡ

ሐ. የክፍት ቦታ መጠይቆችን መልስ በተመለከተ በተዘጋጀው ክፍት ቦታ መልሱን
በግልጽ ያስቀምጡ። ለመልሶ ቦታ ካልበቃዎት የመጠይቁን ተራ ቁጥር በመጥቀስ
የጀርባውን ገጽ መጠቀም ይችላሉ።

በቅድሚያ ላደረጉት ትብብር አመሰግናለሁ።

የሺባላይ ኃ/መስቀል።

ክፈል አንድ

አጠቃላይ መግለጫ

1.1 ጾታ ሀ. ሴት ለ. ወንድ

1.2 ዕድሜ ሀ. 18-28 ለ. 29-39 ሐ. 40-50 መ. above 50

1.3 የትምህርት ደረጃ ሀ. 10 ኛ ክፍል ያጠናቀቀ የምስክረ ወረቀት

ለ. የምስክረ ወረቀት ደረጃ አንድ ሐ. ዲፕሎማ መ. ዲግሪና ከዛ በላይ

1.4 በተሃድሶና ልማት ማሰተባበሪያ በቴክኒክና ሙያ ትምህርት ዘርፍ የአገልግሎት ዘመን

ሀ. ከ ሁለት ዓመት በታች ለ. ከ2 ዓመት እስከ 5 ዓመት ሐ. ከ5 ዓመት በላይ

1.5 የቅጥር ሁኔታ ሀ. ሲቪል

ለ. የማረሚያ ቤት የጥበቃ አባል ሐ. የህግ ታራሚ

ክፍል ሁለት

2. በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና፣ የአቅርቦት መጠኑና የሰልጣኝ ህግ ታራሚዎች ምዝገባ በሚመለከት የቀረቡ ጥያቄዎች፡፡

2.1 የቴክኒክና ሙያ ሰልጣኝ የህግ ታራሚዎች ቅበላ ብዛት እንዴት ይገለጻል?

ሀ. በየጊዜው እየጨመረ ነው ለ. በየጊዜው የሚለዋወጥ አይደለም

ሐ. በየጊዜው እየቀነሰ ነው

2.2 የቴክኒክና ሙያ ትምህርት ሥልጠና ዕድል በቅድሚያ የሚሰጠው ለማን ነው?

ሀ. ለሴት ህግ ታራሚዎች ለ. ለወጣት የህግ ታራሚዎች

ሐ. ለ ደጋጋሚ የህግ ታራሚዎች መ. ለደጋጋሚ የህግ ታራሚዎች

ሠ. ለአጫጭር ጊዜ ፍርደኞች ረ. ለመካከለኛ ጊዜ ፍርደኞች

ሸ. ለረጅም ጊዜ ፍርደኞች

ቀ.. የቴክኒክና ሙያ ትምህርት ሥልጠና የህግ ታራሚውን ጾታ፣ ዕድሜ፣ የፍርድ

ልክ ወይም የእርምት ድግግሞሽን የተንተራሰ አይደለም

በ. ሌላ ካለ ይገለጽ: _____

ክፍል ሦስት

የሚከተሉትን ጥያቄዎች ከዚህ በታች በተሰጣቸው ትርጉም መሠረት ከነባራዊ ሁኔታ ጋር በማገናዘብ መልስ ፡፡

እጅግ ዝቅተኛ -የያዘው ትርጉም ምንም አይነት እርካታ የማይገኝበት ማለት ነው፡፡

ዝቅተኛ- የያዘው ትርጉም ከአማካኝ በታች ማለት ነው፡፡

መካከለኛ- የያዘው ትርጉም አማካኝ ማለት ነው፡፡

ከፍተኛ-የያዘው ትርጉም ከአማካኝ በላይ ሲሆን እየተገኘ ያለው እርካታ ሙሉ አይደለም ማለት ነው ፡፡

እጅግ ከፍተኛ- የያዘው ትርጉም ሙሉ ለሙሉ እርካታ እየተገኘበት ያለ ማለት ነው፡፡

በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት ውስጣዊ ዝግጅት በሚመለከት የቀረቡ ጥያቄዎች፡፡

3. በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት ውስጣዊ ዝግጅት በሚመለከት የቀረቡ ጥያቄዎች፡፡

3.1 የቴክኒክና ሙያ ትምህርት ሠልጣኝ የህግ ታራሚዎች የስልጠና ማቋራጥ ሂደት እንዴት ይገለጻል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ.እጅግ ከፍተኛ

3.2 ከላይ በ3.1 ለተገለጸው ጠያቂ መልስህ 'መ' ወይም 'ሠ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

3.3 የቴክኒክና ሙያ ትምህርት ማሰልጠኛ ምርክሾፕ ምን ያህል በእጅመሳሪያዎችና ማሻሻያ ተደራጅተዋል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ.እጅግ ከፍተኛ

3.4 የቴክኒክና ሙያ ትምህርት ሥልጠና ጥሬ ዕቃ አቅርቦትን እንዴት ይገለጻል?

ሀ. እጅግ ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ መ. ከፍተኛ ሠ.እጅግ ከፍተኛ

3.5 ከላይ በ3.4 ለተገለጸው ጠያቂ መልስህ 'ሀ' ወይም 'ለ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

3.6 ለቴክኒክና ሙያ ትምህርት ሥልጠናው የሚያስፈልጉ ማንዎሎች በምን ያህል መጠን ይገኛሉ?

- | | | |
|------------|-------------|---------|
| ሀ. በጣም ጥቂት | ሐ. መካከለኛ | መ. ከፍተኛ |
| ለ. ጥቂት | ሠ. በጣም ከፍተኛ | |

3.7 የንድፍ ሃሳብ ትምህርቱ በምን ያህል መጠን በተግባር ትምህርት የተደገፈ ነው?

- | | | | |
|-------------|--------|----------|---------|
| ሀ. በጣም ጥቂት | ለ. ጥቂት | ሐ. መካከለኛ | መ. ከፍተኛ |
| ሠ በጣም. ከፍተኛ | | | |

3.8 ከላይ በ3.7 ለተገለጸው ጠያቂ መልስህ 'ሀ' ወይም 'ለ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

3.9 በማረሚያ ቤቱ ሚገኘውን የቴክኒክና ሙያ ትምህርት ሥልጠና ዕውቅና የሰጠው አካል የሚያደርገው ድጋፊና ክትትል ምን ያህል ነው?

- | | | |
|------------|-------------|----------|
| ሀ. በጣም ጥቂት | ለ. ጥቂት | ሐ. መካከለኛ |
| መ. ከፍተኛ | ሠ በጣም. ከፍተኛ | |

3.10 የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና ሥራ ፈጥሮ ለመስራት የሚያስችል ዕውቀትና ክህሎት ከማሰጨበጥ አኳያ ያለው ደረጃ

- | | | |
|-------------|-------------|----------|
| ሀ. በጣም ዝቅተኛ | ለ. ዝቅተኛ | ሐ. መካከለኛ |
| መ. ከፍተኛ | ሠ. በጣም ከፍተኛ | |

3.11 ከላይ በ3.7 ለተገለጸው ጠያቂ መልስህ 'ሀ' ወይም 'ለ' ከሆነ በአንተ እምነት ምክንያቱ ምንድነው? _____

ክፍል አራት

4. በፌዴራል ማረሚያ ቤቶች አስተዳደር የቴክኒክና ሙያ ትምህርት ሥልጠና ጥራትን በሚመለከት የቀረቡ ጥያቄዎች፡፡

4.1 ከምታሰለጥነው የሥልጠና አይነት ጋር ተዛማጅነት ያለው በቅርብ ጊዜ ወስጥ የሥራ ላይ ሥልጠና አገኝተሃልን?

- ሀ. አዎ
- ለ. አላገኘሁም

4.2 ከላይ በ 4.1 ለተገለጸው ጠያቂ መልስህ 'አዎ' ከሆነ ሥልጠናው ምንን ይመለከታል? _____

4.3 ከላይ በ4.1 ለተገለጸው ጠያቂ መልስህ 'አላገኘሁም' ከሆነ በአንተ ግምት ምክንያቱ ምንድነ? _____

4.4 የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና ዕውቀትና ክህሎት ከማሰጨበጥ አኳያ ያለው ደረጃ

- ሀ. በጣም ዝቅተኛ
- ለ. ዝቅተኛ
- ሐ. መካከለኛ
- መ. ከፍተኛ
- ሠ. በጣም ከፍተኛ

5. በማረሚያ ቤት የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና የባለድርሻ አካላት ድጋፍና ክትትል እንዴት ይገለጻል?

- ሀ. በጣም ዝቅተኛ
- ለ. ዝቅተኛ
- ሐ. መካከለኛ
- መ. ከፍተኛ
- ሠ. በጣምከፍተኛ


6. በማረሚያ ቤት የሚሰጠው የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት የሚያጋጥሙ ችግሮችና ማነቆዎች ምንድን ናቸው? _____

7. በማረሚያ ቤት የሚሰጠውን የቴክኒክና ሙያ ትምህርት ሥልጠና ሂደት ለማሻሻል በአንተ እምነት ምን መደረግ አለበት? _____

Declaration

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

Name Yeshibelay Hailemskel Yegletu

Signature 

Date 7/01/2007 E.C

