

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

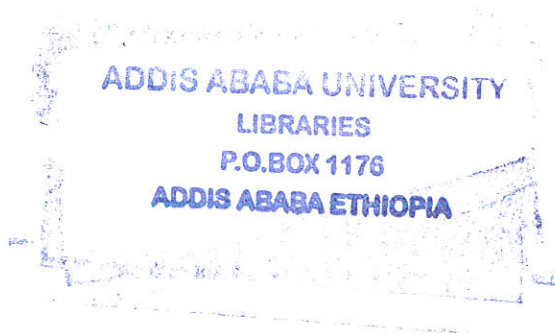
Department of Business Education

**A Comparative Case Study of
Rift Valley University College
and Adama TVET College**

A MASTER'S THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN MANAGEMENT
OF VOCATIONAL EDUCATION

BY

SISAY TESFAYE WOLDEMARIAM



February, 2007

ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Department of Business Education

A Comparative Case Study of Rift Valley University College and Adama TVET College

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



Approval of the Board of Examiners

Girma Zewdie

Chairman, Department Graduate Committee

Girma Z.

Signature

Dr. Dessu Wirtu

Advisor

Woubke Kassaie (Dr.)

Examiner- external

02.04.07

Signature

02/04/2007

Signature

Seyoum Tefera

Examiner- Internal

Seyoum

Signature

Table of contents

Table of contents.....	i
Acknowledgements.....	iv
Abstract.....	v
1 The Problem and its Approach.....	1
1.1 Introduction.....	1
1.2 Statement of The Problem.....	4
1.3 Significance of The Study.....	6
1.4 Delimitation of the Study.....	7
1.5 Limitations of the Study.....	8
1.6 Organization of The Study.....	8
1.7 Research Design and Methodology.....	9
1.7.1 Population and Sampling Technique.....	10
1.7.2 Instruments of Data Collection and Procedures.....	10
1.7.2 Data Analysis and Management.....	11
1.8 Definition of Terms.....	11
2 Review of Related Literature.....	13
2.1 The Concept of Vocational Education.....	13
2.2 Objectives and Organization of Vocational Education.....	15
2.3 The Need and Principles of Vocational Education.....	18
2.4 Vocational Education in the Ethiopian context.....	20
2.5 School Resource and Achievement of Objectives.....	23
2.6 Type of School Resource.....	24
2.6.1 Human Resources.....	25
2.6.2 Financial Resources.....	25
2.6.3 Material Resource.....	28
2.7 Sources of School Resource.....	29
2.8 Vocational Education Curriculum.....	31
2.9 Vocational Education and Student Cases.....	35
2.9.1 Selection and Placement.....	35

2.9.2 Vocational Guidance and Its Role in Vocational Education	37
2.10. Certification Awarded For Graduals of Vocational Education	39
3. Data presentation and Analysis	41
3.1. Historical Backgrounds	41
3.1.1 Rift Valley University College	41
3.1.2 Adama TVET	43
3.2 Physical Settings	45
3.2.1 The Rift Valley University College	45
3.2.2 The Adama TVET College	46
3.3 Objectives of Technical and Vocational Education and Training	47
3.4 Availability and Utilization of Financial, Human and Material Resources	50
3.4.1 Source and Utilization of Financial Resource	51
3.4.2 Source and Utilization of the Teaching staff	53
3.4.3 Source and Utilization of Materials	57
3.5 The Status of Vocational Guidance and Counseling	58
3.6 Curriculum Issues	64
3.7 Students selection and placement in TVET	65
3.8 Acceptance of certificate and diploma of TVET colleges	67
3.9 The view of employing agencies on TVET graduates	68
4. Summary, Major Findings and Recommendation	72
4.1 Major Findings	73
4.2 Conclusions	76
4.3 Recommendations	77

BIBLIOGRAPHY

APPENDICES

ACKNOWLEDGEMENTS

First of all I would like to thank God for making my dreams come true. I would like to present my heart felt thanks to my thesis Advisor Dr. Dessu Wirtu who gave me professional advice and support while I was writing this research paper.

More importantly my greatest depth of thankfulness goes to the administrators of Adama TVET college and Rift Valley University Colleges found in Adama City Administration who were very much cooperative in providing me the necessary help and assistance in the course of data collection. I wish also to express my gratitude to my family, who always stand first in all aspects of my life and who is the reason for my being where I am by strengthening the pillars of my study.

Last but not least I would render my heart felt thanks to all my friends especially to Solomon Begashaw and Ashenafi Alemu from Gondar University for the unfailing and continuous support and advice and also editorial service.

Sisay Tesfaye

ABSTRACT

The major purpose of this comparative case study was to identify the difference and similarity between and among government and private Technical and Vocational Educational Education and Training colleges differ from one another in relation to their objectives, means of obtaining and utilization of resources (Human, financial, and material), practice of vocational guidance and student cases (selection, placement and their capacity in the real world of work). To achieve this objective, data were collected from administrators, vocational guidance and counselors, teachers, students as well as employing agencies through observation, informal discussion, in-depth interview and document analysis. Administrators and vocational guidance and counselors were selected to be the research participants through availability sampling technique where as the other respondents were purposefully selected and finally the employing agencies were selected upon the suggestion of the vocational guidance and counselors. Twenty four participants were interviewed using semi-structured interview questions. The data gathered were presented in a narrative and vignette forms based on the participants' view points and personal understanding of the researcher.

The finding revealed the existence of difference in the physical setting of the colleges; the conformity of colleges' objectives with the national technical and vocational education and training objective; the existence of observable knowledge gap among teachers about the objective; the existence of problem of human financial and material resources; problems related to vocational guidance and student selection as well as placement.

Thus, the researcher recommended the establishment of Board of Vocational Guidance and Counselors, the need for providing training to the teaching staff about the objective of TVET, the need to encourage stake-holders active participation in the design of TVET curriculum and the importance of adhering to occupational standards set so as to ensure the provision of good quality vocational education and training.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Introduction

It is now more than 100 years since modern education was introduced in Ethiopia. In the beginning, education focused mainly on giving communication skills and the rudiments that were necessary to run a modern bureaucracy. Later on, after the 2nd World War, efforts were made to give priority to education. Many schools and higher learning institutions were established with the aim to produce teachers and administrators that serve the state (Middleton et al., 1993:32).

Following this, some technical and professional training centers were established in order to contribute to the modern economy. During this period, a very small section of the Ethiopian population had individually benefited from the educational system; the vast majority had no access due to inequitable distribution of educational institutions.

The present government of Ethiopia has placed a great emphasis on education and recognized it as an essential component for development needs of the society. It is clear that, education cannot play the intended role unless it is of highest quality and it is relevant to the development needs of the society. Assuming this the government of Ethiopia has formulated the 1994 Education and Training Policy (ETP) which clearly states its major aim as follows:

----bringing up citizens endowed with a human outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and environment at large (MOE, 1994:6).

Furthermore, the Education and Training Policy of Ethiopia emphasizes the development of problem-solving capacity and culture in the context of education (MOE, 1994:4). This is mainly because the country needs skilled man power to bring forth rapid development and growth. It is a clear fact that the presence of properly trained and skilled man power is one of the most important assets and prerequisites of social and economic development. In support of this Makulu stated:

Menare the bases of national development - - - -It is not the material, nor resource, nor the developments in modern technology that matter; it is the men without whom all the best instruments of science and technology are of little use (Makulu, 1971:89).

Technical and Vocational Education and Training programs are critical in the development of sustainable human resource to supply the skilled labor for the production and service sector of the economy as well as an expansion of opportunity for self employment.

The Education and Training Policy gives special attention to Technical and Vocational Education and Training program by providing broad and multi-level foundations. Based on the government economic and social development strategy program new training programs are identified, and occupational standards were prepared for fifty priority trades. Curriculum was developed in collaboration with the different Ministries such as Ministry of Health for health extension trainees, Institute of Leather and Leather products for three leather technology trades and Hotel and Tourism training institutes for hotel and tourism trades. Fifty occupational standards were developed in line with Technical and Vocational Education and Training reform to meet the requirements of the world of work (MOE, 2005:15). Serious attention is given to industrial and commercial skill trainings as well

as training for the development that the country needs. Trainees are also encouraged to create job for themselves through entrepreneurship education.

Hence, due attention is given to the organization and management of Technical and Vocational Education and Training program as a sub-sector of the whole education system hoping it will play a significant role in its curriculum and educational materials development, teachers training, promoting quality assurance and accreditation system and supply of educational facilities, technologies, books, vehicles and materials for those owned by the government and involving the private sector in Technical and Vocational Education and Training program.

In 2003-2004, about 100,000 trainees took part in the newly designed Technical and Vocational Education and Training program (10+1, 10+2 and 10+3 levels) in 25 and 16 fields of specialization in government and non government institutions respectively (MOE, 2005:11).

The cost of education, like other social services, falls on the shoulder of government (D'Aeth, 1978:45). This indicates that in most countries including Ethiopia providing education and training was considered to be the responsibility of the government. However, now a days it is becoming clear that the involvement of other non government bodies (private and NGOs in particular) is needed to share the heavy burden which was handled by government alone because education is becoming the responsibilities of all parties besides government.

It was, therefore; in light of the ever increasing attention given to Technical and Vocational Education and Training by the current Ethiopian Government and the increased participation of private investors in running Technical and Vocational Education and Training program writer of this paper was interested to make a comparative case study of government and

private Technical and Vocational Education and Training colleges with the aim to analyze the roles played by Government and Private Technical and Vocational Education and Training colleges. The major components dealt with in this study were mainly objective, sources of school resources and utilization, curriculum issues, teachers' qualification, student cases, certification and accreditation, and the link between the training institutes or colleges with employing agencies.

1.2 Statement of the Problem

Despite the opening of the first modern school in Ethiopia in 1908 and the first technical school as late as 1941, the necessary preconditions (in school and out of school factors) for were not fulfilled. To this end, the effects of Technical and Vocational Education and Training program on working life is minimal. In support of this the Education Sector Development Program (ESDP I) Action Plan stated:

Technical and Vocational Education and Training programs had not served well the needs of employers in the past. Steps are being taken to improve the relevance of these programs so that more Technical and Vocational Education and Training program graduates can secure jobs. The private sector will be more involved in designing training programs. The economy will benefit from more trained and skilled labor (MOE, 1997:8).

The study conducted by Wanna revealed that the minimal effect of Technical and Vocational Education and Training is mainly because of slow economic growth, which is manifested by inadequate employment or self employment opportunities, absence of need based training, weak connection of schools with employers and lack of proper work attitude from the part of trainees to meet the demands of employing agencies (Wanna, 1996: 232).

This implies that for the development of the Technical and Vocational Education and Training sub sector of education the involvement of Private Technical and Vocational Education and Training colleges was unquestionable besides what was available as Government and Non-Governmental Organization Technical and Vocational Education and Training institutes.

It seems that no two educational institutes in general, no two Technical and Vocational Education and Training colleges in particular are one and the same. This is mainly because colleges are the result of the interaction between and among educational personnel, resources and environment. Some institutes or colleges will have a better access to qualified, competent and committed educational personnel and other resources while some other colleges have a limited access. This may implies that the role played by one government owned Technical and Vocational Education and Training College is completely different from another Technical and Vocational Education and Training College owned privately.

To this effect the researcher believed that it was worth studying to what extent the Government and Private Technical and Vocational Education and Training colleges contribute in the development of sustainable human resource to supply the skilled labor force for the production and service sector of the economy as well as an expansion of opportunities for self employment.

Therefore, the prime objective of this study was to compare and contrast the contribution of selected Government and Private Technical and Vocational Education and Training colleges in terms of objective, school resource source and utilization, curriculum issues and teachers' qualification, student cases, certification and accreditation and their link with employing agencies. In doing so, the study attempted to answer the following basic questions:

1. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges in terms of their objectives?
2. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges in light of their means of obtaining and utilization of financial, human and material resources?
3. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges in view of curriculum development and implementation?
4. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges in relation to selection and placement of trainees and rendering vocational guidance?
5. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges concerning their accreditation and its relevance and acceptance?
6. What are the differences and similarities between Government and Private Technical and Vocational Education and Training colleges in their link with employing agencies

1.3 Significance of the Study

The study may be useful in exploring the weakness and the problems of Government and Private Technical and Vocational Education and Training colleges in playing their intended roles, where and to what extent they occur. Since this research is a comparative study, it will also propose important

solutions that would help to overcome the existing major weaknesses of the colleges and maintaining successes. It is also anticipated that the study will create a better understanding about the roles of Technical and Vocational Education and Training colleges not only in the mind of Technical and Vocational Education and Training colleges' administrators but also in all stakeholders. Furthermore, this research study

- Will show the contribution and role of Technical and Vocational Education and Training colleges in creating job opportunity for the community;
- Will help the private sector in defining what is expected of them when they invest on Technical and Vocational Education and Training Programs;
- Will raise awareness of the employing organizations about the competence of Technical and Vocational Education and Training college graduates;
- Will give relevant clue for other researchers to investigate further issues pertaining to Technical and Vocational Education and Training.

1.4 Delimitation of the Study

There were so many Government and Private Technical and Vocational Education and Training colleges in Ethiopia both at Federal and Regional levels. In order to make the study manageable, it was delimited only to two Technical and Vocational Education and Training colleges (one Governmental and one Private) existing in Adama City Administration of Oromia National Regional State.

Accordingly, the study was delimited to the following Technical and Vocational Education and Training colleges found in Adama City

Administration of the Oromia Regional State - Adama TVET College from government and Rift Valley University College from private Technical and Vocational Education and Training colleges.

1.5 Limitations of the study

The absence of significant recent literature in the area of Technical and Vocational Education and Training in the libraries of Addis Ababa University was one of the major shortcomings that the researcher faced. Besides problems of getting the respondents with fresh perspectives particularly during interview session was faced during data collection

1.6 Organization of The Study

This paper has four parts. The first part is the problem and its approach, which tries to focus on introduction, statement of the problem, significance of the study, delimitation of the study, research design and methodology, definition of terms and organization of the study.

The second part is the review of related literature. It provides detailed information of Technical and Vocational Education and Training. Some of the areas will be the need of Technical and Vocational Education and Training, its development, and some other important issues related to Technical and Vocational Education and Training and the research basic questions raised.

The third chapter exposes the research methodology in detail. It also treats historical background and physical setting of the research sites besides the presentation and analysis of the findings. Finally the fourth part embraces the major findings, conclusion and recommendation of the study.

1.7 Research Design and Methodology

This study was intended to understand the role of Government and Private Technical and Vocational Education and Training Colleges in Adama City Administration of the Oromia National Regional State. It attempted to assess the overall role of Technical and Vocational Education and Training colleges existing in the City Administration by taking the case of two colleges. It also tried to make clear the major problems that thwart the colleges playing their anticipated roles.

The method used to conduct the research was qualitative research methodology because I found it was more appropriate approach to understand my research problem for it let me study the phenomena on a natural setting with all its complexity which paved the way for a freedom of observation and interpretation. Sarantakos in Antonios states qualitative methodology is grounded in the philosophical foundations of the interpretive paradigm (Antonios, 2006:42). Besides that, qualitative research methodology is used in order to study a phenomenon in its natural setting. In support of this Leedy said qualitative approaches have two things in common. First, they focus on phenomena that occur in a natural setting. And second, they involve studying those phenomena in all their complexity (Leedy, 2005:133).

Case study- Triangulation method was selected for it is useful to reveal the comparative analysis of the existing strength and weaknesses of Government and Private Technical and Vocational Education and Training colleges in playing their intended roles. It was also selected for the reason it lets crosscheck the response of the group of respondents about the individual questions posed in the research process. The following population and sampling techniques, variables, and data collection tools and procedures as well as data analysis were applied during the course of the study.

1.7.1 Population and Sampling Technique

Oromia National Regional State was purposely chosen as a sample area of the study as it is the largest region as compared to other regions in terms of aerial coverage. The region is sub-divided into 14 zones, namely Arsii, Baale, Boorana, Harargee East, Hararge west, Illu Abbaa Boor, Jimma, Wallagaa East, Wallagaa west , Gujii, Showaa south East , Showaa West, Showaa North and Showaa East. Out of these zones, East Showaa zone was selected. The researcher focused the study on the zone because nearly 28% government and private Technical and Vocational Education and Training institutes or colleges of the regional state are found in the zone.

Accordingly to delimit the research study with in the Zone, Adama City Administration was purposefully selected. In Adama City Administration there are seven Technical and Vocational Education and Training centers. Out of which one is Governmental Technical Vocational Education and Training College and the remaining six are privately owned Technical Vocational Education and Training centers which vary from Technical school to college level. Out of Government colleges of the City Administration one (100 %) through availability sampling and out of the six private Technical and Vocational centers one (16.6%) by purposive sampling technique were chosen to secure adequate information from respondents which included students, teachers and administrators, and employing agencies. Some employing agencies found in the city Administration are selected to obtain additional information relevant to the research study on the basis of the vocational guidance and counselor's suggestions.

1.7.2 Instruments of Data Collection and Procedure:

The data for this study was obtained from both primary and secondary sources. In secondary data, relevant books, abstracts, journals, etc, which indicate practice of Technical and Vocational Education and Training were

consulted to support the findings of the study. As primary data collection tools both Semi-structured interviews and informal discussions were employed to make the information gathering easier from respondents.

Besides, an all-embracing observation of the physical settings was made by the researcher on the Technical and Vocational Education and Training colleges and the selected employing agencies.

1.7.3 Data Analysis and Management

The data which was collected through interview and informal discussion was transcribed and summarized using word expressions in a vignette form. A case study- triangulation method was applied in order to test whether or not the responses of the groups (Government and Private Technical and Vocational Education and Training colleges' students, teachers and administrators, vocational guidance and counselors and employing agencies) for each question have significant differences.

1.8 Definition of Terms

Program (vocational education):- all the courses in one field of study such as business education or industrial trades organized to fulfill the same general objectives and conducted along similar lines (Good, 1973: 442)

Vocational and Technical Education: - training intended to prepare the student to earn a living in an occupation in which success is dependent largely upon technical information and understanding of the laws of science and technology as applied to modern design, production, distribution and service (Good, 1973: 644)

Technical Institute:- an educational institute at the post high school level which offers specialized education in one or more fields to prepare

individuals for employment in positions which lie between those of skilled worker of craftsman and the professional scientists or engineers (Good,1973: 591)

Role: - Technical and Vocational Education and Training colleges' involvement and contribution in the process, preparing and realization of the National Technical and Vocational Education and Training program objectives, resource utilization, curriculum design and implementation, student cases and the link with employing agencies.

Accreditation: - the level of acceptance and recognition of the diploma and certificates of Technical and Vocational Education and Training Colleges.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section, which reviews the related literatures, mainly discuss the following major issues like the concept of vocational education, objectives and organization of vocational education, the need and principles of vocational education, vocational education in the Ethiopian context school resource of vocational education, vocational education and student cases, vocational education curriculum and certification awarded for graduates of vocational education.

2.1 The Concept of Vocational Education

The emergence of industrial revolution in the early nineteenth century that appeared as alterative to apprenticeship marked the new era that education for work geared a widespread recognition. This rapid development was due to rapid growth of scientific and technological discoveries in response to the growing economic, industrial and social demands of the community (Venn, 1984: 6).

Similar view is also represented by Tucker who asserts the following with regard the consequences of industrial revolution:

The time lag between economic, industrial and social changes of the industrial revolution and the consequent changes in education and training were also absolutely enormous. And education and training only responded to economic, industrial and social changes (Tucker, 1983:18).

As the industrial revolution continued to expand, a need for skilled workers increased. One aspect of education for work after the industrial revolution was technical and vocational education that trained individuals in different

fields of study. However, it was during World War II that technical education attained appropriate recognition (Venn, 1984:68).

He added that, technical and vocational education show a rapid progress organized in different parts of the world either separately and jointly with other vocational education programs found in high schools, post secondary technical schools, special universities' offerings, extension centers and technical institutes (Venn, 1984:72).

Nowadays, work is regarded as an activity of a good citizen. One should be trained to work so as to be considered a good productive citizen. From the schools point of view, therefore technical and vocation education ought to teach people how to work effectively (Byram and Wenrich, 1956:47-50).

The history of man evolving from early age revolves around work. Sinclair and Lillis say that before formal schools were organized, children were introduced to the life skills of their communities by their elders. They learned by living and doing. To survive children were thought the skill of the society and the behavior expected of its members (Sinclair and Lillis, 1980:20).

Such provisions of skills become the basis for the beginning of education for work. This in turn leads to the formal methods of teaching children. Finch and Crunkilton pointed out its development as

Education for work has its beginning almost four thousands years ago. This, easiest type of vocational education took the form of apprenticeship. Organized apprenticeship programs were recorded as having been started for scribes in Egypt as 2000 B.C (Finch and Crunkilton, 1979:2).

Venn also maintained almost a similar position to him the concept of vocational education is nothing new. He said that:

People always had to make certain career choices, and have tended to dignify that choice by referring to it as - - - "vocation" (Venn, 1984:38).

In addition, Venn continued to elaborate the development from father-son pick up method to apprenticeships because the child doesn't necessarily perform the same work as his father as a result of marked increase of specialization (Venn, 1984:39).

The expansion of organized apprenticeship continues to develop after it was initiated in ancient Palestine, Greece and other countries by bearing a craft or trade through close association with artisan. This in turn led to an alternative to apprenticeship with the introduction of trade subjects and practical arts into formal education. It was, with the arrival of the international revolution, that apprenticeship began a steady decline and give way to systematic curriculum development in vocational education (Finch and Crunkilton, 1979:23).

2.2 Objectives and Organization of Vocational Education

Education serves a society in different ways. One of the best ways education can serve a society today is to prepare people capable of tackling the emerging problems that beset their particular society (UNESCO, 1990:19). In order to fulfill their major task, many branches of education are developed to provide different areas of specialization to different individuals. This idea is briefly discussed in the following statement

Clearly, education today cannot justify its existence by providing only academic development; it has to convey the necessary skills for economic development in addition to cultural and social development in order that natural resources might be explored for future generation. Such skills would not only enable solution to be

found to present problems but also prepare young people to work on the unpredictable, complex and dynamic problems of the future (UNESCO, 1990:20).

The above statement indicates that, besides academic subjects, establishment of programs for vocational education must be seen as the major component of the curriculum for economic development.

The main objective of vocational education is to prepare semi-skilled young people for useful occupations; it enables the new generation to put its efforts and active participation in different development programs of the society (Evans, 1977:9). Different countries vary in their level of developments. Based on this fact

The degree of a country's technical development and the technical potential of its natural environment will determine the number and kind of technical personnel to be educated and trained (ILO, 1973:25).

The statement reminds that, policy objectives for vocational education have thus to be set within specific national contexts (UNESCO, 1984:48). Even within the same country there are different factors to be considered in setting the objectives for vocational education. Some of these are:

the social context, the structure of government, the economic context, the historical and cultural context, overall educational policy, development objectives and, of course, the resource available (ibid).

The statement points out that, careful attention must be given to different components that affect the program within a society to put it into practice when setting objectives of vocational education.

Any development program, whether it is economic or social presuppose the availability of skilled manpower. In least developed countries like Ethiopia, the economy is largely based on agriculture. Therefore, the vocational education must be organized so as to modernize the agricultural sector in order to increase the productivity of their resources. These countries must be able to provide education and training directed to the special needs of the rural population. The vocational education in these countries must be organized to create young people who can participate in the modern farming systems to increase their agricultural products and to expand their export capacity beyond the level of local consumption (UNESCO, 1984:47).

Science and technology is advancing from time to time. This development in turn results in new methods of producing material wealth. Therefore, the organization of vocational education should take the rapidly changing nature of technology into account so that the content of education is continuously adapted to the needs for the times. It should not be limited to improving basic needs. It should also aim at providing more basic scientific knowledge which allows skilled workers to adapt themselves rapidly to new methods of work and to enable them achieve future promotions (UNESCO/ILO, 1964:9).

Another important issue to be included when organizing vocational education is the ability to provide the opportunity for further study in that particular specialization. Regarding this fact, UNESCO/ILO states:

Vocational education should be organized that every person can continue his education until his potentials have been developed to the full (UNESCO/ILO, 1964:9).

One of the factors why vocational educational should be organized, is to control the youth unemployment of a country. It is clear that in many countries there is a gap between the supply and demand of manpower in

the labor market (Zewdneh, 1987:5). This major problem can be solved if the demand for semi-skilled personnel and their supply match to one another. This could be achieved by organizing the vocational education of the country with the manpower need in the economic sector of the society.

In general, the supply of semi-skilled manpower is the main objective of vocational education. In order to achieve this objective, the vocational education of a country should be organized on the basis of the demand for it and on specific economic, social and political conditions prevailing in that particularly society.

2.3 The Need and Principles of Vocational Education

It would not be desirable to formulate a philosophy of vocational education differing in important aspects from philosophies of education in general (Henry, 1943:470). In light of this, each individual or group has his own belief of education in general and technical and vocation education in particular.

According to Olivo and his colleagues, as quoted by Finch and Crunkilton, the following are some of the many forms of basic belief statements regarding vocational education

- *Vocational and technical education is an integral and inseparable part of a total education program;*
- *Vocational education has a significantly different social environment than other program areas;*
- *Instruction should be based on broad core curricula characterized by flexibility in offerings;*
- *The students enrolled are those who can profit from the instruction and who can qualify the placement upon graduation or completion of a particular curriculum (Finch and Crunkilton, 1979:112)*

Finch and Crunkilton have also summarized the following characteristics of vocational education according to literature search made by Finch and Sheppard from numerous sources:

- *Education of less than college grade or baccalaureate degree;*
- *More emphasis on fitting a person for a job and less emphasis on exploring and establishing one's self in a career;*
- *Preparations for gainful employment.*
- *Preparing for careers that require less than a baccalaureate degree.*
- *Emphasis on skill development or specific job preparation*
- *Focus of attention at the upper middle grades, senior high, two-year college and adult levels. (Finch and Crunkilton 1979:111)*

UNESCO also recommended most of these belief statements and characteristics in the general conference held from 17 October to 23 November in 1974 in Paris. In addition the scope of technical and vocational education is further understood as an integral part of general education, and helps as a means of preparing for occupation is a continuous process (UNESCO, 1974:4).

These several belief statements, characteristics and scopes attempt to answer the basic philosophical questions of technical and vocational education. What are the needs of the program? Who should provide it? Who should be the recipient? Who should control and administer it? (Henry, 1943:4).

Principles may help to answer basic philosophical questions. Thirty-three basic vocational education principles were stated by Struck. Some of the relevant ones are enumerated as follows:

- *The chief function and purpose of vocational education is to prepare each individual for profitable socially useful employment.*
- *Occupational competence as basic requirement professional training is essential.*
- *For effective preparation, guidance and cooperation with community agencies is essential.*
- *Best vocational education is provided through jobs that are real, essential, representative and challenging.*
- *Training has to be taken mainly two places where people live and where training resources are at hand.*
- *Vocational training should continue until the trainee secures a job, holds it and progresses satisfactorily in it.*
- *Training of the youth should be for occupations in which they have real interest, needs, aptitudes and talent.*
- *Vocational education costs much and it should worth more than it costs (Struck, 1945:131-149).*

2.4 Vocational Education in the Ethiopian Context

It is generally believed that traditional church education might have originated during the Axumite kingdom when Christianity was introduced at the court of king Ezana in the fourth century. This kind of traditional education was aimed at preparing priests, monks and teachers to serve the church program (Teshome, 1979:10).

When traditional church education was pre-dominant education for work was not given a proper consideration. According to Mathew, as some educators proposes that it was after the early sixteen century that some initiation of educational activities besides the teaching of religion and

language, training in hand-work was provided by the Portuguese Jesuites for the first time (Mathew, 1947:52).

According to Berhanu and his colleagues, the formal schools that prepare for work were founded by Swedish evangelical mission for the first time in the 1930's. The type of education they provide was like typography, book binding, carpentry, needle work, spinning, printing, metal works and agriculture both for boys and girls in Amhara and Belessa. Beginning from this period, schools of technical and vocational education in nature were established immediately after liberation due to the urgent demand of technicians, managers, planners, engineers and other economic oriented labor skills (Berhanu et al., 1988:39).

In light of this development the Addis Ababa Technical School was established in 1942 and then followed the Addis Ababa Commercial School in 1943. Asmara Trade School and Bahir Dar PolyTechnic Institute in 1954 and 1964 respectively. In addition, other public, private and mission training centers were established over the years that founded to meet the shortage of trained man power in the country (Araya, 1973:27).

Education in Ethiopia, as in other countries was dominated by religion. Because of its geographical proximity to the Middle East, Ethiopia was among the few countries to adopt the world's major religious dominations namely Christianity, Islam and Judaism several centuries ago. These theological institutions even though for various motives, were primarily responsible for the introduction of education in this country, in this connection, Teshome admitted that,

any account of Ethiopian education must recognize the contributions made by different religious linguistic and cultural communities. . . . (Teshome, 1979:10).

In view of its historical missions and the contributions made to our society church education forms one of the oldest and continuous system of education in this country. Thus, the church remained not only the major social agent for preserving all aspects of Christian culture and heritage but also played a great role in producing civil servants for the state until the introduction of modern education at the beginning of the twentieth century (Teshome, 1979:11).

The most important factor for development is the skill and knowledge of people. There was a time when Ethiopians valued the skill of people and as result; the country was relatively an important center of technology and arts of that time (Teklehaimanot, 2002:2).

Starting from 1991, Technical and Vocational Education and training has been gaining its energy and become the agenda of the present government. According to the existing Education and Training Policy attention has been given to this sector having in mind that the general development of the country will be unthinkable with out producing well-qualified middle level skilled personnel in various fields of studies. Introducing a variety of fields in to the program and changing the general policy and the general goals of Technical and Vocational Education and training has manifested this fact. Hence, the Technical and Vocational Education and training expanded through out the country and number of schools increased from 17 to 126 in 2001/2002 academic year (MOE, 2002:15).

According to MOE, there were general higher education and extended Technical and Vocational Education and training programs with-in the system of polytechnic education. General polytechnic education was a program which included all the major areas of content treated appropriately of the junior secondary (7-8) level while higher general polytechnic education was a program offered at ninth and tenth grades.

The extended Technical and Vocational Education and training program was given to prepare and produces skilled manpower (MOE, 2002:20-47)

Later it was found that, the education given in Technical and Vocational Education and training schools was not related to available fields in the industries. It failed to prepare students for the other available Jobs and as a result, the majority had to employ in jobs that had no connection with their training. To this end in 1983 the government passed a resolution calling for a review of the education sector (Tekest, 1990:18). As a result of this review in 1985 a 10+3 program was inaugurated and new training policy composed of various criteria become functional. This change was intended to equip the prospective graduates with better knowledge and skills which could not cover at the previous 10+2 level.

As discussed earlier the previous 10+2 training program was replaced by 10+3 program. The 10+3 training program was launched to fulfill the following specific objective of the training program.

- ◇ To develop the skills of modern production system
- ◇ To familiarize one with the processes and the means of production in the economic sector.
- ◇ To link theory and practice.
- ◇ To practically and effectively participate in local development activate

2.5 School Resource and Achievement of Objectives

Over all, the relative success or failure of technical and vocational education program greatly depends on the teaching staff. A teacher is the most important employee in a school system and renders service which is the heart of the objectives of the system and thus, has the responsibility for achieving of the educational objective and the community demand in

general (Moore, 1966:18-21). Therefore teaching and guiding are the major functions together with participation in decision making and planning in the school system. In specifying duties of a disciplined teacher, Friese suggests that handling of teaching materials, selecting of teaching aids, approval and grading of each student work, keeping records and following activity and discipline are some important activities (Friese, 1946:225)

In general, any teacher, in order to perform his duties and carry responsibilities satisfactorily, must acquire a sound knowledge and skill of the subject from the experience he amasses in the field he is assigned. A good teacher must also have interest in teaching and helping his pupils in their learning activities. This requires patience, tact and ability to coordinate essential qualities of a good teacher (Byram and Wenrich, 1956:201).

The availability of financial and material resources can also have an impact on the recruitment and training of qualified and competent teachers. Thus, qualified personnel coupled with the financial and material resources of the school are also the most important factors considered in the achievement of the objectives of technical and vocational education (Sinclair and Lillis, 1980:159).

2.6 Type of School Resource

The quality and quantity of school resources are the major aspects to be considered in providing technical and vocational education. In light of this, Byram and Wenrich state that significant programs of preparation for occupational competency can be developed if education is made with available resources (Byram and Wenrich, 1956:28.).

In technical and vocational programs, lack of funds to supply a program is the most serious constraint to its development and expansion. According to UNESCO report, this is because of the low level of economic development of

many developing countries. In addition a number of countries allotted their resources available for general education for purely science fields than to technical and vocational fields as a result of social demands (UNESCO, 1984:79).

Finch and Crunkilton have identified and asserted the following important resources like funding, facilities and equipment human resources and cooperative training stations which are crucial for achieving the objectives of vocational education (Finch and Crunkilton, 1979:100)

2.6.1 Human Resources

Considering education as a team work, it is essential that it has well trained and qualified members in the school system. The administration and the teaching staff are major human resources in school that facilitate the achievement of the objectives .UNESCO is more specific in expressing this fact as follows:

To enhance the achievement of the objectives of technical and vocational education, a priority should be given to the recruitment and preparation of adequate members of well qualified and competent teachers, administrators and guidance staff and the provision of the necessary training and other facilities to enable them to function effectively in their profession (UNESCO, 1984:18).

2.6.2 Financial Resources

In general vocational education financing mechanisms should reflect the principle that training is a service and that its beneficiaries should bear the cost. Skill development is expected to generate positive private and social benefit in that educated and trained workers produce and earn more than those who are less educated and trained

Social priorities can be established and used to guide vocational education budgeting. Improved productivity and employment promotion are usually regarded as the most important priorities. Thus public financing of training is justified as long as the trained workers can be absorbed in employment or in gainful self employment and as long as training results in improved welfare of the population (Gaskove, 2000:192).

There are various economic and political arguments concerning governmental, employer and individual investments in vocational education some of which are listed as the assumed advantages and disadvantages of investment in vocational education

Advantage of Government investment

- *Training improves individual & social productivity and revenue.*
- *Highly skilled labor can contribute to high value added products and greater export capacity.*
- *Abundant well trained labor attracts additional foreign investment into the country.*
- *Training contributes to more equitable income distribution*

Disadvantage of Government investment

- *Vocational education and training programs can be expensive*

Advantage of Employer's investment

- *Training improves enterprise competitiveness, productivity and profits.*

Disadvantage of Employer's investment

- *Markets may not appreciate training investment because of their high volatility and low demand or high value added products.*
- *Training affects productivity only indirectly enterprise management may not be good enough to benefit fully from a skilled work force*
- *Trained workers can move more easily between enterprise and employers may lose their training investment.*
- *Skilled workers can be made available in the labor market with out additional training investment.*
- *Government regulation and collective labor agreements may keep minimum wages and wage ranges too high, thus reducing the enterprise interest in improving employer's skills*
- *Financial markets may not provide employer access to training capital.*

Advantage of Private investment

- *Training can contribute to improve wages, employability, mobility and freedom in the labor market*

Disadvantage of Private investment

- *Better skills may not help as long as wage ranges are compressed and wages don't reflect individual skill levels and productivity.*
- *Better skills may not help as long as jobs are not forthcoming.*

Based on the above pros and cons of vocational education and training co-financing of national vocational education activities by government, employers and private individuals is increasingly necessary (Gaskove, 2000:196).

In continuing training or vocational education equity can be achieved through

- *Government guaranteed training loans to private individuals*
- *Promotion of paid leave for continuing education and training that is co-financed by government and industry or promotion of collective agreements that guarantee employee's right to a specified number of training hours per year; and*
- *Training vouchers or training services for a guaranteed sum (Gaskov, 2000:192-197)*

These approaches involve very large populations and are very expensive. Public vocational training budget would hardly be sufficient to satisfy the ever-growing demand for equitable education and training. Therefore in this area, priorities must be established regarding state-funded vocational education programs for target groups.

2.6.3 Material Resource

A school cannot function without Financial and material resources. As Byram and Wenrich speak that obsolete facilities make for obsolete training. They also emphasize that there are no other school programs which are essential than vocational and technical arts. And the resources inherent in the economy of the community are therefore, the very life blood of vocational and technical education (Byram and Wenrich, 1956:26-28.)

However, in most school systems regarding the nature of technical and vocational, David states the following:

Vocational education is often handicapped by the fact that its financial resources are inadequate to perform the tasks assigned by the community. The financial problems of vocational schools are

intensified by the relatively high cost of the required building and equipment (David, 1960:159).

In addition, lack of up to date equipment and materials are the major problems considered in technical and vocational schools. According to Byram and Wenrich, However, to them even if such problems exist, technical and vocational education program could start with what we have and the selection of materials should be made effectively. This is one means of minimizing cost and benefiting more in an effective teaching learning environment (Byram and Wenrich, 1956:28).

In technical and vocational schools, co-ordination of activities of the teaching and supporting staff fund facilities, equipment and other available materials are required in order to achieve the desired objectives. To do this, expenses or cost in technical and vocational education as in any other forms activities can be broken down into capital allocation and distribution of resources (UNESCO, 1984:83).

2.7 Sources of School Resource

Technical and vocational schools are mostly financed by the state or local authorities. In addition to this, a great number of such schools are also run by religious groups, industrial organizations and private bodies. This is specially observed in developing countries because a single body is not able, most of the time, to provide education. The UNESCO study indicates that the major source of finance in almost all the sixteen countries under the study comes from public funds although finance for capital investment in the countries comes from external sources (UNESCO, 1984:79).

Public financing comes mainly from the central government's budget at national level or from local and regional education budget or some combination of both. In most states a proportion of the vocational education

programs are provided through state-operated and state financed vocational schools (Byram and Wenrich, 1956:20.)

According to Hawers and his colleagues, there is a very great educational demand and the governments are unable to provide education as priority is given to others sectors. In this case, to invite local participation and local funding means something more fundamental than a more sharing of financing burdens (Hawers, et al., 1986:20).

This is so because parents, communities and local authorities have different economic capacity and their capacity to finance education might vary greatly. To Byram and Wenrich, if education is to be a community responsibility and the state, the community will be able to develop their own program and possible to operate the program efficiently (Byram and Wenrich, 1956:201).

The other source of educational resources is foreign aid. The following was stated about the role of foreign aid in education on Cumberland Lodge Conference:

One is impossible with out the other. It is a fact of life that most forms of development action in developing countries couldn't take place without some elements of aid. Our own resources are stretched to the utmost in running the infrastructure we have managed to develop and in securing budgetary increase for new infrusucture. The development discussion and its internal priorities is therefore inevitably the aid discussion (Hawers et al., 1986:34).

2.8 Vocational Education Curriculum

The root of vocational education curriculum is the philosophy of education. In general, it is believed that organizing a school curriculum starts with the aim and objectives of education which are mainly related to the needs of the learners and the society (Tucker, 1983:45).

The word curriculum has many definitions and views depending on the purpose and aims it used. Giachino and Gallington show the different concepts of curriculum in the following manner.

There will be found many concepts of the term curriculum. Some educational writers define it as a sequence of instructional units, while others say it is a systematic arrangement of courses designed for a particular group of pupils. The more current educational philosophies refer to the curriculum as the summation of all the experiences in which students are engaged under the direction of the school (Giachino and Gallington, 1967:13).

For UNESCO, it is a brief list of educational objectives and contents to be thought in school. Besides, it includes more of all the written materials used in a course of study (UNESCO, 1987:99).

Now a day, the generally accepted definition of curriculum is the sum of learning activities and experiences that a student has under the auspices of direction of the school (Finch and Crunkilton, 1979:7).

If curriculum in general is seen in that way, the major distinction between vocational education curriculum and other fields of study is therefore that technical and vocational education focuses not only on educational process, but also on the tangible results of the process (Finch and Crunkilton, 1979:1).

They further indicate that traditional curriculum concentrated on product or graduates of technical and vocational oriented courses. Today it oriented towards the process and product of the graduate's performance in the school and in the world of work (Finch and Crunkilton, 1979:9).

According to UNESCO, curriculum involves the selection of what to teach, decision about how to teach and careful preparation and testing of materials for the use of teachers and students (UNESCO, 1987:100). This could take place, only when the curriculum is a dynamic status like its very nature of technical and vocational education (Finch and Crunkilton, 1979:14).

To develop dynamic and relevant curriculum of technical and vocational education Struck has noted the following common principles. To him learning skills don't take place strictly in the classroom alone; out of school learning is vital, too. Learning from the environment and real job is thus, one of the important principles. Another important principle in developing a curriculum is that it should fit to the needs and interest of the youth (Struck, 1945:139).

Finch and Crunkilton also emphasized that the curriculum of technical and vocational education must help students in developing their broad ranges of knowledge, skills, attitudes and values, each of which ultimately contributes in some manner to the graduate's employment (Finch and Crunkilton, 1979:10). Technical and vocational curriculum is also expected to meet parental aspirations. And to do this, the nature of the curriculum plays an important role (UNESCO, 1987:18).

Giachino and Gallington presented a discussion on curriculum planning stages and guiding principles which influence the vocational aspects of the program. Their ideas can be summarized as follows with regard to vocational education:

- ❖ *Vocational education should occur as close to the time of the students' application as guessable;*
- ❖ *There must be sufficient concentration of work in each area to enable the student to develop sufficient competence to hold an entry job in a given occupation up on the completion of the curriculum;*
- ❖ *A well planned vocational program integrates vocational education and general education;*
- ❖ *Some diversity of curriculum offerings is needed to provide for individual needs and to give flexibility to the program;*
- ❖ *Those skills which are from the core of the occupation and which are necessary for entry into the occupation should be taught;*
- ❖ *Vocational insertion must be geared to the times, preparing the individual to enter the world of work of today and tomorrow (Giachino and Gallington, 1967:18).*

The major concern in technical and vocational curriculum is its program content. The success or failure of any educational activity mainly depends on the only device for instructional practices in the school system for this reason developing workable content requires a thorough study.

The study should be conducted by a well trained and a skilled personal in the field (UNESCO, 1974:15). UNESCO recommends the program content of technical and vocational education to be a preparation ground for occupational field and should:

- ❖ *aim at providing scientific knowledge, technical versatility and the broad skills and knowledge required for rapid*

adoption to new ideas and procedures and for steady career development;

- ❖ *be based on an analysis of broad occupational requirement worked out for the long term between education authorities including organizations and employment authorities and occupational organizations concerned;*
- ❖ *include a proper balance between general subjects, science and technology and practical aspects of the occupational field with the practical one ;*
- ❖ *stress developing a sense of professional values and responsibilities from the stand point of human needs (UNESCO, 1974:12).*

Giachino and Gallington also recommended that a real comprehensive course should include the following information

- ❖ *A general introductory statement specifying the main concept of the course;*
- ❖ *The grade level for which the course is intended;*
- ❖ *The main divisions of the course with time limit for each;*
- ❖ *Specific practices that are to be followed in teaching;*
- ❖ *Philosophy and objectives pertaining to the specific area of instruction as well as course aims*
- ❖ *An orderly arrangement of the manipulative operations to be learned;*
- ❖ *An outline of the essential related information;*
- ❖ *The media to be used in learning, the established skill and knowledge;*
- ❖ *The activities which are designed specifically foster the development of desired attitudes and good work habits;*

- ❖ *The nature of instructional aids that will be used to simplify learning (Giadino and Gallington, 1967:25);*

2.9 Vocational Education and Student Cases

2.9.1 Selection and Placement

Any education system is required to produce skilled man power for various sectors. And this human resource is the only force that has the ability of marshaling the other resources according to the needs of the society. One of the institutions which is responsible to prepare the desired human resources is technical and vocational school. But on the other hand, Coombos states:

There has been an inexorable and almost overpowering rise of demand for more education, for every sort and at every level, covering almost every village and hamlet. The flood of aspiring students released in the first place by an explosion of human expectation, than enlarged by population explosion has inundated every educational system (Coombos, 1968:164).

For this reason, it is not possible to admit all or the majority of the children who need to join the technical and vocational schools so, selection of students seem very crucial.

In this regard, different authors devise various methods of selection. For instance, Bowles presents that the methods of selection can be by examination, orientation and limitation of opportunity (Bowles, 1963:62). To him, selection by examination: is based on the student's academic performance in which written or oral examinations determine whether or not students are able to continue their education. The second method of selection is by orientation which enables the student to make a well informed decision about his future studies from among a variety of choices. Finally selection by limitation of opportunity is the type of selection that may often contribute to

a students' elimination from the admission groups rather than directly cause it (Bowles, 1963:62-65).

In some cases, other authors like Taylor discuss that constraints such as age, head masters' reports, and results of non academic performance help to select students for admission (Taylor, 1962:30-32).

All these methods of selection may be used at different times and by different institutes of technical and vocational training. For Bowles each method has advantages and disadvantages (Bowles, 1963:62). For this reason, the following principles are to be stressed in applying the methods according to Mace as quoted by Venables

- *There is no one best method used in isolation with the other*
- *No single method and no combination of methods has yet attained finality*
- *There is no final procedure that will do the trick.*
- *The merits of any selection system must always be judged in comparison with available alternatives (Venables, 1956:20).*

At institutional levels, students come to school with diversity of ages, reasons, ambitions need and interest, and most commonly with little knowledge and understanding of the course they want to take. For instance: one of the most difficult tasks in vocational education is the guidance of students with varying degrees of ability in to courses for which they can benefit most (David, 1960:15).

In the placement of students to specialized vocational courses, the U.S office of educational Bulletin lists three obligations that are required to be taken in to account when students are placed in different fields of study. These are:

- *To promote the most favorable adjustment of the individual trainee*
- *To meet the demands of the employment market as to numbers of trained and kinds and levels of training required and*
- *To make a maximum contribution to the social and economic well-being of the community which supports the program (Byram and Wenrich, 1956:296)*

2.9.2 Vocational Guidance and Its Role in Vocational Education

Guidance has a wide range of definitions. Some educators consider it as a few special events or activities while others think of guidance as synonymous with education (Byram and Wenrich, 1956:277).

From its general picture, Asseffa includes such activities like educational, vocational, economical, personal and social aspects as points to be raised in guidance. He also notes that guidance services in a school system usually include orientation, individual inventory, counseling, placement following and student activities (Asseffa, 1969:4-9).

Byram and Wenrich consider the role of guidance as the keystone of the school program (Byram and Wenrich, 1956:277). Similarly, guidance program in the school system is very subtle one (Aseffa, 1969:4). According to UNESCO's recommendation, guidance should be viewed as a continuous process and it is a vital element in education (UNESCO, 1974:16). In other similar recommendations, guidance should be available to all students and enable each one to make his own choice in light of his aspirations and with an understanding of his abilities and interest (UNESCO, 1968:14).

However, guidance does not mean to make decision or choice for others. It should ensure that the individual be provided with the necessary

prerequisites to become aware of his interests and abilities and able to set himself precise objectives (UNESCO, 1974:16).

Vocational guidance is characterized by different authors among them, it is useful to see the views of the following:

(A). According to Cleaton and Foster, guidance in vocational fields is concerned with the following points:

- *helping the individuals to assess their ability knowledge and skills*
- *the acquisition of occupational and course information*
- *developing an awareness life styles*
- *actualizing the individuals self concept*
- *developing an awareness of job opportunities and the individual's ability to evaluate those opportunities (Cleaton and Foster, 1982:9).*

(B). According to UNESCO, vocational guidance should be given on the basis of the following considerations:

- *knowledge of individual which takes account of the social and family factors in forming his attitudes and expectations,*
- *information obtained from objective evaluation of the result of aptitude tests.*
- *knowledge of his educational achievement and/or achievements in employment.*
- *knowledge of employment and career opportunities as well as job satisfaction in the occupational sector in which he is interested or engaged and of demands made*
- *medical records indicating whether the student is physically able to pursue a given occupation (UNESCO, 1974:16).*

Any educational system requires qualified guidance workers. However, the practical application of guidance and counseling service in Ethiopian education system not fortunate enough due to lack of qualified professionals (Yusuf, 1981:19).

He also recommended that developing countries like Ethiopia, where there are socio economic limitations, it is only in ideal situation that any school could have a widely specified vocational guidance and counseling service. To him, rather than expecting specialist guidance services it is desirable to have the generalist services (Yusuf, 1981:21).

From this perspective the school has to shoulder the responsibility to provide guidance and counseling services where there are no psychologists or guidance officers, by other school personnel like the administrative or teaching staff or Health officers or home room teachers as the major groups (Asseffa, 1969:8). The same may hold true for the vocational guidance and counseling.

2.10 Certification Awarded For Graduates of Vocational Education

The major concern of Technical and vocational schools is to prepare individuals for gainful employment. At the same time graduates of such school look for job in different sectors in the community for which they have passed or qualified.

According to Finch and Crunkilton, the success of technical and vocational students should not be only determined by the school standard, but judged on the basis of their success in the world of work (Finch and Crunkilton, 1979:10-11).

Similarly it's not the grade that works; it's the man (King, 1977:56). In more precise manner, he adds, awarding accreditation for standard of work rather than performance of a partly academic test (King, 1977:185). Dore has also some to say on this point.

The effect of schooling, the way it alters a man's capacity and with to do things, depends on what he learns or the way he learns it. That is at the basis of the distinction between schooling which is education and schooling which is only qualification a more process of certification or credentialing (Dore, 1978:8).

He adds also that students are concerned about education in a hope of getting a certificate which is as a passport to get a job, a status and an income, rather than mastery of knowledge and skill for use in a real life situation (Dore, 1978:8).

For Sinclair and Lillis, pupils and their parents are continued to see education as providing a ladder to prosperity as an escape from the subsistence economy (Sinclair and Lillis, 1980:146).

As a result of mere process of certification as a passport for employment, there is a matching demand by employers and certification as it was observed by all African firms and less technologically sophisticated Europeans that employers tend to be interested in grade, trade tests or a salary linked to formal qualification. And this brings about difficulties on any attempt by a government to encourage formal technical training (King, 1977:49).

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

The major purpose of this qualitative case study was a comparative analysis of Private and Government Technical and Vocational Education and Training colleges' role in relation to objectives, resources (human, financial, and material), vocational guidance and counseling, student cases and acceptance of certificates. For the accomplishment of the aforementioned purpose one Government and one Private Technical and Vocational Education and Training college were selected from Adama City Administration - Adama TVET College and Rift Valley University College.

The respondents of this paper were college administrators, teachers, students, vocational guidance and counselors and employing agencies. Two administrators and one vocational guidance and counselor were selected from the two colleges by availability sampling, i.e. a total of four administrators and two vocational guidance and counselors. Out of the departments that exist in the Government college three departments were selected randomly and similar three departments from the Private College just to make all the responses comparable. From the selected departments of each college four teachers were randomly selected. Finally from the selected departments a total of four students (equal ratio for 10+1, 10+2; Female and Male; Evening and Day) were selected. Last but not least depending on the vocational guidance and counselors' suggestions two employing agencies were visited and interviewed.

3.1 Historical Background

3.1.1 Rift Valley University College

A group of scholars and an investor conceived the idea of opening a private institution of higher learning in Adama to fill the gap and curb the country's shortage of skilled manpower. The idea of the group of scholars and the

investor has resulted in establishing the Rift Valley College which is a privately owned institution of higher learning.

Need identification survey conducted by the professionals had helped the college most to determine which fields should get priority. Based on the findings, the founders made the necessary preparations and launched teaching different programs in Adama and Assela town in October 2000 and 2001 respectively. Currently the Rift Valley College is upgraded to the level of University College with six branch campuses.

The educational programs offered in the university college include Degree programs in Accounting, Business Management, Afan Oromo teaching, Law, Pharmacy, Sociology and Social Anthropology, Nursing, Computer Science (IT), Management Information System; 10+3 Diploma and 10+2/ 10+1 Certificate programs in the areas of Accounting, Law (10+3 only), Secretarial Science and Office Management, Purchasing and Supplies Management, Salesmanship (10+3 only) , IT, Construction Technology, Language Teaching, Clinical Nursing, Medical Laboratory Technology, Pharmacy Technician; and Distance education diploma programs in teaching streams in Afan Oromo (Natural Science, Social Science, Language and Informatics); Non teaching streams (Accounting, Salesmanship and Law).

The University College has a number of campuses Adama Head Office Main Campus and Health Faculty, Finfinne (Addis Ababa) campus, Assela Campus, Bishouftu Campus, Zeway Batu Campus , Chiro Campus, DireDawa Campus. Among the aforementioned campuses Adama Head Office Main Campus is selected to be the research setting of study because it is the campus where almost all the TVET (10+3 Diploma and 10+1/ 10+2) Certificate programs are offered. The University College's Adama Main Campus gives training to a total of 2697 students in its Technical and Vocational Education and Training program.

3.1.2 Adama TVET College

At the beginning of the early 1930s “Kegn Geta” Yiheys and “Debtera” Mengesha, the then Addis which is the present day Kebele 18 and 19, were running a traditional school “የቁስ ጎምህርት ቤት”. Therefore students were studying there. On the return of the king from exile in 1933, students who were studying there and others from every corner of the city were made to be gathered above the railway in the previous “Tankegna Gibi” and were then taken to the present Adama Hospital which was Cotton Store at that time. The students were assigned and made to attend their education according to their ability. Teachers for Arabic, English and Gymnastics were sent for them. Next-in 1934-after moving the school to the four-section house built by Dejazmach FikireMariam which is now situated next to Ministry of Civil Service and Social Affairs -Teachers for English, Ethical Education, Gymnastics and Handicraft were assigned from Addis Ababa Teachers Training Institute and continued their study. Two youngsters from the students of that time visited the king and presented a dialogue “**ቅኔ በመቀኘታቸውና መወደስ በማቅረባቸው**” in front of the king as a result they were sent to Kotebe Educational Institute for a further study. Moreover, according to the order of the king to undergo feasibility study so as to set up the school as a unit, the school which flourished in 1934 was named as Nazareth School. Following this, three teachers of Indian Nationality came and the teaching –learning job was launched and the school started running smoothly. In the same manner, American Peace corps were also assigned to work in this school.

On the frequent visit of the King to Sod Erie and Debre Zeit for his leisure time, the people had used to wait for him by the road side and complain time and again to promote the school to a secondary School the result of which laid the foundation for the present level of education. In addition the

dwellers of Nathreth city have also played a tremendous role in building primary and Junior Secondary Schools. In Hidar13, 1940, the school moved to the current campus and started functioning on a broad basis by the name of Nazareth School. After 1944 E.C the school was named Atse Gelawdios.

It was in 1977 E.C. that the school has changed its former name Atse Gelawdios to Nathreth Technical School when it started providing a 10+3 vocational training program for those students who were selected from general high school by their best scores in grade nine and ten in Automotive, General Mechanics, Electronics, Electricity, Wood Work Technology, and Hair Dressing departments. The school has got a new name, Adama Technical School in the 1980's. The Golden Jubille of the School was celebrated in 1989.

In 1994, when the education policy was introduced which highly advocates the Technical and Vocational Education and Training program, the following new departments were launched in the school Accounting, Secretarial Science and Office Management , Marketing , Banking and Insurance, Purchasing, Information Technology, Machine technology, Female and Male Tailory, and Textile. In 1995 and 1996 Textile and Banking and Insurance departments seized training respectively. In 1997 a new department, Construction has been opened. In 1998 the department has been disintegrated into Framework, Wood and Metal, Installation and Finishing. Finally in this academic year the first two are taken into Metal and the remaining two into Construction field.

With regard to the name from 1994 to 1996 just to distinguish the technic school from the general secondary school, the name Awas Technical School was given to the school for about two years till 1996. After 1996 Adama TVET College was given to be its name. Currently, the fist semester of 1999 E.C., about 800 students are attending 10+1 program, 398 students 10+1 training while they are 10+2 program students and 403 students attending 10+2

program. It is quite surprising that the college has no 10+3 training programs. The college is running the training programs by 82 teachers out of which almost all of them are first degree holders and insignificant number of Diploma holders and in the process of upgrading themselves through summer in-service training program.

3.2 Physical Settings

3.2.1 The Rift Valley University College

This is the physical setting description of the Adama main campus of the Rift Valley University College. Just at the right and left of the main gate of the college the guards' house and a reception room with duplicating office are placed respectively. Leaving them back and turning to the right will lead to the offices of the dean and associate dean of the college, offices of departments (Social science, Law, Accounting, Construction, Information Technology, Management and Sales sequentially next to one another) and finally the Rift Valley Cafe which serves as a staff cafeteria. Coming back to the main street will place one between the main gate and five new brick made lecture classes or rooms. Just after six to nine steps walking to the side of these classes the football and the basketball fields will come to appearance. To the side of the new brick made lecture classes there is one old room – library which can accommodate about 350 students at a time. Adjacent to the library there are lecture rooms of law department and moot court. Next to these rooms there is a big three storey building the third floor is used for office purpose and the remaining two are used for classroom and Information technology shop. The reception room and the remaining parts of the compound are situated in an inverted L- shape and the empty side of the L-shape is covered by eucalyptus tree. The physical setting is quite tidy and conducive with good natural plant and tree coverage, which would make the academic environment appear pleasing.

To the west and east of the Administration building students' cafeteria and Nafiad Primary school, which is the personal property of one of the shareholders of the University College, respectively are located within the compound.

3.2.2 The Adama TVET College

To reach at Adama TVET College from the center of Adama City Administration which is the square in front of the post office one can have the option of taking a taxi when a co-taxi drivers also called “weyalas” said “ዜሮ ሁለት፣ ገላውዲዎስ “ but this may be time taking because of low frequency of such a taxi going to the place directly. The other alternative is to take a taxi up to the Customs House and walk through a small village, which is crossed by the railroad. By any of the option when one reached the place, the then Atse Gelewdios, today's Adama TVET College, there are two gates one large to be opened during the entry and exit time of students and smaller which is opened all the times throughout the day.

A guards' house is located to the left of the small gate and in front of the gate one old building with a label reading “Nathreth School” stands like a big old mountain. On the side of the building there are number of bicycles when I saw the bicycles the first time I asked the guard to whom they belong. He answered that they are owned by the students and the students are used to parking their bicycles when they go to classes.

In that old building are the offices of the dean and vice dean with their secretaries, the director of Adama preparatory school and the staff lounge. To the right of this old building container rooms are placed which are show rooms of tailory and other departments. On the same side an independent room-finance center exists. Walking side ways from the room will lead to marketing. Hairdressing, purchasing and entrepreneurship lecture classless, practice (simulation) rooms and academic staff offices.

In front of these classes, electricity and electronics department practice laboratories idle physics and chemistry labs of preparatory school, and classes are situated. At the southeast corner of the compound woodwork, building, drafting, Auto, IT, Secretary, Purchasing, General Mechanics and Accounting department lecture classes, workshops, model classes and academic staff offices are placed. At the northeast corner, the college's productive service centers, which are center of brick production and center of sand production, are located.

When I was observing the physical setting of the college two things made me surprised one I saw all the students wearing uniform; second the uniforms were of two kinds. I asked one student whom I got at my hand stretch why it was so. The student informed me that students in white shirt and blue trousers/dress are Adama TVET college students and those in white shirt and pink trousers/dress are Adama Preparatory School students. Holding this information, I have rushed to the office of one of the college Administrator and asked for a better clarification. The person said:

Here in this compound some classes are surrounded by a fence assigned only to the preparatory school in a square at the back of the old building. This means that there are two schools in the compound one Adama TVET College and two Adama Preparatory School (December13, 2007-10:25 A.M.)

3.3 Objectives of Technical and Vocational Education and Training

Objectives are standards to measure performance; they can be general or specific. The general objective of National Technical and Vocational Education and Training system as mentioned on Federal Negarit Gazeta published on 1st March 2004 emphasizes on producing capable man power

by establishing a system under which trainees undergo in-school training and apprenticeship training in productive and service rendering enterprises. The aim of the inschool training and the apprenticeship is to assist the younger generation to be prepared psychologically, have discipline of work ethics and potential to work as competent employee or creator of work. The training will finally lead to certification of trainees by determining their level of competence. In explaining the objective of Technical and Vocational Education and Training, ESDP III further explains that Technical and Vocational Education and Training is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the Government (MOE, 2005: 10).

The first group of respondents in relation to the objective of their respective Technical and Vocational Education and Training colleges were Administrators. Admin A-1 from Adama TVET College stated that the very objective of this Technical and Vocational Education and Training College is to prepare skilled man power in various trades, develop marketable skills, abilities, attitudes, work habits and appreciations to the point that enable the trainee to hold and/or create job. In relation to this Admin A-2 from the same college explained that as the college is a Government owned College it could not have its own objective but abide by to the objective of TVET set by Ministry of Education centrally or Regional Education Offices.

In explaining the objective of the Technical and Vocational Education and Training Program of Rift Valley University College, Admin R-1 said:

the first thing that we did was conducting a need assessment to identify the need of employing agencies specially in East Shoa Zone, our need assessment revealed that the market is in short of

middle level technical skill. By using the finding we tried to select training programs based on the specific demand of the area as a short term objective and based on the country's development strategy and need of the labor market as long term objective(January 3, 2007).

The respondent further stated that the very objective of the Rift Valley University College is to provide quality training so that trainees would become competent in employment opportunities they may get even in job creation.

The second group of respondents with regard to the above question was teachers. One of the teachers, Teacher A-1, from Adama TVET College was asked what the objective of Technical and Vocational Education and training is in general and Adama TVET College in particular. He said “ ቀድሞ ነገር **TVET** ምን እንደሆነ አላውቅም። ስለማላውቀው ነገር ደግሞ ዓላማ ብትጠይቀኝ ምንም ልነግርህ አልችልም”- to say first of all, I don't have any concept about Technical and Vocational Education and Training so how can I tell you about its objective. When asked “why?” the respondent replied that he had graduated last year from one of the Universities of the country and assigned to the college with no special training about Technical and Vocational Education and Training system and its teaching learning process. Even it was from his senior colleagues that he heard about what project work of students and apprenticeship refers to. However; another respondent from the same college who had teaching experience in the college explained me the objective of the college even in a better word than the Administrators. On the other hand teacher respondents of Rift Valley University College said the objective of Technical and Vocational Education and Training is providing training and skill to students so that they will secure job or become entrepreneurs.

Here it must be noted that the very basic objectives of the two colleges would agree with the government policy and guiding principle of the Technical and Vocational Education and Training system. But there is a big gap between teachers of Adma TVET College and Rift Valley University College in their knowledge and understanding of the objective of Technical and Vocational Education and Training i.e. it seems that relatively teachers of Rift Valley University College have a better understanding about the objective of Technical and Vocational Education and Training than that of Adama TVET College.

Since the basic theme of posing the question was to identify the extent to which the colleges contribute to the achievement of the National Technical and Vocational Education and Training objective. It seems that Rift Valley University College has a better contribution than Adama TVET College because almost all the respondent teachers have a better understanding of the objective of Technical and Vocational Education and Training.

3.4 Availability and Utilization of Financial, Human and Material Resources

The government's national development endeavor demands the supply of skilled human power at different levels. The realization of this endeavor requires the supply of quality education and training. The training in turn demands proper utilization of human (particularly the teaching staff) and financial resources. And the training must have fully equipped and furnished workshops and class rooms with other necessary material resource demanded by the training. In support of this YekonoAmlak stated that vocational training has many features - - -financial affairs, facilities, staff and students (YekonoAmlak, 2006:26).

3.4.1 Source and Utilization of Financial Resource

In explaining the source and utilization of finance, Federal Negarit Gazeta published on March 1, 2004 stated that the source of finance for every public Technical and Vocational Education and Training institution shall be annual budget and subsidy allotted by government, tuition fees collected from trainees, the institutions internal income as well as donations and assistance the institution may receive. In the mean time, every public institution shall have internal financing autonomy with regard to right to generate and utilize income. The aforementioned document further stated that every public training institution shall have the right to undertake income generating activities and to utilize any income thereafter.

In relation to this, administrators were asked the question "would you explain the sources and utilization of finance in your college?" Admin A-1 from Adama TVET College stated that the source of finance for the college include the annual budget allotted to the college by government which will be subdivided according to the needs of each training area, the amount of money collected from students' cost-sharing and internal source (from the production center) of the college. On the other hand Admin R-2 from Rift Valley University College stated that the only two sources of finance of the college were students' tuition fee and donation obtained from international NGOs though it is not constant.

In relation to this, the administrators were asked to what extent the finance could be able to provide the program of Technical and Vocational Education and Training with required quality and the former respondent said the following

Technical and Vocational Education and Training is an expensive training for real implementation because it demands machines, supplies and consumable items, which in turn demands large sum

of money. Since the college cannot get enough amount of money it is running the training by providing only short term consumable items required for the training by keeping aside the demand of fixed items due to the limitation of financial resource (January 1, 2007).

Just to explain the finance was not enough to conduct the training program.

In the process of responding to the same question posed above Admin R-2 from Rift Valley University College stated the following

Since our college is a well established and well financed, we do not face any kind of shortage of finance to run the training as intended (January 8, 2007).

On the other hand, when teachers were asked about their contribution to the financial status of their respective colleges; Teacher A-3 from construction department of Adama TVET College showed that there were some teachers and students of some specific departments who made contribution by direct involvement in producing different products for sale to the college unlike other department's teachers and students. In contrast to this, all teacher respondents of Rift Valley University College have confirmed that they made no direct contribution at all to the financial status of the college.

From this, one can infer that Adama TVET College faces sever problem of finance, though teachers and students of some departments directly contribute to the source of its finance. On the other hand Rift Valley University College seemed to have the capacity to conduct the program with the required quality from its finance despite the fact that teachers of the college contribute nothing to its financial status.

3.4.2 Source and Utilization of the Teaching staff

The National Technical and Vocational Education and Training Strategy: Draft for Discussion which was prepared in August 2006, stated the importance of teaching staff to the Technical and Vocational Education Training in the following words

Highly skilled, qualified, motivated, flexible and creative Technical and Vocational Education and Training teachers and instructors are the back bone of any Technical and Vocational Education and Training system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups (MOE, 2006:31).

The Federal Negarit Gazeta of March 1, 2004 also stated that Technical and Vocational Education and Training teachers must be competent in the occupation and must be professionally qualified for teaching.

With regard to source and utilization of the teaching staff administrators were asked to evaluate the qualification, availability and the relationship of the teaching staff's specialization fields with their assigned training areas. On the same issues, teachers were asked to evaluate their training (Major or Minor level) in relation to the Technical and Vocational Education and Training program. And finally students were asked to evaluate the quality and competence of their teachers in the teaching-learning process.

Administrators of Rift Valley University College explained that the source of Technical and Vocational Education and Training teachers for the college are Universities and other organizations. The college in most of the cases used solicited external vacancy announcements which were open for all potential applicants. And it was through comparing and contrasting the documents of the would-be teachers, their performances in interview and a ten minute lecture-practical exam that they were selected and got the chance to be

hired in the University College (January 3 and 8, 2007). In mentioning the source of teaching staff for Adama TVET College Admin A-1 stated that it was when a new field of training was opened or when teacher(s) left the college for one or another reason that the Regional Education office assigned teachers(s). The college took no part in the employment process of teacher(s) (January 1, 2007).

When asked about teachers' educational status or qualification Admin R-1 from Rift Valley University College stated that currently all teachers of the Technical and Vocational Education and Training program of the college are minimum of first degree BA/BSc qualification (January 3, 2007). On the contrary Admin A-1 from Adama TVET College stated that there are BA/BSc degree holder Ethiopians and Foreigners and also Diploma holders who are studying for their BA/BSc by attending continuing education during summer (January 1, 2007).

All teacher respondents of the Rift Valley University College asserted that they have specialized in either Major or Minor area of study in relation to the Technical and Vocational Education and Training program that they were offering training. Administrative respondents of the college also asserted that teachers were assigned to teach in their line of qualification. Two teacher respondents Teacher A-2 and Teacher A-3 from Adama TVET College agreed with the idea that they were assigned to work in their field of specialization. But Teacher A-1 from Adama TVET College said that teachers were not assigned in accordance with their areas of specialization. For justification he said the following:

If it is possible to observe courses taken by the teachers during their training which is found on their student copies, you may probably observe similar names of departments but different lists of courses with the course list of the Technical and Vocational

Education and Training program. As a result of this the teacher will read the module and provide the training. To mention a concrete example my colleague teacher in the marketing department has taken International Marketing course during his study but giving training on Custom and Bank Clearance Operations which is a specific course for 10+2 salesmanship students (December 29, 2006).

The Administrators of Adama TVET College further stated that the qualification of teacher go in line with the field of trainings they were assigned. Besides Admin A-2 stated that

No teacher provides training in the field other than his/her qualification. For almost all the college's teachers, except the newly assigned ones, a skill gap training was offered by the Regional Education Office about modular approach of Technical and Vocational Education and Training system (January 2, 2007).

The student respondents of both colleges, Adama and Rift Valley admitted that there were some teacher with the required qualification and ability to teach them and there were also some with poor qualification hence unable to teach the program. During the informal discussion I had with one of my interviewee on December 22, 2007, Teacher R-1 from Rift Valley University College, informed me one occasion .In narrating the occasion he said:

sometime in the past there were three teachers who were teaching in Law department of the college in its Technical and Vocational Education and Training program, but they left the college after they give mid-exam at the same time and on the same date by writing their resignation letter mentioning its reason to the college and the carbon copy to the Regional Education Office.

I asked him why was so he continued

It was because of the then administrator's forceful order about "affirmative action" of Technical and Vocational Education and Training student by the teacher to give at least passing grades to student, if possible the first time they were taking the course or if the student failed in exam in the past, during make up exams sessions.

When I heard such an important issue, I rushed to the office of one of the administrators and asked for more clarification. Unfortunately the administrator defended by telling me that the issue was not in the scope of the study. But it was; because my intention was to know who provided the training during that an expected leave of the three trainers in the department.

Finally teacher R-2 replied during that time the training was made to continue from where it stopped by hiring Diploma graduates of the college as full time teachers in the department. I was a bit shocked because it was there I have found the poor qualification of teachers of the Technical and Vocational Education and Training program in the University College in concrete evidence (January 15, 2007).

Here it is interesting to note that there is some sort of disagreement between the three groups of respondents from each college. All respondents show different opinions about the question posed. When we compare teacher's qualification, availability and capacity to conduct the training it seemed that Rift Valley University College's teachers are better than that of those in Adama TVET College.

3.4.3 Source and Utilization of Material;

The equipment, machines and physical facilities used by Technical and Vocational Education and Training colleges must be nearly like the counterpart situations in the actual world of work so as to achieve the educational aim of the Technical and Vocational Education and Training.

In relation to the source and utilization of facilities Admin A-1 from Adama Technical and Vocational Education and Training College stated:

Just to start from the area / area of the compound -land coverage/ allotted to the training by the college, the place or area is not conducive because of the existence of preparatory program and technical and vocational education and training program in the same compound out of which the former is a half a day, purely academic program which requires silence. Whereas the later is a full day vocational training which demands large machines which are some how noisy to the environment hence the college is forced to have a tight area of training. When we have a look in to the shops, almost all shops were equipped with a necessary USSR made machines which were procured when the college become Nazereth Technical School in 1977 E.C. which are outdated and still looking for maintenance with this regarded the college had relevant machines and equipment for running the training program (January 1, 2007).

Student and teacher respondents of the college also shared the same view with the administrators of the college. In support of this Teacher A-3 from Adama TVET College said that almost all training areas were in need of additional machines and equipments (December 25,2006). When asked about the measures they take so as to overcome the shortage and/or unavailability of materials, teachers of the college suggested

- ◇ Using the old machine in practice and trying to demonstrate the modern machine in diagrams
- ◇ Using the material and resources available from the environment.

But all respondents of Adama Rift Valley University College had confirmed that there is no problem of equipments and machines to the normal running of the training program.

When analyzing whether the financial, the teaching staff and material of the colleges created difficulty on the training or not; It seems that Adama TVET College suffering from the difficulty because of its human (particularly teaching staff), financial and material resources than Rift Valley University College.

3.5 The Status of Vocational Guidance and Counseling

By the words of YekunoAmlak, vocational guidance is a type of guidance activity which enables students to make decisions for their future career (YekunoAmlak, 2000:23). In line with this the National Technical and Vocational Educational and Training Strategy: Draft for Discussion which was prepared in August 2006, stated the following:

Vocational guidance enable future trainees, in particular youth, to choose the right career and make full use of the initial and life long learning opportunities provided by the TVET system.

From these we can understand that vocational guidance and counseling should include effective follow-up on all students who are in the training, finish, withdraw/repeat the training; hence integral and continuing part of the Technical and Vocational Education and Training program. Besides effective counseling and career guidance arrangement must be established

to encourage young people to make realistic training and careers choice (MOE, 2005:44).

During the process of gathering data three groups of respondents of the two colleges were asked different questions about the status, the practice and problems of vocational guidance and counseling service in their respective colleges.

As the issue is highly related to the person who is assigned as vocational guidance and counselor, I tried to make in-depth discussion with the person, though I do not consider him/her the only respondent. Just to get more information about the case other respondents were consulted too.

In explaining about the vocational guidance and counseling the vocational guidance and counselor of Adama TVET College, VGS A-1, said the following.

It was in 1997 that the vocational guidance and counseling service of Adama TVET College was established as an independent office. The person assigned for the position was with first degree in construction field the same person is still on duty.

When asked about the method of providing the vocational guidance service to the student the same person stated:

When the person was assigned as vocational guidance and counselor, he was made to attend a training prepared at Regional and at National level by Germany experts about vocational guidance and counseling service. The methods employed in providing the vocational guidance and counseling service include

demand oriented vocational counseling

Assignment of students based on their personality

Providing training to high school /Feeder School/ directors to orient their students in relation to Technical and Vocational Education and Training

Manipulating high school guidance and counselors (December 28, 2006).

In the words of the VGC A-1, it was also indicated that the provision of guidance and counseling is accomplished both before and after assigning students in specific fields of training. And what makes the vocational guidance and counseling service unique is that it is highly dependent on occupations. The vocational guidance and counselor is also sharing his/her experience with the teaching staff of the college for the smooth running of the teaching learning process. In addition, the vocational guidance and counseling service of the college provides the following advantages

The service is a bridge between the college and enterprises in arranging apprenticeship program and even employment opportunities.

The service also paves the way to organize students in multi-purpose cooperatives by creating strong relationship with micro finance enterprises.

The vocational guidance and counselor has also one contact hour lecture class in each training area to teach trainees about work ethics of their respective fields.

VGC A-1, the vocational guidance and councilor of Adama TVET College, further sited the following points as major problems faced

The vocational guidance and counseling service is a vast task but given less attention by the administrators

High vocational counselor to student ratio almost one to all students, which results in low efficiency

No particular independent office is assigned to the vocational counselor with the necessary office facilities too.

Transportation problem during field work

Lack of awareness in the mind of students and administrators of the college

Poor link with feeder schools

Lack of understanding between the vocational guidance and counselor and apprenticeship offering companies.

VGC A-1 also suggests the following solutions for the aforementioned problems

Assignment of at least two persons for the position to equalize the ratio of students to vocational guidance and counselor.

Reserving a vehicle for the vocational guidance and counselor and determine Perdiem

Giving reward at least participation certificate to model feeder school administrators and model apprenticeship offering companies to encourage others participate actively and

Assignment of an independent well furnished office for the vocational guidance and counseling.

The Administrators of the college were asked about the existence and method of offering the vocational guidance and counseling service on one hand and who provide the service and its problems on the other. In answering the question Admin A –2 stated

Vocational guidance and counseling is not simple guidance. Taking this in to consideration the college has assigned a person with BA/Bsc degree and extended experience in TVET on the position. Hence the person is providing the guidance and counseling service in a proper rule of conduct. The guidance and counseling applies mainly a method of awareness creation when students are expected to fill forms to be assigned in Technical and vocational education and training program by giving highlight description and orientation about each field of study or occupation – This is done by the help and support of feeder high schools directors and administrators of the college (January 2, 2007).

It is also mentioned by the same person that, after students' assignment to the college the vocational guidance and counselor will follow up all the registration process and entertain all individual complaints on placement and registration finally occupational consultancy and facilitating students' apprenticeship are its major tasks.

Further more in mentioning the problems, Admin A-2 cited nothing whereas Admin A-1 indicate that the vocational guidance and counseling of the college is still in need of an office equipped with printer, computer, telephone line etc. In relation to the solution the same respondent gives hope that the problem will be solved in this academic year (January 1, 2007).

All the third group of respondents of Adama TVET College, students, assured the direct and active participation and involvement of the vocational

guidance and counselor starting from selection and placement of students up to follow up, supervision and collection of students results in apprenticeship.

When we have a look to the vocational guidance and counseling service practice of Rift Valley University College the Administrators, the vocational guidance and counselor and students of the university college were interviewed. Admin R-1 from the University College explained that the vocational guidance and counseling service started its operation with the establishment of the college by assigning a person holding BA degree in Psychology on the position.

VGC R-1 also stated the following points on the vocational guidance and counseling service of the University College.

The qualification of the vocational guidance and counselor of the college is B.A. degree in psychology. The method employed to conduct the service in the college is giving mass orientation at the beginning of the academic year and before apprenticeship unless otherwise a special individual case happened to students. Besides the orientation, the vocational guidance and counselor assists students' registration, placement, and apprenticeship even job search (December 26, 2007).

The vocational guidance and counselor also indicated that lack of apprenticeship offering companies was severe problem. And to overcome the problem designing different time-schedule of apprenticeship for students of different fields rather than sending all students together for apprenticeship is being used as a solution.

When we examine the vocational guidance and counseling service of both colleges, Adama TVET College seemed to be in a better position, though with lots of challenges than Rift Valley University College's poor involvement of

the vocational guidance and counselor in selection, placement, consultancy, arrangement and follow up of apprenticeship of students.

3.6 Curriculum Issues

The curriculum in vocational training emphasizes learning by doing and it includes classroom instruction, laboratory work and practical field experience the curriculum is designed to meet skill requirements of trainees (YekunoAmlak, 2000:26).

As to the issue of curriculum, both administrators Adama TVET College and Rift Valley University College said that it is prepared or designed by curriculum division of Technical and Vocational Education and Training of MOE. When it was designed their respective representatives had made contribution.

In response to the question of the degree of satisfaction of curriculum with student needs both respondents said it could not satisfy students' needs. Students of both colleges were asked on the relation of the curriculum and their needs. Their responses were good relationship and poor relationship by students of Rift Valley and Adama TVET College respectively.

The third group of respondents was teachers of both colleges. Part of the respondents reported that the curriculum was difficult to implement while others said the curriculum could be implemented practically. In mentioning difficulty of the curriculum to implement teachers cited : time allotment problem, sequential arrangement problem and horizontal and vertical integration problem

Most of Adama TVET college respondents stated that lack of adequate resource, wide course content and poor student educational background were considered as the major problems that affect the implementation of the curriculum.

From these responses, it can be inferred that students of Rift Valley University College seemed to be satisfied with the curricula more than those students of Adam TVET College. The situation seems to be true, due to the existence of better, qualified and competent teachers in Rift Valley University College unlike that of Adama TVET College (or due to better teacher's effort) in implementing the curriculum.

3.7 Students Selection and Placement in TVET

MOE at National and Regional education offices set the selection and placement criteria of Technical and Vocational Education and Training College students each year. This is mainly because students who joined TVET should have interest and ability to learn and work with the skill of the particular profession. The ability includes both the mental ability and the physical fitness. The selection and placement must take into account individual instruction when ever needed, shop capacity laboratory capacity besides the follow up of graduates which is the integral part of the selection and placement.

The administrators of both colleges were asked about their criteria used as the basis for selecting and placing student. The response to the question by Admin A-2 from Adama TVET College was the following:

Those students who completed 10th grade by taking EGSCCE selected depending on the year's criteria and placed to one of the field of studies of their choices on the form they filled for regular program of the college. The college's evening students are selected

and placed by the college administration with the help of some teachers depending on their application (January 2, 2007).

The response of Admin R-2 from Rift Valley University College indicate that

In Rift Valley University College students will come and apply and or register depending on the students' interest if the students fulfill the criteria of Ethiopian General Secondary Education Certificate (EGSEC) (January 8, 2007).

According to the interview made with both school administrations the method of selection and placement of students used by the two colleges were different.

With regard to the student placement at different departments within the college Admin A-1 responded that students were assigned by the regional education office which does not take ability, interest and capacity of students in to consideration, similarly the student respondents also indicated the same fact.

The student placement was further explained by the interview made with the Administrators of Rift Valley. Admin R-1 said that students were assigned to different departments depending on their grade and interest. Teachers when they were asked to what extent they participate in student selection and placement teacher A-4 from Adama TVET College said:

we do not participate in selection and placement of regular students of the college. But teachers' involvement in selection and placement of evening students is active (December 22, 2007).

On the contrary all teacher respondents of Rift Valley University College said that they were not involved on students selection and placement.

When we examine students' selection and placement in both colleges the Rift Valley University College had the possibility to accept students in a relatively accepted and advisable procedure of selection and placement of students.

3.8 Acceptance of Certificate and Diploma of TVET Colleges

As mentioned on the Federal Negarit Gazeta Trainees who have undergone various Technical and Vocational Education and Training Programs - - - shall be issued certificates evidencing completion of the training. The above source further explained certificates evidencing completion of middle level Technical and Vocational Education and Training program shall have equal recognition nation wide.

Students of both Technical and Vocational Educational and Training Colleges were asked on the level of acceptance of the certificates and diplomas awarded for employment purpose. Two student respondents said that the certificate of Adama TVET College is of high acceptance due to quality of training and reputation of the college. But other student respondents said it is of low acceptance because the college offers only 10+2 certificate program hence offer 10+2 certificate. On the other hand Rift Valley University College's students said the diploma of the college has high level of acceptance.

Teacher respondents of both colleges share the same opinion with the students. But Administrators of Rift Valley University College and Adama TVET College tried to pressure and convince about high acceptance of the certificate (diploma) of their respective colleges.

From this one can understand that different respondents forwarded different opinions about the acceptance and relevance of certificates and diplomas awarded by the Technical and Vocational Education and Training Colleges to the graduates.

3.9 The View of Employing Agencies on TVET Graduates

The complex economic and social order of the present day world requires well trained and flexible labor force. In recognition of this fact Vocational Education and Training Program manifestly states their intent of preparing graduates with competencies that enable them to work effectively in modern organizations (Bekalu and Netsanet, 2006:1). However, the present situation reveals the fact that most TVET graduates do not meet the expectation of the service and production sectors (MOE, 2005:14).

As it was mentioned on the methodology part of the research paper, the vocational guidance and counselors of the two colleges were asked to suggest employing agencies or companies which used to hire graduates of their respective colleges. For the question posed, Ethiopian Electric Power Corporation (ELPA), Ethiopian Telecommunications Corporation (ETC) and some construction companies were cited by VGC A-1 and VGCR-1 mentioned ELPA, ETC, Customs House and others.

Based on the suggestion of the vocational guidance and counselors Customs House and ETC of Adama City Administration were selected. The personnel manager of these two companies were first asked to describe the type of employees from TVET colleges in terms of their qualification. Based on their responses the researcher decided to make further discussion on matters related to employees of the organization who studied Secretarial Science and office Management, Information Technology and Accounting fields during their stay in the colleges. This is mainly because the personnel managers confirmed that the graduates of these departments seem in equal ratio from Adama TVET College and Rift Valley University Colleges in the organizations as compared to other department graduates.

In the process of gathering data on the difference and similarity between government and private colleges in their link with their employing agencies, Personnel managers of the two companies were asked how much the occupational area or training of the colleges coincides with their interest in terms of skill acquired and skill desired.

While answering this question, the personnel manager of Customs House stated:

The employment procedure of this company has three basic stages-Document analyses mainly focused on courses taken and grade results scored; with regard to this issue we found no basic difference in the courses offered by the three departments. But it seems that graduates of Rift Valley University College have a little bit greater grade result than that of Adama TVET College (January 19, 2007).

The same person further explained the skill gap by saying

Besides to identify the skill gap between skills acquired and desired, the employment procedure implements a practical exam based on the job description of the position. With this regard, the graduates of both colleges possess less skill than the desired. During the interview session it was found that the language capacity of the graduates is almost poor in the case of graduates of both colleges (January 19, 2007).

When the same question was raised to the personnel manager of ETC he agreed upon the issues raised by the former manager except that the

language skill of Rift Valley University College graduates are better than Adama TVET College graduates.

The second question raised to the personnel managers was in relation to evaluating Private and Government college graduates' Cumulative Grade Point Average (CGPA) and performance on their corresponding work.

With this regard, the personnel manager of ETC indicated that sometimes it may seem students of either private or government colleges with high CGPA perform better than others specially in the case of IT and Secretarial Science and Office Management Whereas this may not hold true in the case of accounting graduates of both colleges (January 17, 2007).

During this time I asked the personnel manager how he can say this. He replied that it was from his observation during induction and the first days of employment of the graduates.

On the same issue the personnel manger of Customs House stated that students with high CGPA especially from private colleges seem with poor performance on their corresponding work with in the organization as compared to students with average CGPA (January 19, 2007).

The personnel Manager of the two employing agencies were also asked about the level of acceptance of certificates/diplomas of the two colleges. The level of acceptance of certificate and diploma of the two colleges is highly dependent on the reaccreditations and accreditation certificate that the colleges hold i.e. to say if the college has possessed a reaccreditations or accreditation of running the training program, both private and government college certificates and diplomas are equally accepted.

The aforementioned employing agencies used to obtain the information about the pre accreditation and accreditation of training programs from the education office of the city administration or Oromia Education Office.

The personnel managers of the two companies mentioned the following points as the basic problems on graduates of the Technical and Vocational Education and Training program during actual work.

- * Language problem
- * Lack of work ethics
- * Lack some basic skill-hence dissatisfaction on work
- * High level of forgetting practical activities
- * Lack of understanding of office procedures.

To overcome these problems they suggested the following solutions

- * the training must give a due emphasis on the language skill of graduates
- * acquainting students with the work ethics during the apprenticeship program
- * the training should focuses more on practice than theory so that they can acquire the desired skill.
- * orient TVET curriculum implementers about its teaching methodology
- * giving orientation to the graduates about office procedures and office etiquette.

CHAPTER FOUR

MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

This comparative case study research, which was conducted on the role of Technical and Vocational Education and Training Colleges in Adama City Administration, was aimed at assessing the over all role of Technical and Vocational Education and Training Colleges in general and the two selected colleges- Adama TVET College and Rift Valley University College - in particular. It intended mainly to analyze the contribution of government and private Technical and Vocational Education and Training Colleges to the overall effects made by the country to provide Technical and Vocational Education and Training.

This study raised many issues in the area. Those issues raised during the study were the general objective of Technical and Vocational Education and Training program as compared to the colleges' objectives; the suggestion of the policy vis-à-vis the colleges' current practices of student selection, placement and vocational guidance and counseling; and last but not least opinions of employing agencies on Technical and Vocational Education and Training graduates.

Adama City Administration, which is part of East Shoa Zone of the Ormia Regional State, was also selected by purposeful sampling technique. The Technical and Vocational Education and Training Colleges, which were selected by availability and purposive sampling technique to be the setting of the research, were Adama TVET College and Rift Valley University College which are situated in Adama City Administration. Besides, random sampling technique was employed to select students, purposive sampling to select teachers and availability sampling technique was also employed to select administrators, vocational guidance and counselors.

The methodology employed was a case-study-triangulation method. It is selected because it is appropriate for comparing and cross checking the responses of all the respondents of selected Technical and Vocational Education and Training Colleges.

Data from the group of respondents have been collected by semi structured interview and informal discussion in addition to the document analysis in relation to the issue raised and the observation made on the research settings. The data collected was transcribed and analyzed by verbatim expressions.

Based on the statement of the problem, critical issues were analyzed and reviewed and it was based on the analysis and interpretation of the data that the researcher reached at the following major finding, conclusion and recommendations.

4.1 Major Findings

The major findings of this research study are the following

- ◆ The physical setting of Rift Valley University College is quite tidy and conducive to the teaching learning process as compared to the compound of Adama TVET College which is running Technical and Vocational Educational and Training and Preparatory program together.
- ◆ The finding revealed that the colleges' respective objectives go in line with the National objective set by MOE. The finding on the other hand indicated a considerable knowledge gap among teachers of the Technical and Vocational Educational and Training programs in relation to its general objective at National level or specific objective at college level. This is more observable in Adama TVET College than Rift Valley University College.

- ◆ Adama TVET College faced severe problem of finance despite the direct contribution made by teachers and students of some departments to the source of its finance. Unlike Rift Valley University College with no involvement of teachers and students in its financing to run the Technical and Vocational Educational and Training program.
- ◆ Regarding teachers' recruitment and hiring, the study indicates that Adama TVET College is passive participant whereas Rift Valley University College possesses autonomous right as to determining the teaching staff of the college.
- ◆ Concerning the qualification, availability and relationship of the teaching staff's specialization fields with their assigned training areas, it has been found that there are qualified and unqualified teachers, mismatch of courses taken by the teachers and the courses they are offering and less supply of Technical and Vocational Educational and Training teachers in some selected fields of trainings of the Technical and Vocational Educational and Training program.
- ◆ The material supply of Adama TVET College and Rift Valley University College showed not that much big problem except that the machines and the equipments of Adama TVET College are obsolete hence created difficulty to conduct up to date and recent training with the use of out dated machines and equipments.
- ◆ The colleges do take part in curriculum design and preparation. The finding further reveals that the curriculum could not satisfy students' needs besides its difficulty of practical implementation during minimal level of teachers' effort and provision of resources by the colleges.

- ◆ Regarding the vocational guidance and counseling service the finding indicates that the qualification of Vocational Guidance and Counselors service to be far in its back ground from career guidance that Technical and Vocational Educational and Training students should get. Besides, the method employed for Vocational Guidance and Counseling service are found to be different in the two Colleges; and the same holds true for the time of providing the service.
- ◆ With regard to the office facilities, vehicle, finance etc which must be available to the Vocational Guidance and Counselors, Rift Valley University College has been found to be in a better position than Adama TVET College which even face shortage of an independent office for the vocational guidance and counselor. .
- ◆ Concerning the students' selection and placement to the Technical and Vocational Educational and Training system and specific training areas, it has been found that ability and interest of students was not taken into consideration, except a single factor which is scored result in EGSCCE.
- ◆ The study showed that there is a mild problem in the level of acceptance and relevance of certificates and diplomas of the Technical and Vocational Educational and Training program by the general public specifically by employing agencies.
- ◆ The research finding indicates that there is a huge gap between the skill acquired by the graduates of Technical and Vocational Educational and Training program and the skill desired by the employing agencies and also the graduates' language capacity with the language demand of the world of work.

- ◆ With regard to the graduate's CGPA and performance on their corresponding work, it has been found that higher CGPA does not guarantee high performance on real work.

4.2 Conclusions

As it was mentioned in chapter one, the research aimed at assessing problems that are related to the -Technical and Vocational Educational and Training Colleges in Adama city Administration and suggesting appropriate measures that should to be taken in the future.

To go through the research, selected research method was used to conduct the study by taking into consideration the time available and other resource. Relevant literature related to Technical and Vocational Educational and Training program had been reviewed as much as possible both in the review of literature and document analysis. There fore, in light of the aforementioned major findings of the study the following conclusion is drawn.

There are conditions and cases that government Technical and Vocational Educational and Training Colleges are better of Private colleges by assigning teachers according to their qualification for smooth running of the training and by the practice of vocational guidance and counseling service offered to the students. And viceversaly Private Technical and Vocational Educational and Training colleges overpass those owned by Government in such areas like physical setting appropriateness to the training, utilization of finance and associated problems, teachers' recruitment and hiring, teachers' efforts in implementing the curriculum and practice of student selection and placement.

4.3 Recommendations

Technical and Vocational Educational and Training system is one of the most important sectors of education. In this study as discussed in the statement of the problem and presentation of the data, various problems and shortcomings were encountered. Taking the view and the future plan of Technical and Vocational Educational and Training at National level (the National Technical and Vocational Education and Training Strategy) into consideration, the following recommendations are suggested so that they may help to solve the major problems of Technical and Vocational Educational and Training of the selected colleges in particular thereby improving the overall operation of Technical and Vocational Educational and Training system at National level.

- As vocational guidance and counseling can be considered as one of the important factors that determine the effectiveness of the Technical and Vocational Educational and Training system. Though this research study is limited in its scope, the researcher believes that establishing a Board of Vocational Guidance and Counseling both at National and Regional level to the betterment of vocational guidance and counseling service of Technical and Vocational Educational and Training system as a whole. And specifically to administer budgetary problems, problems associated with method of providing the service and other related issues. This is to strengthen the vocational guidance and counseling service at all levels of training and to enable trainees use the initial life long learning opportunities by choosing the right career.

- In relation to the knowledge gap of the teaching staff about the objectives of Technical and Vocational Educational and Training system and disparity of implementing the curriculum, the researcher

recommends staff development program, which will enable the teaching staff to be acquainted with the objective of Technical and Vocational Educational and Training and its curriculum. Besides the teaching staff should cooperate more closely in identifying and developing opportunities for collaborative delivery of vocational courses.

- To reduce the gap between the skill acquired by the graduates of Technical and Vocational Educational and Training program and the skill demanded by employers, the need employers, learners and training institutions should be considered in curriculum design and preparation, in determining job and duties included, setting occupational standards on the proper skill and the job match.
- Network between training institutions, employers, professional association, industry and the local community should be established to overcome and alleviate problems of acceptance and relevance of Technical and Vocational Educational and Training to ensure that graduates' certificates and diplomas will be required in the labor market.
- To overcome problem of admission and of the certificates and diplomas of the colleges and to put all certification at an equal level of acceptance and recognition the researcher also recommends the importance of adhering to occupational standard set through ensuring the provision of good quality vocational education and training.
- To provide relevant and demand driven Technical and Vocational Education and Training that corresponds to the needs of industrial and service sector of the economy the possession of advanced and

recent machines and equipments are unquestionably important to the quality of the training. Therefore, the Technical and Vocational Education and Training system should procure modern technologies so as to assure the quality of training program as a whole by maintaining similarity of machines and equipments of the training and the world of work.

- Technical and Vocational Education and Training colleges should practice autonomous right to recruit and hire their teaching staff. Besides, it is recommended that should continue rendering them with financial subsidies, and Technical and Vocational Education and Training colleges ought to make more effort to generate income providing quality vocational education and training.
- The selection and placement of students to the Technical and Vocational Educational and Training colleges program and each and every field of training should be based on as much as possible the ability and interest of the students.
- The level of training offered by Adama TVET College should increase to 10+3 level so as to give opportunity of continuing further training.
- The physical setting of Adama TVET College should be reorganized so as to make it conducive to the smooth running of the Adama Technical and Vocational Educational and Training program.

BIBLIOGRAPHY

- Antonios Philiche Babiso. (2006). **The Implimentation of Middle level TVET Pogram in Addis Ababa:** the case of Entoto TVET college and St. Marry's University college. Unpublished Thesis. AAU.
- Ararya Michael (1973). **Technical and Vocational Education.** Addis Ababa: Division of Technical and Vocational Education of MOE.
- Asseffa Gabra Giorgis (1969). **Preparation for the World of Work.** Addis Ababa: Division of Vocational Education of MOE.
- Bekalu Atnafu and Netsanet Damtew (2006). **Creditability Gap: An Analysis of Employees' capability and Employers' Expectation:** The Case of St. Marry's College. In Proceedings of the Third National Conference on Private Higher Education in Ethiopia. Addis Ababa. St.Mary's University College.
- Berhanu Dibaba, et al.. (1988). **A Primary Survey of the State of Education for Production in Ethiopia.** Addis Ababa (unpublished)
- Bowles, F.. (1963). **Access to Higher Education.** New York: Colobia University Press.
- Byram, H.M., and Wenrich, R.E. (1956). **Vocational Education and Practical Arts in the Community School.** New York: The MacMillan Company.
- Cleaton, D.R. and Foster, R.J.. (1982). **Practical Aspects of Guidance.** Richamond: Career Consultants Ltd.
- Coombs, P.H. (1968). **Access to Higher Education.** New York: Colombia University Press.

-
- D'Aeth, Richard. (1978). **Education and Development in the Third World**. Weastmead: Saxon House, Teak field Ltd.
- David, H. (1960). **Education and Manpower**. New York: Colombia University Press.
- Dore, Richard. (1976). **Education and development in the Third World**. London: George Allen and Urwin Ltd.
- Evans, R. N. (1971). **Foundation of Vocational Education** .Ohio Charter C. Merril Publishing co.
- FDRE. (2004). **FederalNegaritGazeta:proclamation No. 39/2004**. Addis Ababa:FDRE
- Finch and Crunkilton. (1979). **Curriculum Development in Vocational and Technical Education**. Boston: Allen and Bacon Inc.
- Friese, J.F. (1946). **Course Making in Industrial Education**. Peoria: The Manual Arts Press.
- Gaskov, Vladimir. (2000). **Managing Vocational Training System: A Hand Book for Senior Administrators**. ILO
- Giachino, J.N., and Gallington, R.O. (1967). **Course Construction in Industrial Arts, Vocational and Technical Education**. Chicago; American Technical Society.
- Good, C.V. (1973). **Dictionary of Education**. New York: McGraw Hill, Inc.
- Henry, N. B. (1943). **National Society for the Study of Education**. Chicago: The Uninversity of Chicago.
- Hawers, H., and et al.. (1986). **Education Priorities and Aid Responses in Sub-Saharan Africa**. London: Overseas Development Administration, University of London Institute of Education.

- ILO. (1973). **Introduction of Vocational Education Training System Using Modules of Employable Skills.** Geneva:ILO
- King, K. (1977). **The African Artisan.** New York: Teachers College Press.
- Leedy, P.D. (2005).**Practical Research: Planning and Design.** NewYork : Macmillan Co.
- Makulu, H.F. (1971). **Education, Development and National Building in Independent Africa.** London: Northumberland Press Ltd.
- Mathew, David. (1947). **Ethiopia, the Study of a Policy.** London: Eyre and Spoltis Woode.
- Middleton, J., A.Ziedrman and A.V. Adams (1993). **Skills for Productivity.** Washington, D.C.: World Bank.
- MOE. (1994). **The Education and Training Policy.** Addis Ababa: MOE
- _____. (2005). **Education Sector Development Program (ESDP III): Action Plan.** Addis Ababa: MOE.
- _____. (1997). **Education Sector Development Program (ESDPI): Action Plan.** Addis Ababa: MOE
- _____. (2002). **“Technical and Vocational Education and training Reform Program”:** MOE
- _____. (2006). **National Technical and Vocational Education and Training (TVET) Strategy: Draft for discussion.** Addis Ababa: MOE
- Moore, H.E. (1966). **The Administration of Public School Personnel.** New York: The Center for Applied Research in Education Inc.
- Sinclair, M.E., and L, H,S,K. (1980). **School and Community in the Third Word.** London: Croom Helm Ltd.
- Struck, F.J. (1945). **Vocational Education for a Changing World.** New York: John Wiley and Sons. Inc.

- Teshome G. Wagaw. (1979). **Education in Ethiopia, Prospects and Retrospect.** Ann Arbor: The University of Michigan Press.
- Tekeste N. (1990). **The Crisis of Ethiopian Education: Some Implications of Nation-Building.** Swedish: Uppsala.
- Teklehaimanot H. (2002). **Misconceptions on Technical and Vocational Education and Training In Ethiopia:** IER Flambeau Vol.10 No. 1
- Tucker, J. (1983). **Education, Training and the New Technologies,** New York: Nichols Publishing Company
- Tylor, A.. (1962). **Education and Occupational Selection in West Africa.** London: Oxford University Press.
- UNESCO. (1968). **Man Power Aspect of Educational Planning.** Paris: UNESCO.
- _____. (1984). **Ethiopian Tertiary Education and Vocational Development.** Paris: UNESCO
- _____. (1987). **Prospect.** Paris: UNESCO.
- _____. (1990). **Education, Employment and Work.** Paris. UNESCO.
- _____. (1974). **Revised Recommendation Concerning Technical and Vocational Education.** Paris: UNESCO.
- UNESCO/ILO. (1964). **Technical and Vocational Education and Training.** Belgium: UNESCO/ILO
- Venables, P. F. R. (1956). **Technical Education.** London: G. Bell and Sons, Ltd.
- Venn, Grant. (1984). **Man Education and Work: Post Secondary Vocational and Technical Education.** Washington, D.C.: American Council on Education.

Wanna Laka, "Policies Practices and Problems of TVET in Ethiopia" In
HABTAMU Wondimu (1996). **Research Papers on the
Situation of Children and Adolescent in Ethiopia.** Addis
Ababa: AAU Printing press.

YekunoAmlak Alemu (2000). **A Comparative Analysis of Vocational
Training & Employment Opportunities Government and
Non Government Schools /Training Centers in Ethiopia.**
Unpublished Thesis. AAU.

Yusuf Omer Abdi. (1981). **"Principle of Guidance and Counselors."**
Department of Psychology. Addis Ababa University
(Unpublished).

Zewdneh Yimtatu. (1997). **Personnel System in Education.** Addis Ababa.
Addis Ababa University (unpublished)

Appendix I
Addis Ababa University
School Of Graduates
Department of Business Education
Interview Guide -- General Framework

This general framework of interview guide is prepared to indicate what is expected from the researcher and the respondents during the interview or through out the research process.

This interview guide is prepared to collect relevant data on the comparative analysis of the role of private and government TVET colleges. Dear participants of the interview, I am thankful for your willingness to share your time and respond to the interview questions. Here I have tried to discuss the general frame of the interview as follows.

The main objective of my research “A Comparative Case Study of Rift Valley University College and Adama TVET College” is a research conducted for the fulfillment of MA in Management of Vocational Education in Addis Ababa University. You are kindly requested to provide as accurate and recent and relevant information as possible.

The information you shared with the researcher during the interview will be used only for the research purpose and hence remain confidential. You have the right to be recorded or not recorded during the interview or you have the right to edit the recorded information. Besides during presenting responses your names and personal information will not be disclosed to any other third party to do so codes will be used to quote responses during presentation and analysis.

Your assistance is highly appreciated
Sisay Tesfaye

SEMI STRUCTURED INTERVIEW GUIDE FOR INTERVIEWS

A. For Administrators

1. How do you see the current national objective of technical and vocational education and the objective of your college?
2. Educational process demands the availability and utilization of financial, human (mainly teaching staff) and material resources. What are the sources of these resources of your college?
3. How do you evaluate the qualification, availability and capacity of human recourse (teaching staff) in relation to their specialization fields of their trainings and assigned unit or department and TVET program?
4. Are all the material resources (used to assist theoretical and practical skill training) available? To what extent?
5. Educational training requires a planned course of action called curriculum. What is the involvement of your college in developing and implementing the curriculum of technical and vocational education and training?
6. Is there vocational guidance and counseling service in the college? Can you explain who provide the service? By what method? And problem it faces?
7. What is the procedure used to select and place students in different fields of study in the college?
8. What is the level of acceptance of certificates and diplomas of your graduates?

B. For Teachers

1. How do you evaluate your training (Major or Minor level) in relation to Technical and Vocational Education and Training Program?
2. What do you contribute to the financial status of your college?
3. Does the college provide you the necessary financial and material resources for the proper conduct of the training? Is there any shortage?
4. How do you explain the objective of the college?
5. How do you evaluate the involvement of the college in planning and proper implementation of Technical and vocational education and training Curriculum?
6. What is the procedure used to select and place students in the school at different fields of training?
7. To your opinion what is the level of acceptance of the certificate and diploma received by students among employers and the general public?
8. What are the basic problems that you face during the teaching learning process? What do you do to overcome these problems?
9. How do you explain the policy/objective of the MOE with regard to the provision of TVET?

C. For Vocational Guidance of Counselors

1. What is the qualification of a person assigned as vocational guidance and counselor?
2. What are the methods used to provide vocational guidance and counseling service to the trainees?
3. What are the ways of conducting vocational guidance and Counseling service and being conducted?
4. What is the purpose of the vocational guidance and counseling service?
5. What are the major problems of Vocational Guidance and Counseling service of your college?
5. What do you suggest to over come all the problems of vocational guidance and counseling?
6. Can you suggest which employing agency or company hires the graduate of the college in most of the cases.

D. For Students:

1. What is the involvement of the vocational guidance and counseling office in the selection and choice of your field of study?
2. How do you evaluate the qualification of your teachers in relation to their competence in the training?
3. Is there any kind of shortage in materials for the proper running of the training?
5. How do you relate the curriculum of your specific training with your need and interest?
6. How do you evaluate the level of acceptance of the certificate and diploma awarded during graduation by employers?

E. For Employing Agencies

1. How much the occupational areas / trainings of the colleges coincide with your interest in terms of skill acquired by the graduates and skill desired?
2. How do you evaluate the graduates of private and government colleges graduates in relation to their cumulative grade point average (CGPA) and performance on their corresponding work?
3. How do you see the acceptance of Certificates and Diplomas of the colleges?
4. What are the basic problems that you observe on graduates of the TVET program during work?
5. What is your suggestion as to what must be done to overcome these problems?

Appendix II

Codes given to the respondents with the intention of keeping the names
of the respondents confidential

No	Position Of The Respondent	College	Code
1	Administrator	Adama TVET College	Admin A-1
2	Administrator	Adama TVET College	Admin A-2
3	Administrator	Rift Valley University College	Admin R-1
4	Administrator	Rift Valley University College	Admin R-2
5	Vocational Guidance & counselor	Adama TVET College	VGC A-1
6	Vocational Guidance & counselor	Rift Valley University College	VGC R-1
7	Teacher	Adama TVET College	Teacher A-1
8	Teacher	Adama TVET College	Teacher A-2
9	Teacher	Adama TVET College	Teacher A-3
10	Teacher	Adama TVET College	Teacher A-4
11	Teacher	Rift Valley University College	Teacher R-1
12	Teacher	Rift Valley University College	Teacher R-2
13	Teacher	Rift Valley University College	Teacher R-3
14	Teacher	Rift Valley University College	Teacher R-4
15	Student	Adama TVET College	Student A-1
16	Student	Adama TVET College	Student A-2
17	Student	Adama TVET College	Student A-3
18	Student	Adama TVET College	Student A-4
19	Student	Rift Valley University College	Student R-1
20	Student	Rift Valley University College	Student R-2
21	Student	Rift Valley University College	Student R-3
22	Student	Rift Valley University College	Student R-4

Appendix III

List of cities Administered by the municipality of Oromia Regional State,
Their Rank and Names of Zone Where They are located

No	Name of City	Rank	Zone
1	Adama city Administration	1 st	East Shoa
2	Jimma city Administration	1 st	Jimma Special
3	Bishoftu city Administration	1 st	East Shoa
4	Shashemene city Administration	2 nd	East Shoa
5	Assela city Administration	2 nd	Arsi
6	Neqemt city Administration	2 nd	East Wallega
7	Robbe city Administration	3 rd	Bale
8	Negelle city Administration	3 rd	Gujji
9	Chiro city Administration	3 rd	West Harerge
10	Metu city Administration	3 rd	Illu Ababor
11	Dukem city Administration	3 rd	East Shoa
12	Fiche city Administration	3 rd	North Shoa
13	Ambo city Administration	3 rd	West Shoa
14	Holeta city Administration	3 rd	West Shoa
15	Gimbi city Administration	3 rd	West Welega
16	Woliso city Administration	3 rd	South West Shoa
17	Sebbeta city Administration	3 rd	South West Shoa
18	Yabolo city Administration	3 rd	Borena
19	Beqoji city Administration	3 rd	Arsi
20	Goba city Administration	3 rd	Bale
21	Dodola city Administration	3 rd	Bale
22	Adola city Administration	3 rd	Gujji

23	Haromaya city Administration	3 rd	East Harerge
24	Dader city Administration	3 rd	East Harerge
25	Bedessa city Administration	3 rd	West Harerge
26	Bedele city Administration	3 rd	Illu Ababor
27	Agaro city Administration	3 rd	Jimma
28	Matahara city Administration	3 rd	East Shoa
29	Zway city Administration	3 rd	East Shoa
30	Mojjo city Administration	3 rd	East Shoa
31	Burayu city Administration	3 rd	West Shoa
No	Name of City	Rank	Zone
32	Shambu city Administration	3 rd	East Welega
33	Dembidolo city Administration	3 rd	West Welega
34	Najjo city Administration	3 rd	West Welega
35	Awaday city Administration	4 th	East Harerge
36	Sandafa city Administration	4 th	North Shoa

Declaration

This Thesis is my original work and has not been presented for a degree in any other university and that all the sources of materials used for has been dully acknowledged.

Name: - Sisay Tesfaye Woldemariam

Signature: -  _____

Place: - Addis Ababa

Date of Submission:- February 23, 2007