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Addis Ababa University

College Of Business and Economics

Department Of Public Administration and Development Management

**Assessment on the Challenges Faced in the Delivery of Technical Training for
Micro and Small Enterprises': The Case of two Selected TVET Colleges in
A.A City Administration.**

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September, 2019

Addis Ababa, Ethiopia

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A thesis Submitted to the Department of public Administration and Development Management of Addis Ababa University in Partial Fulfillment for the Degree of Masters of Arts in Public Management and Policy (MPMP)

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DECLARATION

I, the undersigned, declare that *the thesis entitled “Assessment on the challenges faced in the Delivery of Technical Training for MSEs Development. The Case of two selected TVET Colleges in A.A City Administration”* is my original work, has never been presented in this or any other university, and that all resources and materials used herein, have been duly acknowledged.

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APPROVAL SHEET

This is to certify that the thesis prepared by **Assefa Ferede Beyene** entitled “**Assessment on the Challenges Faced in the Delivery of Technical Training for MSEs: The Case of two selected TVET Colleges in A.A City Administration**” which is submitted in partial fulfillments of the requirements for the degree of Masters in Public Management and Policy (MPMP) complies with the regulation of the university and meet the accepted standard with respect to originality and quality.

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ACKNOWLEDGMENTS

First of all I would like to thank the Almighty God who is always with me and helped me in any hardship I faced during my study.

I would like to express my special appreciation to my major advisor Dr. Elias Berhanu (PhD) for his encouragement, insight, guidance, and professional expertise in the completion of this work. His brotherly approach towards assisting me is his remarkable character which remains with me for the rest of my life as a life principle.

It is with great pleasure that I acknowledge my indebtedness to Tsion Getaneh, for her constant help and sympathetic encouragement towards the completion of my study.

I would like to express my deepest appreciation to all sampled TVET Colleges' Deans and experts, Trainers, sample trainees and A.A City Administration TVET bureau, who contributed to the result of this research by making information easily available.

I am also thankful to my family especially my beloved wife Miss. Gizesh Lemi who provided me wonderful moral support and Mr. Kedir Filicha (my friend) who assisted me in data collection from target TEVT colleges and moral support in every pace of my thesis.

ABBREVIATIONS

AU	African Union
CSA	Central Statistical Agency
A.A	Addis Ababa City Administration
Ecbp	Engineering Capacity Building program
FDRE	Federal Democratic Republic of Ethiopia
GDP	Gross National Product
GTP	Growth and Transformation Plan
ILO	International Labor Organization
MoE	Ministry of Education
REB	Regional Education Bureau
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
SMEs	Small and micro Enterprises

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ABSTRACT

The purpose of this study was to assess the challenges of TVET Colleges in Addis Ababa city administration while providing technical training for SMEs development. The study has been conducted in two governmental TVET Colleges. The trainees, trainers, College management bodies, and bureau TVET experts were the main sources of data for the study. Stratified random sampling approach was employed in selecting the trainers and trainees. Questionnaires, interviews, observation check list, focus group discussion, and document analysis were the instruments used for the collection of data. The data obtained through questionnaires were analyzed using statistical instruments like percentage and weight mean values. The data are analyzed and interpreted qualitatively as well as quantitatively.

The results obtained from the study suggest that, in the selected TVET Colleges, the availability and capability of class rooms; workshop and libraries are not satisfactory. Raw materials and inputs required for the training purpose are not available in the target colleges. Lack of budget and commitment of concerned bodies are also major challenges observed in TVET colleges which in turn contributed for the challenge in providing effective training to TVET trainees and SMEs. The colleges are not well organized internally. At the same time, the colleges are not fully working to improve potential for the industry and are not also appropriately using industries to deliver practical training to trainees. Short term training is not that much encouraging. Similarly, skills given in the TVET colleges are not practically from the need of industry.

Finally, based on the findings and conclusions, the following points were recommended to address the existing challenges of the selected TVET colleges in the City administration.. Staff development in the Colleges; internally organized, Necessary facilities should also be fulfilled. In addition, tracery studies should be carried out before providing training, and trainees have to be encouraged in self-employment. Besides strengthening the labor market information system; establishing and enhancing technology transfer department; enhancing supervisory and professional support; offering opportunities for further training for trainers.

CHAPTER ONE: INTRODUCTION

The Introductory part deals with the problem under study and its approach. It comprises background of the study, statement of the problem, objectives of the study, significance of the study and scope of the study.

1.1 Background of the Study

Education has the power to transform lives. It broadens peoples' freedom of choice and action, empowering them to participate in social and political lives of their society, and equipping them with the skill they need to develop their livelihood (UNESCO, 2010:135). Thus, people need to have the chance for being exposed to education in general and practical skill of training in particular. This exposure would help them to insure their existence and contribute in building their country's economy. To assert this UNESCO in African Union (2007:17) states that "education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. In the Ethiopian context, this practice of technical and vocational education and training has significant role."

The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MOE, 2008: 12).

TVET is an integral part of the Education for All (EFA) initiative and through its orientation towards the world of work and the acquisition of skills play an essential role in promoting a country's economic growth and contributing to poverty reduction; ensuring the social and economic inclusion of marginalized communities. Bunning & Zhao (2006:19) state that training and education are increasingly integrated into production and work- processes to achieve a balance between implicit experienced learning and systematically contextualized training processes.

Regarding this, Yikunuamlak (2000:13) mentioned that the primary function of vocational education is to assist individuals in building desirable and effective work habits and gain the required knowledge and skills of occupation to either enter and/or make progress in it. Similarly, Masresha (2004:16) substantiates this idea by saying that society would equally benefit from the service of technical and vocational education in human resource development and it is responsible for the growth of Gross National Product (GDP).

Besides, quality technical and vocational education and training (TVET) help develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills (UNESCO and ILO, 2002: 2). As economic, social and technological change gathers pace, people everywhere need to develop their knowledge and skills, on a continuous basis so that they can live and work meaningfully in the knowledge society. Education and training contribute to an individual's personal development; increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life. It follows that education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income.

The other issue pertaining to TVET is quality. At the very center of quality technical and vocational education and training lies an effective interaction between trainers and trainees. In fact, an overall improvement in vocational skills for employability and citizenship can only be realized if there is an improvement in the quality, effectiveness and relevance of training. Many, both in the developed and developing countries, are increasing the emphasis they place on improving the capacity of technical and vocational education and training (TVET) systems, in recognition of the important role TVET plays in equipping individuals with relevant skills and knowledge for the job market. TVET can also better enable individuals to participate in social, economic and technological innovation processes. Therefore, embedding TVET into regional and national innovation structures is of paramount importance to the economic performance and social development of countries. Having a pool of skilled and knowledgeable people within the TVET industry is as important to the TVET industry as it is to the industries TVET serves (Bunning & Zhao, 2006:17).

The development of TVET differs from country to country. For instance, TVET in different countries in Africa has various stages. On the whole, TVET has three objectives. The primary objective of all technical and vocational education and training program is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to link training to employment is at the base of all the best practices and strategies observed world-wide. In recent years, in view of the rapid technological advances taking place in the labor market, flexibility, adaptability, and life-long learning have become the second major objective. The third objective, which is particularly important for Africa, is to use TVET as a vehicle for economic empowerment and social mobility and for the promotion of good governance and regional integration (African Union, 2007: 24). I think in addition to these objectives TVET can have also make trainees self-employing and productive sections of society.

Meanwhile governments in sub-Saharan Africa face some of the toughest challenges in reforming TVET. Finance is part of the problem institution across the region. They suffer from a familiar combination of under investment in equipment, low pay for instructor and problems recruiting qualified staff, and higher per capital cost four times that of secondary schools due to small class size than general education (UNESCO, 2010:87). Survey reports, for example, Meselu (2007:3) has studied the TVET situation in Ethiopia and concluded that TVET face various challenges. According to her some of the problems are the dynamics and changing demand of skilled labor, uncooperativeness of enterprises and the society to implement TVET programs and expensiveness of the program by its nature, lack of career guidance and counseling and the like. In a similar way the challenges mentioned above is one in another hand faces TVET institutions in Addis Ababa city administration as observed in the yearly performance report of 2017.

The delivery of quality TVET is dependent on the competence of the teacher. The competence is measured in terms of theoretical knowledge, technical and pedagogical skills as well as keeping abreast with new technologies in the workplace. UNESCO (1990:33) stated that Technical and Vocational teacher's need to maintain up-to-date knowledge of their subject content and possess the necessary skills to teach successfully. Since replacing equipment which becomes obsolete in the context of rapid technological advances is difficult, technical and vocational teachers are ill-prepared to meet the needs of their students. Moreover, the new requirements of industrial and

commercial enterprises are some of the problems of training TVET teachers. Theodore in Simon (2002:2) states that the relative success or failure of programs of vocational training depends largely upon the ability to attract and to hold eager, happy, and able teachers. It is highly desirable that teachers meet fully and if possible exceed the standards set forth in the state plan for vocational training.

The development of effective programs of TVET also requires a great deal of attention to the facilities needed for good instruction. Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises (African Union, 2007:38). The overall condition of facilities and materials at TVET should have solved the problems of power, spare-parts, consumable materials, maintenance, proper manuals, storage and organization; proper allocation of machines and materials (Birhanu et al, 1992:53).

Successful TVET System typically provided a strong link between the world of work and the world of school, requiring active engagement by private sector. The curriculum and the approach to train/teach also matter (UNESCO, 2010:7).

Similarly Addis Ababa city administration is one of the National TVET strategy implemented in. In the city administration there are twenty nine Governmental and fifty seven non-governmental TVET Colleges. The governmental TVET Colleges are providing technical trainings in industries and business sectors. On the other hand, most of the nongovernmental colleges in the city administration were established; according to the country's Education and Training policy to provide training in business, and health areas.

Thus, by considering the current situation of TVET colleges in Addis Ababa city administration this study focuses on two Governmental TVET Colleges, namely Tegebared poly-technic college and Misrak Polytechnic College. This study, therefore, tries to explore the basic challenges of the existing Governmental TVET Colleges in aspects of the provision of quality and productive training especially for self-employed /MSEs through capacitating qualified teachers and necessary equipment to carry out their training programs /goals .

1.2 Statement of the Problem

Technical and Vocational Education and Training programs in developing countries, like Ethiopia face lots of challenges. In Africa, the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. Appropriate workshop equipment, adequate supply of training materials, and practice by learners are the requirements for high quality skills training (African Union, 2007:23). In Ethiopia, the major challenges facing the TVET program are Low quality and theory-driven teaching due to resource constraints, lack of skilled TVET teachers, underfunding, resource shortage, lack of adequate place of work and running costs (MOE, 2008: 11).

The other major problem in all developing countries is the relevance of content of TVET. Updating and revising of curricula mostly takes place after a major crisis in the labor market or problems of graduates' unemployment. There are no systematic evaluation, graduate tracer systems, and effective two-way linkages between industry and TVET (Abdulle, 2009:23). Because of this, the materials do not take into account the local situation. It is necessary to relate such issues with the situation in Ethiopia, particularly with the reality in Addis Ababa city administration.

In addition, challenges in the TVET institutions are lack of updated training materials and tools; lack of skilled manpower; not fully practicing according to the current TVET strategy. Moreover, due to other challenges they faced in the training environment, use of old items of equipment that have been used for a long period, lack of adequate facilities, inconsistent way of awareness creation of TVET in the city administration. These are some of the factors that are combined to reduce the effectiveness of training in meeting the required knowledge and skills objectives.

Finally, the study assess on the challenges faced in the delivery of technical training for micro and small enterprises the case of two selected technical and vocational training colleges in Addis Ababa city administration. It is an analysis of the assessment technical training for creating employment opportunity, improve the quality of life for all and help achieve sustainable

development. Conclusion will be drawn based on the findings and some implication is forwarded.

1.3 Research questions

In light of the above discussions, the major purpose of this study is to investigate the challenges of Technical and Vocational Education and Training (TVET) Colleges in Addis Ababa city administration. Therefore, the main focus of this study is to answer the following basic questions:

1. What are the challenges of the selected TVET Colleges while providing Technical trainings by ways of achieving their goals?
2. How are the internal organizations and resource availability of the TVET Colleges to implement the technical trainings according to the standard?
3. What are the current practices of these TVET colleges with respect to A.A City Administration TVET strategy?
4. To what extent the technical trainings provided by TVET colleges are accessible to MSEs surrounding them?
5. To what extent are the technical trainings provided by TVET colleges are market oriented and demand driven to those trained in the institutions?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to assess and identify the basic challenges that faced TVET colleges while providing technical training for MSEs and finally recommend the solution as to overcome the gaps observed in the study.

1.4.2 Specific Objectives

The specific objectives of the research are the following:

- To identify and examine, the basic challenges of the selected TVET Colleges in the implementation of their technical trainings.
- To examine and understand the internal organization and resource available in the Colleges to achieve their training goals.
- To examine, the current practice of the TVET colleges' against A.A City Administration TVET strategy?

- To find out that the technical trainings provided by TVET colleges are accessible to the surrounding MSEs.
- To identify the relevance of TVET college trainings towards the local market needs and demand driven.

1.5 Significance of the Study

The findings of this study are expected to be significant for the following important reasons: First, government and other concerned bodies are mainly involved in enhancing the technical and vocational education and training institutions as to promote the development of MSEs. These may use the finding of this research as additional information to address the problems uncovered in the development of MSEs through overcoming problems that faces TVETs. Secondly, the TVETs institutions may be able to know the real problems that faces them while providing technical training for micro and small enterprises development, and then to seek solutions for these problems. Finally, it may be used as a reference for other researchers who are interested to conduct study related to this problem.

1.6 Scope of the Study

In Addis Ababa city administration there are twenty nine Governmental and fifty seven non-governmental TVET Colleges. The governmental TVET Colleges are providing technical trainings in industries and business sectors. This study is encircled to problems of two selected TVET colleges namely Tegebared Polytechnic College and Misrak Polytechnic College which have been founded in Lideta sub-city and Yeka sub-city respectively. The researcher selects these two TVET colleges by considering the similarity of the problems of TVET colleges in the city and by supposing the selected colleges are representative enough to conjecture about the sectors in the city.

Thus, the study focuses on regulations related problems, inadequate access to finance, lack of infrastructure, institutional quality, access to productive resources, access to training, competition, demand oriented management related factors, and conducive business environment.

1.7 Limitation of the study

This study limited only two technical and vocational training colleges in Addis Ababa city administration due to different factors. Considering or involving all technical and vocational training colleges of Addis Ababa city demands a very huge sum of money, long span of time and assistants.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

This chapter presents review related literature that helps to enrich the study. Under this the topics of the concept of TVET, historical development of technical and vocational education, concept of TVET policy, the purpose and objectives of TVET, challenge of TVET, the system of TVET training, human resource of TVET, material resource in TVET, guidance in TVET, information source of TVET, and the current practice TVET were discussed.

2.1 The concept of TVET

Technical and Vocational Education and Training (TVET) can be defined as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisitions of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life (UNESCO, 2010). On the other hand, Nyerere (2009), by citing Atchoarena and Delluc,(2009), reported that education which is mainly to lead participants to acquire the practical skills, knowhow and understanding and necessary for employment in a particular occupation, trade or group of occupations.

According to UNESCO-UNEVOC, Technical and Vocational Education and Training (TVET) is concerned with the acquisition of knowledge and skills for the world of work. Adding that UNEVOC (2009), highlights the importance of TVET with education for sustainable development. It says "...TVET develops a skilled, committed and motivated workforce that understands how global changes impact up on local opportunities for business and industry...."

The main purpose of TVET in improving human skills to increase productivity, raise income levels and increase access to opportunities in different professions to be employed or create our own work. Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial, and leadership) so that individuals are equipped for productive activities and employment and income generation activities (Nyerere, 2004). As education is a means for transforming and empowering human being, this role is manifested by TVET as a "Master key" in alleviating poverty, promotion of peace, improving the quality of human life and promotion of sustainable development.

Several countries; developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to TVET through adequate funding. As a result, students get

exposed to vocational training and to a culture of scientific investigation and application at an early age. For instance, in Europe, at least 50% of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40%, whereas, in Africa it is less than 20% (Nyerere, 2004).

In Ethiopia, the government is highly concentrated on the foundation of TVET institutions by adopting different TVET strategies. Among these, the new national TVET strategy of 2008 is the one that reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority. As mentioned in the strategy "... the mere expansion of TVET does not solve the problem of unemployment and low productivity of the economy ...but TVET should respond to the needs of labor market and create a competent, motivated and adaptable work force capable of driving economic growth and development"' (MoE, 2008:7).

2.2 Historical Development of Technical and Vocational Education.

The history of vocational education is as old as the history of human being. It started where people learned essential skills through a trial and error method and advanced when they started to acquire education in its informal form. Generally, it started when man began to live together and started to produce for his basic needs (food, clothing, and shelter). Historically, work was the true site of vocational training. In this regard, the primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971:10)

Traditional skills training existed until the 1400s in the developed world. But it is still continuing to exist in most part of the developing world, especially in Africa, where it is used as a major provider of vocational skill training. Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life (Delors in Aleka, 2008:10).

In the mid of the 19th century, mass production was developed and individual craftsmen became obsolete and the production of goods shifted from the small shops in to huge factories. It was the huge production system that forced the big factories to establish vocational school, in or near their own plants, for the aim of training their own future workers before they actually assume their production duties (Ibid). In the twentieth century, technical schools were expanded and post-school training were arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs for the labor market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Maris; 1994:86).

The 21st century, is the era of information and communication technology on one hand of knowledge and skill on the other hand where computer and other recent technologies do not only provide a myriad of new products for the markets but also the way the work is carried out. Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well- trained and qualified manpower in the shortest possible period of time to cope with the changing situation and to complete in the world market (Aleka, 2008:12).

The introduction of TVET the Ethiopian education system dated back to more than 50 years. However, the development of the sub-sector in the past was slow and not up to desired level and quality owing to failure to give proper place and emphasis where there was no policy support. After the expulsion of the Italians, the Ethiopian government paid some attention to the establishment of vocational and technical schools in Ethiopia as a part of its education system. Wanna in Aleka, (2008:22) identified three periods with regard to the TVET development in Ethiopia. During the first era (1940's-1960's) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education lacked skilled to be employed among secondary school graduates. From 1962 the government converted the existing high school in to compressive high schools.

The second era (1960's-1980's) was mainly characterized by the attempts made to vocational high school education. The mission was of reducing unemployment among young high school completer. However, because of lack of materials and human resource, shortage of qualified

teachers and limited budget, the quality of graduate was not as expected and the problem of unemployment among high school completers did not improve much. It was during the third era (1980's-1994) that the government decided to strengthen a number of selected compressive as well as other vocational technical schools in order to give effective skill training.

The new education and training policy give special attention to TVET by providing broad and multi-level foundations. The new organization of technical and vocational training based itself on analyses of the training needs of the country's economic and social development (MOE, 2003:3). Hence, due attention is given to the organization and management of the sub sector, curriculum and educational materials development, teacher training, the expansion and building the capacity of institutions, provide quality assurance and accreditation provision and supply of education facilities, technology, vehicles and materials as well as involving the private sector. Middle TVET program comprises three certificate levels: certificate I (10 +1), certificate level II (10 +2), and diploma level (10 +3) and these were timely based.

However, the current National TVET Qualification Framework (NTQF, 2010:16) comprises five levels; level I, level II, level III, level IV, and level V and these are outcome based. Level I and Level II training program is non-formal training programs, prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied under the supervision of level IV or level III. Level III and level IV training programs are formal training programs, a performance of leadership and guidance are involved when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature under supervision of level V. Level V TVET program training, trainees' perform the self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others (Ibid).

Generally, Ethiopian TVET system is more described in NTQF, (2010:2): The TVET system is to be wage and self-employment-oriented, demand-driven and outcome-based, and thus appropriate to address the development needs of the Ethiopian economy. It reflects an important paradigm change during recent years that puts quality and relevance of TVET as its first priority. An outcome-based TVET system creates ways for the fair recognition of the wide range of

formal, conformal and informal training and learning existing in Ethiopia, hence opening access to qualifications for previously neglected target groups. This will increase their chances of an occupational career and create options for further education and training. Therefore, since vocational education is the medium that safeguards both human and natural resources, planners and TVET experts should think how well people can be trained to perform useful work.

2.3 Policy in TVET

Policy refers to a set of relatively stable goals, and choice of a strategy to reach these goals over a considerable period of time. For national policies for TVET the key goal will be improved productivity of the workforce. In addition, certain groups are typically identified for special policy attention on equity ground, such as, the unemployed, the poorest, the disabled, as well as women and girls and underserved ethnic groups. In particular regional equity is generally a driving force in politics. However, equity driven aspects of TVET policies also need to be directed at labor market demand, for unless TVET leads to improved earnings for the learners, there is no equity gain either. The wide range of target groups for TVET in any society means that national policies cannot be confined to TVET for youth still in school (Lauglo 2006:12).

TVET systems may differ from country to country and within countries. TVET may be delivered at different levels for different target groups and age cohorts in different types of institutions, including public and private technical and vocational education and training institutions, by NGOs, in enterprises, and apprenticeship training centers through formal, informal and non-formal learning arrangements. TVET policies would previously focus on the mechanisms in place to prepare individuals for the world of work. However, whereas this is still a priority, the quality of TVET is increasingly associated with having a broader scope including personal and general skills which can contribute to lifelong learning, participation and community building, through entrepreneurial skills as well as a broad set of skills regarding sustainable development.

These broad skill sets tend to have a bearing on an individual's employability, active civic participation, and health, and to community building and economic development at the regional and local level (UNESCO, 2010:5). High rate of population growth and declining economic growth that causes large number of unemployment and under employment in rural and urban areas of the developing countries including Ethiopia are the major challenges that need urgent

responses. To attempt these problems the countries should formulate and implement growth oriented policies that focus on available abundant resource such as human resource and land.

Hence, education and training policy should be designed in order to address the mentioned socio economic problems. Finally, to implement policies and strategies, qualified manpower at all levels is a must. Policies with good intentions fail due to lack of qualified or well capacitated people in different level to implement them. This is mainly true in countries like Ethiopia, even if in Addis Ababa city administration and this must be need especial consideration.

2.4 The Purpose and Objectives of TVET

The primary purpose of any technical and vocational education and training system is to develop sufficient people with the right skills to meet labor market demands and to produce competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the countries' population. King and Palmer, (2010:6) state that it helps to promote and support development a country, facilitate transition from school to work for millions of school leavers, and foster equality of opportunity and social cohesion. It also has a key role to play in addressing current problems such as the fight against poverty, the food crisis, and deterioration of the environment. Smith in Aleka, (2008:14) writes that technical and vocational education serves different purposes. It is used to:

- ✚ Provide skill and experience considered valuable by students;
- ✚ Facilities the mastery of both non vocational and vocational skills needed by students;
- ✚ Provide hands on learning opportunities;
- ✚ Serve as an alternative for potential school dropout;

TVET is to deliberate interventions to bring about learning which would make people more productive in designated areas of economic activity. However, TVET will also have other purposes which are not unique to TVET, and which also apply to other forms of education: to prepare people for independent economic activity; to empower people to play a full part as citizens in a democratic society which means this purpose is to do with access, choice, and equity of opportunity; and to enable every person to develop their natural talents and capabilities to the fullest extent (Mansfield and Mitchel, 1996:3)

Developing countries including Ethiopia also need to improve productivity through their economies in order to be competitive in the era of rapid economic and technological change. Improved productivity requires not only capital investment but also a skilled labor force. Besides the level of the country's skilled workers and technicians competency is a key determinant factor of labor force productivity. TVET undeniably is successful in terms of workers' productivity (Middleton in Aleka, 2008:14).

The primary objective of all technical and vocational education and training (TVET) programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. TVET is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. TVET can contribute not only to expansion of job opportunities but also to the reduction of poverty through income generation for vulnerable individuals and families. Regarding the objectives of technical and vocational education and training, Louks in Aleka, (2008:20) states the following objectives:

- ✚ To train skilled workers and middle level manpower for industry, commerce or services.
- ✚ To encourage positive attitude towards manual work.
- ✚ To reduce excess demand for higher education.
- ✚ To facilitate the schooling of low achievers.

The primary objectives of the TVET program in Ethiopia is to provide various skill training for the present and future labor force in order to adapt to the requirements of the labor market. Apparently, the 1994 education and training policy outlined the following major objectives of the middle level TVET program:

- ✚ To create middle level technical work force in various occupation;
- ✚ To provide adequate skills and knowledge that builds problem solving capacity;
- ✚ Enable trainees to utilize resource wisely and economically for the benefit of individuals and thee society;
- ✚ Enable to take business risks by establishing their own business relevant to their skill trade (MOE, in Aleka, 2008:2)

Nowadays, the major objective of TVET is not simply to bring about economic development but also to enhance the overall social development. Then, TVET helps to fight against poverty and integrate young people in to the world of work.

2.5 Challenges in TVET Programming

Quality and relevance of training programs; quantity and quality of TVET teacher and instructors; management of the TVET system and TVET institutions; and need for rapid expansion of TVET system are the existing challenges of TVET. In addition, a major challenge is to continue to flourish in a global economy in which individuals are expected to have well-developed technical skills, that allow high levels of flexibility and adaptability and an ability to work across a range of jobs.

2.5.1 International Challenges of TVET

Survey reports in Canadian international development agency (CIDA) state six challenges identified through international experience in TVET and these are presented as follows:

1. The crucial importance of the economic and social context: Economies that are growing, providing more and better employment opportunities are improving access to and adoption of new technologies and have available financial capital are, of course, the ideal environments for increased investment in TVET. The provision of education and training is fundamental but on its own is insufficient. TVET is most effective as one component of solid economic, labor market and social policies such as trade, private sector development, rural and urban regeneration, and labor market reforms. Yet, realistically, it is often the poorer economies that have the most pressing need for training programs for young people.

2. Limited access for disadvantaged groups: - A particular challenge for developing country governments will be the development of long-term strategies to increase the participation of disadvantaged groups in TVET. The access of women to TVET is a major concern, but other groups are also excluded. Access for ethnic minority groups can be limited when programs are delivered in official or mainstream languages only. Actual and opportunity costs may be too high for students from low-income families. Access for 17 students from rural areas may be difficult because many vocational institutions and programs are located in major cities, and students have to deal with the financial and social implications of living away from their families. The TVET

system may be designed to cater to young people, leaving older workers with little chance for training.

3. The stigma of vocational education: - In some regions, public perception of TVET as second class education will continue to limit enrolment rates. Reform and strengthening of TVET will help to change public perception and increase demand. There are many steps that developing country governments can take, including institutional capacity building, the establishment of effective accreditation systems, improvement of teacher training, curriculum reform, and improved labor market analysis.

4. The issue of high costs and sustainability:- The costs of TVET programming can be high and financial sustainability of programs may be in question. Budget allocations for TVET, particularly for maintenance, up-grading of facilities and equipment and on-going professional development of staff are often much smaller than is required.

5. Poor quality of primary and lower secondary education:- Low enrolment and/or poor quality in primary and lower secondary education will have a direct impact on skills and knowledge acquisition within TVET programs. If achievement in literacy, mathematics and science are low at the primary and lower secondary level, students will not have the basic academic skills they need to succeed in TVET programs.

6. Weak TVET governance: - The governance and management of TVET may not be strong in many developing countries. There can be a wide range of TVET authorities and institutions in one country, including state, non-governmental and private providers, all with differing interests, administrative structures, and approaches to TVET and communication and coordination among them may be ineffective. AU, (2007:52) states that the challenges of globalization for TVET in Africa is the tension it has created between developing skills for poverty eradication and skills for global economic competitiveness.

Although the primary objective of technical and vocational training in Africa is to help alleviate poverty through the acquisition of employable skills, a strategic approach to skills development on the content cannot ignore the effects of globalization. 18 In a globalized world economy, driven by the ease of information exchange, financial flows, and the movement of people, labor, goods, and services across national boundaries, each country will have to adopt.

2.5.2 Major Challenges of TVET in Ethiopia

In Ethiopia the major challenges facing the TVET program have been well documented in the TVET strategy. As stated in the TVET Strategy (2008), the major challenges are the following:

- ✚ Demand by far exceeds the current supply and that the majority of the population is not reached by TVET offers at the moment.
- ✚ Low quality and theory-driven due to resource constraints and lack of skilled TVET teachers.
- ✚ Lack of cooperation of the employers as they were not consulted during the planning process.
- ✚ Most urban public TVET programs are under-funded while rural public TVET programs suffered from poor facilities and shortages of training materials.
- ✚ The lack of adequate and appropriate quantitative and qualitative information on labor market needs and other areas has created a gap in the generation of information that could have been used for improving practice and policy.
- ✚ Lack of adequate place of work and running costs are the major challenges

2.6 Resources in TVET

2.6.1 Human Resource of TVET

TVET system managers, professionals and policy deciders will also have to be trained and their skills upgraded to enable them confidently drive the new strategy with its various implementation structures, such as qualifications framework, accreditation standards, assessment guidelines, quality assurance and accountability frameworks. UNESCO, (1990:21), states that TVET requires a more adequate infrastructure and facilities and more specialized teachers than does general education. Thus, teacher/trainer is the most important single factor manner on the effectiveness of any part of TVET. Therefore, the selective recruitment, and retention of sufficient number of capable teachers in this area of training should be recognized as one important administrative function.

The delivery of quality TVET is dependent on the competence of the teacher; competence measured in terms of theoretical knowledge, technical and pedagogical skills, individual work

experience as well as being abreast with new technologies in the workplace (African Union, 2007:9). Without qualified teachers, training programs could not be effective. The teachers are being trained in trainer's methodology to enhance their skills in preparing, managing and delivering training and to make learning achievable on the part of the trainees.

The intention is to make the TVET teachers capable of developing curricula, assessment tools and Teaching, Training Learning Material (TTLM) and to make them able to manage the training activities in the workshop in accordance with the requirements of the standards. In this way, TVET teachers who are willing to teach in the sector shall be able to comply with requirements, the occupational and methodological (MOE, 2010:6). Thus, the quality of vocational and technical education depends upon teachers. The teacher should see himself as a member of a professional body devoted to the search of excellence.

The work experience in industries or comparable experience in particular discipline the vocational teacher brings is also very important in performance of teachers. UNESCO (1990:50) asserts that now, more than ever before, it is essential to insure vocational and technical education teachers possess appropriate, up-to-date knowledge, and skills to meet the training needs of all trainees. This would help to meet all current and future requirements in the world of work. UNESCO further points out that the teaching staff should possess appropriate academic and pedagogical qualifications and coupled with industrial experience.

As stated earlier, good technical and vocational education and training requires teachers who have technical skills, industrial experiences, and pedagogical skills. But in developing countries, there is a general shortage both of suitably qualified teaching staff and of teachers with relevant industrial or commercial experience. It is assumed that most teachers of vocational and technical education and training could almost any time find other employment (in a non-teaching position) at a salary greater than what they are receiving as teachers. So, in order for the TVET teachers to stay in the teaching profession, they must be satisfied. But developing countries, which suffer from a chronic shortage of adequately trained manpower, fail to attract sufficient number of talented and qualified people for their educational establishments because of low financial incentives in education compared with those in the manufacturing and services industry (Ibid).

A common strategy to overcome the problem of qualified teachers is to train teachers in both technical and pedagogical skill. But many countries have been unable to establish effective teacher training institutions and programs. Where it is difficult to attract and retain technical teachers, it is even more difficult to find and hold highly qualified teacher trainers. UNESCO, (1990:51) the solution of the problems states that, in addition to their special subject field, all technical and vocational education and training teachers need to keep up-to-date in and be aware of the applicability of new technologies to teaching. This puts technical and vocational teacher trainers increasing pressure to innovate the initial teacher training courses so as to provide adequately trained technical and vocational teaching personnel and to update and constantly upgrade their knowledge and skills.

Developing countries have stressed the need for their own staff training programs, featuring flexibility in the teacher's application of the newly acquired skill to their specific teaching institutions. The need to assess their in-service training schemes and consider their impact on the work of individual teachers is clear. They recognized the importance of links between educational institutions and industry and commerce in order to provide present and future technical teachers with practical experience in industry and commerce, thereby ensuring that they acquire the appropriate knowledge and skill for their teaching.

In Ethiopian TVET system highly competent and motivated teachers/instructors is a prerequisite for developing a comprehensive, integrated, outcome-based and decentralized TVET system. Without such a pool of TVET teachers/instructors, the implementation of the National TVET strategy may not be achievable. The establishment of such human resources can take various paths, such as the development of a new group of TVET teachers, the upgrading of current TVET teachers to the required standards, the use of expatriate staff until local staff is able to take over, or a combination of these and other measures.

Therefore, from the above statements we can understand that human resource is an important factor to determine how well and how rapidly TVET program may be implemented to attain the required goal.

2.6.2 Material Resources in TVET

Besides teachers, machines and facilities are also essential to good training. If workshops have non-functioning equipment and no supplies, then training could be reduced to lectures and the practical skills component of the curriculum to a large extent will disappear. The MOE-ecbp (2010:3&4) describes the selection of equipment for training purpose should takes time and care. Equipping a training facility is a questionable approach if it means that when trainees enter the work place they find themselves unprepared for the standard equipment in use. Equipment for training should normally be similar to that being used in local industry unless orders have already been made for a major industry-wide switch to new equipment or approaches.

Vocational education costs too much and usually when shortage of budget occur. Such as maintenance, spare parts, and consumable materials and supplies are most heavily operating costs (Simon, 2002:20). As the result, the vocational manager must give attention to a good maintenance program for all equipment. Where staff is willing and able to maintain equipment and particularly if they can involve students, then this is an excellent approach. The manager in this case should ensure that a schedule for comprehensive maintenance is established and that staff are provided time, resources and recognition for the work involved and for benefits they have provided to the institution. A further responsibility of a vocational manager in TVET is to regularly review the level of utilization of existing and often expensive equipment. An accurate annual inventory should be prepared.

Besides, equipment which is not used may still have a market value and it may be possible to trade it for other equipment, or even sell it to raise needed funds. Here too, enthusiastic and well informed staff can be key partners of the vocational manager if the opportunity is provided. Therefore, practice materials for workshops are essential to good training and there should be effective maintenance of facilities and equipment. These factors contribute substantially to high recurrent costs typical of good quality vocational programs.

2.7 Guidance and Counseling Service in TVET

Guidance and counseling service involves relevant aspects of all educational system in general and that of TVET in particular. So it is essential to facilitate its development in order to make it play significant role in the system. Guidance and counseling service enables individual trainees

to identify, know and appreciate their potential and inclination towards growth, career development and self-actualization. Guidance and counseling helps trainees in planning their education and developing their skills so that they may be more employable in the future. Assuring the employability of trainees begins with effective guidance and counseling of potential trainees in the choice of training programs in relation to their aptitude and academic background (African Union 2007:10).

Regarding this, MoE ecgp (2010:8) stated that: Guidance and Counseling is an integral part of the effective functioning TVET institutions in their attempts to educate and train their students to become efficient and effective technicians. It helps every student to understand himself, to make the most of his capabilities and interests, to make effective adjustments with the environment and the institution and to develop ability and inclination to solve his problems independently.

A primary task of guidance and counseling is that of enhancing learning, not only learning of skills and knowledge related directly to the world in which the student lives but also learning related to his “inner world” – that is an increased understanding of self. In order to provide adequate guidance and counseling functions, the special vocational guidance and counseling centers personnel must be appropriately trained. Furthermore, all TVET staff must be aware of the availability of guidance and counseling in the program area which they train/teach. Vocational guidance and counseling is completely independent of and not linked to teaching and administration, while vocational guidance is provided by staff that is qualified in psychology. Students counseling is carried out by all teachers (UNESCO, 1990:44).

Generally, the guidance and counseling service programs designed to support individuals of any age during their life time and aims to help trainees become more confident, more motivated, and more effective learners. Students learn how to identify and assess their own competencies, characteristics, and aspirations. They explore a broad range of options related to learning, work, and community involvement through a variety of school and experiential learning opportunities. Students develop learning and employability skills and strategies that they can apply in their secondary and post-secondary studies and in the workplace. They identify and develop essential skills and work habits that are required for success in the workplace, as well as skills needed for effective communication, teamwork, and leadership.

To sum, Vocational guidance and counseling service program, as one major input to the TVET training, plays significant role in production dissemination of information to aware and facilitate the participation of all clients of TVET in general and helps trainees in particular to decide their choice at entry and guide in the process of training; supports in creating job or employment after graduation. Therefore, due attention should be given to the activity of guidance and counseling in the training institution as well as outside the institution, so that its contribution to the quality and relevance of training is essential.

2.8 TVET and Employment Opportunity

Man has to work if he is to be associated with the society. By means of his work he is able to provide for his needs and comfort. It is through vocational education that he can prepare himself for his job. An individual unable to perform service of one kind or another is likely to become a liability for the society. Therefore, one should think how well people can be trained to perform useful work. TVET provide people with the skills that they will use in the future. Starting from this idea it is often argued that such provision should extend to the people who will be employed in the future, often some years ahead. It is further argued that the labor force should be provided with a pattern of occupational skills which corresponds to the pattern of jobs that will exist in the future.

In the modern sector, training as a solution to unemployment has not established viable for two main reasons. First, in the absence of job opportunities, the acquisition of labor market skills does not lead to enhanced employment: vocational education and training, alone, does not produce jobs. Second, even where an expanding modern sector does offer employment opportunities, most entry-level jobs do not require significant formal training before employment. It was also said that barrier to productive self-employment and development of small enterprises in some countries is low population density and the consequent lack of concentrated rural markets, a constraint that is intensified where rural transportation system are weak. In addition, lack of access to credit and raw materials often limits the development (Simon, 2002:23).

The ultimate aim of vocational training is employment. TVET programs therefore have to be linked to the job market. In this way, the socio-economic relevance of TVET can be enhanced.

UNESCO and ILO, 2002:2) indicated that: Education and training can help individual to escape poverty. Knowledge and skills are the engine of economic growth and social development of every country; there for providing knowledge and skills help the individual to raise their output and generate income. It assures the sustainability of individuals as well as countrywide prosperity.

2.9 Information Sources of TVET

To improve the quality, relevance, and efficiency of trainings being provided as well as to identify new need of training, requires a proper and efficient system collecting timely data that can help to make the training program more flexible and responsive to the dynamic labor market demand. Hence, the main ways and means of obtaining information and data is labor market information system (LMI). It includes all quantitative and qualitative facts related to labor markets. Summary statistics are included, as are demographics; employment; unemployment, and vacancy rates; industry data; occupational statistics; summary reports on outcomes; and forecasts of future trends (MOE, 2010:4).

Labor market assessment may be conducted by distributing a survey instrument to potential employers, either the entire population or a representative sample; and/or convening a focus group to collect information. Local labor market assessments have to be carried out by the TVET institutions, while regional labor market are assessed by regional TVET agencies following the economic corridors of the region(Ibid). Middleton, et al. (1996:152) state that, in industrial as well as developing countries conducting periodical survey annually or quarterly is important to obtain information and identify structural change in the economy, movement of relative wage and employment by skill qualification. The data collected can be used to analyze labor market and their performance to evaluate macro- economic policies.

Earning information from household survey is periodically analyzed with respondent qualification to estimate various level of schooling and field of study. Data collected on the type of training can also be used to estimate rate of return to training program. Furthermore, managers of training institutions can establish their own mechanisms and source of data concerning skill demand and success of training fulfilling those demands by forming proper relationship with enterprise. For the improvement of training quality and efficiency, permanent exchange of

market information on the demand and supply has paramount importance; likewise, regular tracery studies of graduates of training programs can be used to know the balance of skills and demand on the market, to evaluate training programs and to make training decisions. Frequent survey of employers can offer pertinent information on expected changes in skill needs, assessment of pre-employment training, and constraints to the productive use of skill labor.

Generally, creating an efficient mechanism and means of collecting timely data from relevant sources and proper utilization of the data obtained are crucial to adjust the training program to skill market demand, decide on the types and scale of training to be provided, to evaluate the trainings being offered, and to connect training program and economic plan. Hence, investing labor market information system is a priority issue that need due attention by the government, employers, and training institution to improve the quality, access, relevance, effectiveness, and efficiency of education in general and TVET in particular.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 The Research Design and Approaches

The main objective of this study is to find out the challenges of TVET Colleges in Addis Ababa City Administration towards the technical training delivered in the selected TVET colleges. To realize this descriptive survey method type of research has been applied. This method is selected because it is helpful to show situations as they currently exist. That means the study determines and describes the way things are (Gay, 2000:275). Moreover, it is economical and easy to describe the current situations quantitatively as well as qualitatively. Therefore, the first step of the study is to collect data that examines the challenges towards the technical training area. Then, the data discussed and interpreted based on the results of the study, finally conclusion and recommendations provided.

3.2 Source of Data

In order to realize the objective of the study the researcher uses both primary and secondary data sources. The primary data has been collected from participants of the selected TVET colleges. The participants are trainees, trainers, and college managers (management). The sample is including college deans and core process owner, and expertise that in this study are referred to as college management, respectively.

3.3 Methods of Data Collection

Means of data collection are questionnaire, interview and checklist. As to the primary sources, trainees and Trainer are involved in questionnaire, managers and core process owners of TVET were involved in interview and filed observation has been done through checklist. In view of supporting the information gathering through primary sources, secondary data related to technical training were collected from official documents of TVET colleges, different published books, journals, reports and articles.

To get firsthand information from the subjects of the study, different methods are prepared and implemented based on the review literature to collect the required data. These were questionnaires, observation (cheek list), document analysis, and interviews. The purpose of the questionnaires is to investigate the challenges of TVET Colleges. Questionnaires are useful for

the collection of appropriate data and to secure data from many respondents at a time (Gay, 2000:283).

To obtain quality and proper data, four sets of questionnaires were administered to the trainees, trainers, management bodies, and TVET experts. The questionnaires were formulated with close ended and open ended items which were prepared originally in English and later translated into Amharic. This purpose was done for the sleek of well communication with trainees. Most of the close ended questions were constructed in Liker scale which shows respondent' agreement or disagreement. To get their suggestions, comments, and expressions freely, open ended questions were also used.

The second instrument used to collect data was interview and this was administered to selected college management and TVET experts. The researcher used the technique of structured interview because it was more economical and safe for generalization (Gay, 2000).

Observation was the other instrument used to check the availability of equipment, machines and training facilities in the college. A check list was prepared and the availability of resources and machines were ticked.

3.4 Research Population and Sampling

There are twenty nine Governmental TVET Colleges which are mostly engaged on providing training on business and industrial fields. Among the colleges six Polytechnic colleges, eight TVET colleges and fifty TVETs institutions in Addis Ababa city administration. The researcher selects Misrak poly technic College & Tegbared TVET College from the city administration center, using random sampling technique. From the sample colleges, there are 18 trainers, 180 trainees, 6 management bodies of colleges. The sample size is taken based on the proportion of the target population in the TVET colleges as shown in the table 1 above. The selection of trainer's proceeds by purposive non-random sampling while selection of trainees is undergoes through using percentages (30%) sampling of the total population.

The numbers of population and the samples taken from the trainers, management bodies and trainees in the colleges are shown in the table below.

College Selected	Population			Sample		
	Technical Trainees	Technical Trainers	Management bodies	Trainees	Trainers	Management bodies
Tegbared poly technic college	120	12	8	36	12	3
Misrak poly technic college	60	6	8	12	6	3
Total	180	18	16	54	18	6

Table 1: Population and sampling

3.5 Method of Data Analysis

To make the collected data ready for analysis, the questionnaires should be checked for completeness. The data's are also classified and tallied carefully. The assembled data arranged and organized in tables. Computing frequency, percentages and weighting means are labored to summarize and present the data. Finally, by using descriptive survey method the organized data are interpreted and analyzed qualitatively.

CHAPTER FOUR: RESULT AND DISCUSSION

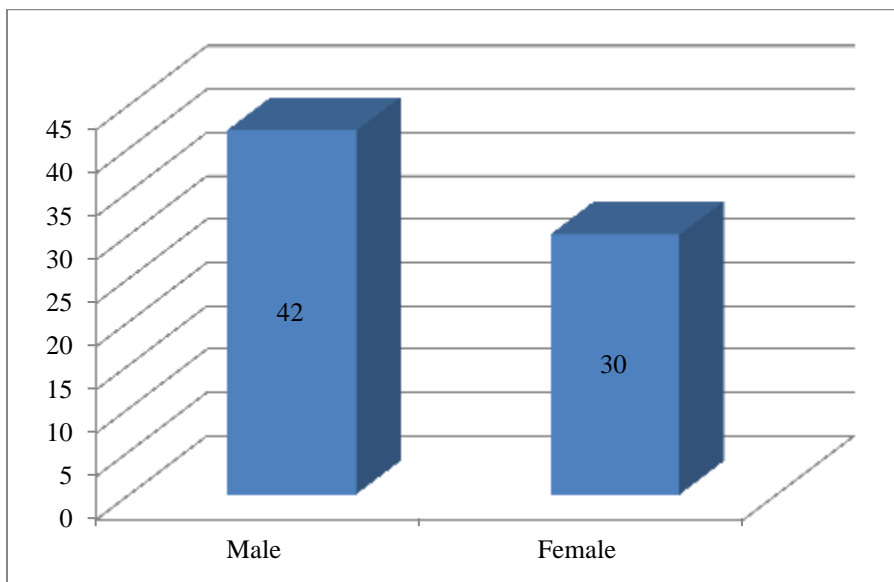
4.1. Introduction

In this chapter, the data collected from primary and secondary sources through, questionnaire interview and checklist were analyzed, interpreted and presented. Hence, data gathered were organized and analyzed in a manner that enables to answer the basic research questions raised at the beginning of the study.

4.2 Background of the respondents

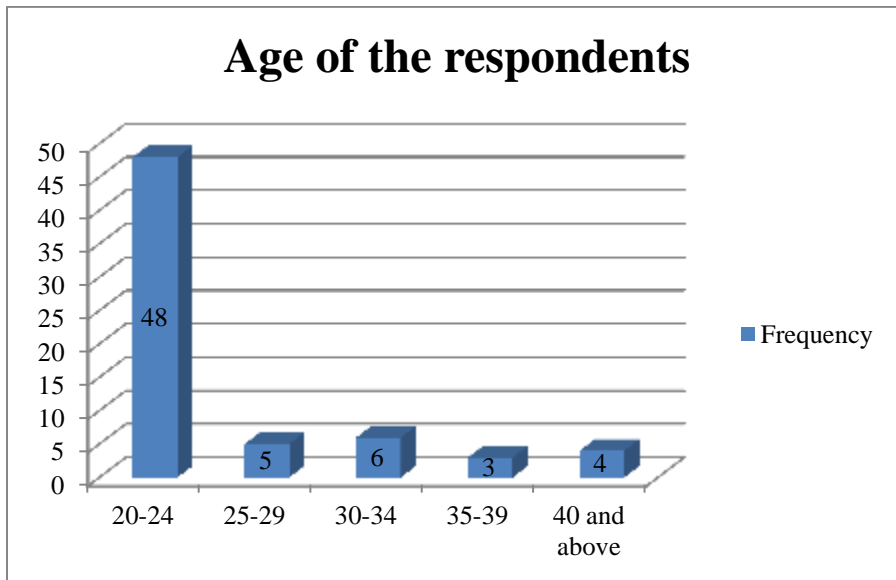
The characteristics of respondents which include age, sex, level of education, total year of work experience, and current job were presented by using figure in subsequent sections.

Figure 1: Sex of the respondents



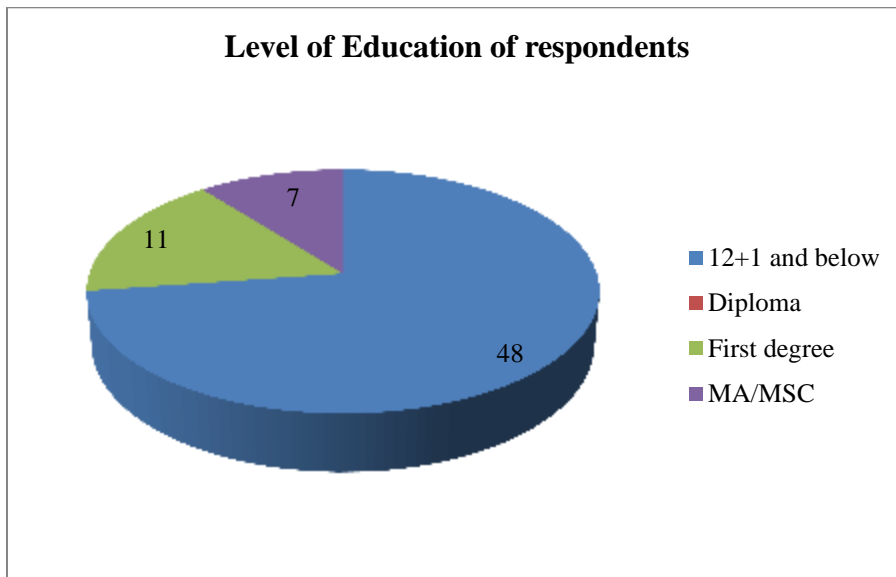
As shown on the figure1, above; 42 (63%) of the respondents were male and the remaining 30 (45%) were female.

Figure 2: Age of the respondents



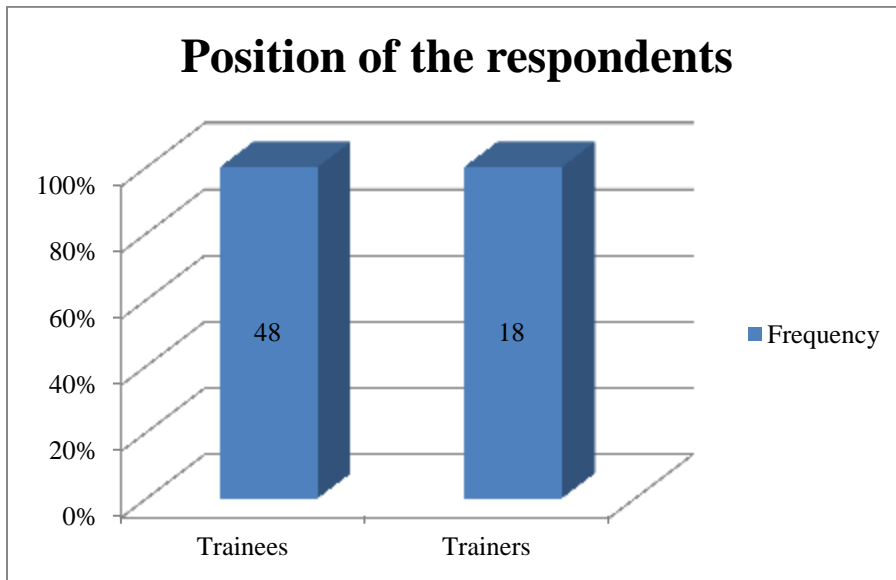
Concerning the age of the respondents, 48(73%) of the respondents were within the age range of 20-24 and 5(7.5%), 6 (9%), 3 (4.5%) are subsequently ranges from 25-29, 30-34 and 35-39. Finally, 4(6%) of the respondents were above age 40.

Figure 3: Educational level of the respondents



Concerning level of education of the respondents 48(72%) are 10/12+1 and below (Trainees). 11(12%) of the respondents have first degree and the remaining 7 (11%) have MA/MSc.

Figure 4: Position of the respondents



In line with the position of the respondents 48 (72%) were students and 18 (27%) were instructors.

4.3 Availability in the TVET colleges

4.3.1 Availability of Physical Facilities

Besides trainers, machines, equipment's, and facilities such as electric service, water service, cafeteria, standard workshop, library service and classrooms are also essential to good training. The table below reveals the Colleges' standard and identifies the challenges that hinder the process of training.

The numbers indicate that:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	The availability and capability of class rooms, workshop and libraries are satisfactory.	2	3	3	4.5	1	1.5	37	56	23	34.8

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
2	The training center equipped with adequate training machineries, equipment and tools required.	3	4.5	2	3		0	52	79	9	13.6
3	The training center equipped with adequate maintenance workshops and maintenance machineries, equipment and tools required.	3	4.5	3	4.5		0	58	88	8	12.1
4	The training center equipped with adequate ITC facilities like computers.		0		0	4	6.1	58	88	4	6.06
5	The availability and capability of furniture in the college is satisfactory.	5	7.6	3	4.5	2	3	50	76	6	9.09
6	The availability of spare parts for the machineries are satisfactory	6	9.1	3	4.5		0	52	79	5	7.58
7	The availability of text and reference books are satisfactory.	7	11	2	3		0	38	58	7	10.6

Table 2: Availability of Physical Facilities

As depicted in table 2 above, 37 (56%),23 (34%),52 (79%),9 (13.6%),58 (88%),8 (12%),58 (88%),4 (6%),50 (76%),52 (79%),5 (7.5%),38 (58%), and 7 (10.6%) were subsequently responded that disagree and strongly disagree which shows that the availability and capability of class rooms, workshop and libraries are satisfactory, the training center equipped with adequate training machineries, equipment and, the training center equipped with adequate maintenance workshops and maintenance machineries, equipment and tools required, the training center equipped with adequate ITC facilities like computers, the availability and capability of furniture

in the college is satisfactory, the availability of spare parts for the machineries are satisfactory, and the availability of text and reference books are satisfactory.

This shows that that availability of the necessary facilities is not to the expected extent in these TVET colleges. On the other hand, the remaining insignificant number of respondents replied subsequently responded that strongly agree and agree as shown in the same table.

Finding from interview and observation checklist also shows that availability of the necessary facilities is not to the expected extent which in turn adversely contributed to quality of training. As finding from interview reveals practical training was not adequate and most of the trainees were poorly performing in CoC.

4.3.2 Availability of Input and Raw Material

Raw materials and other inputs are one of the decisive factors for providing technical training. Unless necessary raw materials and inputs provided by at the right time with right quality, there is no quality training which insure trainees competency. The table below identifies the challenges in line with supply of input and raw Materials for training in target colleges.

The numbers indicate that:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Raw materials and inputs required for the training purpose available in the country	6	9.1	3	4.5		0	49	74	8	12.1
2	Raw materials and other input for training are provided by at the right time.	4	6.1	5	7.6		0	44	67	14	21.2
3	Raw materials and inputs for training are provided with right quality	3	4.5	7	11		0	49	74	7	10.6

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
4	Raw materials and inputs for training are provided with right quantity	4	6.1	6	9.1	4	6.1	35	53	9	13.6

Table 3: Input and Raw Materials

As depicted in table 3 above, 49 (74%),8 (12%),44 (67%),14 (21%),49 (74%),7 (10%),35 (53%), 9 (13.6%) of the respondents subsequently responded that raw materials and inputs required for the training purpose available in the college, raw materials and other input for training are provided by at the right time, raw materials and inputs for training are provided with right quality, and raw materials and inputs for training are provided with right quantity.

This shows that the response of the majority of the respondents tends towards disagree and strongly disagree which further indicated that there is challenge in line with supply of input and raw Materials in target colleges. On the other hand, smaller number of respondents responded subsequently strongly agree, agree and undecided for the items listed in the above table concerning inputs and raw materials for the training. Finding from interview and observation checklist also shows that there challenge in supply inputs and of raw materials in target TVET colleges with slight difference.

4.3.3 Availability of Human Resource

Quality technical training requires adequate number and skilled manpower in general and qualified trainers/teachers in particular. Hence, the items included in table 3 are the major area where skilled trainer is needed to promote quality training.

The numbers indicate that:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	There is Shortage of competent man power/ trainers in the market ,	43	65	12	18			8	12	3	4.55
2	Your TVET college teachers/trainers are ahead of the industry and enough skilled.	7	11	5	7.6			36	55	18	27.3
3	There is high turnover in your TVET college	40	61	19	29			4	6.1	3	4.55
4	In your TVET college Trainers/teacher's salary is low	45	68	16	24			5	7.6		0
5	In your college there is lack of awareness regarding to the objective of TVET policy.	48	73	13	20			6	9.1	2	3.03
6	The upgrading program conducted for the TVET teachers is encouraging	47	71	11	17			6	9.1	2	3.03
7	Lack of adequate budget and of commitment of concerned bodies are major challenges of the college	44	67	18	27			3	4.5	1	1.52

Table 4: Availability of human Resource

As shown in table 4 above, 46 (65%) and 12 (18%) of the respondents responded strongly agree and agree which shows that there is shortage of competent man power/ trainers in the target TVET colleges. Concerning TVET college teachers/trainers are ahead of the industry and enough skill most of the respondents responded 36 (55% and) 18 (27%) disagree and strongly disagree which shows that the trainer have skill gaps. As depicted in the same table majority of the respondents responded that;40 (61%), 19 (29%),45 (68%), 16 (24%), 48 (73%), 13 (20%),

47 (711%),11 (17%),44 (67%), and 18 (27%), subsequently responded that there is high turnover in TVET colleges, low salary, lack of awareness on the objective of the TVET policy, the upgrading program conducted for the TVET teachers is encouraging, lack of adequate budget and of commitment of concerned bodies are major challenges. This shows that; except upgrading program of trainers others are challenges faced by target TVET colleges in providing training. Finding from interview also shows that there is high turnover of trainers, low salary, lack of awareness on TVET policy, lack of budget, and commitment of the concerned stakeholders. On the other hand there is upgrading program of the training which encouraging for trainers.

4.4 The Internal Organization and resources Available in the Colleges

TVET institutions should be well organized internally with human and non-human resources to provide outcome based training. These includes facilities, instructional materials, curriculum, certified and qualified trainers and compliant with workplace requirements. It is the occupational area that guarantees quality training and is therefore well known by the community and industry. In addition, TVET institutions shall serve as centers of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research program (MOE, 2008:21).

This section deals with the colleges' internal organization and activities on delivering trainings through cooperation with concerning institutions.

The numbers indicate that:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Your college is well organized internally and the work relationship in the training process between trainers and trainees; trainers and management; and colleges and other employees are strong.	3	4.5	4	6.1	3	4.5	33	50	23	34.8

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
2	Cooperative training and in company training system is given for trainees on each occupational title.	2	3	4	6.1	4	6.1	32	48	24	36.4
3	The college is working on promotion of its potential for the industry and draw the industry to take training	4	6.1	2	3		0	43	65	17	25.8
4	There is no professional guidance and counseling service in the college.	5	7.6	4	6.06		0	34	52	23	35
6	The college has well flowed communication with the Addis Ababa TVET bureau and federal TVET Agency	8	12	6	9.1		0	36	55	16	24.2
7	The supervision carried by the TVET experts contributed in improving training process in this TVET College	6	9.1	5	7.6		0	32	48	23	34.8

Table 5: Internal organization and resource available

As shown in table 5 above, 33 (50%), 23 (34.8%), 32(48%), 24 (36%), 43 (65%), 17 (25.8%), 34 (52%),23 (35%) 36 (55%), 16 (24%), 32 (48), and 23 (34.8%) of the respondents subsequently responded that college is well organized internally and the work relationship in the training process between trainers and trainees; trainers and management and colleges and other employees are strong, cooperative training and in company training system is given for trainees on each occupational title, the college is working on promotion of its potential for the industry and draw the industry to take training, there is no professional guidance and counseling service in the college, the college has well flowed communication with the Addis Ababa TVET bureau and federal TVET Agency, and the supervision carried by the TVET experts contributed in improving training process in this TVET College.

This shows that the response of the majority of the respondents tends towards disagreement and strongly disagreements for most of the items. And thus the colleges are not internally organized well to support the training system and process as intended. Finding from interview also shows that there are challenges in overall training process and system in target TVET colleges which in turn hampered the service to be provided by SMEs.

4.5 Trainees interest, orientation and their challenges in the colleges

The numbers indicate that:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	5		4		3		2		1	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	The industry trainee's interest towards short term training is encouraging.	2	3	2	3			41	62	21	31.8
2	The skills given in the College for industry are demand driven.	8	12	6	9.09			30	45	22	33

Table 6: Trainees interest, orientation and challenges

As shown in table 6 above, 41 (62%), 21 (31.8%), 30 (45%), 22 (33%) of the respondents consequently responded disagree and strongly disagree that the industry interest towards short term training is encouraging and the skills given in the College for industry are demand driven. Smaller amount of the respondents 2 (3%), 2(3%), 8 (12%), 6 (9%) responded strongly agree and agree for the items. Finding from interview also shows that industry's interests towards short term training is not that much encouraging. Similarly, skills given in the TVET colleges are not practically industry driven even though there is Occupation standard prepared by FTVET agency. So that is possible to say that there is low interest of industries towards short term training on one hand and the skill given by TVET colleges are not practically depends on the need of the industries. This can be another challenge of TVETs in providing service to SMEs of manufacturing enterprises.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This study sought to assess the challenges faced in the Delivery of Technical Training for MSEs Development in two selected TVET Colleges in A.A City Administration.

Qualitative data were collected and analyzed based on the purpose of the research specified and the basic questions formulated from the outset. Relevant literature including empirical studies, policy document as well as different guidelines and manuals formulated to implement strategy and policy goals were reviewed. The conceptual framework of the study was then developed based on TVET employability literature and the systems theory along with the TVET strategy under implementation. In order to answer the three research questions questionnaires, interviews, and observation checklists were employed to gather data, which were analyzed and results presented. Included in this chapter are interpretation of data and drawing useful conclusions as well as implications of the study.

5.1. Summary of Findings

This study sought to assess the challenges faced in the Delivery of Technical Training for MSEs Development in two selected TVET Colleges in A.A City Administration.

To seek answers to these questions and to achieve the study objective descriptive survey method was used. With the intention to address the questions the researcher reviewed relevant literature and prepared questionnaires and interview guides for the participants of the study. Accordingly, close ended questionnaires, open ended interview questions and observation checklist were prepared for c trainees, trainers, top managers target TEVET colleges, leaders of manufacturing enterprises. These questionnaires were commented by the research advisors and colleagues and pilot tested to check validity and reliability. Moreover, for of easy understanding, the questionnaires for trainees were translated into Amharic language. And after the necessary correction and modifications, the questionnaires were duplicated and distributed to 48 trainees, 18 trainers. Besides, to gather more detailed information and to substantiate the information acquired through questionnaire, interview was conducted with three TVET deans, mangers/ leaders of SMEs. Moreover, observations were made.

Based on the analysis of the data, the researcher came up with the following major findings:

1. Concerning availability of Physical Facilities in target TVET colleges the study reveals that 37 (56%),23 (34%),52 (79%),9 (13.6%),58 (88%),8 (12%),58 (88%),4 (6%),50 (76%),52 (79%),5 (7.5%),38 (58%), and 7 (10.6%) the availability and capability of class rooms, workshop and libraries are not satisfactory At the same time training rooms are not well equipped with adequate training machineries, equipment which is coupled the absence of adequate maintenance workshops and machineries. On the other hand there are no adequate ITC facilities like computers which can support both trainers and trainees. Furthermore; shortage of text and reference books are also among the challenges faced the target TVETs. This shows that that availability of the necessary facilities is not available to the expected extent in these TVET colleges.
2. Concerning Input and Raw Materials 49 (74%),8 (12%),44 (67%),14 (21%),49 (74%),7 (10%),35 (53%), 9 (13.6%) of the respondents subsequently responded that raw materials and inputs required for the training purpose are not available in the target colleges. Raw materials and other input for training are not also provided by at the right time with right quality, and raw materials and inputs for training are provided with right quantity. This shows that there is challenge in line with supply of input and raw Materials for training in target colleges.
3. In line man power 46 (65%) and 12 (18%) of the respondents responded strongly agree and agree which shows that there is shortage of competent man power/ trainers in the target TVET colleges. Concerning TVET college teachers/trainers are ahead of the industry and enough skill most of the respondents confirmed that 36 (55% and) 18 (27%) the trainer have skill gaps which in turn hamper them to delivery effective training service to SMEs. On the other hand, 40 (61%), 19 (29%),45 (68%), 16 (24%), 48 (73%), 13 (20%), 47 (711%),11 (17%),44 (67%), and 18 (27%), subsequently responded that there is high turnover of trainers in TVET colleges. In mean time low salary, lack of awareness on the objective of the TVET policy are also among major challenges regarding human power in TVET colleges. In contrary, the upgrading program conducted for the TVET teachers is one of the encouraging factors in TVET colleges. Lack of budget and commitment of concerned bodies are also major challenges observed in TVET colleges which in turn contributed for the challenge in providing effective training to TVET trainees and SMEs. This shows that; except upgrading program of trainers

others are challenges faced by target TVET colleges in providing training to their trainees and SMEs.

4. Concerning teaching and Learning Process and System in target TVETs; 33 (50%), 23 (34.8%), 32(48%), 24 (36%), 43 (65%), 17 (25.8%), 34 (52%),23 (35%) 36 (55%), 16 (24%), 32 (48), and 23 (34.8%) of the respondents subsequently responded that college is not well organized internally and the work relationship in the training process between trainers and trainees is not also smooth. Cooperative training and in company training system not is given for trainees on each occupational title. At the same time the colleges are not fully working to improve potential for the industry and are not also appropriately using industries to deliver practical training to trainees. On the other hand there is no professional guidance and counseling service in the college to the expected degree. Meanwhile, the college has well flowed communication with the Addis Ababa TVET bureau and federal TVET Agency, and the supervision carried by the TVET experts is not contributed in improving training process in this TVET Colleges. Finding from interview also shows that there are challenges in overall training process and system in target TVET colleges which in turn hampered the service to be provided by SMEs.
5. Regarding industries interest to wards training, 41 (62%), 21 (31.8%), 30 (45%), 22 (33%) of the respondents consequently responded disagree and strongly disagree that the industry interest towards short term training is not encouraging and the skills given in the College for industry are not demand driven. Smaller amount of the respondents 2 (3%), 2(3%), 8 (12%), 6 (9%) responded strongly agree and agree for the items. Finding from interview also shows that industry's interests towards short term training is not that much encouraging. Similarly, skills given in the TVET colleges are not practically from the need of industry even though there is Occupation standard prepared by FTVET agency. So that is possible to say that; there is low interest of industries towards short term training on one hand and the skill given by TVET colleges are not practically depends on the need of the industries. This can be another challenge of TVETs in providing service to SMEs of manufacturing enterprises.
6. Concerning availability of technology and capacity of trainers 41 (62%), 21 (31.8%) responded disagree and strongly disagree for availability of machineries, tools and equipment are modern and hi-tech in TVET colleges. This shows that there is not

adequate machineries, tools and technologies that can support TVETs to provide training to SMEs. On the other hand 43 (65%), 15 (23%) of the respondents responded assert that trainers face problems in manipulating or utilizing hi - tech machines available in the college” which shows that there is a problem on the side of trainers in manipulating hi-tech machines in target TVETs. Meanwhile, 37 (56%) and 16 (24%) of the respondents responded that information technology department is not equipped with the required facility to upgrade the trainers and trainee knowledge regarding to up-to-date technology. This in generally shows that available machineries, tools and equipment are not modern and hi-tech which are coupled skill gap of trainers in manipulating or utilizing hi - tech machines even though machines are not available in the colleges. On the other hand information technology department is not equipped with the required facility to upgrade the trainers and trainee knowledge regarding to up-to-date technology. Result from the interview also asserts due to lack of modern machineries and skill gaps of the trainers it is difficult to support SMEs as intended.

5.2. Conclusions

Obviously, the current Ethiopian government is trying its best to alleviate poverty and to enhance economic and technological development in the country. To this end, the various policy documents emphasized the need for human resource development. Among those, TVET is the major one. Considering this, the study assesses the challenges faced in the Delivery of Technical Training for MSEs Development. The Case of two selected TVET Colleges in A.A City Administration. Accordingly, the study investigates the overall practices carried out in the provision of training both for trainees and SMEs. In the light of these findings the following conclusions are drawn:

1. There are no adequate resources and facilities for training in target TVET colleges which in turn adversely contributed for the income improvement of youth graduated from TVET and organized in form of SMEs.
2. The target TVET colleges had no potential in implementing training as intended. Thus, trainers were not competent, training facilities were poor, practical training was not inadequate and most of the trainees were poorly performing in CoC.

3. The majority of recent TVET graduate trainees had not got the job and even those who got the job were not in line with their qualification.

4. There was no strong coordination between TVET institutions and the surrounding local SMEs offices. Thus, TVETs are not in providing expected training to SMEs.

5.3. Recommendation

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

1. The shortage of institutional facility is the key component for maintaining the status of training offered. Regarding this, the study identified the serious shortage of workshop room, machines and raw materials. Therefore, the institutions should take the initiatives to carry out training in accordance with the direction that TVET strategy (2008) promulgated which consider quality indicators in defining physical and human resource assets. The institutions need to strive to maintain their quality standard.

2. As World Bank (2007) states, one of the most important features of TVET are its orientation towards the world of work and the emphasis of the curriculum on the acquisition of practical skills. This is to mean that practical training is a predominant part in TVET. However, as the study result reveals that there was no enough practical training in notifying the absence of collaboration with partnership as the main factors. Therefore, the TVET institutions need to give due attention for demand driven and market oriented practical training itself by capacitating its trainers and facilities. And search for partnerships which they work in collaboration with. This may be easier if they are coordinated with local manufacturing enterprises.

3. In the provision of TVET, one current issue is the CoC. MoE (2008) state that it is the instrument for measuring output quality of TVET delivery. Concerning this, the study showed that it was in a challenge to address the objective it was designed for this reason. It is advisable for targets TVET colleges and concerned bodies to create more awareness on it.

4. Employment of graduate trainees is the ultimate goal of TVET. It is recommended that TVET institution, local SMEs, Addis Ababa City administration TVET Bureau heads and other concerned bodies work in collaboration in order to facilitate the job creation of graduate trainees by resolving such problems skill gap, in accessible to SMEs, shortage of market information and

skill gap which considered as a major hindrance for employment. In the same way, it is better if the institutions conduct tracer study to know where their graduate trainees were placed and to review the need for their training in the labor market which may reduce the frustration of their current trainees for their future employment/job creation.

5. TVET and SMEs are expected to closely linked and effect common goal together. To this end, the result depicted the weak working relationship between them. So, away from blaming each other on accountability of the committee, it is important if both of them strive to strengthen their coordination among their committee to achieve their objectives like facilitating apprenticeship training, dissemination of technology and supporting trainees to engage in a job.

6. Finally, to address the issue well it is better if further study be conducted in the area with regard to the attitude of the trainees and the society to TVET, the factors affect the effectiveness of TVET training and the issue of CoC.

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Appendices

Questionnaire for trainers and trainees

Part I – General Information

1. Name of your college/institution _____
2. What is your Gender?
Male Female
3. In which age category do you fall?
20-24 years 25-29years 30-34Years 35-39 years 40 years and above
4. What is your highest level of education?
12+1 and below Diploma First degree M.A/M.Sc
other _____
5. What is your current position? _____
6. How much Years of service do you have? 0-4 5-9 10-14
15-19 20 years and above

Part Two Availability of Physical Facilities

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scale				
		5	4	3	2	1
1	The availability and capability of class rooms, workshop and libraries are satisfactory.					
2	The training center equipped with adequate training machineries, equipment and tools required.					
3	The training center equipped with adequate maintenance workshops and maintenance machineries, equipment and tools required.					
4	The training center equipped with adequate ITC facilities like computers.					
5	The availability and capability of furniture in the college is satisfactory.					
6	The availability of spare parts for the machineries are satisfactory					
7	The availability of text and reference books are satisfactory.					

Part Three Input and Raw Materials

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	Raw materials and inputs required for the training purpose available in the country					
2	Raw materials and other input for training are provided by at the right time.					
3	Raw materials and inputs for training are provided with right quality					
4	Raw materials and inputs for training are provided with right quantity					

Part Four Human Resource

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	There is Shortage of competent man power/ trainers in the market ,					
2	Your college has enough human resource to implement current TVET curriculum.					
3	Your TVET college teachers/trainers are ahead of the industry and enough skilled.					
4	There is high turnover in your TVET college					
5	In your TVET college Trainers/teacher's salary is low					
6	In your college there is Lack of awareness regarding to the objective of TVET policy.					
7	The upgrading program conducted for the TVET teachers is encouraging					
8	Shortage of competent man power, lack of adequate budget and of commitment of concerned bodies are major challenges of the college					

Part Five Teaching and Training Process and System

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	Your college is well organized internally and the work relationship in the training process between trainers and trainees; trainers and management: and colleges and other employees are strong.					
2	Cooperative training and in company training system is given for trainees on each occupational title.					
3	The college is working on promotion of its potential for the industry and draw the industry to take training					
4	There is no professional guidance and counseling service in the college.					
5	Lack of adequate budget and of commitment of concerned bodies are major challenges of the college					
6	The college has well flowed communication with the Addis Ababa TVET bureau and federal TVET Agency					
7	The supervision carried by the TVET experts contributed in improving training process in this TVET College					

Part six Trainees interest, orientation and challenges

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	The student interest towards vocational training is encouraging.					
2	The skills given in the TVET College are demand driven.					
3	Trainees those are measured by the center of competency (COC) after completion college training are enough skilled.					

Industry short Term Trainee

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	The industry trainee's interest towards short term training is encouraging.					
2	The skills given in the College for industry are demand driven.					
3	Trainees those are measured by the center of competency (COC) after completion college training are enough skilled.					

Part Seven Technology

The numbers indicate:

5=strongly agree 4=Agree 3= Undecided 2=disagree 1= strongly disagree

No	Items	Scales				
		5	4	3	2	1
1	The available machineries, tools and equipment are modern and hi-tech					
2	The available modern and hi-tech machineries, tools and equipment are enough for your college					
3	Trainers face problems in manipulating or utilizing hi - tech machines available in the college.					
4	There is information technology department equipped with the required facility to upgrade the trainers and trainee knowledge regarding to up-to-date technology.					

Part Eight

Please read the following and write a short answer in the space provided.

1. Among the training fields being provided in your college or institution concerning business, industrial technology, information technology, construction technology, and their sub fields list down the fields in priority order assuming 1 is the most marketable to the least marketable in order.

1. _____

2. _____

3. _____

4. _____

2. What are the basic challenges of the college in achieving its goal?

a) _____

b) _____

c) _____

d) _____

3. What is the potential prospects/prediction of TVET College in the city administration in terms of organization of TVET agency, stake holders, college management etc.?

a) _____

b) _____

c) _____

d) _____

Thank you again for your cooperation.

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Interview Questions

Interview Questions with City administration TVET Experts Some Selected Deans.

1. What are the challenges of TVET in the City administration to achieve their goals?
2. How are the resources available to implement the current TVET curriculum?
3. What is the current practice of these TVET colleges with respect to national TVET strategy?
4. What are the potential prospects of the TVET colleges in the City administration?
5. To what degree the TVET colleges in the City administration have been fulfilled by the necessary machines, tools, equipment and a competent manpower?
6. What do suggest the possible solutions to these challenges?

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Observation checklist

The purpose of this checklist is to gather facts about the relevance of curriculum; staffing equipment; facilities; services and the training process etc. through observation at the site.

1. Name of TVET institution -----
2. Year of establishment as technical- vocational education-----
3. The training day consists in the College-----hours/week.
4. Staff population
 - A). Academic Staff

Male----- Female-----Total-----
 - B). Administration Staff

Male----- Female----- Total-----
5. Trainer/Trainee ratio-----
6. The major requirements of admission to TVET College -----

7. Tuition fee per student in birr-----
8. Income generating by means of production in the College cover-----% of the total budget.

9. The fields of training in the TVET College. -----

10 Facilities and services in the TVET College

Facilities	Adequately Available	Moderately Available	Not Available	Remark
• Water				
• Electricity supply				
• Class Room				
• Work shop				
• Libraries				
• Administration offices				
• Department office				
• Teachers' staff Room				
• Store				
• Meeting Hall				
• Toilet for boys				
• Toilet for girls				
• Toilet for staff				
• Guidance & career council				
• Maintains service				

S.N	Items	Yes	No	Remark
11	The College has separate and attractive compound			
12	The class Rooms are ventilated and furnished			
13	The Workshops are well organized according to the needs of occupation			
14	There is adequate ventilation and enough space for practical work			
15	Appropriate number of trainees are assigned per shop in terms of shop Facilities and Work			
16	The machines; tools and equipment are available in sufficient quantity and quality			
17	The machines, tools and equipment are relevant to the new policy training program			
18	The machines and equipment are relevant to the content of the modules			

Questionnaire –Amharic version

ክፍል አንድ - አጠቃላይ መረጃ

1. የርስዎ ኮሌጅ/ተቋም ስም

2. የርስዎ ጾታ ወንድ

ሴት

3. የርስዎ ዕድሜ ከሚከተሉት በየትኛው ይወድቃል?

20-24 25-29 30 - 34 35-39 40 ከዚያ በላይ

4. ከፍተኛ የትምህርት ደረጃዎ ምንድን ነው?

12+1 እና ከዚያ በታች ዲፕሎማ የመጀመሪያ ዲግሪ

ሁለተኛ ዲግሪ ሌላ

5. አሁን ያለብዎት የሥራ ደረጃዎ ምንድን ነው?

6. ምን ያህል ዓመታት አገልግለዋል?

0-4 5-9 10-14 15-19 20 እና ከዚያ በላይ

ክፍል ሁለት - የቁሳዊ ነገሮች መዘርዘር

ቁጥር	ዓይነት	በጣም እስማማ ለሁ	እስማማ ለሁ	አልወሰን ኩም	አልሰማ ማም	በጣም አልሰማ
1	የመማሪያ ክፍሎቹ፣ የመለማመጃ ጋራገሮቹ እና ቤተ-መጽሐፍቱ በበቂ መጠን እና የማስተናገድ ዓቅም ላይ ይገኛሉ።					
2	የስልጠና ማዕከላቱ በቂ ማሸኖች፣ ቁሳቁሶች እና የተግባር መገልገያ መሣሪያዎች አሏቸው።					
3	የስልጠና ማዕከላቱ አስፈላጊ በሆኑ የጥገና ጋራገሮች፣ የጥገና ማሸኖች፣ ቁሳቁሶች እና የተግባር መገልገያ መሣሪያዎች በበቂ ደረጃ የተሟሉ ናቸው።					
4	የስልጠና ማዕከላቱ እንደ ኮምፒውተር የመሳሰሉ በቂ የኢንፎርሜሽን ኮሚዩኒኬሽን ቴክኖሎጂዎች መገልገያዎችን ታጥቀዋል።					
5	በኮሌጁ ውስጥ በቂ በሆነ ደረጃ ወንበር እና ጠረጴዛ የመሳሰሉ መገልገያዎች ይገኛሉ።					
6	ለተለያዩ ማሸኖች በቂ መለዋወጫዎች ይገኛሉ።					
7	የመማሪያ እና ተጨማሪ መጽሐፍት በበቂ መጠን ይገኛሉ።					

ክፍል ሦስት - ግብዓት እና ጥሬ ዕቃዎች

ቁጥር	ዓይነት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ለስልጠና የሚውሉ ጥሬ ዕቃዎች እና ግብአቶች ሀገር ውስጥ ይገኛሉ።					
2	ለስልጠና የሚሆኑ ጥሬ ዕቃዎች እና ግብአቶች በትክክለኛው ሰዓት ይቀርባሉ።					
3	ለስልጠና የሚረዱ ጥሬ ዕቃዎች እና ግብአቶች በትክክለኛው ጥራት ይቀርባሉ።					
4	ለስልጠና የሚያግዙ ጥሬ ዕቃዎች እና ግብዓቶች መጠናቸውን ጠብቀው ይቀርባሉ።					

ክፍል አራት - የሰው ኃይል

ቁጥር	ዓይነት	ህመም ሕክምና	ህመም ሕክምና	ህመም ሕክምና	ህመም ሕክምና	ህመም ሕክምና
1	ገበያው ውስጥ ተወዳዳሪ የሰው ኃይል/አሰልጣኞች ዕጥረት አለ።					
2	የርስዎ ኮሌጅ አሁን ሥራ ላይ ያለውን የቴክኒክ እና ሙያ ትምህርት እና ስልጠና ሥርዓተ-ትምህርት የሚተገብር በቂ የሰው ሀብት አለው።					
3	የርስዎ ቴሙትስ ኮሌጅ መምህራን/አሰልጣኞች ኢንዱስትሪውን የቀደሙ እና በቂ ክህሎት ያላቸው ናቸው።					
4	በርስዎ ቴሙትስ ኮሌጅ ከፍተኛ የሠራተኛ ፍልስጥ ይስተዋላል።					
5	በርስዎ ቴሙትስ ኮሌጅ ለመምህራን/አሰልጣኞች የሚከፈለው ደመወዝ ዝቅተኛ ነው።					
6	በርስዎ ኮሌጅ የቴሙትስ ፖሊሲ ግንዛቤ ዕጥረት ይታያል።					
7	ለቴሙትስ መምህራን የተዘረጋው የሙያ ማሻሻያ መርኃ-ግብር አበረታች ነው።					
8	የሰው ኃይል ዕጥረት፣ የበጀት ማነስ እና የባለድርሻ አካላት ቁርጠኛነት አለመኖር የኮሌጁ ዋነኛ ተግዳሮቶች ናቸው።					

ክፍል አምስት - የስልጠና ሂደት እና ሥርዓት

ቁጥር	አይነት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ኮሌጅዎ በአግባቡ የተደራጀ ነው። በሰልጣኞች እና አሰልጣኞች፣ በአሰልጣኞች እና አስተዳደሩ እንዲሁም ሌሎች ሠራተኞች መካከል ያለው የሥራ ፍላጎት ግንኙነት ጠንካራ ነው።					
2	በሁሉም የስልጠና ዘርፎች የሚገኙ ሰልጣኞች የትብብር እና የኩባኒያ ውስጥ ስልጠና ያገኛሉ።					
3	ኮሌጁ ዓቅሙን ወደ ኢንዱስትሪ በማጎልበት ኢንዱስትሪው ስልጠናውን እንዲረከብ እየሠራ ነው።					
4	ኮሌጁ ውስጥ ሙያዊ ደረጃውን የጠበቀ የምክር እና አመራር አገልግሎት አይሰጥም።					
5	የበጀት ማነስ እና የባለድርሻ አካላት ቁርጠኝነት መንደል የኮሌጁ ዐበይት ችግሮች ናቸው።					
6	ኮሌጁ ከአዲስ አበባ ቴሙትስ ቢሮ እንደዚሁም ከፌዴራል ቴሙትስ ኤጀንሲ ጋር የተሳለጠ ተግባራት አለው።					
7	በቴሙትስ ባለሙያዎች የሚካሄዱት ቁጥጥሮች እና ክትትሎች ለስልጠና መርጋግብሩ ደጋፊ ነበሩ።					

ክፍል ስድስት - ሰልጣኞች

መደበኛ ሰልጣኞች

ቁጥር	ዓይነት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ተማሪዎች ለሙያዊ ስልጠናው ያላቸው ፍላጎት አበረታች ነው።.					
2	በቴሙትስ ኮሌጁ የሚተላለፉት ክህሎቶች ገበያ-ተኮር ናቸው።					
3	የኮሌጁን ስልጠና ጨርሰው በምዘና ማዕከል የሚለኩት ሰልጣኞች በቂ ክህሎት አላቸው።					

የኢንዱስትሪ የአጭር ጊዜ ሰልጣኞች

ቁጥር	ዓይነት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልሰማማም	በጣም አልሰማማም
1	የኢንዱስትሪ ሰልጣኞች ለአጭር ስልጠናው ያላቸው ፍላጎት አበረታች ነው።					
2	በቴሎን ስልጠና የሚተላለፉት የኢንዱስትሪ ክህሎቶች ገበያ-ተኮር ናቸው።					
3	የኮሌጁን ስልጠና ጨርሰው በምዘና ማዕከል የሚለኩት ሰልጣኞች በቂ ክህሎት አላቸው።					

ክፍል ሰባት - ቴክኖሎጂ

ቁጥር	ዓይነት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ኮሌጁ ውስጥ የሚገኙት ማሸናፊያ የተግባር መገልገያ መሣሪያዎች እና ቁሳቁሶች አመናዊ እና በከፍተኛ ቴክኖሎጂ የታገዙ ናቸው።					
2	በኮሌጅዎ የሚገኙት ዘመናዊ እና በከፍተኛ ቴክኖሎጂ የታገዙት መሣሪያዎች በቂ ናቸው።					
3	የኮሌጁ ሰልጣኞች እነዚህን በከፍተኛ ቴክኖሎጂ የታገዙ ማሸናፊያን ከመጠቀም አንጻርም ይሁን ከመለማመድ አኳያ ችግር ይገጥማቸዋል።					
4	የአሰልጣኞችን እና ሰልጣኞችን ዕውቀት በየጊዜው ለማሳደግ የሚረዱ መሣሪያዎች የተሟሉበት የኢንፎርሜሽን ቴክኖሎጂ ክፍለ-ትምህርት ኮሌጁ ውስጥ አለ።					

ክፍል ስምንት

እባክዎ የሚከተለውን አንብበው በባዶ ቦታው ላይ አጭር ምላሽ ይስጡ።

1. በርስዎ ኮሌጅ/ተቋም በስልጠናው ዘርፍ ከሚሸፈኑት የትምህርት መስኮች ማለት-ም፤ ከቢዝነስ፣ ኢንዱስትሪያል ቴክኖሎጂ፣ ኢንፎርሜሽን ቴክኖሎጂ ወይም ኮንስትራክሽን ቴክኖሎጂ እና በሥራቸው ከሚገኙት ንዑሳን ዘርፎች ገበያው ውስጥ ከፍተኛ ተፈላጊነት ካለው 1 ብለው በመጀመር እስከ ዝቅተኛው (4ኛው) ድረስ ይመዝግቡ።

- 1.
- 2.
- 3.
- 4.

2. ኮሌጁ ግቡን እንዳያሳካ ዋነኛ ዕንቅፋት የሆኑበት ጉዳዮች ምንድን ናቸው?

- 1.
- 2.
- 3.
- 4.

3. የርስዎ ኮሌጅ በከተማ አስተዳደሩ ውስጥ የቴሎትስ ኤጀንሲን አቅጣጫ በመከተል፣ ከባለድርሻዎች እና ከራሱ ከኮሌጁ አስተዳደር ጋር በተገናኘ ቀጣይ ሁነኛ ዕጣ-ፈንታው/ዕድሉ ምን ይሆናል ብለው ይተነብያሉ?

- 1.
- 2.
- 3.
- 4.

❖ ለትብብርዎ በድጋሚ አመሰግናለሁ።