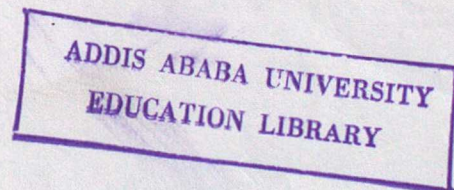


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A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES ADDIS ABABA
UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING
AND MANAGEMENT



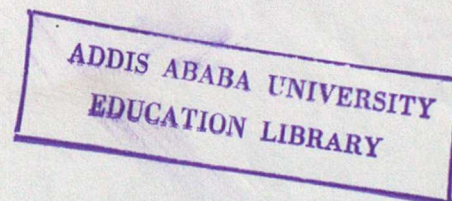
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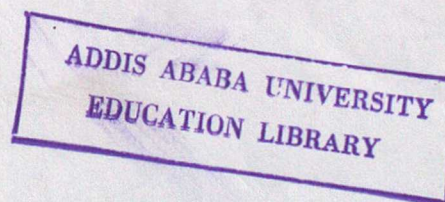
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ABBREVIATIONS AND ACRONYMS

| | |
|----------|---|
| ESDP: | Education Sector Development Program |
| HND: | Higher National Diploma |
| ILO: | International Labor Organization |
| MOE: | Ministry of Education |
| MOESW | Ministry of Employment and Social Welfare |
| NCCTVET: | National Coordinating Committee for Technical and Vocational Education and Training |
| NGOs: | Non-Government Organizations |
| OECBB: | Oromia Education and Capacity Building Bureau |
| SDC: | Skill Development Center |
| TVET: | Technical Vocational Education and Training |
| UNESCO: | United Nation Education Scientific and Cultural Organization |

ABSTRACT

The purpose of this study was to assess some major factors that affect the trainings provided by TVET institutions in Oromia Region, and there by suggest possible remedies for the improvement of the training.

The study focuses on assessing whether or not the new TVET training was based on adequate need assessment and pilot tested before large-scale implementation. Moreover, some major factors that affect the quality, relevance and effectiveness of training were also assessed. To this end availability of competent manpower, adequate budget and material supply, adequate facilities, work relationships of stakeholders, participation of stakeholders in TVET activities, Understanding of TVET objectives by relevant stakeholders and the extent of its achievement were the major areas of investigation. To this effect, descriptive survey method was employed.

The sample training institutions were selected from four Oromia Zones; the Zones were East Shewa, West Shewa, East Hararghe and West Hararghe. The subjects of the study were 474 trainees, 92 trainers, 7 principals, 9 TVET experts, 4 zonal education and capacity building officials, 1 regional TVET Department Heads and 7 apprenticeship offering organization (Employers). Purposive, availability, stratified and simple random sampling technique was used to select the zones, Institutions and subjects of the study. Questionnaire, Interview, Observation, Checklist and Document Analysis were used to obtain the necessary data. Gathered data were analyzed by employing frequency count, percentage and weighted mean as an instrument of data analysis.

The findings of the study revealed that the new TVET training was not based on adequate need assessment result and not pilot tested before large-scale implementation. Even though an effort is being made to up grade TVET trainers, but under qualification of trainers remained as one of the major problems. Moreover, the training has suffered from the following constraints in the region:

- Shortage of budget and material supply.*
- Weak labor market information system.*
- Poor guidance and career counseling services.*
- Lack of awareness and poor understanding of TVET objectives.*
- In adequate facilities.*
- Weak participation of stakeholders.*
- Weak relationship of institutions and employers.*

In light of these findings the following recommendation were forwarded:

- Before opening new or expanding the existing training fields thorough need assessment should be conducted at the institutional levels.*
- The upgrading program of trainers should be expanded to include all trainers in need of up grading.*
- TVET financing should be diversified and more autonomy of financial management should be given to the institutions.*
- Awareness creation and guidance and career counseling service should be given due attention at all hierarchical levels of TVET system.*

- *Establishing strong network systems of TVET institutions with all relevant stakeholders, so as to improve labor market information exchange.*
- *The relationship of training institutions and relevant stakeholders should be strengthening in order to improve the participation.*

CHAPTER 1

1. THE PROBLEMS AND ITS APPROACH

1.1 Background of the study.

TVET program is part of the education system that is designed to equip students/trainees with the knowledge, skill, attitude and capacities required to make them ready for the world of work. Hence, the program is decisive in developing human resources that needed to realize the national economic and social development goals. In line with this idea Middleton, Zederman and Adams (1996:1) stated that.

Both common sense and economic research supports the idea that the quality of nations' Work force is important to economic and social development.

Moreover, the development of trained labor force makes a significant contribution to national development by facilitating the application of science and technology for transformation of material into goods and services (UNESCO, 1965:15).

Therefore, based on the countries' objective reality the labor market, knowing the actual skilled labor demand of the present and future market is paramount to adjust the education system in general and that of TVET in particular. So as, to provide proper and demand oriented trainings that could help an endeavor made towards the national economic and social development. Hence, the prime objective of the system of TVET is to achieve goals of trained manpower requirements of the economy and eventually to meet the national development goals (ESDPII, 2002/2003:30).

To realize these goals, special emphasis was given to the TVET program. As a result, high power capacity building task force was established under the prime minister's office; to search the way and means of enhancing the program. Accordingly, a strategy was formulated and implementation of expanded, diversified and integrated TVET system started at 2001/2002 academic year when over 50,000 TVET trainees (including agriculture) were

enrolled in the 169 government and non government institutions, using new curriculum and modalities of trainings (Tekelhaymanot, 2002:7).

It can be clearly understood that the TVET program has shown unprecedented growth and expansion since 2001/2002 academic year. Even though the expansion and growth of the program is pertinent to prepare skilled manpower that will be required to realize the national economic and social development goals, careful need assessment of training and skilled local labor market situation is a prerequisite to plan and provide demand based and relevant training.

Further more, to offer flexible, market oriented and demand based trainings, periodic assessment of the factors affecting the program being implemented is paramount to adjust the training system in line with a changing economic context and the demand for different kinds of skills in the labor market.

Therefore, the theme of this study was to assess some major factors that affect the trainings being provided by the TVET institutions at 10+1 and 10+2 levels in Oromia Regional state; in the fields of Business, Industrial technology, construction technology and home science.

Consequently, the research has tried to find out some major problems that have an adverse effect on the trainings and forwarded possible solutions.

1.2 Statement of the Problem

At present in Oromia Regional State there are 54 TVET institutions offering trainings at different levels and occupations, among which 36 of them offering trainings at 10+1 and 10+2 levels. When the program was started in 2001/2002 academic year; most of the trainers were under qualified, the training institutions had no adequate facilities and the need of training fields were not assessed adequately in terms of local labor market.

According to the data obtained from Oromia Education Bureau, among 10,250 total number of graduates at 10+1 and 10+2 in 1994/95 E.C., only 2,320 graduated trainees have found employment opportunities in Government, NGOs and as a self employee. From the above

data the effectiveness of the trainings being offered was already under question. Because, as stated by Middleton, Ziderman and Adms (1996:3) basically, the effectiveness of the training depends on the extent to which trained workers use their skills in employment.

Hence, investigating and identifying of the factors affecting the training were helpful to take timely remedial action.

Therefore, the objectives of this study were:-

- To identify some major problems those affect the quality, relevance and effectiveness of the training in the Region and forward some possible solution.
- To know the adequacy of the training resources and facilities.
- To know the constraints that would hamper the link between training institutions and TVET stakeholders in general and employers in particular.
- To be cognizant of some major factors hindering the achievements of TVET objectives and seek for solution.

Based on the above-mentioned objectives, the study focused on the following basic questions.

1. Are the trainings being conducted in TVET institutions at 10+1 and 10+2 levels in Oromia Region based on adequate need assessment? If yes, to what extent the result of the assessment are being used by the institutions to plan and offer demand oriented trainings?
2. What are the methods that the training institutions use to get up to date and adequate labor market information that would help them to make the trainings demand based and flexible?
3. What are the major factors that affect the quality, relevance and effectiveness of the TVET training?
 - 3.1 Does the qualification of trainers meet the standard set for the training levels?
 - 3.2 Is the availability of necessary facilities and resources sufficient to accomplish the trainings as intended?
 - 3.3 Is there adequate and necessary work relationship between the Institutions and local community in general and employers in particular?
 - 3.4 What are the major factors that affect the relationship of training institutions and employers?

- 3.5 Do the relevant stakeholders have thorough understanding of TVET objectives?
- 3.6 What are the major factors that hinder the achievement of the TVET objectives?

1.3 Significance of the Study

Technical vocational education and training program should have to be demand based, relevant flexible and responsive to the changing labor market context. Hence, periodically assessing the strong and weak sides of the program is important in adjusting the system to make it responsive to the trained labor market demand of the economy. Therefore, the result of the study would help in planning and offering demand oriented training, it helps curriculum designers and policy makers in identifying the weak sides of the training that need improvement. Moreover, the study provides appropriate information for further study in depth. Regarding the priority of the problem it is clear that if the training being offered is not demand oriented it will have a great economic, social and political impact on the country.

1.4 Delimitation

Currently, government, NGOs and private organizations nationwide are offering TVET programs. However, in Oromia Region the main providers of TVET are government organizations and agencies. Hence, the study focuses on the government run institutions.

Among different levels of the programs, 10+1 & 10+2 levels were chosen for various types of training fields, and longest period of time since the implementation of new TVET program had been started at these levels.

According to the evidence obtained from Oromia education Bureau 54 TVET institutions are offering training at different levels and out of which 36 of them are offering training at 10+1 and 10+2 levels.

However, accomplishing a research work in all these institutions would be impossible for various reasons related to time constraints and wide geographical area.

Hence, this study was delimited to four Oromia zones and seven TVET institutions to make the study manageable.

Lastly, the main training fields covered by the study were Business, Home science, construction and industrial technology.

These fields were chosen, because they comprise the largest number of students and are mainly prepare students for self-employment.

1.5 Limitation of the Study

Detailed information could have been obtained regarding the output and outcome of the TVET training by including more employers, graduates, and parents, if it had not been for the above-mentioned problems time and resource constraints.

Finally, some of the respondents were not co-operative as had been expected. As a result, complete response of the question items and 100% return of the questionnaires have not been achieved. These have limited the data obtained and the finding of the study.

1.6 Research Design and Methodology

1.6.1 Methodology

The research method employed is determined by the nature of the research topic. Based on this fact, this study was assessing and describing the factors those currently affecting the TVET training being provided in the Region. Hence, the descriptive survey method was the appropriate approach for the study

1.6.2 The Sources of Data.

The data were collected from different sources:

1.6.2.1. Primary Data Sources

Primary data were collected from trainees, teachers, TVET experts and principals through three sets of questionnaire respectively. Moreover, Regional TVET head, Apprenticeship

offering organizations (employers) and Zonal education and capacity building officials were interviewed.

1.6.2.2. Secondary Data Sources

Secondary data were obtained from relevant books, journals, proceedings and encyclopedias that explain the experience of other countries. Reports, policies, strategies, programs and other documents were checked to obtain additional information.

1.6.3 Sample Population and Sampling Techniques

West Shewa, East Shewa, West Harargehe and East Hararghe Zones were the sample area of the study. Using purposive sampling technique these zones were chosen. The reason behind selecting these zones was that, they could be a good representative of better as well as backward Oromia zones. Hence, considering TVET training the Regional features could be reflected in the sampled zones. Secondly, considering the time constraints, if the zones were too far apart the data collection could not be manageable.

Among TVET institutions found in these zones, seven of them were chosen by purposive sampling technique based on the number of students and variety of training fields they are offering. The institutions were:-

| | |
|----------------|---------------------------------|
| In East Shewa | - Hawas TVET _ Bishoftu TVET |
| In West Shewa | - Ambo TVET _ Ambo SDC, |
| In East Harage | - Haromaya TVET _ Deder TVET |
| West Harage | _ Chercher TVET |

Regarding the subjects of the study, among 2532 total number of trainees, 520(21%) and out of 254 trainers 104(41%) were included in the sample using stratified random sampling technique based on their population size.

Table I

Sampling of Trainers and Trainees

| Zone | Population | | | Sample | | |
|--------------|------------|------|----------|----------|------|----------|
| | Trainees | | Trainers | Trainees | | Trainers |
| | 10+1 | 10+2 | | 10+1 | 10+2 | |
| East Shewa | 938 | 520 | 126 | 194 | 105 | 52 |
| West Shewa | 472 | 289 | 71 | 97 | 60 | 29 |
| East Hararge | 81 | 49 | 27 | 17 | 10 | 11 |
| West Hararge | 99 | 84 | 30 | 20 | 17 | 12 |
| Total | 1590 | 942 | 254 | 328 | 192 | 104 |

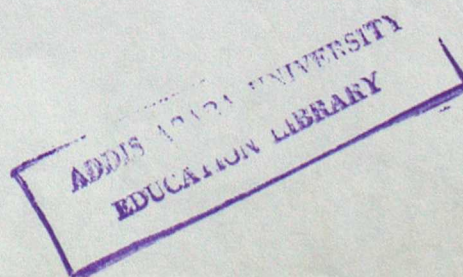
Moreover, seven principals, eight zonal experts, three regional experts, one regional TVET head and four zonal education and capacity building officials were included by using availability sampling.

Finally, seven apprenticeship offering organizations (employers) were included in the sample by using purposive sampling based on their vicinity to the institution, experience in offering apprenticeship and co-cooperativeness to the TVET institutions.

1.6.4 Instrument of Data Collection

To obtain the necessary data, mainly questionnaires, interviews and document analysis were used

The questionnaires were prepared in English and Amharic. Mainly closed ended and few open ended questions were prepared. Since questionnaire is more useful to collect data from many people. Therefore, it was used to collect information from trainees, trainers, principals and experts.



Interview was used to get information in depth about the issue under study from regional TVET head, zonal education and capacity building officials and apprenticeship offering organization (Employers).

Various published and unpublished documents were thoroughly reviewed to obtain background information about TVET program and experience of other countries regarding the topic under study. Additionally, to obtain further information and clarification, observation and checklist were used.

1.6.5 Procedure of Data Collection

The data-gathering instruments were constructed on the bases of the reviewed literature and the required data to be collected. Before distributing them to sample respondents, pilot test were conducted in one selected zone (West Hararge, on Chercher TVET Inst.). Frequency count, percentage and weighted mean were used to analyze the items. Based on the feedback obtained three of the items were revised to make them clearer and two of the items were deleted because of their redundancy from questionnaires prepared for teachers and experts. Moreover, one question item were removed from questionnaire prepared for trainees

To have a maximum rate of return and quality responses, convenient time were arranged for respondents. Moreover, to avoid confusion the objective of the study were made clear to the respondents. Continuous follow up was conducted to facilitate the feedback and to correct the problem confronted on the process of filing questionnaires.

1.6.6 Data Analysis

Frequency and percentage were employed to questions with ordinal and nominal character. Weighted mean were computed to find out average values of the factors affecting the training.

1.7 Organization of the Study

The study comprises four chapters. The first chapter includes problem and its approach the basic questions that the study focuses on to answer research methodology and procedure were included under this chapter. The second chapter devoted to the review of related literatures.

The third chapter used for the presentation and interpretation of the data. The last chapter includes summary of finding, conclusion and recommendation

1.8 Definition of Terms

Assessment:- A systematic process by which as many data as possible are gathered and used to evaluate important elements involved in trainings to know whether objectives are achieved or not. (Carter V. Good, 1973:43)

Apprenticeship Training: - Job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to enable to the trainee to put to practice the technical and vocational education and training he acquired in a training institution and to be acquainted with work. It is employer based or a work based method for learning and gaining qualifications. The training is mostly trade specific and restricted under the contract with one employer. (Federal Negarit Gazeta, No 391/2004:2554)

Effectiveness: - Refers to the relation between the initial objectives and actual results (UNESCO, 1996:96).

Labor Market: - Refers to geographical setting where potential employees are located and from which employees' recruitment is made. Cover a wide geographical area, depending on types of national requirement in demand (Monday, 1990:439)

Quality: - Relates to both the quality of the resources allocated to the system and the quality of result UNESCO, (1996:96)

Relevance: - Refers to the match between training being provided in the institutions and the skill, knowledge and capacity demand in the labor market.

Technical vocational Education and training: - The combined process of Education and training and recognized the common objectives of employment on their immediate goal (UNESCO, 2002:96)

Tracer Study:-is a method of follow up conducted by the institutions on a given batch of trainees in a given fields of training after graduation to obtain feed back.

Training: -Any technical and vocational education and training provided through formal or non-formal program leading to a certificate or a college diploma and it also include competence earned through work experience and attested by the test of professional competence. (Federal Negarit Gazeta, March 1, 2004, No 391/2004:2553)

Training Institutions: - Means a public or private institution, or one owned by a non-government organization to which a pre-accreditation licenses or an accreditation certificate is issued by the appropriate accrediting authority to engage in the provision of technical and vocational education and training. (Federal Negarit Gazeta, March 1, 2004, No 391/2004:25

CHAPTER 2

2. REVIEW OF LITERATURE

2.1 Historical Development of Vocational Education

Various literatures revealed that informal vocational education has a long far back history as an endeavor made by ancient men to acquaint their children with the skills of different life activities that were required for existence.

To this end Gallinelli (in Abramson et al, 1979:19) stated historical development of vocational education refers back to the primitive society in which children learnt from their parents important skills that required for survival; such as hunting and gathering bands of primitive people. Children were used to learn by imitating their parents until they could be able to perform the exact duplication of the activities. This way of conscious imitation continued as a method of teaching learning various types of crafts until the beginning of fifteen century.

In line with this idea the father was responsible for his sons and the mother to her daughters in offering occupational instruction. 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).

At the beginning there were no labor division and specialization. Simple weapons, tools, religious and domestic objects were produced by people for their personal use. Later on as people learnt to control fire and smelt metal to form tools; specialization of different crafts was started. As a result, some could be miners, others smiths, carpenters, masons or weavers. (Bennett in Abramson et. al., 1979:12)

As consequences of specialization similar crafts were brought together by their common interest to form craft guilds of the middle age. (Gallinelli in Abramson et al 1979:19)

According to Hanson (1997:24) "Guilds are associations established during the middle age in Europe to protect the interests of members of the same craft"

2.1.1 The Emergence of Traditional Apprenticeship

In the early period of human history there were no formal institutions for teaching crafts or trades. Hence, family had significant role to teach their kids various types of trades in the process of productive activities that were necessary for survival.

According to this view, in early Jewish culture the parents were ordered by law to teach trades to their children. Accordingly, the boys were taught religion in the morning and the father's trade in the afternoon (Barlow, 1965:1)

Likewise, handcrafts had continued to be taught from father to sons, and then after, father to other men's sons. After the crafts men had organized into guilds; the guilds overtook the responsibility of local control over each trade and set standards of workmanship and price. In the same manner, the guilds regulate apprenticeship and required that when the master took an apprentice; he had to provide him with the skill, mysteries of the trade, religious and moral trainings. Moreover, the master had to provide house, food and clothes for the apprentice. In return the apprentice had to serve the master faithfully in trade and any household activities that were required of him. The usual apprenticeship lasted for seven years. (Gallinelli in Abramson et al, 1979:20)

In traditional apprenticeship the relationship of the apprentices and employers had various forms at different parts of the world. Regarding this Lauglo. J. (1993:31) stated that:

In ancient Japan an apprentice would typically be adopted into the master's family. In the traditional Europe guild system apprentices were often provide with board and lodgings in the master's household. In some cultures, a crafts has historically been the property of a caste; so that, the trade secrets are guarded jealously for one's own group. A belief, which can be associated with a castes tradition, is that outsiders are really incapable of fully learning them. Apprenticeship will then stay with in the family and caste.

Traditional apprenticeship remained as the method of instructing crafts till the onset of industrial revolution. In agreement with this idea Richardson (1972:29) stated, "By the end of 18th century the traditional apprenticeship was becoming in-appropriate to changing social and industrial ethos."

During the industrial revolution the establishment and proliferation of many factories came into existence. Consequently, traditional apprenticeship system became obsolete as the only means of training crafts men; since then, public and private schools took on the training task (Gallinelli in Abramson, 1979:35).

The break down of traditional apprenticeship took place in European countries such as England and France; but in Germany unlike other countries the system remained and used as a base for the emergence of modern apprenticeship including the dual system of trainings.

Like any other countries of the world; in many African countries including Ethiopia; traditional apprenticeship had a significant role in training of crafts or trades. Moreover, it still remained as one mode of training for traditional crafts and modern technical trades in small firms of informal sectors.

To this end, Middleton, Ziderman and Adams (1996:174) stated that in many developing countries traditional apprenticeship is the major mode of training for traditional crafts such as blacksmithing, leather crafts and herbal medicine. Similarly, also it is used for training of modern trades such as automobile, appliance, and radio repair. This apprenticeship exists wherever small firm owners are in need for fee to train a skill or trade that is in demand.

2.1.2 Vocationalization of School Curriculum in Africa

In Africa, during the colonial period there was an attempt to include practical training at the primary level with the aim of preparing manual labor forces that serve the colonial power.

Regarding this Sifuna (1976) as cited in (Husen et al, 1995:6252) stated that the colonial government policy encouraged training with the purpose of making Africans to be subservient at the bottom of social structure and to take up a position with in the manual workforce.

In line with this view Court and Ghai P. (1974:8) described that "the system of education inherited in 1963 in Kenya had been designed to serve colonial and minority interest and it was a racially segregated . . ." However, after independence most African countries had made significant attempt to expand their academic education that had similarity in structure and curriculum content with their former colonial power education system. The main purpose of

education was to fill the vacant positions in the newly independent government hierarchy left by the colonial civil servants. For example; to this end, Husen et al, (1995:8252) stated as follows

In the first year of independence practical subjects were less of priority in Kenya and Tanzania, Compared to the more general educational expansion. Education was seen as vehicle to take over many of the administrative position left by the colonial government.

Later on, African governments realized that the academic education alone was not sufficient to bring about economic development. Hence, to develop the nations productive capacity vocational zing of the school curriculum was needed.

Accordingly, "many National policies emphasize an attempt to vocationalize the formal education system". (Husen et al, 1995: 6252)

In line with this idea in Kenya, for example, a new structure of education Known as 8-4-4 that involves prevocational diversification of primary and secondary school was introduced; as a result of several national education commissions conducted since 1964. (UNESCO, 1996:2)

Similarly, the revision and restructuring of educational system was introduced in Nigeria, Ghana and others African countries. A common feature of educational system reform in the African countries was the introduction of technical education in the general school curriculum resulting from the realization of the importance of technical and vocational education in national development (Ibid)

2.2 The Concept of Training

The concepts of training have been given various definitions by different authorities; some of these include: -

As cited by Hialeslassie (1999:43) from the definition had given by Armstrong "training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience."

Moreover, the same authors quoted a comprehensive definition of trainings provided by manpower service commission (1981) as follows.

A planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in activity or range of activities. Its purpose, in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of organization.

Another definition given by Zaudneh (1994:1) stated as; "training refers to the transfer of knowledge, skill and attitude aimed at cultivating people for productive tasks or altering their usual styles."

Aims of training cited by Bennet (1969:113) and defined by A.O.Martin of the Ministry of Labor [6] as; "the 'general aim of training', he says is 'to improve job performances by extending knowledge, inculcating skill and modifying attitudes, so that, individuals can work in most economical, efficient and satisfying way'. He adds that training must satisfy real needs."

In general, from the definitions of training and aims of training given above; training is a systematic process of acquisition of knowledge and skill that modify attitudes of trainees and capacitating them for effective performance of activities to satisfy present and future needs of organization at large and that of individuals in particular.

Therefore, training must be centered on the unsatisfied needs of organization and individuals that should be identified through proper need assessment.

Accordingly, prior to the commencement of any training programs in general and that of TVET program in particular thorough need assessment which considers all stakeholders need has paramount importance, in order to make the program more relevant and to maintain its quality.

2.2.1 Mode of Training

Vocational and Technical skills can be acquired by individuals in many ways. Public pre employment training is only one way to enter skilled job. In modern sector, skills are obtained from initial and in service trainings offered by public and private organizations; and wage employment are used as a means of providing skills to many informal sector entrepreneurs. Trainings by private and voluntary organizations are a second alternative. Farming skills are mainly obtained from agricultural extension; agricultural schools and colleges and youth

training programs also contribute to obtain farming skills. In many countries, rural and urban informal sectors obtain their skills through traditional apprenticeship. These all alternatives are included in a nation's capacity for training labor forces required to realize national development goals. (Middleton, Ziderman and Adams; 1996:25, 27)

Generally, in any country TVET can be located in one or more of the following three distinct institutional settings: These settings are.

- a) School based Trainings
- b) Post school /Enterprise Trainings)
- c) Work based /apprenticeship Trainings. (Husen and Wait, 1996:6245)

2.2.1.1 School Based Trainings

As stated by Lauglo, (1993:17), based on the balance between general education and vocational subjects in the curriculum, school based trainings can only be aimed at prevocational or entry level skill. It is only the later that can be termed as vocational trainings.

Accordingly, one might identify three main types of school based trainings: vocational streams or courses in main stream secondary schools, specialized technical or vocational secondary schools, and trade schools and training centers which clearly are not 'secondary' in the sense of preparing for 'tertiary' or higher education (Ibid).

Regarding the differences of school based training institutions Middleton, Ziderman and Adams (1996:33) stated that vocational instruction is provided in different quantities and degree of depth in various types of institution. General educations, vocational theory and practices are combined in schools. The time spent in vocational courses is significantly differing in diversified secondary schools and true vocational schools. The amount of general education offered in training centers is relatively few.

A rational for school-based training is that it prepares for economies structural and technological change by providing pertinent and broad training.

To mention a few, however, there are also critics regarding training based in secondary school:-

- The syllabuses tend to be semi-permanent and hence, liable to become obsolete;
- There is lack of student motivation and attitude towards trade that made the trade to suffer;
- Training in secondary school is poorly connected with related work. (Lauglo, 1993: 18-19).

2.2.1.2 Apprenticeship Training

Different authorities have defined apprenticeship in different terms expressing the same essence. Generally there are two types of apprenticeship those are known as traditional apprenticeship and modern apprenticeship.

To this end Ryan and Grub (1999:99) stated that Apprenticeship is highly heterogeneous. Two different types may be identified which is known as 'modern' and 'traditional'. In Europe modern apprenticeship involves structured program of education, training and work experience, primarily sponsored by employers and secondly by other interested groups. The program is designed to acquisition of skills with an educational and exceptional rather than to immediate job requirement at semi skilled level. But, traditional apprenticeship is more informal in which education and external regulation are not taken as a criteria and the apprentice receive trainings and experiences in accord to employers need.

Further more, Lauglo (1993:31) emphasizes the difference between modern and traditional apprenticeship by expressing that in modern apprenticeship agreement, apprentice is paid a wage or subsistence allowance; the training provided is usually supplemented by courses in trade theory and subjects in school or school like settings; the apprentice is prepared for a trade test and those who pass the test awarded a certificate. But, in traditional apprenticeship it is the apprentice who must pay for the access to the master's craft; the agreement between the apprentices and the master/employer has varied from country to country and not regulated by law; the trainings is not supported by trade theory, Hence educational back ground is not a prerequisite.

Apprenticeship training is not only a process of gaining technical skills but also it is a way of social relations in which the apprentices gain social experiences of the society in which they operate (UNESO; 1984:158)

As revealed in various literatures traditional apprenticeships still exists side by side with modern apprenticeship in many developing countries.

In agreement with this view Middleton, Zidermen and Adams (1996:174) stated

In many countries, apprenticeship are principal mode of training for traditional crafts such as blacksmithing, leather craft, and herbal medicine as for modern technical trades such as automobile, appliance and radio repair . . .

Likewise, Ethiopia had its own traditional apprenticeship through which craftsmen and artisans were offering skill training to the apprentices for centuries. Then after, with the beginning of modern vocational education and training the modern apprenticeship is introduced in the training system. As a result on Date: March 25, 2004 modern apprenticeship was proclaimed. In this proclamation document, duties and responsibilities of the organizations, apprentices and TVET institutions were thoroughly covered and the term "apprenticeship" is comprehensively defined.

Accordingly,

"Apprenticeship" means job training undertaken by trainee in an organization pursuant to an agreement concluded among training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training acquired in training institution and to be acquainted with work (Negarit Gazeta, 2004:2554)

Alike any other developing countries, both modern and traditional apprenticeship is still operating in Ethiopia.

In sum, strong apprenticeship system is helpful in gaining the experience of real world of work by the trainees, in strengthening the relationship between the training institution and employers, trainees and employers, so as the relevance and quality of training could be enhanced.

2.2.1.3 On the Job Training

In service training is the mode of training that intended to serve an organizations needs for staff development. The degree of difference of training from on going production process will vary with in and among organizations. As such, at one end there is informal on the job learning in which new employee learns their job through guidance from supervisors and more experienced workers. At the other end highly institutionalized company based training department conduct full time instructions and offer courses at training centers. (Laugol, 1993:47, 48)

To this end, Middleton, Ziderman and Adams (1996:27) stated that, most, employee obtain skill acquisition at the work place during employment through informal on the job training or through formal training programs sponsored by employers and employee and offered in the firm or at external training institution.

Firms engage in training due to several reasons, some of them are as follows: -

- To prepare experienced staff for promotion.
- To build workers morale and identification with the organization.
- To promote a corporate culture for better productivity. (Laugol, 1993:48- 49).

In accord with this idea Middleton, Ziderman and Adams (1996: 27) emphasized that private and public firms invest in training to ameliorate their employees' productivity on present job and future promotion into higher productive position.

Nonetheless, on the job trainings have serious limitations, these limitations are most common among small and micro enterprise firms, which have no their own internal training department, some of the shortcomings are: -

- Firm based trainings are lacking exposure to new technology of production or product diversification;
- Workplace alone does not provide adequate technical and vocational skill. (Husen and Others, 1995:6247);

In sum, there is no exclusively preferred mode of training, hence using the combination of modes of trainings as situation and resource permit can have a better result.

In line with this view Husen and others (1995:6248) emphasized that.

In Germany and other countries that maintain a dynamic modern apprenticeship, it is a combination of work based TVET with the exposure to further skill in the linked institutional training of these "dual" systems that gives this form of apprenticeship over training that is merely on the job. In addition, the quality of this apprenticeship is crucially associated with the interest of employers and their organization financing it, setting its standard and certification, and actively seeking its development.

2.2.1.4. The Dual Vocational Training System

The Dual training system has developed in Germany during the post war period and internationally acclaimed as an advanced version of apprenticeship. (Lauglo, 1993:36)

It is a mode of training in which the firm and the vocational training school share the responsibility in training young people with most appropriate job qualification, the former offers practical training while the latter provides specific or general occupational related education. (Schwarz, 1986:2)

In this mode of training the school and the firm are complementary to each other, not only due to the sum of the knowledge obtained in the class and the practical skill acquired in the enterprise, but also the constant application of the knowledge acquired. As a result, the best-qualified and capable trainees that can be adapted to the world of work could be produced. (Atchoarena and Delluc, 2002:60)

According to Schwarz (1986:2) the dual system is based on the firm's supply of training places. It is the firm's responsibility that how many apprentices to accept, for what occupation, how it wishes to train and to select the training candidates. However, in accomplishing its responsibilities the firm is governed by vocational training regulation that promulgated by Federal Government in consultation with partners such as employers, organizations and trade unions. The regulation specifies skill and knowledge as well as examination criteria's.

The relationship of trainees and the firm is governed by contract that subjected to civil law in which training period, trainees' remuneration and the mutual rights and obligations involved. The firms are required to meet specific criteria regarding appropriateness of training equipment and qualification of trainers if they wish to offer training. More over, the training program includes up to 12 hrs a week compulsory attendance in vocational school and the

curriculum contains 60% trade oriented and 40% general. Most young people begin their training at the age of fifteen or sixteen after completing nine or ten years of basic education and the training lasts three to three and a half years.

Although dual training mode appears to be an effective, it needs strong management to coordinate the employers and training centers to work towards the same goal. In addition, the enterprise must be capable in establishing and supporting training. Where these conditions are fulfilled dual training system is more flexible and cost effective. Among the major factors that made dual training system successive are mutual incentives to employers and training institution to make the program work and strong government support. (Middleton, Ziderman and Adams, 1996:193)

African countries such as Cote'divoire, Kenya and Congo have made an effort to develop a form of co-operation with business in order to improve the match between the supply and demand for training. However, little experience in dual forms of training and the lack of an industrial fabric has made a great obstacle. (Atchoarena and Delluc, 2002:61)

Generally, in Sub-Saharan African countries, including Ethiopia the dual training system needs to be adapted to the actual socio-economic context of the countries by considering the roles of small enterprise of informal sectors and consultation with all relevant stakeholders, so that the quality and the match between supply and demand of the trainings can be improved.

2.3 Policy in TVET

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 response. To tackle these problems the countries should formulate and implement growth oriented policies that focus on available abundant resources such as human resource and land. Hence, the education and training policy should be designed in order to address the above mentioned socio economic problems.

To this end Atchoarena and Delluc (2002:54) state "In many countries of sub Saharan Africa, particularly in French speaking countries, government has placed TVET as a means of

supporting the economic and social development of their country."

Considering the extent of severity of unemployment and underemployment education and training policies are key elements in economic and human resource development (UNESCO, 1993:1)

Therefore, TVET program, as an integral part of education and training policy, it plays a significant role in training and retraining the labor force and equip them with the skills, knowledge and attitudes that can help them to respond to changing market economy and to create employment opportunities.

According to Middleton, Ziderman and Adams (1996:254-55) three key questions should be considered in formulating suitable training policy of a country. The questions are

1. What is the economic context of employment and skill demand?
2. How extensive and effective are the various forms of trainings?
3. Are current training policies and planning practices able to adjust training supply to changing economic context?

The first question emphasizes the importance of thorough understanding of the economic context of a country prior to the formulation of training policy by the parties who are concerned in policy making and planning of the training programs. Hence, policy makers and all the stakeholders of TVET, who have share in planning process of TVET programs, need to know the dynamic market economy and the consequent employment of a country (Ibid).

The second question helps to know and identify the coverage and effectiveness of different training sources and capacity of training institutions in a given economic context of a country, more over, it helps to know the share of different training providers and potential of employment opportunities of different Geographic areas. This call for "mapping sources of training", a crucial ingredient in formulating policy is a comprehensive view of the various ways in which workers acquire skill" (Middleton, Zideuman and Adams, 1996:256)

The last question deals with to what extent the existing policy and planning approach is flexible with the changing economic context in order to achieve the desired goals. This requires for thorough assessment of the strength and weakness of the currently in use policy

and planning approach. As a result, the policy and planning approach could be adjusted to the dynamic market economy and consequent employment opportunities. (Ibid)

In sum, Ethiopia has launched new Education and training policy since 1994 G.C; In accord to this policy TVET program started its functioning few years ago. Hence, assessing the Education Policy and Trainings being offered in the eye of the policy questions raised above has paramount importance in order to forward timely remedies for the shortcomings encountered in the process of implementation.

2.3.1 Objectives of TVET

The purpose and objectives of TVET in a given country determines the scope with in which the program is to be developed, implemented and in agreement with several other sector objectives. The general objectives of TVET stated by most of the countries include the following concepts.

In line with general education, to provide knowledge and skills in the technical and vocational fields in order to fulfill national manpower requirements of various sections such as industry, business, agriculture . . . etc (UNESCO, 1996:16).

Regarding the objectives of vocational Education and Training Louks (1988:1920) states that:

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

The first objective emphasizes that preparing people for present or future employment opportunities. Hence, the program is expected to improve trainees' choice of finding a job whether it is by employment or job creation in order to alleviate the unemployment problems. The assumption behind this idea is that it is possible to equip young school leavers or the unemployed with technical skill, knowledge and attitude that enable them to find or create employment opportunity in highly competitive labor market. More over, the assumption contains that lack of skilled manpower can hamper the economic growth. (Ibid)

The second objective indicates that the program can improve the aspiration of trainees towards the manual work. So that, the traditional concept of viewing Technical and Vocational Education at lower status than Academic Education could be removed or reduced, so that the trainees could be interested to join TVET program and encouraged to self-employment after graduation. (Ibid)

The third objective includes the concept that greater number of students can be diverted towards TVET program. So that, excess demand for higher education could be reduced. (Ibid)

The last objectives contain the idea that low achievers of academic subjects can do better with practical courses and work-oriented curriculum. (Ibid)

Like wise, with in the national education and training policy framework Oromia has formulated and pursued the following general objectives regarding TVET: -

- *To provide workforce with up to date and innovative knowledge, skill and good attitudes to words practical work.*
- *To Integrate Agriculture, Industry, Business and Other sectors and inter-links with socio-economic development programs of all economic and social sectors to support rural and urban progress in the region.*
- *The relationship of TVET to the world of work is strengthen and developed through broad participation of public and private stakeholders in policy formulation, standardization, provision of training, trade testing and certification of TVET.*
- *A flexible and open TVET system for Oromia Region is implemented that integrates formal, non-formal and informal TVET program for all target groups in need with in the Federal system.*
- *An effective and dynamic governance structure of the regional TVET system is established that focuses on setting the Regional TVET frame work and on monitoring the impact of TVET. (Ormia TVET policy, 2003:7,8)*

Generally, frequent assessment of the actual implementations, comparing with the objectives to be achieved, identifying the discrepancies occurred and taking timely correction measures has paramount importance to the program quality, relevance, efficiency and effectiveness.

2.3.2 Curriculum in TVET

A curriculum is an action plan of what is to be provided in school as education/training. Hence, curriculum as field of study it includes how school programs are developed,

implemented and evaluated. (Golier Incorporated, 1973:394)

TVET curriculum must be relevant in terms of the needs of trainees, employers and society. Hence there should be strong participation of relevant stakeholders at different hierarchical levels in planning, implementation and evaluation of curriculum.

To this end Gillie (1973:47) stated that some aspects of curriculum planning in occupational education takes place at different hierarchical levels; that are at Federal, State and Local levels. No one of these levels can be used alone; but the combination of the participation of each level must be utilized as required in curriculum planning of occupational education.

The focus of TVET curriculum is preparing the trainees for employment or self-employment. Therefore, considering the needs of the Society, Employers and Trainees is pertinent. Accordingly, curriculum planners should obtained information and data from various relevant sources.

Regarding this Gillie (1973:54) states that data and information that involves student characteristics, characteristics of society at large, the world of occupations, types of knowledge and skill relevant to the program being designed, principles, functions and objectives of learning, parameters of student population, administration and academic framework of the school, facilities and finance available should be obtained by the program designer of occupational education.

Moreover, "curriculum development of TVET program should be based on occupational standards, which are based on the findings of human resource requirement study and training need assessment." (Oromia TVET policy, 2003:18)

Periodic Evaluation of TVET curriculum is necessary in order to ensure proper implementation, effectiveness; to improve and update its content in line with the changing technology and science.

In line with this idea it is emphasized in the report of UNESCO (1999:84) second TVET congress at Soul as follows: -

The challenges facing the learner of the twenty first century demand innovative approach in TVET. This is seen most clearly in the need for

a re-oriented curriculum to take account of new subjects and issues of importance. Obvious example would include technology, the environment, the understanding of foreign languages and cultures, entrepreneurial capacity and the requirements of the rapidly growing service industries connected with leisure, tourism and hospitality.

Moreover, curriculum and program administration of TVET must be flexible in order to enhance a smooth passage through life long learning and provides continuous entry, exits and re-entry (Ibid).

Finally, TVET curriculum relevance to the labor market can only be confirmed via relevant stakeholders participation at all level in general and that of employers in particular. Similarly, the contents of curriculum should be revised periodically based on the information and data obtained from labor market monitoring, training need assessment and tracer study; so that the training program can be adjusted to changing labor market and its quality can be improved.

2.3.3 Evaluation of TVET Program

Evaluating the occupational programs is necessary for many purposes. Accordingly Gillie C. (1973:119) emphasizes that good evaluation is pertinent to identify the merit and shortcomings of the programs; so that the findings can be used as a base for future operation of the curriculum.

Provus (in Abramson et al, 1979:142) states the purpose of evaluation as follows: -

The purposes of program evaluation whether to improve, maintain, or terminate a program. Evaluation is the process of (a) agreeing up on program standards, (b) determining whether a discrepancy exists between some aspects of the program, and (c) using discrepancy information to identify the weakness of the program.

Further more, Ory et al, (in Abramson et al, 1979:156) developed a model that was summative in nature and that uses to rate vocational programs on scale of strong, adequate or weak based on the following out come variables:

- Job market.
- Community support.
- Student performance.
- Cost effectiveness and.
- Special population.

This system provides planners with summative data that can be used in decision, whether the program is to be continued or terminated.

GRUBB and RYAN (1999, 12-19) developed another model known as the amplified conception of human capital development. According to this model, if the evaluation of TVET program is needed to be complete; at least four different stages or out comes should be considered. Each stage linked to its predecessor through a particular process. These four stages are as follows: -

Stage 1 Implementation.

This stage is known as the stage of process evaluation or implementation study; designed to see whether the program is established as intended. In other words to determine whether the program is consistent with the initial design or legislative intention

Stage 2 The Learning Process

At this stage what learning takes place and what learning is related to future employment needs? Are the questions to be examined carefully, rather than just assumed.

Stage 3. Changing economic behavior in the labor market and on the job

If the skills acquired in training enhances the obtaining of job that includes creating a job by identifying potential opportunities. Getting the necessary capital, and otherwise creating a position as small-scale entrepreneurial abilities then their design is consistent with this stage of human capital development.

Stage 4. Creating long-run employment and non-employment out come.

The changes in economic behavior then leads to out comes such as higher productivity that in turn increases the earnings and wages of workers as well as the profitability of the firms. These are more readily measurable.

Moreover, training programs may have non-economic goals such as reducing criminal activities, or alcohol and drug abuse, unwanted pregnancy, or health related measures.

Finally, the out comes of all-sequential stages must be carefully investigated. Otherwise, if one or more stages are missing the evaluation of the TVET program is partial and incomplete.

To sum, there is no exclusive model to TVET program evaluation, hence, based on the nature of the training and objective reality of the situation combination of different models that involves various aspects of the program must be used in identifying the merit and shortcomings of the system. So that, the findings that have been obtained at different period of time and from various training phases can be used for decision of future training program improvement.

2.4 Governance in TVET

Traditionally, organization and coordination of education system in general and that of TVET in particular are the responsibility of the government. Formulating education and training policy with other initiatives and decisions is the role of government. Based on the educational and political strategies of the country; the government ministries that shoulder the responsibility for TVET management vary from country to country. Some countries share the responsibilities for TVET management among several ministries and ministry of education, while others, created a ministry for TVET in order to ensure better co-ordination between Technical education and vocational training and to raise skill level, for example, until recently Coted'ivoier had ministry of technical and vocational education, but since 2000 technical education has been under the education ministry and vocational training under the ministry of state with responsibility for vocational training and employment, which is attached to the ministry of labor, the civil service and administrative reform. In Mauritius, the responsibility for TVET is given to the industrial and Vocational Training Board (IVTB). This body is managed and supervised by governing board consisting representative from seven government ministries. (Atchoarena & Delluc, 2002:36-37)

Nonetheless, there are arguments whether integration under one ministry of education or the training needs to be closely related to its specific sector of skill application and to other support service for the sector (e.g. agriculture). But if the main training system fail to provide adequate quality in basic training, large technical services has strong need to establish their own system from a quite basic level of skill. However, the minimum solution that should be sought to the problem of fragmented effort is to establish liaison committees or advisory 'National Training council. (Laugal, 1993:70-71).

Further more, there is also argument regarding whether to centralize or decentralize the management of TVET system. Accordingly, the proponents of the idea of decentralization argued that if the training institutions need to be responsive and flexible to the dynamic labor market economy the decision making authority should be decentralized to the institutions level; considering the management capacity and integrity of managers, training staffs and outside local representative are alike. On the contrary, the supporters of the idea of centralization, emphasizes lack of competent management capacity, local Bureaucratic entrenched inertia and in some countries better shelter local corruption. (Ibid)

However, regarding the management of TVET system there is no specially prescribed way to pursue, whether to centralize or to decentralize the decision-making authority. Hence, the former, the latter or combination of the two ways can be used depending on the objective situation of the country and management competency of the training institutions.

In Ethiopia, concerning the Governance of TVET, starting from March 2004 the Federal Government has given the ultimate responsibility of managing the program to the MOE. Particularly to the TVET sector office. Accordingly the office has a power (authority) by law to provide superior leadership and to prescribe standards regarding technical and vocational education and training carried out in the country. (Negarit Gazeta, 2004:2578).

More over, Technical and vocational Education and training council has been established by law to provide advice and render services to the office to enable it to carry out its power and duties effectively. (Negarit Gazeta, 2004:2578).

In sum, at any hierarchical level of TVET governance the participation of relevant stakeholders in general and that of employers in particular should not be over looked. Because, the relevant stakeholders participation starting from policy making up to grass root implementation has a great importance to adjust the program to the changing labor market. Therefore, periodic assessment of the governance aspect of the program is crucial to keep pace on track of the program improvement.

2.5 Financing TVET

As compared to general education TVET programs are expensive; the cost of one TVET School is equivalent to two or three schools of general education. Previously, in developing countries, governments took the over all responsibility to finance TVET program with some donor agencies (Atchoarena, 1996:3).

Regarding financing of TVET program, most African countries extremely depend on external aid and mainly from world Bank and International Monetary Fund (IMF), as a result the countries are forced to undergo structural adjustment program that have negative effect on the TVET Program as well, (UNESCO, 1996:21).

Even though it is expensive, government and private sectors must recognize that TVET is an investment, not a cost, having important returns such as well being of the workers, increase productivity and international competitiveness. Hence, funding the program must be shared among government, industry, the community and the learner. Income generating and fund raising means should be designed by training institutions in order to add up on other funding activities. The share balance may vary from one country to another, however, all partners in society who share the benefit should take the responsibility to contribute to the creation and on going vitality of the TVET system by cost sharing, incorporating appropriate government financial incentives (UNESCO, 1999:670).

According to World Bank policy paper (2003:54) in developing country, training finance policy has two major objectives.

1. To ensure stability of funding needed to develop sustainable institutional capacity.
2. To ensure the level of financing needed to improve public training.

To achieve these objectives the government budgetary financing is not enough. Therefore, diversifying the source of training finance is pertinent to overcome the budget constraints. Employers and workers who receive its benefits must increasingly share the cost of training. Accordingly, expansion of enterprise and private training institutions, payroll Levies on enterprise, direct cost recovery from employers and trainees must be encouraged. (Ibid)

Likewise, in Ethiopia as a part of an endeavor made to diversify training finance, cost sharing of trainees has been introduced in TVET program. Regarding this the following was declared in the Negarit Gazeta (2004:274)

The source of fund of every public training institution shall be annual budget and subsidy allocated by the governments, training tuition fee collected from trainees, the institutions internal income as well as donation and assistance the institution may receive.

Generally, the high cost of technical and vocational education results from smaller class-size, expensive equipments and materials. If this is not fulfilled by diversifying the sources of financing training; it entails poor results and incompetent graduates that who cannot fit the demand of labor market and unable to find employment opportunity (Atchoarena & Delluc, 2002: 46).

In sum to improve the quality, effectiveness and efficiency of trainings that can respond to the dynamic labor market; considering the socio-economic status of the country diversifying the source of finance of training has paramount importance.

2.6 The Need of Teachers' Competence in TVET

As one of the major inputs that determine the quality of vocational education and training; teachers' affairs should be given special attention. Accordingly, teachers recruitment, training, industrial experience, career development, incentives etc to mention a few, should be given due attention.

To this end, Atchoarena and Delluc (2002:62) state that in the supply of high quality technical and vocational education and training, the contributions of teachers play a significant role. Hence, teachers need first hand industrial experience. In the contrary, most teachers have little or no work place experience or have no exposure to new technologies. Thus they rarely have the possibility of up-dating stock of knowledge.

In line with this idea Wanna (1998:61) stated, "Good vocational training requires instructors who have technical, pedagogical skills as well as industrial work experience. Such instructors

are expensive to train or attract to the teaching profession" Therefore, having technical skill, pedagogical skills, knowledge of subject matter and industrial experience is pertinent for TVET teachers.

Furthermore, considering the need for innovation in TVET, the roles of teachers remain significant. Teachers should be trained in new methods and continuously upgraded in competence and professional development. The qualification requirement of 21st century TVET teachers must be reconsidered to include the optimum balance between training acquired in the institutions and work place. New and appropriate instrument of assessment, accreditation, articulation and certification should be developed (UNESCO, 1999:65)

In low income countries including Ethiopia it is difficult to recruit teachers with relevant industrial experience and retaining good teachers is problematic due to lower pay than outside teaching field in their trade. Paradoxically, the conditions that improve the external efficiency adversely affects the internal efficiency of training because the easier the trainees find work, the harder it is also to keep the vocational teachers from leaving to take up better salary employment in their trades. Therefore, due attention must be given to incentives of good teachers through institutional development measures. (Lauglo, 1993:5).

2.7 Guidance and Counseling in TVET

Guidance and counseling involves pertinent aspects of educational system in general and that of TVET in particular, so it is essential to facilitate its development in order to make it to play significant role in the system. Guidance and counseling enables individual students/trainees to identify know and appreciate their potential and inclination towards growth, career development and self-actualization. (UNESCO, 1996:104)

Furthermore, career guidance and counseling has paramount advantage for all stakeholders of the education system. Hence the interest of industry, individuals and parents should be considered in guidance and counseling and be sensitive to the need of every trainees and circumstances. Its role should include preparing students and adults for the actual opportunity of career change during the period of unemployment as well as employment in the formal and

informal sector. Guidance and counseling service should be extended beyond the educational institution; so that it is accessible to the population at large (UNESCO, 1999:64)

Generally, career information, guidance, and counseling services are services designed to support individuals of any age during their lifetime, to choose the type of education, training and occupation of their interest, in order to be able to manage their career. It contains substantial activities such as to support students clarify career goals and understand the world of work that could help them in deciding their courses of study, vocational training, further education and training, initial job choices, job change or work force re-entry. Additionally, the service encompasses production and provision of information about jobs and careers to individuals who have not entered labor force, job seekers and who are in employment. To sum, vocational career guidance and counseling as one major input to the TVET training, it plays significant role in production and dissemination of information to aware and facilitate the participation of all clients of TVET in general and helps trainees in particular to decide their choices at entry, guides in the process of training, and supports in creating job or employment after graduation. Therefore, due attention should be given to the activities of guidance and counseling in the training institution as well as out side the institutions, so that its contribution to the quality and relevance of training is indispensable.

2.8 Information Source of TVET

To improve the quality, relevance and efficiency of trainings being provided as well as to identify new needs of training, requires a proper and efficient system of 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. It includes labor market monitoring need assessment and tracer studies. Regarding this Oromia TVET policy document (2003:19) stated that

Labor markets monitoring and training need assessment are instruments used to identify skills and knowledge for individual and socio-economic development. Based on occupational standards through labor market monitoring and training need assessment,

suitable training programs can be designed and provided. Moreover, tracer study is a method to obtain feedback that helps TVET institutions to evaluate the outcome of a given training. Tracer studies monitor the quality and demand-orientation of the trainings.

To this end, Middleton, Ziderman and Adams (1996:152-154) state that, in industrial as well as developing countries conducting periodical survey annually, quarterly or even monthly 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 fields of study. Data collected from type of training can also be used to estimate rate of return to training program. Further more, managers of training institutions can establish their own mechanisms and source of data concerning skill demand and success of training in 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, like wise, regular tracer 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 skilled labor.

To sum, creating an efficient mechanism and means of collecting timely data from relevant sources and proper utilization of the data obtained is crucial to adjust the training program to skill market demand, decide on the types and scale of training should be provided, to evaluate the trainings being offered, to connect training program and economic plan...etc.

Hence, investing labor market information system is a priority issue that need due attention by the government, employers and training institutions to improve the quality, access, relevance, effectiveness and efficiency of Education system in general and TVET in particular.

2.9 Relationship of TVET and Enterprise.

According to Atchoarena and Delluc (2002:58, 59) in sub-Saharan Africa the term enterprise includes various entities that differ in size, structure and technology. Based on these differences enterprise can be categorized into three:

- Small informal enterprises.
- Small and medium size enterprises.
- Large modern enterprises.

This classification is highly simplified, but it is very important in that it requires different labor force qualification, hence each type of enterprise needs different kind of partnership with TVET institution. (Ibid)

Since the major aims of TVET program is to prepare trainees for the world of work; establishing close relationship with enterprise is very essential. The training institutions and enterprise can be mutually benefited from each other in such a manner that the expertise in the training institutions might contribute in solving the problems of the enterprise through research. The enterprise in turn can help the training institutions in providing practical training and introducing new technologies to the trainees (apprentices). Moreover, in the process of curriculum development it helps to update the content of the curriculum in order to maintain its relevance. (UNESCO, 1996:28)

Regarding this, Atchoarena and Delluc (2002:58) state that improving TVET programs needs to forge a closer link between training and labor market. This search for better match between job and training is based on two major problems. Many economies suffer from acute shortage of skilled labor on one side and paradoxically; on the other hand there is a rise in unemployment rate of graduates from the TVET system. The pace of technological change in modern jobs requires for new qualification and skill of workers to be competitive, hence, to address these problems TVET institutions must establish close relations with enterprise; so that the graduates can make easy transfer from school to work.

Further more, TVET is exclusively pertinent to confirm seamless passage from the school to the workplace through holistic approach that embrace the dichotomies of the academic and vocational, the theory and the applied, knowing and doing, the use of the head and the hand. Therefore, establishing strong partnership of schools and industry and other economic sector is important that includes shared value, shared resources and shared outcome (UNESCO, 1999:63).

In general, like any other developing countries, in Ethiopia large amount of TVET graduates are expected to create employment opportunity in informal sector of the economy whether it is in rural or in urban areas. Therefore, the training institutions should have to strength the partnership and participation of small informal sector entrepreneurs in the planning, implementations, evaluation and improvement of the TVET programs. Moreover, the government also should be able to encourage small entrepreneurs by forming suitable economic environment such as access to credit, provision of inputs, arrangement of markets for their product, developing infrastructure and providing technical supports.

2.10 Practice of TVET Training in Other Country

TVET programs in developing countries have too much in common. Hence, comparing different aspects of the programs of the countries having similar socio economic status is important to draw lessons from actual experience obtained through implementation.

Likewise, Ghana is chosen because of its rich experience in the field of TVET and similarity of socio economic context with Ethiopia.

2.10.1 Technical and Vocational Education in Ghana

History of vocational education and training in Ghana refers back to pre-independence period, in the 1950s. During this time there was a recommendation in the education policy document known as "Fundamental principles of education policy" to provide trade schools with technical and literacy education in order to make young men skilled crafts men and citizens. Accordingly, by 1951, twenty-three technical institutions had been established and enrolled a total of 3,330 students (Atchoarena & Delluc, 2002:229-230).

Since then important reforms of education has taken place, to mention some of the reforms, in 1987 and 1992. The integration of prevocational education with general academic curriculum was part of the 1987 reform (Ibid).

a) Current Practice

The current educational structure consists of 6-3-3-4 in which six years of primary schooling, three years of junior secondary, three years of senior secondary and four years of university. Primary and junior secondary constitutes basic education for minimum of nine years to which all Ghanaian children are entitled by law. Prevocational education is integrated with general academic curriculum at the basic level. At the secondary level specialization is available in a number of TVET subjects (Ibid).

There are 160 government institutions, 250 registered private institutions and 700 unregistered private vocational centers currently providing TVET in various trades at different levels. More over there are 6 polytechnic and the university of science and technology providing technical education and training at higher national diploma and degree levels (UNESCO, 1996:97).

b) Articulation

Students who finished basic education may proceed to technical institutions or senior secondary schools. On completion, of the senior secondary school may join the university for a degree program or to polytechnic for the HND program or any tertiary institutions according to their choices. On the other hand technical and vocational students can proceed through the following career levels:

- i. Artesian to craft course.
- ii. Craft to technician course.
- iii. Technician to university course.

The technical vocational education levels includes among other things, general subjects which provide the students with a good back ground, so that those who have the ability may proceed to the highest level (UNESCO, 1996:101).

c). Financing

The government is the main provider of funds for regular public trainings. More over, Loans and grants obtained from friendly developed countries and non-governmental organizations are another source of financing TVET. Tuitions from trainees are the source of fund for private TVET institutions and part time government TVET program (Ibid).

d). Links with industries

Close ties with industries and business firms are the peculiar features of technical vocational education and training in Ghana. This close relation is strengthening as a result of the following factors:-

- Adequate representation of industries and business firms in the governing board and course advisory committee of TVET program;
- Encouragement of local firms to use the premises of training institutions for exhibition;
- The arrangements of educational visit to the industries and business firms for students and teachers and in turn for workers of industries and business firms to training institutions;
- In the area of continuing education, provision of trainings on part time or block release for the workers of industries and business firms by training institutions;
- The appointment of industrial Liaison officers in the training institutions to assess the relevance, effectiveness and efficiency of the courses provided by the institutions through labor market information. As a result the Ghana Education service review the syllabuses every three to five years to bring them in line with the development in the trade areas in industry and business and the employment market (UNESCO, 1996:103).

e). Career guidance and counseling.

In TVET institutions there are industrial Liaison officer working closely with guidance personnel to arrange industrial visit for the students as well as teachers (UNESCO, 1996:140)

The labor Department in MOESW and Ghana Education service in MOE collaborate in providing facilities for vocational guidance to junior secondary school students to help them in choosing the right program in secondary schools including fields of training in Technical and vocational institutions (Ibid).

f). Governance

TVET system was under several government ministries, private organizations and agencies each sectors or agencies have a legal mandate to make policies and execute them in national TVET system. (Atchoarena and Delluc, 2002:62)

To solve this problem national co-coordinating mechanism this jointly under ministry of Education and Ministry of Employment and Social Well Fair was established in 1990. The established body is known as National Coordinating Committee for Technical and Vocational Education and Training (NCCTVET) (Ibid).

NCCTVET operates through various sub committees involving different aspects of TVET. The sub committees are dealing in the following specific subjects:-

1. Technician Education and Training Programs;
2. Craft Education and Training Programs;
3. Technical Teacher and Instructor Training Program;
4. Examinations and Accreditation;
5. Manpower Planning and Collaboration with Industry and Commerce;
6. Vocational/Career Guidance and Counseling;
7. International Co-operation;
8. Tool Equipment and Material Procurement and Supplies. (UNESCO, 1996:96)

But, currently it has been suggested that an inter ministerial bodies, with the status of sub-committee of cabinet shall be established directly under the president office. The newly anticipated body is known as National commission on occupational Education and Training.

The responsibilities of the commission will be school accreditation, curriculum development, testing, statistics, industrial relations, evaluation, policy analysis and assessing training program. Accordingly, the membership of the commission shall include different government ministries, representatives from associations of industries, employers, council of information, private vocational institutions and a representative from PWDS. (Atchoarena and Delluc, 2002:212)

g). Lessons

- Strong links established between industries, business firms and TVET institutions by assigning Liaison officers in the institutions.
- Periodic assessment of syllabus to keep in line the trainings offered with changing labor market need.
- Strong guidance and career counseling provided starting from junior secondary school level to help students to identify their potentials and attitudes towards choosing of future fields of study.
- Assigning Industrial Liaison officer to facilitate the relationship with industries and business firms.
- The efforts made to establish National coordinating body is important to unify and standardize the trainings. Moreover it minimizes duplications of efforts.
- The representation of relevance stakeholders in the governing body is important to maintain the relevance of the program in line with skill demand of the market.

Generally, the above-mentioned points have good lessons to be learned that can help a lot in an effort to improve the quality and relevance of TVET trainings in our country.

2.11 Development of TVET in Ethiopia

Traditional education in Ethiopia has a long history referring back to the introduction of Christianity and it was religious dominated, particularly Orthodox church. Accordingly, church Education had served as the main source of manpower needed by the church as well as consecutive feudal governments of the time until the introduction of modern education.

Minilik the II was the first Ethiopian ruler who was succeeded by breaking through the existing church opposition and introduced secular western type of education; as a result the Minilik II school was established at Addis Ababa in 1908 for the purpose of instructing the kith and kin of nobility in language and diplomacy. It was elitist type of education, (Wanna, 1998:57) and (Girma, 1982)

There was no significant sign of modern vocational education and technical training in the history of education in Ethiopia until the reign of Haile Sillasse. However, there is an indication in the history of Ethiopia that emperor Tehodros (1855-1868) was demanding and requesting for crafts men from the contemporary western governments, particularly Great Britain. Like wise, in 1877 emperor Minilik II was instrumental in bringing few Swiss artisans to Ethiopia. (Girma et al., 1990:9)

The modernization that had started by Minilik II continued during the reign of Haile Selasse. Consequently academic schools were expanded (Ibid)

Moreover, the first vocational school of Addis Ababa was established by MOE in 1941 for the purpose of fulfilling the need for skilled technician in industry (MOE, 1973:30). Since then, as stated by Wanna (1998:57,58) the development of vocational /technical education and training can be divided into three periods, additionally the fourth period is also in operation since 2001/2002 G.C; These periods are as follows: -

- a) 1940s-1960s; b) 1960s-1980; c) 1980-2001/2002 and d) 2001/2002- up to now.

During the first period (1940s-1960s) the country was rehabilitating the education system that was destroyed by the Italian invader. As part of rehabilitation some vocational/technical schools were built during this time.

These vocational/technical schools were serving students who completed high school and could not join tertiary level of education from all over the country, in order to alleviate unemployment.

The second period (1960s-1980s) was started when most African countries including Ethiopia realized that human resource development was pertinent for economic growth. (Wanna 1996:297)

Thus, in order to produce middle level manpower that the economy required conversion of general secondary schools to comprehensive secondary schools were needed. Consequently, the first comprehensive high school (w/ro Siheen) came into existence in 1962 at Dessie town. Later on, more schools were converted into comprehensive secondary schools. However, as has been indicated by reports regarding this program, the program was started with out adequate study. As a result there was lack of human and material resources, shortage of qualified teachers and limited budget. Consequently, the graduates could not find employment as expected and the program was not succeeded in solving the prevailing unemployment problem, among high school completers (Ibid).

The third period (1980s-2001/2002) started when the government realized that the comprehensive high school program was failed. Thus, 10+3 Technical /vocational school program was introduced in the selected comprehensive high schools and in some newly established technical/vocational schools. Total of 17 technical/vocational schools among which 14 government and 3 nongovernmental schools were providing 10+3 program in 21 specialized fields in the country until new types of diversified TVET program started to be implemented in 2001/2002 (Ibid).

The fourth period (2001/2002- up to now) came into existences a result of the change in political system of the country that entails policy change of education systems in general and vocational/technical education in particular.

It was believed that the previous education system and vocational technical education program were entangled with complex chronic problems that needed urgent remedy, to mention a few, limited access, inequitable distribution, low quality, lack of relevance, inefficiency.... etc (Ed. & TR. Policy, 1994:2).

Like wise, the vocational/technical education as part of education system it shares most of the problems. Accordingly the quality of training was highly affected by weak institutional set up, poor management, under qualified trainers, insufficient funding, inadequate equipment and facilities. Further more, the curriculum was irrelevant, theory focused, less practical and less work related. Due to these problems and others, most of the graduated trainees were unemployed. (ESDP 11, 2002:/15)

When transition government assumed power new education and Training policy was formulated as a solution that entailed new types of TVET program, which do not exist before, and its implementation was started in 2001/2002.

Accordingly; starting from 2001/2002 G.C 166 institutions are in operation designated to provide TVET programs among which 126-government run and 40 private institutions. Curricula for 24 training areas were developed in modular form for 10+1 and 10 + 2 levels (Ibid)

2.11.1 Current Practice of TVET in Oromia.

Oromia is the largest state in the Federal Republic of Ethiopia. It has 14 administrative zones and 197 Woredas with a population of about 25 million. Subsistence agriculture is the main stay of the economy that accounts for more than 85% of employment. Recent information indicates that in 1993 E.C about 555 private and 71-government owned enterprises were engaged in the areas of processing, beverages, textile, leather, chemicals and wood products. (Oromia TVET Policy, 2003).

Many young people in Oromia are traditionally trained through informal apprenticeship in small private enterprises. Up to 1994 E.C formal training was provided in 18 comprehensive secondary schools, 6 TVET schools (4 governmental and 2 non governmental) and in 7 skill development centers (Ibid).

The training schools and skill development centers were working under capacity due to inadequate system of funding. Adequate attention was not given to work related, practical training. Due to irrelevance of curriculum the quality of training was highly affected. Week

institutional setup, poor management, under qualified trainers, inadequate training equipments and facilities are major factors among other things that resulted in low quality of trainings (Ibid).

The needs of the actual world of work were not defined through participation of stakeholders. Hence, the skills obtained from the training schools could not help the graduates to join the real world of work. As a result there was high rate of unemployment of TVET graduates.

With in the framework of new Education and Training Policy of the country; the Region undertook an extensive effort of restructuring and expansion of TVET starting from 2001/2002 G.C (1994 E.C).

Accordingly, thirty-eight training institutions including thirty-six government and two NGOs were designated to provide TVET programs in twenty trades at 10+1 and 10+2 levels. Moreover, eleven institutions are providing trainings in agriculture and 6 in health. (Oromia TVET policy, 2003:4).

Finally, based on TVET policy, Objectives and Guiding Principles of the program assessing the actual implementation of various aspects of TVET program has paramount importance for future improvement. However, since the new TVET program has been started, no study was conducted in the Region concerning the topic under study.

TVET program is very wide and complex; assessing all aspects of the program is very difficult with in this short period of time. Hence, this study focused on assessing whether or not the new TVET training was based on adequate need assessment, right from the beginning. Moreover, some major factors that could affect the quality, relevance and effectiveness of the trainings being offered in the Region were assessed.

CHAPTER 3

3.1 Presentation, Analysis and Interpretation of the data

This Chapter deals with the analysis and interpretation of the data gathered from the sample trainees, trainers, principals, Regional and Zonal TVET experts, Zonal education and capacity building officials, Regional TVET head and apprenticeship offering organizations (Employers). The data obtained through questionnaires, interviews, and observation checklist and were analyzed and interpreted. Out of 642 questionnaires distributed to their categories of respondents, 582 (91%) were properly filled and returned.

Table II

Respondents Personal Profile

| Items | Respondents | | | | | | | | | |
|------------------|--------------|-------|-------|--------|-----------------|-------|---------------|-------|-------|-------|
| | TVET Experts | | | | TVET Principals | | TVET Trainers | | Total | |
| | Regional | | Zonal | | No | % | No | % | No | % |
| | No | % | No | % | | | | | | |
| Sex | | | | | | | | | | |
| - Male | 2 | 66.67 | 6 | - | 7 | 100 | 72 | 78.26 | 87 | 80.58 |
| - Female | 1 | 33.33 | - | - | - | - | 20 | 21.74 | 21 | 19.44 |
| - Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| Qualification | | | | | | | | | | |
| - Dip | 1 | 33.33 | 1 | 16.67 | 3 | 42.86 | 78 | 84.78 | 83 | 76.85 |
| - BA/BSC | 2 | 66.67 | 5 | 83.33 | 4 | 57.14 | 14 | 15.22 | 25 | 23.1 |
| - MA/MSC | - | - | - | - | - | - | - | - | - | - |
| Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| Field of study | | | | | | | | | | |
| - N. Science | - | - | 2 | 33.33 | - | - | - | - | 2 | 1.85 |
| - Social Science | - | - | 3 | 50 | 2 | 28.57 | - | - | 5 | 4.63 |
| - EdPM | 1 | 33.33 | - | - | - | - | - | - | - | - |
| - Tech. Voc'l. | 2 | 66.67 | 1 | 16.667 | 5 | 71.43 | 92 | 100 | 100 | 92.6 |
| Total | 3 | 100 | 6 | 100 | - | 100 | 92 | 100 | 108 | 100 |
| Age | | | | | | | | | | |
| - 20-30 | - | - | - | - | - | - | 29 | 31.52 | 29 | 26.85 |
| - 31-40 | 1 | 33.33 | 1 | 16.67 | 3 | 42.16 | 34 | 36.96 | 39 | 36.11 |
| - above 40 | 2 | 66.67 | 5 | 83.33 | 4 | 57.14 | 29 | 31.52 | 40 | 37.04 |
| Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| Service years | | | | | | | | | | |
| - 1-10 | - | - | 1 | 16.667 | - | - | 29 | 31.52 | 30 | 27.78 |
| - 11-20 | 1 | 33.33 | 4 | 66.67 | 2 | 28.57 | 35 | 38 | 42 | 38.88 |
| - >20 | 2 | 66.67 | 1 | 16.67 | 5 | 71.43 | 28 | 30.43 | 36 | 33.33 |
| Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |

As shown in Table I excluding trainees, out of 108 respondents 87 (80.56%) was males and 21 (19.44%) was females. Particularly there were no females among the zonal experts and principals. The possible reason behind this could be the society's perception that vocational occupations are regarded as males' professions.

Regarding the qualification of respondents 78 (84.78%) of trainers, 3 (42.86%) of principals, 1 (16.67%) of zonal experts, 1 (33.33%) of Regional experts are diploma holders. According to the new Education and Training Policy the minimum qualification requirement for trainers of TVET at this level ought to be first degree.

From document analysis held at the institutions out of 78 diploma holder trainers 67 (72.83%) of them have started summer course to up grade their qualification. This implies better future prospect in fulfilling the standard set for the level concerning trainer's qualification. However, considering current situation under qualification remains one of the major factors that adversely affect the quality of training in the region.

2 (66.67%) of Regional experts and 5 (71.43%) of the principals are Technical vocational professionals indicating good prospects in facilitating the training process. On the other hand 5(83%) of zonal experts are not vocational professionals and none of the principals are EdPM (EdAd) Professionals. This can adversely affects the technical support expected from the experts and management activities of the trainings being provided.

Most of the respondents in Table I 78 (72.22%) have more than eleven years services indicating sufficient experience in the field and this can enhance the quality of trainings being offered in the institutions.

However, from the answer to open ended questions in the questionnaire for trainers, none of the sampled trainers had work experience out side the teaching fields. This could hinder the relation of the trainings provided in the institution to the real world of work. As a result, this in turn can adversely affect the relevance and quality of training

Table III

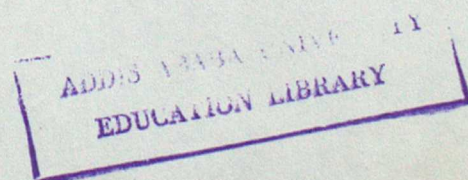
Training Based on Need Assessment

| No | Items | TVET Experts | | | | TVET Principals | | TVET Trainers | | Total | |
|----|---|--------------|-------|-------|-------|-----------------|-------|---------------|-------|-------|-------|
| | | Regional | | Zonal | | No | % | No | % | No | % |
| | | No | % | No | % | | | | | | |
| 1 | Training need assessment before the start of new TEVT Program | | | | | | | | | | |
| | a) adequate | - | - | - | - | - | 10 | 10.87 | 10 | 9.26 | |
| | b) mode. adequate | 2 | 66.67 | 1 | 16.67 | 1 | 14.29 | 13 | 14.13 | 17 | 15.74 |
| | c) not adequate | 1 | 33.3 | 1 | 16.67 | 3 | 42.86 | 22 | 23.91 | 27 | 25 |
| | d) not assessed | - | - | 4 | 66.67 | 3 | 42.86 | 47 | 51.09 | 54 | 50 |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| 2 | Level of need assessment | | | | | | | | | | |
| | a) Institutional | - | - | - | - | - | - | 6 | 6.52 | 6 | 5.56 |
| | b) Zonal | - | - | 1 | 16.67 | 1 | 14.29 | 20 | 21.74 | 22 | 20.37 |
| | c) Regional | - | - | 1 | 16.67 | 2 | 28.57 | 26 | 28.26 | 29 | 26.85 |
| | d) National | 3 | 100 | 4 | 66.67 | 4 | 57.14 | 40 | 43.48 | 51 | 47.22 |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| 3 | Results were used to accept trainees and in what occupation to train. | | | | | | | | | | |
| | a) Completely | 1 | 33.33 | - | - | 1 | 14.29 | 11 | 11.96 | 13 | 12.04 |
| | b) Partially | 2 | 66.67 | 5 | 83.33 | 5 | 71.43 | 50 | 54.35 | 62 | 57.41 |
| | c) not used | - | - | 1 | 16.67 | 1 | 14.29 | 31 | 33.70 | 33 | 30.56 |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |
| 4 | Pilot test performed | | | | | | | | | | |
| | a) adequate | - | - | - | - | - | - | 10 | 10.87 | 10 | 9.26 |
| | b) mod adequate | - | - | 1 | 16.67 | 1 | 14.29 | 13 | 14.13 | 15 | 13.89 |
| | c) not adequate | - | - | 1 | 16.67 | 1 | 14.29 | 22 | 23.91 | 24 | 22.22 |
| | d) not Performed | 3 | 100 | 4 | 66.67 | 5 | 71.42 | 47 | 51.09 | 59 | 54.63 |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |

Key: Ad= more than 75%, Mod. Ad= 50-75%, Not Ad= less than 50%.

The intent in item 1 above was to identify whether or not the new TVET Trainings in the Region were based on the results of adequate need assessment, right from the beginning.

Accordingly, the results obtained from different categories of respondents indicated as follows. 66.67% of Zonal TVET experts, 42.86% of principals and 51.09% of TVET trainers asserted that the training need was not assessed before the start of TVET program. On the other hand 66.67% of the Regional experts responded that the need assessment conducted was moderately adequate.



As stated in Oromia TVET policy document (2003:19), training need assessment is one of the major instruments that can be used to identify the skill and knowledge required for individuals and socio economic development. Moreover, it helps to design and provide suitable training program.

In contrast, the result of the study revealed that the need assessment at the grass root level was not conducted. Moreover, the difference in response between Regional experts and the rest of the respondents could be resulted because the sampled Institutions were not included in the need assessment conducted at the National levels.

The second item in the same table was to know at what level the need assessment was conducted. Consequently, the result implied that 100% of Regional experts 66.67% of zonal experts 57.14% of TVET principals and 43.48% of trainers responded that the need assessment was conducted at the national level.

In line with this response, the interview results from the Regional TVET head confirmed that the need assessment conducted before the start of the new TVET trainings was at the national level and it was not adequate.

Regarding the third item 57.41% of the respondents asserted that the results were partially used to plan how many trainees to train and in what occupations. However, from the actual observation made at the institutions, How many trainees to accept in each fields of training is determined by:-

- The selection criteria;
- In take capacity of the Institutions;
- The in coming number of trainees to the institutions. But, not by the results of the need assessment..

Concerning the fourth item, the majority of the respondents, 59 (54.63%) confirmed that the program was not pilot tested. In agreement with this result, the interview of the officials also asserted that pilot test of the program was not conducted.

Generally, one can deduce from the above discussed results that due emphasis was not given to the local labor demand. Hence, the training lacks local demand orientation. Additionally, since the program was not pilot tested, little fallacy that could have been corrected earlier can result in to wastage of resources.

In line with the above findings, the observation made confirmed that training institutions were already lacked enrollees for certain fields in 1997 E.C academic year. The sub-fields under Business and Home science have terminated in large number as compared to industrial and construction technologies.

Comparing the Geographical location, the institutions found in west Hararghe (Chercher) and East Hararghe (Deder) have closed the largest number of training fields.

One can infer that the institutions that are relatively located far away from large cities where industries and large organization are found have serious problems like unavailability adequate number of employers. This could result into shortage of employment opportunities that prevented the trainees from coming and enrolling to the institutions.

Table IV**Trainees Interest and Orientation**

| No | Items | Respondents | |
|----|---|-------------|------------|
| | | Trainees | |
| | | No | % |
| 1. | Who initiated you to join the TVET program | | |
| | a) Vocational guidance advice | 4 | 0.84 |
| | b) Initiated by friends | 7 | 1.48 |
| | c) Parent advice | 11 | 2.32 |
| | d) Personal Interest | 308 | 64.98 |
| | e) Because I have no other alternatives | 144 | 30.38 |
| | Total | 474 | 100 |
| 2. | Have you been ever informed about the training fields and Institutions? | | |
| | a) Informed | 82 | 17.3 |
| | b) Not informed | 392 | 82.7 |
| | Total | 474 | 100 |
| 3. | Are you interested in the fields you are training? | | |
| | a) Interested | 429 | 90.51 |
| | b) Not interested | 45 | 9.49 |
| | Total | 474 | 100 |

Table IV above indicates source of student initiation right from the beginning to join the program, to ensure whether they had information while they were learning in the general secondary school and whether they have developed an interest in their training fields after joining the program, accordingly the following results were obtained.

Regarding the first item 64.98% of the trainees were initiated by their own interests indicating that majority of the TVET trainees have good attitude and inclination towards vocational training and occupational work.

On the other hand, 30.38% of them responded that because they had no alternatives, implying the need for vocational guidance and career counseling service support in providing information to help them in decision-making.

In Line with this result, only 0.84% of the trainees have responded that the guidance and career counselors initiated them. This reveals that poor e vocational guidance and career counseling.

The result of the second item was in line with the response of the first item, asserting that 82.7% of the respondents had no information about the institution and the training fields, while they were studying in the general secondary school. This indicated that poor guidance and career counseling service in providing information to the would be trainees.

In contrast to the above findings vocational guidance and career counseling service enables individual trainees to identify, know and appreciate their potential and inclination towards growth, career development and self-actualization. (UNESCO, 1996:104)

The third item was to find out whether there is a difference in student interest before and after joining the training program. Accordingly, 90.51% of them responded that they are interested. This indicated that the trainees' interest in creased after they have joined the program. In line with this result most of the trainees responded to open ended question, that they have developed an interests after they had introduced to the trainings fields

Generally, the majority of the trainees have good attitude and inclination towards vocational training and occupational work; this could contribute positively to words the achievement of TVET objectives and enhance training effectiveness.

On the other hand poor guidance and career counseling service adversely affects all the training aspects starting from awareness creation to the support given for the entrepreneurs after graduation

Table V

Factors that Affect the Need Assessment Activities.

| No | Items | Respondents | | | | | | | |
|----|--|--------------|------|-------|------|-----------------|------|---------------|------|
| | | TVET Experts | | | | TVET Principals | | TVET Trainers | |
| | | Regional | | Zonal | | Mean | Rank | Mean | Rank |
| | | Mean | Rank | Mean | Rank | | | | |
| 1. | Shortage of competent manpower | 2.667 | 3 | 2.999 | 3 | 3.429 | 2 | 2.848 | 3 |
| 2. | Lack of adequate Budget | 4 | 1 | 3.666 | 2 | 4.283 | 1 | 3.947 | 1 |
| 3. | Lack of adequate facilities | 2.660 | 4 | 2.5 | 4 | 2.285 | 5 | 2.315 | 4 |
| 4. | Lack of commitment | 1.333 | 5 | 1.666 | 5 | 2.714 | 4 | 1.565 | 5 |
| 5. | Lack of awareness regarding the necessity of need assessment | 3 | 2 | 4.333 | 1 | 2.853 | 3 | 3.902 | 2 |

Key: Mean= weighted mean= $\frac{w_1 f_1 + w_2 f_2 + \dots + w_5 f_5}{f_1 + f_2 + \dots + f_5}$

Where $f_1 + f_2 + \dots + f_5$ = observed frequencies

$w_1 + w_2 + \dots + w_5$ = weights given

As indicated in Table V, lack of adequate budget, Lack of awareness and shortage of competent manpower respectively were the first three factors constraining the need assessment activities among the three factors Lack of adequate budget was the most highly ranked factor.

In line with this view, most of the respondents in their answer to open ended questions emphasized that shortage of financing was the prominent problem that affected the training being provided. This situation indicated that the shortage of financing is the basic problem that hinders the training need assessment activities.

Hence, one can deduce that lack of adequate budget affects not only the need assessment but also other aspects of the training that could lead into poor quality training. More over, if the training need assessment cannot be conducted thoroughly, it is likely that the trainings provided by the TVET institutions might not match to the local demand. This in turn can affect the training relevance in terms of local labor market demand.

Table VI

Mechanisms Used to Obtain Labor Market Information

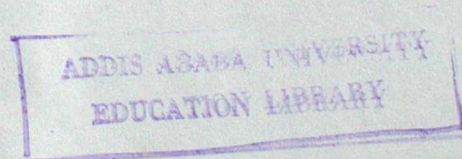
| No | Items | Respondents | | | | | | | | | |
|----|---|--------------|------------|----------|------------|-----------------|------------|---------------|------------|------------|------------|
| | | TVET Experts | | | | TVET Principals | | TVET Trainers | | Total | |
| | | Regional | | Zonal | | No | % | No | % | No | % |
| | | No | % | No | % | | | | | | |
| 1. | Mechanisms used to obtain timely and adequate labor market information. | | | | | | | | | | |
| | a) Tracer Study | - | - | 2 | 33.3 | - | - | 8 | 8.7 | 10 | 9.2 |
| | b) Need Assessment | | | 1 | 16.6 | 1 | 14.29 | 20 | 21.74 | 22 | 20.37 |
| | c) Labor market monitoring | 1 | 33.33 | - | - | 1 | 14.29 | 7 | 7.6 | 9 | 8.33 |
| | d) All of the above | 2 | 66.67 | 3 | 50 | 5 | 71.429 | 10 | 10.87 | 20 | 18.52 |
| | e) non of the above | - | - | - | - | - | - | 47 | 51 | 47 | 43.52 |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 | 108 | 100 |

The item in table VI was included to know what mechanisms were in use to obtain Labor market information at different hierarchical levels of TVET structures. As a feedback the following results were obtained.

Except teachers the majority of the rest of the respondent categories, i.e. 66.67% Regional experts, 50% of zonal experts and 71.42% of principals claimed that all alternatives in the choices are used to obtain timely and adequate labor market information.

From the observation made at the institutions no tracer study results could be found at any of the sampled institutions.

On the other hand, from the responses of interview of regional TVET head and zonal education and capacity building officials, need assessment was conducted only once with the



help of GTZ since the program has been started. The crude assessment data had sent to MOE for analysis, but the analyzed data did not yet obtained at the regional level.

Interview from the same source asserted that regarding tracer study, formats have been developed and disseminated to the TVET institutions in order to be filled by the graduates and send back to the training institutions. Similarly, the institutions were used to distribute the formats to graduates when they leave. But, as confirmed from the institutions, practically no feedback was obtained because of reluctance of the graduates.

From the above situations one can deduce that the responses of expertise and principals are in line with what was supposed to be in principle, but it is far from the reality of actual practice. Hence, this might have resulted from either poor cognizant of actual implementation or lack of transparency.

Difference between the response of teachers and the rest categories of respondents might arise, from difference in perception they had regarding the actual implementation of the program at the grass root levels. That means, the teachers response might reflect more reality than the rest. Generally, the above-discussed conditions implied that the labor market information system in use was weak. This could adversely affect the trainings being provided.

Table VII

Availability of Competent Manpower

| No | Items | | Respondents | | | | | | | | | | TVET TRAINERS | | | | |
|----|--|------|--------------|-------------|-------------|-------------|-------------|-------------|-----------------|-------------|-------------|--------------|---------------|--------------|--|----------|---------|
| | | | TVET EXPERTS | | | | | | TVET PRINCIPALS | | | | | | | | |
| | | | Regional | | | Zonal | | | | | | | | | | | |
| | | | Ad | Mode. Ad | Not Ad | Ad. | Mode. Ad | Not Ad | Ad | Mode. Ad | Not Ad | Ad | | | | Mode. Ad | Not. Ad |
| 1 | a) Competent Teachers | No % | - | 1 33.33% | 2 66.67% | 1 16.67% | 1 16.67% | 4 66.67% | 2 28.57% | 2 28.57% | 3 42.86 | 15 16.30% | 55 59.78% | 22 23.91% | | | |
| 2 | b) Competent Principals | No % | - | 2 66.67% | 1 33.33% | - | 4 66.67 | 2 33.33% | 3 42.86% | 2 28.57% | 2 28.57% | 20 21.74% | 38 41.30% | 34 36.96% | | | |
| 3 | c) Competent supporting staff. | No % | - | 2 66.67% | 1 33.33% | 1 16.67% | 4 66.67% | 1 16.67% | 1 14.19% | 2 28.57% | 4 57.14% | 18 19.57% | 50 54.35% | 24 26.09% | | | |
| 4 | d) Competent Vocational guidance and career counselors | No % | | 1 33.33% | 2 66.33% | - | 1 16.67% | 5 83.33% | 1 14.29% | 1 14.29% | 5 71.43% | 12 13.04% | 20 21.74% | 60 65.22% | | | |

Key: Competent = Fulfilling minimum Qualification and work experience required for the position.
 Ad= More than 75%, Mod. Ad= 50-75%, Not Ad= Less than 50%

Quality vocational training requires a adequate number and competent manpower in general and teachers in particular. Hence, the items included in table VII are the major areas where competent manpower is needed to promote quality trainings.

Accordingly, the first Item was to know the availability and adequacy of competent Trainers. As a result 66.67% of Regional experts, 66.67% of zonal experts and 42.86% of principals responded that the availability of qualified and competent trainers was not adequate. This result is in line with the findings of table-I that indicated 84.78% of the trainers are still under qualified. More over, from open-ended questions no sampled teachers had work experience out side the teaching fields.

On the Contrary 59.7% of the sampled trainers responded that moderately adequate. This difference could be the result of self-perception that the trainers had about them selves was different from other respondents. Moreover, this difference in response could be resulted, because the majority of the trainers have already started summer program to up grade their qualification.

From the above-discussed results one can infer that the shortage of qualified and competent trainers remained as one of the major factors that affected the trainings being provided.

Regarding the second item 66.67% of Regional experts 66.67% of Zonal Experts and 41.30% of trainers responded that moderately adequate. This result seems in harmony with the result obtained in table I that showed 57.14% of the principals fulfill the minimum requirement regarding qualification. 71.43% of them were qualified in Tech. Vocational field and 71.43% had experience more than 20 years.

The third item was included whether or not the necessary supporting staff availability was adequate; hence, the result obtained was as follows; 67% of Regional and zonal experts, 54.35% of trainers responded as moderately adequate, but, 57.14% of the principals respondents replied as not adequate.

From the observation made at the institutions, they were using pool system at either Woreda or Zonal level with other public offices. The system they were using was not uniform. It differs from zone to zone.

The difference between the response of the principals and other categories could arise from the degree of interaction that the respondents had with the supporting staff in day-to-day activities. In this regard, the principals had greater degree of interaction. Hence, their response was more likely reflected the reality.

Guidance and Career Counseling is pertinent in helping trainees to identify, know and appreciate their potential and inclination towards career development and self-actualization (UNESCO, 1996:104).

Hence, the availability of qualified and competent guidance and career counselor has paramount importance to promote all aspects of the training processes. In light of this, the last item in table VIII was included to assert the availability of guidance and career counselors.

Accordingly, 66.33% of Regional experts, 83.33% of Zonal experts 71.43% of principals and 65.22% TVET trainers confirmed that the availability of qualified and competent vocational guidance and career counselors were not adequate,

From this evidences one can infer that guidance and counseling service was not given due attention in the training system, so that, this can affect the system starting from attracting and selecting new entrants up to the support given to job entrepreneurship of the graduates.

Table VIII

The Availabilities of Material Provision and Budget

| No. | Items | | Respondents | | | | | | | | | | | | | | |
|-----|------------------------------|---------|--------------|------------|------------|------------|------------|------------|-----------------|------------|------------|---------------|-------------|-------------|---------------|-------------|-------------|
| | | | TVET Experts | | | | | | TVET Principals | | | TVET Trainers | | | TVET Trainees | | |
| | | | Regional | | | Zonal | | | Ad | Mode Ad | Not Ad | Ad | Mode Ad | Not Ad | Ad | Mode Ad | Not Ad |
| | | | Ad | Mode Ad | Not Ad | Ad | Mode Ad | Not Ad | | | | | | | | | |
| 1 | a, Machines and tools | No % | - 100 | 3 100 | - 33.33 | 2 33.33 | 4 66.67 | - - | 2 28.57 | 4 57.14 | 1 14.3 | 2 2.2 | 35 38 | 55 59.8 | 44 9.3 | 180 38 | 250 52.7 |
| 2 | b. Workshops | No % | - 66.67 | 2 66.67 | 1 33.33 | - 33.33 | 2 33.33 | 4 66.66 | 1 14.29 | 2 28.57 | 4 57.14 | 11 11.96 | 30 32.6 | 51 55.4 | 34 7.2 | 200 42.2 | 240 52.7 |
| 3 | c. Libraries | No % | - 33.33 | 1 33.33 | 2 66.67 | - 33.33 | 2 33.33 | 4 66.66 | 1 14.29 | - - | 6 85.7 | 12 13 | 19 20.65 | 61 66.30 | 73 15.4 | 99 20.89 | 302 63.7 |
| 4 | d. Text and Reference books. | No % | - - | - - | 3 100 | - - | 1 16.67 | 5 83.33 | - - | 2 28.57 | 5 71.42 | 12 13 | 19 20.65 | 61 66.30 | 18 3.8 | 100 21 | 356 75 |
| 5 | e, Necessary Budget | No % | - 66.67 | 2 66.67 | 1 33.33 | 1 16.67 | 1 16.67 | 4 66.67 | - - | 3 42.86 | 4 57.14 | 11 11.96 | 28 30.34 | 53 57.6 | - - | - - | - - |
| 6 | f. Necessary raw material | No % | - 66.67 | 2 66.67 | 1 33.33 | - - | 2 33.33 | 4 66.66 | - - | 2 28.57 | 5 71.42 | 8 8.7 | 14 15.22 | 70 76.1 | 45 9.5 | 50 10.5 | 379 80 |

Key: Ad= More than 75%, Mod. Ad= 50-75%, Not Ad= Less than 50%

The availability of adequate machines, tools, workshops, libraries, books budgets and materials supply are some major factors that contribute to the quality of training. Hence, the first item in table VIII was to know whether adequate machines and tools are available in the institutions. Accordingly, 100% of Regional experts, 66.67% of Zonal expert and 57% of principals responded that moderately available. On the other hand 59.8% of trainers and 52.7% of trainees replied that "not adequate".

From the observation made at the institutions, even though, there were varying from institution to institution and from field to field, in the average institution the availability of machines and tools are not adequate in terms number of trainees and curriculum content. Moreover, due to shortage of budget the machines had no sufficient maintenance service. The problem was more serious at previously existing TVET Institutions and machines inherited from old system.

Therefore, it can be concluded that the response of the trainers and trainees were more likely reflecting the objective reality indicating that the availability of machines and tools such as A.C. generator, automobile live engine, educational television and construction hand tools are not adequate; hence, this could contribute to reduce the quality of trainings in the region.

Regarding the second Items, except the response of regional TVET experts, the rest of the sample respondents agreed that the availability of shops were not adequate.

In line with this response, from the observation conducted at the institutions the shops are serving dual purposes that means for theoretical classrooms and practical training classes.

All most all the sample institutions except the SDC, they have no their own libraries but shared with preparatory programs. Therefore, all the replies of the respondents agreed that there were no adequate library services and books.

In the same manner, the budget allocated for the trainings in the sample school was not adequate according to the perception of all respondents except the regional TVET experts.

From the observation checklist, even though the exact share of annual budget covered by the other sources were not known, the trainees started to share the cost by paying 114 Birr per year, regardless of the difference in training fields.

Regarding the budget allocated for training from government account what must be stressed is not its inadequacy, but most importantly its timely release and utilization. In light of this, during the observation made at the institution, all the sampled institutions were complaining that the present pool system became a major bottle-neck to the timely utilization of the training budget. This hinder from purchasing and providing the necessary raw materials needed for practical training classes in accordance to academic calendar. Hence, except the regional TVET experts the responses of all respondents were in agreement that the material provision was not adequate.

From the difference in responses between the regional experts and the rest of the categories of respondents, one can concluded that the regional experts were not aware of actual implementation at the grass root level. This could possibly arise from distance barrier, weak information system and decentralization of the lower hierarchies that currently being practiced.

Finally, from the above discussed responses and observations, one can infer that inadequacy of facilities, shortage and dalliance of budget utilization, in sufficient and untimely provision of raw materials could have constrained TVET training in the Region. As a consequence, this could affect the balance of theory and practice in provision of training according to the curriculum content. This in turn adversely affects the training quality and effectiveness.

Table IX

Work Relationship of Major TVET Stakeholders

| No | Items | | Respondents | | | | | | | | |
|----|--|------|---------------------------|-------------|------------|--------------------------|-------------|-------------|---------------------------|--------------|--------------|
| | | | TVET Principals 7=100% | | | TVET Trainers 92=100% | | | TVET Trainees 474=100% | | |
| | | | Strong | Mode strong | Not strong | Strong | Mode Strong | not Strong | Strong | Mode strong | not Strong |
| 1 | a. Trainers and Trainees relations | No % | 6 85.7 | 1 14.29 | - | 59 64.13 | 25 27.17 | 8 8.7 | 292 61.60 | 151 31.8 | 31 6.54 |
| 2 | b. Trainers and Management relations | No % | 6 85.7 | 1 14.29 | - | 52 56.52 | 30 32.6 | 10 10.87 | 345 72.76 | 104 21.94 | 25 15.27 |
| 3 | c. Training institutions and employers relations | No % | 1 14.29 | 2 28.57 | 4 57.14 | 12 13.04 | 33 35.87 | 47 51.09 | 33 6.98 | 141 29.75 | 300 63.29 |
| 4 | d, Training institutions and local community relations | No % | - | 5 71.43 | 2 28.57 | 7 7.6 | 26 28.26 | 59 64.13 | 33 6.96 | 250 42.20 | 291 61.39 |

Management:-Higher officials in the institutions such as principals, vice principals, unit leaders and department heads.

Employers:-Government, non-government and private organizations that employ TVET graduates.

The items in table IX were to find out whether the necessary relationship of the major stakeholders in the institutions as well as out side institutions existed or not.

Accordingly, the result obtained depicted that the majority of respondent agreed that trainers and trainees as well as trainers and management relations are strong. Indicating that, there is suitable environment for training inside the institutions.

On the other hand, regarding the relationships of employers and institutions 57.14% of principals 51.09% of trainers and 63.29% of trainees responded that the relationship is not strong.

This result is in agreement with the feedback obtained through interviews of the sample employers that showed relationship is in limited aspects of training activities such as apprenticeship offering and employing graduates, but the relationship should be extended beyond these limited activities in such a manner that starting from planning the program up to evaluation of results and amending of the curriculum.

The last item was to know the strength of relationships between the institutions and local community. In this respect the results obtained were as follows, 71.43% of the TVET, Principals claimed that the relationship is moderately strong, but 64.14% trainers and 61.39% of trainees replied the relationship is not strong.

From the observation made at the institutions none of the sampled institutions have parent teacher association committee. Moreover, no clear communication line regarding the accountability of the institutions.

Except the SDC all the sample institutions are found in the same campus with the preparatory programs. As a result of this, some of the institutions claimed that they are sharing the same PTA with the preparatory program, but no clear evidences could be found from the document analysis to ascertain their claim. Any way, regarding the accountability of the institutions three working relations were observed:

- With Woreda Education and capacity building office
- With zonal education and capacity building office
- With city council education and capacity building office

Moreover, it is not clear that to which level of Education and Training Board they are accounted for. But, the accountability was supposed to be with Woreda Education and Training Board in the 1994 E.C guideline prepared by MOE. But, the actual implementation is not in line with the guideline.

From the above-discussed findings one can infer that the participation of community in general and that of employers in particular is poor. As a result this, could adversely affect the training relevance and its demand orientation, because, the interests of the community and employers are likely not considered at the different steps of training processes.

Table X
Participation of Stakeholders

| No | Items | Respondents | | | | | | | |
|----|--|--------------|------|-------|--------|-----------------|---------|---------------|--------|
| | | TVET Experts | | | | TVET Principals | | TVET Trainers | |
| | | Regional | | Zonal | | No | % | No | % |
| | | No | % | No | % | | | | |
| 1 | To what extent the relevant stakeholders in general and Employers in particular have been consulted in deciding curriculum content | | | | | | | | |
| | a. Adequately | - | - | - | - | - | - | 15 | 16.30% |
| | b. Moderately | - | - | - | - | 3 | 42.86 | 22 | 23.91% |
| | c. Not adequately | 3 | 100% | 6 | 100% | 4 | 57.14 | 55 | 59.78% |
| | Total | 3 | 100% | 6 | 100% | 7 | 100% | 92 | 100% |
| 2 | Participation of relevant stakeholders in general and employers in particular in TVET planning | | | | | | | | |
| | a. High | - | - | - | - | - | - | 7 | 7.61 |
| | b. Moderate | 3 | 100% | 1 | 16.67% | 1 | 14.29% | 10 | 10.87% |
| | c. Low | - | - | 2 | 33.33% | 1 | 14.29% | 15 | 16.30% |
| | d. No participation | - | - | 3 | 50% | 5 | 71.429% | 60 | 65.22% |

Key: Ad, High= More than 75%, Mod. Ad, Mod. = 50-75%, Not Ad, Low= Less than 50%

The items in Table X were to know the extent- of stakeholders' participation in deciding curriculum content and planning of the TVET trainings. Hence, regarding the first item the results of all respondents were in agreement that the stakeholders were not adequately participated.

This result is in harmony with the interview of the regional TVET head and Zonal educational and capacity building officials that asserted curriculum for the existing TVET program was prepared at the national level. Moreover, to amend the existing curriculum, formulation of curriculum framework is currently being conducted at the center.

Regarding the second items 100% of the Regional TVET experts asserted that the participation was moderate, where as 50% of Zonal experts 71.429% of the principals and 65.22% of TVET trainers responded that there was no participating in TVET activities.

From this result, one can infer that regardless of claiming decentralization, the actual implementation of such important activities are taking place at the center, over looking the contribution of stakeholders at the grassroots levels. As a result, this could affect the match of curriculum content to the local skill market demand. This turn could affect the relevance of training being provided.

Moreover, it was known that Government financing of TVET program is not adequate. Therefore, in financing the program every stakeholder should have to contribute their share, if the participation of stakeholders are limited, this would result in shortage of financing of TVET program and in turn this can affect the training quality.

In line with the above obtained results interview of the sample employers confirmed that their participation at the institutional level were mainly limited to the following major activities:

- Offering apprenticeship;
- Assigning supervisor during apprenticeship;
- Evaluating apprenticeship activities of apprentices;
- Hiring the graduates.

But, not in planning the training and in deciding the curriculum content

Table XI

Factors that Affect the Relationship of Training Institution and Employers

| No | Items | Respondents | | | | | | | |
|----|--|-------------|------|------------|------|-----------------|------|---------------|------|
| | | Experts | | | | TVET Principals | | TVET Trainers | |
| | | Regional | | Zonal | | Mean Value | Rank | Mean Value | Rank |
| | | Mean Value | Rank | Mean Value | Rank | | | | |
| 1 | a. Lack of awareness of Employers regarding TVET objectives. | 5 | 1 | 4.33 | 1 | 3.857 | 1 | 4.283 | 1 |
| 2 | b. Employers are not adequately represented in the Governing bodies of TVET Institutions | 3.33 | 2 | 4 | 2 | 3.428 | 2 | 3.445 | 2 |
| 3 | c. Lack of commitment of Employers | 2.3 | 4 | 2.17 | 4 | 2.714 | 3 | 2.489 | 4 |
| 4 | d. The trainings being provided are not suited to the employer's interest. | 1.067 | 5 | 2 | 5 | 2.143 | 5 | 1.51 | 5 |
| 5 | e. Adequate number of employers are not available at the local level. | 3 | 3 | 3.997 | 3 | 2.144 | 4 | 3.391 | 3 |

Key: Mean= weighted mean= $\frac{w_1 f_1 + w_2 f_2 + \dots + w_5 f_5}{f_1 + f_2 + \dots + f_5}$

Where $f_1 + f_2 + \dots + f_5$ = observed frequencies
 $w_1 + w_2 + \dots + w_5$ = weights given

To provide relevance and quality training, there should be strong relation ship between training institutions and employers. Consequently, this could facilitate the update and adequate information exchange; promote strong participation and helps to relate training given to the real world of work. Hence, identifying the factors that affects the relationship of training institutions and employers are pertinent for the improvements of the training being provided.

Accordingly as shown in table XI lack of awareness, in adequate representation of employers in the governing bodies of TVET institutions and availability of inadequate number of employers at the local level are the first three factors that seriously affect the relationships of the institutions and the employers respectively.

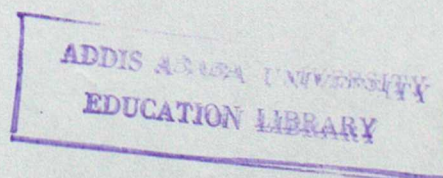
Among the three factors lack of awareness of employers is the most highly ranked factor. This implied that creating awareness and improving the representative ness of employers in the governing structure of the TVET institution are pertinent to strength the relationship considering the available employers.

Table XII

Understanding of TVET Objectives and Its Achievements

| No | Items | Respondents | | | | | | | |
|----|--|-------------|-----|------|-------|-----------------|--------|---------------|-------|
| | | Experts | | | | TVET Principals | | TVET Trainers | |
| | | Bureau | | Zone | | No | % | No | % |
| | | No | % | No | % | | | | |
| 1 | The Understanding of TVET objectives by the relevant stakeholders in the Region/Zone | | | | | | | | |
| | a. High | - | - | - | - | - | - | - | - |
| | b. Moderate | 3 | 100 | 2 | 33.33 | 2 | 27.571 | 35 | 38.04 |
| | c. Poor | - | - | 4 | 66.67 | 5 | 71.43 | 57 | 61.96 |
| | d. Not understood | - | - | - | - | - | - | - | - |
| | Total | 3 | 100 | 6 | 100 | 7 | 100 | 92 | 100 |
| 2 | To what extent the objectives are being achieved in the region /zone | | | | | | | | |
| | a. Highly | - | - | 2 | 33.33 | 1 | 16.667 | 19 | 20.65 |
| | b. Moderately | 3 | 100 | 4 | 66.67 | 4 | 66.667 | 51 | 55.43 |
| | c. Poorly | - | - | - | - | 1 | 16.667 | 22 | 23.91 |
| | Total | 3 | 100 | 6 | 100 | 6 | 100 | 92 | 100 |

Key: High, Highly= More than 75%, Mod, Moderately=50-75%, Poor, Poorly = Less than 50%



The purpose of Table XII was to make clear whether or not the stakeholders have understood TVET objectives and to what extent the objectives are being achieved. On this base, 100% of regional experts responded that the understanding is moderate. On the other hand 66.67% of zonal experts, 71.43% of TVET principal and 61.96% of TVET trainers responded that the understanding is poor.

Regarding the achievements of objectives 100% of Regional experts, 66.67% of zonal experts, 66.68% of TVET principals and 55.43% of Trainers responded that the achievement is moderate.

From the above results one can infer that in going down the hierarchy the understanding of TVET objectives by the stakeholders becomes poor. This implies that lack of awareness is serious at the institutional levels. As a result this can have negative impact on the effectiveness of the trainings. The response considering the achievement of the objectives implies that a lot has remained to be done by all the stakeholders in order to gain high achievement.

Table XIII

Constraints that Hinder the Achievements of TVET Objectives

| No | Items | Respondents | | | | | | | |
|----|---|-------------|------|------------|------|-----------------|------|---------------|------|
| | | Experts | | | | TVET Principals | | TVET Trainers | |
| | | Regional | | Zonal | | Mean Value | Rank | Mean Value | Rank |
| | | Mean Value | Rank | Mean Value | Rank | | | | |
| 1 | What are the major constraints that hinder the achievement of TVET objectives in your Region/Zone | | | | | | | | |
| | a. Shortage of competent man power | 3.334 | 4 | 2.5 | 4 | 2.286 | 4 | 2.739 | 3 |
| | b. Shortage of financing and material provision. | 3.667 | 3 | 4.2 | 1 | 3.286 | 2 | 4.195 | 1 |
| | c. Lack awareness. | 4.334 | 1 | 3.7 | 2 | 3.569 | 1 | 3.608 | 2 |
| | d. Poor Institutional set up | 1.334 | 5 | 2.3 | 5 | 2.00 | 5 | 2.186 | 5 |
| | e. Lack of adequate participation of relevant stakeholders | 4 | 2 | 3.33 | 3 | 2.714 | 3 | 2.359 | 4 |

Key: Mean= weighted mean= $\frac{w_1 f_1 + w_2 f_2 + \dots + w_5 f_5}{f_1 + f_2 + \dots + f_5}$

Where $f_1 + f_2 + \dots + f_5$ = observed frequencies

$w_1 + w_2 + \dots + w_5$ = weights given

Table XIII included the factors that hinder the achievement of TVET objectives. As a result lack of awareness, shortage of financing and material provisions and lack of adequate participation of relevant stakeholders were highly ranked factors respectively. Among the three factors lack of awareness was the most highly ranked factor. This implies that when the stakeholders get the necessary awareness they will participate adequately and this will improve the financial and material provision of the institution. Consequently, the achievements of the TVET objectives will be improved.

In summation according to the responses of open-ended questions forwarded by respondents the major problems that affected the TVET training quality, relevance and effectiveness were:

- Lack of awareness.
- Shortage of budget and raw material supply.
- In adequate Facilities.
- Weak relationship with Employers.
- Weak Labor Market Information System.
- Lack of strong guidance and career counseling service.

These were the major bottlenecks that affect TVET training in the Region.

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary

The study contains four chapters. The first chapter includes problems and its approach. Under this topic a brief background on the development of Technical Vocational Education and Training was provided. Moreover, the theme of the study, the basic questions that the study attempted to answer and significance of the study were included.

Under the same chapter, the research design and methodology topic comprises method of the study, sample of population, sampling method, and instrument of data analysis. Like wise, Descriptive survey method was chosen and used for its appropriateness to the research topic.

Sample population were TVET trainees, trainers, principals, Zonal TVET experts, Zonal education and capacity building officials and apprenticeship offering organizations found in four Oromia Zones. Moreover, Regional TVET head and experts were also included. Frequency, percentage and weighted mean were used as an instrument of data analysis.

The second chapter comprises review of literature. It envisaged historical development of vocational education, concept of training, policy in TVET, governance in TVET, financing in TVET, competence of trainers in TVET, guidance in TVET, information source in TVET, TVET practice in other country, development of TVET in Ethiopia and current practice of TVET in Oromia were the major topics that have been reviewed from relevant books, journals, proceedings, encyclopedias, thesis and other documents to provide firm theoretical ground to the study and in support of the findings.

The third chapter includes presentation, analysis and interpretation of the data gathered. Accordingly, the data was tabulated, in thirteen tables, analyzed and interpreted.

The fourth chapter contains summary, conclusion and recommendation. Accordingly, the major findings of the study are presented as follows:

- 75% of the respondents asserted that the new TVET program was not based on adequate need assessment. Moreover, 54.63% of the respondents replied that the program was not pilot tested before large-scale implementation. As a result this could be the reason as to why some of the training institutions lack enrollees for certain fields in 1997E.C.
- The majority of the respondents, 66.67% of the Regional experts 50% of Zonal experts and 71.43% of principals claimed that tracer study, need assessment and labor market monitoring are used to obtain timely and adequate labor market information. But, in contrast 43.52% of the sampled teachers responded that none of the above mentioned methods are used by the institutions. Moreover, as confirmed from the observation made, no tracer study results were found at the sampled institutions. On the other hand, the interview of the officials asserted that need assessment was conducted only once since the program has been started. This result indicated that poor labor market information system;
- According to the Education and Training Policy the minimum requirement of trainers qualification at this level is ought to be first degree. But, 84.78% of the trainers in the sampled institutions were found to be diploma holders. Moreover, from open ended questions none of the sampled teachers had work experience outside the teaching fields, this implied under qualification and lack of work experience of trainers;
- Concerning the availability of qualified and competent vocational guidance and career counselor 66.67% of the respondents replied that not adequate. Moreover, in the table regarding student interest and orientation only 0.84% of the sampled trainees responded that they were initiated by guidance and career counselor advice. The results of this finding indicated that poor guidance and counseling services;
- Regarding the availability of qualified and competent supporting staff, except principals the majority of the rest of respondents responded that moderately adequate. Additionally, from the observation made, the institutions are using common supporting staffs with other Government offices in a pool system that

creates long bureaucratic chain in purchasing training materials. This adversely affects the training being provided;

- As revealed in the table of respondent profile, none of the sampled principals were found to be EDPM (EdAd) professional. Like wise, 83% of Zonal experts were found to be not technical vocational professionals. This could hamper the managerial capacity of the principals and the competence of technical support provision of the experts;
- One of the most important aspects of training that should be investigated was the availability of adequate facilities, budget and materials. In this regard the following results were obtained;
- 53% of the respondents asserted that the availabilities of machines and tools are not adequate. Moreover, this problem is more serious in the institutions inherited from the previous system than the newly established one;
- 52% of the respondents agreed that the availability of workshops are not adequate. In line with this it was observed that the shops serve dual purposes, as theoretical and practical classes. This indicated inadequacy of the shops;
- Concerning library services and availability of books 64.43% and 74% of the respondents respectively asserted that not adequate. From the observation made, except the SDC, the rest institutions have no their own library, but, share with preparatory and general secondary education program. This implies that inadequacy of the services;
- In light of the availability of adequate budget; 57.4% of the respondents responded that the training budget is not adequate. From the information obtained at the sampled institutions the source of training finance are found to be Government, cost sharing of trainees, tuition fee from evening class and production sell. But the exact share of each source could not be obtained. Concerning cost sharing of trainees each trainee is made to pay 114 birr per year regardless of their training fields. On the other hand the budget allocated from Government account is constrained by untimely release and utilization due to the current pool system;

- Like wise, 78.87% of the respondents asserted that the provision of material supply is not adequate. Moreover, the current pool system constrains timely purchase and provision of training materials due to delay of budget release and long bureaucratic processes;
- As far as the work relationship is concerned 62.3% and 70.33% of the respondents confirmed that trainers /trainees and trainers/ management relations respectively are strong. On the other hand, 61.25% and 61.43% of the respondents asserted that the relations of institutions /employers and institutions/ local community respectively are not strong;
- Regarding the factors affecting the relationship of the training institutions and employers, the study revealed that lack of awareness, inadequate representation of employers in the governing bodies of the TVET institutions and availability of inadequate number of employers at the local levels respectively are the first three highly ranked factors;
- Concerning TVET objectives 61% of the respondents agreed that the understanding of TVET objectives by the stakeholder is poor. Additionally, from the respond of various categories of respondents, the problem is found to be more serious at the grass root levels.
- Concerning the factors affecting the achievements of TVET objectives the study asserted that lack of awareness, shortage of financing and material provisions and lack of adequate participation of stakeholders respectively are the first three highly ranked factors.

Finally, the following points can generalize the major findings of the study:

- The program was not based on adequate need assessment and was not pilot tested.
- In the actual implementation no practices of tracer study at the institutional level.
- In adequate need assessment and labor market monitoring.
- Weak labor market information system and database.

- Under qualification of trainers and lack of work experience out side the teaching field.
- Shortage of budget and material supply.
- In adequate facilities.
- Lack of awareness and poor understanding of TVET objectives.
- Weak relationship of training institutions and local community in general and employers in particular.

These were found to be the major bottlenecks of TVET training in the Region. Finally possible solutions and topic for further study were identified and forwarded.

4.2 Conclusion

Based on the findings of the study the following conclusions were reached:-

- It has been agreed up on by many education and training professionals, that TVET is more expensive than academic education. Hence, thorough need assessment would have been conducted at the institutional level in the region before the start of the program. Moreover, since the program requires such large investment of resources, it should have been pilot tested before large-scale implementation. Consequently, the scarce resources could have been used wisely and minimized the wastage that would be occurring, other wise. In the contrary, new TVET program has started with out adequate need assessment and has not pilot tested. As a result, the training being offered might not match with the local labor demand.
- The main way and means of obtaining information and data is labor market information system. This includes training, need assessment, tracer study and labor market monitoring. As it has been found out by the study, tracer study is not practiced in the actual implementation at the grass root levels. Moreover, there is no trend of frequent need assessment and labor market monitoring. These indicated weak labor market information system that can adversely affect the match of training supply and skill demand of the market. Generally, the quality, relevance and effectiveness of the training could be affected by poor labor market information system;

- As stated by Wanna, (1998: 61) "Good vocational training requires instructors who have technical and pedagogical skill as well as industrial work experience." In the contrary, as revealed in the study the majority of the trainers are under qualified and have no work experience out side the teaching field. Hence, these factors have a negative impact on the quality of training and relating training provided in the institutions to the real world of work;
- Guidance and career counseling service is pertinent in helping students to know career goals and understand the world of work. So as, they can decide their course of study, fields of training, further education or training, initial job choices and job change. Contrary to its importance, the study revealed that guidance and career counseling was not given special emphasis in the TVET system. Hence the service being provided is poor. Consequently, these can adversely affects the training starting from orientation given to the would be trainees up to the job entrepreneurship of the graduates.
- Availability of adequate training facilities has pertinent contribution towards the quality of training, but, the study has shown that the TVET training being provided in the Region is constrained by inadequate facilities. Like wise, even though there is an effort to diversify the source of financing at the institutional level, but there is still a problem of shortage of training finance and timely utilization of budget. This in turn affects timely provision of training supplies. C onsequently, the balance o f theory and practice in the provision of training process might not be implemented as intended in the curriculum. Therefore, this can result into poor quality training;
- TVET requires a huge amount of resources. Therefore, government alone cannot cover the ever-increasing cost of the program. Hence, it needs the participation of all relevant stakeholders in an effort made to provide quality, relevance and effective training. Nonetheless, as indicated in the study the most highly ranked factor that are constraining the relationship of TVET institution and employer and hindering the achievement of TVET objectives is found to be lack of awareness. Consequently, if all the relevant stakeholders of TVET at all levels are not aware and have no good understanding of its

- objectives; it could be impossible to obtain commitment and good participation as expected. Hence, this can have a negative impact on:
 - Financing the training.
 - Strengthening the labor market information system.
 - Providing material supply.
 - Fulfilling facilities and manpower.

In turn, these can adversely affect the training quality, relevance and effectiveness.

4.3 Recommendation

Based on the findings and conclusions reached, the following recommendations were forwarded.

- Oromia education and capacity building bureau in collaboration with MOE need to expand the upgrading program to include all the rest of TVET trainers, who need upgrading, but, not yet joined the summer program. Moreover, some other alternatives such as distance program should have to be studied by the Regional bureau whether or not it can be used to serve the purpose. Similarly, establishing suitable environment and encouraging the private investors to invest on technical vocational trainers training can help to expand the alternatives.
- Government budget alone can no longer cover the ever-increasing costs of the TVET training. The users of training products have to be encouraged to share the cost. Accordingly, the current cost sharing practice of trainees need to be revised and adjusted in accordance to the expense needed for each type of training fields. Training levies need to be introduced where the situation allows, in order to make employers share the cost of training. More over, the income generating capacity of the institutions must be strengthen in line with the practical training of the trainees;
- Regarding the budget allocated from the Government account to the training institutions, OECBB and Regional Government must revise current pool system. Accordingly, more autonomy should have to be given to the training institution, in order to facilitate timely releases of budget, purchase and provision of training materials in accordance with the academic calendar;

- The training Institutions should practice tracer studies by assigning a person in charge of the activities, establishing information network system with Woreda education and capacity building offices and carefully record the full name and address of the trainees before they graduate. On this bases, tracer study should be carried out to know the where about of the graduates of every batch whether or not they succeeded in finding or creating employment opportunity in their fields;
- Concerning TVET program and its objectives, awareness creation activities such as workshops and seminars should be prepared and provided by the Regional education and capacity building bureau and Zonal offices to the relevant stakeholders. Moreover, various exhibitions and sensitization programs should be prepared at the institutional level with the support from Regional, Zonal and Woreda, education hierarchies. So as, local community in general and employers (Government and Private) in particular should be made to participate to enhance their awareness;
- Fulfilling basic facilities such as libraries with adequate reference books, workshops with adequate machines and tools for the institutions, by carefully investigating the institutions, identifying the priority area and preparing projects. Regional and Zonal experts in collaboration with the institutions should conduct the project preparation. Then after, government, private employers, NGO's and community at large should be made to participate in the implementation of the project;
- Strengthening partnership by assigning liaison officers in the institutions who are in charge of studying and identifying areas of collaboration between the local enterprises and the institutions. So as to facilitate the relationship by preparing visit program, promoting mutual support, information and experience exchange;
- Improving the guidance and career counseling service by assigning adequate number and professionally competent guidance and career counselors. Moreover, the service should be extended from giving of information to the would be trainees in the general secondary

schools, guiding the trainees in the training institutions and giving support to the graduates in the process of entrepreneurship;

- Prior to the expansion of the existing the existing training field and opening the new once, thorough need assessment and local market analysis should have to be conducted considering Zonal and Regional economic context;
- Accordingly, TVET Institutions should conduct this with the help of technical support from Regional and Zonal TVET experts. Hence, some of the major areas in focus during assessment should include:
 - Vacancy analysis survey.
 - Clients need survey (Employers and would be trainees).
 - Survey of potential areas in the informal sectors for job entrepreneurship.
 - Investigation of economic and social development plan of the Region and Zone.

Finally, Oromia education and capacity building bureau and the Regional government should have to give due emphasis in allocating budget for these activities.

- Strengthening the labor market information system and database of the institution by establishing network system with employers, other relevant stakeholders and different hierarchical levels of the TVET system in the Region. So as, to facilitate timely, adequate and reliable information exchange;
- Finally, further in depth study should be carried out focusing on the output of TVET program and its effect in fulfilling the trained manpower need of the Oromia region.

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Appendix - 1

Addis Ababa University
School of Graduate Studies
Department of Education Planning and Management
Questionnaire to be filled by the Teachers and Principals of TVET
Institutions

Introduction: - The purpose of this questionnaire is to collect basic data for the study on the assessment of trainings provided by Government TVET Institutions at 10 + 1 and 10 +2 levels in Oromia Region. Your cooperation in offering relevant and honest information is highly important for the success of the study. Please be sincere, frank and accurate as much as possible in responding to each item.

Not that

- No need of writing your name

- Where alternative answers are given, please mark your answer using an “ X “ in the corresponding box. Moreover, in answering the open – ended questions, please give your answer brief and to the point as much as you can.

Thank you in advance for taking time to complete this questionnaire.

PART ONE

1) Name of the vocational institution/ training center _____

2) Sex a) Male b) Female

3) Age a) 20 – 30 b) 31 – 40 c) Above 40

4) Marital status a) Married b) Single c) Others

5) Major field of study _____ Minor _____.

6) The field you are teaching now _____.

7) Your work experience.

a) In teaching

b) If you have other work experience, please specify the field with respective years

8) What is your qualifications and respective total years of services.

| <u>Qualification</u> | <u>Year of Services</u> | | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 - 5 | 6 - 10 | 11 - 15 | 16 - 20 | 21 - 25 | above 25 |
| a) Diploma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) BA/BSc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) MA/MSc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) PhD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9) Have you ever joined further training/ education to upgrade your qualification?

- a) Regular study or training program
- b) In service training program
- c) Short term training/work shops
- d) Refresher course
- e) If there is others specify

Part Two

1) The training need assessment performed before the start of TVET program in your institution was

- a) Adequate b) moderately adequate c) not adequate d) not conducted

2) The pilot test performed before large scale implementation of the TVET program was

- a) Adequate b) moderately adequate c) not adequate d) not performed

3) At what level was the need assessment performed?

- a) Institutional b) Zonal c) Regional

4) To what extent the results of need assessment is being used, how many trainees to accept in each training field and in what occupation to train?

- a) Completely b) partially (c) not used at all

5) How often are you assessing the labor market demand to adjust the training program being offered in your institution with the changing local labor market demand?

- a) Annually (b) Every five years c) not assessed at all
 d) If there are others please specify _____

6) What are the major factors that negatively affect the assessment activities?

give your answer by ranking the following items 1 to 5 in priority order.

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Shortage of competent man power | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Lack of adequate Budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Lack of adequate facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Lack of commitment of concerned bodies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Lack of awareness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7) To improve the labor market information system and database of the Institutions indicate the majors mentioned below by ranking 1 to 5 in priority order.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Assigning competent experts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Allocating adequate budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Providing adequate facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Awarding the concerned bodies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Strengthening the relationship of employers and training institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8) What mechanisms are you using to obtain timely and adequate labor market information?

- a) Tracer study
- b) Need assessment
- c) Labor market monitoring
- d) All of the above
- f) If there are others specify, please

9) How do you rate the participation of relevant stakeholders in general and that of employers in particular in planning the training being offered in your institution?

- a) High b) Moderate c) Low d) No participation

10) The harmony of the plan of training being offered and the socioeconomic context of your zone or region is:

- a) High b) Moderate c) Low d) Not in harmony

11) What are the major factors that made the training plan and socioeconomic context of the region/zone not in harmony? Give your answer by ranking the following items "1" to "4" in priority order based on severity of the problems.

| | 1 | 2 | 3 | 4 |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Improper planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- b) Lack of adequate and reliable data
- c) Lack of frequent evaluation
and revision of curriculum content

12) The understanding of TVET objectives by the relevant stakeholders.

- a) High b) Moderate (c) Poor d) not understood

13) To what extent the training objectives are being achieved in your institution?

- a) Highly b) Moderately c) poorly

14) What are the major constraints that hinder the achievement of TVET objectives in your institution? Answer by ranking the following items "1" to "5" in priority order, assuming the most hindering problem by "1" and the least hindering problem by "5".

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Shortage of competent man power | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Shortage of financing and material provision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Lack of awareness regarding the objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Poor institutional set up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Lack of adequate participation of relevant stakeholders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15) To what extent the TVET curriculum is relevant to the needs of local labor market demand?

- (a) Highly relevant (b) Moderately relevant (c) Poorly relevant

16) How do you rate the flexibility of TVET curriculum, to accommodate the interest of trainees?

- (a) Highly flexible b) Moderately flexible c) Not flexible

17) How often the curriculum of TVET program is being evaluated and revised since the program has been started?

- (a) Every year (b) Every two years (c) Every three years
 (d) Not yet evaluated

18) The availability of

| | <u>Adequate</u> | <u>Moderately adequate</u> | <u>not adequate</u> |
|---|--------------------------|----------------------------|--------------------------|
| a) Qualified and competent teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Qualified and competent principals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Experienced and competent supporting staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Qualified and competent vocational guidance and career counselor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19) The relevance of available machines, tools and equipments in each training fields mentioned above.

- a) highly relevant b) moderately relevant
 c) poorly relevant d) not relevant

20) The availability of

| | <u>Adequate</u> | <u>moderately adequate</u> | <u>not adequate</u> |
|-----------------------------|--------------------------|----------------------------|--------------------------|
| a) Workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Libraries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Class rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Text and reference books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Necessary Budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Necessary raw materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- h) Electricity services
- i) Water services
- j) Apprenticeship
- Offering organization
- k) Guidance and counseling
- Services

21) The work relation ships in the training process between

- | | <u>Strong</u> | <u>moderately strong</u> | <u>Weak</u> |
|---|--------------------------|--------------------------|--------------------------|
| A) Trainers and trainees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B) Trainers and Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C) Training Institutions and Employers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D) Training Institutions and Local community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22) What are the constraints that affect the relations ships of training Institutions and Employers? Give Your answer by ranking order 1 to 5 assuming 1 is the most affecting Constraint and 5 is the least affecting constraint

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Lack of awareness of Employers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Employers are not Represented adequately In the governing bodies of TVET Institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Lack of Commitment of Employers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The trainings being provided Not suit the employer's interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Adequate number of employers Are not available locally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part three Open Questions

1. Among the training fields being provided in your institutions Considering Business, Construction technology, Industrial technology and Home science 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 major factors that affect the quality, relevance an effectiveness of the trainings being provided in your institutions?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

3. What are the solutions to improve the quality; relevance and effectiveness of the trainings being provided in your institutions?

- 1) _____
- 2) _____
- 3) _____

Appendix – 2

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

Questionnaire to be filled by TVET Expert

Introduction:- The purpose of this questionnaire is to gather basic data for the study on the assessment of trainings provided by Government TVET Institutions at 10 + 1 and 10 +2 levels in Oromia Region. Hence, your co-operation in offering relevant and honest information is highly important for the success of the study. Please, be frank and respond to each item accurately and thoroughly as much as possible.

Instruction - No need of writing your name

- Where alternative answers are given, please mark your answer by using an “ X “ in the corresponding boxes. .

Give precise and brief answers on the space provided for the open-ended questions. Thank you in advance for taking time to complete this questionnaire.

PART ONE

1. Region _____ Zone _____ Wereda _____ Town _____

2. Place of work/office _____

Department _____

Position _____

3. Sex a) Male b) Female

4. Age a) below - 30

b) 31 - 39

c) 40 -50

d) Above 50

5. Marital Status a) Married b) Single c) Others

6. Major field of study _____ Minor _____.

7. What is your qualifications and respective total years of services.

| <u>Qualification</u> | <u>Years of Services</u> | | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 - 5 | 6 - 10 | 11 - 15 | 16 - 20 | 21 - 25 | above 25 |
| a) Diploma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) BA/BSc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) MA/MSc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) PhD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Other specify | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <u>8. Work Experience</u> | <u>Years of Work Experience</u> | | | | | |
|---------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 - 5 | 6-10 | 11-15 | 16-20 | 21-25 | above 25 |
| a) As teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) As an expert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) If other specify _____ | | | | | | |

Part Two

- 1) The training need assessment performed before the start of TVET program in your Region/Zone was a) adequate b) moderately adequate c) not adequate. d) not assessed at all
- 2). The pilot test performed in your Region/Zone before large scale implementation of the TVET program was a) adequate (b) moderately adequate c) not adequate (d) no pilot test had performed
- 3). At what level was the need assessment performed?
a) Institutional (b) Zonal (c) Regional (d) National
- 4). To what extent the results of need assessment is being used, how many trainees to accept in each training field and in what occupation to train?
a) completely b) partially (c) not used at all
5. How often are you assessing the labor market demand to adjust the training program with the changing market demand ?
a) Annually (b) Every five years (c) none at all
d) If there is other please specify _____
6. What mechanisms are you using to obtain timely and adequate labor market information?
- a) Tracer study
- b) Need assessment
- c) Labor market monitoring
- d) All of the above
- e) If there are others specify, please
- _____

7) What are the major factors that negatively affect the assessment activities? Give your answer by ranking the following items 1 to 5 in priority order.

- | | 1 | 2 | 3 | 4 | 5 |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Shortage of competent man power | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Lack of adequate budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Lack of adequate facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

d) Lack of commitment of concerned bodies.

e) Lack of awareness

8) To improve the labor market information system and data base of training
 Institutions indicate the measures mentioned below by ranking 1 to 5 in priority
 Order. 1 2 3 4 5

(a) Assigning adequate number of competent experts

(b) Allocating adequate budget

(c) Providing adequate facilities

(d) A warring the concerned bodies

(e) Strengthening the relationship of employers and training Institutions

(9) How do you rate the participation of relevant stakeholders in general and that employers in particular in planning TVET in your Region or Zone?

a) High b) Moderate c) Low d) No participation

10) The harmony of the TVET plan with the socioeconomic context of your Zone or Region is: (a) High (b) Moderate (c) Low
 (d) Notin harmony

11) What are the major factors that made the TVET training plan and socioeconomic context of the region/zone not in harmony? Give your answer by ranking the following items "1" to "3" in priority order based on the severity of the problems.

1 2 3 4
 a) Improper planning

b) Lack of reliable and adequate data

c) Lack of frequent evaluation and revision of curriculum content

(12) The understanding of TVET objectives by the relevant stakeholders in the Region /Zone is ?

a) High (b) Moderate (c) Poor (d) not understood

13) To what extent the objectives of TVET are being achieved in your Region or Zone ?

a) Highly b) Moderately c) poorly

14) What are the major constraints that hinder the achievement of TVET objectives in your Region/Zone? Give your Answer by ranking the following items "1" to "5" in priority order, assuming the most hindering problem by "1" and the least hindering problem by "5".

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Shortage of competent man power | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Shortage of financing and material provision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Lack of awareness regarding the objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Poor institutional set up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Lack of adequate participation of relevant stakeholders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(15) To what extent the TVET Curriculum is relevant to the needs of Regional /Zonal labor market demand?

(a) Highly relevant (b) moderately relevant (c) Poorly relevant

(16) How do you rate the flexibility of TVET Curriculum, to accommodate the interests of trainees in your Region /Zone?

(a) Highly flexible b) Moderately flexible c) Not flexible

(17) To what extent the relevant stakeholders in general and employers in particular have been consulted in deicing the contents of existing TVET Curriculum?

a) Adequately b) Moderately c) Not adequately

(18) How often the Curriculum of TVET Program is being evaluated and revised since the program has been started?

a) Every year b) Every tow years c) Every three years

(19) The availability of

| | <u>Adequate</u> | <u>moderately adequate</u> | <u>not adequate</u> |
|--|--------------------------|----------------------------|--------------------------|
| a) qualified and Competent Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) qualified and competent Principals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Experienced and Competent Supporting staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Qualified and competent Vocational guidance and Career counselors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(20) The availability of machines, tools and equipments in the institutions Providing Trainings at 10 + 1 and 10 + 2 levels in the fields of

| | <u>Adequate</u> | <u>Moderately adequate</u> | <u>not adequate</u> |
|----------------------------|--------------------------|----------------------------|--------------------------|
| a) Industrial Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Construction Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Home sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(21) The relevance of available machines, tools and equipments to each training fields mentioned above are

| | | | |
|--------------------|--------------------------|-------------------------|--------------------------|
| a) Highly relevant | <input type="checkbox"/> | (b) moderately relevant | <input type="checkbox"/> |
| c) Poorly relevant | <input type="checkbox"/> | (d) not relevant | <input type="checkbox"/> |

(22) The availability of

| | <u>Adequate</u> | <u>moderately adequate</u> | <u>not adequate</u> |
|--------------|--------------------------|----------------------------|--------------------------|
| a) Workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Libraries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---|----------------------|----------------------|----------------------|
| c) Class rooms | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| d) Furniture | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| e) Text books and Reference books | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| f) Electricity services | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| g) Water services | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| h) Guidance and Counseling services | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| i) Necessary Budget | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| j) Necessary raw materials | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| k) Apprenticeship offering Organizations | <input type="text"/> | <input type="text"/> | <input type="text"/> |

(23) What are the constraints that affect the relationship of training Institutions and Employers? Give your answers by ranking order 1 to 5 assuming 1 is the most affecting constraint and 5 is the least affecting constraint?

- | | 1 | 2 | 3 | 4 | 5 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| a) Lack of awareness of Employers | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b) Employers are not represented adequately in the governing bodies of TVET Institutions | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c) Lack of Commitment of employers | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| d) The trainings being provided are not suit the employers' interest | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| e) Adequate number of employers are not available locally | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |