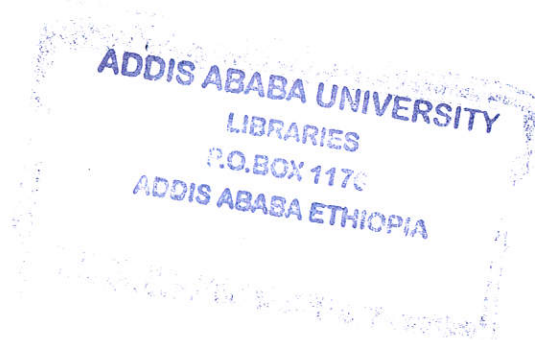


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS THAT IMPEDE THE IMPLEMENTATION OF MIDDLE
LEVEL TVET PROGRAM IN ADDIS ABABA CITY
ADMINISTRATION:
THE CASE OF TWO SELECTED TVET INSTITUTIONS**

**BY:
MESELU FENTA**



**MARCH, 2007
ADDIS ABABA**

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ADDIS ABABA CITY ADMINISTRATION:
THE CASE OF TWO SELECTED TVET INSTITUTIONS**

**A THESIS PREPARED TO THE SCHOOL OF GRADUATE
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DEGREE OF MASTERS OF ARTS IN MANAGEMENT OF
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Ababa City Administration:

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ACRONYMS

GTZ	German Agency for Technical cooperation
IER	Institution of Education Research
ILO	International Labor Organization
MOE	Ministry of Education
NGO	None Government Organization
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education
UNESCO	United Nations, Educational, Scientific and Cultural Organization
FDRE	Federal Democratic Republic of Ethiopia
AAEB	Addis Ababa Education Bureau
FAO	Food and Agriculture Organization
MOER	Ministry of Education and Research
SMUC	St. Mary's University College
UK	United Kingdom

ABSTRACT

Technical and Vocational Education and Training (TVET) is currently, one of the key issues for the development of human capital based on the principle of nation building. There is an agreement that the proper training of the youth with different levels of scientific and technical skills will contribute a lot in realizing the development goals of Ethiopia. The government has designed a nationwide implementation of middle level TVET programs. The labor market needs and continuously demands qualified workforces; the people and institutions also requires about the effectiveness of the program (they always evaluate the implementation process). This study, thus, attempted to understand how those programs were implemented in Addis Ababa by selecting two purposefully selected TVET Institutions; Winget TVET College and St. Mary's University College. It identifies the core factors that impede the quality of the implementation of TVET program in the City Administration.

For the execution of this study, an Instrumental qualitative case study design was implemented. In this case, data were collected through document analyses, observation and interviews. To secure and evidenced the data, the researcher used both formal and informal interviews conducted with students, trainers, principals, vocational counselors, supervisors in the enterprises and TVET experts in Addis Ababa City Administration . The data gathered during the study revealed that the quality of the implementation of the program is influenced by many factors related to the selection and placement of the students, the design and implementation of the curricula, and the reality of the graduates' unemployment in the country. The study has indicated that the implementation of the program in these Institutions were marked by: the availability of great difference quality in their TVET program implementation, the existence of relatively better implementation atmosphere in the private colleges, and the two major problems of TVET program implementation are lack of awareness and limited capacity. Based on the findings, valuable suggestions were forwarded for those stack holders who imply during the course of the study.

Thus, TVET should incorporate more workplace learning, the lifelong learning, a diversity of funding, a diversity of delivery mechanisms by increasing the awareness of the society and capacity of institutions and teachers in different directions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The development of any country mainly depends on the development of human capital. Educators claim that education is the base for social and economic and other developments. As Narman (1994:21) described, the quality of the economic performance of a country is a function of the quality of human resources; and that in response, is a function of the performance of its education. Thus, among the different categories of education, it is TVET that contributes a great share to the countries of competitive workforce.

The seminal study that produced the "vocational school fallacy" was one of the first to point out the second best nature of vocational training as a way of increasing the relevance of schooling to occupational futures. His study argued that academic schools were in fact perceived as vocational since they led to the most desirable modern sector jobs and that vocational schools would inevitably be regarded as inferior and orientated towards vocations that were unattractive—a second best option unless conditions in the wider labor market changed. The second justification has suffered from another kind of fallacy. Training, especially which directed towards waged employment, does not of itself usually produce jobs. It may redistribute who gets the jobs and it may over time contribute to increased productivity, expansion and more employment. But this is unlikely to be its first impact except where there really are acute shortages of skilled labor, which constrain production (Min, 1994:60).

The other justification has the force of human capital theory behind it. In so far as a more educated and trained workforce will be more productive, and in so far as the other factor inputs necessary for production are available in sufficient quantities, appropriate training can increase production and productivity and thereby accelerate economic development. This will only happen if the training is appropriate, those who benefit from it use the skills they have acquired in their livelihoods, and there are enough job opportunities for relevant employment to be possible. Poverty reduction may occur through investment in training if indeed it is the poorest members of the community who gain access to training opportunities of comparable quality to those available to other sectors of society. Where

problem of the transformation of attitudes this returns to the argument that such attitudes are not basically formed or reinforced by schools but by the economic and social realities of wider society - "the idea that children's vocational aspirations can be altered by massive changes in curriculum is no more than a piece of folklore with little justification" (Teklehaimanot, 2002).

Ethiopia, like any developing countries, is faced with fast growing population and unemployment. At the same time, Ethiopia is a country endowed with potential natural resources, which if developed and effectively utilized, could address current basic needs and future socioeconomic requirement for sustainable development of the country. Striking the balance between population explosion and unemployment on one hand and developing and utilizing the potential resources for sustainable development on other requires trained workforce.

Both the previous TVET system and the traditional (old) types of Ethiopian education were highly criticized (FDRE, 2002; MOE, 2003) for not helping the country to achieve its proper place or for not serving as a tool to get rid of poverty and backwardness. Understanding this problem, the Federal Democratic Government of Ethiopia has adopted the new education and training policy (NETP) and identified the major problems of relevance, quality and equity as crucial issues of education. Hence the 'new' education and training policy, adopted in 1994, introduced the provision of diversified technical and vocational education with a view to averting the shortage of middle level manpower that had a negative impact on the development of the country.

In addition to producing competent middle level manpower, producing skilled labor that can adapt to the requirements of the labor market and one that have the necessary capabilities to become self-employed. However, currently the objectives of TVET have become more diverse. They are no longer simply economic contribution but also social including the struggle against poverty and the integration of young people in to the world of work(FDRE, 2002; MOE, 2003).

Yet, in most developing countries, recognition is given to the academic instruction. Vocation is not a prestigious; it seems that the balance of education is tilted to the academic program. Academic education has been in the eyes of most Africans in that it leads to clerical and white-collar sector, Vocational or practical schooling will be

successful in achieving its goal. In sub-Saharan Africa, as in other parts of the world, TVET has been and still is, subject to organizational restructuring, the introduction of market principles and even privatization (Yekuno,2000:1).

1.2 Statement of the Problem

It is commonly known that Technical and Vocational Training have so many challenges of implementation. For instance, TVET has been given relatively low status in the context of the broader educational community (UNESCO 2002). Some of the problems in this regard are the dynamics and changing demand of skilled labor, uncooperativeness of enterprises and the society to implement TVET programs, and expensiveness of the Program by its nature, lack of career guidance and counseling and the like.

In most Sub-Saharan African countries the cause for the very limited number of trainees who join TVET is attributed partly to the society's negative outlook towards the program, which is regarded as leading to low status occupations. In addition the trainees who have enrolled in this kind of education are considered to be those who have failed in general education (Atchoarena, 2002: 44). It is believed that favorable employment outcomes increase student s' need to study TVET courses and improve motivation.

The TVET program of Ethiopia is aimed at minimizing (solving) the serious shortage of middle level manpower that plays a significant role in the development of the country. The outcomes of this program, according to the TVET Strategic Plan of Ethiopia, are expected to be the creation of competent manpower in such a way that they are equipped with capabilities that would enable them not only to be employed but also to become self employed. However, there is very little research which shows this or otherwise. Therefore, this research would focus on the challenges related to the implementation of the TVET program, in Addis Ababa City Administration, of government and non-government institutions through carefully selected samples.

1.3 Objective of the Study

The main objective of this study is to assess the major factors that challenge TVET program implementation in the city Administration of Addis Ababa. More specifically, it aims at:

- Identifying the role played by teachers, principals, vocational counselors and the responsible bodies in effectively implementing TVET program.
- Assessing the extent to which the teaching-learning environment (classroom interactions, instructions and teaching aids) is conducive for effective implementation of the TVET program.
- To propose some recommendations on the institutional operations and projects of governmental and non-governmental TVET programs based on the findings

1.4 Research Questions

To meet the objectives of the study, the following basic research questions were set:

1. How and to what extent shall TVET be oriented to actual practices or career situations?
2. What are the supporting mechanisms used in the implementation of TVET program in Addis Ababa City Administration?
3. How do trainers, parents and TVET students reflect on the TVET program?
4. What are the major problems of TVET implementation in government and non-government institutions in Addis Ababa City Administration?

1.5 Significance of the study

The researcher believes that the study will have the following significance:

- It may help planners, TVET officials and policy makers to be aware of the problems and thereby seek solutions based on the findings;
- It may encourage other interested bodies to be involved in strengthening the implementation of TVET to practical conditions;
- It may help the concerned institutions in valuing and improving the implementation of TVET.
- It may give chance for experience sharing of institutions from each other.
- It may initiate other interested researchers to carry out more extensive studies in the area.

1.6 Delimitation of the study

This study is delimited to the investigation of factors that impede the implementation of TVET program in Addis Ababa City Administration. The study is also delimited to two selected TVET Institutions, one governmental and another private were selected for in-depth analysis. These institutions are: St. Mary's University College, and Winget TVET College. Students engaged in this study were regular students enrolled in the above mentioned Institutions.

1.7 Limitation of the study

Since this study is confined to only two selected TVET institutions, it is difficult to represent the situation of TVET in Ethiopia as a whole. Due to insuperable shortage of reference materials in the areas of technical and vocational education and training, a number of sources mentioned in the review of literature are secondary sources.

1.8 Operational Definitions of Terms

The following terms are used throughout this study as operationally defined here under:

- **Vocational education:** is a component of education which is intended to prepare students or trainees for specific vocational skills and work.
- **Apprenticeship:** a business like system substantially carried out with in undertaking and regulated by statutory law or custom according to oral or written contract which imposes mutual obligations on the two parties concerned: the apprentice normally an employer, who has assumed responsibility for giving initial vocational training for the apprentices for the recognized.
- **Career guidance:** refers to assistance given to individuals, or groups of individuals in addressing the problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction.
- **Labor market:** Is the process through which the relation between supply and demand for labor is determined.
- **Accreditation:** The service with in the administration of education which assures that programs, materials and institutions, whether under public or private jurisdiction, meet standards as established by legislation.

1.9 Organization of the study

The thesis consists of five chapters. The first chapter deals with the problem and its approach and chapter two treats the review of related literatures. Chapter three deals with the research methodology and data collection procedures, chapter four deal with the analysis and interpretation of the data and its result. The last chapter contains the summary of the findings, conclusion and recommendation as well as bibliography. Finally, sample interviews and other relevant documents are attached to the last part of the paper as appendices.

CHAPTER TWO

REVIEW OF LITERATURE

The major purposes of this qualitative case study was to understand the major issues which highlights both the theoretical and practical backgrounds, concerning the philosophical foundation of vocational education, its historical development, the different provisions and organizational features of TVET and activities which can foster for or challenge TVET program implementations.

2.1 Historical Background and Present Status of TVET in Ethiopia

Before the introduction of modern education in Ethiopia, there was rich experience in traditional education which was mainly religious in character. With the beginning of modern formal schooling in the year 1908, the educational system of Ethiopia shifted from traditional to the modern education system. The brief Italian occupation (1936-1941) led to the destruction of schools. But after independence, Ethiopia began to expand its school system. The aim of education after liberation was to provide personnel for the government services and create elementary mechanics (MOE, 1973:11 in Mekonnen).

The first school that was established by the Ministry of Education and Fin/Arts in 1934 to provide technical education was Ecole National des Arts Techniques (ENAT). This school was headed by a French man Mr. Guerrillot. Areas of specialization in this school were Fitting, Blacksmith, Automotive, Electricity, Machine and Driving (Mekonnen, 2004:21). Mean while, the school expanded its program and students who completed grade eight were enrolled for four years of training. Students were being recruited to this school according to the highest achievement in Grade eight National Examination. Then, with subsequent improvement and expansion, such specialized technical schools like the Addis Ababa commercial School, Bahirdar Polytechnic, and Institute were established. Later on, the Ministry of education in its educational development endeavor introduced the comprehensive program of education in the following manner. The MOE came to realize that the comprehensive high schools are not offering effective training program and that the shortage of well-trained manpower became more critical. Thus, the existing Comprehensive Schools were changed into full-fledged TVET schools. The school will act as a focal center for each of the administrative regions for intensive training of middle level skilled manpower.

Before the introduction of western education in to Ethiopia, there had been a traditional training system. The father-to -son and mother-to daughter type of training system was the basic source for the skilled people such as potters blacksmiths, weavers, tanners , and many others in Ethiopia. However, their fellow countrymen, who most of the time calls them selves "Chewas", marginalized the craftsman and labeled them as sorcerers having evil spirits, delegated these skilled people to a lower status (Wanna, 1998).

In many parts of Ethiopia, especially in the rural areas, this type of indigenous training of artisans and crafts people still prevails to be one of the major means for the training of the youth in the above-mentioned skills. Before 1994, the country had experienced three different TVET provision schemes. These were:

- a. Separate technical vocational schools, in the years between 1940 and 1960;
- b. Comprehensive schools, in the years between the 1960s and the 1970s; and;
- c. General polytechnic schools, in the years between the late 1970s and 1994(ETP, 1994; MOE, 2002a).

2.1.1 The Separate Technical and Vocational Schools

The first attempt to introduce the western type of technical and vocational education to Ethiopia was made by the imperial government in the year following the expulsion of the Italian colonizers in 1940. During the years between 1940 and 1960, the government had opened six technical and vocational schools in different parts of the country to provide training in the areas of agriculture, industrial arts, commerce, and home economics (MOE, 2000a; in Wanna, 1998); Alongside with these six government technical and vocational schools, [Addis Ababa Technical School (1942), Ambo Agricultural school (1946), Jimma Agricultural School (1944) and Bahirdar Polytechnic School (1964) different religious missionaries residing in the country were also allowed to open technical and vocational schools. Accordingly, the Seventh Day Adventist and the Philadelphia Missionaries had opened technical and vocational schools in Kuyeta (1946) and Awassa (1960) respectively. Later, these separate technical and vocational schools were proved to be unsuccessful because most of their graduates could not be employed in different organizations.

2.1.2 The Comprehensive Schools

After realizing the inability of the separate technical and vocational schools to satisfy the growing needs for skilled human power, the Ethiopian government has introduced what it is

called "Comprehensive Education " in to its secondary schools in the early years of the 1960s to the late 1960s. The comprehensive school scheme, which existed in the country between the years of the early 1960s to the late 1970, was designed to serve the purpose of providing technical and vocational education side by side with the academic education. Its curricula provided technical and vocational subjects in the areas of agriculture, commerce, industrial at and home economics to all the students in the secondary level. According to Pawlos (1988: 384) and Wanna (1998: 58) it had started its new innovation of vocationalizing its secondary education by transforming the Woizero Sehin Secondary School at Dessie in to a comprehensive school in 1962. The Ethiopian Comprehensive school scheme was also proved as it was less successful, because its graduates, who had been trained in the presence of an a cute shortage of human and material resources, could not get enough employment opportunities in the job market as it was intended so (Mekonnen, 2004; 35).

2.1.3 The Polytechnic Schools

The third attempt to introduce a successful vocational and technical education scheme in to the country's educational system was made in the years between the late 1970s and 1991, when the government introduced the polytechnic education in some selected pilot schools in different pars of the country. This educational system was planned to be given in three different educational levels,

- a. General polytechnic education in the junior secondary school levels of grades 7-8,
- b. Higher general polytechnic education in the secondary school level of prades 9-10,
- c. Extended TVET program in the secondary school levels of grades 11-12. The general polytechnic education, which was planned to provide basic skills of technical and vocational education together with some academic subjects, aimed at helping the students to develop creative abilities and to inculcate them with love and respect for physical labor and work. Mean while, the extended TVET program in the 10+2 level aimed at preparing skilled man power for employment in different sectors of the economy. After 1993, however these programs in the 10+2 level were rearranged in to 10+3 level for the purpose of equipping the prospective graduates with better knowledge and skills, which they couldn't cover at the previous 10+2 level (MOE, 2002a; Wanna, 1998).

The Polytechnic education scheme for the provision of the vocational and technical education was also proved to be less effective because:

- a. There was a huge mismatch between the skills of the graduates and the skills required in the industries;
- b. The majority of the graduates were not able to be employed in the jobs to which they were trained for;
- c. The total number of subjects offered and their contents were beyond the capacity of the students; and
- d. The time allotted for each subject was not sufficient to cover the entire curricula in the given period of time (MOE, 2002a, Wanna, 1998).

The problem of unemployment, lack of skilled man power, inadequate skill training, limited resource and absence of organized efforts to bridge the gap of challenges being faced both by the society and the government. The government alone, with limited resources cannot meet the challenge. It needs the partnership and cooperation of the private sector in the provision of training and employment. This is an opportunity that has to be exploited, ready to involve and encourage to involve the private sector as partner in governance, finance, training and policy making of the TVET system in Ethiopia (Zewde and Associates PLC, 2000; 22).

According to UNESCO (2002:3), TVET refers to all forms and levels of the education process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life. It can be provided in educational institution or through cooperative programs organized jointly by educational institutions. On the one hand, and industrial agricultural, commercial or any other undertaking related to the world of work on the other hand.

2.2 The Different Modes of TVET Provision

2.2.1 The school- based TVET

Even within the school setting, there is no single modality. Principally in the developing world where primary schooling is effectively terminal for the majority of pupils, governments have encouraged varieties of exposure to practical subjects. Manual activates and even elementary business awareness with in the primary school (King, 1994).

- a. With the general secondary or high school, it is possible to select a variety of courses which may be termed 'vocational. 'For example, in the USA, a wide range of high school graduates pick up as much as -20% of their total credits from vocational subjects.
- b. In the comprehensive high school traditions, the single upper secondary school, for example, in Sweden provides 13 broad vocational lines, in addition to general education lines, and a technician line. It is thus more structured than in the USA and UK.
- c. There is then the tradition of quite separate vocational and technical schools running alongside the general secondary school. (Increasingly within western European countries, mostly after 9 years of general education, but there is lower secondary school starting after primary.

Separate vocational and technical schools are not only peculiar to Western Europe. In the former Soviet Union, in addition to the General Secondary School, a Secondary Vocational School, providing matriculation as well as vocational qualification, and a lower vocational school that offered just a skilled worker qualification. Much of Eastern Europe was similar in structure as was China prior to the Cultural Revolution. In the developing world, the tradition of the separate vocational school has remained important- for example, in much of Latin America, Parts of South East Asia, and the Middle East.

In francophone Africa, there has been influence from the French practice of having a technical stream and a vocational stream running alongside the academic upper secondary. In Anglophone Africa, the distinctive school based TVET stream in the UK during the colonial period, is still partly reflected in the now independent states of the continent. China decided shortly after the Cultural Revolution, to restore the proportion of pupils entering vocational upper secondary education 50 to 50 with general secondary education. In the 1960s and 1970s, the World Bank supported a great deal of 'diversified' secondary education (through agricultural, commercial), but it became ineffective and the World Bank phased out financing this diversified secondary education. In the 1980s and 1990s, the Upper Vocational and Technical School streams have been expanding faster than the general extremes in OECD countries were due to the need for large numbers of technicians to operate in the rapidly changing structures of work.

2.2.2 Post School TVET Programs

The term "post school" is used for what is a very wide range of provision. In the industrialized countries, post school refers to:

- Regular programs provided by the community colleges and technical institutes of the USA or in the further education colleges
- Special programs, which were common, place in many OECD countries at times when youth employment had become practically sensitive.
- In the developing countries, the role of post school training is in many ways structurally different. For example, it can be 'small scale initiatives that have often been associated with NGOs' or post school vocational training under different national training agencies as in the case of Latin American countries and Japan (IBID).

2.2.3 Work-based TVET

Work-based vocational training has been developed in the late 1980s and early 1990s especially in Germany and Japan. It is also called Enterprise-based Training. It is characterized mainly in the recognition of the crucial role of the employers in the provision and financing of the training. Work-based TVET:

- Reduces dependency on the state and the public sector.
- It encourages more of a market approach, even in the provision of social services;
- The TVET is more responsive and accountable to private sector employers;
- Within the developing world, the interest in strengthening the role of the private sector in TVET has been greatly assisted by the advocacy of the World Bank.

The example of Japan suggests that the excellence of their work-based TVET depends on:

- The pedagogical skills of the supervisors and more experienced workers;
- The strong employer encouragement to workers to engage in the self-development;
- In mechanisms such as job rotation and quality control circles that is a source of informal skill development. It is indispensable to do research on

indigenous and formal systems of skills development in a recipient country itself and to sort out critical problems of skills acquisition.

In Germany, and in other countries maintaining dynamic apprenticeship (modern) is the combination of work-based TVET with the exposure to further skills in the linked institutional training of these "dual" systems that gives this form of apprenticeship an advantage over training that is merely on the job. In addition, the quality of this apprenticeship is crucially associated with the interests of the employers and their organizations:

- In financing it;
- In setting its standards and certification, and
- In actively seeking its development

2.3 The Current TVET System in Ethiopia

The TVET system is a fertile breeding ground for skills and entrepreneurship development. Thus, an overview of the existing situation of the Ethiopian situation TVET system appears essential to set the over all scenario as follows. The short history of modern vocational and Technical training probably began with the establishment of Addis Ababa Technical School in 1942. Following this, Ministry of Agriculture, Ethiopian Airlines, Ethiopian Electric Light and Power Authority, Ethiopian Roads Authority, Ethiopian Telecommunications Authority, to name a few, organized training to meet their skilled man power needs. In the late 1960s, more than 450 community skill-training centers were established to offer various vocational training to those who were seeking employment.

A few years ago technical and Vocational education and training (TVET) was reorganized under a ten-year general education plus three years vocational training arrangement termed as 10+3 TVET schools. The 10+3 TVET schools were probably designed and developed to train technicians with entry level skills in more than twenty fields of specialization which may be grouped in to:

- Agriculture
- Commerce and economics
- Civil, Architectural, and constructional technology
- Electrical and electronics
- Home -economics
- Metal and Mechanical technology

The system had been offer both technical training and academic preparation with dual out comes which at the outset diluted the technical training and defeated the very objective that the 10+3 program was established in the first place, Students who joined the 10+3 system were preparing themselves to get admission to universities rather than focusing on the acquiring of skill necessary to employment as technicians.

The 10+3 TVET, due to the dual objective could not supply the needed trainee manpower that the industry required. Realizing the affirmative setbacks, the government has thus reoriented restructured, and reorganized the existing TVET system by encouraging the dual approach and strengthening the technical training aspect. Every year thousands of students have been admission to higher education. The limited space in the highs education institution has resulted in huge number of untrained young people looking for employment alternatives. This situation while contributing to the increase in members of untrained youth resulted in the acute shortage of trained manpower the economic growth and development of the country. Moreover, for the level of technical skills of the labor force engaged in the modern sector is low, as a result the productivity of the sector is very much limited on the other hand; those with in the productive age have limited access to any kind of skill development programs. To address these issues the development of TVET system has proved to the alternative mode of preparing the youth for the world of work by giving them sellable skills (Masresha, 2001).

The 1994 education and Training Policy had brought fundamental change in education in general and TVET in particular. Number of schools and enrolments has been considerably increased. Moreover, from 2002 onward, Many TVET Institutions have been opened in the country to cater to those who completed grade 10. In consequence, the number of TVET institutions is considerably increased. There are 68 TVET Institutions in in Addis Ababa City Administration (MOE, 2005). Besides, attempts were made to provide training after grade eight and four that was supported by Education and Training policy.

As a whole, in recent years, in this country, efforts have been made to widen fields of study, to improve its quality, and to increase enrolment rate. In addition, the program aimed to produce capable skilled technicians of different level those not only seek employment but also can create jobs by themselves (MOE, 2002). Never the less, efforts made to investigate the implementation problems of TVET program are neglected

(Teklehaymanot, 2002). To this end, the Ethiopian Government had decided to establish 25 skills development centers to offer TVET in addition to the existing ones. Despite this effort, there is still a huge gap between the demand and supply of man power. It is not only the supply of manpower alone but also the quality and the type of skill demanded by the labor market, which is the problem to be addressed. The old stratification of work in terms of skill and semi-skill has become increasingly obsolete, and the requirement now is for much more flexible workers, versed in technical, scientific and information skills. (UNESCO; 2002:10).

The new education and training scheme focuses on changing methods of training, school management, revision of curriculum and implementation, by improving the drawbacks of the former educational system which do not have the relevant objectives. The new educational and training system is structured on the basis of formal and informal system to promote relevant and appropriate education and training programs. This education and training system includes phases: Basic Education, General Education, Technical Education, Higher and specialized education.

In Parallel with the academic education and coordinated with inter linked with it. The Ministry of Education of Ethiopia established a Technical Vocational Training system parallel to the academic system with independent structure. Effort has also been made to make appropriate linkage between the two systems. The following figure shows the overall structure and linkage of Ethiopian education and TVET system.

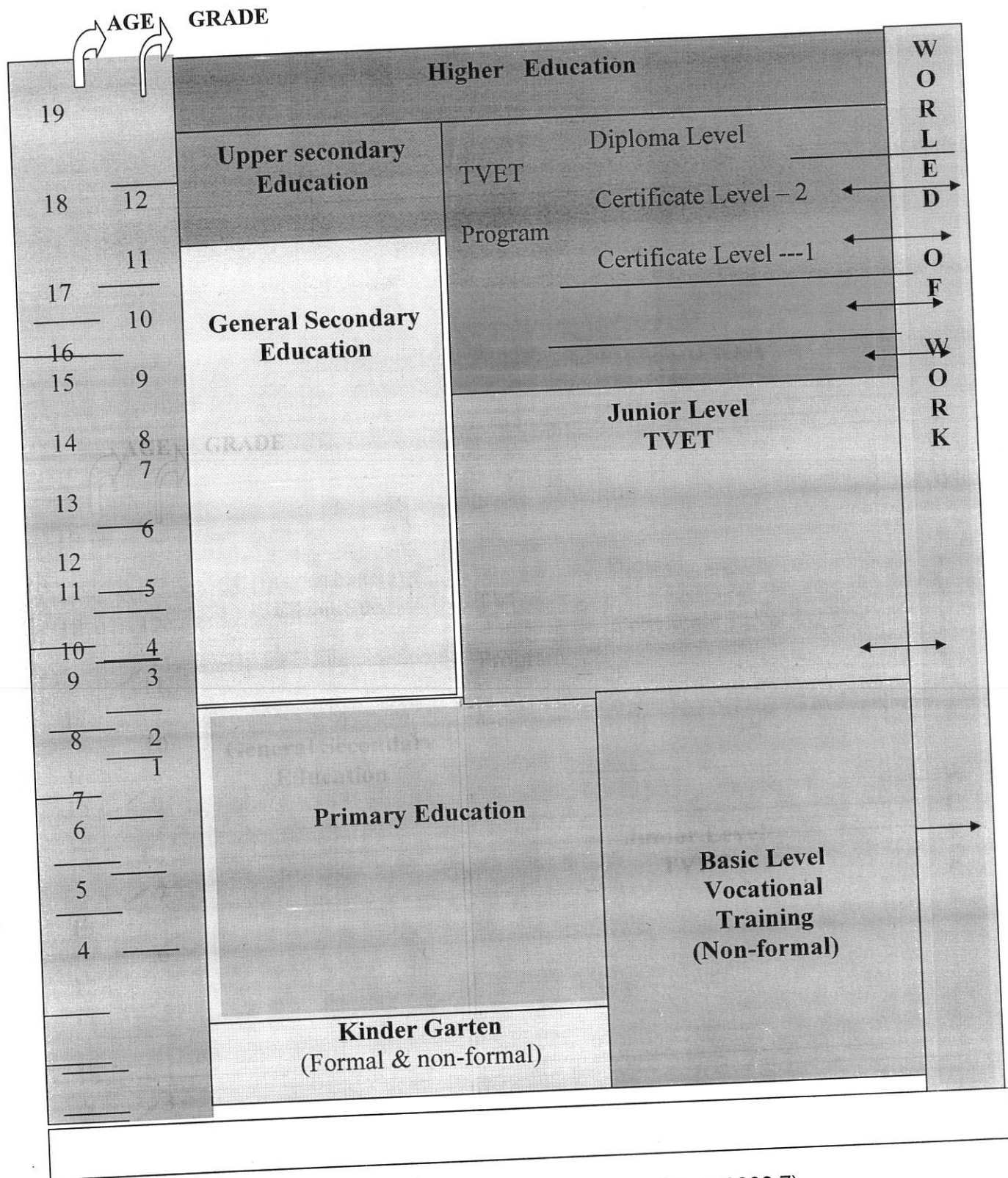


Fig.1. Ethiopian Education and TVET System (MoE, 2003:7)

2.4 Vocational Education and Poverty Reduction

It is difficult to give an exact definition of "Poverty". It is a concept that can be seen differently in different societies. In every society, there is what one calls the line of poverty that can be delimited according to the Gross Domestic product (GDP) of the given society. Poverty as a global problem has been discussed not only in scientific disciplines but also it includes to the general out looks of the society.

Today, it is widely known, and accepted that poverty has adverse impact on human development, The research team has selected the ideas of three writers to depict clearly the effects of poverty situations on humankind on the one hand and to show a theoretical perspective that it can be alleviated, among other things, through had alt education or TVET. The concept of sustainable development is built in the premise that one of the pressing world problems is the current use of the earth's resources that in such a way that they will no longer be available for the future generations. Growth, which fails to respect "limits to environmental resources", is no longer acceptable, such doctrine applies to all countries (Tokyo declaration). It also contributes to the development of justice among citizens in all sphere of societal life. In this way, it can be claimed that it also plays an important role in poverty alleviation (UNESCO, 2002).

TVET and the early times of apprenticeship, the virtue of on the job training became a better way of passing on skill and knowledge. Vocational training provides "a bridge between men and his work" Kazanas (1973:10). The connection of vocational training with work is inseparable and constitutes the normal work while form of life and necessary part of human activity. As human's demand for more complicated production kept on increasing, work originated educational system became essential entry to the world of work among other factors depends on the level of schooling. Moreover, the statues of the job determine the level of education. As Kazanas (1973) stated that "The higher a job is ranked in terms of responsibility, emoluments and prospects, the higher the level of schooling deemed necessary for it."

One of the major problems that affect the link between vocational training and work is the wrong premise of viewing training as a passport for entry in the world of work irrespective of whether or not educational requirements are important for the intended job (Strong, 1971: 81), Similarly, he argued as a ticket to get job, if the education system gives much emphasis to qualification rather than examination oriented shallow

and unproductive individuals. Most school leavers and their parents in developing countries seek high paying jobs instead of blue-collar jobs. As a result there exists a mismatch between the occupational aspirations and opportunities given them by the job market.

2.5 TVET and Self-Employment

Vocational training for wage employment is becoming expensive. Moreover, since there are not enough paid jobs, the rate of unemployment among trained youngsters is increasing. The problem is worse in developing countries where there is no system of unemployment benefit. With respect to this, King (1994: 29) stated, "If we train our young people for modern sector jobs, they will be unemployed. To this effect, self employment encompasses activities ranging from working in subsistence agriculture (no one's family plot) or petty production at street corner to the creation of small enterprises (King, 1994: 29-34) elaborated the characteristics of small-scale enterprises. Accordingly small-scale enterprises are easy to enter, rely on local resources and labor intensive. They also allow competition in the market, do less harm to the physical environment and act as a testing place for big industries

2.6 The Status of TVET with in the Aims of Education.

TVET generally occupies a small, if not marginal, position in the school systems of sub-Saharan Africa. The complexity of TVET systems, involving most of the time different governing authorities, often results in several faults of statistics. Problems of data collection at the national level and lack of consistency across countries make comparative analysis difficult. Some statistical overview reveals that the share of TVET has fallen in most of sub-Saharan countries are lower than the industrialized nations (UNESCO statistical year book, 1999:41). This general decline confirms the failure and inefficiency of this sub-Sector and the uncertainty as to its effectiveness in training a labor force with skills matching the requirements of the labor market. Generally speaking, the low proportion of TVET in general secondary education is partially due to the public attitude towards this branch, which is usually regarded as leading to low status occupations (parity of esteem issue). Moreover, the pupils who enroll in this kind of education are considered to be those who have failed in general education. The result is a contradiction

between the generally negative image of technical and vocational education and the strategic role it is supposed to play in the race for international competitiveness, particularly in the new age of globalization (Atchoaurena, 1999:41) .

It remains true however that TVET only reaches a particularly small part of the school age population because secondary education is not well developed in most countries of sub-Saharan Africa. In many cases, pupils who choose the TVET branch have already passed the difficult hurdle of admission to secondary schooling. In many countries, the vast majority of pupils who do not have access to secondary education have only one source of vocational training: traditional apprenticeship. (Atchoarona, 1999: 42).

There are two separate but interrelated issues that have to be investigated to enable us identify and define the status of vocational education within the aims of education. The first is whether there is a place at all for the activities related to vocational preparation under the educational umbrella. Vocational education and training would, nevertheless, still have its special aims that should be in harmony with the general aims of education. The second issue is the nature of association between vocational and general education. Although these verbal modes of association can be envisaged, the two major ones are the "association through integration" and the "association through separation. In the area of the second mode the relation between vocational and general education can be such that the former is of an equal or different, usually inferior, status, compared with the latter. Further more it will be seen that such a relation is linked with the more basic one that exists between "thought and action" "mind and body" and leisure and work, as presented by the various philosophical theories and value systems.

Various definitions of education usually betray the degree of emphasis, if any, on vocational preparation as well as on the extent depending up on the relevant philosophical frame of reference. Idealism, for example, stresses the role of the mind in the educational process, and ' holds that man and nature do not comprise the sum of reality, but both are grounded in an ultimate reality that transcends time and space and for horn "education is the product of the mind's efforts. The development of mind is from within not from without in education further more is the eternal process of superior

adjustment of the physically and mentally developed, free, conscious, human being to God, as manifested in the intellectual, emotional and vocational environment of man. In contrast, progressivism or experimentalism not only emphasis the experience, skill and practical application in education as life, criticized Aristotle for assuming that a separation exists between skill and understanding and for supposing that there is a natural divorce between skill and understanding and for supposing that there is a natural divorce between efficiency in producing commodities and practical a achievement (Gilli, 1976).

Historically " the separation of liberal education from professional and industrial education goes back to the time of Greeks, and was formulated expressly on the basis of a division of class into these who had to labor for a living and those who were relieved from toiling to satisfy this necessity. Besides the Platonic culture which was marked by its "total replete of TVET as an ingredient in the complete development of ideal human beings. More recently, it has become usual to find 'skills' listed with ' knowledge', attitude, 'values' and the like, as a component in the system of things to be acquired or imparted through education (Atchoarea and Esque, 2002).

2.7 Administration and Financing in TVET Program

Today, governments in Africa are forced to make difficult choices to control spending on education, which absorbs a large share of over all government budgets. Generally speaking the high cost of TVET is due to a smaller class size and to the need for expensive equipment facilities and teaching materials. With out such equipment, training yields, poor results and graduates are unable to find jobs. Period's of tight budgetary policies thus lead to a vicious circle, since the quality of training fallers and graduates difficulties in finding jobs grow more acute (UNESCO, 2000).

The financial aspects of providing technical and vocational education, where unit costs tend to be higher than in general academic schools have been the subject of an extensive debate. The complexities of establishing cost differentials are considerable and include difficulties with the treatment of direct and indirect costs, the rates of discount to apply to capital costs, social and private costs, and the appropriate unit of analysis. Should this be teaching periods, the completed program or something else. In Tanzania it appears that recurrent costs are 19% greater in agricultural schools than

academic schools, 13% greater in technical schools, and 9% greater for commerce. For example; in Kenya industrial education subjects have double the staffing costs and five times the capital costs of normal subjects. In Thailand unit costs in agricultural and technical colleges were 98% and 54% higher respectively than in other professional training colleges. Technical education has a higher pay-off than general education in the Ivory Coast at all levels but the costs are much higher (up to two and a half times those in general schools). In the case of Colombia and Tanzania these costs are not justified by the demand for trainees in the labor market and the social rates of return that have been calculated illustrate this. In other cases training is considered to have been more cost effective than academic schooling (Zideman 1988:42) at least in relation to provision for those unlikely to continue to post secondary education who to work in fields related to their training.

In order to find alternative sources of finance reduce spending by TVET institutions, it has been recommended for the past 10 years as first, that closer relationships should be example through company internships and sandwich training, and, second, that the funding of this type of education should be divested by training to private sources of financing. The intimacy and interaction of people with one another necessitated the importance of organization. In relation to this, organization deals with the structure and assigning of task to the respective workers in order to achieve the objective accordingly, the administrator has responsibility to coordinate both the task and the people in an organization.

Administration in general academic education and vocational training has many features in common. The elements they share include financial affairs, facilities, staff and students. On the other hand, their difference is related to the unique characteristics of vocational training Job related courses, source of income, higher costs per students, and close relationship with the labor market are some of the peculiar characteristic of vocational education (Gilli, 1976:55).

Financial administration deals with the budget process and effective utilization of funds. Financial plans and control procedures involve flow of funds from clients to the business and marketing system. The financial aspect of vocational training forced governments to search for cost reeducation mechanisms. This is

because TVET is expensive and the government alone can not afford the expense. The cost of one TVET school is equivalent to two or three schools offering general education.

As a strategy of cost cutting in TVET, various methods are devised. The cost reeducation methods incorporate student fees, sponsorship of students, sales of extension education services, sales of student product introduction of a training levy on employers and apprenticeship training. Apprenticeship is a cheap way of training young stags for the government because the cost of training is shared between employers and apprentice (Atchoarena, 2002). For example, in the years following independence technical and vocational education in Africa was financed almost exclusively by governments and by multilateral and bilateral aid agencies, which regarded TVET as a potential factor of modernization for African societies.

As a result, from 1964 to 1969, secondary technical education was the second largest recipient of World Bank loans for education, accounting for nearly 20 percent of the total amount lent. The TVET share of World Bank education loans was set to 10 percent in the late 1970, and had decreased steadily since then, falling to 6 percent in the 1993-1998 periods (Atchoarena, 2002:47).

2.8 HIV/AIDS Implications for TVET

HIV/AIDS is threatening development progress in many developing countries, particularly in sub-Saharan Africa. One of the effects of the pandemic is the weakening of education and training systems. AIDS affects both the provision of education services, through increasing teacher mortality and sickness, and the enrollment trends, as a result of rising learners' infection. Although the impact of the disease on the labor market is still poorly documented, it is expected to first affect the productivity and availability of labor. The anticipated drop in the rate of economic growth shall eventually reduce job creation and hence further aggravate youth employment prospects (Atchoarena and Esque, 2002).

2.9 Common Principles for the Effective Implementation of TVET Program

So far, there is no general agreement between educators on the issue of the best TVET model. Different countries experienced, and are still experiencing, their own "effective" TVET model to prepare skilled crafts people and technicians.

Mean while most educators agree some common principles which guide the designing of quality TVET programs. Amongst these principles, the five most influential ones are those related to, a) the organization of its curricula, (b) the selection and placement of its students, (c) development of human resources (d) the organization of its facilities, and (e) the application of the right instructional methodology during its implementation.

2.9.1 Human Resource Development (Training of the Staff)

The three important principle has used to define the quality of a TVET program is related the preparation of adequately trained teachers and other professionals who shoulder the responsibility of preparing student with quality marketable skills for the dynamically changing world of work. According to this principle, quality TVET programs distinguished by having a highly trained, experienced, technically competent, and enthusiastic staff including the coordinators, teachers, counselors, and all others who assist them in the instructional process (Strong, 1971; Wenrich, 1958).

Teachers, coordinators and counselors of quality TVET programs are expected to have three different occupational and professional skills: (i) they should be experienced and skilled in the occupation for which they are providing the training; (ii) they should be equipped with a strong theoretical knowledge or expertise in their areas of specialization; and (iii) they should have adequate pedagogical skills that help them during the instruction of the occupational skills. They should be masters at their works, thoroughly skilled in every phase of their occupation, and well informed regarding all technical matters relating to their practices. They are expected to be able to teach and orient not only the skills and information of occupations, but also should guide, advise and stimulate the learners. Moreover, quality TVET programs are administrated and supervised by personnel who are educated and experienced in the subject matter; who understand the needs of pupils and the needs of business and industry; and who are able to work effectively with employees and other employment and social agencies (Coe, 1973; Wenrich, 1958).

For quality instruction, a continuous supply of teachers and instructional personnel with a substantial level of subject matter mastery is vital. Competent

TVET teachers and coordinators, thus, should be continuously prepared on the basis of integrating strong theoretical knowledge with capable practical skills' training in the specific occupations. Besides, because TVET curricula are dynamic in nature, always need changes and modification in line with the continuously changing technology, continuous technological changes coping-up trainings should be organized for those teachers and coordinators who work in the respective programs.

2.9.2 Vocationalization of Curriculum

The youth training scheme (YTS) has been the spearhead of much of the employment-led rethinking of prevocational and vocational education. It was part of a larger and wider reappraisal. The more far-sighted, and not only among the vocational educators, had for decades recognized the inadequacies of provision and its increasing disjunction with the changing needs of young people and society at large (Venkatalah, 2004:70).

The concept of a new curriculum could be seen as an exciting opportunity to provide educationally worthwhile experienced to meet their needs, rather than: Their repeating earlier 'failure, Attempting academically unsuitable causes which had never been designed for' them, Being 'dumped' in to low-level, unexpected courses which delimited future opportunities (Venkataiah, 2004:70).

According to UNESCO in Yekuno (2000:25), Vocationalization is defined as "the study of technologies and related sciences and the acquisitions of practical skills, attitudes, and knowledge relating to occupations in the various sectors of economic and social life." Vocationalization of secondary education refers to the reorganization of secondary school curriculum by offering job related skills in order to widen the employability of graduates. It is not enough to bring the training to the trainees, but also it is necessary that the training methods needed are appropriate to the level of trainees. The curriculum in vocational training emphasized learning by doing and it includes class room instruction. The curriculum is designed to meet skill requirements of the trainees and generate incidental income for the training.

The organization of quality TVET curricula always considers the needs of all its stake-holders. It incorporates, the needs of student because they are the primary beneficiaries of the programs; the needs of private enterprise, because they are the ones that employ the precut of these programs; and needs of the society and the state, because they are responsible of the socio-economic well-being of the youth (Mansfield and Mitchell, 1996; Wanna, 1998).

Curricula for quality TVET programs are developed on the basis of a careful analysis of the occupation in different employment areas by systematically studying what a successful worker does and needs to know in the practice of his/her job (Coe, 1973; Wenrich: 1958). While analyzing a particular occupation or family of occupations to which a need has been identified, different social, economic and technological changes, and the effects that bring up on occupations should be considered. In order to adapt the curricula to those changes, a strong feed- back mechanism between the curriculum developers and other people such as the former graduates, employers and the public should be established. It is not enough to make an occupational analysis are; rather it must be constantly updated to adjust the curricula to the above changes, and the requirements of the labor market.

The design of quality TVET curricula involves modularization that emphasizes the specification of particular knowledge and skills, and their application to the standards of performance required in the workplace. King (1994) reiterated the curricula developed by the specification of learning objectives in a modular structure make learning easier in any TVET program. The modulus should be usually broad enough cover as many occupations as possible in order to minimize the danger of training individuals from only few specific jobs, which might become obsolete through time and technologic advancements (Chung, 1994; Jallade, 1994). In addition to the preparation of individuals for specific defined occupation, the curricula should also target providing educational experience in various areas of knowledge, work habits, communication skills and attitudes needed for Jung in an era of globalization. To this, Larsen (1973:74) writes quality vocational education results from a balanced curriculum of vocational and general education courses.

2.9.3 Selection and Placement Process of Trainees:

There is no perfect method for determining whether or not a particular vocational education program is helping meet the manpower needs of the nation. Most job placements are local rather than national, and are deflected markedly by local labor market needs, which may be at considerable variance from national needs. In addition, both local and national manpower needs may be affected sharply in the short run by current economic conditions which have little significance in terms of long- large man-power needs of the nation, but which do have marked effects upon placement rates. Atchoarena and Esque (2002) has shown clearly that schools which operate placement offices for their students have better vocational education programs than schools which do not offer such a service. The most likely reason for this finding is that the placement office serves as a feedback mechanism for adjustment in the content and methods of the vocational training program to meet local labor market needs.

According to Atchoarena et al (2002), the process of selection and placement of students in to different fields of specializations which consists of:-

- a. Explaining the general characteristics of each field.
- b. Orient to some vocational fields about which the students have no enough educational experiences, enabling students to understand their own interest and aptitudes and to relate them to vocational areas under their study, and,
- c. The actual placement service which deals with the actual choice of educational field of study.

The most frequently used admission criteria during the selection and placement process are entrance examination, past academic achievements and interviews. And, as much as possible it is advisable to consider the interest and merits of students during the selection and placement process.

The second important principle that characterizes the quality of any TVET program is the principle of the students' career and occupational placements. According to this principle, in any quality program, students who join different occupational training areas should be selected and placed in accordance with their interests, aptitudes, and capabilities for requirements of the particular

occupations (Austin, French and Hull, 1962; Wenrn, 1958). Quality TVET programs are exile, so that they permit youth and adults enter into training when they are ready and able too so. In this regard, Coe (1973:78) denotes “we must bring the program to the students, not the students in the program.”

Individuals who join TVET program in accordance with their full interest, aptitude, and capabilities are proved to be more motivated to learn direct skills than those who are without. And hence, for the most effective learning of occupational skills, an optimal level of motivation should to be established and maintains (Ammons and Ammons, 1958). In quality TVET programs, the selection and placement of students into diverse education and training areas require a cluster services that include vocational guidance and counseling which students to acquire appropriate positions for their career either academically or the world of work. Appropriate counseling helps students to make wise choices of their future careers. Even though vocational or careers counseling activities may be based solely on one-to one interviews, they can also be far more extensive include structured by representative of a variety of profession and occupations or battery tests. The batteries of the tests, which include different psychological, personality, vocational interests, skills, intelligence and aptitude tests, help the students to assess their goals, personality, strength and weaknesses, intents, skills and aptitudes and hence, it assist them in making appropriate career choices in the right of the market needs.

As far as the experience of different countries is concerned, the tracking of students in academic and vocational streams is not free of biases. In most cases, students are not placed according to their interests and attitudes. Rather, their placement highly dependent on the basis of their academic achievements, where better achievers are usually assigned to the next academic track, while those who are academically slower and mostly unmotivated (most of the time who come from families of lower social status) are assigned to the technical vocational streams. The scheme of tracking academically unmotivated students to the TVET streaming in many countries, has reflected negative biases for the program so that most of secondary school students become less interested to join these programs, which in most is cases are less likely to lead to a university level professional education (Atchoarnea & Esquieu, 2002).

2.9.4 Organizing and Efficient Utilization of Training Facilities

The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities (Min, 1994). They are characterized by the presence of adequate well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places. Castro and Oliveria (1994:14) indicated that if the ultimate goal of a given TVET program is the preparation of human power for the labor market, the training institutions should look and operate like a factory as much as possible. Meanwhile, because of the dynamic nature of TVET curricula, training institutions should always maintain updating their training facilities in line with the changes occurring in the workplaces. Otherwise, the training that is conducted by using obsolete facilities become worthless and automatically end up with the problem of job displacement (Coe, 1993; Kelly, 1994).

2.9.5 Instructional Approaches

The success of a TVET program largely depends on the competence of its teachers to select and use the right instructional methodology for the teaching of a particular skill. As most educators agree, there is no unique and best teaching method for the instruction of all types of objectives in varied practical circumstances. In this regard, the method which may be considered as the best for one teacher in a certain situation, for a particular skill may not be the best for other in different circumstances (Kelly, 1994). However, most educators agree that TVET instruction becomes more successful when it is carried out in a student – centered mastery learning approach by emphasizing on the students-performing practical activities. A quality program, thus, uses methods as similar to the actual working conditions as is practical in a school situation, and schedules a sufficient amount of continuous workshop or laboratory time to carry out the learning of experiences (Coe, 1973). During the instruction of skills, especially in the school-based TVET models, the activities of both the teachers and the students are crucial to attain the required mastery of the instructional objectives.

Quality TVET teachers are expected to carryout a cycle of five different activates, planning, Diagnosis, Instruction, Facilitating extended learning, and evaluation. Planning: this is the stage where teacher familiarize themselves with the instructional objectives and the contents of the lessons as described in different curricula materials. During the process of planning, teacher analyze learning tasks, which the students are expected to accomplish; design their instructional approaches; and plan their best strategies to implement their plans in that particular situations for the kind of students in that learning environment.

Diagnosis: during this stage, teachers assess the students' readiness for instruction by asking them different quotations, which aid them in determining whether the students have arranged master, near master, or non- master of the instructional objectives in the preceding lessons. Based on the outcomes of the diagnosis, enrichment programs are prepared fro those who have attained master; and remedial programs for those who have shown near mastery or non-mastery.

Instruction: during this stage, teachers conduct their actual instructional process by using the teaching methods, which they think are the most suitable for the given learning objectives and the characteristics of the particular students in that specific learning environment. Effective teachers apply varieties of teaching methods to make their lessons attractive so that their students become more motivated to learn their lessons. They are expected to individualize their instructional activities in order to meet the needs of their individual students (Smith, 1990).

Facilitating extended learning: During this stage, teacher give different formative tests to assess their students' status of learning on the basis of which suitable remedial self-enrichment expected to give different self-learning activities to their students in the from of projects, assignments and other activities so that they will engage themselves in practicing these activities when they are out of their classrooms.

Evaluation: During this final stage, the students' mastery of the occupational skills evaluated by using summative tests. Quality teachers frequently conduct systematic evaluation in an informal way (Coe, 1973).

2.10 THE PRACTICE OF TVET IN SOME SELECTED COUNTRIES

2.10.1 The Dual system of TVET in Germany

Germany is a developed country located in central Europe. TVET is deeply rooted in the culture of the people and has tremendously contributed to the economic development of the country. Respecting for work and appreciation of practical activities dated back to the apprenticeship of the medieval period, gradually, with the development of industries the dual system TVET came in to being in the early 19th. This system of TVET combines in school vocational training with apprenticeship training in the company.

The objective of the dual system is to prepare well-qualified work force according to the need of the economy, which is therefore responsible to hire the trainees. Moreover, the practical training in the dual system is intended to enhance the personal development of the trainees particularly ability to work independently and respect for work. The program lasts for 3 to 3 1/2 years and the training is conducted both in vocational schools and companies. In the schools, technical and general education courses are offered for 1 or 2 days in a week. The fields of study are technical trainings, commerce, management, Agriculture and mixed Occupations. On the other hand, the major in - firm training in is offered in the company for three to four days in a week.

In the dual system, legal conditions operable in accordance with vocational Training act which stipulates the privilege, benefits and obligation of the trainers, Vocational schools and chambers of the companies. Accordingly, Vocational schools are governed by the laws of the regional states and local authorities, where as the Federal law applies to in firm training in the companies. The companies offer training at their own good will and expense, by doing so, they train experienced skilled workers, since there skilled workers are familiar with the activities of the factory, they will contribute to the efficiency and sustainability of the company.

An outstanding feature of the dual system is that is involves cost sharing mechanism. The major cost of the training that is nearly the companies' finance 70%. The remaining 30% is supported by the regional states and local authorities for the vocational schools. The vocational training in the cheap system is demand driven. Based on the special market economy, the companies together with the chambers and concerned public authorities are responsible to offer the requisites skills for economic and social options.

The companies are responsible to recruit the trainees through their chambers. Before the trainees apply to the vocational schemes, they have to find a company willing to train them; this suggests that the number of trainees and the place of training are exclusively decided by the companies based on their absorptive capacity and the need of the labor market. Admission is open to all youngsters without prior school leaving certificate. There is also possibility to pursue higher technical studies after completing the studies (courses) in the dual system. During the apprentice period, the trainee has the status of an employee. According to the labor law, the trainees are provided, with a kind of salary by the firms. This salary varies from 500-2000 DM per month. At the end of the training, most of the trainees secured job in the same company and some of the trainees may also be employed by other companies.

In general, the dual system of TVET provides labor market oriented training to the trainees. The major challenge of this system is that, due to rapid technological and social changes, and is expected to innovate new occupational profiles.

Lessons Learned

Developing countries, like Ethiopia, often attribute Germany's low unemployment of youth and adequate supply of skilled workers to its dual system and are eager to replicate it. To improve the relevance of their vocational education, or to reduce public expenditures on it, they try to increase employers' involvement in the planning, financing, and delivery of vocational training. As a result the following points are forwarded to be adopted.

1. Cost sharing mechanism, Vocational training is mainly the responsibility of companies with minor subsidy (30%) from the government.
2. Job oriented general education system including pre-vocational training.
3. Produces experienced, self - directed and motivated skilled workers and thereby reduces youth unemployment.
4. One of the reasons for the success of the dual system is that every citizen gives due respect for practical activities.
5. Training geared to labor market needs and there is less wastage.
6. Strong policy and vocational training act based on close co-operations of the social partners.

7. Practically well - Versed, Well - paid and licensed instructor, " masters" are engaged,
8. Possibility for further technical studies,
9. School - Based Vocational education is important, but not the central component,
10. Employers control the central component: TVET in the work - place.

2.12.2 Australian TVET System

Australia is a federation of states. The constitutional responsibility for education and training is vested in state governments. The TVET system in Australia is firmly embedded in two institutional frame works: the government framework and the industrial relations frame work. Each had a profound effect on the way the system was established and developed, and each gives rise to issues that have dominated the reform process.

The central element of TVET has long been an apprenticeship system: state governments provide formal training in technical institutes, and employers provide on - the - job training. These arrangements typified what has become widely known as a dual system, and it has been confined to traditional crafts (journey man occupations) in sectors such as manufacturing agriculture, and construction (UNESCO, 2000: 468).

The second dominating institutional factor that has shaped the history of TVET in Australia is the industrial relations framework. That framework is legalistic and adversarial. The federal government and all state governments maintain industrial courts intended to manage the complex and often contentious, relationship between employer and trade unions. The apprenticeship system was built in to this legal frame work from the out set. Educational planners perceived it as a way to train young people, and adult apprenticeship were not permitted wage levels for apprentices were defined in awards just as they were for any other occupational group or level. Training standard was formulized in the same way proposed ratification by the industrial courts or conciliation or arbitration if the change was disputed.

Lessons Learned

1. **Expanding TVET with out Institutional change rarely works.** Often the first objective of TVET reform in developing countries and perhaps even more so in transitional economies is to expand private and public sector TVET by Investing

in new or substantially up graded facilities, equipment, and training materials . Investments also frequently provide for curriculum development and teacher training or for improved employment conditions for these already in the system.

2. **Links with the labor market should be the predominant.** Australia's experience demonstrates the difficulty of keeping the link between the TVET system and the labor market secure and relevant. A great deal of work is required to maintain this link. If the connection with the labor market is weak, the system will fail. Part of the answer lies in forging effective ties with industry as partners in the executive management of TVET. The government also should look at its own internal structures and operations.
3. **TVET Financing should support Market forces.** Allowing market forces to work does not depend only on an institutional framework that involves industry in determining its own training needs. Costs are best apportioned in a way that enable the buyer to exercise judgment competition and management away from public sector to way employers and TVET participant. TVET should benefit buyers more than suppliers.

2.10.3 Technical and Vocational Education and Training in Japan

According to Japan's Official Development Assistance (ODA) Charter, established in 1992, Japan is a country located in the far East Asia. It is one of the highly developed nations in the world. The educational system of Japan, partly, TVET system is pointed in short here. It states clearly the following major policies:

- Global issues such as the environment and population
- Basic human needs
- Human resource development and research and other cooperation for improvement and dissemination of technologies
- Infrastructure improvement
- Structural adjustment.

Human resource development has a strong priority and it is within this area that TVET projects and policies are discussed. The Japan International Cooperation Agency (JICA) is not the sole agency responsible for technical assistance. Only half of Japanese technical assistance is carried out by JICA, with many other ministries also involved. Aid to TVET involves various ministries such as the

Ministry of Labor, the Ministry of International Trade and Industry and the Ministry of Education, in addition to JICA and the Ministry of Foreign Affairs. Apart from TVET projects in developing countries, for which JICA is responsible, there are two different major programs in terms of skills development. One is training programs offered by the Ministry of Labor and the Ministry of International Trade and Industry to accept trainees at technical and vocational training centers and other enterprises. Those programs are not classified as technical education but training. This reflects the clear distinction between training and education that is made in Japan.

The other program is for foreign students at technical colleges. These are short-cycle higher education institutions. Scholarships are provided by the Ministry of Education. Technical and vocational education is offered at secondary schools and technical colleges. Those who graduate from technical colleges can be transferred to the third year of the undergraduate programs of four-year degree granting universities. Many foreign students are actually admitted through these transfers. These policies and programs for foreign students are also classified under the heading of ODA, although some of the students are actually from developed countries.

Japan's traditional level and structure of support to TVET is undergoing a reorientation. Japanese TVET projects, which are largely institution-based, have been major components of aid to human resource development. They target a wide range of skilled workers including artisans. There is a shift in the area of cooperation from basic skills to advanced skills such as computer engineering. There are some vocational training projects which have been transformed into technical colleges and universities. Higher education in the field of technology can be a continuation of so-called TVET, which is often seen as a first step towards technological development. Transforming skills into technology may be a uniquely Japanese approach to TVET. Until the late 1970s Japanese TVET projects mostly included physical construction of institutions. However, since the late 1980s more than half of the projects have made use of existing buildings. Now more emphasis is put on capacity and institutional building including management than on the transfer of specific technical skills. There are few projects targeting traditional manual skills like metalwork.

Lessons for other countries:

The example of Japan suggests that the excellence of their work-based TVET depends on:

1. The pedagogical skills of the supervisors and more experienced workers;
2. The strong employer encouragement to workers to engage in the self-development;
3. In mechanisms such as job rotation and quality control circles that is a source of informal skill development.
4. It is indispensable to do research on indigenous and formal systems of skills development in a recipient country itself and to sort out critical problems of skills acquisition.
5. It is essential to discuss the importance of TVET development, beyond the point at which it is a possible countermeasure to unemployment.
6. It is also necessary to produce a comprehensive TVET policy for national development in the formal education system where there is a greater impact on the improvement of skills capacity than private training.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Methodology

The study had intended to assess the factors that challenge the implementation of middle level TVET programs in Addis Ababa City Administration by taking the case of two different institutions (one private and one public institution).

The researcher has designed his research in the form of qualitative research methodology because of that he had preferred as it was a more appropriate approach to understand his research problem. He believed the interaction of different factors in the process of bringing up quality in TVET program could only be deeply understood by a qualitative inquiry rather than quantitative approach. The very nature of the in-depth, detailed description of events, interviews, and the like makes qualitative research is powerful (Best and Kahn, 1999: 203).

Gall (1996:67), posit qualitative research is an inquiry that is found in the assumption that individuals construct social reality in the force of meanings and interpretations and these constructions tend to be transitory and situational. The dominant methodology in a qualitative research is to "invent" these meanings and interpretations in natural settings and by subjecting the resulting data to analytic induction. Best and Kahn (1999) also contend that qualitative research is the antithesis of the logical positivistic approach- quantitative research- which insists on that research be based on hypothesis generated from theory, prior research or experience. Gall (1996) expounds that qualitative researchers consider social reality as constructed by participants depending on local situations; are personally involved with research participants with caring attitude; study cases; discover concepts or theories after data has been collected; generate verbal and pictorial data to represent social environment; use analytic induction to analyze data and prepare interpretive reports that reflect researchers constructions of data and an awareness that a readers will form their own construction from what is reported.

Best and Kahn (1999) further expound that the in-depth and detailed description of events, interviews and others make qualitative research very powerful. The richness of the data permits a fuller understanding of what is being studied than could be derived from experimental or survey research methods. The two authors contend that the reason why qualitative data are so powerful is that they are sensitive to the social, historical and temporal contexts in which the data are to be collected. For them, the importance of context sensitivity is that the data cannot be generalized to other contexts that are different socially, spatially or temporally. Best and Kahn (1999: 186) still state, 'Just because something occurs in one classroom at a particular school and at a particular time does not mean that similar occurrences should be expected else where or even in the same classroom at another time.

3.2 Research Design

The core aim of the study is to assess different factors that have a direct and indirect effect on TVET implementation. The researcher used a qualitative case study research design. A researcher chose a collective instrumental case study because he thought it is more appropriate design for creating deeper insight on the issue of the implementation of the TVET program of the two selected institutions for conducting this study. Case study research is useful when one needs to understand some particular situations in greater depth, and requires analyzing and explaining it in a holistic manner (Best and Kahn 1999:204).

According to a holistic research tradition, as Sturman(1994:640) described the characteristics of a part are seen to be largely determined by the whole to which it belongs. The holistic argue, to understand the parts required for understanding of their relationships, and accounts of wholes need to capture and express these holistic qualities. In this case, the researcher adopted a collective case study design for this research (Stake, 1994: 237). The reason is that it is difficult to understand the issue of implementation of TVET program with out considering its sub issues, such as the instructional process, selection and placement, TVET and career guidance, curriculum design of TVET, training of skilled personnel, the willingness of TVET partners, the matching of supply and demand in labor market, the capacity of institutions to implement TVET program.

The target population of the study comprises all formal TVET programs, which had been implemented in the City Administration of Addis Ababa. Two TVET provider institutions in the City Administration of Addis Ababa had been engaged in the study so as to gauge the factors that particularly affect/challenge/ the implementation of TVET. Fourteen representatives from each institution were selected to be interviewed. Two regional TVET program coordinators and the concerned officials/individuals were included in the interview.

3.3 Rationale for Selecting the Research Setting

For conducting this study, two TVET implementing colleges in Addis Ababa City Administration: St. Mary's University college (from the private colleges) and Winget TVET college (from the governmental institutions) were selected for the study. Three criteria were employed for the selection of the TVET institutions:

- First the institutions should be those that were fully recognized by the education bureau of Addis Ababa so as to enhance the credibility of the study.
- The second criterion is the availability of the three levels of the TVET programs namely, the 10+1, 10+2 and 10+3. The middle level TVET program is organized in three levels mentioned above. Hence, I believed that to convey a context rich interpretation and understanding it was wise to incorporate students and teachers who have the experiences of attachment in those three levels.
- The third criterion was convenience within which the researcher's experience and accessible to gather data were taken into consideration.

Addis Ababa is a city where more than 2,805,000 Ethiopian as well as a considerable number of the international diplomatic and business community resides (MOE, 2005). According to the Addis Ababa city Administration's Education bureau 2005/06 educational statistics annual abstract, there were a total of 579,337 students (296,286 males and 283,051 females) in the city attending different kinds of education and training programs in all levels of educational in different governmental and non-governmental institutions in the year of 2005/06. From this total number of students in the city 46,539 (8%) were attending in kindergartens, 392,328(67.7%) the primary schools (grade 1-8) 83,899(14.5%)the lower secondary schools 9-10)12,583 (2.2%) the upper secondary schools (Grade 11-12 and 43,988(7.6%) in the TVET schools that provide trainings in 10+I, 10+II, and 10+III levels. As far as the share of both the

governmental and private institutions is concerned, from the total enrollment in the TVET sector, the share the government institutions were 26,028(59.2%) while that of the private institutions was 17,960(40.8%) . In Addis Ababa, there are a total of sixty-eight governmental and non-governmental TVET institution officially accredited to operate in the TVET sector.

Moreover, from the total number of 35,917 students, who completed general secondary education at grade 10 in the year 2005/06 in Addis Ababa, only 6,793(18.9%) students were allowed to attend the college preparatory program (Grade 11-12). From the remaining 29,124(81.1%), 26,440(%) have graduated with an official license to attend different middle level TVET programs (either in governmental or non- governmental institutions. The remaining 2,684(7.5%) left school without any type of official license to attend either academic or the middle level TVET programs both in the governmental and non-governmental. Among those who have been officially licensed to attend the middle level TVET programs were assigned to the: 10+I program 3,785(38.9%), in the 10+II programs 5,195 (53.4%), to the 10+III programs 750(7.7%). From the total number of the students channeled in to the TVET programs, the share of the female students was 5,881 (60.4%). These are to compare the number of students

3.3.1 The St. Mary's University College (SMUC)

The history of St Mary's University College is a privately owned institution which was founded by an Ethiopian Entrepreneur, Wondwosen Tamrat (Assistant professor) in 1991 when St. Mary's Language School was established in Addis Ababa. The language school was upgraded to a language centre in 1995. In 1998, St. Mary's College came in to being by making its head office in Awasa and opening branches in Addis Ababa and Dila. During this period, there were 33, 37 and 49 students in Awasa, Addis Ababa and Dila respectively. However, late in the same year, the College admitted more than 300 students in Addis Ababa and 25 students in Dila. The courses given at the time were diploma courses in Accounting, Marketing and Law. Latter diploma course in Secretarial Science and Computer Science were opened as new field of study (History of SMUC, 2007).

Envisaging the trend of development of the conventional mode of learning, the college moved its head office to Addis Ababa in 1999 and opened Department of Secretarial Science and Office Management at Lideta Campus. With the view to broaden its

programs and the need to have the students get the skills of information of technology the department of Computer Science was put in place in 2000, in the same year the degree program in Law was introduced. In 2002, the College initiated its Diploma courses in Teachers' Education for 142 trainees in the fields of English Language, Geography and Mathematics. After securing a new building at Mychew Square near Wabi Shebele Hotel in 2002, degree program in Marketing, Management and Accounting were introduced in 2003. A year latter the Computer Science followed their track to offer degree program. As the number of students and field of studies, the number and qualification of St. Mary's academic staff have also grown tremendously through these years.

In Addis Ababa, the University College has three campuses: Mexico Campus, Lideta campus and Green campus which is near to Ethiopian Fuel organization. The researcher focuses on Mexico campus where in addition to other programs, TVET, programs are given in five different training areas; Law, Accounting , Information Technology, salesmanship, and secretarial science and office Management for a total of 5034 students (2169 males and 2865 females), both in the certificate and diploma levels. The training programs are executed by using 150 teachers, all of whom currently own at least first degree qualification.

The 'Mexico' campus of the St. Mary's University College has got three twin four story buildings and four other shade-like metal and concert houses. The shade-like metal and concert houses host some office and a multiple hall, while the three twin buildings contains different offices, class rooms, stores, a library, laboratories and a teachers lounge. All the class rooms are adequately furnished and spaced; and got enough light and ventilation services. They are well prepared for smoothly conducting the instructional process. However, because of the narrowness of the University colleges campus, it seems one can not feel relaxed while staying in the college's compound. Besides, because of the nature of its location and rented buildings which is inadequate which is opened to the government claims that it is highly encouraging the private sector for investing in the country education especially in the TVET sector.

In general all Faculties (including thier respective departments) except Teacher Education are located at Mexico (Main Campus). Where as Teacher Education Faculty

with its departments is situated in Ledeta Campus. However, classes of the different department are conducted at Mexico, Ledeta Campuses & other locations.

Considering research as one of its primary objective, SMUC has been engaged in promoting research. Apart from its research activities, this office is responsible for quality assurance and publication and documentation activities. Since the start, the main orientation of research at St. Mary's has been towards Private Higher Education (PHE) and educational quality issues. In this regard, SMUC has been supporting research in PHE by organizing three consecutive annual conferences. In these workshops more than 80 scientific papers presented and published in the form of conference proceedings. Moreover, SMUC has been funding graduate and undergraduate students' thesis in the area of private higher education. In addition to research, CRQA engages in providing quality assurance services. With regard to publication, in addition to the annual proceeding in private higher education, SMUC has recently started publishing a quarterly newsletter called 'Quality Matters', with the purpose of keeping interested parties informed about the activities of the University College in fostering educational quality. Currently the centre is headed by a director and has three coordinators responsible for different activities of the centre

The University College has three libraries serving students studying in various disciplines, academic and administrative staff. Of the three, one is located in Lideta campus mainly serving the teacher education students and has the capacity to serve 285 users at a time. Of the two libraries at Mexico campus one serves law and computer science students while the other gives service to Business students. The two libraries have a seating capacity 616 students at a time. Altogether the three libraries have collection 41071 books. In addition to the libraries, the Book Store at Mexico Campus offers lending services. In general the libraries & book store are managed by 23 staff.

The University College owns 13 computer labs designed for the instructional purposes only, out of which 3 are situated in Lideta Campus. Nearly 300 computers are made available in the labs. Especially the Mexico Campus uses modern computing technology and provides service to the academic community. All offices and labs at Mexico Campuses are networked and there is a leased line service from the Ethiopian Telecommunications Corporation. Internet cafe is planned to be set-up for student at Mexico campus. The Teacher Education Faculty at Lideta Campus possesses Chemistry,

Physics & Biology laboratories as well as a Pedagogical Center. The sciences laboratories are usually used by trainees of Natural Sciences stream. In the laboratories trainees will be exposed to practical works so that they relate their theoretical studies with practice, which enable them to develop scientific attitudes. The Pedagogical Center supports all program at the faculty. It helps student teachers to have basic knowledge & skills in the preparation & utilization of different instructional media.

In both campuses six secretarial science labs with more than 160 typewriters are available for students of SSOM. A modern Audio-Video Studio centre in Addis Ababa serves both the regular and the distance divisions in the preparation of Audio & Video cassettes and VCDs that support the learning environment.

A Secretarial Science Model Office, a Model Shop, a Moot Court and Computer and Digital Services workshop have been set up for Secretarial Science, Marketing, Law and Information Technology students respectively so that students engage in practical tasks at the centers. However, currently only the Mute Court is functional.

The Office oversees the implementation of Practicum and Apprenticeship in Teacher Education & TVET programs respectively. The office works in collaboration of the faculties of SMUC and partners schools, business and administrative organizations.

3.3.2 WINGET TVET COLLEGE

The school was named 'the General Winget Secondary School' by the gracious direction of his Imperial Magesty Haileselasie I and opened in April, 1946(Miazia 1938 E.C) to commemorate the great services that Major General Order Charles Winget (the name 'Winget' was originally taken). General Winget was in charge of the combined British, Ethio-Sudanese armies at the time Emperor Haileselassie I return to his land.

At the opening of the General Winget Secondary School, in April, 1946, it consisted of 30 boys in two classes at the first time and by September 1946, the enrollment was increased to 75, and there were 100 students by April 1947 on boarding bases. The students were selected from all over the country provinces after completion of grade eight. The enrolment was based on scholar ship and fee. The first cycle is transitional and the fifth year prepares for the university of London matriculation examination.

Beginning from 1969 E.C. nonbearing students were admitted by side by side with boarding school. The boarding school ceased its function in 1970 E.C. Up to 1972 E.C. the school was named as General Winget Secondary School. In 1972 E.C. 8+4 program was introduced and the name of the school was changed to General Winget Vocational School offering academic and Vocational subjects.

In 1977 E.C. the name of the school was again changed to General Winget Construction and vocational school. During this time 10+3 programs started. The students were selected from Addis Ababa Comprehensive high school on the bases of their academic achievement. The students were assigned for internship program (practical training in the enterprises) after completion of their school course work for three months in the last semester.

Starting from Meskerem 1994 E.C. the school was reorganized as General Winget Middle level Technical and Vocational Training Institute offering more than twenty three different occupations in two programs i.e. 10+1 program and 10+2 program based on modular curriculum, 70% practical and 30% theoretical. The courses are composed of school training, project work and apprenticeship training.

Mean while, starting from Meskerem 1996 E.C. the Institute was promoted to TVET College by the name of General Winget Technical and Vocational Education Training College. The apprenticeship program started in 1994 E.C. for 10+1 trainees and continued up to present. TVET, programs are given in five different training areas; Construction, Home Science, Business, Industrial Technology, for a total of 1,157 students (668 males and 489 females), both in the certificate and diploma levels. The tainting programs are executed by using 109 teachers, all of whom currently own at least first diploma qualification. The physical appearance of the TVET College is not seems to be a college, there are obsolete and useless cars and other pieces of metallic substances. There are also residences inside the College's compound.

3.4 Sample Population and Sampling Techniques

Relevant information has gathered in the TVET institutions/colleges, which are core for the sources of data. The concerned officials and staffs who are engaged in the TVET program has included in the study.

3.4.1 Purposeful Sampling

In this research, purposive sampling techniques are used to draw samples for conducting interviews. For the observation, the researcher purposefully selected two class rooms one from 10+I, 10+II and one from 10+III training levels in each institutions. Moreover, for conducting the formal interviews the researcher purposefully selected ten-trainers (five from each College). Four management staffs from both colleges, twelve-students (six from each college), four apprenticeship program supervisors and two vocational counselors and two responsible individuals in Addis Ababa Education Bureau.

The researcher conducted different class rooms' observation in four selected class rooms on the basis of the trainers' recommendations that they have students that were witnessed to be better in discipline and cooperativeness. The observed classes were represented from 10+I and 10+III students of Accounting, purchasing, Secretarial Science, and Sales/Marketing training fields. In the selection process, there was a consideration of participants' willingness and hospitality for the research activity, the trainers' recommendations for selecting the right interviewees.

3.5 Instruments of Data Collection.

Data collected in qualitative case study researches usually take three forms; (1) direct observation (2) in-depth, open-ended interviews (3) written documents. In qualitative studies, visual data are mostly obtained by observing events and notifying carefully what happens; and /or by reading documents, but verbal data are usually obtained by asking questions and listening intensively to the answers (Bassey, 1999; 81).

Some qualitative researchers consider visual data are less important than verbal data, but in qualitative case study, both are equally important. Verbatim data are crucial because they help in preserving the time perspectives of the research participants. On the other hand visual data are important because they help in illuminating "on-language factors such as material conditions social relationship, and body languages (Holliday, 2002). So, the researcher used all the three major data collecting strategies in qualitative case study:

Structured and unstructured interview, observation and documentary analysis have been utilized as data collection methods and instruments. Facilitator/instructors/or students,

supervises and TVET program officials and concerned authorities are also the possible sources of data. Document analysis will be done on materials related to TVET program implementation. Text materials will also be included to it.

3.5.1 Observation

As an insider he or she pays a special interest in human meaning and interactions as viewed from the perspectives of people who are members or particular situations and settings.

As a result, the researcher used a participant observation technique in the study to investigate the over all interactions of the different actors in the research settings. By being a participant observer in the field for two consecutive months in Winget TVET college and staying more in St. Mary's university college (October 15-December 22,2006). The researcher collected, the primary data collecting instrument closely watched what the actors did, attentively listened what they talked and alertly followed how they interacted with each other in their origin settings.

As a qualitative researcher, while he was conducting his observation, he was very keen to understand the " why and how questions of the phenomena in the fields. By doing so, he collected pertinent data that incorporated:

- The descriptions of behaviors. What people were seen or heard doing or saying.
- The description of events-pieces of behavior defined by the people in the setting, or by himself.
- The description of institutions-the way the settings operated in terms of regulations, tactic rules, and rituals;
- The description appearances- what the settings or people in them looked like. (Holliday, 2002: 21-22).

3.5.2 Interviews

The data from interviews consists of direct quotations from people about their experiences, opinions, feeling, and knowledge (Best and Kahn, 1999: 184). The purpose of interviewing is to find out what is in or on some one else's mind. The purpose of open- ended interviewing is not to put things in some one's mind (for example, the interviewers preconceived categories for organizing the world) but to access the perspective of the person being interviewed" (Patton, 1990:278 in Best & Kahn, 1993:199). Interview data can easily become biased and misleading if the person is

interviewed is aware of the perspective of the interviewer. Interviews range from quite informal and completely open ended to very formal with the questions predetermined and asked in a standard manner (Best & Kahn, 1993; 199).

In this study, the researcher conducted intensive interviews with the research participants in order to understand their perspectives, feelings, experiences and knowledge. In this regard in depth interviews were conducted with students, teachers, department heads, vocational counselors and apprenticeship program supervisors and other concerned bodies (principals and Addis Ababa Educational bureau): some of the issues that the researcher raised were about instructions, curriculum organizations, the appropriateness of facilities, administrative, fundraises, the selection and placement issues, TVET guidance (Career guidance and other related issues). All the interviews were made on an intermittent basis with separate sessions that lasted fifteen minutes for each interviewee.

3.5.3 Document Analysis

Document analysis serves a useful purpose in yielding information that is helpful in evaluating or explaining social or educational practices. It is a major means via which qualitative data from records, reports, printed forms, letters, autographs, diaries, compositions theme or other academic works, books periodicals .bulletins and catalogues, court decisions pictures, films, and cartoons can be generated (Best & Kahn1999: 192).

In this paper, the researcher made a document analysis on letters written by the respective colleges for different apprenticeship programs providing enterprises, the colleges apprenticeship program evaluation forms, the training moduls and the trainees performance evaluation records and like for the purpose of getting and strengthening the evidences which are found by observations and interviews.

3.6 Standard of the Findings' Quality and Verification

As case study is a study of singularity that is chosen because of its interest to the researcher, its findings are not necessarily expected to demonstrate external validity Basely (1999:74). In qualitative case study research, the concept of the trustworthiness is used as an alternative to reliability and validity. In order to ensure trustworthiness while conducting this research, the researcher strived to follow the guide lines listed

bellow as proposed by Lincon and Guba in 1985 (Bassey, 1999, in Antonios, 2006). According to these guide line, the researcher performed on efforts in conducting direct observations, interviews, and document analyses; honestly conducted the overall research activities; and extensively triangulated the different data sources(students, trainers, department heads, vocational counselors, apprenticeship supervisors) and data collection methods(observations, interviews, document readings) for achieving contextual validity(Sturman,1994). The guide lines adopted from Lincon and Guba were:

- i. During data collection:
 - There should be prolonged engagement with data source;
 - Persistence observation of emerging issues
 - Raw data had been adequately checked with their sources
- ii. In the process of raw data analyses:
 - There has been sufficient triangulation of raw data leading to analytical statements.
- iii. During Interpretation:
 - The emerging story has been systematically tested against analytical statements;
 - Had there critical challenge in the findings? Should be interpreted.
- iv. During the reporting of the research:
 - The account of the research should be sufficiently detailed to give the reader confidence in the finding.

3.7 The Handling of Ethical Issues:

Researchers in a democratic society usually expect certain freedoms: the freedom to investigate and ask questions; the freedoms to give and receive information's; the freedom to express ideas and criticize the ideas of others; and the freedom to publish research findings. However, these freedoms are essentially subject to responsibilities imposed by the ethics of respect for truth and respect for persons and their environments. To this end, researchers, especially who conduct qualitative researches are expected to give the fullest attention to the issues of the trustworthiness of their studies as well as the moral and ethical considerations while conducting their research activities (Bassey, 1999:71-74). The ethical issues in this research had been discussed bellow how the researcher treated them in relation to his research participants, readers and him self.

3.7.1 Research Participants

In this research, care had been taken for securing the anonymity and confidentiality of the views and perspectives of the research participants who had been mentioned previously. Moreover, the researcher adapted some principles and procedures from Ali (2005)), with some modifications. The researcher also took the following measures to ensure ethical in handling his research participants.

- a. Firstly, the researcher secured official permissions from the responsible institutions' authorities in order to conduct the research.
- b. The researcher contractually agreed orally and reached consensus with his respective research participants to start his data collection activities.
- c. For conducting the interview, the researcher provided his guide lines for the interviewees and personally explained the major points that had included the guidelines.
- d. The researcher used only pseudonyms to identify the participants in the process of writing his research report.
- e. By carefully grasping the beliefs, understandings, and ideas of the research participants, the researcher made unreserved effort to honestly represent their views in the interpretation process based on the evidences.

CHAPTER FOUR

DATA ANALYSIS AND MANAGEMENT

The main purpose of this qualitative case study was to assess factors that impede the implementation of the middle level TVET program in Addis Ababa City Administration; by taking the case of two TVET Colleges: St. Mary's University College and Winget TVET College. In this chapter, the researcher had presented the findings gathered from the study in terms of major themes related to the basic issues raised during the investigations. For this purpose, the researcher presented the data in vignettes narrative forms. In addition to presenting the views of the research participants, he has also included his own interpretations and understandings of the issues.

As it has been the case with several case study researchers, data analysis in this study had incorporated three consecutive phases' data organization, description and interpretation. And the researcher reduced those categories in which he described his data in to two general themes, and summarized the entire findings of the study. Moreover, while drawing the generalizations, he has used his research frame as well as different published theoretical literatures in the areas of the research.

4.1 Winget TVET College

The researcher's first day experience in the Winget TVET Collge was the instructional process in the second year secretarial science and office management class on 16, November 2006, at 2:15pm, my friend oriented me to observe the compounds and get in to one of the college's old building classrooms assigned to serve for the above mentioned students. The building consists of many classrooms, all of them painted gray color. The classroom is wide enough to accommodate about 30 students at a time, and had been serving as theory and practice learning center.

Inside the classroom, there were sufficient but older desks that rarely got any kind of maintenance services for a long time. Those were arranged in the traditional faces to the chalk board directions. There had 26 numbers of old type writers on the desks. Inputs necessary for the teaching learning process are seen in the classroom. The walls of the classrooms were full of students' inscriptions that discuss various issues ranging from the current politics to their own grievances on the current TVET program

implementation. These classrooms were moderately clean, well aerated, ventilated. In his first day class observation in second year Secretarial Science and Office Management class, he, along with the students, attended a lesson on the topic of 'Business letter writing', we were altogether 28, a number less by 2 from the total number of the students as their attendances implies in this class.

The teacher started the instruction by explaining about what "Business letter" means and how it could be undertaken, and what the different styles of business letters are. The medium of instruction was in English. However, there was no interaction between the teacher and the students in the classrooms, that means, it was a one way communication in the classrooms and there was no feedback from the student. Therefore, the researcher started inquiring himself 'why not the students ask and answer the questions on the class, couldn't the teacher understand the skills of his students' communication, he asked himself. Later on the teacher asked one of the students to explain the styles of business letters. But no one was responding to the question. While the teacher repeated the same question in Amharic, most of the students tried to answer it. After that, the researcher started to realize why these students were observed totally passive to their teacher's lectures and gradually understood that the reason behind was that they did not communicate using the English medium of instruction.

From this practice, what the researcher understood was how challenged the TVET program implementation in the colleges. These situations lead the researcher into a dilemma on which he started, to ask, to what extent were the TVET curricula implemented according to what were intended to be. In these classrooms, he observed mostly the traditional lectures, and theory-laden instruction, similar to those academic schools.

On the other hand, the current instructional strategies in the training modules are requiring 70% practical and 30% theoretical instructions. But the reality was the reverse of the policy of the instruction; it was nearly more than 70% theoretical instructions. The paradox was that the actual instruction was mostly theoretical while the required instruction in the curricula was mainly practical. However, after conducting so many discussions, observations and in-depth interviews all his research participants, he gradually understood all the paradoxes seen in his observation processes.

4.2 The St. Mary's University College

The observation of the researcher in St. Mary's University College's teaching-learning process in the second year marketing management class inside one of the classrooms located with in the second building. The classroom was painted in slightly yellow, with a sufficient space and an inviting atmosphere. It had appropriate lighting, aerated and ventilated. It looked very tidy and appropriately to the direction of the black board/white board. Every student had sufficient seat, and there were two chalkboards fixed on the wall, black and white boards, prepared taking in to account that the teacher may use either a chalk or a marker based on his/her preference.

In St. Mary's University College, there was a very attractive class discipline in the class, the lesson that the researcher attended during his first day observation was about Market segmentation. Before starting to this topic, the teacher collected the assignments from the students and started revising the previous periods 'lessons and then begun to explain the concepts of market segmentation. The teacher used a lecture with English medium of instruction. And there was no interaction of students who were less motivated to learn the lesson. As a result the teacher repeats the discussion with Amharic. At that time, most of the students were actively participating with him. Therefore, the researcher asked himself questions like: Is there any communication barrier? Why the teachers use only a theory laden lecturing method for TVET students?

4.3 Data Presentation and Analysis

The data presentation and analysis is organized under two major themes: the misconception and limited capacity. Under each major theme, there are sub themes. Each major theme begins with general descriptions of the major issues to be addressed in depth by the sub themes under the respective major themes. It is worth reminding that all the names mentioned in this analysis are fictitious pertaining to the ethical considerations employed.

Respondents' descriptions by qualifications and service years:

S.No.	Items	Principals Counselors Teachers		
		No	No.	No.
1	Qualification			
	a. 12+2/12+3	-	-	4
	b. B.Sc/B.A.	2	1	5
	c. M.A/M.Sc.	<u>2</u>	<u>1</u>	<u>1</u>
	Total	4	2	10
2	Service year			
	a. 1-5	1	1	2
	b. 6-10	2	1	6
	c. 11-12	1	-	2
	d. Above 20	-	-	-
	Total	4	2	10

Principals, teachers, and vocational counselors were asked to indicate the qualification they possess, the service year they have and their fields of study. The findings regarding the qualifications of principals and teachers are the following: two of the principals are M.Sc/M.A holders; four teachers have advanced diploma (12+3)/ College diplomas (12+2) holders and the remaining five-teachers are first degree holders.

Teaching experience is one of the items presented to teachers. In this regard, two teachers have served from 1-5 years, six-teachers has served 6-10; two of the teachers have served 11-12 years. And most of the principals had been graduated neither from educational management nor from TVET fields. This finding shows that majority of the principals were graduated from non-TVET field of study, so they are laymen to administer the TVET colleges.

With regard to teachers' qualifications, most of them, especially for private college, fulfill the educational requirements as per ministry of education's standard (MoE, 2004:43) which state teachers ought to have a minimum of first degree to teach in the middle level technical and vocational training center. The suggestion is given based on UNESCO's (2002) recommendation for the teaching staff of TVET program which is stated as follows:

The teaching staff for the education of technicians should possess either a degree or high technicians qualifications in an appropriate field and should have an industrial or comparable experiences in their particular discipline.

4.3.1 The Misconception of TVET (Lack of Awareness):

4.3.1.1 The Lower Status Given to TVET (Discrimination)

In any modern society, the main source of power for most people is their occupation because their occupation is usually their main source of income of status. Peoples' Vocation serves as functional factors in determining their contribution to the society and hence, in no small measure, their social position (King, 1994). In our case, especially in urban areas, people usually position education person at the top of the society.

According to the research participants streaming the grade 10 graduates in to TVET and college preparatory is not a question of assigning students in to different curricular streams for the aim of shaping their future lives in an effective direction, rather it is a matter of delegating different prestigious ranks to different groups of students vis-a- vis the tendency of not accepting the inferior ones (Larson et al, 1973) and, one can infer a fallacy on the administration of the criteria set to admit students to middle level TVET.

The TVET strategy (MoE 2003a: 12) stipulates that among the criteria set to admit students to middle level TVET one is the completion of grade 10. However, the directive as being issued by MOE (2003b) and implemented by the Addis Ababa Education Bureau streams students to TVET who have scored grades as low as 1.2. There are two documents exhibit incompatibility as a student who has scored a grade of 1.2 or even for that matter a single decimal point less than 2.0 can not be considered a grade 10 complete for she / he has not succeeded in passing the EGSECE which certifies the completion of general education.

Therefore, it implies that the middle level TVET program is admitting a number of students who fail to fulfill the requirement of completing grade 10, people may consider the streaming of a student in to the TVET path as a rejection of that student from the society's higher status, and his/her belongingness to the educated community. The common problem of the current TVET program is the inferior image its programs have in the society. It is usually considered by the public as delegated to a lower grading people (Abraham, 1995: 64). These also resulted in an obvious unbalanced and irregular condition of placement of students.

Low grade students (failures) categorically joined the TVET institutions that were established massive investment in order to equip them with training materials and staff (including expatriate staff). Hence on the one hand more capital impute was rightly made in to the TVET compared to the academic upper secondary schooling (i.e. 11-12 grades) while ironically enough the lower grade point student were " by decision " supposed to join those TVET institutions. In such obscure procedures of election the low pass rates discourage even the most motivated and enthusiastic candidates to join the training program (Teklehaymanot, 2002: 8-9). It consequently influences their parents' to develop wrong images about TVET.

In Addis Ababa, the present image of the TVET program in the eyes of the public usually causes troubles to those who are channeled to the TVET. This mistreating of the TVET students may go as far as to an act of discriminating ' in Jemila's saying. Jemila, one of the student- Participants from SMUC claims as she has been frequently facing such an act of mistreating. She reported one among many of her experiences "... I was so very sad ..." to add more to her disappointment was that she was considered as a failure by her families, in her own words,

" . . . It was a bad news for my families...When I told them engaged in to TVET; my families considered me as if I have failed completely . . . "

I was surprised to find out, from her, that she had scored a grade point of 2.0 in the EGSECE. How is it possible that she was taken for a failure while in fact she had passed I think this has to do with her families. It seems like passing, according to her families, was joining preparatory and eventually university and therefore her joining TVET meant not fulfilling the requirement for passing and success. On the one hand she is distressed that she was not able to join preparatory and on top of this she was considered a failure for not making it' by her finalizes; it was indeed a double stress.

Such associating of failing with joining TVET has forced some students to do every thing they could to restore the pride they were denied, one of which is to retake the EGSECE. Muktar, a teacher at Winget TVET College, are also aware of the distress of the students face. He claimed,

"...it is very difficult for us ...they come with no learning materials...they are demoralized, you see...because of their intention of joining university has not materialized.... "

Administrators and many educated people, including teachers usually do not consider TVET as equally important as academic education. In some occasions teachers and educators also tend to discriminate TVET students and their trainers (Teachers). An interesting example that shows how TVET teachers are wrongly treated by their colleagues and administrative was the one I experienced in the SMUC. Here TVET program and degree program teachers are categorized in to two separate and distinct groups. Having the same qualifications, those who were assigned in to the TVET program were mistreated, as a result the salary of those who teach degree students is more than the TVET teachers; even though the administration claims that the classification was done on the basis of the experiences of the teachers, however, those teachers assigned to the TVET program category do not agreed this reasoning.

They explained that the different positions that have varying benefits are generally unfair to group teachers having the same qualifications, work experience and performance efficiency. While explaining how teachers reacted to this, Beza, one of the teacher participants from the TVET teachers' category replied.

" . . . We did not see any principle to categorize... we TVET teachers did not understand how they did this. No one of us is convinced by their policy either. It has highly affected our motivation. The category has highly influenced all of us to feed that we are inferior in our abilities compared to our colleagues who are assigned to the academic teachers. I asked myself as if I am inferior in my education . . . "

We can understand from the above description that the administration tended to favor the degree program and the teachers in it. It did not consider TVET as equally important and demanding as it gave higher impress to degree programs. Nebyu, one of the teacher participants also emphasized this idea by saying his desire,

"...I always want to teach in the degree programs not to teach in TVET... I am trying to shift to teach degree program. When you teach in degree program, no more effort that you do . . . "

Here, the entire teacher participants, emphasis were that no one takes inferiority for granted. So, I understand it is very natural to these, youngsters to react against accepting their inferiority, being engaged to the TVET programs, according to their term.

The major factor that influenced the students to prefer preparatory program to the TVET program, is the image that the public has. The Public still consider TVET at the secondary level as less important and usually inappropriate for students with remarkable

performance (Brooking, 1971: 60). Describing the problem of the public image in the current TVET program, Menberu, one of the TVET teacher - participants from Winget TVET college said,

" . . . One of the main challenges of the current TVET program is the societies distorted image about its programs. The public tends to consider its programs... as not worthy as the college preparatory program. It is very common to see most of the students paying only little attention, If not none, for their TVET trainings. I understand that most of them are currently attending classes because they hold their own justifications that they consider the training only good for passing times...)"

From Menberu's report, we can understand that the students are not attending their TVET lessons effectively and attentively. They are discouraged by the presence of a negative image that the public has about the TVET program.

Of course, it is not only unique for Ethiopia, (king, 1994), the problem of this distorted image of our public towards TVET, however is highly aggravated by current government's practice that reflects this notion by streaming the grade 10 completers in to two distinct curricular paths entirely deepening on their academic achievements the TVET and preparatory streams. As far as the present government experience is concerned, it usually streams students who have better performance in general secondary examination of grade 10 in to preparatory and streams those who scored lower results in to the TVET category.

I believe the incidence of motivation by itself can be taken as a positive sign to the success of trainees. Endeavors in particular and to the program in general although it might be questionable that the motivating factor for students like Jemila and Wodajo is quite far from the program could offer. These participants who claim to be motivated towards their studies are those that are determined to counter the deep emotional damage they sustained as a result of ' ending up 'in TVET. This believes is not good news at all and is infact very unfortunate.

4.3.1.2. Students with low grade points to TVET

According to Teklehaymanot (2002:9) National examination Grade points required for academic and TVET student in Addis Ababa was as follows.

Minimum Grade points required for Admission by program(2002/03)

2-years TVET (10+2)

2-Years Academic education (11-12)

1.4

2.0

One can easily detect from the above that the Addis Ababa education Bureau has gone as low as total failures to admit for the 2 years TVET but used no less than a pass grade for admission to the academic schools. The issue as to who should join TVET has been among central debates in the educational arena (king, 1994). The assertions of the officials at the education bureau about the preparation and administration of the selection criteria seem to point to the conclusion that TVET is meant for those who are not able to score high enough to join preparatory. However, Getahun argues that the directive assigned and implemented with slight modification by Addis Ababa education bureau is being misunderstood in such a way that,

" . . . We only know their grade points rather than their interests and skills, so the cutting scores set at the beginning of every academic year are minimum requirement for entry to preparatory and thus those who fulfill this requirement can choose between TVET and preparatory. He commented "the number of students who engaged to TVET over the preparatory Stream even if they are eligible for entry to preparatory is on the rise by the year. . . "

Abay added to Getahun's claim with justifications, these trainees provided for their decision as follows;

" . . . Some students can join TVET even if they have grade points as high as 3.0 and above... among the reasons these students provide for choosing TVET over preparatory is that they want to acquire some skills before they join the university ... even if we do not assign them to TVET, they can join with their interests... "

This may show that not every body has equal academic caliber. The streaming process being put in to use which employs grade point as its criteria, as I understand good, reflects the need to differentiate among students who best suit and are expected to succeed in the academic endeavor which lies a head. It is not advisable for students with low academic caliber to pursue academic stream, according to, Abay for he believes,

" . . . having the interest does not mean having the ability, pursuing academic stream is meaningless... and I believe is one joins academics in such manner he/she will not be survive. . . "

It is a considerable success to the program that students of high academic caliber are attracted towards it, as indicated by Abay and Getacun, because I believe that it will encourage innovation and enhance the productivity of graduates. Literatures also conveys Abay's assertion in that students should be urged join streams that are in line with their abilities, since ability is among the major factors determining success in any pursuit (Gilli, 1976: 47).

However, what would be a pit fall is assuming the converse of Abay's assertion to be true, that is assuming that those who do not have the ability to pursue academics will succeed in TVET and by implication assuming TVET requires less knowledge and ability. Suddenly though, such misconception has infiltrated the Addis Ababa education bureau as expressed in Getahun's words,

" . . . Since TVET is a practical training, any body can understand it and is also a training where one would learn it by observing and engaging in practical understandings . . . as far as they fulfilling a minimum standard, the requirement of material resources and competent teaches are fulfilled. I do not believe they would be any way we fail to produce competent graduates . . . "

This is one of the misconceptions as mentioned by Teklehaimanot (2002: 11) which have been amply challenged at the international congress on TVET in Seoul in 1999. It was recommended that all countries should place TEVET and academics on an equal footing to enable students a passage to tertiary, institutions. There is a lump of truth in Getahun's words in that the ample input of human (in terms of trainers) and material resources does matter in providing quality training, though his simplistic out look neglecting the human input in terms of the motivated and competent students negates his assertion.

Teachers also share the victims of the misconception that TVET is meant for the low achievers some points that I have got in the interview sessions with teachers wherever they mention of their good students illuminate my assertion . They talk about them with pity and regret at how these good talented students"ended up" in TVET. Tigist, a teacher at the Winget TVET College, said,

" . . . We can not say that always TVET students are weak in their performance. .. There are some whom I believe should not be here . . . since they are very outstanding they should have reached higher position. .. They should not have been engaged at TVET level. . . "

There is also a similar assertion of a teacher in St. Mary's University College, Mulusew, said,

" . . . Really there are some talented students here... I feel sad that they could not make it to university, they are very outstanding. . . they become angry in the (EGSECE) exam couldn't achieve the desired result they come here.. . . And when you see their achievements you will be surprised at how they could not make it to the university. . ."

Here I have got two things: first it is quite rare finding talented students in TVET and second those "very talented" students are pitied for ending in there. One can also regard the 'surprise' in finding such talented student in TVET and as a result some like Mulusew speculated that over excitement in the EGSECE must have paid its toll for such students to be there. Moreover, TVET was considered as a hindrance to those outstanding students who aim to progress further.

When one looks at the criteria set to admit students to TVET it seems that it's meant for those who were unable to pursue academic education and hence perhaps the 'abundance' of EGSECE 'failures' in TVET prompted teachers to feel sad for those good students in 'no man's land' / one could conclude that the criterion being used to stream students to either TVET and preparatory undoubtedly resulted in the tracking of a number of students who were unable to succeed in EGSECE to TVET and their accumulation has ultimately resulted in a sort of a belongs there. Therefore, such a condition, I believe, would put a stumbling block on the high achievers in EGSECE who wish to join TVET to break in to. So, the implementation of TVET will be challenged. As a result the output may not be as the pre-defined objective.

4.3.1.3 The Prospect of Tertiary Education in TVET is a dead-end

One of the main factors that contributed for the distorted image of the public towards TVET is the absence of vertical permeability of the program itself. The current TVET programs' tendency to lead most of the students, if not all, in to dead ends has created a huge negative image in the public. I think it is very logical for the public to consider these programs as not equally important as the academic ones in the presence of such a situation where their programs tend to stop most of the youngsters educational career at only 10+III level (Atchorena and Delluc, 2002:63).

In this regard, I think, Abay's argument deserves attention. Benyam, one of the participants from the SMUC College's management bodies noted the situation as "No one wants his child to occupy on inferior position in the society" Most of the TVET students want to continue their education up to a degree level, but there are many challenges that hinder their attainment of this goal. One of the most challenging factors is the absence of clear policy on Vertical permeability of the TVET program, as practice indicates; there are no clear guidelines for the students as well as the TVET colleges by which the students may be admitted in to higher educational institutions. In this regard, the existing guidelines are not clear and stable, and most of the college authorities face difficulties in applying them according to their existing situations. For example, concerning the irregularity of the guidelines, Wagary Said,

"... there are no criteria which are used for admitting a particular TVET graduate from one level to another, some times they tell you it is only 10% of the total number of students in each training field, and other times they tell you it is only for students who score 75% and above in their year averages...so, the strategy has positioned us in a very complicated situation..."

Indeed, the prospect of enrolling in tertiary education adds much to the attractiveness and desirability of vocational courses (Unger,1996) while modern concepts of TVET also advocate that TVET be provided,

"... Within a framework of open-ended and flexible structure in the context of life-long education (Teklehaimanot, 2002:9) ... In line with this, the strategic plan of TVET (MOE, 2003a) has stipulated that such will be the path the training would follow by linking it with tertiary level training..."

One important thing, in such regard, mentioned in the interview at the Winget TVET institution was that there is a difference in students' motivation among the levels starting from 10+ I to 10+II, 10+III and to the degree program. It was mentioned that the 10+3 students are relatively serious in their lesson and even some exceptional students confront the teacher until things are clear to them. Student's lack of promotion is more sever in the 10+1 level, the teachers reported. As one of the teachers claims, Tigist said,

"...You see...the degree of students' motivation is different from one level to the other... thus I had rather not to teach 10+1 students... it's extremely difficult for students, especially the 10+1 ones, express a kind of hopelessness and doubt towards their studies like, "What's the use of my learning? What would I do after completing my study? ..."

The responses of the students mentioned above point to one direction, the university. The desire of going to the university is acting either as an inspiration in to achieving more or a stumbling block hindering success for those who believe that their aspiration of joining the university would no longer materialize because they joined TVET.

In any prospect of progression to tertiary level poses on students motivation, according to Teklehaymanot (2002:12) , worse of all the graduates of TVET when they join the higher education were never geared to related areas with their former fields of study. To find on electronic, TVET graduate in B.SC. Degree in Biology or even English language was not uncommon. This shows the dead end education of TVET which is a major challenge of implementation.

Abay explain the claims of promoting students from one level to the other level that,

“...firstly, there was the principles that allowed the promotion of students who had 75% and above to the next level...however, since some private colleges desire is to hold their students for long period of time by giving unfair grades, there is also a protecting rule that allows only 10% of the high achievers to join the next level...”

As it had been explained by Abay, no body could know the reason that such incompetent rules are implemented, and it implies to more discourage TVET students rather than institutions. Thus, implementation of the program would be challenged by the unmotivated attitudes and interests of the partners.

4.3.1.4 Lack of Employment Opportunity:

To overcome the lack of employment opportunities for the youth, especially for girls and misconception that they are incapable of performing particular tasks, TVET programs are emphasizing the development of their entrepreneurial capacity should be undertaken (UNESCO, 1999:2). As it is implied before, TVET program graduates unemployment is one major factor for hindering the successfulness of the current TVET programs implementation. The students consider their current TVET program as an alternative route to higher education.

Most of the students consider the TVET training as a bridge by which they can join the universities. They take it as the best possible means through which they can regain the “prestige” they lost when they were unwillingly channeled in to the TVET tracks. In this regard, Muktar said,

"...Do you know one saying of the known sportsman, Haile G/Selasie... 'every thing is possible...!.. so, I am straggling to gain my diploma which can use as a bridge for my university education; I have to show all people, including my own parents, that I am not inferior to my friends. I will use this TVET diploma only for this purpose, not for employment which may not be easy to get. So, wish to continue higher education in the evening..."

As it has been clearly stipulated on the implementation strategy document (MOE, 2003) the main aim of the Ethiopian TVET system is to minimize the problem of unemployment by producing competent and skillful citizens who can easily be employed in different enterprises or self employment schemes. On the basis of this strategy, the government expects the TVET programs to deal with the development of the skills needed for employment in the labor market. As the current profile indicates, the TVET colleges are continuously graduating many students in different training fields every year. However, as most of the participants revealed, the majority of the graduates of these TVET colleges are not getting adequate employment opportunities. In this regard, Tigist Said,

"... I know the former students who have neither been employed in any enterprises nor self- employed... I don not think this situation of chronic unemployment problem of TVET program graduates is even not recorded (follow up) by government officials... even I have got them when they are learning by changing their field..."

The problem of unemployment of the previous graduates is the major bottleneck for the effective implementation of the current TVET programs. It is a serious challenging factor for the students who are currently attending different trainings in various TEVET institutions. Though the chance of being employed for the graduates mostly depends on the type of skill they have acquired, the majority of the students worry that they may not get employed after they graduate from their institutions. In explaining his frustrations, Roba said,

"... I do not mostly believe that I will get any employment opportunity or next year after I graduate from this field because I know many of my senior graduates are currently unemployed. It is very disturbing that I am just feeling very hopeless..."

Any one can understand from Roba's description that students do have neither hope that they will get any type of employment opportunities nor being self-employed after they

graduate from their colleges. Woynshet, one of the students in Winget TVET College, supports the Roba's statement by saying,

" ... I don't hope that I can get any job opportunity in my field what I graduate in it... Having an accounting skill background, I do not imagine I can create my own job any body can do that... "

Though the government hopes that the TVET program graduates would be employed or create their own self employment schemes, both teachers and students do not believe this strategy will be effectively working. Their reasons are: all fields are not equally appropriate for job creation due to their own nature, shortage of finance, shortage of experiences and like. In describing his reservations on the issue of the successfulness of the governments self - employments strategy, Messay said,

"... I don't think this could be possible... Even if we get adequate skills in our training fields how can we, fresh certificate graduates in accounting, create our own jobs? I can not imagine that I will open a small shop with my accounting background. It is possible for me to open an Audit firm? I never imagine this ... "

In most cases, teachers believe the current strategy of homogenous grouping of the TVET program graduates in to different business entrepreneurship groups can not be effective they said. So, one can easily understand that leave alone the TVET students, the teachers also did not believe the effectiveness of the strategy. Therefore, this is also one of the main challenges of TVET implementation, which is also supported by Habtamu (2000:62),

". . . Most of the Ethiopian workforce in the modern sector (formal sector) has low level vocational training. At the same time, most are either unemployed or under employed thus, Ethiopia faces a dual employment problem which is common to many developing countries. ..."

Thus one can understand from the above that unemployment or underemployment of TVET graduates is one of the major factors which challenge the effective implementation of TVET.

4.3.1.5 HIV/AIDS, the main problem of TVET implementation

The chronic problems for implementing TVET program HIV/AIDS which highly affects the skilled manpower and youths in the country. TVET should contribute to the fight against the spread of HIV/AIDS in the country by incorporating awareness creation and training about preventive measures in all its programs. Furthermore, TVET institutions

develop policies to ensure that HIV positive trainees and staff members are not discriminated against (National TVET Strategy, 2006:12). However, TVET institutions, as Driba said,

“... The impact of HIV/AIDS disease on the labor market and trainees is still poorly documented...as a result it affects the productivity and avoid ability of labor, reduce the interest and attitudes of job creation by youth...”

Hussien, also strengthn the idea of Driba in his statement and said, that:-

“...the policy and strategy of TVET did not show any specific concern to take in to account AIDS in TVET provision...There fore HIV/AIDS could be seen as one of the factors leading to increased absenteeism, drop-out and poor performance in all training institutions...”

One could safely suggest that the impact of HIV/AIDS in education is general and affects the system at all levels, that is, from pre-school primary, development in both young and accelerated skills development in both young and working age population will be critical in containing the impact of the HIV/AIDS epidemic on the economy. Seble, one of the student participants said,

“... since the majority (all) of the trainees are youngsters, the possibility to face HIV/AIDS victims are very high, there is noting to do the awareness of the diseases as compared to the risk i.e. (ኤች አይ ቪ ያለው አደጋና ግንዛቤ ማስጨበጥ ስራ በጣም ያንላል...)”

4.3. 2 The Limited Capacity:

4.3.2.1 Lack of Information

Vocational guidance and counseling is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between school and society. It is a means of assisting young people to make appropriate and judicious educational choices that will enable them to develop their potential and to have access to work opportunities that are compatible with their interests and abilities. It can also help to install confidence and develop positive attitudes, to derive fulfillment from their chosen areas of learning and work and, most importantly, to inculcate an eagerness for lifelong learning UNESCO, 2002:5).

Literatures assert that since TVET prepares people for non-professional jobs people of all races and background snub the idea of enrolling TVET with out understanding its nature and possibilities for serving people (Gilli, 1976). There fore, promoting an

understanding among the stake holders of TVET especially students and society is a key task to gain their recognition and acceptance.

However, there seems to be generally a lack of clear understanding and information with regards to what TVET is, that is what courses are available and the job prospect it entices. And for this, Yonas believes is the major cause for the students; those joined to TVET discontent, he claimed,

" . . . The students came without any knowledge where and what they will learn and they do not feel happy at all since they do not know about being streamed to TVET and believe that the major reason lies, in addition to lack of knowledge, the harmful practice that lingers in the contemporary society...but stayed here since there is no any cost to pay for their training... "

He further noted that lack of career guidance and counseling to give orientation is the major reason underling students' unhappiness at being streamed to TVET and among the reasons he claimed,

"...they are taught by teachers of academic origin who have little or no knowledge about TVET, so basically they come to TVET blindfolded...they would not know their future career..."

In addition one can deduce from his assertion that teachers at high school are as "unaware" as their students about TVET and hence, are not able to help their students get oriented to it.

Benyam agrees with Yonas's assertion concerning students' discontent about being major reason lies, in addition to lack of knowledge, the harmful practice that lingers in the contemporary society. He also explained,

" . . . In general I could say there is a lack of understanding towards TVET but when one looks closer the society in general and the families of students in particular, they have not emancipated them selves from the harmful practice of despising and disrespecting men of skill... and so this is reflected in student's lacking desire to join TVET. . . I can say that our culture, prefer to be white collar rather than a blue collar..."

History books betray the fact that there was widespread practice of disrespecting and despising men of skill to the extent of executing them on the pretext of possession of middle level. "White collar " work force like management, purchasing, accounting and so on (MOE, 2003b). However, some students equated it with blue collar' training as Haimanot, a student at St. Mary's College, she said,

" . . . Since it is TVET, I was not to think that it was all about manual work ... you know stuff like that...but there is pen and paper... it is quite similar to the way we used to learn back in high school..."

Haimanot understood that TVET was about the training of the hand only for bears the name vocational education. What is more, she was even surprised the training involved the rigorous use of pen and pencil, which in her case is accounting. One reality the knowledge gap is more pervasive and perhaps requires serious intervention, in some instances, TVET students have suffered from lots of psychological stress because they were not given any appropriate prior orientations by the responsible bodies. Degefu one of the student participants from SMUC said,

" . . . Before joining the program, no one made us psychologically ready. As a result most of us felt very hopeless. In the first week exposure, I felt very miserable and every thing meaningless for me. The information has given before joining the program was very upsetting. Many people continuously informed as that TVET is inferior to the academic program. Based on this negative options, were looking at the college as a prison ... "

Due to lack of formal orientation or career counseling service organized by the colleges, most of the choices of the students were based on wrong information. In some cases, students were wrongly guided to choose wrong training fields on which they were not interested to build their future careers. The student, Seble, in Winget TVET College also reported:

" . . . some students, for example, chose ' food preparation ' field because they dislike to attend academic subject classes, like English, but they can get those subjects in the curriculum and know that they should be learn those subjects... then they can automatically regret on their choices which is done based on the false information that premised them they would be exempted from learning English if they choose such a field. I know my friends who wants to join accounting but chose other fields because they were misinformed that" Accounting means mathematics' If you ask most of the students here, you will get similar answer. . . "

In this regard, Winget TVET College had no formal career counseling and vocational guidance for its newly allocated students. The Students were not given any formal information about the nature and the future scenario of those fields in to which they were admitted. According to Mikias, a teacher-participant in SMUC, the situation in his purchasing department is described as,

"... Some times it is common to encounter some students who argue that training is not required for purchasing items..."

Getu, a teacher- participant from Winget TVET college also said,

"... I have not ever seen a vocational or career counseling as well as orientations given for any newly assigned TVET student in our college. It is a matter of throwing the blame from your shoulders. The students do not know for what purpose we are preparing them..."

They asserted that all the burden of orienting students with the course they have been streamed to, the skill they would be able to gain and the job prospect that awaits them has fallen on them. They argue that the public relation work is performed by the teachers.

I think it is logical that the parents should also take the blame equally with the school because they did not full fill their due responsibilities of guiding and showing the right directions for their children. Similarly students themselves should be also accountable to share the responsibility, because I feel, it is their responsibility to inquire about different possible options on which to build their future careers.

4.3.2.2 Placement does not represent the needs and skills of the students (Mostly for Public Institutions)

The planning of an effective TVET program needs to take in to account and balance to legitimate interests of three groups: The state, the employers, and the students. It should consider the interests of the state because the state has the right to set policy on the basis of the identified needs of the whole economy, both now and for the foreseeable future, and all individuals in the society as should be expected in any mature democracy. It should also consider the needs of the employers because they have the right to expect competent people to enter into employment in order to meet the immediate general and vocational skills their businesses need. However, these needs of the state and the employers should consider the needs of the individuals to be trained in different vocations.

Individuals have the right to equality of access to various educational programs and have the right to develop their fullest potential so that they can exercise choice (Mansfield & Mitchell, 1996). However, this right of individuals should be served in

line with the government's human resource development strategy which often designed based on the needs of a country's economy for particular skills as well as the financial capacity of the government.

The practice of placing TVET students in to different training areas in Addis Ababa didn't balance the needs of these three groups. It highly favored the needs of the state, and mostly ignored the needs of the most crucial groups, the individual's students. As far as the placement of the TVET students into different training areas is concerned, both the private and public collages practice different experiences. In the public college (Winget TVET college), most of the students were placed in training areas which didn't represent their interests and aptitudes, while in the private colleges (St. Mary's University College), all the students were placed into different available training fields according to their own interests.

However, in this respect, both the colleges have their own shortcomings to place their students according to their interest and aptitudes. In Winget TVET College, even though there were diversified training fields, most of the students were not able to get their choices. In St. Mary's University College, in the contrary, though the students were given free choices to choose and enter different training areas, there were only few training fields available in the college to satisfy the demand of all the students with diversified interests.

The placement of the students in to different training fields in Winget TVET College was undertaken by the Addis Ababa city Government Education Bureau on the basis of the choices that the students made prior to their placement. During the placement of the students, the college had no role to play. Its administration was not even allowed to re-assign a student who was wrongly placed into another field even if there was a vacant place in the area of his/her interest, Kalkidan claimed:

" ...Do you know how many students engaged in a small number of public TVET institutions, which are not more than ten, i.e. inproportional... thus I doubt that most of the students are not placed according to their prime choices. It is very common, for instance, in our college to get a student who is highly interested in electricity, but placed in wood work or cookery. In some cases, we exchange some students between different training fields. However, we don't have a mandate to totally change the assignment but it is only possible to exchange with an assigned student to another field..."

From the statement above, we can understand that the administration of the public colleges do not have any mandate to assign their students in the available areas according to their interests and aptitudes. In these colleges, during placement of students priority is usually given to the government's needs, by ignoring the needs of the students. Thus, in such colleges the students are usually placed in training areas which don't represent their interests. Driba, one of the teacher-participants from Winget College reported:

"... One day I met our college's food preparation trainees outside their classrooms and asked them why they left their class. Some of the boys from the group answered i.e. Cookery was not our choice. They told me that they have continuously begged the college's administration to allow them learn at least any one of the fields which they consider the 'boy's skills'..."

Even though the government claimed that it has made unreserved efforts to assign the students into the fields of their interests, both the students and teachers did not trust it. Most of them believed that the City Government was not able to consider the students' choices which they made prior to their assignment. Most of them assume that the forms, which they filled in for competing for places in different training areas, were not properly considered during their assignments.

Tizta, added,

"...Let me tell you the evidence that I haveI am living in Lafto sub-City, and my interest is to learn cooking, but they placed me to Winget TVET college, in the department of Secretarial Science, which did consider neither my location nor my interest,...So I believe they didn't consider our papers on which we marked our choices. I tell you, most of us were assigned to the fields which we didn't choose..."

In the government colleges, most of the students were observed unwillingly attending their classes. Majority of them attend these training areas in which they were not interested in because of their families' weak economic background to afford for the private colleges. Fikrte said,

". . . I have no any moral as educators do...I am attending this field because I can not go to one of the private colleges as many of my friends did because my parents can not afford for it. Sometimes I try to convince myself by saying 'What can I do? This is the only chance I have...!'

Contrary to Winget TVET college students, the students in SMUC were assigned in to different fields of their interests based on their own skills. In the latter, all the students

exercise their full rights to pick what ever they believe it fits their interests. The College's administration doesn't suppress any student during placement. However, the only thing that limits their choices is a less diversified field in the college.

In the interviews at SMUC teachers, especially those who teach degree students in addition to TVET claimed that they enjoy teaching TVET students because they appreciate the students' energy. Moreover, they asserted that their performance is not bad at all compared to most people's expectation as one participant said,

" . . . I had surprised that talented students were engaged to TVET... On the eyes of others these are pupils who are believed to be no good and failures... and some times you might encounters students difficult to handle but none the less they perform well, include well above my expectation. .."

They believed that the major reason for TVET students' good performance in their lesson is the fact that their students enjoy a lot of contact hour with their students. I believe however, there might be more to it than this because all TVET students, at private as well as governmental institutions are governed by the same curriculum. Perhaps, one reason could be that since they enjoy the

'luxury' of joining the department of their wish, they might at least be ' consoled 'as a result, unlike government institutions where not every body is placed in a department of one's wish. In addition, they also pay considerable amount of money for their education and there for these might encourage students to at least obtain some return from their investment. Thus one can understand from the above that placing students with out their interest is the challenging factor for the implementation of TVET effectively.

4.3.2.3 Poor Back Ground Knowledge of the Student

There is a common understanding between educators that any effective TVET training is organized on a solid foundation of general education. It is indisputable that those students who have a strong back ground in general education compute better than those without. Actually, this argument is clearly selected by many specialists in the area of national education (Atchoerena & Delluc, 2002).

As most teachers' participants revealed, most of the TVET students in Addis Ababa have poor academic back grounds. Driba, a teacher participant from Winglet TVET College said,

“... It is obvious that our students” academic background is not good. As far as their general secondary education (10ኛ ክፍል ተፈትነው ዝቅተኛ ነጥብ ያመጡ ናቸው i.e they are enrolled in the TVET because they failed grade 10 national exams. They were channeled in to this program because they are unfit for the preparatory program...I never encountered a student with high achievement in my experience in this college...”

As it has been already said in this paper, the students are channeled with their inferior academic backgrounds to the TVET programs even though this practices of streaming of only low achieving students in to TVET is not unique only to Ethiopia, it has created some problem in the teaching learning process because most of the students are currently struggling to cope up the demands of the training. The teacher-participant Hussien, who teaches in the department of information technology in SMUC reported,

“... our students are very poor in English and Mathematics. I know most of them fail in my tests because they do not understand what I request in my tests. Something students who fail to answer some silly questions come to me and say (ጥያቄው ምን እንደሚል ሳላውቀው ነው የተፈተነኩት) i.e if I know yours question was meant to say like that, I could have answered it properly...”

Teachers at both the governmental and private TVET institution had forwarded an impression about their students, performance in their studies. And some factors sprang out to be major ones as a result. In addition to ill motivation discussed earlier, teachers at both institutions asserted that their students lack the necessary background knowledge needed to understand the lesson they were providing. Among the background knowledge inadequacy stressed was poor English command of students. Most of the trainings provided in the middle level TVET require at least a fair understanding of English language since the medium of communication and reading materials are in English (TGE, 1994).

But in the interview at SMUC teachers emphasized students’ poor language ability is deterring them from grasping the lesson, and is also slowing the pace of the lesson considerably. In a similarly fashion Teklu, a teacher at Winget TVET college, confirmed the prevalence such problem among his student in such manner.

“...Don’t you think that the medium of instruction should be designed by considering the capacity of the students who are channeled to TVET program...? The students have serious language constraint...they do not understand you when you talk to them in English let alone asking them to write in English...”

Wodajo, a student at the Winget TVET College is among those who found English language ability a hurdle in achieving good in their lessons. He reported,

*“...I like to learn a skill here ...but I do not pay much attention to my lesson back in high school and so my English (Language ability) is not so good ... I find it difficult to read and understand things written in English
“...If it is a practical lesson I have no problem but if it is a theoretical one I face difficulty...”*

And his inadequate in the command of English language is costing him marks and above all the knowledge he is aspiring to harness. Language barrier was not the only problem mentioned by teachers at Winget TVET Colleges. Some training fields like construction, technology and accounting require the rigorous applications of mathematics and physics. In this regard, Tefera, who teaches surveying and drafting courses at the governmental TVET institutions, said he has found the mathematical background of his students too poor to concentrate on teaching the major course for he asserted,

“... for instance, accounting and surveying are the application of mathematical concept but since they have poor mathematical background I am forced to go back to teaching high school math... math is given here as a common course their biggest headache is unfortunately math it self... as a surveying student they should be good in math...”

And this, he believes, is hindering his students from understanding the theoretical knowledge that is underling their practical engagements. He also observed a complete contrast between students' performance in theory and practice. He said,

“... They dislike theory ... if you give them theoretical examination they won't do it and they are not interested in reading it...- but if you ask them to construct a circuit they quickly do it ...”

In the discussion, it was mentioned that students' performance in common courses like mathematics and English is very low. The students dislike these subjects low. The students dislike these subjects and most do not like attending these classes at all. As teachers at the discussion claimed, some students express their disfavor towards these subjects in such a manner like “ what is the use of learning math and English, we do not go to the university” what agravated students' carelessness in common courses. Wagary, a teacher participant of the discussion said in such regard,

“...I think it has to do with the promotion policy that is when progressing from one level to another for example from year 1 to year 2 in a 10+2 program even if they (the students) score low in common courses it does not bear much credit and so they are liable to passing...”

Such an under achievement in courses which are presumed to be basic to understanding the courses provided in TVET not only affects students learning but also teachers motivation to help their students learn. In such regard Kalkidan, a teacher at Winget TVET college, is of the belief that her students are not challenging her enough to read more and discover and disseminate new knowledge to her students should it come up, in her own words,

“...the students are not good enough to challenge me to work harder, force me to dig for more ... unless of course I want to for my personal interest... let alone teach them new things, they find it difficult to take up the lesson as they are supposed to...”

This I dare say challenges to the earlier incorrect assumption that TVET is meant for the low achievers for the teachers are of the belief that those students engaged to them are not carrying the right “baggage” in terms of ample background knowledge needed from high school. So, one can know well that the implementation of TVET is not effective as it is expected because of such challenges.

4.3.2.4 Instructions are more theoretical

The current TVET program implementation strategy requires teachers to deliver practice laden instructions in the subjects they teach. Based on the principle, Skill comes through practice; the strategy assumes trainees can not be just likened as empty vessels in to which the teachers pour knowledge and skill until the vessels are full. Rather it assumes that the trainees skill some thing to offer given the appropriate resources and motivation can activate their own learning capabilities, thus achieving independence from the authority of the teachers (Masfield and Mitchell, 1996). However, as observed in these two colleges, the TVET curricula are not implemented as they have been designed in the implementation strategy. In both colleges, teachers usually present their lessons by using an old strategy of lecturing method, where the students mostly became passive to their teachers’ theory- laden instruction. Concerning the existence of the discrepancy between the planned strategy and the actual implementation on the ground, Tigist said,

“... We are not implementing the curriculum as it is indicated in the modules. Even though, the implementations strategy demands 70% practical and 30% theoretical instructions, I do not think we have reached even up to 20%”

practical instruction ...I do not believe this could be realized in our exiting situation...”

As I have observed in both colleges, the degree or the extent of the practical instruction was different for diverse courses. In many of the cases, the extent of the practical instruction was relatively higher for those courses, which demand manual skill trainings. Among those courses whose instructions were relatively practices – laden were typing and computer courses in the secretarial fields. But other business fields of instructions are mostly a chalk and talk. Type of instruction was dominating. Teachers believe the 70-30% instructional strategy is equally unattainable for all courses in all situations. They said that the strategy works only for those courses, which mainly focus on technical skills. While justifying why he failed to apply the 70-30% instructional strategy during his instructions, Mohamed said,

“...I can say that..70-30% instructional strategy can not be equally applicable for all courses. In many cases, I didn't apply and also can't relate this strategy to my course on office management. For that matter, I do not even believe those people who have designed the strategy itself are also able to apply this principle in our existing situation. Mind you, these persons want me to implement this principle when I am teaching a management course how can I show my students, for instance, a democratic and a dictator leader making decisions, seated in his or her office...?”

Mohamed's reflection is that different courses require different instructional strategies. One instructional approach is not always appropriate for all types of contents and all types of learning goods (Myers and Myers 1995). Indeed, in any ideal school situation, teachers are not expected to conduct their instructional activities in one and unique way. They usually diversify their modes of delivery of their lessons depending on the instructional objectives they have at hand. I understand, even though the government always stresses teachers to follow its 70-30% strategy, they are not making it practical in all of the courses they teach.

In many cases teachers tend to resist the practicality of the strategy in their, subject areas. This tendency of the resistance of the teachers, however, was caused by their experiences, higher number of students in the class and preparations. Most of them explain why teachers tend to resist the implementations of 70% practical and 30% theoretical instruction. Teklu said,

“... It takes a long period to shift from the traditional theory lecturing to a 70% practical instruction. Any one who insists us to implement this strategy should recognize two things. First, we teachers, ourselves, have not been thought through non- lecturing instructional methodology while we were students;

second, most of us have long teaching experience of lecturing as far as our teaching experience is concerned. Due to these, it can not be well implemented..."

It is true that the background preparation of most teachers is not appropriate for the effective execution of the TVET program. Many of them lack at least one or two of the three important skills that are believed to be very essential for any effective TVET teachers. These are pedagogical skills, subject matters theoretical knowledge and actual enterprise work experience. Actually, as I have observed in both colleges, most of the teachers do not own enterprise work experiences because in most cases, many of the teachers were recruited to the colleges directly from their higher education institutions where they were attending professional education, which was only theory laden.

Consequently, most of them have only little competencies in areas of exerting the practical as well as pedagogical aspects of the skills they are teaching. And most of the teachers believe that their lower competence in the practical aspects of the skills they are teaching is directly inherited from their university training backgrounds. Messay said,

"... we are teaching our students in the same way as we have been taught when we were at the universities i.e. we have no more practical skills..."

Teachers believe that when they were attending their education, they were not appropriately prepared in such a way that they will deliver a practice laden instruction that is required by the current TVET programs. According to Abay,

"...Not only the limited practical skill of TVET teachers are the problems for implementing TVET but also the shortage of a sufficient corps of TVET teachers/instructors represent the most severe obstacle to TVET development in general ... the quality of TVET teachers/instructors has suffered as a result of low reputation of their profession. Most TVET teachers/instructors have relatively low formal qualifications severely affecting TVET delivery at higher qualification levels. Further more, technical teachers are often unmotivated. They didn't choose to become technical teachers, but were placed in technical teachers colleges because there were no other options available..."

Thus any one can understand from these points that implementing TVET program with a teacher who has low practical skill unmotivated and like will result in effective. In reality, teachers did not only consider their background preparation and nature of the courses as the only hindering factors for the proper implementation of the program. They also mentioned the inappropriateness of the organization of the training facilitates

in their colleges for their failure to conduct a more practice-laden instruction (Min, 1994: 85).

As many believe, the facilities, which exist in their colleges, are not appropriate for the proper execution of the strategy even though the degree of the problem varies in both Colleges there are a shortage of appropriate training facilities, such as adequately equipped model offices computer facilities, library facilities, and others. However, the scarcity was very serious in Winget TVET College compared to SMUC. While explaining how difficult it was to implement the program in Winget TVET College, Tefera said,

“... It is very difficult to implement the Curricula as it has been designed. I think our curricula are simply copied from developed countries. The designers/planners didn't consider our local situation when they copied it there are no appropriate reference books in our college library. Sometime, you may not get a single copy of their textbook in the library...”

In Winget TVET College one could understand that teachers are facing many challenges in getting very important and adequate text books for preparing their lessons, as a result implementation of TVET is challenged by such problems

4.3.2.5 Willingness (participation) of Enterprises is Limited

TVET operates at the interference of different sectors of society, notably the education sectors, the labor market industry, MES sectors, agriculture and rural development and public administration. In order to serve and related to all three sectors through high quality and demand-responsive instruments, the TVET system must be steered and implemented with the involvement of a guide stockholders group, Different stock holders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system (National TVET strategy, 2006: 9).

However, its implementation has face a number of problems, mainly since employers have remained absent from the palnning process. An internship and cooperation between TVET institution and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates are less. The curriculum implementation strategy of the current TVET program requires 30% theoretical and 70% practical training. The school based training

which is planned to be executed in full-time TVET schools, is assisted by project works and by what is referred to as apprenticeship program in different actual offices and enterprise. The control rational of the apprenticeship training is to reinforce the student's skills that they acquire from the school-based training. The curricula require all regular program students to practice skills in different actual working sights for 312 hours every year (MOE, 2003). However, most of the training activities, as I have personally observed in both colleges, were not conducted according to implementation strategy. Infact, this reality was also reflected by most of the teachers and students whom I interviewed during the study. With regards to the limitations of the apprenticeship opportunities, most of the enterprises, including government-owned, were not appropriately committing themselves to provide adequate practical training chances for the apprentices. To explain the difficulty of obtaining apprenticeship opportunities for all students in Winget TVET College, Getu said,

“... In our College, it is very difficult to get apprenticeship opportunities for all of our students. Currently it is difficult to send our Entire first, second and third year students for apprenticeship leave alone accepting our requests for all of our students from every year, the enterprises are not willing to provide chances even only for our third year graduation students...as a result they can practice once at the end of their training level...”

In SMUC, all students participate in apprenticeship program every year after completing a year's course package. And here also both the students and the apprenticeship program coordinators office participate in searching for apprenticeship opportunities. In most cases, however, it is the students that secure the changes by them selves; on the contrary, in Winget TVET College students usually do not try for apprenticeship opportunities by their own selves because of the public's distorted image about the government TVET College. While explaining how difficult for governments' college students to get apprenticeship training opportunities, Degefu said,

“... When we like to practice on the actual work, most of the enterprises are not willing to offer opportunities to practice in their offices they do not even to recognize us as citizens. Therefore, we do no get any chances to practice our skills every year in the same way as our friends who learn in the private Colleges do. Practically, most enterprises favor the private College students whose parents might negotiate with enterprises, and because they assume we are always inferior to them sometimes, even they do not wan to recognize us as College students ...”

Some enterprises offer apprenticeship opportunities for students because the declaration

of the government to participate enterprise in TVET training. However, in most cases, enterprises don not assign the trainees in to the right offices where they can appropriately practice what they perceivably learned in their College. The students are usually assigned to perform trivial and routine office duties which burden the permanent employees. Eleni, one of the student participants in SMUC in accounting department said,

“... Most of the time we are performing irrelevant duties in the offices, including carrying old files covered by dust from one office to another...”

In this regard, except in the case of the SMUC, where better follow-up schemes of their training, in Winget TVET College, there is little or no established mechanism for follow-up their trainees in apprenticeship. The apprenticeship provider enterprises are usually not even well informed on which skills the apprentices should make their practices. The supervisors are also laymen to guide the trainees how they are performing. Some times they are less qualified than the trainees. Most of the students consider apprenticeship programs as the best option to obtain higher marks, rather than reinforcing their skills they attain during the in-school training. Jemilla support this idea,

“... Even if we get some apprenticeship changes by our own efforts, we may not practice the appropriate skills that we learned in theory in the College. On top of that, we may not also get the right supervisor who may assist us during practice. The only benefit we get from the apprenticeship program is high evaluation marks most of the time, our supervisor's give us up to 100%. However, this means nothing for us...”

Of course there are a number of enterprises which are currently carrying on their apprenticeship program exercise in a fair and responsible manner. But mostly, enterprises have limited willingness to assign competent supervisor, resources and involving on the planning and implementation of TVET program. Therefore, this is one of the factors that challenge effective implementation of TVET.

One of the supervisors in the enterprises supported Jemilla's idea that,

“...No one could take responsibility if the trainees distract materials or they are being injured ...and even we supervisors, could not loss time for them except controlling their attendance...as a result they are observing rather than engaging in the actual work...”

As we understood from the supervisor's saying, enterprises are not active participants to implement TVET program.

4.3.2.6 Large Number of Students in a Class

A curriculum that best suits modular training was designed in each trade areas in order to guide the implementers how to train trainees, who have completed general education (grade 10) and joined in middle level TVET program. And the training has to be given 70% practical and 30% theoretical aspects. However, since the number of students in the class is more than the capacity that could be; therefore it is difficult to implement the practical aspects. Wagary explains the problem of large number of students in the practical teaching is very serious, he said;

"... I was really sad that I could not check the practical performance of the student... Because the number of students in the class are more than 40 so how can I follow up all of them with in the short periods of time.. . Find it difficult to implement the curriculum which recommends a maximum of 25 students in a class. ...) "

Mohamed shared Wagary's Idea in his statement that:

"...I am afraid if this problem is not solved (the number is not proportional) we will be producing graduates who learnt more than 70% the theoretical aspect which is reverse to the curriculum design. .

One of the student participants, Muktar also explained the severity of large number of students in the class challenge the teaching learning situations. He said,

"...We lack the necessary knowledge what actually needed in the labor market and also we lack important practical skills.... Because of the number of students are not proportional to the class size; and one teacher engaged to many classes as general education, and also the machines are less in number ...)

In the implementation program the roll of the proportional class size is very important. It is playing the most significant roll for effective and efficient training activity as well as in the evaluation process. However, one can understand from the finding that large number of students in a class was engaged to learn especially in government colleges, as a result, it is becoming a problem for implementing the TVET curriculum.

4.3.2.7 Lack of Financial Resources and Some Laymen Administrative Staff

Generally speaking the high cost of TVET is due to a small class size and to the need for expensive equipment facilities and teaching materials and trained workforce, with out such equipment, training materials and qualified workforce, there will be low results and graduates are unable to match the world of work (Atchoarena, 2002). However, for developing countries like Ethiopea, lack of financial resources is the major problem to

implement TVET program which is very expensive by its nature. Yonas, one of the administrative staff in Winget TVET College claimed,

“...Lack of financial resources which leads to lack of facilities, equipment, raw materials, and trained manpower...is the most bottlenecked to the implementation of TVET program...”

As a strategy of cost cutting in TVET, various methods are devised. It incorporates like: student fees, sponsorship of students, sales of extension education services, sales of student product, introduction of a training levy on employers and apprenticeship training. But, because of the little awareness of the society and other factors, there is still high shortage of finance. Benyam, the administrative participants in St.Mary's University College claimed,

‘...The willingness of the society to support the creativity of the students are less...in addition, enterprises could not assign budget and resources for apprenticeship training...there are also shortages of facilities and trained manpower implied from it...’

There fore, especially in public colleges TVET is financed almost exclusively by government and by multilateral and bilateral agencies. Moreover, as one of the teacher participant, Muktar claimed,

“...Administration in general academic education and TVET are quite different because of the unique characteristics of TVET training job related courses, sources of income, higher costs per student, closer relationships with the labor market and some know how of training equipments as well as concept of TVET ... always we are asking teaching materials and equipments to be fulfilled for the training but they refuses us and we could not get the required materials on time, and some times they could purchase lately ...this is because of the little concept about TVET in general and modularization training in particular...”

This is among the misconceptions as mentioned by Teklehaimanot (2002:10-11) which have been amply challenged at the international congress on TVET in Seoul in 1999. One can understand from Muktar's idea is that laymens might not implement the TVET curriculum as it was expected. Moreover, a major problem faced by many institutions is under funding, especially for public TVET, due to constrained state education budgets, and especially in countries with limited education resources, is the need to use funds in a cost-efficient way. Hence, it also leads to the shortage of training materials and equipment as well as trained man power, which are represented on the findings

4.3.2.8 The Centralized Curriculum

The development of curriculum highly needs identification of the market demand and job analysis in respect to the local area (Coe, 1973). However the current TVET system in the City Administration is centralized, and insisted to be implemented without the discussion and critical reasoning by different stake holders. The contents of the courses are some times found inconsistent with the skills required in the actual world of work.

Benyam, one of the administrative research participants in SMUC, explained his feelings about the curriculum designed in his words,

“...TVET curriculum should give room for flexibility so that it could be adjusted and readjusted when and where local realities and market forces so demand...But the real situation was not showing this...Mind you... for all and each training fields, there is similar and fixed number of hours...i.e. 1,392 hours...And we can say this number is a “magic number”...(በምን ስልትና ቀመር እንደመጣ ግልፅ አልተደረገም)...So, it may show as a curricula was copied from elsewhere...thus, the allotment of hours for each course is aimed to fill this number of hours...”

From Beneyam’s saying, one can understand that, one of the very chronic problems in the implementation of TVET curriculum is the similar and fixed time allotted to all the training fields, irrespective of their nature. All of the Middle level TVET fields are allotted equal training hours .i.e. (1,392 hours). And as the researcher’s understanding, this is impossible to allot fixed and similar training hours for all specializations without considering the nature of individual courses. It did not participate and discuss with the appropriate stack holders .i.e. TVET teachers and enterprises had to participate in curricular design. Yonas also added that,

“...The curricula were binding for TVET institutions... they have no choice (no right) to develop their own curricula according to the standard...”

Thus, one can understand that institutions are not given the mandates to design their own curricula. The curriculum preparation as well as its implementation processes are so centralized that the institutions had been forced only to adapt this curricula.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF MAJOR FINDINGS

1. Trainees in both colleges believed that TVET is given a lower status.
2. Trainees are pessimistic concerning on job opportunities after graduation.
3. Trainers, trainees and the administrative staff believe that the TVET curriculum has not included themes concerning HIV/ AIDs that affects especially the young labor forces.
4. The trainers from the two Colleges pointed out that the current curriculum tends to be ridged even though both appreciated the social and economic functions of the program.
5. There is no formal opportunity for TVET graduates to continue their further educations.
6. From both Colleges pointed out that there is lack of TVET & Career guidance to bridge the gap between the world of work and schooling.
7. Some of the respondents expressed their grievance concerning lack of considering their interests in the placement process.

5.2 CONCLUSIONS

This study was conducted on factors that challenge the implementation of Technical and Vocational Training (TVET), which has close links to the world of work. During the course of undertaking this case study research, pertinent data were gathered from the research participants by using the three commonly used methods of data collection in qualitative inquiries: observation, in-depth interviews and document readings.

As it is indicated by the data in this research, the implementation of TVET programs had been challenged by different factors: i.e.

- Based on the respondent's views TVET is given a lower status.
This negative image of the public is highly provoked by the absence of TVET and Career guidance to create the awareness about it and, by the current practice of the streaming procedure which only low-grade achieving students into TVET programs whose future destinations are not yet clearly indicated by the government. As this study indicated, most of the students, especially for those who are attending in the public colleges, are not appropriately informed about

the merits and demerits of each training field before or after their curricular choices.

- The trainees' pessimism concerning future job opportunities seems to lie in lack of awareness regarding the objectives of TVET.

There is valid, and irresistibly logical, argument that the school system in developing countries should be vocationalized in order to increase the interest of trainees towards TVET and to increase its relevance to the needs of a modernizing economy. But as the findings pointed, students are often forced to follow a vocational track although they would prefer an academic one. Effective implementation of TVET became mostly problematic because of the inherent contradiction between student preferences and the type of schooling offered.

- The TVET curriculum has not included courses or themes regarding HIV/ AIDs epidemic.
- The total hours allocated for TVET programs are identical. The centralized curriculum, the similar and fixed time allotted (1,392 hours) for all area of specialization without considering the nature of individual courses created confusion for both teachers and students. So, the curriculum lacks flexibility and disfavor to implement.
- Lack of formal opportunities for TVET graduates to continue further education is one of the serious issues raised by the trainees.
- Lack of TVET & Career guidance has its own negative impact on placements.
- Students with low grade points to TVET are common.

To conclude, what had been pointed in this research, the researcher came to understand that implementation of the current TVET program had been challenged not to be achieved to its pre-set objectives, that could have been solved if appropriate information could have been disseminated among stakeholders in order to increase their awareness and, developing the capacity of the institutions and training staffs in different directions.

5.3 Recommendations:

Based on the qualitative data analysis, the major findings and conclusions, the researcher had made the following recommendations:

- The MOE, REB and Institutions should work more to raise social awareness about the importance of TVET.

- It is necessary that the TVET Colleges should enable the trainees that TVET is designed not only to be employed but also to be self-employed. And it is necessary to create partnerships with microfinance institutions.
- The curriculum of TVET and both colleges should incorporate information which make the trainees and trainers to be aware of HIV/AIDS.
- The MOE ought to create opportunities for TVET graduates to join at University level. We need to understand more about the critical moments of choice on the journey of lifelong learning. More research should be encouraged to help understand the key issues, dilemmas, potential barriers and opportunities which confront the voyager at the various phases of the journey.
- It is necessary to establish a system of TVET and Career guidance. Career guidance and counseling are of the utmost importance for all clients of the education and training systems and need to be significantly strengthened. It should take into account the needs of industry, the individual and the family and be sensitive to each learner's requirements and circumstances. It should not only be a recognized function of educational institutions but should also be provided at other venues accessible to the population at large to create awareness.
- The Addis Ababa Education Bureau ought to consider the interests of the trainees as much as possible.
- High grade point achievers should be invited to TVET but should not be only because of they had a lower grade points to TVET.
- Innovative approaches to flexible delivery of TVET including the use of
 - Information and communication technology and,
 - Distance learning should be particularly welcome to overcome the limited capacity in terms of accommodation and finance. Given the essential need for innovation in TVET, the role of the teacher remains paramount. New methods must be found for the initial training of teachers accompanied by the continuous upgrading of their competences and professional development including the optimum balance of training acquired on the campus and in the work place.

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APPENDICES-1

SAMPLE INTERVIEW QUESTIONS

Addis Ababa University
School of Graduate Studies
Department of Business Education

Interviews for principals, Trainers, Vocational counselors and Trainees

INTRODUCTION

The purpose of this interview is to gather data on the impact of vocational training programs with regard to the factors that impede the implementation of TVET in government and non-government institutions of Addis Ababa. Accordingly, the success of this study depends on the sincerity and frankness of your response. At the same time, the researcher assures you that your responses are kept confidential.

The researcher thanks you in advance for your cooperation.

Structured Interview Guides for the Interviewees

A. For Trainers / Vocational Counselors, department heads.

1. How do you evaluate the organization of your college for providing TVET? What is the reason?
2. How do you see the current TVET system & it's over all implementation in your college?
3. Is there any supporting mechanisms have been taken place for the implementation of TVET? And are they sufficient? If not, why?
4. In the implementation of middle level TVET program, what are the weak & strong sides? Why?
5. How do you see the performance of the current TVET system & the practical career situation in your college? Why?
6. Could the trainees placed in accordance with their interests, aptitudes and capabilities? Why?
7. What are the instructional methodologies that you use in classroom / work shops? Why?

8. What are the major challenges of the TVET program implementation in your college? Why?
9. There is an agreement of educators that TVET trainers should possess at least: theoretical knowledge of their subject area, pedagogical skills and appropriate industrial work experience (Commercial); so, how do you evaluate yourself your college trainers background for training in the TVET program? Why?

B. Interviews for Trainees

1. How could you join this college and your occupational training area?
Why did you choose it?
2. How do you get your training in the college? Why?
3. How do you evaluate the instructional process in the :
 - Workshops-----
 - Classrooms (Trainers)-----
 - Apprenticeship sites -----
 - Supervisors in enterprises Why? -----
4. How do you see the skills that you get in the college and the actual work site in apprenticeship? Why?
5. How do you evaluate the relevance of the skills that you get from your college in equipping you for the demand of labor market and to be self-employed and for your future career situation? Why?
6. How do you evaluate about your area of specialization in relation to the demand of labor market and self-employment? Why?
7. Do you like any further education on your current area of specialization? Why? Or why not?
8. If you have given equal chances to join either general education or TVET, which one you prefer? Why?
9. As you are the primary beneficiary or loser of TVET, what are the common problems of its implementation? And what do you suggest to solve those problems?

C. For the College Principals (Deans)

1. How do you evaluate the current TVET program implementation in your College? Why?
2. What are the conses & prons of the TVET programs implementations in your College? Why? And what are the suggested solutions?

3. What are the relationships between TVET provider; policy makers and donors' intervention? Why?
4. How do you evaluate the physical facilities and human resource in relation to the appropriate implementation of TVET program? Why?
5. How do you see the organization (structure) of your college in relation to Career and vocational guidance? Why?
6. Is there any mechanism in your college to create awareness of the TVET implementation for the responsible societies? What are they? Why?
7. There is doubt that the current TVET curriculum in many occupational areas is not appropriate to match the students with the current and future careers and education in their field of specialization? Do you agree? Why?
8. How do you see the trainers' background in pedagogical skills, theoretical concepts and relevant work experience? Why?
9. How do you receive and place the students in different department? Do you consider their interests, aptitudes, and capabilities? Why?
10. How can you compare general education and TVET in relation to the following:
 - a. Status -----
 - b. Funds-----
 - c. Proportion of students engaged -----
 - d. Traditional attitude-----
 - e. Demand and supply-----
 - f. Matching to the development of the economy-----
 - g. Research-----
 - h. Sources and requirements of finance-----
 - i. Trained man power-----
 - j. Further education-----
 - k. How can your college implement the above mentioned factors appropriately? Why? -----

APPENDICES-2

Addis Ababa University

Faculty of Education

Department of Business Education

Observation check list to supervise TVET colleges.

The main function of this check list is to gather relevant information of different facilities:

1. Name of the TVET college-----
2. Ownership of the TVET college-----
3. Year of establishment-----
4. Geographical setting-----
 - i. Local area or kebele-----
 - ii. Woreda -----
 - iii. Zone and region-----
5. General condition of the TVET college
 - a. attractiveness of the TVET college-----
 - b. provision for future expansion-----
 - c. access to power and water supply-----
 - d. suitable for income generating -----
 - e. availability of cafeteria-----
 - f. compound cleanness and availability of toilet-----
6. Facilities in the TVET college
 - i. classroom conditions
 - a. classroom size a, small b, medium c, large
 - b. height-----
 - c. Black board-----
 - d. Ventilation-----
 - e. Safety precautions/first aid kits-----
 - f. Stores-----
 - g. Exhaust system for forges-----
 - h. Workshops conditions
 - Adequacy of workshop facilities-----
 - Equipment -----
 - Hand tools -----
 - Teaching aids-----

➤ Raw materials-----

- i. Condition of equipment/ machines with respect to:
 - a. Relevance to local situation
 - b. appropriateness to the contents of text books
 - c. The trainer utilizes appropriate tools/machines
 - d. up to datedness -----

APPENDICES-3

Addis Ababa University
School of graduate studies
Faculty of Education
Department of Business Education

A guide for Documentary Analysis

This guide will be filled by principals, department heads, and vocational counselors. It is assumed to find relevance information on the status of vocational trainers, administrative staffs, students, and graduates from documents.

1. Sex M.... F.....
2. Age
3. Academic qualification
a. B.A/B.Sc b. MA/MSc c. Ph.D
4. Field of specialization
5. Years of experience.....
6. Name and ownership of TVET College
7. Year of establishment.....
8. Geographical setting.....
9. Number of classrooms
10. Staff population
 ➤ Academic staff M.....F..... Total.....
 ➤ Administrative staff...M.....F..... Total.....
11. Tuition fee per student in Birr (if any).....
12. Production activities (Subsidizes).....

APPENDICES-4

13. Students enrolments by field of study and sex:

13.1. St. Mary's College

Year of Entry	Department	Regular		
		M	F	T
2003	Law	-	-	-
2004	Law			
	Accounting			
	Management	17	6	23
Total		17	6	23
2005	Law	42	24	66
	Accounting	63	57	120
	Comp. Science	26	10	36
	Management	42	35	77
	Marketing Mgt.	16	45	61
Sub Total		189	171	360
2006	Law	18	13	31
	Accounting	27	41	68
	Management	10	21	31
	Marketing	18	20	38
	Computer Science	16	13	29
Total		89	108	197

APPENDICES-5

15. THE MIDDLE LEVEL TVET PROGRAM SPECIALIZATION FIELDS FOUND IN THE COLLEGE (REGULAR PROGRAM)

No.	Occupation/Fies of specialization	St. Mary's University College		Winget TVET College	
		Certificate (10+I & 10+II)	Diploma (10+III)	Certificate (10+I & 10+II)	Diploma (10+III)
1	Accountig	X	X	X	X
2	Banking and Insurance	X	X	X	X
3	Sales/Marketing	X	X	-	-
4	Purchasing and Store Management	X	X	X	X
5	Secretarial science and office management	X	X	X	X
6	Information Technology	X	X	X	X
7	Law		X	-	-
8	Textile Technology			X	X
9	Tailoring			X	
10	Dress Making			X	
11	Cook			X	
12	Bakery and Confectionery				
13	Home Management			X	
14	Hotel Services			X	
15	Hair Dressing and Beautification				
16	Drafting			X	X
17	Surveying			X	X
18	Wood Work			X	X
19	Road Construction			X	X
20	Building Construction			X	X
21	Electricity			X	X
22	Electronics			X	X
23	Auto Mechanics			X	X
24	General Mechanics			X	X
25	Machine Technology			X	X

APPENDICES-6

**St. Mary's University College
Practicum & Apprenticeship Office
Job Description for Apprenticeship**

Annex-2

Department: **Marketing Management**
Level: **III**

Occupation Title: **Sales Supervisor**
Apprenticeship Total Hours: **312**

No.	Job Title	Job Description	Allotted Hours
1	Managing Sales	<ul style="list-style-type: none"> ▪ Coordinating sales planning activities ▪ Organizing sales force recruitment and selection ▪ Coordinating the motivation of the sale force ▪ Undertaking evaluation of the sales force ▪ Inspecting of smooth flow of sale activities ▪ Coordinating Training of the sale force 	66
2	Managing Promotion	<ul style="list-style-type: none"> ▪ Organizing promotional activities ▪ Managing advertising activities ▪ Selecting advertising media ▪ Organizing sales promotion activities ▪ Organizing advertising agency's activities 	107
3	Managing Distribution	<ul style="list-style-type: none"> ▪ Supervise distribution activities ▪ Coordinating physical distribution activities ▪ Coordinating the management of channel members ▪ Selecting transporting system 	52
4	Basics of Marketing Research	<ul style="list-style-type: none"> ▪ Collecting relevant marketing/sales data ▪ Sorting Questionnaire/Interview Responses ▪ Assembling internal sales data ▪ Surveying Markets for Competitors information ▪ Collecting marketing data from Organizations ▪ Organizing data for Preparing Research Report 	43
5	Principles of Marketing	<ul style="list-style-type: none"> ▪ Organizing the Analysis of Marketing Environment ▪ Analyzing the Nature of Consumer Buying Decision Process ▪ Organizing customer service activities before and during sales ▪ Coordinating the After Sale Customer Service 	44
Total hours			1,312

APPENDICES-7

Department: Information Technology

Occupational Title: IT

Technician

Level: III

Apprenticeship Total

Hours: 312

No.	Jobs	Descriptions of Duties
1	Computer Programming Assistant	<ul style="list-style-type: none"> ☒ Working on Object Oriented programming basics with C++
2	Database Management Assistant	<ul style="list-style-type: none"> ☒ Differentiating Database And File Management Approaches ☒ Working On The Architecture Of Database System ☒ Applying Database Modeling ☒ Designing A Database ☒ Designing A Relational Database ☒ Manipulating Relational Database Systems ☒ Using SQL ☒ Managing A Database ☒ Applying Microsoft Access Application ☒ Using Visual Basic For Application (VBA)
3	Computer Networking Assistant	<ul style="list-style-type: none"> ☒ Familiarizing Networking Fundamentals ☒ Designing a Network ☒ Working on Network Hardware ☒ Working on Network Operating Systems ☒ Network Management and Troubleshooting ☒ Building Intranet and Extranet Infrastructures ☒ Working on Network Security ☒ Working on Windows NT ☒ Network Administration

APPENDICES-8

Department: Information Technology

Occupational Title: IT
 Technician Level: III
 Apprenticeship Total Hours: 312

No.	Jobs	Descriptions of Duties
1	Computer Programming Assistant	<ul style="list-style-type: none"> ✘ Working on Object Oriented programming basics with C++
2	Database Management Assistant	<ul style="list-style-type: none"> ✘ Differentiating Database And File Management Approaches ✘ Working On The Architecture Of Database System ✘ Applying Database Modeling ✘ Designing A Database ✘ Designing A Relational Database ✘ Manipulating Relational Database Systems ✘ Using SQL ✘ Managing A Database ✘ Applying Microsoft Access Application ✘ Using Visual Basic For Application (VBA)
3	Computer Networking Assistant	<ul style="list-style-type: none"> ✘ Familiarizing Networking Fundamentals ✘ Designing a Network ✘ Working on Network Hardware ✘ Working on Network Operating Systems ✘ Network Management and Troubleshooting ✘ Building Intranet and Extranet Infrastructures ✘ Working on Network Security ✘ Working on Windows NT ✘ Network Administration ✘ Network and Network Accessories Troubleshooting

APPENCICES-9

Middle Level TVET Training Programme

Accounting - Year One

Beginner Accountant

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Bookkeeping			
1.1.1	In School Training	228	16	
1.1.2	Project Work	53	4	
1.1.3	Apprenticeship	158	11	
1.2	Introduction to Accounting			
1.2.1	In School Training	222	16	
1.2.2	Project Work	51	4	
1.2.3	Apprenticeship	154	11	
2	Supportive Courses			
2.1	Introduction to Management	75	5	
2.2	Business Economics	76	6	
2.3	Applied Business Mathematics	45	3	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to IT and Basic Application	50	4	
3.5	Entrepreneurship	80	6	

Total 1,392 100

Middle Level TVET Training Programme

Accounting - Year Two

Accounting Clerk

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Introduction to Financial Accounting			
1.1.1	In School Training	147	11	
1.1.2	Project Work	5	1	
1.1.3	Apprenticeship	76	5	
1.2	Introduction to Cost Accounting			
1.2.1	In School Training	213	15	
1.2.2	Project Work	5	1	
1.2.3	Apprenticeship	76	5	
1.3	Introduction to Management Accounting			
1.3.1	In School Training	78	5	
1.3.2	Project Work	4	1	
1.3.3	Apprenticeship	75	5	
1.4	Introduction to Budgetary Accounting			
1.4.1	In School Training	141	10	
1.4.2	Project Work	7	1	
1.4.3	Apprenticeship	85	6	
2	Supportive Courses			
2.1	Business Communication	75	5	
2.2	Business Law	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Computer Networking	50	4	
3.5	Small Business Management	80	6	
Total		1,392	100	

Middle Level TVET Training Programme

Accounting - Year Three

Junior Accountant

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Introduction to Fund Accounting			
1.1.1	In School Training	137	10	
1.1.2	Project Work	36	3	
1.1.3	Apprenticeship	80	6	
1.2	Introduction to Tax Accounting			
1.2.1	In School Training	103	7	
1.2.2	Project Work	15	1	
1.2.3	Apprenticeship	89	6	
1.3	Introduction to Computerized Accounting			
1.3.1	In School Training	154	11	
1.3.2	Project Work	15	1	
1.3.3	Apprenticeship	69	5	
1.4	Introduction to Auditing			
1.4.1	In School Training	176	13	
1.4.2	Project Work	34	2	
1.4.3	Apprenticeship	74	5	
2	Supportive Courses			
2.1	Introduction to Statistics	80	6	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Web Development	50	4	
3.5	Business Growth Strategy	80	6	
Total		1,392	100	

Information Technology - Year One

Computer Operator

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Office Automation			
1.1.1	In School Training	190	14	
1.1.2	Project Work	26	2	
1.1.3	Apprenticeship	60	4	
1.2	Internet Services			
1.2.1	In School Training	86	6	
1.2.2	Project Work	29	2	
1.2.3	Apprenticeship	90	6	
1.3	Multimedia and Virtual Reality Modeling			
1.3.1	In School Training	123	9	
1.3.2	Project Work	50	4	
1.3.3	Apprenticeship	65	5	
1.4	Intermediate PC Maintenance and Troubleshooting			
1.4.1	In School Training	101	7	
1.4.2	Project Work	50	4	
1.4.3	Apprenticeship	97	7	
2	Supportive Courses			
2.1	English Keyboarding	30	2	
2.2	Introduction to Computer, OS and Digital Electronics	75	5	
2.3	Computer Mathematics	40	3	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Entrepreneurship	80	6	
Total		1,392	100	

Middle Level TVET Training Programme
Information Technology - Year Two
Information Technology Assistant Technician

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Web Page Authoring			
1.1.1	In School Training	167	12	
1.1.2	Project Work	45	4	
1.1.3	Apprenticeship	102	7	
1.2	Basic Computer Programming			
1.2.1	In School Training	211	15	
1.2.2	Project Work	65	5	
1.2.3	Apprenticeship	65	5	
1.3	Advanced PC Maintenance and Troubleshooting			
1.3.1	In School Training	122	9	
1.3.2	Project Work	40	3	
1.3.3	Apprenticeship	145	10	
2	Supportive Courses			
2.1	Systems Analysis and Design	75	5	
2.2	Computer Architecture	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Small Business Management	80	6	

Total **1,392** **100**

Middle Level TVET Training Programme

Information Technology - Year Three

Information Technology Technician

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Intermediate Computer Programming			
1.1.1	In School Training	136	10	
1.1.2	Project Work	60	4	
1.1.3	Apprenticeship	85	6	
1.2	Intermediate Database Management			
1.2.1	In School Training	170	12	
1.2.2	Project Work	42	3	
1.2.3	Apprenticeship	106	10	
1.3	Intermediate Computer Networking			
1.3.1	In School Training	194	14	
1.3.2	Project Work	48	3	
1.3.3	Apprenticeship	121	8	
2	Supportive Courses			
2.1	Basics of Telecommunications	75	5	
2.2	Basic of Data Structure and Algorithm	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Business Growth Strategy	80	6	
Total		1,392	100	

Middle Level TVET Training Programme

Secretarial Science and Office Management - Year One

Junior Secretary

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Keyboarding			
1.1.1	1.1. In School Training	160	12	
1.1.2	1.2. Project Work	42	3	
1.1.3	1.3. Apprenticeship	84	6	
1.2	Principles of Typing			
1.2.1	1.1. In School Training	166	12	
1.2.2	1.2. Project Work	45	3	
1.2.3	1.3. Apprenticeship	88	6	
1.3	Office Records Management			
1.3.1	1.1. In School Training	111	8	
1.3.2	1.2. Project Work	29	2	
1.3.3	1.3. Apprenticeship	58	4	
1.4	Intermediate Typing			
1.4.1	1.1. In School Training	112	8	
1.4.2	1.2. Project Work	30	2	
1.4.3	1.3. Apprenticeship	59	4	
1.5	Reception			
1.5.1	1.1. In School Training	44	3	
1.5.2	1.2. Project Work	11	1	
1.5.3	1.3. Apprenticeship	23	2	
2	Supportive Courses			
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Information Technology and Basic Application	50	4	
3.5	Entrepreneurship	80	6	

Total

1,392

100

Middle Level TVET Training Programme

Secretarial Science and Office Management - Year Two

Secretary				
N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	English and Amharic Production Typing			
1.1.1	In School Training	205	15	
1.1.2	Project Work	50	4	
1.1.3	Apprenticeship	122	8	
1.2	Office Automation			
1.2.1	In School Training	190	14	
1.2.2	Project Work	35	3	
1.2.3	Apprenticeship	120	8	
1.3	Accounting for Secretaries			
1.3.1	In School Training	150	10	
1.3.2	Project Work	15	1	
1.3.3	Apprenticeship	70	5	
2	Supportive Courses			
2.1	Applied Business Mathematics	45	3	
2.2	Business Communication	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Computer Networking	50	4	
3.5	Small Business Management	50	6	
Total		1,377	100	

Middle Level TVET Training Programme
Secretarial Science and Office Management - Year Three
Administrative Secretary

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Secretarial Procedures and Office Administration			
1.1.1	In School Training	200	15	14 ?
1.1.2	Project Work	36	3	
1.1.3	Apprenticeship	172	12	
1.2	Application of Office Automation & Pc Troubleshooting			
1.2.1	In School Training	150	11	
1.2.2	Project Work	64	6	5 ?
1.2.3	Apprenticeship	140	10	
2	Supportive Courses			
2.1	English for Secretaries	75	5	
2.2	Introduction o Management	75	5	
2.3	Human Relation Skill in office	75	5	
2.4	Business Law	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Webpage Development	50	4	
3.5	Business Growth Strategy	50	6	

Middle Level TVET Training Programme

Marketing/Salsmanship - Year One

Sales Person

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Marketing and Salesmanship			
1.1.1	In School Training	369	26	
1.1.2	Project Work	81	6	
1.1.3	Apprenticeship	234	17	
1.2	Sales Clerical and Record Keeping			
1.2.1	In School Training	123	9	
1.2.2	Project Work	27	2	
1.2.3	Apprenticeship	78	6	
2	Supportive Courses			
2.1	Introduction to Marketing	75	5	
2.2	Basic Bookkeeping	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Computer & Its Application	50	4	
3.5	Entrepreneurship	80	6	

Total

1,392

100

Middle Level TVET Training Programme
Marketing/Salsmanship - Year Two
Assistant Sales Supervisor

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Work and Work Force Supervision			
1.1.1	In School Training	232	17	
1.1.2	Project Work	41	3	
1.1.3	Apprenticeship	145	10	
1.2	Customs and Bank Clearing Operation			
1.2.1	In School Training	150	11	
1.2.2	Project Work	26	2	
1.2.3	Apprenticeship	94	7	
1.3	Managing Lower Level Marketing Activities			
1.3.1	In School Training	116	8	
1.3.2	Project Work	20	1	
1.3.3	Apprenticeship	73	5	
2	Supportive Courses			
2.1	Record Management	90	7	
2.2	Introduction to Management	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Computer Networking	50	4	
3.5	Small Business Management	80	6	

Total 1,392 100

Middle Level TVET Training Programme

Marketing/Salsmanship - Year Three

Sales Supervisor

N ^o :	Course Title	Training Hours	Maximum Achievable Mark(s)	Achieved Marks
1	Main Courses			
1.1	Basic of Marketing Research			
1.1.1	In School Training	70	5	
1.1.2	Project Work	16	1	
1.1.3	Apprenticeship	43	3	
1.2	Managing Promotion			
1.2.1	In School Training	174	12	
1.2.2	Project Work	40	3	
1.2.3	Apprenticeship	107	8	
1.3	Managing Distribution			
1.3.1	In School Training	84	6	
1.3.2	Project Work	19	1	
1.3.3	Apprenticeship	52	4	
1.4	Managing Sales			
1.4.1	In School Training	108	8	
1.4.2	Project Work	25	2	
1.4.3	Apprenticeship	66	4	
1.5	Principles of Marketing			
1.5.1	In School Training	72	5	
1.5.2	Project Work	17	1	
1.5.3	Apprenticeship	44	4	
2	Supportive Courses			
2.1	Principles of Accounting	50	4	
2.2	Business Communication	75	5	
3	Common Courses			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to Webpage Development	50	4	
3.5	Business Growth Strategy	80	6	

Total 1,392 100

This Thesis has been submitted for examination with my approval As University Advisor:

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